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THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK ACT

(Cap. 214)

THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK
(GENERAL) REGULATIONS, 2025

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THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK ACT

(Cap. 214)

IN EXERCISE of the powers conferred by section 29 of the Kenya National Qualifications Framework Act, the Cabinet Secretary for Education in consultation with the Council, makes the following Regulations—

THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK
(GENERAL) REGULATIONS, 2025

PART I—PRELIMINARY

1. These Regulations may be cited as the Kenya National Qualifications Framework (General) Regulations, 2025. Citation.

2. In these Regulations, unless the context otherwise requires— Interpretation.

“accreditation” means the procedure by which institutions offering education and training are formally recognized as having met the standards set out in various laws of Kenya;

“alignment” means the determination of a qualification on the National Qualifications Framework;

“assessment of a qualification” means the evaluation of learning outcomes to determine whether a learner has achieved the competency specified in a programme or a course;

“Authority” means the Kenya National Qualifications Authority established under section 6(1) of the Act;

“candidate” means a person seeking certification of the person’s learning achievements, whether acquired through formal, non-formal or informal learning;

“certificate of qualification equivalence” means a document issued to a qualification awarding body to award foreign qualifications;

“certificate of registration” means a document issued by the Authority under the seal of the Authority to a qualification awarding body to award qualifications;

“certification” includes the recognition of the achievements of a learner or a candidate for a qualification through the award of a certificate;

“Council” means the Council established under section 10(1) of the Act;

“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;

“credit accumulation” means totalling or acquiring of relevant credits required to complete a qualification;

“credit accumulation and transfer” means an arrangement where the credits previously obtained by a learner are recognized and relocated as meeting part of the requirements of a similar or related qualification for purposes of attaining an award;

“credit transfer” means vertical, horizontal or diagonal relocation of credits towards a qualification on the same or a different level, including between the same or related programmes;

“curriculum” means the content specifications, assessment procedures and learning outcomes of a programme or course of study leading to the award of a qualification;

“Database” means the National Qualifications Database established under regulation 32;

“establishment documents” includes—

- (a) a Statute, Charter or statutory instrument in which a body is established;
- (b) a registration certificate;
- (c) a trust deed; and
- (d) any other instrument by which a body is established including its governing and administrative structure;

“examination” means a formal written or oral test taken by a learner in the course of a study for a programme or course;

“graduate” means a person who has been awarded a statement of attainment or a certificate by a qualification awarding body;

“graduate record” means details of a qualification awarded to a graduate;

“institution” means a public or private establishment which provides educational services on the following areas—

- (a) university education;
- (b) technical and vocational education training;
- (c) industrial training and skills development;
- (d) basic education; or
- (e) award of professional qualifications.

“learner” means a person who is in the process of acquiring knowledge, skills or competence through study or experience;

“learning outcome” means a description of the ability of a learner or individual in terms of specific knowledge, understanding, skills and attributes attained as a result of learning;

“level” means an indication of the relative demand, complexity and or depth of achievement;

“level descriptor” means a set of skills, knowledge, and competencies describing the learning outcome used for determining the level of a qualification;

“lifelong learning” means all learning activities undertaken throughout life for the development of knowledge, competencies or qualifications;

“micro-credential” means a unit of learning which allows for recognition of skills that meets a specific learner’s, employer’s or industry needs;

“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” means the national system for the articulation, classification, registration, quality assurance, and the monitoring and evaluation of national qualifications as developed in accordance with the Act;

“notional hour” means an estimated amount of time that a learner takes to achieve the learning outcomes of a qualification;

“part-qualification” means an assessed unit of learning outcomes that constitutes a component of a qualification;

“person” includes a company, association or other body of persons whether incorporated or unincorporated;

“professional body” includes a body of expert practitioners in an occupational field;

“programme” means a purposeful and structured set of learning experience and competence that leads to the award of a qualification by a qualification awarding body;

“progression pathway” means a flexible route that a learner takes to acquire skills and qualifications, facilitating transitions between different types and levels of education and training;

“qualifications” means qualification in education and training as recognized by the Authority in accordance with the Act;

“qualification awarding body” means an education and training institution with a statutory mandate to develop, examine or assess and award qualifications;

“qualification type” means an academic, vocational or skills-related qualification grouped together into distinct levels of difficulty;

“recognition of prior learning” means the process of identifying, assessing and certifying a candidate’s knowledge, skill and competence regardless of how, when and where the knowledge, skill and competence were acquired against standards or learning outcomes under the Act and these Regulations;

“registration” means the Authority’s recognition of an institution as a qualification awarding body and includes recognition of the institution’s qualifications;

“regulatory body” means—

- (a) the Technical and Vocational Education and Training Authority established under section 6(1) of the Technical and Vocational Education and Training Act; Cap 210A.
- (b) the Commission for University Education established under section 4(1) of the Universities Act; Cap 210.
- (c) the National Industrial Training Authority established under section 3(1) of the Industrial Training Act; or Cap 237.
- (d) the State Department for the time being responsible for basic education;

“statement of attainment” means a document indicating modules or units of competency completed by a learner or a successful completion of a qualification by a candidate;

“training” means an activity aimed at imparting skills, knowledge, competencies, values, attitudes and information towards assisting a learner improve performance; and

“validation” means the process applied by the Authority to ascertain whether a qualification awarded by a qualification awarding body meets the requirements set out in the Act and these Regulations.

3. The purpose of these Regulations is to provide procedures for the— Purpose of the Regulations.

- (a) establishment and maintenance of the National Qualifications Framework;
- (b) establishment and maintenance of the database;
- (c) registration of the national qualifications awarded by a qualification awarding body;
- (d) alignment and validation of national qualifications;
- (e) standardisation of the assessment of national qualifications;
- (f) establishment and maintenance of a credit accumulation and transfer system;
- (g) recognition of prior learning; and
- (h) quality assurance of national qualifications.

4. These Regulations shall apply to—
- Scope of the Regulations.
- (a) institutions;
 - (b) qualification awarding bodies;
 - (c) the Kenya Institute of Curriculum Development;
 - (d) regulatory bodies;
 - (e) the Kenya Universities and Colleges Central Placement Service;
 - (f) the Kenya National Examinations Council; and
 - (g) learners.

PART II—THE NATIONAL QUALIFICATIONS FRAMEWORK

5. There is established the National Qualifications Framework which shall be as set out in the First Schedule.

Establishment of the National Qualifications Framework.

6. The objectives of the National Qualifications Framework are to—

Objectives of the National Qualifications Framework.

- (a) promote national regulatory and quality assurance arrangements for education and training;
- (b) promote lifelong learning through national and international mobility of a learner and labour;
- (c) enable the alignment of the National Qualification Framework with international qualifications frameworks;
- (d) promote relevance and responsiveness of national qualifications to the labour market needs; and
- (e) provide flexible progression and access to national qualifications.

7. The National Qualifications Framework shall consist of ten levels which shall be National Qualifications Framework Levels one to ten, and each level shall be described by a unique level descriptor as specified under Part 5 of the First Schedule.

Structure of National Qualifications Framework.

8. (1) The National Qualifications Framework level descriptors shall be categorised according to the level, purpose, knowledge, skills and competence.

Level descriptor.

(2) A level descriptor under paragraph (1) shall be descriptive and not prescriptive in terms of increasing complexity and demanding learning outcomes.

(3) The determination of the position of a qualification on the Framework shall be based on the qualifications conformity with the National Qualifications Framework level descriptors.

(4) There shall be only one common set of level descriptors under the National Qualification Framework which shall be used for different qualifications type at each level.

9. (1) The recognition of prior learning shall be guided by the volume of learning assessed based on credits earned. Volume of learning.
- (2) The volume of learning under paragraph (1) shall be specified in terms of the total minimum number of credits required, and in terms of the minimum number of credits required at its specified exit level on the National Qualifications Framework and, where appropriate, the maximum number of credits from the preceding level may be specified.
- (3) The credit rating of a national qualification shall not depend on the mode of delivery of learning.
- (4) The credits assigned to a level on the National Qualifications Framework shall be the minimum required for the national qualification.
10. (1) The minimum entry requirements specified under Part 4 of the First Schedule for each qualification level within the National Qualifications Framework, shall be the minimum for the qualification. Minimum entry requirements.
- (2) Admission of a learner to a programme or course by an institution, shall be based on the highest qualification of a learner for a specific level and shall comply with the minimum entry requirements specified in Part 4 of the First Schedule
11. The National Qualifications Framework shall only be referenced against other foreign qualification frameworks or to an equivalent framework that a country or territory provides for qualifications. Referencing.
12. (1) The National Qualifications Framework shall promote entry, re-entry, exit, vertical and horizontal mobility of qualifications as contemplated under section 8(l) of the Act. Linkages.
- (2) The National Qualifications Framework shall facilitate links between the qualification levels and sub-frameworks nationally.
- (3) Linkages under the National Qualifications Framework shall apply to—
- (a) interrelationships between qualifications, sub-frameworks and qualifications levels;
 - (b) the alignment of qualifications; and
 - (c) the equation and recognition of qualifications;
13. (1) A learner may adopt a progressive pathway for purposes of facilitating transitions between different types and levels of education and, training. Progression pathways.
- (2) Progression pathways across and within the National Qualifications Framework shall be in accordance with the education and training pathways.
- (3) A progressive pathway adopted under this regulation shall be in the manner specified under Part 2 of the First Schedule.

PART III—ALIGNMENT AND VALIDATION OF NATIONAL
QUALIFICATIONS

14. (1) Pursuant to section 8 (m) and (n) of the Act, the Authority shall—

Alignment and
validation of
qualifications.

- (a) undertake advocacy for the national and international recognition, comparability and alignment of national qualifications, and the National Qualification Framework;
- (b) promote the alignment and validation of a national qualification to—
 - (i) meet the needs identified by the Authority;
 - (ii) improve consistency and contemporary relevance of national qualifications; and
 - (iii) enhance national and international portability of national qualifications;
- (c) upon receipt of an application made under regulation 15—
 - (i) compare the education structures, training systems and qualifications in conformity with the National Qualifications Framework;
 - (ii) evaluate the application on the merit of the national qualification;
- (d) uphold fairness and transparency; and
- (e) ensure access by providing an inclusive process for all holders of national qualifications.

(2) The Authority shall align a qualification between the National Qualifications Framework and any other international qualification frameworks.

(3) Despite paragraph (2), where a nation or a region has no national or regional qualification framework, the Authority may use the national or regional education and training system for purposes of alignment of qualifications.

15. (1) An application for alignment or validation shall be in Form 1 set out in the Second Schedule specifying the particulars of the applicant including name and contact details and accompanied by—

Application for
alignment or
validation of
qualifications.

- (a) a copy of identity card or other valid national identification document;
- (b) a copy of the establishment documents in the case of a juristic person;
- (c) a copy of work permit or letter of provisional admission;
- (d) a copy of certificates and transcripts to be aligned or validated;
- (e) a copy of certificate and transcripts or result slips of all prior

qualifications;

- (f) a consent as specified in Form 2 in the Second Schedule; and
- (g) proof of the payment of the fees specified in the Fourth Schedule.

(2) The Authority shall undertake a verification process of the application made under paragraph (1).

(3) Where the Authority is satisfied that the applicant fulfils the requirements for alignment or validation the Authority shall, within fourteen days—

- (a) issue the applicant with a certificate of alignment indicating the level on the National Qualifications Framework at which the qualification is placed or a validation certificate;
- (b) enter the particulars of the successful applicant in the database; and
- (c) enter the details of the successful applicant in the database.

(4) The Authority may decline an application made under paragraph (1), where—

- (a) particulars provided for alignment or validation are insufficient or inaccurate; or
- (b) the applicant has been convicted for an offence under the Act or these Regulations.

(5) Where the Authority declines an application made under paragraph (1), the Authority shall in writing, within fourteen days from the date the application was made, notify the applicant of the decision and provide the reasons for the decision.

(6) A person aggrieved by a decision made under this regulation, may apply for review of the decision to the Authority within fourteen days from the date of the decision.

(7) An application under paragraph (6) may be made on any of the following grounds—

- (a) a mistake or error apparent on the face of the record; or
- (b) discovery of a new and important matter.

(8) The Authority shall consider and determine an application made under paragraph (6), within fourteen days from the date of the application.

PART IV—CREDIT ACCUMULATION AND TRANSFER

16. (1) The Authority shall establish and maintain a credit accumulation and transfer system.

Establishment of the credit accumulation and transfer system.

(2) The credit accumulation and transfer system under paragraph (1), shall facilitate linkages, credit transfers and exemptions and a

vertical and horizontal mobility at all levels to enable entry, re-entry and exit.

- (3) The credit accumulation and transfer system shall contain—
 - (a) the conditions, criteria and requirements for credit accumulation and transfer;
 - (b) volume of learning required to attain a qualification which is measured in credits quantified by the notional hours needed to achieve the respective learning outcomes;
 - (c) ten notional hours of learning equivalent to one credit;
 - (d) notional hours comprising of—
 - (i) contact hours utilised in theoretical or lecture hours in a supervised setting;
 - (ii) non-contact hours utilized in work-based learning, research, seminars, and assignments;
 - (iii) practical session or hands-on work including supervised work in laboratory, workshop, or farm settings; and
 - (iv) assessment hours including time needed for assessment tests, assignments and examinations;
 - (e) credits earned at an institution which shall be recognized by another institution as meeting part of the requirements for award of a related or similar qualification; and
 - (f) a maximum of forty-nine percent of the maximum credits that are earned from a completed qualification and which may be transferred to a related or similar qualification between or within institutions, programmes or courses or qualification levels.
- (4) A qualification awarding body shall in relation to the credit accumulation and transfer system—
 - (a) validate and recognize credits in accordance the volume of learning requirements specified in Part 3 of the First Schedule;
 - (b) harmonise the weighting of education and training programmes or courses in accordance with the volume of learning specified in Part 3 of the First Schedule;
 - (c) provide a mechanism for application for credit transfer by the relevant person; and
 - (d) approve the credit transfer, where the applicant meets the requirements in these Regulations;
 - (e) maintain the records of persons awarded credit accumulation and transfer;
 - (f) submit the requisite credit transfer data to the receiving institution to ensure effective evaluation of the prior learning outcomes;

- (g) in consultation with the Authority, verify qualifications; and
- (h) in consultation with the Authority, develop and implement internal procedures for credit accumulation and transfer.

17. (1) A person may transfer credits accumulated in qualification to another institution where— Credit transfer.

- (a) previous and intended institution awarding body is duly accredited by the relevant regulatory body and registered by the Authority;
- (b) the previous and intended institution is accredited by the relevant regulatory body and registered by the Authority; and
- (c) a person applying for credit transfers has met the minimum entry requirements specified under Part 4 of the First Schedule, for a qualification where the previous credits were accumulated.

(2) A person who seeks to transfer credits under paragraph (1), may apply in writing to a qualification awarding body for an approval to transfer credits accumulated in a qualification.

(3) Upon receipt of an application made under paragraph (2), a qualification awarding body shall consider the application within twenty-one days and may approve or decline the application.

(4) Where a qualification awarding body approves the application under paragraph (2), the qualification awarding body shall in writing, notify the applicant of its decision and issue a credit statement to the applicant, detailing the units of learning awarded credit transfer within seven days from the date the decision was made.

(5) An approval under paragraph (4) shall be valid for a programme or course specified in an application for transfer of credits.

(6) Where an application made under paragraph (2) is approved, the qualification awarding body shall record credits transferred in a transcript.

(7) Where a qualification awarding body declines the application made under paragraph (2), the qualification awarding body shall in writing, within seven days from the date the decision was made, notify the applicant of its decision specifying the reasons for the decline.

(8) A person aggrieved by a decision of a qualification awarding body under this regulation may make an application for review of the decision to the qualification awarding body within fourteen days from the date of the decision.

(9) The qualification awarding body shall consider and determine the application for review under paragraph (8), within fourteen days from the date of the application.

(10) A person aggrieved by the decision of the qualification awarding body under paragraph (9), may appeal to the Authority.

(11) Where the Authority approves or declines an appeal made under paragraph (10) the Authority shall in writing, within seven days

from the date the application was made, communicate its decision to the applicant and the respective qualification awarding body.

18. (1) The credits accumulated in a qualification awarded by a foreign qualifications awarding body and sought to be transferred to another institution shall be transferred where—

Transfer of
foreign credits.

- (a) the foreign qualification is aligned or validated by the Authority;
- (b) the applicant's qualifications are comparable to the minimum entry requirements specified in the Part 4 of the First Schedule;
- (c) proof of the completion of the course or qualification to be recognized or approved is provided; and
- (d) the foreign qualification awarding body from which the credits were obtained, is recognised by the relevant authority in the country of operation or origin.

(2) The process of credit transfer shall be conducted on the basis of a programme or course taken.

PART V—RECOGNITION OF PRIOR LEARNING

19. (1) A person who has acquired skills, knowledge and competence in any field, may apply in writing to a qualification awarding body for recognition of the acquired skills, knowledge or competence.

Recognition of
prior learning.

(2) Upon receipt of an application made under paragraph (1), a qualification awarding body shall consider the application within twenty-one days and may approve or decline the application.

(3) Where a qualification awarding body approves the application made under paragraph (1), the qualification awarding body shall in writing, notify the applicant of its decision and issue a credit statement to the applicant, detailing the units of learning awarded credit transfer within seven days from the date the decision was made.

(4) An approval under paragraph (3) shall be valid for a programme or course specified in an application for the transfer of credits.

(5) Where an application made under paragraph (1) is approved, the qualification awarding body shall record the recognition of prior learning.

(6) Where a qualification awarding body declines the application made under paragraph (1), the qualification awarding body shall in writing, within seven days from the date the decision was made, notify the applicant of its decision specifying the reasons for the decision.

(7) A person aggrieved by a decision of a qualification awarding body under this regulation may make an application for review of the decision to the qualification awarding body within fourteen days from the date the decision.

(8) The qualification awarding body shall consider and determine the application for review under paragraph (7), within fourteen days from the date of the application.

(9) A person aggrieved by the decision of the qualification awarding body under paragraph (8), may appeal to the Authority.

(10) Where the Authority approves or declines an appeal made under paragraph (9), the Authority shall in writing, within seven days from the date the application was made, communicate its decision to the applicant and the respective qualification awarding body.

20. Pursuant to section 8 (k) of the Act, the Authority shall—

Responsibilities of the Authority.

(a) establish a recognition of prior learning system which shall—

(i) identify, assess and certify eligible candidates' competences regardless of when, where and how the competencies were acquired against learning outcomes; and

(ii) provide for facilitation of recognition of all acquired competences towards improving employability, accessing decent work, labour mobility, lifelong learning, social inclusion and self-esteem;

(b) monitor the implementation of the recognition of prior learning system by institutions and qualification awarding bodies;

(c) maintain a database of learners assessed through recognition of prior learning;

(d) advise the Cabinet Secretary and any other body on recognition of prior learning;

(e) offer support to an institution, body or entity which awards qualifications through recognition of prior learning;

(f) coordinate implementation of recognition of prior learning by institutions; and

(g) oversee the implementation of recognition of prior learning.

21. (1) A qualification awarding body shall in relation to the recognition of prior learning—

Award in recognition of prior learning.

(a) award a qualification;

(b) issue credit; or

(c) issue a statement of attainment.

(2) The award made under paragraph (1), shall be equivalent to an award conferred through a formal pathway.

PART VI—ACCREDITATION SYSTEM ON QUALIFICATIONS

22. (1) Pursuant to section 8 (b) of the Act, the Authority, shall establish and maintain an accreditation system for qualifications.

Establishment of accreditation system for qualifications.

(2) The accreditation system for qualifications shall contain conditions, criteria and requirements for accreditation programmes or courses offered by institutions.

23. (1) In accrediting a programme or course, a regulatory body shall have regard to—

Accreditation of a programme or course.

- (a) the statutory mandate of the institution to award a qualification;
- (b) the infrastructure for implementing the programme or course;
- (c) the relevance of a programme or course to industry, enterprise, law or community;
- (d) the approval of programme by the relevant professional body or industry regulatory body;
- (e) the articulation and progression of programmes or courses within the National Qualifications Framework;
- (f) conformity of the programmes or courses to the requirements specified under the First Schedule including qualification type, level descriptors, minimum entry requirements and volume learning;
- (g) procedures for assessment or examination of learning outcomes on qualifications as specified in the quality standards set out in the Third Schedule;
- (h) assessment moderation procedures for assessed outcomes on qualifications;
- (i) an awarding process that links qualifications with the National Qualifications Framework level descriptors;
- (j) an internal quality assurance system; and
- (k) any other relevant matter which the regulatory body deems fit.

(2) A regulatory body shall cooperate and support the Authority to ensure effective discharge of the Authority's mandate under these Regulations by requiring an institution to register an accredited programme or course as a qualification with the Authority.

(3) Where a regulatory body revokes the accreditation of a programme or a course, the regulatory body shall in writing, within seven days from the date of the revocation decision, notify the Authority.

PART VII—REGISTRATION OF NATIONAL QUALIFICATIONS

24. (1) A qualification awarding body shall—

Obligation of a qualification awarding body.

- (a) submit a programme, course or professional qualification to the Authority for registration as a qualification;

- (b) require a prospective learner to align or validate foreign qualifications prior to granting admission;
- (c) institutionalise and implement credit accumulation and transfer;
- (d) upload graduate records into the database within ninety days after a learner's graduation; and
- (e) ensure recognition of prior learning assessment is conducted only where the institution is registered by the Authority as a qualification awarding body.

(2) A qualification awarding body shall be responsible for the accuracy and integrity of the information submitted to the Authority under these Regulations.

25. (1) An institution shall submit a programme, course or professional qualification to the Authority for registration as a national qualification in Form 3 set out in the Second Schedule accompanied by proof of the payment of the fees specified in the Fourth Schedule.

Registration of a programme, course or professional qualification.

(2) Where the Authority determines that the programme, course or professional qualification under paragraph (1), qualifies for registration, the Authority shall—

- (a) register the programme, course or professional qualification as a national qualification; and
- (b) enter the national qualification into the database.

(3) When registering a programme, course or professional qualification the Authority shall have regard to compliance with statutory requirements including the—

- (a) title of the programme, course or professional qualification leading to a national qualification;
- (b) curriculum of the programme, course or professional qualification;
- (c) qualification type;
- (d) National Qualification Framework level;
- (e) rationale and purpose of the programme, course or professional qualification;
- (f) volume of learning;
- (g) credits;
- (h) minimum entry requirements;
- (i) learning outcomes;
- (j) coding and classification;
- (k) assessment and certification;
- (l) international comparability;

(m) articulation and linkages; and

(n) progression pathways.

(4) The Authority shall consider an application made under paragraph (1) within ninety days and shall—

(a) approve the application and—

(i) make an on-site visit to inspect the institution where the applicant intends to award qualifications;

(ii) prepare a report of the Authority's findings pursuant to the site visit under subparagraph (i);

(iii) notify the applicant of the recommendations of the findings in the report prepared under subparagraph (ii);

(iv) issue the applicant with a certificate of registration for the programme or course; and

(v) enter the particulars of the programme or course into the database; or

(b) decline the application and notify the applicant in writing, within seven days of making the decision, specifying the reasons for its decision.

26. (1) An institution which seeks to award foreign qualifications in Kenya, may apply to the Authority in writing for a certificate of equivalence.

Equivalence of foreign qualification.

(2) The application under sub-regulation (1) shall be accompanied by—

(a) proof of approval of the foreign qualifications from the respective regulatory body, professional body, quality standards or industry standards, whichever is applicable;

(b) a copy of a written agreement where the institution is collaborating with another institution;

(c) proof of compliance with the requirements of sections 975, 983 and 984 of the Companies Act; and

(d) proof of the payment of the fees specified in the Fourth Schedule.

(3) When registering foreign qualifications the Authority shall have regard to compliance with statutory requirements including—

(a) the title of the programme, course or professional qualification leading to a national qualification;

(b) the curriculum of the programme, course or professional qualification;

(c) the qualification type;

(d) the National Qualification Framework level;

(e) the rationale and purpose of the programme, course or professional qualification;

- (f) the volume of learning;
- (g) the credits;
- (h) the minimum entry requirements;
- (i) the learning outcomes;
- (j) the coding and classification;
- (k) the assessment and certification;
- (l) the international comparability;
- (m) the articulation and linkages; and
- (n) the progression pathways.

(3) The Authority shall consider an application made under paragraph (1) within ninety days and shall—

- (a) approve the application and—
 - (i) make an on-site visit to inspect the institution where the applicant intends to award the foreign qualification;
 - (ii) prepare a report of the Authority's findings pursuant to the site visit under subparagraph (b);
 - (iii) notify the applicant of the recommendations of the findings in the report prepared under subparagraph (c);
 - (iv) issue the applicant with a certificate of registration for the programme or course; and
 - (v) enter the particulars of the programme or course into the database; or
- (b) decline the application and notify the applicant in writing, within seven days of making the decision, specifying the reasons for its decision.

27. (1) A qualification awarding body may develop a new national qualification, or review a registered national qualification where—

Development or review of national qualifications.

- (a) an additional qualification to be offered by the qualification awarding body is not covered by the registered national qualification;
- (b) the additional qualification is to be offered at higher level than that which is covered by a registered national qualification;
- (c) there is an addition to the delivery of the content covered by a registered qualification; or
- (d) the qualification has been re-accredited by the relevant regulatory body

(2) An institution or qualification awarding body which intends to develop a new national qualification, or review a registered national

qualification shall submit the programme, course or professional qualification to the Authority for registration as a national qualification in Form 3 set out in the Second Schedule accompanied by proof of the payment of the fees specified in the Fourth Schedule.

(3) Where the Authority determines that the programme, course or professional qualification under paragraph (2), qualifies for registration, the Authority shall—

- (a) register the programme, course or professional qualification as a national qualification; and
- (b) enter the national qualification into the database.

(4) When registering a programme, course or professional qualification the Authority shall have regard to compliance with statutory requirements including—

- (a) the title of the programme, course or professional qualification leading to a national qualification;
- (b) the curriculum of the programme, course or professional qualification;
- (c) the qualification type;
- (d) the National Qualification Framework level;
- (e) the rationale and purpose of the programme, course or professional qualification;
- (f) the volume of learning;
- (g) the credits;
- (h) the minimum entry requirements;
- (i) the learning outcomes;
- (j) the coding and classification;
- (k) the assessment and certification;
- (l) international comparability;
- (m) the articulation and linkages; and
- (n) the progression pathways.

(5) The Authority shall consider an application made under paragraph (2) within ninety days and shall—

- (a) approve the application and—
 - (i) make an on-site visit to inspect the institution where the applicant intends to award qualifications;
 - (ii) prepare a report of the Authority's findings pursuant to the site visit under subparagraph (b);
 - (iii) notify the applicant of the recommendations of the findings in the report prepared under subparagraph (c);

- (iv) issue the applicant with a certificate of registration for the programme or course; and
 - (v) enter the particulars of the programme or course into the database; or
 - (b) decline the application and notify the applicant in writing, within seven days of making the decision, specifying the reasons for its decision.
28. In undertaking registration under this Part, the Authority—
- (a) shall classify and assign codes to qualifications;
 - (b) support a qualification awarding body in developing qualifications; and
 - (c) set standards and benchmarks for qualifications and competences including skills, knowledge attitudes and values.
29. (1) The Authority shall maintain an assessment of national qualifications system.
- (2) The assessment of national qualifications system under paragraph (1), shall contain standards and procedures for assessing national qualifications and provide for assessment of all forms of learning.
- (3) A qualification awarding body shall assess qualifications in compliance with the assessment of national qualifications system.
- (4) A regulatory body shall assess qualifications in compliance with the assessment of national qualifications system.
- (5) The Authority shall undertake monitoring, research and reporting on the state of implementation of the assessment of national qualifications system.
30. (1) A certificate issued by a qualification awarding body shall be evidence of award of a qualification under the National Qualifications Framework.
- (2) All certificates issued by a qualification awarding body shall contain—
- (a) the Authority's mark of quality; and
 - (b) National Qualification Framework level.
- (3) A learner who is enrolled on a credit bearing programme or course which leads to an award of a national qualification shall be eligible for—
- (a) an academic transcript and certificate upon successful completion of a programme or course and upon completion of all necessary institutional exit requirements;

Classification of qualifications.

Establishment of an assessment of national qualifications system.

Awards for national qualifications.

- (b) a partial academic transcript upon successful completion of at least a unit of a programme or course and upon completion all the necessary institutional exit procedures; or
- (c) a transcript for the defined units of competence for completion of a micro credential or a short course.

(4) A learner who is enrolled in a micro-credential course shall be issued with a statement of attainment for a programme or course in the specific subject area.

(5) A statement of attainment under paragraph (4) shall be issued to a learner where all assessment criteria of the course have been met by the learner.

31. (1) The Authority may revoke a certificate of registration of national qualification where—

Revocation of a certificate of registration of a national qualification.

- (a) a qualification awarding body or the qualifications awarded by the qualification awarding body, have been de-accredited by the regulatory body; or
- (b) a qualifications awarding body has been convicted for an offence under these Regulations.

(2) The Authority shall, before revoking a certificate of registration under paragraph (1), issue a twenty-one-day notice of the intention to revoke the certificate to the qualification awarding body stating the reasons for suspension and recommending corrective action to be taken by the qualifications awarding body.

(3) Upon being satisfied that the qualification awarding body has taken corrective action as required in the notice issued under paragraph (2), the Authority may rescind the intended revocation.

PART VIII—THE NATIONAL QUALIFICATIONS DATABASE

32. (1) The Authority shall establish and maintain the National Qualifications Database.

Establishment of the National Qualifications Database.

- (2) The objectives of the Database shall be—
- (a) to facilitate data collection and reporting at all National Qualifications Framework levels;
 - (b) to enable secure data sharing between a qualification awarding body, the Authority and other persons;
 - (c) to ensure standardisation, interoperability, and comparability of qualifications data across the National Qualifications Framework and other related frameworks;
 - (d) to facilitate, lifelong learning in education and training including enabling inclusive access to national and international opportunities; and

- (e) to provide real time statistics on all qualifications for informed decision making.
- (3) The Database shall contain all national qualifications which shall be the single source of reference for all qualifications in Kenya.
- (4) The Database shall include information on—
 - (a) the qualifications, micro credentials, short courses and part qualifications;
 - (b) qualification awarding bodies;
 - (c) the graduate records including qualifications awarded through recognition of prior learning assessment;
 - (d) the qualifications that are aligned or validated by the Authority; and
 - (e) the statements of attainment issued by a qualification awarding body.
- (5) A person may at any time, submit a request for verify a qualification on the Database upon to the Authority in Form 4 set out in the Second Schedule and paying the fees specified in the Fourth Schedule.

33. (1) The Authority shall maintain a register of national qualifications.

Register of
national
qualifications.

(2) The register maintained under paragraph (1) shall include the following information—

- (a) the particulars of qualifications awarded by the qualification awarding bodies including—
 - (i) the details of the qualification awarding bodies;
 - (ii) the name of the national qualifications;
 - (iii) the classification of the national qualification;
 - (iv) the code of the national qualification;
 - (v) the level of the national qualification;
 - (vi) the type of the national qualification;
 - (vii) the minimum entry requirements;
 - (viii) the notional hours;
 - (ix) credits;
 - (x) assessment body; and
 - (xi) the relevant regulatory body; and
- (b) the particulars of graduate records including—
 - (i) learners' or candidate's bio-data;
 - (ii) serial numbers of learners' certificates;

- (iii) serial numbers of statements of attainment;
- (iv) the years of awards of a statements of attainment and certificates;
- (v) the names of qualifications awarding bodies;
- (vi) the national qualification framework levels; and
- (vii) the grades awarded to learners and candidates.

PART IX—MISCELLANEOUS

34. An application made under these Regulations may be submitted electronically as specified on the Authority's website. Electronic registration.
35. All documents submitted to the Authority shall be in the English language. Language.
36. The Authority shall monitor compliance with the National Qualifications Framework by— Monitoring of compliance.
- (a) reviewing the quality, consistency and credibility of qualifications offered by the qualifications awarding body;
 - (b) conducting annual audits and checks on the level of compliance with the requirements for registration of a qualification awarding body; and
 - (c) reviewing the effectiveness, validity, reliability, and fairness of the assessment processes used in awarding qualifications.
37. The processing of personal data under these Regulations shall be in accordance with the Data Protection Act. Application of the Data Protection Act.
Cap. 411C
Offences.
38. A person who—
- (a) does not register a programme, course or professional qualification with the Authority;
 - (b) fails to submit a graduate's records to the Authority;
 - (c) gives misleading information to the Authority; or
 - (d) submits false or fake documents to the Authority; or
- commits an offence and is liable on conviction to a fine not exceeding one million shillings or to imprisonment for a term not exceeding six months, or to both.
39. The Kenya National Qualifications Framework Regulations are revoked. Revocation.
Sub. Leg.

FIRST SCHEDULE

(r. 5(1), 7, 10(2)(2), 13(3), 20(4)(a) 21(c), 22(b))

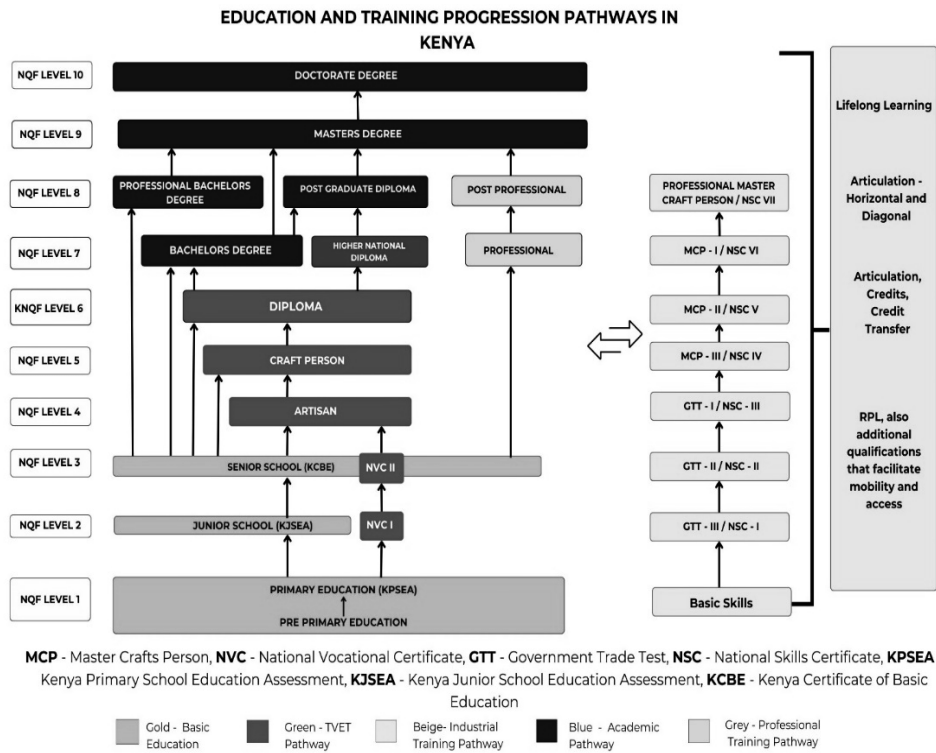
THE NATIONAL QUALIFICATIONS FRAMEWORK

Part 1- National Qualifications Framework Structure

| 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 |

| | | | | | |
|---|-------------------------------------|---|-----------------------------|---|--|
|  | Gold - Basic Education |  | Green - TVET Pathway |  | Blue - Academic / Professional Pathway |
|  | Beige - Industrial Training Pathway |  | Grey - Professional Pathway | | |

Part 2—Progression Pathways



Part 3— Volume of Learning in Notional Hours

| 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 | Level 6 Qualification | 2400 | 240 | Two Years |
| | Higher National Diploma | | | | |
| NQF Level 8 | Professional Bachelors Degree | KCBE / KCSE Mean Grade C+ | 6000 | 600 | Five Years |
| | Post Graduate Diploma | | | | |
| | Post Professional | Level 7 Qualification | 1200 | 120 | One Year |
| | 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

Part 4-Minimum Entry Requirements

| National Qualification Framework level | Qualification type | Minimum Entry Requirements |
|--|---|--|
| 10 | Doctorate Degree | Masters' degree |
| 9 | Masters' Degree | Bachelor degree with at least 360 - 480 credits in a qualification of National Qualification Framework level 7 or a level 8 qualification in relevant study area |
| 8 | Professional Bachelors' Degree | Kenya Certificate of Basic Education or Kenya Certificate of Secondary Education Mean grade C+ |
| | Post Graduate Diploma or Post Professional or Professional Master Craft Person or National Skills Certificate VII | Bachelor degree or Higher National Diploma or Professional Qualification with 360 - 480 credits in relevant subjects' area or a qualification in relevant subject area, or completion of National Qualification Framework level 7 |
| 7 | Bachelors' Degree or Professional or National Skills Certificate VI (NSC VI)/ Master Craft Person I | Kenya Certificate of Basic Education, or Kenya Certificate of Secondary Education Mean grade C+ equivalent, or Kenya Advanced Certificate of Education (A level) two principals and 1 subsidiary or equivalent in relevant subjects |
| | Higher National Diploma | National Qualification Framework level 6 |
| 6 | National Diploma or National Skills Certificate V or Master Craft Person II | Kenya Certificate of Basic Education, or Kenya Certificate of Secondary Education Mean grade C-, or Kenya Certificate of Education division II, or Kenya Advanced Certificate of Education one Principal, or an equivalent qualification or completion of National Qualification Framework level 5 |
| 5 | Craft Certificate or National Skills Certificate IV or Master Craft Person III (MCP III) | Kenya Certificate of Basic Education, or Kenya Certificate of Secondary Education D, or Kenya Certificate of Education division III, or equivalent qualifications or completion of National Qualification Framework level 4 |
| 4 | Artisan Certificate or National Skills Certificate III or Government Trade Test I | Kenya Certificate of Basic Education, or Kenya Certificate of Secondary Education E, or Kenya Certificate of Education division IV, or completion of National Qualification Framework level 3. |
| 3 | Senior School | Kenya Junior School Education Assessment |
| | National Skills Certificate II or National Vocational | Kenya Certificate of Primary Education Certificate, or Kenya Certificate of Secondary Education mean grade E, or completion of |

| | | |
|---|--|---|
| | Certificate II or Government Trade Test II | National Qualification Framework level 1 or 2 |
| 2 | Junior School | Kenya Primary School Education Assessment |
| | National Skills Certificate I or National Vocational Certificate I or Pre-vocational | National Qualification Framework level 1, or Kenya Certificate of Primary Education |
| | Government Trade Test III | Basic Skills |
| 1 | Primary Education | Pre - Primary |
| | Pre-primary Education or Basic Skills or Skills for Life | Birth certificate |

Part 5—National Qualifications Framework Level Descriptors

| National Qualification Framework level 10 | |
|---|---|
| Purpose | The level qualifies a graduate to apply a substantial body of knowledge to research, investigate and develop new knowledge in one or more fields of investigation, scholarship or professional practice. |
| Knowledge | A graduate at this level should have— (a) a substantial body of knowledge at the frontier of a field of work or learning, including knowledge that constitutes an original contribution; and (b) substantial knowledge of research principles and methods applicable to the field of work or learning. |
| Skills | A graduate at this level should have— (a) cognitive skills to demonstrate an expert understanding of theoretical knowledge and to reflect critically on that theory and practice; (b) cognitive skills and use of intellectual independence to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflect on theory and practice to generate original knowledge; (c) expert technical and creative skills applicable to the field of work or learning; (d) the communication skills to explain and critique theoretical propositions, methodologies and conclusions; (e) the communication skills to present cogently a complex investigation of originality or original research for external examination against international standards and to communicate results to peers and the community; and (f) expert skills to design, implement, analyse, theorize and communicate research that makes a significant and original contribution to knowledge or professional practice. |
| Competence | A graduate at this level should demonstrate the application of knowledge and skills — (a) for intellectual independence; (b) for initiative and creativity in new situations or for further learning; (c) for full responsibility and accountability for personal outputs; (d) to plan and execute original research; and (e) to have an ongoing capacity to generate new knowledge, including in the context of professional practice. |
| Minimum number of credits. | Three hundred and sixty credits. |
| National Qualification Framework level 9 | |
| Purpose | The level qualifies a graduate to apply an advanced body of knowledge in a range of contexts for research and scholarship and as a pathway for further learning. |
| Knowledge | A graduate at this level should have— (a) a body of knowledge that includes the understanding of recent developments in a discipline or area of professional |

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|--|---|
| | <p>practice; and</p> <p>(b) knowledge of research principles and methods applicable to a field of work or learning.</p> |
| Skills | <p>A graduate at this level should have—</p> <p>(a) cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship;</p> <p>(b) cognitive, technical and creative skills to investigate, analyse and synthesize complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice;</p> <p>(c) cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level;</p> <p>(d) communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences; and</p> <p>(e) technical and communication skills to design, evaluate, implement, analyse and theorize about developments that contribute to professional practice or scholarship.</p> |
| Competence | <p>A graduate at this level should demonstrate the application of knowledge and skills —</p> <p>(a) for creativity and initiative to new situations in professional practice or for further learning;</p> <p>(b) for high level personal autonomy and accountability; and</p> <p>(c) to plan and execute a substantial research-based project, capstone experience or piece of scholarship.</p> |
| Minimum number of credits. | Two hundred and forty credits. |
| National Qualification Framework level 8 | |
| Purpose | The level qualifies a graduate to apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning. |
| Knowledge | A graduate at this level should have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area. |
| Skills | <p>A graduate at this level should have —</p> <p>(a) cognitive skills to review, analyse, consolidate and synthesize knowledge and identify and provide solutions to complex problems;</p> <p>(b) cognitive skills to think critically and to generate and evaluate complex ideas;</p> <p>(c) specialized technical and creative skills in a field of highly skilled or professional practice;</p> <p>(d) communication skills to demonstrate an understanding of theoretical concepts; and</p> <p>(e) communication skills to transfer complex knowledge and ideas to a variety of audiences.</p> |

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| Competence | A graduate at this level should demonstrate the application of knowledge and skills— (a) to make high level, independent judgements in a range of technical or management functions in varied specialized contexts; (b) to initiate, plan, implement and evaluate broad functions within varied specialized technical or creative contexts; and (c) for responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters. |
| Minimum number of credits | One hundred and twenty credits. |
| National Qualification Framework level 7 | |
| Purpose | The level qualifies a graduate to apply a body of knowledge in a specific context to undertake professional work and as a pathway for research and further learning. |
| Knowledge | A graduate at this level should have coherent and advanced knowledge of the underlying principles and concepts in one or more disciplines and knowledge of research principles and methods. |
| Skills | A graduate at this level should have — (a) cognitive skills to review, analyse, consolidate and synthesize knowledge to identify and provide solutions to complex problems with intellectual independence; (b) cognitive and technical skills to demonstrate a broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas; (c) cognitive skills to exercise critical thinking and judgment in developing new understanding; (d) technical skills to design and use research in a project; and (e) communication skills to present a clear and coherent exposition of knowledge and ideas to a variety of audiences. |
| Competence | A graduate at this level should demonstrate the application of knowledge and skills— (a) for initiative and judgment in professional practice or scholarship; (b) to adapt knowledge and skills in diverse contexts; (c) for responsibility and accountability for own learning and practice and in collaboration with others within broad parameters; (d) to plan and execute project work or a piece of research and scholarship with some independence. |
| Minimum number of credits. | Three hundred and sixty credits. |
| National Qualification Framework level 6 | |
| Purpose | The level qualifies a graduate to apply specialized knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning. |
| Knowledge | A graduate at this level should have specialized and integrated |

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| | technical and theoretical knowledge with depth within one or more fields of work and learning. |
| Skills | <p>A graduate at this level should have—</p> <ul style="list-style-type: none"> (a) cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources; (b) cognitive and communication skills to transfer knowledge and skills to others and to demonstrate understanding of specialized knowledge with depth in some areas; (c) cognitive and communication skills to formulate responses to complex problems; and (d) wide-ranging specialized technical, creative or conceptual skills to express ideas and perspectives. |
| Competence | <p>A graduate at this level should demonstrate the application of knowledge and skills—</p> <ul style="list-style-type: none"> (a) for depth in areas of specialization, in contexts subject to change; (b) for initiative and judgment in planning, design, technical or management functions with some direction; (c) to adapt a range of fundamental principles and complex techniques to known and unknown situations; and (d) across a broad range of technical or management functions with accountability for personal outputs and personal and team outcomes within broad parameters. |
| Minimum number of credits | Two hundred and forty credits. |
| National Qualification Framework level 5 | |
| Purpose | The level qualifies a graduate to apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning. |
| Knowledge | A graduate at this level should have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning. |
| Skills | <p>A graduate at this level should have—</p> <ul style="list-style-type: none"> (a) cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources; (b) cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements; (c) specialist technical and creative skills to express ideas and perspectives; and (d) communication skills to transfer knowledge and specialized skills to others and demonstrate understanding of knowledge. |
| Competence | <p>A graduate at this level should demonstrate the application of knowledge and skills—</p> <ul style="list-style-type: none"> (a) to transfer and apply theoretical concepts, technical or creative skills in a range of situations; (b) for personal responsibility and autonomy in performing complex technical operations with responsibility for own |

| | |
|--|--|
| | <p>outputs in relation to broad parameters for quantity and quality; and</p> <p>(c) for initiative and judgment to organize the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameter.</p> |
| Minimum number of credits. | One hundred and twenty credits. |
| National Qualification Framework level 4 | |
| Purpose | The level qualifies a graduate to apply a broad range of specialized knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning. |
| Knowledge | A graduate at this level should have broad factual, technical and theoretical knowledge in a specialized field of work and learning. |
| Skills | <p>A graduate at this level should have—</p> <p>(a) cognitive skills to identify, analyse, compare and act on information from a range of sources;</p> <p>(b) cognitive, technical and communication skills to apply and communicate technical;</p> <p>(c) solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems;</p> <p>(d) specialist technical skills to complete routine and non-routine tasks and functions; and</p> <p>(e) communication skills to guide activities and provide technical advice in work and learning.</p> |
| Competence | <p>A graduate at this level should demonstrate the application of knowledge and skills—</p> <p>(a) to specialized tasks or functions in known or changing contexts;</p> <p>(b) for responsibility for own functions and outputs, and may have limited responsibility for organization of others; and</p> <p>(c) for limited responsibility for the quantity and quality of the output of others in a team within limited parameters</p> |
| Minimum number of credits. | Sixty credits. |
| National Qualification Framework level 3 | |
| Purpose | The level qualifies a graduate to apply a broad range of knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning. |
| Knowledge | A graduate at this level should have factual, technical, procedural and theoretical knowledge in an area of work and learning. |
| Skills | <p>A graduate at this level should have —</p> <p>(a) cognitive, technical and communication skills to interpret and act on available information;</p> <p>(b) cognitive and communication skills to apply and communicate known solutions to a variety of predictable problems and to deal with unforeseen contingencies using known solutions;</p> <p>(c) technical and communication skills to provide technical information to a variety of specialist and non-specialist</p> |

| | |
|--|---|
| | audiences; and (d) technical skills to undertake routine and some non-routine tasks in a range of skilled operations. |
| Competence | A graduate at this level should demonstrate the application of knowledge and skills— (a) for discretion and judgment in the selection of equipment, services or contingency measures; (b) to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints; and (c) in contexts that include taking responsibility for own outputs in work and learning including participation in teams and taking limited responsibility for the output of others within established parameters. |
| Minimum number of credits | Thirty credits. |
| National Qualification Framework level 2 | |
| Purpose | The level qualifies a graduate to undertake mainly routine work and as a pathway |
| Knowledge | A graduate at this level should have basic factual, technical and procedural knowledge in a defined area of work and learning. |
| Skills | A graduate at this level should have— (a) cognitive skills to access, record and act on a defined range of information from a range of sources; (b) cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems; and (c) technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options. |
| Competence | A graduate at this level should demonstrate the application of knowledge and skills— (a) for some accountability for the quality of own outcomes and some responsibility for own outputs in work and learning; (b) for limited autonomy and judgment in the completion of own defined and routine tasks in known and stable contexts; and (c) for limited autonomy and judgment to complete routine but variable tasks in collaboration with others in a team environment. |
| National Qualification Framework level 1 | |
| Purpose | The level qualifies a graduate to have basic functional knowledge and skills to undertake work, further learning and community involvement. |
| Knowledge | A graduate at this level should have basic fundamental knowledge and understanding in a narrow area of work and learning. |
| Skills | A graduate at this level should have— (a) basic skills to participate in everyday life and further learning; (b) cognitive and communication skills to receive, pass on and recall information in a narrow range of areas; and |

| | |
|------------|--|
| | (c) technical skills involving the use of tools appropriate to the activity and use of basic communication technologies. |
| Competence | <p>A graduate at this level should demonstrate the application of knowledge and skills—</p> <ul style="list-style-type: none">(a) for some autonomy in defined contexts and within established parameters; and(b) communication in contexts that may include preparation for further learning, life activities or a variety of initial routine and predictable work-related activities including participation in a team or work group. |

SECOND SCHEDULE

FORM 1 — APPLICATION FOR ALIGNMENT OR VALIDATION OF
QUALIFICATIONS

(r.15(a))

PART I — ALIGNMENT

SECTION A: Applicant's Details

| | | | | |
|----------------|-------------------------|---------|---|--|
| Name | Title | | | |
| | Surname | | | |
| | Other names | | | |
| Identification | Identity card number | | | |
| | Passport number | | | |
| Address | Residential | | | |
| | Postal | | | |
| | Citizenship | Country | Form of Citizenship (Birth, Naturalization) | |
| | | | | |
| Contact | Email Address | | | |
| | Telephone number | | | |
| Occupation | Company or organization | | | |
| | Department or field | | | |

(a) Have you ever made an application to the Authority?

Yes ☐ No ☐

If yes please specify-----

SECTION B: Details of qualification for which alignment is being sought

| Title of qualification | Mode of delivery (full-time, part-time) | Purpose of the application | Duration | |
|------------------------|--|----------------------------|----------|----|
| | | | From | To |
| | | | | |
| | | | | |

(For graduate studies attach a copy of thesis/dissertation, details of Supervisor e.g. name, contacts etc.)

SECTION C: Qualifications awarded

(In descending order starting with the highest qualification (s) to be aligned)

| Qualifications Title (E.g. Bachelor of Science) | Qualification Awarding Body | Email address | Country of Origin |
|--|--------------------------------|---------------|-------------------|
| | | | |

(Attach certified copies of certificates and transcripts of each qualification listed in section B. For Masters and Doctorates please attach thesis or dissertation and/or project).

SECTION D: Where a qualification at 'B' above was obtained following attendance at an overseas institution by a Kenyan citizen, please provide the following: -

| Qualification Title | Passport No | Date of departure (dd/mm/yyyy) | Date of return (dd/mm/yyyy) |
|---------------------|-------------|-----------------------------------|--------------------------------|
| | | | |
| | | | |
| | | | |

(Please attach study visa for overseas training)

SECTION E: Declaration

I the Undersigned, certify that the certificates and other relevant documents I have submitted are authentic and that the information I have provided is correct.

Name: -----

Signature-----

Date-----

Witness (Commissioner for Oaths)

Name:-----

Signature: -----

Date and Stamp-----

PART II— VALIDATION OF A CERTIFICATE

- Applicant's Profile

| | | |
|------|-------------|--|
| Name | Title | |
| | Surname | |
| | Other names | |

| | | | |
|----------------|-------------------------|---------|---|
| Identification | Identity card number | | |
| | Passport number | | |
| Address | Residential | | |
| | Postal | | |
| | Citizenship | Country | Form of Citizenship (Birth, Naturalization) |
| | | | |
| Contact | Email Address | | |
| | Mobile number | | |
| Occupation | Company or organization | | |
| | Department or field | | |

- Qualification(s) to be validated (*Copies of certificates to be enclosed & originals to be produced for validation purposes*) Starting with the Highest Qualification. Underline the certificate to be validated.

| Qualification title | Year of Award | Name of Awarding Institution | Country | Email of Awarding Institution |
|---------------------|---------------|------------------------------|---------|-------------------------------|
| | | | | |
| | | | | |

Additional information

Have you applied to the Authority previously?

If yes, provide reason and include reference:

Please, specify

Declaration

I, the undersigned, certify that the certificate(s) and other relevant documents that I have submitted are authentic and that the information I have provided is correct. *(Please note that presentation of false/fake documents constitutes an offence under Kenyan law, making one liable for prosecution).*

Date:.....

Signature:

FORM 2—CONSENT
(r.15(1)(f))

1. Name of holder of national qualification
2. Contact details of the applicant:
 - (a) Name of applicant:
 - (b) Identity card or passport number:
 - (c) Postal Address:
 - (d) E-mail Address:
 - (e) Telephone number:
3. Contact details of the third party, *(The Authority will not be responsible should any additional fee be required)*

Name: KENYA NATIONAL QUALIFICATIONS AUTHORITY

Postal address: 72635-00200, NAIROBI

E-mail: rev@knqa.go.ke Mobile: +254-020-2100272

I hereby consent to the disclosure of my educational information to the Kenya National Qualifications Authority.

Signature

Date.....

FORM 3—APPLICATION FOR REGISTRATION OF A PROGRAMME OR COURSE
OR PROFESSIONAL QUALIFICATION

(r. 27(2),

Section A: Institution Details

(Submit a separate application for each qualification)

| Component | Provide Details |
|--|--|
| 1. Name of the Qualifications Awarding Body | |
| 2. Title of qualification | |
| 3. This application has been approved by: <i>(Provide evidence of approval to register the qualification from your Institution i.e. Council, Board or equivalent)</i> | |
| 4. Submission by Head of Institution: | Name: Designation: Signature: Rubber stamp: |
| 5. Date of the application: | |
| 6. Name of the Liaison Person | |
| 7. Contact details for Liaison Person | |

Section B: Description of the Qualification

- (a) Foreign Qualification
- (b) Qualification Level
- (c) Qualification type:
- (d) Qualifications Developer (curriculum developer):
- (e) Total Credits:
- (f) Qualification Classification:
- (g) Qualification Code:

- 1. Rationale for the qualification

(What currently exists? What was the original purpose of the Qualification? Who is the target group? If it's a revision, what gaps does the revision respond to? How will the graduates' benefit- specify the likely employment outcomes? To what extent does the

qualification respond to community needs or market issues or demands, including the availability of job opportunities, skills requirements, capacity building, etc.)

2. Minimum entry requirements for the qualifications

(Provide all the possible minimum admission requirements, including provision for Credit transfer and recognition of prior learning)

a. Recognition of Prior Learning

(Indicate from which field recognition of prior learning will be applicable for this qualification)

b. Requirements of the award (check for what the regulatory bodies require)

(State the conditions that must be met by the learner to be awarded the qualification, e.g. Class Attendance, field attachment, Minimum number of units, etc.)

c. Structure of the Qualification

(Summarize the all units or courses that must be taken for the qualification by Semester/term to be awarded and the credits carried by each of the units/courses; Level and credit value of each course/unit; Arrange them in the sequence in which they are taught, Basic, Common and Core: specialization, optional and elective courses; Pre-requisites and co-requisite; Indicate courses which are mainly fieldwork/work-based practice).

(Use the table below and add more space, if necessary)

| Unit code | Unit or course title | Notional Hours | Credits |
|-----------|----------------------|----------------|---------|
| | | | |
| | | | |
| | Total Credits | | |

(Please attach proof of development of occupational standards used or minutes of stakeholder consultation used to develop the qualification)

d. Indicate the number of students by gender that have graduated from this qualification for the last 5 years (where applicable);

| Year | Number of Graduates | | |
|-------|---------------------|--------|-------|
| | Male | Female | Total |
| | | | |
| | | | |
| Total | | | |

3. Pathways of the Qualification

(Insert diagram or narrative showing Entry pathways into the qualification, exit points within the qualification, Employment and higher education destinations after completing the qualification)

4. Assessment

Briefly describe Assessment methods (the mode of assessment for each Course/unit/module including practical and summative evaluation) used in the qualification; Regulations for assessment and re-assessment; Recording of marks (What is the grading system used for the qualification); Requirements for progression to next academic year; the system/cycle for internal moderation of assessment; the system/cycle for external moderation of assessment;

5. Study Requirements

(Briefly describe the Regulations for attendance, voluntary exit/deferment, dismissal/expulsion from the qualification, work placement, completion time and academic dishonesty; Guidelines for dealing with issues of concern, including complaints and appeals against an assessment decision)

6. Learning Outcome Statements

(Briefly list the learning outcomes, skills and competencies that graduates of this qualification must have when they are awarded the qualification)

7. Quality Assurance Processes

(Briefly describe your internal Quality assurance system for this qualification; kindly attach evidence of approval of the Qualification to be awarded by your institution by an External Quality assurance agency. How does the provider assure itself of the accuracy of results; process for checking for anomalies/quality gaps; A description of the work of the Directorate of QA; the processes for preparing/ receiving/following up quality assurance reports; information included in quality assurance reporting)

8. Resources for the Qualification

- a. Staff of the Qualification: state the qualifications and experience of the relevant technical staff
- b. Other resources and facilities of the Qualification i.e. Laboratories or workshop facilities, clinical areas, if needed, IT facilities including internet, Library, specialized materials and equipment

9. Certificate

(Attach a sample certificate for the qualification)

10. Appendices

(Please comment and attach the following documents)

| | Document description | Remarks |
|----|---|---------|
| 1. | Reports on the relevance of qualification to industry i.e. Market Research Report <i>(the Labour Market Information Report (Market Research Report), Training Needs Assessment, Tracer Study)</i> | |

| | | |
|----|--|--|
| 2. | List of Advisory Committee Members (Evidence of Constitution of the Industry Sector Committees) | |
| 3. | Occupational Standards | |
| 4. | Evidence of Stakeholder Engagement Reports | |
| 5. | Curriculum of the Qualification | |
| 6. | Sub-sector approval for the occupation (where applicable attach - Professional Body's, Approval or Standards or industry standards) | |
| 7. | Approval by the sector regulator in Education and Training or Regulatory Body (the education and training regulator) | |
| 8. | Evidence of Approval of the Curriculum by the Council or Institution's Authorizing Body; | |

11. International comparability

(Compare the qualifications with leading similar qualifications in the world in the same field and sub-field in terms of the level, competences and volume of learning)

12. Notes

- a. *By applying to register this qualification on the National Qualifications Framework, you commit to submit all awardees (past, present and future graduates) to the Authority to facilitate registration into the National Database of National Qualifications;*
- b. *It is generally acknowledged that the intellectual property of the qualification belongs to the institution that registers it in the National Qualifications Framework;*
- c. *All correspondence regarding this registration process should be made to the Director-General*
- d. *Local qualifications belonging to a qualification awarding body other than the applicant making a submission should be accompanied by an agreement or any other legal instrument (signed by a lawyer) showing permission for the applying organization to use and register the qualifications on the National Qualifications Framework*

FORM 4—REQUEST FOR VERIFICATION OF DATA ON THE NATIONAL
QUALIFICATION DATABASETHIRD SCHEDULE
QUALITY STANDARDS

(r. 23(1)(g))

Choose type (tick where
applicable):

Individual:

☐

Company:

☐

Name:

.....

Address line 1:

.....

Address line 2 (optional):

.....

Postcode (optional):

.....

Country:

.....

Telephone number:

.....

Identity card or passport
number (*where
applicable*):

.....

Kenya Revenue Authority

.....

Personal Identification

Number:

(where applicable)

THIRD SCHEDULE
QUALITY STANDARDS

(r.23(1)(g))

PART I—QUALIFICATION AWARDING BODIES

1. Qualification Awarding Bodies shall ensure that their national qualifications adhere to the following sequential activities—

- (a) development of national qualifications in line with the National Qualifications Framework;
- (b) accreditation and registration of programmes or courses;
- (c) programme or course delivery and implementation;
- (d) establish and maintain quality assurance structures;
- (e) assessment and certification of national qualifications; and
- (f) register graduates into the Database.

PART II—INTERNAL QUALITY ASSURANCE

2. Institutions are primarily responsible for ensuring the quality of education and training and the qualifications they award in accordance with their mandates.

Division 1—Vision, mission, and strategic objectives

3. Institutions shall publish vision and mission statements that demonstrate a commitment to continuous quality enhancement that shall align with the institution's strategic objectives and be supported by relevant policies and procedures.

4. The vision, mission, and strategic objectives shall be publicly disclosed and translated into actionable policies and strategic plans.

5. Institutions shall ensure their planning processes, such as academic and financial planning, are coordinated to achieve high-quality outcomes ensuring sustainability and growth of qualifications.

6. Continuous monitoring, evaluation, and benchmarking shall be conducted to align with the institution's vision and mission.

Division 2—Governance and management

7. Clear governance and management frameworks shall be established to ensure sound governance and effective quality assurance practices in Institutions.

8. The Institution shall have qualified leadership responsible for fostering a quality culture.

9. Governance bodies shall have clear mandates and coordination mechanisms.

10. Regular consultations with stakeholders shall be conducted to enhance quality and coherence.

Division 3—Human resources

11. Institutions shall implement inclusive policies for recruiting and retaining qualified staff.

12. Policies shall ensure equal opportunities and gender equality.

13. Staff's continuous professional development shall be ensured.

Division 4—Financial resource management

14. Institutions shall secure adequate financial resources and implement sound financial management practices.

15. A diversified financial base shall be maintained to ensure proper allocation to core functions.

16. Financial monitoring and evaluation shall align with national and international best practices.

Division 5—Infrastructure and facilities

17. Sufficient and appropriate infrastructure and resources shall be provided to support teaching, learning, and research.

18. Facilities shall meet national health and safety standards and be accessible to persons with disabilities.

19. Information and Communication Technology infrastructure shall support e-learning and be well-maintained.

Division 6—Student recruitment, admission, certification, and support services

20. Institutions shall have clear policies for student recruitment, admission, progression, and certification.

21. Support services shall promote student retention and progression and cater to diverse student populations.

Division 7—Design, approval, monitoring, and evaluation of study programmes

22. Institutions shall implement systems for designing, developing, monitoring, and evaluating qualifications.

23. Programmes shall be aligned with the National Qualifications Framework level descriptors and meet national, regional, and international standards.

24. Stakeholder participation in curriculum design and feedback integration shall be ensured.

25. Programmes shall include core content and employability skills.

Division 8—Teaching, learning, and assessment

26. Policies and procedures shall promote effective learning, the acquisition of knowledge and competencies, and fair assessments.

27. Assessment principles, standards, and procedures shall be publicly accessible.

PART III—EXTERNAL QUALITY ASSURANCE

28. Regulatory bodies shall maintain and ensure quality of quality assurance boards, curriculum developers, assessment bodies, education and training institutions, and other relevant entities to ensure alignment with the National Qualifications Framework

Division 1—Objectives of external quality assurance

29. External quality assurance shall ensure that institutions have clearly defined mission and vision statements and reinforce the effectiveness of their internal quality assurance systems.

30. Institutions shall—

- (a) recognize their responsibility for the quality of academic programs and align external quality assurance with internal quality assurance;
- (b) demonstrate a clear understanding of the relationship between external quality assurance and internal quality assurance, ensuring both work together;
- (c) maintain a quality culture and commit to continuous improvement; and
- (d) benchmark their processes against national, regional, and international standards.

Division 2—Designing external quality assurance mechanisms

31. External quality assurance frameworks shall be fit for the purpose of ensuring alignment with internal quality systems.

32. Quality assurance agencies are expected to—

- (a) develop and implement external quality assurance frameworks in consultation with stakeholders; and
- (b) periodically assess programmes and institutions for quality assurance.

Division 3—Implementation processes of external quality assurance

33. External quality assurance frameworks should be pre-defined, reliable, and implemented transparently.

34. Institutions are expected to—

- (a) conduct self-assessments;
- (b) undergo external assessments, including site visits and interviews; and
- (c) receive preliminary and final reports, with follow-up activities to address improvement areas.

Division 4—Independence of evaluation

35. External quality assurance assessments should be carried out by independent panels of experts with diverse backgrounds.

36. The process should ensure—

- (a) selection of competent, unbiased experts; and
- (b) transparency in the review process.

Division 5—Decision and reporting of external quality assurance outcomes

37. External quality assurance reports should be clear, comprehensive, and publicly available and include—

- (a) the purpose, context, and findings of the review;
- (b) clear recommendations for follow-up actions; and
- (c) the opportunities for institutions to correct factual inaccuracies.

Division 6—Periodic review of institutions and programmes

38. External quality assurance of institutions and programmes should be conducted regularly to—

- (a) ensure continuous improvement;
- (b) define and publish review cycles; and
- (c) prepare comprehensive reports.

Division 7—Complaints and appeals

39. Established systems should be in place for institutions and stakeholders to raise concerns about the EQA process. QAAs must:

- a) Provide transparent processes for addressing complaints and appeals.
- b) Ensure timely and fair resolution of issues.

PART IV—DESIGNING A QUALIFICATION

Division 1—Institutional qualifications development policy

40. A registered institution shall develop and implement a qualification development policy that guides qualification development in line with the National Qualifications Framework.

41. A qualifications development policy shall outline the institution's strategy for qualification design and development, quality assurance, assessment, and continuous improvement to meet national and global standards.

42. An institution shall submit proof of internal approvals, statutory approvals under relevant laws, and compliance with National Qualifications Framework.

43. A qualifications development policy shall provide for—

- (a) a structured stakeholder engagement mechanisms to align qualifications with industry and sector needs;
- (b) a quality assurance framework, including accreditation and compliance with the National Qualifications Framework;
- (c) the review cycle for the national qualifications;
- (d) the strategies for sustainability and growth of the national qualifications; and
- (e) the assessment of national qualifications and impact assessment measures, including tracer studies, are used to evaluate the effectiveness of qualifications in the labour market and progression pathways.

Division 2—qualifications structure

44. A qualifications awarding body shall submit all national qualifications to the Authority for evaluation, approval, and registration before offering the qualification.

45. A national qualification shall be delivered or awarded without prior approval from the Authority.

46. A national qualification shall set out—

- (a) the title of the national qualification;

- (b) the code and classification of the national qualification in line with the National Qualifications Framework;
- (c) alignment with National Qualifications Framework level descriptors and provides for articulation;
- (d) the rationale for the qualification and evidence of the need for the qualification;
- (e) the aims of the qualification, the main target groups of learners;
- (f) the National Qualifications Framework level of the qualification and the credit value of the units of learning, modules, courses and the whole national qualification;
- (g) the recommended access routes to enter the qualification and any entry requirements;
- (h) the progression pathways after completion of the national qualification;
- (i) the structure of the national qualification;
- (j) the approaches to assessment for the award of the national qualification;
- (k) the specific quality assurance requirements of the national qualification;
- (l) any mutual recognition agreements with other institutions offering the national qualifications; and
- (m) detailed specifications of the qualification

PART V—CURRICULA AND MODES OF DELIVERY

47. A registered Institution shall develop and implement a qualifications development policy which shall set out the registered institution's strategy on qualifications development, structures and systems.

48. A registered Institution shall provide the Authority, as and when required to do so, with proof of internal approvals of the qualifications and any statutory approvals that may be required under any other written law.

49. A qualifications development policy shall provide for —

- (a) the systems and structures for stakeholders' engagement;
- (b) the qualifications review cycle;
- (c) the strategies for sustainability and growth of the qualification;
and
- (d) the assessment of qualifications impact and tracer studies.

50. An institution shall submit its qualifications to the Authority for evaluation before offering the qualification.

51. A national qualification shall set out—

- (a) the qualification title;

- (b) the rationale for the qualification, and evidence of the need for the qualification;
- (c) the aims of the qualification, main target groups of learners;
- (d) the National Qualifications Framework level of the qualification and the credit value of the whole qualification;
- (e) the recommended access routes to enter the qualification and any entry requirements;
- (f) the progression pathway after completion of qualification;
- (g) the structure of qualification;
- (h) the approaches to assessment for the award of the qualification;
- (i) the specific quality assurance requirements of the qualification;
- (j) any mutual recognition agreements with other qualifications; and
- (k) detailed specifications of the qualification.

PART VI—CRITERIA FOR ASSESSMENT AND CERTIFICATION OF NATIONAL QUALIFICATIONS

52. A qualifications awarding body or assessment body shall conduct assessments to award national qualifications.

53. An institution shall develop and implement—

- (a) an assessment policy or guideline outlining types and categories of assessments, registration for assessments, setting of assessments, examination irregularities, assessment offences and penalties, deferment of assessments, marking and moderation of assessments and release of assessment results, invigilation of assessments, re-sits, exclusion from assessments and assessment fees.
- (b) an annual assessment calendar;
- (c) standard operating procedures and manuals; and
- (d) transparent and fair appeals procedures.

54. Learning achievement shall be measured using various approaches, including criterion-referenced standards-based assessment.

55. Assessment methods shall be guided by the expected learning outcomes and Bloom's Taxonomy.

56. A national qualifications awarding body shall specify the method of assessment for each qualification, including governance, roles, responsibilities, grading systems, and assessment tools.

57. The assessment process shall include a planning phase, an administration phase, and a post-administration phase, as per the national qualifications awarding body's assessment policy.

58. For online assessments, national qualifications awarding body shall ensure—

- (a) proper infrastructure and protocols for secure and fair assessment;

- (b) clear guidelines on the assessment scope, type, and required equipment;
- (c) provisions for students with disabilities and contingency plans for technical failures; and
- (d) procedures for examinations result management and feedback;

59. A national qualifications awarding body and assessment body shall implement internal and external moderation mechanisms to ensure the assessment adheres to quality standards.

60. Assessments shall be conducted at authorized centres with up-to-date certification from relevant agencies.

61. Personnel involved in assessments shall be adequately qualified, trained, and registered with the relevant regulatory bodies.

62. A national qualifications awarding body shall use standardized assessment instruments developed and moderated by qualified experts to measure knowledge, skills, and attitudes against the learning outcomes set out in the National Qualifications Framework.

63. Feedback on assessments shall be communicated effectively to stakeholders through reliable systems, and results shall be made available in a timely and transparent manner.

64. A national qualifications awarding body shall assign credits to all units of competency or course units that contribute to the attainment of qualification in line with the approved credit system.

65. A national qualifications awarding body and assessment bodies shall award certificates as evidence of assessed and validated learning achievement in line with defined learning outcomes.

66. A national qualifications awarding body assessment body shall spell out the requirements for the award of each national qualification registered.

67. A national qualifications awarding body and assessment body shall publish and implement re-assessment and appeals policy guidelines.

68. A national qualifications awarding body or assessment body shall provide a fair and favourable assessment environment for learners with special needs in line with relevant legal provisions.

69. A national qualifications awarding body or assessment body shall adhere to the National Grading System.

70. A national qualifications awarding body and assessment body shall establish a robust quality assurance mechanism for all aspects of national qualification assessment.

PART VII—CRITERIA FOR CREDITS ACCUMULATION AND TRANSFER

71. A credit shall be awarded to a learner in recognition of the verified individual achievement of the learning outcomes for the specified course, unit, or module at a specified qualification level;

72. A national qualifications awarding body shall provide for programme articulation and progression in line with the National Qualifications Framework level descriptors during curriculum development and review processes.

73. The award and accumulation of credit shall be based on a credible assessment process that provides—

- (a) one credit is equivalent to ten notional hours the distribution of which shall be subject to the regulators' requirements, shall comprise—
 - (i) contact hours as lecture hours in a supervised setting;
 - (ii) non-contact hours as reading, research, seminars, and assignments without direct supervision;
 - (iii) industrial attachment as field attachment, teaching practice, supervised work in laboratory, workshop, or farm settings; and
 - (iv) assessment hours as time needed for formative and summative assessment, assignments and examinations.
- (b) an academic year shall cover a minimum of one thousand two hundred notional hours or one hundred and twenty;
- (c) credits may be transferred horizontally, vertically or diagonally as follows—
 - (i) horizontal transfer of credits is the recognition and transfer of credits within and between one institution at the same qualification level;
 - (ii) vertical credit transfer encompasses recognizing and transferring credits from a lower level on the National Qualifications Framework to a higher qualification level; and
 - (iii) diagonal transfer of credits is recognition and vertical transfer of credits between the qualification's pathways;
- (d) credit transfer may be used towards fulfilment of requirements of—
 - (i) the same qualification or part-qualification in a different institution; or
 - (ii) a different cognate qualification or part-qualification in the same or a different institution;
- (e) credit transfer can therefore take place—
 - (i) on the same National Qualifications Framework level or across National Qualifications Framework levels;
 - (ii) in the same National Qualifications Framework Sub-Framework or across different National Qualifications Framework Sub-Frameworks;
 - (iii) across departments in the same institution or across departments and different institutions; and
 - (iv) within a learning programme or across learning programmes, as applicable;
- (f) a student who has completed prior studies may be eligible for credit transfer if the courses or units are compatible, comparable, and complementary to those of the intended qualification, with at least four-fifths of the learning outcomes corresponding;
- (g) the maximum percentage of credits that will be recognised and transferred towards a qualification or part-qualification shall be forty-nine percent of the total credit requirements for the targeted qualification;

- (h) credit transfer will only take place between similar or related programmes and upon attainment of exit learning outcomes;
- (i) no credits shall be transferred from a higher qualification level to a lower qualification level for a similar programme;
- (j) the transfer of credits shall be case by case assessment;
- (k) credit related to thesis/dissertation, project work, teaching practices and industrial attachment shall not be transferable;
- (l) an assessment process will be established to evaluate the compatibility of learning outcomes achieved in various contexts with the learning outcomes of the qualification for which credits are being sought;
- (m) assessment of an application for award of credit towards a qualification must take into account the requirements for the intended qualification level, volume of learning in the previous studies, currency of previous studies, and relevance of previous studies;
- (n) a credit awarded as a result of assessing previous studies and counted towards award of a qualification shall be recorded in a student transcript as transfer credit;
- (o) a qualification considered for continuous assessment tests shall meet the following conditions—
 - (i) the institution that awarded the qualification or part qualification is duly registered by the relevant regulator;
 - (ii) the programme leading to the award of the qualification is registered by the relevant accrediting regulator;
 - (iii) the programme is aligned to the National Qualifications Framework level descriptors and provides for articulation;
 - (iv) the student presenting the qualification to be considered for award of credit meets entry requirements for the qualification where the previous credit was awarded;
 - (v) the examining body for the qualification is a legally mandated assessment body;
 - (vi) where the institution and the national qualification awarding body are different, each institution is legally registered as an institution or national qualification awarding body; and
 - (vii) the previous studies are fully assessed and successfully completed with attainment of at least a Credit or its equivalent.

PART VIII—QUALITY STANDARDS FOR RECOGNITION OF PRIOR LEARNING

Division 1—Institutional preparedness

74. A national qualification awarding body conducting recognition of prior learning shall demonstrate institutional capacity to implement recognition of prior learning, including governance structures, approved policies, and qualified recognition of prior learning practitioners.

75. The national qualification awarding body shall establish an internal

recognition of prior learning committee responsible for overseeing, coordinating, and quality assuring all recognition of prior learning related processes.

Division 2— Access to information and candidate support

76. The national qualification awarding body shall provide prospective recognition of prior learning candidates with accurate, timely, and accessible information about eligibility, procedures, timelines, costs, and available support services.

77. Recognition of prior learning information shall be made available in formats that are accessible to marginalized and special interest groups, including persons with disabilities.

78. Guidance and advisory services shall be offered to candidates throughout the recognition of prior learning process.

Division 3— Recognition of prior learning tools and assessment instruments

79. Recognition of prior learning shall be assessed using validated tools that are aligned with the National Qualification Framework level descriptors, occupational standards, and learning outcomes.

80. The qualification awarding body shall utilize diverse methods of assessment, including but not limited to—

- (a) portfolios of evidence;
- (b) structured interviews;
- (c) practical demonstrations;
- (d) workplace observations; and
- (e) challenge examinations.

81. Assessment tools shall ensure fairness, reliability, and authenticity of the evidence presented by the candidate.

Division 4— Assessor and verifier competence

82. Assessors and verifiers engaged in recognition of prior learning shall—

- (a) be professionally qualified in the relevant occupational or qualification area;
- (b) possess formal training in recognition of prior learning assessment methods; and
- (c) adhere to ethical standards in the assessment process.

83. The qualification awarding body shall conduct periodic training and moderation sessions for assessors and verifiers to ensure consistency in assessment and decision-making.

Division 5— Assessment and validation process of recognition of prior learning

84. The recognition of prior learning assessment process shall be—

- (a) transparent and inclusive;
- (b) based on measurable outcomes and objective criteria;
- (c) guided by the principles of fairness, credibility, and equal opportunity.

85. All evidence submitted shall be evaluated for authenticity, currency, sufficiency and relevance.

86. A moderation mechanism shall be instituted to validate the assessment outcomes both internally and externally.

Division 6—Certification and documentation

87. Upon successful completion of an assessment of recognition of prior learning, the candidate shall be awarded a national qualification or a statement of attainment.

88. The qualification awarding body shall record and submit all successful recognition of prior learning outcomes to the Database.

Division 7—Appeals and complaints mechanism

89. The qualification awarding body shall provide an established mechanism for lodging and resolving appeals and complaints arising from the recognition of prior learning process.

90. Decisions shall be communicated to the candidate in writing and within a reasonable time frame.

Division 8—Monitoring and continuous improvement

91. A qualification awarding body shall periodically monitor, review, and report on the effectiveness of the recognition of prior learning process.

92. Feedback from candidates, assessors, verifiers, and external stakeholders shall be used to inform continuous improvement.

Division 9—Ethical and confidential practices

93. All personal data and candidate records relating to recognition of prior learning shall be processed in accordance with the Data Protection Act.

94. A qualification awarding body shall maintain confidentiality and shall not disclose candidate information to unauthorised parties.

FOURTH SCHEDULE

FEES

(*r. 15(1)(g), 25(1), 26(1)(d), 27(2), 32(5)*)

| | Description of service offered | Fees Charged in shillings |
|----|---|---------------------------|
| 1. | Registration of a qualification. | 20,000 |
| 2. | Certificate of qualifications equivalence for a foreign qualifications awarding body. | 100,000 |
| 3. | Certificate of qualifications equivalence for a Kenyan qualification awarding body. | 50,000 |
| 4. | Alignment of qualifications for a foreign national. | 10,000 |

| | | |
|----|--|-------|
| 5. | Alignment of qualification for a Kenyan citizen. | 5,000 |
| 6. | Validation of foreign qualification for a foreign national. | 3,000 |
| 7. | Validation of qualification for a Kenyan citizen. | 2,000 |
| 8. | Verification of qualifications on the database for a foreign national. | 2000 |
| 9. | Verification of qualifications on the database for a Kenyan citizen. | 1,000 |

Made on the 27th May, 2025.

JULIUS MIGOS OGAMBA,
Cabinet Secretary for Education.