DKENYA STANDARD

National qualifications framework — Quality assurance of qualifications — Requirements and guidelines

TECHNICAL COMMITTEE REPRESENTATION

The following organizations were represented on the Technical Committee:

Ministry of Education

Kenya National Qualification Authority

Commission for University Education

Technical and Vocational Education and Training Authority

National Commission for Science, Technology and Innovation

Kenya Institute of Curriculum Development

University of Nairobi

Kenyatta University

Maseno University

Embu University

Karatina University

Technical University of Kenya

Technical University of Mombasa

United States International University

Riara University

Daystar University

Pan Africa Christian University

Strathmore University

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Kiriri Women's University of Science and Technology

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Kenya Association of Manufacturers

Kenya Bureau of Standards — Secretariat

REVISION OF KENYA STANDARDS

In order to keep abreast of progress in industry, Kenya Standards shall be regularly reviewed. Suggestions for improvements to published standards, addressed to the Managing Director, Kenya Bureau of Standards, are welcome.

KENYA STANDARD

DKS 3048: 2026

ICS ##.###

First Edition

National qualifications framework — Quality assurance of qualifications — Requirements and guidelines

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DKS 3048: 2026

Foreword

This Kenya Standard was prepared by the Education Services Technical Committee under the guidance of the Standards Projects Committee, and it is in accordance with the procedures of the Kenya Bureau of Standards.

Kenya Bureau of Standards (KEBS) has established Technical Committees (TCs) mandated to develop Kenya Standards (KS). The Committees are composed of representatives from the public and private sector organizations in Kenya.

Kenya Standards are developed through Technical Committees that are representative of key stakeholders including government, academia, consumer groups, private sector and other interested parties. Draft Kenya Standards are circulated to stakeholders through the KEBS website and notifications to World Trade Organization (WTO). The comments received are discussed and incorporated before finalization of the standards, in accordance with the Procedures for Development of Kenya Standards.

The Government of Kenya reaffirms its commitment to delivering quality, inclusive, and future-oriented education and training, anchored on national development priorities and internationally recognized best practices. In this regard, quality assurance of qualifications is fundamental in ensuring that learning outcomes achieved through formal, non-formal and informal learning pathways are credible, comparable, and fit for purpose. A robust quality assurance system enhances confidence in qualifications, promotes learner progression and mobility, and strengthens employability and productivity.

This document establishes requirements and guidelines that support the implementation of the Kenya National Qualifications Framework (KNQF) and promotes harmonization across institutions and sectors involved in the qualifications awarding value chain. It is designed to enhance coherence, transparency and consistency in the development, delivery, assessment, certification, registration, recognition, and monitoring of qualifications.

In the development of this Kenya Standard, the Ministry of Education, through the Kenya National Qualifications Authority (KNQA), played a pivotal role that facilitated the establishment of a National Working Group that developed the initial draft of the standard, providing a structured platform for expert input across education, training, industry and regulatory sectors. Through KNQA, the Ministry further strengthened stakeholder engagement by coordinating inclusive consultations, consolidating technical feedback, and ensuring alignment with national qualifications policies and the Kenya National Qualifications Framework. This collaborative and consultative approach significantly enhanced the quality, relevance and national ownership of the standard.

Kenya Standards are subject to review, to keep pace with technological advances. Users of the Kenya Standards are therefore expected to ensure that they always have the latest versions of the standards they are implementing.

During the preparation of this standard, reference was made to the following document (s):

a)   constitution

b)   The Kenya National Qualifications Framework (KNQF) Act, Cap. 214;

c)   The Kenya National Qualifications Framework (General) Regulations, 2025;

d)   National Policy Framework for Quality assurance of Qualifications; and

e)   Kenya National Qualifications Classification Standard (KNQCS).

Acknowledgement is hereby made for the assistance derived from this (these) source (s).

Introduction

0.1 General

This Kenya Standard has been developed to support the implementation of a coherent and credible system for the quality assurance of qualifications in Kenya. The establishment of effective quality assurance mechanisms is essential to ensuring that qualifications awarded within the national system are consistent, comparable and fit for purpose across different learning pathways.

A robust quality assurance framework contributes to public confidence in qualifications and facilitates learner progression, employability and mobility. It also supports the recognition of learning outcomes achieved through formal, non-formal and informal learning, in line with national priorities and international good practice.

0.2 National, regional and international context

Kenya's education and training system operates within a broader national, regional and global context that emphasizes quality, relevance and lifelong learning. National development priorities articulated under Kenya Vision 2030 underscore the importance of a skilled and adaptable workforce to drive socio-economic transformation.

At the international level, education and training systems are increasingly guided by globally recognized frameworks and principles, including those promoted under Sustainable Development Goal 4 (SDG 4), which focuses on inclusive and equitable quality education and lifelong learning opportunities for all. At the regional level, initiatives such as the African Union's Continental Education Strategy for Africa (CESA) highlight the need for strong qualifications frameworks supported by transparent quality assurance arrangements, monitoring and evaluation.

These national, regional and international considerations underscore the need for harmonized standards that promote trust, comparability and recognition of qualifications across systems.

0.3 Purpose and rationale of this Kenya Standard

This Kenya Standard provides a structured framework of requirements and guidelines intended to support consistent approaches to quality assurance of qualifications within the Kenya National Qualifications Framework (KNQF). It has been developed to complement existing legal and policy instruments by offering a common reference point for institutions, qualification awarding bodies, regulators and quality assurance agencies.

The standard is intended to enhance coherence and transparency across the qualifications awarding value chain, from qualification design and development through delivery, assessment, certification, registration and recognition. By establishing common principles and expectations, the standard supports continuous improvement and informed decision-making within the education and training system.

0.4 Development of the standard

This Kenya Standard was developed in accordance with the Procedures for the Development of Kenya Standards. The drafting process involved technical input from a National Working Group coordinated by the Ministry of Education through the Kenya National Qualifications Authority (KNQA), followed by consultation with a broad range of stakeholders including:

a) Kenya National Qualifications Authority (KNQA)
b) Commission for University Education (CUE)
c) Technical and Vocational Education and Training Authority (TVETA)
d) National Industrial Training Authority (NITA)
e) State Department for Higher Education
f) State Department for Technical and Vocational Education and Training (SDTVET)
g) State Department for Basic Education, Directorate for Quality Assurance and Standards (DQAS)
h) Kenya Association of Technical Training Institutions (KATTI)

i) University of Embu

j) Association of Professional Societies in East Africa (APSEA)

k) Technical Vocational Education and Training Curriculum Development, Assessment and Certification Council (TVET CDACC)

l) Mount Kenya University

m) Kenya School of Technical Vocational Education and Training

n) Kenya Accountants and Secretaries National Examinations Board (KASNEB)

o) Federation of Kenya Employers (FKE)

p) International Labour Organization (ILO)

q) Kenya National Association of Private Colleges (KENAPCO)

Stakeholder comments received during the drafting process were reviewed and incorporated through established KEBS consensus-building mechanisms. This consultative and evidence-based approach ensured that the standard reflects national priorities, aligns with international good practice, and responds to the needs of users and beneficiaries of the qualifications system.

National qualifications framework — Quality assurance of qualifications — Requirements and guidelines

1   Scope

This Kenya Standard gives requirements and guidelines for the effective implementation of the National Policy Framework for Quality Assurance of Qualifications.

This Standard is applicable to all actors and processes involved in the design, development, delivery, assessment, certification, and recognition of qualifications under the Kenya National Qualifications Framework (KNQF).

2   Normative references

The following referenced documents referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

KS 3047:2026, National qualification framework — Kenya Credit Accumulation and Transfer System (KCATS) — Requirements and guidelines.

3   Terms and definitions

For the purposes of this document, the following terms and definitions apply.

3.1
accreditation
procedures by which institutions offering education and training are formally recognized as having met the standards set out in various laws of Kenya.

3.2
authority
kenya national qualifications authority established under section 6(1) of the KNQF Act Cap 214.

3.3
assessment
evaluation of learning outcomes to determine whether a learner has achieved the competency specified in a programme or a course.

3.4
assessment body
body accredited under the various laws of Kenya to develop and conduct assessment, and award qualifications

3.5
certification
recognition of the achievements of a learner or a candidate for a qualification through the award of a certificate.

3.6

credit transfer

vertical, horizontal or diagonal relocation of credits towards a qualification on the same or a different level, including between the same or related programmes.

3.7
curriculum

systematic and structured framework for learning that defines the purpose, content, learning outcomes, teaching and learning approaches, assessment methods, credit or workload requirements, and progression arrangements of a programme, course, module, or unit. It provides the basis for the design, delivery, assessment, and certification of learning and ensures alignment with the relevant qualification framework level descriptors, quality assurance standards, and labour-market requirements.

3.8
examination

formal written or oral test taken by a learner in the course of a study for a programme or course.

3.9
external quality assurance

independent evaluation, oversight, and validation of an institution's programmes, systems, and qualifications by a regulatory or quality assurance body to ensure they comply with the KNQF qualifications standards and other regulatory requirements.

3.10
graduate

person who has been awarded a statement of attainment or a certificate by a qualification awarding body.

3.11
graduate record

details of a qualification awarded to a graduate.

3.12
industry

labour market, including employers, workers' unions, professional bodies, associations and federations.

3.13
institution

public or private establishment which provides educational and training services.

Note to entry: public or private institution includes, university education; technical and vocational education training; industrial training, skills development; basic education; and award of professional qualifications.

3.14
internal quality assurance

systematic processes, structures, and mechanisms established and implemented by an education and training institution or qualification awarding body (QAB) to ensure that all aspects of its programmes, operations, and qualifications consistently meet defined quality standards.

3.15
learning outcome

ability of a learner or individual in terms of specific knowledge, understanding, skills and attributes attained as a result of learning.

3.16
level

an indication of the relative demand, complexity and or depth of achievement.

3.17
level descriptor
set of skills, knowledge, and competencies describing the learning outcome used for determining the level of a qualification.

3.18
lifelong learning
all learning activities undertaken throughout life for the development of knowledge, competencies or qualifications.

3.19
national qualifications framework (NQF)
the national system for the articulation, classification, registration, quality assurance, and the monitoring and evaluation of national qualifications as developed in accordance with the KNQF act cap 214.

3.20
national qualifications
a programme or a course that has met the requirements set out in the KNQF and entered into the database.

3.21
professional regulatory bodies
statutory bodies established by law or an Act of Parliament and mandated to regulate professional practice within specific occupations or professions. They set professional standards, approve or recognise qualifications for professional practice, register and license practitioners, and ensure compliance with ethical and competency requirements in accordance with their governing legislation.

3.22
quality
degree to which education and training processes, programmes, qualifications, and outcomes consistently meet defined standards, stakeholder expectations, and intended objectives, in terms of relevance, effectiveness, credibility, equity, and continuous improvement.

3.23
quality assurance
systematic processes, policies, and mechanisms put in place to ensure that education and training systems, institutions, programmes, and qualifications consistently meet defined quality standards and deliver intended outcomes.

3.24
quality assurance agencies
institutions that are legally mandated by law responsible for ensuring the quality, standards and policies compliance in its sector

3.25
registration
KNQA's recognition of an institution as a qualification awarding body and includes recognition of the institution's qualifications.

3.2.6
regulatory body
A statutory body established by an Act of Parliament with the mandate to regulate, supervise and enforce compliance with approved rules, standards and quality requirements within a specific education and training sub-sector or profession. This includes sub-sector regulators

(such as TVET and university regulators) as well as professional regulatory bodies responsible for licensing, accreditation and certification within their respective fields.

3.27
sub-sector regulator:
a statutory or legally mandated body responsible for regulating, coordinating, and assuring the quality of education and training within a specific sub-framework of the Kenyan National Qualifications Framework in accordance with its governing legislation.

3.28
validation

3.29
process applied by the authority to ascertain whether a qualification awarded by a qualification awarding body meets the requirements set out in the act and these regulations.

4   Symbols and abbreviated terms

ACQF - African Continental Qualifications Framework

CESA - Continental Education Strategy for Africa

CUE - Commission for University Education

EQA External Quality Assurance

IQA   Internal Quality Assurance

KCATS   Kenya Credit Accumulation and Transfer System

KNQA   Kenya National Qualifications Authority

KNQCS   Kenya National Qualifications Classification Standard

KNQF   Kenya National Qualifications Framework

NITA National Industrial Training Authority

NQD National Qualifications Database

NQF National Qualifications Framework

QAA Quality Assurance Agency

QAB Qualifications Awarding Body

SDGs   Sustainable Development Goals

TVETA - Technical Vocational Education and Training Authority

TVET - Technical Vocational Education and Training

UNESCO - United Nations Educational, Scientific and Cultural Organization African Continental Qualifications Framework

5 Requirements and guidelines

5.1 Legal, regulatory and institutional framework

5.1.1 Regulatory bodies and Institutions shall integrate the National Policy Framework on Quality Assurance of Qualifications and this Standard into their operational, legal, and institutional frameworks.

5.1.2 The integration shall apply to the following core areas, where applicable:

a) Development and review of education and training a curriculum of a programme;

b) Institutional and programme accreditation;

c) Registration of QABs;

d) Registration of qualifications.

e) Implementation of curricula;

f) Assessment and examination processes;

g) Certification processes;

h) Management of education, training, and graduate records;

i) Internal Quality assurance systems and practices;

j) External Quality Assurances systems and practices;

k) Recognition, validation, and alignment of qualifications;

l) Monitoring, evaluation, and quality reporting;

m) Learner guidance, support, and welfare services;

n) Industry and stakeholder collaboration and engagement mechanisms.

5.2 Quality and relevance of qualifications

5.2.1 QABs shall ensure that all their programmes comply with the following sequential qualification awarding value chain:

a) Develop and review of curriculum of programme(s) in line with the KNQF;

b) Obtain institutional and programme accreditation/approval from the relevant sub-framework regulator and, where applicable, the appropriate professional regulatory body;

c) Submit its accredited programmes to KNQA for registration as national qualifications on the NQD .

d) Implement approved curricula for programmes registered as national qualifications on the NQD, and ensure that training delivery adheres to the prescribed standards;

e) Conduct assessments/ examinations that are fair, valid, reliable, and aligned with prescribed standards, and issue certifications based on verified achievement of learning outcomes;

f)   Maintain learners records indicating enrolment and progression;

g)   Accurately capture and submit graduate records to the NQD.

5.2.2 QABs and curriculum developers shall establish and implement a curriculum development framework that includes but not limited to;

a)   Governance and administrative structure for curriculum development

b)   Curriculum development process in alignment with this standard

c)   Conduct of labour market skills demand analysis

d)   Guidelines for the selection and engagement of qualified industry experts and subject experts;

e)   Procedures for evaluation and validation of curriculum;

f)   Procedures for internal approval of validated curriculum

g)   Procedure for development of curriculum implementation support materials

5.2.3 QABs and curriculum developers shall ensure that curriculum for a programme or course are developed and reviewed in line with the following requirements:

a)   The relevant KNQF sub-framework for the programme is identified (Refer to Annex I);

b)   Progression pathways are defined to support lifelong learning and learner mobility (Refer to Annex II);

c)   The volume of learning is specified in notional hours in line with the KNQF level of the programme (Refer to Annex III);

d)   Entry requirements are stated, as per the KNQF (Refer to Appendix IV);

e)   The learning outcomes of the curriculum aligns with the appropriate KNQF level descriptors (Refer to Annex V);

f)   The programme is informed by labour market analysis;

g)   The curriculum promotes inclusivity, learner support services, integration of ICT, and adoption of innovative delivery approaches;

h)   The curriculum is reviewed at the end of training cycle or within 5years, to incorporate updated labour market information and stakeholder feedback;

i)   The curriculum is derived from national occupational standards, where applicable;

j)   The development and review process involves relevant stakeholders, including, but not limited to, industry, regulatory bodies, subject matter experts, and professional regulators;

k)   Stakeholders' curriculum validation is conducted prior to rollout.

5.2.4 Sub-framework regulatory bodies shall accredit an education and training institution based on established sub-sector standards.

5.2.5 Sub-framework regulatory bodies shall accredit a programme or course upon evaluating its curriculum and confirming compliance with Requirement 5.2.3 and all other applicable regulatory standards.

5.2.6 Sub-framework regulatory bodies shall require QABs to register all accredited programme or course with the KNQA as a qualification for recognition under the KNQF.

5.2.7 The KNQA shall register an accredited QAB and its approved programme(s) as national qualifications on the NQD, upon validating compliance with Requirements 5.2.3, 5.2.4, and, 5.2.5, and verifying the set conditions (Refer to Annex VI).

5.2.7 Education and training institutions shall implement the curriculum in compliance with applicable regulatory requirements and ensure that:

a) Only approved curricula for registered programmes are implemented;

b) Curriculum is delivered only in approved or licensed education and training institutions;

c) Curriculum implementation aligns with prescribed education and training standards;

d) Study programmes are regularly monitored and reviewed for continued relevance, and effectiveness.

5.2.8 QABs and/or Assessment Bodies shall ensure that all assessment, examination, and certification processes are valid, reliable, transparent, fair, and flexible. To achieve this, institutions shall:

a) Ensure that assessments and certifications are conducted by bodies legally mandated to assess and award qualifications;

b) Administer assessments within duly approved or licensed assessment and examination centers;

c) Align assessment tools with the learning outcomes of the programme and the corresponding KNQF level descriptors demonstrating the required knowledge, skills, and competencies;

d) Establish and implement an assessment and certification framework incorporating;

i. Governance and administrative structure for assessment and examination;

ii. Assessment categories and methods;

iii. Procedures for internal and external validation of assessment and administration;

iv. Guidelines for the selection and engagement of qualified assessors and verifiers;

vi. Performance criteria and weighting guidelines, where applicable;

vii. Provision for flexible assessment methods, including RPL and online assessment;

viii. Provisions for responsive environment for learners with special needs and disabilities;

ix.   Standardized assessment and grading systems;

x.   Procedures for assessing industrial attachments or training, where applicable;

xi.   Mechanisms for handling appeals;

xii.   Award and certification of qualifications based on verified learner achievement.

xii.   A graduates database

5.2.9 QABs and Assessment Bodies shall ensure that graduate records are accurately captured and submitted to the National Qualifications Database (NQD) (Refer to Annex VII). The QABs shall:

a)   Upload graduate records to the NQD within ninety (90) days of the date of graduation/Certification as applicable (Refer to Annex VII);

b)   Ensure that data collection, storage, processing, and transmission comply with the provisions of applicable data protection laws;

c)   update institutional databases to allow for seamless integration with the NQD, ensuring interoperability, secure data exchange, and timely submission and updating of graduate records.

5.3 Internal quality assurance (IQA)

5.3.1 Institutions shall establish, operationalize, and continuously strengthen Internal Quality Assurance (IQA) systems.

5.3.2 Institutions shall establish an IQA governance and quality management system that supports access, quality. relevance of qualifications. The IQA system shall:

a)   Define governance and management structures, including a functional IQA Unit, with clearly assigned mandates, roles, responsibilities, powers, and terms of service;

b)   Provide for adequate, sustainable, and appropriate resources necessary for effective implementation of the IQA system, including

i.   Competent and sufficient human resources;

ii.   Adequate financial resources and prudent financial management systems; and

iii.   Fit-for-purpose infrastructure and learning resources.

c)   Integrate risk management strategies within the IQA governance structure, including identification, assessment, mitigation, and periodic review of institutional risks that may affect quality assurance of qualifications outcomes;

d)   Align IQA frameworks and practices with the qualifications awarding value chain from programme development and review, accreditation and registration, admission. curriculum implementation, assessment, certification to uploading of graduates' data on the NQD;

e)   Establish a structured stakeholder engagement strategy that ensures inclusive and meaningful participation in all quality assurance processes;

f) Implement regular internal and external monitoring, evaluation, auditing, and timely follow-up to drive continuous improvement and ensure institutional accountability;

g) Develop and implement of an institutional communication strategy for the routine publication and dissemination of quality assurance reports to promote transparency, enhance information flow, and cultivate a culture of evidence-based decision-making and continuous institutional learning.

5.3.3 Institutions shall establish and maintain clear linkages between IQA and External Quality Assurance (EQA) systems to ensure coherence and accountability;

5.3.4 Institutions shall provide ongoing capacity building and professional development opportunities for staff responsible for implementing IQA processes.

5.3.5 Institutions shall maintain accurate, complete, and an up-to-date data and documentation of all IQA activities. This shall.

5.3.6 Institutions shall develop and publish learner support policies, criteria, and procedures, addressing:
- a) Student admission and progression, in line with the KNQF;

- b) Recognition, validation and alignment of national and foreign qualifications;

- c) Structured and flexible learner progression pathways across qualification levels and sectors.

5.4 External quality assurance (EQA)

5.4.1 External Quality Assurance shall be undertaken by legally established and formally recognized Quality Assurance Agencies (QAAs). These agencies shall:

a) Develop, publish, and implement quality assurance framework aligned with the National Policy Framework for Quality Assurance of Qualifications, this Standard, and other relevant regulatory instruments;

b) Conduct external quality assurance activities in compliance with this Standard and the legislative framework under which they are established;

c) Maintain sufficient and sustainable resources, that is, human, financial, and physical, to effectively fulfill their mandate and achieve their strategic objectives;

d) Develop, publish, and apply standards and guidelines for both internal and external quality assurance, consistent with their legal mandate;

e) Promote and enforce alignment between institutional IQA systems and regulatory quality standards;

f) Enforce adherence to this Standard and ensure that institutional quality assurance practices are aligned with the qualifications awarding value chain;

g) Ensure that the approval or accreditation of programmes is based on demonstrable alignment with the KNQF.

5.4.2 QAAs shall establish and maintain fair, transparent, and accessible mechanisms for managing complaints and appeals arising from external quality assurance processes.

5.4.3 QAAs shall provide ongoing capacity building and technical support to Quality Assurance practitioners at institutional and national levels to strengthen quality assurance systems.

5.4.4 QAAs shall ensure that all EQA criteria, procedures, and outcomes are documented, regularly updated, and publicly accessible to all relevant stakeholders.

5.4.5 QAAs shall conduct systematic monitoring, evaluation, and quality audits of institutions and their programmes.

5.5 Internal quality assurance of quality assurance agencies

5.5.1 QAAs shall establish and maintain internal quality assurance mechanisms that uphold the quality, integrity, and public trust in their systems, processes, and outcomes. QAAs shall:

a) Ensure continuous improvement by conducting regular self-assessments or internal quality audits to evaluate the effectiveness and efficiency of quality assurance operations.

b) Operate with functional and decision-making independence to ensure the objectivity, credibility, and integrity of their quality assurance judgments and outcomes.

Note: QAAs can, at regular intervals, undergo external assessments or peer reviews conducted by an independent body or a recognized peer organization to demonstrate compliance with applicable quality assurance standards and to benchmark against best practices.

5.6 Partnerships and collaborations, in quality assurance of qualifications

5.6.1 Institutions shall foster partnerships, collaborations, networks, and linkages to enhance the quality of qualifications. In doing so, institutions shall:

a) Establish and implement mechanisms and strategies to facilitate effective collaboration, partnerships and linkages with relevant stakeholders including foreign and local stakeholders, in, but not limited to:
   i. Training, assessment, and the award of qualifications;

   ii. Alignment, verification and recognition of qualifications;

   iii. Quality assurance of qualifications awarding systems;

   iv. Resource mobilization and utilization;

   v. Learner and staff mobility;

   vi. Curriculum development and implementation;

   vii. Research and innovation.

b) Establish benchmarking and networking platforms to strengthen quality assurance systems of national qualifications through:
   i. Establishing and participation in communities of practice; and
   ii. Membership in national, regional, continental, and global quality assurance networks.

5.7 ICT integration and quality assurance

Institutions should integrate Information and Communication Technology (ICT) into the quality assurance of their qualifications. As part of this integration, institutions should:

a) Establish a Management Information System (MIS) to support, track, and manage quality assurance activities across the entire qualifications awarding process;

c) Implement an effective knowledge management system to enable evidence-based decision- making and promote institutional learning and innovation;

d) Strengthen staff capacity by equipping quality assurance personnel with the necessary skills and tools to utilize the MIS effectively.

e) Ensure compliance with data protection standards and laws.

5.8 Monitoring, evaluation and reporting

Institutions shall embed quality assurance of qualifications into Monitoring, Evaluation, and Reporting (MER) frameworks for continuous improvement. Institution shall:

a) Develop and implement MER framework specifically for monitoring the effectiveness of the quality assurance system;

b) Conduct regular monitoring and evaluation of all components within the qualifications awarding value chain to ensure compliance with established QA standards;

c) Generate and disseminate quality assurance reports and feedback to internal and external stakeholders to promote transparency and accountability;

d) Incorporate stakeholder feedback into the periodic review and continuous improvement of institutional quality assurance systems and practices.

Annex I
(normative)
KNQF STRUCTURE

NQF LEVELS	EDUCATION AND TRAINING SUB-FRAMEWORK				
10	Doctorate Degree				
9	Masters Degree				
8	Professional Bachelors Degree		Post Professional		Professional Master Crafts Person / NSC VII
7	Bachelors	Higher National Diploma	Professional		MCP I / NSC VI
6		Diploma			MCP II / NSC V
5		Craft Person			MCP III/ NSC IV
4		Artisan			GTT I / NSC III
3	Senior School	NVC II			GTT II / NSC II
2	Junior School	NVC I			GTT III / NSC I
1	Primary Education / Pre-primary education				Basic Skills

Gold - Basic Education
Green - TVET Pathway
Blue - Academic / Professional Pathway
Beige - Industrial Training Pathway
Grey - Professional Pathway

Annex II
(normative)
PROGRESSION PATHWAY

EDUCATION AND TRAINING PROGRESSION PATHWAYS IN KENYA
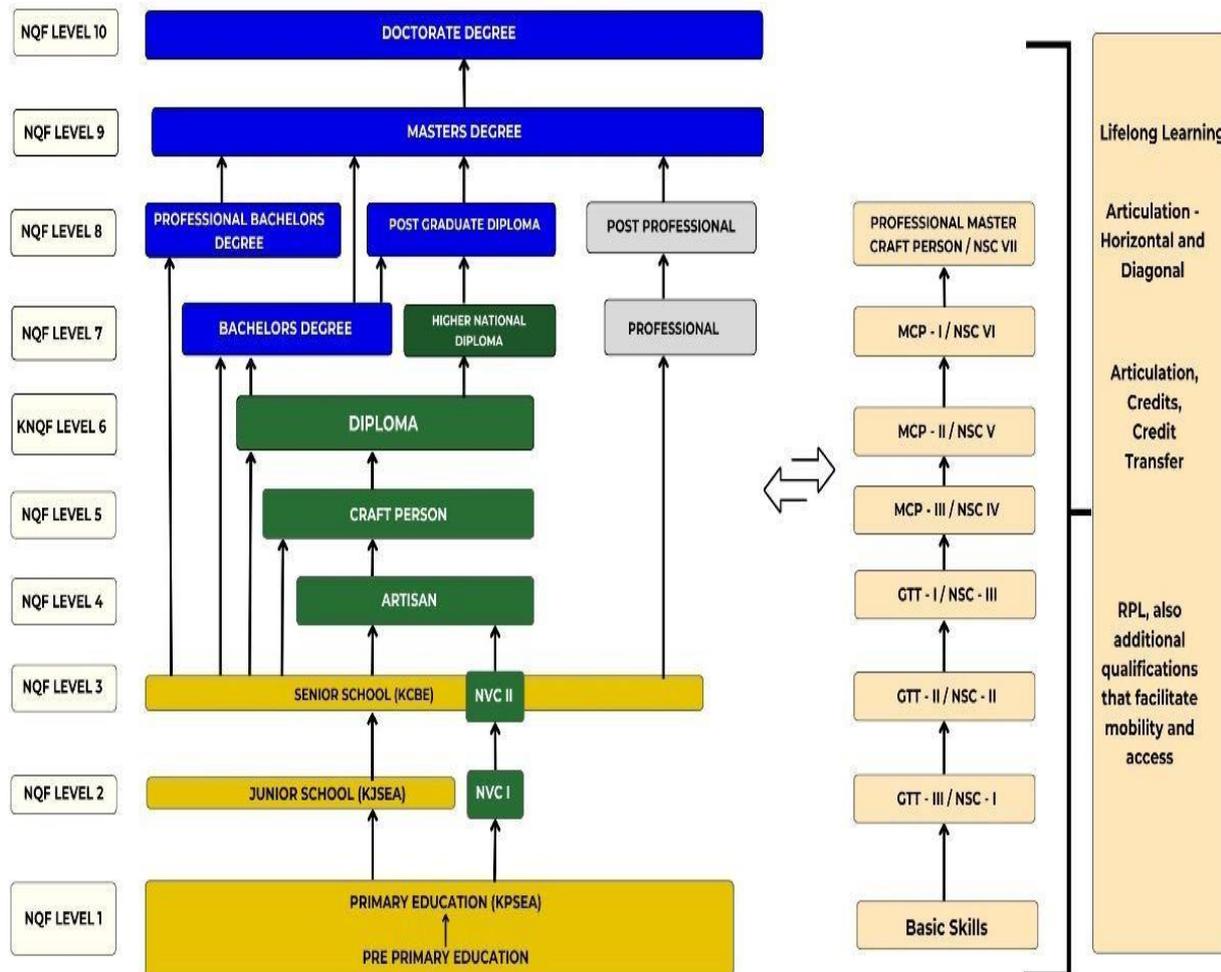
MCP - Master Crafts Person, NVC - National Vocational Certificate, GTT - Government Trade Test, NSC - National Skills Certificate, KPSEA - Kenya Primary School Education Assessment, KJSEA - Kenya Junior School Education Assessment, KCBE - Kenya Certificate of Basic Education

Gold - Basic Education
Green - TVET Pathway
Beige- Industrial Training Pathway
Blue - Academic Pathway
Grey - Professional Training Pathway

Annex III
(normative)
Volume of learning in Notional Hours

NQF LEVEL	NQF NAME	MINIMUM ENTRY REQUIREMENT	NOTIONAL HOURS	CREDITS	DURATION
NQF Level 1	Pre-Primary	Birth Certificate	-	-	Two Years
	Primary Education	Pre-Primary			Six Years
NQF Level 2	Junior School	KPSEA	-	-	Three Years
	National Vocational Certificate I	KCPE / Level 1	-	-	Three Months
	National Skills Certificate I				
	GTT III	Basic Skills			
NQF Level 3	Senior Secondary Certificate	KJSEA	-	-	Three Years
	National Vocational Certificate II	Level 2 Qualification/ KCPE(Level 1) / KCSE Mean Grade E	300 - 599	30 -59	Three Months
	GTT II				
	National Skills Certificate II				
NQF Level 4	Artisan Certificate	KCBE / Level 3 Qualification / KCSE Mean Grade E	600 - 1199	60 - 119	Six Months
	GTT I				
	National Skills Certificate III				
NQF Level 5	Craft Certificate	KCBE / Level 4 Qualification / KCSE Mean Grade D	1200 - 2399	120 - 239	One Year
	Master Crafts Person III				
	National Skills Certificate IV				
NQF Level 6	National Diploma	KCBE / Level 5 Qualification / KCSE Mean Grade C-	2400 - 3599	240 - 359	Two - Three Years
	Master Crafts Person II				
	National Skills Certificate V				
NQF Level 7	Bachelors Degree	KCBE / Level 6 Qualification / KCSE Mean Grade C+	3600 - 4800	360 - 480	Three - Four Years
	Master Crafts Person I				
	Professional				
	National Skills Certificate VI				
	Higher National Diploma	Level 6 Qualification	2400	240	Two Years
NQF Level 8	Professional Bachelors Degree	KCBE / KCSE Mean Grade C+	6000	600	Five Years
	Post Graduate Diploma	Level 7 Qualification	1200	120	One Year
	Post Professional				
	Professional Master Crafts Person				
	National Skills Certificate VII				
NQF Level 9	Masters Degree	Level 7 or 8 Qualifications	2400	240	Two Years
NQF Level 10	Doctorate Degree	Masters Degree	3600	360	Three Years

GTT - Government Trade Test, KCBE - Kenya Certificate of Basic Education, KJSEA - Kenya Junior School Education Assessment, KPSEA - Kenya Primary School Education Assessment

* 1 Credit = 10 Notional Hours

Summary of the Kenya National Qualifications Framework Requirements

Annex IV
(normative)
MINIMUM ENTRY REQUIREMENTS

KNQF Level	Qualification type	Minimum Entry Requirements
10	Doctorate Degree	Masters' degree
9	Masters' Degree	Bachelor degree with at least 360 - 480 credits in a qualification of National Qualification Framework level 7 or a level 8 qualification in relevant study area
8	Professional Bachelors' Degree	Kenya Certificate of Basic Education or Kenya Certificate of Secondary Education Mean Grade C+
	Post Graduate Diploma or Post Professional or Professional Master Craft Person or National Skills Certificate VII	Bachelor degree or Higher National Diploma or Professional Qualification with 360 - 480 credits in relevant subjects' area or a qualification in relevant subject area, or completion of National Qualification Framework level 7
7	Bachelors' Degree or Professional or National Skills Certificate VI (NSC VI)/ Master Craft Person I	Kenya Certificate of Basic Education, or Kenya Certificate of Secondary Education Mean Grade C+ equivalent, or Kenya Advanced Certificate of Education (A level) two principals and 1 subsidiary or equivalent in relevant subjects
	Higher National Diploma	National Qualification Framework level 6
6	National Diploma or National Skills Certificate V or Master Craft Person II	Kenya Certificate of Basic Education, or Kenya Certificate of Secondary Education Mean Grade C-, or Kenya Certificate of Education division II, or Kenya Advanced Certificate of Education one Principal, or an equivalent qualification or completion of National Qualification Framework level 5
5	Craft Certificate or National Skills Certificate IV or Master Craft Person III (MCP III)	Kenya Certificate of Basic Education, or Kenya Certificate of Secondary Education D, or Kenya Certificate of Education division III, or equivalent qualifications or completion of National Qualification Framework level 4
4	Artisan Certificate or National Skills Certificate III or Government Trade Test I	Kenya Certificate of Basic Education, or Kenya Certificate of Secondary Education E, or Kenya Certificate of Education division IV, or completion of National Qualification Framework level 3.
3	Senior School	Kenya Junior School Education Assessment
	National Skills Certificate II or National Vocational	Kenya Certificate of Primary Education Certificate, or Kenya Certificate of Secondary Education mean grade E, or completion of National Qualification Framework level 1 or 2
2	Junior School	Kenya Primary School Education Assessment
	National Skills Certificate I or National Vocational Certificate I or pre-vocational	National Qualification Framework level 1, or Kenya Certificate of Primary Education
	Government Trade Test III	Basic Skills
1	Primary Education	Pre – Primary
	Pre-primary Education or Basic Skills or Skills for Life	Birth certificate

Annex V
(normative)
KNQF LEVEL DESCRIPTORS

National Qualification Framework 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	A graduate at this level should have— (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	A graduate at this level should have— (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 or professional practice.
Competence	A graduate at this level should demonstrate the application of knowledge and skills — (a) for intellectual independence; (b) for initiative and creativity in new situations or for further learning; (c) for full responsibility and accountability for personal outputs; (d) to plan and execute original research; and (e) to have an ongoing capacity to generate new knowledge, including in the context of professional practice.
Minimum number of credits.	Three hundred and sixty credits.
National Qualification Framework 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	A graduate at this level should have— (a) a body of knowledge that includes the understanding of recent developments in a discipline or area of professional practice; and (b) knowledge of research principles and methods applicable to a field of work or learning.
Skills	A graduate at this level should have— (a) cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship; (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; (c) cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level; (d) communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences; and (e) technical and communication skills to design, evaluate, implement, analyse and theorize about developments that contribute to professional practice or scholarship.
Competence	A graduate at this level should demonstrate the application of knowledge and skills — (a) for creativity and initiative to new situations in professional practice or for further learning; (b) for high level personal autonomy and accountability; and (c) to plan and execute a substantial research-based project, capstone experience or piece of scholarship.
Minimum number of credits.	Two hundred and forty credits.
National Qualification Framework 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.

National Qualification Framework 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; (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 judgment 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	A graduate at this level should demonstrate the application of knowledge and skills— (a) for initiative and judgment in professional practice 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.	Three hundred and sixty credits.

National Qualification Framework 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	A graduate at this level should have— (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	A graduate at this level should demonstrate the application of knowledge and skills— (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.
Skills	A graduate at this level should have— (e) cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources; (f) cognitive and communication skills to transfer knowledge and skills to others and to demonstrate understanding of specialized knowledge with depth in some areas; (g) cognitive and communication skills to formulate responses to complex problems; and (h) wide-ranging specialized technical, creative or conceptual skills to express ideas and perspectives.
Minimum number of credits	Two hundred and forty credits.
National Qualification Framework 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— (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 analyst, 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— (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 judgment to organize the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameter.
Minimum number of credits.	One hundred and twenty credits.
National Qualification Framework 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.
National Qualification Framework 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 judgment in the selection of equipment, services or contingency measures; (b) to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints; and (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.
Minimum number of credits	Thirty credits.
National Qualification Framework 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	A graduate at this level should have— (a) cognitive skills to access, record and act on a defined range of information from a range of sources; (b) cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems; and (c) technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options.
Competence	A graduate at this level should demonstrate the application of knowledge and skills— (a) for some accountability for the quality of own outcomes and some responsibility for own outputs in work and learning; (b) for limited autonomy and judgment in the completion of own defined and routine tasks in known and stable contexts; and (c) for limited autonomy and judgment to complete routine but variable tasks in collaboration with others in a team environment.
National Qualification Framework 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— (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) (c) technical skills involving the use of tools appropriate to the activity and use of basic communication technologies.
Competence	A graduate at this level should demonstrate the application of knowledge and skills— (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.

Annex VI
(normative)
KNQF REGISTRATION REQUIREMENTS

A QAB shall satisfy the following conditions for the registration of its programme(s) as national qualification(s):

a)   The qualification(s) title and code resulting from the programme(s) are assigned in accordance with the Kenya National Qualifications Classification Standard (KNQCS);

b)   The qualification type (e.g., Diploma, Bachelor's Degree, National Skills Certificate IV, or Certified Professional Qualification) clearly indicates the qualification's orientation and corresponding KNQF level;

c)   Assessment/Examination and certification processes are valid, fair, transparent, and aligned with prescribed standards;

d)   The programme(s) includes clear articulation and linkages with other qualifications and pathways, supported by mechanisms such as credit transfers, exemptions, and Recognition of Prior Learning (RPL);

e)   In the case of foreign QABs or qualifications, valid proof of accreditation from the country of origin is provided; and

g) A functional internal quality assurance (IQA) system is in place to support continuous quality improvement.

Annex VII
(normative)
REQUIREMENTS FOR UPLOADING GRADUATES DATA TO THE NQD

A QAB and an assessment body shall capture and upload the following mandatory data elements to the National Qualifications Database for each graduate:

a) Complete and accurate learner identification details for every graduate or candidate;

b) The serial numbers of all certificates issued and, where applicable, any Statements of Attainment awarded;

c) The year of award, full title and official code of the qualification, and the corresponding KNQF level; and

d) The final grade or level of attainment achieved, together with the name of the awarding institution.

Bibliography

[1]   ISO #####-#, *General title — Part #: Title of part*

[2]   ISO #####-##:20##, *General title — Part ##: Title of part*

DKS 3048: 2026: 2026