

KENYA NATIONAL QUALIFICATIONS CLASSIFICATION STANDARD (KNQCS)

1ST EDITION





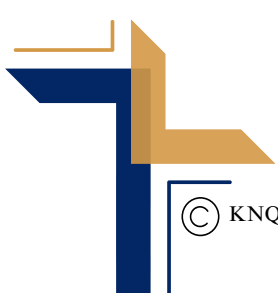


REVISION OF THE KENYA NATIONAL QUALIFICATIONS CLASSIFICATION STANDARD (KNQCS)

To ensure the Kenya National Qualifications Classification Standard (KNQCS) remains current and responsive to developments in the qualifications landscape, it will undergo periodic reviews. Stakeholders and users are encouraged to submit feedback and suggestions for improvement. All correspondence should be addressed to the Director General, Kenya National Qualifications Authority (KNQA).

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KENYA NATIONAL QUALIFICATIONS CLASSIFICATION STANDARD (KNQCS)

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FOREWORD

Kenya's education and training system boasts a rich diversity of qualifications across various sectors, showcasing the nation's commitment to inclusive and flexible learning pathways. However, this very diversity also creates significant challenges. The lack of a coherent framework for classifying, recognizing, and comparing qualifications—both within the country and globally—often hinders students' mobility, progression, and employability. Learners face obstacles when transferring between institutions, pursuing further education, or entering the job market due to inconsistent interpretation and recognition of their credentials.

The International Standard Classification of Education (ISCED) is the global benchmark for organizing education systems and ensuring qualifications are comparable across borders. Based on this international framework, the Kenya National Qualifications Authority (KNQA) developed the Kenya National Qualifications Classification Standard (KNQCS), aligned to the Kenya's 10-level National Qualifications Framework (NQF). The KNQCS is a transformative tool that standardizes how qualifications are classified, and coded across all levels of education and training in Kenya. By focusing on the actual learning outcomes and content of qualifications, it ensures that qualifications are clear, consistent and easy to interpret. The alignment with ISCED fosters trust, transparency and international recognition of Kenyan qualifications.

More than a technical standard, the KNQCS promotes transparency, trust, and international recognition of Kenyan qualifications. It empowers lifelong learning, facilitates learner and labour mobility, and enhances the global competitiveness of Kenya's education and training system.



Hon. Stanley Kiptis
Council Chairperson,
Kenya National Qualifications Authority (KNQA)

ACKNOWLEDGEMENT

A large number of experts contributed to and supported publication of the Kenya National Qualifications Classification Standard. I sincerely acknowledge all stakeholders for their invaluable contributions to the successful development of this Standard. Your commitment and input have been instrumental in shaping a tool that will transform the recognition and comparability of qualifications in Kenya.

I would also like to extend my heartfelt appreciation to the KNQA Council, the KNQA technical team that led the development process and the Multi Agency Technical Working Committee for their unwavering support and dedication throughout the development of this Standard.

Finally, this publication would not have been possible without the contribution of the UNESCO Institute for Statistics (UIS) and their technical expertise and support in aligning this Standard with the ISCED. We are grateful for the support and guidance provided by them, particularly in mapping the KNQF levels to ISCED Levels.



Dr. Alice Kande, PhD

Director General/ CEO

Kenya National Qualifications Authority (KNQA)

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ACRONYMS AND ABBREVIATIONS

ACQF	African Continental Qualifications Framework
AU	African Union
BETA	Bottom-up Economic Transformation Agenda
CBETA	Competency Based Education, Training and Assessment
CUE	Commission for University Education
EAC	East African Community
GTT	Government Grade Test
HND	Higher National Diploma
ISCED	International Standard Classification of Education
KeSCO	Kenya Standard Classification of Occupations
KNQA	Kenya National Qualifications Authority
KNQF	Kenya National Qualifications Framework
KUCCPS	Kenya Universities and Colleges Central Placement Service
MCP	Master Craft Person
NITA	National Industrial Training Authority
NSC	National Skills Certificate
NQF	National Qualifications Framework
NVC	National Vocational Certificate
PGD	Post Graduate Diploma
PPE	Pre- Primary Education
QAB	Qualifications Awarding Body
SDG	Sustainable Development Goal
TVET	Technical Vocational Education and Training
TVETA	Technical Vocational Education and Training Authority
UNESCO	United Nations Educational Scientific and Cultural Organization

DEFINITION OF TERMS

Alignment

Means determination of a position of a qualification on the National Qualifications Framework (NQF).

Authority

Means the Kenya National Qualifications Authority established under Section 6(1) of the KNQF Act Cap. 214.

Assessment of Qualifications

Means evaluation of learning outcomes to determine whether a learner has achieved the competency specified in a programme or a course.

Certificate

Refers to the official document awarded to a learner or candidate as evidence of the recognition of their achievement in meeting the requirements of a qualification, part-qualification, or unit of learning. It serves as the tangible outcome of the certification process and confirms that the individual has attained the prescribed learning outcomes or competencies, as assessed by an authorized body.

Completion of a level.

Means successful completion of an education programme sufficient for level completion as prescribed by the KNQF resulting to attainment of a qualification. The requirements for successful completion of an education programme, i.e. achievement of its learning objectives, are normally stipulated in the programme specifications and usually include attendance requirements (enrolment and regularly attend through the final year of a programme) and/or demonstration of acquisition of expected knowledge, skills and competencies through assessment.

Course

Refers to a structured segment of educational content designed to achieve specific learning objectives. Internationally, this concept is recognized under various terms, such as "learning objects," "modules," or "units of learning," depending on the educational framework or curriculum in use. These units serve as the building blocks of educational programmes, facilitating the organization and delivery of instruction.

Credit.

Means the value assigned for—

- (a) ten notional hours;
- (b) recognition of equation in content and learning outcomes, between different types of learning; or

- (c) the amount of learning required to achieve a qualification which may be through—
- (i) credit transfer;
 - (ii) articulation;
 - (iii) recognition of prior learning; or
 - (iv) advanced studying that is based on the quantity of notional hours for a specific qualification.

Curriculum

Means content specifications, assessment procedures and learning outcomes of a programme or course of study leading to the award of a qualification.

Educational Attainment.

Refers to the highest KNQF level of education an individual has successfully completed. This is usually measured with respect to the highest education programme successfully completed which is typically certified by a recognized qualification. Recognized intermediate qualifications are classified at a lower level than the programme itself.

Field of Education.

Refers to the broad domain, branch or area of content covered by an educational qualification, programme, course or module. Often referred to as a 'subject' or 'discipline'. This may also be referred to as 'field of study'.

Inter-Disciplinary or Broad Programmes and Qualifications

Refers to those programmes and their related qualifications which combine several detailed fields of education and training where no single detailed field dominates. Many inter-disciplinary programmes and qualifications cover several narrow or even broad fields.

Modular Qualifications

Refers to a qualification, part qualification or credential that is achieved by completing a set of modules. It considers the broader context of combining these modules to attain a recognized qualification.

Module.

Means a course or part of a course in the context of a modular qualification. A module may be taken singularly or combined with other modules offered.

National Qualification.

Means a programme or a course that has met the requirements set out in the National Qualification Framework and entered into the database.

National Qualifications Framework

Refers to the national system for the articulation, classification, registration, quality assurance and monitoring and evaluation of national qualifications as developed in accordance with KNQF Act CAP 214.

Nomenclature of a Qualification

Refers to the nomenclature of a qualification refers to its name or title, which describes the qualification and provides information about its level, field of study, and sometimes its specialization.

Orientation

Refers to the categorization of a qualification into specific types, such as general and vocational education or academic and professional education. It involves the classification of qualifications based on their broader focus and purpose, distinguishing between those designed for general knowledge and skills development and those geared towards specific occupational or professional competencies.

Programme

Means a purposeful and structured set of learning experience and competence that leads to award of a qualification by qualification awarding body.

- a. Successful completion of a full education programme;
- b. Successful completion of a stage of an education programme (intermediate qualifications); or
- c. Validation of acquired knowledge, skills and competencies, independent of participation in an education programme. This may also be referred to as a 'credential'.

Qualification

Refers to the official confirmation, usually in the form of a document, certifying the successful completion of an education programme or a stage of a programme. Qualifications can be obtained through:

Qualifications Awarding Body

Means an education and training institution with a statutory mandate to develop, examine or assess and award qualifications

Tertiary Education

Refers to all formal learning at KNQF levels 6 to 10, typically provided by universities, national polytechnics, and other recognized tertiary institutions. It is intended to equip learners with advanced knowledge, skills, and competencies beyond the level of secondary education and/or post-secondary non-tertiary education. Tertiary education leads to diploma, bachelor's, master's, and doctoral qualifications, and may be academic, technical, or professional in nature.

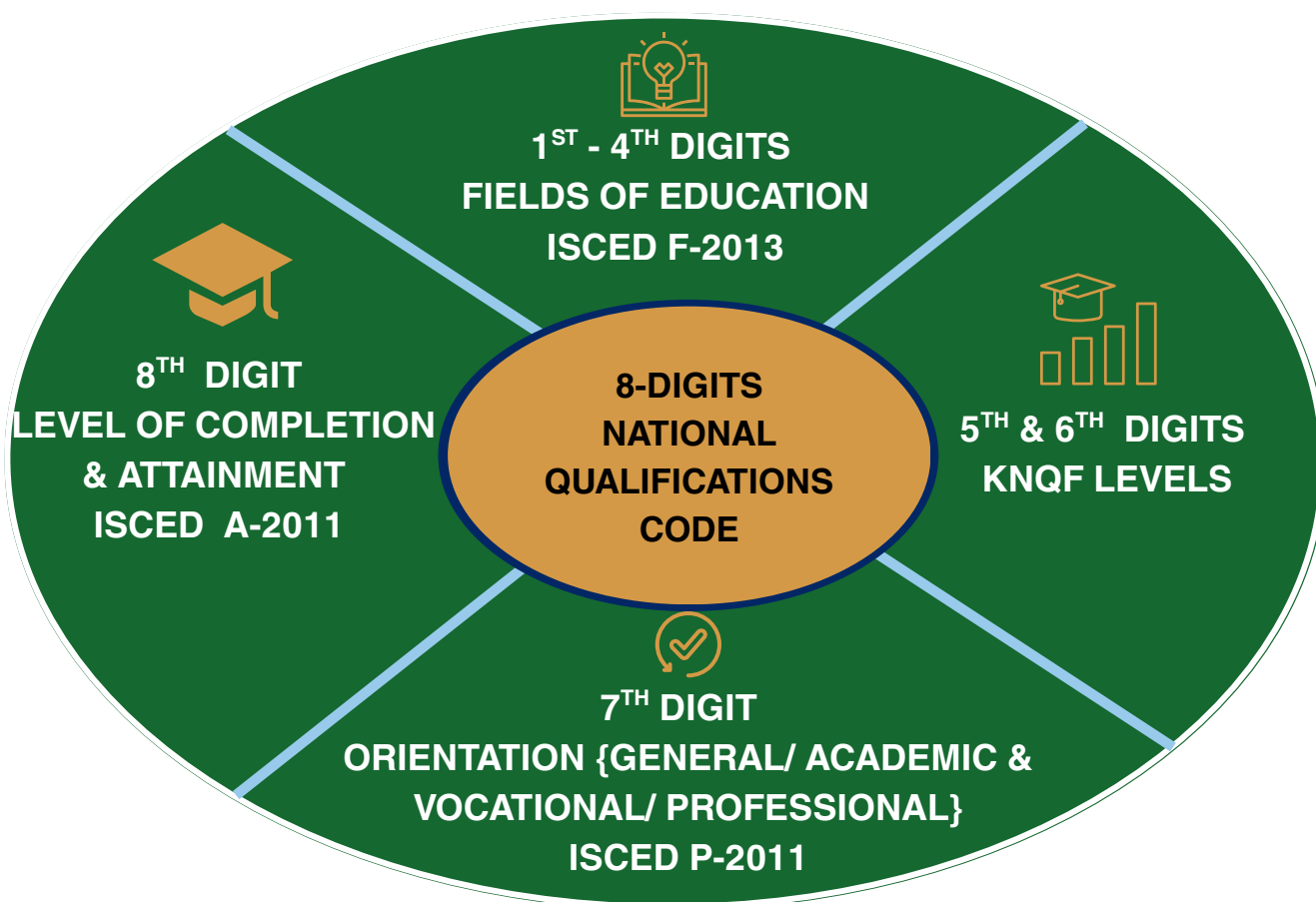
EXECUTIVE SUMMARY

The Kenya National Qualifications Classification Standard (KNQCS) serves as a vital reference tool for organizations and educational institutions facilitating the classification and coding of education programmes and related qualifications based on education levels and fields. Kenya has adopted the International Standard Classification of Education (ISCED) as the global benchmark for classification and comparing education systems worldwide. The KNQCS comprises eight digits aligning with ISCED and KNQF components. The Standard aims to enhance transparency, international recognition and global mobility by providing a standardized coding for qualifications within the context of Kenyan educational environment.

KNQCS serves as a critical tool for fostering transparency, comparability and recognition of qualifications within Kenya and globally. It reinforces Kenya's commitment to quality education and training thus promotes attainment of SDG No. 4. The education and training sector shall apply this Standard to identify different fields, programmes and qualifications awarded in Kenya for purposes of enabling comparability and transferability of qualifications, learners and workers.

Part I of this Standard outline establishment of KNQCS as provided for under the Kenya National Qualifications Framework (KNQF) Act Cap. 214. The KNQA has developed KNQCS anchoring it to ISCED and it addresses issues of comparability and standardization. Part II of the Standard focuses on naming and coding of qualifications in line with ISCED. Part III delves into the systematic mapping of KNQF Levels with corresponding ISCED Levels.

KENYA NATIONAL QUALIFICATIONS CLASSIFICATION STANDARD (KNQCS)



PART I

INTRODUCTION

1.0 PREAMBLE

This section presents the background of classification and coding of qualifications. It also provides a situation analysis, rationale, purpose of the Classification Standard, objectives, scope and application and legal and policy framework.

1.1 BACKGROUND

The ISCED was initially developed by UNESCO in the mid-1970s and was first revised in 1997. Due to subsequent changes in education and learning systems throughout the start of the 21st century, a further review of ISCED was undertaken between 2009 and 2011 involving extensive global consultations with countries, regional experts and international organisations. The revision took into account important shifts in the structure of higher education in the world such as the Bologna process in Europe. The revised ISCED 2011 classification was adopted by the UNESCO General Conference at its 36th session in November 2011.

The Kenya National Qualifications Authority (KNQA) was established in 2015 to operationalize the Kenya National Qualifications Framework (KNQF) Act Cap. 214. Among other functions of the Authority, Section 8 (1) (f) of the KNQF Act, mandates KNQA to publish manuals, codes, and guidelines on national qualifications. Further, Section 8 (1) (q) mandates KNQA to promote the recognition of national qualifications internationally. In pursuit of these functions, KNQA has developed the Kenya National Qualifications Classification Standard (KNQCS), a standardized system to encode national qualifications.

The KNQCS is aligned with the International Standard Classification of Education (ISCED) while incorporating the diverse education and training system in Kenya, as defined by the KNQF structure, to ensure national identity and relevance.

1.2 SITUATIONAL ANALYSIS

In Kenya, education and training providers use varied nomenclatures and codes to classify qualifications. This diversity has led to incompatible qualifications hindering comparability and recognition of qualifications. Notably, different institutions including assessment bodies, National Polytechnics, Universities, Placement Bodies and Professional Examination Boards, employ unique codes to identify learning units and programmes and their resulting qualifications. Universities in Kenya apply the Universities Standards and Guidelines 2014, which require them to provide distinct course codes in programmes, comprising letters and digits. Likewise, the Standards and Guidelines developed by the TVET Authority require that each unit of competency and programme should have a unique identification code as prescribed by the ISCED coding system.

When coding qualifications for KNQF registration, KNQA employs cluster codes that categorize qualifications into comparable academic fields, guided by the ISCED fields of education and training 2013 (ISCED-F 2013) and the KNQF Levels.

The diversity of education and training qualifications poses a challenge in comparing qualifications. To address this issue, ISCED introduced a structured framework utilizing a taxonomy approach that aims at organizing, compiling, analysing, and comparing qualifications.

The KNQCS classifies and codes education and training programmes and resulting qualifications based on three main variables: fields of education and training (ISCED-F 2013), KNQF levels, and levels of educational attainment (ISCED-P 2011).

Development of KNQCS is therefore a milestone towards enhancing mobility, comparability and recognition of qualifications on national and global platforms.

1.3 RATIONALE

Over time, education and training institutions have been using varied means of coding and classifying programmes and their resulting qualifications. Consequently, this hinders comparability, recognition and seamless transfer and mobility of qualifications and learners. To address this, establishment of a standardized national system for the classification and coding of qualifications in Kenya is therefore imperative. KNQCS will ensure transparency and comparability of qualifications fostering international collaboration and mobility. Furthermore, it promotes the global recognition of Kenyan qualifications, amplifying opportunities for international education and employment.

1.4 PURPOSE

The purpose of the Standard is to facilitate coherence and harmony in classification and coding of programmes and qualifications. All qualifications shall be assigned a code in accordance with this Standard, and the code shall be indicated on the corresponding certificate.

1.5 OBJECTIVES

The objectives of KNQCS are:

- a) To create coherence in naming and classification of education and training programmes and their related qualifications;
- b) To foster transparency in the education and training system by providing a clear, consistent and standardized coding system;
- c) To promote comparability and recognition of Kenyan qualifications both nationally and internationally; and
- d) To promote effective reporting of education and training system statistics.

1.6 STRUCTURE OF THE QUALIFICATION CODE

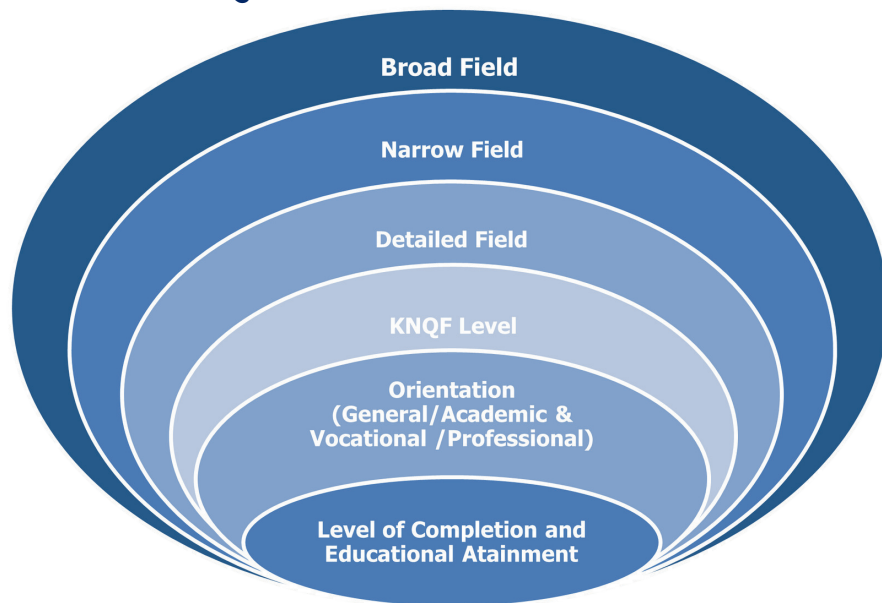


FIGURE 1: STRUCTURE OF THE QUALIFICATION CODE

The KNQCS, provides a systematic approach for classifying and coding qualifications based on multiple levels of specificity. This structured framework ensures that qualifications are systematically classified and coded, making them easily identifiable, comparable, and internationally recognizable.

Each qualification shall be assigned a code composed of the following elements:

- a) **Broad Field (ISCED F-2013)** – The highest level of classification, representing a general area of education or training (e.g. Engineering, Manufacturing and Construction);
- b) **Narrow Field (ISCED F-2013)** – A subdivision of the broad field, focusing on specialized domains within a discipline (e.g. within broad field Engineering, Manufacturing and Construction, narrow fields include Engineering and Engineering Trades, Manufacturing and Processing, and Architecture and Construction);
- c) **Detailed Field (ISCED F-2013)** – A further breakdown of the narrow field, identifying specific study areas (e.g., within Narrow Field of Engineering and Engineering Trades, detailed fields include Chemical engineering and processes, Electricity and energy, or Mechanics and metal trades, amongst others);
- d) **KNQF Level (KNQF Structure)** – Corresponds to the qualification level as defined in the KNQF, ranging from Level 1 (basic education) to Level 10 (doctoral qualifications). Each level indicates the complexity and volume of learning required as outlined by the KNQF Level Descriptors;
- e) **Orientation (ISCED P-2011)** – Defines whether a qualification is categorized as:
 - i. **General** – Broad-based education that provides foundational knowledge;
 - ii. **Academic** – Focused on higher education and research-based learning;
 - iii. **Vocational** – Skill-based education geared toward specific trades or occupations; and
 - iv. **Professional** – Specialized qualifications required for regulated professions (e.g. law, medicine, accounting).

- f) **Level of Educational Attainment (ISCED P-2011)** – Represents the final status of a learner's education, indicating whether they have completed a qualification or attained partial completion, influencing progression pathways within the KNQF.

1.7 SCOPE AND APPLICATION

This Standard shall be applied during naming and coding of all education and training qualifications.

The main users of the KNQCS include regulators, qualification awarding bodies, curriculum developers, professional bodies, employers, regulatory bodies, student placement bodies, and education, training and research institutions, among others.

1.8 LEGAL AND POLICY FRAMEWORK

The Standard is anchored on the following national and international legal and policy frameworks:

TABLE 1: NATIONAL AND INTERNATIONAL LEGAL AND POLICY FRAMEWORKS

Policy Context	Policy Statement
International Policy Framework	United Nations Sustainable Development Goal No. 4
	AU Agenda 2063 on commitment to promote lifelong learning.
	International Standard Classification of Education ISCED 2011
	International Standard Classification of Education Fields of education and training 2013 (ISCED-F 2013) –Detailed field descriptions
National policies and legislations to promote quality in education and training	Constitution of Kenya 2010 Article 53 (1) (b) and 55 (a).
	Kenya Vision 2030
	Sessional paper No.1 of 2005 on a policy framework for Education, Training and Research
	Sessional Paper No 1 of 2019 on reforming education and training for Sustainable Development.
	KNQF Act. CAP 214
	Universities Act CAP. 210
	TVET Act CAP. 210
	Basic Education CAP. 211
	Industrial Training Act CAP. 237
	Labour Relations Act CAP. 233

PART II

NAMING AND CODING OF QUALIFICATIONS

2.0 PREAMBLE

This chapter outlines the guidelines for naming qualifications. The naming and coding of qualifications serves as a crucial standard for categorization and recognition of qualifications. In the context of education and training, qualifications encompass a diverse range of certifications, degrees and credentials each denoting a distinct level of knowledge, skills and expertise attained by an individual. Effective naming ensures clarity and transparency in describing the nature and scope of a qualification aiding stakeholders in understanding its significance.

2.1 NOMENCLATURE OF QUALIFICATIONS

Nomenclature of an education and training qualification refers to a set of names or titles primarily used to identify the qualification and assist in its classification within a relevant field of education and training. It provides initial insights into the field of study, specialization and content of the qualification which contributes to the overall classification and coding process.

2.1.1 REQUIREMENTS FOR DERIVING THE NOMENCLATURE OF QUALIFICATION

- a) A qualification's title shall accurately reflect its content, with at least 70% of the curriculum directly aligning with the title;
- b) The core units or primary subject matter shall determine the field of classification for the qualification;
- c) Qualifications with similar content shall be distinct if more than 30% of their core content differs, and each shall have a unique title reflecting this difference;
- d) If a qualification includes a minor component from a different discipline, it shall be denoted by "**with**" in the title, with the minor discipline constituting at least 30% of the total content, while classification remains under the leading subject; and
- e) If a qualification integrates two equally important fields, it shall be denoted by "**and**", with content equally distributed, ensuring the fields are compatible and classified as interdisciplinary.

2.2 PRE-REQUISITES FOR CLASSIFICATION AND CODING OF QUALIFICATIONS

The following prerequisites shall apply in coding of programmes and the resulting national qualifications:

2.2.1 CLASSIFICATION OF QUALIFICATIONS BY MAIN SUBJECT MATTER IN THE ISCED-F 2013 FIELDS OF EDUCATION AND TRAINING

The main subject matter shall determine the field of education for a qualification. Subject matter includes the factual, practical and theoretical knowledge taught. This knowledge can be abstract (e.g., philosophy), practical (e.g., carpentry), or both (e.g., architecture). The main subject shall be identified by the detailed field where the majority or predominant part of learning credits or learning time is spent. Learning time includes lectures, seminars, labs, and special projects, self-study time and assessment. If no main subject can be identified because the qualification covers several detailed fields without one dominating classify it as inter-disciplinary as outlined below. The classification of qualifications shall be as outlined in Annex 1 and Annex 2.

2.2.1.1 INTER-DISCIPLINARY OR BROAD QUALIFICATIONS

Inter-disciplinary or broad qualifications combine various fields of education without one field dominating. There are numerous qualifications classified under this category, including: -

- a) Some qualifications span multiple narrow or broad fields of education. In such cases the “leading subject” rule is used to determine the primary broad field under which the qualification is classified. The leading subject is identified based on the largest share of learning credits and intended learning time. To indicate that a qualification is interdisciplinary, it should be classified under the leading broad field and assigned the number '8' at both the narrow and detailed field levels (e.g., xx88). This notation signifies that the qualification covers multiple fields within that category.

Example 1:

When a qualification includes learning components from multiple fields of education, and no single field is dominant, the leading broad field is determined based on the subject with the largest share of learning credits or intended learning time. For instance, if a qualification consists of 40% Engineering (071), 30% Business (041), and 30% Languages (023), no single field is dominant. However, since Engineering (07) has the largest share, it is identified as the leading broad field. As a result, the qualification is classified under 0788, which represents Interdisciplinary programmes and qualifications involving Engineering, Manufacturing, and Construction.

In cases where two fields have equal weight, the classification may depend on additional factors. For example, if Engineering and Business each account for 40% of the qualification, while Languages contribute 20%, the qualification could be classified as 0788 (if Engineering is emphasized) or 0488 (if Business is emphasized). The final classification is determined by which field is listed first in the qualification title or curriculum.

- b) When a qualification covers multiple detailed fields, it should be classified under the field with the largest share of learning credits or intended learning time, rather than being categorized as interdisciplinary. If one detailed field clearly outweighs the others, the qualification is assigned to that field to ensure accurate representation of its primary focus.

Example 2:

If a qualification consists of 60% Theology (0221), 20% History (0222), and 20% Philosophy (0223), it is classified under 0221 (Theology) since Theology has the largest share of content. However, when no single subject predominates, the qualification is classified as interdisciplinary. In cases where a qualification consists of equal parts (one-third each) of Theology (0221), History (0222), and Philosophy (0223), it is categorized under 0288 (Interdisciplinary Programmes in Arts and Humanities) since no subject takes precedence over the others.

If a qualification includes subjects belonging to the same broad field, the classification is determined by the combined weight of those subjects. For instance, a qualification with 40% History (0222), 30% Economics (0311), and 30% Politics (0312) is classified under 0388 (Interdisciplinary Programmes in Social Sciences, Journalism, and Information) because Economics (0311) and Politics (0312) fall under the same broad field (Social Sciences), making it the most appropriate classification.

This classification approach ensures that qualifications are accurately categorized based on their content distribution, whether they fall under a single dominant field or qualify as interdisciplinary qualifications.

- c) Qualifications that focus on a specific vocational field, even if they include some additional subjects from other fields, shall not be classified as interdisciplinary. Instead, they shall be classified under the main vocational field they are designed for. The presence of supporting subjects does not change the qualification's classification, as these subjects serve to complement the core vocational training rather than define it.

Example 3:

A qualification in electrical installation may include language, mathematics, and natural sciences as subsidiary subjects to support the main vocational training. However, since the core focus of the qualification is electrical installation, it shall be classified under 0713 (Electricity and Energy) rather than as an interdisciplinary qualification. The inclusion of additional subjects does not alter its primary classification, as these subjects are supplementary rather than central to the qualification.

2.2.2 APPLYING THE KNQF LEVEL

The KNQF is structured into ten (10) progressive levels, beginning with KNQF Level 1, which corresponds to Basic Education, and culminating in KNQF Level 10, which represents the Doctoral Degree. It spans five key sub-frameworks—Basic Education, Technical and Vocational Education and Training (TVET), Academic Education, Professional Training, and Industrial Training (**see Figure 2 below**)—which provide a comprehensive structure for classifying qualifications across all sectors of education and training. These sub-frameworks help determine both the orientation (such as academic, vocational, or professional). Each qualification shall be assigned a KNQF level based on the extent to which its learning outcomes align with the KNQF Level Descriptors, as well as the volume of learning associated with it. This systematic classification ensures consistency, comparability, and transparency across the Kenyan qualifications system, supporting learner mobility and progression.

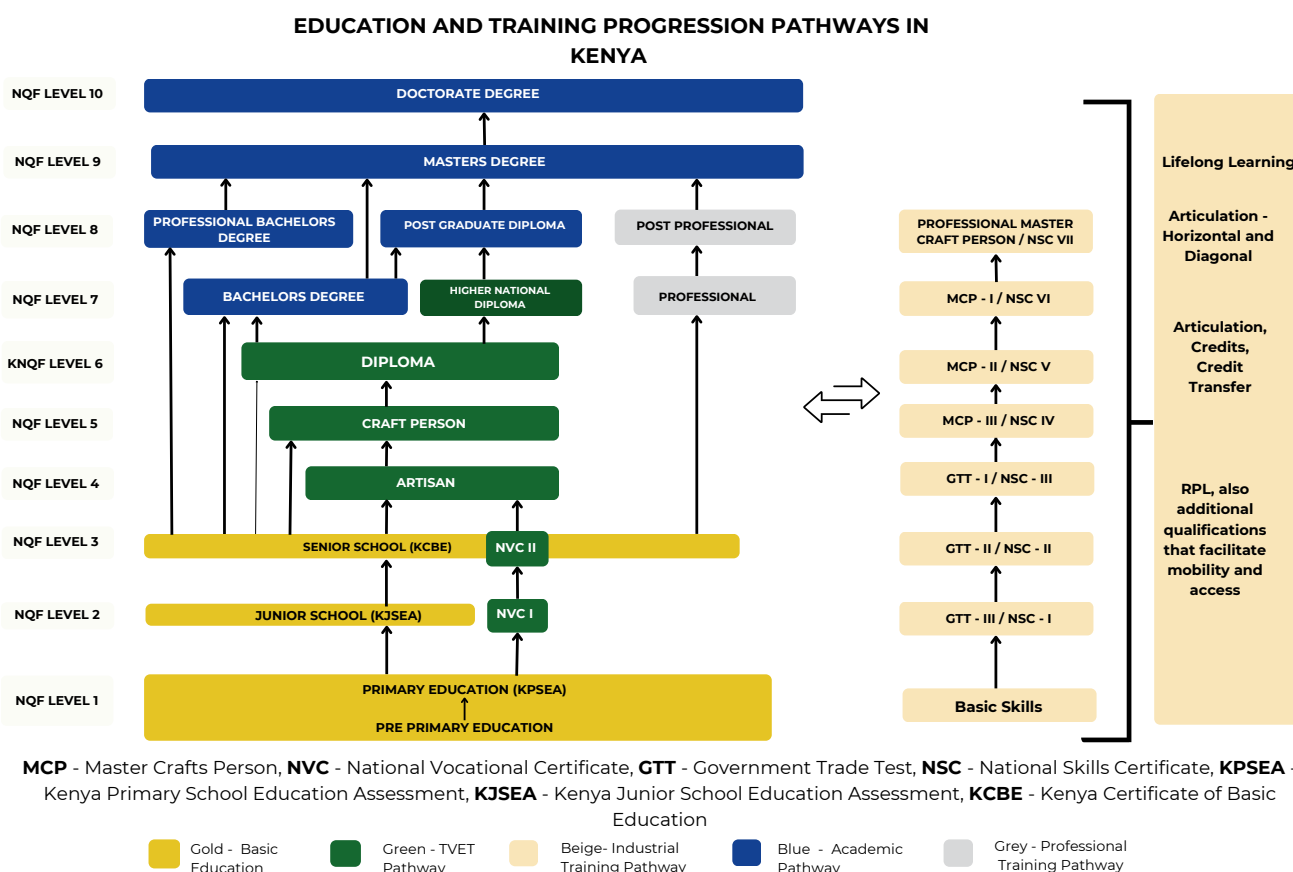


FIGURE 2: KNQF SUB-FRAMEWORKS AND PROGRESSION PATHWAYS

2.2.3 ASSIGNING CODES FOR QUALIFICATION ORIENTATION AND LEVEL OF EDUCATIONAL ATTAINMENT

Once the appropriate field of study code has been identified using ISCED-F 2013, and the corresponding KNQF level has been determined based on the alignment of the qualification's learning outcomes with the KNQF Level Descriptors, the qualification shall be assigned specific orientation and educational attainment codes. These codes reflect both the orientation of the qualification (e.g., general, vocational, or professional) and the level of educational attainment (e.g., part or full qualification). The codes for qualification orientation and level of educational attainment are in to the guidelines set out in ISCED-P 2011 and ISCED-A, as outlined in this Standard.

2.3 COMPONENTS OF QUALIFICATION CODE

A qualification code shall be structured as an eight-digit code composed of the following elements:

- the ISCED F 2013 – 4 digits (indicating the field of study);
- the KNQF – 2 digits (indicating the qualification level); and
- the ISCED P 2011 – 2 digits, which include:
 - ISCED Programme (ISCED P) – representing the programme orientation; and
 - ISCED Attainment (ISCED A) – representing the level of educational attainment.

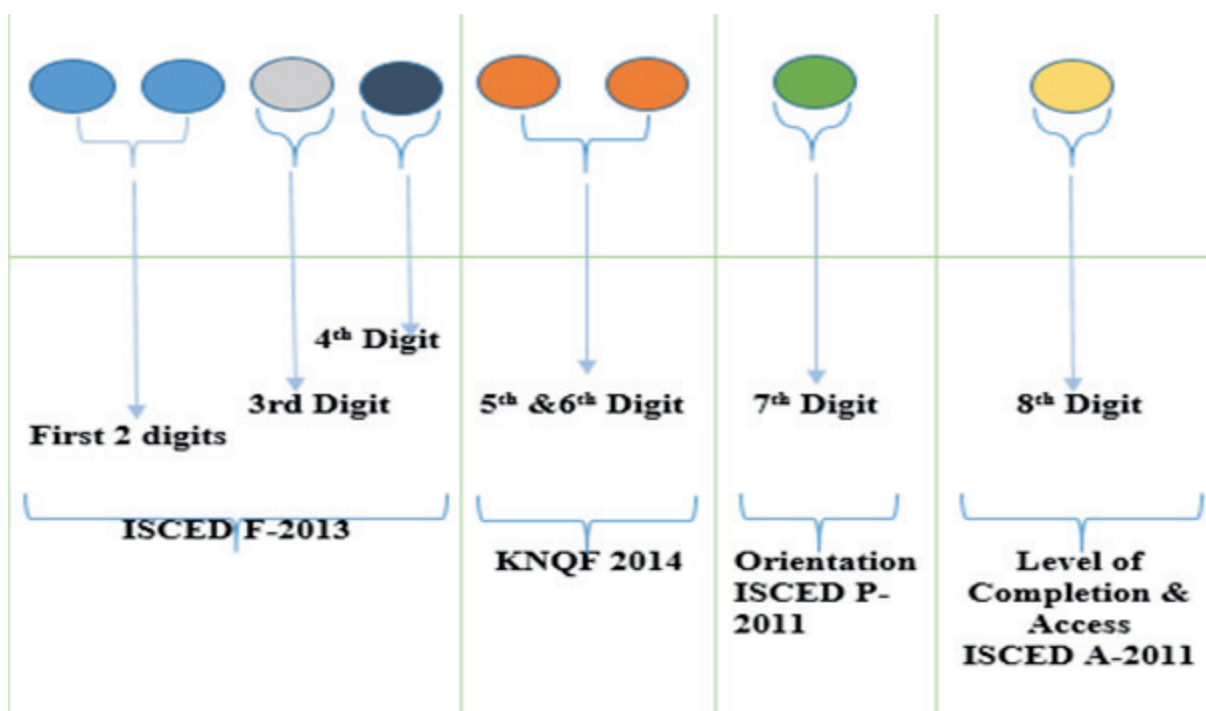


FIGURE 3: STRUCTURE OF THE KNQCS CODE

2.3.1 THE ISCED F – 2013

The first four digits of a qualification code are drawn from ISCED-F 2013—UNESCO's internationally recognized framework for classifying education and training programmes by field of study. This classification system promotes global comparability by organizing programmes and qualifications according to their subject area, content, and level of specialization. The four-digit codes shall represent hierarchical levels: broad fields (1st and 2nd digits), narrow fields (3rd digit), and detailed fields (4th digit), as illustrated in the table below.

TABLE 2: CLASSIFICATION LEVELS FOR FIELDS OF EDUCATION

<i>Classification Level</i>	<i>Category of Field</i>	<i>Number of Digits</i>
1st Level	Broad Field	2 Digits
2nd Level	Narrow Field	1 Digit
3rd Level	Detailed Field	1 Digit

Whereby:

- a) **Broad Field:** General academic or professional domains, such as 'Arts and Humanities' or 'Social Sciences';
- b) **Narrow Field:** Subdivisions within broad fields that specify areas of study, like 'Fine Arts' within 'Arts and Humanities'; and
- c) **Detailed Fields:** Specific disciplines/subjects within narrow fields, such as 'Painting' within 'Fine Arts'.

A qualification shall be classified and coded based on its primary subject area, as outlined in Section 2.2.1. However, if the programme spans multiple fields without a clearly dominant subject, it is classified as interdisciplinary, in accordance with the guidance provided in Section 2.2.1.1.

2.3.2 THE KNQF LEVEL

The fifth and sixth digits of a qualification's classification code shall indicate its KNQF level, with two digits allocated to represent all ten levels of the KNQF. The KNQF is a comprehensive 10-level framework used to classify, recognize, and validate qualifications across all education and training sub-frameworks, including Basic Education, TVET, Academic Education, Professional Training, and Industrial Training (**see Figure 4 & 5 below**). The assignment of a KNQF level is determined by the extent to which a qualification's learning outcomes align with the relevant KNQF level descriptors, which articulate the expected purpose, knowledge, skills, and competencies. In addition to this alignment, the level classification also takes into account the volume of learning or workload required to attain the specified learning outcomes, ensuring that both the depth and breadth of learning are appropriately reflected in the qualification's level.

Using KNQF levels—rather than relying solely on ISCED levels—ensures that Kenyan qualifications are classified and coded in a manner that accurately reflects the national context. This approach aligns with the structure of Kenya's education and training system and captures the expected learning outcomes expected for Kenyan qualifications. At the same time, the intentional alignment of KNQF levels with ISCED levels, as outlined in Part III of this Standard, promotes international comparability. This dual system enables Kenyan qualifications to retain their national identity while also being understood, benchmarked, and accepted globally.

NQF LEVELS	EDUCATION AND TRAINING SUB-FRAMEWORK			
10	Doctorate Degree			
9	Masters Degree			
8	Professional Bachelors Degree		Post Professional	Professional Master Crafts Person / NSC VII
7	Bachelors	Higher National Diploma	Professional	MCP I / NSC VI
6	Diploma			MCP II / NSC V
5	Craft Person			MCP III/ NSC IV
4	Artisan			GTT I / NSC III
3	Senior School	NVC II		GTT II / NSC II
2	Junior School	NVC I		GTT III / NSC I
1	Primary Education Pre-primary education			Basic Skills

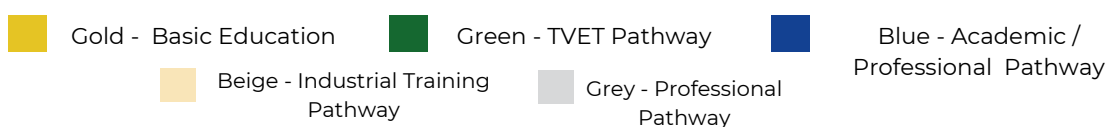


FIGURE 4: KNQF STRUCTURE

NQF LEVEL	NQF NAME	MINIMUM ENTRY REQUIREMENT	NOTIONAL HOURS	CREDITS	DURATION
NQF Level 1	Pre-Primary	Birth Certificate	-	-	Two Years
	Primary Education	Pre-Primary			Six Years
NQF Level 2	Junior School	KPSEA	-	-	Three Years
	National Vocational Certificate I	KCPE / Level 1	-	-	Three Months
	National Skills Certificate I				
	GTT III	Basic Skills			
NQF Level 3	Senior Secondary Certificate	KJSEA	-	-	Three Years
	National Vocational Certificate II	Level 2 Qualification / KCPE(Level 1) / KCSE Mean Grade E	300 - 599	30 - 59	Three Months
	GTT II				
	National Skills Certificate II				
NQF Level 4	Artisan Certificate	KCBE / Level 3 Qualification / KCSE Mean Grade E	600 - 1199	60 - 119	Six Months
	GTT I				
	National Skills Certificate III				
NQF Level 5	Craft Certificate	KCBE / Level 4 Qualification / KCSE Mean Grade D	1200 - 2399	120 - 239	One Year
	Master Crafts Person III				
	National Skills Certificate IV				
NQF Level 6	National Diploma	KCBE / Level 5 Qualification / KCSE Mean Grade C-	2400 - 3599	240 - 359	Two - Three Years
	Master Crafts Person II				
	National Skills Certificate V				
NQF Level 7	Bachelors Degree	KCBE / Level 6 Qualification / KCSE Mean Grade C+	3600 - 4800	360 - 480	Three - Four Years
	Master Crafts Person I				
	Professional				
	National Skills Certificate VI				
	Higher National Diploma	Level 6 Qualification	2400	240	Two Years
NQF Level 8	Professional Bachelors Degree	KCBE / KCSE Mean Grade C+	6000	600	Five Years
	Post Graduate Diploma	Level 7 Qualification	1200	120	One Year
	Post Professional				
	Professional Master Crafts Person				
	National Skills Certificate VII				
NQF Level 9	Masters Degree	Level 7 or 8 Qualifications	2400	240	Two Years
NQF Level 10	Doctorate Degree	Masters Degree	3600	360	Three Years

GTT - Government Trade Test, **KCBE** - Kenya Certificate of Basic Education, **KJSEA** - Kenya Junior School Education Assessment, **KPSEA** - Kenya Primary School Education Assessment

*** 1 Credit = 10 Notional Hours**

Summary of the Kenya National Qualifications Framework Requirements

FIGURE 5: KNQF VOLUME OF LEARNING

2.3.3 THE ISCED P – 2011

2.3.3.1 ORIENTATION OF THE QUALIFICATION

The seventh digit of the qualification code shall be a one-digit identifier that denotes its orientation, following the ISCED-P 2011 classification. Qualification orientation falls into four categories:

- a) General Education;
- b) Vocational Training;
- c) Professional Training; and
- d) Academic Education.

Qualification orientation defines the core purpose and learning approach of a qualification, regardless of its education and training sub-sector (Basic Education, Academic Education, TVET, Professional Training, or Industrial Training). While the sub-frameworks identify the system or domain a qualification belongs to, orientation highlights its educational objectives and focus.

A) General Education

General education qualifications, primarily at KNQF Levels 1, 2, and 3, develop learners' knowledge, skills, and competencies, including literacy and numeracy. They provide a foundation for lifelong learning and vocational education while preparing individuals for further education at the same or a higher KNQF level. Typically school-based, these qualifications are classified under orientation **code 4**.

B) Academic Education

Academic education at the tertiary level prepares individuals for employment in specific occupations or trades while fostering theoretical knowledge, critical thinking, and intellectual skills. Typically offered in universities, it emphasizes analytical thinking, research, and advanced academic studies. This orientation leads to traditional academic degrees such as bachelor's, master's, and doctoral degrees and is primarily found in higher education institutions. Qualifications under this category are coded with the **identifier 4**.

C) Vocational Education

Vocational education comprises qualifications designed to equip learners with the knowledge, skills, and competencies required for specific occupations, trades, or professional fields. These qualifications may include work-based components such as apprenticeships or dual-system training. Upon completion, learners attain labour market-relevant vocational qualifications recognized by national authorities and industry stakeholders. Qualifications under this orientation are coded with the **identifier 5**.

D) Professional Education

Professional education equips learners with practical skills and specialized knowledge tailored to specific professions. These qualifications are designed to prepare individuals for career-specific roles, ensuring they acquire competencies directly applicable to the labour market. Successful completion leads to industry-recognized credentials, such as certificates, or diplomas, rather than traditional academic degrees. Qualifications under this orientation are coded with the **identifier 5**.

2.3.3.2 THE LEVEL OF EDUCATIONAL ATTAINMENT

The eighth variable shall be a single-digit code representing the achieved level of educational attainment within a programme and its potential for progression to a higher KNQF level. Successful completion of an educational programme requires meeting specified learning objectives, demonstrated through:

- a) Passing a final examination or a series of exams.
- b) Accumulating a specific number of credits.
- c) A formal assessment of acquired knowledge, skills, and competencies.

Within Kenya's education and training system, the successful completion of a programme shall lead to the award of a qualification that shall have been duly recognized in accordance with the Kenya National Qualifications Framework Act, Cap. 214, and other applicable laws and regulations of Kenya.

Programmes at KNQF Levels 1 to 9 are considered completed when they result in a qualification that grants direct access to a higher KNQF level. For KNQF Level 2, 'higher level' refers to Levels 3, 4, 5, 6, 7 or 8. Some qualifications may provide limited access to specific higher-level programmes.

If a qualification does not provide direct access to a higher KNQF level, it is classified as either partial completion, or level completion without access. Within the KNQCS, levels of educational attainment fall into the following sub-categories: -

a) Sub-category 1: Partial Level Completion (No Access to Higher KNQF Level)

These programmes lead to part-qualifications that meet content, minimum duration, and cumulative duration criteria. They form part of a structured sequence within a specific programme at a given KNQF level but are not the final programme or learning component in the sequencing of the programme. As a result, they do not provide direct access to a higher KNQF level. **Coded as 2.**

b) Sub-category 2: Level Completion without Direct Access to a Higher KNQF Level

These terminal programmes meet content and duration requirements but do not provide a direct pathway to a higher KNQF level. They focus on developing specific competencies to enhance job performance and are primarily designed for workforce entry or career advancement rather than further education. **Coded as 3.**

c) Sub-category 3: Level Completion with Direct Access to a Higher KNQF Level

These programmes lead to qualifications that meet the required standards and provide direct progression to a higher KNQF level and/or tertiary education. **Coded as 4.**

While level completion criteria apply to individuals, programmes are classified based on the highest qualification they are designed to award, even if some participants do not achieve it. Table 3 below outlines the ISCED coding for different levels of completion.

TABLE 3: ISCED CODING FOR LEVEL OF COMPLETION AND EDUCATIONAL ATTAINMENT

Code	ISCED-Attainment (ISCED-A): Qualification
0	Not further defined
2	Partial level completion without direct access to programmes at higher KNQF levels
3	Level completion without direct access to programmes at higher KNQF levels
4	Level completion with direct access to programmes at higher KNQF levels
9	Not elsewhere classified

PART III

**CORRELATION BETWEEN
KNQF LEVELS AND ISCED
LEVELS**

3.0 PREAMBLE

This chapter outlines the criteria used to systematically map KNQF levels to their corresponding ISCED levels. The process involves aligning qualifications within both frameworks based on their prescriptive criteria. This approach ensures consistency and accuracy in qualification coding, enabling precise and comparable classification across diverse national and international educational institutions and systems. Additionally, cross-referencing KNQF levels with ISCED levels supports the internationalization of Kenyan qualifications, enhancing their global recognition and acceptance.

3.1 COMPARATIVE MAPPING OF THE 10 KNQF LEVELS TO THE 8 ISCED LEVELS

The ISCED and KNQF are distinct frameworks designed to classify and organize educational qualifications. ISCED, developed by UNESCO, is a global framework that enables international comparisons of education systems and qualifications by providing a standardized basis for interpreting diverse credentials worldwide. In contrast, the KNQF is Kenya's national framework for structuring and recognizing qualifications within the country. While both frameworks aim to categorize educational levels, ISCED focuses on global comparability, whereas the KNQF is specifically tailored to the Kenyan education system. Establishing a clear correlation between ISCED levels and KNQF levels is essential for facilitating cross-country qualification comparisons, ensuring accurate coding, and enhancing international collaboration.

The table 4 summarises the mapping of the ISCED Levels and the KNQF;

TABLE 4: MAPPING OF THE ISCED LEVELS AND THE KNQF

ISCED			KNQF EQUIVALENCE	
Variables	Level	Description	Level	Description
Title	0	Early childhood	1	Pre – Primary Education
Entry Requirements		Birth certificate		Birth certificate
Age		0-4		0-4
Duration		100 days/ year		2 Years
Orientation		N/A		N/A
Descriptors		Basic cognitive and socio-emotional school		Basic cognitive and socio-emotional school
Level Completion		N/A		N/A

ISCED			KNQF EQUIVALENCE	
Variables	Level	Description	Level	Description
Title	1	Primary education	1	Primary Education
Entry Requirements		age		Pre - Primary Education
Age		5-6		6 years
Duration		6 years		6 years
Orientation		General		General
Level Descriptors		Reading, writing mathematics alongside basic understanding of other subjects like		Basic fundamental knowledge and understanding in a narrow area of work and learning
Level Completion		Some primary education		Level Completion with direct access to a higher KNQF Level 2 only
Title	2	Lower Secondary	2	Lower Secondary/ National Vocational Certificate I/ GTT III/ National Skills Certificate I
Entry Requirements		Completion of ISCED Level 1 or the ability to study ISCED Level 2 content through RPL		Successful completion of KNQF Level 1, or demonstrated ability to undertake KNQF Level 2 studies within the TVET or Industrial Training pathway.
Age		Typical entry age is between ages 10 and 13 years		12 years
Duration		3 years		3 years for Lower Secondary and 3 months for the Vocational Qualifications
Orientation		General and Vocational		General and Vocational
Level Descriptors		Vocational education programmes to provide individuals with skills relevant to employment		Exposes the learner to a broad based curriculum to enable them to explore their own abilities, personality and potential as a basis for choosing subjects according to career paths of interest at the senior school. Alternatively, a learner may choose to pursue the TVET or Industrial Training pathway.

ISCED			KNQF EQUIVALENCE	
Variables	Level	Description	Level	Description
Level Completion		Completion of ISCED level 2 with direct access to higher ISCED Level		Level Completion with direct access to a higher KNQF Level 3 only
Title	3	Upper secondary education	3	Senior Secondary Education/ National Vocational Certificate II/ GTT II/ National Skills Certificate II
Entry Requirements		Completion of ISCED Level 2 or through RPL programmes at this level)		Successful completion of KNQF Level 2 or the ability to study KNQF Level 3 through RPL
Age		Typical entry age is between ages 14 and 16years		Targets learners in the age bracket of 15 to 17 years
Duration		3 years		3 years for Senior School and 3 months for the Vocational Qualifications
Orientation		General and Vocational		General and Vocational
Level Descriptors		Offer specialized and in-depth instruction in specific subjects or fields. programmes are designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both		The learner entering this level shall have had opportunities at lower secondary to explore their own potential, interests and personality and is therefore ready to begin specialisation in a career path of choice. The specialisation entails choosing to pursue studies in one of the three pathways available in senior school. The learner can choose the Arts and Sports Science, Social Sciences or Science Technical Engineering and Mathematics (STEM) pathway. Alternatively, a learner may choose to pursue the TVET or Industrial Training pathway.
Level Completion		Completion of ISCED level 3 with direct access to higher ISCED Level		Senior Secondary Level Completion with Direct Access to KNQF Levels 4, 5, 6, 7, or 8. Completion of Vocational Qualifications at KNQF Level 3 with Direct Access to KNQF Level 4 Only.

ISCED			KNQF EQUIVALENCE	
Variables	Level	Description	Level	Description
Title	4	Post - secondary non - tertiary education	4 & 5	KNQF Level 4: Artisan/ GTT I/ NSC III KNQF Level 5: Craft Certificate/ MCP III/ NSC IV
Entry Requirements		Completion of ISCED Level 3 programme		KNQF Level 4: KCSE Mean Grade E or Successful completion of KNQF Level 3 Qualification. KNQF Level 5: KCSE Mean Grade D or Successful completion of KNQF level 4 Qualification.
Age		Not specified		Not specified
Duration		minimum 6 months to 2 or 3 years		KNQF Level 4: 6 Months. KNQF Level 5: 1 Year.
Orientation		Vocational and terminal programmes that prepare for the labour market		Vocational and terminal programmes that prepare for the labour market
Level Descriptors		Broaden rather than deepen the knowledge, Skills and competences (designed solely to lead to the labour market)		KNQF Level 4: At this level, individuals possess broad knowledge in a specialized area, enabling them to apply technical skills effectively in their respective fields. They are equipped to solve field-specific problems and demonstrate adaptability in dynamic work environments. Additionally, they are capable of supervising others, ensuring efficient task execution while adjusting to evolving job requirements. KNQF Level 5: This level signifies a deeper understanding within a specific field, where individuals acquire in-depth knowledge that allows for broad analysis and problem-solving. They demonstrate the ability to manage both themselves and others, particularly in unpredictable situations. Their expertise enables them to perform complex tasks while maintaining professional independence and leadership in their work environment.
Level Completion		Completion of ISCED Level 4 with direct access to first tertiary programmes at ISCED Level 5,6 or 7		Completion of KNQF Level 4 grants direct access to KNQF Level 5 only. Completion of KNQF Level 5 provides direct access to KNQF Level 6 only.

ISCED			KNQF EQUIVALENCE	
Variables	Level	Description	Level	Description
Title	5	Short Cycle Tertiary Education	6	National Diploma/ MCP II/ NSC V
Entry Requirements		Successful completion of ISCED level 3 or 4 programmes		KCSE Mean Grade C- or Successful completion of KNQF Level 5 Qualification
Age		Not specified		Not specified
Duration		2-3 years		2 years
Orientation		Vocational		Vocational
Level Descriptors		Aim to deepen knowledge by imparting new techniques, concepts and ideas		The level qualifies individuals who apply specialized knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning
Level Completion		Sufficient for level completion		Sufficient for level completion with direct access to KNQF level 7 only
Title	6	Bachelor's or equivalent Level	7 & 8	KNQF Level 7: Bachelor's Degree/ HND/ Professional Qualification/ MCP I/ NSC VI KNQF Level 8: Professional Bachelor's Degree/ Post-graduate Diploma/ Professional MCP/ NSC VII
Entry Requirements		Successful completion of ISCED level 3 or 4 with access to tertiary education		KNQF Level 7: KCSE Mean Grade C+ or Successful completion of KNQF Level 6 qualifications KNQF Level 8: Successful Completion of KNQF Level 7 qualification
Age		Not specified		Not Specified
Duration		3 to 4 years		KNQF Level 7: 3 years. KNQF Level 8: 5-6 years for Professional Bachelor's Degree. 1 year for Post-graduate Diploma/ Professional MCP/ NSC VII
Orientation		Academic and Professional		Academic and Professional

ISCED			KNQF EQUIVALENCE	
Variables	Level	Description	Level	Description
Level Descriptors		Longer and usually more theoretically-oriented than ISCED level 5 programmes		<p>KNQF Level 7: Graduates at this level demonstrate the ability to apply their knowledge with initiative, engage in research, and contribute to problem-solving within their field. They are also expected to practice professionally with a high level of accountability, adhering to ethical and industry standards.</p> <p>KNQF Level 8: Individuals acquire advanced and systematic knowledge within their discipline. They are equipped to solve complex problems independently, utilizing critical thinking and analytical skills. Additionally, they take on leadership roles, adapt to evolving professional environments, and effectively communicate their expertise across diverse audiences.</p>
Level Completion		successful completion with direct access to higher level		<p>KNQF Level 7: Completion at this level provides direct access to KNQF Level 8 or 9.</p> <p>KNQF Level 8: Completion at this level grants direct access to KNQF Level 9 only.</p>
Title	7	Master's or equivalent level	9	Master's Degree
Entry Requirements		Successful completion of ISCED Level 6 or 7 programme		Successful completion of a KNQF Level 7 qualification, specifically a Bachelor's Degree, or successful completion of a KNQF Level 8 qualification.
Age		Not specified		Not specified
Duration		1 to 4 years when following ISCED level 6		2 years
Orientation		Academic and Professional		Academic and Professional
Level Descriptors		More complex than programmes at ISCED Level 6 and are More specialized. Advanced academic or professional skills knowledge & competencies.		Graduates at this level demonstrate a deep understanding of their discipline, integrating advanced theoretical and practical knowledge with research expertise. They can critically analyze, synthesize, and generate new knowledge while applying specialized problem-solving skills. Additionally, they are capable of planning, leading, and executing major research projects or professional initiatives independently.
Level Completion		Successful completion with direct access to higher level		Successful completion with direct access to KNQF Level 10.

ISCED			KNQF EQUIVALENCE	
Variables	Level	Description	Level	Description
Title	8	Doctoral or equivalent level	10	Doctorate Degree
Entry Requirements		Successful completion of ISCED Level 7 programmes		Successful completion of KNQF Level 9 Qualification
Age		Not specified		Not specified
Duration		minimum 3 years		3 years
Orientation		Academic and Professional		Academic and Professional
Level Descriptors		Advanced study and research		Individuals make an original and significant contribution to their field of study through advanced research. They exhibit expert thinking, highly developed analytical skills, and the ability to generate new knowledge. With full autonomy, they demonstrate leadership in complex and unpredictable situations, contributing to the advancement of their discipline through independent and innovative research.
Level Completion		Level Completion		Successful Level Completion

3.2 KNQF LEVEL 1: EARLY CHILDHOOD EDUCATION AND PRE-PRIMARY EDUCATION

3.2.1 WHAT IS KNQF LEVEL 1: EARLY CHILDHOOD EDUCATION AND PRE-PRIMARY EDUCATION?

- Early childhood education programmes are designed to support the social, emotional, cognitive, and physical development of young children. It prepares children for formal schooling through play-based and structured learning experiences.
- KNQF Level 1**, that is at **Pre-Primary Education stage**, corresponds to **ISCED Level 0**.
- Pre-Primary education typically begins around age 4 and lasts for two years, leading to entry into Primary education.

3.2.2 KEY FEATURES OF EARLY CHILDHOOD EDUCATION IN KENYA

ISCED/KNQF Feature	Kenyan Context (KNQF Level 1 - Pre-Primary)
Target Age	4 to 5 years
Entry Requirement	Birth Certificate
Programme Duration	2 years
Learning Approach	Play-based, creative, and teacher-guided interactive learning
Focus Areas	Language development, motor skills, social-emotional growth
Learning Environment	Structured, safe, and group-oriented (e.g., ECD centres, pre-schools)
Assessment	Mainly observational and formative – no formal exams
Regulatory Oversight	Ministry of Education and County Governments

3.2.3 EXCLUSIONS

- a) Purely custodial or child-minding services (e.g. daycares without a learning component) do not qualify as ISCED Level 0 or KNQF Level 1.
- b) Informal home-based learning not guided by a curriculum also does not qualify.

3.2.4 IMPORTANCE OF PRE-PRIMARY (KNQF LEVEL 1)

- a) Prepares children for primary education (KNQF Level 2)
- b) Builds foundational skills required for lifelong learning
- c) Ensures equitable entry into the formal education system across all regions

3.2.5 CONTEXTUAL MATCH BETWEEN ISCED LEVEL 0 AND KNQF 1: PRE-PRIMARY EDUCATION

ISCED Level	ISCED Description	KNQF Level	Kenyan Equivalent
0.1	Early Childhood Educational Development	Level 1	Infants and toddlers (0–3 years)
0.2	Pre-Primary Education		Pre-Primary (PP1 and PP2, ages 4–5)

3.2.6 CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVEL 1: PRE-PRIMARY EDUCATION

Early childhood education programmes are classified using the following codes:

- a) **0110** – Playgroup and early childhood educational development programmes
- b) **0120** – Pre-primary education programmes (Pre-Primary I & II)

There are no further sub-categories differentiated by the third digit in the coding system

3.3 KNQF LEVEL 1 PRIMARY EDUCATION

3.3.1 WHAT IS KNQF LEVEL 1: PRIMARY EDUCATION?

- a) KNQF Level 1 also refers to **Primary Education**, which aims to equip learners with foundational skills in literacy, numeracy, and basic life skills. It marks the beginning of structured, formal education and prepares learners for transition to Junior Secondary education (KNQF Level 2).
- b) **KNQF Level 1**, that is at **Primary Education stage**, corresponds to **ISCED Level 1**.

3.3.2 FEATURES OF KNQF LEVEL 1

Category	Description
Minimum Entry Requirement	Completion of Pre-Primary Education
Age Group	Typically, 6–12 years old
Duration	Six years
Exit Assessment	KPSEA – Kenya Primary School Education Assessment
Purpose	Provide foundational skills in reading, writing, mathematics, and life skills
Learning Approach	Broad curriculum; integrated learning; one primary teacher per class
Outcome	Prepares learners for Junior Secondary Education (KNQF Level 2)

3.3.3 KENYAN CONTEXTUALIZATION HIGHLIGHTS

- a) Primary Education in Kenya under the Competency-Based Curriculum (CBC) begins at Grade 1 and ends at Grade 6.
- b) It builds foundational competencies and life skills, consistent with the goals of ISCED Level 1.
- c) Instruction is generally integrated, learner-centered, and delivered by one or two teachers, depending on the grade.
- d) Assessment is a combination of continuous formative assessments and the summative KPSEA at the end of Grade 6.

3.3.4 CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVEL 1: PRIMARY EDUCATION

All qualifications at KNQF level 1 are coded 0100. There are no categories or subcategories to be differentiated by the second or third digit.

3.4 KNQF LEVEL 2: JUNIOR SECONDARY EDUCATION/ NVC I/ NSC I/ GTT III

3.4.1 WHAT IS KNQF LEVEL 2?

- a) KNQF Level 2 programmes and their resulting qualifications build on the foundational learning acquired at the primary education level (KNQF Level 1).
- b) At Junior Secondary Education stage, learners are introduced to more subject-specific content, basic theoretical concepts, and, in some cases such as the NVC I, NSC I, and GTT III programmes, early vocational and technical skills. The goal is to equip learners with the competencies needed for progression to upper secondary education or to prepare them for entry into basic employment pathways.
- c) **KNQF Level 2** corresponds to **ISCED Level 2**.

3.4.2 FEATURES OF KNQF LEVEL 2

Category	Description
Minimum Entry Requirement	Successful Completion of Primary Education Assessment (KPSEA)
Typical Age Range	12 – 15 years
Duration	3 Years (Grades 7–9 under the CBC structure)
Exit Assessment	Kenya Junior School Education Assessment (KJSEA)
Purpose	Deepen knowledge, introduce specialized subjects, and foster critical thinking and practical skills
Teaching Approach	Multiple subject-specialist teachers; integrated and competence-based instruction
Progression Pathway	Transition to KNQF Level 3 (Senior Secondary/TVET)

3.4.3 KENYAN CONTEXTUALIZATION

- a) Under the CBC, Junior Secondary falls under Grades 7 to 9. This level introduces learners to core and optional learning areas, including pre-technical and vocational skills, aligned to career pathways. Instruction is more subject-oriented, with increasing use of specialized teachers per subject, as described in ISCED Level 2.
- b) Assessment includes formative (continuous) and summative evaluations through the KJSEA.
- c) Learning outcomes are gradually aligned to **KNQF Level 2 descriptors**, though implementation still faces gaps in standardization.

3.4.4 CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVEL 2

The codes for upper secondary education qualifications are shown in Table 5.

TABLE 5: CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVEL 2

Category (orientation)		Sub-category (level completion and access to higher KNQF Level)	
024	Junior Secondary general education	0242	Sufficient for partial level completion, without direct access to higher KNQF level
		0243	Sufficient for level completion, without direct access to higher KNQF level
		0244	Sufficient for level completion, with direct access to higher KNQF level
025	Vocational education	0252	Sufficient for partial level completion, without direct access to higher KNQF level
		0253	Sufficient for level completion, without direct access to higher KNQF level
		0254	Sufficient for level completion, with direct access to higher KNQF level

3.5 KNQF LEVEL 3: SENIOR SECONDARY EDUCATION/ NVC II/ NSC II/ GTT II

3.5.1 WHAT IS KNQF LEVEL 3?

- KNQF Level 3 qualifications are typically the final stage of secondary education before entering post-secondary non-tertiary education or tertiary education or employment. It provides more specialized, in-depth, and differentiated instruction compared to lower secondary (KNQF Level 2), with clear streams such as general, vocational, and technical education. It is also where many learners first begin formal preparation for higher education or skilled work.
- KNQF Level 3 corresponds to **ISCED Level 3**.

3.5.2 FEATURES OF KNQF LEVEL 3

Category	Description
Minimum Entry Requirement	Successful Completion of Junior School Assessment (KPSEA + KJSEA) Successful Completion of KNQF Level 2 Qualification
Typical Age Range	15 – 18 years
Duration	3 Years (Grades 10–12)
Exit Certification	Kenya Certificate for Basic Education
Purpose	Specialization in career pathways (General, Vocational/Technical, STEM, Arts, Sports, etc.)
Teaching Approach	Subject-specific instructors with deeper specialization in content areas
Progression Pathways	Direct entry to programmes from KNQF Levels 4 to 8

3.5.3 KENYAN CONTEXTUALIZATION

a) In Kenya, under the CBC, Senior School (Grades 10–12) aligns with KNQF Level 3. Learners are streamed based on career interests, including:

- i. STEM
- ii. Humanities and Arts
- iii. Sports Science
- iv. Technical and Vocational Education and Training (TVET) Pathways

b) This mirrors the ISCED Level 3 orientation categories of general and vocational education.

c) Learners shall undertake continuous assessment and a summative exit certification (Kenya Certificate for Basic Education - KCBE) to certify readiness for higher education or entry into the workforce.

d) Instruction becomes more differentiated, with more varied subjects and specialization than in lower levels.

3.5.4 CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVEL 3

The codes for upper secondary education qualifications are shown in Table 6.

TABLE 6: CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVEL

Category (orientation)		Sub-category (level completion and access to higher KNQF Level)	
034		0342	Sufficient for partial level completion, without direct access to higher KNQF Level
		0343	Sufficient for level completion, without direct access to higher KNQF Level
		0344	Sufficient for level completion, with direct access to higher KNQF Level
035	KNQF Level 3: Senior Secondary Technical Education/ NVC II/ NSC II/GTT II	0352	Partial completion of KNQF level but without direct access to programmes at higher KNQF level
		0353	Sufficient for level completion, without direct access to higher KNQF level
		0354	Sufficient for level completion with direct access to higher KNQF level

3.6 KNQF LEVEL 4: ARTISAN CERTIFICATE/ GTT I / NSC II KNQF LEVEL 5: CRAFT CERTIFICATE/ MCP III/ NSC IV

3.6.1 WHAT ARE KNQF LEVEL 4 AND 5?

a) KNQF Level 4 and 5 refers to post-secondary non-tertiary education. It includes programmes that:

- i. Are positioned between upper secondary education and tertiary education,
- ii. Provide specialized or technical skills beyond KNQF Level 3 but are not yet at the complexity of a diploma or degree, and
- iii. Serve both labour market preparation and/or a pathway to tertiary education.

b) Qualifications at **KNQF Levels 4 and 5** corresponds to **ISCED Level 4**.

3.6.2 FEATURES OF KNQF LEVELS 4 & 5

Category	Description
Minimum Entry	KNQF level 4: KCSE Mean Grade E or equivalent or Successful Completion of Level 3 Qualification KNQF level 5: KCSE Mean Grade D or equivalent or Successful Completion of Level 4 Qualification
Typical Age Range	18+ years
Duration	KNQF level 4: 6 months KNQF level 5: 1 year
Qualifications Examples	KNQF level 4: Artisan Certificates (e.g. plumbing, welding), GTT I (carpentry and joinery, plumbing) KNQF level 5: Craft Certificates (e.g. electrical, ICT), MCP III (Building technology)
Teaching Focus	Competency-based, practical, occupation-specific learning, industry oriented training
Progression	KNQF level 4: Artisans/ GTT I/ NSC III (KNQF 4) → Craft Certificate/ MCP III/ NSC IV (KNQF 5) → National Diploma/ MCP II/ NSC IV (KNQF 6)
Exit Points	KNQF level 4: Labour market-ready or progression to KNQF Level 5 KNQF level 5: Labour market-ready or progression to KNQF Level 6

3.6.3 KENYAN CONTEXTUALIZATION

a) In Kenya's education and training system, KNQF Level 4 and KNQF Level 5 are offered primarily through Technical and Vocational Education and Training (TVET) and industrial training institutions. These programmes:

- Target learners who may not have scored highly in KCSE but still require structured, practical skills training.
- Support labour market entry in skilled trades or offer progression opportunities into diploma and degree programmes.
- Are competency-based and quality-assured under TVETA, NITA and the KNQF.

3.6.4 CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVELS 4 & 5.

TABLE 7: CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVELS 4 & 5.

Category (orientation)		Sub-category (level completion and access to higher KNQF levels)	
KNQF LEVEL 4: Artisan Certificate/ NSC III/ GTT I			
045	KNQF Level 4 vocational or professional education	0452	Partial completion of KNQF level but without direct access to programmes at higher KNQF level
		0453	Sufficient for level completion, without direct access to higher KNQF level
		0454	Sufficient for level completion with direct access to higher KNQF level
KNQF LEVEL 5: Craft Certificate/ NSC IV/ MCP III			
055	KNQF Level 5 vocational or professional education	0552	Partial completion of KNQF level but without direct access to programmes at higher KNQF level
		0553	Sufficient for level completion, without direct access to higher KNQF level
		0554	Sufficient for level completion with direct access to higher KNQF level

3.7 KNQF LEVEL 6: NATIONAL DIPLOMA/ MCP II/ NSC V

3.7.1 WHAT IS KNQF LEVEL 6?

- a) KNQF Level 6 refers to short-cycle tertiary education programmes. These are:
- Typically 2 to 3 years in duration;
 - More complex than post-secondary education (ISCED 4 / KNQF Levels 4 & 5);
 - Less theoretical and shorter than full bachelor's degree programmes; and
 - Designed to support entry into the labour market or transition into university-level degree programmes.
- b) Qualifications at **KNQF Level 6** corresponds to **ISCED Level 5**.

3.7.2 FEATURES OF KNQF LEVEL 6

Category	Description
Minimum Entry	KCSE Mean Grade C-, or Successful Completion of KNQF Level 5 qualification
Typical Age Range	18+ years
Duration	2–3 years
Qualification Examples	National Diploma in Engineering, ICT, Business Studies, MCP II in Electrical Engineering, etc.
Awarding Institutions	TVET institutions (National Polytechnics or Recognized Tertiary Institutions), Industrial Training institutions (National Polytechnics or Recognized Tertiary Institutions).
Focus	Occupation-specific/ Industrial skills, practical and theoretical application, with embedded competencies
Progression Pathways	Diploma/ MCP II/ NSC V (KNQF 6) → Bachelor's Degree/ HND/ NSC VI (KNQF 7)
Credit Range	240–359 credits (2,400–3,599 notional hours)
Alignment with Labour Market	High – geared towards employability and productivity

3.7.3 KENYAN CONTEXTUALIZATION

- a) In Kenya, KNQF Level 6 qualifications are provided through:
- Accredited TVET institutions under the TVETA regulatory framework,
 - Accredited industrial training institutions under NITA regulatory framework,
- b) These programmes are competency-based and benchmarked to national and international labour demands.

TABLE 8: CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVEL 6

Category (orientation)		Sub-category	Description (level completion and access to higher KNQF levels)
065	KNQF Level 6 vocational or professional education	0652	Partial completion of KNQF level but without direct access to programmes at higher KNQF level
		0653	Sufficient for level completion, without direct access to higher KNQF level
		0654	Sufficient for level completion with direct access to higher KNQF level

3.8 KNQF LEVEL 7: BACHELOR'S DEGREE/ PROFESSIONAL/ HIGHER NATIONAL DIPLOMA/ MCP I/ NSC VI / KNQF LEVEL 8: PROFESSIONAL BACHELOR'S DEGREE/ POSTGRADUATE DIPLOMA/ POST-PROFESSIONAL/ PROFESSIONAL MCP/ NSC VII

3.8.1 WHAT ARE KNQF LEVELS 7 AND 8?

- a) KNQF Levels 7 and 8:
 - i. Provides intermediate academic and/or professional knowledge, skills, and competencies.
 - ii. Typically lasts 3 to 4 years full-time, but may include long first degrees (more than 4 years) or second degrees at a similar level.
 - iii. Is often theoretically based, with practical components, and informed by research and/or professional practice.
 - iv. Is generally offered by universities and accredited tertiary institutions.
- b) While a typical Bachelor's degree lasting 3 to 4 years is classified at KNQF Level 7, a longer first degree of 5 years or more, as well as post professional certification or advanced postgraduate diplomas, are classified at KNQF Level 8.
- c) Qualifications at **KNQF Levels 7 and 8** corresponds to **ISCED Level 6**.

3.8.2 QUALIFICATION DURATION AND STRUCTURE

ISCED Classification	Description	KNQF Equivalence
ISCED Level 7 First degree (3–4 years)	Standard Bachelor's Degree with full qualification and exit outcomes	KNQF Level 7
ISCED Level 7 Long first degree (>4 years)	Integrated, professional, or regulated qualifications (e.g., Law, Medicine)	KNQF Level 8

3.8.3 FEATURES OF KNQF LEVELS 7 AND 8

Feature	KNQF Level 7	KNQF Level 8
Entry Requirement	KCSE C+ or equivalent, or Successful Completion of KNQF Level 6	KCSE C+ or equivalent, or Successful Completion of KNQF Level 7 qualification
Typical Duration	3–4 years	1–2 years or more for long first degrees
Qualification Orientation	Academic or Professional	Academic or Professional
Awarding Institutions	Universities (public/private), recognized TVET or Industrial Training institutions, recognized professional bodies	Universities (public/private), recognized TVET or Industrial Training institutions, recognized professional bodies

Feature	KNQF Level 7	KNQF Level 8
Qualification Types	BSc, BA, BEd, CPA	BSc. Med, PGDE, Post-professional Certification
Credit Range	360–480 credits (3,600–4,800 notional hours)	480–599+ credits
Progression Pathways	Leads to KNQF Level 8 or 9	Leads to KNQF Level 9 (Master's Degree)
Focus	Broad theoretical knowledge, academic and/or professional competence	Advanced professional and applied knowledge tailored to specific occupational fields; emphasizes competency, specialization, and workplace relevance.
Alignment with Labour Market	High - Foundational qualification for both employment and postgraduate study	Very High - Directly aligned with specialized occupational roles, regulatory or licensing requirements, and advanced technical/professional functions.

3.8.4 CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVELS 7 & 8.

TABLE 9: CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVELS 7 & 8

Category (orientation)	Sub-category	Description
KNQF LEVEL 7		
KNQF Level 7 academic education	0742	Partial level completion to KNQF level 10 without direct access to qualifications at higher KNQF level
	0743	Level completion without direct access to qualifications at higher KNQF level
	0744	Level completion with direct access to qualifications at higher KNQF level
KNQF Level 7 vocational or professional education	0752	Partial level completion without direct access to qualifications at higher KNQF level
	0753	Level completion without direct access to qualifications at higher KNQF level
	0754	Level completion with direct access to qualifications at higher KNQF level

Category (orientation)		Sub-category	Description
KNQF LEVEL 8			
084	KNQF Level 8 academic education	0842	Partial level completion without direct access to qualifications at higher KNQF level
		0843	Level completion without direct access to qualifications at higher KNQF level
		0844	Level completion with direct access to qualifications at higher KNQF level
085	KNQF Level 7 vocational or professional education	0852	Partial level completion without direct access to qualifications at higher KNQF level
		0853	Level completion without direct access to qualifications at higher KNQF level
		0854	Level completion with direct access to qualifications at higher KNQF level

3.9 KNQF LEVEL 9: MASTER'S DEGREE

3.9.1 WHAT IS KNQF LEVEL 9

a) KNQF Level 9 qualifications represent advanced academic or professional education and:

- i. Provide in-depth theoretical or professional knowledge and competencies, generally resulting in a second degree (e.g., Master's).
- ii. May include independent research, thesis writing, and application of advanced practice.
- iii. Are offered by universities and accredited tertiary institutions.
- iv. Require prior completion of a Bachelor's (ISCED 6) or equivalent qualification.
- v. Lead to employment, professional registration, or progression to KNQF level 10 (Doctoral Level)

b) **KNQF Level 9** corresponds to **ISCED Level 7**, which represents postgraduate study beyond a Bachelor's, incorporating significant depth of specialization or research.

3.9.2 FEATURES OF KNQF LEVEL 9

Feature	KNQF Level 9 – Master's & Equivalent
Entry Requirement	KNQF Level 7 or 8 (Bachelor's or Advanced Diploma)
Typical Duration	1–2 years (full-time); longer for research degrees
Awarding Institutions	Chartered Universities (Public or Private)
Focus	Advanced theoretical and/or professional knowledge; specialisation and focused on research, thesis, theoretical advancement
Qualification Types	MA, MSc, MBA, MEd, MEng,
Credit Range	120–240 KNQF credits (1,200–2,400 notional hours)
Progression Pathways	Leads to KNQF Level 10 (Doctoral/PhD/Professional Doctorate)
Alignment with Labour Market	Very High – advanced professional and academic readiness

3.9.3 CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVEL 9

TABLE 10: CLASSIFICATION AND CODING OF EDUCATION ATTAINMENT AT KNQF LEVEL 9

Category (orientation)		Sub-category	Description
094	KNQF Level 9 academic education	0942	Partial level completion without direct access to KNQF Level 10
		0943	Level completion without direct access to KNQF Level 10
		0944	Level completion with direct access to KNQF level 10
095	KNQF Level 9 professional education	0952	Partial level completion without direct access to KNQF level 10
		0953	Level completion without direct access to KNQF level 10
		0954	Level completion with direct access to KNQF level 10

3.10 KNQF LEVEL 10: DOCTORAL DEGREE

3.10.1 WHAT IS KNQF LEVEL 10?

- a) KNQF Level 10 qualifications represent the highest academic or professional qualification attainable and are:
- i. Designed to lead to an advanced research-based qualification, primarily through original contributions to knowledge.
 - ii. Structured around a publishable thesis or dissertation, not course-based learning.
 - iii. Delivered primarily in research-intensive universities or equivalent institutions, including postdoctoral faculties.
 - v. Recognized for granting access to senior academic roles, advanced research positions, or specialist professional practice.
- b) **KNQF Level 10** corresponds to **ISCED Level 8**. KNQF Level 10 is defined as the level of doctoral-level education, distinguished by autonomy in research and contribution to original knowledge.

3.10.2 CLASSIFICATION CRITERIA

Criteria	Description
Entry Requirement	Completion of a Master's Degree (KNQF Level 9 / ISCED 7)
Written Output	A thesis or dissertation of publishable quality that makes a significant original contribution to a field
Minimum Duration	At least 3 years of full-time study after Master's
Academic/Professional Tracks	Can be either academic (PhD) or professional

3.10.3 FEATURES OF KNQF LEVEL 10

Feature	KNQF Level 10 – Doctorate & Equivalent
Entry Requirement	Successful completion of Master's Degree or Equivalent (KNQF Level 9)
Minimum Duration	3 years full-time (post-Master's), 60–180 KNQF credits
Expected Output	Original research thesis/dissertation; Contribution to new knowledge or practice
qualification Orientation	Academic or Professional
Focus	Advanced research-based knowledge; original contribution to a discipline
Institutions Awarding	Chartered Universities

Feature	KNQF Level 10 – Doctorate & Equivalent
Typical Qualifications	PhD in Economics, EdD in Education Leadership, DSc in Engineering
Progression	Terminal level; may lead to postdoctoral research or advanced policy/research roles
Alignment with Labour Market	Extremely High – qualifies for academic, research, or top-tier professional roles

3.10.4 CLASSIFICATION AND CODING OF EDUCATIONAL ATTAINMENT AT KNQF LEVEL 10

TABLE 11: CLASSIFICATION AND CODING OF EDUCATION ATTAINMENT AT KNQF LEVEL 10

Category (orientation)		Sub-category	Description
104	KNQF Level 10 academic education	1042	Partial level completion
		1044	Level completion
105	KNQF Level 10 professional education	1052	Partial level completion
		1054	Level completion

3.11 CASE SCENARIOS

KNQF LEVEL 4 QUALIFICATION CODE

Qualification title	: Fire Management (Pump Operations)
KNQF Level	: 04
Qualification Type	: Artisan Certificate
Qualification Level of Attainment	: Sufficient for level completion with access to a higher KNQF level
Qualification Orientation	: Vocational
Qualification Code	: 1032 0454

KNQF LEVEL 7 QUALIFICATION CODE

Qualification title	: Bachelors of Education (Science)
KNQF Level	: 07
Qualification Type	: Bachelor's Degree
Qualification Level of Attainment	: Sufficient for level completion with access to a higher KNQF level
Qualification Orientation	: Academic
Qualification Code	: 0111 0744

KNQF LEVEL 3 QUALIFICATION CODE

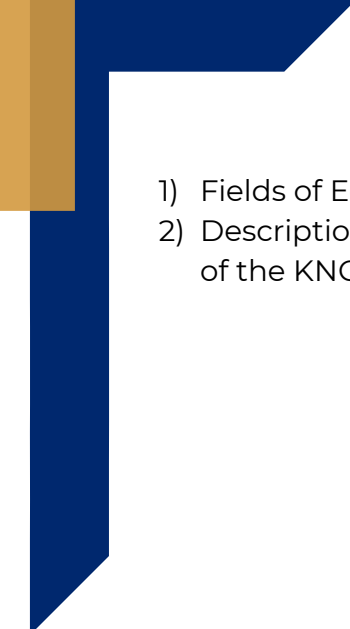
Qualification title	: Kenya Certificate of Basic Education (KCBE)
KNQF Level	: 03
Qualification Type	: Basic Education Certificate
Qualification Level of Attainment	: Sufficient for level completion with access to a higher KNQF level
Qualification Orientation	: General
Qualification Code	: 0011 0344

Guide:

- a) First four digits (**in blue**) represents the code of the detailed field (ISCED F-2013) to which the qualification belongs to.
- b) Next two digits (**in red**) represent the KNQF Level of the qualification .
- c) The seventh digit (**in purple**) describes the orientation of the qualification .
- d) The eighth digit (**in yellow**) represents the Completion Level to access a higher KNQF Level and Educational Attainment.

The word "APPENDICES" is centered within a large, horizontal, orange-yellow banner. The banner has a blue outline on its left side and is flanked by green horizontal bars on the top and bottom. Two small orange dots are positioned on the banner's outline, one above and one below the text.

APPENDICES

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- 1) Fields of Education and training ISCED-F 2013 (the first four digit of the KNQCS).
 - 2) Description of the Fields of Education and training ISCED-F 2013 (the first four digit of the KNQCS).

ANNEX 1: Fields of Education and training ISCED-F 2013 (the first four digit of the KNQCS)

Broad Field	Narrow Field	Detailed Field
00 Generic programmes and qualifications	000 Generic programmes and qualifications not further defined	0000 Generic programmes and qualifications not further defined
	001 Basic programmes and qualifications	0011 Basic programmes and qualifications
	002 Literacy and numeracy	0021 Literacy and numeracy
	003 Personal skills and development	0031 Personal skills and development
	009 Generic programmes and qualifications not elsewhere classified	0099 Generic programmes and qualifications not elsewhere classified
01 Education	011 Education	0110 Education not further defined 0111 Education science 0112 Training for pre-school teachers 0113 Teacher training without subject specialisation 0114 Teacher training with subject specialisation 0119 Education not elsewhere classified
	018 Inter-disciplinary programmes and qualifications involving education	0188 Inter-disciplinary programmes and qualifications involving education
02 Arts and humanities	020 Arts and humanities not further defined	0200 Arts and humanities not further defined
	021 Arts	0210 Arts not further defined 0211 Audio-visual techniques and media production 0212 Fashion, interior and industrial design 0213 Fine arts 0214 Handicrafts 0215 Music and performing arts 0219 Arts not elsewhere classified
	022 Humanities (except languages)	0220 Humanities (except languages) not further defined 0221 Religion and theology 0222 History and archaeology 0223 Philosophy and ethics 0229 Humanities (except languages) not elsewhere classified
	023 Languages	0230 Languages not further defined 0231 Language acquisition 0232 Literature and linguistics 0239 Languages not elsewhere classified
	028 Inter-disciplinary programmes and qualifications involving arts and humanities	0288 Inter-disciplinary programmes and qualifications involving arts and humanities
	029 Arts and humanities not elsewhere classified	0299 Arts and humanities not elsewhere classified

Broad Field	Narrow Field	Detailed Field
03 Social sciences, journalism and information	030 Social sciences, journalism and information not further defined	0300 Social sciences, journalism and information not further defined
	031 Social and behavioural sciences	0310 Social and behavioural sciences not further defined 0311 Economics 0312 Political sciences and civics 0313 Psychology 0314 Sociology and cultural studies 0319 Social and behavioural sciences not elsewhere classified
	032 Journalism and information	0320 Journalism and information not further defined 0321 Journalism and reporting 0322 Library, information and archival studies 0329 Journalism and information not elsewhere classified
	038 Inter-disciplinary programmes and qualifications involving social sciences, journalism and information	0388 Inter-disciplinary programmes and qualifications involving social sciences, journalism and information
	039 Social sciences, journalism and information not elsewhere classified	0399 Social sciences, journalism and information not elsewhere classified
04 Business, administration and law	040 Business, administration and law not further defined	0400 Business, administration and law not further defined
	041 Business and administration	0410 Business and administration not further defined 0411 Accounting and taxation 0412 Finance, banking and insurance 0413 Management and administration 0414 Marketing and advertising 0415 Secretarial and office work 0416 Wholesale and retail sales 0417 Work skills 0419 Business and administration not elsewhere classified
	042 Law	0421 Law
	048 Inter-disciplinary programmes and qualifications involving business, administration and law	0488 Inter-disciplinary programmes and qualifications involving business, administration and law
	049 Business, administration and law not elsewhere classified	0499 Business, administration and law not elsewhere classified

Broad Field	Narrow Field	Detailed Field
05 Natural sciences, mathematics and statistics	050 Natural sciences, mathematics and statistics not further defined	0500 Natural sciences, mathematics and statistics not further defined
	051 Biological and related sciences	0510 Biological and related sciences not further defined 0511 Biology 0512 Biochemistry 0519 Biological and related sciences not elsewhere classified
	052 Environment	0520 Environment not further defined 0521 Environmental sciences 0522 Natural environments and wildlife 0529 Environment not elsewhere classified
	053 Physical sciences	0530 Physical sciences not further defined 0531 Chemistry 0532 Earth sciences 0533 Physics 0539 Physical sciences not elsewhere classified
	054 Mathematics and statistics	0540 Mathematics and statistics not further defined 0541 Mathematics 0542 Statistics
	058 Inter-disciplinary programmes and qualifications involving natural sciences, mathematics and statistics	0588 Inter-disciplinary programmes and qualifications involving natural sciences, mathematics and statistics
	059 Natural sciences, mathematics and statistics not elsewhere classified	0599 Natural sciences, mathematics and statistics not elsewhere classified
06 Information and Communication Technologies (ICTs)	061 Information and Communication Technologies (ICTs)	0610 Information and Communication Technologies (ICTs) not further defined 0611 Computer use 0612 Database and network design and administration 0613 Software and applications development and analysis 0619 Information and Communication Technologies (ICTs) not elsewhere classified
	068 Inter-disciplinary programmes and qualifications involving Information and Communication Technologies (ICTs)	0688 Inter-disciplinary programmes and qualifications involving Information and Communication Technologies (ICTs)

Broad Field	Narrow Field	Detailed Field
07 Engineering, manufacturing and construction	070 Engineering, manufacturing and construction not further defined	0700 Engineering, manufacturing and construction not further defined
	071 Engineering and engineering trades	0710 Engineering and engineering trades not further defined 0711 Chemical engineering and processes 0712 Environmental protection technology 0713 Electricity and energy 0714 Electronics and automation 0715 Mechanics and metal trades 0716 Motor vehicles, ships and aircraft 0719 Engineering and engineering trades not elsewhere classified
	072 Manufacturing and processing	0720 Manufacturing and processing not further defined 0721 Food processing 0722 Materials (glass, paper, plastic and wood) 0723 Textiles (clothes, footwear and leather) 0724 Mining and extraction 0729 Manufacturing and processing not elsewhere classified
	073 Architecture and construction	0730 Architecture and construction not further defined 0731 Architecture and town planning 0732 Building and civil engineering
	078 Inter-disciplinary programmes and qualifications involving engineering, manufacturing and construction	0788 Inter-disciplinary programmes and qualifications involving engineering, manufacturing and construction
	079 Engineering, manufacturing and construction not elsewhere classified	0799 Engineering, manufacturing and construction not elsewhere classified
08 Agriculture, forestry, fisheries and veterinary	080 Agriculture, forestry, fisheries and veterinary not further defined	0800 Agriculture, forestry, fisheries and veterinary not further defined
	081 Agriculture	0810 Agriculture not further defined 0811 Crop and livestock production 0812 Horticulture 0819 Agriculture not elsewhere classified
	082 Forestry	0821 Forestry
	083 Fisheries	0831 Fisheries
	084 Veterinary	0841 Veterinary
	088 Inter-disciplinary programmes and qualifications involving agriculture, forestry, fisheries and veterinary	0888 Inter-disciplinary programmes and qualifications involving agriculture, forestry, fisheries and veterinary
	089 Agriculture, forestry, fisheries and veterinary not elsewhere classified	0899 Agriculture, forestry, fisheries and veterinary not elsewhere classified

Broad Field	Narrow Field	Detailed Field
09 Health and welfare	090 Health and welfare not further defined	0900 Health and welfare not further defined
	091 Health	0910 Health not further defined 0911 Dental studies 0912 Medicine 0913 Nursing and midwifery 0914 Medical diagnostic and treatment technology 0915 Therapy and rehabilitation 0916 Pharmacy 0917 Traditional and complementary medicine and therapy 0919 Health not elsewhere classified
	092 Welfare	0920 Welfare not further defined 0921 Care of the elderly and of disabled adults 0922 Child care and youth services 0923 Social work and counselling 0929 Welfare not elsewhere classified
	098 Inter-disciplinary programmes and qualifications involving health and welfare	0988 Inter-disciplinary programmes and qualifications involving health and welfare
	099 Health and welfare not elsewhere classified	0999 Health and welfare not elsewhere classified
10 Services	100 Services not further defined	1000 Services not further defined
	101 Personal services	1010 Personal services not further defined 1011 Domestic services 1012 Hair and beauty services 1013 Hotel, restaurants and catering 1014 Sports 1015 Travel, tourism and leisure 1019 Personal services not elsewhere classified
	102 Hygiene and occupational health services	1020 Hygiene and occupational health services not further defined 1021 Community sanitation 1022 Occupational health and safety 1029 Hygiene and occupational health services not elsewhere classified
	103 Security services	1030 Security services not further defined 1031 Military and defence 1032 Protection of persons and property 1039 Security services not elsewhere classified
	104 Transport services	1041 Transport services
	108 Inter-disciplinary programmes and qualifications involving services	1088 Inter-disciplinary programmes and qualifications involving services
	109 Services not elsewhere classified	1099 Services not elsewhere classified

Broad Field	Narrow Field	Detailed Field
99 Field unknown	999 Field unknown	9999 Field unknown
<u>Key</u> *the four digits of the detailed field form the first four digits of the KNQCS Code Source.....		

ANNEX 2: Description of the Fields of Education and training ISCED-F 2013 (the first four digit of the KNQCS)

00 Generic programmes and qualifications

Generic programmes and qualifications are those providing fundamental and personal skills education which cover a broad range of subjects and do not emphasise or specialise in a particular broad or narrow field. This broad field should not be used as a residual category. Programmes and qualifications with a specific subject emphasis should be classified in broad fields 01 to 10. In particular, education at the tertiary level should only by way of exception be classified here.

a) 001 Basic programmes and qualifications

i. 0011 Basic programmes and qualifications

Basic programmes and qualifications are designed to provide participants with fundamental skills in reading, writing and arithmetic along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music, and in some cases religious instruction. These programmes and qualifications are normally offered at primary and lower secondary levels. Broad, non-specialised programmes at upper secondary level are also classified here even if there is some concentration on, for example, humanities, social science, natural science etc. Vocational programmes and qualifications are included here only by way of exception.

Programmes and qualifications with the following main subject content are classified here:

- Basic programmes and qualifications
- Broad, generic (non-specialised) programmes and qualifications
- General programmes and qualifications with no specific subject emphasis
- Programmes and qualifications at primary level

Inclusions

Basic programmes and qualifications at upper secondary level (in some countries at lower secondary level) with some emphasis on e.g. humanities, social sciences or natural sciences but still covering other fields of knowledge are included in this detailed field. In some countries such programmes or qualifications are offered on a modular basis and should also be classified here.

Exclusions

Programmes that are considered as general in the programme orientation sense (non-vocational) but have a clear emphasis on a detailed, narrow or broad field are excluded from

this detailed field and included in one of the broad fields 01-10, depending on the subject covered.

b) 002 Literacy and numeracy

i.0021 Literacy and numeracy

Literacy and numeracy are programmes or qualifications arranged mainly for adults, designed to teach fundamental skills in reading, writing and arithmetic. The typical age range of participants can be used to distinguish between detailed field 0011 'Basic programmes and qualifications' and this detailed field.

Programmes and qualifications with the following main content are classified here:

- Basic remedial programmes for youth or adults
- Literacy
- Numeracy

c) 003 Personal skills

i. 0031 Personal skills

Personal skills are defined by reference to the effects on the individual's capacity (mental, social etc.). This detailed field covers personal skills programmes not included in 0011 'Basic programmes and qualifications' or 0021 'Literacy and numeracy', giving key competencies and transferable skills.

Programmes and qualifications with the following main content are classified here:

- Argumentation and presentation
- Assertiveness training
- Communication skills
- Co-operation
- Development of behavioural capacities
- Development of mental skills
- Job-seeking programmes
- Parenting courses
- Public speaking
- Self-esteem skills
- Social competence
- Time management

Inclusions

Education and training in leadership in the context of personal development is included here. Education and training related to the work place or to work assignments is included in this detailed field if it has more to do with personal development than work development. Personal skills courses can be taught at the workplace, but still be classified here based on their content. Programmes for people with special needs on how to cope with their daily life are included here

Exclusions

Study of leadership in the context of management is excluded from this group and included in detailed field 0413 'Management and administration'.

01 Education

a) 011 Education

i. 0111 Education science

Education science is the study of the learning process and the theories, methods and techniques of imparting knowledge to others.

Programmes and qualifications with the following main content are classified here:

- Curriculum studies
- Didactics
- Educational assessment, testing and measurement
- Educational evaluation and research
- Pedagogical sciences

Exclusions

Teacher training programmes which combine education science with the practice of teaching are excluded from this detailed field and included in one of the detailed fields for teacher training (0112-0114).

ii.0112 Training for pre-school teachers

Training for pre-school teachers is the study of the theories, methods and practice of teaching very young children up to 7 years of age within formal school settings at pre-primary or early childhood educational development levels.

Programmes and qualifications with the following main content are classified here:

- Early childhood teaching (within formal school settings)
- Pre-primary teacher training

Exclusions

Training in caring for children outside formal school settings is excluded from this detailed field and included in detailed field 0922 "Child care and youth services"

iii. 0113 Teacher training without subject specialization

Training for teachers without subject specialisation is the study of the theories, methods and practice of providing children between approximately 5 and 15 years of age with the fundamental skills in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, social science etc. and laying the foundation for lifelong learning. Subject specialisation is stressed less than in detailed field 0114 'Teacher training with subject specialisation'. The study of teaching children with special needs is included in this detailed field, likewise the study of teaching adults fundamental reading and writing skills and teaching immigrants these types of skills in their home or first language.

Programmes and qualifications with the following main content are classified here:

- Class teacher training
- Indigenous teacher training
- Primary teaching
- Teacher training for children with special needs

Inclusions

The study of teaching adults basic literacy and numeracy skills is included here. Teacher's aide (teaching assistant) is also included here.

Exclusions

Teacher training with subject specialisation even if intended for the teaching of children in primary or lower secondary education is excluded from this detailed field and included in detailed field 0114 'Teacher training with subject specialisation'.

iv. 0114 Teacher training with subject specialisation

Teacher training with subject specialisation is the study of the theories, methods and practice of teaching a specific subject, mostly at secondary or higher levels of education. Programmes and qualifications included in this detailed field often comprise both studies as well as the subject/subjects that are going to be taught.

Programmes and qualifications with the following main content are classified here:

- Teacher training - arts and crafts
- Teacher training - commercial subjects
- Teacher training - music

- Teacher training - nursing
- Teacher training - physical training
- Teacher training - second languages
- Teacher training - specific theoretical subjects, e.g. English, mathematics, history
- Teacher training - technical subjects
- Teacher training - vocational subjects
- Training of driving instructors
- Training of trainers

Inclusions

Teacher training courses for university teachers, instructors of work place and working life skills and in practical and artistic subjects are included here.

Exclusions

Training of sports trainers is excluded from this detailed field and included in detailed field 1014 'Sports'

b) 018 Inter-disciplinary programmes and qualifications involving education

i. 0188 Inter-disciplinary programmes and qualifications involving education

Inter-disciplinary programmes and qualifications to which the greatest intended learning time is devoted to education are classified here.

02 Arts and Humanities

a) 021 Arts

i. 0211 Audio-visual techniques and media production

Audio-visual techniques and media production is the study of techniques and skills to produce books or newspapers, radio or TV production, film or video production, recorded music production and graphic reproduction. It includes programmes and qualifications in methods of colour reproduction, photography and computer graphics. Study of combining pictures, words and decorations in the production of books, magazines, posters, adverts etc. is also included. Programmes and qualifications with the following main content are classified here:

- | | |
|-----------------------------|-------------------------------|
| • Animation | • Media techniques |
| • Bookbinding | • Multimedia production |
| • Camera operating | • Photography |
| • Compositing (printing) | • Pre-press operations |
| • Computer game production | • Print finishing and binding |
| • Computer type-setting | • Printing |
| • Film and video production | • Publishing design, lay-out |
| • Graphic design | • Radio and TV production |
| • Graphic reproduction | • Recorded music production |
| • Illustration | • Sound techniques |
| • Interactive media design | • Type-setting |

Inclusions

Desktop publishing and lay-out are included here.

Exclusions

Programmes and qualifications in the use of specific software applications for desktop publishing and website development are excluded from this detailed field and included in detailed field 0611 'Computer use'. Study of journalism (wording and content of messages) is excluded from this detailed field and included in detailed field 0321 'Journalism and reporting'.

ii. 0212 Fashion, interior and industrial design

Fashion, interior and industrial design is the study of creatively combining line, form and fabric in designing and constructing e.g. fashion garments, industrial products and interiors. Programmes and qualifications with the following main content are classified here:

- Costume design
- Design of industrial products
- Fashion design
- Interior architecture
- Interior design
- Stage designing
- Window dressing

Exclusions

Study of Building design is excluded from this detailed field and included in detailed field 0731 'Architecture and town planning'. Study of Industrial design is excluded from this detailed field if emphasis is given to technical subjects and not to artistic design, and included in the appropriate detailed field under 071 'Engineering and engineering trades'.

Publishing design and graphic design are excluded from this detailed field and included in detailed field 0211 'Audio-visual techniques and media production'.

iii. 0213 Fine arts

Fine arts is the study of visual forms of creative expression, dealing with theory, history, techniques, performance and production in fine arts.

Programmes and qualifications with the following main content are classified here:

- Art theory
- Calligraphy
- Etching
- Fine art printmaking
- History of art
- Painting
- Philosophy of art
- Sculpture

Exclusions

Training in ceramics, pottery etc is excluded from this detailed field and included in detailed field 0214 'Handicrafts'. Study of architecture is excluded from this detailed field and included in detailed field 0731 'Architecture and town planning'. Teacher training in arts is excluded from this detailed field and included in detailed field 0114 'Teacher training with subject specialisation'.

iv. 0214 Handicrafts

Handicrafts is the study of techniques and skills in a chosen craft, such as jewellery, pottery, weaving, woodcarving etc.

Programmes and qualifications with the following main content are classified here:

- Ceramics
- Crafts, folk arts and artisan
- Decorative metal crafts
- Indigenous crafts

- Embroidery
- Floristry (flower arranging)
- Glass arts and craft
- Goldsmithing
- Jewellery
- Making of musical instruments (not industrial)
- Musical instruments (repairing and tuning)
- Silversmithing
- Stone carving (craft)
- Weaving (craft)
- Woodcarving

Exclusions

Study of industrial (large scaled mechanised) production of pottery, woven materials, embroidery etc. is excluded from this field and included in one of the detailed fields under broad field 07 'Engineering, manufacturing and construction'.

v. 0215 Music and performing arts

Music and performing arts is the study of the principles and techniques associated with performance involving music, speech, movement, mime, characterisation, improvisation and stage craft.

Programmes and qualifications with the following main content are classified here:

- | | |
|--------------------------------|-------------------------------|
| • Acting and directing | • Drama |
| • Ballet | • History of film and theatre |
| • Choreography | • History of music |
| • Circus | • Music |
| • Composition (music) | • Music conducting |
| • Conducting (music) | • Musicology |
| • Creative and performance art | • Theatre/Theatre sciences |
| • Dance | |

Inclusions

Study of music and performing arts history and theory is included here.

Exclusions

Teacher training in music and other performing arts is excluded from this detailed field and included in detailed field 0114 'Teacher training with subject specialisation'.

a) 022 Humanities (except languages)

i. 0221 Religion and theology

Religion and theology is the study of religious beliefs, concepts, symbols, expressions and texts of spirituality.

Programmes and qualifications with the following main content are classified here:

- Religious history
- Study of sacred books
- Study of different religions
- Theology

Inclusions

Included in this detailed field are programmes for children and young people, usually given in religious schools or seminars, in monasteries etc., aiming to develop an interest in the tenets of their religion and sufficient familiarity with its philosophy to assist in the propagation of their faith.

Exclusions

Basic programmes given in religious schools, seminars etc. containing religious instruction but not emphasising it or leading to a religious vocation, are excluded from this detailed field and included in 0011 'Basic programmes and qualifications'. Islamic sharia programmes and qualifications are excluded from this detailed field and included in detailed field 0421 'Law'.

ii. 0222 History and archaeology

History is the study of past events, especially the political, social and economic development of a country, a continent or the world. History of medicine is classified here, likewise the study of history of science and ideas. Archaeology is the study of ancient civilisations by scientific analysis of what is found in the ground.

Programmes and qualifications with the following main content are classified here:

- Archaeology
- Cultural history
- Folklore studies
- History
- History of literature
- History of medicine
- History of science and ideas
- History of technology

Inclusions

Restoration and preservation of artistic heritage are included here.

Exclusions

Study of literature combined with study of a specific language is excluded from this detailed field and included in detailed field 0232 'Literature and linguistics'. Study of classical languages (Latin etc.) is excluded from this detailed field and included in detailed field 0231 'Language acquisition'. Study of History of art is excluded from this detailed field and included in detailed field 0213 'Fine arts'. Study of Music and performing arts history is excluded from this detailed field and included in detailed field 0215 'Music and performing arts'. Study of Economic history/history of economics is excluded from this detailed field and included in detailed field 0311 'Economics'.

iii. 0223 Philosophy and ethics

Philosophy and ethics is the study of philosophy, ethics and related subjects dealing with the conception of life. Programmes and qualifications with the following main content are classified here:

- Ethics
- Logic
- Morals
- Philosophy

Exclusions

Study of religion is excluded from this detailed field and included in detailed field 0221 'Religion'. Study of Philosophy of arts is excluded from this detailed field and is included in detailed field 0213 'Fine arts'

b) 023 Languages

i. 0231 Language acquisition

Language acquisition is the study of the structure and composition of languages taught as second or foreign languages (i.e. that are intended for non-native or non-fluent speakers of the language). It includes the study of related cultures, literature, linguistics and phonetics if related to the specific language being acquired and forms part of the same programme or qualification. Classical or dead languages are included here as it is assumed there are no native speakers of the language and hence the manner of teaching and the content of the curriculum are more similar to the teaching of foreign languages.

Programmes and qualifications with the following main content are classified here:

- Classical languages
- Exogenous languages
- Foreign languages
- Interpretation
- Phonetics
- Second languages, for example English as a second language
- Sign language
- Sign language interpreting
- Translation

Inclusions

Language and linguistics studies are included here if the linguistics are related to a specific language or languages being acquired and forming part of the same programme or qualification. Translation and interpretation are included here.

Exclusions

The study of the mother tongue or first language (i.e. that are intended for native, fluent or competent speakers of the language), even if this language is not a national language of the country of study (e.g. programmes for immigrants learning their mother tongue) are excluded from this detailed field and included in detailed field 0232 'Literature and linguistics'.

ii. 0232 Literature and linguistics

Literature and linguistics is here defined as the study of language(s) intended for native, fluent or competent speakers of the language. It includes the study of related literature and linguistics and may or may not include the structure and composition of the language. Programmes and qualifications with the following main content are classified here:

- Creative writing
- First language
- Indigenous languages
- Linguistics
- Literature
- "Mother tongue" languages
- Native first languages

Inclusions

Languages taught as the first language (“mother tongue”), even if the language is not the national language of the country of study (e.g. programmes for immigrants in their home or first language) are included here. Local and regional languages are included here if they are first languages spoken by a significant minority in the country and are intended for at least competent speakers of the language. Study of comparative literature is included here. Study of general linguistics (not related to the study of a particular language) is included here. Study of literature in general (not combined with study of a special language) is included here.

Exclusions

Language programmes are excluded from this detailed field if the language is taught as a foreign or a second language, and are then included in 0231 ‘Language acquisition’. Programmes in literacy and numeracy are excluded from this detailed field and included in detailed field 0021 ‘Literacy and numeracy’. Sign language programmes are excluded from this detailed field and included in detailed field 0231 ‘Language acquisition’.

c) 028 Inter-disciplinary programmes and qualifications involving arts and humanities

i. 0288 Inter-disciplinary programmes and qualifications involving arts and humanities

Inter-disciplinary programmes and qualifications to which the greatest intended learning time is devoted to arts and humanities are classified here.

03 Social Sciences, Journalism and Information

a) 031 Social and behavioural sciences

i. 0311 Economics

Economics is the study of economic policy, economic theory and economic decision making. Programmes and qualifications with the following main content are classified here:

- Econometrics
- Economic history
- Economics
- Political economics

Exclusions

Study of economics where emphasis is given to business studies is excluded from this detailed field and classified under 041 ‘Business and administration’. Study of home economics is excluded from this detailed field and included in the detailed field 1011 ‘Domestic services’.

ii.0312 Political sciences and civics

Political sciences and civics is the study of government and political principles or practice. The study of the rights and duties of the citizens are included here. Programmes and qualifications with the following main content are classified here:

- Civics
- Human rights
- International relations
- Peace and conflict studies
- Political history
- Political science
- Public policy studies

Exclusions

Study of political economics is excluded from this detailed field and included in the detailed field 0311 'Economics'.

iii. 0313 Psychology

Psychology is the study of the human mind and behaviour as a result of individual differences, experience and environment. Programmes and qualifications with the following main content are classified here:

- Cognitive science
- Psychoanalysis
- Psychology
- Psychotherapy

iv. 0314 Sociology and cultural studies

Sociology and cultural studies is the study of human beings and the way they behave in groups and in relation to society. The study of ethnology and social anthropology are included here, likewise the study of human and social geography. Programmes and qualifications with the following main content are classified here:

- Criminology
- Cultural geography
- Cultural studies
- Demography/population studies
- Ethnology
- Gender studies
- Social anthropology
- Sociology

Exclusions

Social welfare where emphasis is given to practical social work is excluded from this detailed field and included in detailed field 0923 'Social work and counselling'. Physical geography is excluded from this detailed field and included in detailed field 0532 'Earth science'.

b) 032 Journalism and information

i. 0321 Journalism and reporting

Journalism and reporting is the study of the theory and practices of journalism/reporting as part of the field of mass communication. Journalism and reporting is about the wording and content of messages. It comprises news reporting, writing commentaries and feature stories of public interest etc. Programmes and qualifications with the following main content are classified here:

- Broadcast journalism
- Editing
- Information (wording and content)
- Journalism
- Mass communication (wording and content)
- News reporting

Exclusions

Study of techniques for mass communication (e.g. printing and radio/TV production) is excluded from this detailed field and included in detailed field 0211 'Audio-visual techniques and media production'. Study of lay-out and publishing design is excluded from this detailed field and included in detailed field 0211 'Audio-visual techniques and media production'.

Study of public relations is excluded from this detailed field and included in detailed field 0414 'Marketing and advertising'.

i. 0322 Library, information and archival studies

Library, information and archival studies is the study of the methods of selecting, acquiring, organizing and storing collections of information, and facilitating the use of information. Museum and library studies are included here. Programmes and qualifications with the following main content are classified here:

- Archival sciences
- Curatorial studies
- Documentation
- Information science
- Library studies
- Museum documentation
- Museum studies
- Museology

Exclusions

Restoration and preservation of artistic heritage are excluded from this field and included in field 0222 'History and archaeology'.

c) 038 Inter-disciplinary programmes and qualifications involving social sciences, journalism and information

iii. 0388 Inter-disciplinary programmes and qualifications involving social sciences, journalism and information

Inter-disciplinary programmes and qualifications to which the greatest intended learning time is devoted to social sciences, journalism and information are classified here.

04 Business, Administration and Law

a)041 Business and administration

i.0411 Accounting and taxation

Accounting and taxation is the study of maintaining, auditing and recording financial transactions. Programmes and qualifications with the following main content are classified here:

- Accounting
- Auditing
- Bookkeeping
- Tax accounting
- Tax management

Exclusions

Study of tax laws is excluded from this detailed field and included in detailed field 0421 'Law'.

ii. 0412 Finance, banking and insurance

Finance, banking and insurance is the study of planning, directing, organizing and controlling financial activities and services. It includes the control and monitoring of the financial resources of organizations, institutions and individuals, and the provision of financial services at the corporate and individual level. Programmes and qualifications with the following main content are classified here:

- Bank teller studies
- Banking and finance
- Finance theory
- Insurance
- Investment analysis
- Investments and securities
- Pension insurance
- Social insurance
- Stock-broking

Exclusions

Study of actuarial science is excluded from this detailed field and included in detailed field 0542 'Statistics'.

iii. 0413 Management and administration

Management and administration is the study of planning, directing and operating the functions and activities of organizations and institutions. Programmes in management also including administration, economics, finance etc. are included here if emphasis is given to management and administration. Programmes and qualifications with the following main content are classified here:

- Administration
- Educational management
- Employment management
- Entrepreneurship
- Health administration
- Logistic management
- Management science
- Office management
- Organizational theory and behaviour
- Personnel administration
- Personnel management
- 'Start your own business' courses
- Supply change management
- Training management

Inclusions

Study of leadership in the context of management is included here.

Exclusions

Training in leadership in the context of personal development is excluded from this detailed field and included in detailed field 0031 'Personal skills'. Study of administration in the meaning of office work is excluded from this detailed field and included in detailed field 0415 'Secretarial and office work'.

iv. 0414 Marketing and advertising

Marketing and advertising is the study of promoting the exchange processes of goods and services between organizations and/or individuals, and the study of consumer behaviour and requirements. It includes the study of the role of product development, pricing, distribution, promotion and sales in order to maximise business performance. Programmes and qualifications with the following main content are classified here:

- Advertising
- Consumer behaviour
- Market research
- Marketing
- Merchandising
- Public relations

v. 0415 Secretarial and office work

Secretarial and office work is the study of administrative procedures and practices, office technology and clerical, shorthand and keyboard skills. Specialised secretarial programmes (bilingual, medical, law, accounting etc) are included if the programme has secretarial work as its objective, rather than work as specialised assistants. Programmes and qualifications with the following main content are classified here:

- Administrative and secretarial services
- Clerical programmes
- Data entry
- Foreign language secretary programmes
- Keyboard skills
- Legal secretary programmes
- Medical secretary programmes
- Operation of office equipment
- Receptionist training
- Secretarial programmes
- Shorthand
- Switchboard operating
- Typing

Inclusions

Broad secretarial programmes comprising among other things computer courses are included here.

Exclusions

Separate programmes or qualifications in using a specific computer software are excluded from this detailed field and included under detailed field 0611 'Computer use'. Office management is excluded from this detailed field and included in detailed field 0413 'Management and administration'. Hotel receptionist programmes are excluded from this detailed field and included in detailed field 1013 'Hotel, restaurant and catering'.

vi. 0416 Wholesale and retail sales

Wholesale and retail sales is the study of buying and selling goods and services, including stock management, pricing practices, loss prevention, sales systems and procedures. It includes the study of the workings and current trends of the wholesale and retail industries. Selling of buildings and properties is also included. Programmes and qualifications with the following main content are classified here:

- Auctioneering
- Consumer services
- Demonstration techniques
- Purchasing
- Real-estate business
- Retailing
- Stock-keeping
- Ware-housing
- Wholesaling

Inclusions

Study of buying and selling buildings and properties is included here.

vii. 0417 Work skills

Work skills is the study of the structure and function of working life. It comprises programmes, mainly given as staff training, related to the working place and to work assignments. Programmes and qualifications with the following main content are classified here:

- Clients' needs
- Company knowledge
- Customer service training
- 'Introduction to work' courses
- Organization at work
- Quality assurance
- Trade union courses (general)
- Work development

Inclusions

Staff training related to the work place or work assignments is included here.

Exclusions

Training related to the work place or work assignments is excluded from this detailed field if it has more to do with personal development than work development and is included in detailed field 0031 'Personal skills'. Staff training which can be classified to any other field is excluded from this detailed field and included in the appropriate field (e.g. quality courses should, if technical, be included in the detailed fields under 071 'Engineering and engineering trades'.) Programmes in work environment should be included in detailed field 1022 'Occupational health and safety'. Programmes, mostly at tertiary level, dealing with working life in general in terms of the labour market, the social partners, industrial psychology etc. are excluded from this detailed field and included in the detailed fields under 031 'Social and behaviour sciences'.

b) 042 Law

i. 0421 Law

Law is the study of the principles and procedures for formally maintaining social order, including training for legal professions such as advocate or training for the judicial bench. Programmes and qualifications with the following main content are classified here:

- Commercial law
- Criminal justice studies
- History of law
- Indigenous law
- Jurisprudence
- Labour law
- Legal practice
- Notary/Notary's practise
- Paralegal studies

Exclusions

Court reporting programmes and legal secretary programmes are excluded from this detailed field and included in detailed field 0415 "Secretarial and office work". Police studies are excluded from this detailed field and included in detailed field 1032 'Protection of persons and property'.

c) 048 Inter-disciplinary programmes and qualifications involving business, administration and law

i. 0488 Inter-disciplinary programmes and qualifications involving business, administration and law

Inter-disciplinary programmes and qualifications to which the greatest intended learning time is devoted to business, administration and law are classified here.

Inclusions

Study of business and administration where emphasis is not given towards any of the detailed fields under 041 is included in this field.

Exclusions

Business programmes where emphasis is given to any of the detailed fields under 041 'Business and administration' (management, administration, marketing etc.) should be classified according to the specialisation.

05 Natural Sciences, Mathematics and Statistics

a) 051 Biological and related sciences

i. 0511 Biology

Biology is the study of the structure, function, reproduction, growth, evolution and behaviour of all living organisms. Programmes and qualifications with the following main content are classified here:

- Biology
- Botany
- Cell biology
- Entomology
- Genetics
- Mycology
- Zoology

Exclusions

Study of environmental sciences, which is the study of the relation between living organisms and the environment, is excluded from this detailed field and included in detailed field 0521 'Environmental sciences'. Study of chemical processes in living organisms (biochemistry, toxicology, pharmacology etc.) is excluded from this detailed field and included in detailed field 0512 'Biochemistry'.

ii. 0512 Biochemistry

Biochemistry, sometimes called Biological chemistry, is the study of the chemistry of living organisms, including but not limited to, living matter. Programmes and qualifications with the following main content are classified here:

- Biological chemistry
- Cell technology
- Forensic sciences
- Genetic code (DNA, RNA) studies
- Genetic engineering
- Pharmacology
- Tissue culture technology
- Toxicology
- Virology

Inclusions

Biotechnology is included here.

b) 052 Environment

i. 0521 Environmental sciences

Environmental sciences are the study of organisms in relation to one another and to the environment. Programmes and qualifications with the following main content are classified here:

- Ecology
- Environmental science

Exclusions

The study of biology and toxicology are excluded from this detailed field and included under narrow field 051 'Biological and related sciences'.

ii.0522 Natural environments and wildlife

Natural environments and wildlife is the study of the relationships between living organisms in natural environments in order to protect nature and wildlife. It includes the study of establishing and maintaining national parks in order to preserve their original natural state. Programmes and qualifications with the following main content are classified here:

- National parks and wildlife management
- Nature conservation
- Wildlife

Exclusions

Study of agriculture, horticulture and forestry are excluded from this detailed field and included in some of the detailed fields under 08 'Agriculture, forestry, fisheries and veterinary'. Study of hunting and trapping is excluded from this detailed field and included in detailed field 0821 'Forestry'.

c) 053 Physical sciences

i. 0531 Chemistry

Chemistry is the study of substances and their elements and how they react when combined. Programmes and qualifications with the following main content are classified here:

- Inorganic chemistry
- Organic chemistry
- Physical chemistry

Exclusions

Biochemistry is excluded from this detailed field and included in detailed field 0512 'Biochemistry'.

ii. 0532 Earth sciences

Earth sciences is the study of the composition and structure of earth including the hydrosphere and the atmosphere. Programmes and qualifications with the following main content are classified here:

- Climate research
- Earth science
- Geodesy
- Geography (physical)
- Geology
- Geomatics
- Geospatial technology
- Meteorology
- Oceanography
- Seismology

Exclusions

Social geography is excluded from this detailed field and included in detailed field 0314 'Sociology and cultural studies'. Soil science is excluded from this detailed field and included in detailed field 0811 'Crop and livestock production'.

iii. 0533 Physics

Physics is the study of properties and interactions of matter and energy. It includes the study of astronomy and space science. Programmes and qualifications with the following main content are classified here:

- Astronomy
- Astrophysics
- Chemical physics
- Medical physics
- Optics
- Physics
- Space science

Exclusions

Opticians' practice is excluded from this detailed field and included in detailed field 0914 'Medical diagnostic and treatment technology'.

d) 054 Mathematics and statistics

i. 0541 Mathematics

Mathematics is the study of abstract deductive systems. It includes algebra, arithmetic, geometry, real and complex analysis and pure and applied mathematics. Programmes and qualifications with the following main content are classified here:

- Algebra
- Geometry
- Mathematics
- Numerical analysis
- Operational research

ii. 0542 Statistics

Statistics is the study of collecting, describing, arranging and analysing numerical data. The study of probability theory and actuarial science is included. Programmes and qualifications with the following main content are classified here:

- Actuarial science
- Probability theory
- Statistics, applied
- Survey design
- Survey sampling

Inclusions

Study of mathematical (theoretical) statistics is included here.

Exclusions

Demography/population studies is excluded from this detailed field and included in detailed field 0314 'Sociology and cultural studies'.

e) 058 Inter-disciplinary programmes and qualifications involving natural sciences, mathematics and statistics

i. 0588 Inter-disciplinary programmes and qualifications involving natural sciences, mathematics and statistics

Inter-disciplinary or broad programmes and qualifications to which the greatest intended learning time is devoted to natural sciences, mathematics and statistics are classified here.

06 Information and Communication Technologies

a) 061 Information and Communication Technologies

i. 0611 Computer use

Computer use is the study of using computers and computer software and applications for different purposes. These programmes are generally of short duration. Programmes and qualifications with the following main content are classified here:

Computer use

- Use of software for calculating (spread sheets)
- Use of software for data processing
- Use of software for desk top publishing
- Use of software for word processing
- Use of Internet

ii. 0612 Database and network design and administration

Database and network design and administration is the study of the design, maintenance and integration of software applications. Computer media applications are included. Programmes and qualifications with the following main content are classified here:

- Computer administration and management
- Computer media applications
- Computer network installation and maintenance
- Database administrator studies
- Information technology administration
- Information technology security
- Network administration
- Network design
- Web design

iii. 0613 Software and applications development and analysis

Software and applications development and analysis is the study of the design and development of computer systems and computing environments. Programmes and qualifications with the following main content are classified here:

- Computer programming
- Computer science
- Computer systems analysis
- Computer systems design
- Informatics
- Operating systems
- Programming languages development
- Software development
- Software programming

Exclusions

Computer engineering (hardware) is excluded from this detailed field and included in detailed field 0714 'Electronics and automation'. Programmes and qualifications in using computer applications are excluded from this detailed field and included in detailed field 0611 'Computer use'. Database and network design and administration is excluded from this detailed field and included in detailed field 0612 'Database and network design and administration'

iv. 0619 Information and Communication Technologies not elsewhere classified

Information technology studies not fitting in the detailed fields are classified here:
Artificial intelligence

b) 068 Inter-disciplinary programmes and qualifications involving Information and Communication Technologies

i. 0688 Inter-disciplinary programmes and qualifications involving Information and Communication Technologies

Inter-disciplinary programmes and qualifications to which the greatest intended learning time is devoted to information and communication technologies (ICTs) are classified here.

07 Engineering, Manufacturing and Construction

a) 071 Engineering and engineering trades

i. 0711 Chemical engineering and processes

Chemical engineering and processes is the study of planning, designing, and developing products and processes where chemical and physical changes occur. It includes designing chemical plants and control systems. Programmes and qualifications with the following main content are classified here:

- Chemical engineering
- Chemical process engineering
- Laboratory technology
- Oil/gas/petrochemicals processing
- Plant and machine operation (processing)
- Process technology

Inclusions

Laboratory technology is included here if emphasis is not given to a specific application.

Exclusions

Laboratory technology is excluded from this detailed field if emphasis is given to a specific application (biological, medical, etc.) and is included under the appropriate detailed field (0914 etc.). Biotechnology is excluded from this detailed field and included in detailed field 0512 'Biochemistry'. Programmes and qualifications with emphasis on the production of a specific material are excluded from this detailed field (e.g. studies with emphasis on paper processing should be included in detailed field 0722 'Materials (glass, paper, plastic, wood)').

ii.0712 Environmental protection technology

Environmental protection technology is the study of processes in order to minimise discharge and waste and avoid pollution. It includes programmes dealing with control of water, air, soil etc. Programmes and qualifications with the following main content are classified here:

- Air pollution control
- Ecological technology
- Energy efficiency
- Environmental engineering
- Industrial discharge control
- Noise pollution control
- Recycling
- Water pollution control

Exclusions

Programmes and qualifications dealing with hygienic standards in food, water etc. are excluded from this detailed field and included in detailed field 1021 'Community sanitation'. Construction related to waste and water management is excluded from this detailed field and included in detailed field 0732 'Building and civil engineering'.

iii. 0713 Electricity and energy

Electricity and energy is the study of installing, maintaining, repairing and diagnosing faults in electrical wiring and related equipment in domestic, commercial and industrial establishments. Installation and maintenance of overhead and underground electrical power distribution networks is included. Energy is the study of energy generation. Programmes and qualifications with the following main content are classified here:

- Air-conditioning trades
- Climate engineering
- Electrical appliances repairing
- Electrical engineering
- Electrical fitting
- Electrical power generation
- Electrical trades
- Energy studies
- Gas distribution
- Heating trades
- Nuclear, hydraulic and thermal energy
- Power line installation and maintenance
- Power production
- Refrigeration
- Solar power
- Wind turbines

Inclusions

The study of installing, diagnosing faults in and repairing heating, air-conditioning and refrigeration equipment is included here.

Exclusions

Study of vehicle electrical systems is excluded from this detailed field and included in detailed field 0716 'Motor vehicles, ships and aircraft'.

iv. 0714 Electronics and automation

Electronics and automation is the study of planning, designing, developing maintaining and monitoring electronic equipment, machinery and systems. It includes designing computers and equipment for communication. Programmes and qualifications with the following main content are classified here:

- Broadcasting electronics
- Communication systems
- Communications equipment installation
- Communications equipment maintenance
- Computer engineering
- Computer repairing
- Control engineering
- Data processing technology
- Digital technology
- Electronic engineering
- Electronic equipment servicing
- Network technology
- Robotics
- Telecommunications technology
- Television and radio repairing

Exclusions

Computer science (Software and applications development) is excluded from this detailed field and included under 0613 'Software and applications development and analysis'.

v. 0715 Mechanics and metal trades

Mechanics and metal trades is the study of planning, designing, developing, producing, maintaining and monitoring machines, mechanical plants and systems and metal products. It includes designing and maintaining machines which produce goods and services. The focus of study in this detailed field is machines, mechanical systems and metal products.

Programmes and qualifications with the following main content are classified here:

- Gunsmithing
- Hydraulics
- Locksmithing and safe repairing
- Mechanical engineering
- Mechanical trades
- Metal casting and patternmaking
- Metal fitting, turning and machining
- Metallurgical engineering
- Precision mechanics
- Sheet metal working
- Steel production
- Tool and die making
- Welding

Exclusions

The study of motor vehicle mechanics and engineering is excluded from this detailed field and included in detailed field 0716 'Motor vehicles, ships and aircraft'.

vi. 0716 Motor vehicles, ships and aircraft

Motor vehicles, ships and aircraft is the study of designing, developing, producing, maintaining, diagnosing faults in, repairing and servicing motor vehicles, including earth moving equipment and agriculture machines, ships, trains and aircraft. Typical is the combination of studies in both metal structures and motors. Programmes and qualifications with the following main content are classified here:

- Aerospace engineering
- Aircraft engineering
- Aircraft maintenance
- Automotive electrical systems
- Automotive engineering
- Avionics
- Coachwork
- Marine engineering
- Motorcycle engineering
- Panel beating
- Shipbuilding
- Train repair and maintenance
- Vehicle building and repairing
- Vehicle varnishing/spraying

Inclusions

Study of vehicle electrical systems is included here.

Exclusions

Study of producing and repairing non-motorised vehicles is excluded from this detailed field and included in 0715 'Mechanics and metal work' (e.g. bicycles) or 0722 'Materials (glass, paper, plastic, wood)' (e.g. non-motor boats).

vii. 0719 Engineering and engineering trades not elsewhere classified

Engineering studies not covered by other detailed fields are classified here:
Nanotechnology

b) 072 Manufacturing and processing

i. 0721 Food processing

Food processing is the study of processing and packaging of food and beverages, and the equipment and procedures used in the production and distribution of foods. Programmes and qualifications with the following main content are classified here:

- Baking
- Beer brewing
- Butchery
- Confectionery
- Dairy foods
- Food and drink processing
- Food preservation
- Food science and technology
- Meat processing
- Pastry cooking
- Tobacco processing
- Wine production

Inclusions

Study of food handling and food hygiene is included here.

Exclusions

Restaurant and catering are excluded from this detailed field and included in detailed field 1013 'Hotel, restaurant and catering'. Nutrition science is excluded from this detailed field and included in narrow field 051 'Biological and related sciences'.

ii. 0722 Materials (glass, paper, plastic and wood)

Materials is the study of the manufacturing of products in glass, paper, plastic, wood or other materials like stone, clay, artificial materials etc. Programmes and qualifications included in this detailed field have more to do with a specific material than general technical knowledge. Programmes and qualifications with the following main content are classified here:

- Boat building (non-motor)
- Cabinet making
- Carpentry (furniture)
- Ceramics (industrial)
- Furniture making
- Glass working (industrial)
- Industrial diamond production
- Paper manufacturing and processing
- Plastic manufacturing
- Rubber processing
- Timber technology
- Wood machining and turning
- Woodwork trades

Exclusions

Study of metal work is excluded from this detailed field and included in detailed field 0715 'Mechanics and metal trades'. Study of building carpentry and joinery is excluded from this detailed field and included in detailed field 0732 'Building and civil engineering'. Study of chemical processing in general is excluded from this detailed field and included in detailed field 0711 'Chemical engineering and processes'. Study of printing and bookbinding is excluded from this detailed field and included in detailed field 0211 'Audio-visual techniques and media production'. Handicrafts programmes (glass arts and crafts, woodcarving etc) are excluded from this detailed field and included in detailed field 0214 'Handicrafts'.

0723 Textiles (clothes, footwear and leather)

Textiles (clothes, footwear and leather) is the study of the manufacture of textiles, textile and leather products, clothing and related items, shoes and other forms of footwear. Programmes and qualifications with the following main content are classified here:

- Clothing trades
- Dressmaking
- Footwear making
- Fur making
- Garment production
- Leather processing
- Saddlery
- Shoemaking
- Skins and leather production
- Spinning
- Tailoring
- Textile trades
- Upholstery
- Weaving (industrial)
- Wool science

Exclusions

Handicrafts studies (weaving, embroidery etc.) are excluded from this detailed field and included in detailed field 0214 'Handicrafts'.

iii. 0724 Mining and extraction

Mining and extraction is the study of assessing, planning, developing, and directing the extraction of minerals, oil and gas from the earth. Programmes and qualifications with the following main content are classified here:

- Coal mining
- Mineral technology
- Mining of minerals
- Oil and gas drilling
- Oil and gas extraction
- Raw material extraction

Exclusions

Study of metallurgical engineering is excluded from this detailed field and included in 0715 'Mechanics and metal trades'. Study of geology is excluded from this detailed field and included in detailed field 0532 'Earth sciences'.

c) 073 Architecture and construction

i. 0731 Architecture and town planning

Architecture is the study of the art, science and techniques of building design. It encompasses both utilitarian ends - such as the soundness of the structure and the functional and economic efficiency of the building - and aesthetic considerations. Town planning is the study of the regulated growth and improvement of towns in both functional and aesthetical points of view. Programmes and qualifications with the following main content are classified here:

- Architectural urban design and planning
- Architecture
- Building design
- Cartography/Land surveying
- City planning
- Community development
- Landscape architecture
- Structural architecture
- Surveying
- Town and country planning
- Urban planning

Exclusions

Study of interior design is excluded from this detailed field and included in detailed field 0212 'Fashion, interior and industrial design'. Geomatics is excluded from this detailed field and included in detailed field 0532 'Earth science'. The laying out and construction of parks and gardens is excluded from this detailed field and included in detailed field 0812 'Horticulture'.

ii. 0732 Building and civil engineering

Building is the study of the science, technology and techniques of assembling, erecting and maintaining public, commercial, industrial and residential structures and their fittings. Civil engineering is the study of planning, designing, testing and directing the construction of large scale buildings and structures, including systems for transport, water supply, sewage etc. Programmes and qualifications with the following main content are classified here:

- Bricklaying
- Bridge construction
- Building construction
- Building engineering
- Building technology
- Carpentry and joinery (building)
- Civil engineering

- Construction equipment
- Constructional metalwork (building)
- Dock and harbour engineering
- Floor and wall tiling
- Floor covering
- House building
- Industrial abseiling (commercial)
- Masonry and tile setting
- Painting and wall covering
- Plastering
- Plumbing and pipefitting
- Road building
- Water engineering and technology
- Water supply and sewerage engineering
- Ventilation

Exclusions

Installation of electricity is excluded from this detailed field and included in detailed field 0713 'Electricity and energy'. Similarly, installing and repairing of heating, air-conditioning and refrigeration equipment is excluded from this detailed field and included in detailed field 0713 'Electricity and energy'.

d) 078 Inter-disciplinary programmes and qualifications involving engineering, manufacturing and construction

i. 0788 Inter-disciplinary programmes and qualifications involving engineering, manufacturing and construction

Inter-disciplinary or broad programmes and qualifications to which the greatest intended learning time is devoted to engineering, manufacturing and construction are classified here.

08 Agriculture, Forestry, Fisheries and Veterinary

a) 081 Agriculture

i. 0811 Crop and livestock production

Crop and livestock production is the study of growing, maintaining and harvesting crops and pastures, and grazing and managing animals. It includes the study of managing and maintaining farms and producing unprocessed plant and animal products. Programmes and qualifications with the following main content are classified here:

- | | |
|-----------------------------|-------------------------|
| • Agricultural sciences | • Horse breeding |
| • Agronomy and crop science | • Pig farming |
| • Animal husbandry | • Poultry husbandry |
| • Crop growing | • Rice farming |
| • Dog breeding | • Rye and wheat growing |
| • Farm and ranch management | • Sheep farming |
| • Farming | • Soil science |
| • Fruit growing | • Sugar cane growing |
| • Grain growing | • Vegetable planting |
| | • Wine growing |

Inclusions

Study of soil fertility and irrigation techniques are included here. Study of growing intensively managed crops such as fruit and vegetables is included here.

Exclusions

Study of wine production is excluded from this detailed field and is included in detailed field 0721 'Food processing'. Jockeying is excluded from this detailed field and is included in detailed field 1014 'Sports'

ii. 0812 Horticulture

Horticulture is the study of horticultural technology and management, floriculture, greenhouse methods, nursery management, landscape gardening etc. Programmes and qualifications with the following main content are classified here:

- Floriculture
- Gardening
- Green keeping
- Horticultural techniques
- Nursery management
- Turf cultivation

Inclusions

The laying out and construction of urban and domestic parks and gardens is included here. Gardening programmes combining floriculture and growing vegetables are included here.

Exclusions

Study of growing edible crops (such as wheat, rice, fruit, vegetables etc,) is excluded from this detailed field and included in detailed field 0811 'Crop and livestock production'. Study of soil science, soil fertility and irrigation techniques is excluded from this detailed field and included in detailed field 0811 'Crop and livestock production'. Study of National park management is excluded from this detailed field and included in detailed field 0522 'Natural environments and wildlife'. Study of Landscape architecture is excluded from this detailed field and included in detailed field 0731 'Architecture and town planning'.

b) 082 Forestry

i. 0821 Forestry

Forestry is the study of establishing, cultivating, harvesting and managing forests. It includes the study of hunting and trapping. Programmes and qualifications with the following main content are classified here:

- Charcoal burning
- Forest keeping
- Forest product techniques
- Forestry
- Hunting and trapping
- Logging
- Tree felling

Exclusions

Study of National park management is excluded from this detailed field and included in detailed field 0522 'Natural environments and wildlife'. Timber technology (sawmill production etc) is excluded from this detailed field and included in detailed field 0722 'Materials (glass, paper, plastic and wood)'.

c) 083 Fisheries

i. 0831 Fisheries

Fisheries is the study of breeding, rearing and harvesting fish and other seafood. Programmes and qualifications with the following main content are classified here:

- Aquaculture
- Fish breeding
- Fish farms
- Fishery science and technology
- Pearl cultivating
- Seafood farming
- Shellfish breeding

Inclusions

Programmes for operating fishing boats are included here.

Exclusions

Study of industrial processing of fish is excluded from this detailed field and included in detailed field 0721 'Food processing'

d) 084 Veterinary

i. 0841 Veterinary

Veterinary is the study of preventing, diagnosing and treating diseases and injuries in animals, and their general care. The study of caring for sick, injured and infirm animals undergoing treatment in veterinary clinics is included. It also includes the study of providing assistance to veterinary scientists. Programmes and qualifications with the following main content are classified here:

- Animal health care
- Animal reproduction (science)
- Artificial insemination (of animals)
- Veterinary assisting
- Veterinary medicine
- Veterinary nursing
- Veterinary science

Inclusions

The science of animal reproduction is included here.

Exclusions

Study of animal breeding is excluded from this detailed field and included in detailed field 0811 'Crop and livestock production'.

e) 088 Inter-disciplinary programmes and qualifications involving agriculture, forestry, fisheries and veterinary

i. 0888 Inter-disciplinary programmes and qualifications involving agriculture, forestry, fisheries and veterinary

Inter-disciplinary or broad programmes and qualifications to which the greatest intended learning time is devoted to agriculture, forestry, fisheries and veterinary are classified here.

09 Health and Welfare

a) 091 Health

i. 0911 Dental studies

Dental studies are the study of diagnosing, treating and preventing diseases and abnormalities of the teeth and gums. It includes the study of designing, making and repairing dental prostheses and orthodontic appliances. It also includes the study of providing assistance to dentists. Programmes and qualifications with the following main content are classified here:

- Dental assisting
- Dental hygiene
- Dental laboratory technology
- Dental nursing
- Dental science
- Dental surgery
- Dental technology
- Odontology
- Oral surgery
- Orthodontics

Inclusions

Study of public dental health is included here.

ii. 0912 Medicine

Medicine is the study of the principles and procedures used in preventing, diagnosing, caring for and treating illness, disease and injury in humans and the maintenance of general health. Principally, this detailed field consists of training of physicians/doctors. Programmes and qualifications with the following main content are classified here:

- Anaesthetics
- Forensic medicine
- Forensic pathology
- General medicine
- Gerontology
- Gynaecology
- Medical science
- Medical training
- Medicine
- Paediatrics
- Psychiatry
- Surgery
- Training of physicians/doctors

iii. 0913 Nursing and midwifery

Nursing is the study of providing health care for the sick, disabled or infirm and assisting physicians and other medical and health professionals diagnose and treat patients. The focus of qualifications in nursing is maintaining and caring for the health of patients during illness and rehabilitation. It includes health care of old people and health care of the disabled. Midwifery is the study of providing care to childbearing women during pregnancy, labour and birth and during the postpartum period. It also includes caring for the new born and assisting the mother with breast feeding. Programmes and qualifications with the following main content are classified here:

- Assistant nursing
- Basic nursing
- General nursing
- Health care of old people
- Health care of the disabled
- Health care programmes
- Infant hygiene (nursing)
- Midwifery
- Nursing aide/Orderly
- Psychiatric nursing
- Specialised nursing

Inclusions

Care programmes comprising both health care and social care e.g. for old people, are included here.

Exclusions

Veterinary nursing is excluded from this detailed field and is included in detailed field 0841 'Veterinary'. Dental nursing is excluded from this detailed field and is included in detailed field 0911 'Dental studies'. Non-medical care of children (not health care) is excluded from this detailed field and included in detailed field 0922 'Child care and youth services'. Non-medical care of the elderly (not health care) is excluded from this detailed field and included in detailed field 0921 'Care of the elderly and disabled adults'.

iv. 0914 Medical diagnostic and treatment technology

Medical diagnostic and treatment technology is the study of a wide range of technologies used for diagnosing and treating diseases and handicaps. Programmes and qualifications with the following main content are classified here:

- Ambulance technology
- Hearing aid technology
- Medical laboratory technology
- Optical technology
- Prosthetic technology
- Radiology technology
- Radiotherapy
- X-ray technology (medical)

Exclusions

Study of laboratory technology is excluded from this detailed field if emphasis is not given to medical laboratory technology. General laboratory technology is included in detailed field 0711 'Chemical engineering and processes'. Laboratory technology where emphasis is given to other specific applications (biology, chemistry, physics etc) is included in the appropriate detailed field (0511, 0531, 0533 etc.). Study of dental technology is excluded from this detailed field and included in detailed field 0911 'Dental studies'.

v. 0915 Therapy and rehabilitation

Therapy and rehabilitation is the study of restoring normal physical conditions to those incapacitated by temporary or permanent disability. Programmes and qualifications with the following main content are classified here:

- Dietician programmes
- Medical massage
- Nutrition/Dietetics
- Occupational therapy
- Physiotherapy
- Rehabilitation
- Speech therapy

Exclusions

Study of psychotherapy is excluded from this detailed field and included in detailed field 0313 'Psychology'. Study of nutrition science is excluded from this detailed field and included in narrow field 051 'Biological and related sciences'.

vi. 0916 Pharmacy

Pharmacy is the study of drugs and their effects on humans. It includes their preparation, dispensing and administration. Programmes and qualifications with the following main content are classified here:

- Dispensing pharmacy
- Pharmacy

Exclusions

Study of pharmacology is excluded from this detailed field and included in detailed field 0511 'Biology'.

vii. 0917 Traditional and complementary medicine and therapy

Traditional and complementary medicine is the study of alternative medicine. Programmes and qualifications with the following main content are classified here:

- Acupuncture and oriental medicine
- Aromatherapy
- Ayurvedic medicine
- Herbalism
- Herbology
- Holistic medicine
- Homeopathic medicine
- Traditional medicine, for example Chinese

b) 092 Welfare

i. 0921 Care of elderly and of disabled adults

Care of the elderly and of disabled adults is the study of non-medical care of the elderly and disabled. Programmes and qualifications with the following main content are classified here:

- Care of the elderly
- Non-medical care of disabled adults
- Personal care of adults

Exclusions

Study of health care of the elderly and disabled is excluded from this detailed field and included in detailed field 0913 'Nursing and midwifery'.

ii. 0922 Child care and youth services

Child care and youth services are the study of the development and non-medical care of children and youths. It includes the study of recreation and leisure activities as a social service for school children and young adults. Programmes and qualifications with the following main content are classified here:

- Child care
- Child recreation programmes
- Day care
- Non-medical care of disabled children
- Youth services
- Youth worker programmes

Exclusions

Study of early childhood education in pre-schools is excluded from this detailed field and included in detailed field 0112 'Training for pre-school teachers'. Study of health care of children is excluded from this detailed field and included in detailed field 0913 'Nursing and midwifery'.

iii. 0923 Social work and counselling

Social work and counselling is the study of the welfare needs of communities, specific groups and individuals and the appropriate ways of meeting these needs. The focus is on social welfare with emphasis on social policy and practice. Programmes and qualifications with the following main content are classified here:

- Alcohol and drug abuse counselling
- Alcohol, tobacco, drugs (knowledge about)
- Crisis support
- Family and marriage counselling
- Mobbing and maltreatment (knowledge about)
- Parole officer training
- Probation officer training
- Social policy
- Social practice
- Social theory (applied)
- Social work (welfare)
- Vocational counselling
- Vocational guidance

Exclusions

Study of sociology and social science is excluded from this detailed field and included in detailed field 0314 'Sociology and cultural studies'. Studies combining health care and social care (e.g. for old people) are excluded from this detailed field and included in detailed field 0913 'Nursing and midwifery'.

c) 098 Inter-disciplinary programmes and qualifications involving health and welfare

i. 0988 Inter-disciplinary programmes and qualifications involving health and welfare

Inter-disciplinary or broad programmes and qualifications to which the greatest intended learning time is devoted to health and welfare are classified here.

10 Services

a) 101 Personal services

i. 1011 Domestic services

Domestic services are the study of various domestic services, such as housekeeping, cleaning, laundering, sewing etc. Programmes and qualifications with the following main content are classified here:

- Caretaking, housekeeping and home service workers
- Chimney sweeping
- Cleaning
- Cooking (home)
- Domestic science
- Dry-cleaning
- Funeral services and mortuary science
- Home economics
- Laundry
- Needlework (home)
- Sewing (home)
- Window cleaning

Inclusions

Cleaning is included here even if directed towards cleaning schools, hospitals, factories etc.

Exclusions

Study of building maintenance is excluded from this detailed field and included in detailed field 0732 'Building and civil engineering'.

ii. 1012 Hair and beauty services

Hair and beauty services are the study of caring for the hair and the body for beautification. Programmes and qualifications with the following main content are classified here:

- Barbering
- Beauty therapy
- Cosmetology (make up)
- Fitness and weight control
- Hairdressing
- Manicure
- Pedicure

iii. 1013 Hotel, restaurants and catering

Hotel, restaurants and catering is the study of providing food, beverages, accommodation and related services at hotels, restaurants etc. Programmes and qualifications with the following main content are classified here:

- Catering
- Cooking (restaurant and hotel-type)
- Fast food preparation
- Food serving
- Hospitality services
- Hotel and restaurant studies
- Hotel receptionist training
- Hotel services
- Waiting and bar service

Exclusions

Study of food processing (industrial) is excluded from this detailed field and included in detailed field 0721 'Food processing'. Receptionist training (general) is excluded from this detailed field and included in detailed field 0415 'Secretarial and office work'.

iv. 1014 Sports

Sports is the study of techniques and skills in a chosen sport. Programmes and qualifications with the following main content are classified here:

- Sport trainer studies
- Techniques and skills in a chosen sport
- Training of umpires/referees and other sports officials

Inclusions

Jockeying is included here. Chess playing is included here.

Exclusions

Training of school teachers in physical education (sports teachers) is excluded from this detailed field and included in detailed field 0114 'Teacher training with subject specialisation'. Fitness services are excluded from this detailed field and included in detailed field 1012 'Hair and beauty services'.

v. Travel, tourism and leisure

Travel and tourism is the study of marketing and advertising tourist destinations and events. It includes the study of ticketing and reservation practices. Leisure is the study of recreational and leisure activities for individuals and groups. Programmes and qualifications with the following main content are classified here:

- Abseiling (rope climbing)
- Adventure based activities
- Ground crew training (airport)
- Guiding, tour leading
- Recreation and leisure
- Tourist trades programmes
- Travel agency services
- Travel and tourism
- Travel services

Inclusions

Basic training in how to treat tourists is included here.

Exclusions

Study of recreation and leisure activities for school children is excluded from this detailed field and included in detailed field 0922 'Child care and youth services'.

b) 102 Hygiene and occupational health services

i. 1021 Community sanitation

Community sanitation is the study of community services dealing with items that affect public health such as hygienic standards in food, water supply, disposal of sewage and garbage and street cleaning. Programmes and qualifications with the following main content are classified here:

- Hygiene, community
- Hygienic standards
- Refuse collection
- Refuse/sewage disposal
- Street cleaning
- Water supply (service)
- Waste management

ii. 1022 Occupational health and safety

Occupational health and safety is the study of recognising, evaluating and controlling environmental factors associated with the workplace. Programmes and qualifications with the following main content are classified here:

- Ergonomics (occupational health and safety)
- Health and safety in the workplace
- Industrial welfare
- Labour protection
- Labour security
- Labour welfare (safety)
- Occupational health and industrial hygiene
- Occupational safety
- Stress management
- Work environment

Exclusions

Study of vocational rehabilitation and occupational therapy is excluded from this detailed field and included in detailed field 0915 'Therapy and rehabilitation'. Study of labour law is excluded from this detailed field and included in 0421 'Law'. Study of ergonomics is excluded from this detailed field if emphasis is given to technical aspects and is included in the appropriate detailed field under 071 'Engineering and engineering trades'.

c) 103 Security services

i. 1031 Military and defence

Military and defence is the study of services to the community connected with war and defence, designed to provide training in the principles and practice of military science. Programmes and qualifications with the following main content are classified here:

- Air force training
- Army training
- Defence studies
- Military science
- Navy training
- War theory

Exclusions

Military personnel participating in non-military programmes should be classified according to the subject content of the training programme.

ii. Protection of persons and property

Protection of persons and property is the study of services to the community concerning protection of property and persons. It comprises training in police work, public security, fire protection and fire-fighting. Programmes and qualifications with the following main content are classified here:

- Civil security
- Customs programmes
- Fire-protection (fire-fighting)
- Fire technology
- Life guarding
- Police work
- Policing studies
- Prison work
- Public security
- Security and loss prevention services
- Security guarding

Exclusions

Study of law is excluded from this detailed field and included in 0421 'Law'. Study of criminology is excluded from this detailed field and included in detailed field 0314 'Sociology and cultural studies'.

d) 104 Transport services

i. 1041 Transport services

Transport is the study of operating, navigating and directing ships, train, aircraft and other forms of transportation. Programmes and qualifications with the following main content are classified here:

- Aircraft operation
- Air traffic control
- Air traffic safety
- Cabin crew training
- Communication (air, railway, road etc.)
- Navigation technologies
- Postal service
- Railway operations
- Road motor vehicle operations
- Ship operation
- Shipping
- Transport studies
- Crane and truck driving
- Driving programmes
- Flying and navigation

Exclusions

Programmes in telephone network services are excluded from this detailed field and included in detailed field 0714 'Electronics and automation'. Programmes in switchboard operating are excluded from this detailed field and included in detailed field 0415 'Secretarial and office work'.

e) 108 Inter-disciplinary programmes and qualifications involving services

i. 1088 Inter-disciplinary programmes and qualifications involving services

Inter-disciplinary programmes and qualifications to which the greatest intended learning time is devoted to services are classified here.





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