

**THE NATIONAL COUNCIL FOR TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING**



**GUIDELINES FOR IMPLEMENTATION OF ODeL
TRAINING PROGRAMME FOR TVET – TEACHERS
IN TANZANIA**

AUGUST, 2025

LIST OF ABBREVIATIONS

CBET	Competence Based Education and Training
EMIS	Education Management Information System
RSF- TVETT	Registration Standard Framework for TVET Teachers
ODeL	Open and Distance E-Learning
NACTVET	National Council for Technical and Vocation Education Training
SET	Skills for Employment Tanzania
VETA	Vocational Education and Training Authority
TVET	Technical and Vocational Education and Training

FOREWORD

Technical and Vocational Education and Training (TVET) is one of the most practical avenues for acquiring readily employable skills for the world of work. Tanzania needs skilled workers who are competent enough to fulfil various professional tasks that will result in positive outcome in terms of productivity.

The macro-level plans, policies and strategies including the Tanzania development vision 2025, Education and Training Policy of 2014 (R.E, 2023), Tanzania Five Year Development Plan (FYDP) 2021/22- 2025/26, Educational Sector Development Plan (ESDP) - (2016/17-2020/21) and various sector specific policies and strategies has given TVET a prominent role of enabling the transition from Secondary Education to the world of work for young trainees/students (social objective) and supply the labour market with competent apprentices (economic objective).

At the heart of TVET system are the managers and teachers who face considerable challenges to deliver quality programmes. Most of those who train as TVET teachers have limited pedagogical skills to teach students, compromising the quality of TVET provided. The deficiency should be addressed by upgrading skills of teachers and updating programmes to meet the demand of emerging or changing trades and technologies for increasing employability of TVET graduates. Several efforts to mitigate unskilled technical and vocational teachers have been undertaken, including sporadic face to face CBET training offered by NACTVET on request by institutions.

The current Registration Standard for TVET Teachers benchmarks qualities that TVET teachers must possess to enable them to deliver CBET competently while integrating gender and disability in facilitating students' learning. It has been decided to address these challenges through the development of ODeL Training Programme for TVET – Teachers in Tanzania. This guideline supports the implementation of the programme by putting in place structures, mechanism, and procedures with defined roles of each institution and actors during implementation. It establishes a quality assurance mechanism and sets standards to which implementers will be required to abide.

NACTVET with a legal framework established by the Act (Cap. 129 RE 2023) is empowered to coordinate provision of technical and vocational education and training and to establish an efficient national qualifications system that will ensure that products from technical and vocational institutions are of high quality and respond to changing needs as well as technological innovations in the world of work will have a role of ensuring that all TVET institutions are strictly adhere to these guidelines. It is my belief that this document will be instrumental and useful in implementing ODeL Training Programme for TVET – Teachers in Tanzania, hence attain the intended objectives of skilled TVET teachers.



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CHAPTER ONE

ABOUT THE GUIDELINES

1.1 Introduction

NACTVET in collaboration with SWISSCONTACT has developed an Open and Distance e-Learning (ODEL) programme to address shortage of technical teachers with Competence Based Education and Training (CBET) pedagogical skills in Tanzania. The implementation of CBET curriculum requires the use of new teaching and learning strategies aligned with the competence paradigm. The ODeL programme for TVET teachers is flexible to accommodate different requirements of teachers who lack pedagogical skills to implement CBET curriculum. This programme is flexible in terms of contents, time and duration, place and strategies for delivering.

Along with the ODeL programme modules and other working documents, NACTVET has developed this training guideline which directs the actors how to administer the programme and train teachers via face-to-face and online digital platforms. The guidelines precisely stipulate the role of each key actor in the course of programme implementation.

1.2 The Rationale of the Guideline

The Registration Standards of TVET Teachers in Tanzania expresses concerns about the challenge of the skills gap and mismatch of TVET graduates as a result of inadequate pedagogical skills, inappropriate understanding to assess the CBET curriculum and attitude to deliver competency-based education and training. The framework addresses this through the development of ODeL training programme for TVET – teachers in Tanzania. The programme led to the development of implementation guidelines which will be useful for programme implementors. This guidelines give common directions for the actors in identified TVET to implement the ODeL programme.

1.3 Objectives of the Guideline

The general objective of the guidelines is to provide a clear framework and set of best practices that guide users in effectively engaging with ODeL platforms, ensuring quality, accessibility, consistency, and successful learning outcomes. Specifically, the guideline is expected to inform on the:

- (i) Main themes of the programme
- (ii) Structure/organization of the ODeL programme
- (iii) Programme learning modalities
- (iv) Facilitators and other actors/users about the implementation platforms of the ODeL programme
- (v) Roles and responsibility of the programme actors
- (vi) Stakeholders responsible for programme quality assurance control mechanism

CHAPTER TWO

ORGANIZATION OF THE PROGRAMME

2.1 Introduction

The ODeL Training programme consists of six (6) self-learning modules that shall be facilitated through online and face-to-face platforms (Blended learning approach). This chapter stipulates the organization or structure of the programme. It starts by describing the target group, followed by the registration of learners, mode of delivery, duration of the programme, teaching and learning resources, learners support services, and ends with assessment and certification.

2.2 Target Group

The ODeL programme is developed for in-service TVET teachers and anyone who attained a minimum qualification to be recognised as TVET teacher as per set standards by the Authority and is aspiring to acquire CBET facilitation skills (Pedagogical/andragogy skills). The skills which is mandatory for any person teaching in TVET institutions.

2.3 Registration of Learners

The learners in this programme will be registered through online portal via the NACTVET website. There will be fee for registration for anyone who is aspiring for the course. Learners will apply and be admitted to institutions recognized and accredited by NACTVET to offer the ODeL programme.

2.4 Programme Mode of Delivery

The ODeL programme uses a blended learning approach designed to be executed through online (e-learning) and face-to-face modes of delivery. Each mode has procedures to be observed by the learners and other concerned actors (see details of each learning mode in chapter three).

2.5 Programme Duration

The duration of the ODeL programme will be a maximum of fifteen (15) weeks from the date of registration. And there will be one week for face-to-face sessions. The face-to-face session will be arranged by the centres of training. All courses shall be delivered in a modular form where a module is construed as a compilation of materials that enable the development of independent and self-contained competencies within a given time frame. Commencement of the programme shall be guided internally by the institution offering the programme.

2.6 Teaching and Learning Resources

There are six (6) self-learning modules developed by NACTVET based on TVET Teachers Registration Standards and uploaded in the online learning platform. These modules will be used by the learner as the main online self-learning materials. Other supportive resources which can enhance learner learning would be provided by the facilitators. Facilitators and learners are expected to have access to reliable internet connectivity and ICT devices like Personal Computers and Smartphones. The six (6) uploaded modules for the ODeL programme are:

1. Guidance, Counselling and Mentorship for Professional Development
2. Integrating Gender and Disability in Facilitating Learning in CBET
3. Interpreting Competence-Based Curriculum for Effective Implementation
4. Facilitating Learning Process in CBET
5. Assessment of Learning in Competence-Based Education and Training
6. Using ICT in Teaching and Learning Process

2.7 Learner Support Services

These are administrative, academic, technological, guidance and counselling services that the TVET centres and facilitators require to offer to the learner in order to support an effective learning. The services focus on what the TVET institution does to help learners beyond the formal delivery of content. The emphasis is on supporting learners for enrolment, retention and successful completion.

2.7.1 Administrative Support Services

These focus mainly on enrolment, admission and registration, record keeping, provision of information and delivery of study materials. The programme coordinator assigned in each institution shall be in-charge of administrative activities.

2.7.2 Academic Support Services

Academic support refers to the assistance which is provided to support learners to develop required competencies based on the learning outcomes. It involves a variety of functions such as explaining concepts, giving hands-on practical experience, developing learning skills, and many others. The facilitator and programme coordinator are the vital personnel to provide to learner the academic support services.

2.7.3 Technological Support Services

There shall be an online user manual provided by NACTVET to assist the ODeL learners. Technology provides learners to have access to information and enhance their learning. The ICT personnel at a particular institute among the TVET institutions is responsible to handle all technological support services.

2.7.4 Guidance and Counselling

In guidance and counselling, learners often need help on academic and personal issues, such as repeating the course, delay of results or certification or cancel enrolment in a programme and/or postponing. These services shall be provided by the programme coordinator and the module facilitators.

2.8 Assessment and Certification

NACTVET shall provide to the key actors a separate ODeL assessment guideline called "Assessment guideline for ODeL Training Programme for TVET Teachers". It will provide details how the learner and learning process as a whole will be assessed. The learner who attains a minimum pass as prescribed in the assessment guideline shall be awarded a certificate by NACTVET. The certificate will enable the graduate to be eligible for registration as a TVET teacher.

CHAPTER THREE

LEARNING MODALITY

3.1 Introduction

ODeL programme is designed as blended learning to be executed through online (e-learning) and face-to-face modes. Each mode has procedures to be observed by the learners and other concerned stakeholders (actors). This chapter is divided into two sections. The first section describes the modalities of how to facilitate online lessons and the second describes how to facilitate face-to-face lessons. Also, it suggests the timetable that shall be followed during face-to-face sessions.

3.2 Online Learning

Each Learner is required to dedicate his/her own time, working hard using the online self-learning platform. This mode needs the learner to apply through the NACTVET website where there is an admission portal linked to the learning platform. In the learning portal, the learner will be exposed to different learning materials. The system will provide accessible self-learning materials (self-instructing modules), programme monitoring and assessment, and management of learners' feedback. The role of the facilitator in this approach is to guide the learner and moderate the learning process when needed. A successive completed learner will qualify for a face-to-face platform where facilitator and learners meet physically at an agreed training centre. The duration of the online session will be a maximum of fifteen weeks (15)

3.3 Face-to-Face Sessions

There shall be face-to-face sessions for the learners to complete their course. The duration of the face-to-face session will be a maximum of seven days (7) equivalent to one week. Before commencing the sessions, centre programme coordinator shall prepare an activity plan that will lead the learning process. The facilitator has to facilitate learners who have successfully qualified from the online learning platform. The facilitator is obliged to facilitate all six (6) modules, and more emphasis should be put on practical skills (Learning by doing). The TVET training centre should have a maximum of thirty (30) learners per face-to-face session for effective support and timely

assessment. On each day of facilitation, two modules shall be covered. When it happens that the number of learners is more than thirty (30), the centre programme coordinator should allocate more weeks to accommodate all learners ensuring that each slot (week) has a maximum of thirty (30) learners.

3.3.1 Face-to-Face Selected Learning Outcomes

The modality of facilitating face-to-face learning will be grounded on identified learning outcomes as identified in Table 1. The facilitator should communicate with the learners prior to the commencement of the face-to-face sessions so that the learner will be able to identify which learning outcomes need more emphasis and clarification. The learner is required to pick one (1) learning outcome from each module and prepare a lesson for presentation. Thus, each learner is supposed to have six (6) lessons for face-to-face presentation. In lesson preparation, the learner should use relevant learning materials to enhance his/her lesson presentation.

Table 1: Face-to-Face Selected Learning Outcomes

SN	Modules	Learning Outcomes
1	Interpreting Competence-Based Curriculum for Effective Implementation	(i) Identifying roles of a trainer in gathering information for CBET curriculum development and review; (ii) Identifying print, visual, audio and audio-visual materials indicated in the curriculum; (iii) Preparing a blank matrix for incorporating the different learning experience
2	Facilitating Learning Process in CBET	(i) Planning logically the main activities involved in conducting the facilitation learning process in tended to achieve the desired learning outcome; (ii) Setting a Complex Integrated Professional Challenge (CIPC) task; (iii) Setting a comprehensive Complex Integrated Professional Challenge (CIPC) reflecting the real work place situation; (iv) Preparing the Competence Based Learning (CBL) activities basing on proper procedures of CIPC; (v) Developing a Competence Based Learning (CBL) Activities Matrix; (vi) Preparing the CBET delivery process plan for guiding the session presentation;

SN	Modules	Learning Outcomes
		(vii) Conducting Inclusive and Iterative mini lesson
3	Assessment of Learning in Competence-Based Education and Training	(i) Prepare a table of specification; (ii) Developing an assessment plan; (iii) Setting written and practical examination questions; (iv) Conducting theoretical and practical examinations; (v) Uploading of student records into different Data base
4	Guidance, Counselling and Mentorship for Professional Development	(i) Assisting learners to overcome learning barriers; (ii) Preparing plan for executing career professional development; (iii) Planning mentoring meeting forms and agreement; (iv) Conducting mentorship relationship exercises
5	Integrating Gender and Disability Inclusion in Facilitating Learning in CBET	(i) Demonstrating gender responsive and equitable actions and attitude; (ii) Demonstrating disability inclusive actions and attitude; (iii) Planning responsive and inclusive learning lessons; (iv) Delivering responsive and inclusive learning lessons
6	Using ICT in Teaching and Learning	(i) Operating ICT tools in facilitating teaching and learning; (ii) Formatting Word document; (iii) Creating Microsoft Power Point presentation; (iv) Manipulating and Visualizing assessment data; (v) Access online resources by using web browser; (vi) Enriching learning by using internet

3.3.2 Face to Face Timetabling

Face-to-face sessions will be conducted for five (5) days in a week. The centre programme coordinator should prepare a timetable prior to face-to-face. The time table should prescribe the days, time and activities which will be covered during face-to-face session. The coordinator, facilitators and learners should be flexible to allow modification when needs arise.

3.3.3 Proposed Daily Activity Plan

The proposed daily activity plan it gives the directions for preparing face to face session timetable. The programme coordinator will be responsible to prepare a timetable for the whole activities that will be done during to face to face session. The focus for the timetable will be based on the proposed activity plan as presented in Table 2.

Table 2: Proposed Activity Plan

S/N	Days	Proposed Activities	Output Attained
1	Day One	Registration of Participants, Opening and Logistics	Registration, opening and logistics presented
		Clarification of difficulties/challenges faced by learners during Online learning session for all six modules	Clarification of difficulties issues raised for all six (6) modules presented
2	Day Two	Demonstration and assessment of skills components stated in Interpreting Competence-Based Curriculum for Effective Implementation and Guidance, Counselling and Mentorship for Professional Development modules reflecting learning outcomes	Skills Components in Interpreting Competence-Based Curriculum for Effective Implementation and Guidance, Counselling and Mentorship for Professional Development modules are Demonstrated and assessed
3	Day Three	Demonstration and assessment of skills components stated in Facilitating Learning Process in CBET and Integrating Gender and Disability Inclusion in Facilitating Learning in CBET modules reflecting learning outcomes	Skills Components in Facilitating Learning Process in CBET and Integrating Gender and Disability Inclusion in Facilitating Learning in CBET modules are Demonstrated and assessed
4	Day Four	Demonstration and assessment of skills components stated in Assessment of Learning in Competence-Based Education and Training and Using ICT in Teaching and Learning modules reflecting learning outcomes	Skills Components in Assessment of Learning in Competence-Based Education and Training and Using ICT in Teaching and Learning modules are Demonstrated and assessed
5	Day Five	Reflection, Certification and Closure	Reflection, Certification and Closure done

CHAPTER FOUR

ROLES AND RESPONSIBILITIES OF ACTORS

4.1 Introduction

The ODeL TVET programme involves different stakeholders who are termed as actors in this document. They include, regulatory body which is NACTVET, TVET institutions, programme coordinators, facilitators, and the learners. The role and responsibilities of each actor is described in the subsequent sections.

4.1.1 The Regulatory Body – NACTVET

NACTVET shall play its regulatory role in the implementation of the ODeL programme for the TVET teachers. It is responsible for:

- (i) Setting criteria for recognition of TVET institutions that aspire to become ODeL Training Centres
- (ii) Giving technical support to TVET ODeL centres
- (iii) Issuing certificates to qualified ODeL learners
- (iv) Monitoring and evaluation of ODeL programme

4.1.2 TVET Training Centres

These are institutions recognized by NACTVET as ODeL programme training centres. The TVET training centre will be responsible for:

- (i) Provision of appropriate and adequate learning resources
- (ii) Assigning CBET qualified staff as per NACTVET requirements to facilitate the programme.
- (iii) Appointing centre programme coordinator
- (iv) Establishing a clear and accessible communication protocol for handling complaints from learners
- (v) Supporting financially staff members to undertake the ODeL training.

4.1.3 Centre Programme Coordinator

There shall be a programme coordinator at the centre level. The role and responsibilities of the coordinator includes the following:

- (i) To enrol learners in the programme
- (ii) To appoint facilitator for different modules
- (iii) To prepare timetable for face-to-face session and communicate it to the learners and facilitators; and organize the whole process
- (iv) To issue facilitation/study materials to the facilitators
- (v) To ensure learner support services
- (vi) To compile assessment reports
- (vii) To give feedback to facilitators and learners
- (viii) Keep facilitators and learners' records
- (ix) To monitor and evaluate both online and face-to-face learning platforms
- (x) To ensure quality of the programme (quality assurance)
- (xi) To provide learner support services to the learners including guidance

4.1.4 Module Facilitator

This is the fundamental user of this guide due to the fact that he/she has a direct role in the training. The following are the main responsibilities of the module facilitator when implementing the ODeL TVET programme.

- (i) Guiding online learning when needed
- (ii) Facilitating learners during face-to-face sessions
- (iii) Assessing learner's learning progress
- (iv) Giving learning feedback both to the learner and coordinator
- (v) Addressing learning challenges presented by the learners
- (vi) Reporting unsolved challenges to the coordinator for further measures
- (vii) Providing guidance and counselling to learners on six modules

4.1.5 Learners

In implementing the ODeL programme; learners are key actors required to be committed. The following are responsibilities of the learners in the programme.

- (i) Register to the programme on time
- (ii) Attend face-to-face sessions after completing online learning as required;
- (iii) Complete all given assignments and submit to the facilitator on time
- (iv) Prepare portfolio for keeping academic records; and
- (v) Adhere to training centre rules and regulations

CHAPTER FIVE

PROGRAMME QUALITY ASSURANCE

5.1 Introduction

This chapter outlines the mechanisms and criteria established to ensure that the Open, Distance and e-Learning (ODEL) Programme for TVET teachers maintains the highest standards of quality and effectiveness. It defines the respective quality assurance roles and responsibilities of NACTVET and TVET training centres in implementing and monitoring the programme. Furthermore, it presents the key criteria for maintaining programme quality, including pedagogy, learning resources, assessment, learner support, staffing, and administration.

5.2 Quality Assurance Mechanisms

To ensure that the quality requirements of the ODeL programme are fulfilled by all stakeholders of the programme; the following institutions are responsible to make sure that the programme maintains its quality as expected:

5.2.1 NACTVET

NACTEVET is the programme developer and overall, in charge of the ODeL programme for TVET teachers. It is obliged to make sure that the programme is operating at a very high standard. Specifically, NACTVET has the following responsibilities regarding quality assurance:

- (i) Ensures that any TVET institution aspiring to be a training centre, is recognized by NACTVET as ODeL programme training provider.
- (ii) Ensures that module facilitators are competent in CBET pedagogical skills and have been registered and recognized by NACTVET as technical teachers.
- (iii) Set programme indicators (e.g., graduation rates, retention rates), to measure institutional programme performance.
- (iv) Ensures fair and equitable evaluation of student achievement through valid assessment methods.
- (v) Ensures that attendance for face-to-face sessions is mandatory.
- (vi) Ensure that quality on provision of training is adhered

5.2.2 TVET Training Centres

- (i) Ensures that programme coordinator and module facilitators are competent in CBET pedagogical skills and have been registered and recognized by NACTVET as TVET training teacher
- (ii) Ensures that institutional established training policies and practices which will be applied for ODeL programme delivery are published, communicated and applied accordingly.
- (iii) Ensures that the module facilitators execute their professional responsibilities; are accessible and available for student inquiry; and meet the needs of the students.
- (iv) Provide prompt and constructive feedback to learners; promote a positive attitude to learning for learners.
- (v) Ensures that all learning facilities, equipment, and technological infrastructure are available to support the promised modes of delivery and make the learning process accessible to learners.
- (vi) Monitoring and implementation of training programme.

5.3 Criteria for Maintaining Programme Quality

The following are criteria for maintaining the ODeL programme standards:

5.3.1 Pedagogy

For quality assurance, pedagogy used should be appropriate to the learners, environment and nature of the programme.

5.3.2 Learning Resources

Study guides lead the learner to use the modules effectively. Self-study material will be updated at least once every 3 years. Self-study materials are interactive, comprehensive, accessible, contemporary and learner friendly.

5.3.3 Integration of learning Management System (Moodle)

The institutional learning management system and NACTVET system will be integrated to enable effective registration of successful learners as TVET teacher.

5.3.4 Evaluation and Assessment

Programme assessment shall adhere to the established assessment guidelines. Continuous assessment that promotes learning through ODeL shall meet programme assessment criteria and will be done during online session. Summative assessment that validates achievement of learning objectives will be conducted during face-to-face sessions. Both two assessment process should demonstrate integrity.

5.3.5 Learner Support Services

Facilitators should possess relevant ODeL training skills. Channels of communication should be prompt, diverse and cater for learners' needs, e.g. phone, e-mail and online-platform interaction, etc. Provision of advice and guidance should be consistent with institutional policy and the Registration Standard Framework for TVET Teachers.

5.3.6 Staffing

Training institutions should have adequate qualified staff for programme leadership, resources, and online system monitoring. A minimum of 6 staff shall be associated with the programme. They should be skilled in terms of subject and ODeL pedagogy, advisory and administration. Recruitment and remuneration will be in line with training centre internal policy.

5.3.7 Administration

Verifiable evidences of strong general logistics to support the training programmes of the ODeL training centres should be available. Also, institutional support such as advice, ICT facilities, venue for face-to-face sessions, laboratories/workshops that has particular relevance within the programme should be available.

LIST OF READINGS

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Project, B. I. I. (n.d.). *National Online , Distance And E-Learning (Odel) Policy And Strategy For Tvet Institutions In Kenya*.

The Open University of Tanzania. (2008). *E-learning Strategy 2010-2014* (Vol. 255, Issue January).

**ANNEX I: FACE TO FACE ASSESSMENT MODULE 1: GUIDANCE, COUNSELLING
AND MENTORSHIP FOR CAREER DEVELOPMENT**

S/N	FEATURE	3	2	1	0
1	Applies guidance and counselling procedures in assisting learners to overcome learning barriers				
	1.1. Building relationship with learners based on mutual trust				
	1.2. Gathering information to learners regarding their learning barriers				
	1.3. Generating hypotheses regarding the purposes of the learner's behaviour				
	1.4. Testing the hypotheses through psychological disclosures of his goals				
	1.5. Helping learners through the group members, to find more desirable alternatives to achieve his goals				
2	Prepares career development plan				
	2.1. Identifying current position learner, he/she has				
	2.2. Identifying where learner wants to go				
	Creates learners career development plan				
	2.3. Setting small tasks for orienting learners towards their goals				
	2.4. Organizing tasks in accordance to time line				
	2.5. Creates task deadline charts				
3	Uses prepared plan for executing career professional development				
	3.1. Keeps track on learners' behaviour change				
	3.2. Conducting monitoring and evaluation on the learner professional development				
	3.3. Updating goals				
4	Supervises field attachments				
	4.1. Preparing checklist for supervision				
5	Provides learners' support services for professional development				
	5.1. Identifying learners' challenges influencing professional development				
	5.2. Addressing learners' challenges influencing professional development				
6	Plans mentoring meeting forms and agreements				
	6.1. Identifying areas for mentorship				
	6.2. Preparing sessions for mentoring and inform learners				
	6.3. Conducting mentoring meeting forms and agreements				
7	Uses mentorship tools in conducting mentorship relationship exercises				

S/N	FEATURE	3	2	1	0
	7.1. Prepares mentorship tool				
	7.2. Uses mentorship tools when conducting mentorship				
	Total score Attained				
	Total Out of 19				

**ANNEX II: FACE TO FACE ASSESSMENT MODULE 2: INTEGRATING GENDER
AND DISABILITY INCLUSION IN FACILITATING LEARNING**

S/N	FEATURE	3	2	1	0	
1.	Applies concepts related to gender and disability in facilitating responsive and inclusive learning					
	1.1. Using different audio-visual aids to promote gender and disability in facilitating responsive and inclusive learning					
	1.2. Using participatory teaching methods to ensure gender and disability in inclusion in facilitating responsive learning					
2.	2.1. Ability of showing a sense of becoming a gender responsiveness and disability inclusive trainer in facilitating responsive and inclusive learning					
3.	3.1. Demonstrating gender responsive and equitable actions, attitude and conduct in facilitating learning					
4.	4.1. Demonstrating disability inclusive actions, attitudes and conduct in facilitating responsive and inclusive learning.					
5.	Applies gender responsive language in facilitating inclusive learning					
	5.1. Setting equitable rules for using disability sensitive language for responsive and inclusive learning					
6.	6.1. Considering gender needs in lesson planning for responsive and inclusive learning					
7.	7.1. Using gender sensitive language for students with disabilities in facilitating responsive and inclusive learning					
	Total score Attained					
	Total Out of 8					

**ANNEX III: FACE TO FACE ASSESSMENT MODULE 3: INTERPRETING
COMPETENCE BASED CURRICULUM FOR EFFECTIVE
IMPLEMENTATION**

S/N	FEATURE	3	2	1	0
1.	Demonstrates positive attitudes towards implementing CBET curriculum				
2.	Prepares a blank matrix for incorporating the different learning experience				
	2.1. Identifies the teaching activity				
	2.2. Plots Time for the activity				
	2.3. Distinguishes the Facilitation techniques				
	2.4. Provides the Guidance tools				
	2.5. Identifies the Facilitation materials				
	2.6. Proposes the Assessment method				
	2.7. Provides Remarks				
	Total score Attained				
	Total Out of 8				

**ANNEX IV: FACE TO FACE ASSESSMENT MODULE 4: FACILITATING LEARNING
PROCESS IN COMPETENCE BASED EDUCATION AND TRAINING**

S/N	FEATURE	3	2	1	0
1.	Conducting a single class session demonstrating participatory methods of teaching				
	1.1. Observing Proper selection of the teaching method in relation to the learning outcome				
	1.2. Ability to manage learning session				
	1.3. Learners' involvement teaching and learning methods				
	1.4. Using of assessment methods to measure learning outcome				
2.	Using Complex Integrated Professional Challenge (CIPC) to facilitate session				
	2.1. Developing CIPC reflecting a real work place situation				
	2.2. Developing the learning activities				
	2.3. Developing the Competence Based Learning Matrix				
	2.4. Using CBL Matrix in facilitating session				
3.	Demonstrate presentation skills to reinforce the culture of responsive learning				
	3.1 Formulating groups discussion to reinforce responsive learning				
	3.2 Conducting practical sessions				
	3.4 Conducting integrative assessment during the learning process				
	3.5 Providing timely assessment feedback to reinforce learning				
4	Maintain values and good qualities of a trained facilitator within and outside the learning site/venue				
	4.1 Provides valid and useful information				
	4.2 Ensures free and informed choice for learners				
	4.3 Demonstrates commitment to the choice made by learners				
	4.4 Motivates learners during learning process				
	4.5 Engages learners in learning process purposefully				
	4.6 Provides constructive and positive feedback				
	Total score Attained				
	Total Out of 21				

**ANNEX V: FACE TO FACE ASSESSMENT MODULE 5: ASSESSMENT OF
LEARNING IN COMPETENCE BASED EDUCATION AND TRAINING**

S/N	FEATURE	3	2	1	0
1	Demonstration of skills of developing a table of specification				
2	Demonstration of skills of developing and using an assessment plan				
3	Demonstration of skills of keeping records of assessment records and management of security systems				
4	Sets written examination questions				
	4.1 Demonstration of skills of developing test items (objective and subjective) written examination questions				
	4.2 Demonstration of skills of developing answer guide and Making scheme				
6	Sets practical examination questions				
	6.1 Demonstration of skills of Developing checklist /rating scale for practical examination				
	6.2 Demonstration of skills of Conducting theoretical examinations				
	Total score Attained				
	Total Out of 8				

**ANNEX VI: FACE TO FACE ASSESSMENT MODULE 6: USING ICT IN TEACHING
AND LEARNING**

S/N	FEATURE	3	2	1	0
1	Using common ICT tools in facilitating teaching and learning				
2	Using security methods in protecting ICT tools and information				
3	Using Microsoft Word features in formatting documents				
4	Using Microsoft PowerPoint in creating presentation contents				
5	Creating multimedia learning contents				
6	Using Microsoft Excel to interpret assessment results				
7	Using Microsoft Excel formulas in manipulating assessment data				
8	Using Microsoft Excel in visualizing assessment data				
9	Using web browsers to access online resources				
10	Using search engines to search online resources				
11	Using internet technology to enrich teaching and learning				
	Total score Attained				
	<i>Total Out of 11</i>				
	Grand Total score 75				

Note: Well, done (3), Satisfactory (2), poorly done (1), not observed (0)

General Comment

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Facilitator's NameSignature.....

ANNEX VII: RECOGNITION TOOL FOR ODeL TRAINING CENTRES

SECTION A: Institutional Information

- Institution Name:
- Registration/Accreditation Number:
- District Region:.....
- Contact Person:..... Phone:.....
- Email
- Date of Assessment:.....
- Assessor(s):.....

SECTION B: Minimum Recognition Criteria Checklist

S/N	Recognition Criteria	Requirement Description	Evidence Required	Weight (%)	Score (0–3)	Weighted Score = (Score ÷ 3) × Weight	Remarks
1	Legal Status & Recognition	Institution accredited by NACTVET for ≥3 years	Valid accreditation certificate	5%			
2	Organizational Capacity & Leadership Commitment	Defined structure and commitment to ODeL delivery	Organogram, policy documents	8%			
3	Programme Coordinator	Appointed, qualified, and trained in ODeL and CBET	CV, appointment letter	6%			
4	Qualified CBET Facilitators	At least 6 registered with NACTVET	List of staff, registration certificates	10%			
5	Physical Infrastructure	Adequate space for face-to-face training	Photos, asset list	7%			
6	ICT Infrastructure	Internet, computers, AV tools	Procurement records, lab setup	8%			
7	Learning Management System (LMS)	Operational LMS (e.g., Moodle) with admin access, accessible, user-trained	LMS screenshots, login demo	10%			
8	ODeL Modules & Learning Resources	NACTVET-approved modules, support materials	List of modules, links	6%			
9	Learner Support Services	Academic, psychosocial, and technological support systems	Policy, samples of learner feedback	8%			
10	Institutional Policies	QA, Assessment, Inclusion, HR, M&E, staff dev. policies	Policy manual	7%			

S/N	Recognition Criteria	Requirement Description	Evidence Required	Weight (%)	Score (0–3)	Weighted Score = (Score ÷ 3) × Weight	Remarks
11	Monitoring & Evaluation Capability	Tools to track learner progression and outcomes	M&E framework, reports	7%			
12	Compliance with NACTVET Guidelines	Willingness to adhere to ODeL implementation framework	Signed declaration	8%			

Key: Rating Scale (per criterion):

Score	Description
3	Fully Meets Requirement (Excellent)
2	Partially Meets Requirement (Satisfactory)
1	Inadequately Meets Requirement (Needs Improvement)
0	Does Not Meet Requirement (Non-Compliant)

Weighted Score Calculation:

If **Score** for *ICT Infrastructure* (Weight = 8%) = 2 out of 3, then:

Weighted Score = $(2 \div 3) \times 8 = 5.33$

SECTION C: Summary and Recommendation

Scoring and Recognition Decision

Total Score	Recognition Status
85–100	Fully Recognition
< 85	Not Recognized

General Observations:

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Assessment Team Lead:

Signature:

Date.....

