



# NATIONAL POLICY FRAMEWORK FOR QUALITY ASSURANCE OF QUALIFICATIONS


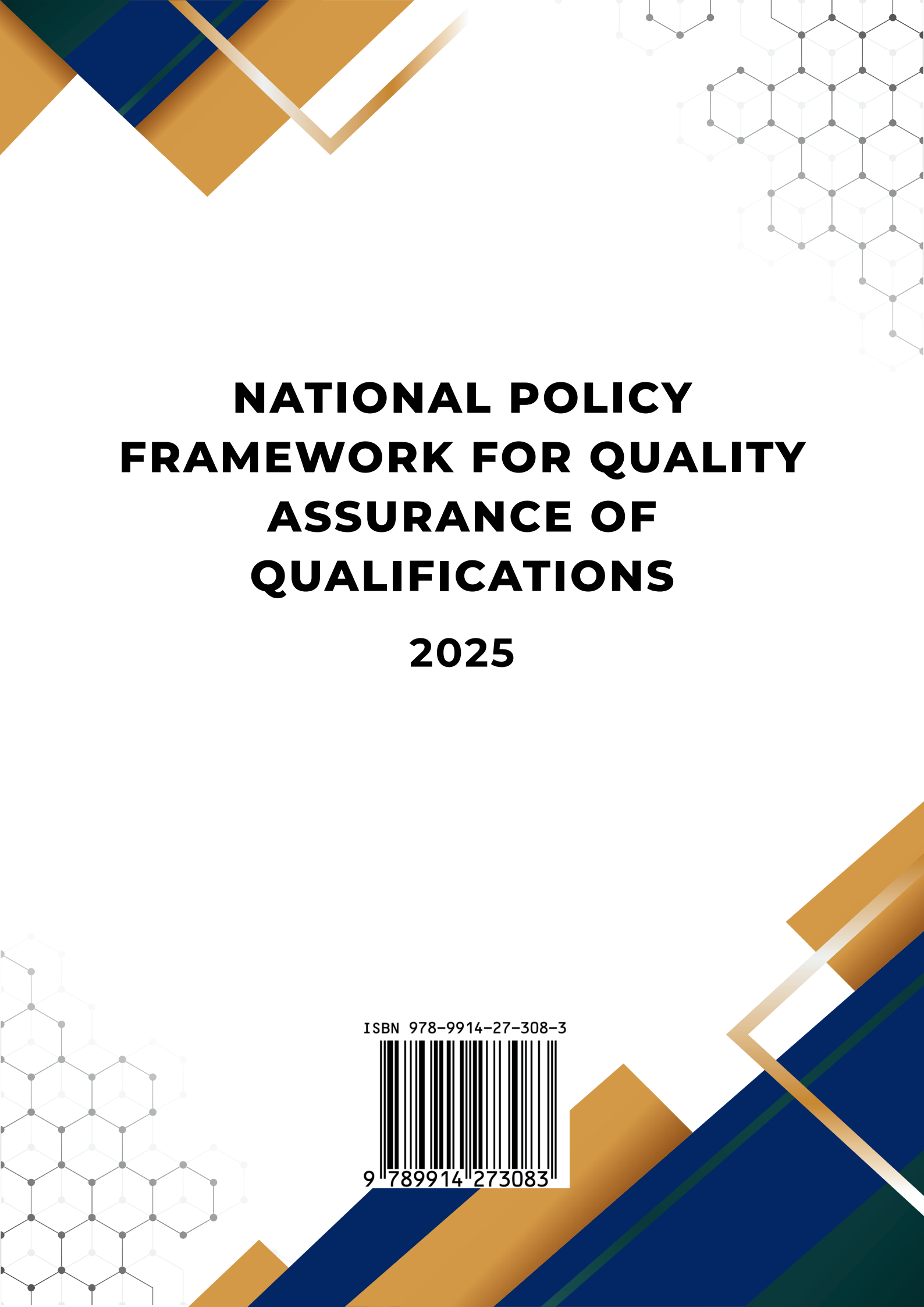
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KENYA NATIONAL QUALIFICATIONS AUTHORITY







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FRAMEWORK FOR QUALITY  
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# FOREWORD

The Government of Kenya remains steadfast in its commitment to delivering quality, inclusive, and future-fit education and training. As envisioned in Kenya Vision 2030, a credible qualifications system is the cornerstone for building a skilled, empowered, and competitive workforce. Quality assurance of qualifications is not merely a procedural requirement—it is a strategic imperative that ensures all learning, whether formal or non-formal, meets nationally and internationally recognized standards. Across the globe, best practices underscore that qualifications must be credible, transferable across systems, and responsive to labour market needs. The United Nations Educational, Scientific and Cultural Organization (UNESCO), through Sustainable Development Goal No. 4, emphasizes that quality and relevant education should be inclusive, equitable, and tailored to learners' needs, real-life experiences, and evolving workforce demands. Similarly, the African Union's Agenda 2063 recognizes education and skills development as key drivers of Africa's transformation. It calls for the establishment of robust qualifications systems that ensure relevance, quality, and comparability of learning outcomes across the continent, grounded in transparent standards, credible validation processes, and continuous monitoring and evaluation.

In response, the Ministry of Education, through the Kenya National Qualifications Authority (KNQA), has led the development of this National Policy Framework and Standard – Requirements and Guidelines on Quality Assurance of Qualifications. This Framework provides clear direction for strengthening quality assurance of Kenya's qualifications system by establishing coherent, consistent, and transparent mechanisms for quality assurance across all education and training sectors. It seeks to promote public confidence, enable recognition of qualifications nationally and internationally, and support lifelong learning and mobility. To this end, the Government reaffirms its commitment to ensure full implementation of this policy through adequate resourcing, institutional alignment, and collaborative oversight by KNQA and relevant regulatory bodies.

The success of this policy will depend on the collective responsibility and sustained engagement of all actors, including government agencies, qualification awarding bodies, institutions, employers, and learners. It will also rely on the strength of the implementation structures established, the use of evidence to inform improvements, and the integration of this framework into legal, operational, and quality assurance systems across the board.

On behalf of the Government, I extend sincere appreciation to all who contributed to this milestone. Together, we are laying the foundation for a qualifications system that is not only credible and inclusive, but also transformative for Kenya's socio-economic development.



**HON. STANLEY KIPTIS**

Council Chairperson,  
Kenya National Qualifications Authority (KNQA).

A handwritten signature in black ink, appearing to be 'S. Kiptis', written in a cursive style.

# PREFACE

Kenya's education and training system continues to evolve, driven by the need to equip learners with the knowledge, skills, and competencies required in a dynamic and competitive global environment. As the system grows in scale and diversity, so does the need to ensure that all qualifications awarded are trusted, meaningful, and recognized both nationally and internationally. This National Policy Framework on Quality Assurance of Qualifications and its supporting Standard, responds to that need. It offers a shared vision and structured approach to strengthening the quality, relevance, and credibility of qualifications across all levels and sectors.

The development of this Policy Framework has been informed by Kenya's national quality assurance mechanisms and a study of international quality assurance trends. Globally recognized models such as the Bologna Process in Europe and the continental tools developed under the African Union's Agenda 2063, have demonstrated the transformative power of well-coordinated, transparent, and inclusive quality assurance systems. These frameworks have shown that when qualifications are aligned to common standards and subject to credible evaluation, they not only command greater trust, but also unlock real opportunities for learner and labour mobility, institutional credibility, and international comparability. Kenya's regulatory agencies have made notable progress within their respective sub-frameworks, enhancing programme quality and learner outcomes. This Framework builds on those efforts, not to replace them, but to harmonize, strengthen, and scale them nationally. Anchored in the Kenya National Qualifications Framework (KNQF) and aligned with regional and global goals, the Framework offers a unified quality assurance approach across all sectors. It promotes mutual recognition, fosters coherence, and positions Kenya's qualifications for greater regional integration and international comparability.

As we move forward, the successful implementation of this framework will require continued collaboration, mutual trust, and a shared commitment to a quality culture. I encourage stakeholders to take ownership of this policy and apply its principles in their quality assurance processes. Together, we can ensure that Kenya's qualifications are not only credible and inclusive but also empowering for learners and respected across borders



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

A handwritten signature in black ink, appearing to read 'Alice Kande'.

# ACKNOWLEDGEMENT

The Kenya National Qualifications Framework (KNQF) Act, Cap 214 mandates the Kenya National Qualifications Authority (KNQA) to coordinate and harmonize the development of national policies and standards that govern the national qualifications system. In particular, Section 4(e) of the Act highlights the objective of strengthening quality assurance systems of national qualifications as a core function of the KNQF, ensuring that all qualifications awarded in Kenya are credible, comparable, and aligned to national and international standards. In line with this mandate, KNQA prioritized the development of this National Policy Framework on Quality Assurance of Qualifications, together with its supporting National Standard, as a standardizing instrument to ensure consistency, transparency, and credibility across the entire qualifications awarding value chain.

The development of this Policy Framework followed a structured and participatory process, led by KNQA with strategic guidance from the Ministry of Education, through its State Departments. A Technical Working Committee (TWC), appointed by the Cabinet Secretary, Ministry of Education (MoE), was constituted to support the drafting of this Framework. The TWC brought together representatives from key institutions within the qualifications quality assurance ecosystem, including quality assurance agencies, qualification awarding bodies, curriculum and assessment institutions, professional and industry representatives, employers, and other strategic stakeholders. The drafting process entailed technical writing and consultations, guided by national quality assurance practices, stakeholder input, and relevant international benchmarks. The resulting drafts underwent a comprehensive validation process, including targeted stakeholder engagements, national forums, and public consultations to ensure inclusivity, relevance, and technical soundness. Following the incorporation of stakeholder feedback, the final drafts underwent the required institutional approvals and were formally adopted as a national public policy for implementation.

On behalf of KNQA, I extend sincere appreciation to all members of the TWC for their valuable contributions, and to the many stakeholders, institutions, professionals, and members of the public, who submitted written feedback or participated in validation forums. I also commend the KNQA technical team for their leadership and commitment throughout the process.

This Framework reflects our collective ambition to strengthen Kenya's qualifications system and ensure that it is coherent, inclusive, and globally respected. We look forward to continued collaboration as we implement this critical milestone in advancing the quality and recognition of qualifications for all Kenyans.

The development of this Policy Framework has been informed by Kenya's national quality assurance mechanisms and a study of international quality assurance trends. Globally recognized models such as the Bologna Process in Europe and the continental tools developed under the African Union's Agenda 2063, have demonstrated the transformative power of well-coordinated, transparent, and

inclusive quality assurance systems. These frameworks have shown that when qualifications are aligned to common standards and subject to credible evaluation, they not only command greater trust, but also unlock real opportunities for learner and labour mobility, institutional credibility, and international comparability. Kenya's regulatory agencies have made notable progress within their respective sub-frameworks, enhancing programme quality and learner outcomes. This Framework builds on those efforts, not to replace them, but to harmonize, strengthen, and scale them nationally. Anchored in the Kenya National Qualifications Framework (KNQF) and aligned with regional and global goals, the Framework offers a unified quality assurance approach across all sectors. It promotes mutual recognition, fosters coherence, and positions Kenya's qualifications for greater regional integration and international comparability.

As we move forward, the successful implementation of this framework will require continued collaboration, mutual trust, and a shared commitment to a quality culture. I encourage stakeholders to take ownership of this policy and apply its principles in their quality assurance processes. Together, we can ensure that Kenya's qualifications are not only credible and inclusive but also empowering for learners and respected across borders.

# EXECUTIVE SUMMARY

Approaches to quality assurance in education and training sub-sectors differ, both within and across actors. There exist different quality assurance agencies who apply independent standards and processes to regulate the qualifications awarding system. The purpose of this Policy Framework therefore is to serve as a resource for education and training stakeholders by providing an overarching framework for strengthening the quality assurance systems nationally. This Policy Framework will standardize the quality assurance systems and processes, promote recognition, equation and comparability of national qualifications globally ensuring that qualifications developed are responsive to labour market and societal needs. The Policy Framework delves into the priority areas on quality assurance of qualifications. It outlines policy statements and related strategies that various stakeholders will adopt to achieve the goals of this Policy Framework. These priority areas and actions are expected to guide quality assurance practices and processes in education and training sector. To achieve credibility, relevance and recognition of national qualifications; this Policy Framework will ensure that qualification awarding process is quality assured and qualifications are responsive to labour market and societal needs. This Policy Framework has five (5) chapters: The background to present-day quality assurance processes, situational analysis indicating the context within which this Policy Framework will operate, policy priority actions, institutional implementation framework, and monitoring, and evaluation.



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# ACRONYMS AND ABBREVIATED TERMS

<b>ACQF</b>	African Continental Qualifications Framework
<b>AU</b>	African Union
<b>CESA</b>	Continental Education Strategy for Africa
<b>CUE</b>	Commission for University Education
<b>EAC</b>	East African Community
<b>EAQFHE</b>	East African Community Qualifications Framework for Higher Education
<b>EQA</b>	External Quality Assurance
<b>ILO</b>	International Labour Organization
<b>IQA</b>	Internal Quality Assurance
<b>KCATS</b>	Kenya Credit Accumulation and Transfer System
<b>KNQA</b>	Kenya National Qualifications Authority
<b>KNQF</b>	Kenya National Qualifications Framework
<b>NITA</b>	National Industrial Training Authority
<b>NQD</b>	National Qualifications Database
<b>NQF</b>	National Qualifications Framework
<b>QA</b>	Quality Assurance
<b>QAA</b>	Quality Assurance Agency
<b>QAB</b>	Qualifications Awarding Body
<b>SDGs</b>	Sustainable Development Goals
<b>TVET</b>	Technical Vocational Education and Training
<b>TVETA</b>	Technical Vocational Education and Training Authority

# DEFINITION OF TERMS

TERM	DEFINITION
Accreditation	The process by which Kenyan education and training institutions are formally confirmed to have met required standards.
Authority	The Kenya National Qualifications Authority established under the KNQF Act Cap 214.
Assessment	The evaluation of learning outcomes to confirm achievement of specified competencies.
Assessment Body	An accredited body that develops and conducts assessments and awards qualifications.
Certification	The formal recognition of a learner's achievements through a certificate.
Credit Transfer	The movement of credits across programmes at the same or different levels.
Curriculum	The content, learning outcomes, and assessment approach of a programme.
Examination	A formal written or oral test taken as part of a programme.
External Quality Assurance	Independent evaluation to confirm compliance with KNQF standards.
Graduate	A person awarded a certificate or statement of attainment.
Graduate Record	Information detailing a qualification awarded to a graduate.
Industry	The labour market, including employers, unions, and professional bodies.
Institution	A public or private provider of education or training.
Internal Quality Assurance	Internal systems used to maintain consistent quality.
Learner	An individual participating in learning in any setting.

TERM	DEFINITION
Learning Outcome	The knowledge, skills, and attributes gained through learning.
Level	A marker of depth, complexity, or demand of achievement.
Level Descriptor	A description of skills and knowledge defining a qualification level.
Lifelong Learning	Ongoing learning throughout life.
Progression Pathway	A route enabling movement between training types and levels.
Qualification	A recognized award entered into the national database.
Qualification Awarding Body	A body with the mandate to award qualifications.
Quality	How well programmes and outcomes meet set standards.
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
Registration	KNQA's recognition of an institution as a qualification awarding body and includes recognition of the institution's qualifications.
Regulator	A body legally mandated with overseeing and enforcing rules, regulations and standards within a particular industry or sector to ensure compliance in education and training.
Validation	the process applied by the Authority to ascertain whether a qualification awarded by a qualification awarding body meets the requirements set out in the Act and these Regulations.
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



# CHAPTER ONE

## INTRODUCTION

### **1.1 OVERVIEW**

This chapter presents the background to quality assurance of the Qualifications Awarding System globally. It also provides the problem, 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.

### **1.2 BACKGROUND**

Quality assurance of qualifications is a critical pillar of a credible and responsive education and training system. It ensures that all qualifications awarded meet defined quality standards and are trusted, relevant, and comparable—both nationally and internationally. QA of Qualifications involves coordinated processes that govern the development, review, delivery, assessment, certification, and recognition of qualifications, guaranteeing that learning outcomes are consistent, verifiable, and aligned to labour market needs and national development goals.

Globally, countries have adopted quality assurance frameworks to promote lifelong learning, learner mobility, and skills recognition. The UN Sustainable Development Goal (SDG) 4 advocates for inclusive and equitable quality education and lifelong learning opportunities. The African Union Agenda 2063 and the Continental Education Strategy for Africa (CESA 16–25) emphasize harmonized, quality-assured qualifications systems to support employability and innovation. The African Continental Qualifications Framework (ACQF) further provides a continental platform to promote comparability, transparency, and quality assurance of qualifications across Africa. Regionally, the East African Community Vision 2050 and the EAC Treaty commit member states to harmonize education standards, qualifications, and quality assurance mechanisms to promote regional integration, learner mobility, and mutual recognition of qualifications.

The Government of Kenya has over the years undertaken various reforms to improve the quality and relevance of education and training. Sessional Paper No. 1 of 2005 emphasized the need for coherent standards and stronger oversight mechanisms across the education sector, while Sessional Paper No. 1 of 2019 reaffirmed this by calling for a harmonized qualifications system to enhance transparency, comparability

and recognition of learning outcomes. Both policy papers acknowledged the fragmentation of quality assurance efforts and the absence of a unified national framework to guide the development, review, registration, and validation of qualifications. In response to these policy directives, the Government enacted the Kenya National Qualifications Framework (KNQF) Act, Cap 214, establishing the Kenya National Qualifications Authority (KNQA) to coordinate KNQF implementation and harmonize quality assurance across Kenya's education and training system. The KNQF provides a nationally recognized structure for quality-assuring qualifications from Level 1 to Level 10, covering basic, technical and vocational, industrial, academic, and professional education and training (Appendix I). Aligned with internationally agreed NQF standards, the KNQF sets out how qualifications are to be structured and classified across all levels and sectors. It comprises key components: Education and Training Sub-frameworks, Progression Pathways, Volume of Learning thresholds, Minimum Entry Requirements, and Level Descriptors (Appendix ii, iii and iv). Together, these elements establish a consistent and coherent foundation for programme development and review, ensuring that all resulting qualifications meet common minimum standards. This enhances comparability, articulation, mobility, and builds trust among education and training providers and stakeholders.

While the KNQF has provided a foundation for a harmonized and consistent qualifications quality assurance system, its implementation across institutions remains fragmented. This fragmentation in the implementation of the KNQF can be attributed to the fact that different sub-frameworks regulators have traditionally and independently applied their quality assurance standards and procedures. As a result, there is still absence of harmony in alignment of qualifications to KNQF standards and requirements. In addition, some institutions face challenges related to limited technical capacity, while coordination between regulatory bodies is still evolving. These factors have led to inconsistencies and lack of coherence in how programs and qualifications are designed, developed, assessed, and certified across the education and training system.

This Policy Framework provides a harmonized approach to quality assurance. It aims to ensure that all qualifications awarded in Kenya are designed, assessed and certified in line with national and international standards. The ultimate goal of the quality assurance, this framework is to enhance the credibility, comparability and recognition of Kenyan qualifications.

### **1.3 PROBLEM STATEMENT**

The Kenya National Qualifications Framework (KNQF), established under the KNQF Act, Cap 214, Section 4(e), seeks to strengthen national quality assurance systems by providing harmonized, internationally benchmarked minimum standards to guide the design, assessment, and award of qualifications. However, Quality Assurance Agencies (QAAs) continue to independently implement sub-framework standards, leading to fragmented quality assurance processes, inconsistent practices, and lack of coherence across the education and training system.

This fragmentation undermines the credibility, comparability, and recognition of qualifications—both nationally and internationally. Employers and industry stakeholders face challenges in assessing the relevance and reliability of qualifications, resulting in reduced confidence in graduate competencies and difficulty in matching skills with labor market needs. The lack of standardization also hampers worker mobility, skills portability, and the recognition of prior learning across sectors. To address these challenges and better align education and training with labor market demands, there is a critical need to develop a National Quality Assurance Policy Framework for Qualifications. This framework will ensure consistency, credibility, and employer confidence in the qualifications system, while enhancing the recognition, comparability, and mobility of learners and workers.

## 1.4 RATIONALE

The Government of Kenya has a responsibility to address the growing fragmentation and inconsistency in the quality assurance of qualifications. While the KNQF provides a national structure for aligning qualification's standards, absence of an overarching policy framework to harmonize quality assurance practices and process has resulted to lack trust, comparability, credibility and lack of mutual recognition of qualifications limiting the mobility of learners and workers. The National Quality Assurance Policy Framework is crucial for harmonizing systems, strengthening regulatory oversight, and promoting credibility, integrity, and international comparability of Kenyan qualifications.

## 1.5 SCOPE AND APPLICATION

The policy framework in Kenya covers the entire quality assurance process and systems for all qualifications awarded in Kenya, covering all stages of the qualifications' awarding value chain, including curriculum development, approval, registration in the KNQF, quality management systems, assessment, certification, and graduate data management.



### VISION

Globally Recognized Quality Assured Qualifications.



### MISSION

To establish and maintain a harmonized quality assurance system of national qualifications.

## 1.8 GOAL AND OBJECTIVES

### 1.8.1 GOAL

The goal of this Policy Framework is to harmonize and strengthen the quality assurance systems of qualifications to enhance comparability, recognition, acceptability of qualifications and attainment of life-long learning.

### 1.8.2 OBJECTIVES

The objectives of the policy framework are to: -



Establish a coordinated and harmonized quality assurance system;



Promote quality and relevance of qualifications;



Promote transparency and trust in national qualifications;



Enhance data management; and,



Strengthen monitoring, evaluation and reporting on qualifications.

## 1.9 GUIDING PRINCIPLES

The following are the guiding principles:

- **Transparency and Accountability:** Ensure qualifications development processes are conducted with integrity, openness, and responsibility at all levels.
- **Flexibility and Responsiveness:** Promote adaptive and timely quality assurance mechanisms that support innovation and evolving sector needs.
- **Continuity and Consistency:** Apply standards consistently to sustain stakeholder confidence and maintain systemic stability.
- **Holistic Quality Assurance:** Maintain quality across the entire qualifications development value chain—from inputs and processes to outcomes.
- **Professionalism and Ethics:** Uphold the highest standards of ethics and professionalism in all aspects of quality assurance and service delivery.
- **Equity, Inclusivity, and Fairness:** Ensure that quality assurance practices promote equal access, participation, and fair treatment for all.
- **Continuous Improvement:** Support ongoing review and enhancement of quality assurance systems and qualifications.
- **Timely Feedback and Information Sharing:** Foster effective communication and prompt dissemination of information to all relevant stakeholders.

## 1.10 EXISTING POLICY AND LEGAL FRAMEWORK

This Policy Framework is anchored on the following national and international legal and policy frameworks:

NO	CONTEXT	LEGAL AND POLICY STATEMENTS
1	International Policy Frameworks	<p><b>United Nations Sustainable Development Goals:</b> Goal 4 promotes inclusive, equitable quality education and lifelong learning for all. Goal 8 promotes sustained economic growth, full employment, and decent work for all by 2030</p> <p><b>UNESCO Global Conventions on Recognition of Qualifications:</b> Establishes universal principles for fair, transparent, and non-discriminatory recognition of qualifications, enhancing mobility for further study and employment.</p> <p><b>East Africa Community Vision 2050:</b> Aims to optimize regional resource use to enhance productivity and social wellbeing.</p> <p><b>African Continental Qualifications Framework (ACQF):</b> Supports recognition of skills and qualifications across Africa, facilitating mobility and alignment between national and regional frameworks.</p> <p><b>AU Agenda 2063 on the Africa we Want:</b> Envisions harmonized education and qualification systems, emphasizing science, technology, innovation, and vocational training.</p> <p><b>Continental Education Strategy for Africa 2016-2025 (CESA 16-25):</b> Seeks to reorient Africa’s education systems to promote knowledge, innovation, and values-driven sustainable development.</p>
		<p><b>Treaty for establishment of EAC (2007) on a common educational system.</b> Calls for harmonization of curricula, examinations, certification, and accreditation across partner states.</p>
		<p><b>UNESCO Global Conventions on Recognition of Qualifications:</b> Promotes fair, transparent, and non-discriminatory recognition of qualifications to support 14 2 policy framework 3 Legal Frameworks learner and labour mobility, with practical benefits for students, institutions, and employers worldwide.</p>

NO	CONTEXT	LEGAL AND POLICY STATEMENTS
2	National policy framework	<p><b>East African Community Qualifications Framework for Higher Education (EAQFHE), 2015:</b> Aims to support mutual recognition and alignment of higher education qualifications across EAC member states.</p> <p><b>Kenya Vision 2030:</b> Seeks to transform Kenya into a globally competitive, industrializing middle-income nation with a high quality of life by 2030.</p> <p><b>Sessional Paper No 1 of 2019 on reforming education and training for Sustainable Development:</b> Outlines the government's vision for quality, relevant, and inclusive education and training for sustainable development.</p>
3	Legal Frameworks	<p><b>The Constitution of Kenya 2010:</b> Article 43(1)(f): Guarantees the right to education. Article 55(a): Mandates state support for youth access to relevant education and training.</p>
		<p><b>KNQF Act. Cap 214:</b> It mandates KNQA to strengthen the national quality assurance systems for qualifications.</p>
		<p><b>TVET Act Cap 210A Article 38 (b):</b> It provides for establishment and implementation of credible quality assurance systems for TVET programmes</p>
		<p><b>The Basic Education Act Cap 211 (67):</b> It provides for quality assurance through maintenance of standards, quality and relevance of education and training</p>
		<p><b>Universities Act Cap 210 and Regulations (2014):</b> Requires universities to establish internal quality assurance mechanisms to uphold standards and relevance in line with the law.</p>
		<p><b>Industrial Training Act, Cap 237:</b> Aims to improve training quality and efficiency in industry, ensuring a steady supply of skilled manpower.</p>

# CHAPTER TWO

## SITUATIONAL ANALYSIS

### 2.1 OVERVIEW

This chapter details the situational analysis providing for review of the global trends in development of quality assurance in education and training. It analyses the situation at international, regional and national levels and provides a summary of the gaps and challenges affecting quality assurance of qualifications at national level.

### 2.2 TRENDS IN QUALITY ASSURANCE OF QUALIFICATIONS

Quality assurance in education and training worldwide is supported by a range of frameworks and agencies aimed at ensuring credible and internationally comparable qualifications. The Bologna Process in Europe establishes common standards and promotes mobility through national quality assurance agencies and regular accreditation reviews. In other regions, similar frameworks exist: the Quality Assurance Agency (QAA) in the UK, the Education Quality Evaluation Agency (EQEA) in China, the Ministry of Education and various bodies in Singapore, and the Council for Higher Education Accreditation (CHEA) in the U.S., all focuses on maintaining high standards through rigorous evaluations and continuous assessments. In Africa, the African Continental Qualifications Framework (ACQF) and national systems like South Africa's NQF, Egypt's NAQAAE, Ghana's GTEC, and Kenya's KNQF promote quality assurance by aligning with international standards and improving transparency and comparability.

Quality assurance encompasses a broad range of processes and elements aimed at upholding qualifications to established global standards. In many countries and regions, quality assurance mechanisms prioritize several key objectives: harmonizing understanding and implementation of quality assurance; facilitating mobility of learners and labour; enhancing quality through reliable assessment and review processes; ensuring transparency and accountability; fostering a sustainable quality culture, and boosting the global competitiveness of qualifications across all levels of education. Key components of quality assurance include governance structures; regulatory compliance; curriculum development and implementation; accreditation of institutions and programs; infrastructure; assessment and certification; monitoring and reporting; human resource capacity; qualifications database; technological integration; stakeholder engagement; continuous improvement strategies; and

financial resource mobilization. Together, these elements ensure a comprehensive approach to maintaining and enhancing the quality and relevance of education and training.

### **2.2.1 QUALITY ASSURANCE IN EUROPE**

In 1999, the Bologna Process was launched by European Ministers of Education to harmonize higher education standards and qualifications across Europe. This initiative aimed to improve quality assurance, enhance student and employee mobility, and foster international cooperation in higher education. The Bologna Process led to the establishment of national quality assurance agencies and a common set of standards to ensure quality and standards through accreditation, regular reviews, and monitoring stakeholder's satisfaction across Europe. In the UK, the Quality Assurance Agency for Higher Education (QAA) ensures quality and standards through accreditation, regular reviews, and monitoring student satisfaction.

### **2.2.2 QUALITY ASSURANCE IN ASIA**

In China, the Education Quality Evaluation Agency (EQEA) ensures educational quality by establishing systems, conducting research, and maintaining a national monitoring database, covering all educational levels from preschool to higher education. In Singapore, quality assurance is managed through strategic policies and continuous assessments by the Ministry of Education and the Early Childhood Development Agency, with additional oversight for higher education provided by the Committee for Private Education and programs like EduTrust Certification. Both countries emphasize industry relevance and professional development, with Singapore also participating in international benchmarks such as TIMSS and PISA.

### **2.2.3 QUALITY ASSURANCE IN AMERICA**

In the U.S., the Council for Higher Education Accreditation (CHEA) oversees the quality assurance of higher education through accrediting organizations that adhere to its standards, advocating for voluntary self-regulation and peer review. CHEA operates independently from the U.S. Department of Education and focuses on evaluating accreditation processes, collecting data, and promoting public accountability. Its efforts enhance academic quality, student achievement, and transparency in the higher education sector.

### **2.2.4 QUALITY ASSURANCE IN AFRICA**

In Africa, the African Continental Qualifications Framework (ACQF) enhances education and training quality across the continent by setting standards for qualifications and integrating a comprehensive quality assurance process. This framework ensures that national qualifications systems align with ACQF standards through a focus on learning outcomes, continuous improvement, and transparent evaluation mechanisms. Key components include internal and external quality assurance, adherence to measurable standards, and adherence to the African Standards and Guidelines for Quality Assurance in higher education. This approach

promotes consistency, accountability, and the effective management of qualifications across diverse educational contexts.

In South Africa, the South African Qualifications Authority (SAQA) administers the National Qualifications Framework (NQF) by registering bodies that establish and monitor education and training standards. The Quality Councils (QC) including the Commission for Higher Education (CHE), Quality Council for Trade and Occupations (QCTO) and UMALUSI are in charge of accreditation and sub-frame quality assurance. Similarly, in Egypt, the National Authority for Quality Assurance and Accreditation of Education (NAQAEE) oversees the quality of higher education through accreditation and regular performance evaluations. Ghana's Tertiary Education Commission (GTEC) ensures quality in tertiary education through accreditation, program guidelines, and collaboration with industry. Additionally, the Inter-Governmental Authority on Development (IGAD) focuses on the harmonization of qualifications across member states to foster regional educational coherence and mutual recognition.

### **2.2.5 QUALITY ASSURANCE IN EAST AFRICAN REGION**

The East African region quality assurance initiatives involve structured efforts to maintain and enhance the standards of education and training across the different levels of the value chain. Hence, ensuring credible, recognized, and aligned qualifications both nationally and internationally. The Each East African member states have established various quality assurance systems at various levels. In addition to national efforts, there are significant regional cooperation initiatives and networks. The Inter-University Council for East Africa (IUCEA) coordinates quality assurance initiatives among universities in East Africa. The IUCEA harmonizes education and training standards, facilitates mutual recognition of qualifications, and promotes regional integration. The IUCEA and Inter-Governmental Authority on Development (IGAD) has developed qualifications framework to standardize qualifications across the regions with the aim to facilitate mobility of qualifications and labour, and foster regional integration and global competitiveness.

### **2.2.6 QUALITY ASSURANCE IN KENYA**

In Kenya, quality assurance of qualifications is managed through a robust system involving several key agencies and frameworks. The Directorate of Quality Assurance and Standards (DQAS) oversees quality in basic education, while the Commission for University Education (CUE) coordinates university accreditation and regulation. The Technical and Vocational Education and Training Authority (TVETA) ensures quality in Technical and Vocational Education and Training sub framework whereas National Industrial Training Authority (NITA) focuses on industrial training standards. In addition, Professional bodies provide professional standards that ensure quality of professional qualifications.


Central to this system is the Kenya National Qualifications Framework (KNQF), which provides a structured approach to classifying, registering, and

quality-assuring qualifications. The KNQF aligns national qualifications with both local and international standards, enhancing the recognition and comparability of Kenyan qualifications. This framework supports educational and professional mobility, ensuring transparency and consistency across various educational sectors.


### **2.2.7 SWOT ANALYSIS**

This section provides the strengths, weaknesses, opportunities and threats in quality assurance of national qualifications.

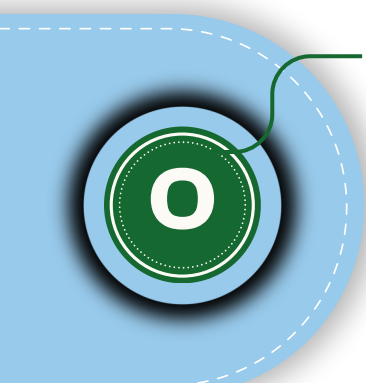
#### **STRENGTHS**

- 
- Availability of enabling legal and regulatory frameworks
  - Collaboration between government agencies, educational institutions, and industry stakeholders
  - Availability of quality assurance systems in education and training sub-sectors
  - Presence of Quality assurance mechanisms such as curriculum reviews, inspections, and assessments contribute to maintaining standards.

#### **WEAKNESSES**

- 
- Absence of a harmonized national quality assurance policy framework
  - Limited resources
  - Fragmented Accreditation systems for qualifications awarding system
  - Bureaucratic hurdles in enforcement of quality standards across diverse educational institutions.
  - Non-compliance by some education and training institutions
  - Inability of regulatory bodies to cope with the rapid changes in the job market and technology.
  - Low uptake of the KNQF
  - Non-compliant institutions

#### **OPPORTUNITIES**

- 
- Increased attention towards attainment of quality and lifelong learning.
  - Globalization and recognition of qualifications hence increased demand for learners and labour mobility
  - Availability of regional and international Qualifications Framework
  - Global competition for skilled labour and recognition of qualifications necessitates continuous improvement in quality assurance to maintain relevance and competitiveness.
  - Existence of quality assurance networks including AfriQAN, INQAAHE, EAQAN, and KUQAN.

- Availability of regional and international standards and guidelines for quality assurance.
- Collaboration with industry on quality assurance of qualifications.
- Changes in the job market and technology.

### **WEAKNESSES**

- Delay in implementation of policies.
- Changing global dynamics in education and training.
- Changing global dynamics in labour.
- Infiltration of education and training by profiteers with less concern for quality
- Proliferations of unrecognised qualifications



## **2.2.8 KEY ISSUES IN QUALITY ASSURANCE TRENDS**

This section outlines the key issues identified from the situation analysis.

### **a) Fragmented Quality Assurance Frameworks**

While quality assurance frameworks for qualifications exist, their implementation is fragmented and varied, with different bodies working independently.

#### **Key Issues**

- i) Varied standards across institutions undermine the comparability and recognition of qualifications;
- ii) Lack of transparency in the system lead to duplicated efforts and resource wastage;
- iii) Hindered effective monitoring and evaluation;
- iv) Many qualifications do not reflect current industry practices, technologies, or emerging skill demands.
- v) Impeded implementation of continuous improvement strategies and the sharing of best practices.

### **b) Inadequate Feedback Mechanisms**

This entails lack of an effective strategy for receiving and providing feedback to and from stakeholders.

#### **Key Issues**

- i) Limited opportunities to identify areas of improvement and/or address stakeholder concerns;
- ii) Weak linkage between industry and education and training needs leading to mismatch;
- iii) Limited or informal mechanisms exist for employers to give feedback on



- graduate performance and evolving skills needs;
- iv) Resistance from the stakeholders due to lack of awareness; and
- v) Low stakeholder involvement.

### **c) Limited Collaboration and Weak Linkages in Quality Assurance of Qualifications**

There is no harmonised structure to foster collaboration and linkages with stakeholders

#### **Key Issues**

- i) Limited opportunities for sharing best practices and experiences;
- ii) Fragmented and Inconsistent standards lead to mistrust in the qualifications awarding system;
- iii) Weak linkage between External and Internal Quality Assurance (IQA) systems;
- iv) Mistrust over credibility of national qualifications;
- v) Industry stakeholders are often underrepresented in curriculum development, standard setting, accreditation, and assessment; and
- vi) Hinders recognition of qualifications and seamless mobility of learners and workers.

### **d) Inadequate and Inappropriate Resources**

Inadequate and inappropriate human resource, financial, infrastructure undermines the overall quality assurance activities.

#### **Key Issues**

- i) Hinder implementation of Internal Quality Assurance;
- ii) Non-Compliance to set standards;
- iii) Unrealised quality assurance goals and objectives; Ineffectiveness in
- iv) implementation of quality assurance activities;
- v) Hinder effective audits, monitoring and evaluation; and
- vi) Inadequate utilization of ICT in quality assurance.

# CHAPTER THREE

## POLICY PRIORITY ACTION

### 3.1 OVERVIEW

This chapter outlines the Ministry of Education strategic policy priorities to address gaps in the quality assurance of qualifications in Kenya. It identifies key challenges, states the Ministry's commitments, and outlines specific policy actions to ensure that qualifications are credible, comparable, and responsive to both national and global needs.

### 3.2 REGULATORY FRAMEWORK

Kenya's quality assurance mechanisms are governed by diverse legal and institutional mandates, but the absence of a harmonized national policy framework has led to fragmented processes across KNQF subframeworks, compromising the consistency, comparability, and recognition of Kenyan qualifications.

#### Gaps Identified

- a) Disjointed quality assurance practices across KNQF sub-frameworks;
- b) Limited transparency in quality assurance;
- c) Weak enforcement mechanisms of KNQF; and
- d) Limited monitoring and continuous improvement.

#### Policy Statement

The Ministry shall ensure that the National Policy Framework on Quality Assurance of the Qualifications is an integral component of the country's policies on education and training.

#### Policy Actions

- a) Integrate the National Policy Framework on Quality Assurance of the Qualifications into relevant legal and regulatory frameworks;
- b) Harmonize and standardize quality assurance processes and practices across all sub-sectors to ensure coherence and comparability;
- c) Develop and implement the National Standard for Quality Assurance of the Qualifications to support the implementation of this policy framework; and
- d) Establish and operationalize enforcement mechanisms to ensure compliance with this Policy Framework, and the National Standard for Quality Assurance of Qualifications.

### **3.3 INSTITUTIONAL GOVERNANCE AND MANAGEMENT SYSTEM**

Weak institutional governance and fragmented coordination across quality assurance actors have led to inconsistent application of quality standards. Internal Quality Assurance (IQA) systems are unevenly implemented, often under-resourced, and inadequately aligned with external quality assurance (EQA) mechanisms.

#### **Gaps Identified**

- a) Inadequate coordination among quality assurance stakeholders;
- b) Weak institutional quality assurance;

#### **Policy Statement**

The Ministry shall:

- i) strengthen institutional governance and management systems of quality assurance of qualifications.
- ii) Harmonize and strengthen External Quality Assurance (EQA) systems Policy Actions:

#### **Policy Actions**

- a) Establish and strengthen Internal Quality Assurance (IQA) structures.
- b) Conduct periodic reviews of IQA and EQA systems to check compliance with the National Policy Framework and Standards for Quality Assurance of Qualifications;
- c) Harmonize and strengthen External Quality Assurance (EQA) systems;
- d) Develop and implement a monitoring, evaluation and reporting system for quality assurance; and
- e) Build capacities of internal and external quality assurance systems.

### **3.4 ALIGNMENT TO KNQF STANDARDS AND REQUIREMENTS**

Persistent gaps in stakeholder engagement, curriculum design, and misalignment with labour market needs, KNQF standards and occupational standards where applicable, have limited the recognition of qualifications.

#### **Gaps Identified**

- a) Weak linkage between qualifications and labour market demands;
- b) Inconsistent alignment with KNQF; and
- c) Fragmentation across key components of qualifications quality assurance, such as curriculum development and review, accreditation and registration of institutions and programmes, curriculum delivery, assessment, certification, and records management.

#### **Policy Statement**

The Ministry shall strengthen alignment of qualifications to KNQF to promote quality and relevance of qualifications.

#### **Policy Actions**

- a) Ensure curriculum development and review processes are aligned with the KNQF, including level descriptors, progression pathways, minimum entry requirements, and volume of learning;
- b) Enhance industry and stakeholders' engagement in curriculum development, assessment and award of qualifications;

- c) Strengthen implementation of training standards to support curriculum delivery;
- d) Develop and implement standards for assessment and certification;
- e) Establish and maintain the National Qualifications Database;
- f) Establish and implement the national system for accreditation of qualifications; and
- g) Promote national and international networking for sharing quality assurance practices and experiences.

### **3.5 RESOURCE**

Effective implementation of quality assurance requires adequate financial, human, technical, and infrastructural resources. However, institutions continue to face resource constraints that impede QA activities and system-wide reforms.

#### **Gaps Identified**

- a) Inadequate and under-skilled human resources in QA units;
- b) Lack of sustainable financing mechanisms for QA;
- c) Outdated or insufficient infrastructure and tools; and
- d) Reduced capacity to implement QA standards and monitor compliance

#### **Policy Statement**

The Government of Kenya shall provide adequate and appropriate resources to support quality assurance of the qualifications.

#### **Policy Actions**

- a) Ensure adequate and competent human resources to support quality assurance of qualifications;
- b) Ensure sustainable funding model for quality assurance of qualifications;
- c) Ensure adequate infrastructure, and equipment for quality assurance; and
- d) Leverage industry support for resource mobilization.

### **3.6 ICT INTEGRATION IN QUALITY ASSURANCE PROCESSES**

Effective integration of ICT enhances efficiency, transparency, and accessibility in quality assurance processes. Despite progress in some institutions, the adoption of ICT across the education and training system remains uneven, with significant challenges in infrastructure, digital literacy, system interoperability, and data security.

#### **Gaps Identified**

- a) Uneven ICT adoption across institutions;
- b) Limited digital literacy among QA personnel;
- c) Limited interoperability between institutional databases and the National Qualifications Database (NQD);
- d) Inadequate infrastructure and tools to support digital QA systems; and
- e) Underutilization of emerging technologies (e.g., AI)

#### **Policy Statement**

The Ministry shall integrate ICT into quality assurance of qualifications.

## **Policy Actions**

- a) Integrate ICT in quality assurance processes;
- b) Build capacities to enhance the use of the ICT in quality assurance;
- c) Implement data management protocols for quality assurance;
- d) Integrate the institutional MIS with the National Qualifications Database; and
- e) Ensure quality training on the use of Artificial Intelligence and emerging technologies in programme development, assessment, and quality assurance.

## **3.7 FEEDBACK ON QUALITY ASSURANCE**

Timely and effective feedback is essential for improving the quality, relevance, and responsiveness of qualifications. However, existing feedback mechanisms remain underdeveloped, limiting stakeholder engagement and the use of quality assurance findings to inform reforms.

### **Gaps Identified**

- a) Limited platforms for structured stakeholder feedback collection and use;
- b) Infrequent dissemination and low uptake of QA reports;
- c) Low awareness and engagement of stakeholders in QA processes; and
- d) Weak linkages between stakeholder input and system-level reforms.

### **Policy Statement**

The Ministry shall ensure timely and effective feedback on quality of qualifications.

### **Policy Actions**

- a) Establish multi-channel platforms for collecting and responding to stakeholder feedback;
- b) Ensure timely dissemination of QA reports to institutions, industry, and the public;
- c) Enhance awareness and participation of stakeholders in QA processes; and
- d) Link stakeholder feedback to continuous improvement of qualifications and QA systems

# CHAPTER FOUR

## IMPLEMENTATION FRAMEWORK

### 4.1 OVERVIEW

This chapter describes the implementation framework that will support effective coordination and implementation of policy actions. The chapter also outlines the stages of the qualifications awarding value chain and the roles of stakeholders in the implementation of this Policy Framework. Leveraging on existing governance structures and systems, it aims to integrate and enforce quality assurance of qualifications awarding value chain seamlessly into their respective mandates. The framework adopts a multi-sectoral and agencies approach with delineated responsibilities and accountability.

### 4.2 QUALIFICATIONS AWARDING VALUE CHAIN

To ensure credibility, comparability and trust in Kenyan, QABs shall adhere to the following sequential qualifications' awarding value chain:

#### STAGE 1

**Development and review of curricula of programmes in line with the KNQF** Curriculum developers, together with relevant stakeholders and industry, shall align all curricula with the KNQF by identifying the relevant sub-framework, defining progression pathways, specifying volume of learning in credit and entry requirements, and aligning learning outcomes to the appropriate KNQF level descriptors.

#### STAGE 2

#### INSTITUTIONAL APPROVAL

Relevant regulator(s) shall approve the institution by confirming that its governance, staffing, infrastructure, and quality systems meet the prescribed requirements. In addition the regulator shall ensure the institution put in place structured IQA mechanisms that support continuous quality improvement, ensure alignment with its mandate, and demonstrate compliance with set external quality assurance (EQA) requirements.

### PROGRAMME APPROVAL

Relevant regulator(s) shall approve a programme through a rigorous, structured, and evidence-based quality assurance process that ensures:

- i) A labour market analysis confirmed the demand for the occupation and the relevance of the qualification;
- ii) Where applicable, the programme is approved by the relevant professional regulatory body;
- iii) The programme design is informed by stakeholder engagement, including input from industry, regulators, and other key actors; and
- iv) The curriculum is developed or reviewed in alignment with the KNQF as outline in Stage 1.

**STAGE  
3**

### REGISTRATION AS THE QAB AND ITS QUALIFICATIONS ON KNQF

The KNQA shall register the accredited QAB and their approved Programmes.

**STAGE  
4**

### DELIVERY AND IMPLEMENTATION OF PROGRAMME

Education and training institutions shall deliver programmes in accordance with approved curricula and established training standards, ensuring that instructional approaches, resources, and learner engagement support achievement of the prescribed learning outcomes

**STAGE  
5**

### ASSESSMENT

QAB and assessment bodies shall ensure learners undergo an assessment process that is in line with principles of assessment, and designed to accurately measure achievement of the prescribed learning outcomes in line with the prescribed standards;

**STAGE  
6**

### CERTIFICATION

Upon successful assessment, QABs and assessment bodies shall ensure learners are awarded a certificate that clearly indicates the KNQF level and the assigned qualification code.

**STAGE  
7**

**STAGE  
8**

**UPLOADING OF GRADUATE RECORDS**

QABs shall upload graduate data to the National Qualifications Database (NQD) to support verification, portability, and recognition of qualifications nationally and internationally.

**4.3 INSTITUTIONAL FRAMEWORK**

For effective implementation, stakeholders shall institutionalize this policy by -

- i) Establishing frameworks and/or structures to support the implementation of this Policy Framework;
- ii) Aligning institutional policies, guidelines and procedures with this Policy Framework;
- iii) Creating awareness and publicity; and
- iv) Developing resource mobilization strategies to support implementation of this Policy Framework.

**4.4 IMPLEMENTATION STRUCTURE**

This Policy Framework shall be implemented within the existing administrative frameworks, as provided below;

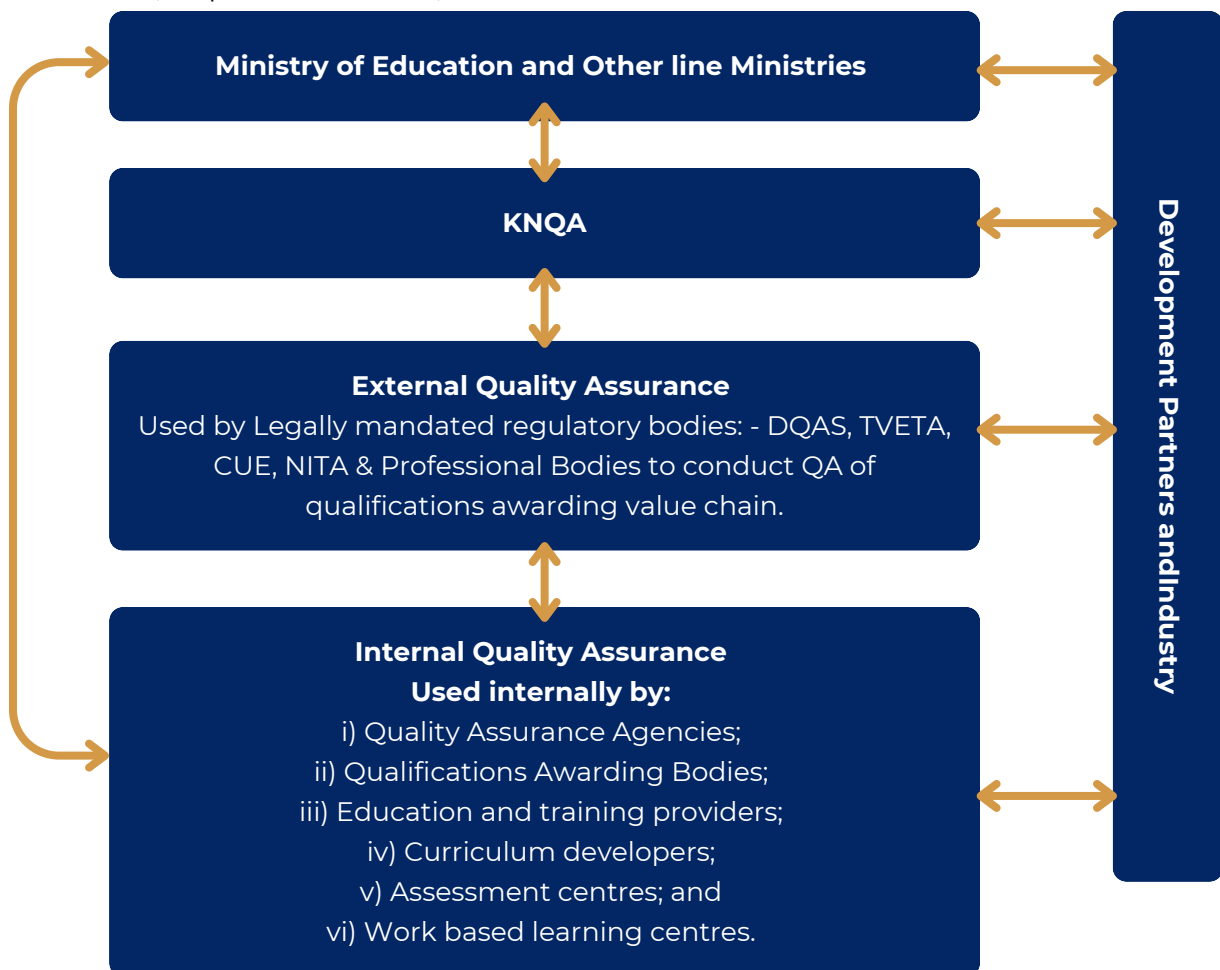


Figure 1: Implementation Structure

## **4.5 IMPLEMENTATION FRAMEWORK**

Key stakeholders involved in implementation of this policy include; the Ministry of Education and other line Ministries involved in Education and Training, KNQA, Regulatory Bodies, QABs, Professional Bodies, Curriculum Developers, Industry, Education and Training Providers, and Development Partners. The roles and responsibilities of various stakeholders are as given below: -

### **4.5.1 THE MINISTRY OF EDUCATION AND OTHER LINE MINISTRIES**

- a) Oversight the development of the National Policy Framework for Quality Assurance of Qualifications;
- b) Oversight implementation of quality assurance of qualifications; and
- c) Mobilize resources for development and implementation of this Policy Framework.

### **4.5.2 THE KENYA NATIONAL QUALIFICATIONS AUTHORITY (KNQA)**

- a) Coordinate and supervise the development and implementation of National Policy Framework and Standard for quality assurance of qualifications;
- b) Register national qualifications on the KNQF;
- c) Review the quality, consistency and credibility of qualifications offered by a QAB through M&E;
- d) Conduct annual audits and checks on the level of compliance with the requirements for registration of a QAB;
- e) Review the effectiveness, validity, reliability, and fairness of the assessment processes used in awarding qualifications;
- f) Publish periodic reports on the status of national qualifications;
- g) Establish and maintain the National Qualifications Database;
- h) Carry out capacity building, advocacy and awareness creation on National Policy Framework and Standard for quality assurance of qualifications; and,
- i) Develop and implement Monitoring, Evaluation and Reporting framework for the Policy Framework.

### **4.5.3 REGULATORY BODIES**

- a) Develop and enforce sub-sector quality assurance frameworks that align with this Policy Framework and its standards, to guide both internal and external quality assurance processes within education and training institutions;
- b) Accredit institutions by verifying compliance with prescribed governance, staffing, infrastructure, and quality standards;
- c) Approve training programmes in line with prescribed criteria, including ensuring that programmes are aligned to the KNQF;
- d) Enforce compliance with all stages of the qualifications awarding value chain, from curriculum development or review to certification.
- e) Support establishment and reinforce independence of Institutional Internal Quality Assurance mechanisms;

- f) Accredit training providers in line with a prescribed criterion;
- g) Undertake Monitoring Evaluation & Reporting to quality assure education and training within the subsector;
- h) Conduct regular sub-sector quality audits; and,
- i) Conduct capacity building, advocacy and awareness creation on the sub-sector policies, standards and guidelines.

#### **4.5.5 PROFESSIONAL BODIES**

- a) Participate in development and review of occupational standards, curriculum implementation and assessment;
- b) Institutionalize a framework for recognizing/approval professional qualifications;
- c) Institutionalize this Policy Framework and its Standard within all systems and processes related to the quality assurance of awarding professional qualifications; and,
- d) Maintain a databank of registered members and licensed professional practitioners;

#### **4.5.6 CURRICULA DEVELOPERS**

- a) Link curriculum development and review to labour market information, national occupational standards and the KNQF;
- b) Develop and review curricula and assessment tools in line with the KNQF; and
- c) Embed this Policy Framework and its Standard into quality assurance processes related to curriculum development and review.

#### **4.5.7 INDUSTRY/ EMPLOYERS**

- a) Employers support in identification of the skills, knowledge, and attitudes required for specific job roles
- b) Employers' recognition of qualifications during hiring and promotion practices affirms the credibility of the qualifications framework thus building public confidence in the education system.
- c) Conduct labour market research and disseminate the reports to relevant stakeholders;
- d) Participate in development and review of Occupational Standards;
- e) Participate in curriculum development and review, and assessment;
- f) Support development and acquisition of training equipment and materials; and
- g) Provide opportunities for work-based learning, attachment and internship.

#### **4.5.8 EDUCATION AND TRAINING PROVIDERS**

- a) Institutionalize the quality assurance of qualifications in accordance with this Policy Framework and its associated Standard across all relevant systems and processes;

- b) Apply for accreditation from relevant regulatory bodies;
- c) Submit an application to the KNQA for the registration of the QAB and its qualifications;
- d) Implement curricula in line with the prescribed training standards;
- e) Implement Internal Quality Assurance system;
- f) Comply with the prescribed external quality assurance requirements;
- g) Establish linkages and collaborations with industry in the training process; and
- h) Maintain accurate and up to date students' progress data.

#### **4.5.9 DEVELOPMENT PARTNERS**

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Support mobilization of resources for development, implementation and review of this Policy Framework.

# CHAPTER FIVE

## MONITORING, EVALUATION AND REPORTING

### **5.1 OVERVIEW**

This chapter outlines how monitoring and evaluation of the implementation of this policy framework will be conducted. This covers the assessment of compliance, learning, reporting, review, assumptions, risk and mitigation strategies. Monitoring and Evaluation will inform continuous improvement.

### **5.2 MONITORING, EVALUATION AND REPORTING**

Monitoring and Evaluation is vital in informing evidence-based decision making and ensuring effective implementation of the National Policy Framework on Quality Assurance of National Qualifications. It also forms the basis for continuous identification of gaps, review, improvement and further research. Monitoring and Evaluation will ensure that this policy is implemented as planned and emerging issues are promptly addressed. To ensure effective implementation of this policy, the Ministry of Education through KNQA shall: -

- a) Develop a monitoring and evaluation framework;
- b) Conduct monitoring and evaluation during the implementation this policy; and
- c) Provide feedback to the stakeholders.

### **5.3 LEARNING**

The areas of improvement, lessons learnt and best practices realized from M&E reports shall inform decision making in quality assurance of education and training processes and output.

### **5.4 REPORTING**

KNQA in conjunction with stakeholders shall provide periodic reports on the implementation of this Policy Framework.

### **5.5 POLICY REVIEW**

This policy shall be reviewed after every five years or any such other period when need may arise.

## 5.6 ASSUMPTIONS, RISKS AND MITIGATION STRATEGIES

ASSUMPTIONS	RISKS	RISK LIKELIHOOD	SEVERITY	MITIGATION STRATEGIES
All qualifications align to the requirements of KNQF	Non-alignment to the KNQF	Medium	High	<ul style="list-style-type: none"> <li>Capacity building</li> <li>Enforcement -Implement Section 5 of the KNQF Act and other relevant laws and policies</li> </ul>
Qualifications match industry and market needs.	Skills mismatch	Medium	High	<ul style="list-style-type: none"> <li>Provide clear standards on curriculum development</li> <li>Industry/stakeholder engagement</li> </ul>
Adequacy of resources	Resource constrains	Medium	High	<ul style="list-style-type: none"> <li>Resource mobilization strategy</li> <li>Capacity building</li> <li>Strategic Planning</li> </ul>
Goodwill and support from Government & regulatory bodies to support implementation	<ul style="list-style-type: none"> <li>Slow implementation</li> <li>Weak monitoring and evaluation mechanisms</li> </ul>	Medium	High	<ul style="list-style-type: none"> <li>An implementation matrix</li> <li>Awareness creation</li> <li>Develop a robust M/E framework</li> <li>Capacity building</li> </ul>

# APPENDIX

## APPENDIX I: KNQF STRUCTURE

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

Gold - Basic Education

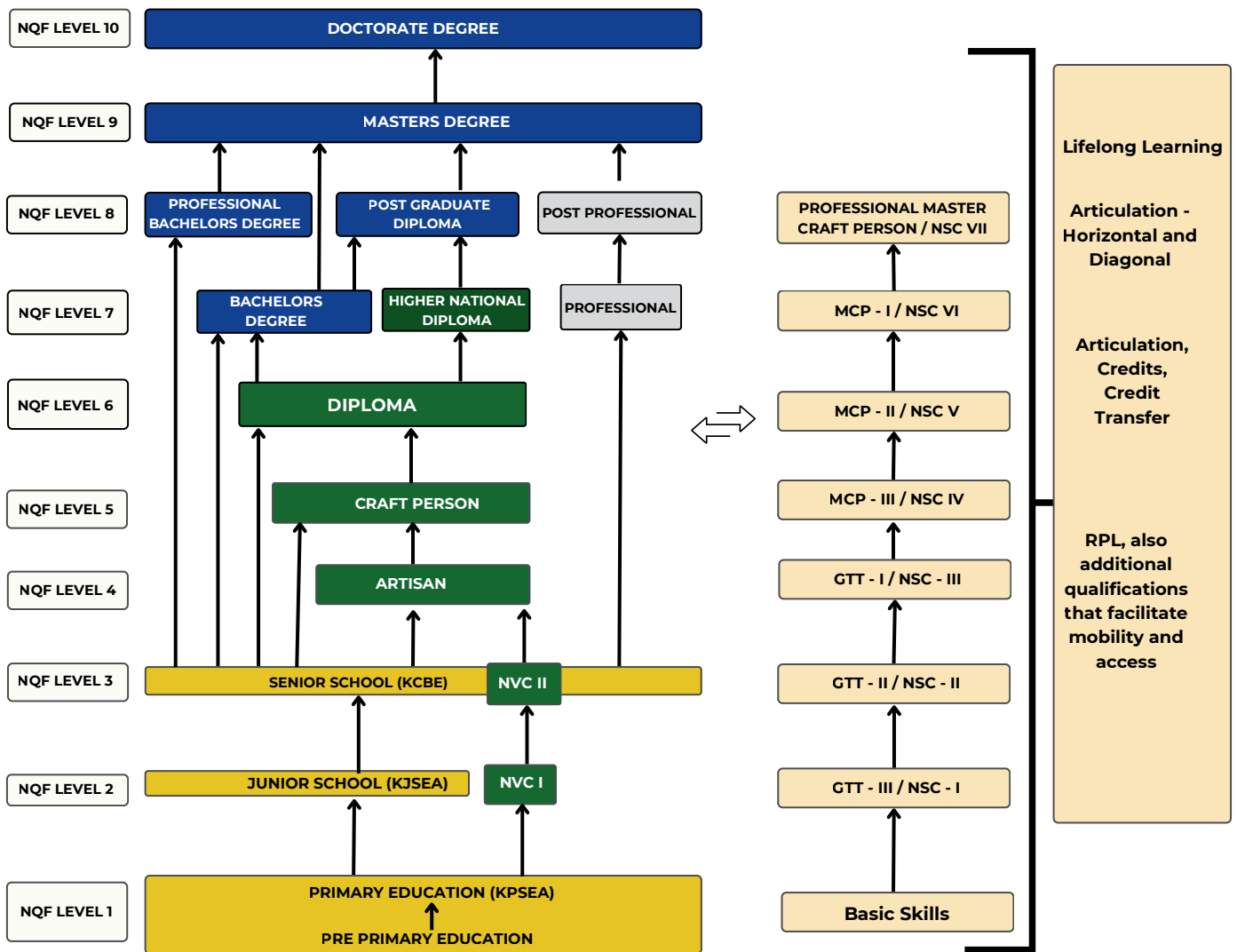
Green - TVET Pathway

Beige- Industrial Training Pathway

Blue - Academic Pathway

Grey - Professional Training 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

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

## APPENDIX III: VOLUME OF LEARNING IN NOTIONAL HOURS AND CREDITS

NO.	NQF LEVEL	NQF NAME	ENTRY REQUIREMENT	NOTIONAL HOURS	CREDITS	DURATION
1.	NQF Level 1	Primary Certificate	Birth Certificate	-	-	6 Years
2.	NQF Level 2	Secondary Certificate / National Vocational Certificate I / GTT III / National Skills Certificate III	Level 1 Qualification	-	-	6 Years (Except for NVC, NSC & GTT III)
3.	NQF Level 3	National Vocational Certificate II / GTT II / National Skills Certificate II	KCPE(Level 1) / KCSE Mean Grade E (Level 2)	300 - 599	30 -59	3 Months
4.	NQF Level 4	Artisan Certificate / National Vocational Certificate III / GTT I / National Skills Certificate I	KCSE Mean Grade E / Level 3 Qualification	600 - 1199	60 - 119	6 Months
5.	NQF Level 5	Craft Certificate / National Vocational Certificate IV / CPA I / Master Crafts Person III	KCSE Mean Grade D / Level 4 Qualification	1200 - 2399	120 - 239	1 Year
6.	NQF Level 6	National Diploma / CPA II / Master Crafts Person II	KCSE Mean Grade C- / Level 5 Qualification	2400 - 4799	240 - 479	2 Years
7.	NQF Level 7	Bachelor's Degree / CPA III / CPS / Master Crafts Person I / Higher National Diploma(HND)*	KCSE Mean Grade C+ / Level 6 Qualification	4800	480	4 Years
8.	NQF Level 8	Post Graduate Diploma / Professional Master Crafts Person / Professional Bachelor's Degree	Level 7 Qualification	1200	120 600	1 Year
9.	NQF Level 9	Master's Degree	Level 8 Qualification	2400	240	2 Years
10.	NQF Level 10	Doctorate Degree	Level 9 Qualification	3600	360	3 Years

\* MUST CARRY 240 CREDITS OR MORE \* 1 Credit = 10 Notional Hours

Summary of the Kenya National Qualifications Framework Requirements

## 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

KNQF LEVEL	QUALIFICATION TYPE	MINIMUM ENTRY REQUIREMENTS
2	Junior School	Kenya Primary School Education Assessment
	National Skills Certificate I or National Vocational Certificate I or pre-vocational	National Qualification Framework level 1, or Kenya Certificate of Primary Education
	Government Trade Test III	Basic Skills
1	Primary Education	Pre – Primary
	Pre-primary Education or Basic Skills or Skills for Life	Birth certificate

## 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— <b>(a)</b> a substantial body of knowledge at the frontier of a field of work or learning, including knowledge that constitutes an original contribution; and <b>(b)</b> substantial knowledge of research principles and methods applicable to the field of work or learning.
Skills	A graduate at this level should have— <b>(a)</b> cognitive skills to demonstrate an expert understanding of theoretical knowledge and to reflect critically on that theory and practice; <b>(b)</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; <b>(c)</b> expert technical and creative skills applicable to the field of work or learning; <b>(d)</b> the communication skills to explain and critique theoretical propositions, methodologies and conclusions; <b>(e)</b> 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 <b>(f)</b> expert skills to design, implement, analyse, theorize and communicate research that makes a significant and original contribution to knowledge or professional practice.

Competence	<p>A graduate at this level should demonstrate the application of knowledge and skills —</p> <ul style="list-style-type: none"> <li><b>(a)</b> for intellectual independence;</li> <li><b>(b)</b> for initiative and creativity in new situations or for further learning;</li> <li><b>(c)</b> for full responsibility and accountability for personal outputs;</li> <li><b>(d)</b> to plan and execute original research; and</li> <li><b>(e)</b> to have an ongoing capacity to generate new knowledge, including in the context of professional practice.</li> </ul>
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	<p>A graduate at this level should have—</p> <ul style="list-style-type: none"> <li><b>(a)</b> a body of knowledge that includes the understanding of recent developments in a discipline or area of professional practice; and</li> <li><b>(b)</b> knowledge of research principles and methods applicable to a field of work or learning.</li> </ul>
Skills	<p>A graduate at this level should have—</p> <ul style="list-style-type: none"> <li><b>(a)</b> cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship;</li> <li><b>(b)</b> cognitive, technical and creative skills to investigate, analyse and synthesize complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice;</li> <li><b>(c)</b> cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level;</li> <li><b>(d)</b> communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences; and</li> <li><b>(e)</b> technical and communication skills to design, evaluate, implement, analyse and theorize about developments that contribute to professional practice or scholarship.</li> </ul>

Competence	<p>A graduate at this level should demonstrate the application of knowledge and skills—</p> <ul style="list-style-type: none"> <li><b>(a)</b> for creativity and initiative to new situations in professional practice or for further learning;</li> <li><b>(b)</b> for high level personal autonomy and accountability; and</li> <li><b>(c)</b> to plan and execute a substantial research-based project, capstone experience or piece of scholarship.</li> </ul>
Minimum number of credits.	Two hundred and forty credits.

## NATIONAL QUALIFICATION FRAMEWORK LEVEL 8

Purpose	The level qualifies a graduate to apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning.
Knowledge	A graduate at this level should have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area.
Skills	<p>A graduate at this level should have —</p> <ul style="list-style-type: none"> <li><b>(a)</b> cognitive skills to review, analyse, consolidate and synthesize knowledge and identify and provide solutions to complex problems;</li> <li><b>(b)</b> cognitive skills to think critically and to generate and evaluate complex ideas;</li> <li><b>(c)</b> specialized technical and creative skills in a field of highly skilled or professional practice;</li> <li><b>(d)</b> communication skills to demonstrate an understanding of theoretical concepts; and</li> <li><b>(e)</b> communication skills to transfer complex knowledge and ideas to a variety of audiences.</li> </ul>
Competence	<p>A graduate at this level should demonstrate the application of knowledge and skills—</p> <ul style="list-style-type: none"> <li><b>(a)</b> to make high level, independent judgements in a range of technical or management functions in varied specialized contexts;</li> <li><b>(b)</b> to initiate, plan, implement and evaluate broad functions within varied specialized technical or creative contexts; and</li> <li><b>(c)</b> for responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters.</li> </ul>

Minimum number of credits.	One hundred and twenty credits.
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## 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 — <b>(a)</b> cognitive skills to review, analyse, consolidate and synthesize knowledge to identify and provide solutions to complex problems with intellectual independence; <b>(b)</b> cognitive and technical skills to demonstrate a broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas; <b>(c)</b> cognitive skills to exercise critical thinking and judgment in developing new understanding; <b>(d)</b> technical skills to design and use research in a project; and <b>(e)</b> 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— <b>(a)</b> for initiative and judgment in professional practice or scholarship; <b>(b)</b> to adapt knowledge and skills in diverse contexts; <b>(c)</b> for responsibility and accountability for own learning and practice and in collaboration with others within broad parameters; <b>(d)</b> 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, factual and integrated technical and theoretical knowledge with depth within one or more fields of work and learning.
Skills	<p>A graduate at this level should have—</p> <ul style="list-style-type: none"> <li><b>(a)</b> cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources;</li> <li><b>(b)</b> cognitive and communication skills to transfer knowledge and skills to others and to demonstrate understanding of specialized knowledge with depth in some areas;</li> <li><b>(c)</b> cognitive and communication skills to formulate responses to complex problems; and</li> <li><b>(d)</b> wide-ranging specialized technical, creative or conceptual skills to express ideas and perspectives.</li> <li><b>(e)</b> cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources;</li> <li><b>(f)</b> cognitive and communication skills to transfer knowledge and skills to others and to demonstrate understanding of specialized knowledge with depth in some areas;</li> <li><b>(g)</b> cognitive and communication skills to formulate responses to complex problems; and</li> <li><b>(h)</b> wide-ranging specialized technical, creative or conceptual skills to express ideas and perspectives.</li> </ul>
Competence	<p>A graduate at this level should demonstrate the application of knowledge and skills—</p> <ul style="list-style-type: none"> <li><b>(a)</b> for depth in areas of specialization, in contexts subject to change;</li> <li><b>(b)</b> for initiative and judgement in planning, design, technical or management functions with some direction;</li> <li><b>(c)</b> to adapt a range of fundamental principles and complex techniques to known and unknown situations; and</li> <li><b>(d)</b> across a broad range of technical or management functions with accountability for personal outputs and personal and team outcomes within broad parameters.</li> </ul>
Minimum number of credits	Two hundred and forty credits.

## NATIONAL QUALIFICATION FRAMEWORK LEVEL 5

Purpose	The level qualifies a graduate to apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.
Knowledge	A graduate at this level should have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning.
Skills	<p>A graduate at this level should have—</p> <ul style="list-style-type: none"> <li><b>(a)</b> cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources;</li> <li><b>(b)</b> cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements;</li> <li><b>(c)</b> specialist technical and creative skills to express ideas and perspectives; and</li> <li><b>(d)</b> communication skills to transfer knowledge and specialized skills to others and demonstrate understanding of knowledge.</li> </ul>
Competence	<p>A graduate at this level should demonstrate the application of knowledge and skills—</p> <ul style="list-style-type: none"> <li><b>(a)</b> to transfer and apply theoretical concepts, technical or creative skills in a range of situations;</li> <li><b>(b)</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</li> <li><b>(c)</b> 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.</li> </ul>
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— <b>(a)</b> cognitive skills to identify, analyse, compare and act on information from a range of sources; <b>(b)</b> cognitive, technical and communication skills to apply and communicate technical; <b>(c)</b> solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems; <b>(d)</b> specialist technical skills to complete routine and non-routine tasks and functions; and <b>(e)</b> 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— <b>(a)</b> to specialized tasks or functions in known or changing contexts; <b>(b)</b> for responsibility for own functions and outputs, and may have limited responsibility for organization of others; and <b>(c)</b> 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 — <b>(a)</b> cognitive, technical and communication skills to interpret and act on available information; <b>(b)</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; <b>(c)</b> technical and communication skills to provide technical information to a variety of specialist and non-specialist audiences; and 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— <b>(a)</b> for discretion and judgment in the selection of equipment, services or contingency measures; <b>(b)</b> to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints; and <b>(c)</b> 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.





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