



**African Union – German Development Co-operation
CAADP/TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) IN
AGRICULTURAL SECTOR IN AFRICA**

Short Term Experts Report

Mission Title

**Credit Accumulation and Transfer System for
Agricultural qualifications
(Mainstreaming Agriculture Training in Kenya National Qualifications Framework)**

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Mission Approval Number

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Abbreviations and Acronyms

AHITI	Animal Health and Industry Training Institutes
ATCs	Agricultural Training Centres
A-TVET	Agriculture Technical Vocational and Education Training
AU	African Union
AUC-DREA	Africa Union Commission- Department of Rural Economy and Agriculture
AUDA	African Union Development Agency
AVC	Agriculture Value Chain
CAADP	Comprehensive Africa Agriculture Development Program
CATS	Credit Accumulation and Transfer System
CBET	Curriculum Based Education Training
CDACC	Curriculum Development Assessment and Certification Council
CUE	Commission for University Education
EALA	East African Legislative Assembly
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
ISCED	International Standard Classification of Education
IUCEA	Inter University of East Africa
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
KNQA	Kenya National Qualifications Authority
KNQCS	Kenya National Qualifications Classification Standard
KNQF	Kenya National Qualifications Framework
KUCCPS	Kenya Universities and Colleges Central Placement Service
KVB	Kenya Veterinary Board
KYCAT	Kenya YMCA College of Agriculture and Technology
MOALF&C	Ministry of Agriculture, Livestock, Fisheries & Cooperatives
MOE	Ministry of Education
MPTUs	Mobile Pastoral Training Units
NEPAD	New Partnership for African Development
NGO	Non-governmental Organisation
RPL	Recognition of Prior Learning
NITA	National Industrial and Training Authority
PPP	Public Private Partnership
ToR	Terms of Reference
TVET	Technical Vocational Education and Training
TVET	Technical Vocational Education and Training
TVETA	Technical Vocational Education and Training Authority
TVET-CDAAC	Technical Vocational Education and Training-Curriculum Development, Assessment and Certification Authority
TWG	Technical Working Group
TWG	Technical Working Group



Table of Contents

ACKNOWLEDGEMENT	2
ABBREVIATIONS AND ACRONYMS	3
TABLES AND FIGURES.....	5
EXECUTIVE SUMMARY	6
1. CHAPTER ONE: INTRODUCTION	7
1.1 BACKGROUND TO THE CREDIT ACCUMULATION AND TRANSFER SYSTEM IN AGRICULTURE	7
1.2 CURRENT SITUATION OF TRAINING AND QUALIFICATIONS IN AGRICULTURE.....	7
1.3 OVERALL OBJECTIVE.....	8
1.4 PROBLEM STATEMENT.....	8
1.5 PURPOSE OF ASSIGNMENT	18
1.6 SPECIFIC OBJECTIVE	9
1.7 SCOPE OF ASSIGNMENT	9
1.8 DELIVERABLES.....	9
2. CHAPTER TWO: METHODOLOGY.....	10
2.1 METHODOLOGY	10
2.1.2. <i>Data Analysis</i>	11
2.1.3 <i>Project Team Tasks</i>	11
3. CHAPTER THREE: LITERATURE REVIEW.....	11
3.1 AGRICULTURE EDUCATION AND TRAINING IN KENYA	11
3.2 KENYA NATIONAL QUALIFICATIONS FRAMEWORK.....	11
3.3 KNQF QUALIFICATIONS IN AGRICULTURE THROUGH TRADITIONAL AND ALTERNATIVE PROGRESSION PATHWAYS.....	12
4. CHAPTER FOUR: CREDIT ACCUMULATION AND TRANSFER SYSTEM FOR AGRICULTURE QUALIFICATIONS.....	14
4.1 CREDIT SYSTEM.....	14
4.1.1 <i>Student Workload in Learning Hours and credits based on notional hours for KNQF qualifications level and type</i>	14
4.1.2 <i>Student Workload in Instructional Hours and credits for bachelor’s degree programmes in universities</i>	15
4.1.3 <i>Learning outcomes and workload</i>	15
4.2 THE CREDIT ACCUMULATION AND TRANSFER SYSTEM FOR AGRICULTURE QUALIFICATIONS	16
Interpretation and scope of CATS for agriculture qualifications.....	16
Principles of CATS	16
Key terminologies	17
Validity of qualifications for inclusion in the CATS.....	18
Entry level admission into a KNQF qualification	19
Student admission by award of credit and recognition of prior learning	19
Student admission by transfer of credit from previous learning	19
Procedure for assessment of prior studies for award or transfer of credits	20
5 CHAPTER 5.....	20
5.1 OBSERVATIONS AND RECOMMENDATIONS.....	20
5.2 SUGGESTED KNOWLEDGE MANAGEMENT (K&M) PRODUCTS.....	21
6 BIBLIOGRAPHY.....	21
7 APPENDICES.....	22
APPENDIX I: LEVEL DESCRIPTORS FOR QUALIFICATION LEVELS KNQA 3, 4, 5, 6 AND 7	22
APPENDIX II: DRAFT GUIDELINES FOR CATS IN A-TVET QUALIFICATIONS	27



TABLES AND FIGURES

Figure 1	KNQF Education and Training Progression Pathways	13
Table 1	KNQF Qualifications in Agriculture	13
Table 2	Student workload in learning hours and credits for KNQF	16
Table 3	Students workload in instructional hours and credits for bachelor's degree programmes in Universities	16



EXECUTIVE SUMMARY

Development and implementation of credit systems has evolved over the last one and a half centuries to become a major strategy for flexibility in higher learning. This is particularly desirable in Technical and Vocational Education and Training (TVET), where the bulk of qualifications in agriculture are awarded. This Report highlights the current status of agriculture training in Kenya, and, the Kenya National Qualifications Framework (KNQF) as a major milestone which forms the basis for the draft CATS for Agriculture Qualifications.

Chapter one of the report introduces the situation of training and qualifications agriculture and how the KNQF provides vertical and horizontal integration and life-long learning through harmonization and mapping of Qualifications attained in formal, non-formal and informal learning context. The qualifications are categorised by sector including A-TVET, Universities and professional qualifications-awarding institutions. The chapter captures the overall objective, specific objectives and deliverables, thus laying the ground for further development of the Credit Accumulation and Transfer System for qualifications in agriculture.

Chapter captures the methodology including interviews of key informants and respondents in selected TVET institutions as a source of primary data. Desk review and analysis of documents including workshop reports, notably the Report of the Stakeholders' Workshop held in Egerton University from 29th September to 2nd October, 2019; relevant policy documents, examples of CATS locally, regionally and globally; and curricula developed by various developers, notably TVET-CDACC, KICD, and individual qualifications-awarding institutions, including Universities. Harmonization of curricula as one of the recommendations of the Egerton Workshop is still work in progress.

The literature review is captured in chapter three, detailing the wide array of agriculture qualifications, qualifications-awarding institutions, curricula, and assessment bodies. This makes it clear that the KNQA is a necessary tool to facilitate linkages, credit transfers and exemptions and a vertical and horizontal mobility at all levels to enable entry, re-entry and exit through various progression pathways. It is notable that of the 288 agriculture qualifications identified, at least 196 (68%) are offered in universities; 44 (15%) in TVET, and the remaining 48 (17%) in colleges and institutes. The principle of Recognition of Prior Learning for academic credit towards an award is introduced, with emphasis on learning equivalence, and currency as being central to development and implementation of CATS.

Chapter four gives an overview of the credits allocated for specified volumes of learning in notional hours or credit hours (Tables 2 and 3), noting the need for curriculum developers to harmonize student workload, learning outcomes and credit, for purposes of implementation of the CATS. The CATS is contained in section 4.2 of the report, detailing the interpretation and scope of CATS; Principles of CATS; key terminologies, validity of qualifications for inclusion in CATS; entry level admission and admission by award of credit and recognition of prior learning; and transfer of credit from previous studies. The procedure for assessment of prior studies for award or transfer of credit is detailed in the Guidelines on Transfer of credits in A-TVET, which appear as Appendix 2 in this report.

Some final observations and recommendations are captured in chapter five, emphasizing the need to complete the ground work for effective implementation of CATS.



1. CHAPTER ONE: INTRODUCTION

1.1 Background to the Credit Accumulation and Transfer System in Agriculture

Credit-based learning is central to a system of education that fosters access and equity, especially in post-compulsory education and training. Since Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research, there have been efforts to develop, implement, and institutionalize a credit accumulation and transfer system (CATS) for qualifications in Agriculture Education and Training. The aim is to facilitate progression through various alternative pathways, especially in Technical and Vocational Education and Training (TVET), where the bulk of qualifications in agriculture are awarded.

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 East Africa region, efforts to implement CATS 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 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, the implementation of the CATS in Kenya encountered challenges because the components of the systems were not in place, notably, the National Qualifications Framework and the requisite parameters for credit accumulation and transfer.

To address this reality, the Kenya National Qualifications Authority (KNQA), established under the KNQF Act No 22 of 2014 and operationalized in 2015, is mandated to develop and implement a harmonized and coordinated qualifications framework for the country. In line with this requirement, the Authority has developed and is implementing the Kenya National Qualifications Framework (KNQF) and several policies and standards to operationalize the framework. In regard to the CATS, section 8 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. KNQA therefore provides an opportunity for building and implementing a robust and sustainable CATS in Agriculture qualifications at various levels. To support KNQA achieve this mandate CAADP/GIZ initiated and supported this project to develop the CATS in agriculture qualifications for application in Kenya.

1.2 Current Situation of Training and Qualifications in Agriculture

One of the key objectives of the KNQF is to facilitate vertical and horizontal integration and life-long learning through harmonization and mapping of Qualifications attained through formal, non-formal and informal learning. The KNQF qualifications are differentiated based on the breadth, depth and complexity of knowledge, skills and competences reflected in the qualification level descriptors. The qualifications awarded by agricultural education and training institutions are broadly classified as follows:



- i. By sector:
 - TVET sector, university education sector, and Professions
- ii. By qualifications levels:
 - TVET sector: KNQF Qualifications Levels 3-6
 - University Sector: KNQF Qualifications Level 5 (certificate) and Level 6 (diploma), levels 7-10 (degrees and post-graduate certificates and diplomas)
 - Professions (Grade Tests)

The number and types of agricultural qualifications awarding institutions, and the variety of KNQF qualifications they offer are the main reason for presenting development and implementation of CATS in Agricultural qualifications in Kenya as a key recommendation of the Stakeholders meeting at Egerton University. It is believed that the CATS will facilitate accumulation of credits as evidence of learning in a harmonized way; thus, enabling entry, re-entry and exit of students through alternative progression pathways and recognition of qualifications. The KNQA has made great strides in rallying stakeholders towards CATS for the Agricultural qualifications by laying the framework for mainstreaming the alternative pathways. This will foster understanding and ownership of CATS by the providers of Agricultural Education and Training at all levels and for all qualifications.

1.3 Overall Objective

The objective of this assignment is to support the Kenya National Qualification Authority to further develop the CATS in agriculture education and training for application in Kenya.

1.4 Problem Statement

Agriculture education and training in Kenya has lacked a harmonized national CAT system to facilitate credit transfers between and within various level, courses and institutions. Previous attempts to mainstream CATS have not been successful due to inadequate understanding and ownership of the CAT system. This has been attributable to the fact that curriculum developers such as Kenya Institute of Curriculum Development (KICD), TVET-CDACC, other certificate and diploma curricula developers, and universities, hardly interact. As a result:

- i. Trainers/academic staff at consecutive training and qualification levels have very limited understanding of the training and qualifications at other levels, in terms of volumes of learning and expected learning outcomes;
- ii. The credit, measured in terms of hours and competencies, and the credit measured in terms of notional hours may not necessarily be understood the same way at different qualifications level; and
- iii. Grading systems at the levels between which credit transfer is contemplated differ, thus complicating the credit transfer.

1.5 Purpose of Assignment

The purpose of this assignment is to develop a harmonized credit accumulation and transfer for agricultural qualifications that will be a standard for progression of students between and within different levels of qualifications and training. This will



foster common understanding and ownership of CATS by providers of agricultural education and training at various qualification levels, while assuring education quality.

1.6 Specific Objective

The specific objectives of this assignment are:

- i. Capture Stakeholders' input from the workshop held at Egerton university into further designing of the CAT System;
- ii. Analyse and link the development of CATS with the outcome of the workshop held at Egerton university to mainstream agriculture training into KNQF;
- iii. Further develop the CATS to meet the expectation of KNQA;
- iv. Present and discuss the developed and almost final version of CATS with KNQA and relevant Ministries, and strategize on its presentation to the second stakeholders' workshop ready for implementation and dissemination;
- v. Prepare implementation Guidelines for CATS in Agricultural Education and Training.

1.7 Scope of Assignment

The scope of the assignment is defined by the terms of reference as follows:

- i. A credits accumulation and transfer system (CATS) be designed and developed in tandem with the qualifications standards set out in the KNQF;
- ii. The outcome of the workshop held at Egerton university in 2019 to mainstream Agriculture Education and Training pathways in the KNQF be analyzed for input to the CATS;
- iii. A proposed Guideline for implementation of the agricultural sector CATS be developed.

Thus, this project ends when the KNQA receives the process report, CATS and implementation guidelines, being the expected deliverables that will be undertaken by the consultants as per the terms of reference.

1.8 Deliverables

The expected deliverables are as follows:

- i. Draft CAT System for Agricultural qualifications, mainstreamed in the KNQF, with specific reference to the CBET curricula generally and those developed by CAADP-ATVET in particular; and
- ii. Guideline for a harmonized CATS system spanning artisan, certificate, diploma and degree qualification levels.



2. CHAPTER TWO: METHODOLOGY

2.1 Methodology

Based on understanding of the TOR and the subsequent development and discussion of the inception report, the project adopted both qualitative and quantitative methods with a combination of primary and secondary data sources. The data was collected using various data collection methodologies as stipulated in the inception report. Primary and secondary data was collected during the months of February and March 2020 as follows:

i. Primary Data

This data provided insights into previous and current practices in agricultural education and training; and progression between post-secondary school training institutions and higher education institutions. Data was collected through in-depth interviews and discussions with experts in relevant fields.

a. Key informants

The participants were purposively selected based on expertise and experience in implementing CATs at the university level in agricultural education and training.

b. In-depth interviews

An in-depth interview guide was used to interview respondents in selected TVET institutions that offer agriculture education and training programmes. The selected institutions were diverse in the sense that some were domiciled in the MOE, MOALF&C while others were faith based/private owned. The diversity was also in terms of the curricula offered and the assessment/examination.

ii. Secondary Data

Secondary data was collected through desk reviews and document analysis as follows:

- a. Reviewing and analysis of documents related to the Stakeholders workshop held at Egerton University on 30th September to 2nd October 2019, including the pre-conference report on mapping of agricultural qualifications into the KNQF, participants' presentations, group discussion output and the consolidated workshop report.
- b. Review of relevant laws, policies and reports relating to CATs at national, regional and international levels to understand the legal framework in relation to the development and implementation of CATs. The CATs from different institutions locally and internationally, including CUE, IUCEA, the European Credit Transfer and Accumulation System (ECTS), among others, were reviewed to compare common practices and challenges.
- c. Review of various curricula offered in the TVET institutions was done which included those that have been developed by TVET-CDACC, Kenya Institute of Curriculum Development (KICD) and individual institutions including universities.
- d. Review of the placement and regulatory guidelines for various organizations including the Kenya Universities and Colleges Central Placement Services (KUCCPS), National Industrial Training Authority (NITA) and Kenya Veterinary Board (KVB).



2.1.2. Data Analysis

This report is based partly on data analysed and presented in the Process Report, and further analysis of KNQA reports and records on agriculture qualifications that have so far been mapped on the KNQF Qualifications by level and type

2.1.3 Project Team Tasks

The tasks for each of the project team members are as stipulated in the Process Report. The tasks specific to this Report are:

- i. Desk Review of:
 - a. relevant Framework and sample CATS
 - b. relevant ATVET, TVET-CDACC & Curriculum Based Education Training (CBET) Documents
 - c. the report on Egerton stakeholders' workshop and relevant documents
- ii. Data collection, analysis and Stakeholders' input
- iii. Design and development Harmonized CATS
- iv. Design and development of CATs guidelines



3. CHAPTER THREE: LITERATURE REVIEW

3.1 Agriculture Education and Training in Kenya

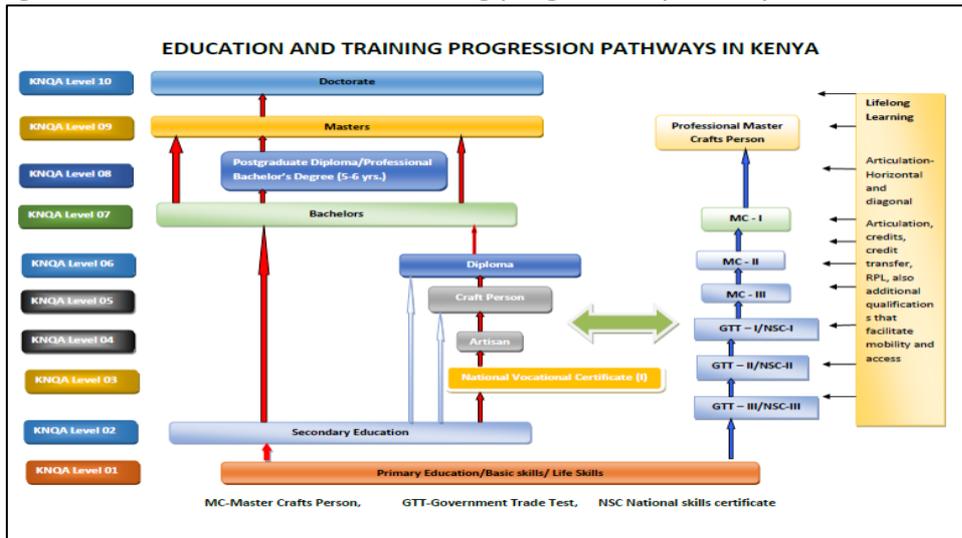
For many years, training institutions under the Ministry of Agriculture, Livestock, Fisheries and Irrigation have continued to train and award certificate and diploma qualifications in Agriculture. The agriculture qualifications-awarding institutions in the agricultural sector include the Animal Health and Industry Training Institutes (AHITIs), Meat Training Institute (MTI), Dairy Training Institute (DTI), Bukura Agricultural College, and the Naivasha Fisheries & Wildlife Training Institute (NFWTI). Until recently, students in these institutions were examined, qualified and awarded either by the Kenya National Examination Council (KNEC) or by individual institutions and the Ministry. Over time, the Government had established thirty-three (33) Agricultural Training Centres (ATCs), three (3) Pastoral Training Institute and Mobile Pastoral Training Units across the country for farmers and livestock keepers which are now under County Governments. Other faith-based and private institutions including Manor House Agricultural centre in Kitale, Baraka in Molo, and Latia in Kajiado produced graduates with hands on experience but had challenges on type of qualifications to award since there was no formal framework for competence-based training and related qualifications.

TVETs institutions under the Ministry of Education offer training in agriculture, assessed by the KNEC. The entry of TVET-CDACC changes both the curricula, assessment and examination, focusing on competence-based education and training (CBET). Additionally, at least 34 universities and university constituent colleges (29 public, 5 private) have also been offering agriculture at certificate, diploma and/or degree levels, based on programmes developed, accredited and examined under the provisions of the Universities Act, No. 42 of 2012.

3.2 Kenya National Qualifications Framework

Qualifications frameworks establish a basis for improving the quality, accessibility, linkages and public or labour market recognition of qualifications within a country and internationally. The Kenya National Qualifications Framework, like other qualifications frameworks, is an instrument for the development and classification of qualifications according to set criteria for levels of learning and, the corresponding knowledge, skills and competences. It indicates the interrelationships of the qualifications and broadly spells out the guidelines for linking qualifications within or between levels through alternative pathways. The KNQF provides alternative progression pathways to education and training as shown in Figure 1. This is line with the functions of KNQA articulated under 8(1)(I); *to facilitate linkages, credit transfers and exemptions and a vertical and horizontal mobility at all levels to enable entry, re-entry and exit.*

Figure 1: KNQF Education and training progression pathways



The key elements of the KNQF include Qualifications levels and type based on learning complexity, and minimum entry requirements. All qualifications in the KNQF have a purpose and are interrelated, providing for articulation from one qualification to the other by recognition of prior learning. The KNQA has developed level descriptors for each qualification level in terms of knowledge, skills and competences; minimum volume of learning in hours that contributes towards qualifications; credits based on minimum number of notional hours; and minimum duration in months/years (Appendix 1). The KNQA is mandated to ensure that curriculum developers translate qualification level descriptors into credit level descriptors against which specific learning outcomes and assessment criteria can be derived and credit assigned for achievement of learning.

3.3 KNQF Qualifications in Agriculture through traditional and alternative progression pathways

Based on the KNQF, the Kenya National Qualifications Authority (KNQA) maps and maintains a data base of all qualifications. There are at least 288 agriculture qualifications by level and category for levels 3-7, as shown in Table 1.

Table 1: KNQF Qualifications in Agriculture by KNQF Level mapped so far, by level

Post-Secondary School Qualifications in Agriculture						
	Qualification	Level	Number of identified Qualifications	Minimum to Maximum	to	Duration
1.	National Vocational Certificate I	3	16	300-599		3 months
2.	Artisan	4	10	600-1199		6 months
3.	Crafts person/ National Certificate	5	44	1200-2399		1 year
4.	National Diploma	6	38	2400-4799		2 years
5.	Bachelor's	7	180	4800		4 (+) years
TOTAL			288			



KNQF agriculture level 3-6 qualifications are offered in TVET institutions, Training Institutes, and Agriculture Colleges. However, 10(22.7%) of the 44 Level 5 Certificate qualifications and 6(15.8%) of the 38 Level 6 Diploma qualifications in agriculture are offered in universities. All the 180 Level 7 bachelor's degree qualifications in Agriculture are offered in 34 universities and university colleges (29 public, 5 private). The level 7 qualifications form the bulk (62.5%) of the 288 agriculture qualifications.

KNQF Vocational and Skills development qualifications that do not necessarily require secondary education include.

- GTT III, II, I
- National Skills Certificate III, II, I
- Master Craftsman III, II, I
- Professional Master Craftsman

3.4 Recognition of Prior Learning

Whereas formal learning occurs in education and training institutions and leads to recognized, documented level qualifications based on stated level descriptors, non-formal learning occurs outside mainstream curricula and does not necessarily aim at formal assessment and certification. Additionally, informal learning, which is a natural consequence of every day work and learning experiences, is often unintentional and may go unrecognized. Many skills and competences are acquired through self-study, work study or life experience which may or may not be linked to formal qualifications. Such learning can also be assessed, validated and expressed in credits, since every type of learning can be expressed in learning outcomes and student workload. The key requirement is a mechanism of assessment for validation and certification.

Recognizing that learning can be achieved in many ways and awarding credit to students who wish to progress and can satisfactorily demonstrate that they have achieved the equivalent of the course/unit/module or level learning outcomes as defined by the named award they are enrolling in or have enrolled in is key for credit transfer.

The principle of Recognition of Prior Learning (RPL) is that appropriate learning, occurring in any context, may be recognized for academic credit towards an award, provided that such learning can be assessed and validated as equivalent to the stated learning outcomes.

Learning equivalence is measured by the level, breadth, depth, volume and currency of learning outcomes, not by identical outcomes. Currency addresses the fact that a qualification demonstrates a particular attainment of knowledge, skills and competence obtained at a given time. The value of any qualification may diminish or be entirely lost if the holder of the qualification does not apply it to the relevant field, or due to emergence of new knowledge in the field which the holder is not adequately acquainted with. The shelf-life of a qualification varies from one field of study to the other. Credit is awarded for relevant and recent learning and not for experience alone. All decisions regarding RPL should be recorded on the standard forms to ensure due process has been followed.

The development and implementation of CATS for agriculture qualifications is based on Recognition of Prior Learning for award, transfer and accumulation of credit towards a qualification.



4. CHAPTER FOUR: CREDIT ACCUMULATION AND TRANSFER SYSTEM FOR AGRICULTURE QUALIFICATIONS

This chapter presents the CATS in agriculture based on the KNQF Qualification levels, Agriculture Qualification mapped by KNQA, and examples of practice, with emphasis of post-secondary school/higher education qualifications as the basis for the CATS.

4.1 Credit System

The credit system is a shift in measuring progress towards attainment of qualifications from the traditional completion of a course of study to the accumulation of credit for individual courses. Since the early 20th century, the listing of the number of credits offered for each course in college and university catalogues, and stating graduation requirements in terms of number of credits required, is not uncommon. One of the key functions of KNQA is to encourage use of learning outcomes in determining the course/unit/module content, assessing achievement of learning outcomes, and awarding credits for verified achievement of learning outcomes.

A credit is awarded to an individual learner in recognition of the verified achievement of designated learning outcomes in a specified course/unit/module at a specified qualification level. It is a personal achievement awarded for an assessed course/unit/module as proof of achievement of expected learning outcomes.

A credit system facilitates the transfer, recognition and accumulation of assessed learning outcomes of individuals who are aiming to achieve a qualification. Two basic parameters for CATS are student workload expressed in credits, and learning outcomes which are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. The two parameters are defined by curriculum developers or designers of academic programmes based on the KNQF qualification level descriptors, and workload stated in learning hours.

4.1.1 Student Workload in Learning Hours and credits based on notional hours for KNQF qualifications level and type

The KNQF workload and credits are based volume of learning and learning time, expressed in notional hours. Notional learning time is defined as the amount of time it would normally take an average individual student to achieve the total workload required to complete an academic year. It includes all learning time taken in the classroom, laboratory, farm, on attachment, self-study, group work, assignments, examinations, attachment and all other learning activities. Notional learning time averages 1,200 notional hours per academic year. Every 10 hours of notional learning is one awarded one credit, translating to 120 credits on average, for one academic year. Table 2 presents a summary of the minimum and maximum number of hours, credits and duration of study for KNQF Qualifications by level and type, in relation to agriculture qualifications targeted for CATS.



Table 2: Student Workload in learning hours and credits for KNQF Qualifications

Workload in Learning hours for KNQF Qualifications by level and type					
	Qualification	Level	Learning Hours	Credits	Minimum Duration
1.	National Vocational Certificate I	3	300-599	30-59	3 months
2.	Artisan	4	600-1199	60-119	6 months
3.	Crafts person/ National Certificate	5	1200-2399	120-239	1 year
4.	National Diploma	6	2400-4799	240-479	2 years
5.	Bachelor's	7	4800	480	4 (+) years
6.	Post-Graduate Diploma	8	1200	120	1 year
7.	Master's	9	2400	240	2 years
8.	Doctorate Degree	10	3600	360	3 years

4.1.2 Student Workload in Instructional Hours and credits for bachelor's degree programmes in universities

Student workload for bachelor's degree programmes in universities is spelt out in the Universities Standards and Guidelines, 2014. The workload is expressed credits based on in instructional hours as summarised in Table 3.

Table 3: Student Workload in instructional hours and credits for bachelor's degree programmes

Workload in instructional and credit hours for bachelor's degree programmes
A Credit: a minimum of 15 instructional hours in a semester of 15-17 weeks
A Credit Hour: One (1) <i>Instructional Hour</i> per week for a minimum of 15 weeks One (1) Instructional hour is: <ul style="list-style-type: none"> • One (1) contact hour in Lecture format; or • Two (2) contact hours in Tutorial format; or • Three (3) contact hours in Practical/Laboratory session format; or • Five (5) contact hours in the Farm, workshop, or fieldwork format
A course Unit: Three (3) credits i.e. <i>three (3) credit hours per week</i> for a minimum of 15 weeks, totaling a minimum of 45 instructional hours
According to the universities Standards and Guidelines <ul style="list-style-type: none"> • A student's workload in an academic year is taken to be approximately 1500 – 1800 hours. • Not more than 1/3 of the hours should be allocated to instructional/supervised sessions, including lecture and laboratory sessions. The rest of the hours shall be dedicated to other forms of learning including tutorials, seminars, assignments; independent and private studies, placements, projects and examinations. • A bachelor's degree programme in agriculture is within the category of applied sciences, thus carrying a minimum number of 2240 of instructional hours.

4.1.3 Learning outcomes and workload

Both KNQF and universities describe achievement of learning in terms of learning outcomes. The mode of assessment to demonstrate achievement of learning outcomes should be made clear.

The analysis of workload for KNQF qualifications by level and type and workload for bachelor's degree programmes in universities shows that:

- i. In both cases, the concept of the notional hour is applied.
- ii. The KNQF and universities state learning achievements in terms of credits.



- iii. The KNQF credit is 10 notional hours, while the university credit is 15 instructional hours.

4.2 THE CREDIT ACCUMULATION AND TRANSFER SYSTEM FOR AGRICULTURE QUALIFICATIONS

INTERPRETATION AND SCOPE OF CATS FOR AGRICULTURE QUALIFICATIONS

1. This Credit Accumulation and Transfer System will be referred to as CATS for Agriculture qualifications.
2. The CATS is applicable in agriculture qualifications and KNQF Agriculture Qualifications-awarding institutions including Institutes, Colleges, A-TVET institutions and Universities duly accredited by relevant regulatory authorities and registered on the KNQF.
3. Agriculture Qualifications registered on the KNQF level 4, Artisan; level 5 craft/national certificates; national diploma level 5; bachelor's degree level 7; and master's degree level 8 in the broad disciplines of Animal Science, Agricultural Science, Horticulture, Food Science; and Agricultural Education and Extension qualify for inclusion in CATS.
4. Credits awarded for core courses in previous studies are not transferable in view of the fact that the marks and grade of transfer credits are not transferable, and they do not count towards the classification of the final award for the next qualification.
5. Students or applicants with qualifications whose overall grading is lower than a Credit do not qualify to be considered for award of credit or credit transfer for the previous or prior studies.
6. A unit of previous study on which the student's score is less than a Credit is not transferrable, and cannot be awarded credit during assessment of prior studies.
7. Transfer of Credit earned at a previous institution or in previous studies is specific to a student and is granted up to a maximum of 49% of the credit requirements for the targeted qualification.
8. A master's student may transfer up to a maximum of one third (1/3) of the credit earned at a previous university and be required to study the remaining at least two thirds (2/3) of the credits, including the thesis/dissertation at the University that finally awards the qualification
9. Credit related to thesis/dissertation work shall not be transferable.
10. Credits from previous studies or qualifications undertaken more four (4) years prior to the date of application for award or transfer of credits will not be considered, due to the fact that the value of knowledge, skills and competence obtained at a given time, may diminish or be entirely lost if the holder of the qualification does not apply it to the relevant field; or due to emergence of new knowledge in the field, which the holder is not adequately acquainted with.
11. The currency or shelf-life of a qualification varies from one field of study to the other, subject to a maximum of four (4) years.

PRINCIPLES OF CATS

12. There are multiple pathways into Higher Education/post-secondary school education qualifications, including direct entry by attainment of applicable entry requirements, and/or consideration of prior learning.



13. The Kenya National Qualifications Framework (KNQF) identifies Recognition of Prior Learning (RPL) as one of the alternative pathways available to a student or applicant for admission into or award of credit towards any qualification, at any level.
14. Relevant knowledge, skills, and competence gained by a student or applicant through studies or experience in formal, non-formal or informal contexts in the past, or prior to the intended entry into a course or stage of study towards a qualification constitutes prior learning.
15. Recognition of Prior Learning (RPL) depends on validation, by an authorised competent body, of a student's or applicant's previous studies or experiential learning gained in formal, non-formal or informal contexts.
16. For academic purposes a successful process of Recognition of Prior Learning may result in credit transfer or award of credit relevant to a student's or applicant's intended programme or course/unit/module of study.
17. Assessment of an application for credit transfer and/or recognition of prior learning has to take into consideration and conform to requirements on qualification level, volume of learning, currency, and relevance.
18. A decision to grant credit to a student or applicant towards intended studies in recognition of prior learning is an academic decision based academic assessment of an individual student's successfully completed studies to determine whether they map appropriately onto the intended unit of study.
19. Credit transfer and recognition of prior learning towards an intended study unit will only be considered for a completed course/unit/module as the minimum, and not for partial studies.
20. Where equivalence of the previous and prospective studies is established on assessment, a student or applicant may be awarded credit for prior learning at the higher qualification level to avoid repeating previous studies.
21. Where RPL leads to award of credit that contributes to a university credit and final award, the assessment of prior learning for which credit is sought must apply the same rigor as the assessment of taught courses. This is because the university is responsible for all academic credit and qualifications awarded in its name.
22. Credit transfer decisions are assessment decisions which must comply with principles of assessment such as transparency, fairness, consistency, reliability and validity.

KEY TERMINOLOGIES

23. **Formal learning:** The learning that takes place through a structured programme of learning and leads to the full or partial achievement of an officially accredited qualification.
24. **Non-formal learning:** Learning that takes place through a structured programme of learning but does not lead to an officially accredited qualification, for example training activities undertaken in the workplace.
25. **Informal learning:** Learning gained through work. Unlike formal or non-formal learning, informal learning is not Organised or externally structured in terms of objectives, time or learning support.
26. **Prior learning:** Previous learning in formal, non-formal or informal contexts, which may be recognised for academic credit provided it can be assessed and deemed equivalent to the stated learning outcomes.



27. **Experiential learning:** Acquisition of knowledge, skills and competences through life, work and study experiences that are not formally assessed. Experience alone does not amount to experiential learning until students are able to demonstrate achievement of the learning outcomes that are equivalent to those of the course/unit/module, level or stage for which recognition is sought.
28. **Recognition of Prior Learning:** The processes through which a student or applicant's knowledge, skills and competences acquired through previous studies, work or life experience, which are relevant to the intended programme of study is recognised for the purpose of admissions or for credit towards a qualification.
29. **Recognition of prior certificated learning:** The process by which a student's previous learning, certificated by a recognised educational institution or certification body, is recognised and given a credit value.
30. **Recognition of prior experiential learning:** The process by which a student's appropriate uncertificated experiential learning is given both an academic value and a recognised credit value.
31. **Qualification:** An award to demonstrate successful completion of a higher education programme of learning that gives the holder the right to be considered for admission to higher education.
32. **Academic credit:** A value allocated to an academic programme or course/unit/module to describe the student workload required to complete the module/programme in relation to the total workload required to complete a full year of academic study.
33. **Credit:** The process of assessing a student's previous academic work or prior studies for recognition of equivalence in content and learning outcomes, between the previous studies and the prospective unit/course/module.
34. **Credit transfer:** The process by which a credit and marks achieved on one award is transferred to another award where the original unit(s) studied are the same as the unit(s) on the new award.
35. **Credit accumulation:** The process through which a student can acquire qualification progressively by successive assessments and validation of learning outcomes.
36. **Notional learning time:** Amount of time it would normally take an individual to achieve the total workload required to complete an academic year, taken in the classroom, laboratory, fieldwork, self-study etc., averaging 1,200 notional hours per academic year.
37. A credit is 10 hours of notional learning; and one academic year is 120 credits on average.

VALIDITY OF QUALIFICATIONS FOR INCLUSION IN THE CATS

38. A qualification considered for inclusion in the CATS must meet the following conditions:
 - i. The training institution awarding the qualification is duly accredited by the relevant regulator;
 - ii. The programme leading to the award of the qualification is accredited by the relevant accrediting authority or agency;
 - iii. The student presenting the qualification meets entry requirements for that qualification
 - iv. The volume of learning meets the minimum requirement for the KNQF qualification level
 - v. The examining body for the qualification is a legally mandated body
 - vi. The qualification-awarding institution/body is legally accredited as a Qualification Awarding Institution and registered by KNQA



- vii. The studies must have been fully assessed and successfully completed with attainment of at least a credit.

ENTRY LEVEL ADMISSION INTO A KNQF QUALIFICATION

39. Direct admission into a post-secondary qualification shall be based on attainment of minimum entry requirements applicable to the KNQF qualification type and level at the time of admission.
40. Entry level admission of a prospective student into a higher qualification based on attainment of the immediate lower qualification is an admission decision, provided that the qualification submitted by an applicant for admission meets the criteria spelt out in Number 30.

STUDENT ADMISSION BY AWARD OF CREDIT AND RECOGNITION OF PRIOR LEARNING

20. A prospective student may apply for credit in recognition of prior learning when applying for admission.
21. A student who has completed previous or prior study may be eligible for credit towards a qualification, if the courses in the previous studies and the courses in the intended programme of study are similar.
22. The amount of credit granted to a prospective student will be determined by assessment on a case by case basis, depending on the programme, level, content, and personal attainment in previous studies.
23. The unit of competence for which a prospective student is seeking credit must have a score of at least 70%.
24. Where the courses in previous or prior studies did not cover the basic principles of similar courses in the targeted programme of study, no credit may be awarded to the applicant towards the targeted qualification.
25. Assessment of an application for award of credit towards a qualification must take into account the requirements for the intended qualification level, volume of learning in the previous studies, currency of previous studies, and relevance of prior studies.
26. Credit that is awarded as a result of assessment of previous studies and counted towards award of a qualification shall be recorded in a student transcript as *Transfer Credit*
27. Relevant work experience may be eligible for credit towards a qualification under certain conditions upon validation by an Authorised Skills-Testing body.
35. Assessment of previous or prior learning for award of credit must comply with the principles of assessment including **transparency, fairness, consistency, reliability and validity.**
36. Only the credit value of courses/units/modules approved for recognition of prior learning will count towards a qualifications award, no marks or grades will be counted.

STUDENT ADMISSION BY TRANSFER OF CREDIT FROM PREVIOUS LEARNING

37. Credits earned at a prior institution may be recognized for transfer by a second or subsequent institution of attendance
38. Decisions on credit transfer are assessment decisions not simply admission decisions.
39. A successful application for credit transfer is the award of credits, which will reduce the number of courses a student needs to take to complete the new programme towards the targeted qualification.



40. A student who receives credit where the two qualifications are equivalent will not have to repeat **similar courses**, thus completing studies in a shorter time.
41. A student may transfer between awards and transfer the credit and the marks achieved to the new award where the same units are components of both awards.

PROCEDURE FOR ASSESSMENT OF PRIOR STUDIES FOR AWARD OR TRANSFER OF CREDITS

42. The procedure for application, assessment and award of credit is contained in the **Guidelines on transfer of credits in A-TVET (Appendix 2)**



5 Chapter 5

5.1 Observations and Recommendations

Credit accumulation and transfer is predicated comparability of the learning outcomes and level of achievement for which credit is sought. Practice shows that differences and challenges arise from the following:

1. difference in the academic orientation in previous institutions where prior learning occurred. Some of the in-service students admitted into degree programmes on award of credit were found to have a challenge in philosophies and principles of particular courses, research methods and academic writing. This could still be a challenge unless resolved.
2. Some suggestions on how to address the challenges include:
 - a. Faster uptake of the KNQF level descriptor by curriculum developers to develop learning outcomes and design of learning content;
 - b. Adopt the use of credits as units of measure for achievement of learning outcomes
 - c. Identify agriculture qualifications that cut across the various levels and align complexity of learning outcomes for incremental learning along the qualification continuum.
3. Provide for students to whom credit for prior learning is awarded at a higher level to take courses that ground them in the basic principles at the university. This can be done by auditing the basic courses to allow such students to attend the class without necessarily sitting the examinations
4. Suitability assessments could be done to individual learners, as credit transfer is specific to a learner. There should be no mass admission of students to higher level qualifications.
5. Every qualification-awarding institution should develop and implement Policy on student progression through alternative pathways.
6. Credit Accumulation and Transfer System should be institutionalised so that curricula, courses/units/modules clearly indicate learning volumes in credits for students to plan their learning.
7. TVET institutions and the Universities need to familiarize with the curricula for related qualifications across levels so that they understand what is offered in each of the levels.
8. A notional hour needs to be re-defined so that the meaning is the same across the different levels of training.
9. Develop and implement a multisectoral National Policy on Transfer of Credits in Agricultural education and training to guide progression between and within TVET and universities

5.2 Suggested Knowledge Management (K&M) Products

A lot of discussions have been going on concerning credit accumulation and transfer system but attempts to implement the same over the years seem to bear very little fruit. A multi-sectoral network to generate and share practical information and strategies is desirable.



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7 APPENDICES
Appendix I: Level Descriptors for Qualification Levels KNQA 3, 4, 5, 6 and 7

Level Descriptors					
Qualification Level	KNQA 3: National Skills Certificate II (NSC-II)/Government Trade Test II (GTT-II)/ National Vocational Certificate II (NVC-II)	KNQA 4: Artisan Certificate /National Vocational Certificate III (NVTC-III)/National Skills Certificate I (NSC-I)/Government Trade Test I (GTT-I)	KNQA 5: National Craft Certificate /National Vocational Certificate IV (NVTC-IV)/Master Craft Person III	KNQA 6: National Diploma/Master Craft Person II/Professional Diploma	KNQA 7: Bachelor's Degree/manage ment Professional /Master craft Person I
Purpose	Qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning	Qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.	Qualifies individuals who apply specialized knowledge in a range of contexts	Qualifies individuals who apply a body of knowledge in a specific context to undertake professional work and as a pathway for research and further learning	Qualifies individuals who apply a body of knowledge in a specific context to undertake professional work and as a pathway for research and further learning
Knowledge	Technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning	Technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning	Technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning	Specialized and integrated technical and theoretical knowledge with depth within one or more fields of work and learning	Coherent and advanced knowledge of the underlying principles and concepts in one or more disciplines and knowledge of research principles and methods
Skills	<ul style="list-style-type: none"> i. Cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources ii. Cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable 	<ul style="list-style-type: none"> i. Cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources ii. Cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable 	<ul style="list-style-type: none"> i. Cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources ii. Cognitive, technical and communication skills to analyse, plan, design and evaluate 	<ul style="list-style-type: none"> i. Cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources ii. Cognitive and communication skills to transfer knowledge and skills to others and to demonstrate 	<ul style="list-style-type: none"> i. Cognitive skills to review, analyse, consolidate and synthesize knowledge to identify and provide solutions to complex problems with intellectual independence ii. Cognitive and technical skills to demonstrate a



	<p>problems and/or management requirements</p> <p>iii. Specialist technical and creative skills to express ideas and perspectives</p> <p>iv. Communication skills to transfer knowledge and specialized skills to others and demonstrate understanding of knowledge</p>	<p>problems and/or management requirements</p> <p>ii. Specialist technical and creative skills to express ideas and perspectives</p> <p>v. Communication skills to transfer knowledge and specialized skills to others and demonstrate understanding of knowledge</p>	<p>approaches to unpredictable problems and/or management requirements</p> <p>iii. Specialist technical and creative skills to express ideas and perspectives</p> <p>iv. Communication skills to transfer knowledge and specialized skills to others and demonstrate understanding of knowledge</p>	<p>understanding of specialized knowledge with depth in some areas</p> <p>iii. Cognitive and communication skills to formulate responses to complex problems</p> <p>iv. Wide-ranging specialized technical, creative or conceptual skills to express ideas and perspectives</p>	<p>broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas</p> <p>iii. Cognitive skills to exercise critical thinking and judgment in developing new understanding</p> <p>iv. Technical skills to design and use research in a project</p> <p>v. Communication skills to present a clear and coherent exposition of knowledge and ideas to a variety of audiences</p>
Competences	<p>i. To transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations</p> <p>ii. With personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality</p> <p>iii. With initiative and judgment to organize the work of self and others and plan,</p>	<p>i. To transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations</p> <p>ii. With personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality</p>	<p>i. Transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations</p> <p>ii. Personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters</p>	<p>i. Depth in areas of specialization, in contexts subject to change</p> <p>ii. Initiative and judgment in planning, design, technical or management functions with some direction</p> <p>iii. Adapt a range of fundamental principles and complex techniques to known and unknown situations</p> <p>iv. Broad range of technical or management</p>	<p>i. Initiative and judgment in professional practice and/or scholarship</p> <p>ii. Adapt knowledge and skills in diverse contexts</p> <p>iii. Responsibility and accountability for own learning and practice and in collaboration with others within broad parameters</p> <p>iv. Plan and execute project work</p>



	coordinate and evaluate the work of teams within broad but generally well-defined parameters	iii. With initiative and judgment to organize the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters	for quantity and quality iii. Initiative and judgment to organize the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters	functions with accountability for personal outputs and personal and team outcomes within broad parameters	and/or a piece of research and scholarship with some independence .
Minimum Admission Requirements	Primary Education, junior secondary education, KNQA level 1 & 2	Primary level qualification, junior secondary qualification, KCSE E, KCE Div. IV, or completion of KNQA level 3	KCSE D (plain), KCE Div. III or equivalent qualifications or completion of KNQF level 4	KCSE C- (Minus) or KCE division III, KACE 1 Principal and 1 Subsidiary or an equivalent qualification or KNQF 5	KCSE C+ or equivalent or A level two principals and 1 subsidiary or equivalent in relevant subjects or CPA II/CPS II/CIPS II or equivalent for commerce and art and should have attained an aggregate of C- (minus) in KCSE or O-level division III or completion of KNQF 6
Minimum Volume of learning	300 Hours OR 30 Credits or a minimum of 3 Months after level 2	600 Hours or 60 Credits or a minimum of 6 Months after level 2 OR 30 credits after level 3	1200 Hours or 120 Credits or a minimum of 1 Year after level 2 OR 60 credits after level 4	2400 Hours or 240 Credits or a minimum of 2 Years after level 2 OR 120 credits after level 5	4800 Hours or 480 Credits or a minimum of 4 Years after level 2 OR 240 credits after level 6



Appendix II: Draft Guidelines for CATS in A-TVET Qualifications

APPENDIX 2: Guidelines for Credit Accumulation and Transfer in agriculture qualifications

Table of Contents

1.0 INTRODUCTION 1

1.4.1 Curriculum developers 2

1.4.2 Providers of agriculture education and training institutions 2

1.4.3 Assessment bodies for agriculture education and training 2

1.4.5 Accreditation and Quality Assurance agencies 2

1.4.6 The student placement services 3

2.0 GUIDELINES FOR CREDIT TRANSFER IN AGRICULTURE EDUCATION AND TRAINING
3

2.1 Conditions for award and transferability of credits 3

2.1.1 Accreditation status of the qualification-awarding institution and programmes of study 3

2.1.2 Duration of programme of study in credits and years by qualification level 3

2.1.3 Requirements for awarding of credits 3

2.2 Application for credit transfer and the determination process 4

2.2.1 Application for credit transfer 4

2.2.2 Assessment of application for credit transfer 5

3.0 GENERAL CONDITIONS FOR CREDIT TRANSFER 6



1.0 INTRODUCTION

Agriculture training and qualifications at KNQF levels 3, 4, 5, and 6 vary greatly due to the large number and variety of institutions that offer these qualifications in Kenya. There are currently more than 43 colleges, institutes, and TVET institutions spread across the 47 which offer post-compulsory education in agriculture training for award of diplomas, craft certificates and artisan certificates. Among these are public institutions under the ministry of education, ministry of agriculture, livestock, Fisheries and Cooperatives, and ministry of labour; private institutions and faith-based institutions. This is besides the 26 universities that currently offer agriculture qualification at KNQF levels 4, 6, and 7.

The curricula offered are equally varied, some developed by the Kenya Institute of Curriculum Development (KICD), others by individual training institutions and universities, and TVET-CDAAC since 2018. Assessment for these qualifications is also carried either by individual institutions, the Kenya National Examinations Council, or TVET-CDACC. This multiplicity of qualifications and stakeholders in agriculture education and training including qualifications providers, curriculum developers, assessment bodies, ministries, employers, professional bodies, and most importantly, the learners, creates the need for a framework.

1.1 Purpose of the Guidelines

Section 8 of the KNQF Act No 22 of 2014 mandates KNQA to facilitate linkages, credit transfers and exemptions and a vertical and horizontal mobility at all levels to enable entry, re-entry and exit. The Kenya National Qualifications Framework spells out qualifications levels and level descriptors based on knowledge, skills and competences. Credit transfer is the mechanism for progression through the various alternative pathways in ATVET.

These guidelines provide a broad framework for credit transfer to guide A-TVET and other qualifications-awarding institutions in agriculture on how to:

- i. facilitate flexible learning for students or learners to achieve qualifications within the KNQF pathways;
- ii. enable student mobility between and within qualifications levels, and
- iii. enable life-long learning in formal, non-formal and informal contexts.

1.2 Scope of the credit transfer Guidelines

These guidelines agriculture education and training institutions and the competent bodies that play a role in, or are bound by, decisions on awarding, validation, recognition and transfer of credits in agriculture education and training under the KNQF including:

- i. Developers of curricula, programmes or modules for agriculture education and training such as TVET-CDACC, KICD, Universities, and all qualifications-awarding institutions in agricultural;
- ii. Providers of agriculture education and training institutions;



- iii. Assessment bodies responsible for evaluating and grading achievement of learning outcomes in agriculture
- iv. Accreditation and Quality Assurance agencies
- v. Student placement services.

1.3 Coverage of the guidelines:

The guidelines cover

- i. Conditions for award and transferability of credits
- ii. Application for credit transfer and the determination process
- iii. Decision and communication of the decision on credit transfer

1.4 Roles of stakeholders in credit transfer

1.4.1 Curriculum developers

Curriculum developers shall ensure that programmes of study, study units and study modules translate KNQF qualification level descriptors into content that is consistent and learning outcomes in terms of knowledge, skills and attitudes; and student workload in terms of credits

1.4.2 Providers of agriculture education and training institutions

Qualification-awarding institutions shall ensure that students carry out learning activities, and achievement of learning outcomes is assessed and accurate records of credit accumulation maintained

1.4.3 Assessment bodies for agriculture education and training

Assessment bodies external and internal to the Qualification awarding institution shall ensure that assessment criteria are based on KNQF level descriptors and learning outcomes at programme and unit level.

1.4.5 Accreditation and Quality Assurance agencies

Accreditation and quality assurance agencies shall ensure that programmes standards are aligned to the KNQF level descriptors, and institutional standards are aligned to requirements for registration of qualification-awarding institutions.

1.4.6 The student placement services

Agencies charges with student placement service shall ensure that students are appropriately placed according to qualification levels and types.

2.0 GUIDELINES FOR CREDIT TRANSFER IN AGRICULTURE EDUCATION AND TRAINING

Workload the estimate or notional time, in hours, that an average learner would take to achieve the learning outcomes associated with a programme of study. It is a quantitative measure based on the total student experience of learning activities, in hours, in the classroom, laboratory, workshop, fieldwork, on private study, assignment, and workplace experience. A **credit** is a personal achievement awarded to a learner in recognition of achievement of designated learning outcomes at a specified level, upon assessment. Each credit is therefore associated with student workload, and is awarded on successful completion of units of learning stated in learning outcomes, not on attendance. **Learning outcomes** are a written statement of



what the successful student/learner has actually learned in the programme and is able to demonstrate once assessment has been done and credits gained.

Time taken to acquire a specified qualification is often measured in academic years. Based on the notional time in hours required for a full-time student to achieve the learning outcomes allocated to an academic year, the conventional measure of workload for a full-time student is pegged at 120 credits in one academic year. By the Kenyan academic year, one credit is equivalent to 10 notional hours.

2.1 Conditions for award and transferability of credits

2.1.1 Accreditation status of the qualification-awarding institution and programmes of study

Qualification-awarding institution and programmes of study must be duly accredited and registered by authorised agencies.

2.1.2 Duration of programme of study in credits and years by qualification level

- i. Qualifications and programmes of study must be aligned to KNQF set criteria

	Qualification	KNQF Level	Credits	Months /Years
1.	Artisan	4	60	6 months
2.	Craft Certificate	5	120	1 year
3.	Diploma	6	240-360	2-3 years
4.	Bachelor's degree	7	480-700	4-6 years

- ii. Learning outcomes associated with the programme of study/module must be clearly stated

2.1.3 Requirements for awarding of credits

- i. The student must meet entry requirements for registration in a programme of study.
- ii. A credit may only be awarded to a duly registered student who successfully completes studies in the specified programme/unit or module of study, as demonstrated through assessed achievement of learning outcomes.
- iii. A credit may only be awarded once for a given programme

2.1.4 Student performance in grades or credits

Mandatory information on student performance shall include

- i. An academic transcript showing individual credits awarded and grades/marks obtained
- ii. Grading system and pass marks relating to the qualification
- iii. Grade distribution table for the programme of study in the whole class
 - i. Overall classification of qualification

2.1.5 Certification of the Qualification

Information required for certification for the qualification shall include:

- i. Date of award
- ii. Name and signature of the responsible official at the awarding institution
- iii. Official seal and/or stamp

2.2 Application for credit transfer and the determination process



2.2.1 Application for credit transfer

- i. Application for credit transfer shall be made in writing by an individual student, through the institution that awarded the qualification
- ii. The application shall be done on a standard application form for credit transfer
- iii. The application shall provide a record of studies that have been successfully completed by the student applying for credit transfer and shall include:
 1. Basic information about the qualification holder which shall include the full names of the holder, National Identification number, admission number, date of birth
 2. Information on the qualification
 - a. Name and level of the Qualification (e.g. Diploma, Level 6)
 - b. Main field of study
 - c. Name and accreditation status of qualification-awarding institution
 - d. Name of the institution where studies were taken (if different from c. above)
 3. Level and duration of the qualification
 - a. Level of the qualification
 - b. Duration of the programme (in credits; and in year)
 - c. Entry requirement
 4. Programme of study and results
 - a. Mode of study
 - b. Programme learning outcomes
 - c. Official transcript including programme details, credits gained, grades or marks obtained
 - d. Grading system and grades
 - e. Qualification classification
 5. Confirmation of original certification
 - a. Date of issue
 - b. Signature
 - c. Official stamp or seal
 - d. Certification of copies

2.2.2 Assessment of application for credit transfer

The institution to which an application for transfer of credits is made shall make an assessment on

- i. Type of studies undertaken
- ii. Accreditation status of institution where the studies were undertaken
- iii. Qualification requirements of the Kenya National Qualifications Framework
- iv. Workload
- v. Learning outcomes of the studies



- vi. Credits earned by the applicant and their validity/shelf-life
- vii. Limits on credit transfer by the institution
- viii. Validity and completeness of the application
- ix. Admission requirements.

2.2.3 Decision and communication of the decision on credit transfer

- i. The decision on the application for credit transfer shall be communicated to the applicant through an official Notice of Credit Transfer
- ii. The Notice of Credit Transfer shall contain details on
 - a. the credit transfer assessment
 - b. acceptance of any credit transfer
 - c. The inclusion of credits transferred on the student's record.
 - d. Conditions for validity of credit
- iii. The notice of credit transfer shall include information on
 - a. Institution's right to withdraw credit where an error has been made in assessing an application or where the documentation provided by the applicant are fraudulent.
 - b. Appeals mechanism for an applicant who is not satisfied with the outcome of a credit application

3.0 GENERAL CONDITIONS FOR CREDIT TRANSFER

1. Credit transfer shall not be done for core courses of a programme
2. Credit transfer shall not apply to common courses within different qualifications or programmes
3. Credits earned in a qualification level that is considered an entry qualification to the next level may be considered for exemption if comparability is proved i.e. if there is formal acceptance between two or more parties that the units are equivalent
4. The credits to be transferred may be determined by an institution upon assessment of an application for credit transfer, subject to a maximum of 49% of the total number of credits for the qualification.
5. Credits shall be transferred only once.
6. Placement of beneficiaries of credit transfer will be determined by the institution for individual cases based on assessed achievement.
7. Beneficiaries of credit transfer will be bound by graduation requirements of the institution.
8. Assessment of learning that is not based on a formal programme, non-formal and informal should be based on validation by an authorised entity for recognition purposes.