

NATIONAL STANDARDS AND GUIDELINES FOR ASSESSMENT OF NATIONAL QUALIFICATIONS IN KENYA

Compiled and Produced by: The Kenya National Qualification Authority (KNQA)

Uchumi house, 6th floor, Agha Khan Walk

P.O. Box 72635 – 00200 Nairobi

Tel: 020-2100272

Email: knqa.go.ke@gmail.com

Website: www.knqa.go.ke



JUNE, 2020





MISSION

To Establish and Manage the Kenya National Qualifications Framework, Register and Accredite qualifications, Recognize and Equate qualifications and Create a Credit Accumulation and Transfer system to achieve Global Recognition and Competitiveness

VISION

Globally Recognized and Competitive Qualifications for Transforming Kenya

CORE VALUES OF KNQA

Professionalism

Integrity

Accountability

Teamwork

Responsiveness

Equity

FOREWORD

The Africa agenda 2063, Vision 2030, Sessional papers 1 Of 2005 and sessional paper 1 of 2019 all reiterate the need for enhancing equity, access quality and relevant of education and training. The development of standards to enable effective implementation of the National Qualifications Framework (NQF) has been a major international trend in reforming national education and training systems. This is aimed at facilitating comparability, recognition, transferability and mobility of skills and labor. Occupational, training and assessment standards have economic and social outcomes and benefits. The link between human capital investment and productivity is well documented in what is an increasing technological workplace, as are the linkages between the learning outcomes, employment, wages, poverty, social inclusion, and cohesion. Individuals with low skills, knowledge and attitudes need opportunities to improve their human capital if they are to improve wages and their economic status and be able to engage more fully in civil society. To this end, the Ministry of Education takes cognizance that education and training are key in development of skilled human resource required by the dynamic labor market. Over time the process of measuring skills acquisition has faced numerous challenges ranging from identification of skills acquired at different levels of qualifications, ensuring quality in skills development and measuring the acquired skills and competences. To address these challenges, the government of Kenya established and mandated the KNQA (KNQA Act, No.22 of 2018) to develop a national assessment system that addresses the above gaps. I am delighted that, as a result of large-scale consultations with stakeholders, the Ministry of Education through the Kenya National Qualifications Authority has developed these standards to guide assessment of National Qualifications in Kenya. We desire that these standards will contribute to achieving the envisioned quality education and training in Kenya. I would like to thank the KNQA for spearheading this important process in our country.

PROF. GEORGE MAGOHA, CBS
CABINET SECRETARY
MINISTRY OF EDUCATION, KENYA

MESSAGE FROM PRINCIPAL SECRETARY

Kenya is transforming its education sector to enhance access, equity, relevance and quality of education and training. The country has realized several milestones towards this goal. However, Kenya is experiencing increasing unemployment among the youth, and this is attributed to the present qualifications awarding system which is so fragmented resulting in ill - prepared graduates that are unable to respond to employers' expectations. Further, skills' mismatch has led to educated unemployment in a country which at the same time has jobs without skilled people. To address this, the Kenya National Qualifications Authority (KNQA) was set up by the Kenya National Qualifications Framework (KNQF) act no. 22 of 2014 (and KNQF Regulations, 2018) to enhance relevance and quality of skills produced through education and training. Among other functions KNQA is mandated to develop a system for assessing national qualifications in the country with a focus on enhancing the quality of qualifications. KNQA has therefore developed these standards and guidelines to guide the process of developing, assessing and awarding national qualifications, and it is with great pleasure to note that the 'Standards for Assessment of National Qualifications' have been finalized through a participatory approach involving key stakeholders. These Standards forms the backbone that the Authority, regulators, qualification awarding institutions and assessment bodies will apply in administering assessment, accrediting, monitoring and auditing qualification awarding systems and processes to ensure they continually comply with quality standards. The standards have been developed to ensure that national assessment process meets the principles of assessment which includes validity, reliability, transparency, practability, effectiveness, equitable and accessibility. It is expected that all qualifications awarding institutions understand these standards, the KNQF Regulations, the KNQA Act and undertake to internal quality assurance to ensure adherence to quality standards, as a continuous improvement practice, and before considering External Assessment by the KNQA for accreditation.

DR. JULIUS O. JWAN, PhD, MBS
PRINCIPAL SECERTARY
STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL TRAINING

PREFACE

The Kenya National Qualifications Framework (KNQF) Act No. 22 of 2014 and the KNQF Regulations of 2018 mandates Kenya National Qualifications Authority (KNQA) to develop national policies and standards to guide the national qualifications awarding systems. This is aimed at enhancing assessment and examination during the skills' development cycle. KNQA has to this end developed assessment standards and guidelines as one of the tools that will positively contribute to a nationally accepted qualifications' awarding system for Kenya. These standards and guidelines have been developed in consultation with relevant stakeholders and are set minimum levels of performance for Qualifications Awarding Institutions (QAIs) and any other body participating in assessment of nationally recognized qualifications.

The Kenya National Qualification Framework (KNQF) recognizes assessment as a key element when judging whether expected learning outcomes have been achieved through whatever learning pathway (i.e. formal system, informal system and non-formal system) one has used. In Kenya, assessments are conducted to verify a candidate's level of competence (skills, knowledge and attitudes) against set industry standards through various modes such as demonstrations, simulations, presentations, assignments, written examinations, projects, creations, and scenarios. Further, assessment is conducted by various bodies, using several models like projects, practical's, written, oral, among others. It's imperative to also state that Kenya is in a transition period from the traditional ranking based assessment model to a criterion referenced assessment model emphasizing more on learning outcomes; rather than mere grades and quantitative scores of an individual learner. Therefore, these standards apply to both the Competency Based Assessment Model and the traditional assessment approaches. This will allow the country to transition from the current system to competency based assessment at all levels of its education sector (Basic, TVET and University levels)

KNQA envisages that these standards will have a positive impact on the education and training system in the country as it provides nationally agreed principles which have potential to ensure that the assessment outcomes are a true reflection of the performance levels of an individual and that they uphold the principle of integrity, transparency, validity and fairness.

These standards and regulations have been prepared and meet the requirements of the KNQF Act as set out in Sections 4(c); 4(e) and 8(i) (c) of the Act.

Dr. Eusebius Juma Mukhwana, PhD, HSC
Director General/CEO
Kenya National Qualifications Authority (KNQA)

Citation

- 1) These standards may be cited as ‘National Standards for Assessment of National Qualifications in Kenya;
- 2) The standards are to be read in conjunction with KNQF Act No 22 of 2014 and KNQF Regulations of 2018.

Table of Contents

MISSION	iii
VISION	iii
CORE VALUES OF KNQA.....	iii
FOREWORD	iv
MESSAGE FROM PRINCIPAL SECRETARY	v
PREFACE	vi
GLOSSARY OF TERMS	x
LIST OF ACRONYMS.....	xii
INTRODUCTION.....	13
SCOPE	13
ACCREDITATION OF QAI(S)/ASSESSMENT BODIES KNQA/NAS/STD/001.....	14
REGISTRATION OF QUALIFICATIONS ON THE KNQF	16
ACCREDITATION AND RECOGNITION OF FOREIGN QUALIFICATIONS KNQA/NAS/STD/003	16
RE-ACCREDITATION OF A QUALIFICATION AWARDING INSTITUTION KNQA/NAS/STD/004	18
ASSESSMENT PROCESS	19
KNQA/NAS/STD/005	19
ASSESSMENT CENTERS KNQA/NAS/STD/006	23
ASSESSORS AND VERIFIERS KNQA/NAS/STD/007.....	24
TYPES AND METHODS OF ASSESSMENT	26
KNQA/NAS/STD/008	26
DESIGNING ASSESSMENT INSTRUMENTS.....	30
MARKING, AWARDING AND RECORDING OF RESULTS KNQA/NAS/STD/010.....	30
DECLARATION OF ASSESSMENT FEEDBACK.....	32
KNQA/NAS/STD/011	32
NATIONAL LEARNER’S RECORD DATABASE KNQA/NAS/STD/013	36
RE-ASSESSMENT AND APPEAL KNQA/NAS/STD/014.....	37
NATIONAL GRADING SYSTEM KNQA/NAS/STD/015.....	40
ASSESSMENT OF CANDIDATES WITH SPECIAL NEEDS	43
KNQA/NAS/STD/016	43
QUALITY ASSURANCE OF NATIONAL QUALIFICATIONS’ ASSESSMENT SYSTEM.....	43

KNQA/NAS/STD/01743

APPENDIX I: RATING SCALE FOR DECISIONS ON CANDIDATES’ COMPETENCE45

APPENDIX 2: KNQF MINIMUM ADMISSION REQUIREMENTS46

APPENDIX 3: VOLUME OF LEARNING48

APPENDIX 4: ASSESSMENT PROCESS FOR COMPETENCY BASES EDUCATION AND
TRAINING (CBET).....49

APPENDIX 5: STUDENT EXPECTED ACTIONS FOR EACH LEVEL BASED ON
TAXONOMIES53

APPENDIX 6: METHODS OF ASSESSMENT54

GLOSSARY OF TERMS

1.0 Accreditation

It means procedure by which institutions assessing and awarding qualifications are formally recognized as having met the standards set out in various laws of Kenya;

2.0 Authority

Means the Kenya National Qualifications Authority established under section 6(1) of the KNQF Act No 22 of 2014;

3.0 Assessment

It is the process used to gather, interpret and evaluate evidence of an individual's learning achievements, including assessments and tests (KNQA Act No. 22 of 2014). Therefore, an assessment is the process of collecting of evidence and making Judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or any accredited course;

4.0 Assessment Body

Refers to an institution that is authorized by the Authority to gather, interpret and evaluate evidence of a person's learning achievements;

5.0 Certificate of Accreditation

Means an instrument granted under the seal of the Authority to an accredited body to assess and award national qualifications in Kenya under regulation 7(3);

6.0 Certification

Includes the process of recognizing the achievements of candidates for qualifications through the award of a certificate;

7.0 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;

8.0 External Quality Assurance Agency (Regulator)

Refers to the regulatory Agency for a given qualification training institution, qualification Awarding institution, or an assessment body;

9.0 Formal Learning

Means learning that is acquired from a licensed educational institution that uses curricula approved by the Ministry responsible for education and external quality assurance agency (ETQA) or regulator for that sector;

10.0 Informal Learning

Means learning that is acquired from daily life activities related to work, family or leisure;

11.0 National Qualifications Framework

Means 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 No 22 of 2014;

12.0 National Qualifications

Refers to a set of competencies, knowledge, skills and attitudes recognized by the Authority in accordance with section 5(1) and 30 of the KNQF Act;

13.0 Qualifications Awarding Institution

An institution accredited by KNQA after meeting the minimum standards to award national qualifications as provided for in section 5(1) and 30 of the KNQF Act;

14.0 Qualification System

Means the complete structure within which qualifications are awarded and certificated;

15.0 Standards

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

16.0 Standards for Assessment

These are benchmarks that provide the basic expectations guidelines to be met when conducting an assessment. The standard provides a master plan on how the process of assessment should be conducted, as well as accreditation and/or recognition of assessment center(s) and personnel.

LIST OF ACRONYMS

CAT	Credit Accumulation and Transfer
CDACC	Curriculum Development, Assessment and Certification Council
CUE	Commission for University Education
ETQA	External Quality Assurance Agencies
KNQA	Kenya National Qualifications Authority
KNQF	Kenya National Qualification Framework
KASNEB	Kenya Accountants and Secretaries National Examinations Board
KNEC	Kenya National Examinations Council
NITA	National Industrial Training Authority
QAI/s	Qualification Awarding Institution/s
RPL	Recognition of Prior Learning
TSC	Teachers Service Commission
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority

INTRODUCTION

The KNQF Act No. 22 of 2014 sections 8 and Part (V) of KNQF Regulations 2018 mandate the Kenya National Qualifications Authority (KNQA) to develop standards and guidelines to guide the national qualifications' assessment system. The purpose of these standards and guidelines is to offer a reference document for good practices in managing the quality of assessment and certification in Kenya. The objectives of a national qualifications' assessment system are to:

- (1) Provide evidence that the candidate is competent and the results validate current practices or point to changes needed to improve student learning;
- (2) Assure that assessment is fair, valid and consistent across the board;
- (3) Promote issuance of credible national qualifications to individuals declared “Competent” in full/complete qualification, part qualification or in certain numbers of competency units, respectively;
- (4) Provision of opportunities to individuals coming from multiple learning pathways i.e. formal, non-formal and informal entries to document and have their competencies certified;
- (5) Provision of opportunity to the candidates for appeal against unethical conducts of assessment;
- (6) Ensure that national qualifications awarded in Kenya meet the national standard and can be referenced internationally.

SCOPE

The Authority has developed regulations, standards and guidelines to guide the process of assessing and certifying national qualifications from Basic to TVET and industrial training to University levels (KNQF level 1 to level 10). The guide is intended to act as an overall framework and should be used by the assessment bodies as a benchmarking tool for continuous improvement relating to:

- (1) Development of and alignment of learning outcomes with the KNQF;
- (2) Preparation & security of assessment material;
- (3) Examination day procedures;
- (4) Collation & dissemination of examination results;
- (5) Process of recheck, review & appeal of examination results; and
- (6) Referencing and comparability of national qualifications with international ones.

These standards also provide a description of guidelines to be adhered to when implementing the following:-

- (1) Accreditation of the Qualification Awarding Institution/s (QAIs)/ assessment bodies by KNQA;
- (2) Registration of qualifications on the KNQF;
- (3) Identifying and accrediting assessment centers;
- (4) Process of identifying and certifying assessors, verifiers and assessment coordinators;
- (5) Administering assessment and examinations;
- (6) Conduct of assessment, re-assessment and appeals;
- (7) Assessment and examination feedback;
- (8) Certification process;
- (9) Keeping and management of learners record; and
- (10) National Grading System.

ACCREDITATION OF QAI(S)/ASSESSMENT BODIES

KNQA/NAS/STD/001

- (1) No institution or body shall assess and award national qualifications without being accredited by Kenya National Qualifications Authority (KNQA) as a Qualification Awarding Institution (QAI);**
- (2) The accredited QAI or Assessment body shall be required to adhere to KNQA assessment and quality assurance standards, guidelines and protocols;**
- (3) No person or body shall be eligible to apply for accreditation under KNQF Regulations of 2018 unless the person or body is registered under the Laws of Kenya or otherwise recognised by the KNQA in other way.**

Guidelines

- i) A person who, or an 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 and the application shall be in accordance with the guidelines spelt out in Part II (4) of the KNQF Regulations;
- ii) A KNQA panel of experts shall evaluate the application and give its recommendations as per the

provisions of the KNQF Act, 2014 and Part II (5) of the KNQF Regulations;

- iii) The KNQA shall issue a certificate of accreditation in form KNQA/L/003 to successful applicants confirming that the institution/body is an accredited 'Qualifications Awarding Institution'. The certificate shall be valid for 4 years and this information shall be published in the Kenya gazette and one newspaper with nationwide circulation.
- iv) This accreditation applies to the following;
 - (a) All local Qualification Awarding Institutions (QAIs); or
 - (b) All local assessment and examination bodies;
 - (c) Foreign assessment and examination bodies/Qualification Awarding Institutions in Kenya;
 - (d) Professional bodies (PF) awarding academic qualifications;
 - (e) Universities or institutions accredited by ETQA agencies (TVET institutions by TVETA and basic qualifications by ESQAC) or those that have industry standards (by NITA) or professional bodies to award qualifications; and
 - (f) Already accredited Qualifications Awarding Institutions seeking to renew their accreditation for another period of time (re-accreditation).
- v) Where a qualification is awarded by a national assessment body, only the assessment body shall be accredited by KNQA to award such qualifications and not the institutions teaching them. The assessment body must however provide details of all institutions licensed to teach/train the qualifications;
- vi) Accreditation shall be guided by the following principles:-
 - (a) Each institution or organization wishing to be accredited to award a qualification in the KNQF shall apply for the type of qualification which it wishes to offer at that time; and
 - (b) Accreditation shall be given for four years after which the institution or organization shall seek re-accreditation;
- vii) It shall be mandatory upon the QAI/assessment body and the relevant ETQA agency to ensure that all institutions accredited to teach/train certain qualifications, adhere to and are consistent with set standards;

REGISTRATION OF QUALIFICATIONS ON THE KNQF KNQA/NAS/STD/002

No Body or QAI shall assess or award National Qualifications that are not registered on the Kenya National Qualifications Framework.

Guidelines

- (i) All accredited QAIs or assessment bodies shall apply to KNQA to register their qualifications using Form KNQA/L/002. The application process shall be conducted in accordance with the guidelines set out in Part II (6) and First Schedule of the KNQF Regulations of 2018;
- (ii) Registered qualification(s) must satisfy the conditions set in Part II section 6(2) of KNQF regulations 2018 and any other standards and regulations set by the KNQA and must be presented in the format prescribed by KNQA;
- (iii) When evaluating the application for registration, the following criteria will be considered:
 - (a) Qualifications must be consistent with the minimum standards outlined on the KNQF (KNQF level descriptors: minimum entry requirement, volume of learning);
 - (b) Outline of the appropriate KNQF education training and pathways;
 - (c) Evidence of market need of the qualification, i.e. relevance of a qualification to industry for KNQF levels 2 to 10 qualifications;
 - (d) Compliance of qualification to industry standards;
 - (e) Proof of accreditation by the regulator or professional body or industry standards or proof of registration in the country of origin if it's a foreign qualification;
- (iv) KNQA shall review the application and the supporting documents in accordance to provisions vide Part II (7) of the KNQF Regulations and register the qualifications;
- (v) The Authority (KNQA Council) shall:
 - (a) Approve the standards for assessment and certification arrangements for each qualification in the National Qualifications Framework;
 - (b) Accredite, audit 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.

ACCREDITATION AND RECOGNITION OF FOREIGN QUALIFICATIONS KNQA/NAS/STD/003

- (1) A foreign body intending to assess and award qualifications in Kenya must seek accreditation and registration of its qualifications from the KNQA;**
- (2) All qualifications acquired from foreign QAIs must be presented to KNQA for equation and recognition.**

Guidelines

- (i) A Kenyan who has undergone training in a foreign education institution and has been awarded a foreign qualification shall apply to the Authority for equation and/or recognition of his/her qualification/s, by:
 - (a) Making an application for equation of qualifications in Form KNQA/L/004 set out in the First Schedule; and
 - (b) Apply for recognition of the qualification/s in Form KNQA/L/005 set out in the First Schedule of KNQF Regulations.
- (ii) The Authority shall consider the applications in (i) above in accordance to the following standards:-
 - (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.
- (iii) A foreign body intending to award qualifications in Kenya must seek registration by applying to the Authority;

- (iv) For a foreign QAI to be registered on the KNQF the following requirements must be met:
- (a) The foreign QAI/assessment body must be accredited in the country of origin as a QAI;
 - (b) The qualifications awarded by the body must have been accredited in formal education and training system in the country of origin;
 - (c) The documents in respect of the foreign qualification that are submitted to Authority must be genuine and without evidence of tampering or inconsistency; and
 - (d) Applications for registration of foreign qualification (s) as National Qualifications must satisfy the conditions set out in Part II, section 6 (2) of KNQF Regulations 2018.
- (v) The KNQA shall review the application and the supporting documents in accordance to provisions vide Part II (7) of the KNQF Regulations and register the qualifications.

RE-ACCREDITATION OF A QUALIFICATION AWARDING INSTITUTION

KNQA/NAS/STD/004

A Qualification Awarding Institution/assessment body who's Certificate of Accreditation has expired shall not be allowed to award national qualifications.

Guidelines

- (i) An accredited education institution shall apply to KNQA for a new Certificate of Accreditation at least one year before the date of the expiry of its current Certificate of Accreditation;
- (ii) The application shall be done in accordance with Part II(9) of the KNQF regulations and shall be accompanied by:
 - (a) Detailed report indicating the progress made in the maintenance of quality standards and the institution's strategies since the previous inspection/audit;
 - (b) Tracer study detailing the impact of the national qualifications since the date of accreditation;
 - (c) A report of stakeholders' engagement in the review of the accredited education institution; and

- (d) The Audit process for a new certificate of accreditation shall follow the process of the initial accreditation.

ASSESSMENT PROCESS

KNQA/NAS/STD/005

- (1) Acquisition of knowledge, skills and competencies shall be measured through a Criterion Referenced Standards Based Assessment (CRSBA) using various approaches of assessment. These shall include observation during course work, professional discussions, questioning, tutorials, RPL, work products, projects and assignments;**
- (2) Assessment process shall comprise pre-assessment planning phase, administration phase and post administration phase;**
- (3) All QAIs/assessment bodies shall develop an assessment policy, standards and operating procedure manuals to guide assessments process;**
- (4) QAI/assessment bodies shall put in place quality assurance mechanisms to ensure that assessment/examination process is effectively and efficiently managed.**

Guidelines

- (i) An accredited QAI or assessment body shall develop an assessment policy in accordance with provisions of Part IV (14, 15) of the KNQF Regulations. The policy shall spell out following:
 -
 - (a) The governance structures and system of managing and administering assessment and examinations of the qualifications it awards. This shall define the roles and responsibilities of assessment centers, assessment and examination committees, center managers, assessors, moderators, verifiers, supervisors and invigilators;
 - (b) Establishment of a quality assurance mechanism to internally and externally monitor implementation of assessment policies, standards, tools and instruments;

- (c) The categories of assessment, assigning of credits and grading systems and classification of academic qualifications;
 - (d) Types of assessment instruments, marking of examinations, storage and transportation of assessment materials or examinations; and
 - (e) Management of students' assessment records, transcripts and certificates;
 - (f) The minimum requirement for registering for assessment, certification and graduation;
 - (g) Minimum requirements for assessment environment ie infrastructure, sitting arrangement, supervision and invigilation;
- (ii) Assessment bodies/ QAI shall develop a functional calendar (road map) of assessment activities covering a full academic year. This should be published and made accessible to the stakeholders and assessment centers and it shall include: -

(a) Pre-assessment Planning including: -

- Identification of the training/teaching packages and expected outcomes;
- Development and approval of assessment methods, schedules and guidelines;
- Resource mobilization strategy;
- Registration of candidates and confirmation;
- Recruitment, capacity building and briefing of the personnel involved in administering assessment;
- Designing and developing of assessment instruments, moderation, approval, printing of the instruments and storage. Ensure fairness, validity, flexibility and reliability of the instruments; and
- Identification and hiring of storage and transportation facilities for assessment materials/scripts, including containers.

(b) Assessment administration, recording and reporting process;

Assessment administration process shall take the steps outlined in Part V (18) of KNQF Regulations 2018 as illustrated in figure 1: -

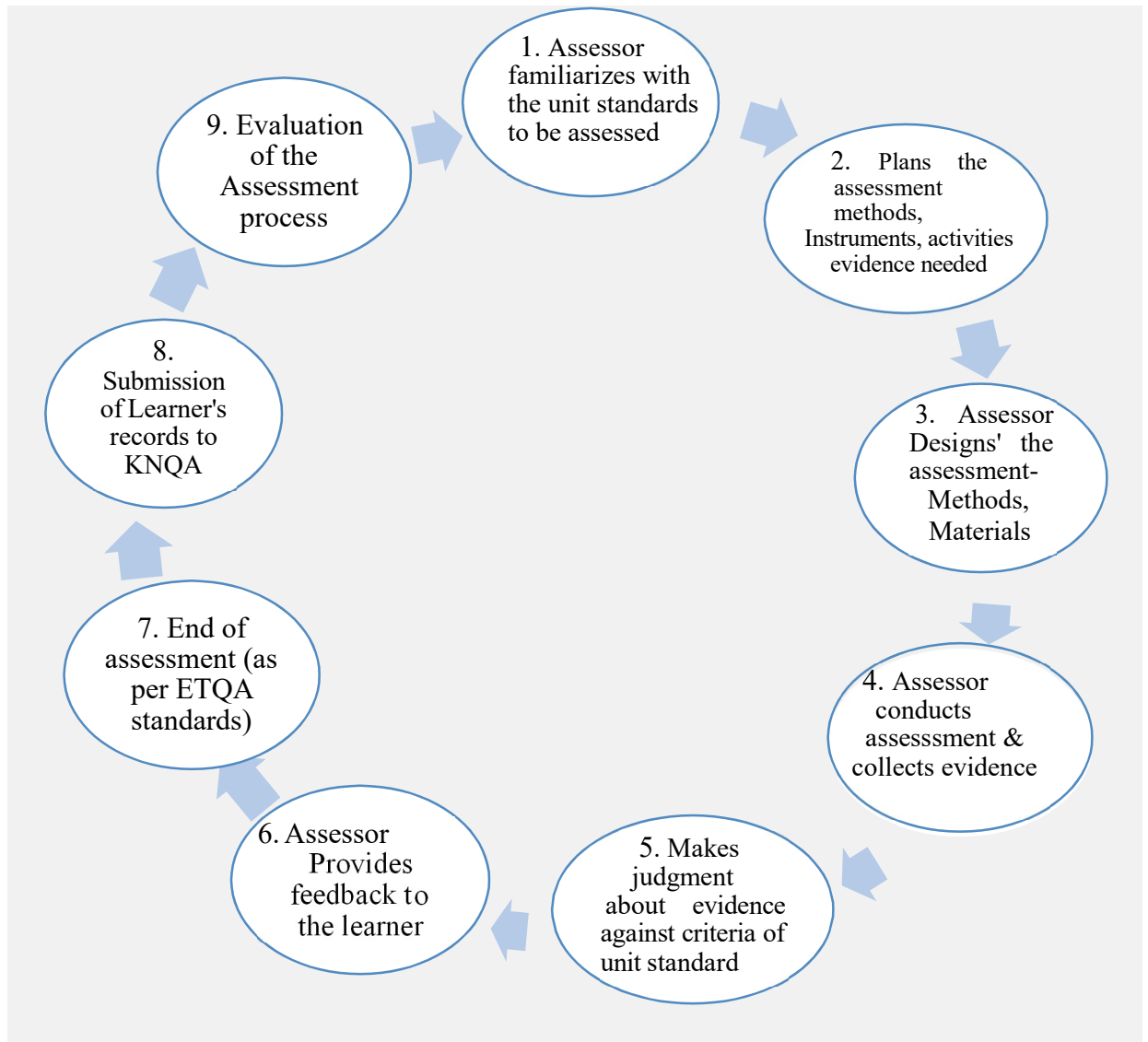


Fig 1: Process of Assessment Administration

(c) Post assessment administration activities shall include: -

- Marking, recording and moderation;

- Processing of results and grading;
- Declaration, awarding of the results;
- Designing of certificates;
- Graduation (Mandatory from levels 5-10);
- Sharing of assessment results with KNQA;
- Appeals, supplementary, special examinations and re-sits.

- (iii) Qualification Awarding Institutions shall develop and publish assessment manuals specify: -
- (a) The competency unit (or units) to be assessed;
 - (b) The target group, context and conditions for the assessment;
 - (c) The tasks to be administered to the candidate;
 - (d) An outline of the evidence to be gathered from the candidate;
 - (e) Distribution of marks/credits for every unit of competence/course unit;
 - (f) The evidence requirements for judging the quality of performance;
 - (g) Assessment administration, recording and reporting requirements;
 - (h) Specify assessment conditions, roles and responsibilities, outline of evidence to be gathered, assessment criteria, assessment administration, recording and reporting.
 - (i) The tool shall specify regulations, including code of conduct for both students, assessors and the staff managing assessment, candidates' disciplinary and appeal systems;
 - (j) Clearly define the qualifications they award, qualification levels, volume of learning and expected learning outcomes as outlined on the KNQF;
 - (k) Clearly defining the approved assessment methods for each qualification which shall include written or oral examination, projects, practical, industrial attachments, apprenticeship, or other assessment criteria which is able to measure if expected learning outcomes have been acquired;
 - (l) Describe the process of hiring assessors, supervisors, invigilators, coordinators, moderators and verifiers and outline their key functions and code of conduct;
 - (m) Outline the process of developing assessment instruments, moderation, approval and printing of the instruments;
 - (n) Outline the measures to ensure security and safety/security of examination materials

eg through whistle blowing policy among others;

- (o) Provide guidelines and process of registering candidates and the assessment fees;
 - (p) Describe the measures put in place to manage assessment offences including plagiarism, cheating, impersonation, leakage among others. The mechanisms may include cancellation of examinations, discontinuation, repeating an academic year among others.
 - (q) Outline the process of managing and sharing students' assessment feedback ie transcripts and certificates;
 - (r) Indicate the grading systems per qualification;
 - (s) Describe the process of marking and moderation of assessments and release of assessment results;
 - (t) Outline the requirements for graduation and certification; and
 - (u) Outline the process of deferment of assessments, supplementary, re-sits and exclusion from assessments;
 - (v) Specify the amount of infrastructure needed, number of invigilators and supervisors (candidate: invigilator ratio) during assessment.
- (iv) QAI and assessment bodies shall provide guidelines to ensure there is safe storage and transportation of assessment materials. The materials shall be safely kept in lockable containers/strong rooms in approved units, at all times.

ASSESSMENT CENTERS

KNQA/NAS/STD/006

- (1) Assessment and Examination shall be conducted in accredited assessment centers. Any Body or Institution that intends to conduct assessment must therefore seek accreditation as ‘assessment centers’ from the relevant QAI/assessment body;**
- (2) All assessment centers shall be located in an environment that is conducive for assessment.**

Guidelines

- (i) Institutions shall apply to the QAI or assessment bodies for accreditation as assessment centers for specific qualifications in a format prescribed by the QAI. The institution must possess the

following: -

- (a) Accredited by the relevant regulator to operate;
 - (b) Availability of staff to train and conduct assessment of the qualification/s;
 - (c) Accessible;
 - (d) Adequate training material and relevant infrastructure well equipped such as adequate science laboratories, workshops; and
 - (e) Any other standards as the QAI may deem necessary.
- (ii) On-site inspection will be conducted by assessment body to evaluate the assessment environment/units in the center before accrediting the center;
- (iii) The assessment body shall communicate to the applicant center within sixty working days specifying:-
 - (a) Whether the center is accredited to conduct assessment or not accredited;
 - (b) Recommendation of possible improvements/remedial requirements for unsatisfactory findings;
- (iv) The QAI will issue an accreditation certificate to assessment center.

ASSESSORS AND VERIFIERS

KNQA/NAS/STD/007

- (1) Assessment of national qualifications shall be conducted by competent and qualified staff. These shall include internal and external assessors, verifiers, supervisors and examiners of academic research, thesis and/or dissertation and industrial attachment;**
- (2) The assessors must be approved and registered by either relevant ETQA agency, QAI, professional bodies or industry practitioners;**
- (3) The QAIs/Assessment bodies shall hire adequate assessors and verifiers for every qualification they award.**

Guidelines

- (i) QAIs shall develop and publish guidelines to guide the process of hiring assessors and verifiers;
- (ii) Assessors and verifiers must be persons who:
 - (a) Possess relevant education and training in the qualification and unit standards that they intend to assess;

- (b) Possess a higher/greater qualification (knowledge, skills and experience) of the subject area under assessment;
 - (c) Has ability to plan and design the assessment;
 - (d) Understands the assessment processes, documentation and evidence requirements;
 - (e) Should be able to identify candidates' needs, carry out assessment in a fair and impartial way and provide the necessary support, guidance and feedback to candidates on their performance;
 - (f) Should be able to work with the candidates;
 - (g) Provides feedback and support, either to candidates and management, on assessment decisions;
 - (h) Have ability to manage and maintain assessment records;
 - (i) Contribute actively to the Internal Quality Assurance of the assessment process;
 - (j) Demonstrate the necessary interpersonal and communication skills required in the assessment process; and
 - (k) Maintains credibility of the assessment and examination.
- (iii) Qualifications Awarding Institutions (QAIs)/assessment bodies shall ensure that all personnel involved in assessment undergo capacity building in the following key areas:
- (a) Setting of examinations or assessment materials;
 - (b) Pre-assessment preparations;
 - (c) Moderation of examination materials;
 - (d) Monitoring, supervision and inspection of the assessment process;
 - (e) Managing assessment documents, data/information and records;
 - (f) Uploading and updating assessment records;
 - (g) Managing certification for candidates declared "Competent"
 - (h) Managing indiscipline during assessment;
 - (i) Managing post assessment appeals;
 - (j) Internal and/or external examination;
 - (k) Marking, recording and moderation;
 - (l) producing examination reports;
 - (m) Recognition of Prior Learning;
 - (n) Supervising and mentoring students;
 - (o) Confidentiality during assessment;

- (p) Supervising research, thesis and dissertation;
 - (q) Managing special needs and emergency cases during assessment;
 - (r) Producing assessment reports and records;
 - (s) Managing assessment tools before, during and after assessment; and
 - (t) Ethics and integrity in management of assessments and examinations.
- (iv) QAI(s) or assessment bodies shall clearly define and stipulate the terms of engagement with the assessors, examiners, supervisors, verifiers and any other persons hired to manage assessment and examinations. These shall include:-
- (a) Performance agreements including, targets/deliverables and timelines;
 - (b) Professionalism and confidentiality;
 - (c) Remunerations if any; and
 - (d) Communication of deliverables;

TYPES AND METHODS OF ASSESSMENT

KNQA/NAS/STD/008

- (1) There shall be three types of diagnostic, formative and summative;**
- (2) The quality of assessment shall not be compromised by the method OR type of assessment. Assessment method shall be based on expected learning outcomes as per the KNQF descriptors and Blooms' Taxonomy**
- (3) QAI(s) shall clearly articulate the method of assessing all its qualifications.**

The levels of Assessment include:-

- (i) Diagnostic assessment** may be used at entry level to discover a student's knowledge or skill gaps/strengths and weaknesses. This is usually so that learning can be more directed for students depending on their results of testing.
- (ii) Formative assessment** shall take place in the learning environment and provides information on a trainee's progress. This includes Continuous Assessment Tests, topical assignments and shall be used to contribute to individual learning outcomes;
- (iii) Summative assessment** shall be used for awarding formal qualifications when a candidate is assessed against a particular specification or standard as per the KNQF;

General Guidelines for Conducting Assessment and Examinations of national qualifications

- (i) The duration of study of each qualification shall be aligned to requirements outlined on the KNQF (Appendix 2);
- (ii) QAI shall administer assessment and examination to establish attainment of skills, knowledge and competencies before award and conferment of certificates, diplomas and degrees;
- (iii) Various methods of assessment shall be applied to assess skills, knowledge and competencies. This shall be based on expected learning outcomes as guided by the Blooms taxonomy (Appendix 5);
- (iv) The QAI shall prepare and release assessment schedules at least a month before the start of assessment;
- (v) QAI shall ensure assessment instruments are prepared and moderated within first thirty days of each term/semester/trimester of the academic year;
- (vi) All internal assessors shall assess/ mark, record and disseminate students' results in the standards prescribed format by the QAI/assessment center within one month of administering the assessment;
- (vii) All external assessors/examiners shall mark, record and disseminate students' marks in the standards prescribed format by the QAI/assessment center within 3 months of administering the assessment;
- (viii) The students records shall not be complete without the input of marks and remarks from the external assessor/examiner;
- (ix) Assessment types and methods shall be characterized by the following:
 - (a) **Valid:** The institute will align the assessment to curriculum objectives and learning outcomes outlines in the occupational standards and KNQF.
 - (b) **Consistent/reliability:** Measures ensuring the reliability of assessment should be implemented by the institute to guarantee the consistency of progression standards from one year to another. This is achieved by external assessors/examiners and criteria that are in line with the intended learning outcomes as stated in the course outline.

- (c) **Flexibility:** makes allowance for changing conditions by using different types of assessment activities to suit different contexts, be prepared to change the time or location of the assessment event if there are problems with the existing arrangements.
- (d) **Transparent:** Information regarding course syllabus, learning outcomes and assessment strategy should be easily accessible to learners. All requirements must be stated clearly and instructions relating to the assessment, grading system and appeals process must be openly accessible to internal and external examiners and learners at the beginning of the academic year. All policies and procedures including, but not limited to, assessment plagiarism will be available to learners.
- (e) **Inclusivity/equity:** The institute's assessment policy should be designed to guarantee that any individual or group will not be put at a disadvantage as a result of any of the stated assessment procedures or grading system. Academic performance should be seen to be judged fairly at all times. The policy should provide for candidates with special needs.
- (f) **Relevant:** To maintain relevancy an assessment policy will recognize both knowledge and skills based competencies. The procedures should seek to develop skills applicable to future career progression.
- (g) **Controlled:** The institute should provide adequate resources and control mechanisms, as appropriate, to achieve and maintain effectiveness of the implementation of the assessment policy.
- (h) **Varied:** The institute should measure assessment through a range of varied and diverse methods in order to accurately ascertain the academic achievement of each student. This is aimed at building a more complete student profile that can identify strengths and weaknesses and that is representative of various learning styles.
- (i) **Measured:** Student's progress should be monitored throughout the assessment process to easily identify areas of difficulty that may need to be addressed. Procedures should be evaluated for ease of use, performance outcomes and

achievability.

- (j) **Protected:** Data must be safely recorded, transferred, stored and retrieved in a secure manner that does not compromise a student's data protection rights. Assessment procedures will incorporate measures that allow the right of redress without prejudice.

Guidelines for Conducting Formative Assessment

- (i) Formative assessment should be carried out using various approaches such as Written Examination, Oral questioning, Demonstration, Observation, Industrial attachment report, Work project, among others;
- (ii) Formative assessment shall be based on appropriate proportion between theory and practice, where applicable;
- (iii) Assessment center must maintain an updated record of the assessment, student's outcome. The same information shall be shared with the QAI.

Guidelines for Conducting Summative Assessment

The assessor/panel of assessors in collaboration with the assessment centres will:

- (i) Provide briefing/instructions to each candidate on assessment in accordance with assessment evidence guide;
- (ii) Conduct assessment as per instructions given in the summative assessment evidence guide any other supplementary instructions to fully observe the professional code of conduct;
- (iii) Check folders of modular/ formative assessment in case some further information and evidence is needed during the summative assessment;
- (iv) Summarize assessment and record final decision about the candidate as per format provided in the summative assessment evidence guide;
- (v) Fill **ALL** necessary information about the candidate and final decision of assessment made
- (vi) There should be appropriate briefing on the assessment outcome, certification, reassessment and right to appeal to the candidate;
- (vii) Administer and effectively mark the attendance of candidates, complete the award list and sign filled evidence guide and also get it signed by the candidate and send it to the respective QAI.

DESIGNING ASSESSMENT INSTRUMENTS

KNQA/NAS/STD/009

- (1) QAIs or Assessment bodies shall promote highest standards of assessment instruments by ensuring that the instruments set out clear expectations for students; and**
- (2) The assessment instruments shall seek to establish achievement of learning outcomes stated in the occupational standards.**

Guidelines

- (i) The instruments shall be developed by qualified and duly approved assessors/examiners and shall only be administered upon approval;
- (ii) Assessment shall measure learners' knowledge, skills and attitudes/values against the standards set out in the occupational standard and/or KNQF. When developing assessment instruments, ensure that:
 - a. Syllabus is adequately covered;
 - b. All different mental abilities of knowledge , comprehension application analysis synthesis, and evaluation have been tested;
 - c. All questions are appropriate and relevant to the level of qualification;
 - d. The marking scheme tallies with question papers and the weighting of each question paper and each question is fair.
- (iii) There shall be internal and external moderation of the instruments, approval and sampling of performance evidences for validity and compliance to quality standards;
- (iv) QAI shall provide guidelines for development of assessment instruments which must be adhered to by assessors and examiners.
- (v) The internal quality assurance department must produce an annual report of the conduct of assessment/examinations. This report must be shared with relevant regulators and with the KNQA; and
- (vi) QAIs must demonstrate to the sectoral regulators and KNQA on an annual basis how the reports from internal quality assurance are informing continual improvement of their assessment processes.

MARKING, AWARDING AND RECORDING OF RESULTS

- (1) Marking shall commence within 7days after concluding assessment administration. The assessment results shall be recorded and submitted to relevant assessment bodies within thirty days;**
- (2) QAI shall assign credits to all units of competency/course units that contribute to the attainment of qualification. This shall include course work, industrial attachment, project work. The total number of credits must be aligned to KNQF volume of learning;**
- (3) Universities shall award a minimum of 60 credits for completed master's thesis and 120 credits for a PhD thesis as part of the total credits for that level.**

Guidelines

- (i) The QAIs and assessment bodies shall coordinate marking, moderation and recording of assessment results;
- (ii) The QAI, assessors, examiners, supervisors and verifiers shall adhere to guidelines provided by relevant regulators to assure quality and ensure credibility, effectiveness and efficiency of this process;
- (iii) QAI shall put in place an effective control mechanism to ensure that student's scores are recorded (both digitally and manually) at the point of marking and shared with relevant QAIs;
- (iv) To be judged to have achieved each learning outcome, learners must have demonstrated enough evidence that all the performance criteria associated with the learning outcome have been met. The evidence **MUST** be valid, sufficient, authentic and current;
- (v) Evaluation of the evidence provided shall lead to a decision either that:
 - (a) There is enough evidence showing that the standards have been met for the learner to pass the assessment; or
 - (b) The evidence is not enough, in which case the candidate should be provided with feedback and, after an opportunity to generate new or additional evidence, an opportunity for re-assessment.
- (vi) Assessment process shall be concluded with a report with necessary recommendations on

improvement activities required to ensure continued or improved attainment of desired candidates' outcomes (either from the internal and/or external assessors/monitoring team or quality assurance department of the QAI).

DECLARATION OF ASSESSMENT FEEDBACK

KNQA/NAS/STD/011

- (1) Assessment feedback shall be declared by authorized persons;**
- (2) QAIs or assessment bodies shall establish a valid up-to-date and reliable feedback mechanisms for declaring assessment results; This shall be done through use of digital, print or both;**
- (3) It shall be an offence under these standards for a QAI or an assessment center not to account for students' assessment results; or not to issue assessment results of a candidate that has validly sat for examination/assessment;**

Guidelines

- (i) QAIs or assessment bodies shall ensure that assessment feedback is provided to stakeholders. The feedback should be:-**
 - (a) Based on evidence which is the authenticated work of the learners being assessed;**
 - (b) Based on evidence generated by valid instruments of assessment and judged against clearly defined criteria under consistently applied conditions;**
 - (c) Consistent: whether between different assessors and/or different groups of learners or whether made in different locations, situations or contexts over a period time;**
 - (d) Give an overall picture of learner's progress at a given time;**
 - (e) Declare whether the learner is sufficiently competent to progress to the next level.**
- (ii) Qualification Awarding Institutions/Assessment Bodies shall receive the assessment evidence/filled portfolio of evidence/ from the assessor/examiners and will:**
 - (a) Check the information in all respect ensures the integrity of the filled information and judgments/remarks made by the assessor; and**

- (b) Upload information of assessment as per evidence.
- (iii) Detailed results for candidates shall be presented in transcripts/report card form indicating the letter grading and scores per subject/course in accordance with the national grading system and classification;
 - (iv) QAI that recognize credits from lower levels must ensure that the credits carried forward to the bachelor's level are included in the bachelor's.
 - (v) Feedback from moderators, assessors/examiners, verifiers and assessment bodies must be valid, i.e. assessment accurately reflects or assesses the specific concept that the competence intends to measure. It should include relevance, accuracy and utility and refer to the extent to which an assessment measures what it is supposed to measure and the extent to which inferences and actions made based on assessment decisions are appropriate and accurate.
 - (vi) QAIs shall develop specific policies to mitigate cases of missing/withheld marks and mechanisms of handling such cases with civility, ease and convenience so that no one has to unduly suffer;
 - (vii) QAIs shall be required to keep accurate records of all candidates and their performance for a period of not less than 10 years including attendance evidence/lists during sit in assessment;
 - (viii) KNQF Level 4 to 10 candidates who fail to sit for general assessment may be considered for :

(a) Special Examinations

- Special examinations shall be offered to students who miss ordinary examinations on medical or compassionate grounds.

(b) Supplementary Examinations

- Supplementary examinations shall have a ceiling mark of 40%-grade D with an asterisk (D*). A student who fails a supplementary examination will be allowed to repeat the unit/units once;
- Must be done within 3 months from the date the examination results are declared.

(c) Repeat Examinations

- Taking full prescribed course study for the course unit (coursework, CAT, assignments and examinations);
- Failed Supplementary;
- Score cannot exceed 40%.

(d) Discontinuation from Course of Study

- Failure to sit for examinations with no good course;
- Failed in any course after 4 attempts;
- Exhausted the maximum period.

(e) Retake Examinations

- A candidate who fails in any unit in an ordinary examination, in any given year shall be allowed to apply for retake examination(s) in the failed unit(s) provided that the total number of such units shall be less than 50% of units sat;
- Such a candidate shall apply for the retake examination(s) within a period of not more than 14 days;
- A candidate who fails to apply for retake examinations shall be required to repeat the failed units;
- The maximum marks in a retake examination shall be 40% (undergraduate) and 50% (diploma, postgraduate diploma and masters) and shall not include continuous assessment marks;
- A candidate who fails in any retake examination(s) shall repeat the failed unit(s).

CERTIFICATION AND AWARDING OF QUALIFICATION

KNQA/NAS/STD/012

- (1) QAIs/assessment bodies shall award certificates or diplomas to mark the attainment of defined learning outcomes. Such certificates or diplomas shall not be withheld from the**

candidate by any person or institution.

- (2) No qualification shall be awarded as compensation for a student's failure at a higher level, or by default;**
- (3) An accredited assessment body/QAI shall only award a qualification certificate to a student who has successfully satisfied the requirements for the award of that qualification;**
- (4) A QAI shall only award qualifications for which they are accredited by the relevant regulator, professional body and/or KNQA; and**
- (5) QAIs/Assessment Bodies shall embrace transparency and accountability in the process of certification.**

Guidelines

- (i) The QAI/assessment body shall spell out requirements for award of all its qualifications. These shall include fulfillment of the expected learning outcomes as outlined on the KNQF, occupational standard or professional body;
- (ii) QAI/assessment body shall develop a checklist to verify if the learner is eligible for the award. The checklist will confirm the following:
 - (a) Alignment to minimum entry requirement for the qualification as provided for in the KNQF Act;
 - (b) Show sufficient proof of having acquired the expected learning outcomes for the qualification;
 - (c) Meets any other minimum requirements deemed necessary by the QAI.
- (iii) Certification shall be a consultative process between the assessment body, assessors, students and other key stakeholders identified by the assessment body or qualification awarding institution;
- (iv) Records of all certificates, diplomas, and degrees awarded for qualifications in the KNQF shall be submitted to the KNQA within twelve months of release of results. These certificates shall be uploaded into the National Learners' Record Data Base in a prescribed format;
- (v) QAI shall ensure that certificate bear the following key features;
 - (a) Serial Number;
 - (b) Name of the awarding institution;

- (c) Level and type and credit value of the qualification;
 - (d) Clear and published security features by the QAI;
 - (e) Authentication features from the awarding institution;
 - (f) The holder of the qualification;
 - (g) Course title and year of award.
- (vi) Certificates shall be accompanied by transcripts giving details of the contents of the qualification which have been achieved by the holder of the qualification;
 - (vii) Certification records shall be maintained for periods specified by the KNQA in order that questions relating to the qualifications claimed by individuals may be resolved and in case it is necessary to issue replacement certificates, for example where the original has been lost or destroyed;
 - (viii) There shall be no charge for the issue of an Award or final transcript although a charge will apply if students request a replacement copy of their award and or an additional copy of their final Transcript; and
 - (ix) QAIs and assessment bodies shall automate the certification process to allow students and other stakeholder access the results online.

NATIONAL LEARNER'S RECORD DATABASE

KNQA/NAS/STD/013

- (1) KNQA will maintain a record of all national qualifications awarded in Kenya;**
- (2) All assessment bodies shall put in place an Information Management System (IMS) to enable effective record keeping, sharing and managing of all information/data related to learner's qualifications. This information shall be captured onto the Kenya National Learner's Record Database (NLRD).**

Guidelines

- (i) KNQA shall keep and maintain the following assessment information:
 - (a) Students' personal details;
 - (b) Accredited /awarding institutions;
 - (c) Registered qualifications;
 - (d) Assessment and certification systems of accredited education institutions;
 - (e) Equated foreign qualifications;
 - (f) Recognised and approved foreign qualifications; and

- (g) Qualifications recognised from prior learning;
- (ii) Assessment centers shall submit to QAI(s) or assessment bodies all information about learners' qualifications. The information shall include:-
 - (a) Learner's personal details, year of admission, level of admission and entry score;
 - (b) Details of course under study including course/unit title, volume of learning;
 - (c) Learners academic progression and success rates/portfolio of evidence in terms of credits acquired at every level or unit of competence;
 - (d) Learning outcomes/ scores and grades, year of completion and certification details;
 - (e) Profile of the student's population per course per academic semester/year;
 - (f) Methods used to assess; and
 - (g) Assessment monitoring reports.
- (iii) Information on assessment including assessment results should be uploaded once evaluation of assessment is completed. The information system should provide a secure portal accessible to its candidates for reference on assessment results, access to soft copy versions of certificate(s) and transcripts;
- (iv) Assessment bodies, upon receiving marked assessment results from the assessors will check the filled evidence guide information and ensure the integrity of the filled information and judgments/remarks made by the assessor, and verify data entry on the system;
- (v) Assessment bodies shall ensure secure custody of the marked scripts, for reference and should appeal(s) arise;
- (vi) QAI must submit data on all qualifications awarded to the Kenya National Qualifications Authority in a prescribed format on an annual basis;
- (vii)QAIs must assure quality and integrity of all data, records and results posted onto their IMS and send to the KNQA; and
- (viii) QAIs shall be held liable and accountable for the accuracy of students' data sent to the KNQA;
- (ix) QAI and assessment centers shall put in place measures to ensure data protection and confidentiality.

Assessment bodies shall develop and publish a re -assessment and appeal policy and guidelines.

Guidelines

- (i) Re-assessment should take place in the same situation or context and under the same conditions;
- (ii) Assessment bodies shall prepare Standards Operating Procedures for processing appeals against assessment outcomes;
- (iii) 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.
- (iv) 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 judgment, if considered biased;
 - (e) an inadequate expertise and experience of the assessor if it influences the assessment;
 - (f) An unethical practice.
- (v) Candidates who have been judged as “Not-Yet-Competent” in an assessment will be informed by the assessor/assessment centre that they can appear for re-assessment without participating in any further obligatory training. However, they may benefit from further training or practice before applying for re-assessment but re-assessment will not be restricted by a requirement of re-training;
- (vi) Candidate may appear for re-assessment in the next available assessment schedule informed by the assessment bodies;
- (vii) Candidates seeking re-assessment would need to pay the assessment fee again;
- (viii) Appeals must be processed in a timely manner by assessment bodies and decision communicated to the appellant (preferably within 2-4 weeks);

Appeal for Re-assessment

- (i) A candidate who is not satisfied with the grade, which he/she has been awarded in any unit, may appeal to the QAI for a re-marking of the written examination paper in that unit upon payment of the appropriate fee, which shall be determined by the QAI from time to time. The grade and mark recommended by the examiner(s) after remarking shall be the final grade and

mark awarded to the candidate for the unit. Evidence to support the appeal must be provided by the Appellant;

- (ii) Appeal for re-marking of any unit shall be allowed in cases where the appeal has been submitted not later than fourteen calendar days after the candidate has been notified of the result.

NATIONAL GRADING SYSTEM

KNQA/NAS/STD/015

(1) QAI/Assessment Bodies shall adhere to the National Grading System developed and prescribed by the KNQA

Guidelines

(1) Grading system for KNQF LEVEL 1

Percentage	Grade	Points	Aggregate Marks
80-100	A	12	400-500
75-79	A-	11	380-399
70-74	B+	10	350-379
65-69	B	9	325-349
60-64	B-	8	300-324
55-59	C+	7	275-299
50-54	C	6	250-274
45-49	C-	5	225-249
40-44	D+	4	200-224
35-39	D	3	175-199
30-34	D-	2	150-174
0-29	E	1	0-149

(2) Grading System for KNQF LEVEL 2

Percentage	Grade	Points	Numeric aggregate points
80-100%	A	12	80-84
75-79%	A-	11	74-80
70-74%	B+	10	67-73
65-69%	B	9	60-66
60-64%	B-	8	53-59
55-59%	C+	7	46-52
50-54%	C	6	39-45
45-49%	C-	5	32-38

40-44%	D+	4	25-31
35-39%	D	3	18-24
30-34%	D-	2	11-17
0-29%	E	1	07-10

(3) Grading System for Competency Based Assessment (level 1 and 2)

Mark range (%)	Grade	Quality of Grade	Competency
86-100	A	Exceeds Expectation(EE)	Competent
70-85	B	Meets Expectation(ME)	
50-69	C	Approaching Expectation(AE)	Fairly competent
40-49	D	Below Expectation(BE)	Not yet competent
Below 40	E	Below Expectation(BE)	

(4) Grading System for KNQF LEVELS 3, 4, 5, & 6

Raw Scores (%)	GPA	Classification
80-100	4.00	Distinction I
76-79	3.70	Distinction II
70-75	3.30	Credit I
60-69	3.00	Credit II
50-59	2.00	Pass I
40-49	1.00	Pass II
30-39	0.00	Fail
00-29	0.00	Refer

(5) Grading System for KNQF LEVEL 7

Grading	Score %	GPA	Performance category
A	70-100	4.00	1 st Class Honors
B	60-69	3.00	2 nd Class Honors (Upper Division)
C	50-59	2.00	2 nd Class Honors (lower Division)
D	40-49	1.00	Pass
E	0-39	0.00	Fail

(6) Grading System for KNQF LEVEL 8, 9 & 10

Percentage	Literal Grades	GPA	Classification
75-100	A	4.00	Distinction
65-74	B	3.00	Credit
50-64	C	2.00	Pass
0-49	E	1.00	Fail

(7) Grading for Non-certification/Award

Grade	Implication
U	The Candidate has not met the criteria for a certificate award
W	Indicates assessment body has withheld results for various reasons
X	Candidate wasn't present throughout the examinations
Y	Assessment body has cancelled results due to irregularities
Z	Candidate hasn't met the registration criteria/requirements

ASSESSMENT OF CANDIDATES WITH SPECIAL NEEDS

KNQA/NAS/STD/016

QAI shall ensure that they provide a favorable assessment environment for candidates with special needs.

Guidelines

- (i) The QAI/assessment body and assessment centre shall make provision for assessing special needs candidates. This includes, PWD candidates, student mothers, The intervention may include:
 - (a) Process of assessment such as additional time, assessment in separate venue, alternative examination formats, alternative examination mode and assistive technology;
 - (b) Cater for students with impairment or other special needs to ensure fairness and equality of opportunity for all students by providing specialized assessment equipment/tools/material, duration, environment; and
 - (c) Transcribing all the examination for visually impaired to braille.

QUALITY ASSURANCE OF NATIONAL QUALIFICATIONS' ASSESSMENT SYSTEM

KNQA/NAS/STD/017

- (1) To ensure continued maintenance of standards by QAIs, KNQA shall undertake an audit of the qualifications' awarding systems. This will be done in accordance with the provisions under part II (8) of the KNQF Regulations;**
- (2) All QAI/Assessment bodies shall put in place a quality assurance system to ensure quality in development of assessment instruments/tool, moderation, marking, recording, grading/certification, graduation process.**
- (3) Regulators shall develop a Monitoring and Evaluation tool/system for the assessment**

systems.

Guidelines

- (i) The Authority may, on its own initiative or at the request of any person, investigate whether an accredited education institution is complying with the KNQF Act, Regulations, and the Standards & Guidelines;
- (ii) Noncompliance to the standards of assessment will be dealt with in accordance to the provisions under Part IV of the Regulations. This may include suspension, revocation or termination of a certificate of accreditation by KNQA.

APPENDIX I: RATING SCALE FOR DECISIONS ON CANDIDATES' COMPETENCE

A rating scale is a scoring tool or guide that lists the criteria for making judgments on the acquisition of a competence. It also articulates gradations of quality for each criterion, from not yet competent to competent. A rating scale clarifies expectations of instruction and assessment and is a useful tool for the instructor and the assessor. It can also be used by the trainee to monitor and improve overall performance. Any assessment is expected to have a predetermined standard rating scale.

A sample rating scale is as shown below. This is for demonstration only; an assessment body should develop its own rating scale; in alignment with national standards

SCORE (%)	Rating	Narrative	Competence Level
Over 80	A	Candidate can perform the task demonstrating mastery, autonomy, Responsibility and control in a wide range of working condition.	Mastery
70-79	B	Can perform the task in a wide range of working conditions, demonstrating good working knowledge of the skill, initiative, and adaptability to problem situations.	Proficient
50-69	C	Satisfactory technical and related knowledge and skills; Can perform the task demonstrating sufficient knowledge of the skill, and an ability to operate satisfactorily displaying some initiative and adaptability to problem situations.	Competent
30-49	D	Insufficient technical and related knowledge and skill, cannot operate unguided	Not Competent
Below 30	E	Attainment of competence cannot be proved, there is no evidence on acquisition of sufficient knowledge, skill and attitude on Which a judgment can be made.	Not Competent

Source: CBETA Standards and Guidelines

APPENDIX 2: KNQF MINIMUM ADMISSION REQUIREMENTS

KNQF level	Qualification type	Minimum admission requirements
10	Doctorate Degree Qualifications/KNQF level 10	Master degree
9	Master's Degree /KNQF level 9	Bachelor degree with at least 480 credit in a qualification of KNQF level 7 in relevant study Area
8	Post Graduate Diploma/ Professional bachelor's degree Diploma/Management Professional/ Professional Master Craft Person qualification/KNQF level 8	Bachelor degree with 480 credits in relevant subjects area or equivalent prior learning experience and / or a qualification in relevant subject area or 600 credits after KNQF level 2
7	Bachelor's Degree/Management Professional/Master Craft Person I Qualifications	KCSE C+ or equivalent or KACE (A level) two (2) principals and 1 subsidiary or equivalent in relevant subjects or CPA II/CPS II/CIPS II or equivalent for commerce and art and should have attained an aggregate of C- (minus) in KCSE or KCE division II or completion of KNQF 6.
6	National Diploma/Professional Diploma/Master Craft Person II Qualifications/NVC V	KCSE C- (Minus) or KCE division II, KACE one (1) Principal or an equivalent qualification or Certificate of Experiential Learning or KNQF 5
5	National Craft Certificate /National Vocational Certificate IV (NVC- IV)/Master Craft Person III	KCSE D (plain), KCE Div. III or equivalent qualifications or Certificate of Experiential Learning or completion of KNQF level 4
4	Artisan Certificate/National Vocational Certificate III (VTC- III)/ National Skills Certificate I (NSC I)/Government	KCSE E, KCE Div. IV, or Certificate of Experiential Learning or completion of KNQA level 2 or 3

	Trade Test I (GTT-I)	
3	National Skills Certificate II (SC II)/ National Vocational Certificate II (NVC II)/ National Skills Certificate II (NSC-II) /Government Trade Test II (GTT-II)	KCPE Certificate, KCSE certificate E, KNQA level 1 or 2
2	Secondary certificate/ National Skills certificate III(NSC-III)/GTT III/NVC I/Pre-Vocational	Primary certificate (KNQF level 1)
1	Primary certificate/C I/Basic Skills/Skills for life	Birth certificate

APPENDIX 3: VOLUME OF LEARNING

 KENYA NATIONAL QUALIFICATIONS AUTHORITY						
No.	KNQF Level	KNQF NAME	ENTRY REQUIREMENT	LEARNING HOURS	CREDITS	DURATION
1.	KNQF Level 1	Primary Certificate	Birth certificate	-	-	6 Years
2.	KNQF Level 2	Secondary Certificate or National Vocational Certificate I or GTT III or National Skills Certificate III	Level 1 Qualification	-	-	6 Years (Except for NVC, NSC & GTT III)
3.	KNQF Level 3	National Vocational Certificate II or GTT II or National Skills Certificate II	KCPE (level 1); or KCSE Mean Grade E (level 2)	300-599	30-59	3 Months
4.	KNQF Level 4	Artisan Certificate or National Vocational Certificate III or GTT I or National Skills Certificate I	KCSE Mean Grade E or level 3 Qualification	600-1199	60-119	6 Months
5.	KNQF Level 5	Craft Certificate or National Vocational Certificate IV or CPA I or Master Crafts person III	KCSE Mean Grade D or level 4 Qualification	1200-2399	120-239	One Year
6.	KNQF Level 6	National Diploma or CPA II or Master Craft person II	KCSE Mean Grade C- or level 5 Qualification	2400-4799	240-479	Two Years
7.	KNQF Level 7	Bachelor's degree or CPA III or CPS or Master crafts person I or Higher National Diploma (HND)*	KCSE Mean Grade C+ or level 6 Qualification	4800	480	Four Years
8.	KNQF Level 8	Post Graduate Diploma or Professional Master craft person or Professional Bachelor's Degree	level 7 Qualification	1200	120 600	One Year
9.	KNQF Level 9	Master's Degree	level 8 Qualification	2400	240	Two Years
10.	KNQF Level 10	Doctorate Degree	Level 9 Qualification	3600	360	Three Years

* MUST CARRY 240 CREDITS OR MORE

Summary of the Kenya National Qualification Framework Requirements

APPENDIX 4: ASSESSMENT PROCESS FOR COMPETENCY BASES EDUCATION AND TRAINING (CBET)

(1) Assessment planning

- (a) Assessment shall be carefully planned and prepared for. It shall be wrong and unfair to impose surprise tests on learners without prior notice. QAI shall ensure that assessment centers have adequately planned for pre assessment, during assessment and post assessment activities;
- (b) Involve identifying the available opportunities for collecting evidence efficiently and developing appropriate assessment strategies and instruments for gathering the appropriate evidence in line with standards and other qualification requirements;
- (c) Involve learners in planning their own assessment process though a collaborative candidate-centred process;

(2) Collecting evidence:

- (a) Collection of evidence shall use and apply appropriate assessment methods / instruments to gather the required evidence;
- (b) Evidence requirements shall define the type, quality and quantity of evidence that needs to be provided, including any restrictions on the way that it should be generated;

(3) Judging evidence and making assessment decisions shall require:

- (a) Checking that evidence collected meets the evidence requirements both quantitatively and qualitatively;
- (b) Deciding whether the standard has been met;
- (c) Providing feedback to learners;
- (d) To be judged to have achieved each learning outcome, learners must have demonstrated enough evidence that all the performance criteria associated with the learning outcome have been met. Evaluation of the evidence provided shall

lead to a decision either that;

- (e) There is enough evidence showing that the standards have been met for the learner to pass the assessment; or the evidence is not enough, in which case the candidate should be provided with feedback and, after an opportunity to generate new or additional evidence, an opportunity for re-assessment.

(4) Recording assessment results shall:

- (a) Ensure that assessment decisions are recorded in the required way;
- (b) Provide verifiable records for quality assurance purposes.

(5) Methods of Assessment

A variety of assessment methods shall be used in an assessment tool. Methods of assessment include but are not limited to:

- (a) Written tests
- (b) Oral questioning
- (c) Case studies
- (d) Practical tests
- (e) Role plays
- (f) Projects
- (g) Presentations

(6) Types of Assessment Items

QAI will provide guidelines of the type of assessment for each level of qualification which must depend on the KNQF level of the qualification. The guidelines should specify how scores will be distributed. Methods of assessment to be used include but not limited to:

- (a) Oral questioning;
- (b) Written tests comprising selected-response assessment items as discussed above
- (c) Presentations;
- (d) Written tests comprising constructed-response assessment items as discussed above;

- (e) Selected-response assessment items where the candidate chooses the correct response that is multiple choice assessment items;
- (f) Constructed-response assessment items where the candidate provides the response, for example;
- (g) Presentations; and
- (h) Practical Tests.

(7) Assessment Tools

- (a) Occupational standards are the benchmarks against which performance of a candidate is measured and therefore assessment tools must be based on them;
- (b) Assessment tools for theory shall last for a maximum of three (3) hours whereas practical assessment shall last for a maximum of eight (8) hours;
- (c) Case studies, written tests, oral questioning are considered as theory assessments while role plays, simulation, practical tasks, demonstrations, projects, presentations are considered as Practical assessments;
- (d) There must be sufficient assessment items covering each of the six levels of the Blooms Taxonomy i.e. knowledge, comprehension/understanding, application, analysis, evaluation and creation. For levels 3 and 4, most of the assessment items cover the lower levels of the Taxonomy while it is vice versa for levels 5 and 6;
- (e) A stem of the candidates' tool should not provide any clue(s) to the required response. In addition, each assessment item should be independent of all other assessment items in the assessment tool to avoid repetition and so that a hint to a response is not embedded in another assessment item; and
- (f) Assessment tools must cover all the critical aspects of competency as provided in the evidence guide of the particular unit of competency.

(8) Assessment Tools Developers

- (a) An assessment tool developer shall, at times, exhibit the highest level of integrity in the performance of all professional assignments and will accept only

assignments for which there is reasonable expectation that the assignment will be completed with professional competence;

- (b) Assessment tool developer must be **creative** and **authentic** in development of assessment tools;
- (c) Assessment tools must be submitted within the stipulated time periods; and
- (d) Draft assessment tools shall be subject to validation. The assessment tool developer shall only be paid upon validation and acceptance of the tools he/she developed.

APPENDIX 5: STUDENT EXPECTED ACTIONS FOR EACH LEVEL BASED ON TAXONOMIES

Remember	Understand	Apply	Analyse	Evaluate	Create
Choose, Define, Find, Label, List, Match, Name, Recall, Relate, Select, Show, Spell, Tell, What, When, Where, Which, Who, Why	Classify, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Rephrase, Show, Summarize, Translate	Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organize, Plan, Select, Solve, Utilize	Analyse, Assume, Categorize, Classify, Compare, Conclude, Contrast, Discover, Dissect, Distinguish, Divide, Examine, Inference, Inspect, Motive, Relationships, Simplify, Survey, Test For,	Appraise, Assess, Award, Choose, Criticize, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Explain, Influence, Interpret, Judge, Justify, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Select, Support,	Adapt, Build, Change, Choose, Combine, Compile, Compose, Construct, Create, Delete, Design, Develop, Discuss, Elaborate, Estimate, Formulate, Imagine, Improve, Invent, Make up, Maximize,

APPENDIX 6: METHODS OF ASSESSMENT

Assessment Method	Description
Assertion (or reasoning) questions	This consists of an assertion and a supporting explanation. Learners have to decide whether the assertion and the explanation are individually true, and if true, whether the explanation is a valid reason for the assertion.
Assignment	This is a problem-solving task with clear guidelines, structure and length. An assignment is more structured and less open-ended than a project. Learners are given little choice of methodology or content
Aural test	This is a test of listening skills, for example in languages or music, using live or taped stimulus.
Case study	Learners are given a description of an event of a real-life or simulated nature, as a basis for an assessment of such skills as decision making, planning or verifying
Completion questions	Learners are required to supply the correct missing word(s) to complete a given statement
Comprehension	This is a set of questions based on a passage of text. The questions assess understanding of the meanings of words, phrases, technical terminology and of the passage overall.
Design activity	Learners are required to work from a design brief, to research and investigate a design problem, and to develop and verify a final solution
Discussion contribution	Learners are required to take part in a discussion which is observed by the assessor.
Extended response questions	This type of question has few restrictions on the content and form of response. Learners are required to provide a lengthy open-ended response. Limits may be placed on the length and/or time allowed
Grid questions	Learners should have a series of related questions, with a series of possible responses presented in an accompanying grid. They are required to select the correct response for each question. Two different questions may have the same answer. Some responses will be plausible but incorrect. Grid questions provide an alternative to matching questions (see below)
Investigation/ Research	This is an enquiry or exploration targeted on a particular issue, aspect or problem. Learners have some choice in methodology and content. The investigation usually culminates in a report of stated approximate length.

Logbook	Logbooks can provide a useful means of assessing the progress of learners' achievement or performance on a task such as a project, assignment or investigation. To be effective, learners ought to be given clear instructions on the essential information to be recorded.
Matching questions	Matching questions are a variant of multiple-choice (see below), in which learners are given two lists to match up a set of words or statements and a set of responses.
Multiple choice questions	Learners are presented with questions or incomplete statements, followed by four or five plausible answers, from which they have to select the correct one.
Multiple response questions	Multiple-response questions are a variant of multiple-choice. Learners are required to select all the correct responses, generally from four or five plausible options.
Oral (or personal) interview	This is a structured conversation, generally on a one-to-one basis, eliciting information directly from learners. It is of use when evidence is required of process skills or experiential learning, and results may be recorded in questionnaire format.
Oral presentation	Learners are required to deliver a prepared talk, in the form of an address, a report or considered opinion. An oral presentation may be offered as an alternative to a written response of equivalent scope or may be used as an instrument of assessment.
Performance	Learners are required to demonstrate outcomes of study in a context, e.g. work practice, encapsulating the skills, techniques, knowledge and understanding.
Practical exercise	This requires learners to display a range of practical skills. The assessment may be based on the result of the activity (the product) or the carrying-out of the activity (the process) or a combination of both.
Project	This is a substantial piece of work in which learners are required to carry out research, planning, problem solving and verifying over an extended period. Some projects include a practical component. Projects are more comprehensive and open-ended than assignments and may be tackled individually or by a group of learners. Many projects will involve learners working without close supervision, but in the interests of authenticity, the levels of supervision required should be stated. A project generally culminates in a report, an artefact or a combination of these.

Questionnaire	This consists of a range of assessment items, which together assess a unit or outcome. Generally, a question paper is used to assess a combination of knowledge and understanding.
Restricted response questions	Restricted response questions are so called because the form and content of the response is limited by the way in which the question is asked. Learners' responses should be more discursive than in short answer questions (see below) but briefer than in extended response questions. Typically, they would vary between a few sentences and a paragraph in length. The approximate number of words should be indicated.
Role play	This is an open-ended exercise which provides opportunities to display behavioral or inter-personal skills in a simulated context.
Short answer questions	This type of question requires learners to provide a predetermined answer consisting of a few words. Such questions may also involve the use of numbers, diagrams and graphs as well as text. Although generally used to assess the recall of information, short answer questions can also be constructed to assess understanding and application of knowledge, for example numerical and mathematical concepts.
True-false questions (alternative response)	In this type of questions learners are required to state whether a statement is true or false. They are generally used to assess the recall of information or the ability to discriminate.