REPUBLIC OF KENYA
MINISTRY OF EDUCATION

NATIONAL POLICY FRAMEWORK FOR ASSESSMENT AND CERTIFICATION OF QUALIFICATIONS IN KENYA

2026

KENYA VISION 2030

KNQA
KENYA NATIONAL QUALIFICATIONS AUTHORITY

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FOREWORD

The Government of Kenya is committed to ensuring that every Kenyan qualification is a credible and trusted passport to opportunity. Globally, qualifications earn legitimacy through transparent, fair, and outcomes-based assessment systems. The European Standards and Guidelines, provides clear benchmarks for quality and consistency, while UNESCO's Guidelines on Learning Assessment emphasise inclusive and equitable approaches that generate reliable data for strengthening education quality and responsive policymaking. As Kenya advances its agenda for inclusive growth and global competitiveness, a coherent and credible assessment and certification system is central to this transformation. It ensures that qualifications are anchored in clearly defined learning outcomes, verified competencies, recognised quality standards, and international comparability.

Across the education and training system, varied assessment approaches and quality assurance benchmarks have made it challenging to ensure a consistent basis for judging competence, interpreting learner achievement, and trusting certification outcomes across institutions and sub-frameworks. This has affected comparability across institutions and sub-frameworks assessment and certification outcomes, and limited the seamless mobility of learners and workers. The National Policy Framework for the Assessment and Certification of Qualifications establishes a standardized national approach to assessment and certification. It sets clear minimum quality standards, aligned with both national and international benchmarks, and ensures that all assessment and certification processes are fair, transparent, reliable, and comparable across institutions, sub-frameworks, and regions.

This Policy Framework is therefore a critical step in fulfilling the Government's commitment. It moves Kenya decisively from certifying knowledge to certifying demonstrated competence, ensuring that every qualification reflects the skills and standards demanded by a modern labour market. The Policy also reinforces the implementation of Competency-Based Education (CBE), which is reshaping training, learning, and assessment across the education and training landscape, and strengthening confidence in Kenyan qualifications nationally and globally.

The Ministry of Education pledges its full support to the implementation of this Policy Framework. We call upon all stakeholders in education, training, industry, and the public sector to work collaboratively to realise a qualifications system that drives inclusive growth, strengthens global competitiveness, and expands lifelong opportunities for all Kenyans.

HON. STANLEY KIPTIS EBS
Council Chairperson,
Kenya National Qualifications Authority (KNQA)

PREFACE

The Kenya National Qualifications Framework (KNQF) Act, Cap 214 gives the Kenya National Qualifications Authority (KNQA) the responsibility to strengthen national quality assurance systems for qualifications. Under Section 8(c), KNQA is responsible for developing a system for assessing national qualifications in Kenya, while Section 8(a) gives KNQA the role of coordinating and supervising the development of policies on national qualifications. To fulfil these functions, KNQA developed the National Policy Framework for Assessment and Certification of Qualifications as a strategic tool to guide stakeholders in applying consistent, transparent, outcomes-based assessment. It also addresses the need for harmonisation across diverse assessment and certification practices by strengthening the quality-assured basis for judging competence, interpreting learner achievement, and issuing credible, comparable, and trusted certification outcomes.

I extend sincere appreciation to all members of the multi-agency and sectoral Technical Working Committee (TWC) on the National Assessment and Certification System for Qualifications for their expert contributions throughout the development process. I also wish to acknowledge the diverse range of stakeholders who submitted input, participated in consultations, or took part in validation forums. Your insights and feedback significantly enriched the quality and relevance of this policy. Special thanks go to the KNQA technical team for their leadership, coordination, and commitment throughout the drafting and stakeholder engagement processes.

This Policy Framework reflects our collective vision to strengthen Kenya's assessment and certification system, ensuring that it is fair, inclusive, transparent, and globally respected. We look forward to continued collaboration as we work together to implement this important milestone in enhancing the quality, credibility, and comparability of qualifications for all Kenyans.

DR. ALICE KANDE, PhD
Director General,
Kenya National Qualifications Authority (KNQA)

EXECUTIVE SUMMARY

The Policy Framework provides a coordinated national basis for ensuring that assessment and certification outcomes issued by different Qualifications Awarding Bodies, assessment bodies, and sub-sector systems are credible, consistent, and trustworthy. Its central focus is not merely on the existence of assessment and certification processes, but on the quality-assured basis upon which competence is judged, learner achievement is interpreted, and certification outcomes are issued, verified, and recognised. It establishes common national expectations for valid, reliable, fair, transparent, inclusive, and outcomes-based assessment and certification across the education and training system.

Anchored in the Kenya National Qualifications Framework (KNQF), the Policy Framework establishes nationally agreed minimum quality assurance benchmarks for the design, administration, validation, verification, and continuous improvement of assessment and certification processes across all education and training sub-frameworks. In doing so, it strengthens the credibility and comparability of qualifications by ensuring that assessment and certification processes are guided by nationally agreed and comparable benchmarks.

Another contribution of the Policy Framework is its harmonised approach to grading and performance classification, which promotes clearer and more consistent interpretation of learner achievement across diverse assessment contexts. By improving how performance is interpreted and communicated, the Framework will facilitate fairer learner progression, credit transfer, mobility across education and training pathways, and recognition of achievement by institutions, employers and other users of qualifications. It also strengthens certification through standardised certification requirements, essential qualification details in certificates and transcripts, secure certification features, controlled issuance procedures, safeguards against fraud and misrepresentation, and submission of graduate records to the National Qualifications Database (NQD) for authentication, validation, verification, and traceability.

Implementation will be led by the Ministry of Education and other relevant line ministries, coordinated by KNQA, and undertaken by regulators, Qualifications Awarding Bodies, assessment bodies, curriculum development bodies, assessment centers, professional bodies, industry, and education and training institutions. The Policy further provides for feedback, appeals, reporting, monitoring, evaluation, and continuous improvement mechanisms. Overall, it ensures that qualifications awarded in Kenya are founded on a credible, quality-assured, and trusted basis for judging competence, interpreting learner achievement, and issuing secure and verifiable certification outcomes.

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DEFINITION OF TERMS

Accreditation
The procedures by which institutions offering education and training are formally recognized as having met the standards set out in various laws of Kenya.

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

Assessor/Examiner
A qualified individual appointed by a Qualification Awarding Body (QAB) or relevant regulatory authority to evaluate or judge a candidate's knowledge, skills, and competencies against prescribed learning outcomes.

Assessment Body
A body accredited under the various laws of Kenya to develop and conduct assessment, and award qualifications.

Assessment Centre
An accredited or approved facility or institution where assessment is undertaken.

Assessment Tools
A structured set of instruments and materials used to gather valid and reliable evidence of a learner's knowledge, skills, attitudes, and performance against defined learning outcomes or competency standards. Assessment instruments typically include candidate assessment tools, marking guides, and the assessor's guide outlining administration, evidence requirements, and performance criteria.

Assessment outcomes
The documented results or determinations arising from an assessment process, showing the extent to which a learner or candidate has achieved the intended learning outcomes, competencies, or performance standards for a module, unit, course, programme, or qualification. These outcomes may include marks, grades, scores, classifications, competency decisions, pass/fail decisions, or other formally recorded judgments of learner achievement.

Assessment Personnel
All individuals who are formally designated, trained, and authorized to participate in any stage of the assessment and certification process, including the planning, design, development, administration, evaluation and marking, verification, moderation, and overall quality assurance of assessments. This category includes assessors, examiners, validators, moderators, industry practitioners, quality assurance officials and other officials responsible for ensuring the integrity and credibility of assessment outcomes.

Candidate
A person seeking certification of the person's learning achievements, whether acquired through formal, non-formal or informal learning;

Certificate
Means an official document attesting that a person has earned a qualification from a recognized Qualification Awarding Body or Assessment Body.

Certification
The recognition of the achievements of a learner or a candidate for a qualification through the award of a certificate.

Certification outcomes
The formal and authorized records or awards issued after assessment and verification, confirming that a learner or candidate has achieved the required learning outcomes, competencies, or qualification requirements. These outcomes may include a certificate, statement of attainment, transcript, result slip, result card, or other official certification record that provides recognized evidence of partial or full attainment.

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

Digital Badge
A digital representation of skills or competencies achieved, linked to verifiable evidence.

Digital Credential
A verifiable digital representation of a qualification or learning achievement issued by a recognized awarding body.

E-proctoring
The use of digital technologies to monitor and supervise candidates during online assessment to ensure integrity and authenticity.

Examination
Formal written or oral test taken by a learner in the course of a study for a programme or course.

External Quality Assurance
The independent evaluation, oversight, and validation of an institution's programmes, systems, and qualifications by a regulatory or quality assurance body to ensure they comply with the KNQF qualifications standards and other regulatory requirements.

Facilitator
A qualified and authorized education or training professional responsible for guiding, supporting, and enhancing the learning process to enable learners to acquire the knowledge, skills, and competencies. This includes teachers, trainers, lecturers, instructors, and any other authorized personnel involved in delivering learning, coaching, or instructional support within an accredited or approved institution.

Grading
The formal process of translating assessment evidence into a mark, score, grade, descriptor, or rating that communicates the level of learner achievement and supports consistent interpretation of assessment outcomes for reporting, performance classification, progression, and certification.

Graduate
A person who has been awarded a statement of attainment or a certificate by a qualification awarding body.

Graduate record
Details of a qualification awarded to a graduate.

Harmonization.
The process of aligning and standardising assessment and certification across all education and training sub-frameworks, using common minimum quality benchmarks, ensures that assessment and certification processes produce qualifications that are comparable and recognizable nationally and internationally.

Industry
Refers to labour market, including employers, workers' unions, professional regulatory bodies, associations and federations.

Institution
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.

Internal Quality Assurance
The systematic processes, structures, and mechanisms established and implemented by an education and training institution or Qualification Awarding Body (QAB) to ensure that all aspects of its programmes, operations, and qualifications consistently meet defined quality standards.

Learner
An individual engaged in a learning process, whether in formal, non-formal, or informal settings, regardless of age, level, or mode of study. This includes students, knowledge, skills, and competencies. This includes teachers, trainers, lecturers, instructors, and any other authorized personnel involved in delivering learning, coaching, or instructional support within an accredited or approved institution.

Learning Outcome
A clear, measurable statement of what a learner is expected to know, understand, and be able to do as a result of a learning process. Learning outcomes form the basis for

assessment by specifying the knowledge, skills, competences, and attributes against which a learner's performance is evaluated and validated.

Micro-credential
A record of learning outcomes acquired through a small volume of learning, assessed against defined standards and quality assured in accordance with the KNQF Regulations (2025).

National Qualifications Framework
The national system for the articulation, classification, registration, quality assurance, and the monitoring and evaluation of national qualifications as developed in accordance with the KNQF Act Cap 214.

National Qualifications
A programme or a course that has met the requirements set out in the KNQF and entered into the National Qualifications Database (NQD).

Notional Hour
An estimated amount of time that a learner takes to achieve the learning outcomes of a qualification.

Portfolio of Evidence
A structured collection of verified documents, materials, and records compiled by a candidate to demonstrate the achievement of specific learning outcomes, competencies, or qualification requirements.

Professional Body
An organization established by law to regulate, represent, or support a specific profession by setting professional standards, recognizing qualifications, registering, certifying or licensing practitioners, promoting ethical practice, and supporting professional competence and development.

Programme
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
A flexible route that a learner takes to acquire skills and qualifications, facilitating transitions between different types and levels of education and training.

Qualification
A qualification is an outcome of an assessment and certification process, which confirms that a learner has achieved the learning outcomes or competencies prescribed for a given level, course or programme.

Qualification Awarding Body
An education and training institution with a statutory mandate to develop, examine or assess and award qualifications.

Quality
The degree to which education and training processes, programmes, qualifications,

and outcomes consistently meet defined standards, stakeholder expectations, and intended objectives, in terms of relevance, effectiveness, credibility, equity, and continuous improvement.

Quality Assurance
The systematic processes, policies, and mechanisms put in place to ensure that education and training systems, institutions, programmes, and qualifications consistently meet defined quality standards and deliver intended outcomes.

Quality Assurance Agencies
Quality Assurance Agencies (QAAs) are institutions that are legally mandated by law responsible for ensuring the quality, standards and policies compliance in its sector.

Re-assessment
The process of evaluating a candidate's performance, knowledge, or competence again, typically after an initial assessment attempt, to confirm, update, or overturn a previous assessment decision.

Recognition of Prior Learning
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 (formal, informal and non-formal) against standards or learning outcomes.

Regulator
A regulator is a statutory authority mandated to oversee, approve,and enforce standards within a specific education and training sector/sub-sector.

Statement of Attainment / Result Slip / Result Card / Transcript
An official document issued by an authorized Qualification Awarding Body or assessment body that records and confirms a learner's or candidate's achievement in specific modules, units, subjects, or components of a qualification. It provides verified evidence of partial or full attainment of learning outcomes or competencies and serves as an official academic or assessment record.

Training
An activity aimed at imparting skills, knowledge, competencies, values, attitudes and information towards assisting a learner improve performance.

Validation
Refers to the quality assurance process of reviewing and confirming that assessment and certification practices, instruments and results meet actual needs and purpose of relevant stakeholders.

Verification
Refers to the quality assurance process of reviewing and confirming that assessment and certification practices, instruments, and results comply with established standards, procedures, and regulatory requirements.

ACRONYMS AND ABBREVIATED TERMS

ACQF	African Continental Qualifications Framework
Addis Convention	Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in African States
AI	Artificial Intelligence
AQF (Albania)	Albanian Qualifications Framework
AQF (Australia)	Australian Qualifications Framework
AQRF	ASEAN Qualifications Reference Framework
ASG–QAF	African Standards and Guidelines for Quality Assurance in Higher Education
ASQA	Australian Skills Quality Authority
AU	African Union
CBC	Competency-Based Curriculum
CBA	Competency-Based Assessment
CBAF	Competency-Based Assessment Framework
CBET	Competency-Based Education and Training
TVET CDACC	TVET Curriculum Development, Assessment and Certification Council
CESA	Continental Education Strategy for Africa
CHE	Council on Higher Education (South Africa)
CICIC	Canadian Information Centre for International Credentials
CLE	Council of Legal Education
COMESA	Common Market for Eastern and Southern Africa
CPD	Continuing Professional Development
CTVET	Commission for Technical and Vocational Education and Training (Ghana)
CUE	Commission for University Education
DIT	Directorate of Industrial Training (Uganda)
DSD	Department of Skills Development (Malaysia)
EAC	East African Community

EAC	East African Community
EACQF	East African Community Qualifications Framework
EAQFHE	East African Community Qualifications Framework for Higher Education
EDUFI	Finnish National Agency for Education
EHEA	European Higher Education Area
EQA	External Quality Assurance
EQF	European Qualifications Framework
ESG	European Standards and Guidelines
EYA	Early Years Assessment
GESCI	Global E-Schools and Communities Initiative
HAQAA	Harmonisation of African Higher Education Quality Assurance and Accreditation
HEC	Higher Education Council (Rwanda)
HRMPEB	Human Resource Management Professional Examinations Board
ICT	Information and Communication Technology
ILO	International Labour Organization
IQA	Internal Quality Assurance
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KILEA	Kenya Intermediate Level Education Assessment
KJSEA	Kenya Junior Secondary Education Assessment
KISEB	Kenya Institute of Supplies Examination Board
KMTC	Kenya Medical Training College
KNEC	Kenya National Examinations Council
KNQA	Kenya National Qualifications Authority
KNQF	Kenya National Qualifications Framework
KSG	Kenya School of Government
KRIVET	Korea Research Institute for Vocational Education and Training

KASNEB	Kenya Accountants and Secretaries National Examinations Board
MCP	Master Craft Person
MERL	Monitoring, Evaluation, Reporting, Learning
MQA	Mauritius Qualifications Authority
MQR	Malaysian Qualifications Register
MQF	Malaysian Qualifications Framework
MSCS	Malaysian Skills Certification System
MSA	Middle School Assessment
MTPs	Medium-Term Plans
NACTE	National Council for Technical Education (Tanzania)
NCS	National Competency Standards (South Korea)
NCHE	National Council for Higher Education (Uganda)
NITA	National Industrial Training Authority
NLRD	National Learners' Records Database (South Africa)
NQA (Namibia)	Namibia Qualifications Authority
NQD	National Qualifications Database
NQF	National Qualifications Framework (generic or country-level)
NZQA	New Zealand Qualifications Authority
NZQF	New Zealand Qualifications Framework
OS	Occupational Standards
PAQAF	Pan-African Quality Assurance and Accreditation Framework
PFMA	Public Finance Management Act
PoE	Portfolio of Evidence
PPPs	Public–Private Partnerships
PWPER	Presidential Working Party on Education Reform
QAB(s)	Qualification Awarding Body/Bodies
QCTO	Quality Council for Trades and Occupations (South Africa)
RPL	Recognition of Prior Learning
RNCP	Répertoire National des Certifications Professionnelles (France)

RTB	Rwanda TVET Board
SADCQF	Southern African Development Community Qualifications Framework
SBAs	School-Based Assessments
SDG 4	Sustainable Development Goal 4
SERI	State Secretariat for Education, Research and Innovation (Switzerland)
SNE	Special Needs Education
SSG	SkillsFuture Singapore
TEQSA	Tertiary Education Quality and Standards Agency (Australia)
TCU	Tanzania Commission for Universities
TVET	Technical and Vocational Education and Training
TVETMIS	National TVET Management Information System (Ghana)
TVETA	Technical and Vocational Education and Training Authority
TVETS	TVET Assessment and Quality Assurance Standards
TzQF	Tanzania Qualifications Framework
Umalusi	Council for Quality Assurance in General and Further Education and Training (South Africa)
UNHCR	United Nations High Commissioner for Refugees
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNQF	Uganda National Qualifications Framework
UVQF	Uganda Vocational Qualifications Framework
VAE	Validation des Acquis de l'Expérience (France)
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority (Tanzania)
WDCs	Workforce Development Councils (New Zealand)
WAQF	West African Qualifications Framework
WSQ	Workforce Skills Qualifications (Singapore)

CHAPTER ONE

INTRODUCTION

IN THIS CHAPTER

OVERVIEW

BACKGROUND

POLICY ISSUES IDENTIFICATION

RATIONALE

SCOPE AND APPLICATION

VISION

MISSION

GOAL AND OBJECTIVES

1.0 OVERVIEW

This chapter presents the background to assessment and certification processes nationally and internationally. It also provides the policy issues, rationale, scope of the policy and its application. The chapter further provides the Vision and Mission statements, goal and objectives of the policy framework, the guiding principles and legal frameworks underpinning the policy framework.

1.1 BACKGROUND

Assessment provides the evidence that learning has taken place while certification gives this achievement official recognition. By awarding a qualification or credential, it confirms that learners have met all programme requirements and are ready for progression, employment, or further training. Consequently, assessment and certification processes are central to the credibility, recognition, and portability of qualifications within national and international education and training systems.

Globally, robust qualifications systems are underpinned by assessment frameworks that are valid, reliable, fair, transparent, and portable. The European Standards and Guidelines (ESG) promote assessment approaches that are outcomes-based, fair, valid, reliable, and subject to periodic review to ensure continuous improvement. The United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes the importance of national learning assessment systems that are equitable, reliable, and aligned with Sustainable Development Goal 4 (SDG 4), which calls for inclusive, quality and relevant education and lifelong learning for all. The Association of Southeast Asian Nations (ASEAN) Qualifications Reference Framework (AQRF) further demonstrates the importance of building trust in qualifications across diverse education and training systems through quality assurance principles that cover assessment of learning, issuing of qualifications, and regulation of certificates. Together, these frameworks affirm that credible qualifications systems require assessment and certification processes that are outcomes-based, quality-assured, comparable, verifiable, and trusted across institutions, pathways and sub-sectors.

Regionally, the African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA) provide a relevant continental reference point for strengthening the quality of assessment. The ASG-QA recognises student assessment as a key element of quality assurance and emphasises the need for assessment procedures that are published, consistently applied, based on appropriate methods, and supported by internal and external moderation. It also underscores the professional conduct of assessment as essential to fairness, credibility and trust in learner achievement. These principles support the establishment of national assessment and certification systems that are quality assured, transparent, comparable and trusted across institutions and sub-sectors.

In Kenya, the evolution of assessment and certification has mirrored broader education and training reforms. The 8-4-4 system introduced in 1985 significantly expanded access to education and training. However, assessment under the system largely relied on knowledge-based summative examinations that focused on academic progression and often provided limited recognition of skills, workplace

1.2 POLICY ISSUES IDENTIFICATION

In Kenya, regulators, QABs, assessment bodies and assessment centers apply distinct standards, evaluation criteria and quality assurance procedures in line with their respective statutory mandates. This diversity is not inherently problematic, as different sectors, qualification types and learning pathways may require different assessment approaches. The policy issue arises where qualifications placed at comparable or related KNQF levels, or intended to support progression, articulation, credit transfer or recognition, are not always assessed and certified against sufficiently comparable minimum quality assurance benchmarks for assessment and certification. Despite the legal provision for a national system for assessing qualifications under the KNQF Act, Cap. 214, there is no coordinated national framework with agreed minimum quality assurance benchmarks to guide how competence is judged, how learner achievement is interpreted, and how certification outcomes are quality assured across the system. As a result, similar qualifications or certification outcomes may not always carry the same level of confidence, meaning and trust across institutions, QABs and sub-sectors. This weakens the credibility, comparability, portability and trustworthiness of qualifications within Kenya and beyond.

Recent national reform and sector planning evidence confirms that assessment, certification and standards require stronger coordination and alignment across the education and training system. The Presidential Working Party on Education Reform (PWPER) Report reviewed the assessment and examination framework, as well as the quality assurance and standards framework, and identified gaps affecting quality assurance, including weak institutional linkages and limited enforcement of assessment and quality assurance recommendations. Similarly, the National Education Sector Strategic Plan 2023–2027 identifies curriculum and assessment as a key result area, prioritises improvement of curriculum and assessment standards, and provides for the development of a system for assessment of national qualifications, assessment tools, capacity building of verifiers and assessors, certification of competent candidates, and a National Quality Assurance System for National Qualifications.

Previous Government interventions, including the implementation of CBE reforms, establishment of the KNQF, institutionalisation of the Recognition of Prior Learning (RPL) Policy Framework, and recommendations of the Presidential Working Party on Education Reform (PWPER) report, have advanced outcomes-based learning, recognition of prior learning, quality assurance and education reform. However, these interventions have not fully provided an overarching policy mechanism for aligning the quality assurance of assessment decisions, grading and performance classification, and certification outcomes across all sub-frameworks. The continued awarding of qualifications through divergent assessment and certification practices creates uncertainty about the value and meaning of certification outcomes across the system. Where assessment decisions, grading interpretations and certification controls are not guided by common minimum quality assurance benchmarks, qualifications may be exposed to legal challenges on grounds of inconsistency, unfairness or weak procedural safeguards. It may also result in unequal treatment of

learners, where comparable or related achievement is judged or certified differently across institutions, QABs or sub-sectors, thereby affecting confidence in the use of such qualifications for progression, articulation, credit transfer, exemption or recognition across KNQF levels, pathways and institutions. Over time, this weakens public, employer and institutional confidence in qualifications, limits learner and labour mobility, and undermines the national and international recognition of Kenyan qualifications.

1.3 RATIONALE

Kenya applies different assessment and certification processes across institutions and sub-sectors. This diversity reflects the structure of the education and training system and the specialised mandates of sub-sector regulators, assessment bodies and QABs. In the absence of a harmonised national framework, however, the basis for quality assurance of assessment and certification process, and interpreting learner achievement through grading and performance classification is not consistently guided by a shared minimum quality assurance benchmark. As a result, qualifications placed at comparable or related KNQF levels, may not always carry a sufficiently common and trusted meaning across the system. This weakens confidence in assessment and certification outcomes, limits learner progression and mobility across education, training and employment pathways, and undermines the credibility, comparability, portability and recognition of Kenyan qualifications nationally, regionally and internationally.

A national policy framework is therefore required to provide a coherent mechanism for guiding and aligning assessment and certification practices across the education and training system. This Policy Framework establishes nationally agreed minimum quality assurance benchmarks for assessment and certification, anchored in the KNQF, to ensure that qualifications awarded across diverse sub-sector systems constitute credible, comparable and verifiable evidence of learner competence. It provides a coordinated national reference point for strengthening assessment process, grading interpretations, certification decision-making, while enabling institutions and sub-sector bodies to align their practices with nationally agreed benchmarks.

Policy intervention is therefore justified to strengthen comparability in the quality-assured basis upon which competence is judged, learner achievement is interpreted, performance is graded or classified, and certification outcomes are verified and trusted across different institutions, QABs, assessment bodies and sub-sector systems. This will strengthen confidence in assessment and certification outcomes, promote fairness and consistency, support learner and labour mobility, and enhance the national, regional and international recognition of Kenyan qualifications.

1.4 SCOPE AND APPLICATION

This Policy Framework applies to assessment and certification processes undertaken within Kenya's education and training system, across all levels and sub-framework of the NQF. It applies to Regulatory Bodies, Quality Assurance Agencies, QABs, Assessment and Certification bodies, Professional and industry-based certifying bodies, institutions of learning and other interested parties.

VISION

A standardized, competency-based National Assessment and Certification System that assures credible, comparable, and trusted assessment and certification outcomes for national, regional, and global recognition of Kenyan qualifications.

MISSION

To guide and strengthen the quality assurance of assessment and certification process to ensure that qualifications awarded in Kenya provide credible, comparable, and trusted evidence of acquired knowledge, skills, and competence.

1.7 GOAL AND OBJECTIVES

1.7.1 GOAL

To establish a standardized and credible National System for the Assessment and Certification of Qualifications that upholds fairness, transparency, comparability, and fosters trust, credibility and recognition of Kenya's assessment and certification outcomes nationally and internationally.

1.7.2 OBJECTIVES

The objectives of the policyframework are to: -

1. Harmonize and strengthen national quality assurance benchmarks for assessment evidence, performance standards, grading and performance classification, and certification integrity across KNQF sub-frameworks.
2. Promote meaningful industry participation and effective integration of digital technologies in assessment and certification.
3. Promote sustainable resourcing and institutional capacity for effective, reliable, and secure assessment and certification.
4. Facilitate national, regional, and international recognition of assessment and certification outcomes and the qualifications they support.

1.8 GUIDING PRINCIPLES

All assessment and certification processes shall be anchored in the national values and principles of governance as set out in Articles 10 and 232 of the Constitution of Kenya, including participation, equity, inclusiveness, human dignity, transparency, accountability, and professionalism. The following guiding principles shall apply:

1. **Alignment with Learning Outcomes and KNQF Level Descriptors:** Assessment shall be aligned to defined learning outcomes and the corresponding KNQF Level Descriptors. Assessment tools, methods, and criteria shall reflect the expected level of knowledge, skills, and competence for each qualification level and shall be subject to validation and periodic monitoring to verify alignment with set standards.
2. **Validity and Reliability:** Assessment tools and processes shall be valid and reliable. Assessment instruments shall undergo documented validation, standard setting, and moderation processes to ensure that they measure intended learning outcomes and produce consistent results across assessors, institutions, and assessment contexts.
3. **Fairness, Inclusivity, and Accessibility:** Assessment and certification processes shall be inclusive, transparent, and free from discrimination or bias. Assessment bodies and QABS shall provide reasonable accommodations, accessible formats, and documented procedures to ensure equitable participation of all learners, including persons with disabilities and marginalized groups.
4. **Credibility and Integrity:** Assessment and certification processes shall uphold standards of ethics, security, authenticity, and data integrity. Assessment bodies shall establish secure assessment administration procedures, candidate verification systems, and documented safeguards against malpractice, fraud, and undue influence.
5. **Transparency and Accountability:** Assessment policies, criteria, procedures, and decisions shall be documented and publicly accessible. Assessment bodies shall maintain records of assessment decisions, moderation outcomes, and certification processes for audit and verification purposes.
6. **Quality Assurance and Continuous Improvement:** Assessment and certification processes shall be supported by robust internal and external quality assurance mechanisms. These shall include validation of assessment tools, moderation of results, assessor accreditation, and periodic system reviews aligned with KNQF requirements and national standards.
7. **Stakeholder Engagement and Partnerships:** Assessment and certification systems shall involve relevant stakeholders, including regulators, assessment bodies, QABs, industry, and employers. Stakeholder participation shall be demonstrated through documented consultation processes in the design, implementation, and review of assessment systems.
8. **Ethical and Professional Conduct:** All assessors, examiners, moderators, and verification officers shall adhere to professional ethics, impartiality, and confidentiality. Assessment personnel shall meet approved competency requirements and operate under documented codes of professional conduct.
9. **Promotion of Lifelong Learning:** Assessment and certification systems shall support lifelong learning pathways. Mechanisms such as Recognition of Prior Learning (RPL), Kenya Credit Accumulation and Transfer (KCATS) and modular certification shall be integrated into assessment systems where applicable.
10. **Comparability and Portability of Assessment and Certification Outcomes:** Assessment and certification systems shall produce outcomes that are comparable and portable across institutions, sub-sectors, and labour-market contexts. This shall be achieved through the basis for judging competence,

interpreting learner achievement, and assuring certification outcomes with the nationally agreed quality assurance benchmarks established under this Policy Framework.

11. **Compliance with Legal and Quality Assurance Requirements:** Assessment and certification processes shall comply with applicable laws, regulations, and national quality assurance standards. Institutions, QABs, and assessment bodies shall be subject to periodic compliance monitoring, quality assurance reviews, and regulatory audits to verify adherence to this Policy Framework and the National Standard for Assessment and Certification of Qualifications in Kenya.

CHAPTER TWO

SITUATIONAL ANALYSIS

IN THIS CHAPTER

OVERVIEW

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2.0 OVERVIEW

The chapter highlights global, regional and national frameworks that provide perspective and lessons that inform the development of a coherent national approach to assessment and certification. It outlines the current state of assessment and certification in Kenya and reviews emerging trends shaping practice across the education and training system. It examines the existing policy, legal, and institutional frameworks and their effectiveness in guiding implementation, and the gaps that persist.

2.1 GLOBAL TRENDS IN ASSESSMENT AND CERTIFICATION OF QUALIFICATIONS

2.1.1 ASSESSMENT AND CERTIFICATION IN EUROPE.

Finland

Finland's assessment system is recognised for transparency, professional autonomy, and trust in institutional capacity. All assessments are outcomes-based and designed to measure both theoretical and applied competence. Continuous assessment and validation of prior learning are firmly embedded, enabling flexibility and progression for learners.

Certification is overseen by the Finnish National Agency for Education (EDUFI), which ensures that qualifications awarded by accredited institutions meet nationally prescribed competence standards. Certificates issued under this system are nationally recognised and aligned with European reference frameworks, guaranteeing international comparability.

Switzerland

Switzerland operates a competence-based model founded on strong collaboration between government, employers, and professional associations. Assessment uses both workplace-based evaluation and institutional examinations to ensure authenticity, industry relevance, and practical demonstration of skills. Certification is administered by the State Secretariat for Education, Research and Innovation (SERI) under the Federal Act on Vocational and Professional Education and Training. This legal framework guarantees uniform quality assurance standards across all cantons. Qualifications recorded under this system are nationally recognised, verifiable through a central register, and comparable internationally.

Albania

The Albanian Qualifications Framework (AQF) provides a comprehensive structure for classifying all quality-assured qualifications. Assessments for AQF-aligned programmes are outcomes-based, with external quality assurance applied to all examinations leading to the award of national qualifications. Validation of non-formal and informal learning is recognised in law, supporting flexibility and lifelong learning.

Certification is regulated by the AQF Law. The National Agency for Vocational Education and Training and Qualifications validates and records awards in a national register, ensuring that every certificate is externally quality-assured and officially recognised.

France

France is a global reference point for assessment and certification of experiential learning. Through the Validation des Acquis de l'Expérience (VAE) process, individuals may obtain full or partial qualifications based on evidence of professional experience, assessed against established learning outcomes. Certification is centralised through the Répertoire National des Certifications Professionnelles (RNCP), maintained by France Compétences. All qualifications listed in the RNCP are officially recognised by the State, ensuring transparency, legal validity, and national comparability of certification outcomes.

Germany

Germany's widely respected dual training system integrates workplace learning with school-based instruction. Assessment is competence-based and culminates in nationally standardised examinations set and administered by Chambers of Commerce and Crafts. This ensures that assessment reliably reflects occupational standards and employer expectations.

Certification is carried out jointly by the Chambers and the State, under the Vocational Training Act. All awarded qualifications are legally recognised, portable across sectors and regions, and strongly trusted by employers due to the robustness of assessment and certification governance.

United Kingdom (England)

The United Kingdom applies a modular, credit-based and outcomes-focused qualifications model with rigorous external regulation. Awarding organisations design and implement assessments under published regulatory conditions, with strong support for Recognition of Prior Learning and credit transfer.

Certification is undertaken by awarding bodies approved by the Office of Qualifications and Examinations Regulation (Ofqual). All qualifications are recorded in the official Register of Regulated Qualifications, ensuring transparency, authenticity, and portability across the country and internationally.

2.1.2 ASSESSMENT AND CERTIFICATION IN ASIA.

Singapore

Singapore provides a useful example of a coordinated skills assessment and certification ecosystem under SkillsFuture Singapore (SSG) and the Workforce Skills Qualifications (WSQ) framework. Assessment under the WSQ system is outcomes-based and aligned with nationally endorsed competency standards that define expected workplace performance. Assessments are conducted through approved training providers and are supported by quality assurance measures to promote consistency, credibility and relevance across sectors.

Certification is administered within the SkillsFuture Singapore system, with credentials issued to recognise demonstrated workplace skills and competences. The system supports verification, portability and employer confidence by linking assessment outcomes to recognised skills standards and certification arrangements. Singapore's model therefore demonstrates the value of coordinating assessment evidence, competency standards, quality assurance and certification records to strengthen trust in skills recognition across industries.

South Korea

South Korea has institutionalised a coordinated national system through the National Competency Standards (NCS). Assessment across vocational and professional pathways is developed and benchmarked against the NCS, ensuring standardised measurement of occupational competence regardless of delivery institution. Assessments emphasise authentic tasks that reflect actual workplace performance.

Certification is issued under national authority, including the Korea Research Institute for Vocational Education and Training (KRIVET) and the Ministry of Employment and Labor. All awarded certificates are nationally recognised and stored in the NCS Qualifications Database, guaranteeing comparability, authenticity, and transparency across sectors.

Malaysia

Malaysia maintains a strong competency-based model anchored in the Malaysian Qualifications Framework (MQF) and the Malaysian Skills Certification System (MSCS). Assessment integrates theoretical knowledge with practical demonstration of workplace competence, aligned to national occupational standards. Oversight is provided by the Department of Skills Development (DSD) under the Ministry of Human Resources, which accredits assessors and training providers to ensure consistent implementation.

Certification is centrally issued by the DSD. All national skills certificates bear the Government of Malaysia insignia and are recorded in the Malaysian Qualifications Register (MQR) to safeguard authenticity and national recognition. The MQF is referenced to the ASEAN Qualifications Reference Framework (AQRF), promoting regional comparability and facilitating labour mobility within ASEAN.

2.1.3 ASSESSMENT AND CERTIFICATION IN NORTH AMERICA

Canada operates a decentralised but structured system of assessment and certification due to its federal governance model. Assessment is undertaken by a broad range of authorised bodies, including postsecondary education institutions, designated credential assessment agencies, professional regulatory authorities, trade and apprenticeship offices, and employers. To promote national coherence, the Canadian Information Centre for International Credentials (CICIC) develops standards, tools, and advisory resources to support consistent and transparent academic credential assessment across provinces and territories.

Certification is issued by recognised provincial authorities, postsecondary institutions, regulated professional bodies, or designated awarding agencies, depending on the qualification type. Although decentralised, certification outcomes are recorded in institutional and provincial registries and verified through recognised credential evaluation agencies. These mechanisms ensure authenticity, comparability, and public confidence in qualifications across Canada's education and training system.

2.1.4 ASSESSMENT AND CERTIFICATION IN OCEANIA REGION

Australia

Assessment of qualifications in Australia is fundamentally outcomes-based, with a strong focus on demonstrated competencies aligned to workplace standards.

Certification is guided by the Australian Qualifications Framework (AQF),which provides a unified national policy for all regulated qualifications across vocational training, higher education, and schooling. The AQF is supported by statutory regulators, including the Australian Skills Quality Authority (ASQA) for vocational education and training (VET) and the Tertiary Education Quality and Standards Agency (TEQSA) for higher education.

A central feature of the system is Recognition of Prior Learning(RPL), which allows individuals to have skills and experience formally assessed and converted into credits or full qualifications. Only Registered Training Organisations (RTOs) that are approved by national regulators can conduct assessments and issue certificates. All certificates and Statements of Attainment issued by RTOs are nationally recognized and verifiable through the National Register of VET on training.gov.au. Stakeholder engagement is extensive, with industry reference committees and skills councils involved in updating training packages and ensuring alignment to labour-market needs.

New Zealand

Assessment in New Zealand is competency-based and modular, supporting both conventional learners and individuals with prior workplace experience. Oversight is provided by the New Zealand Qualifications Authority (NZQA), which assures national quality standards, accredits providers, and moderates assessments. The system operates under the Education and Training Act 2020, which provides the legal foundation for the New Zealand Qualifications Framework (NZQF). RPL (Recognition of Prior Learning), credit transfer, and assessment of experiential learning are standard mechanisms that enable flexible progression into and across qualifications. Quality assurance is enforced through external moderation, regular audits, and programme approval processes. Assessment standards and qualification pathways are developed with input from Workforce Development Councils (WDCs), ensuring industry relevance. Certification is centralized under NZQA, and all awarded qualifications and records of achievement are digitally verifiable through the NZQA online register and the national Record of Achievement platform, which learners and employers can access for verification.

2.2 AFRICAN TRENDS IN ASSESSMENT AND CERTIFICATION OF QUALIFICATIONS

African Union (AU): Continental Qualifications Harmonisation and Labour Mobility

At the continental level, African Union frameworks and initiatives emphasise the need for credible, quality-assured and trusted assessment and certification systems as a basis for recognition of qualifications, learner progression and labour mobility. While African countries maintain diverse education and training systems, continental reforms increasingly point to the need for common quality assurance principles that strengthen how competence is assessed, how learner achievement is interpreted, and how certification outcomes are issued, verified and recognised.

The African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA) provide a relevant continental reference point for strengthening assessment quality. The ASG-QA recognises student assessment as a core element of quality

assurance and emphasises the need for assessment procedures that are published, consistently applied, based on appropriate methods, and supported by moderation and professional conduct. These principles reinforce fairness, validity, reliability, consistency and trust in learner achievement.

The African Continental Qualifications Framework (ACQF)further strengthens this agenda by promoting transparency, comparability and recognition of qualifications across African countries. Although the ACQF does not prescribe identical assessment and certification systems, it provides a continental reference point for demonstrating how national qualification levels, quality assurance systems, assessment practices and certification arrangements relate to agreed continental expectations. This is important because qualifications can only be trusted across borders where the assessment evidence, performance interpretation, certification decision-making and verification processes behind them are credible and quality assured.

South Africa

South Africa operates a comprehensive, outcomes-based assessment and certification system under the South African National Qualifications Framework (NQF),established by the SAQA Act No. 67 of 2008.Assessment is modular, competence-based, and integrates workplace learning. Quality Councils (the Council for Quality Assurance in General and Further Education and Training (Umalusi), Council on Higher Education (CHE), and the Quality Council for Trades and Occupations (QCTO)) oversee standards, moderation, and accreditation of providers and assessment centres.

Certification is coordinated through SAQA and the Quality Councils. All certified learner achievements are recorded in the National Learners' Records Database (NLRD), ensuring verification, transparency, and national recognition. The NQF also embeds Credit Accumulation and Transfer (CAT) and Recognition of Prior Learning (RPL) to support lifelong learning. South Africa's model is aligned to the African Continental Qualifications Framework (ACQF), enhancing regional comparability.

Ghana

Ghana's outcomes-based system is anchored in the Ghana TVET Qualifications Framework (GTVETQF) under the Commission for Technical and Vocational Education and Training (CTVET). Assessment combines institutional and workplace evaluation against occupational standards developed with industry. RPL is being expanded to support access for adults and workers with informal skills.

Certification is centrally validated and recorded in the National TVET Management Information System (TVETMIS) to ensure authenticity and recognition. The framework is linked to the West African Qualifications Framework (WAQF), promoting labour mobility within ECOWAS.

Mauritius

Mauritius maintains a well-established, quality-assured system under the Mauritius Qualifications Authority (MQA) and the Mauritius Qualifications Framework (MQF). Assessment is modular and competence-based, aligned to national occupational standards. Certification is issued through the MQA and stored in a National Qualifications Register, ensuring verification and transparency. Mauritius operates a robust RPL policy and is harmonised with the Southern African Development Community Qualifications Framework (SADCQF) to support regional comparability.

Namibia

Namibia implements a competence-based system under the Namibia National Qualifications Framework (NQF) overseen by the Namibia Qualifications Authority (NQA). Assessment is regulated in partnership with the Namibia Training Authority (NTA), which accredits providers, assessors, and moderators to ensure consistency with occupational standards.

Certification is recorded in a National Qualifications Register, reinforcing traceability and public trust. Namibia's RPL framework allows workers to formalise skills gained outside structured training. The NQF is aligned to SADCQF, promoting cross-border recognition.

East African Community (EAC)

At the regional level, the East African Community (EAC) promotes economic integration among Partner States through the EAC Treaty and the EAC Common Market Protocol, which provide for the free movement of workers and the mutual recognition of academic and professional qualifications. These commitments require Member States to harmonise education, training, and qualifications systems to ensure that skills and competencies acquired in one country can be recognised in another. Harmonisation of assessment and certification practices, supported by national qualifications frameworks such as the KNQF, contributes to strengthening regional labour mobility, improving skills recognition, and enhancing comparability of qualifications across the East African Community.

Rwanda

Rwanda's Rwanda National Qualifications Framework (RNQF), coordinated by the Rwanda TVET Board (RTB) and Higher Education Council (HEC), integrates education and training into a single outcomes-based system. Assessment uses Competency-Based Training (CBT) and Competency-Based Assessment (CBA), requiring demonstration of applied skills and workplace performance. Certification is centrally validated and externally moderated, with RPL institutionalised to support lifelong learning. Rwanda's system emphasises industry participation and transparent validation of results.

Uganda

Uganda operates the Uganda Vocational Qualifications Framework (UVQF) through the Directorate of Industrial Training (DIT) and the broader Uganda National Qualifications Framework (UNQF) under the National Council for Higher Education (NCHE). Assessment is modular, performance-based, and conducted in accredited assessment centres guided by occupational standards.

Certification is recorded in the National Qualifications Register, enabling verification and supporting skills portability.

Notable challenges include inconsistent uptake of RPL, limited assessor and moderator capacity across regions, and partial digitisation of learner records. In practice, dual governance between DIT and NCHE sometimes leads to overlaps in mandate and delays in standardising assessment and certification processes nationwide.

Tanzania

Tanzania's system is coordinated under the Tanzania Qualifications Framework (TzQF) through NACTE, VETA, and the Tanzania Commission for Universities (TCU). Assessment is competence-based and aligned to occupational standards across

vocational, technical, and higher education.
Certification is moderated by VETA and recorded in the TzQF database to safeguard integrity and support verification. Tanzania provides structured RPL pathways to recognise experiential learning.
However, full integration across NACTE, VETA, and TCU remains ongoing. Fragmented data systems, uneven moderation capacity, and limited assessor training in some regions present challenges in achieving uniform implementation of competency-based assessment and certification across the entire country
The international and African models reviewed reveal several core lessons that are critical for developing a coherent National Assessment and Certification System for Kenya:

2.3 LESSONS LEARNT FROM GLOBAL AND CONTINENTAL TRENDS

1. **Competency and learning outcomes-based assessment should be standard:** Systems in Europe such as Finland, Germany and the United Kingdom; Asia such as Singapore, South Korea and Malaysia; Oceania such as Australia and New Zealand; and Africa such as South Africa, Rwanda, Mauritius and Namibia show that credible qualifications are increasingly based on demonstrated competences, clearly defined learning outcomes, and performance evidence rather than knowledge recall alone. This strengthens relevance, transparency, employer confidence, and trust in qualifications.
2. **Practical and workplace-based assessment strengthens authenticity**: Strong systems such as Switzerland, Germany, South Korea, Ghana, Rwanda, Australia and Malaysia integrate practical, workplace-based, occupational, or performance-based assessment. This ensures that assessment reflects real occupational or professional performance, enhances employability, and reinforces labour-market relevance.
3. **Quality assurance, validation and moderation are essential for credible assessment**: Systems such as New Zealand, Singapore, South Africa, Namibia, Albania and Australia apply quality assurance mechanisms such as validation of assessment instruments, external moderation, assessor and moderator accreditation, audits, and review of assessment tools, centres and results. These mechanisms help ensure that assessment evidence and outcomes are valid, reliable, fair, and trusted across institutions and assessment contexts.
4. **Certification systems must be secure, verifiable and traceable:** Countries such as Singapore, South Korea, Malaysia, Australia, New Zealand, South Africa, Ghana, Mauritius, Namibia and France maintain national or sectoral registers, learner records, or official qualification databases. These systems support authentication, verification, transparency, data integrity, fraud prevention, and public confidence in awarded qualifications.
5. **National databases strengthen verification, planning and mobility:** Advanced systems such as South Africa's National Learners' Records Database, France's RNCP, New Zealand's Record of Achievement, Australia's national register, Singapore's MySkillsFuture database, and Malaysia's Qualifications Register demonstrate the value of maintaining reliable learner and qualification records. Such databases support real-time verification, transparency, learner mobility, workforce planning, and evidence-based decision-making.

6. **RPL is essential for inclusion, lifelong learning and flexible certification pathways:** France, Australia, New Zealand, South Africa, Mauritius, Namibia, Rwanda, Tanzania, Finland and Albania have institutionalised mechanisms for recognising prior formal, non-formal, informal, workplace, or experiential learning. This expands access to certification, supports lifelong learning, and enables learners and workers to formalise competences acquired outside conventional learning pathways.
7. **Industry participation strengthens relevance and confidence in qualifications:** Strong models such as Switzerland, Germany, Australia, Ghana, Rwanda, Malaysia and New Zealand involve employers, professional bodies, workforce councils, chambers, or industry actors in standards development, assessment design, workplace assessment, validation, and review of certification requirements. This shared responsibility improves labour-market relevance and strengthens confidence in the qualification awarded.
8. **Regional and continental alignment enhances recognition and portability:** Countries that align their qualifications systems to regional, continental, or international reference frameworks strengthen comparability, transparency, portability, and mutual recognition of qualifications. Examples include alignment with frameworks such as the ACQF, SADCQF, WAQF, AQRF and EAC-related qualifications frameworks, which support learner and labour mobility across borders.
9. **Legal and institutional coherence is critical for system-wide trust:** Successful systems are supported by clear legal mandates, coordinated institutional roles, quality assurance requirements, and recognised national frameworks. Where roles remain fragmented or weakly coordinated, as reflected in the cautionary examples of Uganda and Tanzania, systems may experience inconsistent implementation, overlapping mandates, uneven moderation capacity, limited digitisation, and weaker public trust in assessment and certification outcomes.

These gaps highlight systemic challenges in ensuring a coherent, credible and inclusive national assessment and certification system. The central gap is the absence of nationally agreed minimum quality assurance benchmarks to ensure that assessment processes, certification outcomes, grading interpretations and performance classifications are understood, applied and trusted in a sufficiently comparable manner across institutions, QABs and sub-sectors. Addressing these gaps is necessary to fulfil Kenya's constitutional obligations under Articles 43(1)(f) and 55 of the Constitution of Kenya (2010), which guarantee the right to education and require the State to support youth through education and training opportunities.

2.4 NATIONAL TRENDS IN EXAMINATION, ASSESSMENT AND CERTIFICATION QUALIFICATIONS

2.4.1 BASIC EDUCATION

Kenya's Basic Education assessment framework is anchoredon the Competency-Based Education (CBE) approach, which emphasizes learners' ability to apply knowledge, skills, and values in real-life contexts.

The implementation of Basic Education and its assessment structures is provided for under the Basic Education Act, Cap. 211, which establishes the legal framework for the provision, regulation, and quality assurance of basic education in Kenya. Within this framework, Kenya National Examinations Council (KNEC) is mandated to design, administer, and manage all national assessments and certification processes within the Competency-Based Assessment Framework (CBAF), introduced in 2018 and rolled out from 2019. The framework integrates formative and summative assessment modalities to provide a holistic evaluation of learner progress through classroom-based tasks, projects, practical demonstrations, and standardized national assessments. These assessments correspond to KNQF Levels 1 to 3, reflecting progressive acquisition of foundational, intermediate, and applied competencies.

1. Assessment is continuous, formative, and competency-based, focusing on the holistic development of the learner. Teachers assess learners through observation, practical activities, checklists, portfolios, and structured tasks guided by standardized tools developed by KICD and KNEC under the CBAF. Assessment at the ECDE level (PP1–PP2) is primarily for diagnostic purposes to track progress and determine readiness for Grade 1, not for certification. From Grades 1–3, assessment progressively integrates school-based and nationally guided tasks, culminating in the Kenya Early Years Assessment (KEYA) administered by KNEC at the end of Grade 3. KEYA evaluates foundational competencies in literacy, numeracy, communication, environmental awareness, and life skills, providing diagnostic feedback to guide learning support and readiness for transition to Upper Primary (Grade 4). These assessments are non-certifying and are designed to support continuous improvement, learner profiling, and individualized learning support.
2. School-Based Assessments (SBA): Continuous formative assessments implemented from Upper Primary through Junior and Senior School, using standardized rubrics, digital platforms, and moderation tools developed and quality-assured by KNEC under the CBAF. These assessments provide ongoing feedback on learner progress and contribute to the cumulative achievement profile used for placement and certification.
3. Kenya Primary School Education Assessment (KPSEA): Introduced in 2022 for Grade 6, to measure learner readiness for transition to Junior School.
4. Kenya Junior School Education Assessment (KJSEA): Implemented in 2025 for Grade 9 learners completing Junior School, to assess attainment of core competencies and readiness for Senior School.
5. Inclusivity and Special Needs Assessment: To promote inclusive education and equitable assessment, KNEC introduced the Kenya Intermediate Level Education Assessment (KILEA) in 2022 for learners with special educational needs and disabilities (SEND)who are unable to follow the regular assessment pathway. KILEA provides an adapted assessment framework at the intermediate level, aligned with the CBC, to evaluate learners' progress and achievement of foundational and functional competencies.

6. Kenya Certificate of Secondary Education (KCSE): A national summative examination administered by the Kenya National Examinations Council (KNEC) since 1989 to assess learners completing Form Four under the 8-4-4 education system. The KCSE serves as a terminal assessment and certification of secondary education prior to progression to tertiary education or employment.
7. Kenya Certificate of Basic Education (KCBE): A forthcoming national summative assessment to be administered by KNEC upon completion of Senior School (Grade 12) under the Competency-Based Curriculum (CBC). The KCBE will serve as the exit qualification for Basic Education, measuring cumulative learner achievement and readiness for tertiary education, vocational training, or the world of work.
8. Dual Certification: Dual Certification refers to the award of two complementary qualifications to a learner upon completion of Senior School (Grades 10–12) under the CBC. It enables learners, particularly those in the Science, Technology, Engineering and Mathematics (STEM) pathway, to graduate with both an academic qualification and a competency-based vocational qualification upon completion of Senior School. This approach ensures that learners acquire academic knowledge alongside occupational and practical competencies, promoting parity of esteem between general and vocational education. Dual Certification enhances employability, lifelong learning, and transition opportunities to higher education, technical training, or the labour market. Under the CBAF, KNEC, in collaboration with relevant regulatory and professional bodies such as NITA and CDACC, will oversee the development, assessment, and certification processes to ensure quality, comparability, and national recognition of both qualifications.
9. Quality Assurance of the assessments and the examination: KNEC ensures quality, reliability, and fairness of Basic Education assessments through established national standards and moderation mechanisms. These include:

- Standardized rubrics and digital platforms for school-based assessments;
- Validation, moderation, and verification of results at institutional and national levels; and
- Development of comprehensive learner progress profiles, which inform placement decisions and policy on progression.

2.4.2 BASIC EDUCATION

Assessment and certification in the TVET sub-framework are competency-based and outcomes-driven. The Technical and Vocational Education and Training Authority (TVETA) regulates and coordinates the sector through accreditation of institutions, programmes, and trainers. It also ensures quality, promotes access and relevance, and has developed national TVET standards to guide assessment and certification. including:

i. The TVET Standard – Competency-Based Education, Training and Assessment (CBETA) (TVETS 01: 2023);
ii. The TVET Standard – CBET Assessment Centre (TVETS 07: 2022); and
iii. The TVET Standard – CBET Assessment Tools (TVETS 08: 2022).

These standards define requirements for assessment design, validation, moderation, assessor qualification, and certification documentation. The TVET Curriculum Development Assessment and Certification Council (TVET CDACC) is mandated to design and develop Competency-Based Education and Training (CBET) curricula and corresponding assessment instruments. In addition, registers assessors and assessment centres, and coordinates national competency-based assessments. National Polytechnics, as QABs, design and implement CBET curricula and assessment for approved programmes, conducting national competency-based assessments in accordance with TVETA and TVET CDACC standards. Certificates of Competence and Statements of Attainment are issued under the authority of the TVET CDACC and accredited National Polytechnics.
In addition, the Kenya NationalExaminations Council (KNEC)continues to administer:

i) Teacher Education Examinations for pre-service and in-service craft and diploma-level teacher training programmes such as ECDE, Primary, and Secondary in Teacher Education, and
ii) Business and Technical Examinations, which span KNQF Levels 4–6, progressively moving from Artisan level to Craft and Diploma qualifications.

Several National Polytechnics have also commenced uploading their graduate records to the National Qualifications Database (NQD), in line with the reporting requirements of the KNQF (General) Regulations, 2025.
The quality assurance of assessment and certification in TVET is embedded within the TVET Standards are issued by TVETA which define TVET requirements for the design, validation, and moderation of competency-based assessment tools, assessor qualification, and certification integrity, upholding reliability and comparability of results.

2.4.3 UNIVERSITY EDUCATION

Assessment and certification in universities are guided by the Universities Standards and Guidelines (2014) developed by the Commission for University Education (CUE) pursuant to the Universities Act, Cap. 210B. These Standards provide the national quality assurance framework for university education, covering curriculum design, assessment methods, grading systems, moderation, and certification. They require that all assessments align with intended learning outcomes and that certification reflects verified learner achievement. Each university, through its senate, operationalizes these standards by developing internal examination or academic policies that define procedures for continuous assessment, end-of-semester examinations, research supervision, grading and certification. Universities confer degrees and award diplomas and certificates accompanied by official transcripts as evidence of learner achievement. Quality assurance of university assessment is governed by the Universities Standards and Guidelines (2014), which require that assessment design, marking, and moderation align with intended learning outcomes and undergo internal and external quality reviews to ensure credibility and academic integrity of certification.

2.4.4 INDUSTRIAL AND TRADE TRAINING

The National Industrial Training Authority (NITA) oversees assessment and certification of trade and industrial qualifications in accordance with the Industrial Training (Trade Test) Rules 1968. NITA conducts national trade tests in a wide range of occupational areas, including mechanical, electrical, automotive, and building trades. Assessments are primarily performance-based and are conducted through accredited training and testing centres using standardised tools. Successful candidates are awarded Trade Test Certificates indicating the trade area and grade (I, II, or III). In addition to the Trade Test system, NITA also implements the National Skills Certification (NSC I–III) and Master Craft Person (MCP III–I) qualifications, which are designed to recognize and certify skills acquired through both formal and traditional apprenticeship pathways. These programmes provide structured progression for artisans and master craft persons and ensure that skills developed through workplace learning and informal training are formally assessed, certified, and nationally recognized within the industrial and trade training sub-framework of the KNQF. NITA has made significant progress in uploading graduate records to the NQD, enhancing traceability and national visibility of certified skills within the industrial and trade training sub-framework.

2.4.5 PROFESSIONAL QUALIFICATIONS

Professional examination bodies in Kenya are legally established under specific Acts of Parliament to safeguard the quality, integrity, and relevance of professional qualifications. Their core mandate includes prescribing and reviewing curricula in line with evolving industry needs, developing and administering examinations that assess both theoretical knowledge and practical competence, and certifying individuals who meet the required professional standards. These certifications form the foundation for registration, licensing, and membership by respective professional regulatory and membership bodies, thereby ensuring that only qualified and competent individuals are admitted into professional practice. Key examples include the Kenya Accountants and Secretaries National Examinations Board (KASNEB), the Kenya Institute of Supplies Examination Board (KISEB), the Human Resource Management Professional Examinations Board (HRMPEB), and the Council of Legal Education (CLE), amongst others. Collectively, these bodies promote professionalism, uphold ethical standards, and strengthen public confidence in Kenya's professional workforce.

2.4.6 KENYA NATIONAL QUALIFICATIONS FRAMEWORK (KNQF)

The Kenya National Qualifications Framework (KNQF) Act Cap. 214 mandates the Kenya National Qualifications Authority (KNQA) to develop a national system for the assessment of qualifications and to set standards and benchmarks for skills, knowledge, attitudes, and values. In line with this mandate, KNQA has established the KNQF, a unified framework for the classification, articulation, registration, and quality assurance of all qualifications in Kenya. The KNQF Level Descriptors define the expected depth of knowledge and competence at each level, providing a national reference point for curriculum design, assessment, and certification. These descriptors ensure that assessment tasks match the required complexity and problem-solving capacity, and that certificates are awarded only when learners meet the prescribed standards, thereby upholding credibility and comparability of qualifications.

The KNQF (General) Regulations, 2025, require standardized certification across all sub-frameworks. Every certificate must indicate the KNQF Qualification Title and Level, accompanied by a transcript detailing completed modules, grades, or competencies attained. This dual documentation enhances traceability, verification, and comparability of learner achievements. Additionally, the KNQF Act mandates KNQA to maintain a National Qualifications Database (NQD) as the central register of Qualification Awarding Bodies (QABs), qualifications, and learner records. Under Regulation 24(1) of the 2025 Regulations, all QABs must upload graduate records to the NQD within 90 days of certification, ensuring real-time traceability, verification, and national reporting on skills supply and labour-market outcomes.

2.5 KEY STRENGTHS IN KENYA'S CURRENT ASSESSMENT, EXAMINATION, AND CERTIFICATION PRACTICES

1. Legal and Regulatory Foundation: Kenya has a firm legal basis for assessment and certification. The KNQF Act, Cap. 214 mandates KNQA to establish a national system for assessment and set standards and benchmarks for competencies. Other regulators—KNEC, TVETA, CUE, NITA and professional examination bodies—operate under statutory instruments, ensuring oversight and public accountability.
2. Shift Towards Competency-Based Assessment Across Sub-Frameworks: Kenya has transitioned from knowledge-heavy assessment to learning-outcomes and competency-based models in Basic Education (CBE), TVET (CBET), universities (outcomes-based standards), and trade testing. This aligns with global shifts toward performance-based qualifications measured against occupational and academic standards.
3. Established National and Sectoral Assessment Standards: Each sub-framework has structured standards guiding assessment and certification, including KNEC's Competency-Based Assessment Framework (CBAF), TVET Standards (TVETS 01, 07, 08), Universities Standards and Guidelines (2014), and NITA assessment and trade test guidelines. These standards define assessment design, moderation, assessor qualification, and certification procedures—providing an operational framework, not just high-level intent.

National Qualifications Database (NQD) for Centralised Verification: Managed by KNQA, the NQD is a national public register of accredited qualifications, QABs, and learner records. It enables verification, transparency, and data-driven policy decisions. As more institutions upload records, including National Polytechnics, NITA, and some universities, traceability improves and fraud is reduced. Integration with eCitizen and ACQF will enhance regional and global comparability.

Recognition of Workplace and Informal Learning Pathways: The NSC and MCP pathways under NITA provide formal certification for skills gained in workplaces and traditional apprenticeship. This aligns with global practices in Switzerland, Australia, and the UK, and strengthens relevance and inclusivity within the qualifications system.

Recognition of Prior Learning (RPL) Framework: Kenya's national RPL policy (2022) provides a structured mechanism to assess and certify skills obtained outside formal training. This expands access for youth and workers, supports lifelong learning, and increases employability. RPL implementation is ongoing through pilot centres and national training partnerships.

Structured Stakeholder Engagement: Through KNQA coordination, stakeholders, including regulators, QABs, industry, and professional bodies—participate in qualification design, validation, moderation, and review. This enhances relevance, credibility, and labour-market alignment.

2.6 GAPS IN KENYA'S CURRENT ASSESSMENT, EXAMINATION, AND CERTIFICATION PRACTICES

1. Uneven coordination across sector-based assessment and certification systems: Kenya's assessment and certification landscape operates through sector-based systems established under different legal and institutional mandates. Basic Education, TVET, university education, industrial and trade training, and professional qualifications are administered by different regulators, examination councils, QABs and professional certification bodies. While this reflects the structure of Kenya's education and training system, the absence of a coordinated national mechanism limits coherence in how assessment and certification processes are quality assured, and how grading and performance classification decisions are interpreted across institutions, QABs and sub-sectors.
2. Variation in assessment standards, tools and quality assurance practices: Different sub-sectors apply different assessment frameworks, standards, tools and procedures. Basic Education uses the Competency-Based Assessment Framework; TVET applies CBETA standards, assessment centre standards and assessment tool standards; universities apply CUE standards and internal examination policies; industrial and trade training applies trade testing and skills certification arrangements; and professional bodies apply sector-specific examination and certification rules.

3. Need for stronger alignment of assessment to KNQF levels and learning outcomes: The KNQF Level Descriptors provide the national reference point for curriculum design, assessment and certification, and are intended to ensure that assessment tasks match the required complexity, knowledge, skills and competence at each level. However, because assessment continues to be administered through different sub-sector systems, there is a need to strengthen the national mechanism for ensuring that qualifications placed at comparable KNQF levels, or used to support progression, articulation, credit transfer, exemption or recognition across levels and pathways, are assessed and certified against sufficiently comparable quality assurance benchmarks.
4. Inconsistent interpretation of learner achievement across grading and performance classification systems: Different sub-sectors and QABs use different grading systems, competence classifications, and certification documentation and formats. While such variation may be appropriate to the nature and purpose of each qualification, there is a need for a harmonised national approach to support clearer interpretation of learner achievement and performance classification across institutions, QABs, employers, regulators and other users of qualifications. Without such an approach, learner achievement may be interpreted inconsistently, limiting the fair use of qualifications for progression, articulation, credit transfer, exemption, mobility and recognition across KNQF levels, pathways and institutions.
5. Need for full implementation of standardised certification requirements: The KNQF (General) Regulations, 2025 require standardised certification across all sub-frameworks, including the indication of the KNQF qualification title and level, supported by transcripts detailing completed modules, grades or competencies attained. This requirement strengthens traceability, verification and comparability of learner achievement. The remaining gap is the need to ensure full and consistent implementation of these certification requirements across all QABs and sub-sectors.
6. Progressive but incomplete integration of graduate records into the National Qualifications Database: The KNQF Act mandates KNQA to maintain the NQD as the central register of QABs, qualifications and learner records, while the KNQF (General) Regulations, 2025 require QABs to upload graduate records within prescribed timelines after certification. Several QABs have commenced uploading graduate records, demonstrating important progress. However, full system-wide compliance is still required to strengthen real-time verification, traceability, national reporting and labour-market analysis.
7. Variable institutional capacity for competency-based assessment and certification: Assessment and certification systems require specialised capacity, including development of assessment tools, validation, moderation, assessor qualification, workplace assessment, digital platforms, certification documentation and records management. However, capacity varies across institutions and sub-sectors. This may affect the fairness, reliability, consistency and credibility of competency-based assessment and certification outcomes.

8. Need for stronger industry participation in assessment and certification: Workplace relevance and industry-linked assessment are increasingly recognised in areas such as TVET, industrial training, trade testing and professional qualifications. However, industry participation is not uniformly embedded across all assessment and certification systems. Strengthening industry participation in standards development, assessment design, workplace assessment, validation and review of certification requirements is necessary to ensure that certified competences reflect labour-market expectations.
9. Need for stronger data governance, verification and certification integrity: As the NQD becomes central to the registration, reporting, verification and traceability of qualifications and learner records, institutions and QABs require strong data governance, secure records management and reliable reporting systems. Weak or inconsistent data practices may undermine the integrity, confidentiality, accuracy and reliability of learner and graduate records.

These gaps highlight systemic challenges in ensuring a coherent, credible and inclusive national assessment and certification system. The central gap is the absence of nationally agreed minimum quality assurance benchmarks to ensure that assessment processes, certification outcomes, grading interpretations and performance classifications are understood, applied and trusted in a sufficiently comparable manner across institutions, QABs and sub-sectors. Addressing these gaps is necessary to fulfil Kenya's constitutional obligations under Articles 43(1)(f) and 55 of the Constitution of Kenya (2010), which guarantee the right to education and require the State to support youth through education and training opportunities.

2.6.1 RISK PRIORITISATION OF IDENTIFIED GAPS

To support effective policy implementation and resource allocation, the identified gaps have been assessed based on their impact on the credibility, comparability, and integrity of qualifications, and the likelihood of occurrence within the current system. This prioritisation provides a basis for sequencing policy interventions and focusing regulatory oversight.

GAP AREA	IMPACT	LIKELIHOOD	RISK LEVEL	POLICY PRIORITY FOCUS
Uneven coordination across sector-based assessment and certification Systems	High	High	Critical	Establish a coordinated national assessment and certification system
Variation in assessment standards and QA practices	High	High	Critical	Harmonise minimum QA benchmarks for assessment evidence, standards, validation, moderation, and certification
Weak alignment of assessment to KNQF levels and learning outcomes	High	High	Critical	Strengthen KNQF-aligned assessment and certification requirements
Inconsistent interpretation of learner achievement and performance classification	High	Medium	High	Develop a harmonised approach to grading and performance classification
Progressive but incomplete NQD integration	High	Medium	High	Strengthen graduate records submission, verification, and reporting
Need for full implementation of standardised certification requirements	High	Medium	High	Enforce minimum certification and transcript requirements
Variable institutional capacity	Medium	High	High	Strengthen assessor, moderator, QA, digital, and institutional capacity
Need for stronger industry participation	Medium	High	High	Institutionalise industry participation in assessment and certification
Data governance, verification, and certification integrity risks	High	Medium	High	Strengthen secure data management, certification controls, and verification systems

CHAPTER THREE

POLICY PRIORITY ACTIONS

IN THIS CHAPTER

OVERVIEW

LEGAL & REGULATORY FRAMEWORK

INSTITUTIONAL GOVERNANCE AND MANAGEMENT SYSTEM

QUALITY OF ASSESSMENT AND CERTIFICATION

GRADING AND PERFORMANCE CLASSIFICATION SYSTEMS

CERTIFICATION

FEEDBACK ON ASSESSMENT AND CERTIFICATION PROCESSES

LINKAGES, COLLABORATIONS AND PARTNERSHIPS

ICT INTEGRATION IN ASSESSMENT AND CERTIFICATION PROCESSES

RESOURCES

3.0 OVERVIEW

This Chapter outlines the policy priority actions aimed at addressing gaps in the assessment and certification of qualifications in Kenya, in alignment with the Constitution of Kenya (2010), the Kenya National Qualifications Framework Act, Cap 214 and other relevant regulatory requiremrnts

3.1 LEGAL & REGULATORY FRAMEWORK

The standardization of assessment and certification of qualifications in Kenya is anchored in the Constitution of Kenya (2010) and the Kenya National Qualifications Framework Act, Cap. 214. Article 43(1)(f) guarantees every person the right to education, Article53(1)(b) affirms every child's right to free and compulsory basic education, and Article 55(a) obligates the State to take measures to ensure that youth have access to relevant education and training. In furtherance of these constitutional obligations, Section 8(c) of the KNQF Act mandates the KNQA to develop a system for the assessment of national qualifications, while Section8(a) mandates the Authority to coordinate and supervise the development of policies on national qualifications. The establishment of a harmonised national system for assessment and certification of qualifications is therefore undertaken pursuant to these constitutional and statutory provisions.

Kenya's assessment and certification systems are regulated through multiple sub-sector laws and institutional mandates. The concern is not diversity in assessment and certification systems, but the absence of nationally agreed minimumquality assurance benchmarks to ensure that assessment outcomes, certification outcomes and grading interpretations are comparable, consistent and trusted across institutions, QABs and sub-sectors.

Gaps Identified

a) Fragmentation in the legal and regulatory arrangements governing assessment and certification across KNQF sub-frameworks;
b) Absence of a harmonized regulatory policy framework that anchors assessment and certification within the KNQF; and
c) Limited integration of common quality assurance benchmarks for assessment and certification into sub-sector regulatory frameworks

Policy Statement

The Ministry responsible for education, in collaboration with relevant line ministries shall establish and implement a harmonized National System for Assessment and Certification of Qualifications.

Policy Actions

The Ministry shall:

a) Develop and implement a National Standard for Assessment and Certification of Qualifications.
b) Integrate this Policy Framework and the National Standards for Assessment and Certification of Qualifications into legal and regulatory frameworks governing education and training.

c) Align sub-sector assessment and certification frameworks with the National System for Assessment and Certification of Qualifications.

3.2 INSTITUTIONAL GOVERNANCE AND MANAGEMENT SYSTEM

Institutions have established internal processes and governance frameworks to guide assessment and certification in line with their respective mandates. However, in the absence of a structured national coordination mechanism, these institutional systems operate with varying levels of alignment to national quality assurance expectations.
This affects the consistency with which institutions apply assessment criteria, validate assessment processes, interpret learner achievement, manage certification outcomes, and maintain accountability in assessment and certification.

Gaps Identified

a) Lack of an overarching coordination framework for assessment and certification processes.
b) Fragmented and inconsistent CBA practices across education and training sub-sectors.
c) Inconsistent institutional governance structures and accountability mechanisms in assessment and certification.

Policy Statement

The Ministry responsible for education, in collaboration with relevant line ministries shall strengthen institutional governance and coordination of assessment and certification processes.

Policy Actions

The Ministry shall:

a) Strengthen capacity for the implementation of Competency-Based Assessment (CBA) across all education and training sub-frameworks in accordance with the requirements of the National System for Assessment and Certification of Qualifications.
b) Ensure establishment and operationalization of institutional assessment and certification policies and mechanisms in alignment with the National System for Assessment and Certification of Qualifications.

3.3 QUALITY OF ASSESSMENT AND CERTIFICATION

The KNQF serves as a national reference point for the classification, registration, quality assurance, and recognition of qualifications. It prescribes level descriptors that define the expected knowledge, skills, and competence at each qualification level.
However, variations persist in the quality assurance approaches applied to assessment and certification across sub-sectors and institutions. This affects the adequacy and consistency of assessment criteria, evidence requirements, performance standards, validation practices, and certification processes. The concern is not the use of different assessment methods, but the absence of common minimum quality assurance benchmarks to ensure that assessment and certification outcomes are credible, fair, valid, reliable, comparable, and trusted.

Gaps Identified

a) Fragmented mechanisms for quality assuring assessment and certification of qualifications across sub-frameworks.
b) Varied assessment and certification processes.
c) Fragmented monitoring and evaluation systems.

Policy Statement

The Ministry responsible for education, in collaboration with relevant line ministries shall establish harmonised mechanisms to promote the quality, credibility, consistency and trustworthiness of assessment and certification processes.

Policy Actions

The Ministry shall:

a) Establish and enforce the National Standards for Assessment and Certification of Qualifications outlining the minimum quality assurance benchmarks for assessment and certification processes.
b) Strengthen systems for monitoring, evaluation, and reporting on the quality of assessment and certification processes.

3.4 GRADING AND PERFORMANCE CLASSIFICATION SYSTEMS.

Kenya's education and training sub-frameworks currently apply diverse result-reporting approaches, that is:

i. Norm-referenced grading systems;
ii. Criterion-referenced competency outcomes.

While each approach serves its specific context, the lack of comparability undermines consistent interpretation of learner achievement across sub-frameworks and limits learner mobility due to the absence of a common reference for assessing competency levels.

Gaps Identified

a) Incomparable grading and performance classification system across QABs and assessment bodies.
b) Limited national guidance on the interpretation of learner achievement across different grading and performance classification systems.

Policy Statement

The Ministry responsible for education, in collaboration with relevant line ministries shall establish and enforce a National Interpretation Framework for Grading and Performance Classification System to support consistent interpretation of learner achievement across diverse grading and competence classification systems.

Policy Actions

The Ministry shall:

a) Develop and implement standardized guidelines on the interpretation of Kenya's grading and performance classification systems.
b) Review and benchmark grading and performance classification practices to ensure continued alignment with best practices.

c) Promote transparency in reporting learner achievement across assessment and certification systems.

3.5 CERTIFICATION

In Kenya, certification processes are implemented through different sub-sector arrangements. However, variations in certificate details, transcript information, issuance procedures, security features, certification controls, and reporting to the NQD may affect the confidence, meaning, traceability, and trust attached to certification outcomes.

Standardized certification requirements are therefore necessary to support the integrity, comparability, verification, and recognition of qualifications across the national qualifications system.

Gaps Identified

a) Fragmented certification processes across QABs and assessment bodies
b) Limited compliance in inclusion of key qualification details in certificates and transcripts.
c) Partial compliance reporting of certification outputs to the NQD.
d) Inconsistent certification controls and safeguards against forgery, misrepresentation, and unauthorized certification.

Policy Statement

The Ministry responsible for education, in collaboration with relevant line ministries shall develop and enforce a harmonized national certification requirements.

Policy Actions

The Ministry shall:

a) Establish and enforce certification requirements and guidelines.
b) Mandate QABs and assessment bodies to upload graduate records to the NQD in line with the KNQF (General) Regulations 2025.
c) Establish certification integrity safeguards, including secure certification features and controlled issuance procedures, to prevent forgery and unauthorized certification.
d) Strengthen and enforce the use of the National Qualifications Database (NQD) as the national platform for the authentication, validation, and verification of qualifications and graduation records, in compliance with the Data Protection Act, 2019.

3.6 FEEDBACK ON ASSESSMENT AND CERTIFICATION PROCESSES

Effective feedback is essential for transparency, accountability, and continuous improvement in assessment and certification. However, mechanisms for structured stakeholder input remain weak, with inadequate feedback to learners and employers and limited evidence on how feedback informs system-level reforms.

Weak feedback mechanisms limit the ability of learners, employers, regulators, professional bodies, QABs, and assessment bodies to determine whether assessment and certification outcomes remain relevant, credible, and trusted.

Gaps Identified

a) Absence of a coordinated national mechanism for collecting, analysing, and acting on stakeholder feedback on assessment, and certification;
b) Limited public dissemination of assessment and certification outcomes;
c) Weak feedback loops between industry, regulatory, professional bodies and QABs on relevance of assessed competencies
d) Inadequate learner-level feedback practices, including delays or insufficient detail in assessment feedback, and delayed issuance of certification documents.

Policy Statement

The Ministry responsible for education, in collaboration with relevant line ministries shall require institutions to establish and maintain structured feedback and reporting systems on assessment and certification to inform review, corrective action and continuous improvement.

Policy Actions

The Ministry shall:

a) Mandate all QABs and assessment bodies to establish feedback mechanisms for assessment and certification processes.
b) Periodically reportand publicize assessment and certification outcomes.
c) Develop structured platforms through which industry can regularly provide feedback on the relevance of assessed competencies and graduate performance.
d) Establish mechanisms to ensure timely and structured learner feedback.
e) Strengthen feedback mechanisms for appeals, complaints, and continuous improvement.

3.7 LINKAGES, COLLABORATIONS AND PARTNERSHIPS

Effective linkages, collaborations, and partnerships are essential to maintaining credible and responsive assessment and certification systems that reflect real-world skills, occupational standards, professional requirements, and labour-market needs.
However, weak structured collaboration with industry, professional bodies, and relevant partners may affect the relevance of performance standards, the authenticity of assessment, and confidence in certification outcomes.

Gaps Identified

a) Insufficient industryengagement in conducting assessment.
b) Limited linkages, collaborations and partnerships between education and training institutions and industry.

Policy Statement

The Ministry responsible for education, in collaboration with relevant line ministries shall promote linkages, collaborations, and partnerships within and between education and training institutions and the industry.

Policy Actions

The Ministry shall:

a) Institutionalize collaboration between education and training institutions and industry in conducting assessments.
b) Foster national, regional and international partnerships to establish mutually recognized assessment and certifications processes.

3.8 ICT INTEGRATION IN ASSESSMENT AND CERTIFICATION PROCESSES

Kenya's assessment and certification landscape remains fragmented, with varying institutional capacities to implement e-assessments, maintain secure databases, and interface effectively with the National Qualifications Database. In addition, limited digital literacy among assessment personnel and inadequate ICT infrastructure continue to hinder progress towards secure, standardized, and interoperable digital systems.

These gaps affect the reliability, security, traceability, and verification of assessment and certification records across institutions and sub-sectors.

Gaps Identified

a) Uneven ICT adoption in assessment and certification across education and training institutions.
b) Weak data integrity, verification, and authentication mechanisms for certificates and records.
c) Inadequate digital capacity among assessment, certification, and QA personnel.
d) Inadequate infrastructure to support secure assessment, certification, and records management.
e) Unregulated or unethical use of emerging technologies, including Artificial Intelligence (AI) in assessment and certification.
f) Limited interoperability between institutional systems and the NQD.

Policy Statement

The Ministry responsible for education, in collaboration with relevant line ministries shall strengthen and institutionalize ICT integration in assessment and certification processes.

Policy Actions

The Ministry shall:

a) Promote digitization of assessment and certification processes.
b) Enforce digital uploading of graduates' records onto the NQD.
c) Manage the use of emerging technologies, such as AI, in assessment and certifications.
d) Establish and enforce institutional digital assessment integrity frameworks.
e) Strengthen cybersecurity and data protection measures for all assessment and certification systems.
f) Leverage technology and digital systems to enhance records management, transparency, data integrity and efficiency in assessment and certification.
g) Strengthen institutional capacity in digital assessment, data management, cybersecurity, and system integration.

3.9 RESOURCES

Effective assessment and certification systems depend on adequate, sustainable, and efficiently managed financial, human, technical, and infrastructural resources. However, many QABs and institutions face persistent resource constraints that affect the implementation of credible assessment and certification processes.

Resource limitations may affect assessor capacity, moderation, validation, digital systems, certification controls, secure records management, and the ability to implement nationally agreed quality assurance benchmarks.

Gaps Identified

a) Inadequate and under-skilled human resources for assessment and certification processes.
b) Limited and unsustainable funding for assessment and certification activities.
c) Outdated, insufficient, or unevenly distributed infrastructure to support credible assessments and certification.
d) Inefficient mechanisms for resource coordination and optimization.

Policy Statement

The Ministry responsible for education, in collaboration with relevant line ministries shall ensure adequate, sustainable and optimal utilization of resources to support effective and credible assessment and certification processes.

Policy Actions

The Ministry shall:

a) Ensure sustainable funding of assessment and certification processes.
b) Strengthen institutional human resource capacity.
c) Facilitate provision and modernization of assessment and certification infrastructure.
d) Promote optimal utilization of resources between education and training institutions and industry in assessment and certification process.

CHAPTER FOUR

LEGAL, POLICY, CO-ORDINATION, IMPLEMENTATION FRAMEWORK AND FUNDING ARRANGEMENT

IN THIS CHAPTER

OVERVIEW

LEGAL AND POLICY FRAMEWORK

CO-ORDINATION FRAMEWORK

4.0 OVERVIEW

This chapter depicts the legal, policy, coordination and implementation frameworks of this Policy Framework. It articulates the institutional arrangements, governance structures, and mechanisms that guide the operationalization of the Policy Framework. The chapter further outlines the roles and responsibilities of various stakeholders, coordinating institutions, and implementing agencies to ensure coherence, accountability, and effective execution of the Policy objectives.

4.1 LEGAL AND POLICY FRAMEWORK

The legal framework underpinning this Policy Framework is grounded in national laws and regulations that govern education, training, assessment, and certification of qualifications in Kenya. These include the Constitution of Kenya (2010), the Kenya National Qualifications Framework Act (Cap. 214), the Universities Act (Cap.210B), the Technical and Vocational Education and Training Act (Cap. 210A), and other sector-specific statutes that regulate education and training provision, assessment, and certification across the various sub-sectors of the national qualifications system. The Policy Framework is further aligned with relevant regional and international conventions and qualifications frameworks that promote the comparability, recognition, and portability of qualifications.

Within this legal framework, the Kenya National Qualifications Authority (KNQA),established under the Kenya National Qualifications Framework Act, is mandated to coordinate and oversee the implementation of the Kenya National Qualifications Framework (KNQF). The KNQF provides the national framework for the classification, recognition, and quality assurance of qualifications across the education and training system. In particular, Section 8(a) of the Act mandates the Authority to coordinate and supervise the development of policies on national qualifications, while Section 8(c) mandates it to develop a system for the assessment of national qualifications. In this context, the National System for Assessment and Certification of Qualifications provides a coordinated national approach to strengthening quality assurance in assessment and certification practices across the KNQF.

Sub-sector regulators established under their respective statutes retain responsibility for regulating and monitoring education and training provision, including the accreditation of institutions and programmes, and for overseeing assessment and certification processes within their respective sub-sectors. Assessment bodies and QABs retain responsibility for the development, conduct, administration, and award of assessment and certification processes in accordance with their statutory mandates. These institutions therefore perform complementary roles within sector-based frameworks established under law.

This Policy Framework, therefore, operates within the existing legal mandates of sector regulators and examination bodies while providing a coordinated national reference framework for quality assurance in assessment and certification. The Policy Framework establishes nationally agreed minimum quality assurance benchmarks to ensure that assessment and certification outcomes, and grading interpretations, carry a sufficiently comparable and trusted meaning across institutions, QABs, assessment bodies and sub-sector systems.

Anchored in the KNQF, the Policy Framework establishes nationally agreed quality assurance benchmarks that guide and align assessment and certification practices across the various sub-sectors of the education and training system. Through this coordinated approach, sub-sector regulators, assessment bodies, and QABs align their quality assurance practices with nationally agreed benchmarks while continuing to exercise their statutory responsibilities.

Coordination between the Kenya National Qualifications Authority and sector regulators shall be undertaken through structured institutional mechanisms, including policy coordination, technical collaboration, information sharing, and alignment of quality assurance practices for assessment and certification within the KNQF architecture. These mechanisms ensure coherence in the implementation of the national qualifications system while preserving the specialized roles of sector regulators and assessment bodies.

4.1.1 LEGAL FRAMEWORKS

The legal framework provides the statutory basis for the Policy Framework on Assessment and Certification of Qualifications in Kenya, anchoring it in national education and qualifications laws and aligning it with regional and global conventions that promote quality assurance, comparability, and mutual recognition of qualifications.

The Constitution of Kenya (2010) provides the supreme legal foundation for all education and training activities in the country. Under Articles 43(f), 53(b), and 55(a), education is recognized as a fundamental human right. The State is obligated to ensure access to quality and relevant education, which includes establishing systems for assessment, certification, and standardization. In addition, the Constitution provides the foundational values of equity, inclusiveness, integrity, public participation, and transparency and accountability that underpin all public service delivery, including management of assessments and certification of qualifications in Kenya.

The Kenya National Qualifications Framework (KNQF) Act, Cap 214, establishes the Kenya National Qualifications Authority (KNQA). Pursuant to Section 8(c) of the Act, the Authority is mandated to develop a system for the assessment of national qualifications. This provision gives KNQA the legal mandate to establish and coordinate implementation of a national system of assessment that ensures all qualifications whether from academic, technical, vocational, or professional institutions are assessed using credible, standardized, and transparent mechanisms.

The Technical and Vocational Education and Training (TVET) Act, Cap 210A, governs the TVET sub-sector. It establishes the TVET Curriculum Development, Assessment and Certification Council (CDACC), the Technical and Vocational Education and Training Authority (TVETA), and the TVET Fund. TVET CDACC is responsible for designing curricula, developing assessment frameworks, and conducting competence-based assessment. The Act is implemented through instruments such as the TVET (Accreditation and Quality Assurance) Regulations, 2015, Competency-Based Education and Training (CBET) Assessment Standards, and the Recognition of Prior Learning (RPL) Guidelines, 2024.

The Kenya National Examinations Council (KNEC) Act, Cap 214A, establishes KNEC as the national body mandated to set and maintain examination standards, conduct examinations, and award qualifications at the basic and tertiary levels. KNEC also verifies the authenticity of certificates and ensures consistency in national examinations. Its work is guided by the KNEC Assessments Rules and Guidelines and Certification and Verification Policy.

The Universities Act, Cap 210, vests authority in the Commission for University Education (CUE) and the Senates of chartered universities to ensure quality and standardization of academic programs. Universities conduct assessments, moderate examinations, and award degrees, diplomas, and certificates. The Universities Standards and Guidelines (2014) and institutional examination policies regulate assessments and certifications.

The Industrial Training Act, Cap 237, mandates the National Industrial Training Authority (NITA) to conduct trade testing, evaluate industrial skills, and issue trade test certificates.

The Basic Education Act, Cap 211, applies to early childhood, primary, junior secondary, and senior secondary education. It defines curriculum delivery, assessment procedures, and certification processes, emphasizing continuous assessment under the Competency-Based Curriculum (CBC). Implementation is supported by the Basic Education (Assessment) Regulations and the CBC Assessment Guidelines.

The Kenya School of Government (KSG) Act, Cap 185D, grants authority to KSG to design, assess, and certify training for public servants. The School plays a specialised role in the assessment and certification of public-service leadership and management programmes, thus forming part of the broader national legal framework for assessment and certification of qualifications.

The Kenya Medical Training College (KMTC) Act, Cap 261, gives KMTC the legal authority to train health professionals, conduct examinations, and award certificates and diplomas. This Certification and Assessment Policy builds on that mandate by providing clear procedures for how training outcomes are assessed, results verified, and qualifications awarded.

Professional Examination Bodies are statutory institutions legally established through Acts of Parliament to regulate the quality, integrity, and relevance of professional training and certification. Their mandate includes developing syllabi, administering examinations, accrediting training providers, and certifying competent professionals for registration and licensing by respective membership bodies. These bodies play a critical role in maintaining professional standards, promoting ethical practice, and ensuring that qualifications align with national and international benchmarks within the Kenya National Qualifications Framework (KNQF).

4.1.2 POLICY FRAMEWORKS

Alignment with international and regional policy frameworks and conventions ensures that Kenya's assessment and certification systems remain credible, comparable, and globally recognized, thereby enhancing the mobility, employability, and competitiveness of Kenyan qualifications. By integrating these global principles, Kenya's policy framework seeks to strengthen coherence, quality assurance, and international comparability within the Kenya National Qualifications Framework (KNQF). This alignment reaffirms Kenya's commitment to transparency, accountability, and global recognition of its qualifications, fostering trust and facilitating mutual recognition of learning achievements across borders.

A. INTERNATIONAL POLICY FRAMEWORKS

UNESCO Global Convention for recognition of Qualifications regarding Higher Education: This is a multilateral framework to simplify and harmonize recognition of higher education credentials across ratifying states. It aims at facilitating recognition of higher education qualifications internationally and establishes fair and transparent procedures for recognition of qualifications.

European Qualifications Framework (EQF): The EQF is closely aligned with the principles of assessment and certification as it emphasizes the need for outcomes-based education and training systems where assessment methods objectively measure a learner's competencies, and certification accurately reflects the level of achievement attained. By focusing on learning outcomes rather than inputs such as study duration or institution type, the EQF ensures that qualifications are comparable, credible, and portable across sectors and countries.

Asia-Pacific Qualifications Framework (APQF) - This Framework is designed to promote regional collaboration in qualifications recognition among Asia-Pacific countries. It aims at enhancing the transparency and comparability of qualifications.

The ILO Skills and Lifelong Learning Strategy (2022–2030) – The first-phase Plan (2022-2025) places strong emphasis on assessment, recognition and certification as integral to modernizing TVET and lifelong learning systems. It highlights digitization as both an opportunity and a challenge for ensuring that assessments are credible, flexible, inclusive and aligned with labour-market needs.

B. REGIONAL POLICY FRAMEWORKS

African Continental Qualifications Framework (ACQF) – Developed under the African Union (AU), the ACQF provides a continental reference framework to enhance comparability, transparency, and mutual recognition of qualifications across African countries.

Continental Education Strategy for Africa (CESA 2016–2025) – Promotes harmonization of education and training systems, competency-based learning, and quality assurance mechanisms across Africa. African Union Agenda 2063 – Emphasizes human capital development, skills recognition, and mobility through the establishment of continental standards for qualifications and certification.

African Union TVET Continental Strategy (2022–2032) – Focuses on strengthening TVET systems, including standardized assessment and certification practices across member states.

African Standards and Guidelines for Quality Assurance in Higher Education (ASG–QAF) – Developed under the African Union Commission and HAQAA Initiative (Harmonisation of African Higher Education Quality Assurance and Accreditation), this framework promotes standardized quality assurance and assessment practices across African higher education systems.

Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States (Addis Convention, 2014, UNESCO/AU) – Provides a legal instrument for mutual recognition of qualifications and standardization of assessment and certification systems among African countries.

East African Community (EAC) Qualifications Framework for Higher Education (EAQFHE) – Provides guidelines for harmonizing and recognizing academic and professional qualifications among EAC member states.

Southern African Development Community Qualifications Framework (SADCQF) – Establishes a regional mechanism for comparability and recognition of qualifications within the SADC region.

Economic Community of West African States Qualifications Framework (ECOWAS-QF) – Guides mutual recognition of skills, qualifications, and certification standards within West Africa.

Common Market for Eastern and Southern Africa (COMESA) Education and Training Strategy – Promotes harmonization of qualifications frameworks and quality assurance systems across COMESA member states.

C. NATIONAL POLICY FRAMEWORKS

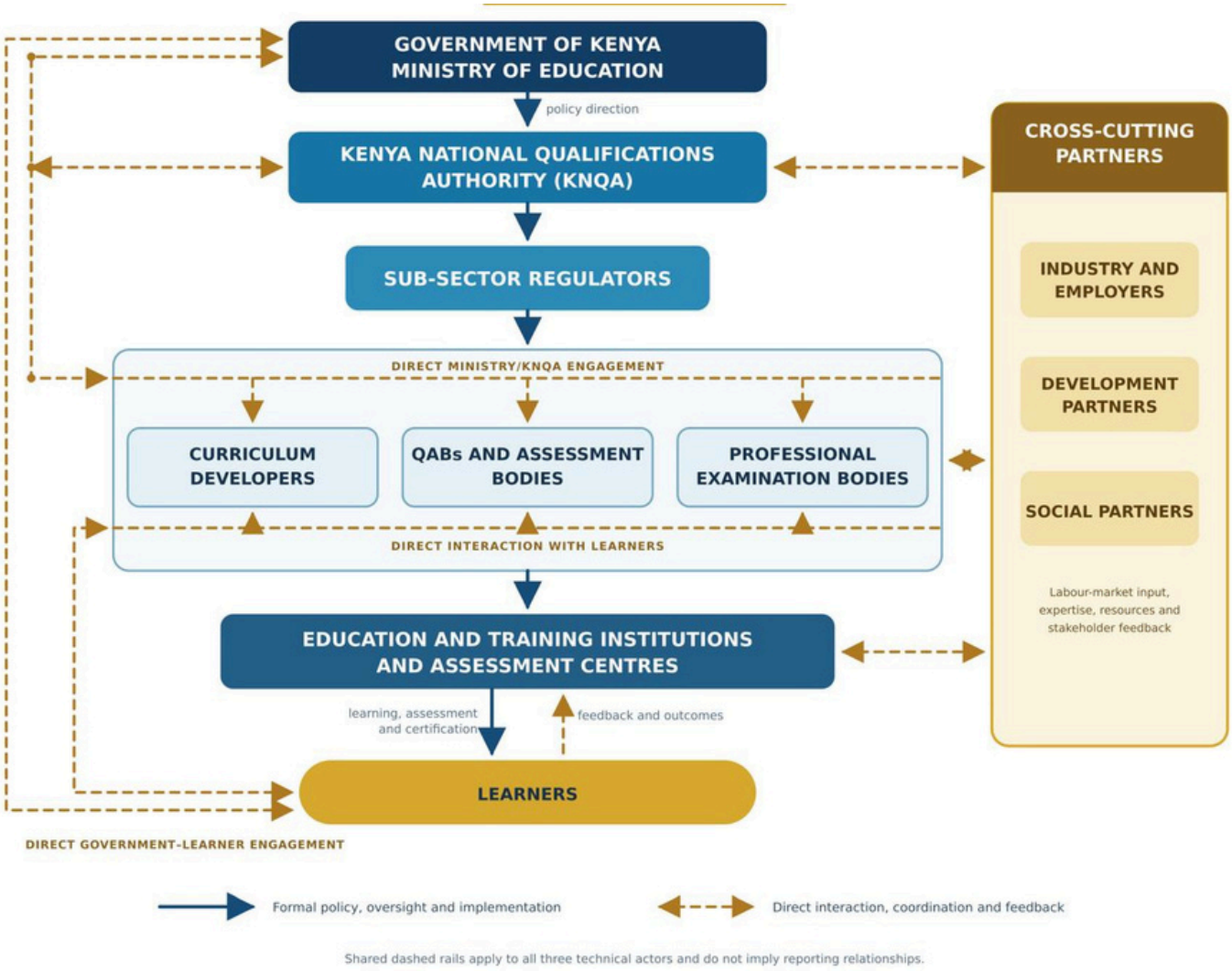
Presidential Working Party on Education Reform (PWPER), 2023 - The report identifies fragmentation in assessment as a key systemic weakness and calls for the establishment of a unified framework to support outcomes-based, credible assessment across education levels.

Sessional Paper No. 1 of 2019 - Provides the policy foundation for a competency-based, quality-assured, and sustainable national assessment and certification system that promotes relevance, equity, and international comparability of Kenyan qualifications.

4.2 CO-ORDINATION FRAMEWORK

The successful implementation of this Policy Framework will rely on the collaborative efforts of various stakeholders, including government agencies, training, assessment and certification institutions, industry representatives, professional bodies, and the general public. Each stakeholder has a distinct but complementary role in the assessment and certification process, as outlined below.

Figure 1: Implementation Structure



This Policy Framework shall be implemented by the following actors:

4.3.1 MINISTRY OF EDUCATION

a. Oversee the development and approval of the National Policy Framework for assessment and certification of qualifications.
b. Set legal and operational standards for assessment and certification.
c. Allocate funds and resources for the development and implementation of this Policy Framework.

4.3.2 KNQA

a. Coordinate and supervise the development and implementation of this Policy Framework and its Supporting Standard.
b. Conduct external quality assurance of the assessment and certification processes and mechanisms in accordance with this Policy Framework and its Standard.
c. Undertake capacity-building and sensitization initiatives for stakeholders on this Policy Framework and its supporting Standard.
d. Publish an annual report on the status of assessment and certification of national qualifications.
e. Operationalize and maintain the National Qualifications Database (NQD).

4.3.3 REGULATORY BODIES

a. Regulate and oversee institutional assessment and certification practices in accordance with this Policy Framework, its supporting Standard and applicable regulatory requirements.
b. Integrate the minimum quality assurance requirements set out in the Kenya Standard for Assessment and Certification of Qualifications into relevant sub-sector regulatory instruments.
c. Conduct external quality assurance of assessment and certification processes to ensure compliance with this Policy Framework, its supporting Standard and applicable regulatory requirements.
d. Accredit, approve or license institutions, programmes, QABs, assessment bodies and assessment centres, as applicable under their respective legal mandates.
e. Ensure that only accredited and registered programmes and qualifications are assessed and certified within their respective sub-sectors.
f. Collaborate with KNQA in ensuring that QABs and assessment bodies register their accredited programmes or courses as national qualifications under the KNQF, in accordance with Regulation 23(2) of the KNQF (General) Regulations, 2025.
g. Promote compliance by QABs and assessment bodies with the requirements for uploading graduate records and corresponding certification outcomes to the NQD.

4.3.4 QUALIFICATIONS AWARDING BODIES (QABS) AND ASSESSMENT BODIES

a. Align institutional policies, procedures and practices on assessment and certification with this Policy Framework, its supporting Standard and applicable regulatory requirements.
b. Align assessment tools with KNQF level descriptors, curriculum expectations, occupational standards and relevant regulatory benchmarks.
c. Ensure that assessment and certification is undertaken for qualifications duly registered under the KNQF.
d. Establish and implement internal quality assurance systems for assessment and certification processes, and provide mechanisms for the resolution of appeals.
e. Upload graduate records into the National Qualifications Database, in accordance with Regulation 24(1)(d) of the KNQF (General) Regulations, 2025.

4.3.5 PROFESSIONAL EXAMINATION BODIES

a. Align policies, procedures and practices on assessment and certification with this Policy Framework, its supporting Standard and applicable regulatory requirements.
b. Design and administer examinations to evaluate candidates' knowledge, practical competence, and ethical understanding in line with the respective KNQF level descriptors and applicable regulatory requirements.
c. Enforce examination standards, moderation procedures, and ethical guidelines as per the Kenya Standard for Assessment and Certification of Qualifications.
d. Accredit training institutions and assessment centers.
e. Issue professional certificates to individuals who meet prescribed standards of proficiency.
f. Collaborate with the KNQA to align qualifications with the KNQF for national and international recognition.
g. Review assessment frameworks and methodologies to maintain relevance, fairness, and responsiveness to evolving professional practices.
h. Submit graduate records to the National Qualifications Database in accordance with Regulation 24(1)(d) of the KNQF (General) Regulations, 2025.

4.3.6 CURRICULUM DEVELOPERS

a. Design, develop and review curricula.
b. Ensure curricula are aligned to KNQF level descriptors, volume of learning and meet both national and labour market requirements.
c. Identify suitable assessment methods for various learning and competency units.

4.3.7 EDUCATION AND TRAINING INSTITUTIONS/ ASSESSMENT CENTERS

a. Align their assessment policies, procedures and practices with this Policy Framework, its supporting Standard, approved curricula and applicable regulatory requirements.
b. Provide suitable, accessible and secure facilities for the administration of assessments.
c. Train and continuously develop qualified assessors, moderators, invigilators and supervisors, as applicable.
d. Ensure the secure, ethical and confidential administration of assessments and safeguard assessment materials, learner information and records.
e. Establish and implement internal quality assurance systems for assessment processes.
f. Verify candidates and maintain accurate and traceable records of assessment activities and outcomes.
g. Submit assessment results and related records to the relevant QAB, assessment body or regulator within prescribed timelines.
h. Coordinate assessment logistics and provide the required documentation to the relevant QAB or assessment body.

i. Use assessment outcomes to improve teaching and learning, learner support, curricula and institutional performance.
j. Facilitate industry and stakeholder participation in assessment processes to enhance relevance and alignment with labour market needs.

4.3.8 PROFESSIONAL MEMBERSHIP BODIES

a. Register qualified professionals and issue practicing certificates as proof of professional competence and compliance with regulatory standards.
b. Partner with professional examination and training bodies in developing, reviewing, and validating assessment standards and syllabi.
c. Advise government, industry, and educational institutions on professional standards, qualifications, and workforce development needs.

4.3.9 INDUSTRY

a. Contribute to the development and review of occupational standards and curricula.
b. Participate in the development and validation of assessment tools and processes, particularly for competency-based and workplace-based assessment.
c. Provide industry experts to participate in the conduct and evaluation of practical and workplace-based assessments.
d. Provide appropriate settings for practical assessments, internships, industrial training and other forms of workplace-based learning.
e. Support the validation of evidence submitted for Recognition of Prior Learning, particularly evidence arising from informal, non-formal and experiential learning.
f. Provide feedback on graduate performance, emerging skills needs and industry developments to inform improvements in qualifications, curricula, assessment practices and relevant policies.

4.3.10 DEVELOPMENT PARTNERS

a. Support in mobilizing resources for the effective implementation of this Policy Framework.
b. Provide technical assistance and training to enhance the capacity of institutions and personnel involved in assessment and certification processes.
c. Facilitate consultations, partnerships, and collaboration among government, industry, and other key stakeholders to ensure inclusiveness and relevance of the policy.

4.4 FUNDING ARRANGEMENT FOR THE POLICY FRAMEWORK

4.4.1 OVERVIEW

Effective implementation of the Policy Framework requires sustainable and coordinated financing to support the development, operationalization, monitoring, and review of the policy. The funding arrangement seeks to ensure adequacy, predictability, transparency, and accountability in resource mobilization and utilization.

4.4.2 SOURCES OF FUNDING

A. PUBLIC FUNDING

The primary source of funding shall be the national government through:

i. Annual budgetary allocations/ Exchequer to the Ministry responsible for Education and other line ministries, through which funds will be channeled to relevant implementing institutions.
ii. Grants to county governments and public training institutions to support assessment and certification functions.
iii. Development funds under education and training sector programmes.

B. DEVELOPMENT PARTNERS AND DONOR AGENCIES

Development partners, bilateral and multilateral agencies may provide:

i. Technical assistance and capacity building for quality assurance and policy implementation.
ii. Grants or soft loans for infrastructure development, digital systems for assessment and certification, and monitoring and evaluation activities.
iii. Support to pilot initiatives such as RPL.

C. PRIVATE SECTOR CONTRIBUTIONS

Private sector participation MAY be encouraged through:

i. Public–Private Partnerships (PPPs) to support assessment centres, qualification Awarding systems, and sectoral training initiatives.
ii. Corporate Social Responsibility (CSR) contributions directed toward skills development and certification of workforce competencies.
iii. Industry levies and membership fees from professional bodies, sector skills councils, and industry associations.

D. COST-SHARING AND SERVICE FEES

Implementing institutions may generate revenue through:

i. Assessment and certification fees charged to candidates and institutions, regulated to ensure affordability and equity.
ii. Accreditation and registration fees from assessment centres, training providers, and qualification awarding bodies.
iii. Alignment and validation service charges for recognition of foreign qualifications or prior learning.

4.4.3 FINANCIAL MANAGEMENT AND ACCOUNTABILITY

i. All funds shall be managed in accordance with the Public Finance Management Act 412A and relevant government financial regulations.
ii. Implementing agencies shall maintain transparent budgeting, expenditure tracking, and reporting systems.
iii. Periodic audits and performance reviews shall be undertaken to ensure funds are utilized efficiently and deliver intended results.

4.4.4 MONITORING AND RESOURCE MOBILIZATION

The Ministry of Education, shall:

- Develop an annual resource mobilization plan aligned with policy implementation priorities.
- Establish funding partnerships with relevant ministries, development partners, and private sector actors.
- Monitor and report on the utilization and impact of resources through the National Policy M&E Framework.

4.5 COMPLIANCE MONITORING AND AUDITS

The implementation of this Policy Framework and the National Standard for Assessment and Certification of Qualifications shall be subject to periodic compliance audits to verify adherence to nationally agreed quality assurance benchmarks for assessment and certification. Compliance audits shall be conducted using standardized compliance monitoring tools and methodologies. Institutions, QABs, and assessment bodies shall undergo compliance audits at defined intervals, which shall not exceed three years, or as may be determined by the relevant regulatory authority.

4.6 SANCTIONS AND ENFORCEMENT

Where non-compliance with the provisions of this Policy Framework and the National Standard for Assessment and Certification of Qualifications is identified, appropriate corrective and administrative measures shall be applied in accordance with applicable laws and regulatory mandates. Enforcement measures may include graduated administrative sanctions such as formal warnings, corrective directives, administrative penalties, suspension of assessment or certification functions, or deregistration of non-compliant institutions, as provided under the relevant regulatory frameworks.

All regulators, Qualifications Awarding Bodies, assessment bodies, certification bodies, professional bodies, assessment centres, and education and training institutions shall be granted a transitional period of twenty-four (24) months from the date of approval or commencement of this Policy Framework to align their assessment and certification systems, procedures, tools, records, certification practices, and reporting mechanisms with the requirements of this Policy Framework and the National Standard for Assessment and Certification of Qualifications. Upon expiry of the transitional period, non-compliance shall attract appropriate corrective, administrative, or enforcement measures in accordance with applicable laws, regulatory mandates, and the provisions of this Policy Framework.

CHAPTER FIVE

MONITORING, EVALUATION, REPORTING, LEARNING AND REVIEW OF THE NATIONAL POLICY FOR ASSESSMENT & CERTIFICATION

IN THIS CHAPTER

OVERVIEW

MONITORING AND EVALUATION (M&E)

REPORTING

LEARNING

POLICY REVIEW

ASSUMPTIONS, RISKS AND MITIGATION STRATEGIES

5.0 OVERVIEW

This chapter outlines the framework for Monitoring, Evaluation, Reporting, Learning, and Review (MERL) of the Policy Framework. It defines how the implementation of this policy will be tracked, measured, communicated, and continuously improved.

The MERL framework ensures that policy implementation is evidence-based, transparent, adaptive, and accountable, while providing mechanisms for periodic learning and review to enhance quality assurance across the education and training ecosystem.

5.1 MONITORING AND EVALUATION (M&E)

Monitoring and Evaluation (M&E) play a pivotal role in ensuring the effective implementation of the Policy Framework. Through systematic data collection, analysis, and reporting, M&E generates evidence-based insights that inform strategic decision-making, enhance accountability, and promote a culture of continuous improvement across the education and training ecosystem.

The Ministry, through KNQA, and other key stakeholders, shall establish and operationalize robust M&E systems to effectively track the policy's implementation and assess its overall outcomes and impacts. Monitoring will focus on the regular tracking of activities, outputs, and milestones, while Evaluation will examine the effectiveness, efficiency, relevance, coherence, impact, and sustainability of policy interventions. The M&E system shall specifically track the extent to which institutions, QABs, assessment bodies and sub-sector systems apply nationally agreed minimum quality assurance benchmarks in assessment processes, certification outcomes, grading and performance classification interpretation, graduate records submission, verification and reporting.

To ensure comprehensive implementation, the Ministry shall:

a. Develop and operationalize a comprehensive Monitoring and Evaluation Framework for the Policy Framework.
b. Conduct regular monitoring and periodic evaluations at institutional, sectoral, and national levels.
c. Produce annual performance reports and policy review briefs to inform decision-makers and the public on progress, achievements, and emerging challenges.

Evaluations shall be conducted at mid-term and end-term stages to determine the extent to which the policy framework has achieved its objectives and contributed to strengthening quality assurance within the education and training sector. These evaluations will also identify both intended and unintended outcomes, recommend corrective measures, and institutionalize positive and sustainable results.

5.2 REPORTING

Reporting will play a critical role in ensuring timely communication of implementation progress, findings, lessons learned and evaluation results to support evidence-based decision-making and enhance assessment best practice. KNQA shall publish reports in accordance with the KNQF Act. The Authority will use the findings to guide strategic interventions and foster transparency and accountability in the education and training sector.

5.3 LEARNING

Learning is an integral component of this Policy Framework implementation and sustainability. It promotes continuous improvement, reflection, and adaptation based on experiences and evidence from implementation. Stakeholder feedback, monitoring reports, and evaluation findings shall be synthesized and stored in a centralized learning repository managed by KNQA for institutional use, public access, and knowledge sharing.

Lessons generated through monitoring, evaluation, audits, stakeholder feedback and reporting shall inform corrective actions, review of standards, capacity-building priorities, improvement of assessment tools, certification controls, and strengthening of NQD reporting.

These lessons shall inform:

a. Strengthening of implementation processes.
b. Improvement of M&E systems and tools.
c. Enhanced stakeholder collaboration and coordination.

5.4 POLICY REVIEW

The Policy Framework shall be reviewed every five years, or as need arises.

5.5 ASSUMPTIONS, RISKS AND MITIGATION STRATEGIES

The success of this Policy Framework is anchored on critical assumptions regarding institutional capacity, resource availability, stakeholder collaboration, and policy stability. These assumptions are, however, vulnerable to a range of administrative, financial, technical, and political risks. If left unmanaged, these risks threaten to undermine the integrity, efficiency, and credibility of the entire national qualifications system. To ensure this Policy Framework's long-term resilience and sustainability demands a proactive risk management approach. This involves identifying these core assumptions and their corresponding risks early to develop robust mitigation strategies. Such a framework empowers Kenya's key implementing bodies to navigate uncertainty, enforce quality assurance, and ultimately safeguard public confidence in the national assessment and certification process. Table 3 below summarizes the assumptions, potential risks and mitigation strategies.

Table 3: Assumptions, Potential Risks and Mitigation Strategies

Assumptions	**Potential Risks**	**Mitigation Strategies**
a) Existence of a coordinated legal and institutional framework	Unharmonized and fragmented institutional frameworks	❖ Clarify institutional roles in line with their mandates and KNQF implementation guidelines; ❖ Strengthen KNQA's coordination and oversight capacity.
b) Adequate funding and resources for implementing assessment, moderation, and certification processes.	Budgetary constraints and inadequate infrastructure may undermine the quality or reliability of assessments.	❖ Advocate for ring-fenced government funding; ❖ Promote cost-sharing models and donor partnerships; ❖ Leverage digital and regional assessment centres.
c) Stakeholder collaboration among ministries, training providers, industry and professional bodies.	Limited stakeholder coordination could result in fragmented standards and unrecognized qualifications.	❖ Establish structured consultation platforms through KNQA; ❖ Enforce mandatory registration and accreditation of all awarding bodies.
d) Existence of a national qualifications framework (NQF) recognized by all sectors.	Misalignment between sectoral qualification standards and NQF levels.	❖ Continuous review and alignment of sector qualifications to NQF; ❖ Capacity building for awarding bodies on framework compliance.
e) Availability of competent assessors and verifiers across all sectors.	Inconsistent assessment outcomes and compromised credibility of certification.	❖ Implement assessor and verifier training standards; ❖ Create a registry of certified assessors under QABs
f) Integrity and transparency in examination and certification processes.	Examination malpractice, result manipulation, or fraudulent certification.	❖ Establish strong examination security protocols, audit trails, and digital verification systems for certificates.
g) Institutional compliance with national quality assurance standards.	Weak internal quality assurance mechanisms in some institutions.	❖ Mandatory institutional audits by KNQA and relevant regulators; ❖ Enforce compliance through accreditation renewal processes.

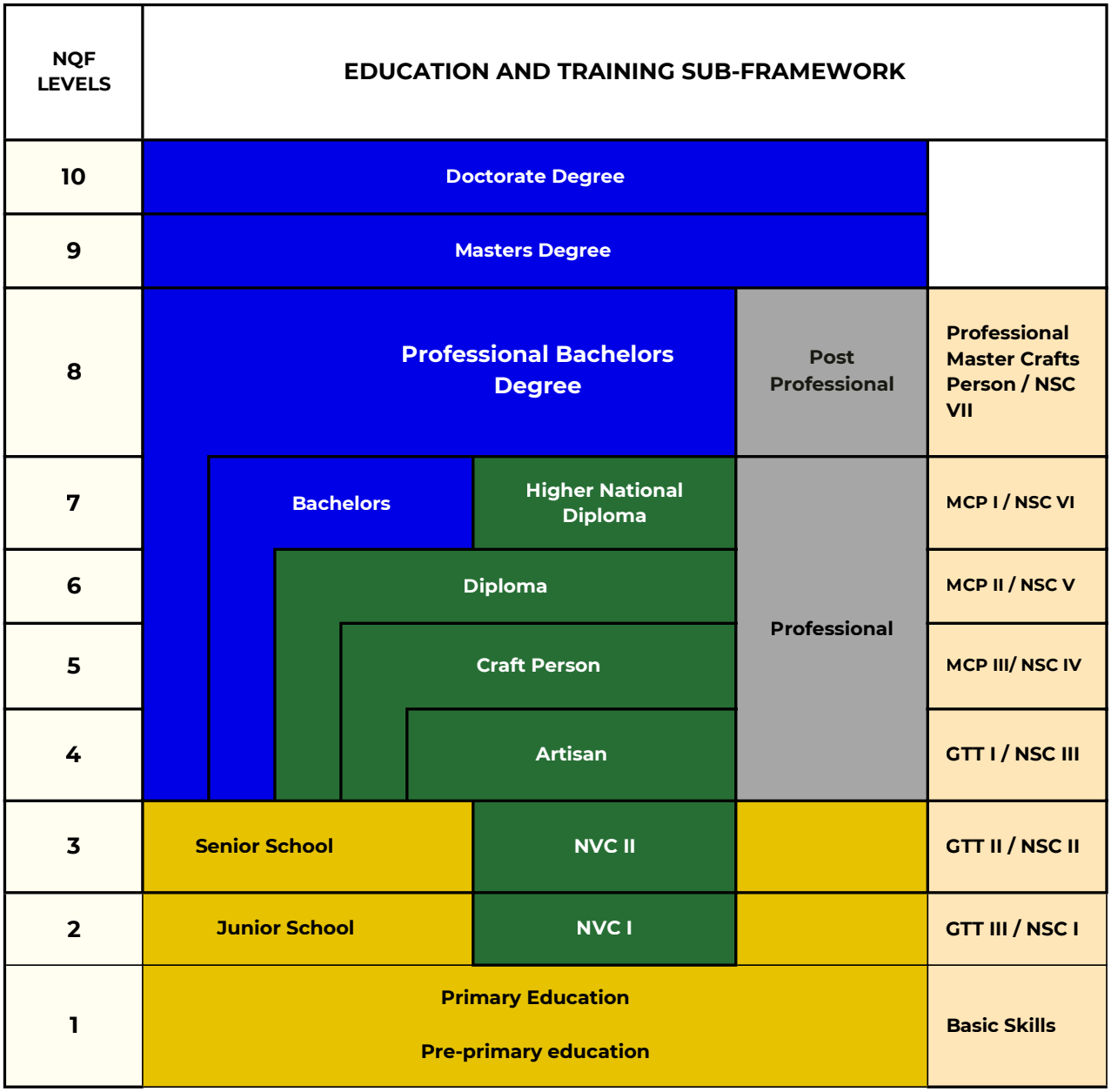
h) Mistrust in the certification system.	Low confidence in locally issued qualifications, affecting employability and recognition.	❖ Sensitize stakeholders on NQF-recognized qualifications; ❖ Strengthen qualification verification and recognition services.
i) Use of technology to streamline assessment and certification.	Cybersecurity risks and data loss from digitized assessment systems.	❖ Adopt secure digital platforms; ❖ Enforce ICT and data protection policies; ❖ Ensure periodic system audits.
j) Political and policy stability supporting long-term reforms in qualifications management.	Policy reversals or changes in leadership priorities disrupting implementation.	❖ Institutionalize policy through legislation and national standards; ❖ Maintain inter-ministerial steering committees for continuity.

APPENDICES

IN THIS CHAPTER

APPENDIX I	KNQF STRUCTURE
APPENDIX II	PROGRESSION PATHWAY
APPENDIX III	VOLUME OF LEARNING IN NOTIONAL HOURS AND CREDITS
APPENDIX IV	MINIMUM ENTRY REQUIREMENTS
APPENDIX V	KNQF LEVEL DESCRIPTORS

APPENDIX I: KNQF STRUCTURE



Gold - Basic Education

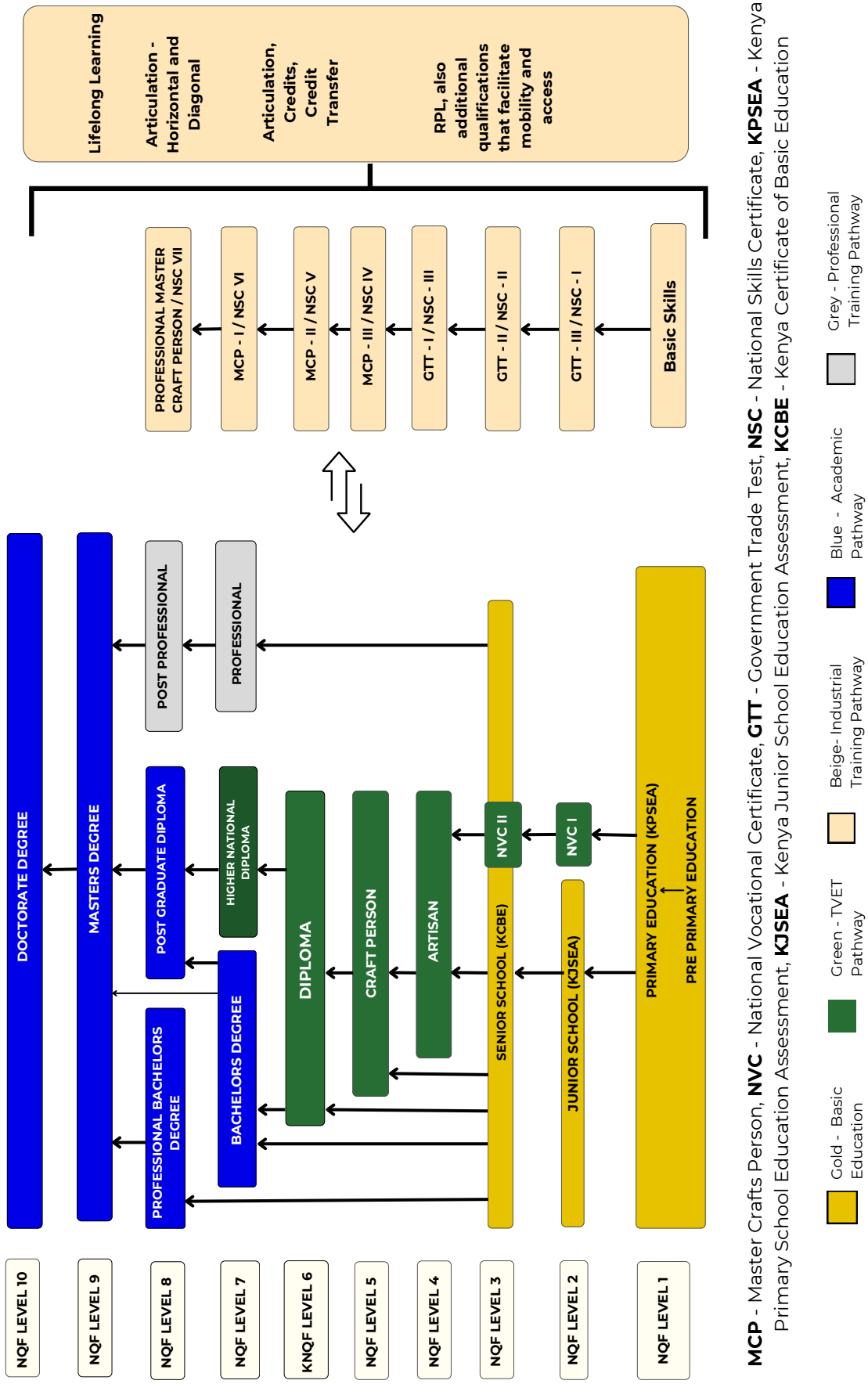
Blue - Academic / Professional Pathway

Beige - Industrial Training Pathway

Green - TVET Pathway

Grey - Professional Pathway

APPENDIX II: PROGRESSION PATHWAY



MCP - Master Crafts Person, **NVC** - National Vocational Certificate, **GTT** - Government Trade Test, **NSC** - National Skills Certificate, **KPSEA** - Kenya Primary School Education Assessment, **KJSEA** - Kenya Junior School Education Assessment, **KCBE** - Kenya Certificate of Basic Education

APPENDIX III: VOLUME OF LEARNING IN NOTIONAL HOURS AND CREDITS

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

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

*** 1 Credit = 10 Notional Hours**

APPENDIX IV: MINIMUM ENTRY REQUIREMENTS

KNQF 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 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
	Primary Education	Pre – Primary
1	Pre-primary Education or Basic Skills or Skills for Life	Birth certificate

APPENDIX V: KNQF 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, analyze, 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 practice; and (b) knowledge of research principles and methods applicable to a field of work or learning.
Skills	A graduate at this level should have— (a) cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship; (b) cognitive, technical and creative skills to investigate, analyze and synthesize complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice; (c) cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level; (d) communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences; and (e) technical and communication skills to design, evaluate, implement, analyze and theorize about developments that contribute to professional practice or scholarship.
Competence	A graduate at this level should demonstrate the application of knowledge and skills — (a) for creativity and initiative to new situations in professional practice or for further learning; (b) for high level personal autonomy and accountability; and (c) to plan and execute a substantial research-based project, capstone experience or piece of scholarship.
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	A graduate at this level should have — (a) cognitive skills to review, analyze, consolidate and synthesize knowledge and identify and provide solutions to complex problems; (b) cognitive skills to think critically and to generate and evaluate complex ideas; (c) specialized technical and creative skills in a field of highly skilled or professional practice; (d) communication skills to demonstrate an understanding of theoretical concepts; and (e) communication skills to transfer complex knowledge and ideas to a variety of audiences.
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, analyze, 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 technical and theoretical knowledge with depth within one or more fields of work and learning.
Skills	A graduate at this level should have— (a) cognitive and communication skills to identify, analyze, 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	A graduate at this level should demonstrate the application of knowledge and skills— (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.
Skills	A graduate at this level should have— (a) cognitive and communication skills to identify, analyze, 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.
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	A graduate at this level should have— (a) cognitive and communication skills to identify, analyze, 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	A graduate at this level should demonstrate the application of knowledge and skills— (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 outputs in relation to broad parameters for quantity and quality; and (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.
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	A graduate at this level should have— (a) cognitive skills to identify, analyze, compare and act on information from a range of sources; (b) cognitive, technical and communication skills to apply and communicate technical; (c) solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems; (d) specialist technical skills to complete routine and non-routine tasks and functions; and (e) communication skills to guide activities and provide technical advice in work and learning.
Competence	A graduate at this level should demonstrate the application of knowledge and skills— (a) to specialized tasks or functions in known or changing contexts; (b) for responsibility for own functions and outputs, and may have limited responsibility for organization of others; and (c) for limited responsibility for the quantity and quality of the output of others in a team within limited parameters
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	A graduate at this level should have — (a) cognitive, technical and communication skills to interpret and act on available information; (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; (c) technical and communication skills to provide technical information to a variety of specialist and non-specialist 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	A graduate at this level should demonstrate the application of knowledge and skills— (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.

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