

THE NATIONAL COUNCIL FOR TECHNICAL AND  
VOCATIONAL EDUCATION AND TRAINING

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**GUIDELINES FOR ACCREDITING  
SHORT LEARNING PROGRAMMES  
IN TANZANIA**

AUGUST, 2025

## PREFACE

In recent years, the demand for short, flexible, and market-responsive training programmes has significantly increased across Tanzania. This trend reflects a broader shift in education and training systems worldwide, where individuals and industries are increasingly seeking targeted learning opportunities that support upskilling, reskilling, and the acquisition of new competencies aligned with evolving labour market needs.

The National Council for Technical and Vocational Education and Training (NACTVET), established under the Act of Parliament Cap. 129 mandated to oversee the regulation of Technical and Vocational Education and Training (TVET) in Tanzania, has responded to this growing demand by developing the Guidelines for Accrediting Short Learning Programmes.

This document outlines a structured and standardised approach to accrediting Short Learning Programmes (SLPs). It is grounded in national priorities, regional frameworks, and international best practices, aiming to promote quality assurance, institutional accountability, and relevance to industry and societal needs.

The guidelines provide clear definitions, models of accreditation, criteria and standards, as well as tools and procedures for application, verification, monitoring and evaluation. They are intended to serve as a practical reference for training providers, regulatory bodies, industry stakeholders, and all those involved in the delivery and governance of SLPs in Tanzania.

It is our hope that this document will foster a more coherent, transparent, and effective system for the recognition and accreditation of short learning programmes, ultimately contributing to a more agile, inclusive, and responsive (TVET) sector.



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**EXECUTIVE SECRETARY**

## **EXECUTIVE SUMMARY**

The Guidelines for Accrediting Short Learning Programmes have been developed by NACTVET in response to the growing demand for formal recognition and quality assurance of Short Learning Programmes (SLPs) in Tanzania. The guidelines aim to provide a comprehensive framework for accrediting institutions that offer SLPs within the technical and vocational education landscape.

SLPs play an increasingly vital role in addressing labour market demands, promoting lifelong learning, and enhancing economic competitiveness. They are particularly valuable for upskilling, reskilling, and acquiring new knowledge in response to evolving industry needs. These guidelines are designed to ensure the quality, consistency, and relevance of SLPs across diverse institutions and sectors. The accreditation framework is structured around two main models: Providers of full qualifications who also offer SLPs and Providers for Only SLPs.

Accreditation is based on rigorous criteria including institutional governance, teaching and learning quality, and resource adequacy. The guidelines detail the tools and procedures for application, physical verification, monitoring and evaluation. Emphasis is placed on quality assurance mechanisms, alignment with national qualifications frameworks, and regional harmonization under the East African TVET Qualifications Framework.

By providing a standardized and transparent accreditation system, NACTVET seeks to improve the credibility, mobility, and market relevance of Short Learning Programmes, ultimately contributing to a more responsive and inclusive TVET system in Tanzania.

## DEFINITION OF KEY TERMS

Terms	Description
Accreditation	Approval or certification granted by a relevant authority representing the interest of both the public and student, to an institution, on account of having programmes and a quality assurance system that ensures provision of set qualification(s) and educational standard(s) for a particular period of time
Credit-bearing short learning programme	<p>A type of short learning programme for which credits, in relation to its contribution to a particular programme, learning module or qualification, is awarded.</p> <p>This type contains less than 120 credits, which is the minimum for full qualification at NTA Level 4</p>
Notional Time	<p>A notional time is a period spent by an average learner in learning about something towards realizing a learning outcome. This includes classroom-based learning of concepts, principles, and knowledge that underpin practical skills.</p> <p>1 credit = 10 notional hours</p>
Non-credit-bearing short learning programme	A type of short learning programme for which no credits are awarded in relation to the learning module or qualifications depending on the purpose and/or assessment of the programme.
Short learning programme	All short learning programmes, whether credits are awarded or not and is inclusive of skills programmes, credit-bearing short courses and non-credit-bearing short courses

## LIST OF ABBREVIATIONS

CAT	Credit Accumulation and Transfer
NACTVET	National Council for Technical and Vocational Education and Training
NTA	National Technical Award
NVA	National Vocational Awards
NVTA	National Vocational and Technical Awards
OECD	Organisation for Economic Co-operation and Development
QA	Quality Assurance
QC	Quality Control
RE	Revised Edition
RPL	Recognition of Prior Learning
SAQA	South African Qualification Authority
TET	Technical Education and Training
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training

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## 1.0 Introduction

In the grasp of the role short courses play in bringing about national socio-economic development and the need to ensure that quality is attained as required, the National Council for Technical and Vocational Education and Training (NACTVET) has decided that the provision of short courses by technical and vocational institutions should not continue unregulated. To this effect, NACTVET has embarked on the development of this document to guide the provision of Short Learning Programmes (SLPs) by Technical and Vocational Education and Training (TVET) institutions in Tanzania. This section of the guidelines provides an overview of the background of NACTVET and its functions, it also explains the purpose, scope, and rationale of the guidelines.

### 1.1 Background

The National Council for Technical and Vocational Education and Training (NACTVET) is a corporate body, established by the Act of Parliament, Cap. 129 (RE 2023) to oversee the provision of technical and vocational education and training in non-university tertiary training institutions in Tanzania. Section 5-(1)(a) of the Act provides mandate to the Council to register and accredit technical institutions and vocational training centres capable of delivering courses. The mandate extends also to establishing and making awards in technical and vocational education which are consistent in standard and comparable to related awards in Tanzania and internationally. The awards of the Council are known as National Vocational and Technical Awards (NVTA), which are subdivided into two (2) categories namely the National Vocational Awards (NVA) for Vocational Education and Training (VET); and the National Technical Awards (NTA) for Technical Education and Training (TET). These awards are competence-based and designed to testify that the holder of the award is able to apply competently the knowledge and skills described in the relevant occupational sector.

Generally, NACTVET functions are grouped into *Regulatory Function*; to establish and maintain the regulatory framework for technical education and training, leading to quality-assured qualifications; *Quality Assurance Function* - to assist technical institutions to improve and maintain the quality of the education they provide and to ensure that their programmes meet labour market demands, by guiding and monitoring their adherence to the regulatory framework; and *Policy Advisory Function* - to advise the Government on the strategic development of technical education and training so that it can make informed decisions with regard to policy making.

The accreditation of SLPs is primarily under the NACTVET, which oversees the quality assurance of TVET institutions and ensure that, programmes meet national standards and align with labour market demands. Over the past two decades since establishment and starting its operations in early 2000s, the Council had been receiving requests from stakeholders, demanding guidance on accreditation of SLPs. Therefore, NACTVET has developed guidelines for the accreditation of SLPs to be offered by TVET institutions.

## **1.2 Rationale**

In today's rapidly evolving world, the pace of technological, economic, and social change has accelerated to the point where existing skills and even entire occupations become outdated almost overnight. As recognized by Organisation of Economic Cooperation and Development (OECD) and United Nations Education, Scientific and Cultural Organisation (UNESCO), we now live in a "learning society" where continuous, self-motivated acquisition of new knowledge and competencies is essential for both personal and national prosperity (International Bureau of Education). This global shift has made lifelong learning not just valuable, but indispensable. Recent OECD analysis emphasizes that lifelong learning helps societies absorb unpredictable disruptions like pandemics or AI-driven automation and better adaptation to emerging workforce demands.

Tanzania's TVET landscape reflects this global trend, which is marked with an increasing enrolment in Short Learning Programmes (SLPs). However, without formal integration and quality assurance mechanisms, SLPs risk being fragmented offering inconsistent content and outcomes that may not be recognised by employers or other educational institutions. Nationally, NACTVET has noted that its current accreditation tools, adapted from legacy frameworks designed only for full qualification programmes, leaving SLPs unregulated and unmonitored learning outcomes. This gap undermines the credibility, transferability, and strategic value of these SLPs.

These challenges necessitated the development of the SLPs Guidelines, which establish a standardized framework for accreditation. Through these guidelines, NACTVET will ensure that all SLPs are subject to consistent quality controls, aligning their design and delivery standards with national qualification levels and labour market needs. Proper accreditation will also facilitate credit transferability, enabling learners to stack SLPs toward formal qualifications, thereby strengthening lifelong learning pathways. Furthermore, accredited SLPs send a clear signal to employers and other

stakeholders that graduates have attained defined competencies and have been assessed to align with the established academic standards. This alignment builds trust and enhances both employability and institutional accountability. By integrating SLPs more formally into Tanzania's training environment, these guidelines empower learners to adapt their skills continuously, institutions to enhance programmes' delivery, and the nation to cultivate a workforce prepared for the challenges of a competence-based economy.

Therefore, these SLPs guidelines address identified weaknesses such as lack of scope and monitoring by aligning the evidence-backed global trends which emphasize lifelong learning. They aim at elevating SLPs from piecemeal offerings to a recognized, quality-assured steps in progressive educational and career journeys. By doing so, they strengthen learner protection, institutional thoroughness, and Tanzania's readiness for the 21st-century world.

### **1.3 Purpose of the Guidelines**

The main purpose of this guidelines document is to enhance compliance with Accreditation Standards. Specifically, the guidelines provide:

- (a) A framework for the accreditation of SLPs in Tanzania;
- (b) Procedures and requirements for applications of SLPs accreditations;
- (c) Mechanism to facilitate accumulation of credits that can contribute to the acquisition of full qualifications; and
- (d) Mechanism to ensure quality control and quality assurance systems for the implementation of SLPs.

### **1.4 Scope of the Guidelines**

This Guidelines document applies to all TVET institutions and institutions whose programmes are accredited by NACTVET. These guidelines apply only to credit-bearing SLPs. The following sections describe the models of accreditation of SLPs covered by these guidelines.

### **1.5 The Model of Accreditation**

The model of accreditation will depend on the nature of institutions offering SLPs. There are those institutions accredited to offer full qualifications and those offering SLPs only.

### **1.5.1 Providers Accredited to Offer Full Qualifications**

Providers that offer full qualifications are accredited through the normal processes and procedures as established by the Council. For the purpose of these guidelines, providers that are already accredited to offer full qualifications will have to apply for their SPLs derived from full qualifications to be recognised.

### **1.5.2 Providers Offering Short Learning Programmes only**

Providers that offer or are aspiring to offer SLPs only shall apply for the accreditation of their programmes through the procedures as established in these guidelines.

## **2.0 Eligibility and Accreditation Criteria**

### **2.1 Eligibility Criteria for Accreditation of Short Learning Programmes**

The eligibility for the offering of SLPs in Tanzania must comply with the following criteria:

- (a) A registered institution by recognized authority;
- (b) NACTVET approved curriculum;
- (c) Clear mission and purpose with congruent governance and administrative structures that support offering of proposed SLPs;
- (d) Adequate resources and facilities to effectively deliver its programmes and related services; and
- (e) Appropriate plans, policies, and procedures to develop and deliver relevant educational programmes and to support the achievement of learning outcomes

## 2.2 Criteria and Standards for Accrediting Short Learning Programmes

The criteria and standards for accrediting SLPs indicated in Table 1 will be applied.

**Table 1: Criteria and Standards for Accrediting Short Learning Programmes**

<b>Criterion 1</b>	<b>Mission and Governance</b>
<i>Criterion Statement</i>	<i>The provider has a clear mission and purpose with congruent governance and administrative structures that support its SLPs offerings.</i>
Standard 1.1	The provider has a clearly defined Mission Statement and Statement of Purpose.
Standard 1.2	The rationale and educational goals of the programme are congruent with the provider's mission and purpose.
Standard 1.3	There is a structure of governance and administration implemented by the provider which allows for the development of appropriate policies and the exercise of authority in the implementation of the course.
Standard 1.4	There are clearly defined responsibilities for staff employed by the provider.
Standard 1.5	The provider demonstrates a commitment to continuous quality adherence and improvement.
Standard 1.6	The provider demonstrate honesty in disclosing to the public the type (credit bearing or non-credit bearing) and duration of short learning programme to be offered.
<b>Criterion 2</b>	<b>Resources and Facilities</b>
<i>Criterion Statement</i>	<i>The provider ensures that adequate resources and facilities are available to effectively deliver its programmes offering and related services.</i>
Standard 2.1	The provider develops appropriate plans to acquire and manage its resources and facilities.
Standard 2.2	The financial resources to support the programmes offered and to sustain training and development on an on-going basis are accessible and available.
Standard 2.3	Instructional and support staff are adequate for the effective delivery of the programmes and related services.
Standard 2.4	Physical resources are adequate to serve the needs of the programmes and contribute to an environment for effective learning.

Standard 2.5	Facilities meet relevant health and safety standards for education and training facilities.
Standard 2.6	The provider ensures access to adequate learning resources and services to support the programmes offered.
Standard 2.7	The provider has access to appropriate technological resources to effectively deliver the course.
Standard 2.8	Where appropriate, adequate provision is made for laboratories and related equipment and materials, to facilitate the application of the theories and principles relevant to the programmes.
<b>Criterion 3 Teaching and Learning</b>	
<i>Criterion Statement</i>	<i>The provider has developed appropriate plans, policies, and procedures to develop and deliver sound relevant educational programmes and to support the achievement of learning outcomes.</i>
Criterion 3.1	The type(s) of short learning programme(s) to be offered are clearly shown.
Standard 3.2	The number of credits to be awarded upon successful completion of the programme is clearly indicated.
Standard 3.3	There is a clearly defined and coherent mechanism for developing programmes and for monitoring and reviewing for relevance and educational quality.
Standard 3.4	Competent personnel are available to the provider to develop, monitor and review programmes for relevance, educational quality, and achievement of the learning objectives.
Standard 3.5	The provider has developed detailed programmes outline documents which provide comprehensive information to learners and other stakeholders about the course title, duration, objectives, learning outcomes, teaching strategies, and assessment methods.
Standard 3.6	The provider has published admission requirements for the programmes that are appropriate to qualification level and aligned with the purpose and learning objectives.
Standard 3.7	Instructors are qualified on the basis of appropriate education, training and experience to teach the programmes.
Standard 3.8	The trainers of the programmes are engaged in professional developments that keep them abreast of developments in their fields.

Standard 3.9	Appropriate records are kept of the qualifications and experience of all trainers and other staff including those recruited on an ad hoc basis.
Standard 3.10	The performance of guest trainers providing training on an ad hoc basis is evaluated.
Standard 3.11	The provider has an appropriate mechanism for maintaining and enhancing the quality of instruction.
Standard 3.12	There is a structured and rigorous assessment process which determines the attainment of certification.
Standard 3.13	There is a system of documenting, storing and retrieving records of learner performance.
Standard 3.14	The assessment system is transparent and allows for reports on learner performance in a timely manner.
Standard 3.15	Assessment is appropriate to the qualification level with emphasis on demonstrable competencies.
Standard 3.16	Certificate to be awarded is approved by the National Council for Technical and Vocational Education and Training (NACTVET).
Standard 3.17	The provider facilitates appropriate support services to both learners and staff.
Standard 3.18	Monitoring and guidance of learner performance is an on-going part of the learning process.

### 3.0 Programme Design Requirements

NACTVET will accredit SLPs with either modules freshly developed, or extracted from existing NTA/NVA curricula. For SLPs with modules freshly developed and unrelated to the existing NTA/NVA curricula, a programme module(s) should be developed from a Market Need Analysis Report developed for the purpose. The report should clearly indicate the purpose, competence, learning outcomes, assessment criteria, and credit values. The programme designed should be competence/outcome-based, clearly indicate learning outcomes, programme duration, assessment strategy, and be aligned with relevant occupational standards.

### **3.1 Competence Based Design**

All SLPs must be developed as competence-based curricula. Learning outcomes shall align with established national competency standards for the relevant occupation or field.

### **3.2 Explicit Learning Outcomes and Credit Information**

Each SLP must clearly state its intended learning outcomes, its assigned credit value, and the corresponding qualification level. When an SLP's content is pegged to a specific NTA or NVA level, programme developers shall design the curriculum based on the relevant NTA or NVA Competence level Descriptor.

### **3.3 Programme Duration and Credit Load**

The notional learning time for any SLP must meet the prescribed range. Consistent with NACTVET guidelines, one credit is defined as 10 notional learning hours. Therefore, to qualify as credit bearing SLP and suitable for credit transfer each SLP shall have a minimum of 3 credits and a maximum of 30 credits.

### **3.4 Assessment Strategy**

Each SLP must include defined assessment strategies or instruments that are directly linked to its learning outcomes. Assessment methods shall be competency-based, ensuring that learners demonstrate the stated competencies or learning outcomes for each credit.

### **3.5 Alignment with Relevant Occupational Standards**

Programme content and learning outcomes must align with relevant occupational and academic standards. SLPs curricula shall reflect industry requirements and regulatory specifications in the field.

### **3.6 Curriculum Approval and Review**

All SLPs curricula must undergo formal validation by NACTVET, as required by Section 11 of the NACTVET Act. Approved SLPs curricula may be subject to minor annual review to cope with technological and occupational developments.

## 4.0 Credit Allocation

### 4.1 Credit Definition

One credit shall correspond to 10 notional learning hours. All credits assigned to an SLP must be based on this rule (often referred to as the 10-hour per credit convention).

### 4.2 Credit Assignment

The assigned credit value shall reflect the time and effort required to achieve the learning outcomes.

### 4.3 Disclosure of Credit and Level

Every SLP must explicitly indicate its total credits, and the qualification level(s) with which it is aligned. For example, programme documentation shall list:

- ✓ Assigned Credit Value (e.g. 3 credits)
- ✓ Corresponding Qualification Level(s) (e.g. NVA Level 1, NTA Level 5)

## 5.0 Credit Accumulation and Transfer (CAT) Mechanism

### 5.1 Credit Accumulation

Learners shall be permitted to accumulate credits from multiple SLPs toward a higher award, provided the SLPs are within the same occupational line or closely related fields. The credit system is designed to facilitate horizontal and vertical mobility of learners. In practice, credits earned from different SLPs in each field may be combined toward a full qualification, subject to the transfer rules expressed in the following sections.

### 5.2 Credit Transfer

Credit transfer can either be horizontal or vertical.

- (i) **Horizontal Transfer:** Credit transfer shall be allowed between SLPs or qualifications at the same qualification level, enabling learners to substitute one programme for another equivalent one.
- (ii) **Vertical Transfer:** Credit transfer shall be permitted from lower-level SLPs to higher-level qualifications. In this case, the credits earned in an SLP at qualification Level  $n$  can be applied toward admission or completion of a programme at qualification Level  $n+1$  or above, provided the learner meets the progression requirements.

### **5.3 Field Relatedness**

Only credits from SLPs within the same or a closely related occupational field may be applied toward a given qualification. SLPs contributing to a higher award must share coherent learning outcomes and competence profiles relevant to that field.

### **5.4 Institutional Records and Documentations**

Institutions must maintain accurate records of all completed SLPs. Upon request or completion, institutions shall issue official credit documents: a Statement of Achievement for each individual SLP, and a Transcript of Accumulated Credits when multiple SLPs credits are combined. These documents shall list the SLPs name, credit value and qualification level for each entry.

### **5.5 Transfer Limits**

A cap on transferable credits shall be imposed to ensure quality of the final qualification. There shall be no more than 50% of the total credits for a qualification level granted via transfer from prior SLPs.

### **5.6 Time Limit for Credit Accumulation**

Credits earned through SLPs must be accumulated within a defined time frame. Learners should complete all SLPs contributing to a qualification within a maximum period of three (3) years.

### **5.7 Progression Requirements**

To apply accumulated SLPs credits toward a higher-level award, learners must meet the minimum entry requirements for the targeted qualification level. Institutions shall verify that learners satisfy any prerequisite qualifications or competencies before granting progression.

### **5.8 Verification of Credit Accumulation Fee**

Applicants requesting for credit accumulation verification shall pay an applicable fee to be determined by the Council from time to time. Any such fees shall be published in advance and applied uniformly.

## **6.0 Assessments and Certification**

### **6.1 Competency-Based Assessments**

Assessments in all SLPs must be competency-based and aligned with the stated learning outcomes. This means that learners are evaluated on demonstrable mastery of skills and knowledge as defined by the learning outcomes. Assessment tools shall include practical, performance, or written tasks that provide evidence of the learner's achievement of each learning outcome.

### **6.2 Certification**

Upon successful completion, institutions must issue official certification. For an individual SLP, this shall be a *Statement of Achievement* detailing the SLPs title, competencies covered, credit value, and qualification level. If a learner completes multiple SLPs at the same institution, the institution shall provide a consolidated *Transcript of Accumulated Credits* listing each SLP title, credit value and qualification level.

### **6.3 Approval of Designed Certificate**

Approval of certificate designs will ensure that SLPs are aligned with the Tanzania Qualifications Framework, clearly reflecting the appropriate level, learning outcomes and progression pathways. This enhances transparency, supports lifelong learning, and facilitates the verification of credentials' authenticity and credibility. Therefore, the design of the certificate shall be approved by the Council.

The approved certificate must include at minimum: the name of the issuing institution, SLP title, the credit values, relevant qualification level, and the date of completion. The certificate documents shall be signed or authenticated by the institution's authorized officers.

## **7.0 Institutional Responsibilities**

Accredited technical institutions offering SLPs have several responsibilities to ensure quality, relevance, and regulatory compliance. Key responsibilities include:

### **7.1 Programme Design and Development**

- (i) Develop SLPs based on industry and labour market needs.
- (ii) Align SLPs with the Tanzania Qualifications Framework (TQF).
- (iii) Define clear learning outcomes, competencies, and assessment criteria.
- (iv) Ensure programme content is up-to-date, relevant, and fit for purpose.

## **7.2 Regulatory Compliance**

- (i) Accredit all SLPs with the NACTVET.
- (ii) Seek approval for curriculum content, delivery methods, and certificate design.
- (iii) Comply with national policies, guidelines, and standards for TVET provision.

## **7.3 Quality Assurance**

- (i) Establish internal quality assurance mechanisms for curriculum delivery and assessment.
- (ii) Monitor and evaluate the effectiveness of SLPs regularly.
- (iii) Maintain accurate learner records and assessment documentation.

## **7.4 Staff Competency**

- (i) Employ qualified trainers with relevant industry and pedagogical experience.
- (ii) Provide continuous professional development (CPD) for trainers.

## **7.5 Resource Provision**

- (i) Ensure availability of adequate training facilities, tools, and learning materials.
- (ii) Provide access to appropriate technology for both trainers and learners.

## **7.6 Learner Support**

- (i) Offer clear admission criteria and guidance on learning pathways.
- (ii) Provide support services such as academic advising, career guidance, and counselling.

## **7.7 Assessment and Certification**

- (i) Conduct valid and reliable assessments aligned with learning outcomes.
- (ii) Issue certificates in a design approved by NACTVET.

## **7.8 Stakeholder Engagement**

- (i) Engage industry, employers, and other stakeholders in programme development and review.
- (ii) Maintain partnerships for internships, workplace learning, or job placement where applicable.

## **7.9 Reporting and Documentation**

- (i) Submit regular reports to the regulatory authority as required.
- (ii) Maintain records for audits, reviews, and accreditation processes.

## **8.0 Quality Assurance**

Quality assurance of SLPs ensures that the training provided is relevant, consistent, and aligned with national standards and labour market needs. It protects learners by guaranteeing the credibility and recognition of their qualifications while promoting public trust in the TVET system. Additionally, it supports continuous improvement, institutional accountability, and effective regulatory oversight.

Quality-assured SLPs offer several key benefits. Firstly, they enhance learners' articulation and mobility within the education and training system by ensuring that SLPs are credit-bearing and portable across institutions. Secondly, they provide flexible pathways for learners to progress toward full qualifications. Quality assurance also plays a crucial role in protecting learners by upholding consistent standards and credibility. Furthermore, the dynamic nature of SLPs contributes to the continuous development, review, and setting of national qualifications and training standards.

NACTVET will assure the quality of SLPs, both with modules extracted from NACTVET-validated NTA or NVA curricula and modules freshly developed and unrelated to the existing NTA or NVA curricula. In this regard, NACTVET will have the following key responsibilities in quality assurance of implementation of SLPs:

### **8.1 Accreditation and Registration**

- (i) Register institutions that meet the required standards to offer SLPs.
- (ii) Accredit and approve SLPs before implementation to ensure compliance with national standards.

### **8.2 Development and Enforcement of Standards**

- (i) Develop guidelines, policies, and quality standards specific to the design, delivery, and assessment of SLPs.
- (ii) Ensure SLPs are aligned with the TVET framework and the Tanzania Qualifications Framework (TQF).

### **8.3 Curriculum and Assessment Oversight**

- (i) Review and approve curricula.
- (ii) Ensure that assessments are valid, reliable, and aligned with the intended competencies.

#### **8.4 Monitoring and Evaluation**

- (i) Conduct regular audits, inspections, and evaluations of institutions offering SLPs.
- (ii) Monitor the implementation and impact of SLPs to ensure continuous improvement and adherence to quality standards.

#### **8.5 Approval of Certificate Design**

Approve the design and content of certificates issued for SLPs to ensure authenticity, standardisation, and recognition.

#### **8.6 Capacity Building and Support**

- (i) Provide guidance, training, and support to institutions to enhance their internal quality assurance systems.
- (ii) Promote best practices in the design and delivery of SLPs.

#### **8.7 Stakeholder Engagement**

- (i) Collaborate with industry, professional bodies, and other stakeholders to ensure SLPs remain relevant to labour market needs.
- (ii) Involve stakeholders in curriculum development, review, and programme evaluation.

#### **8.8 Data Management and Reporting**

- (i) Maintain a national database of registered institutions and approved SLPs.
- (ii) Collect and analyse data on enrolment, completion, and outcomes of SLPs for policy and planning purposes.

#### **8.9 Recognition and Certification**

- (i) Ensure that SLPs lead to nationally recognised certificates that contribute to lifelong learning and employability.
- (ii) Promote the portability and credit accumulation of SLPs within the broader education and training system.

## **9.0 Recognition of Prior Learning (RPL)**

SLPs may support lifelong learning if appropriately supported with Recognition of Prior Learning, popularly referred to as RPL. Recognition of Prior Learning serves to recognise learning already achieved for gaining academic credit or consideration for academic progression. It also saves learning time since the learner does not have to repeat the learning or competences already achieved. Thus, accreditation of SLPs facilitates recognition of learning which has been formally assessed and for which a certificate has been or was awarded. The process of giving recognition is based on a comparison of these existing skills and knowledge against the requirements of the learning programmes for which credit is claimed.

To facilitate RPL through accredited SLPs, providers of SLPs must have tools for RPL assessment. Moreover, the providers should issue a certificate of achievement, which could be in the form of a certificate and/or transcript, and any information on the achieved competencies. Comparison is then made of what has been learnt or acquired against what would be studied on the programme for which credit is claimed. This will show whether the learning on each programme is identical or sufficiently similar to enable claiming that the learning outcomes have already been achieved. If this is confirmed, then the relevant modules and credits are awarded at the appropriate level. If it is not identical or sufficiently similar, an appropriate value needs to be sought. For details on how credits will be transferred refer section 5.2 of these guidelines.

## **10.0 Procedures for Application for Accreditation of SLPs**

In order to ensure compliance with national quality standards and regulatory requirements, TVET institutions intending to offer SLPs must adhere to the following procedures when applying for programme accreditation through NACTVET.

### **10.1 Initial Preparations by the Institution**

Before applying, the applicant should do the following initial preparations:

#### **(a) Needs Assessment and Programme Justification**

- (i) Conduct a needs assessment to determine demand for the SLPs.
- (ii) Prepare a justification showing relevance to labour market or community needs.

**(b) Programme Development**

- (i) Design the SLPs curriculum with clearly defined learning outcomes, competencies, and assessment methods.
- (ii) Align the SLPs with the Tanzania Qualifications Framework (TQF).

**(c) Conduct Institutional Self-assessment**

The applicant will be required to conduct an institutional self-assessment on capacity and readiness to offer the proposed short course using the criteria and standards for accrediting/recognising short learning programmes given in Table 1.

**10.2 Lodging of Application**

Once satisfied that the applicant is ready and compliant with the laid-down criteria and standards, they will fill out an online application form to lodge their application with NACTVET (*Appendix I*). To lodge the application the applicant should do the following:

**(a) Preparation of Required Documentation**

Compile all required documents, including:

- (i) SLP's curriculum report.
- (ii) Programme delivery plan.
- (iii) Assessment and moderation plan.
- (iv) Trainer qualifications.
- (v) Institutional capacity (infrastructure, equipment, learning resources).
- (vi) Quality assurance mechanisms.

**(b) Completion of Application Forms**

- (i) Fill in the official NACTVET application form for SLP accreditation.
- (ii) Attach all supporting documents as per the NACTVET as indicated in 10.2 (a).

**(c) Submission to NACTVET**

- (i) Submit the complete application to NACTVET.
- (ii) Pay the applicable accreditation processing fee.

**10.3 Processing of the Submitted Applications**

Upon receipt of applications, NACTVET Secretariat will conduct a desk evaluation of the submissions using the Evaluation Tool for Accrediting/Recognising Short Learning

Programmes (*Appendix II*). Results of the desk evaluation will provide insight into the level of preparation the applying institution has undertaken.

If, depending on the type of short learning programme(s) to be offered, the applicant institution meets the minimum requirements for accreditation/recognition, the Secretariat will proceed to prepare the institution for a physical verification visit. If the applicant fails to meet the minimum requirements, NACTVET will duly inform the applicant and continue providing appropriate guidance.

#### **10.4 Conducting Physical Verification Visit**

The physical verification visit is conducted to physically verify the availability of teaching and learning infrastructure, resources, equipment and facilities as presented in the application. NACTVET will appoint team(s) of experts with qualifications relevant to the type of short learning programme(s) to be offered to carry out the activity following the Terms of Reference for the same. Before conducting the verification exercise, the NACTVET Secretariat will conduct an orientation session for team members on the requirements of the exercise and what is required of them. When conducting the physical verification exercise, the Team will employ the Short Learning Programme Accreditation Scoring Guide (*Appendix III*).

After the physical verification exercise, the Chairperson of the Team will compile a Physical Verification Report comprising, among other things, the observations and recommendations of the Team to be submitted to NACTVET. This should not be later than seven (7) days after the visit exercise.

#### **10.5 Accreditation Decision**

NACTVET will subject the submitted report to its approval machinery and communicate the final decision to the institution. If approved, the institution will receive an accreditation certificate and registration number for the SLP.

#### **10.6 Publication and Record**

The accredited SLP will be recorded in the NACTVET database and may be published on the Council's website.

#### **10.7 Post-Accreditation Monitoring**

The institution is subject to ongoing monitoring and quality audits during SLP delivery.

## **11.0 Approval process and timeline**

The approval process will depend on whether or not the application falls within the line of existing accredited programmes. Where the proposed SLPs falls within the line of existing accredited programmes, the approval process shall be done within 2 months. The final approving authority shall be the Executive Secretary (ES). Where the proposed SLPs falls outside the line of existing accredited programmes offered by the applicant, the approval process shall be done within 3 months. The final approving authority shall be the respective Subject Board on behalf of the Council. Where approval has been granted, a letter of approval/ certificate will be issued to the applicant within 7 working days. The approval for accreditation/recognition shall be valid for three (3) years after which the offering Institutions shall be required to apply for re-accreditation/recognition.

## **12.0 Appeals and Complaints**

- (a) Institution not satisfied with the decision made by the ES or Subject Board on its application may submit a written letter for appeal to the Council within 14 days of receipt of the decision letter as per the NACTVET Appeals Procedure.
- (b) Learners of SLPs not satisfied with decision on credit accumulation may appeal to the Council within 14 days since the decision is communicated.

## **13.0 Enforcement and Compliance**

NACTVET reserves the right to audit and implement standards and, therefore, will oversee the enforcement of these SLPs guidelines. Non-compliant institutions may be suspended, de-accredited, or subjected to penalties as per NACTVET registration regulations.

## **14.0 Review of the Guidelines**

These SLPs guidelines shall be reviewed within 3 years.

## Annex I: APPLICATION FORM FOR ACCREDITATION OF SHORT LEARNING PROGRAMME

(Pursuant to Clause 5 (1) (j) of the NACTVET Act (Cap. 129)

### **Section 1: Particulars of the Training Institution**

**1.1 Name of the Institution:** .....

**1.2 Address:** .....

**1.3 Phone (Land Line):** ..... **1.4 Phone (Mobile):** .....

**1.5 Email:** .....

**1.6 Web Page:** .....

**1.7 Registration Number:** .....

**1.8 Current Accreditation Status**

Full

Candidacy

Provisional

Not Accredited

**Date of Current Accreditation Status:** .....

**1.9 Institutional Mission (Please provide the Statements Mission of your Institution)**

Institutional Mission: .....

.....

.....

### **1.10 Institutional Governance**

Please give a brief description of the Governance Structure of your Institution (*Attach the Organogram*)

.....

.....

### **Section 2: Particulars of the Department Offering the Short Learning Programme**

**2.1 Name of the Department:** .....

**2.2 Is the Department Recognized by NACTVET?**

Yes

No

**2.3 If the answer in 2.2 is Yes:**

Please provide the date of Recognition of the Department .....

### **Section 3: Particulars of the Short Learning Programme**

**3.1 Description:**

Short Learning Programme Title .....

Length/Duration of Programme (Days/Weeks/Months etc) .....

Status of the Curriculum .....

**3.2 Rationale:**

(i) Purpose of the developed SLPs?

.....  
.....

(ii) What evidence do you have that there is a market for this Programme?

(Who is the Programme aimed at? Outline what market information you've gathered e.g. competition from other providers, what they charge, where they are, consultation with relevant employers)

.....  
.....  
.....

**3.3 Curriculum Status**

Date of Approval.....

Expire Date.....

**Section 4: Training Process**

**4.1 Staffing:**

Please provide / attach details of the SLP Trainers that will deliver the Programme indicating: Name; Qualifications (Relevant to the Short Programme); and NACTVET/Professional Reg. Number (where applicable).

.....

**4.2 Mode of SLPs Delivery**

(i) Indicate mode(s) of SLPs delivery.

Face to face

Online

Blended

(Please provide details of institutions' capabilities to operate the indicate delivery mode )

.....  
.....  
.....  
(ii) Provide a maximum class size (Number of learners)

.....  
.....

**4.3 Mechanism for Learners' Assessment:**

State mechanisms to be used in assessing learners' progress and achievements

.....  
.....

**Section 5: Resources**

**5.1 Physical Resources**

5.1.1 Indicate all physical infrastructure, equipment, tools and facilities dedicated for SLPs delivery.

5.1.2 Support services

Type	Tick
Piped Water Supply	
Waste water disposal	
Solid waste disposal	
Electricity	
Telephone	
Health	
Recreational (sports)	
Safety	
Security	
Religious	
Transport	
Others (specify)	

5.1.3 Financial Resources

Explain the sources of finance for running the Programme

.....

.....

**Section 6: Monitoring and Evaluation**

Explain the mechanisms in place to assure the quality of the Short Programme provision on a continuous basis.

.....

.....

How will the Short Programme be evaluated? .....

.....

**Section 7: Awards Certification**

What are the procedures of Certification?

.....

What kind of Certification is offered after completion of the Programme? (please attach sample of the Certificate)

(i) Certificate of Attendance / Completion

(ii) Transcript/Statement of Results

(iii) Certificate of Credits Achieved (CCA)

(iv) Other (Please explain) .....

**Section 8: Declaration**

I certify that the particulars furnished in this application form are true and complete in all respects and that no relevant information has been withheld.

Applicant's Name in Full: .....

Applicant's Signature: ..... Date: .....

Designation: .....

Official Stamp:

**Annex II: SHORT LEARNING PROGRAMMES (SLPS) ACCREDITATION SCORING TOOL  
(Curriculum Scoring Tool)**

**SECTION A: PROGRAMME INFORMATION**

Programme Title:.....

Institution Name:.....

NTA Level (or equivalent):.....

Duration:.....

Target Group:.....

Mode of Delivery (Face-to-face, Online, Blended): .....

**SECTION B: EVALUATION CRITERIA & SCORING**

S/N	CRITERIA	DESCRIPTOR	WEIGHT (%)	SCORE (1-5)	WEIGHTED SCORE
1	Relevance to National Priorities	Aligned with national development goals, labour market needs	15		
2	Learning Outcomes (LOs)	Clearly defined, measurable, and competency-based	15		
3	Curriculum Design	Modular, practical, and outcomes-based structure	10		
4	Assessment Strategy	Valid, fair, and appropriate assessment of competencies	10		
5	Delivery Methodology	Learner-centred, flexible, inclusive	10		
6	Trainer Qualifications	Qualified facilitators with subject-matter and pedagogical expertise	10		
7	Institutional Capacity	Facilities, equipment, partnerships, and support systems	10		
8	Quality Assurance Mechanisms	Internal and external review, feedback loops, monitoring & evaluation	10		
9	Recognition & Progression	Link to qualifications framework, further education or employment pathways	5		
10	Inclusivity & Accessibility	Gender responsiveness, disability inclusion, geographic reach	5		
<b>TOTAL</b>			<b>100%</b>		<b>/100</b>

**SCORING GUIDELINES**

5	Excellent	Fully meets and exceeds expectations
4	Good	Meets expectations with minor improvements needed
3	Fair	Partially meets expectations
2	Poor	Inadequately meets expectations
1	Very Poor	Does not meet expectations

**CURRICULUM ACCREDITATION CRITERIA**

The curriculum shall be accredited upon fulfilling the following conditions:

**Overall Weighted Score Decision**

- **60–100%: Accredited** — Approved for implementation.
- **Below 60%: Not Accredited** — The curriculum must be revised and resubmitted.

2. **Minimum Requirement per Criterion**

- The institution must achieve at **least 50% in each evaluation criterion**.

### ANNEX III: TOOL FOR MONITORING AND EVALUATION OF SHORT LEARNING PROGRAMMES

The M&E tool provides indicators which are measurable or observable elements that help assess performance in each area. This tool can be used by NACTVET or by the TVET institution to conduct self-evaluation for internal quality assurance, or external audits.

#### 1. INSTITUTIONAL PARTICULARS

- 1.1 Name of the Institution: .....
- 1.2 Location: Region: .....District/Municipality: .....Division: ..... Ward: .....Village: ..... Plot No: ..... Post-Code: .....
- 1.3 Address: .....
- 1.4 Phone Numbers: Landline..... Mobile .....
- 1.5 E-mail Address(es): .....
- 1.6 Website: .....
- 1.7 Date of Establishment/Incorporation: .....
- 1.8 Date of Registration by NACTVET: .....
- 1.9 Registration Status: ( applicable) Full  Provisional
- 1.10 Accreditation Date: .....
- 1.11 Accreditation status: ( applicable) Candidacy  Provisional
- 1.12 Ownership: ( applicable)  Public:  Private:

#### 2. PROGRAMME DETAILS

- 2.1 Programme Name: .....
- 2.2 Approved Date: .....
- 2.3 Date for start of implementation: .....
- 2.4 Number of conducted batches per year: .....
- 2.5 Number of Average number of learners per batch: .....

#### 3. GOVERNANCE AND MANAGEMENT

Indicator	Criterion	Key performance Indicators	Remarks
3.1	Existence of governing board/management committee	Documented organogram	
		Functioning Governance Body (holds regular meeting as per the almanac and available minutes)	
		Almanac of the Meeting	
		Functional Management (holds regular meeting as per the almanac and available minutes)	
3.2	Availability of strategic/operational plan	Approved strategic/operational plan available and implemented	
		Reports on the implementation of the Strategic/Operational plan	
3.3	Staff recruitment and development policy in place	Existence of staff recruitment, retention, and development policy.	
		Reports on the implementation of the staff recruitment policy implementation	
3.4	Stakeholders' involvement	Evidence Regular stakeholder engagement (e.g., industry, alumni, parents) in governance decisions	

#### 4. CURRICULUM AND INSTRUCTION

Indicator	Criterion	Key performance Indicators	Remarks
4.1	Curriculum aligned with NACTVET CBET guidelines	Presence of CBET curriculum approved by NACTVET	
		Clearly stated Learning Outcomes and Competency Standards	
		Reports of curriculum review and annual updating	

		The curriculum aligns with the threshold of credits (minimum 3 credits and maximum 30 credits)	
4.2	Availability of updated teaching and learning materials	Availability of teaching and learning resources (print, digital, tools, consumables);	
		Updated syllabi, textbooks, and instructional guides	
4.3	Integration of practical and industrial components	Curriculum includes fieldwork, industrial training, and project-based learning.	
		Involvement of the experts from relevant industry	

## 5. ASSESSMENT AND EVALUATION

<i>Indicator</i>	<i>Criterion</i>	<i>Key performance Indicators</i>	<i>Remarks</i>
5.1	Competence-based assessment tools are in use	Assessment tools (formative/summative) are aligned with CBET principles;	
		Use of performance criteria and rubrics in assessments	
5.2	Continuous assessment mechanisms are implemented	Existence of continuous assessment plans with documented results	
		Records of formative and summative assessments conducted	
5.3	Feedback mechanisms for students' performance	Mechanism for timely feedback to learners (reports, meetings, digital portals)	
		Feedback forms and reports shared with students	
5.4	External moderation and verification practices	Presence of external moderation reports and adjustments made.	

## 6. INFRASTRUCTURE AND RESOURCES

<i>Indicator</i>	<i>Criterion</i>	<i>Key performance Indicators</i>	<i>Remarks</i>
6.1	Adequate physical infrastructure	The dedicated infrastructure meets minimum space and equipment requirements	
		Inventory of existing infrastructure	
6.2	Availability of ICT and library resources	Functional library with relevant texts and internet-enabled ICT resources.	
		Library catalogue and computer lab usage logs	
6.3	Equipment relevant to program offered	Equipment/tools are relevant, adequate, functional, and up-to-date	
6.5	Safety, health, and environmental compliance	Fire extinguishers, first aid kits, hygiene facilities, and occupational safety procedures are in place.	

## 7. STAFF QUALIFICATIONS AND DEVELOPMENT

<i>Indicator</i>	<i>Criterion</i>	<i>Key performance Indicators</i>	<i>Remarks</i>
7.1	Tutors meet NACTVET qualification standards	Staff profiles with verified academic and professional credentials	
7.2	Evidence of continuous professional development (CPD)	Records of CPD activities, workshops, seminars, and training attended by staff	

7.3	Staff workload is in line with NACTVET norms	Teaching load complies with workload policies; balanced across departments.	
		Timetables showing teaching load per staff member	
7.3	Availability of staff appraisal system	Staff appraisal reports and improvement plans	
		Records of motivation to staff	

## 8. STUDENT SUPPORT SERVICES

Indicator	Criterion	Key performance Indicators	Remarks
8.1	Admission process is transparent and merit-based	Admission criteria are publicly available.	
		Admission is conducted on merit-bases	
8.2	Guidance and counselling services available	Professional counselling and mentorship sessions documented.	
		Presence of counselling unit	
8.3	Student welfare and grievance mechanisms	Grievance redress system operational (suggestion boxes, complaints registers).	
		Documented student grievance redress mechanisms	
8.4	Availability of industrial attachment support (where applicable)	Support given for industrial placements (MoUs with employers, monitoring tools).	
		Industrial attachment reports and employer evaluations	

## 9. QUALITY ASSURANCE

Indicator	Criterion	Key performance Indicators	Remarks
9.1	Functional Internal Quality Assurance (IQA) mechanism	Quality assurance policy and organogram of IQA unit	
		Presence of designated IQA office	
		Presence of designated IQA officer	
9.2	Internal monitoring and evaluation practices	Internal evaluation reports and follow-up actions are available.	
		M&E reports, self-assessments, and internal audits	
9.3	Compliance with NACTVET audits and reports	Evidence for submission of periodic self-assessment and compliance reports to NACTVET.	
9.4	Evidence of corrective actions taken from past reviews	Records of actions taken on recommendations from previous NACTVET reviews.	
		Evidence of action plans and follow-up on audit recommendations	

## 10. OVERALL COMMENTS AND RECOMMENDATIONS:

Signature of Assessor(s): \_\_\_\_\_ Date: \_\_\_\_\_

**ANNEX IV: TVET INSTITUTION REGISTRATION SCORING GUIDE FOR SHORT LEARNING PROGRAMMES (SLPS)**

**SECTION A: INSTITUTION INFORMATION**

Name of the Institution: .....

Name of Department to offer SLPs.....

Programme to Offer: .....

Physical Address: ..... Phone:.....

Date of Accreditation of SLPs Visit.....

**SECTION B: EVALUATION CRITERIA AND SCORING**

CRITERIA	DESCRIPTION	WEIGHT(W) (%)	SCORE(S) (1-5)	WEIGHTED SCORE	COMMENT
Legal Compliance	Valid registration, governance, adherence to national education regulations	5			
	Governance structure supporting programme delivery	5			
Infrastructure & Facilities	Adequate classrooms, workshops, labs, safety measures as per the SLPs delivery mode	15			
Learning Resources	Teaching materials, ICT tools, reference resources relevant to the SLPs	6			
	Facilities are adequately equipped to support hands-on training	4			
Human Resources	Qualified trainers in both content and pedagogy	5			
	Experience of trainers and linkage to Industry	10			
Programme Design and Curriculum	Curriculum aligned with labor market needs, TQF/CBET principles	5			
	Status of the curriculum in relation to time remained to expired 3 years: score 5pts; 2 years 3 pts; 1 year 2 pts; expired : 0 pts	10			
Assessment & Evaluation	Availability of competency-based assessment tools and continuous evaluation system	5			
	Assessment documentation and records maintained	5			
Quality Assurance System	Internal QA policy, feedback mechanisms, periodic review processes	4			
	Certificate template aligns with NACTVET format	3			

CRITERIA	DESCRIPTION	WEIGHT(W) (%)	SCORE(S) (1-5)	WEIGHTED SCORE	COMMENT
	System for storing and retrieving learner records	3			
Partnerships & Linkages	Engagement with industry, employers, or other training bodies	5			
Inclusivity & Equity	Provisions for gender, disability, and vulnerable groups	5			
Financial Sustainability	Evidence of budget, funding sources, and operational viability	3			
	Course fee justification and refund policies are available	1			
	Contingency planning to protect students in the event that the planned resources have been grossly affected is in place	1			
<b>TOTAL</b>		<b>100%</b>		<b>/100</b>	

**WEIGHTED SCORE  
SCORING RUBRIC**

5	Excellent	Fully meets and exceeds expectations
4	Good	Meets all key expectations
3	Adequate	Meets basic requirements but has some gaps
2	Weak	Fails to meet several key aspects
1	Poor	Does not meet minimum criteria

**REGISTRATION CRITERIA**

a) The Institution to offer SLPs shall be registered upon fulfilling the following conditions:

1. **Overall Weighted Score Decision**
  - o **60–100%: Accredited** — Approved for Registration.
  - o **Below 60%: Not Accredited** — Not recommended for registration
2. **Minimum Requirement per Criterion**
  - o The institution must achieve **at least 50%** in **each evaluation criterion**.

b) The Weight Score will be calculated basing on the Scored points divided by the 5 then multiplied by weight of the Category Criterion.

$$\text{Weighted score} = \frac{\text{Scored points}}{5} \times \text{weight of the Category Criterion}$$

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