



KENYA CREDIT ACCUMULATION AND TRANSFER SYSTEM (KCATS)

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VENUE: ONLINE

Establishment of KNQA

- ❑ KNQF Act CAP 214, 18 Functions
- ❑ Section 8 (I) of the KNQF Act CAP 214 mandates the Kenya National Qualifications Authority (KNQA) to facilitate linkages, credit transfers, exemptions, vertical and horizontal mobility at all levels to enable entry, re-entry and exit.

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Concepts of Kenya Credit Accumulation and Transfer (CAT)

- ❑ A systematic way of describing an educational program or qualification by [attaching credits](#) to its components

It entails:-

- ❑ [Credit accumulation-Totaling](#) of relevant credits
- ❑ They are intended to ensure that students can have flexibility of both time and place as they work towards their qualifications
- ❑ Monitor, record and report passage of learners as they move courses and facilitate the process Quantify volume of learning

Credit Transfer



- ❑ **Vertical, horizontal or diagonal** relocation of qualifications, part qualifications or learning experiences (credits) towards a qualification or part qualification.
- ❑ It allows credit awarded to a learner to be **recognised**, quantified, and included towards the credit requirements of another related programme.

KNQF STRUCTURE

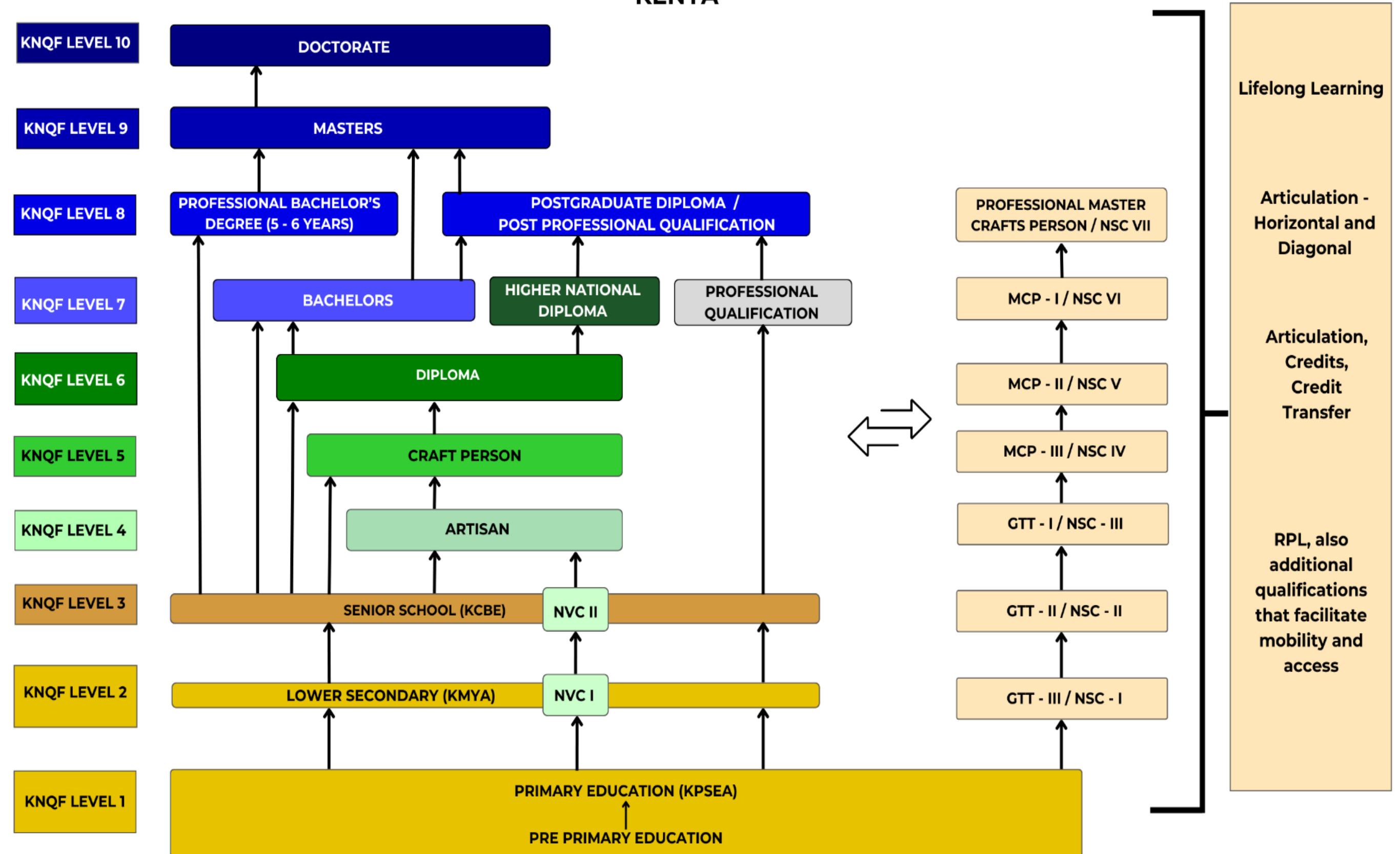
5 KNQF LEVELS	GENERAL AND FURTHER EDUCATION AND TRAINING SUB-FRAMEWORK			MINIMUM NOTIONAL HOURS
10	Doctorate			3600
9	Masters			2400
8	Professional Bachelors Degree (5-6 Years)	Postgraduate Diploma		Professional Master Crafts Person / NSC VII
				1200
7	Bachelors	Higher National Diploma	Professional	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	Lower Secondary	NVC I		GTT III / NSC I
1	Primary Education Pre-primary education			-



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The KNQF Progression Pathways

EDUCATION AND TRAINING PROGRESSION PATHWAYS IN KENYA



MC - Master Crafts Person, NVC - National Vocational Certificate, GTT - Government Trade Test, NSC - National Skills Certificate, KPSEA - Kenya Primary School Education Assessment, KMYA - Kenya Middle Year Assessment, KCBE - Kenya Certificate of Basic Education



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IMPORTANCE OF KCATS

- Facilitates learner portability between across KNQF levels, institutions and courses across different pathways btwn education sectors

Vital for:-

- a) Enable mobility, Life Long Learning
- b) Facilitate Recognition of qualifications and skills
- c) Enables articulation
- d) Facilitate flexible learning pathways
- e) Gate way to attainment of ACfTA



Shaping the Future of Kenya

a) All Accredited Qualifications

b) Ten qualifications levels,

c) Formal setting of learning

d) Public and private institutions

e) Accredited Programmes***

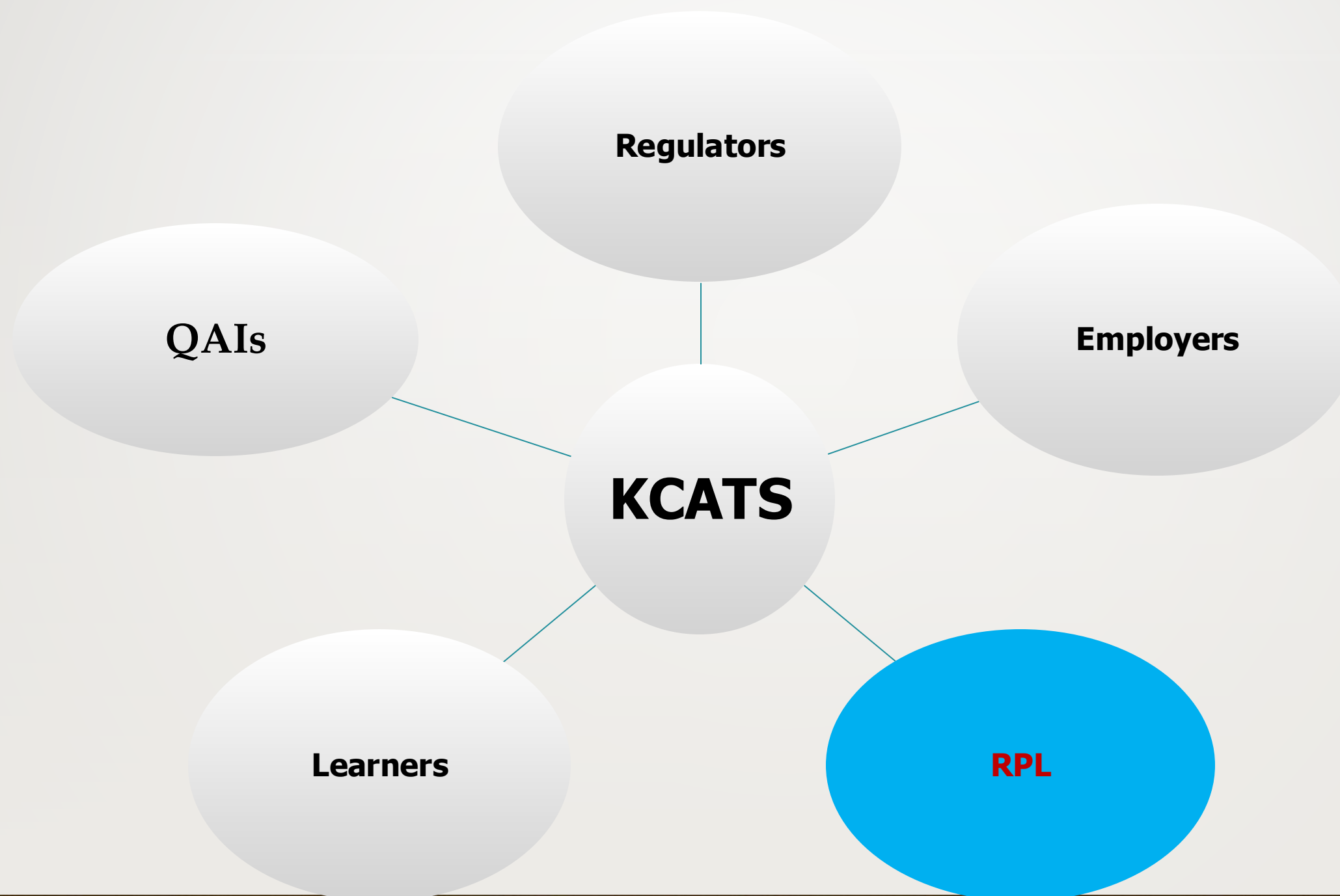
APPLICATION & SCOPE OF KCATS

OBJECTIVES OF KCATS



- ❑ Facilitate comparability, recognition and transferability/portability of periods of study thus enhances student mobility & LLL
- ❑ Facilitate progression:- entry, re-entry and exit between and within QF levels, courses and institutions.
- ❑ Create a single and overarching framework for mobility of qualifications
- ❑ internationalization of qualifications
- ❑ Promote quality, mutual trust, collaborations, partnerships

Who will benefit from KCATS?



11 MILESTONES



**KCATS
Policy,
Standards
and
guidelines**

**Harmonizati
on of OS &
curriculum**

**Awareness
creation**

**Capacity
building**



12 | Designing the KCAT System

Credit Weighting Approach- NH

Key Features

- a) 10 Notional hours =1 credit
- b) Student workload/Volume of learning
- c) Credible assessment to ascertain attainment of ELO
- d) Documentation –transcripts/records
- e) Quality assurance

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Validity of Qualifications for inclusion in KCATS

- a) The QAI is duly accredited by the relevant regulator and KNQA;
- b) The programme is accredited;
- c) Holder of qualification to be considered for award of credit met entry requirements for the qualification;
- d) The volume of learning is aligned to KNQF;
- e) The examining body for the qualification is a legally mandated assessment body;
- f) The previous studies are fully assessed and successfully completed.

Challenges

- ☐ Fragmentation-
- ☐ Database/ record
- ☐ Resistance
- ☐ Regulatory framework
- ☐ Financial



REPUBLIC OF KENYA



Interventions

Harmonization of OS, curriculum, credit weighting:-

- ❑ A common system which allows reasonable variations within prescribed parameters so that programmes offered by different institutions and in different countries are comparable to one another in terms of credits, learning hours, ELO.
- ❑ Database of graduates' records, qualifications and QABs
- ❑ High quality programme characterized by coherence, depth and a logical structure, quality assurance and valid assessment system.
- ❑ Capacity building and awareness creation
- ❑ Stakeholder involvement



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