



The Kenya Credit Accumulation and
Transfer System(KCATs)

ACQF
African Continental
Qualifications Framework



Credit Systems Supporting LLL Flexible Pathways – Case of Kenya –

Presented By

Stanley Maindi
KNQA



Overview of Presentation

1

Background information

2

Purpose and benefits

3

Main features of KCATS

4

Main Actors of the KCATS

5

CATS and RPL

6

M&E of the CATS implementation



Overview of the KNQA



1 About KNQA

Set up to coordinate and harmonize the various levels of education & training and to create a national database of all qualifications in the country.

2 Rationale

Establish a common regulatory system for the recognition of attainment of knowledge, skills, competences, values and attitudes.

3 Our Mission

To establish and manage the KNQF aimed at promoting globally recognized & competitive qualifications for sustainable development

4 Our Vision

Globally Recognized and Competitive Qualifications Transforming Kenya

A systematic way of Validating, recognizing & transferring prior learning achievement or accumulated credits towards attainment of a qualification and Lifelong learning;

Components of the system:-

- ✓ Credit Accumulation & Transfer Policy Framework;
- ✓ Credit Accumulation & Transfer Systems(sectoral);
- ✓ Credit Accumulation & Transfer Standard, guidelines and tools;
- ✓ Implementing institutions.

Definitions

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

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

Credit: the value assigned to ten notional hours of learning to achieve related learning outcomes;

Credit accumulation: totaling of **relevant** credits towards attainment of qualification;

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

Volume of Learning:-amount of **training**, **learning** & **assessment** activities undertaken trainee to achieve all of the set competencies.

- ❖ KNQF Act No 22 of 2014, section 8(1) (L) and;
- ❖ KNQF Regulations of 2023, Part V section 18;
 - ✓ Provides for facilitation of linkages, credit transfers and exemptions, vertical, horizontal & diagonal mobility at all levels to enable entry, re-entry and exit.

Key Reference Documents

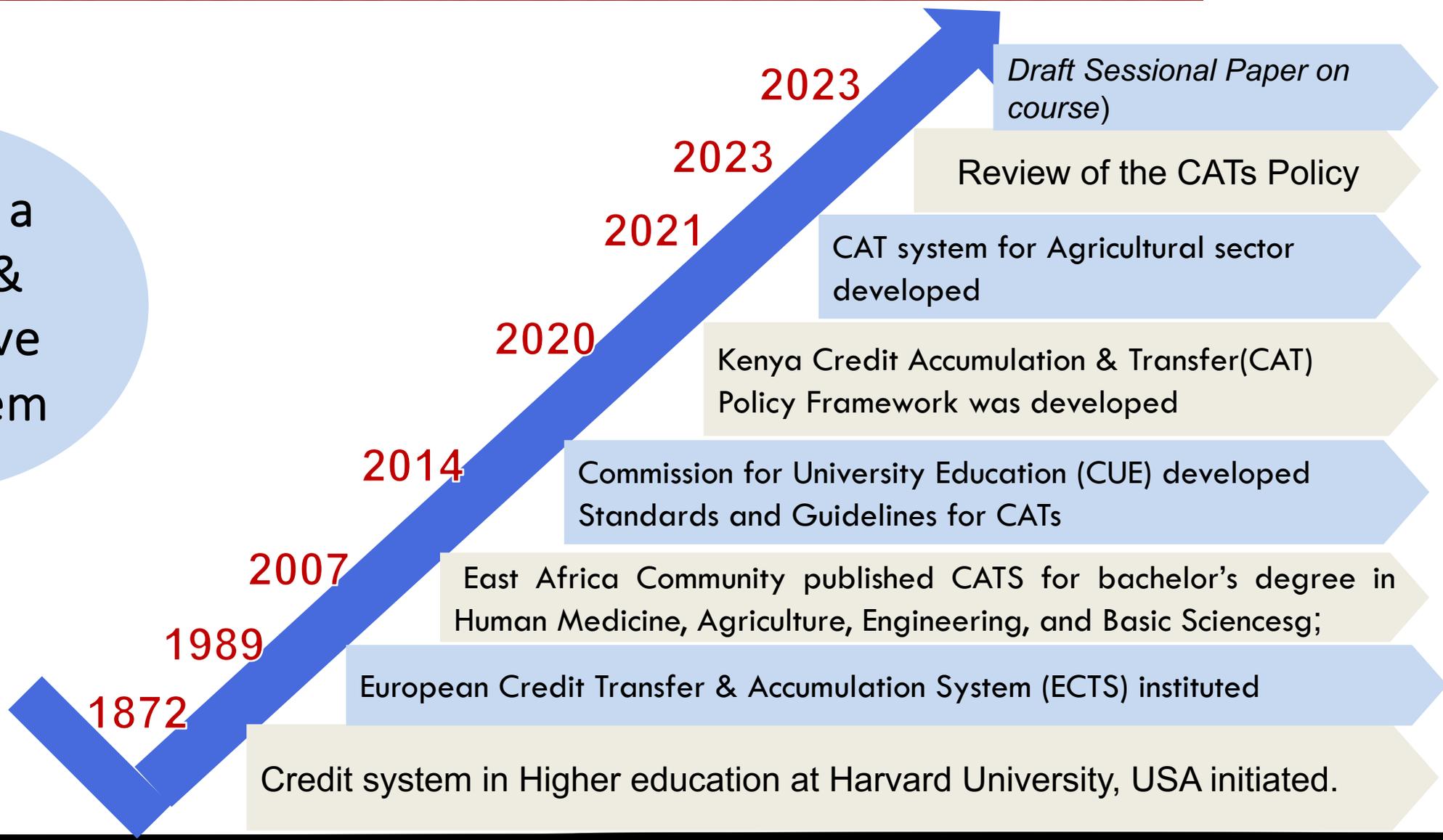
- ✓ African Union Agenda 2063;
- ✓ Continental Education Strategy for Africa 2016-2025 (CESA 16-25);
- ✓ UN Sustainable Development Goal No. 4;
- ✓ UNESCO Global Convention on Recognition of Qualifications;
- ✓ 2014 Addis Ababa Convention on Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in Africa.

□ To validate and recognize formal prior learning and ensure seamless progression of learners between qualifications pathways thus promote equitable access and lifelong learning.

- ✓ **Context of the NQF CATs** is an instrument for facilitating access, learning mobility , transferability, comparability , lifelong learning & progression within education, training and career paths;
- ✓ **Eliminate duplication of Learning.**

History of the CATs

Towards a vibrant & responsive CAT system



- ✓ Enhancing **transparency**, efficiency, **recognition** and **quality** of education and training;
- ✓ Guide institutions in designing, delivery & evaluation of programs;
- ✓ facilitate students movement & mutual recognition of qualifications & study periods broad;
- ✓ blends different learning styles e.g. classroom and work-based learning, within a programme of study or through lifelong learning;

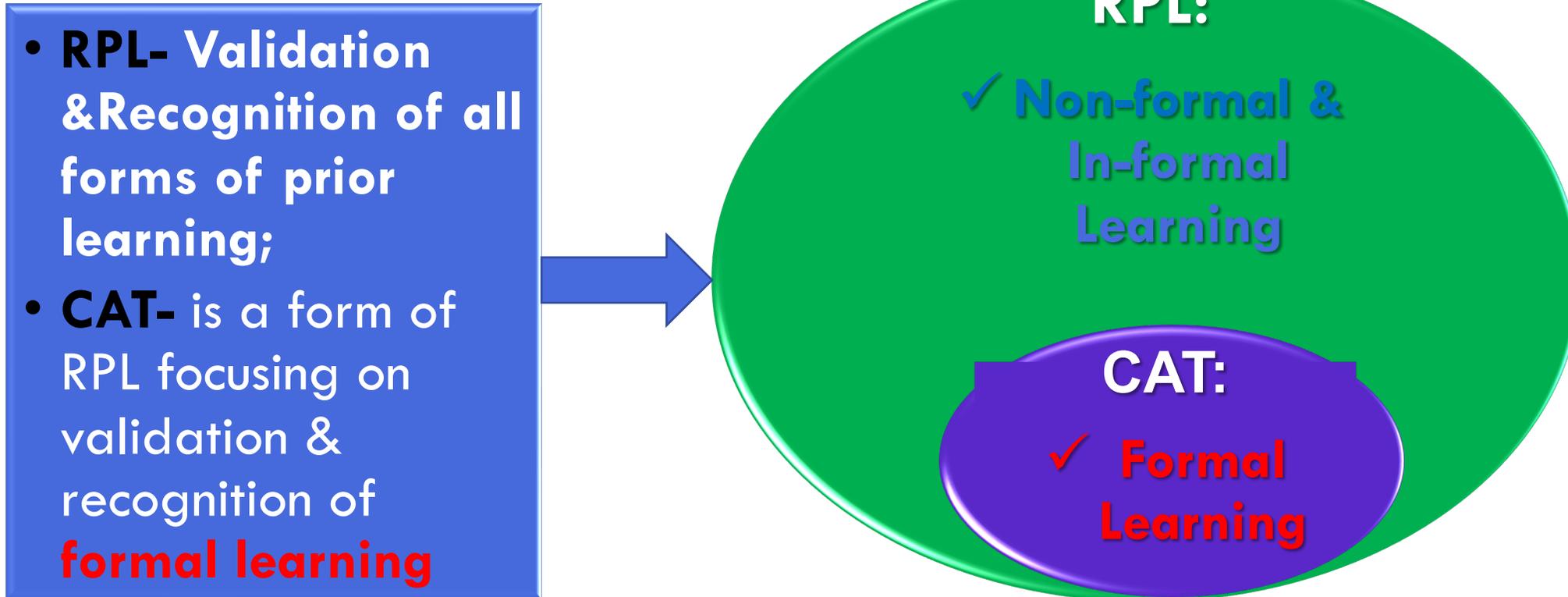
- ✓ Adopted the Sectoral Approach;
 - National Sector Skills Councils;
 - Education & Training Sector Regulators.
- ✓ National Qualifications Framework (Level Descriptors);
- ✓ Kenya National Qualifications Classifications Standard (KNOCS) ;
- ✓ International Standard Classification Of Education (ISCED-F 2013).

- ✓ **Credits** can only be granted after successful completion of the work required and appropriate assessment of the learning outcomes achieved;
- ✓ **Students workload/Volume of learning** -time for attending lecturers, independent and private study, projects and examinations (learning, training and assessment)
- ✓ **Expected Learning outcomes** - what a student is expected to know, understand or be able to demonstrate at the end of a process of learning

- ✓ 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).

Requirements for KCATs

- ✓ QAI is accredited by KNQA;
- ✓ Program leading to the award is registered onto the KNQF;
- ✓ Student presenting the qualification meets the entry requirement for that qualification;
- ✓ Volume of learning is aligned to the KNQF;
- ✓ course catalogues, Learning Agreements and Transcripts;
- ✓ Student performance is documented in a transcript using the national grading system.



Use of CAT Standards and Guidelines

- ✓ **Internal QA:-** Qualifications Awarding Institutions
- ✓ **External QA:-** Sector Regulatory bodies;
 - a) Basic Education Sector;
 - b) TVET Sector;
 - c) University Sector;
 - d) Industrial training Sector

- ✓ A draft national Monitoring and Evaluation Policy Framework to guide the implementation of CATs in Kenya;
- ✓ Implementing institutions are Qualifications Awarding Institutions(internal) and Sector regulators(external).

A cartoon illustration of a brown bear with a friendly expression, holding a large yellow rectangular sign. The bear's paws are visible on the top and bottom edges of the sign. The sign contains the text 'Challenges in the implementation of CATs?' in red.

Challenges in the implementation of CATs?

- ✓ Lack of commonality in curriculum designing, packaging of learning outcomes, Volume of Learning, credits & certification;
- ✓ Unclear progression pathways;
- ✓ Fragmented Regulatory systems;
- ✓ Lack of National Sector Skills Committees;
- ✓ Weak QA and Monitoring & Evaluation Mechanisms;
- ✓ High initial cost of development of the Sectoral CATs

