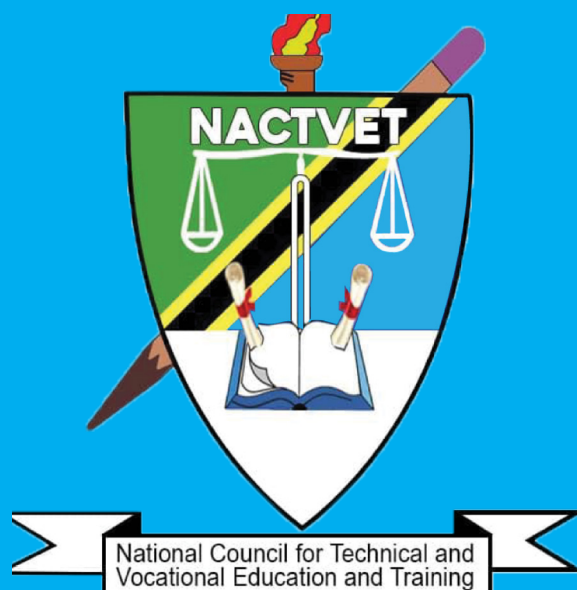


**THE NATIONAL COUNCIL FOR TECHNICAL
AND VOCATIONAL EDUCATION AND TRAINING
(NACTVET)**



**GUIDELINES FOR ACCREDITATION OF
ONLINE PROGRAMMES OFFERED BY
TVET INSTITUTIONS**

APRIL, 2026

FOREWORD

In today's rapidly evolving world, marked by digital transformation, globalization, and shifting labour market needs, the modernization of Technical and Vocational Education and Training (TVET) has become an urgent priority. The integration of online learning in TVET is no longer a futuristic option; it is a strategic necessity to ensure that Tanzania's workforce remains competitive, adaptable, and prepared for emerging opportunities in the digital economy.

The Guidelines for Accrediting Online Programmes Offered by TVET Institutions have been developed by the National Council for Technical and Vocational Education and Training (NACTVET) as part of a broader commitment to expand access, enhance quality, and align training with national and global demands. These Guidelines provide a structured framework to support institutions in designing, delivering, assessing, and certifying online TVET programmes while maintaining the principles of equity, relevance, quality, and integrity.

This document is the result of extensive research, national consultations, and collaboration with diverse stakeholders, both local and international. It addresses key challenges such as disparities in digital infrastructure, limited e-pedagogical capacity, and complexities in quality assurance. At the same time, it introduces innovative, context-specific solutions to promote inclusive and flexible learning pathways.

By institutionalizing online delivery within the TVET system, these Guidelines create new opportunities for underserved communities, foster lifelong learning, and encourage the adoption of digital tools such as Learning Management Systems, simulations, virtual labs, and AI-powered assessment methods.

I wish to express my sincere appreciation to all contributors who played a role in the development of this important document. I urge all TVET providers, policymakers, employers, and learners to embrace these Guidelines as a shared commitment to building a digitally skilled and resilient workforce for Tanzania's sustainable socio-economic development.



Dr. Mwajuma I. Lingwanda
EXECUTIVE SECRETARY

EXECUTIVE SUMMARY

In response to the growing need for modern, flexible, and inclusive education and training systems, the Guidelines for Accrediting Online Programmes Offered by TVET Institutions have been developed to provide a clear and structured framework for integrating online and blended learning into Tanzania's TVET sector. Anchored within the broader aspirations of Tanzania's Vision 2050 and the National Digital Economy Framework, it offers a structured, responsive, and future-ready approach to delivering quality online and blended TVET programmes. The framework ensures that digital TVET provision is equitable, inclusive, and aligned with both national development priorities and international standards. Thus, this initiative is a strategic response to global digital shifts and the demands of the Fourth Industrial Revolution, which call for a workforce equipped with relevant, adaptive, and technology-driven skills.

The Guidelines aim to institutionalize the accreditation and quality assurance of online TVET programmes. They offer direction for accrediting digital training, setting quality benchmarks, and guiding institutions in adapting their curricula to online and blended modalities. In doing so, they provide a national roadmap for the design, delivery, assessment, and certification of skills gained through virtual and hybrid platforms. This positions Tanzania not only to strengthen its own digital skills ecosystem but also to take a leadership role in digital TVET provision within the East African region.

Strategically, the Guidelines expand access to training for marginalized groups, including rural populations, women, youth, and persons with disabilities. They promote flexible learning pathways, allowing trainees to balance learning with work and personal responsibilities. Additionally, they foster the integration of emerging technologies such as virtual reality, augmented reality, simulators, and competency-based digital tools—making training more responsive to current and future labour market needs.

Implementation will be led by NACTVET through a standards-driven and phased approach. This includes rigorous accreditation processes, digital quality assurance mechanisms, capacity building for institutional staff, and partnerships with technology providers. The Guidelines also align with national legislation and education policies to ensure coherence and accountability.

Overall, the framework represents a transformative step toward building an inclusive, innovative, and digitally empowered TVET system in Tanzania.

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LIST OF ABBREVIATIONS AND ACRONYMS

Acronym	Full Form
AI	Artificial Intelligence
AR	Augmented Reality
CBET	Competency-Based Education and Training
DL	Distance Learning
EMIS	Education Management Information System
ETF	Education and Training Policy
HEI	Higher Education Institution
ICT	Information and Communication Technology
IoT	Internet of Things
ISO	International Organization for Standardization
ISP	Internet Service Provider
IT	Information Technology
IVET	Initial Vocational Education and Training
LMS	Learning Management System
MoEST	Ministry of Education, Science and Technology
MOOC	Massive Open Online Course
NACTVET	National Council for Technical and Vocational Education and Training
NTA	National Technical Awards
NVQF	National Vocational Qualifications Framework
ODeL	Open, Distance and e-Learning
OSQA	Online Standards and Quality Assurance
QA	Quality Assurance
QAF	Quality Assurance Framework
RPL	Recognition of Prior Learning
SDGs	Sustainable Development Goals
SIM	Simulation (in learning environments)
SME	Small and Medium Enterprises
STEM	Science, Technology, Engineering, and Mathematics
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
VR	Virtual Reality
VTC	Vocational Training Centre
WAN	Wide Area Network
Wi-Fi	Wireless Fidelity

DEFINITION OF KEY TERMS

Accreditation:

A formal process through which NACTVET evaluates and certifies that a TVET institution or programme meets established quality standards for online and/or blended learning delivery

Assessment:

The systematic process of evaluating a learner's knowledge, skills, and competencies through various online tools and methods aligned with predefined learning outcomes.

Asynchronous Learning:

A mode of online learning where instruction and learning do not occur in real time, allowing learners to access content, complete tasks, and participate in discussions at their own pace.

Blended Learning:

An instructional approach combining traditional face-to-face methods with online digital content and interactive learning activities to enrich the learning experience.

Benchmarking:

The process of comparing policies, practices, or performance indicators with those of leading institutions or international standards to inform continuous improvement.

Certification:

The official confirmation and documentation issued to learners upon successful completion of accredited TVET programs, verifying their competencies and qualifications
Competency- Based Education

(CBE):

An instructional system where learning progress is based on a learner's demonstrated mastery of specific skills and competencies rather than time spent in class.

Content Management System (CMS):

A digital platform used to create, manage, and distribute learning content and resources for online or blended training delivery.

Digital Pedagogy:

The effective use of digital technologies and methodologies in the design and delivery of teaching and learning processes.

Digital Literacy:

The ability to effectively and critically navigate, evaluate, and create information using a range of digital technologies. It is essential for both learners and educators in online TVET delivery.

e-Assessment:

The use of digital tools and platforms to conduct assessments, including quizzes, tests, simulations, and interactive tasks, administered online.

e-Learning:

A method of delivering educational content electronically, typically via the internet, that enables flexible, accessible, and learner-centred instruction.

Hybrid Learning:

A flexible learning model combining in-person, synchronous online, and asynchronous online components to optimize learning experiences.

Institutional Readiness:

The degree to which a TVET institution has the necessary policies, infrastructure, human capacity, and digital systems to implement online or blended learning effectively.

Learning Management System (LMS):

A digital platform used to deliver, track, and manage online training and education programs, facilitating content delivery, learner interaction, and performance monitoring.

Micro- Credentials:

Short, targeted, and stackable qualifications that validate the achievement of specific skills or competencies, often delivered online and aligned with industry needs.

Moderation:

The delivery of training content, interaction, and assessment entirely via the internet, enabling remote and flexible participation by learners.

Online Learning:

The delivery of training content, interaction, and assessment entirely via the internet, enabling remote and flexible participation by learners.

Open Educational Resources (OER):

Freely accessible, openly licensed materials that support teaching and learning in digital formats, including textbooks, videos, and modules.

Proctoring:

The use of digital technologies to supervise online assessments and ensure examination integrity in non- invigilated settings.

Synchronous Learning:

Real-time online learning that requires simultaneous participation from instructors and learners, often through video conferencing or live webinars.

Technology- Enhanced Learning (TEL):

The application of digital tools, systems, and innovations to enrich teaching and learning processes.

Virtual Learning Environment (VLE):

An integrated digital space for managing teaching, learning, and assessment, allowing communication between instructors and learners remotely.

Virtual Reality (VR):

A computer-generated immersive environment that simulates real-life or imagined settings, enabling experiential and interactive learning in a digital space.

Work-Based Learning (WBL):

A mode of learning that integrates practical experiences within a real work environment, often delivered in collaboration with industry partners.

CHAPTER 1

1.0 INTRODUCTION

1.1 Background

Tanzania's socio-economic blueprint, Vision 2050, envisions the country's transformation into industrialized, middle-income economy powered by a digitally competent and entrepreneurial workforce. Technical and Vocational Education and Training (TVET) is recognized as a key driver of this transformation. According to the NACTVET Statistical Bulletin 2023, enrolment in technical education increased from 169,518 learners in 2021/22 to 172,264 in 2022/23 an overall growth of three percent, bringing the system closer to gender parity, with a female- to-male ratio of 0.99. Currently, over 1,500 registered TVET institutions operate across the country, approximately 80 percent of which are privately owned.

At the policy level, several national initiatives are creating a conducive environment for scaling up digital learning. The Draft National Digital Education Strategy 2024– 2030 commits the Government to building a “digitally enabled education system,” prioritizing the expansion of broadband connectivity, digital devices, and learning resources across schools, colleges, and training centres. Complementing this, the Digital Economy Strategic Framework 2024–2034 notes that mobile broadband coverage increased from 72 percent in 2022 to 83 percent in 2023, with internet users reaching 34.5 million. Strategic investments under the Digital Tanzania Project, the Universal Communications Service Access Fund (UCSAF), and public–private partnerships aim to reduce latency, lower data costs, and extend last-mile connectivity to previously underserved rural TVET campuses.

Regionally, both the East African Community (EAC) and the Southern African Development Community (SADC) have embraced qualifications frameworks that support digital and blended learning. At the global level, UNESCO and the African Union's Continental Education Strategy for Africa (CESA 16–25) urge member states to harness emerging technologies, including Artificial Intelligence (AI), Augmented Reality (AR), Virtual Reality (VR), and immersive simulations, to expand learning access and enhance graduate employability.

1.2 Rationale

The development of these Guidelines is driven by the urgent need to modernize and expand the delivery of Technical and Vocational Education and Training (TVET) through digital modalities in Tanzania. As the world of work evolves rapidly under the influence of the Fourth Industrial Revolution, and as national efforts intensify to build a digital economy,

the TVET sector must adopt flexible, inclusive, and technology-enabled learning models that respond to both domestic and global labour market demands.

While Tanzania has made strides in expanding physical access to TVET, traditional face-to-face delivery models are insufficient to reach underserved groups, including learners in rural and remote areas, youth outside the formal education system, women with caregiving responsibilities, and working adults seeking reskilling opportunities. Online and blended learning models offer a scalable and cost-effective solution to these access barriers, but only if they are underpinned by robust accreditation systems and quality assurance mechanisms.

Currently, accreditation and assessment frameworks are predominantly designed for conventional, in-person delivery. This creates policy and operational gaps for institutions wishing to offer online programmes. Moreover, disparities in digital infrastructure, insufficient institutional readiness, lack of staff capacity in e- pedagogy, and the absence of standards for online assessment and learner support compromise the credibility and effectiveness of digital TVET offerings.

These Guidelines are therefore essential to:

- 1.2.1 Provide clear national standards and criteria for the design, approval, delivery, and quality assurance of online and blended TVET programmes (Objective 1.3.1, 1.3.5).
- 1.2.2 Enable inclusive and flexible learning pathways by supporting institutions to reach diverse learners through accredited digital programmes (Objective 1.3.2).
- 1.2.3 Define technological and pedagogical requirements that safeguard the quality, security, and accessibility of online TVET (Objective 1.3.3, 1.3.4).
- 1.2.4 Offer guidance on digital credentialing systems that align with national and regional qualifications frameworks to enhance learner mobility and employer recognition (Objective 1.3.6).
- 1.2.5 Clarify the roles and responsibilities of all stakeholders to ensure institutional accountability, reduce regulatory ambiguities, and promote effective governance (Objective 1.3.7).
- 1.2.6 Support Tanzania's broader digital transformation agenda by ensuring that accredited online TVET aligns with key policy instruments such as the National Digital Education Strategy, Digital Economy Framework, and emerging AI policies (Objective 1.3.8).

- 1.2.7 Foster regional and international harmonization by adapting best practices from countries that have successfully regulated digital TVET, thereby positioning Tanzania as a leader in digital skills development (Objective 1.3.9).

In sum, the Guidelines are a strategic instrument to ensure that digital TVET in Tanzania is quality-assured, inclusive, relevant, and future-ready, capable of delivering meaningful outcomes for learners, employers, and the nation at large.

1.3 Purpose of the Guidelines

The Guidelines for Accrediting Online Programmes Offered by TVET Institutions serve as an authoritative national reference point for all stakeholders involved in the design, approval, delivery, assessment, moderation, and certification of online and blended TVET programmes in Tanzania. The Guidelines aim to promote quality, consistency, and accountability in digital TVET provision.

Specifically, the Guidelines seek to:

- 1.3.1 Set national quality standards and accreditation criteria for online and blended TVET programmes, ensuring alignment with the Competence- Based Education and Training (CBET) philosophy and evolving labour market demands.
- 1.3.2 Promote flexible and inclusive learning pathways by accrediting online programmes that expand access for remote, underserved, and working populations, including youth, women, and learners with limited digital access.
- 1.3.3 Define minimum technological, pedagogical, and administrative requirements, including learner authentication, e-assessment integrity, data privacy, and accessibility, that institutions must meet before, during, and after programme implementation.
- 1.3.4 Strengthen institutional capacity in digital pedagogy, curriculum design, and learner support systems, including the effective use of Learning Management Systems (LMS) and emerging technologies such as AI, VR/AR, and digital micro-credentials.
- 1.3.5 Establish mechanisms for quality assurance, moderation, validation, and continuous improvement, using digital learning analytics to ensure comparability, authenticity, and relevance of outcomes across accredited institutions.

- 1.3.6 Provide clear and diversified credentialing pathways (e.g., digital badges, modular certificates, and full qualifications), ensuring their alignment with the Tanzania National Qualifications Framework (NQF) and regional frameworks such as the SADCQF, ACQF, and East African Qualifications Framework.
- 1.3.7 Clarify the institutional roles and responsibilities of NACTVET, TVET providers, industry bodies, quality assurance agencies, and learners, thereby reducing regulatory ambiguity and fostering accountability and compliance.
- 1.3.8 Guide the integration of accredited online programmes with national development strategies—such as the National Digital Education Strategy, the Digital Economy Framework, and AI policies—thus supporting digital transformation and maximizing the impact of public and donor investments.
- 1.3.9 Support regional and international harmonization of online TVET accreditation through benchmarking, collaboration, and alignment with global standards and best practices.

1.4 Scope

This Framework applies to all public, private, faith-based, and community-owned TVET institutions and training centres that are registered or accredited by NACTVET and that utilise digital technologies for instructional delivery, assessment, or certification.

Specifically, the Framework covers the following:

- 1.4.1 Fully online programmes leading to National Vocational Awards (NVA Levels 1-3) and National Technical Awards (NTA Levels 4–8) or sector-specific qualifications, where instruction, interaction, and assessment occur entirely through digital platforms;
- 1.4.2 Blended or hybrid programmes in which 30 percent or more of instructional content or contact hours are delivered via e-learning systems, including synchronous and asynchronous methods;
- 1.4.3 Modular, micro-credential, or short-cycle programmes designed to be stackable toward full qualifications, allowing flexible entry and exit for diverse learner needs;
- 1.4.4 Digitally supported work-based learning, including online apprenticeships, remote laboratories, virtual simulations, and other forms of digitally facilitated workplace integration;

- 1.4.5 Short Learning Programmes and Recognition of Prior Learning (RPL) initiatives offered wholly or partially through online platforms.
- 1.4.6 The Framework also applies to all modes of assessment conducted via digital means whether synchronous or asynchronous including e-examinations, virtual practical assessments, portfolio-based evaluations, and project submissions.

Furthermore, international TVET providers operating in partnership with local institutions are required to adhere to these Guidelines to ensure compliance with national standards and recognition frameworks.

This comprehensive scope ensures that all forms of digital TVET provision are subject to quality assurance and regulatory oversight, thereby safeguarding the integrity and relevance of qualifications awarded through online and blended learning pathways.

1.5 Benchmarking

The development of these Guidelines is informed by a comprehensive benchmarking process, which draws upon regional and international best practices in the accreditation and delivery of online and blended Technical and Vocational Education and Training (TVET) programmes. The aim is to ensure that Tanzania’s framework is not only globally competitive but also contextually responsive to national realities and development priorities.

As digital learning becomes a central pillar of modern skills development, countries around the world are crafting robust regulatory, pedagogical, and technological frameworks to guide the transition. Informed by comparative analyses with countries such as Rwanda, Kenya, South Africa, Finland, India, Germany, Singapore, and Australia, this benchmarking effort highlights key themes critical for Tanzania’s policy adaptation and innovation.

In Rwanda, the Digital Education Policy (2022) provides a unified approach to integrating digital learning across all TVET institutions. The Rwanda TVET Board (RTB) oversees implementation, with a focus on digital content development, widespread use of Learning Management Systems (LMS), and digital literacy training for instructors and learners—serving as a strong regional model.

Kenya has institutionalized flexible learning modalities through the Open, Distance, and E-Learning (ODEL) Policy Framework (2020). The Kenya National Qualifications Authority (KNQA) and TVETA mandate institutions to meet e-readiness standards and

undergo regular digital compliance audits— demonstrating how regulatory oversight can support scalable and accountable online TVET.

In South Africa, the White Paper for Post-School Education and Training (PSET) envisions digital transformation within TVET colleges. The Quality Council for Trades and Occupations (QCTO) supports modular learning, e-assessment tools, and micro-credentials—reflecting a national commitment to flexible, learner- centered models.

Globally, Singapore and Australia offer mature models of digital, competency- based TVET that are tightly aligned with industry needs. These models incorporate AI-assisted assessments, digital badges, and frequent curriculum revisions based on employer feedback—highlighting the value of continuous innovation and employer partnerships.

Beyond these, countries such as Finland and Germany provide advanced integration of technology into TVET. Finland leverages virtual and augmented reality tools (e.g., Isoveli and Pylon) for immersive, competency-based learning, while Germany’s blended dual-TVET model combines online modules with in- company practical training—underscoring the importance of preserving workplace exposure in digital delivery.

India, through the National Skill Development Corporation (NSDC), has successfully scaled short-term, industry-relevant online training via the Skill India portal, ensuring accessibility while maintaining quality through national certification standards.

These diverse practices highlight several actionable insights for Tanzania:

- 1.5.1 The need for regulatory adaptation, as current accreditation policies still favour face-to-face delivery models.
- 1.5.2 The urgency of infrastructure investment, given the ICT disparities especially in rural training centers.
- 1.5.3 The importance of institutional capacity building, especially in digital pedagogy and e-assessment.
- 1.5.4 The value of inclusive design, to address learner-level barriers such as low device ownership and connectivity.
- 1.5.5 The critical role of quality assurance mechanisms, to ensure authenticity, learner progression, and outcome tracking in online and blended environments.

By contextualizing these lessons to Tanzania’s landscape, this Guidelines document positions itself as a strategic enabler for inclusive, resilient, and future- ready TVET. It also supports national efforts to align with the demands of the Fourth Industrial Revolution, regional harmonization, and the goal of expanding equitable access to skills training through digital transformation.

1.6 Policy and Legal Framework Alignment

The Guidelines are grounded in a robust set of national policies, legal mandates, and strategic frameworks that collectively provide the institutional legitimacy and operational direction for accrediting online TVET programmes:

Instrument	Key Provisions	Implications for Online TVET
Education and Training Policy 2014 (rev. 2023)	Promotes inclusive, learner-centred and ICT- enabled education; emphasizes digital skills for employability.	Provides policy mandate for integrating digital technologies and flexible delivery across all education levels, including TVET.

Instrument	Key Provisions	Implications for Online TVET
NACTVET Act Cap. 129 & CBET Regulations	Authorizes NACTVET to set standards, accredit institutions and oversee assessment and certification.	Grants legal authority to expand accreditation scope to include online and blended programmes.
National ICT Policy 2016	Aims to establish a knowledge-based society with widespread digital access.	Supports the digital infrastructure, affordability and systems needed for e-learning deployment.
National Digital Education Strategy 2024–2030	Envisions a digitally enabled education system with increased connectivity, access to devices, and locally relevant content.	Directly informs operationalisation of digital TVET delivery within national education reform.
Digital Economy Strategic Framework 2024–2034	Targets 90% broadband coverage and promotes digital public services and innovation.	Reinforces the economic rationale for online TVET and upskilling in digital competencies.

AI Guidelines for Education 2024	Regulate ethical and effective use of AI in assessments, learner analytics, adaptive learning tools and proctoring systems	Establishes compliance standards for AI applications in online TVET teaching and e-assessment.
SADCQF & ACQF	Provide regional quality principles and qualifications referencing frameworks.	Facilitate regional recognition and comparability of online qualifications across borders.
East African Qualifications Framework for Higher Education (EAQFHE)	Harmonises credit systems and quality standards within the EAC.	Enables cross-border delivery, mobility, and credit transfers for online TVET learners.
National Digital Education Guidelines for TVET (2025)	Detail LMS specifications, cybersecurity, accessibility, and learner support standards.	Provide an operational checklist for TVET providers during accreditation and renewal processes.

1.7 Expected Outcomes

The successful implementation of these Guidelines is anticipated to result in a range of transformative outcomes that support the long-term vision of a modern,

inclusive, and industry-responsive TVET system in Tanzania. These outcomes reflect both national development aspirations and regional integration objectives.

Firstly, the Guidelines are expected to increase equitable access to TVET opportunities by enabling institutions to offer flexible, accredited online and blended programmes. This expansion will particularly benefit rural populations, women, persons with disabilities, and working adults, groups that have traditionally been underserved by face-to-face delivery models.

Secondly, the use of interactive, learner-centred digital content and innovative e-pedagogical approaches is expected to improve learning outcomes. Learners will gain enhanced digital literacy, greater engagement, and stronger competency acquisition, equipping them with skills aligned to the demands of a digital economy.

Thirdly, the establishment of clear quality standards, accreditation procedures, and continuous monitoring mechanisms will ensure quality assurance in digital TVET. This will preserve the credibility, comparability, and recognition of online programmes in relation to traditional, campus-based delivery.

In addition, the Guidelines will contribute to greater alignment between training and labour market needs, as institutions will be required to adopt timely, industry-responsive curricula supported by modular learning, micro-credentials, and employer input. This is expected to enhance both employment and self-employment outcomes among graduates.

Institutionally, the adoption of these Guidelines will catalyze digital transformation within TVET institutions, enabling them to evolve into hybrid centres of excellence that integrate both conventional and digital delivery modes. This transformation will also build institutional resilience in the face of technological change and external shocks.

Lastly, by aligning with regional qualification frameworks and international best practices, the Guidelines will promote national and regional recognition of online TVET qualifications. This will facilitate learner mobility and mutual recognition of competencies across the East African Community and other regional blocks, positioning Tanzania as a regional leader in digital skills development.

Collectively, these outcomes will advance the country's goals for inclusive skills development, digital transformation, and economic competitiveness in the context of the Fourth Industrial Revolution and beyond.

CHAPTER 2

2.0 GUIDING PRINCIPLES

The implementation of online programmes in Technical and Vocational Education and Training (TVET) institutions shall be guided by the following principles to ensure quality, equity, relevance, and sustainability in accordance with the Competence-Based Education and Training (CBET) approach, national policies, and labour market demands.

2.1 Labour Market Responsiveness

- 2.1.1 Online TVET programmes shall be designed, delivered, and periodically reviewed to address current and emerging labour market needs.
- 2.1.2 Curricula shall integrate industry standards and employer-driven competencies to enhance employability and productivity.
- 2.1.3 Collaboration with industry stakeholders in curriculum development, delivery, assessment, and graduate placement shall be institutionalised.

2.2 Equity and Accessibility

- 2.2.1 Accredited online programmes shall ensure inclusive access to all learners, including those from marginalized groups, persons with disabilities, and learners in remote or underserved areas.
- 2.2.2 Institutions shall implement measures to address digital literacy gaps, provide affordable access to learning devices and connectivity, and offer learner support services.
- 2.2.3 Flexible and adaptive learning pathways shall be adopted to accommodate diverse learner profiles and circumstances.

2.3 Quality Assurance

- 2.3.1 All accredited online and blended programmes shall meet established national quality assurance standards.
- 2.3.2 Institutions shall implement internal quality assurance mechanisms supported by external monitoring, moderation, and validation processes.

2.3.3 Assessment tools and procedures shall be reliable, valid, secure, and aligned with prescribed learning outcomes and occupational standards.

2.4 Standardisation and Recognition

2.4.1 Online programmes shall be aligned with the National Vocation Award (NVA) and National Technical Awards (NTA) Frameworks and other recognised qualification frameworks, including SADCQF, ACQF, and EACQF.

2.4.2 Credit accumulation and transfer systems (CATS), recognition of prior learning (RPL), and modular certification shall be embedded in programme design.

2.4.3 Consistency in delivery, assessment, and certification shall be maintained across institutions offering similar programmes.

2.5 Appropriate Assessment Methods

2.5.1 Assessment of online and blended programmes shall be competence-based, authentic, and inclusive of practical components where applicable.

2.5.2 Diverse assessment methods such as simulations, projects, portfolios, and remote proctored tests shall be used to measure learning outcomes.

2.5.3 Institutions shall ensure assessors are adequately trained in online assessment procedures and uphold the integrity of the assessment process.

2.6 Stakeholder Engagement

2.6.1 The development, delivery, evaluation, and continuous improvement of online programmes shall involve structured participation of key stakeholders including employers, professional bodies, training providers, and learners.

2.6.2 Feedback mechanisms shall be institutionalised to ensure programmes remain relevant, responsive, and of high quality.

2.7 Financial and Operational Sustainability

- 2.7.1 Institutions shall adopt cost-effective and scalable models for the implementation of online programmes, including the use of Open Educational Resources (OERs) and shared digital infrastructure.
- 2.7.2 Sustainable funding models shall be developed in collaboration with government, private sector, and development partners.

2.8 Continuous Improvement and Innovation

- 2.8.1 Online programmes shall be regularly reviewed and updated to incorporate emerging technologies, pedagogical innovations, and global best practices.
- 2.8.2 Institutions shall promote a culture of research, monitoring, and evaluation to inform evidence-based decision-making and innovation in digital TVET delivery.

By upholding these guiding principles, accredited online and blended TVET programmes shall contribute significantly to the provision of inclusive, high-quality, and industry-relevant training. This will enable learners across diverse contexts to acquire competencies that enhance employability, support lifelong learning, and drive national economic transformation.

CHAPTER 3

3.0 STANDARDS FOR ONLINE TVET PROGRAMMES

Institutions aspiring to provide Technical and Vocational Education and Training (TVET) programs through online or blended learning models shall comply with the following comprehensive standards. These standards are meticulously designed to uphold quality and credibility, ensuring that educational offerings meet the rigorous requirements established by NACTVET. By adhering to these guidelines, institutions can enhance the effectiveness of their educational initiatives and serve the needs of learners in a rapidly evolving job market.

3.1 Accreditation Standards

3.1.1 Eligibility Criteria

Institutions applying to offer online TVET programmes shall:

- a) Be registered and accredited by NACTVET.
- b) Possess a clear policy and strategic plan for online/blended learning.
- c) Show evidence of compliance with national digital and open learning policies.

3.1.2 Institutional Digital Readiness

TVET institutions shall:

- a) Maintain a robust Learning Management System (LMS) with real-time tracking of student engagement and outcomes.
- b) Ensure reliable ICT infrastructure including internet bandwidth, server capacity, digital libraries, and data protection mechanisms.
- c) Provide inclusive access for learners with disabilities (digital accessibility compliance).
- d) Establish a dedicated e-learning support unit or directorate.

3.1.3 Human Resource (Trainers/Assessors ICT Capacity)

Trainers and assessors shall:

- a) Be competent in subject-matter expertise, digital pedagogy (including e-learning tools and instructional design), online assessment, and provision of learner support.
- b) Undergo continuous professional development in online teaching and assessment.
- c) Be proficient in using digital tools for synchronous/asynchronous delivery, formative/summative assessment, and learner support.

3.1.4 Accreditation Process Under NACTVET Procedures

Accreditation for online programme delivery shall follow NACTVET procedures:

- a) Application: Submission of application form and digital readiness self-assessment checklist.
- b) Evaluation: Desk-based and technical review of submitted documentation, including e-learning strategy, curriculum adaptation, assessment mechanisms, and staff readiness.
- c) Verification: Conducted remotely or in hybrid mode to inspect the digital infrastructure, teaching platforms, data systems, and quality assurance processes.
- d) Approval: Final decision by the Council, granting approval for a specific period subject to revalidation.

3.1.5 CBET-Compliant Programme Structure for Online Delivery

In line with the Competence-Based Education and Training (CBET) philosophy, all online TVET programmes shall be structured to ensure that learning outcomes are clearly defined, industry-relevant, and supported by interactive, learner-centred delivery modalities. Thus:

- a) All online programmes must be competency-based, with learning outcomes clearly aligned with occupational standards.
- b) The curriculum for online programme to be offered must be approved by the Council.
- c) Delivery must support self-paced and interactive learning, incorporating multimedia, simulations, and virtual labs where applicable.
- d) Each module must include digital learning guides, online formative activities, and workplace integration pathways.

3.1.6 Quality Assurance and Periodic Revalidation

To ensure the integrity, relevance, and effectiveness of online TVET delivery, institutions shall implement structured quality assurance systems and comply with periodic programme revalidation requirements as prescribed by NACTVET. Thus, Institutions shall:

- a) establish an internal quality assurance mechanism specific to online learning.
- b) continuous monitoring of learner progression, digital attendance, trainer feedback, and assessment reliability is required.
- c) ensure online programmes reviewed and revalidated at most every five years, or as directed by NACTVET, with interim annual self-assessment reports.

3.1.7 Provision Standards

Online programme provision shall meet minimum delivery standards to ensure accessibility, learner engagement, contextual relevance, and the integration of practical components in line with CBET requirements and national labour market needs. In this context:

- a) Learning shall be accessible across diverse platforms (mobile, desktop, offline access options).
- b) Institutions shall ensure active learner support services (academic advising, technical support, mental health).
- c) Class sizes shall be manageable, and learner engagement shall be demonstrable through forums, quizzes, peer reviews, etc.
- d) Learning materials shall be digitized, contextualized to Tanzania's labour market, and periodically updated.
- e) Institution shall produce high-quality, interactive, and accessible content using XR, VR, AR, and simulation technologies.
- f) Work-based learning (WBL) or practical components shall be simulated or facilitated through partner industries where physical placement is not possible.

3.1.8 Assessment Standards

Assessment in online TVET programmes shall be structured to uphold the principles of competency-based education, ensuring that all evaluation methods are valid, reliable, secure, and aligned with prescribed learning outcomes.

- a) Assessment shall be competency-based and aligned with learning outcomes.
- b) Institutions shall utilize digital assessment tools that ensure validity, reliability, and academic integrity (e.g., secure proctoring, plagiarism detection).
- c) A combination of formative (ongoing) and summative (final) assessments shall be embedded in the LMS.
- d) Practical skills shall be assessed using video submissions, live demonstrations, simulations, or industry-based evaluations.
- e) Clear grading rubrics and timely feedback shall be provided electronically.

3.1.9 Data Security and Privacy Standard

TVET institutions offering online programmes shall implement robust data security and privacy measures to protect learner information, academic records, and institutional systems from unauthorized access, breaches, or loss. Thus:

- a) TVET institutions shall comply with applicable national data protection laws and NACTVET policies related to digital education and record-keeping.
- b) Learner data, such as personal identification, assessment records, and credential shall be encrypted, securely stored, and backed up regularly.
- c) Access to Learning Management Systems (LMS) and student information systems shall be role-based, requiring secure login credentials and multi-factor authentication for administrators and staff.
- d) TVET institutions shall ensure data integrity by implementing audit trails, activity logs, and regular vulnerability assessments.
- e) Learners shall be informed about how their data is collected, stored, used, and protected, in accordance with data privacy and consent protocols.
- f) Cloud-based systems shall be hosted by certified providers with clear data residency, ownership, and protection agreements.
- g) Data recovery and cyber incident response plans shall be documented, tested, and updated periodically.

3.1.10 Online Assessment Strategy

To ensure the integrity, reliability, and competency-focus of assessments conducted in online TVET programmes, institutions shall adhere to the following standards:

- a) **Use of Secure Digital Assessment Platforms.** TVET institutions shall conduct all online assessments through secure, NACTVET-approved digital platforms that incorporate features such as biometric verification, AI-enabled proctoring, and plagiarism detection mechanisms to safeguard academic integrity.
- b) **Implementation of Competency-Based Continuous Assessment.** Online programmes shall adopt a continuous assessment approach that aligns with CBET principles. This includes the use of project-based tasks, digital portfolios, scenario-based simulations, and other formative methods that demonstrate mastery of competencies over time.
- c) **Adoption of Standardized Assessment Blueprints.** Institutions shall align their digital assessments with standardized blueprints and templates developed or approved by NACTVET, in consultation with relevant industry bodies. These templates ensure consistency, relevance, and comparability of learner performance across accredited institutions.

- d) Remote Evaluation of Practical Skills. Where practical skills are required, institutions shall deploy innovative digital methods such as simulation laboratories, virtual or augmented reality platforms, and mobile assessment kits. Partnerships with industry and regional centres shall be established to facilitate remote evaluation where physical access is limited.

3.1.11 Certification Standards

Certification for online TVET programmes shall adhere to established national standards to ensure equivalence with conventional programmes, transparency of delivery mode, and alignment with the Tanzania Qualifications Framework (TQF) and NACTVET certification systems. Thus:

- a) Learners who meet all the competencies and credit requirements shall be awarded the National Vocational Award (NVA) or National Technical Award (NTA) certificate, as applicable.
- b) Certificates for online programmes shall be indistinguishable from those of traditional programmes, with a notation that the programme was delivered in an approved online format.
- c) All certification processes shall be aligned with NACTVET certification systems.
- d) Institutions shall maintain digital records of learner performance and certificates, accessible to learners and verifiable by employers.

CHAPTER 4

4.0 INSTITUTIONAL ARRANGEMENTS

This section outlines the governance, coordination, and capacity-building mechanisms necessary for the effective implementation of the Guidelines for Accreditation of Online Programmes Offered by TVET Institutions. It ensures that all actors involved operate within a clear, collaborative, and accountable system.

4.1 Coordination

The coordination of these Guidelines shall be under the National Council for Technical and Vocational Education and Training (NACTVET), which serves as the national regulatory and oversight body. Thus, NACTVET shall:

- a) Develop and enforce standards, guidelines, and operational procedures for online TVET programme delivery.
- b) Maintain a central database for accredited online programmes and TVET institutions.
- c) Coordinate regular monitoring, evaluation, and revalidation of online TVET provision.
- d) Facilitate partnerships with other regulatory agencies, sector skills Councils, and international quality assurance networks.
- e) Serve as the clearinghouse for all national data and reports on online TVET delivery.

4.2 Roles and Responsibilities of Key Stakeholders

Effective implementation of the framework depends on the coordinated participation of various stakeholders:

4.2.1 NACTVET

- a) Set and update policy guidelines, accreditation criteria, and quality assurance standards.
- b) Approve institutions and programmes for online delivery.
- c) Conduct remote/hybrid verifications and compliance monitoring.
- d) Provide regulatory advice and intervention when necessary.

4.2.2 Training Institutions

- a) Develop and submit online programmes for accreditation.
- b) Establish internal digital learning units with clear governance structures.
- c) Ensure quality delivery of CBET-compliant online programmes, learner support, and assessment mechanisms.
- d) Monitor and report on learner outcomes, access, and feedback regularly.

4.2.3 Sector Skills Bodies

- a) Prepare and submit NACTVET occupational standards and guidelines for aligning online programmes with labour market needs.
- b) Support integration of workplace-based learning and assessment within online TVET structures.
- c) Collaborate with NACTVET in quality assurance and evaluation activities.

4.2.4 Ministry responsible for Education

- a) Provide policy leadership and oversight.
- b) Ensure alignment with national digital strategies and inclusive education goals.
- c) Mobilize resources and partnerships for sustainable digital TVET.

4.2.5 Industry and Employers

- a) Offer internships or practical exposure for online learners.
- b) Participate in programme validation, industry feedback loops, and graduate employability monitoring.
- c) Support assessment of workplace competencies.

4.2.6 Development Partners and ICT Providers

- a) Support infrastructure development, capacity building, and research.
- b) Partner in pilot testing of e-learning models and innovations in TVET delivery.

4.2.7 Learners and Communities

- a) Participate in quality assurance through feedback and learner evaluations.
- b) Act as co-creators of digital learning culture and promoters of lifelong learning.

4.3 Capacity Building of Key Stakeholders

To ensure effective and sustainable implementation of this framework, systematic and targeted capacity building shall be undertaken for all actors:

4.3.1 Training Institutions and Staff

- a) Regular training for trainers and assessors on digital pedagogy, instructional design, and learning management systems.
- b) Support for the establishment and enhancement of e-learning units and digital infrastructure.
- c) Exchange programmes and mentorships for best practices in online TVET delivery.

4.3.2 NACTVET and Quality Assurance Personnel

- a) Continuous training on online quality assurance frameworks, virtual verification methods, and digital compliance tools.
- b) Participation in regional and global forums on online and blended TVET quality standards.

4.3.3 Employers and Industry Partners

- a) Awareness programmes on their role in online CBET implementation and assessment.
- b) Provide tools and training to support supervision of internships and practical components.

4.3.4 Learners and the Public

- a) Orientation programmes on self-paced learning, use of digital platforms, and online assessment readiness.
- b) Digital literacy support and access facilitation (especially for disadvantaged groups).

CHAPTER 5

5.0 QUALITY ASSURANCE

The quality assurance system for online TVET delivery ensures that accredited programmes maintain high standards in design, delivery, assessment, and outcomes. It includes mechanisms for internal and external quality control, continuous improvement, and stakeholder accountability. The approach is competency-based, evidence-driven, and learner-centred.

5.1 Monitoring, Evaluation and Learning (MEL)

A robust Monitoring, Evaluation, and Learning (MEL) framework shall guide the tracking of performance and learning outcomes of online TVET programmes. This MEL is embedded within institutional and national quality assurance systems and structured around the following principles:

- a) **Relevance:** Ensuring programmes remain responsive to labour market needs and learner diversity.
- b) **Effectiveness:** Assessing whether the intended learning outcomes and competencies are achieved.
- c) **Efficiency:** Monitoring resource utilization, technology performance, and institutional capacity.
- d) **Equity:** Promoting inclusive access, participation, and success across gender, geographical locations.
- e) **Sustainability:** Evaluating the long-term viability and scalability of online TVET models.
- f) **Learning and Adaptation:** Feeding evidence into continuous improvement and policy innovation.

The MEL framework shall be aligned with the NACTVET Strategic Plan and the National TVET Development Agenda.

5.2 MEL Tools

To implement the MEL framework effectively, the following tools and methods shall be used:

5.2.1 Key Performance Indicators (KPIs) and Scorecards

- a) Enrolment, retention, completion, and progression rates (disaggregated by sex, age, disability, etc.)
- b) Digital engagement indicators (logins, module completion, interaction frequency)
- c) Assessment success and certification rates
- d) Graduate employability and satisfaction levels

5.2.2 Online Dashboards and Analytics

Institutions shall use Learning Management System (LMS) dashboards to generate real-time data on learner performance, trainer activities, and content usage.

5.2.3 Quality Audit Checklists

NACTVET and institutional Q&A units shall conduct structured periodic internal and external audits using checklists specific to online learning environments.

5.2.4 Stakeholder Feedback Tools

Digital surveys, focus group discussions, and learner evaluation forms shall capture insights from students, trainers, industry, and alumni.

5.2.5 Tracer Studies and Employer Surveys

Longitudinal tracking of graduates' labour market outcomes and feedback from employers to assess programme relevance and impact.

5.3 Reviewing and Reporting

The quality assurance system shall include formal review and reporting mechanisms at both institutional and national levels.

5.3.1 Institutional Reviews

- a) Institutions shall submit Annual Quality Reports on the delivery and performance of online programmes, highlighting challenges, corrective actions, and innovations.
- b) Internal reviews should involve QA units, e-learning centres, trainers, and student representatives.

5.3.2 NACTVET Evaluations

- a) NACTVET shall conduct at least bi-annual external reviews of accredited online programmes, focusing on compliance, learner satisfaction, and outcomes.
- b) Findings shall feed into revalidation and re-accreditation decisions.

5.3.3 Reporting Protocols

- a) All reports must follow a standard format and be submitted electronically via the NACTVET Quality Assurance Portal.
- b) Summary reports will inform sector-wide planning and policy development and will be disseminated to stakeholders through the Annual TVET Quality Forum.

5.3.4 Continuous Improvement Cycle

- a) Review findings shall be used to revise curricula, upgrade delivery platforms, train staff, and improve support services.
- b) Institutions shall demonstrate evidence of acting on review recommendations as part of re-accreditation.

CHAPTER 6

6.0 ACCREDITATION PROCEDURES FOR ONLINE TVET PROGRAMMES

Institutions intending to offer fully online or blended TVET programmes shall follow the procedures outlined below and obtain formal accreditation from NACTVET prior to implementation.

6.1 Application Eligibility Criteria

TVET institution shall be eligible to apply if it meets the following minimum conditions:

- a) Fully registered and accredited by NACTVET.
- b) Demonstrates institutional readiness for online delivery, including appropriate digital infrastructure, ICT capacity, and e-learning systems.
- c) Maintains an acceptable governance and quality assurance structure, including ICT governance for digital programme management.
- d) Has conducted a digital learning readiness self-assessment, verified by internal quality assurance mechanisms.

6.2 Application Documentation Requirements

The TVET institution shall submit a formal application to NACTVET, accompanied by the following:

- a) Covering letter signed by the Head of Institution.
- b) Completed Application Form for Online Programme Accreditation (as prescribed by the Council).
- c) Institutional Digital Readiness Self-Assessment Report (IDRSAR), outlining compliance with minimum e-learning standards.
- d) Proposed Online Programme Curriculum in CBET format, validated by relevant stakeholders and adapted for digital delivery.
- e) Online Teaching and Learning Strategy, including LMS specifications, content digitization plan, and trainer capacity development.
- f) Evidence of institutional capacity for online delivery, including infrastructure (e.g., servers, bandwidth), support services, and staffing.
- g) Internal Quality Assurance Framework for Online Delivery and Assessment.
- h) Digital Security and Data Protection Policy in line with national data regulations.
- i) Enrolment, Learner Support, and Online Assessment Strategies (including accessibility for remote learners).
- j) Financial capacity to support sustainable online delivery (audited statements, projections, and digital investment plan).

6.3 Submission and Acknowledgement

- a) The complete application package shall be submitted in both hard and soft copies to the Council or via the official NACTVET e-Accreditation system, as prescribed.
- b) The institution must provide full access to the learning platform to NACTVET for verification and validation purposes.
- c) Upon receipt, NACTVET shall acknowledge the application within seven (7) working days in writing or electronically.

6.4 Evaluation and Assessment Process

- a) Review the documentation to verify compliance with Online Programme Standards and CBET requirements.
- b) Appoint a verification team to conduct a virtual and/or physical site visit to assess readiness for online provision.
- c) Use an Accreditation Checklist for Online Programmes to assess all dimensions including platform functionality, tutor preparedness, digital content quality, and learner support.
- d) Compile a report detailing findings, gaps, and recommendations for action.

6.5 Decision and Notification

- a) If the institution meets all the accreditation standards, NACTVET shall issue a Certificate of Accreditation for Online Programme Delivery, valid for a specified period.
- b) If the institution fails to meet critical standards, the application shall be declined in writing, with justification and conditions for resubmission clearly stated.

6.6 Duration and Validity of Accreditation

- a) Accreditation for online programmes shall be valid for a period of five (5) years, subject to annual quality monitoring and compliance audits.
- b) Institutions shall submit Annual Online Programme Performance Reports, and NACTVET reserves the right to suspend or revoke accreditation for non-compliance or breach of standards.

6.7 Appeals and Re-Application

- a) An institution dissatisfied with the accreditation decision may file a formal appeal to the Minister responsible for Education within thirty (30) days of notification.

- b) Institutions whose applications are declined may re-apply upon addressing all specified shortcomings and demonstrating full compliance with the Online Programme Standards.

CHAPTER 7

7.0 REVIEW AND REVISION OF THE GUIDELINES

To ensure relevance and alignment with emerging trends, policies, and national development priorities, these Guidelines shall be subject to periodic review. The review process shall be governed by the following principles:

- a) **Review Cycle:** The Council shall review these Guidelines at least once every three (3) years or earlier if deemed necessary due to significant policy, legal, or sectoral changes.
- b) **Stakeholder Engagement:** The review process shall involve wide consultation with TVET institutions, Professional Regulatory Authorities, government bodies, employers, and other key stakeholders.
- c) **Data-Informed Adjustments:** Recommendations for amendment shall be based on implementation reports, monitoring data, research findings, and institutional feedback.
- d) **Approval of Revised Guidelines:** Any revisions to these Guidelines shall be approved by the Council and disseminated accordingly.

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**THE NATIONAL COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING (NACTVET)**



APPLICATION FORM FOR ACCREDITATION OF ONLINE TVET PROGRAMMES

Instructions:

Please complete all sections of this form and attach all required documentation as outlined in the Guidelines for Accreditation of Online Programmes. Submit both hard and soft copies to NACTVET or through the e-accreditation portal.

SECTION A: Institutional Information

1. Name of Institution: _____
 2. Registration Number: _____
 3. Year of Establishment: _____
 4. Physical Address: _____
 5. Region and District: _____
 6. Contact Person: _____
- Designation: _____ Phone: _____ Email: _____

SECTION B: Programme Information

1. Programme Title: _____
2. Type of Delivery:
 Fully Online Blended (specify % online:)
3. Level of Qualification (SLP, NVA Levels 1 - 3 and NTA Levels 4 - 8):

4. Programme Hours: _____
5. Target Learners (e.g., working adults, school leavers, rural youth):

SECTION C: Institutional Readiness

- 1. Digital Infrastructure:
 - a. LMS Used: _____
 - b. Server Hosting Location: _____
 - c. Internet Bandwidth (Mbps): _____

- 2. Trainer Preparedness:
 - a. Number of Trainers Trained in E-Pedagogy: _____
 - b. Virtual Trainers – Simulators
 - c. Evidence of CPD (attach report): Yes No

- 3. Learner Support Systems (tick if available):
 - Academic Advising Technical Support Guidance and Counseling Services
 - Accessibility Tools for Special Needs Learners

SECTION D: Compliance Checklist

- Cover Letter signed by Head of Institution
- Completed Digital Readiness Self-Assessment
- CBET-Aligned Curriculum (Digital Format)
- Quality Assurance Framework for Online Delivery
- Online Teaching and Assessment Strategy
- Infrastructure and ICT Capacity Report
- Data Security and Privacy Policy
- Evidence of Financial and Staffing Capacity
- Governance and Strategic Plan
- Digital invigilation tools/proctoring software

SECTION E: Declaration

I certify that the information provided in this application is true, complete, and accurate to the best of my knowledge. I understand that any false information may result in disqualification.

Name: _____ Signature: _____

Designation: _____ Date: _____

THE NATIONAL COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (NACTVET)



DIGITAL READINESS SELF-ASSESSMENT CHECKLIST FOR TVET INSTITUTIONS

Instructions:

This checklist is designed to help TVET institutions assess their readiness to deliver online or blended TVET programmes. Tick the appropriate box and provide brief comments or evidence where applicable.

1. Institutional Strategy and Governance

The institution has a strategic plan that incorporates digital and online learning. Comments/Evidence: _____

There is a designated unit or focal person responsible for managing online programmes.
Comments/Evidence: _____

Policies and procedures for online learning delivery are in place.
Comments/Evidence: _____

2. ICT Infrastructure and Platforms

The institution has a reliable Learning Management System (LMS) in place.
Comments/Evidence: _____

There is sufficient internet bandwidth to support online learning activities.
Comments/Evidence: _____

ICT infrastructure (servers, computers, devices) is adequate for both staff and learners.
Comments/Evidence: _____

3. Human Resource Capacity

- Trainers have been trained in e-pedagogy and online facilitation.
Comments/Evidence: _____
- Technical support staff are available and capable of supporting online systems.
Comments/Evidence: _____
- Continuous professional development (CPD) is available for online teaching.
Comments/Evidence: _____

4. Content Development and Digital Materials

- Learning materials have been digitized and contextualized for online delivery.
Comments/Evidence: _____
- Digital content is aligned with the CBET curriculum format.
Comments/Evidence: _____
- Multimedia tools (videos, simulations, interactive modules) are in use.
Comments/Evidence: _____

5. Learner Support Services

- Academic advising services are accessible online.
Comments/Evidence: _____
- Technical support is available for learners during learning hours.
Comments/Evidence: _____
- Support for special needs learners (e.g., accessibility tools) is in place.
Comments/Evidence: _____

6. Assessment and Quality Assurance

- Digital assessments are aligned with CBET learning outcomes.
Comments/Evidence: _____
- Secure online assessment tools (e.g., proctoring, plagiarism detection) are in use.
Comments/Evidence: _____
- Internal QA mechanisms are adapted for online delivery and monitoring.
Comments/Evidence: _____

7. Data Security and Privacy

A policy on data protection and digital privacy is implemented.

Comments/Evidence: _____

Learner and staff data is stored securely and backed up regularly.

Comments/Evidence: _____

Systems comply with relevant national data protection regulations.

Comments/Evidence: _____

THE NATIONAL COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (NACTVET)



ACCREDITATION SCORING TOOL FOR ONLINE TVET PROGRAMMES

Instructions:

This scoring tool is to be used by NACTVET evaluators during the accreditation process. Each criterion should be scored based on documentary evidence, site (or virtual) verification, and compliance with standards. Scores should be assigned according to the following scale:

Score Guide:

0=Not Evident 1=Weak 2=Moderate 3=Strong 4=Excellent

1. Governance and Strategic Alignment

Criterion	Score (0-4)	Comments / Evidence
Online learning included in institutional strategic plan		
Defined roles and responsibilities for digital programme oversight		
Alignment with national digital and education policies		

2. Digital Infrastructure and LMS

Criterion	Score (0-4)	Comments / Evidence
Functionality and accessibility of LMS		
Availability of internet bandwidth and backup systems		
Access to devices and digital tools for trainers and learners		

3. Curriculum and Instructional Design

Criterion	Score (0-4)	Comments / Evidence
CBET-aligned curriculum adapted for digital delivery		
Interactive and multimedia content integrated		
Availability of online learning guides and resources		

4. Human Resources and Capacity Building

Criterion	Score (0-4)	Comments / Evidence
Trainers certified in e-pedagogy and online		
Ongoing CPD programmes for digital instruction		
Dedicated ICT and learner support staff available		

5. Learner Support and Engagement

Criterion	Score (0-4)	Comments / Evidence
Academic advising and counselling services online		
Mechanisms for learner engagement (forums, peer reviews, etc.)		
Accessibility for marginalized and special needs learners		

6. Online Assessment and Feedback

Criterion	Score (0-4)	Comments / Evidence
Secure and valid digital assessment tools used (proctoring and digital invigilation tool)		
Competency-based assessments integrated		
Mechanisms for timely feedback and academic integrity in place		

7. Quality Assurance and M&E

Criterion	Score (0-4)	Comments / Evidence
Internal QA framework tailored for online delivery		
Digital learning analytics used for continuous improvement		
Annual self-assessment and reporting systems in place		

8. Data Security and Certification

Criterion	Score (0-4)	Comments / Evidence
Policy on data protection and privacy		
Secure digital record keeping and certificate verification		
Compliance with national qualification frameworks		

9. Summary and Recommendation

Total Score _____ /

96 Recommendation:

Evaluator Comments: Approve Reject

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