

The purpose of the law-KNQF Act

- establish a National Qualifications System, based on a National Qualifications Framework (NQF) regulated by a National Qualifications Authority (NQA).

objectives of the law

- improve the recognition of qualifications at all levels of formal and non-formal education and training;
- ensure that qualifications meet the needs of the labor market, economy and society;
- regulate qualifications, assessment and certification, based on quality and standards;
- improve access to assessment, including the recognition of prior learning;
- make the qualifications system flexible and transparent;
- improve opportunities for improvement and transfer for all.

Forms of Education

- **“Formal education”** refers to approved education programmes provided in licensed educational institutions and using curricula issued by the Ministry of Education, Science and Technology (MEST);
- **“Non-formal learning”** refers to learning other than that provided through programmes covered by the definition of “formal education” provided in this Law;
- **“Informal education”** is learning resulting from daily life activities related to work, family or leisure.

Certificate and Qualification

- **Certificate**

is an official document attesting to a person's **completion of a course, educational** or training programme or the requirements for award of a qualification or recording partial completion of a qualification;

- **Qualification**

is an official recognition of achievement that **recognizes completion of** education or training or satisfactory performance in a test or examination

“Standards”

measurable indicators of achievement, defined either in terms of qualitative or quantitative criteria, that are required to be achieved by candidates for the award of qualifications;

National Qualifications Framework (NQF)

is the national mechanism for classifying qualifications awarded within the National Qualification System according to a set of criteria defining levels and types of outcomes of learning

“Competence”

- **it is the ability to perform the activities based on the required standards, with the**
- use of appropriate practical and theoretical knowledge, creative and practical skills.

levels

- Define increasing complexity and demand outcomes of learning, defined in terms of knowledge, skills and wider competences.

Objectives of the NQF

- provide a basis for co-operation and mutual recognition between NQF and other QFs
- provide transparency by making clear the nature of qualifications and the relationship between qualifications and providing a basis for comparison of achievements across all parts of the and training system;
- ensure that qualifications are relevant to employment and learning, and meet the needs of learners, the economy and education and training institutions;
- stimulate development of lifelong learning, including continuing skills development for adults;
- increasing access to assessment and certification, encouraging flexible and individualized learning processes;
- establish a system for the accumulation and transfer of credit;
- increase quality and relevance of education and training by stimulating the development of qualifications, based on internationally comparable standards of knowledge, skills and competences and supported by rigorous quality assurance;
- improve employability and learning opportunities for individuals by providing a basis for recognition and certification of learning and achievements.
- support the continuation and sustainability of demand-led education and training system reforms.

ACCREDITATION AND REGULATION OF ASSESSMENT BODIES

- The assessment of candidates for qualifications and the issuing of approved certificates and diplomas shall be carried out by institutions or bodies accredited for this purpose by the KNQA and recognized as assessment bodies

Responsibilities of assessment bodies

- enroll and register candidates for qualifications;
- assess candidates' formal, non-formal and informal learning and maintain records of candidate assessments;
- recognize credits achieved by candidates and enable their transfer;
- implement internal quality assurance of assessments leading to approved qualifications, to ensure consistency in the application of standards;
- issue qualification certificates or diplomas endorsed by the KNQA;
- report to the KNQA on certificates or diplomas awarded to individual candidates;
- such other responsibilities as may be defined in regulations issued by the KNQA.

concept of the National Qualifications Framework (NQF)

- A is a system which describes the types of qualifications, their levels and standards within the whole education and training system of the country. It is a structure of defined and nationally accredited qualifications, which are awarded at defined levels. It means, in other words, that a country has a single system to express the competencies of its workers. An NQF describes the interrelationships of the qualifications and progression from one level to another. It is therefore a route through which a country can bring education and training together in a single unified system. A qualifications framework is designed to provide quality assured, nationally recognized, and consistent training standards. It is supported by a quality assurance system which ensures that qualifications are issued only to those individuals who have met the standards, no matter how the standards have been achieved. National Qualification Frameworks are built on the twin pillars of national standards and quality assurance.

Placing qualifications at NQF levels

- Decisions on the level at which each qualification should be placed in the framework will be made on the basis of their match against Level Descriptors which relate to the descriptors of the Kenya National Qualifications Framework (KNQF) and Indications of Level which describe the kind of formal and non-formal provision which will lead to qualifications in the KNQF3.

LEVEL 1

Descriptor:	Individuals achieving qualifications at this level will have demonstrated at least some of the following capabilities or competences:
Knowledge	They will be able to obtain and use the knowledge necessary to learn, carry out unskilled work, or take part in everyday life. This knowledge is general – i.e it is not specific to an educational subject, or to an occupation, or to an occupational area.
Skills	They will be able to carry out simple tasks using basic skills – e.g everyday tasks which require reading, writing, using numbers, carrying out basic processes with computers, working within a supervised structure or working with other people.
Personal responsibility	They will carry out tasks under direct or frequent supervision and will not be fully responsible for deciding what has to be done, how, when or where it is to be done, or the quality of the outcomes of the task.

Indications of Level 1

- Qualifications at level 1 will provide basic compensatory education for adults. These will usually last for a few weeks or a few months. The target learners for these qualifications will mainly be those who are unemployed or in unskilled and/or casual work.
- These qualifications are likely to be offered by **accredited institutions of adult education and training**, but may also be offered in **accredited workplace training centres**. The teachers or instructors will need to have specialised competences for teaching adults basic skills to adults at this level.
- These qualifications should enable individuals to enter or re-enter the labour market

LEVEL 2

Descriptor:	Individuals achieving qualifications at this level will have demonstrated at least some of the following capabilities or competences:
Knowledge	They will be able to learn and use basic knowledge about an educational subject, occupation, or occupational area. The knowledge will mainly be factual – e.g information about the usual content, terminology, processes, tools or materials of an educational subject, occupation, or occupational area.
Skills - practical and cognitive	They will be able to combine basic practical skills and thinking skills, using the kind of information listed under Knowledge at this level. The skills will include reasoning, calculating and planning to carry out tasks and solve problems which are usual for the subject, occupation or occupational area. This will be done by following routine practices based on clear rules, using simple tools and materials.
Personal responsibility	They will be able to carry out tasks under general or overall supervision. These tasks will mainly be organised and controlled by other people, but the individuals will take responsibility for some aspects of the tasks (such as deciding what has to be done, how, when or where it is to be done) and the quality of some of the outcomes.

Indications of Level 2

- These qualifications will include the general knowledge, skills and competences needed to gain employment or take part in everyday life. The target learners will be adults who are unemployed or in unskilled and/or casual work. These qualifications are likely to be offered by accredited institutions of adult education and training, VET institutions, or workplace training centres. The teachers or instructors will need to have specialised competences for teaching basic skills to adults. These qualifications should enable individuals to enter or re-enter the labour market.

LEVEL 3

Descriptor:	Individuals achieving qualifications at this level will have demonstrated at least some of the following capabilities or competences:
Knowledge - practical and theoretical	They will have a working knowledge of the main aspects of an educational subject, occupation, or occupational area and will be able to use this knowledge to achieve outcomes in structured learning or work. This will include the facts, principles, processes and ideas which they need to undertake structured learning or work successfully in the subject, occupation, or occupational area.
Skills - practical and cognitive	They will be able to apply a number of practical and thinking skills to complete tasks and solve problems in an educational subject, occupation, or occupational area. This will be done by using information (such as that listed under Knowledge at this level) to choose appropriate methods and carry them out with suitable tools and materials. The work will not yet be at the level required for a fully qualified worker or for entry to studies in higher education..
Personal responsibility	They will be able to take responsibility for carrying out tasks, solving problems, and achieving outcomes appropriate to this level. They will carry out tasks without supervision. They will be able to solve problems which

Objectives of the Framework

- Quality assured, nationally recognized consistent training standards and qualifications
- Recognition and credit for knowledge and skills acquired

It aims to:

- Ensure comprehensiveness in the recognition of learning and qualifications attained in the country, while ensuring parity for occupational qualifications
- Promote and regulate the development of qualifications based on unit standards which are linked to the workplace and society requirements
- Promote a more integrated approach to education and training
- Increase articulation of qualifications and mobility of learners within a coherent learning system, considering the need for both national and international portability and comparability

Qualifications Map

- The KNQA has adopted a 10 level Qualifications map. The lowest qualification type on the map is the Primary Qualification and the highest the Doctoral and Post-Doctoral Qualifications. Generally, the map builds on the hierarchy of competencies, with each level of qualification becoming increasingly more complex as progress is made up the pathway of the map. This hierarchy of competencies is best seen in the level descriptors.

Implications for Learners

- **The map informs learners of the nature of qualifications on the framework. It indicates recognized qualifications types and the pathways to these. For learners with foreign certificates, the map is the main tool used to measure the “local currency” of their qualification.**

Implications for Training Providers

- **The map clarifies for providers the nature of qualifications that are on offer and their levels. Training providers developing courses are guided by the descriptors and the notional hours, as well as other attendant regulations (for example, that of the definition of training under the KNQA). Courses are validated using these criteria. Providers are to incorporate required unit standards for particular levels to enable the articulation of qualifications. In subjecting qualifications to validation, providers are to ensure that the required resources and policies are in place. This is especially critical for the process of accreditation of the provider to deliver the qualification.**

Implications for Policy Makers

- As the map becomes a reality the policies or current practices that need adjustment will be thrown into relief. Some of these, for example, the implications of the use of notional hours rather than days are immediately evident. Others, for example, that of student selection into and progression within institutions may require alignment; resource implications, to cater for the essential unit standards (if these were not already being covered) will need to be addressed. From the implementation of the map a rationalised qualifications landscape will emerge, and in this scenario, salaries and schemes of service can also be rationalised and aligned with a national system where the value of qualifications is no longer uncertain.

Implications for Employers

- The map shows at a glance the qualifications, their various levels, and clarifies the value of each qualification. It shows employers what their employees need to attain to arrive at certain levels of education and training and it provides a useful tool around which they can develop their **schemes of service**.

Implications for Professional Organizations

- Organizations regrouping professionals have a guide from which they can develop qualifications in their own area. However, in the development of standards for qualification, these organisations have a role to play in deciding with the KNQA the professional competencies that should be included in the qualification. Similarly, professional organisations will need to assist the KNQA in accrediting training providers.**

The types of qualification in Kenya's NQF

- Higher education qualifications (A):
- General education qualifications (of the formal education system) (B);
- Qualifications (of formal education) combining vocational and general education (C);
- Skills-based qualifications based on nationally approved standards (D);
- Skills-based qualifications not based on standards which are nationally approved (E).