

ACQF

African Continental
Qualifications Framework



Shaping the Future of Kenya

Theme 9-2

Kenya Credit Accumulation & Transfer system (KCATs)

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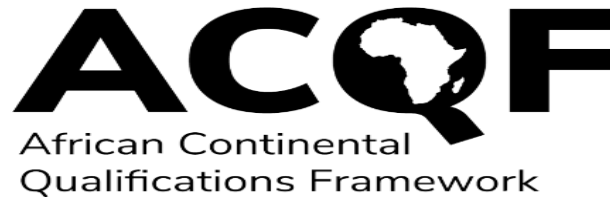
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Credit Practice in Kenya

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CATs Implementation Challenges

Key Terminologies



Comparability- degree of similarity between two or more qualifications in terms of purpose, level, credits and learning outcomes in order to determine the extent of credit transfer;

Contact Hours - actual hours in class under the physical presence of a trainer or interactive distance learning;

Notional Hours - learning hours spent by a student to achieve set learning outcomes (*contact time + self study + research + attachment + assignment + assessments*);

Credit - learning outcomes achieved in ten (10) notional hours;

Credit accumulation - totaling of **relevant** credits towards attainment of qualification/part-qualification;

Credit transfer - Vertical, horizontal & diagonal relocation of credits towards attainment of a qualification;

Volume of Learning - amount of **training**, **learning** & **assessment** activities undertaken to achieve the set learning outcomes;

Workload - time required by learners to complete all learning activities required to achieve the set learning outcomes.

What Is A Cat System?

A systematic way of validating, recognizing & transferring prior learning achievements or accumulated credits towards attainment of a qualification and Lifelong learning.

- 1). To validate and recognize formal prior learning and ensure mobility and articulation thus promoting equitable access and lifelong learning;
- 2). To provide a structured and transparent way of measuring, tracking, validating and transferring learning progress and achievement.

CATs is an instrument for facilitating the following;

- **Student Mobility**
 - ✓ Inter-Institutional; Inter-Program; Cross-Border Mobility and Cross – Levels;
- **Support Lifelong Learning**
 - ✓ **Recognition of Prior Learning** - facilitate recognition & validation of Prior learning;
 - ✓ **Flexible progression approaches**- accommodates diverse learning needs and schedules;
 - ✓ Broadening access to education;
- **Flexible Learning contexts**
 - ✓ **Students centered** - learning tailored to their specific interests and career goals;
 - ✓ **Adaptation** - to changing interests or career aspirations without duplication;
- **Transparency &Comparability**
 - ✓ **Standardized Credit Systems**-transparency in measuring & comparing learning achievements;
 - ✓ **Clear Learning Outcomes**- reflection of learning outcomes, making it easier for institutions and employers to understand and evaluate qualifications.

- **Credits** - granted after successful completion of the work required and appropriate assessment of the learning outcomes achieved;
 - **Students workload**-time required by learners to complete all learning activities required to achieve the set learning outcomes.
 - **Volume of Learning** - amount of **training**, **learning** & **assessment** activities undertaken to achieve the set learning outcomes;
 - **Learning outcomes** - what a student is expected to know, understand or be able to demonstrate at the end of a process of learning.
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- Ministry of Education;
- Kenya National Qualifications Authority;
- Education and training sub-sector regulatory agencies;
- Qualification Awarding Institutions;
- Assessment Bodies/Curriculum Developers;
- Professional Bodies;
- National Sector Skills Councils;
- Development Partners;
- Students (local and foreign).

Credits are parts of a holistic integrated qualifications system;

- ✓ Kenya Credit Accumulation and Transfer policy framework provide clarity in an increasingly diverse qualifications ecosystem;
- ✓ KCATs policy is aligned to the KNQF, Level descriptors and the Regional & continental Frameworks;
- ✓ National Skills Development Policy(National Sector Skills Committees);
- ✓ Kenya National Qualifications Classifications Standard(KNQCS) /(ISCED-F 2013);
- ✓ National Quality Assurance and Regulatory Policy Framework.

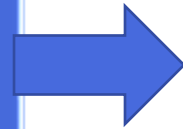
KNQF & KCATs are mutually interconnected & complimentary.

- ✓ CATs implement the national qualifications Framework;
- ✓ NQF facilitate the use of CATs through QA & Articulation

Linkage enhances educational quality, flexibility, transparency and mobility.

CATs-

- is a component of KNQF focusing on validation & recognition of **formal learning** achievements;
- facilitate, accumulate & transfer of all forms of credits leading to the award of qualification.



KNQF:

- ✓ Is a system for the **articulation, classification, registration, accreditation & Monitoring & evaluation** of national qualifications

CAT:

- ✓ **Articulation**
- ✓ **Mobility**

Linkage between CATs and NQF....Cont'd

S/NO	Thematic Issue	Point of interconnection	Description
1	Standardization and Alignment	Alignment to NQF Levels	CATs is mapped to level descriptors to align with national standards for qualifications;
		Alignment to Learning Outcomes	CATs ensure that credits reflect the learning outcomes for consistency & comparability;
2	Facilitation of Credit Transfer	Applies NQF Standards and Guidelines	Credits are recognized and applied consistently across different institutions and programs, in line with NQF standards;
		Integration with NQF Levels	Ensures clear transfer of credits between different levels and types of qualifications;

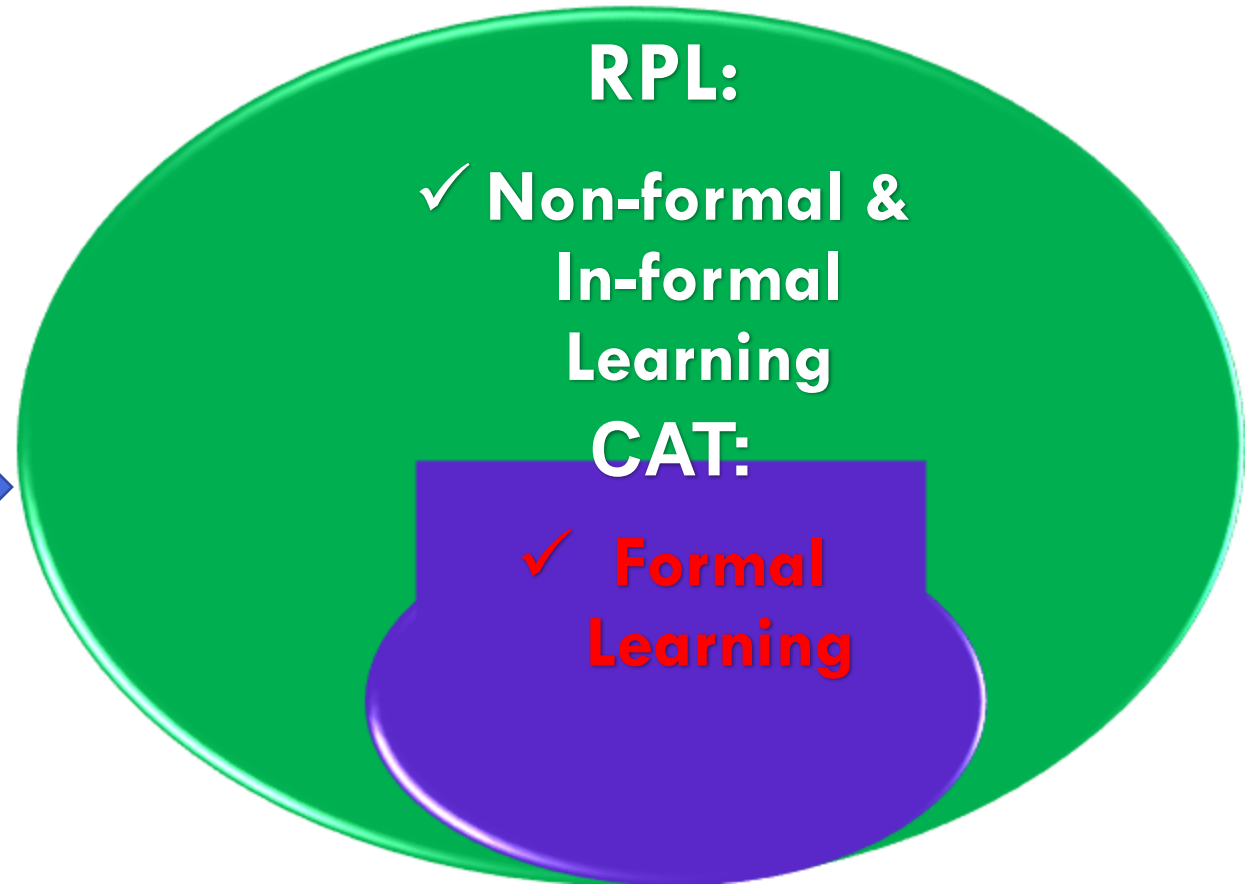
Linkage between CATs and NQF....Cont'd

s/NO	Thematic Issue	Point of interconnection	Description
3	Quality Assurance and Accountability	Consistency in Quality Assurance	Aligning with NQF standards, ensures that the credits earned and transferred meet the national qualification Standards;
		Regulatory Compliance	CATs are regulated by sub-framework regulators to ensure compliance with national standards;
4	Lifelong Learning and Career Development	Integration of LLL goals	CATs implement the NQF which is a tool for lifelong learning
		Career Development	CATs facilitate individual career navigation within the NQFs

CATs & RPL are mutually interconnected & complimentary components of a national qualifications system;

Linkage enhance educational flexibility, supports lifelong learning & promotes access and inclusivity to a qualification.

- **RPL- Validation & Recognition of all forms of prior learning;**
- **CAT-** is a form of RPL focusing on validation & recognition of **formal learning** achievements;
- **CATs-** facilitate accumulation & transfer of credits, including those awarded through RPL towards award of qualifications.



Credit Practice in Kenya - Previously

- Credit accumulation and transfer systems were used in higher education to facilitate students transfer credits between institutions or programs;
- Absence of a National Qualifications framework and National Credit Policy Framework;

Credit Recognition & Transfer was guided by:

- ✓ Institutional Credit Policies;
- ✓ Accreditation status of the Programme & the institution;
- ✓ Program Similarity(course content, credit hours and academic standards);
- ✓ Support documents - official transcripts, course descriptions and articulation agreements;
- ✓ Credit Transfer Limits – ranged between 1/4 to 1/3.

- Credit Policy Framework has been developed;
- Facilitates student Mobility & Articulation in the KNQF's 3 Pathways (Academic, TVET & Industrial);
- Adopted sectoral approach - linked to National Sector Skills Committees & Sector Regulators;
- Linked to the National Qualifications Framework(Level Descriptors)/Learning outcomes;
 - ✓ Credit Recognition & Transfer based on **volume of learning, workload and learning outcomes;**
- Credit awarded in one programme may count towards a qualification;
 - ✓ *The same programme in another department/ institution;*
 - ✓ *Another programme on the same / different level;*
 - ✓ *Another programme in a different Sub-Framework;*
- Recognized & Transferred Credits are registered in the National Qualifications Database;
- Quality Assurance is carried out by Qualifications Awarding Institutions (**Internal QA**) and Sector Regulators (**External QA**).

Criteria for Credit Recognition and Transfer

- 1) Credit must belong to qualification registered on the KNQF by an accredited Qualification Awarding Institution (QAI);
- 2) Based on volume of learning, workload and learning outcomes guided by KNQF level descriptors;
- 3) The of credits transferred towards a qualification is limited to 49% of the original program;
- 4) Content and outcome similarity between the original and new program being transferred to must be 80% and above;
- 5) Where content & outcomes similarity is less than 80%, bridging/skills gap training is required;
- 6) Credits may be transferred more than once if they meet the KNQF requirement of quality and validity period.

- ✓ Lack of commonality in programme designing, packaging of learning outcomes, volume of learning, credits & certification;
- ✓ Weak QA and Monitoring & Evaluation Mechanisms;
- ✓ Negative Mindset/ Perception - CAT seen as less rigorous to other forms of learning;
- ✓ Lack of clarity on progression routes for RPL entrants into formal education & Training;
- ✓ In adequate capacity in processing credit transfer in line level descriptors;
- ✓ Fragmented approaches to credit calculation(contact hours, workload, learning outcomes).

- Credit Transfer Portals and Digital Platforms to fast track the CAT evaluation process;
- Adoption of block chain technology in credit transfer to ensure a tamper-proof record of academic achievements, ease of verification, transparency and trust in the Credits;
- Development of regional and continental Credit Policy Frameworks to facilitate student mobility across borders.

