

LEGAL NOTICE NO. 118

THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK
ACT, 2014*(No. 22 of 2014)*THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK
REGULATIONS, 2018

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THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK ACT

(No. 22 of 2014)

IN EXERCISE of the powers conferred by section 29 of the Kenya National Qualifications Framework Act, 2014, the Cabinet Secretary for Education makes the following Regulations —

THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK REGULATIONS, 2018

PART 1 — PRELIMINARY

1. These Regulations may be cited as the Kenya National Qualifications Framework Regulations, 2018. Citation.
2. In these regulations, unless the context otherwise requires — Interpretation.
- “Act” means the Kenya National Qualifications Framework Act, 2014; No. 22 of 2014.
- “accredited body” means a person or institution, that is accredited by the Authority in accordance with the Act;
- “accreditation certificate” means a certificate issued by the Authority to an accredited body;
- “assessment” means the process used to gather, interpret and evaluate evidence of an individual's learning achievements, including assessments and tests;
- “assessment body” means an institution that is authorised by the Authority to gather, interpret and evaluate evidence of a person's learning achievements;
- “candidate” means a person seeking certification of learning achievements, whether acquired through formal, non-formal or informal learning;
- “certificate” means an official document attesting to a person's completion of a course, educational or training qualification, or the requirements for award of a qualification or recording partial completion of a National Qualification Framework Level;
- “Certificate of Accreditation” means an instrument granted under the seal of the Authority to an accredited body to offer national qualifications in Kenya under regulation 7(3);
- “certification” includes the process of recognising the achievements of candidates for qualifications through the award of a certificate;
- “competence” means the ability to perform the activities based on the required standards, with the use of appropriate practical and theoretical knowledge, creative and practical skills;
- “credit” means the value assigned for —
- (a) ten notional hours;
 - (b) the recognition of equivalence in content and learning outcomes, between different types of learning; or
 - (c) the amount of learning required to achieve a qualification which may be through credit transfer, articulation, recognition of prior learning or advanced studying, that is

based on the quantity of notional hours for a specific qualification;

“education institution” means a public or private institution or facility, used or to be used, wholly or partly, regularly or periodically, for the conduct of —

- (a) university education;
- (b) technical and vocational education training; and
- (c) basic education, and includes a school, a tuition facility, an educational centre, an academy, a research institution, a school correctional facility or a borstal institution;

“formal learning” means learning that is acquired from a licensed education institution that uses curricula approved by the Ministry responsible for education;

“informal learning” means learning that is acquired from daily life activities related to work, family or leisure;

“learning” means the acquisition of knowledge, understanding, values, skill, competence or experience;

“level” means an indication of the relative demand, complexity and or depth of achievement;

“level descriptor” means a set of criteria describing outcomes of learning, for determining the level of a qualification;

“lifelong learning” means all learning activities undertaken throughout life for the development of knowledge, competencies and qualifications;

“non-formal learning” means learning that is acquired from training that is neither formal, nor informal;

“notional hour” means the time a student spends studying for a qualification and includes, direct contact time with teachers and trainers and non-contact time which is time spent on independent study, working on assignments and on other forms of assessment;

“outcome of learning” means an ability of an individual in terms of specific knowledge, understanding, skills and attributes attained as a result of learning;

“professional body” means a body of expert practitioners in an occupational field and includes an occupational body;

“professional designation” means a title or status conferred by a professional body in recognition of a person’s expertise and right to practice in an occupational field;

“progression” means the action of progressing from one level of qualification to another within a hierarchy of levels of a qualification;

“qualification type” means an academic, vocational or skills-related qualification grouped together into distinct levels of difficulty;

“qualification system” means the complete structure within which qualifications are awarded and certificated;

“quality assurance” means the process by which the quality and consistency of a qualification’s standard, assessment and certification are maintained;

“recognition” means the formal acknowledgement of a qualification by the Authority;

“recognition of prior learning” means the consideration of knowledge skills or competencies acquired through formal, non-formal or informal learning.

“registered” means being listed on the National Qualifications Framework by the Authority;

“remedial qualification” means a basic qualification undertaken to fill the identified gaps in knowledge or skills through bridging courses or other supplementary work;

“social partner” means an organisation which collectively represents employers or employees;

“standards” means measurable indicators of achievement, defined either in terms of qualitative or quantitative criteria, required for the award of a qualification to a candidate;

“training” means any activity aimed at imparting skills, knowledge, competencies, values, attitudes, and information towards assisting a recipient improve their performance; and

“unit standard” means a registered statement of desired education and training outcomes and associated assessment criteria together with administrative and other information specified in these Regulations.

3. (1) These Regulations shall apply to any person who offers or who intends to award national qualifications in Kenya. Scope of application.

(2) No person shall be eligible to apply for accreditation under these Regulations unless the person is registered under the Laws of Kenya.

PART II—THE CERTIFICATION PROCESS

4. (1) A person who, or an educational institution which, intends to award national qualifications, shall apply to the Authority for accreditation to award qualifications in Form KNQA/L/001 set out in the First Schedule. Applications for accreditation.

(2) A person making an application under this regulation shall attach the following documents to the application —

- (a) a feasibility study of the education institution highlighting the justifications for the qualification including the qualification’s distinct area;
- (b) a strategic plan, highlighting specific strategies applicable to ensure sustainability and growth of the education institution;

- (c) supporting policy documents of the education institution such as staff recruitment and development policy, research policy and library policy;
 - (d) a detailed list of the qualifications to be awarded by the education institution; and
 - (e) any other relevant document that the Authority deems fit.
5. (1) When considering an application made under regulation 4, the Authority shall have regard to — Eligibility
criteria for
accreditation.
- (a) the consistency of subject qualifications with respective learning levels;
 - (b) the suitability of entry requirements for instruction in a qualification;
 - (c) the appropriate education training and articulation of pathways;
 - (d) the determined exit points in the training, education or instruction of a qualification;
 - (e) the relevance of a qualification to industry, enterprise, law or community;
 - (f) the regulator's or professional body's, approval or standards or industry standards, where applicable;
 - (g) the specific course assessment strategies, including —
 - (i) its validity, reliability, flexibility;
 - (ii) its authenticity and verifiable evidence;
 - (iii) its consistency with assessment guidelines for a qualification;
 - (iv) its compliance with relevant statutory, workplace, and regulatory requirements;
 - (v) its workplace attachment;
 - (vi) the guidance on delivery mode;
 - (vii) its specialized facilities and resources;
 - (viii) the competence of trainers and assessors of a qualification acquired from the course; and
 - (ix) its course monitoring and evaluation processes; and
 - (h) any other matter that the Authority deems fit.
- (2) When considering an application made under regulation 4, the Authority shall, within thirty days notify the applicant —
- (a) that the Authority has reviewed the application and the supporting documents and other materials in detail, to determine whether the applicant has made a prima facie case for the inspection of the applicant's facilities; or
 - (b) with reasons, that the application does not comply with these Regulations.

(3) The Authority may evaluate qualifications of an education institution undergoing accreditation under any other written law for purposes of assisting in the accreditation process:

Provided that the licence shall not be issued until the applicant is duly registered under the respective law.

(4) An applicant who has received a notification pursuant to sub regulation (2) (b), may amend the application and resubmit it to the Authority within twelve months of being notified by the Authority:

Provided that nothing in this paragraph shall mean that an applicant may not re-apply at any other time.

(5) The Authority shall, within sixty days of sending the notice under sub regulation (2) (a), notify the applicant of the date when the Authority may make an on-site visit to inspect the facilities of the applicant at the place or places the applicant intends to award a national qualification.

6. (1) A person or an education institution who intends to be registered on the National Qualifications Framework shall make an application to the Authority in Form KNQA/L/002 set out in the First Schedule.

Registration
on National
Qualifications
Framework.

(2) An application made under sub regulation (1) shall specify

- (a) the title of a qualification;
- (b) a qualification type;
- (c) a qualification number;
- (d) a level number;
- (e) the number of credits;
- (f) the field and sub-fields of the economic sector which the qualification relates;
- (g) the purpose of a qualification;
- (h) the unit standards for qualifications;
- (i) the integrated assessment of a qualification; and
- (j) the international comparability.

7. (1) The Authority, in collaboration with relevant government agency shall conduct an inspection of an education institution after the Authority has reviewed the application and the supporting documents to confirm if the applicant has complied with the Act and these Regulations including the quality standards set out in the Second Schedule.

Inspection and
certification.

(2) Where after an inspection, the Authority is satisfied that an applicant should not be accredited, the Authority shall notify the applicant to —

- (a) suspend offering national qualifications immediately;
- (b) furnish the Authority with a closure plan within a period of three months; and
- (c) stop offering the national qualifications within one year from the date of the inspection.

(3) Where the Authority determines that an applicant should be accredited, the Authority shall issue that applicant with a Certificate of Accreditation in Form KNQA/L/003 set out in the First schedule which shall be valid for four years.

(4) The Authority shall publish a Certificate of Accreditation in the Gazette and in at least one newspaper with nationwide circulation.

(5) An accredited education institution may —

- (a) advertise the national qualifications it offers;
- (b) launch the national qualifications offers;
- (c) continue to mobilise resources to support and maintain the quality standards set out in the Second Schedule.

8. (1) The Authority shall undertake an audit of the quality of national qualifications offered by an accredited education institution after two years from the date of the accreditation, but not later than three years from the date of the accreditation, and shall prepare and submit to the accredited education institution a report of its findings and recommendations.

Audit and investigation of accredited education institutions.

(2) The Authority may, on its own motion or at the request of any person, investigate whether an accredited education institution is complying with the Act or these Regulations, and shall prepare and submit to the accredited education institution, a report of its findings and recommendations.

9. (1) An accredited education institution shall apply for a new Certificate of Accreditation at least one year before the date of the expiry of its current Certificate of Accreditation.

Renewal of a Certificate of Accreditation.

(2) An application made under sub regulation (1) shall be accompanied by —

- (a) a detailed report indicating the progress made in the maintenance of quality standards and the institution's strategies;
- (b) a tracer study detailing the impact of the national qualifications since the date of accreditation; and
- (c) a report of stakeholders' engagement in the review of the accredited education institution.

PART III — RECOGNITION, EQUATION AND APPROVAL OF FOREIGN QUALIFICATIONS AND RECOGNITION OF PRIOR LEARNING

10. (1) A Kenyan who has undergone training at a foreign education institution and has attained professional qualifications that

Recognition, equation and approval of

would enable him or her to pursue further education or seek employment may apply to the Authority —

foreign
qualifications

- (a) for equation of his qualifications, by making an application in Form KNQA/L/004 set out in the First Schedule; and
- (b) for recognition of his qualifications, by making an application in Form KNQA/L/005 set out in the First Schedule.

(2) The Authority shall consider an application made under sub regulation (1) in accordance with the quality standards set out in the Second Schedule.

(3) The Authority may decline an application made under sub regulation (1) where the Authority determines that the quality standards of that foreign education institution do not satisfy the quality standards set out in the Second Schedule.

(4) The Authority shall recommend to an applicant whose application under sub regulation (1) has been declined to undertake a remedial qualification in Kenya.

11. (1) Subject to sub regulation (3), a person who has worked in any field of study may apply to the Authority for recognition of prior learning in Form KNQA/L/006 set out in the First Schedule.

Recognition of
prior learning.

(2) Where the Authority allows an application made under sub regulation (1), it shall issue the applicant with a Certificate of Experiential Learning in Form KNQA/L/007 set out in the First Schedule.

(3) In considering an application made under sub regulation (1)

- (a) an applicant who does not hold a certificate may be eligible for admission to a National Qualifications Framework level or granted experiential learning equivalent to a qualification in the National Qualifications Framework level; and
- (b) an award of a certificate of experiential learning may be used by the awardee of the certificate to transpose his or her professional orientation.

(4) The Authority shall consider an application made under sub regulation (1) in accordance with the quality standards set out in the Second Schedule.

PART IV — TERMINATION, SUSPENSION AND REVOCATION OF CERTIFICATE OF ACCREDITATION

12. (1) An accredited education institution may, by notice in writing to the Authority, terminate offering or awarding a qualification.

Termination.

(2) Where a notice under sub regulation (1) has been submitted, the accredited education institution shall annex to the notice a winding up plan for approval and the winding up plan shall provide for the safeguarding of the interests of the students.

(3) Where an accredited education institution does not apply for the renewal of its licence in accordance with regulation 9, the Authority shall require the accredited education institution to submit a winding up plan, at least six months before the expiry of the licence.

13. (1) Subject to sub regulation (2), the Authority may suspend a Certificate of Accreditation of an education institution. Suspension.

(2) Where the Authority determines that an accredited education institution —

- (a) is not carrying out its functions in a proper manner;
- (b) does not comply with the conditions of its Certificate of Accreditation; or
- (c) does not comply with the Act or these Regulations, the Authority shall issue to the accredited education institution, a notice of suspension of Certificate of Accreditation in Form KNQA/L/008 set out on the First Schedule.

(3) The Authority shall publish a notice issued under sub regulation (2) in the Gazette and in at least one newspaper with nationwide circulation.

(4) The notice issued under sub regulation (2) shall be for a period not exceeding six months.

(5) The notice issued to an accredited education institution under sub regulation (2), shall state any corrective action that should be taken by the institution.

(6) An accredited education institution that has been issued with a notice under sub regulation (2) shall, on or before the notice period expires, submit a recovery plan in relation to the action specified in the notice.

(7) When the Authority receives a recovery plan under sub regulation (6), the Authority shall schedule an audit to verify the contents of the recovery plan and, if satisfied that the accredited education institution has instituted appropriate measures to remedy matters raised in the notice issued under sub regulation (2), lift the suspension, subject to such conditions as the Authority shall deem necessary.

(8) Where the Authority determines that an accredited education institution has not remedied the matters raised in the notice issued under sub regulation (2), after carrying out an audit under sub regulation (7), the Authority may issue to the institution a Suspension Certificate of Accreditation in Form KNQA/L/009 set out in the First Schedule.

(9) The suspension issued under sub regulation (8) shall be for a period not exceeding six months.

(10) The suspension issued under sub regulation (8) shall be published in the Gazette and in at least one newspaper with nationwide circulation.

14. (1) Where the Authority, after carrying out an inspection of an accredited education institution whose Certificate of Accreditation has been suspended in accordance with regulation 13, is not satisfied with the progress being made to comply with the Act, these Regulations or the conditions of the Authority, it shall issue a Revocation of Certificate of Accreditation in Form KNQA/L/010 set out in the First Schedule to the accredited education institution. Revocation.

(2) The revocation issued under sub regulation (1) shall be published in the Gazette and at least one newspaper with nationwide circulation.

PART V – STRUCTURES OF NATIONAL QUALIFICATIONS FRAMEWORK

15. (1) An accredited education institution shall adhere to the national qualifications assessment system established by the Authority. National qualifications assessment systems.

(2) An accredited education institution shall ensure access to its assessment and certification systems for candidates.

(3) The assessment and certification system of an accredited education institution shall consider prior experience, formal, non-formal and informal or learning of a student.

(4) The assessment for national qualifications shall be based on the standards set out in the Third Schedule.

(5) The Authority shall convene not less than two meetings annually for accredited education institutions to review and assess the national qualifications.

(6) At the end of every financial year, the Authority shall publish a report on the status of national qualifications.

16. (1) The Authority shall establish a national database of national qualifications to inform the implementation and maintenance of the national qualifications framework. National database.

(2) The database established under sub regulation (1) shall contain the following information —

- (a) registered unit standards;
- (b) registered qualifications;
- (c) accredited education institutions;
- (d) assessment and certification systems of accredited education institutions;
- (e) validated learning qualifications;
- (f) equated foreign qualifications;
- (g) recognised and approved foreign qualifications;
- (h) qualifications recognised from prior learning;
- (i) student records; and

(j) any other particulars as may be necessary.

(3) The Authority shall from time to time develop and publish manuals, codes and guidelines on national qualifications to —

- (a) advise and support any person, body or education institution;
- (b) set standards and benchmarks for qualifications and competencies including skills, knowledge, attitudes and values; and
- (c) provide guidance on other matters that pertain to the development of national qualifications.

17. (1) The National Qualifications Framework shall consist of ten levels which shall be in the National Qualifications Framework Levels Descriptors set out in Form KNQA/L/011 set out in the Third Schedule.

National
Qualifications
Framework
Levels.

(2) Each level described under sub regulation (1) shall be in terms of increasing complexity and demanding outcomes of learning and based on —

- (a) scope of knowledge;
- (b) literacy;
- (c) method and procedure;
- (d) problem solving;
- (e) ethics and professional practice;
- (f) access, processing and managing information;
- (g) producing and communicating of information;
- (h) context and systems;
- (i) management of learning; and
- (j) accountability.

(3) The decision on the level at which each qualification should be placed in the National Qualification Framework shall be made based on their match against the level descriptors set out in sub regulation (1).

(4) There shall be only one common set of level descriptors for the Authority to be used for different qualification types.

(5) A level descriptor under sub regulation (1) shall be descriptive and not prescriptive.

(6) A level descriptor under sub regulation (1) shall be reviewed at least once in every five years by the Authority, in consultation with relevant stakeholders.

(7) The level descriptors for the National Qualifications Framework in relation to the education and training subsectors shall be as set out in Form KNQA/L/012 set out in the Third Schedule.

(8) The education and training pathways for awarding qualifications shall be as set out in Form KNQA/L/013 set out in the Third Schedule.

(9) The minimum admission requirements for offering a qualification at each level shall be as set out in Form KNQA/L/014 set out in the Third Schedule.

18. (1) The Authority may recognize competencies or attainment through the following qualification types — Volume of learning.

- (a) a Certificate;
- (b) a Diploma;
- (c) a Bachelors Degree;
- (d) a Postgraduate Certificate or Diploma;
- (e) a Masters Degree; and
- (f) a Doctorate Degree.

(2) The recognition of attainment referred to in sub regulation (1) shall be guided by the volume of learning assessed based on credits earned, with one credit being equal to ten notional hours.

(3) The volume of learning referred to in sub regulation (2) shall be specified in terms of the total minimum number of credits required, and in terms of the minimum number of credits required at its specified exit level on the National Qualifications Framework and, where appropriate, the maximum number of credits from the preceding level may be specified.

(4) The credits rating of a qualification shall not depend on the mode of delivery of learning.

(5) In determining the volume of learning for a qualification, the following guidelines on credits shall apply —

- (a) for a primary school qualification, grade one to six, lower primary shall be for a minimum period of three years while upper primary shall be for a minimum period of three years;
- (b) for a secondary school qualification, grade seven to twelve, lower secondary shall be for a minimum period of three years while for upper secondary shall be for a minimum period of three years;
- (c) for an artisan certificate, the minimum number of credits shall be sixty;
- (d) for a craft certificate, the minimum number of credits shall be one hundred and twenty;
- (e) for a Diploma, the minimum number of credits shall be two hundred and forty;
- (f) for a Bachelors Degree, the minimum number of credits shall be four hundred and eighty;
- (g) for a Postgraduate Certificate or Diploma, the minimum number of credits shall be one hundred and twenty;
- (h) for a Masters Degree, the minimum number of credits shall be two hundred and forty; and

(i) for a Doctorate, the minimum number of credits shall be three hundred and sixty.

(6) The credits assigned on the National Qualifications Framework shall be the minimum required for the qualification.

(7) Where appropriate, the recognition of attainment of competencies under sub regulation (1) shall include prior learning.

19. (1) Credits earned at an accredited education institution may be recognised by another accredited education institution as meeting part of the requirements for a qualification.

Accumulation of credits towards qualifications.

(2) Credits earned for an incomplete qualification may be recognised as meeting part of the requirements for a different qualification.

(3) Credits earned for an incomplete qualification may be recognized as meeting part of the requirements for a different qualification in the same or different institution.

(4) A maximum of forty-nine percent of the maximum credit that are earned from a completed qualification may be transferred to another qualification:

Provided that not more than forty-nine percent of the maximum credits that are required for the other qualification are credits that have been earned from a completed qualification.

20. (1) The Authority shall approve a credit transfer made in accordance with this regulation.

Transfer of credits.

(2) 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.

(3) An applicant under sub regulation (2) shall have earned the credits not more than four years from the date of the application for transfer.

(4) No credit transfer shall apply to a certificate acquired from a qualification in Law.

(5) The maximum number of credits that can be transferred in a degree qualification shall be the equivalent of those earned from studying for two years in a qualification at the same level.

(6) 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.

(7) Credit transfer shall not apply to the common core units for qualifications offered by an accredited education institution.

(8) The credits earned from a foreign education institution, and sought to be transferred, shall be evaluated on the following criteria —

- (a) the applicant's admission qualifications as compared to the entry requirements set out in the Act;
- (b) the course content;
- (c) proof of the completion of the course being recognised and approved;
- (d) the contact hours and duration of the course being recognised and approved;
- (e) the accreditation status of the qualifications awarding body from which the qualifications were obtained;
- (f) bilateral, regional or other similar agreements, if any;
- (g) proof of proficiency in English.

(9) The process of credit transfers shall be based on units or courses taken and not block consideration of credits covered.

(10) Where the Authority determines that an applicant has complied with the Act and these regulations, the Authority may issue the applicant with a Certificate of Approval to Transfer Credits in Form KNQA/L/016 set out in the Third Schedule.

(11) The Credit Transfer fee charged by the Authority shall be for each module and shall be determined annually.

(12) The Approval for a Credit Transfer shall be valid for a specific course only.

(13) No credit transfers shall be approved for Postgraduate Programmes.

21. (1) A qualification shall be awarded to mark the attainment of defined outcomes of learning.

Awarding
qualifications.

(2) No qualification shall be awarded as compensation for a student's failure at a higher level, or by default.

(3) All certificates issued for qualifications in the National Qualifications Framework shall be endorsed with the seal of the Authority and shall include —

- (a) the approved title of the qualification;
- (b) the level of the qualification in the National Qualifications Framework; and
- (c) such other information as may be required by the Authority.

(4) In the awarding of qualifications by an accredited education institution, the Authority shall —

- (a) approve the standards for assessment and certification arrangements for each qualification in the National Qualifications Framework;
- (b) accredit, regulate and monitor assessment bodies, and bodies which carry out other functions on behalf of the Authority to ensure compliance with the requirements for each approved qualification;

- (c) carry out external quality assurance of assessments leading to the award of qualifications in the National Qualifications Framework;
- (d) maintain databases and verifiable documentary records of qualifications, in the National Qualifications Framework and of awarded qualifications; and
- (e) carry out periodic monitoring and evaluation of qualifications that are offered and awarded by accredited education institutions.

(5) The Authority shall develop and implement policy guidelines for the recognition of foreign qualifications.

(6) The Authority shall take the overall responsibility for the recognition of foreign qualifications.

(7) Notwithstanding the generality of sub-regulation (6), a foreign qualification shall be considered for recognition where —

- (a) the education institution that awarded the qualification is recognised, or accredited where such accreditation or recognition is mandatory by the relevant authority in the country of origin of the education institution at the time of enrolment of the learner;
- (b) the qualification was part of the formal education and training system in the country of origin;
- (c) the education institution had the right to offer that qualification at the time of enrolment of the learner;
- (d) the documents in respect of the foreign qualification that was submitted to Authority is genuine and without evidence of tampering or inconsistency; and
- (e) the holder of the qualification has successfully completed all the requirements for the award of the qualification as confirmed by the awarding body.

(8) The Authority shall promote recognition of qualifications attained in Kenya through various mechanisms that include —

- (a) aligning the National Qualifications Framework and progression pathways with best practices which supports internationally recognised standards;
- (b) sharing reports on national qualifications;
- (c) developing and availing suitable data on national qualifications for perusal and use by the international community;
- (d) subscribing for membership in relevant international bodies and fora; and
- (e) convening and participating in relevant international fora.

PART VI — MISCELLANEOUS PROVISIONS

22. (1) All documents submitted to the Authority shall be in English. Miscellaneous provisions
- (2) The Authority may levy fees for any application made in accordance with the Act and these Regulations as set out in the Fourth Schedule.
- (3) Fees once paid shall not be refunded.

FIRST SCHEDULE

FORMS



Form KNQA/L/001

(r. 4 (1))

APPLICATION FOR ACCREDITATION TO AWARD NATIONAL
QUALIFICATIONS

1. Education institution details:

Name of the applicant:	
Website:	
Physical Address:	
Postal Address:	
Main telephone number:	
Brief history of education institution and years of operation:	
Accreditation history or existing accreditations:	
Name of the Director:	
Contact details of the Director:	Office number: Cell phone: Fax: Email address:
Name of the liaison person for Accreditation:	
Contact details of the liaison person for Accreditation:	Cell phone: Fax: Email address:

2. Attachments:

The following documents are attached:

	YES	Give details or list	NO
Organization chart.			
Terms of Reference of Committees (e.g. Academic Board or equivalent, Management Team etc.)			
Inventory of equipment.			
Copies of current institutional policies.			
Current strategic plan.			
Current prospectus and any other promotional material (brochures etc.).			
Examples of staff and student handbooks.			
Example of a qualification handbook.			

	YES	Give details or list	NO
Copies of any recent institutional research reports, review reports, self-evaluation reports, internal audit reports and financial audit report.			
Copies of current health and safety certification.			
Other:			

3. Staff and learners:

Total number of full time learners.	
Total number of part time learners.	
Total number of management staff.	
Total number of teaching and research staff.	
Total number of administration and support staff.	

4. Qualifications offered:

Name of the qualification	Mode of delivery (e.g. face to face, distance, blended)	Duration of the qualification in total hours	Duration of the qualification in teaching weeks	Number of learners currently enrolled in the qualification				Number of graduates of the qualification at the last graduation	Number of teaching staff currently employed to teach on the qualification	Number of technical staff directly servicing the qualification	Number of administrative staff directly servicing the qualification
				Y1	Y2	Y3	Y4				

5. Support services:

Give brief information on services offered to learners:

Health or counselling:	
Sport or recreation:	
Careers or placement:	
Disability support:	
Pastoral care:	
Academic support:	
Clubs, student union or student representative authority:	

6. Stakeholders:

Give details of method or frequency of obtaining feedback from your stakeholders (e.g. surveys, committees, interviews):

From learners:	
From graduates:	
From staff:	
From employers:	

7. Proposed timeframe for accreditation:

	Proposed timing:	Should be:
Suggested date for initiation meeting:		A few days after submission of this application.
Suggested dates for self-evaluation:		A four-week period commencing within one or two weeks of submission of this application. Note that you may want to schedule this to include one or two non-teaching weeks to ensure dedicated availability of staff.
Proposed submission date for the self-evaluation report.		The final day of the four-week self-evaluation period.
Suggested dates for the accreditation visit:		The week following the submission of the self-evaluation report.

8. Signed by the applicant:

I declare that I am authorized to make this application on behalf of the education institution and that all the information provided in this application is correct.

Name:	
Title:	
Signature:	
Date of this application:	

Please ensure that:

- An applicant shall submit one hard copy and one soft copy of filled institutional accreditation application form and all associated documents to the Authority.



KENYA NATIONAL QUALIFICATIONS AUTHORITY

Form KNQA/L/002

(r. 6 (1))

APPLICATION FOR REGISTRATION ON THE NATIONAL QUALIFICATIONS FRAMEWORK

Name of the education institution:	Name:
Application for accreditation of:	Title of the qualification:
This application is supported by:	Department staff or workplace experience employers or Advisory committee members:
	Name: Designation:
This application has been approved by:	Internal Board or Committee name: Date:

Name of the education institution:	Name:
This application is submitted by:	Name: Designation:
Date of the application:	Date:

Description of the qualification:

1. Development of the qualification	
1.1 Rationale for the qualification:	<p>If this is a revision:</p> <ul style="list-style-type: none"> (a) What currently exists? (b) When the qualification was first offered? (c) What was the original purpose of the qualification? (d) What problems or issues do the revision respond to? (e) Who is the target group? (f) How will graduates benefit - specify the likely employment outcomes? (g) To what extent is the qualification responding to community needs or market issues or demands including availability of job opportunities, skills requirements, capacity building etc.? (h) What indicators are available from the market survey or need assessment? (i) What is the evidence that the qualification is needed now in the country and what are the trends internationally and regionally (evidence from NHRDC)? (j) What other evidence is available to support the proposal for a change in qualification or new qualification development? For example: is there anything in the national strategy or development plans that support the need for the qualification?
1.2 Consultation and support for the development of the qualification:	<ul style="list-style-type: none"> (a) Who led the development of the qualification? (b) What has been the process of developing the qualification? (c) What has been the input of teaching staff, qualified external experts, and industry representatives? (d) Who has been consulted and how was their feedback incorporated into the design? (e) What factors were taken into consideration in the development e.g. alternative modes of delivery, use of technology, International context? (f) What is the evidence of the international comparability of the qualification?

1. Development of the qualification	
1.3 Projected numbers	Show projected numbers for the next three to five years: (a) How many students will be accepted each year? (b) How many graduates will be produced each year?
2. Qualification details	
2.1 Qualification leading to the qualification	(a) Title of the qualification. (b) Vision or mission or philosophy of the qualification. (c) Aims and objectives of the qualification. (d) Graduate profile of graduates of the qualification.
2.2 Qualification to be awarded	Final, exit or embedded qualifications: (a) Title of the qualification to be awarded; (b) Level of the qualification. (c) Credit value of the qualification. (d) Awarding authority. (e) Minimum requirements for the attainment of the qualification.
2.3 Entry requirements	(a) Entry criteria (Realistic minimum requirements for entry with no unnecessary barriers to entry). (b) Selection criteria (Sound and appropriate justification for any selection criteria). (c) Provision for RPL and credit transfer.
2.4 Pathways of the Qualification:	Diagram or narrative showing: (a) Entry pathways into the qualification. (b) Exit points within the qualification. (c) Employment and higher education destinations after completing the qualification.
2.5 Structure of the Qualification:	Duration of the qualification (a) Years and semesters of the qualification. (b) Number of teaching weeks per year or semester of the qualification. (c) Total hours per week of student learning time divided into contact hours, supervised hours and self-directed learning hours. Courses of the qualification (a) Level and credit value of each course. (b) Sequence of courses.

1. Development of the qualification	
	<p>(c) Core, optional and elective courses.</p> <p>(d) Pre-requisites and co-requisites.</p> <p>(e) Total hours of each course divided into contact hours, supervised hours and self-directed learning hours.</p> <p>Balance of theory and practice</p> <p>Indicate courses which are mainly fieldwork/work based practice.</p>
2.6 Delivery methods	<p>(a) How will the qualification and its components be delivered?</p> <p>(b) Justify delivery mode in terms of efficiency and effectiveness.</p> <p>(c) Explain how flexible delivery methods meets the needs of the target group of learners.</p> <p>(d) Describe arrangements for managing learner progress and achievement in the field or workplace (e.g. MoU, logbook).</p>
2.7 Assessment and re-assessment	<p>(a) Assessment methods used in the qualification.</p> <p>(b) Regulations for assessment and re-assessment.</p> <p>(c) Recording of marks (What is the grading system to be used for the qualification?)</p>
2.8 Other specific regulations of the qualification	<p>For example:</p> <p>(a) Regulations for attendance.</p> <p>(b) Regulations for voluntary exit or deferment.</p> <p>(c) Regulations for dismissal or expulsion from the qualification.</p> <p>(d) Regulations for work placement components.</p> <p>(e) Regulations for academic dishonesty.</p> <p>(f) Guidelines for dealing with issues of concern including complaints, appeals against an assessment decision.</p>
2.9 Student information	<p>(a) Qualification Handbook.</p> <p>(b) Textbooks and other required resources to be purchased by learners.</p> <p>(c) Any costs or fees over and above basic tuition fees.</p>
2.10 Quality assurance processes	<p>Internal and external moderation of assessment</p> <p>(a) What is the system or cycle for internal moderation of assessment?</p>

1. Development of the qualification	
	<p>(b) What is the system or cycle for external moderation of assessment?</p> <p>Qualification review processes</p> <p>(a) How frequently will the qualification be reviewed?</p> <p>(b) What process or mechanism will be used for the review?</p> <p>(c) Who will be involved?</p> <p>(d) How will international comparability be assured?</p> <p>Learners' evaluation of teaching and learning</p> <p>What is the cycle or system for getting learner feedback on their qualification or courses or teachers?</p> <p>Quality assurance of results or eligibility to graduate</p> <p>(a) How does the provider assure itself of the accuracy of results?</p> <p>(b) What is the process for checking for anomalies or quality problems?</p> <p>Annual reporting</p> <p>(a) What are the processes for preparing or receiving or following up annual reports?</p> <p>(b) What information is included in annual reporting?</p>
3. Resources for the qualification	
3.1 Staff of the qualification	<p>State the qualifications and experience of the relevant:</p> <p>(a) Technical staff (attach CVs).</p> <p>(b) Teaching staff (attach CVs).</p>
3.2 Other resources, facilities and accommodation	<p>For each type of resource distinguish between what is currently available and what is needed:</p> <p>Physical facilities and resources</p> <p>(a) Laboratories or workshop facilities.</p> <p>(b) Clinical areas, if needed.</p> <p>(c) IT facilities including internet.</p> <p>(d) Specialised materials and equipment.</p> <p>Library:</p> <p>access on or off.</p> <p>Financial:</p> <p>(a) Adequacy of financial resources available to support the qualification.</p>

1. Development of the qualification	
	(b) Annual budget for the qualification.
3.3 Academic Committee for the qualification	(a) Members of the Academic Committee. (b) Terms of Reference of the Academic Committee. (c) Latest minutes of Academic Committee.
3.4 Student support services	Outline the services that are available to learners e.g. Student Association, learning skills support, pastoral care, counselling, health, careers advice.

Course descriptors of the qualification

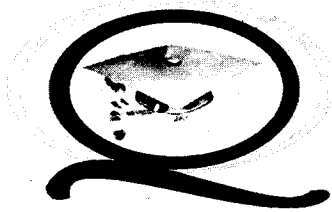
For each course state:

- (a) Title of the course.
- (b) Level of the course.
- (c) Credit value of the course.
- (d) Co-requisite or pre-requisite units.
- (e) Purpose of the course.
- (f) Learning outcomes of the course.
- (g) Performance criteria for the achievement of each learning outcome.
- (h) Teaching and learning methodology to be used in delivery.
- (i) Assessment tasks (showing relationship to learning outcomes).
- (j) Textbooks for the course.
- (k) List of recommended readings for the course.

Appendices

Examples of documents to be attached as Appendices if not covered in the body of the application:

- (a) Letters of Support including support from industry, professional bodies;
- (b) Market Research Report.
- (c) List of Advisory Committee Members; Terms of Reference Minutes of the Advisory Committee.
- (d) Qualification Handbook.
- (e) Brochure.
- (f) Memorandum of Agreement for work based learning.
- (g) Qualifications vitae of staff.
- (h) List of textbooks, with cost.
- (i) Library conspectus report.
- (j) List of equipment.
- (k) Budget for the qualification.



KENYA NATIONAL QUALIFICATIONS AUTHORITY

Form KNQA/L/003

(r. 7 (3))

Certificate No-----

CERTIFICATE OF ACCREDITATION

This is to certify that
of Post Office Box No. has on this day of
....., 20, is awarded Accreditation Status as an accredited education
institution in accordance with the Kenya National Qualifications Framework Act, 2014.

The Accreditation is from ----- to -----.

Date of commencement -----

Date of Expiry-----

SIGNED

.....

.....

Chairperson

Director-General

Kenya Establishment of the National
Qualifications Authority.

Kenya Establishment of the National
Qualifications Authority.



KENYA NATIONAL QUALIFICATIONS AUTHORITY

Form KNQA/L/004

(r. 10 (1) (a))

APPLICATION FOR EQUATION OF QUALIFICATIONS

A. Applicant's details:

ID no:	<input type="text"/>	Passport no:	.....
(Applicable for foreign nationals)			

only)		
Title Dr <input type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/>		
Surname: (in block letters)		
Other name: (in block letters)		
Maiden name (if applicable) (in block letters)		
Residential Address: (in block letters)		
Correspondence Address: (in block letters)		
Present Occupation and Department:.....		
Nationality:		Date of Birth:
Phone Office:	Home :	Mobile: Fax:
No. - .....	.....	.....
Email address :		
Examination passed in chronological order (copies of certificates to be enclosed & originals to be produced for verification purposes)		
Certificates	Year of Award	Name of Awarding Institution and Country of Origin
(a) ..... ..	..... ..... .....	..... ..... .....
(b) ..... ..	..... ..... .....	..... ..... .....

(Please attach copies of qualifications)

Purpose for applying for equation of qualifications:

B. Details of qualification for which equation is being sought:

1.1 Qualification title:

 (Please attach syllabus)

1.2 Name of awarding institution:

1.3 Address:

1.4 Tel: **Fax:**

1.5 Index/Registration No:

1.6 Minimum entry requirements for qualification:

1.7 Duration: From To:.....

1.8	Mode of attendance and details	Year	Contact Time (hrs)	Self-directed/ Guided Studies (hrs)
	Full time <input type="checkbox"/>			
	Part time <input type="checkbox"/>			
	Distance education <input type="checkbox"/>			
	Others <input type="checkbox"/>			

1.9 MODE of assessment applicable to Certificate mentioned at (B)

Continuous assessment:		
Module or Unit assessments:		
End of year examination:		
By submission of project:		
Others specify:.....		

2.0 This sub-section concerns examination centre
 If examination in question was taken in a foreign state, please specify examination centre.

C. Details of qualification against which equation is being sought:

1.1 Qualification title: (Please note that this qualification should be a local qualification*) Name of awarding institution:
1.2 Address:
1.3 Tel:.....Fax:.....
1.4 Entry requirements for qualification:
1.5 Duration of course leading to qualification:
1.6 Course Contents of qualification: (please attach syllabus of the course)

D. Where qualification attained under heading 'B' was obtained following attendance at an overseas institution, please provide the following:

1. Passport No:
2. Date & Place of issue:.....
3. Date of departure for studies:
4. Date of return from studies:
E. Have you applied to the Authority previously? Please, specify
If yes, include reference number:.....
F. Declaration
I, the undersigned, certify that the certificates and other relevant documents I have submitted are authentic and that the information I have provided are correct. (Please note that presentation of false or fake documents constitutes an offence which is liable to prosecution).
Date: .....Signature:

For Office Use
Remarks:
Name of verifying officer:
Signature: .....Date:

General Notes

- An incomplete, inadequate or inaccurate filling of the application may result in the application being rejected.
- An application will be processed upon payment of the non-refundable fee of Kshs. 5,000/- for a Kenyan citizen and Kshs. 10,000/- for a foreign national.
- It is an offence to give false information or to conceal information in this form.



Form KNQA/L/005

(r. 10 (1) (b))

APPLICATION FOR RECOGNITION OF FOREIGN QUALIFICATIONS

A. Applicant's Details

ID No:	<input type="text"/>	Passport No:	.....
			(Applicable for foreign nationals only)
Title	Dr <input type="checkbox"/>	Mr. <input type="checkbox"/>	Mrs. <input type="checkbox"/> Ms <input type="checkbox"/>
Surname:	.....	
	(in block letters)		
Other name:	.....	
	(in block letters)		
Maiden name (if applicable)	.....	
	(in block letters)		
Residential Address:	.....	
	(in block letters)		
Correspondence Address:	.....	
	(in block letters)		
Present Occupation and Department:	.....	
Nationality:	.....	Date of Birth:	.....

Phone No.-Office: Home Mobile Fax:		
Email address :		
Examination passed in chronological order (copies of certificates to be enclosed & originals to be produced for verification purposes)		
Certificates	Year of Award	Name of Awarding Institution and Country of Origin
(a)
(b)

(Please attach copies of qualifications)

Purpose for applying for recognition:

B. Details of qualification for which recognition is being sought:

1.1 Qualification title (Please attach syllabus).....				
1.2 Name of awarding institution:				
1.3 Address:				
1.4 Tel: Fax:.....				
1.5 Index or Registration No:				
1.6 Minimum entry requirements for qualification:.....				
1.7 Duration: From: To:.....				
1.8	Mode of attendance and details	Year	Contact Time (hrs)	Self-directed/ Guided Studies (hrs)
	Full time <input type="checkbox"/>			
	Part time <input type="checkbox"/>			
	Distance education <input type="checkbox"/>			
	Others <input type="checkbox"/>			

1.9 MODE of assessment applicable to qualification: (Please tick appropriate box)	
Continuous assessment:	<input type="checkbox"/>
Module or Unit assessments:	<input type="checkbox"/>
End of year examination:	<input type="checkbox"/>
By submission of project:	<input type="checkbox"/>
Others specify:	<input type="checkbox"/>

2.0 This sub-section concerns examination centre

If examination in question was taken in a foreign country, please specify examination centre.

.....

C. Where qualification attained under heading 'B' was obtained following attendance at an overseas institution, please provide the following details:

1. Passport No:
2. Date and place of issue:
3. Date of departure for studies:
4. Date of return from studies:

G. Have you applied to the Authority previously? Please, specify.....

If yes, include reference number.....

H. Declaration

I, the undersigned, certify that the certificates and other relevant documents I have submitted are authentic and that the information I have provided are correct.

(Please note that presentation of false or fake documents constitutes an offence which is liable to prosecution).

Date:.....Signature:

For Office Use

Remarks:
.....

Name of verifying officer:

Signature: Date:

General Note

- An incomplete, inadequate or inaccurate filling of the application may result in the application being rejected.
- An application will be processed upon payment of the non-refundable fee of Kshs. 2,000 for a Kenyan citizen and Kshs. 3,000 for a foreign national.
- It is an offence to give false information or to conceal information in this form.



KENYA NATIONAL QUALIFICATIONS AUTHORITY

Form KNQA/L/006

(r. 11 (1))

APPLICATION FOR RECOGNITION OF PRIOR LEARNING

1. Applicants Details

ID No:	<input type="text"/>	Passport No:	.....
	(Please attach copy of ID)		(Applicable for foreign nationals only)
Title	Dr <input type="checkbox"/>	Mr <input type="checkbox"/>	Mrs <input type="checkbox"/>
		Ms <input type="checkbox"/>	
Surname:	..... (in block letters)		
Other name:	..... (in block letters)		
Maiden name (if applicable)	..... (in block letters)		
Residential address:	..... (in block letters)		
Correspondence address:	..... (in block letters)		
Nationality:	.....	Date of Birth:	.....

Phone No.- Office:	Home:.....	Mobile:.....	fax:
.....	
Email address:			
Preferred mode of contact:	By phone	By Letter	By Email

Please indicate your preferred language (Please tick as appropriate)

English
Language

French
Language

Kiswahili
Language

1. Please indicate the sector (e.g. Tourism, Construction, Printing, Plumbing) in which you wish to apply for RPL

2. Please indicate your number of years of experience in this specific sector.

3. State the qualification against which you wish to claim your recognition of prior learning.

This form together with attachments and accompanied with the processing fee should be submitted to:

The Director General

Kenya national Qualifications Authority

It is an offence to give false or conceal information in this form.

I declare that the particulars in the application form and in the sheets attached thereto are true to the best of my knowledge and belief.

Name:

Signature: Date:/...../.....

General Notes

- This form is applicable for screening your application for recognition of prior learning
- No processing of application will be undertaken until payment of the non-refundable fee of Kshs 2,000 fees has been effected, upon which the portfolio document will be issued and a facilitator assigned.
- Note that payment for assessment will be charged by the Awarding body.



KENYA NATIONAL QUALIFICATIONS AUTHORITY

Form KNQA/L/007

(r. 11 (2))

CERTIFICATE OF EXPERIENTIAL LEARNING

Awarded to

Having demonstrated Knowledge, Skills and Competencies at National Qualification Framework Level ----- regarding further study, Career and Career path.

SIGNED

.....

.....

Chairperson

Director-General

Kenya Establishment of the National Qualifications Authority.

Kenya Establishment of the National Qualifications Authority.



KENYA NATIONAL QUALIFICATIONS AUTHORITY

Form KNQA/L/008

(r. 13 (2))

NOTICE TO SUSPEND A CERTIFICATE OF ACCREDITATION

The Kenya Establishment of the National Qualifications Authority on this day of, 20

HEREBY GIVES NOTICE to of Post Office Box Number, situated at of its intention to suspend the Certificate of Accreditation of Certificate No. KNQA/ issued on the day of, 20, based on its audit and inspection findings as contained in the report dated the day of, 20 and as resolved by the Kenya Establishment of the National Qualifications Authority during the meeting held on the day of, 20 and more particularly for the following reasons—

.....
.....

This notice is for a period of during which you are required to file a report of the Recovery Plan to remedy the issues herein contained.

This notice is issued in accordance with and regulation 13 of the Kenya National Qualifications Regulations, 2018.

SIGNED

.....

Chairperson

Kenya Establishment of the National Qualifications Authority.

.....

Director-General

Kenya Establishment of the National Qualifications Authority.



Form KNQA/L/009

(r. 13 (8))

SUSPENSION OF CERTIFICATE OF ACCREDITATION

PURSUANT TO THE NOTICE issued by the Kenya Establishment of the National Qualifications Authority on the day of, 20, of its intention to suspend the Certificate of Accreditation of Certificate No. KNQA/..... issued on the day of, 20, issued to (name of the education institution) of Post Office Box Number.....situated at

The Kenya Establishment of the National Qualifications Authority HEREBY DECLARES that the Certificate of Accreditation of Certificate No. KNQA/..... issued on the day of, 20, to (name of the education institution) shall with effect from the day of, 20 stand SUSPENDED.

The (insert the name of the education institution)shall immediately cease to offer the respective national qualifications until the suspension is lifted of otherwise as directed by the Kenya Establishment of the National Qualifications Authority.

SIGNED

.....

Chairperson

Kenya Establishment of the National Qualifications Authority.

.....

Director-General

Kenya Establishment of the National Qualifications Authority.



Form KNQA/L/010

(r. 14 (1))

REVOCATION OF CERTIFICATE OF ACCREDITATION

PURSUANT TO THE SUSPENSION OF CERTIFICATE OF ACCREDITATION issued by the Kenya Establishment of the National Qualifications Authority on the day of, 20, of the Certificate of Accreditation of Certificate No. KNQA/ issued on the day of, 20, issued to (name of the education institution) of Post Office Box Number.....situated at

The Kenya Establishment of the National Qualifications Authority HEREBY DECLARES that the Certificate of Accreditation of Certificate No. KNQA/ issued on the day of, 20, to (name of the education institution) shall with effect from the day of, 20 stand REVOKED.

SIGNED

.....
ChairpersonKenya Establishment of the National
Qualifications Authority......
Director-GeneralKenya Establishment of the National
Qualifications Authority.

SECOND SCHEDULE

QUALITY STANDARDS (r. 7 (1), (4) (c), 10 (2), 11 (4))

PART I — PLANNING PROCESS AND GOVERNANCE STRUCTURE

1. Vision, Mission and Strategic Objectives

- (1) An accredited education institution shall have a clear institutional Vision and Mission Statement.
- (2) The Vision and Mission statement of an accredited education institution shall be aligned with these Quality Standards.
- (3) An accredited education institution shall clearly state its objectives which shall include a commitment to impart knowledge, skills and other competencies to enable students to participate in the country and globally social economic activities.
- (4) For the purpose of the renewal of a Certificate of Accreditation, an accredited education institution shall demonstrate the strategies employed to achieve its vision, mission and objectives as outlined in its strategic plan.

2. Governance Structure.

- (1) An accredited education institution shall align its governance and management structure to the Act of Parliament that establishes it.
- (2) An accredited education institution shall provide proof of authorisation to operate from the relevant authority shall be provided.
- (3) An accredited education institution shall define and describe—
 - (a) its policy on quality control and how this policy applies to the qualifications it offers; and
 - (b) its strategy for institutionalising internal quality control mechanisms in the accredited education institution, and the maintenance of systems and structures.

PART II—ADMISSION REQUIREMENTS

3. Artisan Certificate qualification level

The minimum admission requirements shall be —

- (a) a mean grade of E in the Kenya Certificate of Secondary Education examination or its equivalent;
- (b) a certificate of experiential learning issued by the Authority.

4. Craft Certificate qualification level

The minimum admission requirements shall be —

- (a) a mean grade of D (Plain) in the Kenya Certificate of Secondary Education examination or its equivalent;
- (b) at least a Division III in the Kenya Certificate of Education examination; or
- (c) a certificate of experiential learning issued by the Authority.
- (d) completion of KNQF level 4

5. Diploma Qualification level

The minimum admission requirements shall be —

- (a) a mean grade of C- (minus) in the Kenya Certificate of Secondary Education examination or its equivalent;
- (b) a division II in the KCE
- (c) at least one Principal Pass at the Kenya Advanced Certificate of Education examination;
- (d) completion of KNQF level 5; or
- (e) a certificate of experiential learning issued by the Authority

5. Bachelor's Degree Qualification level

The minimum admission requirements shall be —

- (a) a mean grade of C+ (Plus) in the Kenya Certificate of Secondary Education examination or its equivalent;

- (b) at least two Principal Passes in the Kenya Advanced Certificate of Education examination; or
 - (c) completion of KNQF level 6.
7. Post-Graduate Certificate/Diploma Qualification level
- The minimum requirements shall be a bachelor's degree from an accredited education institution.
8. Masters Qualification level
- The minimum requirements shall be a bachelor's degree from an accredited education institution:
- Provided that the applicant satisfies the minimum requirements for admission to a Bachelor's degree qualifications level.
9. Doctorate qualifications level
- The minimum requirements shall be a master's degree from an accredited education institution or completion of KNQF level 9.
10. An accredited education institution shall not admit a person to a qualification on the basis of experiential learning if that person has not been issued with a certificate of experiential learning by the Authority.

PART III — CURRICULA AND MODES OF DELIVERY

11. Qualifications Policy

- (1) An accredited education institution shall develop and implement a qualifications development policy which shall set out the accredited education institution's strategy on qualifications development, structures and systems.
- (2) An accredited education institution shall provide the Authority, as and when required to do so, with proof of internal approvals of the qualifications and any statutory approvals that may be required under any other written law.
- (3) A qualifications development policy shall provide for —
 - (a) the systems and structures for stakeholders' engagement;
 - (b) the qualifications review cycle;
 - (c) the strategies for sustainability and growth of the qualification; and
 - (d) the assessment of qualifications impact and tracer studies.

12. Qualifications Structure

- (1) An accredited education institution shall submit its qualifications to the Authority for evaluation before offering the qualification.
- (2) A qualification shall set out—
 - (a) the qualification title;
 - (b) the rationale for the qualification, and evidence of the need for the qualification;
 - (c) the aims of the qualification, main target groups of learners;

- (d) the KNQF level of the qualification and the Credit Value of the whole qualification;
- (e) the recommended access routes to enter the qualification and any entry requirements;
- (f) the progression routes after completion of qualification (e.g. further learning);
- (g) the structure of qualification;
- (h) the approaches to assessment for the award of the qualification;
- (i) the specific quality assurance requirements of the qualification;
- (j) any mutual recognition agreements with other qualifications; and
- (k) detailed specifications (e.g. modules; programs etc).

13. Contact Hours

Unless the Authority otherwise requires —

- (a) Level 4 (Artisan Certificate) shall require a minimum of sixty credits;
- (b) Level 5 (Craft Certificate) shall require a minimum of one hundred and twenty credits;
- (c) Level 6 (Diploma) shall require a minimum of two hundred and forty credits;
- (d) Level 7 (Bachelor's Degree) shall require a minimum of four hundred and eighty credits ;
- (e) Level 8 (Post Graduate Diploma or Certificate) shall require a minimum of one hundred and twenty credits;
- (f) Level 9 (Master's Degree) shall require a minimum of two hundred and forty credits;
- (g) Level 10 (Doctorate Degree) shall require a minimum of three hundred and sixty credits;

PART IV — ASSESSMENTS AND ASSESSMENTS ADMINISTRATION

14. An accredited education institution shall ensure the academic progression of its students is evaluated by assessments which may include all or any of the following: course work, tutorials, projects and other assessment criteria.

15. Structure of Assessments and Assessment Policies

An accredited education institution shall develop an assessments policy that shall establish an assessments structure to guide the assessments process, including—

- (a) the structure and system of managing and administering an examination;
- (b) the establishment of a quality assurance mechanism including internal and external moderation of assessments and scripts, and monitoring and evaluation of assessments;
- (c) the development of assessments regulations, including students' academic progression, disciplinary systems and appeals systems;

- (d) the categories of assessments, assessments, grading systems and classification of academic qualifications;
- (e) the management of students' transcripts and certificates; and
- (f) the minimum assessments requirements for certification.

16. Assessments Regulations

An accredited education institution shall set out assessments regulations that shall include —

- (a) the types and categories of assessments;
- (b) the registration for assessments;
- (c) the setting of assessments;
- (d) the examination irregularities;
- (e) the assessment offences and penalties;
- (f) the deferment of assessments;
- (g) the marking and moderation of assessments and release of assessment results;
- (h) the invigilation of assessments;
- (i) the re-sits;
- (j) the exclusion from assessments; and
- (k) the assessment fees.

PART V — ASSESSESORS AND QUALIFICATIONS

17. The Assessor

- (1) An accredited education institution should have registered assessors with the relevant ETQA.
- (2) An assessor should be —
 - (a) familiar with the qualification and the unit standards that he/she will be assessing;
 - (b) plan and design the assessment (or source appropriate assessment methods and instruments and modify these if necessary);
 - (c) collect evidence of the learner's performance in accordance with the relevant ETQA's principles and policies;
 - (d) evaluate and judge the evidence;
 - (e) authenticate the evidence; and
 - (f) make an assessment decision, i.e. 'competent, or not yet competent'.

18. The Assessment Process

An accredited education institution should consider the following Steps in the assessment process —

- (a) the assessor becomes familiar with the unit standard and/or qualification that he/she is going to assess;
- (b) the assessor plans the assessment, making decisions about the assessment methods, assessment instruments, activities, type and amount of evidence required, etc;
- (c) the assessor designs the assessment by selecting the appropriate methods, instruments and designing the appropriate materials (e.g. a test paper);
- (d) the assessor conducts the assessment and collects the evidence;
- (e) the assessor makes a judgement about the evidence against the criteria of the unit standard;
- (f) the assessor provides feedback to the learner regarding the assessment decision;
- (g) the assessor completes the administration according to the ETQA requirements; and
- (h) the assessor evaluates the process.

19. Re-assessment

- (1) An accredited education institution should have clear re-assessment process.
- (2) Re-assessment should take place in the same situation or context and under the same conditions.
- (3) The same method and assessment instrument may be used, but the task and materials should be changed, however, they should be of the same complexity and level as the previous one and where the methods and instruments are changed, they must be appropriate for the outcomes specified.
- (4) A reassessment can be conducted based on a complaint against —
 - (a) an unfair assessment;
 - (b) an invalid assessment;
 - (c) an unreliable assessment;
 - (d) the assessor's judgement, if considered biased;
 - (e) an inadequate expertise and experience of the assessor if it influences the assessment; or
 - (f) an unethical practice.

PART X — FOREIGN QUALIFICATIONS AND CREDIT TRANSFERS

20. Foreign qualifications shall be evaluated on the following criteria —

- (a) the applicant's admission qualifications as compared to the entry requirements set out in these Regulations;
- (b) the course content;
- (c) proof of the completion of the course being recognised and approved;
- (d) the contact hours and duration of the course being recognised and approved;

- (e) the accreditation status of an accredited education institution from which the qualifications were obtained;
- (f) bilateral, regional or other similar agreements, if any.

THIRD SCHEDULE

Form KNQA/L/011

(r. 17 (1))

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL DESCRIPTORS

Level 10	
Purpose	The level qualifies a graduate to apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation, scholarship or professional practice.
Knowledge	<p>A graduate at this level should have —</p> <ul style="list-style-type: none"> (a) a substantial body of knowledge at the frontier of a field of work or learning, including knowledge that constitutes an original contribution; and (b) substantial knowledge of research principles and methods applicable to the field of work or learning.
Skills	<p>A graduate at this level should have —</p> <ul style="list-style-type: none"> (a) cognitive skills to demonstrate an expert understanding of theoretical knowledge and to reflect critically on that theory and practice; (b) cognitive skills and use of intellectual independence to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflect on theory and practice to generate original knowledge; (c) expert technical and creative skills applicable to the field of work or learning; (d) the communication skills to explain and critique theoretical propositions, methodologies and conclusions; (e) the communication skills to present cogently a complex investigation of originality or original research for external examination against international standards and to communicate results to peers and the community; and (f) expert skills to design, implement, analyse, theorize and communicate research that makes a significant and original contribution to knowledge and/or professional practice.
Competence	<p>A graduate at this level should demonstrate the application of knowledge and skills —</p> <ul style="list-style-type: none"> (a) for intellectual independence; (b) for initiative and creativity in new situations or for further learning;

	<p>(c) for full responsibility and accountability for personal outputs;</p> <p>(d) to plan and execute original research; and</p> <p>(e) to have an ongoing capacity to generate new knowledge, including in the context of professional practice.</p>
Minimum number of credits.	Three hundred and sixty credits.
Level 9	
Purpose	The level qualifies a graduate to apply an advanced body of knowledge in a range of contexts for research and scholarship and as a pathway for further learning.
Knowledge	<p>A graduate at this level should have —</p> <p>(a) a body of knowledge that includes the understanding of recent developments in a discipline or area of professional practice; and</p> <p>(b) knowledge of research principles and methods applicable to a field of work or learning.</p>
Skills	<p>A graduate at this level should have —</p> <p>(a) cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship;</p> <p>(b) cognitive, technical and creative skills to investigate, analyse and synthesize complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice;</p> <p>(c) cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level;</p> <p>(d) communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences; and</p> <p>(e) technical and communication skills to design, evaluate, implement, analyse and theorize about developments that contribute to professional practice or scholarship.</p>
Competence	<p>A graduate at this level should demonstrate the application of knowledge and skills —</p> <p>(a) for creativity and initiative to new situations in professional practice or for further learning;</p> <p>(b) for high level personal autonomy and accountability; and</p> <p>(c) to plan and execute a substantial research-based project, capstone experience or piece of scholarship.</p>
Minimum number of credits.	Two hundred and forty credits

Level 8	
Purpose	The level qualifies a graduate to apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning.
Knowledge	A graduate at this level should have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area.
Skills	A graduate at this level should have — (a) cognitive skills to review, analyse, consolidate and synthesize knowledge and identify and provide solutions to complex problems; (b) cognitive skills to think critically and to generate and evaluate complex ideas; (c) specialized technical and creative skills in a field of highly skilled or professional practice; (d) communication skills to demonstrate an understanding of theoretical concepts; and (e) communication skills to transfer complex knowledge and ideas to a variety of audiences.
Competence	A graduate at this level should demonstrate the application of knowledge and skills — (a) to make high level, independent judgements in a range of technical or management functions in varied specialized contexts; (b) to initiate, plan, implement and evaluate broad functions within varied specialized technical or creative contexts; and (c) for responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters>
Minimum number of credits	One hundred and twenty credits.
Level 7	
Purpose	The level qualifies a graduate to apply a body of knowledge in a specific context to undertake professional work and as a pathway for research and further learning.
Knowledge	A graduate at this level should have coherent and advanced knowledge of the underlying principles and concepts in one or more disciplines and knowledge of research principles and methods.
Skills	A graduate at this level should have — (a) cognitive skills to review, analyse, consolidate and synthesize knowledge to identify and provide solutions to complex problems with intellectual independence;

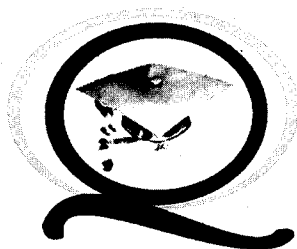
	<ul style="list-style-type: none"> (b) cognitive and technical skills to demonstrate a broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas; (c) cognitive skills to exercise critical thinking and judgement in developing new understanding; (d) technical skills to design and use research in a project; and (e) communication skills to present a clear and coherent exposition of knowledge and ideas to a variety of audiences.
Competence	<p>A graduate at this level should demonstrate the application of knowledge and skills —</p> <ul style="list-style-type: none"> (a) for initiative and judgement in professional practice and/or scholarship; (b) to adapt knowledge and skills in diverse contexts; (c) for responsibility and accountability for own learning and practice and in collaboration with others within broad parameters; (d) to plan and execute project work or a piece of research and scholarship with some independence.
Minimum number of credits.	Four hundred and eighty credits.
Level 6	
Purpose	The level qualifies a graduate to apply specialized knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.
Knowledge	A graduate at this level should have specialized and integrated technical and theoretical knowledge with depth within one or more fields of work and learning.
Skills	<p>A graduate at this level should have —</p> <ul style="list-style-type: none"> (a) cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources; (b) cognitive and communication skills to transfer knowledge and skills to others and to demonstrate understanding of specialized knowledge with depth in some areas; (c) cognitive and communication skills to formulate responses to complex problems; and (d) wide-ranging specialized technical, creative or conceptual skills to express ideas and perspectives.
Competence	<p>A graduate at this level should demonstrate the application of knowledge and skills —</p> <ul style="list-style-type: none"> (a) for depth in areas of specialization, in contexts subject to change; (b) for initiative and judgment in planning, design, technical or management functions with some direction; (c) to adapt a range of fundamental principles and complex techniques to known and unknown situations; and

	(d) across a broad range of technical or management functions with accountability for personal outputs and personal and team outcomes within broad parameters.
Minimum number of credits	Two hundred and forty credits.
Level 5	
Purpose	The level qualifies a graduate to 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.
Knowledge	A graduate at this level should have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning.
Skills	A graduate at this level should have — <ul style="list-style-type: none"> (a) cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources; (b) cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements; (c) specialist technical and creative skills to express ideas and perspectives; and (d) communication skills to transfer knowledge and specialized skills to others and demonstrate understanding of knowledge.
Competence	A graduate at this level should demonstrate the application of knowledge and skills — <ul style="list-style-type: none"> (a) to transfer and apply theoretical concepts, technical or creative skills in a range of situations; (b) for personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality; and (c) for initiative and judgement to organize the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters.
Minimum number of credits.	One hundred and twenty credits.
Level 4	
Purpose	The level qualifies a graduate to apply a broad range of specialized knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning.
Knowledge	A graduate at this level should have broad factual, technical and theoretical knowledge in a specialized field of work and learning.

Skills	A graduate at this level should have — (a) cognitive skills to identify, analyse, compare and act on information from a range of sources; (b) cognitive, technical and communication skills to apply and communicate technical; (c) solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems; (d) specialist technical skills to complete routine and non-routine tasks and functions; and (e) communication skills to guide activities and provide technical advice in work and learning.
Competence	A graduate at this level should demonstrate the application of knowledge and skills — (a) to specialized tasks or functions in known or changing contexts; (b) for responsibility for own functions and outputs, and may have limited responsibility for organization of others; and (c) for limited responsibility for the quantity and quality of the output of others in a team within limited parameters.
Minimum number of credits.	Sixty credits.
Level 3	
Purpose	The level qualifies a graduate to apply a broad range of knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning.
Knowledge	A graduate at this level should have factual, technical, procedural and theoretical knowledge in an area of work and learning.
Skills	A graduate at this level should have — (a) cognitive, technical and communication skills to interpret and act on available information; (b) cognitive and communication skills to apply and communicate known solutions to a variety of predictable problems and to deal with unforeseen contingencies using known solutions; (c) technical and communication skills to provide technical information to a variety of specialist and non-specialist audiences; and (d) technical skills to undertake routine and some non-routine tasks in a range of skilled operations.
Competence	A graduate at this level should demonstrate the application of knowledge and skills — (a) for discretion and judgement in the selection of equipment, services or contingency measures;

	<p>(b) to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints; and</p> <p>(c) in contexts that include taking responsibility for own outputs in work and learning including participation in teams and taking limited responsibility for the output of others within established parameters.</p>
Minimum number of credits	One hundred and twenty credits.
Level 2	
Purpose	The level qualifies a graduate to undertake mainly routine work and as a pathway.
Knowledge	A graduate at this level should have basic factual, technical and procedural knowledge in a defined area of work and learning.
Skills	<p>A graduate at this level should have —</p> <p>(a) cognitive skills to access, record and act on a defined range of information from a range of sources;</p> <p>(b) cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems; and</p> <p>(c) technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options.</p>
Competence	<p>A graduate at this level should demonstrate the application of knowledge and skills —</p> <p>(a) for some accountability for the quality of own outcomes and some responsibility for own outputs in work and learning;</p> <p>(b) for limited autonomy and judgement in the completion of own defined and routine tasks in known and stable contexts; and</p> <p>(c) for limited autonomy and judgement to complete routine but variable tasks in collaboration with others in a team environment.</p>
Minimum number of credits.	One hundred and twenty credits.
Level 1	
Purpose	The level qualifies a graduate to have basic functional knowledge and skills to undertake work, further learning and community involvement.
Knowledge	A graduate at this level should have basic fundamental knowledge and understanding in a narrow area of work and learning.
Skills	A graduate at this level should have —

	<ul style="list-style-type: none">(a) basic skills to participate in everyday life and further learning;(b) cognitive and communication skills to receive, pass on and recall information in a narrow range of areas; and(c) technical skills involving the use of tools appropriate to the activity and use of basic communication technologies.
Competence	<p>A graduate at this level should demonstrate the application of knowledge and skills —</p> <ul style="list-style-type: none">(a) for some autonomy in defined contexts and within established parameters; and(b) communication in contexts that may include preparation for further learning, life activities or a variety of initial routine and predictable work-related activities including participation in a team or work group.
Minimum number of credits.	One hundred and twenty credits.



KENYA NATIONAL QUALIFICATIONS AUTHORITY

Form KNQA/L/012

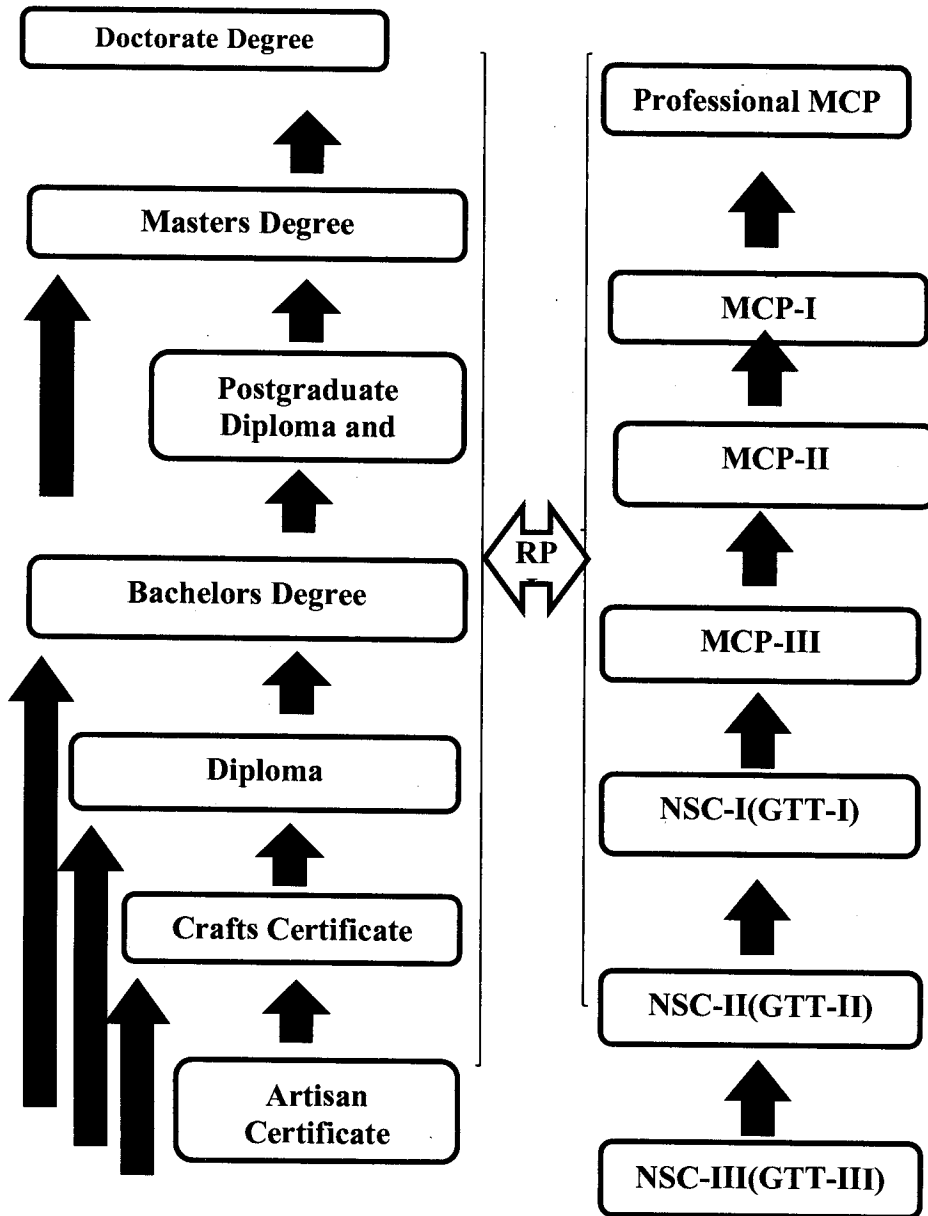
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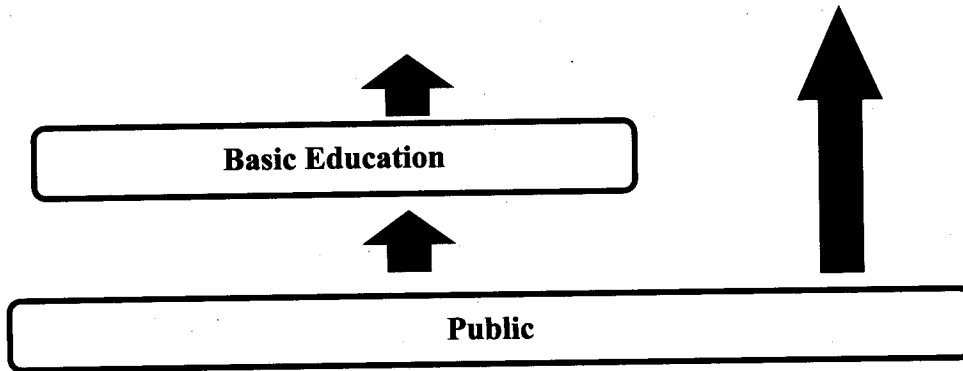
**NATIONAL QUALIFICATIONS FRAMEWORK FOR EDUCATION AND
TRAINING SECTOR**

KNQF Levels	Sub- Section				Life Long Learning
	Basic Education	Higher Education (Academic & Professional)	Vocational & Technical	Skills	
10		Doctorate			Certificate of Experiential Learning
9		Masters/Chartered Professional			
8		Postgraduate Diploma/ Management/ Professional		Professional Master Craft person	
7		Degree/Management Professional		Master Crafts Person I	
6			Diploma	Master Person II	
5			Certificate V	Master Craftsperso n III	
4			Certificate IV	NSCI (GTT 1)	
3			Certificate III	NSC II (GTT III)	
2	Certificate II (Secondary)			NSC III (GTT III)	
1	Certificate/Basic Skills/Skills for Life (Primary)				



NATIONAL QUALIFICATIONS FRAMEWORK EDUCATION AND TRAINING
PROGRESSION PATHWAYS





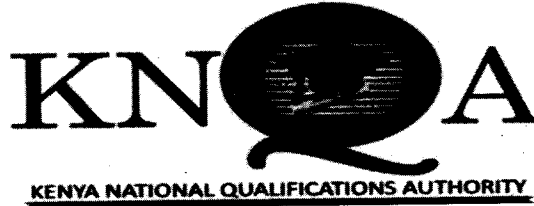
Key

MCP - Master Craft Person

NCS - National Skills Certificate

GTT - Government Trade Test

RPL – Recognition of Prior Learning



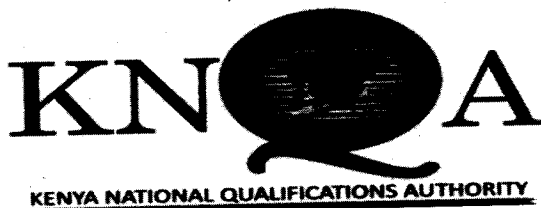
Form KNQA/L/014

(r. 17 (9))

MINIMUM ADMISSION REQUIREMENTS FOR NATIONAL QUALIFICATIONS
FRAMEWORK LEVELS

<i>Level</i>	<i>Qualification type</i>	<i>Minimum requirements</i>	<i>admission</i>	<i>Minimum Credit Value or Duration</i>
10	Doctorate Degree	Master's degree		360 (3 Years)
9	Masters Degree	(a) Bachelor's degree; or (b) Completion of Level 7		240 (2 Years)
8	Post graduate diploma or certificate	(a) Bachelor's degree; or (b) Completion of Level 7		120 (1 Year)
7	Degree	(a) Mean grade of C+ (plus) in the Kenya Certificate of Secondary Education examination or its equivalent determined by the Authority; or		480 (4 Years)

Level	Qualification type	Minimum admission requirements	Minimum Credit Value or Duration
		(b) Completion of Level 6.	
6	Diploma	(a) Mean grade of C- (minus) in the Kenya Certificate of Secondary Education examination or its equivalent determined by the Authority; (b) A Certificate Of Experiential Learning issued by the Authority, or (c) Completion of Level 5	240 (2 Years)
5	Craft certificate	(a) Mean grade of D (plain) in the Kenya Certificate of Secondary Education examination or its equivalent determined by the Authority; (b) A Certificate of Experiential Learning issued by the Authority; (c) Completion of Level 4	120 (1 Year)
4	Artisan Certificate	(a) a mean grade of E in the Kenya Certificate of Secondary Education examination or its equivalent determined by the Authority; (b) A Certificate of Experiential Learning issued by the Authority; or (c) Completion of Level 2 or 3	60 (6Months)
3	National Vocational Certificate of Education and Training	(a) Completion of Level 1 or 2; or (b) A certificate of experiential learning issued by the Authority	30 (3 Months)
2	Secondary certificate	Completion of level 1	4/6 Years
1	Primary certificate	At least six years of age and Birth Certificate	



Form KNQA/L/015

(r. 20 (2))

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 curriculum, individual module syllabus and the course rating.

Kenya Establishment of National Qualifications Framework Authority Module	Module considered compatible with Kenya Establishment of National Qualifications Framework Authority module	Name of accredited education institution	Year obtained	Notes (For office use only)

Section C: Credit Transfer Procedure

Please note:

1. This Application must be accompanied by the Credit Transfer Application Fee.
2. Only modules completed during the preceding five years of the date of the application may be considered for credit transfer.
3. A pass rate of at least sixty per cent may be considered for credit transfer.
4. The credit level of a module from another institution must be equal or more than the credits of the module with the National Qualification Framework.
5. The Approval for a Credit Transfer shall be valid for a specific course only.
6. The qualification intended from which the credit transfer is sought must be registered in the National Qualifications Framework.
7. The Credit Transfer fee charged by the Authority shall be for each module and shall be determined annually
8. No credit transfers shall be approved for Postgraduate Programmes.
9. A foreign student must submit the syllabus of qualification intended from which the credit transfer is sought and its evaluation by the Authority.
10. This Form must only be completed by students wishing to apply for Credit Transfer.
11. This Form shall not be faxed or e-mailed to Authority.
12. The Authority shall not accept an incomplete form, even if full payment has been received.

Section D: Student Declaration

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

Student SignatureDate:.....

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



KENYA NATIONAL QUALIFICATIONS AUTHORITY

Form KNQA/L/016

(r. 20 (10))

APPROVAL FOR TRANSFER OF CREDITS

Course Name -----

Name of applicant -----

The Authority hereby approves the transfer of the following credits:

The Authority hereby denies the transfer for the following credits for the reasons indicated thereon:

Comments:

Evaluated by: _____ Date: -----

Approved by: _____ Date: _____

SIGNED

Chairperson

Director-General

Kenya Establishment of the National
Qualifications Authority.

Kenya Establishment of the National
Qualifications Authority.

FOURTH SCHEDULE

(r. 22 (2))

FEEs

No.	Description of service offered	Fees charged (Kshs.)
	Equation of qualifications (for Kenyan citizens).	5,000
	Equation of qualifications (for foreign nationals).	10,000
	Recognition of foreign qualifications (for Kenyan citizens)	2,000
	Recognition of foreign qualification (for a foreign national)	3,000
	Recognition of prior qualifications	2,000
	Accreditation of an education institution	30,000
	Registration of a qualification	10,000

AMINA MOHAMED

Cabinet Secretary for Education.