



**KENYA CREDIT ACCUMULATION
AND TRANSFER SYSTEM**

KENYA CREDIT ACCUMULATION AND TRANSFER SYSTEM POLICY

1ST EDITION



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APPROVAL AND COMMENCEMENT

This policy has been approved for implementation by the KNQA Council and the Chief Executive Officer.

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Council Chairperson, KNQA

Signature: _____

Date: _____

Dr. Eusebius J. Mukhwana, PhD, MBS

Chief Executive Officer, KNQA

Signature: _____

Date: _____

FOREWORD



The emerging global trends for a knowledge based economy have put a premium on learning throughout the world and calls for systems that embrace lifelong learning. The Kenyan education and training system is reforming to enhance equitable access to quality and relevant education and training for lifelong learning. Furthermore, Sustainable Development Goal Number 4 aims at ensuring inclusive and equitable quality education that promotes lifelong opportunities for all. The education sector envisages to transform to a globally competitive education, training system that embraces research and innovation for sustainable development and lifelong learning. Noteworthy, the sector is transforming to an open door system that facilitates

progression through alternative pathways and responds to the needs of the world of work. Towards this, the Kenya National Qualifications Authority (KNQA) was established by Kenya National Qualifications Framework (KNQF) Act No 22 of 2014 to among other functions, provide pathways that supports development and maintenance of a flexible, access to qualifications' pathways and levels; facilitate linkages, credit transfers, exemptions and a vertical and horizontal mobility at all levels to enable entry, re-entry and exit. KNQA has therefore developed a Kenya Credit Accumulation and Transfer System (KCATS) policy to support the above functions and ease movement of learners between and within various levels and pathways of learning. The Authority aspires that, this policy will lead to efficiency and effectiveness of the Kenyan qualifications' awarding systems. In pursuit of the ambition to achieve greater mobility of students in Kenya, KNQA envisages greater adoption of the Kenya Credit Accumulation and Transfer System (KCATS) policy by all stakeholders in the qualification's sector.

Dr. Kilemi Mwiria, PhD

CHAIRPERSON, KNQA COUNCIL

ACKNOWLEDGEMENT



The Kenya National Qualifications Framework (KNQF) Act No. 22 of 2014 mandates KNQA to develop policies and standards to guide the national qualifications systems. This is aimed at enhancing skills' development process, skills transferability, clarify progression pathways and enable lifelong learning. KNQA has to this end prioritized Kenya Credit Accumulation and Transfer System (KCATS) policy as one of the tools that will positively contribute to lifelong learning and clarify pathways between and within different levels of qualifications and across different sectors.

The purpose of this policy is to guide the designing and implementation of the KCATS. The policy provides guidance for effective, valid, reliable, fair and transparent credit transfer in the context of the KNQF. KNQA envisages that this policy will have a positive impact on education and training system in Kenya as it provides nationally agreed principles which have potential to ensure that opportunities for individual to progress within and between qualifications' pathways are flexible and there's an effective system to unlock bottlenecks that hinder progression. Further the KCATS policy explains aspects of the operation of the system and sets specific roles of KNQA, qualification awarding bodies, regulators and other players. KNQA therefore looks forward to working with all partners and stakeholders in implementing this policy and further to an effective KCAT system that promote lifelong learning.

I wish to acknowledge the leading role played by KNQA technical staff led by Dr. Winnie Anne Bulimo in conceptualizing and developing the KCATS policy. In addition, I take cognizance of all stakeholders who participated in providing their input towards enriching this policy document.

Dr. Eusebius J Mukhwana, PhD, MBS
DIRECTOR GENERAL/CEO KNQA

EXECUTIVE SUMMARY

Qualifications frameworks and credit systems have convergent objectives in developing learning pathways so that individuals can build on what they have achieved independent of the education and training system or learning context in which the learning took place.

For many reasons however, harmonization of qualifications in Kenya has remained elusive. The globalized world, which is characterized by an increasingly mobile intellectual and labor force, has shown that growing attention must be paid to quality assurance of education and training. Building on existing efforts for harmonization and informed by global developments in this area, this policy explores the pitfalls of a harmonization deficit, stresses the urgency to align Kenyan qualifications agendas within a framework of sustainable development and lifelong learning. It also recommends Kenyan policymakers to recognize and reenergize prior learning through Credit Accumulation and Transfers as an enabler to lifelong learning. It also proposes a roadmap for action through existing mechanisms to open up opportunities for progression between various pathways.

In a harmonized environment which the KCATS policy seeks to lay, there is transparency regarding curriculum development, and a synchronized understanding of definitions of credits, learning outcomes, student's workload and volume of learning, the learning load, and the duration of courses, credit accumulation and recognition of experiential learning. There is also improved visibility concerning how individuals progress along and across educational systems.

The Kenya Credit Accumulation and Transfer System policy, sets out general guidelines for CAT and recognition for prior learning. The policy provides, the goal, purpose and scope of credit accumulation and transfers and outlines the criteria used to determine credit transfer. It also details the procedures to be followed when applying for credit transfers. It is the trust and confidence, produced by consensual agreement over education and training that enable portability and transferability of qualifications as well as mobility of learners.

Dr. Eusebius J Mukhwana, PhD, MBS
DIRECTOR GENERAL/CEO KNQA

MISSION

To establish and manage the Kenya National Qualifications Framework aimed at promoting globally recognized and competitive qualifications for sustainable development

VISION

Globally Recognized and Competitive Qualifications Transforming Kenya

CORE VALUES

- 1) Professionalism
- 2) Integrity
- 3) Accountability
- 4) Teamwork
- 5) Responsiveness
- 6) Commitment

ABREVAITION AND ACRONYMNS

ACQF	African Continental Qualifications Framework
AU	African Union
CATS	Credit Accumulation and Transfer System
CAT	Credit Accumulation and Transfer
CESA	Continental Education Strategy for Africa
CDACC	Curriculum Development, Assessment and Certification Council
CUE	Commission for University Education
ECTS	European Credit Transfer and Accumulation System
ESQAC	Education Standards and Quality Assurance Council
KCAT S	Kenya Credit Accumulation and Transfer System
KUCCPS	Kenya Universities and Colleges Central Placement Services
KNQA	Kenya National Qualifications Authority
KNQF	Kenya National Qualifications Framework
NESSP	National Education Sector Strategic Plan
NITA	National Industrial Training Authority
NQF	National Qualifications Framework
NQS	National Qualifications Systems
QA	Quality Assurance
QAA	Quality Assurance Agency
QAI	Qualifications Awarding Institutions
RPL	Recognition of Prior Learning
SAQA	Standards, Assessment and Quality Assurance
SDG	Sustainable Development Goal
TVET	Technical Vocational Education and Training
TVETA	Technical Vocational Education and raining Authority
UNESCO	United Nations Educational Scientific and Cultural Organization

DEFINITION OF TERMS

Articulation

This refers to the process of facilitating progress and mobility of learners within and across each sub-framework and the world of work. It is the process whereby credits achieved in a course offered by an institution are interchangeable with a different course, either offered by another institution or within the same institution.

Assessment

It refers to the process used to identify, gather and interpret information and evidence against the required competencies in a qualification, part-qualification, or professional designation in order to make a judgment about a learner's achievement. Assessment in respect of formal, informal and non-formal learning is transparent and includes CAT and RPL where feasible.

Comparability

This refers to the degree of similarity between two qualifications in terms of purpose, level, credits and learning outcomes/level descriptors in order to determine the extent of credit accumulation and/ or transfer within or between institutions. The matching of curricular properties should also be considered when comparability is determined.

Credits

Credit is a unit of academic measurement of educational value. It means the amount of learning contained in a qualification or part-qualification and is based on the notion that one (1) credit is equated to ten (10) notional hours of learning.

Credit Accumulation

This means the totaling or acquiring of relevant credits required to complete a qualification or a part-qualification.

Credit System

It is a systematic way of describing an educational programme or qualification by attaching credits to its components. The definition of credits, especially in higher education systems is usually based on parameters, such as student workload, learning outcomes and/or contact hours.

Credit Transfer

This refers to a vertical, horizontal or diagonal relocation of credits towards a qualification

or part-qualification on the same or different level, usually between different programme, departments or institutions.

Credit Accumulation and Transfer (CAT) System

It refers to an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace. Credits previously obtained may be recognized as meeting the requirements for a different qualification, and, subject to identified limits, the credits achieved towards one qualification may be recognized as meeting part of the requirements for another qualification.

Formal Learning

It means learning that occurs in an organized and structured education and training environment and that is explicitly designated as such. Formal learning leads to the awarding of a qualification or part-qualification registered on the KNQF.

Learning Outcomes

Learning outcomes are sets of competences, expressing what the student will know, understand or be able to do after completion of a process of learning. Credit is a way of quantifying the outcomes of learning.

Level Descriptor

It refers to a statement describing learning achievements at a particular level of the KNQF that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level.

Lifelong Learning

Refers to learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective. It includes learning behaviors and obtaining knowledge, understanding, attitudes, values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability.

National Qualification

It refers to a qualification recognized and registered on the KNQF.

National Qualifications Framework

National qualifications framework is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved. This set of criteria are implicit in the qualifications descriptors themselves or made explicit in the form of a set of level descriptors.

National Qualifications System

It refers to all aspects of a country's activity that result in the recognition of learning. These systems include the means of developing and operationalizing national policy on qualifications, institutional arrangements, quality assurance processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society. One feature of a national qualification system may be an explicit national framework of qualifications.

Notional Hours of Learning

It comprises the total amount of time it would take an average learner to meet the outcomes defined in a learning experience and include, inter alia, face-to face contact time, time spent in structured learning in the workplace, time for completing assignments and research, and time spent in assessment processes.

Part-qualification

It refers to an assessed unit of learning or unit of competence that is registered as part of a qualification.

Recognition of Prior Learning (RPL)

It refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development. RPL can be undertaken for the awarding of credits, or for access.

Volume of Learning

It refers to amount of training, learning and assessment activities that a typical student must undertake to achieve all of the competencies packaged in a qualification. It is a notional duration and subject to variance in some circumstances. For example, some Certificate III qualifications require up to four years achieving all of the competencies when undertaken as a trade apprenticeship. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type.



INTRODUCTION

1.1 BACKGROUND

The Constitution of Kenya 2010 and the Sessional Paper No 1 of 2019 (on Policy Framework for Reforming Education and Training for Sustainable Development in Kenya) both create a platform for inclusive and equitable access to education and training. Further, the Kenya Vision 2030 avers that education provided in Kenya shall be accessible, relevant and globally competitive. To this end, the Kenyan education sector is reforming to enhance equity in access to quality and relevant education and training through, putting in place several strategic interventions. Notably, through the Kenya National Qualifications Framework (KNQF) Act No 22 of 2014, Kenya National Qualifications Authority (KNQA) was established to develop and implement a harmonized and centrally coordinated national qualifications system as an enabler of realizing lifelong learning. The purpose of the system is to align and harmonize articulation, classification, registration, quality assurance, monitoring and evaluation of national qualifications. The Authority has hence forth established the Kenya National Qualifications Framework (KNQF) as a tool to facilitate vertical and horizontal integration and life-long learning through harmonization and mapping of qualifications attained from formal, non-formal and informal settings of learning.

Nonetheless, Kenya has had a multiplicity of bodies participating in the qualifications awarding process. In addition, training in the private sector is managed under multiple industry administrations leading to variation in the quality and quantity of qualifications. Thus harmonizing qualifications with best practice in other systems in the world is vital, especially the need to provide an integrated system that considers life-long learning including assessment, certification and Recognition of Prior Learning (RPL).

The National Qualifications Framework forms the basis of a more flexible and integrated system

of recognizing qualifications. The need for such a system arises from the national objective of transforming towards a 'lifelong learning and knowledge based society', in which learners will be enabled to take up learning opportunities at chosen stages throughout their lives. The concept of 'lifelong learning' also implies that learners should be able to undertake units of learning at varying rates of progress, and perhaps not all in a continuous process; and that it should be possible to receive recognition for learning achievements in units that are smaller than many existing awards. Nevertheless, the Credit Accumulation and Transfer System (CATS) is an enabler of lifelong learning through RPL. The Authority in collaboration with key stakeholders has therefore made great strides in rallying behind development and implementation of CATS by providing the Kenya Credit Accumulation and Transfer System (KCATS) policy.

1.2 RATIONALE FOR THE KENYA CREDIT ACCUMULATION AND TRANSFER SYSTEM POLICY

Studies indicate a lot of commonalities between credit system and qualifications' frameworks such as, enhancing mobility, transferability, comparability and contributing to lifelong learning and development of human resource. This in turn indicates that "credit systems and qualifications frameworks are interwoven".

The credit system in higher education has its origin in the elective system initiated in 1872 at Harvard University in USA. The European Credit Transfer and Accumulation System (ECTS) instituted in 1989 is an example of a robust credit system in the world. In the East Africa region, efforts to implement credit transfers in higher education date back to 2007 when the National Higher Education Regulatory Agencies in three member States of the East Africa Community published CATS for bachelor's degree programmes in Human Medicine, Agriculture, Engineering, and Basic Sciences between 2007 and 2009. The Commission for University Education (CUE) continued with the effort by entrenching guidelines for CATS in the Universities Standards and Guidelines, 2014, and developing CATS in Education, among other programmes. Despite all these efforts, implementing CATS encountered challenges because the fundamental components to support the systems were not in place, notably, absence of a National Qualifications Framework (NQF) and other requisite parameters for Credit Accumulation and Transfer.

In line with the requirement to harmonize qualifications, KNQA has developed and is implementing the Kenya National Qualifications Framework (KNQF) and several policies and standards. In regard to the CATS, section 8 (l) of the KNQF Act No 22 of 2014 mandates KNQA to facilitate linkages, credit transfers, exemptions, vertical and horizontal mobility at all levels to enable entry, re-entry and exit. The Authority therefore provides an opportunity for building and implementing a robust and sustainable CATS for various qualifications awarded in Kenya.

KCATS policy recognizes the country's commitment to the African Union development Agenda 2063 and the United Nations Global Agenda 2030. Effectiveness and flexibility of learning pathways depends on how enabling the policy environment is, and availability of adequate instruments and practices that facilitate implementation. In addition, the policy is crucial for development of an efficient, responsive, transparent and equitable education and training system that recognizes prior certificated learning to facilitate mobility and seamless progression of students. This policy is designed to be used by education and training institutions to monitor, record and reward passage through modular, certificate, diploma and degree courses and to ensure that credits earned at one institution are recognized by another institution or program as meeting part of the requirements for a related qualification. The expected learning outcomes, volume of learning (Appendix III) and units of competence covered are the common denominators for transferring credits.

1.3 THE PROBLEM STATEMENT

Kenya's qualifications sector is fragmented and characterized by a multiplicity of qualifications and awarding bodies. This has resulted into award of qualifications whose course content, quality and volume of learning is varied and whose curriculum design is incompatible. Consequently, progression pathways have been rigid and with roadblocks thus hindering realization of lifelong learning envisaged by the Kenya Vision 2030, SDG No.4, national and international aspirations. Despite several previous attempts to develop and implement a CAT system, lack of a national policy framework to guide and coordinate the process of credit transfer, lack of a compatible curriculum and lack of a harmonized quality assurance mechanisms continue to hinder implementation of CATS. There's inconsistency, unfairness and lack of transparency in conducting credit transfers. This necessitated development of a national policy to guide CAT system.

1.4 POLICY CONTEXT

Through African Union (AU) Agenda 2063, African countries commit to promoting lifelong learning for all at all levels, using diverse and relevant modes of learning with flexible pathways for formal, non-formal and informal education and training. These include strengthened systems of RPL and equivalence, to cater for all. Kenya is a signatory of the Education 2030 Framework for Action which was adopted by 184 UNESCO member states on 4th November 2015 in Paris. Thus committing to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. To this end, the Government of Kenya has put in place programmatic, policy, legislative and administrative measures towards realization of equitable access to relevant and quality education and training and lifelong learning. This is articulated in the Sessional Paper No 1 of 2005, Sessional Paper No 1 of 2019, National Education Sector

Strategic Plan 2018-2022 among others as outlined below:

International Framework and Initiatives to Promote Lifelong Learning through Recognition of Prior Learning

- a) African Union Agenda 2063;
- b) Continental Education Strategy for Africa 2016-2025 (CESA 16-25);
- c) UN Sustainable Development Goal No. 4; and,
- d) UNESCO Global Convention on Recognition of Qualifications.

National Policies and Legislation Promote Lifelong Learning

- a) Constitution of Kenya 2010;
- b) Kenya Vision 2030;
- c) Sessional paper No.1 of 2005;
- d) Sessional Paper No 1 of 2019;
- e) Universities Act No. 42 of 2012 and Regulations (2014);
- f) TVET Act No 29 of 2013;
- g) Basic Education Act No 14 of 2013; and
- h) National Policy on Recognition of Prior Learning (2020).

National and Institutional Anchorage of the Policy

The mandate of KNQA is drawn from the KNQF Act No 22 of 2014 operationalized through KNQF Regulations of 2018. Section 8 (k) and (l) of the KNQF Act mandates the Authority to provide for recognition of attainment or competencies including skills, knowledge, attitudes and values and to facilitate linkages, credit transfers and exemptions and a vertical and horizontal mobility at all levels to enable entry, re-entry and exit. While there has been emphasize to facilitate and promote mobility and transfer of credits, lack of a harmonized approach of conducting credit transfers has posed challenges to effective implementation of credit transfers. To this end, this policy has been designed to bring together all actors of credit transfers and guide implementation of CATS. Noteworthy, the policy addresses the role of qualifications awarding bodies, curriculum developers and designers, assessment and certification bodies, education and training providers, industry and regulators in ensuring effective implementation of KCATS policy.

1.5 POLICY REVIEW PROCESS

The KCATS policy shall be reviewed after every five years or any such other period as it may be determined by the KNQA council.

1.6 THE SCOPE OF THE KCATS POLICY

This Policy applies to:

- i) KNQA, Qualification Awarding Institutions, education and training providers, regulatory bodies, assessment bodies, curriculum developers, industry, recognized professional bodies and learners;
- ii) The policy covers all qualifications and part-qualifications registered on the KNQF and it shall permit access of certificates, diploma, degree holders and holders of professional certificates across accredited institutions into related or similar programmes of the education and training;
- iii) Qualifications acquired from formal, informal and non-formal learning; and
- iv) Recognized foreign qualifications.



2

SITUATION ANALYSIS AND KEY ISSUES

2.1 INTRODUCTION

This section provides a broad sectoral overview of the critical issues which impact on Kenya's progress towards effective implementation of CATS as an enabler of equitable access to quality education and training. For nearly fifteen years, there have been attempts to develop, implement, and institutionalize a Credit Accumulation and Transfer System (CATS) in Kenya with an aim of facilitating seamless and fair progression in education and training through various alternative pathways. However, Kenya has not succeeded in implementing the CATS. A range of challenges have been identified in each thematic area and key issues identified as discussed in this chapter.

2.2 THEMATIC AREAS AND KEY ISSUES

2.2.1 Kenyan Qualifications' Awarding System

The Kenyan Qualifications Awarding System has been fragmented for many years, resulting into a multiplicity of qualifications whose quality and quantity is varied. In addition, the qualifications are differentiated based on the breadth, depth and complexity of knowledge, skills and competences reflected in the qualification's level descriptors. The qualifications awarded in Kenya are broadly classified as follows: -

- 1) **By sector:** -
 - a) Basic Sector
 - b) TVET sector;
 - c) University education sector; and
 - d) Professions.

2) By KNQF qualifications levels: -

- a) Basic sector: KNQF Levels 1-3;
- b) TVET sector: KNQF Levels 3-6;
- c) University sector: KNQF Level 5 (craft certificate) and Level 6 (diploma), levels 7-10 (degrees and post-graduate certificates and diplomas); and
- d) Professions (Grade Tests).

Each sub-sector independently applies their own curriculum development, assessment, certification and CATS standards, guidelines and design.

Key Issues

- a) Lack of considerable degree of commonality in the curriculum designing, packaging of learning outcomes, credits and certification;
- b) Incompatible and lack of comparability due to fragmented guidelines, standards of assessment and grading system
- c) Inconsistency, unfairness, bottlenecks to progression to due application of different standards and guidelines;
- d) Unclear progression pathways;
- e) Different volume of learning: - workload, content and or length of study;
- f) Lack of transparency;
- g) Inconsistency in credit level descriptors;
- h) Seamless progression and mobility of learners has been hampered due to multiplicity of actors and the qualifications; and
- i) Disjointed quality assurance standards and mechanisms.

2.2.2 Coordination and Governance

Absence of a national CAT policy to centrally coordinate credit transfer has led to inefficient and ineffective implementation of credit transfer. Different QAls apply different guidelines and regulations to coordinate, govern and transfer students' credits across programmes and institutions. Consequently, some students end up being disadvantaged and some being denied the opportunity to access, progress or transfer their prior qualifications resulting in inequitable access to training.

Key Issues

- a) Lack of transparency during credit transfer process;
- b) Unfair or Inequitable access to progression' pathways;
- c) Weak monitoring mechanisms;

- d) Unclear progression pathways;
- e) Duplication of roles;
- f) Inconsistency in conducting credit transfers leading to varied quality and quantity of qualifications; and,
- g) A weak monitoring and evaluation mechanisms.

2.2.3 Access to Education and Training Pathways

The constitution of Kenya 2010, Sessional Papers Number 1 of 2005 and No. 1 of 2019 and other national policies on education and training reiterate the need for equity in access to relevant and quality education and training. The KCATS is aimed at enabling equitable access through recognizing prior learning. Despite the efforts made towards achieving this goal, inequitable access within and between qualification pathways is still evident due to absence of a harmonized system for CAT.

Key Issues

- a) Weak structures for implementing Recognition of Prior Learning (RPL) and Lifelong Learning;
- b) Inequitable progression and transfer of credits, qualifications and skills;
- c) Lack of a common denominators for comparability; and,
- d) Lack of a coherence in the qualifications awarding sector.



3

POLICY GOAL, OBJECTIVES AND PRINCIPLES

3.1 INTRODUCTION

The KCATS policy is geared towards ensuring equitable access and progression within pathways as envisaged in the Sessional Paper No 1 of 2019, Kenya Vision 2030, the Constitution of Kenya 2010, NESSP (2018-2022) and the SDG No 4. Development of the policy is influenced by international and national instruments for skills development that emphasize transferability and mobility of knowledge and skills as the key strategy for achieving the *'Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4* and the ongoing educational reforms in Kenya.

3.2 POLICY GOAL

The overall goal of this policy is to recognize prior learning and ensure seamless progression of learners between qualifications pathways thus enhance equitable access to quality and relevant education and training for lifelong learning. The policy focuses on creating a transparent and centrally coordinated CAT system to enable entry, re-entry, exit between and within various programmes and institutions.

Purpose of KCATS includes: -

- a) A Credit Accumulation and Transfer System has an increasingly important role to play in recording student achievement;
- b) It is fundamentally a tool for describing the comparability of learning achieved in terms of its volume and intellectual demand;
- c) Help institutions design programs that are as efficient as possible, are similar in volume and intellectual demand; and which are targeted on a range of learning

- outcomes that the learners need to achieve by using KCAT system;
- d) Benefits individuals seeking to progress between qualifications or part-qualifications on the KNQF and between these qualifications and the world of work;
 - e) Make study programs easy to compare for all students, lecturers and institutions thus KCATS facilitate mobility and academic recognition;
 - f) Guide to colleges and universities to organize and revise their study programmes and/or qualifications; and
 - g) Makes Kenyan higher education more readable and accessible for students from other levels of learning and foreign countries helping with the mobility of students and staff and with broader internationalization of qualifications.

3.3 POLICY OBJECTIVES

Objectives of the policy includes to: -

- a) Provide a framework of Credit Accumulation and Transfers as an enabler of progression within the national qualifications pathways, and students transfer between participating institutions;
- b) Facilitate seamless transition between levels and sub sectors of education and training. The policy shall ensure that all students seeking credit transfer and meet the required minimum standards are considered with guidance of relevant legislation, rules, regulations and requirements stated in the policy;
- c) Promote student mobility between qualifications pathway, world of work and lifelong learning;
- d) Ensure that for each learner, there is an opportunity for appropriate adding together of credits, gained from meeting the intended learning outcomes of a particular course or programme, to achieve certification through Credit Accumulation. The credits may be as a result of a successful undertaking of full course or programme or from credit transferred from previous study or from recognition of prior learning;
- e) Facilitate the development of credible, efficient and transparent processes both for the accumulation of credit within qualifications and for the transfer of credit between qualifications both within and between the Sub-Frameworks of the KNQF;
- h) Creating a single integrated national framework to guide lifelong learning;
- i) Enhancing transparency recognition and the quality of education and training;
- j) Accelerating the redress of past unfair discrimination in education, training and

employment opportunities; and,

- k) Enhancing the quality and volume of student mobility in Kenya.

3.4 GUIDING PRINCIPLES

This Policy is anchored on the following principles as a guide to all organizations and qualifications awarding institutions responsible for developing, quality assuring and/or implementing KCAT systems: -

a) Articulation by Design

Possibilities for articulation pathways, including within and between the Sub Frameworks of the KNQF and/or the world of work, shall be included in the design and purposes of new qualifications and part-qualifications in order to promote CAT.

b) Comparison based on Credible Methods

- i) In promoting the KCAT system, qualifications shall be compared based on credible methods that determine the extent to which their curricular properties, as well as their content and expected learning outcomes match, as guided by the KNQF level descriptors.
- ii) The comparison of qualifications has to take into account the purpose of each qualification as well as the broader application of the qualifications within the context for which they were designed.
- iii) The degree of similarity between qualifications shall ensure that students have the necessary knowledge and background to be successful in more advanced courses.
- iv) The decisions of receiving departments or institutions on the transfer of credit may be appealed by providers or learners using processes agreed.

c) Supplementary

- i) Where there are differences in prerequisites, the rigour of the curriculum, or the topics covered, the relevant authority may require the learner to do supplementary work before credits are awarded.
- ii) This supplementary work shall be determined in a fair, consistent and transparent manner, using credible methods, and in consultation between the two institutions.
- iii) The amount of credit awarded for transfer may be set by a pre-existing agreement,

or may be decided by the authority responsible for the programme into which credit is being transferred.

- iv) The amount of credits will vary according to the comparability of the outcomes gained to the outcomes required.

d) Transparency

- i) Rules, regulations and any register of precedents which inform, influence or govern decisions taken in respect to CAT shall be valid, fair, reliable and transparent.
- ii) The rules must be publicly available and drawn to the attention of intending students prior to enrolment. This should include clear information about fees for KCAT where they are charged.

e) National Values

The KCATS Policy will be guided by the National Values and Principles of Governance as stipulated in Article 10 of the Constitution of Kenya as follows;

i) Confidentiality

All information regarding CATS of an individual will be treated with confidentiality.

ii) Non- Discrimination

All applicants for CATS shall access all services without discrimination.

iii) Inclusivity and Participation

This principle acknowledges the role of participation of all stakeholders and consultation in promoting CATS process.

iv) Collaboration

The Kenya National Qualifications Authority will coordinate and seek partnerships and collaboration with all actors of CAT.

v) Sustainability

KNQA shall promote CATS through multi-sectoral collaboration to ensure sustainability.

3.5 POLICY APPROACH AND GUIDELINES

The following approaches will be applied for in realizing the objectives of this policy:

- a) Recognition of Prior Learning outcomes;
- b) Step-wise development of Sector by Sector CATS;

- c) Institutional capacity building;
- d) Partnerships and collaborations; and,
- e) Quality assurance.

3.5.1 Guidelines for Implementing Credit Transfer

- i) No credit shall be transferred for core courses of a program;
- ii) Not more than 49% of credits shall be transferred from one level to another;
- iii) Credits shall only be transferred from courses that were taken within the last four years; Credits shall only be transferred from courses that were taken within the last four years, however this shall not apply to skills and competences acquired through experiential learning from informal settings;
- iv) The Authority shall only approve a credit transfer made in accordance with Part V (20) of the KNQF Regulations of 2018;
- v) A person may apply to the Authority for an approval to transfer credits accumulated in a qualification in Form KNQA/L/015 set out in the Third Schedule: Provided that the person intending to transfer credits shall satisfy the requirements of the Authority and of the admitting qualifications awarding body;
- vi) When a student is likely to acquire a higher grade because of the credit transfer than the student would have earned in the education institution of origin, it shall not be approved;
- vii) The institutions shall develop a mechanism of reflecting which units have been transferred in a course so as show linkage between the units transferred and those that the student is currently taking. The same must be indicated on the student's transcript;
- viii) Student workload shall include the time spent in attending lectures, seminars;
- ix) independent study, preparation for, and taking of, examinations, practical work, field study, field attachment, project, teaching practice etc;
- x) For the post graduate programmes, credit transfers may be approved for course work only. This shall be subject to mutual agreement between the two affected institutions;
- xi) Credit transfer shall not apply to the common core units, project work, attachment, teaching practice and research for qualifications offered by an accredited education institution;
- xii) The credits earned from a foreign education institution, and sought to be

transferred, shall be evaluated on the following criteria and the applicant's admission qualifications as compared to the entry requirements set out in the Act: -

- a) The course content;
 - b) Proof of the completion of the course being recognized and approved;
 - c) The contact hours and duration of the course being recognized and approved;
 - d) The accreditation status of the qualifications awarding body from which the qualifications were obtained;
 - e) Bilateral, regional or other similar agreements; and
 - f) Proof of proficiency in English.
- xiii) Where it is determining that an applicant has complied with the KCAT guidelines and the regulations, the applicant may be issued with a Certificate of Approval to transfer Credits in a prescribed format and in accordance to provisions of the KNQF Regulations of 2018;
- xiv) The Credit Transfer fee shall be charged in accordance with the provisions of the KNQF Regulations of 2018;
- xv) No credit transfer shall apply to a certificate acquired from a qualification in Law;
- xvi) Credits shall be transferred only once;
- xvii) Students who get an average of a distinction at certificate level (or took a certificate program that lasted for two years or more); shall be allowed to join Diploma programs at year two (if credits transferred are not more than 49% of the Diploma program); All other students will join Diploma programs at year one;
- xviii) Students who took a Diploma program that lasted for three years or more shall be allowed to join Degree programs at year three, if they get a Credit and above (if credits transferred are not more than 49% of the Degree program enrolled in); Those getting lower than a credit shall enroll in year 2 of the Degree program;
- xix) Students who get an average of a Credit at two-year Diploma programs shall be allowed to join Degree programs at year two (if credits transferred are not more than 49% of the Degree program enrolled in); All other two-year Diploma students will join Degree programs at year one;
- xx) Students who have taken more than two semesters of study for a Bachelor's degree at one university can transfer all credits to a similar or related bachelor's degree at another university;

- xxi) Students who have taken more than two semesters of study for a master’s degree at one university can transfer all credits to a related master’s degree at another university; subject to an acceptable status report from his/her previous supervisors and approval by the receiving university’s graduate school;
- xxii) Students who have taken more than two semesters of study for a doctoral degree at one university can transfer all credits to a related doctoral degree at another university; subject to an acceptable status report from his/her previous supervisors and approval by the receiving university’s graduate school;
- xxiii) The allocation of KCATs credits is based on the official length of a study programme cycle. The total workload necessary to obtain an artisan certificate is 6 months (or 60 credits), Craft Certificate is one year (120 credits), Diploma is 2 to 3 years (240 to 360 Credits), Bachelor’s degree lasting officially four to six years is expressed as 480 to 700 credits; master’s Degree will take 2 years (240 credits), postgraduate diploma (one year or 120 credits); and doctorate (3 years or 360 credits) as shown in table 1 below;

Table 1: KNQF Volume of Learning

No.	KNQF Level	Notional Hours	Credits	Period
1.	Level 3: National Skills	300-599	30-59	3 Months
2.	Level 4: Artisan Certificate	600-1199	60-119	6 Months
3.	Level 5: Craft Certificate	1200-2399	120-239	One Year
4.	Level 6: National Diploma	2400-4799	240-479	Two Years
5.	Level 7: Bachelor’s degree	4800	480	Four Years
6.	Level 8: PGD	1200	120	One Year
7.	Level 9: Masters	2400	240	Two Years
8.	Level 10: Doctorate	3600	360	Three Years

3.6 POLICY OUTCOMES AND BENEFITS

The anticipated outcome of this policy include:

- a) Providing a ‘route map’ showing progression routes to enable students to navigate personal learning pathways more easily;
- b) Facilitating the accreditation of small amounts of measurable learning which can build confidence and encourage further learning;

- c) Enable students to transfer more easily between and within institutions, while maintaining a verified record of achievements (credit transcript) to date;
- d) Providing a common language supporting curriculum development within and between institutions;
- e) Supporting the achievement of consistent student workloads across programmes within different disciplines;
- f) Encourage and facilitate partnerships between institutions;
- g) Facilitate students' entry to an international education arena where national credit has similar weightings internationally;
- h) Providing a framework that can be recognized as a passport to students' mobility;
- i) Improving and widening students' participation and reduce non completion;
- j) Enhancing Lifelong learning; and,
- k) Create flexibility of entry routes at different levels therefore enhancing equitable access to education and training.

3.7 CRITERIA FOR KENYA CREDIT ACCUMULATION AND TRANSFER SYSTEM

The criteria related to KCATS shall be set in accordance to the requirements of credit transfer as set out in Part V (20) of the KNQF Regulations and also based on KNQF level descriptors including volume of learning covered in the prior certificated learning, grading system and admission requirements. For instance, for a diploma programme the volume of learning must be at the minimum equivalent to 240 credits.



4

POLICY PRIORITY ACTIONS

4.1 INTRODUCTION

Kenya's commitment to equitable access to quality and relevant education and training requires that appropriate mechanisms are put in place to address the interests and rights of all those who need education. This chapter outlines the policy priority areas that KNQA shall oversee and implement through the institutional arrangements discussed in chapter five. The policy commitments are anchored on the policy objectives stated in chapter three, developed out of the situational analysis, the policy context and achievements made. Policy actions taken on each priority area are expected to guide implementation of the Kenya Credit Accumulation and Transfer System and ultimately lead to mobility and transferability of qualifications and part qualifications within and between various programmes and levels of qualification.

4.2 REGULATORY AND POLICY FRAMEWORK

Develop and strengthen legal and policy frameworks for equitable access and seamless progression within and between qualification levels.

Policy Actions

- i) Develop and implement national policy and guidelines for Credit Accumulation and Transfer System;
- ii) Integrate CATS policy in existing legal & regulatory frameworks of education and training in Kenya;
- iii) Strengthen capacity of institutions charged with the responsibility of implementing and monitoring Credit Accumulation and Transfer;
- iv) Integrate CATS into existing KNQF policies and strategies for recognition of skills and qualifications;

- v) Explore what sectoral approaches would be relevant (allowing a sector to design its own CATS process); and
- vi) Synchronize national regulations with regional and global regulation if needed;
- vii) Promote Recognition of Prior Learning (RPL) by developing and implementing a national RPL policy, standards and guidelines

4.3 A COMMON FRAMEWORK FOR CURRICULUM DEVELOPMENT AND DESIGN

Promote commonality in curriculum development process, design and assessment approaches to enable compatibility and transferability of qualifications.

Policy Actions

- i) Develop and implement a national curriculum development policy, standards and guidelines adopting a common credit system to give an account of the volume of learning or students workload;
- ii) Develop and implement a national assessment policy, standards and guidelines ensuring the use of commonly recognized students' transcript;
- iii) Monitor implementation of the KNQF level descriptors which describe the level of: -
 - Credits that have been achieved;
 - Learning Outcomes;
 - Minimum entry requirement; and,
 - Volume of Learning.
- iv) Strengthen quality assurance systems to assure and ensure conformity to CATS standards and guidelines, and national and international standards of curriculum development; and,
- v) Strengthen collaborations between actors in the CATS and qualifications awarding sector.

4.4 INSTITUTIONAL FRAMEWORK

Promote collaboration between stakeholders and institutions participating in CATS and build their capacity to promote accountability and quality of CATS processes.

Policy Actions

- i) Define the role of KCATS Actors;
- ii) Assess the capacity of the existing KCATS Actors;
- iii) Build capacities of KCATS actors;

- iv) Develop CATS Management Information System (MIS) and link it with National Qualifications Information Management System whose aim to keep a National Learners Record Data Base; and
- v) Establish inter sectorial committees to coordinate inter-sectoral CATS activities.

4.5 QUALITY ASSURANCE SYSTEM

Strengthen quality assurance systems in the qualifications' sector to promote quality.

Policy Actions

- i) Develop a national quality assurance policy and guidelines;
- ii) Establish sectoral standardized CATS and processes;
- iii) Conduct an oversight to ascertain the quality of curriculum development and CATS implementation and assessment process;
- iv) Establish a Monitoring & Evaluation framework for KCATS; and
- v) Build capacities of quality assurance agencies in implementation of credit transfers.

4.6 AWARENESS CREATION AND PUBLICITY CAMPAIGN

Promote countrywide awareness and publicity campaigns to promote ownership and transparency.

Policy Actions

- i) Support development of a KCATS policy communication strategy;
- ii) Ensure dissemination of the policy guidelines to all the stakeholders;
- iii) Build the capacities of QAIs and other actors; and,
- iv) Coordinate CATS piloting and national roll out.

4.7 COLLABORATIONS AND PARTNERSHIPS

Strengthen collaborations and partnerships amongst CATS actors at national and international level

- i) Develop communities of practice and continued stakeholder involvement framework;
- ii) Strengthen collaboration between parties implementing CATs through learning agreements and communities of practice; and,
- iii) Strengthen partnerships with development partners.



5

INSITUTIONAL AND IMPLEMENTATION FRAMEWORK

5.1 INTRODUCTION

KCATS policy recognizes the need for central coordination and collaborative efforts to ensure its effective implementation. This chapter presents the framework for implementing KCATS Policy which shall take a step wise, sector by sector approach cutting across both the state and non-state actors at all levels. KNQA will take the leading role of coordinating all the other actors in the country so as to enhance harmony and minimize duplication. Along with the policy, a national action plan for implementing it shall be developed. The action plan shall provide clear roles and responsibilities as well as targets and timelines for each actor, among other key requirements. Further, there is need to institutionalize and strengthen CATS in all sectors and build capacities of the actors.

5.2 IMPLEMENTING KCATS IN THE CONTEXT OF THE KNQF

A credit within the context of the KNQF is a measure of the volume of learning required for a qualification or part-qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part qualification at a specific level of the KNQF as described in the level descriptors. One credit is equated to ten (10) notional hours of learning. Implementation of KCATS within the context of KNQF therefore shall be done as described below: -

- 1) **Articulation within the KNQF is both Systemic and Specific**
 - i) **Systemic articulation** is based on legislation, national policy and formal requirements, including within and between the Sub-Frameworks of the KNQF, and the steering mechanisms available to the State such as funding and planning within the education and training system.

- ii) **Specific articulation** is based on formal and informal agreements within the education and training system, mostly between two or more education and training sub-systems, between specific institutional types, and guided by guidelines, policies, and accreditation principles.
- iii) **Systemic and/or specific** articulation may apply to qualifications, part-qualifications and professional designations.

2) Levels of Credit Transfer

- i) In the case of systemic articulation:
 - National – Involves the accumulation and recognition of credits across all institutions within Kenya.
- ii) In the case of specific articulation:
 - a) Intra-institutional – involves the totaling of credits within a specific institution, or department within an institution;
 - b) Inter-institutional - involves the recognition and accumulation of credits between two or more institutions. In these instances, the purpose of the qualification, the associated learning outcomes, the nature of the curriculum, and the value of the credits are taken into account.
- iii) Credit awarded in one learning programme may count towards;
 - a) The same learning programme in another institution;
 - b) Another learning programme on the same or a different level of the KNQF, the same or a different Sub-Framework of the KNQF;
 - c) A different department in the same institution, or in a different institution.

5.3 KEY FEATURES OF KCATS

- i) KCATS is based on the convention that; 120 credits measure the workload of a full-time student during one academic year. The student workload of a full- time study programme in Kenya amounts in most cases between 36 to 40 weeks per (academic) year and in those cases one credit stands for 10 notional hours. Workload refers to the notional time an average learner might expect to complete the required learning outcomes;
- ii) Credits in KCATs can only be obtained after completion of the work required and appropriate assessment criteria of the learning outcomes achieved;
- iii) Student workload in KCATS includes the time spent in attending lectures, seminars, independent study, preparation for, and taking of, examinations, practical work,

- field study, field attachment, internship, teaching practice etc;
- iv) Credits are allocated to all educational components of a study programme (such as modules, courses, placements, dissertation work, etc.) and reflect the quantity of work each component requires in relation to the total quantity of work necessary to complete a full year of study in the programme considered; and,
 - v) The performance of the student is documented in a transcript using the national grading system. The KCATS grading scale shall rank students on a statistical basis. Therefore, statistical data on student performance is a prerequisite for applying the KCATS. Grades shall be assigned to students as shown on table 2 below:

Table 2: Grading System for Degrees and Diplomas

No	Marks	Grade	GPA
1	70% and above	A	4
2	60-69%	B	3
3	50-59%	C	2
4	40-49 %	D	1
	Less than 40	Fail	

Table 3: Degrees and Diplomas will be Ranked as follows using the overall average mark: -

Average Mark	Degree Classification	Diploma/Cert Classification
70% and above	First Class Honors	Distinction
60% - below 70%	Second Class (Upper D)	Upper Credit
50% - below 60%	Second Class (Lower D)	Lower Credit
40% - below 50%	Pass	Pass
Below 40%	Fail	

5.4 KCATS IMPLEMENTATION FRAMEWORK

Development and implementation of KCATS policy shall be a highly consultative process involving various key actors. For effective implementation, specific responsibilities of each actor are as outlined in the table below: -

Table 4: Roles and Responsibilities in Implementation of the Policy

Institution	Roles and Responsibilities of KCATS Policy Actors
Kenya National Qualifications Authority	<ul style="list-style-type: none"> i) Spearhead policy formulation, development, implementation and reviews of the KCATS policy and guidelines to facilitate Credit transfers; ii) Coordinate development of the national curriculum development policy, RPL policy and quality assurance policy; iii) Develop the national action plan for implementing the KCATS policy iv) Coordinate implementation of Credit Accumulation and Transfers in Kenya; v) Collaboration with QAIs and put in place a proper appeal mechanism; vi) Coordinate development of sector by sector Credit Accumulation and Transfer System and guidelines; vii) Co-ordinate the Sub-Frameworks of the KNQF, including the alignment of Sub-Framework policies to KCAT, to enable articulation across the system; viii) Support the development of collaborative partnerships across the Sub-Frameworks of the KNQF to develop an enabling environment for implementing the KCATS policy and the progression of lifelong learners in general; ix) Collaborate with the specific regulators and QAIs to establish and manage a KCAT monitoring and evaluation system to advice and alert institutions regarding potential and actual transgressions relating to national KNQF and CAT policies; x) Carry out research to improve KCAT in collaboration with the regulators and industry. Specific focus shall be placed on existing partnerships and models of good practice relating to CAT, and national studies to improve outcomes in CAT within and between the Sub-Frameworks of the KNQF; xi) Develop and provide a National Learners’ Record Data Base; and xii) Conduct capacity building and awareness creation about KCATS.

Regulatory Bodies	<ul style="list-style-type: none"> i) Collaborate with KNQA to provide over sight and mechanisms of quality assuring implementation of KCATs in their respective sub-sectors; ii) Align their standards and guidelines to the national standard and guidelines, taking into account the national KCATS policy and systems and the broader context of their specific Sub Frameworks and related policies; iii) Promote the collaborative development of curriculum and qualification pathways between different types of provisioning to promote and enable successful implementation of KCATS.
Qualification Awarding Institutions (QAIs)	<ul style="list-style-type: none"> i) Develop and implement institutional policy guidelines and tools for CAT in accordance with the principles outlined in this policy and existing CAT System to ensure equity and inclusiveness in access to learning opportunities; ii) Demonstrate through regular internal and external quality reviews, including those done by the regulators, that their policies and practices for CAT support the principles as listed in this policy; iii) Translate KNQF level descriptor into specific learning outcomes to enable assessment of workload and awarding of credits to each unit of competence; iv) In collaboration with KNQA, the institutions shall put in place appropriate appeal mechanisms; v) Set fair and transparent admission criteria, grading system, awarding system, course description/curriculum, that are consistent with the national policies; vi) Undertake collaborative approaches to curriculum development across different institutional types to advance implementation of KCATS, including alignment of curricula in common fields, taking into account their purpose and the types of knowledge and competencies; vii) Initiate and participate in partnerships with other education and training providers to implement and promote KCATS; viii) Develop and maintain information management systems that are compatible with the National Learners' Records Database (NLRD) and other relevant government information management systems, and submit the relevant data to KNQF using effective existing systems; and, ix) Seek accreditation and KCATS Label from the KNQA.

Professional Bodies	<ul style="list-style-type: none"> i) Comply with the national policy, standards and criteria for Recognizing a Professional Body and Registering a Professional designation on the KNQF, including not to apply unfair exclusionary practices in membership admission to the body or when recognizing education and training providers; ii) Initiate and participate in partnerships with other education and training providers and workplaces to recognize and promote KCATS; and iii) Participate in and adhere to the findings of the national adjudication process set up by KNQF and the quality assurance agencies to monitor unfair exclusionary practices related to KCATS and exemptions.
Curriculum Developers	<ul style="list-style-type: none"> i) Ensure that programmes of study, study units and study modules translate KNQF qualification level descriptors into content that is consistent and translate learning outcomes in terms of knowledge, skills and attitudes; and student workload in terms of credits; ii) Adopt a collaborative approach to curriculum development.
Industry	<ul style="list-style-type: none"> i) Participate in curriculum development process and identifying of the occupational standards for their sectors; and ii) Participate in assessment.
Student Placement body	Ensure that students are appropriately placed according to minimum entry requirements outlines on the KNQF;
Learners	Must strive to understand the KCATS guidelines, the professional requirements and the course requirements before applying for credit transfers.
Media	<ul style="list-style-type: none"> i) Publicize, inform and educate the public about the policy; ii) Create awareness about KCATS;
Partners	Support in mobilization of resources to support development and implementation of CATS

5.5 RESOURCE MOBILIZATION

Successful implementation of this policy shall require adequate financial, human and technical resources. Funding will be sought from the National Treasury driven by the annual budgetary provisions. Additional support may be sought from development partners and Non-State Actors.

5.6 APPLYING FOR APPROVAL OF CREDIT TRANSFER

- i) Accredited institutions shall apply to participate in credit transfer in accordance to KNQF regulations using FORM KNQA/KCATs/KNA/011;
- ii) The institution shall be required to produce and distribute a catalogue of programs registered in the KCAT system and requirements for enrollment and participation as provided for by the KNQF Regulations 2018;
- iii) Each Institution shall produce a Learning Agreement that contains the list of courses to be pursued; and agreed upon by the student and the giving and receiving institutions. The Learning Agreement must be agreed upon by the student and the two institutions concerned before the student's departure and to be updated immediately when changes occur; and,
- iv) Attach the transcript of performance of a student which shows the list of courses taken, the credits gained and possibly CAT grades awarded and /or transferred. In case of credit transfer, the Transcript of Records must be issued by the home institution for outgoing students before departure and by the host institution for incoming students at the end of their period of study.

5.7 KENYA CREDIT ACCUMULATION AND TRANSFER LABEL

All institutions participating in credit transfer shall obtain a KCAT label from the KNQA;

- i) The KCAT label shall be awarded to institutions which apply for the label in accordance with the provisions of the KNQF Regulations of 2018. The label will raise the profile of the institution as a transparent and reliable partner in Kenya and the region;
- ii) The criteria for the applying for label will be as outlined in the KNQF Regulations of 2018: Including submission of a Course Catalogue (online or hard copy) in English language, a sample of learning Agreements, Transcripts of Records and an application form (Appendix IV) for institutions to participate in KCATS);
- iii) The label will be valid for four academic years. The list of institutions in possession of the label shall be published on the KNQA web site.

5.8 PROCEDURE FOR APPLICATION FOR CREDIT TRANSFER BY A LEARNER

A learner who intends to transfer credits shall apply for Credit Transfer using the prescribed format in accordance to national standards and guidelines provided by KNQF Regulations of 2018. The applicant shall attach the following: -

A duly filled application form;

- i) Original and certified copy of qualification Certificates;
- ii) Original and certified copies of Academic Transcripts to support the Certificates; Curriculum and/or syllabus of the program;
- iii) Original and certified copies of National Identity Card (ID) and/or a valid passport for Kenyan citizen;
- iv) Original and certified copies of a valid passport, work permit/visa and letter of provisional admission/intent to study in Kenyan institutions of learning for foreigners intending to pursue further studies in Kenyan institutions;
- v) Payment of non-refundable prescribed application fee; and,
- vi) Certificates and certified Academic transcripts submitted by Kenyan Citizens must be certified by the issuing QAI.



6

MONITORING AND EVALUATION

6.1 INTRODUCTION

Monitoring and Evaluation (M&E) shall be an essential strategy in the implementation of the KCATS Policy. Frameworks on each policy action detailing outputs, outcomes, impacts and key actors shall be developed to facilitate annual plans and development planning processes in all sector at all levels. The M&E processes will follow a strategic implementation plan that will be put in place for each component of the policy commitments. The M&E strategy will involve quarterly and annual updates.

6.2 MONITORING AND EVALUATION

Establish a CATS monitoring and evaluation strategy to ensure the policy objectives are monitored, tracked and evaluated. KNQA Council and KNQA senior management will work collaboratively with the regulatory agencies to: -

- i) Develop and implement monitoring and evaluation tools and performance indicators that are integrated in the annual plans and development planning processes; and,
- ii) Develop and institutionalize tools for effective monitoring and evaluation.

6.3 RESEARCH AND DOCUMENTATION

There shall be strategies to enhance the collection, collation and analysis of data to inform policies, planning and decision-making through research. This shall be done through: -

- i) Conducting research on issues of Credit Accumulation and Transfer;
- ii) Establishment of a CATS database and updated regularly;
- iii) Strengthen capacity in development and use of the national guidelines on

- collection, collation and analysis of data;
- iv) Assessing all programs to ascertain whether they meet the policy targets; and,
 - v) Evaluating whether implemented programs have had positive impacts on target beneficiaries.

6.4 REPORTING

- i) Produce annual progress reports in a consultative manner;
- ii) Facilitate timely reporting, decision making and direction on progress of implementation.

APPENDIX I: PROGRAM CLASSIFICATION FOR LEVEL 7-10

The table below shows the classification table that shall be used to equate related programs at different universities. Stakeholders in each program discipline will strive to map all the recognized certificates, Diplomas and Degrees in the discipline and create suitable detailed CATs, procedures for application and related matters. The CATs once developed will be approved by the KNQA for use by all training institutions that apply to join and use the program for specified programs/qualifications.

No	KNQF Level 7-10 Programmes Groups
1.	Law & Related
2.	Business & Related
3.	Arts & Related
4.	Geoscience & Related
5.	Special Education
6.	Kiswahili & Related
7.	Engineering, Technology & Related
8.	Architecture, Design, Planning & Related
9.	Computing, IT & Related
10.	Agribusiness & Related
11.	Science & Related
12.	Mathematics, Economics & Related
13.	Design, Textiles & Related
14.	Sports, Physical Education & Related
15.	Medicine, Nursing, Health & Related
16.	History & Related
17.	Agriculture, Food Science, Environment & Related
18.	Geography, Natural Resources Management & Related
19.	French & Related
20.	German & Related
21.	Music & Related
22.	Education Science & Education Arts
23.	Religious Studies & Related

APPENDIX II:

PROGRAMME CLASSIFICATION FOR TVET QUALIFICATIONS

KNQF Level 3,4, 5 and 6 Programmes for TVET Sector		
S.NO	Training sector	Sector Regulator/Association
1	Auto and Auto components	Kenya association of manufacturers (KAM)
2	Food processing	"
3	Textile and clothing	"
4	Telecommunication	Communication Authority of Kenya
5	IT and ITE	ICT Authority
6	Electronic and IT hardware	KAM
7	Furniture and furnishing	KAM
8	Beauty and wellness	Kenya private Sector Alliance
9	Gems and jewelry	Kenya Chamber of Mines
10	Building construction and real estate	National Construction Authority
11	Energy and extractive sector	Energy Regulatory Authority
12	Water, environment and natural resources	NEEMA & Water Resource Management Authority
13	Media and Entertainment	Media Council of Kenya
14	Health care	Proposed health Authority
15	Pharma and life science	KAM and proposed health care
16	Agriculture	Agriculture and Food authority & Biosafety Authority
17	Transport and logistics	KCAA, NTSA, KMA, KR KRB
18	Rescue services and disaster management	Disaster management Coordination Unit
19	Business, financial services and insurance	Capital Market Authority, SASRA, IRA,
20	Education and skills development	TSC, TVETA, CUE
21	Security	KDF, NPS, private Security Regulatory Authority
22	Domestic workers	National Employment Authority
23	Leather and leather Goods	Kenya Leather Authority
24	Tourism, Hospitality and Travel	Tourism Regulatory Authority
25	Retail and Wholesale services	Kenya private Sector Alliance

APPENDIX III: KNQF VOLUME OF LEARNING



KENYA NATIONAL QUALIFICATIONS AUTHORITY

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

* MUST CARRY 240 CREDITS OR MORE

Summary of the Kenya National Qualification Framework Requirements

APPENDIX IV: KNQF STRUCTURE



KNQF STRUCTURE

KNQF Level	General and Further Education and Training Sub-Framework		Notional hours (minimum)
10	Doctorate Degree		3600 after KNQA level 9
9	Master's degree		2400 after KNQA level 7
8	Post-Graduate Diploma	Professional Bachelor's Degree	1200 after KNQA level 7 or 6000 after KNQA level 2
7	Bachelor's Degree	National Diploma	4800 after KNQA 2 or 2400 after KNQA level 6
6			2400 after level 2 or 1200 after KNQA level 5
5		Craft Certificate National Certificate National Vocational Certificate-IV	1200 after KNQA level 2 or 600 after level 4
4			600 after KNQA level 2 or 300 after level 3
3		National Vocational Certificate-II	300 after KNQA level 2
2	Secondary Certificate	National Vocational Certificate-I	Primary Education (Level 1)
1	Primary Certificate		Birth Certificate

APPENDIX V:
APPLICATION FORM FOR INSTITUTIONS

FORM KNQA/KCATS/KNA/011



APPLICATION FOR AN INSTITUTION TO PARTICIPATE IN KCATS

Please refer to the KNQA Act no. 22 of 2014 and KNQF regulations, 2018 when completing this form.

Submitting Organizations' information

ORGANISATION DETAILS

Full name(s) and preferred abbreviation of the submitting organization(s):

Address:

Postcode:

Telephone Number:

Website:

SUBMITTING REPRESENTATIVE DETAILS

Submitting Representative's Name:

Job Title:

E-mail:

Telephone Number:

Date Submitted:

Signature and Official Rubber stamp:

ACCOUNTABLE OFFICER DETAILS

Accountable Officer's Name:

Job Title:

E-mail:

Telephone Number:

KINDLY LIST ON A SEPARATE PIECE OF PAPER ALL THE QUALIFICATIONS THAT YOU WOULD LIKE TO PARTICIPATE IN THE KCATS (CERTIFICATE, DIPLOMA, BACHELORS AND OTHER LEVELS AND THE CREDITS AND DURATION OF STUDY OF EACH)

Please note:

- (1) I hereby confirm that I have read and understood the terms and conditions under which my institutions will participate in the KCATs and promise to abide by them;
- (2) My institution shall not withdraw a program from the KCATs system without the permission of KNQA;
- (3) Attach the list of all qualifications that your Institution has submitted to participate in the KCATs system.

Submit All Information to;

The Director General
Kenya National Qualifications Authority
Po Box 72635-00200
Nairobi, Kenya
Email: knqa.go.ke@gmail.com
Website: www.knqa.go.ke

APPENDIX VI:
APPLICATION FORM FOR LEARNERS

FORM KNQA/L/015



APPLICATION FOR CREDIT TRANSFER

Section A: Personal Details

Title: (Prof/Dr/Mr./Mrs /Ms./Miss/ Other)

Gender (Male/Female/Other)

Surname: (As Per National Identity Card/Passport)

Other Name: (As Per National Identity Card/Passport)

National Identity Card/Passport Number:

Date of Birth: (DD/MM/YYYY)

Contact Details:

Telephone Number: Work: Home.....

Cell Phone:

Email:

Postal Address:

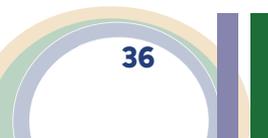
Postal Code:

Section B: Credit Transfer Details:

National Qualification Framework registration number of qualification (if applicable):

.....

Applicants will be required to submit additional supporting documentation, course



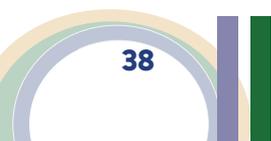
Section D: Student Declaration

I have read the Credit Transfer Procedure in Section C of this Application Form and the credit transfer guidelines and agree to abide by the rules therein.

Student Signature:

Date.....

The Council reserves the right to decide whether applied modules for credit transfer of are acceptable to the Authority.



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