

***Regulatory Impact Assessment on the Supplies Practitioners
Management (Examination) Regulations, 2026***



This Regulatory Impact Assessment (RIA) Statement on the Supplies Practitioners Management (Examination) Regulations, 2026 has been prepared by the Cabinet Secretary for the National Treasury and Economic Planning, in consultation with the Kenya Institute of Supplies Management (KISM) Council, pursuant to Sections 6 and 7 of the Statutory Instruments Act, CAP.2

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EXECUTIVE SUMMARY

The Cabinet Secretary for the National Treasury and Economic Planning, in consultation with the Kenya Institute of Supplies Management (KISM) Council, is pleased to present the Regulatory Impact Assessment statement for the Supplies Practitioners Management (Examination) Regulations, 2026. This Regulatory Impact Assessment (RIA) is a policy tool prepared pursuant to Sections 6 & 7 of the Statutory Instruments Act, CAP.2. It evaluates the proposed Supplies Practitioners Management (Examination) Regulations, 2026, developed under the Supplies Practitioners Management Act (Cap. 537). The purpose of the Regulatory Impact Assessment (RIA) is to examine and measure the likely benefits, costs and effects of the proposed Supplies Practitioners Management (Examination) Regulations, 2026. It examines the impact of the establishment of the Supplies Practitioners Management (Examination) Regulations, 2026 whose main objective is to establish a legally binding accreditation framework for training institutions, strengthen governance, consistency, and transparency in examination management, promote examination security and professional integrity, introduce clear eligibility, registration, deferment, and appeals procedures, standardise Industrial-Based Learning (IBL) requirements and assessment, enhance alignment with the Kenya National Qualifications Framework (KNQF) and provide penalties, compliance tools, and enforcement mechanisms. The RIA concludes that the current regulatory environment is fragmented, exposing the profession to competence gaps, inconsistent training standards, and integrity vulnerabilities. A cost–benefit analysis confirms that the benefits of enacting the proposed regulations far outweigh the compliance costs. It is therefore recommended that the Regulations be adopted and gazetted.

ABBREVIATIONS AND ACRONYMS

AfCFTA	African Continental Free Trade Area
CBA	Cost-Benefit Analysis
CUE	Commission for University Education
EAC	East African Community
EACC	Ethics and Anti-Corruption Commission
ERTC	Examination Rules Technical Committee
ESG	Environmental, Social, and Governance
GVCs	Global Value Chains
IBL	Industry-Based Learning
IFPSM	International Federation of Purchasing and Supply Management
ISO	International Organisation for Standards
ITC	International Trade Centre
KEBS	Kenya Bureau of Standards
KRA	Kenya Revenue Authority
KICD	Kenya Institute of Curriculum Development
KLRC	Kenya Law Reform Commission
KISEB	Kenya Institute of Supplies Examination Board
KISM	Kenya Institute of Supplies Management
KNQF	Kenya National Qualifications Framework
KUCCPS	Kenya University and College Central Placement Service
PSCM	Procurement & Supply Chain Management
PFM	Public Finance Management
PFMA	Public Finance Management Act
PPADA	Public Procurement and Asset Disposal Act
PPADR	Public Procurement and Asset Disposal Regulation
PPRA	Public Procurement Regulatory Authority
PSC	Public Service Commission
QAI	Qualification Awarding Institution
RIA	Regulatory Impact Assessment
RMA	Regulation-Making Authority
SIA	Statutory Instruments Act
SPMA	Supplies Practitioners Management Act
SDGs	Sustainable Development Goals
TVET	Technical and Vocational Education and Training

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1. Introduction

The Kenya Institute of Supplies Examination Board is a body corporate established by Section 13 of the Supplies Practitioners Management Act, Cap. 537. The core mandate of KISEB is to prescribe and regulate syllabuses of instruction for professional supplies certification for persons seeking registration under the Act; prepare and conduct examinations ; prepare regulations to be made by the Institute regarding the standard of proficiency to be gained in each examination for a diploma, degree or other award; make rules with respect to such examinations; prescribe the fees and other charges payable with respect to such examinations; issue professional qualifying certificates and other awards to candidates who have satisfied the examination requirements; investigate and determine cases involving indiscipline by students registered with the Examinations Board; liaise with the Ministry of Education in accreditation of institutions offering the examination of the Board for the purpose of carrying out examinations; promote recognition of its examination in foreign countries; perform such other functions as may be necessary for proper administration of SPM Act. Section (36c), (d), (e) and (g) (i) of the Supplies Practitioners Management Act, Cap. 537 empower the Cabinet Secretary, in consultation with the Council, to make regulations for the effective implementation of the Act. Such regulations may provide for—

- a) The manner in which the training of the persons for whom provision is made;
- b) the subject matter of the training courses and examinations to be conducted;
- c) the conditions of admission for entry to training courses and examinations to be conducted by the Institute;
- d) the fees payable in respect of examination registration; and
- e) any other matter necessary for the effective administration of the Act.

Pursuant to these powers, the Cabinet Secretary, in consultation with the Council, has developed the Supplies Practitioners Management (Examination)

Regulations, 2026 (the proposed Regulations). These Regulations are intended to operationalise and give full effect to the Supplies Practitioners Management Act, Cap. 537, particularly in relation to the administration, conduct, and management of professional examinations for supplies practitioners.

1.2 Requirements of the Statutory Instruments Act

The Statutory Instruments Act, Cap. 2 (SIA), is the legal framework governing the conduct of RIA in Kenya. Sections 6 and 7 require that if a proposed statutory instrument is likely to impose significant costs on the community or a part of the community, the Regulation-Making Authority (RMA) shall, prior to making the statutory instrument, prepare a regulatory impact statement about the instrument.

SIA further sets out certain key elements that must be contained in the RIA, namely:

- a) a statement of the objectives of the proposed legislation and the reasons for them;
- b) a statement explaining the effect of the proposed legislation, including, in the case of a proposed legislation which is to amend an existing statutory instrument, the effect on the operation of the existing statutory instrument;
- c) a statement of other practicable means of achieving those objectives, including other regulatory as well as non-regulatory options;
- d) an assessment of the costs and benefits of the proposed statutory rule and of any other practicable means of achieving the same objectives;
- e) the reasons why the other means are not appropriate;
- f) any other matters specified by the guidelines;
- g) a draft copy of the proposed statutory rule.

Section 5 of the Act requires that a regulation-making authority conduct public consultations drawing on the knowledge of persons having expertise in fields relevant to the proposed statutory instrument, and ensuring that persons likely to be affected by the proposed statutory instrument are given an adequate opportunity to comment on its proposed content

1.3 Regulatory Impact Assessment

Regulatory Impact Assessment (RIA) is a structured policy analysis tool used to evaluate and quantify the anticipated benefits, costs, and overall effects of both new and existing regulations. It takes the form of an analytical report designed

to support decision-makers by providing evidence-based insights. As part of this process, RIA examines a range of possible regulatory and non-regulatory options, with the goal of identifying the approach that delivers the highest net benefit to the public.

RIA is typically organised around several key components, including:

- a) the title of the proposal;
- b) the objectives and intended outcomes of the policy;
- c) a clear analysis of the problem being addressed;
- d) consideration of alternative approaches;
- e) an assessment of how impacts are distributed;
- f) a summary of stakeholder consultations;
- g) proposed compliance mechanisms; and
- h) arrangements for monitoring and evaluation.

Generally conducted before the introduction of new government regulations, RIA provides a comprehensive and systematic evaluation of their likely effects, helping to determine whether the proposed measures will achieve their intended goals. It supports evidence-based policymaking by anticipating a wide range of potential impacts, many of which may not be immediately apparent.

From a broader societal perspective, RIA seeks to establish whether a proposed regulation will enhance overall welfare by ensuring that its benefits outweigh the associated costs. In this way, it contributes to a better understanding of the practical implications of regulatory actions, promotes the integration of multiple policy objectives, strengthens transparency and stakeholder engagement, and improves accountability in government decision-making.

CHAPTER 2

OBJECTS OF THE SUPPLIES PRACTITIONERS' MANAGEMENT (EXAMINATION) REGULATIONS, 2026

2.1 Introduction

This Chapter outlines the statutory mandate of the Examinations Board under the Supplies Practitioners Management Act, Cap. 537, and sets out the specific objectives of the proposed Supplies Practitioners Management (Examinations) Regulations. The Regulations are intended to operationalise the Board's examination-related functions by providing a structured, transparent, and enforceable framework for the administration, management, and quality assurance of professional supplies examinations. In doing so, they seek to enhance the credibility, integrity, and alignment of the certification process with national and international standards.

2.2 Functions of the Board

Section 13 of the SPM Act, Cap. 537, mandates the Examinations Board to conduct examinations for professional supplies certification and, in particular, to:

- (a) Prescribe and regulate syllabuses of instruction for professional supplies certification for persons seeking registration under the Act;
- (b) Prepare and conduct examinations for persons seeking registration under the Act;
- (c) Prepare regulations to be made by the Institute regarding the standard of proficiency to be gained in each examination for a diploma, degree or other award; and
- (d) Make rules with respect to such examinations;
- (e) Prescribe the fees and other charges payable with respect to such examinations;
- (f) Issue professional qualifying certificates and other awards to candidates who have satisfied the examination requirements;
- (g) Investigate and determine cases involving indiscipline by students registered with the Examinations Board;
- (h) Liaise with the Ministry of Education in accreditation of institutions offering the examination of the Board for the purpose of carrying out examinations;

- (i) Promote recognition of its examination in foreign countries;
- (j) Perform such other functions as may be necessary for proper administration of this Act

2.3 Specific Objectives of the Regulations

The proposed regulations aim to achieve the following:

- 2.3.1 Establish a legally binding accreditation framework for training institutions.
- 2.3.2 Strengthen governance, consistency, and transparency in examination management.
- 2.3.3 Promote examination security and professional integrity.
- 2.3.4 Introduce clear procedures for eligibility, registration, deferment, and appeals.
- 2.3.5 Standardise Industrial-Based Learning (IBL) requirements and assessment.
- 2.3.6 Enhance alignment with the Kenya National Qualifications Framework (KNQF).
- 2.3.7 Provide for penalties, compliance mechanisms, and enforcement measures.

CHAPTER 3

BACKGROUND AND CONTEXT

3.1 Introduction

This Chapter provides the background and contextual framework within which the proposed Supplies Practitioners Management (Examinations) Regulations, 2026 have been developed. It situates the Regulations within the broader policy, legal, and institutional environment governing professional education, training, and certification in Kenya. The Chapter further examines the domestic, regional, and international drivers for reform, including the evolution of the procurement and supply chain management profession, regional integration imperatives, and global trends in skills development. It also outlines the role of the Kenya Institute of Supplies Examination Board (KISEB) in administering professional examinations.

3.2 Policy and Legal Background

The proposed Regulations are anchored in a range of policy and legal frameworks that guide professional education, training, certification, and regulation. These frameworks collectively emphasise the need for standardisation, quality assurance, transparency, accountability, and alignment with national, regional, and international development priorities.

3.2.1. Domestic Context

At the national level, the proposed Regulations are anchored in the Constitution of Kenya, 2010, which establishes the overarching principles of governance, public finance management, and public service delivery.

In particular, Article 10 of the Constitution sets out the national values and principles of governance, including good governance, integrity, transparency, accountability, and sustainable development. These principles provide the normative foundation for the regulation of professional examinations, requiring that such processes be fair, transparent, and accountable.

With respect to public procurement, Article 227 of the Constitution requires that when a public entity contracts for goods or services, it shall do so in accordance with a system that is fair, equitable, transparent, competitive, and cost-effective. This constitutional standard underscores the need for competent and professionally certified procurement practitioners, thereby reinforcing the importance of credible examination and certification systems.

On public finance, Article 201 outlines the principles that shall guide all aspects of public finance in Kenya, including openness, accountability, and responsible

financial management. These principles highlight the critical role of procurement professionals in safeguarding public resources, further justifying the need for rigorous professional training and assessment.

In relation to public service, Article 232 provides for the values and principles of public service, including high standards of professional ethics, efficient and effective use of resources, responsive and prompt service delivery, and accountability for administrative acts. These provisions directly support the establishment of structured, transparent, and merit-based examination systems that uphold professionalism and integrity.

The primary statutory framework for the regulation of the Supplies profession is the Supplies Practitioners Management Act, Cap. 537, which mandates the Examinations Board to conduct professional examinations, regulate syllabuses, and issue certifications. The Act therefore necessitates detailed regulations to operationalise these functions.

The evolution of the procurement and supply chain management profession in Kenya provides further context for the proposed Regulations. Historically, procurement functions were largely administrative, focusing on routine purchasing and stores management, with limited standardisation and weak oversight. However, successive public sector reforms have transformed procurement into a strategic function central to public financial management and service delivery.

A key milestone in this transformation was the enactment of the Public Procurement and Disposal Act, 2005, which introduced a structured legal framework for public procurement. This was subsequently strengthened by the Public Procurement and Asset Disposal Act, 2015, which operationalises Article 227 of the Constitution and embeds principles of fairness, equity, transparency, competitiveness, and cost-effectiveness.

In parallel, the professionalisation of the field led to the establishment of the Kenya Institute of Supplies Management under the Supplies Practitioners Management Act, Cap. 537, to regulate training, registration, and practice. The profession has since evolved into a multidisciplinary field encompassing strategic sourcing, supply chain optimisation, risk management, sustainability, and value creation. This evolution has increased the demand for highly competent and ethically grounded practitioners, thereby underscoring the importance of robust examination, certification, and quality assurance systems.

Additionally, the Kenya National Qualifications Authority, through the Kenya National Qualifications Framework (KNQF), provides a unified system for

classification, registration, and quality assurance of qualifications. Alignment with the KNQF ensures that professional certifications are standardised, comparable, and nationally recognised.

3.2.2 Regional Context

At the regional level, the proposed Regulations are aligned with integration frameworks that seek to harmonise education, training, and professional standards across African economies. Notably, the African Continental Free Trade Area aims to create a single market for goods and services, with provisions that support the mobility of skilled labour and mutual recognition of qualifications across member states.

The implementation of the AfCFTA, alongside regional initiatives within the East African Community (EAC), underscores the need for credible, standardised, and comparable professional certification systems. As labour mobility increases, professionals in procurement and supply chain management are expected to operate across borders, requiring qualifications that are recognised and trusted regionally.

Furthermore, regional protocols on the free movement of labour emphasise the development of harmonised competency frameworks and quality assurance mechanisms. These frameworks aim to facilitate the portability of skills and enhance employment opportunities within the region.

In this context, the proposed Regulations contribute to regional integration by strengthening the credibility, transparency, and comparability of professional examinations in Kenya. By aligning with regional expectations on quality and integrity, the Regulations support the recognition of Kenyan qualifications and enhance the competitiveness of Kenyan professionals within the African labour market.

3.2.3. International Context

Globally, there is increasing emphasis on skills development, lifelong learning, and competency-based education as key drivers of economic growth and competitiveness. The International Labour Organisation has been at the forefront of promoting skills systems that are responsive to labour market needs, inclusive, and aligned with decent work principles.

International frameworks advocate for robust systems of assessment and certification that ensure the reliability, validity, and credibility of qualifications. These systems emphasise quality assurance, transparency, stakeholder engagement, and continuous improvement.

In addition, global trends in supply chain management—such as digital transformation, sustainability, resilience, and risk management—have increased the complexity of professional practice. This necessitates examination systems that not only assess technical knowledge but also evaluate practical competencies and ethical standards.

The proposed Regulations draw on these international best practices by incorporating structured examination processes, accreditation standards, and mechanisms for monitoring and evaluation. They also promote transparency, accountability, and stakeholder participation, in line with globally accepted principles of good regulatory practice.

3.3 Kenya Institute of Supplies Examination Board (KISEB)

The Kenya Institute of Supplies Examination Board (KISEB) is the body mandated to administer professional examinations in the field of supply chain management in Kenya. It operates under the provisions of the Supplies Practitioners Management Act, Cap. 537 and is responsible for ensuring that examinations are conducted in a fair, credible, and transparent manner.

KISEB's core functions include the development and regulation of examination syllabuses, administration of examinations, certification of successful candidates, and enforcement of examination standards. The Board also plays a critical role in safeguarding the integrity of the certification process by addressing examination malpractice and promoting ethical conduct.

In addition, KISEB collaborates with relevant government agencies, training institutions, and professional bodies to ensure the quality, relevance, and recognition of its qualifications both nationally and internationally.

The proposed Regulations are intended to strengthen KISEB's institutional and regulatory capacity by providing a comprehensive framework to guide its operations. This includes enhancing governance structures, standardising procedures, improving examination security, and ensuring alignment with

national, regional, and international standards.

CHAPTER 4

EVALUATION OF THE PROBLEM

4.1 Introduction

This Chapter defines the problem that the proposed Regulations seek to address. It presents evidence on the nature, scope, and magnitude of the challenges within the procurement and supply chain management (PSCM) training and examination ecosystem, and explains the underlying causes necessitating regulatory intervention.

4.2 Problem Statement / Regulatory Gap

A diagnostic review of Kenya's procurement and supply chain training and certification framework reveals systemic weaknesses that undermine the quality, credibility, and consistency of professional qualifications. These gaps point to the absence of a comprehensive, enforceable regulatory framework to guide accreditation, examination governance, training standards, and compliance. The key problem areas are outlined below:

4.2.1 Inadequate Accreditation Criteria for Institutions Offering Professional Supply Chain Management Courses

Kenya's procurement and supply chain training landscape has grown rapidly, with universities, colleges, and private academies introducing programmes to meet rising market demand. However, this expansion has occurred in the face of inadequate enforceable accreditation standards specific to procurement and supply chain management (PSCM). As a result, institutions deliver curricula of varying depth, rigour, and alignment to industry needs. This inconsistency has produced uneven graduate competencies and created uncertainty among employers regarding the credibility of PSCM qualifications. Without standardised professional training criteria, the sector lacks coherence, comparability, and assurance of minimum quality in training.

4.2.2 Inadequate Governance Over National Examinations

National professional examinations are a critical mechanism for assuring the competence of procurement professionals, yet governance in this area has historically been fragmented. Examination development, moderation, administration, and evaluation have been conducted under varying levels of oversight and professional rigour. Some examinations reflect strong methodological design, while others fall short of expected national and international standards. This inconsistency undermines the reliability of the certification system, leading to perceptions of unpredictability in assessment quality. A strong, centralised governance framework is therefore necessary to coordinate examination processes and ensure uniformity, fairness, and technical competence across all

assessment activities.

4.2.3 Rising Cases of Examination Malpractice Due to Weak Controls

The integrity of national examinations has increasingly come under threat from rising cases of malpractice. Weak internal controls, limited surveillance capacity, and outdated administration systems have created opportunities for unethical behaviour. Incidents such as unauthorised access to exam materials, impersonation, collusion, and leakage have been reported with growing frequency. These malpractices erode public trust in the certification process and diminish the value of professional qualifications. Without strengthened oversight, tighter controls, and enforceable sanctions, examination integrity remains vulnerable and the credibility of the profession compromised.

4.2.4 Insufficient Standards for Industrial-Based Learning (IBL)

Industrial-Based Learning (IBL) is a vital component of procurement and supply chain management training, providing students with hands-on exposure to procurement processes, compliance systems, and supply chain operations. However, the sector lacks clear, standardised guidelines governing the structure, duration, supervision, and expected outcomes of IBL programmes. As a result, students' practical experiences differ widely depending on their learning environment. Some trainees benefit from structured, high-quality learning environments, while others receive minimal exposure or limited engagement. This inconsistency has resulted in a workforce with uneven practical skills and limited readiness for real-world procurement roles.

4.2.5 Inadequate Legal Backing for Enforcement, Penalties, and Quality Assurance

A fundamental gap exists in the absence of a comprehensive and enforceable legal framework governing PSCM training, examinations, and professional conduct. Without clear statutory backing, the Kenya Institute of Supplies Examination Board (KISEB) has limited capacity to enforce compliance, standardise practices, accredit institutions, or effectively address examination malpractice.

This regulatory vacuum has allowed non-compliant institutions and practices to persist without consequence, while weakening the authority of the certification system. A robust legal framework is therefore necessary to anchor regulatory oversight, provide enforcement mechanisms, impose penalties, and ensure accountability across the PSCM ecosystem.

CHAPTER 5

LEGAL AND POLICY FRAMEWORK FOR THE SUPPLIES PRACTITIONERS' MANAGEMENT (EXAMINATION) REGULATIONS, 2026

5.0. Introduction

The Supplies Practitioners' Management (Examination) Regulations, 2026 are anchored in Kenya's constitutional, statutory, policy, and international commitments that guide the regulation of professional standards, public procurement, and education quality assurance. This framework provides the legal justification for creating a robust examination system for procurement and supply chain practitioners, ensuring integrity, professionalism, and alignment with national development priorities.

5.1. Constitutional Foundation

5.1.1 Constitution of Kenya, 2010

The Constitution of Kenya provides the highest legal authority for the development and enforcement of professional examination regulations. Through Article 10, the Constitution embeds national values and principles of governance, such as integrity, transparency, accountability, and good governance, that must guide the regulation of all examination processes. Article 43 affirms the right of every Kenyan to education, which extends to quality-assured professional training and certification. Furthermore, Article 232 underscores the values of public service, including competence, ethical conduct, and professionalism, directly supporting the need for a regulated system that ensures only qualified individuals are admitted into the procurement profession.

In addition, the Fourth Schedule assigns responsibility for education policy, curriculum, examinations, and professional regulation to the national government. This constitutional allocation provides legitimacy for the establishment of national examination frameworks, such as those administered by KISEB, and supports the development of specific examination regulations for supply chain practitioners.

5.2 Statutory and Regulatory Basis

5.2.1 Supplies Practitioners' Management Act (SPMA), Cap.537

The SPMA is the principal law underpinning the regulation of procurement and supply chain management practice in Kenya. The Act establishes the Kenya Institute of Supplies Examination Board (KISEB) and grants it the mandate to develop, administer, and manage examinations for professionals in the field. It empowers the Board to formulate standards, accredit training institutions, regulate examinations, and enforce disciplinary actions where necessary.

The Examination Regulations, 2026, operationalise the SPMA by detailing the procedures for examination development, administration, integrity management, and post-examination processes. Through these Regulations, the Board exercises its statutory authority to ensure that examinations are credible, fair, and aligned with industry expectations.

5.2.2 Public Procurement and Asset Disposal Act (PPADA), 2015 and Regulations, 2020.

The PPADA reinforces the need for professionalism, competence, and ethical behaviour in public procurement, an area that is central to national economic governance. It emphasises that procurement officers must be properly trained, certified, and accountable for their actions. A structured, well-regulated examination system is therefore necessary to ensure that individuals entering the profession possess the technical competencies and ethical foundation demanded by the PPADA. By providing for the certification of practitioners, the Regulations support the PPADA's objective of strengthening integrity, transparency, and accountability within public procurement processes.

5.2.3 Technical and Vocational Education and Training (TVET) Act, Cap.210A

The TVET Act establishes national standards for training institutions and programmes, ensuring consistency and quality across technical and professional education. It provides mechanisms for registering institutions, accrediting programmes, and enforcing quality assurance. The Examination Regulations align with the TVET Act by ensuring that PSCM training programmes offered by accredited institutions meet uniform standards and prepare learners adequately for national examinations administered by KISEB.

5.2.4 Kenya National Qualifications Framework (KNQF) Act, Cap. 214

The KNQF Act establishes a unified national system for defining, classifying, and evaluating qualifications. It ensures comparability of qualifications across institutions and sectors, provides guidelines for competency-based curricula, and sets standards for assessment. The Regulations align KISEB's

examination processes with KNQF standards, ensuring that supply chain qualifications are nationally recognised, comparable, and appropriately benchmarked to global expectations.

5.2.5 Public Finance Management (PFM) Act, 2012 and Regulations, 2015

The PFM Act places significant responsibility on procurement officers to safeguard public resources through efficient and ethical financial management. Examination regulations will support the PFM framework by ensuring that practitioners have the necessary competencies and professional integrity to manage procurement-related financial processes effectively and lawfully.

5.2.6 Ethics and Anti-Corruption Commission (EACC), Act, 2011

EACC is mandated to promote integrity and combat corruption in public service. The Examination Regulations will contribute to this mandate by establishing clear standards for examination integrity, prohibiting malpractice, and introducing sanctions for unethical behaviour. By enhancing the credibility of certification processes, the Regulations will help build a cadre of professionals committed to ethical procurement practices.

5.3. National Education and Skills Development Policies

5.3.1 Kenya Vision 2030

Kenya Vision 2030 articulates the country's long-term development agenda, emphasising the need for a skilled, competent, and ethical workforce to drive economic transformation. The Vision identifies professionalisation, human capital development, and institutional strengthening as key pillars for sustainable growth. The Examination Regulations will directly support these objectives by professionalising supply chain management, ensuring rigorous assessment standards, and promoting ethical practices among certified practitioners. By linking professional certification to Vision 2030, the Regulations will help ensure that the procurement sector contributes effectively to national development priorities.

5.3.2 Sustainable Development Goals (SDGs)

The SDGs provide a global framework for development, including targets relevant to education, decent work, economic growth, and institutions. The Regulations will specifically support the following SDGs:

- **SDG 4 (Quality Education):** By standardising curricula, accreditation, and assessment, the Regulations will promote inclusive and equitable quality education for supply chain practitioners.

- **SDG 8 (Decent Work and Economic Growth):** Ensuring competent and professional procurement officers strengthens public sector efficiency and contributes to sustainable economic growth.
- **SDG 16 (Peace, Justice, and Strong Institutions):** By enhancing integrity, transparency, and accountability in examinations and professional certification, the Regulations will reinforce the effectiveness of public institutions and ethical governance.

5.4 Other Related Acts and Policies

The regulatory environment for the Supplies Practitioners' Management (Examination) Regulations, 2026 is supported and complemented by several other statutes, policies, and institutional guidelines that collectively provide a robust framework for professional training, certification, governance, and ethical conduct in Kenya.

The Basic Education Act, 2013 establishes the legal foundation for ensuring access to quality basic education, creating the pipeline of learners who may later pursue higher and professional education in fields such as procurement and supply chain management. Similarly, the Science, Technology and Innovation Act, 2013 underscores the importance of fostering innovation and technological competence, which directly informs curriculum development and professional competency in modern supply chain practices.

The Universities Act, Cap. 210, provides the framework for governance, accreditation, and quality assurance of higher education institutions, ensuring that university-level programmes align with national professional standards. The State Corporations Act, 2012 and Mwongozo: The Code of Governance for State Corporations establish governance and accountability requirements for parastatal entities, which include professional training institutions and examination boards such as KISEB. These Acts and codes ensure that state-affiliated institutions operate transparently and adhere to ethical management principles.

The Industrial Training (Amendment) Act, Cap. 237, and the Public Private Partnerships Act, 2021 provide mechanisms for structured workplace training, industrial attachments, and collaborative partnerships between public institutions and the private sector, which are crucial for practical industrial-based learning (IBL) components of professional programmes.

Human resource governance is further reinforced through the Conflict-of-Interest Act, 2025, the Employment Act, 2007, the Leadership and Integrity Act, 2012, and the Public Service (Values and Principles) Act, 2015. Together, these laws define ethical standards, values, principles, and professional conduct

expected of public officers, including procurement professionals. They provide a basis for incorporating ethics, integrity, and accountability into examination frameworks and professional certification.

Education-specific oversight is strengthened by the Kenya Institute of Curriculum Development Act, 2013, which guides curriculum design and development, ensuring that professional programmes are aligned with national standards and competencies. The Kenya National Examinations Council Act, 2012, establishes standards for national examinations, providing a model and reference point for KISEB's own examination governance.

The National Policy on Gender and Development, 2000, emphasises equity and inclusivity, which informs examination policies to ensure that access and opportunities for certification are equitable across gender and socio-economic lines. The Public Audit Act, 2003, provides mechanisms for accountability in public resource management, reinforcing the need for professional competence among certified procurement practitioners.

Institutional and operational guidance is provided through the Public Service Commission Act, 2017, its accompanying Regulations, 2020, and the KISEB institutional policies, including the Examination Administration Policy, Exemption Policy, and Accreditation Policy. These policies provide practical procedures for examination management, candidate assessment, recognition of prior learning, institutional accreditation, and quality assurance. Collectively, they operationalise statutory mandates and ensure that the examination framework is consistent, fair, and professionally credible.

CHAPTER 6

PUBLIC CONSULTATIONS

6.1. Legal requirements relating to consultation and public participation

The process of stakeholder consultations in preparation of the proposed Regulations is in line with Article 10 of the Constitution of Kenya 2010, and Section 5 of the Statutory Instruments Act, Cap. 2.

6.2. Initial Development and Consultation Process

The need for the Supplies Practitioners' Management (Examination) Regulations arose because the current SPM Examination Rules were last revised in 2015 and are now due for review in accordance with Section 20 of the Statutory Instruments Act, Cap. 2A, which requires a review every ten years. Under the Act, the existing regulations are set to expire on 5th November 2025.

Furthermore, a court petition (HCCHRPET E551/2021) highlighted concerns over the absence of effective regulations governing the administration of examinations by the Kenya Institute of Supplies Examination Board (KISEB). This review seeks to address the identified gaps, strengthen the regulatory framework, and ensure full compliance with legal requirements, including alignment with the Guidelines for the Development of National Policy and Legislation, 2024.

At its meeting held on 3rd January 2025, the Board of Directors directed management to engage the Kenya Law Reform Commission (KLRC) and the Office of the Attorney General to initiate the drafting of the Supplies Practitioners' Management (Examination) Regulations. This directive was informed by the need to fully operationalise the Act, address gaps identified in the Examination Regulations, 2015, and ensure compliance with statutory requirements, including alignment with the *Guidelines for the Development of National Policy and Legislation, 2024*.

Following the Board's approval, an Examination Rules Technical Committee (ERTC) was constituted to spearhead the development of the Regulations. The Committee comprised representatives from key technical departments—Examinations, Marketing, Corporate Communications, IT, Internal Audit, and Finance. To strengthen technical capacity, the Board further engaged the Kenya Institute of Supplies Management (KISM), the National Treasury and Economic Planning, the KLRC, and the Office of the Attorney General, requesting nomination of officers to support the ERTC in drafting the Regulations.

Formal letters were dispatched on 15th January 2025 to these institutions seeking

nominations. In response, the KLRC nominated two representatives, the Office of the Attorney General nominated one representative, KISM nominated two representatives, and the National Treasury and Economic Planning nominated one representative. These representatives joined the internal team to provide technical, legal, and policy support throughout the drafting process.

The ERTC held its first inception meeting on 17th February 2025 at KISM Towers, 10th Floor, where members reviewed and clarified their Terms of Reference. During this meeting, the Committee began planning the drafting process, stakeholder engagement strategy, and timelines. A follow-up meeting held on 24th February 2025 at the same venue resulted in the development and adoption of the Legislative Scheme and the Roadmap for the Development of the Regulations.

To deepen the technical work, the ERTC convened a retreat in Naivasha from 7th to 11th April 2025. The sessions focused on analysing KISEB's mandate, reviewing relevant provisions of the SPM Act, Cap.537, identifying areas requiring regulatory intervention, and preparing drafting instructions. After this retreat, the KLRC team embarked on a two-week internal retreat to develop the zero draft of the Regulations, engaging virtually with the ERTC for clarification and refinement.

A second working retreat was convened in Naivasha from 29th June to 4th July 2025 to review, discuss, and enrich the zero draft.

6.3. Internal Stakeholder Consultations

6.3.1. Senior Management and Staff Consultations.

During the Naivasha retreat from 29th June to 4th July 2025, the first two days were dedicated to consultations between Senior Management and the ERTC. Senior Management reviewed the zero-draft Regulations and provided feedback. All comments were subsequently evaluated by the ERTC during the meeting, and agreed-upon proposals were incorporated. A comprehensive matrix of comments and responses was also prepared.

6.3.2. Council and Board Consultations

From 2nd to 4th July 2025, the ERTC met with the Board of Directors and the KISM Council in Naivasha to present the zero draft Regulations. Board and

Council members offered additional recommendations to strengthen the document. To integrate this feedback, the ERTC held another working retreat in Naivasha from 13 to 17 January 2026, where the Committee refined the draft Regulations and prepared the first draft of both the Regulations and the Draft Regulatory Impact Assessment Report.

6.4. External Stakeholder Consultations

Pursuant to Section 5 of the Statutory Instruments Act, the ERTC identified key stakeholders for broad-based consultations. These included partner government agencies, industry players, training institutions, professional bodies, and individuals likely to be directly or indirectly affected by the proposed Regulations. They include:

- i. National Treasury
- ii. Kenya Institute of Supplies Management
- iii. Regulatory bodies: KNQA, TVETA, KICD, PPRA, KUCCPS, CUE
- iv. Ministry of Education
- v. Employers in public and private sectors
- vi. Development Partners
- vii. Kasneb
- viii. Public
- ix. Examiners

6.5. Approach and Methodologies

In undertaking stakeholder consultations, the Cabinet Secretary, in consultation with the Council, will adopt the following methodology:

- (a) Post draft copies of the proposed Regulations together with a notice of the Regulatory Impact Assessment on the Board's Website.
- (b) Write letters and emails to the stakeholders inviting them to make their submissions on the draft Regulations within a specified time.
- (c) Post an advertisement in a newspaper with national circulation, inviting any person or institution to make their submissions within a specified date and directing them to where they can get copies of the Regulations.
- (d) Hold physical meetings with key stakeholders
- (e) Hold virtual/online meetings with select stakeholders where possible.

CHAPTER 7

COST-BENEFIT ANALYSIS

7.1 Introduction

This chapter presents the cost-benefit analysis (CBA) of the proposed Supplies Practitioners Management (Examination) Regulations, 2026. The analysis is undertaken in accordance with the requirements of the Statutory Instruments Act and assesses the economic, social and administrative impacts of the proposed regulatory interventions.

The analysis distinguishes between: private costs borne by training institutions and candidates; administrative costs incurred by the Kenya Institute of Supplies Examination Board (KISEB); transfers (fees paid to KISEB that fund regulatory activities); and broader social benefits arising from improved professional standards, examination integrity and competence in public procurement. The central question addressed is whether the expected benefits of the Regulations outweigh the costs imposed on stakeholders.

Section 7(1) of the Statutory Instruments Act (SIA) reinforces this requirement by stipulating that a regulatory impact statement must set out, in clear and precise language, *“an assessment of the costs and benefits of the proposed statutory rule and of any other practicable means of achieving the same objectives.”* This ensures that decision makers carefully weigh alternative approaches and adopt regulatory measures that deliver the highest net benefit to society.

7.2 Analytical Approach

This CBA adopts a mixed qualitative-quantitative approach. Where data permit, costs are quantified using the proposed fee schedule. Benefits that are difficult to monetise fully (such as reduced malpractice, improved public procurement outcomes and enhanced professional credibility) are assessed qualitatively and supported by order-of-magnitude reasoning linked to the scale of public procurement expenditure in Kenya.

A baseline of “no regulation/continuation of the current weak framework” is used as the counterfactual. Only incremental impacts of the proposed Regulations are considered. Distributional effects and sensitivity to key assumptions are explicitly examined as a way of providing relevant information and analysis in policymaking.

7.3 Schedule of Fees

The Board proposes the following fees to be imposed for services rendered:

Table 1: SCHEDULE OF FEES (current versus proposed)

#	Type of Fee / Service	Current Fee (KSh)	Proposed Fee (KSh)	Nature of Change
1.	Application for accreditation and assessment	Nil	12,000	New
2.	Accreditation (5 years)	Nil	50,000	New
3.	Provisional Accreditation (12 months)	Nil	10,000	New
4.	Renewal of accreditation (5 years)	Nil	50,000	New
5.	Registration of candidates	CPSP: 5,500 APS: 5,000	Professional Course (CPSP)- 5,500 Diploma Course (APS)- 5,000 Certificate Course- 3,500	Maintained plus new lower pathway
6.	Examination Booking Fee	APS L1: 2,200 APS L2/L3: 3,200 CPSP P1: 2,500 CPSP P2: 3,500 CPSP P3: 4,000	Certificate Course Level 1-1,000 Certificate Course Level II- 1,500 Diploma Course (APS) Level 1- 2,500 per paper Diploma Course (APS) Level 2- 3,500 per paper Diploma Course (APS) Level 3- 3,500 per paper Professional Course (CPSP) Part 1- 3,000 per paper Professional Course (CPSP) Part 2- 4,000 per paper Professional Course (CPSP) Part 3- 5,500 per paper	Moderate increase plus new Certificate level
7.	Late Examination Booking Fee	Nil	25% of applicable exam fee	New
8.	Registration Renewal Fee	CPSP: 1,500 APS: 1,200	Professional Course (CPSP)-1,500 Diploma Course (APS)- 1,200 Certificate Course- 1,000	Maintained plus new lower pathway
9.	Registration Reinstatement Charge	APS: 4,000 CPSP: 5,500	Certificate Course- 3,500 Diploma Course (APS)- 4000 Professional Course (CPSP)- 5500	Adjusted plus new pathway

10.	Examination Deferment Charge	15% of exam fee	15% of exam fee	Unchanged
11.	Withdrawal Charge	50% of exam fee	50% of examination fee	Unchanged
12.	Examination Marking Charge	CPSP: 7,500 APS: 5,000	Professional Course (CPSP)-7500 Diploma Course (APS)-5000 Certificate Course- 5,000	Maintained plus new pathway
13.	Certificate Storage Charge	Nil	100 per month	New
14.	Industrial Based Learning (IBL) Assessment Fee	CPSP & APS: 15,000	Professional Course (CPSP) and Diploma Course (APS)-15000 Certificate Course-12,000	Maintained plus new pathway
15.	Exemption and Credit Transfer fee	CPSP P1: 3,750 CPSP P2/P3: 5,250	Same	Unchanged
16.	Confirmation of certification (student)	Nil	500	New
17.	Authentication of certificates	Nil	1,000	New
18.	Letter of certification	Nil	3,000	New
19.	Conferment fee	Nil	3,000	New

7.4 Benefits of the Proposed Regulations

The proposed Regulations offer significant benefits to the procurement and supply chain sector, the Government of Kenya, industry stakeholders, and the public at large.

a) Strengthened Professional Standards

The Regulations introduce uniform examination, accreditation, and certification standards, resulting in a more competent, ethical, and reliable cadre of procurement and supply chain professionals. This enhances public confidence in procurement processes, reduces inefficiencies, and contributes to better utilisation of public funds.

b) Enhanced Examination Integrity and Credibility

By embedding robust examination controls, ethical requirements, and enforcement mechanisms, the Regulations reduce the risks of malpractice, fraud, and manipulation of assessment outcomes. This strengthens the credibility of national qualifications in procurement and supply chain management.

c) Alignment with National and International Standards

The Regulations support Kenya's development agenda by aligning professional training and assessment with:

- i. Kenya Vision 2030 (human resource development and efficient public service),
- ii. SDG 4 (quality education),
- iii. SDG 8 (decent work and economic growth), and
- iv. SDG 16 (effective institutions).

They also enhance Kenya's competitiveness within regional frameworks such as the EAC, AfCFTA, and international bodies such as CIPS and IFPSM.

d) Improved Quality Assurance and Compliance

Clear legal backing enables KISEB to enforce quality standards, accredit institutions effectively, and sanction misconduct. This contributes to a more trustworthy and consistent professional ecosystem.

e) Economic and Efficiency Gains

A competent procurement and supply chain workforce reduces wastage, improves contract performance, enhances supply chain efficiency, and contributes to cost savings in both the public and private sectors. These gains have long-term positive effects on national economic performance.

These benefits are long-term and cumulative to the public and private sectors as well as state and non-state actors. Given the scale of public procurement in Kenya, even modest improvements in professional competence and integrity generate significant social returns, economic benefits, efficiency and effectiveness in procurement practice.

7.5 Costs of Implementing the Regulations

The implementation of the Regulations is associated with several costs, which are, however, outweighed by the long-term benefits.

7.5.1 Private Costs to Training Institutions

The most significant new costs fall on institutions. Previously, most accreditation-related fees were nil. The Regulations introduce application, full accreditation, provisional accreditation, and renewal fees (see Table 1). Institutions will also incur internal costs related to quality systems, documentation, staff development and IBL coordination. These costs will be higher for institutions that currently operate below the new standards and

lower for those already aligned with good practice.

7.5.2 Private Costs to Candidates

Candidates will face moderate increases in examination booking fees at higher CPSP levels and new or increased charges for late booking, storage, confirmation, authentication and conferment. These increases are partially offset by the introduction of a lower-cost Certificate pathway.

7.5.3 Administrative Costs to KISEB

KISEB will incur additional costs in examination security, institutional monitoring, IBL oversight, digital systems and disciplinary processes. These costs are expected to be met primarily through the revised fee revenue on a cost-recovery basis. It is worth noting that KISEB is a regulatory institution limited to education, syllabuses, and professional examinations whose revenue is intended for Appropriation-in-Aid (AIA) as an augmentation for the National Treasury exchequer remittances.

7.5.4 Transitional Costs

One-off costs will arise during the initial implementation period (curriculum and examination redesign, training of examiners and moderators, regulatory sustainability, development of accreditation tools, and ICT upgrades). These will be borne mainly by KISEB and financed through the proposed fee structure.

7.5.5 Net Social Cost Perspective

After excluding transfers (fees paid to KISEB), the true additional resource cost to society consists mainly of institutional quality-upgrading costs, modest increases in candidate payments, and temporary transitional inefficiencies. These net costs are assessed as moderate and proportionate.

7.5.6 Distributional and Equity Analysis

The Regulations have important distributional and re-distributional effects that strengthen the case for adoption. Smaller and newer training institutions benefit from the availability of provisional accreditation at a significantly lower fee (Ksh 10,000) compared with full accreditation. This provides an accessible entry point and avoids creating an undue barrier to entry. Institutions that invest in quality gain formal recognition and protection from unfair competition by sub-standard providers.

For candidates, the introduction of a structured certificate pathway with substantially lower fees will expand access, particularly for learners from lower-income households and those who require a staged progression pathway. Credit transfers will further reduce unnecessary costs for experienced practitioners.

At the societal level, the most significant equity benefit is the protection of public resources through enhancement of the supply chain management practice. Weak professional standards and examination malpractice impose costs on ordinary citizens through inefficient or compromised public procurement, hence eroding public trust. By raising competence and integrity, the Regulations redistribute benefits toward the wider public and seek to enhance public confidence in the supply chain management practice. The overall distributional profile is therefore positive and consistent with inclusive professionalisation and the greater public gain.

7.5.7 Sensitivity and Uncertainty Considerations

The assessment is robust to reasonable variations in assumptions. Even if private compliance costs for institutions prove moderately higher than anticipated, or if candidate and institutional volumes grow more slowly in the early years, the fundamental relationship between costs and benefits remains favourable. Public procurement involves very large annual expenditures; only small improvements in professional competence or reductions in malpractice are required for benefits to exceed the private costs imposed by the Regulations. The inclusion of lower-cost pathways further reduces the risk of unintended exclusion.

Table 2: Cost-benefit Analysis Matrix of Key Regulatory Interventions

Problem Identified	Proposed Regulatory Reform	Expected Benefits	Associated Costs	Net Assessment
Weak examination integrity and high risk of malpractice	Stricter booking rules, late fees, enhanced security, authentication systems	Reduced malpractice; higher credibility of qualifications; lower long-term costs of under-qualified practitioners	Moderate exam fee increases; new late and administrative fees; KISEB security costs (largely fee-funded)	Strongly positive
Absence of formal accreditation for training institutions	Mandatory accreditation (full, provisional, renewal) with clear standards	Higher quality training; better-prepared graduates; level playing field	New institutional fees; internal compliance costs	Strongly positive
Limited and inconsistent professional pathways	New Certificate level with lower fees; and credit transfer rules	Expanded access; clearer progression; reduced unnecessary training	Lower Certificate fees; pathway management costs	Positive

Weak linkage between training and workplace competence	Structured IBL assessment with prescribed standards and fees	More job-ready graduates; reduced employer retraining costs	IBL fees (KSh 12,000–15,000); coordination costs	Positive
Inadequate cost recovery and sustainability of the examination body	Comprehensive, transparent fee schedule	Financially sustainable regulator able to invest in quality and security	All new and revised fees (primarily transfers)	Positive

Overall finding: Across all major interventions, expected benefits substantially outweigh the private costs. A large share of fees constitutes transfers that fund the regulatory system itself.

7.6 Overall Cost-Benefit Conclusion

The proposed Supplies Practitioners Management (Examination) Regulations, 2026 establish a structured, transparent and enforceable framework for accreditation of training institutions, conduct of professional examinations, and assessment of practical competence. They respond directly to documented weaknesses in examination integrity, institutional quality assurance and professional readiness of supplies practitioners.

The costs are real and have been identified transparently. Training institutions face new accreditation fees and internal compliance costs. Candidates face moderate fee adjustments at higher levels and new administrative charges. A substantial portion of the revenue generated is a transfer to KISEB that finances the quality assurance, security and monitoring systems required by the Regulations. After netting out these transfers, the true additional resource cost to society is moderate and consists mainly of institutional quality-upgrading efforts and transitional adjustment costs.

These costs are outweighed by substantial and enduring benefits: improved examination integrity, higher-quality training, stronger workplace competence, expanded access through the certificate pathway, and greater credibility of the profession. Given the scale of public procurement expenditure in Kenya, even marginal improvements in professional competence and integrity generate benefits that significantly exceed the private costs imposed.

The fee structure is designed on cost-recovery principles and incorporates deliberate equity features, provisional accreditation and a lower-cost Certificate pathway, that mitigate impacts on smaller institutions and less-resourced candidates. Distributional effects have been considered and are assessed as positive overall.

The Regulations are necessary, proportionate and consistent with the objectives of the Supplies Practitioners Management Act, public procurement reforms, and the professionalisation goals of Vision 2030. The benefits demonstrably outweigh the costs. The Regulations are therefore recommended for approval.

CHAPTER 8

CONSIDERATION OF ALTERNATIVES TO THE SUPPLIES PRACTITIONERS' MANAGEMENT (EXAMINATION) REGULATIONS

8.1 Introduction

This Chapter examines whether the proposed regulation represents the most appropriate regulatory option. In accordance with the Statutory Instruments Act, the Regulation Making Authority (RMA) is required to undertake a comprehensive and evidence-based comparison of a range of regulatory and non-regulatory policy alternatives. This assessment must take into account key considerations such as the associated costs and benefits, distributional effects, administrative implications, and the anticipated impacts on both the public and private sectors. It must also evaluate the broader economic, social, business, human rights, and legal system consequences of each option. Guided by these requirements, the following regulatory and non-regulatory options were considered:

(a) Maintaining the Status Quo (Do Nothing)

Retaining the 2015 Rules will be deemed inadequate due to numerous regulatory gaps and pronounced weaknesses highlighted by HCCHRPET E551/2021. This option would not address examination malpractice, inconsistent standards, or the lack of legal enforcement mechanisms. Not viable.

(b) Issuing Administrative Circulars and guidelines instead of Regulations

Administrative circulars lack legal enforceability and cannot impose penalties, ensure compliance, or provide structured guidance for examinations. This alternative may not meet the requirements of the Statutory Instruments Act or effectively operationalise the SPMA. Insufficient.

(c) Full Regulatory Overhaul (Preferred Option)

The proposed Regulations offer a comprehensive, legally enforceable, transparent, and future-oriented solution. They address all regulatory gaps, provide clear operational frameworks, and ensure alignment with national policy priorities and international standards. Most appropriate and recommended.

8.2 Impact analysis of the Options

The following analysis examines the anticipated impact of each option, considering operational, financial, and strategic dimensions to support an informed and balanced evaluation.

Table 3: Impact analysis of the options

Impact Area / Stakeholder Group	Option 1: Maintain Status Quo (Retain 2015 Rules / Do Nothing)	Option 2: Self-Regulation (Administrative circulars/guidelines)	Option 3: Promulgate New Regulations (Preferred Option – Full Regulatory Framework + Fee Schedule)
Public Sector (Government, MDAs, Public Procurement Entities, Oversight bodies)	• Persistent gaps in examination integrity and professional standards remain unaddressed. • Weak legal basis for enforcement continues (as highlighted by HCCHRPET E551/2021). • Public procurement continues to suffer from skills mismatches and variable competence of practitioners. • No structured post-qualification standards or continuous professional development linked to examinations. • Limited ability of the State to assure quality of the supplies profession that underpins public spending.	• Circulars and guidelines lack legal force; cannot impose binding standards, penalties or fees. • Compliance remains voluntary and uneven across MDAs and public entities. • Enforcement and accountability gaps persist. • Risk of fragmented or conflicting administrative instructions from different agencies. • Limited improvement in the quality and consistency of practitioners entering public procurement roles.	• Clear, legally enforceable standards for examinations, accreditation, registration and professional conduct. • Strengthened ability of KISEB and oversight bodies to assure competence of supplies practitioners. • Improved integrity and quality of the professional pipeline supporting public procurement. • Better alignment with the Public Procurement and Asset Disposal framework and national integrity goals. • Structured fee regime supports sustainable institutional capacity without undue fiscal burden

			on the Exchequer.
Private Sector (Suppliers, contractors, private procurement functions, professional services firms)	- Continues to face variable quality and credibility of supply chain professionals in the market. - Limited assurance that certified practitioners meet consistent, up-to-date standards. - Reputation and transaction risks linked to under-qualified or unregulated practitioners persist. - No clear market signal of professional competence beyond the outdated 2015 framework.	- Voluntary standards may be adopted by some progressive firms but will not create a level playing field. - Risk of free-riding and continued participation by unqualified persons. - Limited legal protection or recognition for firms that invest in properly qualified practitioners. - Market fragmentation and uneven service quality continue.	- Clear, nationally recognised professional standards raise the overall quality of the talent pool available to private firms. - Improved confidence in the competence of supply chain practitioners engaged in private and public-private transactions. - Level playing field: all practitioners subject to the same examination, accreditation and ethical requirements. - Enhanced credibility of the profession supports better contracting, risk management and supply-chain performance.
Training Institutions (Universities, colleges, accredited training providers offering supplies/procurement programmes)	- No updated, binding framework linking institutional accreditation, curriculum standards and examination requirements. - Inconsistent quality of training programmes continues. - Limited incentive or requirement for institutions to align programmes with	- Guidelines may encourage better alignment but lack enforceability. - Institutions that invest in quality compete against those that do not. - No mandatory accreditation or quality-assurance mechanism tied to examination eligibility. - Risk of continued proliferation of low-quality programmes.	- Clear accreditation framework for training institutions linked to examination eligibility and professional recognition. - Incentives and requirements for curriculum alignment with national examination standards and industry needs.

	current professional and examination standards. Weak feedback loop between examination outcomes and curriculum improvement.		- Structured pathway for institutional quality improvement and continuous engagement with KISEB. - Greater predictability and prestige for accredited programmes; clearer value proposition for students and employers.
Students / Trainees (Candidates preparing for or sitting KISEB examinations)	- Face an outdated and incomplete regulatory framework for examinations. - Limited protection against malpractice, inconsistent standards or weak examination administration. - Unclear pathways, fees and rights within the examination system. - Qualification may carry reduced market credibility over time.	- Some administrative improvements possible, but rights, fees, standards and redress mechanisms remain non-binding. - Continued risk of inconsistent treatment and weak safeguards. - Limited formal recognition or portability of qualifications if standards are not legally anchored.	- Clear, published rules on examination structure, eligibility, fees, conduct, results and appeals. - Stronger safeguards against malpractice and greater confidence in the integrity of the qualification. - Transparent fee schedule enables better financial planning. - Qualification gains stronger legal and market recognition, improving employability and career progression.
Professional Practitioners (Registered/certified supplies practitioners already in practice)	- Operate under an incomplete and outdated professional framework. - Limited mechanisms for continuous professional	- Voluntary codes may be followed by committed practitioners but offer little protection against unqualified entrants. - No robust disciplinary or quality-assurance mechanism with legal	Clear professional standards, examination pathways (including progression and specialised routes) and ethical requirements.

	development linked to a modern examination and standards system. - Professional integrity and public trust remain vulnerable to entry of unqualified persons. - Career progression and recognition constrained by weak institutional framework.	backing. Professional standing remains fragile; good practitioners subsidise the reputation risks created by others.	- Stronger protection of professional integrity through enforceable rules and disciplinary mechanisms. - Enhanced public and employer recognition of the qualification and of the profession. - Structured continuous professional development and clearer career pathways. - Fee-based system supports sustainable professional body capacity that serves practitioners.
Economy and Society (National development, public procurement efficiency, Vision 2030, SDGs, public trust)	- Skills mismatches in supply-chain and procurement functions continue to undermine efficiency and value-for-money in both public and private sectors. - Persistent governance and integrity weaknesses in the professional pipeline. - Reduced competitiveness of Kenya's procurement and supply-chain ecosystem. - Limited contribution to institutional	- Partial, uneven improvements at best. - Market fragmentation and variable service quality persist. - Limited systemic contribution to national development goals because standards remain non-binding and poorly enforced. - Public trust in the profession and in procurement processes improves only marginally.	- Strengthened professional competence and integrity support more efficient, transparent and accountable public and private supply chains. - Better value-for-money and reduced leakage in public procurement (significant given the scale of government spending). - Clear contribution to Vision 2030 (governance and institutional capacity), SDG 16 (strong institutions)

	strengthening goals (Vision 2030, SDG 16) and decent work (SDG 8).		and SDG 8 (decent work and professionalisation). • Increased investor and public confidence arising from a more professional and regulated supplies function. • Long-term socio-economic gains from higher productivity and integrity in a critical support profession.
Summary Assessment			
Overall conclusion	Not viable. Leaves critical regulatory gaps, enforcement weaknesses and quality risks unaddressed.	Insufficient. Lacks legal force, cannot impose binding standards or penalties, and produces uneven compliance.	Preferred and recommended. Provides a comprehensive, enforceable, transparent and future-oriented framework. Benefits significantly outweigh costs across all stakeholder groups and the wider economy.

8.3 Conclusion of Cost-Benefit Analysis

Based on the above analysis, it is clear that the third option (promulgating the Supplies Practitioners' Management (Examination) Regulations) is the preferred option. The CBA demonstrates that the benefits of the Supplies Practitioners' Management (Examination) Regulations, 2026, significantly outweigh the associated costs. The Regulations will strengthen professional competency, enhance examination integrity, promote efficient public procurement, and align Kenya's workforce with national and global expectations. The financial and administrative costs are reasonable, manageable, and justified by the long-term social and economic gains.

CHAPTER 9

COMPLIANCE AND IMPLEMENTATION

9.1. Introduction

Effective implementation and sustained compliance are crucial for the success of the *Supplies Practitioners' Management (Examination) Regulations, 2026*. These regulations seek to standardise professional examinations in procurement and supply chain management, strengthen quality assurance, enhance institutional accountability, and uphold national values of integrity, transparency, and professionalism. This chapter outlines the mechanisms, obligations, institutional responsibilities, enforcement structures, and practical recommendations necessary to ensure full compliance and seamless implementation across all stakeholders—including KISEB, training institutions, professional bodies, examination administrators, and trainees.

9.2. Compliance Requirements

9.2.1 Institutional Compliance

All training institutions offering the KISEB procurement and supply chain-related programmes will be required to align their internal systems with the standards prescribed under the Regulations. Such institutions must obtain and maintain accreditation from the Kenya Institute of Supplies Examination Board (KISEB). They must also meet minimum instruction hours, ensure that training staff meet qualification thresholds, and establish robust quality assurance systems. Institutions are further expected to maintain verifiable records of examination administration, industry-based learning activities, learner performance, and any incidents of malpractice. These records remain subject to audit and inspection by KISEB, ensuring transparency and uniformity in the delivery of training programmes.

9.2.2 Candidate Compliance

Candidates undertaking KISEB examinations also shoulder a significant compliance burden. They must adhere to all examination timelines, respect codes of conduct, present authentic identification, and strictly avoid malpractice. Their responsibilities extend to complying with all instructions issued by KISEB or its agents before, during, and after examinations. Any candidate who fails to

observe these rules may face penalties such as cancellation of results, suspension, de-registration, or prohibition from future examinations.

9.2.3 Examiner and Invigilator Compliance

Examiners, moderators, invigilators, and other assessment personnel play a critical role in ensuring the credibility of examinations. They are required to report suspected malpractice and act objectively in the performance of their duties. Non-compliance may lead to removal from the examiner registry, administrative sanctions, or legal action where breaches constitute criminal offences.

9.3. Implementation Framework

The implementation of the Regulations will be coordinated primarily by KISEB, which serves as the lead implementation agency. KISEB is tasked with developing examination syllabi, setting and administering examinations, managing the accreditation of institutions, maintaining a database of examiners, and enforcing compliance mechanisms. It works closely with institutions such as the Kenya Law Reform Commission (KLRC) to ensure legal soundness; the Office of the Attorney General for legislative guidance; the Ministry of Education to maintain alignment with national qualification frameworks; and the National Treasury and Public Service Commission (PSC) to link certification requirements with professional recruitment in the public service. Other partners, including KASNEB, may provide technical support where necessary, particularly in matters of examination administration.

To uphold integrity, KISEB will deploy a diverse array of monitoring tools. These include regular and ad hoc audits of institutions, inspections of examination centres, annual compliance reports, and institutional scorecards. Digital platforms will also be used to verify candidate identities and track examination records, strengthening the integrity of the certification process. In addition, feedback systems and whistleblowing channels will create opportunities for stakeholders to report irregularities or areas of concern.

Enforcement mechanisms will range from the issuance of compliance notices to suspension or revocation of institutional accreditation, annulment of examination results, disciplinary action against exam personnel, and administrative sanctions where appropriate. Legal prosecution may be pursued where misconduct violates criminal law. A structured appeals mechanism will ensure fairness by allowing institutions, candidates, or assessment personnel to contest decisions made by KISEB. Appeals will be channelled through KISEB's

internal appeals structures, oversight mechanisms, and ultimately the judiciary, in accordance with the Fair Administrative Action Act.

Implementation will follow a phased approach to allow stakeholders adequate time to transition. The initial phase, covering the first six months, will focus on sensitisation, development of operational guidelines, training of assessors, and preliminary audits. The second phase, extending to one year, will prioritise enforcement of accreditation requirements, rollout of revised examinations, and monitoring of pilot institutions. Full compliance enforcement and nationwide rollout will occur in the third phase, stretching to 24 months. Beyond two years, focus will shift to evaluation, continuous improvement, and early review of the regulatory framework as required by emerging developments.

Risks such as institutional resistance, financial limitations, inadequate examiner capacity, and potential litigation are acknowledged. These risks can be mitigated through early stakeholder engagement, training programmes, clear implementation timelines, robust legal awareness, and sufficient budget allocation.

To enhance compliance and ensure the smooth implementation of the Regulations, several recommendations are proposed. First, KISEB should be strengthened through adequate financial, human, and technological resourcing. Second, comprehensive operational guidelines should accompany the Regulations, detailing accreditation standards, examination administration procedures, industry-based learning requirements, and reporting obligations. Third, stakeholder awareness should be enhanced through sensitisation campaigns, workshops, and continuous professional development programmes.

Digitisation of examination administration and accreditation processes remains a key recommendation, as it reduces the risk of malpractice and enhances efficiency. Integrity safeguards—including biometric verification, examiner vetting, surveillance technologies, and whistleblower protection—should form a core part of the implementation strategy. Additionally, inter-agency coordination should be formalised to avoid duplication and ensure the harmonisation of standards across the training and professional landscape. Finally, regular periodic reviews should be undertaken in line with the Statutory Instruments Act, which mandates review every ten years, or earlier where policy, technological, or sectoral changes make revision necessary.

9.4 Implementation Timeline

A phased implementation plan is recommended to allow stakeholders adequate transition time:

Table 4: Implementation timeline

Phase	Timeline	Key Activities
Phase 1	0–6 months	Sensitisation, development of guidelines, training of assessors, and institutional audits.
Phase 2	6–12 months	Enforcement of accreditation rules, rollout of revised examinations, and monitoring of pilot institutions.
Phase 3	12–24 months	Full compliance enforcement, national rollout, and publication of compliance scorecards.
Phase 4	24 months onwards	Evaluation, continuous improvement, regulatory review mechanisms activated.

9.5. Monitoring and Enforcement

9.5.1 Compliance Monitoring Tools

KISEB will use multiple monitoring tools, including:

- (a) regular and ad hoc audits of training institutions,
- (b) inspection of examination centres,
- (c) annual reporting systems,
- (d) compliance scorecards for training institutions,
- (e) digital verification platforms for candidate records, and
- (f) feedback and whistleblowing mechanisms.

9.5.2 Enforcement Measures

Enforcement actions shall include:

- (a) issuance of compliance notices,
- (b) suspension or revocation of institutional accreditation,
- (c) annulment of examinations or results,
- (d) disciplinary action against exam personnel,
- (e) administrative penalties and sanctions, and
- (f) legal prosecution where criminal offences occur.

9.5.3 Appeals and Review

A structured appeals mechanism will be established to allow institutions, candidates, or exam personnel to contest administrative or disciplinary decisions. Appeals will be handled through:

- (a) KISEB Ad Hoc Appeals Committee,
- (b) Review mechanisms,
- (c) Judicial review as permitted by law, in accordance with the Fair Administrative Action Act.

9.6 Risk Management During Implementation

Key risks include institutional resistance, financial constraints, insufficient assessor capacity, and possible litigation. Mitigation strategies include:

- (a) stakeholder engagement and capacity-building,
- (b) clear and phased timelines,
- (c) legal awareness programmes,
- (d) adequate budget allocation, and
- (e) early identification and engagement of potential litigants.

9.7 Recommendations

Based on the comprehensive evidence analysed, the RIA recommends the adoption and gazettelement of the Supplies Practitioners Management (Examination) Regulations, 2026.