

# Registration of National Qualifications in the Kenya National Qualifications Framework (KNQF)

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**Background information**

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**Accreditation of QAIs**

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**Registration of Qualifications in  
the KNQF**

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**Milestones & Challenges Faced**

- ❖ The KNQA was set up in 2015 as set out in the Kenya National Qualifications Framework (KNQF) Act no. 22 of 2014.
- ❖ KNQA is an overall Facilitator within the Qualifications Sector in Kenya cutting across Basic, TVET and University Sectors; assuring the quality of Qualifications and accrediting and registering QAIs.
- ❖ The Authority has developed and is now implementing the KNQF.
- ❖ Through the KNQF, the Authority recognizes credible QAIs in Kenya through accreditation and subsequently registers their National Qualifications and Learners (Graduates).
- ❖ Accreditation & Registration of Qualifications leads to establishment of the Kenya National Learners Records Database (KNLRD).

- ❖ KNQA through RAD and other Departments;
  - ✓ *Develop and Implement the KNQF.*
  - ✓ *Maintain a National Database of Credible QAIs, Qs & Learners (Graduates).*
- ❖ Section 8 (1) (b, c, d, e) mandates the Authority to **advise** and **support** any **person**, body or institution which is responsible for the award of national qualification on matters Qualifications and populating the Database.
- ❖ Section 5 (1) and 30 of KNQF Act no.22 of 2014- all education institutions that award Qs shall be authorized as QAIs.



The KNQF is a national system for the articulation, classification, registration, quality assurance, and the monitoring and evaluation of national qualifications

It is a reform tool for enhancing access, equity, relevance and quality of education

## Importance:

- Ensuring standardization and quality assurance in the sector
- Facilitating comparability of qualifications and skills
- Promoting mobility and transferability of skills within and across sectors
- Supporting lifelong learning and career progression

# Key issues addressed by the Framework

Non-recognition of  
other forms of  
learning

Skills' mismatch/skill  
gaps/relevance

Fragmented  
qualifications System;  
progression  
*(Need for a central database of all  
qualifications)*

Deteriorating quality of  
qualifications  
-Fraudulent qualifications

Need for a transparent,  
equitable qualifications  
system

Unclear progression  
pathways





## ◆ Type of Qualification System

- ✓ Outcome based QF
- ✓ Qualification descriptors and learning outcomes



## Qualification Levels & Scope

- ✓ 10-level framework
- ✓ 3 sub-framework / Pathways – Academic, TVET and Skills (*Basic, TVET, University, Industrial training, professional sub sectors, Work Integrated Learning*)



## Source

- ✓ Formal, Informal and Non-formal learning

## ◆ Levels of Regulation

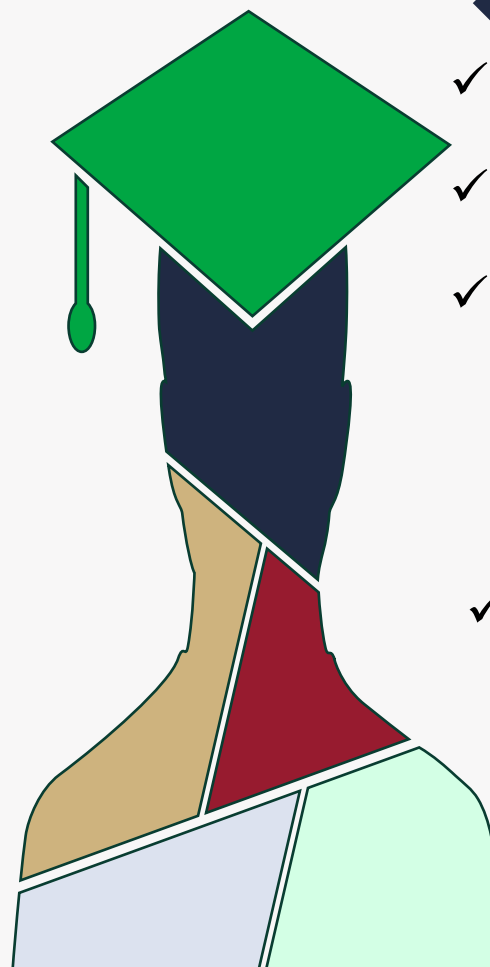
- ✓ Registration of QAIs and National Qualifications to the Framework
- ✓ Articulation: horizontal, vertical & diagonal progression; LLL; Credits/CAT
- ✓ Alignment with international qualifications frameworks

## ◆ Domains for Description

- ✓ Purpose, Skills, knowledge competencies,

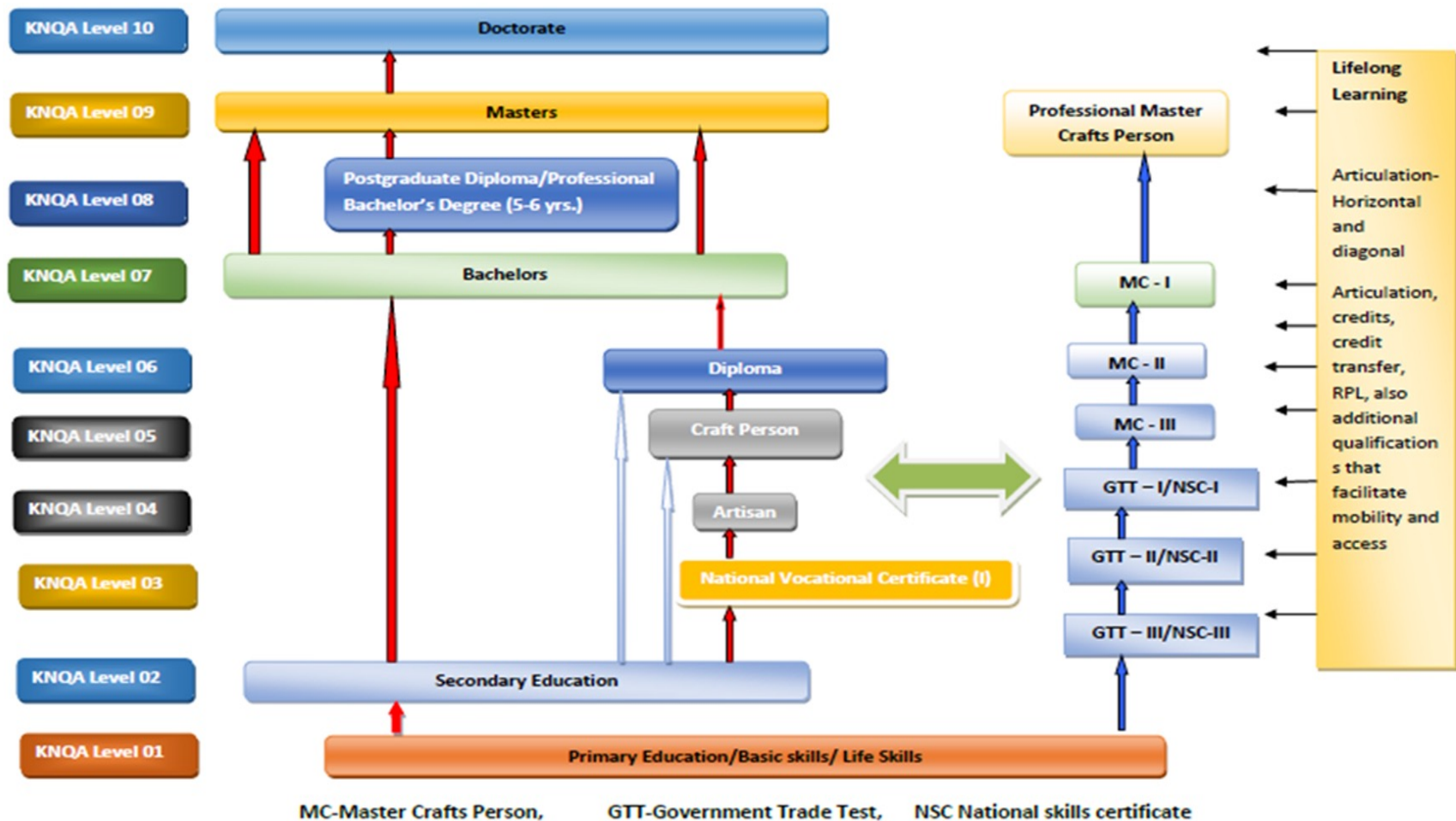
## ◆ Volume of Measure

Notional Hours/credits  
10 NH=1 Credit



# Education & Training Progression Pathways

## EDUCATION AND TRAINING PROGRESSION PATHWAYS IN KENYA





# What do we do in RAD?



# Objectives of Accreditation & Registration

1. Facilitate the Accreditation of QAIs, registration of national qualifications and learners onto the KNQF;
2. Promote public understanding of, and trust in, the KNQF through the registration of high quality, nationally relevant, and internationally comparable qualifications;
3. Support the coherence of purpose between education, training and development nationally.



# Accreditation of QAIs

“Accreditation” means the process by which assessment/examination and certification bodies are formally recognized as Qualification Awarding Institutions (QAIs) after having met the standards set out by the KNQF Act and other various laws of Kenya;

- ❑ Institutions established through the **University Act No. 42 of 2012**
  - Chartered
  - Letter of interim Authority
- ❑ National Polytechnics with a Legal Order to Award Qualifications
- ❑ Professional Examination Boards (KASNEB)
- ❑ Institutions in Gov. Ministries Established through an Act of Parliament/ Legal Order to Award (KMTC, KSG, KEWI etc.)
- ❑ Foreign Institutions with mandate to award in home country and **must be** Accredited by KNQA (ABE, ABMA, AHK etc.)

Universities &  
National  
Polytechnics

Foreign  
Qualifications  
Awarding  
Institutions

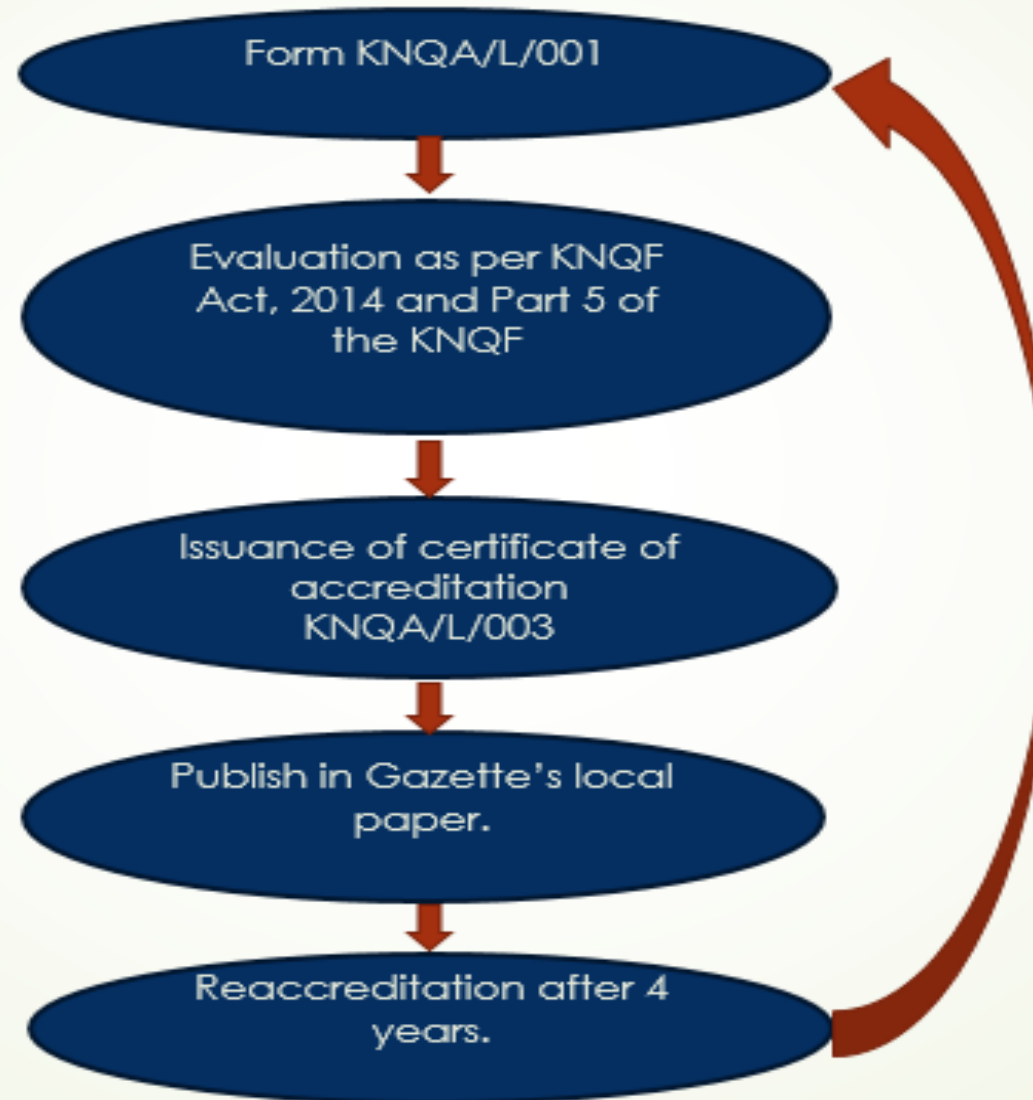
Specialized  
Education  
Institutions

Local Assessment  
and Examination  
Body (LABE)

Professional  
Examination  
Boards

Component (to check)	Source
Legality of Award	<ul style="list-style-type: none"> <li>Law(s) allowing award of Qs</li> </ul>
Sector Regulator Approval	<ul style="list-style-type: none"> <li>Up to date approval document from relevant education &amp; training sector regulator</li> <li>No. of programmes/courses approved by the regulator</li> <li>Foreign Qs- evidence of home country approval of institution &amp; Qs &amp; authentic certificate of Incorporation in Kenya</li> </ul>
Sustainability & Growth of the education institution/QAI	<ul style="list-style-type: none"> <li>Feasibility study (highlighting the justification for the Qs &amp; their distinct area);</li> <li>Institution's strategic plan;</li> <li>Annual Budgets &amp; reports, audited accounts, health &amp; safety certification etc.</li> <li>Supporting policy doc's (staff recruitment &amp; dev't, research, library policy etc.);</li> </ul>
Quality Assurance	<ul style="list-style-type: none"> <li>QA procedures in assessment, examination &amp; award of NQs</li> </ul>
Programmes/Courses	<ul style="list-style-type: none"> <li>List of Qs to be registered &amp; evidence of approval by the Sector Regulator</li> <li>Curricula with evidence of stakeholder involvement in development process; employment studies; need of Qs to industry</li> </ul>
On-Site visit	<ul style="list-style-type: none"> <li>Inspection of applicant's place or places intending to award NQs</li> </ul>





## SERVICES

### Register QAIs

Register a Qualification Awarding Institution (QAI) .

[Explore](#)

### Register Qualifications

Register Qualifications awarded by a Qualification Awarding Institution (QAI).

[Explore](#)

### Register Learners

Register Learners who have graduated from a Qualification Awarding Institution (QAI).

[Explore](#)

### Access Registered QAIs

Access Registered Qualification Awarding Institutions (QAI's).

[Explore](#)

### Registered Qualifications

Access Registered Qualifications awarded by Qualification Awarding Institutions (QAI's).

[Explore](#)

### Access/Verify Learners

Access Registered Learners who have graduated from Qualification Awarding Institutions (QAI's).

[Explore](#)

# Accredited QAIs

Universities

(2)

TVET Institutions

(17)

National Assessment  
& Examination Body

(1)

Professional  
Examination Boards

(3)

Foreign  
Qualifications  
Awarding  
Institutions (5)

- ❖ Entails listing of qualifications including full, part and short courses onto the KNQF.
- ❖ National Qualification is a legally obtained qualification recognized by the Authority as having met the standards set out in the KNQF Act No. 22 of 2014.

## It Encompasses:

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Registration of  
National  
Qualifications

Registration of  
Foreign  
Qualifications

Registration of  
Professional  
Qualifications

Qualification  
Equivalence  
(CoQE) for Local  
QAIs

Qualification  
Equivalence  
(CoQE) for Foreign  
Qualification

## Part Qualification

- is an assessed unit of learning that is registered as part of a qualification whose minimum credits must add up to thirty (30) credits;
- a module is a synonym of a part qualification;
- All other requirements that apply to full qualifications also apply here.

## Short Course

- Short course refers to any articulated training skill in a given education and training level that lasts for one month and/or is equivalent to **10 credits** awarded by QAIs
- A short course shall be expected to focus on skills and competences that are related to a specific career progression or aimed at equipping individuals with specific skills needed in the labour market.



## Local Qualifications

- ❖ Awarding institution has the legal mandate to award Q;
- ❖ Awarding Institution (and Q) Accredited by KNQA (KNQA);
- ❖ Program accredited in the institutions training for the Q (CUE, TVETA, **ESQAC**);
- ❖ Program accredited by the relevant sub-sector/professional body where applicable
- ❖ The minimum entry requirement for the level are met (as per the KNQF);
- ❖ Volume of learning is sufficient for the level (KNQA);
- ❖ List of Graduates submitted to KNQA;
- ❖ Training providers are accredited (CUE, TVETA **ESQAC**);

## Foreign Qualifications

- ❖ Registered on home NQF;
- ❖ Certificate of Q Equivalence (KNQA);
- ❖ Training Providers are accredited to train the Q (CUE, TVETA, **ESQAC**);
- ❖ Program is accredited by the relevant regulator (CUE, TVETA, **ESQAC**);
- ❖ List of graduates submitted to KNQA;

- ❖ Legal mandate
- ❖ Sector regulator's /or professional body's, approval or standards or industry standards, where applicable;
- ❖ Relevance of the qualification to industry or labour market demands (LMI);
- ❖ Availability of industry standards (occupational Standards);
- ❖ Consistency of subject qualifications with respective to learning levels;
- ❖ Suitability of entry requirements for instruction in a qualification; and
- ❖ Appropriate education training and articulation of pathways.

# Key Enablers in Registration of National Qualifications onto the KNQF

Document	Details
Act, Regulations and the Standards & Guidelines	Policy document that Guides the process of Accrediting QAIs and registration of National Qualifications onto the KNQF
Level Descriptors	Are generic Learning outcomes-based level descriptors. These level descriptors relate to a specific level and signal the learning outcomes orientation of the KNQF
Volume of Learning	Outlines the minimum notional hours, credits and duration of study for each KNQF level
Education & Training Progression Pathways	Outlines the 4 Sub frameworks and horizontal & vertical progressions. Provides pathways that support flexible access to qualifications;
Application Tool	Automated through the NAQIMS
Assessment Tools	Checklists, Evaluation Tools, Evaluation Report Templates & Reporting mechanism

<input type="checkbox"/> Title of Qualification	<input type="checkbox"/> Notional Hours
<input type="checkbox"/> Type of Qualification (Sub framework to which the Qualification Belongs )	<input type="checkbox"/> Credits
<input type="checkbox"/> KNQF Level	<input type="checkbox"/> Duration of Study
<input type="checkbox"/> Minimum Entry Requirements	<input type="checkbox"/> Assessment & Certification Body
<input type="checkbox"/> The field and sub-fields of the economic sector which the qualification relates (as per ISCED)	<input type="checkbox"/> Regulatory Body
<input type="checkbox"/> Key Learning Outcomes	<input type="checkbox"/> Date of Registration (in the Certificate)
<input type="checkbox"/> Units of Competence	<input type="checkbox"/> Date of Expiry (in the Certificate)

<b>REGISTERED NATIONAL QUALIFICATION</b>	
<b>Qualification Name</b>	Electronics
<b>Qualification Code</b>	071403T4
<b>Subject/Classification</b>	Engineering and engineering trades
<b>Qualification Type</b>	National Skills Certificate
<b>Level</b>	03
<b>Credit</b>	56
<b>Entry Requirements</b>	Primary Education, Junior Secondary Education or Equivalent qualification as determined by Kenya National Qualifications Authority (KNQA)
<b>Outcome Statement</b>	Ability to read and interpret drawings in Electrical and electronics sector, Perform Electrical Installation, Perform Electrical and Electronics Equipment and Appliances Repairs, Apply Electrical instrumentation so that the he/she can maintain Electronics system according to the national and international standards
<b>Submitting Organization</b>	TVET CDACC
<b>Qualification Developer</b>	TVET CDACC
<b>Quality Assurance Body</b>	TVETA



### Content

Code	Unit Title	Hours	Credit
ENG/CU/SPV/BC/01/3/A	Communication skills	15	1.5
ENG/CU/SPV/BC/02/3/A	Entrepreneurial skills	20	2
ENG/CU/SPV/BC/03/3/A	Employability skills	20	2
ENG/CU/SPV/BC/04/3/A	Environmental literacy	15	1.5
ENG/CU/SPV/BC/05/3/A	Digital Literacy	15	1.5
ENG/CU/SPV/BC/06/3/A	Occupational safety and health practices	15	1.5
ENG/CU/SPV/CC/01/3/A	Electronics	30	3
ENG/CU/SPV/CC/02/3/A	Mathematics	30	3
ENG/CU/SPV/CC/03/3/A	Workshop Technology	20	2
ENG/CU/SPV/CC/04/3/A	Electrical principles	30	3
ENG/CU/SPV/CC/05/3/A	Technical Drawings	20	2
ENG/CU/SPV/CR/01/3/A	Electrical installation	50	5
ENG/CU/SPV/CR/02/3/A	Electrical and Electronics Equipment and Appliances repairs	40	4
ENG/CU/SPV/CR/03/3/A	Electrical instrumentation	40	4
	Industrial attachment	200	20
		<b>560</b>	<b>56</b>



<b>Registry Entry for MTRH CHS</b>	
<b>QAI Name</b>	Moi Teaching and Referral Hospital College of Health Sciences
<b>QAI Abbreviation</b>	MTRH CHS
<b>QAI Code</b>	2032
<b>QAI Type</b>	TVET
<b>Number of QAI Qualifications Registered</b>	15
<b>Quality Assurance Body (Regulatory Body)</b>	TVETA
<b>Status</b>	Accredited
<b>Website</b>	<a href="http://www.mtrh.go.ke/">http://www.mtrh.go.ke/</a>

## a. University Bodies

	Name	Code	No. of Qualifications Reg.
1	Mt. Kenya University (MKU)	3039	198
2	Meru University of Science and Technology (MUST)	3042	92

## b. Technical and Vocational Education and Training (TVET) Institutions

1	Moi Teaching and Referral Hospital- College of Health Sciences (MTRH-CHS)	2032	15
2	Kenya School of Revenue Administration (KESRA)	2033	4
3	Bandari Maritime Academy (BMA)	2013	18
4	Nyeri National Polytechnic (NNP)	2026	19
5	Kenya Red Cross Training Institute	2027	2

### b. Technical and Vocational Education and Training (TVET) Institutions

6	Kenya Red Cross Training Institute	2027	2
7	Kenya Coast National Polytechnic	2021	5
8	Meru National Polytechnic	2020	4
9	Kisumu National Polytechnic	2018	6
10	Sigalagala National Polytechnic	2023	1
11	Kitale National Polytechnic	2024	5
12	Kisii National Polytechnic	2025	0
13	Eldoret National Polytechnic	2019	0

### c. National Assessment and Examination Bodies

	Name	QAI Code	No. of Qualifications Reg.
1	TVET Curriculum Development Assessment & Certification Council (TVET CDACC)	2030	407
2	National Industrial Training Authority	2031	416

### d. Professional Examination Boards

1	Kenya Accountants and Secretaries National Examination Board (KASNEB)	7001	13
2	Kenya Institute of Supplies Examination Board (KISEB)	7002	2
3	Human Resource Management Professional Examination Board (HRMPEB)-	7003	3

### e. Specialized Education Institutions

1	Kenya School of Government (KSG)	8001	13
2	Kenya Medical Training College (KMTC)	8002	42

**f. Foreign Qualifications Awarding Institutions**

	Name	QAI Code	No. of Qualifications Reg.
1	Association of Business Executives (ABE)	1003	8
2	Oxford Brookes University & Nairobi Hospice	1005	1
3	ABMA Education	1001	27
4	Delegation of German Industry and Commerce in Kenya (AHK)	1002	2
5	International Computer Driving License (ICDL)	1006	1
<b>Total Qualifications Registered</b>			<b>1304</b>

Sensitization and capacity building of QAIs on review and revision of qualifications to meet KNQF requirements-

- Local QAIs- 66
- Foreign QAIs- 5
- Professional Bodies- 6
- Professional Examination Boards - 3
- National Assessment and Examination Bodies- 1
- Training institutions (KNQA Mashinani) – over 400





## Strategic

- Resistance to change and old traditional practices
- Aligning training objectives to labour market objectives
- Resistance and or reluctance from established National Assessment and Examination Bodies
- Rigidity in reviewing and revising existing curricula to align with the KNQF



## Resources

- Human capacity/Experts
- Inadequate funding
- Space-Physical and visibility





# Going forward...

**APPROPRIATE  
LEGISLATIONS &  
POLICIES**

**REVIEW THE KNQF TO  
ACCOMMODATE  
EMERGING TRENDS IN  
EDUCATION & TRAINING**

**STRENGTHEN  
COLLABORATIONS**





