

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



**GUIDELINES FOR THE RECOGNITION
OF TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING (TVET) INSTITUTIONS TO OFFER
BACHELOR'S DEGREE PROGRAMMES**

AUGUST, 2025

Preface

The provision of Bachelor's degree programmes within the Technical and Vocational Education and Training (TVET) sub-sector marks a significant step in expanding access to higher-level technical education and strengthening Tanzania's capacity to produce a competent, innovative, and work-ready workforce. As the demand for applied knowledge and practical skills continues to grow in both local and global economies, there is an increasing need to ensure that institutions offering such programmes meet clearly defined and consistently enforced quality Criteria.

This document has been developed by the National Council for Technical and Vocational Education and Training (NACTVET) as part of its regulatory mandate to coordinate, regulate, and assure the quality of technical education and training in Tanzania. It sets out the minimum requirements and procedures for the recognition of TVET institutions intending to offer Bachelor's degree programmes under the National Technical Awards (NTA) framework.

The guidelines outlined in this document provide a comprehensive framework for assessing institutional readiness and programme quality. They cover critical areas such as institutional governance, infrastructure, academic staffing, curriculum design, research and innovation, student support, financial sustainability, and compliance with regulatory and professional Criteria. The document further outlines the application, evaluation, approval, certification, and monitoring processes necessary to ensure consistent quality across institutions.

The preparation of this document involved wide consultation with key stakeholders, including TVET institutions, Professional Regulatory Authorities, industry experts, and education policymakers. Their contributions have been invaluable in ensuring that the guidelines are contextually relevant, practical, and aligned with national development goals and international best practices.

It is expected that these guidelines will serve not only as a regulatory tool but also as a roadmap for institutional self-improvement and capacity building. Institutions are encouraged to use this document as a benchmark for planning, implementing, and evaluating their Bachelor's degree programmes.

NACTVET remains committed to supporting institutions in meeting these Criteria and in fostering a culture of quality, innovation, and accountability in the delivery of technical and vocational education and training in Tanzania.



Dr. Mwajuma I. Lingwanda
EXECUTIVE SECRETARY

Executive Summary

This guidelines document for Recognition of Technical and Vocational Institutions to offer Bachelor's degree programmes for Technical and Vocational Education and Training (TVET) institutions. It serves as an instrument to guide TVET institutions intending to offer or offering Bachelor's degree programmes in Tanzania. The guidelines aim to ensure that the Bachelor's degree training within the TVET sub-sector aligns with national education policies, labour market demands, and NACTVET's regulatory framework.

The development of these guidelines responds to the Government's directive to promote applied learning and innovation through high-quality, industry-relevant programmes. It outlines the minimum requirements that institutions must meet to be recognised and accredited by the National Council for Technical and Vocational Education and Training (NACTVET) to offer Bachelor's degrees under the National Technical Awards (NTA) framework.

Ten key quality domains form the basis of the recognition framework: legal and governance compliance; physical and learning infrastructure; academic and administrative staffing; curriculum design and delivery; research and innovation; quality assurance systems; student support services; collaboration and partnerships; financial viability; and regulatory compliance. Each domain is assessed through specific indicators with defined scoring criteria, supporting both self-assessment and external evaluation.

The guidelines establish procedures for institutional application and approval, including eligibility conditions, required documentation, and evaluation steps. Institutions are required to submit a comprehensive Institutional Self-Assessment Report (ISAR), demonstrate curriculum compliance, and provide evidence of capacity and stakeholder engagement. To maintain institutional focus on technical training, a proposed ratio of Degree to Diploma programmes is set at 3:10.

Certification procedures are also addressed, including the roles of institutions and NACTVET in issuing secure and verifiable certificates and transcripts. The guidelines further detail responsibilities for ongoing monitoring, quality assurance, and periodic review of Bachelor's degree programmes.

The guidelines outline the roles of both TVET institutions and NACTVET. Institutions are responsible for programme design, delivery, internal quality assurance, and compliance, while NACTVET provides regulatory oversight, Criterion-setting, capacity building, and monitoring.

Overall, the guidelines provide a structured, evidence-based approach to regulating Bachelor's degree provision in the TVET sector. They aim to enhance institutional quality, promote accountability, and support the development of competent graduates ready to contribute to Tanzania's socio-economic transformation.

Definition of Key Terms

Recognition	A formal process by which NACTVET evaluates and recognizes that a TVET institution has met prescribed minimum Criteria to offer specific academic programmes.
Bachelor's Degree Programme	An academic programme offered at NTA Level 7 and 8 designed to provide advanced technical and professional competencies in a specific field.
Competence-Based Education and Training (CBET)	An approach to education and training that emphasizes the acquisition and demonstration of knowledge, skills, and attitudes required to perform to the Criteria expected in the workplace.
Curriculum	A structured set of learning outcomes, content, teaching strategies, assessment methods, and resources that guide the delivery of a training programme.
Institutional Self-Assessment Report (ISAR)	A comprehensive report prepared by a TVET institution to assess its own capacity and readiness to offer a Bachelor's degree programme, based on Tanzania TVET Criteria.
Net Income Ratio (NIR)	NIR is a ratio of net income to total revenues. It measures how much of an institution's revenue is left over after expenses. It indicates whether the institution is operating at a surplus or deficit.
Primary Reserve Ratio (PRR)	PRR is ratio of expendable net assets to total expenses. It indicates the ability of an institution to operate without relying on additional revenue. For example, how many months (or years) an institution could continue operating using only its reserves? Expendable net assets (net assets that can be spent) include cash, short-term investments, and liquid assets. Total expenses refer to all operating expenses for a given fiscal year, usually found on audited financial statement.
Professional Regulatory Authority (PRA)	A legally established body responsible for overseeing the practice, Criteria, and registration of professionals in a specific field (e.g., Engineers Registration Board, Pharmacy Council).
Programme Ratio (3:10 Rule)	The required proportion of Bachelor's degree programmes to Diploma programmes in a TVET institution, where degree programmes shall constitute no more than 30% of all offerings.

Quality Assurance	A systematic process of ensuring that educational services meet or exceed established Criteria of quality in teaching, learning, assessment, and administration.
Recognition	A formal status granted by NACTVET authorizing an institution to deliver a Bachelor's degree programme after meeting all prescribed conditions.
Technical and Vocational Education and Training (TVET)	Education and training that provides knowledge and skills for employment, entrepreneurship, and lifelong learning in various sectors of the economy.
Innovation hub	An innovation hub is a physical or virtual space designed to foster collaboration, creativity, and the development of new ideas and solutions.
Guideline	An official document issued by the NACTVET that outlines Criteria, procedures, and requirements that institutions must follow when offering TVET programmes.

List of Abbreviations

CBET	Competence-Based Education and Training
ETP	Education and Training Policy
ISAR	Institutional Self-Assessment Report
MoEST	Ministry of Education, Science and Technology
NACTVET	National Council for Technical and Vocational Education and Training
NGO	Non-Governmental Organization
NTA	National Technical Awards
PRA	Professional Regulatory Authority
QA	Quality Assurance
TQF	Tanzania Qualification Framework
TVET	Technical and Vocational Education and Training
PRR	Primary Reserve Ratio
NIR	Net Income Ratio

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1.0 INTRODUCTION AND BACKGROUND

1.1 Background

The National Council for Technical and Vocational Education and Training (NACTVET) is a regulatory body established under the NACTVET Act to oversee and regulate Technical and Vocational Education and Training (TVET) in Tanzania's non-university tertiary institutions. According to Section 5(1)(a) of the Act, NACTVET is responsible for registering and accrediting institutions that can deliver quality-assured programmes and conferring academic awards comparable nationally and internationally.

Tanzania's TVET system follows the National Technical Awards (NTA) Framework, which provides a structured progression from Basic Technician Certificates (NTA Level 4) to Doctor of Philosophy (NTA Level 10). This framework promotes learner mobility, recognition of prior learning, and flexibility in lifelong learning.

In the past two decades, the Government of Tanzania has implemented extensive reforms to enhance TVET, acknowledging its vital role in addressing skills shortages and reducing youth unemployment. The Education and Training Policy (ETP) 2014, (R.E 2023) emphasizes expanding higher-level technical education, research, and innovation capacity, transforming technical institutions into centres of excellence for applied learning.

The ETP advocates for Competence-Based Education and Training (CBET) models to equip graduates with practical skills for the labour market and promotes integrating research and entrepreneurship within technical education. It also aims to improve access to quality Bachelor's and Postgraduate programmes in the TVET sector, fostering a skilled workforce to support national development goals.

Responding to these policy imperatives, NACTVET has established guidelines for accrediting TVET institutions to offer Bachelor's degree programmes. This initiative seeks to expand access to higher technical education, promote academic advancement for diploma holders, and increase the supply of skilled graduates aligned with Tanzania's growing economy. It also supports regional integration initiatives like the East African Community (EAC) and the African Continental Free Trade Area (AfCFTA), reinforcing the commitment to quality, equity, and competitiveness in technical education.

1.2 Rationale

The accreditation of TVET institutions to offer Bachelor's degree programmes is a strategic intervention that directly addresses the critical skills gaps in the Tanzanian labour market. By enabling these institutions to provide higher qualifications, the initiative supports learners who have completed National Technical Awards (NTA) Level 6 or its equivalent. This pathway not only fosters lifelong learning but also enhances career development opportunities in a rapidly evolving job landscape.

Accrediting Bachelor's degree programmes at TVET institutions is particularly justified for several key reasons. Firstly, it responds to the urgent need for highly skilled professionals who can meet the demands of various sectors. As the economy evolves, there is an increasing requirement for graduates who possess both theoretical knowledge and practical skills, making technical and vocational education an essential component of national development. Secondly, this approach enhances the employability of graduates by ensuring that their education is aligned with industry Criteria and practices. Through industry-relevant training and hands-on experience, graduates are better equipped to transition into the workforce, thus reducing unemployment rates and contributing positively to economic growth.

Moreover, the recognition facilitates equitable access to higher education, especially for learners in underserved regions or those engaged in technical careers. By providing more educational pathways, it helps to ensure that all individuals, regardless of their geographical or socio-economic background, have the opportunity to advance their education and improve their livelihoods. Finally, this initiative supports technological advancement by encouraging innovation and research within TVET institutions. Graduates equipped with advanced qualifications are more likely to contribute to the development and implementation of new technologies, driving progress across various sectors. Overall, the recognition of Bachelor's degree programmes in TVET institutions is a crucial step towards creating a more skilled workforce, enhancing national development goals, and ensuring sustainable growth.

1.3 Scope

These guidelines apply to both public and private technical and vocational institutions that seek recognition to offer Bachelor's degree programmes in Tanzania. The programmes covered include applied and professional degrees in fields such as engineering, health sciences, information technology, and business-related disciplines, which align with the TVET mission.

The guidelines are intended for institutions that have demonstrated capacity at diploma level (NTA Level 6) and wish to scale up to NTA Levels 7 and 8.

1.4 Benchmarking

In developing these guidelines, reference has been made to regional and international frameworks including the African Union Continental TVET Strategy, UNESCO-UNEVOC Criteria, the East African Qualifications Framework for Higher Education (EAQFHE), and best practices from countries like Germany, Canada, and Australia.

Germany's dual education system serves as a notable model, combining theoretical instruction with practical training in real-world settings. This integration not only equips

students with formal qualifications but also ensures they are job-ready, addressing industry demands efficiently. The emphasis on close collaboration between educational institutions and industry stakeholders has led to high employment rates among graduates, a goal that Tanzanian TVET institutions can aspire to emulate.

Canada's approach to workforce development focuses on inclusivity and responsiveness to labour market needs. The involvement of various stakeholders, including government, industry, and educational institutions, in curriculum development is vital for ensuring that programmes remain relevant. Additionally, Canada's emphasis on lifelong learning and continuous professional development highlights the importance of adaptability in education, encouraging graduates to upskill as industries evolve.

Australia's Technical and Vocational Education system is characterized by a strong emphasis on Competency-Based Training, which allows for a clear assessment of skills in relation to industry Criteria. The flexibility in programme delivery, including options for online and blended learning, supports diverse learning styles and can accommodate working students. This adaptability is crucial for enhancing access to education in Tanzania's diverse economic landscape.

Benchmarking against these countries and their associations ensures that the Bachelor's degree programmes offered within Tanzanian TVET institutions not only meet global Criteria but also remain contextually relevant to local industry needs and socioeconomic conditions. By incorporating lessons from these successful models, Tanzanian TVET can create a robust framework that fosters employability, enhances workforce skills, and stimulates economic growth, effectively bridging the gap between education and industry demands.

1.5 Purpose

The purpose of these guidelines is to provide a clear, consistent, and transparent framework for accrediting technical and vocational institutions to offer Bachelor's degree programmes. The guidelines document outlines the minimum requirements and procedures necessary to ensure quality and relevance in programme design, delivery, and assessment to which TVET institutions have to comply.

Specifically, the guideline aims to:

- a) Ensure quality assurance and institutional readiness for delivering degree programmes.
- b) Promote demand-driven, practical, and Competency-Based Education at the Bachelor's level.
- c) Safeguard the academic integrity and recognition of Bachelor's degrees within the TVET system.

- d) Support national goals related to employment, industrialization, and human capital development.
- e) To provide opportunity for NACTVET graduates to pursue higher level technical education and maximise their potential instructors

2.0 CRITERION AND ELIGIBILITY CRITERIA FOR RECOGNITION

2.1 Criteria for Recognition of Bachelor's degree Programmes

The Criteria in **Table 1** shall apply to providing institution aspiring to be recognised to offer Bachelor's degree Programmes.

Table 1: Criteria for Recognition Bachelor's degree Programmes

Criterion 1	Mission and Governance
<i>Criterion Statement</i>	<i>The provider has a clear mission and purpose with congruent governance and administrative structures that support its Bachelor's degree programmes offerings.</i>
Criterion 1.1	There are clearly defined Mission Statement and Statement of Purpose.
Criterion 1.2	The rationale and educational goals of the programme are congruent with the provider's mission and purpose.
Criterion 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.
Criterion 1.4	There are clearly defined responsibilities for staff employed by the provider.
Criterion 1.5	The provider demonstrates a commitment to continuous quality adherence and improvement.
Criterion 1.6	The provider demonstrate honesty in disclosing to the public the type and duration of Bachelor's degree programme to be offered.
Criterion 2	Resources and Facilities
<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>

Criterion 2.1	There are appropriate plans to acquire and manage its resources and facilities.
Criterion 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.
Criterion 2.3	Instructional and support staff are adequate for the effective delivery of the programmes and related services.
Criterion 2.4	Physical resources are adequate to serve the needs of the programmes and contribute to an environment for effective learning.
Criterion 2.5	Facilities meet relevant health and safety Criteria for education and training facilities.
Criterion 2.6	There is access to adequate learning resources and services to support the programmes offered.
Criterion 2.7	There is access to appropriate technological resources to effectively deliver the course.
Criterion 2.8	Where applicable, adequate provision is made for laboratories and related equipment and materials, to facilitate the application of the theories and principles relevant to the programmes.
Criterion 3	Teaching and Learning
<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 Bachelor degree programme(s) to be offered are clearly shown.
Criterion 3.2	The number of credits to be awarded upon successful completion of the programme is clearly indicated.
Criterion 3.3	There is a clearly defined and coherent mechanism for developing and reviewing programmes for relevance and educational quality.
Criterion 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.
Criterion 3.5	There are 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.
Criterion 3.6	Published admission requirements for the programmes are appropriate to qualification level and aligned with the purpose and learning objectives.
Criterion 3.7	Instructors are qualified on the basis of appropriate education, training and experience to teach the programmes.
Criterion 3.8	The trainers of the programmes are engaged in professional developments that keep them abreast of developments in their fields.
Criterion 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.
Criterion 3.10	The performance of adjunct trainers providing training on an ad hoc basis is evaluated.
Criterion 3.11	There is an appropriate mechanism for maintaining and enhancing the quality of instruction.
Criterion 3.12	There is a structured and rigorous assessment process which determines the attainment of certification.
Criterion 3.13	There is a system of documenting, storing and retrieving records of learner performance.
Criterion 3.14	The assessment system is transparent and allows for reports on learner performance in a timely manner.
Criterion 3.15	Assessment is appropriate to the qualification level with emphasis on demonstrable competencies.
Criterion 3.16	Certificate to be awarded is approved by the National Council for Technical and Vocational Education and Training (NACTVET).
Criterion 3.17	There are appropriate support services to both learners and staff
Criterion 3.18	Monitoring and guidance of learner performance is an on-going part of the learning process.
Criterion 3.19	There is a clearly defined and coherent mechanism for monitoring, evaluation and learning for relevance and educational quality.

2.2 Eligibility Criteria for Recognition to Offer Bachelor's Degree Programmes

Regulation 4 of the National Council for Technical and Vocational Education and Training (Requirements to Offer Degrees) Regulations, 2005 provides the following criteria to be met by institutions intending to offer Bachelor's degree programmes under NACTVET.

To have been registered by NACTVET to offer training programmes up to NTA Level 6 for at least five (5) years and at least three (3) years post Full Accreditation from the Council, with the following Criteria in place:

- a) To have attained Autonomy for Government institutions in accordance with Section 5. -(1)(I) of the NACTVET Act, Cap. 129 (R.E. 2023); OR to be in possession of legal Institutional Charter for private institutions;
- b) Evidence of compliance with the NACTVET-Accreditation Criteria;
- c) At least one Academic Department that has been recognised as having the capacity to run courses to the required Criterion;
- d) A sound Quality Assurance system; and Documents to define noncompliance issue for ineligibility in 2.2 C)
 - (i) A NACTVET validated curriculum.
- e) Provide evidence of having adequate qualified human resources and a system to ensure staff retention, as well as physical and financial resources for starting the envisaged degree programme. Further the institution must have in place a strategic plan for sustaining the same.
- f) To have a good track record of compliance with NACTVET Accreditation Regulations.
- g) Clearly established Governance Structure, including:
 - (i) Governing Council/Advisory Board;
 - (ii) Qualified personnel (with at least an PhD) to hold the position of Rector/Provost;
 - (iii) Qualified personnel (at least a Doctoral Degree) to hold the position of Deputy Rector/Provost for Academic, Research and Consultancy;
 - (iv) Qualified personnel (at least a Doctoral Degree) to hold the position of Deputy Rector/Provost for Finance, Administration and Personnel;
 - (v) Senior Management and Administrative Committees;
 - (vi) Qualified personnel (at least a Doctoral Degree) to hold the position of Principal for the College Campuses.

3.0 VISION, MISSION AND STRATEGIC PLANNING

In line with Criterion 1.1, institutions seeking to offer Bachelor's degree programmes must demonstrate a well-defined strategic direction aligned with national development priorities, technical and professional excellence, and sustainable institutional growth. The vision, mission, and strategic plan shall guide institutional decisions and ensure relevance, quality, and accountability in programme delivery.

3.1 Vision and Mission Statements

The provider institution shall:

- a) Develop clear and coherent vision and mission statements that emphasize Competence-Based higher education, applied research, and societal impact;
- b) Align these statements with national policies and strategies such as the Tanzania Development Vision 2050, TVET Development Strategy, and the Tanzania Qualifications Framework (TQF);
- c) Demonstrate commitment to technical and professional excellence, inclusive growth, and international competitiveness.

The vision and mission statements shall:

- a) Be approved by the institution's top governing body.
- b) Be publicly displayed on institutional platforms, including websites, strategic documents, and learning environments.
- c) Be periodically reviewed with broad stakeholder engagement (staff, students, industry, community, and development partners).

3.2 Institutional Strategic Planning

The accredited institution shall:

- a) Develop a comprehensive Strategic Plan covering a minimum of five (5) years;
- b) Ensure the Strategic Plan is aligned with the institution's vision and mission;
- c) Obtain approval from the Governing Council or equivalent oversight authority;
- d) Link the Strategic Plan to annual operational plans and institutional budgets.

The Strategic Plan shall address the following core areas:

3.2.1 Academic Development

- a) Introduction, expansion, or diversification of academic programmes at Bachelor and postgraduate levels.
- b) Implementation of Competence-Based Education and Training (CBET) methodologies;
- c) Continuous improvement of curriculum content, delivery, and assessment.

3.2.2 Research and Innovation

- a) Establishment or strengthening of research directorates, centres of excellence, or innovation hubs.
- b) Promotion of applied research, community engagement, and technology transfer initiatives.
- c) Integration of research and consultancy into academic practice.

3.2.3 Staff Development

- a) Staff recruitment and capacity building aligned with academic expansion.
- b) Strategies for staff continuous development.
- c) Support for research publishing, networking, and professional development.

3.2.4 Infrastructure and Learning Resources

- a) Development of physical and digital infrastructure including ICT, laboratories, and libraries.
- b) Investment in e-learning platforms, blended learning environments, and digital content.
- c) Enhancement of facilities to support inclusive and flexible learning.

3.2.5 Quality Assurance and Governance

- a) Strengthening of internal quality assurance systems and feedback mechanisms.
- b) Institutionalization of performance monitoring and evaluation systems.
- c) Capacity building in leadership, planning, and institutional governance.

3.2.6 Student Support and Graduate Employability

- a) Provision of academic, psychological, and career support services.

- b) Establishment of linkages with industry for internships, mentorship, and job placement.
- c) Monitoring of graduate employment outcomes and labour market alignment.

3.2.7 Internationalization and Partnerships

- a) Engagement in international partnerships, networks, and benchmarking initiatives.
- b) Facilitation of staff/student mobility and joint research programmes.
- c) Institutional policies that support global collaboration and knowledge exchange.

3.3 Monitoring and Evaluation

Accredited institutions shall:

- a) Integrate a Monitoring and Evaluation (M&E) framework into the Strategic Plan with clearly defined KPIs, responsible units, and timelines.
- b) Conduct regular internal reviews and update strategies based on performance data and feedback.
- c) Submit annual strategic implementation reports to the Governing Council and, upon request, to NACTVET for review during recognition or quality assurance processes.

4.0 PHYSICAL AND LEARNING INFRASTRUCTURE

The Physical and learning infrastructure shall adhere to Standard 5 of the Standards for TVET in Tanzania. Thus, the guidelines outline the minimum physical and learning infrastructure required for TVET institutions intending to offer Bachelor's degree programmes. Compliance to these criteria shall ensure a conducive learning environment, promote quality assurance, and support the delivery of competence-based, industry-responsive education (Criterion 2.4 to 2.8).

4.1 Legal and Ownership Status

The institution shall own or have legal rights (lease agreement for at least 5 years) to occupy the premises and facilities used for academic activities.

4.2 Health and Safety Compliance

- a) All buildings shall comply with national safety regulations including OSHA requirements.

- b) Fire extinguishers, emergency exits, and first aid kits shall be available and accessible.

4.3 Classrooms and Lecture Halls

- a) The classrooms shall be adequate in number and proportionate to staff to student ratio and student to space ratio as provided in Annexes I to IV.
- b) Classrooms equipped with whiteboards, projectors, desks, and proper lighting and ventilation.
- c) Lecture halls shall be available for large classes or multi-cohort learning.

4.4 Laboratories and Workshops

- a) The institution shall have functional and specialized laboratories or workshops relevant to the programme offered with adequate capacity as indicated in Annexes I to IV.
- b) Each laboratory/workshop shall include adequate tools, equipment, and materials, Safety equipment (fire extinguishers, lab coats, goggles, etc.).
- c) The institution shall have qualified technical personnel to assist in operations and maintenance.

4.5 Physical Library

- a) The library shall have sufficient seating capacity (at least 10% of total students).
- b) Stock shall include current textbooks, journals, periodicals, and past research works aligned to the field of study.

4.6 Digital Library

- a) Institutions shall subscribe to recognized online journals and academic databases.
- b) Students and staff shall have access to e-books, academic repositories, and digital reference tools.

4.7 ICT and E-Learning Infrastructure

Computer labs must provide internet-connected computers at a ratio of at least 1 computer per 25 students and equipped with updated software relevant to the programme.

- a) High-speed internet access shall be available in academic buildings, the library, and ICT labs.

- b) Institutions shall have an operational LMS platform to support blended or online learning, assignments, and assessments.

4.8 Research and Innovation Infrastructure

- a) Institutions shall provide research spaces or innovation hubs to support applied research and final year projects.
- b) Where applicable, the institution shall provide access to laboratories and research equipment for both staff and students.

4.9 Academic and Administrative Offices

- a) Adequate offices must be provided for academic staff, including dedicated offices for Heads of departments and other administrative officers.
- b) Offices should support confidential consultations, planning, and student advising.

4.10 Student Support and Welfare Facilities

- a) The Institution shall have dedicated space for Career counselling and guidance, Internship coordination and psychological support and mentoring services.
- b) The Institution shall have adequate toilets in a ratio of at least 1:25 and water points across the campus.
- c) The institution shall make availability of a first-aid room or linkages with nearby health facilities.

4.11 Accessibility and Inclusivity

All learning and administrative facilities shall be accessible to persons with disabilities (Ramps, accessible toilets, and clear signage must be provided).

4.12 Recreation and Amenities

Institutions shall provide or facilitate access to students lounges or cafeterias, recreational or sports grounds, prayer or meditation rooms (where appropriate).

5.0 ACADEMIC AND ADMINISTRATIVE STAFF QUALIFICATIONS

To offer a Bachelor's degree, an institution must meet the following requirements regarding the qualifications of its academic and administrative staff. As required by Criterion 2.3 the institution should ensure that instructional and support staff are adequate for the effective delivery of the programmes and related services.

5.1 Requirements for Academic Staff

To offer Bachelor degree programme an institution should ensure that it has instructors who are qualified on the basis of appropriate education, training and experience to teach the programmes. The trainers of the programmes should also be engaged in professional developments that keep them abreast of developments in their fields (Criterion 3.7 and 3.8).

5.1.1 Academic Qualifications

Academic Staff teaching at the Bachelor's level must hold at least a Master's degree in the discipline they are teaching. Only staff who are adequately qualified and have received progressive training in their respective fields should be assigned to teach related courses. For example, to qualify to teach an accountancy course at NTA Level 8, a staff member should hold an accountancy qualification at that level and at least an additional qualification in accountancy at NTA Level 9. In cases where a programme involves project work or practical training, the supervisor must possess a Master's degree along with relevant industry or professional experience.

5.1.2 Composition of Academic Staff

Teaching staff of the proposed degree programme must comprise at least 70% of the institution's full-time academic staff employees. Part-time teaching staff, where applicable, should not exceed 30% of the total staff planned to teach the proposed degree programme.

The applying institution must have a sufficient number of qualified academic staff to deliver the curriculum, advise students, and participate in governance and assessment. To attain this, at least five (5) qualified academic staff in the relevant field are required for each degree programme offered.

5.1.3 Teaching Competency

All academic staff must have competency in Competence-Based Education and Training (CBET) methodologies. In addition, the institution shall provide evidence that the academic staff attend ongoing professional development as required in their relevant field. In line with Criterion 3.10, the institution shall have in place a mechanism to ensure that the performance of adjunct trainers providing training on an ad hoc basis are evaluated.

5.2 Requirements for Administrative Staff

5.2.1 Leadership Positions

Qualification requirements for administrative staff are shown in Table 2.

Table 2: Requirements for Administrative Staff (As per the Harmonized Schemes of Service for Technical and Vocational Teachers, 2023).

Position	Requirements
Rector / Chief Executive Officer	Shall have academic standing with credentials of the rank of at least Senior Lecturer or eligible for re-categorization as Senior Lecturer for Higher Learning Technical and Vocational Institutions Holder of outstanding academic and administrative experience with capability in the area of technical and vocational education and training in the field related to the institution
Deputy Rector for Academic, Research and Consultancy	Be appointed from a list of three (3) candidates of higher academic standing (Senior Lecturer/Principal Tutor or above) in the field related to the institution Be a person with outstanding academic and administrative experience and capability in the area of technical and vocational education and training
Deputy Rector for Finance, Administration and Personnel	Be appointed from a list of three candidates of higher academic standing (Senior Lecturer/Principal Tutor I or above) preferably in the field related to the institution Be a person with outstanding academic, professional and administrative experience relevant to the institution.
Director of Academic Support Services (DASS)	A Doctorate degree and at least 3 years' experience in academic administration
Director of Finance / CFO	CPA(T) or equivalent with Master's degree

5.2.2 Support and Operational Positions

Staff in student services, IT, marketing, and facilities shall have appropriate professional qualifications and training. The institution shall also have a sufficient number of staff to support student learning, institutional effectiveness, and enrolment management.

6.0 CURRICULUM DEVELOPMENT AND PROGRAMME DESIGN

Criterion 3.3 requires an institution to have a clearly defined and coherent mechanism for developing and reviewing programmes for relevance and educational quality.

6.1 Curriculum Development

Institutions offering Bachelor's programmes must systematically plan, implement, and evaluate teaching and learning. Criterion 3.4 requires competent staff to develop, monitor, and review programmes for relevance, quality, and learning outcomes. The following guidelines apply to curriculum development:

- a) Curriculum shall be Competency-Based and aligned with National Qualifications Framework (TQF) and Education Policy;
- b) Curriculum shall be developed based on labour market surveys, tracer studies and stakeholders' inputs;
- c) Curriculum development shall follow NACTVET's curriculum development and review procedures and guidelines as issued from time to time.

6.2 Programme Design

Criterion 3.5: The provider shall develop detailed programme outlines that furnish learners and other stakeholders with comprehensive information on the course title, duration, objectives, learning outcomes, teaching strategies, and assessment methods. Programme design shall be in accordance with NACTVET curriculum development and review procedures and guidelines as issued from time to time.

7.0 RESEARCH, INNOVATION AND PUBLICATIONS

Teaching informed by research and innovation reflects a commitment to continuous quality improvement. Criteria 1.5 and 3.11 require the provider to demonstrate this commitment and maintain mechanisms to enhance instructional quality. Accordingly, institutions shall:

- a) Develop appropriate structure and instrument to manage research, innovation and publication issues of the institution.
- b) Develop dedicated research and publication unit to manage research and publication of the institution and possibly beyond.
- a) Establish a functional innovation and entrepreneurship unit to engage students and instructors with entrepreneurial acumen.
- b) Host a grants Management Office or designated staff for sourcing competitive funding (domestic and international) of at least two externally funded research grants in 3 years.

- c) provide training staff in proposal development and compliance and Monitoring grant implementation and financial controls.
- d) provide avenue for supporting Scholarly Publishing by maintaining at least one institutional journal(s) (indexed nationally or internationally);
- e) provide editorial support and training in academic writing particularly in facilitating access to at least one plagiarism detection tools, and journal databases.
- f) host at least one institutional research dissemination event annually and having at least 2 peer-reviewed publications per academic department per year.
- g) provide for the intellectuals' property right IP office that helps file patents and manage intellectual property (IP) created by students or faculty: At least one patent, innovation, or prototype per 3 years.
- h) provide for Mentorship in Research and Innovation at evidenced by at least two active mentorship programs or documented outcomes of mentorship activities (e.g., co-authored papers, research workshops).
- i) demonstrate measurable and diverse research outcomes through Peer-reviewed journal articles, Books and book chapters and Conference papers. Publications must be listed in institutional repositories or verifiable in recognized databases (Scopus, AJOL, DOAJ, etc.).
- j) must make a commitment to undertake at least one documented Community-based Research with measurable impact per year, where applicable.
- k) Regular review of the structure and instruments for research within 5 years.

8.0 QUALITY ASSURANCE AND MONITORING

TVET institutions offering Bachelor's degree programmes shall establish and maintain a robust Quality Assurance (QA) system that ensures the integrity, relevance, and continuous improvement across academic, administrative and support services. The QA system shall be aligned with national and institutional Criteria and shall be subject to regular internal and external evaluations. Criterion 1.5 requires that the provider should demonstrate a commitment to continuous quality adherence and improvement. The assessment system should be transparent and allows for reports on learner performance in a timely manner (Criterion 3.14). It shall also be appropriate to the Bachelor's degree with emphasis on demonstrable competencies (Criterion 3.15). The following guidelines shall apply to ensure quality is assured and monitored.

8.1 Institutional Quality Assurance System

The providing institution shall:

- a) Establish a dedicated Quality Assurance Unit (QAU) or Directorate responsible for coordinating internal quality assurance activities.
- b) Ensure the QAU operates independently and reports directly to the Rector.

- c) Integrate QA activities into the institution's governance and strategic planning frameworks.
- d) Develop policies and procedures for periodic quality reviews covering academic programmes, research, support services, and administrative functions.

8.2 Internal Quality Assurance (IQA) Mechanisms

The providing institution shall:

- a) Review each academic programme within five (5) years, incorporating inputs from stakeholders including industry and alumni;
- b) Conduct internal evaluations to assess programme delivery, relevance, and alignment with national and sectoral priorities;
- c) Implement teaching and learning evaluations, including student feedback mechanisms;
- d) Facilitate academic peer reviews to enhance instructional quality;
- e) Moderate all assessments internally and externally to maintain fairness, consistency, and Criteria compliance.

8.3 Monitoring, Evaluation, and Learning (MEL) Framework

The providing institution shall:

- a) Establish a structured MEL framework to monitor institutional performance and learning outcomes.
- b) Define Key Performance Indicators (KPIs) covering student achievement, graduate employability, research outputs, and service delivery.
- c) Prepare and submit Institutional Self-Assessment Reports (ISARs) to NACTVET highlighting achievements, challenges and improvement strategies during re-accreditation application.
- d) Conduct graduate tracer studies every after 5 years to assess employment outcomes and training relevance.
- e) Establish stakeholder feedback mechanisms involving employers, alumni, and partners in programme evaluations.

8.4 External Quality Assurance (EQA)

Institutions shall participate in external reviews and audits conducted by NACTVET or other recognized quality assurance bodies. These shall entail:

- a) Pre-accreditation assessments: Comprehensive evaluations before programme approval and delivery.
- b) Mid-cycle reviews: Conducted during the accreditation cycle to assess progress and compliance.
- c) Re-accreditation assessments: Full evaluations after the initial accreditation period to determine whether continued recognition is warranted.

8.5 Quality Assurance Documentation

Institutions shall maintain comprehensive and up-to-date records and documentation to support quality processes, including:

- a) Programme evaluation reports
- b) Teaching evaluation summaries
- c) Curriculum review meeting minutes
- d) External Examiners' reports
- e) Institutional quality improvement action plans and implementation reports.

8.6 Continuous Improvement

TVET institutions shall demonstrate:

- a) Use of quality data and evaluation findings to inform policy and programme decisions;
- b) Implement corrective actions and continuous improvement strategies;
- c) Promote innovation in teaching, research, and support services based on QA results and stakeholder input.

8.7 Staffing and Capacity Building for QA

The providing institution shall:

- a) Appoint qualified personnel to the QAU, including at least one full-time Quality Assurance Officer;
- b) Ensure staff involved in QA have relevant training and experience in quality assurance, CBET, and higher education Criteria;
- c) Conduct regular training and capacity-building sessions for academic and administrative staff on QA systems and NACTVET compliance requirements.

9.0 ADMISSIONS AND PROGRESSION POLICIES

TVET institutions offering Bachelor's programmes shall establish and implement clear, fair, and transparent policies on admission, progression, and completion. Policies shall align with the TQF, the Education and Training Policy, and labour market needs, ensuring inclusivity and integrity. Pursuant to Criterion 3.6, providers shall publish admission requirements appropriate to the qualification level and programme objectives. The following guidelines shall govern admission.

9.1 Minimum Entry Requirements

Institutions shall adhere to the following minimum entry qualifications for admission into Bachelor's degree programmes (NTA Level 7):

9.1.1 Direct Entry

- a) Possession of an Ordinary Diploma (NTA Level 6) in a related field with a minimum GPA of 3.0 from a recognized institution; or
- b) Other qualifications considered equivalent by NACTVET, subject to formal verification.

9.1.2 Equivalent Qualifications

- a) Advanced Certificate of Secondary Education Examination (ACSEE) with at least two (2) principal passes in relevant subjects; or
- b) Equivalent international qualifications recognized by NECTA and approved by the NACTVET.
- c) To adhere to the admission criteria stated in the respective institution curriculum.

9.1.3 Recognition of Prior Learning (RPL)

- a) Applicants assessed and certified through formal RPL processes may be admitted, provided competencies meet programme Criteria;
- b) Institutions shall develop and implement RPL policies in compliance with the RPL Guidelines.

9.2 Admission Policies and Procedures

The provider institution shall:

- a) Develop and publicly disseminate admission policies specifying eligibility criteria, application procedures, timelines, and appeal processes;

- b) Ensure all admission decisions are merit-based and non-discriminatory (regardless of gender, disability, region, or socio-economic background);
- c) Establish systems for verifying entry credentials and maintaining a secure and centralized admission database.

9.3 Credit Accumulation and Transfer

The provider institution shall:

- a) Implement Credit Accumulation and Transfer Systems (CATS) to enable academic mobility and flexibility;
- b) Accept transfer students who meet institutional Criteria and provide verifiable academic records;
- c) Limit transferred credits to a maximum of **50%** of the total credits required for the qualification.

9.4 Student Progression within the Programme

Institutions shall define clear progression criteria based on academic and practical achievement. Specifically:

- a) Students shall progress only upon successful completion of coursework, practical training, and examinations for each academic level;
- b) Supplementary and re-sit policies shall be in place and applied uniformly;
- c) Policies on academic standing (e.g., probation, dismissal, readmission) shall be based on GPA thresholds and completion benchmarks.

9.5 Exit and Re-entry Opportunities

In line with CBET and lifelong learning principles:

- a) Students may exit the programme at designated exit points (e.g., after NTA Level 7) and shall be awarded an interim qualification, provided all learning outcomes at that level are met.
- b) Institutions shall provide defined and accessible pathways for re-entry after academic interruption, subject to re-entry conditions and institutional capacity.

9.6 Articulation and Integration of TVET Learners

The provider institution shall:

- a) Develop admission and progression policies that recognize prior learning and facilitate the transition of TVET graduates into higher education;
- b) Ensure that diploma graduates are adequately supported through orientation and academic bridging where necessary.

9.7 Record Keeping and Reporting

The provider institution shall:

- a) The provider shall establish and maintain an online student database or system to manage and preserve students' academic records
- b) Maintain accurate and disaggregated records of admissions, progression, exits, and re-entries (including gender, disability, and region);
- c) Submit annual reports on student admissions and progression to NACTVET as part of institutional performance monitoring requirements.

9.8 Quality Assurance in Admissions and Progression

The provider institution shall:

- a) Track student performance through assessments, grades, and academic achievements.
- b) Establish policies for promotion, repetition, probation, or termination based on performance.
- c) Have mechanisms for identifying and supporting students at risk of poor progression.
- d) Utilize graduate tracer studies and stakeholder feedback to assess the effectiveness and responsiveness of admission policies and inform their periodic review.

10.0 ICT INTEGRATION AND DIGITAL LEARNING

Criterion 2.7 requires the provider to have access to appropriate technological resources to effectively deliver the course. The institution shall ensure that ICT Integration and Digital Learning are adequately provided. In this line, the following criteria shall apply.

10.1 Learning Management System (LMS) Criteria

The provider institution shall:

- a) demonstrate that the institution has a clearly defined ICT policy and structure that is aligned with its academic and administrative goals.
- b) demonstrate a strategic, systematic, and sustainable integration of Information and Communication Technology (ICT) to support teaching, learning, research, and administrative processes. Digital learning is effectively embedded in curriculum design, delivery, and student engagement, ensuring accessibility, quality, and innovation.
- c) demonstrate that adequate and updated ICT infrastructure plus technical support systems is available across all campuses and accessible to students and staff.
- d) demonstrate that it uses accredited Learning Management Systems (LMS) such as Moodle, Blackboard, or Canvas to facilitate blended and online learning.
- e) demonstrate that integration of digital tools (e.g., virtual labs, e-libraries,) enhances interactive and student-centered learning.
- f) demonstrate that regular training programmes are provided to staff for digital pedagogy, content development, and online assessment methods.
- g) demonstrate that lecturers are supported with instructional design resources and ICT help desks to ensure high-quality course delivery.
- h) demonstrate that students and staff are provided with equitable access to ICT resources including internet access, digital devices (where applicable), and learning platforms.
- i) demonstrate that digital literacy programs are in place to empower students to use ICT tools effectively for academic purposes.
- j) ensure that ICT is integrated into curriculum development and delivery to encourage innovation, flexibility, and 21st-century learning skills.
- k) provide programmes content that include elements of e-learning, digital content, and online collaboration.
- l) demonstrate that Assessment and Evaluation use digital assessment tools to evaluate student learning outcomes with integrity.
- m) demonstrate that ICT integration and digital learning are regularly monitored and Feedback from students, staff, and stakeholders is used to improve digital learning environments and practices.

10.2 E-learning tools and anti-plagiarism systems Criteria

The provider institution shall:

- a) Ensure that it has a functional e-learning policy that guides the adoption, use, and evaluation of digital learning tools.
- b) Ensure availability and operational anti-plagiarism systems.
- c) indicate a clear and available E-learning tools that are aligned with the institution's teaching, learning, and digital transformation strategies.

- d) demonstrate that tools undergo a formal evaluation and approval process for educational value, accessibility, data privacy and cost-effective before they are approved
- e) indicate approved tools are able to enhance active learning, student engagement, and personalization through content creation,
- f) ensure that the staff and students receive regular training and technical support for all approved e-learning tools.
- g) ensure that tools usage and effectiveness are periodically monitored and evaluated and feedback from stakeholders is used to guide tool selection, training, and upgrades.

11.0 STUDENT SUPPORT SERVICES

Institutions shall implement a robust framework to ensure students receive the necessary support academically, socially, and emotionally. These services promote student well-being and facilitate career readiness. **Criterion 3.17** requires the provider to facilitate appropriate support services to both learners and staff. Minimum requirements are provided in Table 3.

Table 3: Minimum requirements for Support Services

Support area	Minimum Criteria
Academic and career guidance	Mandatory mentorship policy Academic advising system Career counselling sessions at least once @ semester
Counselling services	Presence of certified counsellors Partnership with mental health providers Psychosocial support mechanisms
Health services	All students shall be enrolled in health insurance scheme (E.g. NHIF) Have access to basic medical care
Orientation and student welfare	Comprehensive student handbook Regular orientation Feedback mechanism (E.g. suggestion boxes and surveys).
Student governance and Engagement	Democratically elected student government involved in institutional governance and budgeted for co-curricular activities

	Institution shall ensure that Student By-laws are in place and effectively adhered to.
Accommodation and Cafeteria	On campus or accredited off-campus student hostels with basic services and hygienic food

12.0 COLLABORATION AND PARTNERSHIPS

TVET institutions offering Bachelor's degree programmes shall establish, formalize, and sustain strategic collaborations and partnerships that enhance academic quality, relevance, research output, and graduate employability. Partnerships shall be documented, functional, and aligned with institutional objectives and national development goals. Partnership and collaboration make an important part of continuous quality adherence and improvement. Criterion 1.5 requires the provider to demonstrate a commitment to continuous quality adherence and improvement. The following guidelines shall apply:

12.1 Institutional Requirement for Partnerships

The provider institution shall:

- Establish and maintain partnerships with academic, industry, and research, and local or international institutions.
- Ensure that partnerships contribute directly to programme delivery, staff and student development, curriculum relevance, and innovation.
- Align partnership objectives with the institutional strategic plan and national priorities.

12.2 Memorandum of Understanding (MoUs)

The provider institution shall:

- Enter into formal, signed, and active MoUs or equivalent legal agreements.
- Maintain active MoUs with a recognized academic institution and with industry or professional bodies relevant to the programme field.

12.2.1 Academic Partnerships

Collaborations with accredited national or international higher learning or TVET institutions with focus areas that may include joint curriculum development, student/staff exchange, joint delivery, or external examination.

12.2.2 Industry and Professional Body Partnerships

Agreements with private sector entities, government agencies, or professional associations with focus areas that may include internships, industrial training, adjunct lectures, mentorship, or curriculum co-development.

12.3 Research Collaboration and Co-Supervision

The provider institution shall:

- a) Engage in joint research projects with partner institutions or industry actors.
- b) Facilitate co-supervision of undergraduate research at NTA Level 8 involving external experts or industry mentors.
- c) Participate in national or regional research consortia and innovation programmes.
- d) Maintain verifiable documentation of research collaboration (e.g., MoUs, project reports, publications).

12.4 Internationalization

The provider institution shall:

- a) Promote international partnerships to improve quality, relevance, and global competitiveness.
- b) Provide evidence of participation in international networks.
- c) Implement joint degree programmes or student/staff mobility (physical or virtual).
- d) Participate in international quality assurance benchmarking or capacity-building programmes.
- e) Develop policies supporting international engagements and cross-border collaboration where appropriate.

12.5 Institutional Framework for Managing Partnerships

The provider institution shall:

- a) Establish a Partnerships and Linkages Unit or designate a responsible officer.
- b) Define clear roles and responsibilities for initiating, managing, and monitoring partnerships.
- c) Include measurable objectives and KPIs in all MoUs.
- d) Review and report partnership activities regularly, with outputs reflected in annual reports and institutional plans.

13.0 FINANCIAL RESOURCES AND SUSTAINABILITY

To offer a Bachelor's degree, an institution must meet the requirements of Criteria 2.1 and Criterion 2.2. The institution shall have financial resources to support the programmes offered and to sustain training and development on an on-going basis. The following specific guidelines on financial resources and sustainability shall apply:

13.1 Financial Resources Requirements

- a) An institution applying for recognition to offer a Bachelor's degree shall ensure adequate funding to operate academic programmes, remunerate academic and support staff, provide comprehensive student services, maintain appropriate teaching and learning facilities, and sustain the required technology and infrastructure.
- b) The institution shall provide audited financial statements, from at least the past 3 years for assessment.
- c) The institution shall provide a realistic, balanced projections for at least the next 3 years.
- d) To ensure sustainability, NACTVET will accredit institutions with at least a moderate financial health as measured by moderate PRR and break even NIR.

13.1.1 Primary Reserve Ratio (PRR)

The provider institution's PRR shall indicate the financial health and liquidity of an educational institution. To assess the appropriateness of PRR, NACTVET will be guided by PRR levels shown in Table 4.

Table 4 Primary Reserve Ratio (PRR) Levels

PRR Value	Interpretation
> 0.40	Very strong. Institution can cover 5+ months of expenses.
0.25 – 0.40	Healthy reserve. Can cover 3–5 months.
0.15 – 0.25	Moderate. Some buffer but could be vulnerable.
< 0.15	At risk. May struggle to cover unexpected downturns.
Negative	Financial distress. Liabilities may exceed assets

13.1.2 Net Income Ratio (NIR)

The provider institution's NIR shall reflect profitability or operational efficiency. To assess the appropriateness of NIR, NACTVET will be guided by NIR levels shown in Table 5.

Table 5 Net Income Ratio (NIR)

NIR Value	Interpretation
> 0.05 (5%)	Strong surplus; institution is reinvesting or building reserves
0.01 – 0.05	Modest surplus; financially stable
0.00	Break-even; just covering expenses
< 0.00	Operating deficit; spending more than earning
<-0.05	Financial concern; needs corrective action

13.2 Sustainability Enrolment Management Plan

The institution applying for recognition shall demonstrate that it can operate within its mission for a reasonably long period. The provider institution shall:

- prepare Enrolment Management Plan clearly showing plans for recruitment, retention, and graduation of students.
- provide at least a 3-year projected student population and how it matches with the available capacity (facilities and academic support services, e.g., libraries, labs, IT systems) to maintain program viability.
- demonstrate that any expansion in student enrolment is supported by the expansion of the respective resource and infrastructure capacity requirements.

14.0 INSTITUTIONAL POLICIES AND ACADEMIC GOVERNANCE INSTRUMENTS

Criterion 1.3 requires the provider to have in place and implement a structure of governance and administration, which allows for the development of appropriate policies and the exercise of authority in the implementation of the programme. This Criterion creates a framework to ensure provision of effective quality education, accountability and management of academic affairs.

14.1 Formal Rules, Guidelines, Principles and Procedures

The provider shall establish formal rules, guidelines, principles and procedures to guide its day-to-day operations. The following institutional policies shall be developed and implemented:

- a) Admission Policy
- b) Human Resource Policy
- c) Students Welfare Policy
- d) Research and Publication Policy
- e) Ethics and Integrity
- f) Intellectual Property guidelines
- g) Quality Assurance Policy
- h) ICT policy

14.2 Academic Governance Instruments

- a) The providing institution shall develop tools, mechanisms and frameworks to ensure smooth implementation and maintenance of its governance structures.
- b) Institutions shall establish relevant governance organs as guided by NACTVET requirements.

15.0 COMPLIANCE WITH REGULATORY REQUIREMENTS

A TVET institution offering a Bachelor's degree programme shall ensure full compliance with all relevant regulatory requirements as stipulated by NACTVET.

15.1 Programme Levels Mix and Students Admission Requirements

Institutions shall observe student admission ratio as stipulated by NACTVET. Specifically, the number of students enrolled in degree programmes shall not exceed **30%** of the institution's total student population.

15.2 Compliance with Professional Regulatory Authorities

Where a programme is regulated by a Professional Regulatory Authority, the institution shall:

- a) Obtain official endorsement from the relevant Professional Regulatory Authority.
- b) Ensure that curriculum, staffing, and infrastructure meet the Professional Regulatory Authority Criteria.

16.0 INSTITUTIONAL ROLES AND RESPONSIBILITIES

16.1 Roles of TVET Institutions

TVET institutions intending to offer Bachelor's degree programmes shall have the following roles and responsibilities:

- a) Ensure full adherence to all applicable NACTVET guidelines, Criteria, and procedures related to Bachelor's degree training.
- b) Develop, validate, and implement Competence-Based Education and Training (CBET) curricula aligned with labour market needs and national qualifications frameworks.
- c) Establish and operationalize internal quality assurance systems to monitor academic Criteria, learner achievement, and institutional performance.
- d) Recruit and retain qualified academic and administrative staff, and provide ongoing professional development to enhance teaching and learning quality.
- e) Provide adequate physical, technological, and learning resources to support effective delivery of Bachelor's degree programmes.
- f) Conduct regular self-assessments using the Institutional Self-Assessment Report (ISAR) framework and submit results to NACTVET.
- g) Involve employers, industry experts, alumni, and Professional Regulatory Authorities in curriculum design, review, and programme evaluation.
- h) Submit accurate and timely reports to NACTVET, including enrolment data, graduate outputs, quality assurance reports, and tracer study results.

16.2 Roles of NACTVET

NACTVET, as the regulatory body for technical and vocational education and training, shall have the following roles and responsibilities:

- a) Regulate the establishment, recognition, and operation of TVET institutions offering Bachelor's degree programmes in accordance with the law.
- b) Develop and periodically review Criteria, guidelines, and procedures governing Bachelor's degree provision in the TVET sub-sector.
- c) Evaluate, accredit, and monitor institutions and programmes to ensure compliance with academic, administrative, and quality benchmarks.
- d) Provide technical assistance and professional development to institutions to strengthen implementation capacity and quality service delivery.

- e) Conduct institutional audits, site inspections, and performance evaluations to ensure ongoing compliance and continuous improvement.
- f) Facilitate engagement with Professional Regulatory Authorities, government agencies, and employers to align training with national development needs.
- g) Review and approve new Bachelor's degree programmes and issue official recognition to institutions that meet the prescribed Criteria.
- h) Advise the Government on matters relating to higher-level technical education and training within the TVET framework.

17.0 APPLICATION PROCEDURES

The institutions applying for recognition to offer a Bachelor's degree programme shall follow the procedures outlined below and obtain formal NACTVET prior to implementation.

17.1 Application Eligibility Criteria

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

- a) Fully registered for at least 5 years and accredited for at least 3 years by NACTVET to offer programmes up to NTA Level 6.
- b) Demonstrated institutional and academic capacity in terms of infrastructure, staffing, and quality assurance mechanisms.
- c) A track record of satisfactory compliance with NACTVET regulations.
- d) Acceptable governance structure as per NACTVET requirements.

17.2 Application Documentation Requirements

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

- a) Covering letter signed by the Head of Institution.
- b) Filled application form for recognition to offer Bachelor's degree programmes (as prescribed by the Council).
- c) Institutional Self-Assessment Report (ISAR) indicating compliance with all relevant Criteria.
- d) Feasibility Study Report including labour market demand and justification for the new programme(s).
- e) Curriculum developed in the CBET format and validated by stakeholders.

- f) Evidence of Institutional Capacity, including physical and learning infrastructure, academic and administrative staffing, governance structures and strategic plans.
- g) Professional Regulatory Authority endorsement, where applicable.
- h) Evidence of Quality Assurance and M&E systems.
- i) Information on Financial resources including audited financial statements (past 3 years), Balanced operating budget (3 years projection), Satisfactory financial ratios (e.g., Primary Reserve Ratio, Net Income Ratio), strategic plan demonstrating long-term viability, and Enrolment Management Plan.

17.3 Submission and Acknowledgement

- a) The completed application package shall be submitted in both hard and soft copies to the Council or as it may be prescribed by the Council.
- b) Upon receipt, the Council shall acknowledge the application in writing within seven (7) working days.

17.4 Evaluation and Assessment Process

NACTVET shall:

- a) Conduct a documentary review of the submitted materials;
- b) Appoint a team of experts to carry out a verification visit to the institution;
- c) Assess compliance with Criteria using the official Assessment Checklist;
- d) Prepare an evaluation report with findings and recommendations.

17.5 Decision and Notification

Based on the assessment:

- a) If the institution meets all requirements, NACTVET shall issue a Certificate of Recognition to offer the proposed Bachelor's degree programme(s);
- b) If the institution fails to meet requirements, the application shall be declined in writing, with reasons and guidance for resubmission.

17.6 Duration and Validity of Accreditation

- a) The accreditation of Bachelor's degree programmes shall be valid for five (5) years, subject to annual monitoring and renewal of programme accreditation;
- b) NACTVET reserves the right to suspend or withdraw accreditation where there is evidence of non-compliance or quality compromise.

17.7 Appeals and Re-Application

- a) Applicant institution not satisfied with the Council's decision may submit a formal appeal within 30 days of notification to the Minister responsible for Education.
- b) Institutions whose applications are rejected may re-apply after rectifying identified shortcomings and satisfying all specified conditions.

18.0 CERTIFICATION

18.1 Purpose of Certification

Certification serves as formal recognition that a learner has successfully acquired the competencies specified in the approved curriculum for a Bachelor's degree programme under the National Technical Awards (NTA) framework. It affirms that the graduate has met all academic, professional, and institutional requirements in accordance with NACTVET regulations.

- a) The provider institution, shall seek approval of the designed certificate and transcripts to be offered to Bachelor degree graduates
- b) The provider institution shall issue certificates to graduates who have successfully met the academic and administrative requirements of the programme.
- c) NACTVET shall maintain a central database of all student's information including examination results and hence forth certified graduates.
- d) Employers, regulatory bodies, or third parties may request verification of a graduate's certification directly from NACTVET or through designated portals.
- e) Institutions shall be required to submit students records to NACTVET within a specified period.
- f) NACTVET and the institution reserve the right to withhold or revoke any certificate obtained through academic dishonesty, fraud, or procedural violations.

19.0 REVIEW AND REVISION OF THE GUIDELINES

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

- a) **Review Cycle:** The Council shall review these Guidelines at least once every five (5) years or earlier if deemed necessary due to significant policy, legal, or sectoral changes.
- b) **Stakeholder Engagement:** The review process shall involve wide consultation with TVET institutions, Professional Regulatory Authorities, government bodies, employers, and other key stakeholders.
- c) **Data-Informed Adjustments:** Recommendations for amendment shall be based on implementation reports, monitoring data, research findings, and institutional feedback.
- d) **Approval of Revised Guidelines:** Any revisions to these Guidelines shall be approved by the Council and disseminated accordingly.

20.0 Appendices

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



ASSESSMENT FORM FOR RECOGNITION OF TECHNICAL INSTITUTIONS' DEPARTMENTS TO OFFER BACHELOR'S DEGREE PROGRAMMES

PART A

To be used in conjunction with the National Council for Technical and Vocational Education and Training Regulations, 2005

(Requirements to Offer Degree Programmes)

(To be completed by the Assessors)

INTRODUCTION

The checklist is to be used together with the provided guidelines to enable the assessment team to verify the status of the institution.

The assessment is a twofold process: (1) A self-assessment by the Department itself, (2) An assessment by a Technical Team appointed by the Council

As an Assessor, you are requested to complete it with the most accurate information and documentary evidence where applicable.

Section 1: Particulars of the Training Institution under which the Department is housed:

1.1 Name and abbreviation of the Institution:

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.....

.....

1.2 Location:

Region: District or Municipality:

Plot Number or Village/Street:
.....

1.3 Address:

.....

1.4 Phone:

.....

1.5 Fax:

.....

.....

1.6 E-mail:

.....

1.7 Web-page:

.....

1.8 Date of Establishment:

.....

1.9 Ownership (tick the appropriate box):

Public:

☐ Governme

Private:

☐ Personal

☐ Co-owned (specify).....

☐ Religious Institution

☐ Company

☐ Non-Governmental

☐ Other

1.10 Particulars of Owner:

Name.....

Address.....

Location.....	Telephone No	Mobile
No.....		
Fax		E-

1.11 Legal Registration /Licensing from other authorities: (specify and attach copies of supporting documents)

.....

1.12 Land ownership and size

Land ownership	Land size	Land size for future expansion	Remarks

Section 2: Institutional Governance and Administration

S/N	Assessment Area	Criteria	Max. Score		Actual Scores		
			Available	Valid	Available	Valid	Total
1	Institutional Vision and Mission	Vision and Mission statements available.	1	1			
		Vision and Mission statements adequate.	2	2			
		Vision and Mission statements available adopted by the Governing Board.	2	2			
2	Institutional Governance and Administration	Organization Structure.	5	5			
		Governing Board/Council.	5	5			
		Tenure of Governing Board/Council.	5	5			
		Management team (Rector/Provost and Deputy Rectors/Provosts, Heads of Departments).	5	5			
		Administrative staff including Administrator, Dean of students and Human Resource Officer.	5	5			
		Institutional Availability of Departmental Heads and appropriate academic staff.	5	5			
		Minutes of Board and Departmental Meetings.	5	5			
Total Institutional Governance and Administration			40	40			

Section 3: Particulars of the Department to be Recognized for Degree Training

Particulars of the Bachelor's degree Training Programme(s) to be offered by the Department

S/N	Title of the Degree Programme	NTA Level	Duration	Entry Qualification	Installed Capacity	Title of Award
1		7				
		8				
2		7				
		8				
3		7				
		8				
4		7				
		8				

3.1 Key Inputs for the programme

S/N	Description of Items	Criteria	Max. Score		Actual Scores		
			Available	Valid	Available	Valid	Total
1	Educational programme and leadership	Name of the Department determines the programme(s) offered or to be offered	5	5			
		Procedures for appointing Head of Department are available and adequate	5	5			
		Head of department has relevant Masters qualification and adequate experience	5	5			
		Department has an appropriate administrative structure	5	5			
		Department has an almanac, academic calendar, teaching schedules and timetables for its activities	5	5			

Total Score Educational programme and leadership			25	25			
S/N	Description of Items	Criteria	Max. Score		Actual Scores		
			Available	Valid	Available	Valid	Total
2	Physical and information resources	Offices for departmental staff available and space adequate	5	5			
		Department has adequate number of lecture and seminar rooms	5	5			
		Department has studio/skills/teaching laboratory and/or workshop and adequate specialized equipment	5	5			
		Effective management of physical resources available	5	5			
		Books and Journals are available and adequate	5	5			
		Total Score Physical and information resources	25	25			
S/N	Description of Items	Criteria	Max. Score		Actual Scores		
			Available	Valid	Available	Valid	Total
3	Teaching Staff engagement	Availability of Policy on recruitment addressing qualifications, specialization and career progression exists	5	5			
		Availability of evidence that Teaching staff are engaged in research and publish their work in recognised journals	5	5			

		Availability of evidence that Teaching staff are engaged in outreach/industrial/consultancy services	5	5			
		Availability of evidence that Technical Teachers are registered by NACTVET	5	5			
		Availability of evidence that Technical Teachers are registered by relevant professional bodies	5	5			
		Proportion of full and part time teaching staff is adequate	5	5			
		Availability of evidence that promotion of teaching staff is based on effective teaching, conducting research, engagement in consultancy services and publishing in recognised journals	5	5			
Total Score Teaching Staff engagement			35	35			
S/N	Description of Items	Criteria	Max. Score		Actual Scores		
			Available	Valid	Available	Valid	Total
4	Training Programmes	Availability of evidence that training programme(s) is/are relevant to the core professional/ technical field offered by the institution	5	5			
		Availability of evidence that duration of training programme(s) is adequate	5	5			

		Availability of evidence that contents of the training programme(s) are adequate	5	5			
		Availability of evidence that methods of delivery of the programme(s) are adequate	5	5			
		Availability of evidence that Industrial/field attachment is available and adequate	5	5			
		Assessment procedures for programme are available and adequate	5	5			
		Availability of evidence that Students undertake research and submit dissertation as partial fulfilment of the training	5	5			
		Department has procedures and checklist for guiding and approving dissertations	5	5			
Total Scores Training Programmes			40	40			
6	Students Admission and Welfare	Student admission criteria documented	5	5			
		Student admission procedures available and adequate	5	5			
		Students' Guidance, Counselling and Mentoring services provided	5	5			
Total Score Students Admission and welfare			15	15			

Section 4: Departmental Staffing requirements for Degree programmes

4.1 Administrative Staff

S/N	Assessment Area	Criteria	Max. Score			Actual Scores				
			PhD in relevant	Master Degree	At least 3 years of experience in a relevant	Master Degree	PhD in a relevant	At least 3 years of experience in a relevant	Total	
1	Administrative Staff	Head of Department	5	2	5					
		Deputy Head of Department	5	2	5					
		Departmental Quality Assurance Officer	5	3	5					
Total Score Administrative Staff			15	7	15					

4.2 Departmental Supporting Staff

S/N	Assessment Area	Criteria	Max. Score				Actual Scores				
			Certificate	Diploma	Bachelor Degree	At least 2	Certificate	Diploma	Bachelor	At least 2	Total
1	Supporting Staff	Personal Secretary	2	5	-						
		Librarian	2	3	5						
		Technician	1	3	5						
		Driver	2	5	-						
		Office Attendant	3	5	-						
Total Score Supporting Staff			10	21	10						

4.3 Teaching Staff (number and qualifications)

Assessment Area		Criteria					Total
		At least 3 PhD holders in relevant field	At least 5 Master' s Degree holders in relevant field	At least 3 years of experience	Pedagogy	1:20 Teacher: Student Ratio	
Maximum Score		5	5	5	5	5	25
S/N	Field of Expertise	Actual Scores					
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
Total Score							

4.4 Part Time Teachers (where applicable)

Assessment Area		Criteria					Total
		At least 2 PhD holders in relevant field	At least 3 Masters Degree holders in relevant field	At least 3 years of experience	Pedagogy	Legal Engagement Contract	
Maximum Score		5	5	5	5	5	25
S/N	Field of Expertise	Actual Scores					
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
Total Score							

Section 5: Departmental Resources

Name of Field of Study: (Each field of Study shall be assessed separately)

5.1 Equipment and Tools

S/N	Criteria	Max. Score				Actual Scores				
		Availability	Relevance	Ratio/ Student	Working Condition	Availability	Relevance	Ratio/ Student	Working Condition	Total
1	Office Equipment	5	5	5	5					
2	Office Tools	5	5	5	5					
3	Teaching equipment	5	5	5	5					
4	Teaching Tools	5	5	5	5					
5	ICT facilities	5	5	5	5					
Total Scores		25	25	25	25					

5.2 Information Resources

S/N	Criteria	Criteria					Scores				
		Availability	Relevance	Up-to-date	Ratio/ Student	Total	Availability	Relevance	Up-to-date	Ratio/ Student	Total
1	Physical Textbooks	5	5	5	5	20					
2	e-Textbooks	5	5	5	5	20					
3	Journals and periodicals	5	5	5	5	20					
Total Scores		15	15	15	15	60					

Section 6: Departmental Buildings, Utilities and Services

S/N	Assessment Area	Assessment Criteria	Criterions					Scores				
		Office for:	Space (m ²)	Lighting	Ventilation	Furniture	Total	Space (m ²)	Lighting	Ventilation	Furniture	Total
1	Administration Building	Principal	2	2	2	2	8					
		Secretary	2	2	2	2	8					
		Administrator	2	2	2	2	8					
		Cashier	2	2	2	2	8					
		Toilets for Males	2	2	2	2	8					
		Toilets for Females	2	2	2	2	8					
Total Score			12	12	12	12	48					

S/N	Assessment Area	Assessment Criteria								Scores						
		Buildings for:	Availability	Location	Space	Lighting	Ventilation	Furniture	Availability	Location	Space	Lighting	Ventilation	Furniture	Total	
2	Facilitation Buildings	Conference	3	3	3	3	3	3								
		Library	3	3	3	3	3	3								
		Classroom	3	3	3	3	3	3								
		Offices	3	3	3	3	3	3								
		Toilets for Males 1:10	3	3	3	3	3	3								
		Toilets for Females 1:10	3	3	3	3	3	3								
3	Refectory Buildings	Kitchen	3	3	3	3	3	3								
		Cafeteria/Dinning	3	3	3	3	3	3								
		Toilet for males 1:10	3	3	3	3	3	3								
		Toilet for females 1:10	3	3	3	3	3	3								
Total Score			30	30	30	30	30	30								
S/N	Assessment Area	Assessment Criteria	Criterions			Scores										
		Recreation and Utilities	Available	Adequate	Accessibl e	Available	Adequate	Accessibl e	Total							
4	Recreational Facilities for	Football	2	2	2											
		Netball	2	2	2											
		Athletics	2	2	2											
		Volleyball	2	2	2											
		Netball	2	2	2											
		Indoor games	2	2	2											
5	Utilities and Services	Water	2	2	2											
		Electricity	2	2	2											
		Communication system	2	2	2											
		Transport	2	2	2											
		Laundry	2	2	2											
		Sewerage system	2	2	2											
Total Score			24	24	24											

Section 7: Departmental Plans

S/N	Assessment Area	Assessment Criteria	Criteria			Scores			
			Available and documented	Valid	Realistic	Available and documented	Valid	Realistic	Total
1	Departmental Strategic Plans	Short Term Plans	5	5	5				
		Long Term Plans	5	5	5				
	Total Score		10	10	10				

Section 8: Departmental Monitoring and Evaluation Systems and Processes

S/N	Description of Items	Sub-Items	Criteria		Scores		
			Available	Valid	Available	Valid	Total
1	Training Programmes Monitoring and Evaluation	Monitoring and evaluation systems and procedures including student feedback in place.	5	5			
		Programme evaluation tools available and adequate.	5	5			
		Programme evaluation is done periodically.	5	5			
		Programme evaluation reports available.	5	5			
	Total score		20	20			

Name of the Team's Chairperson:

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Remarks (if any):

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.....
.....

Signature:

Date:



PART B

SUMMARY OF SCORES FOR DEPARTMENT RECOGNITION

Guideline:

Scores entered into this Form are drawn from scores obtained by the Department following assessment conducted for each Section and computed accordingly to correspond to respective maximum scores in this Part. Then percentage of each Section is entered in the relevant space in the last column, eg. If under 2.0 Institutional Governance and Administration the department scored 1.5 out of maximum score 2 then the computation will be $1.5/2 \times 100 = 75\%$.

Name of the Training Institution:

Name of Department:

NTA Level Assessed:

SN	Assessment items	Maximum Score	Actual Score	
			eg. 1.5/2	75%
1.0	<i>Vision and Mission</i>			
	Institutional Vision and Mission	2		
2.0	<i>Governance and Administration</i>			
	Institutional Governance and Administration	2		
	Total Institutional Governance	4		%
3.0	<i>Particulars of the Department to be Recognized</i>			
3.1	<i>Key Inputs</i>			
	Educational programme and leadership	3		
	Physical and Information Resources	4		
	Teaching Staff Engagement	8		
	Training Programmes	3		
	Students Admission and welfare	2		
	Total Particulars of the Department	20		%
4.0	<i>Teaching and non-teaching staff</i>			
	Administrative Staff	1		
	Supporting staff	1		
	Full time Teaching Staff (number and qualifications)	10		
	Part time Teaching Staff (number and qualifications)	2		
	Total Teaching and Non-Teaching Staff	14		%
5.0	<i>Departmental Resources</i>			
5.1	<i>Equipment and Tools</i>			
	Office Equipment	2		
	Office Equipment	2		
	Teaching Equipment	8		
	Teaching Tools	6		
	ICT facilities	6		
	Total Equipment and Tools	24		%
5.2	<i>Information Resources</i>			
	Physical textbooks	4		
	e-Textbooks	4		

	Journals and Periodicals	4		
	Total Information Resources	12		%
6.0	Departmental Buildings and Services			
	Administration Building	1		
	Facilitation Buildings	8		
	Refectory Buildings	1		
	Recreational facilities	1		
	Utilities and Services	1		
	Total Departmental Buildings, Utilities and Services	12		%
7.0	Departmental Plans			
	Short Term Plans	2		
	Long Term Plans	2		
	Total Departmental Plans	4		%
8.0	Departmental Monitoring and Evaluation Systems and Processes			
	Training programmes monitoring and evaluation	10		
	Total Departmental Monitoring and Evaluation Systems and Processes			%
	Total score	100		
❖ Recognize if total score is $\geq 70\%$ and each major item is $> 60\%$. ❖ Do not recognize if total score is $\geq 60\%$ but $< 70\%$ each major item is $> 60\%$. For Re-inspection after six (6) months ❖ Do not recognize if any major item score is $< 60\%$ or total score $< 60\%$. For Re-inspection after nine (9) months				

NB: The Evaluation Team recommendations are based on the following observations: *Please select most relevant observation(s)*

- (i) The infrastructure is suitable/not suitable for the purpose of the training.
- (ii) The equipment is adequate/not adequate for the level of training.
- (iii) The qualified instructional staff is adequate/not adequate for the level of training.
- (iv) The curriculum is adequate/not adequate for the level of training.
- (v) The level of funding is adequate/not adequate for the purpose of training.
- (vi) The institutional governance is appropriate/not appropriate for the purpose of training.
- (vii) The structure and duration of training is appropriate/not appropriate for the type of training.
- (viii) The available support services are adequate/not adequate for the purpose of training.
- (ix) Long term plans are adequate/not adequate for training projections.

Name of the Chairperson of the Evaluation Team:

Signature:

Date:

FORM NF 1

Summary List of Relevant Academic Staff for the proposed Programme

Programme name:

SN	Name of Staff	Area Specialization	of Professional Qualification	Proposed Course in the programme structure*
1				
2				
3				
4				
5				
6				
7				

*Attach programme structure

FORM NF 2

Academic staff available to run the proposed or reviewed programme with their qualifications

S/N	Name of Academic Staff	Academic Rank	Academic Qualification	Duration of Studies (yrs)	Classification & GPA	Conferring Institution	Year Qualification obtained	Employment Status (Full time/Part time)	Teaching experience	His/her Check Number	Annual teaching workload*			
											Title	Code	Semester	Year
1	Dr. Zainab Mero	Lecturer	Bachelor of Laws	3	4.1	University of Dodoma	2010	Full time	8	120123456	Corporate law and Governance	LAW 308	2	1
			Master of Laws	2	B+ = (GPA:4.0)	Mzumbe University	2014							
			PhD in Human Right and East African Community Law	5	Unclassified	UDSM	2020							
2														
3														
4														
5														
6														
7														
...														

*Indicate all courses to be handled by the respective lecturer in an academic year

FORM NF 3**List of Relevant Technical Teaching and Learning Facilities and Resources for the proposed Programme**

SN	Name of facility	specification	Capacity*	location	Ownership (rented/hired/owned)
1					
2					
3					
4					
5					
6					
7					

*Please check the minimum requirements in Annex 1 to Annex 4.

Annexes

Annex 1: Minimum Space Requirements for Laboratories

Facility	Minimum space requirement square meter per student	Facility	Minimum space requirement square meter per student
Business Management	2.5	Agricultural Science	3.5
Commerce	3.7	General Engineering	4.0
Education	3.5	Mechanical Engineering and Material Science	6.6
Fine Art Architecture	4.7	Electrical Engineering	6.6
Home Economics	4.7	Chemical, Process, Mining Engineering	10.5
Communication (including Mass Media)	3.0	Civil Engineering and Building Science	6.7
Physics Electronics	4.0	Geology Petrology	8.0
Computer Systems Engineering	4.0	Chemistry	8.0
Computer Science	2.0	Botany	5.5
Health Science	3.7	General Science	3.5

Annex 2: Minimum Space Requirements for Workshops

Facility	Minimum space requirement square meter per student	Facility	Minimum space requirement square meter per student
Fine art design studio	5.5	Meat processing workshop	3.0
Carpentry workshop	5.5	Blacksmith workshop	8.8
Home economics	5.6	Metal workshop	6.0
Machine tools workshop	6.0	Car repair services	200
Electrical workshop	5.5	Mechanical workshops	22.5
Plumbing workshop	7.5	Glassblowing workshop	30.0
Masonry	10.1	Computer technology and communication technology	15.0

Annex 3: Minimum Requirements of Facilities for Veterinary Teaching Clinics

(prescribed by the Veterinary Council of Tanzania)

Facility	Number Required	Facility	Number Required
Reception room	1	Examination cum treatment room	2
Consulting room	2	Small animal theatre	1
Dispensing room	1	Large animal theatre	1
Diagnostics laboratory	1	Feeding and storage facilities for small animals	1
Preparation room	2	Feeding and storage facilities for small animals	1
Theatre	2	Laundry	1
Sterilization room	1	Restraining facility - Crush	1
Large animal recovery room (close to the theatre)	2	Kennel and /or cages for small animals	1
Facilities for 24 Hours Emergency Veterinary care	2	Facilities for physical therapy, Acupuncture	1
Diagnostic Imaging Including MRI, CT scan, Ultrasound, Digital X-ray	3	Stalls for large animals	2
Intensive care unit with 24 Hour Support and care	2	Toilet facilities	3
Incinerator/deep pit for carcass disposal	2	Loading and off-loading ramp	1

Annex 4: Minimum Library Resources Requirements

Item	Conventional	ODeL and Blended
Library book/student ratio Mode (relevance and diversity)	1:30	1:30
Library computer/student ratio	1:25	1:25
Library Internet connectivity in mbps, available 24 hrs	12	12
Number of links to e-library resources	3	3
Library Sitting capacity	30% of the total population	

