

Dakchyata: TVET Practical Partnership

Consultancy title	TVET Qualification and Curriculum Specialist
Activity area	Support to Component 1 of TVET PP
Report to	<i>Dakchyata Team Leader</i>
Location	<i>Kathmandu, Nepal</i>
Inputs	<i>Max days: 30</i>
Dates	<i>January 2019 – March 2019</i>

1. Background to project

Dakchyata is part of the **TVET Practical Partnership** programme, the flagship skills development programme of the European Union in Nepal. Dakchyata is being implemented by the British Council under the leadership of the Ministry of Education, Science and Technology, in partnership with the Council for Technical Education and Vocational Training (CTEVT). The programme started in 2017, with an implementation period of 48 months.

The specific objective of the TVET PP programme is to strengthen and implement more effective policy in the Technical and Vocational Education and Training (TVET) sector, responsive to labour market needs. The programme is piloting an integrated Public Private Partnership approach in three key economic sectors i) agriculture ii) construction, and iii) tourism.

The British Council is responsible for delivering Components 2 and 3 of the overarching TVET PP programme. **Component 1** is being addressed as part of the inter-linked 'Sakchyamata' programme, delivered by CTEVT in Nepal. However, the British Council has committed to provide limited technical assistance to CTEVT to support the implementation of their activities under Component 1.

The CTEVT Sakchyamata project (Component 1) aims to improve the quality of TVET under the following four result areas:

1. Capacity development in TVET system
- 2. Employers involvement in standardising and developing market-based curricula and training materials**
3. Improving relevancy of TVET programmes through better quality standards, and monitoring and evaluation
4. Coordination and collaboration with federal, provincial and local TVET Stakeholders

CTEVT activities under these four result areas include: the scaling up of TVET provision and implementation, including strengthening quality assurance standards in the TVET sector; and strengthening the development of curriculum and instructional material for the delivery of quality TVET programmes in Nepal. Similarly, support for upgrading better equipment and facilities in pilot TVET centres will provide opportunities for better practical training to the trainees in the agriculture, tourism and construction sectors. The provision of e-learning, will increase outreach, and the study of labour market signalling and assessment of demand-driven occupations will provide insights into the current demand and supply situation of the actual world-of-work. Coordination and collaboration among TVET local stakeholders including business and industry will enhance public private partnerships across all levels of TVET.

2. Description of assignment

The British Council, through the Dakchyata project, is looking to appoint a **TVET Qualification and Curriculum Specialist** to provide technical assistance to CTEVT in the delivery of their Component 1 activities. The consultant will provide support in implementing the above interlinking actions focusing on Result Area 2 of the Sakchyamata project, related to standardising and developing market based curricula and training materials

2.1 Objectives

The overall objective of the assignment is to provide technical assistance to the SAKCHYAMTA project to support CTEVT enhance its processes and capacity to develop and maintain a competence and credit based curriculum.

2.2 Required services/activities

The Consultant will work with CTEVT to review the existing curriculum development process, how it is implemented, and its suitability for developing and maintaining a high-quality, relevant, credit and competency-based curriculum. It will then identify strengths and weaknesses and present alternative approaches based on international practice which could be used to improve the process.

The consultant will then work with CTEVT to agree how aspects of its curriculum development process and/or implementation should be improved and agree a two-year outline action plan. Specifically this will include:

- Assist counterparts and curriculum working group in reviewing the different stages of the existing curriculum development process of the Curriculum Division of CTEVT and its suitability for developing and maintaining a high-quality, relevant credit and competency-based curriculum
- Consultation with CTEVT and stakeholders on the effectiveness of the implementation of the existing curriculum development process and to identify related work to be done by other projects
- Assist counterparts and Curriculum Working Group on developing the outlines of occupational standard

- A three-day workshop to outline the components of a high-quality credit and competency-based curriculum development template; agree strengths and weaknesses in the current approach; to introduce examples of international approaches in potential areas for development; and agree areas for improvement/development in the system and its implementation
- Assist counterparts and curriculum working group to identify in more detail what changes are needed to introduce and implement improvements to each stage of the curriculum development process taking into account the resources available.
- A workshop to agree priorities for change, the expected outcomes and a roadmap for implementing the change including the identification of external expertise required to overcome knowledge or capacity gaps.
- Assist counterparts and curriculum working group to develop a roadmap for the reform of the curriculum development process outlining the stages of reform, those responsible for managing and delivering the reform and the types of expertise needed to deliver it.
- Provide alternative approaches of curriculum development process (alternative approaches for DACUM approach)
- Based on the template developed in the earlier workshop, provide training to the Curriculum Working Group and related personnel of CTEVT how to apply the template for developing the curricula.

2.3 Required outputs

The consultant will be required to provide the following outputs during the execution of the assignment

- A report on the strengths and weaknesses of the current curriculum development process an implementation based on feedback from CTEVT, local stakeholders and examples of international good practice
- A guide setting out the key components of curriculum development system and examples of international practice in specific aspects of the process relevant to Nepal.
- A roadmap setting out the priorities for curriculum reform and the key actions required, those responsible for managing and delivering the reform and the types of expertise needed to deliver it
- Workshops as needed.

3. Logistical arrangements

3.1 Location

CTEVT Sakchyamata project office in Bhaktapur (Kathmandu Valley), Nepal.

3.2 Input period

The input period for this assignment will be from January 2019 to March 2019

4. Administrative information

4.1 Travel

The **TVET Qualification and Curriculum Specialist** will be required to work from office space of Sakchyamata while in Kathmandu Valley. Field visits outside Kathmandu Valley may be required. Any travel outside of Kathmandu will be agreed in advance with Dakchyata

- transport and accommodation outside of Kathmandu valley will be reimbursed as per the Dakchyata travel policy.

4.2 Equipment

The Consultant will be expected to provide their own office equipment i.e. laptops, mobile phone etc. required to perform the services.

4.3 Invoicing

Payment will be made in arrears on acceptance of deliverables and receipt of corresponding invoice and timesheets. Timesheets will be approved by the Sakchamata Project Coordinator, and countersigned by a representative of the Dakchyata team. An indicative payment schedule will be agreed and form part of the contract.

4.4 Fee rate and expenses

The daily fee rate will be considered an all-inclusive fee, including all applicable taxes such as VAT, and cover all preparation, report writing and all other work required for completion of the services.

4.5 Working days

For the purposes of this assignment “Working Hours” and “Working Days” shall mean an 8 hour day, 9 a.m. to 5 p.m. local time Monday to Friday, if nothing else is agreed. (Work on weekend days may be required from time to time, and must be agreed in advance).

5. Consultant specification

Mandatory criteria	Weighting
A Master’s Degree in Education/TVET, specialising in curriculum planning, development and implementation from a recognized university and not less than ten (10) years of curriculum design, development and implementation experience, with demonstrated expertise at national and international levels, preferably within TVET	Y/N
Knowledge of Competency-Based and Credit Transfer curriculum design in TVET, and experience in developing and managing the development of competency based curricula	25%
Knowledge of curriculum design and curriculum development and labour market screening, and experience in recommending ways in which curriculum can be made more responsive to employer and labour market needs	25%
Experience in leading organisational change with preference to experience in curriculum review and revision	10%
Knowledge of implementation of curriculum and research methods and ability to provide timely and accurate advice on curriculum issues.	10%
Desirable criteria	Weighting

Strong interpersonal, leadership, and motivational skills - ability to meet deadlines and handle diverse tasks simultaneously	10%
Working experience with senior officials within government and educators	10%
Possess excellent planning, coordination and workshop facilitation skills	5%
Excellent report writing, presentation and oral communication skills (in English).	5%

Scoring Model – Your submission will be subject to an initial review to assess if it meets the mandatory requirements described above. Any submission which does not meet these requirements will be rejected in full at this point and will not be assessed or scored further. Please note that at any time during the evaluation process the panel can ask for additional evidence or information. Submissions not so rejected will be scored by an evaluation panel appointed by the British Council for all criteria using the following scoring model:

Points	Interpretation
10	Excellent – Overall the submission demonstrates that the consultant meets all areas of the requirement and provides all of the areas evidence requested in the level of detail requested. This, therefore, meets all aspects of the requirement leaving no ambiguity as to whether the consultant can meet the requirement.
7	Good – Overall the submission demonstrates that the consultant meets all areas of the requirement and provides all evidence requested, but contains some trivial omissions in relation to the level of detail requested in terms of either the submission or the evidence. This, therefore, is a good response that meets all aspects of the requirement with only a trivial level ambiguity due the consultant’s failure to provide all information at the level of detail requested.
5	Adequate – Overall the submission demonstrates that the consultant meets all areas of the requirement, but not all of the areas of evidence requested have been provided. This, therefore, is an adequate response, but with some limited ambiguity as to whether the consultant can meet the requirement due to the failure to provide the evidence requested.

3	Poor – The response does not demonstrate that the consultant meets the requirement in one or more areas. This, therefore, is a poor response with significant ambiguity as to whether the consultant can meet the requirement due to the failure by the consultant to show that it meets one or more areas of the requirement.
0	Unacceptable – The response is non-compliant with the requirements of the ToRs and/or information about required areas has not been provided.

Following scoring the submissions, selected consultants will:

- i) be invited to attend an interview (face to face or Skype) to further clarify their submissions, experience and skills.

Following the interviews, evaluation scores will be adjusted based on the performance of each consultant at interview.

Final scores in terms of a percentage of the overall submission score will be obtained by applying the relevant weighting factors set out as part of the award criteria table above. The percentage scores for each award criteria will be amalgamated to give a percentage score out of 100.

The winning submission shall be the response scoring the highest percentage score out of 100 when applying the above evaluation methodology, which is also supported by any required verification evidence obtained by the British Council during the evaluation process relating to any self-certification or other requirements.

6. How to apply

Interested candidates should send a CV in EU format (attached) to sudha.subba@britishcouncil.org.np with the title '**TVET Qualification and Curriculum Specialist – Dakchyata: TVET Practical Partnership Nepal**' by midnight local time on 11 November 2018.

Candidates must include in their covering email their availability to perform the services against the required time scale, and expected daily fee rate.

Please note, we can only respond to successful applicants.