THE NATIONAL COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

GUIDELINES FOR TECHNICAL DOCTORATE DEGREE

AUGUST, 2025

PREFACE

The provision of Doctorate Degrees 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 standards.

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 accreditation of TVET institutions intending to offer Doctorate Degrees 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 standards. 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 Doctorate Degrees.

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

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EXECUTIVE SECRETARY

Executive Summary

This guidelines document for the Accreditation of Technical and Vocational Institutions to offer Technical Doctorate Degrees serves as an instrument to guide TVET institutions intending to provide such programmes in Tanzania. The guidelines ensure that Doctorate Degree training within the TVET sub-sector aligns with national education policies, labour market demands, and NACTVET's regulatory framework.

The guidelines outline 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 Technical Doctorate Degrees under the National Technical Awards (NTA) framework.

Ten key quality domains form the basis of the accreditation 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.

Certification procedures are 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 the programmes.

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

Overall, the guidelines provide a structured, evidence-based approach to regulating Doctorate 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

Accreditation	A formal process by which NACTVET evaluates and recognizes that a TVET institution has met prescribed minimum standards to offer specific academic programmes.
Technical Doctorate Degree	An academic programme offered at NTA Level 10 representing the highest training credentials providing advanced 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 standards 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 Technical Doctorate Degree, based on NACTVET's accreditation standards.
Professional Regulatory Authority (PRA)	A legally established body responsible for overseeing the practice, standards, and registration of professionals in a specific field (e.g., Engineers Registration Board, Pharmacy Council).
Quality Assurance	A systematic process of ensuring that educational services meet or exceed established standards of quality in teaching, learning, assessment, and administration.
Recognition	A formal status granted by NACTVET authorizing an institution to deliver a Technical Doctorate Degree 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.

List of Abbreviations/Acronym

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
TVET	Technical and Vocational Education and Training

TABLE OF CONTENTS

List of Tables

1.0 Introduction

1.1 Background

The National Council for Technical and Vocational Education and Training (NACTVET) is a regulatory body established under the NACTVET Act (Act of Parliament Cap. 129) 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, 2023 edition 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 Doctorate Degrees. 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 responds to the harmonization of qualifications in East Africa aiming at creating a common regional framework that allows for the mutual recognition of academic and vocational qualifications. The goal is to facilitate intra-regional mobility for professionals and students, foster economic growth, and reduce youth

unemployment by making it easier to move and work across East African Community (EAC) member states.

1.2 Rationale

The accreditation of TVET institutions to offer Doctorate Degrees is a strategic intervention that directly addresses the critical skills gaps in the Tanzanian and global labour market. By enabling these institutions to provide higher qualifications, the initiative supports learners who have completed National Technical Awards (NTA) Level 9 or its equivalent. This pathway not only fosters lifelong learning but also enhances career development opportunities in a rapidly evolving job landscape.
Accrediting Doctorate Degrees at TVET institutions is particularly justified for several key reasons:

1.2.1 Bridging the Skills - Academic Divide

TVET institutions traditionally focus on practical and technical skills, while universities focus on theoretical and academic knowledge. Accrediting TVET institutions to offer doctorate degrees can bridge this divide by:

(i) Promoting advanced applied research in industry-relevant areas.
(ii) Encouraging innovation in technical fields where traditional universities may lack real-world experience.

1.2.2 Advancing Practice-Based Doctorates

There is growing demand for practice-based doctorates (e.g., Doctor of Technology, Doctor of Engineering, Doctor of Professional Studies). TVET institutions are well-positioned to:

(i) Delivering these doctorates with strong industry partnerships.
(ii) Focusing on solving real-world challenges through applied research, rather than purely theoretical inquiry.

1.2.3 Recognising Institutional Evolution

Over the years, many TVET institutions in Tanzania have undergone significant transformation, moving beyond their traditional mandate of offering certificates and diplomas. These institutions have:

(i) Developed Research Capabilities:

Establishing research units and contributing to innovation, applied research, and evidence-based solutions that address industry and societal challenges;

(ii) Strengthened Industry Partnerships:

Collaborating with employers, professional associations, and international partners to ensure programmes are responsive to labour market needs and technological advancements.

(iii) Built Human Resource Capacity:

Recruiting and training highly qualified staff, including those holding doctoral-level qualifications, capable of supervising advanced research and teaching at postgraduate level.

Given these advancements, restricting the academic scope of such institutions based solely on their historical classification as “technical” or “vocational” is increasingly outdated. Recognising their evolution allows them to contribute more effectively to national development by offering higher-level qualifications, including doctoral programmes, that are aligned with both industry demands and academic excellence.

1.2.4 Responding to Labour Market Needs

Doctoral qualifications are no longer confined to academia. In today’s knowledge-driven economy, many industries increasingly demand doctoral-level expertise to drive innovation, competitiveness, and sustainable growth. Key sectors include:

(i) Advanced Manufacturing:

Requiring experts capable of applying cutting-edge research to improve processes, develop new materials, and optimize production systems'.

(ii) Renewable Energy Technologies:

Demanding specialists who can design, adapt, and implement innovative solutions to meet the global shift toward clean energy and Tanzania's green industrialization agenda.

(iii) Artificial Intelligence and Automation:

Necessitating highly skilled professionals to integrate AI, robotics, and digital systems into industry operations, thereby enhancing efficiency and productivity.

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 standards 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 accreditation 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 accreditation of Doctorate Degrees 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 accreditation to offer Technical Doctorate Degrees in Tanzania. The programmes covered include applied and professional degrees in all fields regulated by NACTVET, and which align with the TVET mission.

The guidelines are intended for institutions that demonstrate capacity at Bachelor and Masters' Levels (NTA Levels 8 and 9) and wish to scale up to NTA Level 10.

1.4 Benchmarking

In many countries, technical or applied institutions have evolved to offer doctoral programmes, either independently or in collaboration with universities. For example, in Germany, universities of applied sciences award doctorates through cooperative arrangements with traditional universities, ensuring a strong focus on industry-driven research. Similarly, the UK reformed its polytechnics into universities, granting them the authority to award doctoral degrees, including professional doctorates such as the EngD and EdD, which emphasize practical, industry-aligned research. South Africa's Universities of Technology award doctoral-level qualifications such as the Doctor of Technology (DTech), which, while equivalent to a PhD in the national qualifications' framework, is more practice-oriented.

The key lesson for Tanzania is that doctoral degrees in TVET can be structured as professional or technical doctorates that emphasize applied research, industry partnerships, and innovation, while still being recognised at the highest qualification level in the National Qualifications Framework. International experience shows that clear policies, strong industry alignment, and cooperative supervision models are critical to credibility. This approach would allow Tanzanian TVET institutions to expand their academic scope, produce highly skilled professionals, and contribute directly to national development and industrialisation goals.

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 Doctorate Degrees. The guidelines outline the minimum requirements and procedures necessary to ensure quality and relevance in programme design, delivery, and assessment, which TVET institutions must comply with.

Specifically, the guidelines aim to:

(i) Ensure quality assurance and institutional readiness for delivering doctoral programmes.
(ii) Promote demand-driven, practical, and competency-based education at the doctoral level.
(iii) Safeguard the academic integrity and recognition of doctoral degrees within the TVET system.
(iv) Support national goals related to employment, industrialization, and human capital development.
(v) Establish robust standards for assessment and evaluation, ensuring that doctoral research and learning outcomes are credible, transparent, and aligned with national and international benchmarks.

2.0 Key Considerations for Accreditation to Technical Doctorate

Accrediting a technical training institution to offer doctoral-level programmes is a high-level process that requires compliance with a range of regulatory, academic, and TVET Standards. Institutions must demonstrate adherence to specific academic, legal, infrastructural, and human resource requirements in order to guarantee quality, integrity, and international recognition of doctoral studies. The NACTVET requirements, alongside TVET Standards 2025, provide the foundational benchmarks for establishing training programmes at this level. Technical institutions are therefore required to benchmark themselves against both national and international best practices to ensure that doctoral programmes remain relevant, credible, and competitive.

2.1 Key Considerations for Establishment of Technical Doctorate Degree

Key considerations for the establishment and accreditation of technical doctorate shall include:

(i) Strategic Alignment:

Doctoral programmes must be grounded in national legislation, higher education strategies, institutional development plans, labour market analyses, and feasibility studies, while striving for the highest quality in programme design and delivery.

(ii) Research and Innovation Focus:

Programmes shall consist primarily of research, development, and other scholarly or creative work by doctoral candidates, with results disseminated through peer-reviewed journals, conferences, or other recognised platforms.

(iii) Professional Engagement:

Doctoral candidates should actively participate in conferences, seminars, and professional activities, with such participation counted towards programme completion.

(iv) Competency Development:

Programmes should cultivate leadership, teamwork, coaching, and teaching skills, alongside proficiency in foreign languages required for participation in international academic and professional environments.

(v) Qualified Supervision:

An adequate number of staff with doctoral-level qualifications and proven research expertise must be available to conduct teaching, supervise theses, and guide advanced research.

(vi) Staff Development and Internationalisation:

Teaching and research staff should continually enhance their skills through participation in international projects, exchanges, and high-level conferences.

(vii) Adequate Resources:

Institutions must ensure access to advanced teaching, learning, and research facilities, including libraries, laboratories, digital resources, and enabling environments that support doctoral-level study.

(viii) Institutional Readiness;

A robust academic structure, qualified faculty, mentorship systems, and research-focused infrastructure must be in place, with full compliance to NACTVET accreditation procedures and TVET Standards.

2.2 General Requirements for Accreditation to offer Doctorate Degrees

To offer Doctorate Degrees under NACTVET, institutions must meet the following criteria:

(a) For government institutions, autonomy must have been attained in accordance with national legislation; for private institutions, possession of a valid Institutional Charter is required.
(b) The institution must have been registered by NACTVET to offer training programmes up to NTA Level 9 for at least five (5) years and must have held full accreditation for a minimum of three (3) years, with the following in place:
(c) At least one academic department recognised as having the capacity to deliver programmes to the required standard;
(d) A robust Quality Control and Quality Assurance system; and
(e) A NACTVET-validated curriculum that is outcomes/competence-based, modular in format, aligned with labour market needs, conforms to the relevant NTA level descriptors, has stakeholder endorsement, and is internally approved by the institution.

2.3 Minimum Standards for Accreditation of Doctoral Training in TVET Institutions

Detailed in Table 1 are the minimum requirements which must be met by any technical institution seeking accreditation to offer training at the Doctoral level. These requirements are anchored in the Tanzania TVET Standards and further informed by best practices drawn from comparable institutions within Tanzania and internationally.

Table 1: Minimum Standards for Accreditation of Doctoral Training in TVET Institutions

Standard(s)	Criteria	Descriptors / Indicators
Preliminaries	Institutional Registration and Accreditation	(a) Valid registration certificate (number, date of registration, expiry date) (b) Valid NACTVET accreditation status with clean record (c) Clear history of delivering Master's programmes for ≥ 5 years
	Approved Programmes	(a) List of curricula with date of approval and expiry (b) Evidence of compliance with NACTVET standards (c) Curriculum benchmarked with international doctoral programmes
Strategy, Governance, and Management	Vision and Mission	(a) Vision and Mission statements aligned with Tanzania TVET Standards (b) Approved by Governing Council/Board (c) Publicized and linked to national development priorities (d) Defines institutional contribution to national, regional, and global development
	Strategic Planning	(a) Valid institutional Strategic Plan (≤ 5 years old) (b) SMART objectives linked to doctoral training and research (c) Annual budget aligned to plan (d) Monitoring and Evaluation framework with measurable indicators
	Governance and Leadership	(b) Governing Board/Council legally established and gender-diverse (b) Mandatory committees in place (Academic & QA, Finance, Audit & Risk, Student Welfare) (c) Leadership positions filled by qualified personnel with doctoral-level expertise
	Quality Assurance	(c) Institutional Quality Policy and QA framework reviewed every 3 years (b) QA office staffed with competent personnel (c) Internal and external QA mechanisms established (d) Annual QA reports produced and shared with stakeholders

Standard(s)	Criteria	Descriptors / Indicators
Human Resources	Academic and Research Staff	(d) At least 60% of staff with Doctoral qualifications (b) Staff-student ratio consistent with NACTVET standards (max 1:10 for supervision) (c) Evidence of Continuous Professional Development (pedagogy, research, supervision skills) (d) At least 30% of staff with international exposure (research visits, collaborations)
	Licensing and Registration	(e) All trainers/technicians registered and licensed by NACTVET (b) Evidence of compliance with CPD and licensing renewal requirements
	Staff Development and Retention	(f) Policy on staff promotion and retention (b) Documented mentorship framework for junior faculty (c) HRM system (digital) tracking recruitment, appraisal, and performance
Academic Programmes and Delivery	Programme Design	(g) Curriculum aligned with NTA Level 10 (Doctorate) (b) Balance of research, seminars, coursework, and professional development (c) Learning outcomes benchmarked to international standards
	Research and Industry Linkages	(h) Institutional Research Policy and Plan (b) Evidence of MoUs with industry for research/fieldwork (c) PhD students attached to industry-linked projects (d) Research funding strategy and external partnerships
	Teaching and Assessment	(i) Documented assessment policy consistent with NACTVET standards (b) Variety of assessment methods (written, oral, research outputs, peer-reviewed publications) (c) Annual moderation and external examination reports
Trainee Support Services	Admission	(j) Transparent admission procedures with published entry requirements (b) Compliance with NACTVET entry criteria for Doctoral level (c) Students uploaded to NACTVET database
	Mentorship and Guidance	(k) Student support services including counselling and career guidance (b) Academic advisors assigned (max 5 students per supervisor) (c) Policies on gender equity, inclusivity, and support for students with disabilities

Standard(s)	Criteria	Descriptors / Indicators
	Student Welfare	(l) Active Students' Association with constitution and by-laws (b) Adequate facilities for sports, recreation, and health services (c) Accessible infrastructure for persons with disabilities
Infrastructure and Resources	Learning and Research Facilities	(m) Well-equipped laboratories, workshops, and libraries (b) ICT infrastructure with reliable high-speed internet (≥10 Mbps per student) (c) Digital resources: e-libraries, VR/AR simulation labs, academic databases (d) Access to research facilities (specialized labs, industry research centres)
	Accommodation and Welfare	(n) Secure and hygienic student accommodation prioritising vulnerable groups (b) Access to safe water and backup power systems (c) Functional health facilities on campus
Assessment and Certification	Assessment Framework	(o) Internal and external assessment procedures established (b) Research outputs peer-reviewed and published (c) Viva Voce system operational with external examiners (d) Structured procedures for awards and certification in compliance with NACTVET
Institutional Effectiveness and Integrity	Institutional Outcomes	(p) Clear institutional KPIs (graduation rates, research outputs, employability) (b) Annual reports on institutional outcomes shared with stakeholders (c) Public disclosure of programmes, research, and QA reports
	Ethics and Integrity	(q) Policies on academic integrity and plagiarism (b) Institutional Code of Conduct for staff and students (c) Mechanisms for managing equity, diversity, and inclusivity

2.3.1 Strategy, Governance, and Management

(i) Vision, Mission

In line with Standard 1.1, institutions seeking to offer Doctorate Degrees 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.

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) Define institutional contribution to national, regional, and global development

(c) Demonstrate commitment to technical and professional excellence, inclusive growth, and international competitiveness.

(d) The vision and mission statements shall be approved by the institution's top governing body, publicly displayed on institutional platforms, including websites, strategic documents, and learning environments and periodically reviewed with broad stakeholder engagement (staff, students, industry, community, and development partners).

(ii) Institutional Strategic Plans

The institution to be accredited 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.
(e) The Strategic Plan shall address the following core areas transitioning of academic programmes at Bachelor's and postgraduate levels, as appropriate.
(f) Develop and implement Competence-Based Education and Training (CBET)
(g) Ensure continuous improvement of curriculum content, delivery, and assessment.

(iii) 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) Robust institutional capacity for research supervision.
(d) Integration of research and consultancy into academic practice.

(iv) Staff Development

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

(v) Institutional Management

The institution shall demonstrate the following:

(i) Availability of adequately qualified human resources, supported by a system to ensure staff retention, together with sufficient physical and financial resources to implement and sustain the proposed degree programme. The institution must also provide a strategic plan outlining how the programme will be maintained over time.
(ii) A proven track record of compliance with NACTVET accreditation requirements.
(iii) A clearly defined governance structure, including a Governing Council or Advisory Board.
(iv) Management leadership comprising a Rector/Provost with a Doctoral Degree, a Deputy Rector/Provost for Academic, Research, and Consultancy with a Doctoral Degree, and Heads of Departments and Units.
(v) A Deputy Rector/Provost for Finance, Administration, and Personnel holding a Doctoral Degree.
(vi) Active Senior Management and Administrative Committees.
(vii) Principals for college campuses, each holding at least a Doctoral Degree.

2.3.2 Human Resources

(i) Academic and Administrative Staff Qualifications

To offer a Doctorate Degree, an institution must meet specific requirements regarding the qualifications, composition, and competencies of its academic and administrative staff. As stipulated in Standard 2.3, the institution must ensure that both instructional and support staff are adequate for the effective delivery of programmes and related services.

(a) Academic Staff Requirements

The institution must employ trainers who are appropriately qualified through education, training, and relevant professional experience to teach Doctorate-level programmes. Academic staff should engage in continuous professional development to remain current with advancements in their respective fields, in accordance with Standards 3.7 and 3.8.

(b) Teaching Staff Qualifications

Staff teaching at Doctorate level must hold a Doctorate degree in the discipline they are teaching. Only staff who have received sufficient and progressive training in a given profession shall be assigned to teach corresponding courses. For instance, to teach an accountancy course at NTA Level 10, a staff member must hold a qualification in accountancy at the same level or its equivalent. Where programmes involve supervision of practical projects, research, or industry-related work, the assigned advisor must possess a Doctorate degree and relevant professional or industry experience.

(c) Composition of Academic Staff

The institution must employ a sufficient number of qualified academic staff to deliver the curriculum, advise students, and participate in governance and assessment. At least five (5) qualified academic staff members in the relevant field are required for each Doctorate programme offered.

(d) Teaching Competency

All academic staff must demonstrate competency in Competency-Based Education and Training (CBET) methodologies. The institution must provide evidence that staff regularly engage in professional development in their field. Additionally, in line with Standard 3.10, the institution must have mechanisms to evaluate the performance of adjunct or part-time trainers engaged on an ad hoc basis.

(e) Supervision Requirements

Supervisors of Technical Doctorate (NTA Level 10) students must possess expertise in the proposed research area and hold at least the rank of Associate Professor in the relevant discipline. Supervisors must also meet all teaching staff requirements. If a proposed supervisor is not a professor, they must have a minimum of four (4) years of post-PhD professional experience. Each PhD student shall have two appointed supervisors. While co-supervision arrangements with external experts are permitted under certain conditions, the primary supervisor must be a full-time employee of the institution to ensure full accountability and quality control. A maximum of five PhD students shall be assigned to each supervisor.

(f) Requirements for Administrative Staff

Requirements for the key administrative staff are indicated in Table 2.

Table 2: Requirements for Administrative Staff

Position	Requirements
Rector/Provost/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 Planning, Finance and 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

(ii) Administrative Staff Qualifications

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.

2.3.3 Programmes Delivery and Assessment for Technical Doctorate Degrees

Doctoral programmes offered under NACTVET shall be aligned with international best practices for Technical Doctorate degrees, ensuring they are both research-intensive and professionally relevant. These programmes must be competency-based, moving beyond knowledge-cantered models to emphasized advanced skills, academic rigour, practical problem-solving, and innovation. For a candidate to qualify for an award, a minimum of three years for PhD by thesis and four years for PhD by coursework and dissertation, which includes one year coursework. The overall candidature for this programme shall not be more than six years for full-time and eight years for part-time (including all extensions and postponements).

(a) Technical Doctorate Degrees by Coursework and Dissertation

The PhD by coursework and dissertation shall be delivered through continuous assessment (tests, assignments, and seminars), end-of-semester examinations, and independent research culminating in an examinable dissertation. To qualify for the

award, candidates must, at the time of dissertation submission, have published at least two articles in peer-reviewed journals indexed in a recognised database.

(b) Technical Doctorate Degrees by Research and Thesis

The PhD by research shall be awarded based solely on a thesis. To qualify, candidates must, at the time of thesis submission, have patented their work and published at least three articles in peer-reviewed journals indexed in a recognised database.

2.3.4 Curriculum Development and Programme Design

Curriculum development is a continuous process of planning, designing, implementing, and evaluating teaching and learning activities. Programme design is the practical application of these principles to ensure effective delivery. Institutions offering doctoral degrees shall establish clear mechanisms for curriculum development and programme design that guarantee relevance, educational quality, and alignment with learning objectives.

(a) Curriculum development, institutions shall:

(i) Ensure curricula are competency-based and aligned with the Tanzania Qualifications Framework (TQF) and national education policies;
(ii) Base curricula on labour market surveys, tracer studies, and stakeholder inputs;
(iii) Adhere to NACTVET curriculum development and review guidelines; and
(iv) Engage competent personnel in curriculum development, monitoring, and review.

(b) Programme Design

Programme design shall provide detailed information on course titles, duration, objectives, learning outcomes, teaching strategies, and assessment methods, in line with NACTVET guidelines.

Programmes shall be specialised, aligned with institutional academic focus, and responsive to sectoral and labour market needs. Curricula shall integrate taught components with work-based learning such as internships, industry placements, or applied research. Content shall prepare learners to operate at NTA Level 10.

Institutions shall clearly outline practical learning components, including supervision, assessment, and evaluation mechanisms.

(c) Advanced Research Competence

Technical Doctorate programmes shall equip graduates to:

(i) Design, conduct, and manage complex research projects independently.
(ii) Apply discipline-specific methodologies in local and international contexts.
(iii) Produce original, high-quality work contributing to practice, policy, or technology; and
(iv) Innovate and apply research outputs to industry and societal needs.

(d) Assessment and Competency Verification

Assessment shall be outcomes-focused, measuring both knowledge and application of advanced skills. Work-based components shall be formally assessed and verified through projects, publications, patents, or other professional outputs. Programmes shall demonstrate a professional orientation, producing graduates capable of immediate and effective contribution to the workforce and industry.

2.3.5 Assessment at Technical Doctorate Degree (NTA Level 10)

(a) Assessment of Technical Doctorate Degree

The objective of assessment at the Technical Doctorate Degree (NTA Level 10) is to evaluate the learner's ability to conduct original, high-level applied or industrial research that contributes to innovation, policy, or practice within their professional field. The assessment ensures that the candidate demonstrates advanced expertise, problem-solving capacity, leadership in professional practice, and the ability to generate solutions with significant socio-economic impact. It also aims to confirm that the candidate meets global standards of technical doctoral qualifications, with competencies comparable to those of similar institutions internationally.

Table 3: Assessment for National Technical Awards Level 10 -Technical Doctorate Degree

Competence	Assessment Methods	Assessment Tools	Assessors	Achievement Standards
1. Knowledge Mastery: authoritative, specialised understanding of a technical domain. 2. Research & Innovation: design and execute original research or practice-based innovation that advances knowledge or applications. 3. Problem Solving: solve complex, novel technical problems using advanced methods. 4. Leadership & Management: lead research/industry teams and projects; translate research into practice. 5. Communication & Dissemination: publish,	a) Doctoral thesis/dissertation or equivalent practice portfolio b) Viva voce / Oral defence c) Peer-reviewed publications or equivalent high-quality outputs (journals, patents, standards). d) Portfolio of practice/innovation (prototypes, technical reports, validated products). e) Structured progress reviews / milestone assessments (formal periodic reviews). f) Conference presentations / invited talks	a) Thesis evaluation rubric b) Viva protocol & scoring guide (questioning matrix, competency checklist). c) Publication verification checklist d) Portfolio review template (evidence log, validation, impact statement). e) Progress review form & milestone log f) Ethics & plagiarism clearance forms; Intellectual Property (IP) disclosure forms.	a) Supervisors b) Internal academic examiners c) External academic examiners d) External industrial/professional examiner(s) e) Viva panel combining internal, external and industry representation. f) Institutional ethics committee for compliance	a) Originality and contribution to knowledge or professional practice in the field b) Successful defend their work through a formal examination of doctoral-level standards. c) High-quality, peer reviewed and disseminated research outputs appropriate to the discipline d) Approved evidence of systematically monitoring through formal milestones and periodic reviews e) Approved evidence of rigorous quality assurance and ethics

Competence	Assessment Methods	Assessment Tools	Assessors	Achievement Standards
present and translate findings for specialist and non-specialist audiences. 6. Ethical & Professional Practice: apply research ethics, safety and IP principles				clearance of the research output f) Approved evidence of practical application, industry relevance, or societal and at least one documented acknowledged collaboration about the research output.

(b) Evaluation of Technical Doctorate Degree

(i) The candidate shall be required to make at least three (3) seminar presentations, at least once during the proposal stage and at least twice (02) during the writing stage

(ii) There shall be a discussant and at least two other experts, who shall be appointed as reviewers in order to review, comment and assess the presentations.

(iii) At least one internal examiner and two external examiners shall examine the dissertation. And

(iv) Final examination shall include a viva voce to a panel of at least five examiners including two external examiners or their representatives.

2.3.6 Infrastructure and Resources

Institutions intending to offer Doctorate Degrees must demonstrate adequate physical, digital, and human resources to guarantee quality assurance, create a conducive learning environment, and deliver competence-based, industry-responsive education. The minimum requirements shall include:

(a) Physical Facilities

(i) Adequate classrooms proportionate to staff–student ratios, equipped with whiteboards, projectors, desks, lighting, and ventilation (for PhD with coursework).

(ii) Functional, specialised laboratories, studios, fields, or workshops relevant to the programme, equipped with tools, safety equipment, and maintained by qualified technical personnel.

(iii) A physical library with seating capacity for at least 10% of students, stocked with current textbooks, journals, periodicals, and past research works.

(iv) Adequate offices for academic and administrative staff, including confidential consultation spaces and dedicated offices for PhD students.

(b) ICT and Digital Infrastructure

(i) Reliable high-speed internet (minimum 10 Mbps per student) accessible in academic buildings, libraries, and ICT labs.

(ii) Computer labs with updated, programme-relevant software and a minimum ratio of one computer per student.

(iii) Operational Learning Management Systems (LMS) to support blended and online learning, assignments, and assessments.

(iv) Subscriptions to recognised e-libraries, academic databases, e-books, and digital reference tools.

(v) Access to advanced digital learning tools such as VR/AR simulation labs, where appropriate.

(c) Research and Innovation Infrastructure

(i) Research spaces or innovation hubs to support applied research, with access to laboratories and specialised research equipment for staff and students.

(ii) Linkages with industry-based research centres to strengthen relevance and innovation.

(d) Student Support and Welfare Facilities

(i) Dedicated facilities for career counselling, internship coordination, psychological support, and mentoring.
(ii) First-aid rooms or formal linkages with nearby health facilities.
(iii) Student lounges, cafeterias, recreation or sports grounds, and prayer/meditation rooms, where applicable.

(e) Accessibility and Inclusivity

All facilities must be inclusive and accessible, with ramps, adapted toilets, clear signage, and flexible learning technologies to support diverse learners.

2.3.7 Quality Assurance and Governance

Effective delivery of Technical Doctorate Degrees requires strong internal quality assurance and robust governance structures that align with both national TVET Standards and international best practices. Institutions must demonstrate not only compliance but also continuous improvement in programme management, monitoring, and accountability.

(a) Internal Quality Assurance (IQA) Systems

Institutions shall establish or strengthen Internal Quality Assurance Units (IQAUs) with clear mandates for monitoring academic standards, research integrity, and programme relevance. Quality assurance processes shall include systematic feedback mechanisms from students, staff, employers, and other stakeholders to inform programme review and continuous improvement.

(b) Performance Monitoring and Evaluation (M&E)

Institutions shall institutionalize comprehensive monitoring and evaluation systems that track programme implementation, learning outcomes, graduate employability, and stakeholder satisfaction. M&E frameworks should incorporate measurable indicators aligned with national and institutional objectives, and generate periodic reports for decision-making and regulatory compliance.

(c) Leadership and Governance Capacity

Institutions shall invest in leadership development programmes to enhance the capacity of senior management, academic leaders, and governing boards in areas of strategic planning, resource mobilization, and institutional accountability. Governance structures must clearly define roles and responsibilities, promote transparency, and ensure participatory decision-making involving both academic and non-academic stakeholders.

2.3.8 Research, Innovation and Publications

Teaching informed by research and innovation reflects a strong commitment to continuous quality improvement and adherence to standards. Standard 1.5 requires providers to demonstrate this commitment, while emphasizing the need for appropriate mechanisms to maintain and enhance instructional quality. In this regard, institutions shall:

(i) Establish appropriate structures and instruments to manage research, innovation, and publication activities;
(ii) Create a dedicated Research and Publication Unit to oversee institutional and collaborative research initiatives;
(iii) Develop a functional Innovation and Entrepreneurship Unit to engage students and staff in entrepreneurial initiatives;
(iv) Host a Grants Management Office or designate responsible staff to secure competitive funding, with a target of at least two externally funded research grants every three years;
(v) Provide staff training in proposal development, compliance, grant monitoring, and financial accountability;
(vi) Support scholarly publishing by maintaining at least one institutional journal (indexed nationally or internationally);
(vii) Provide editorial support and training in academic writing, including access to plagiarism detection tools and journal databases;
(viii) Organize at least one annual institutional research dissemination event and ensure a minimum of two peer-reviewed publications per academic department per year;

(ix) Establish an Intellectual Property (IP) Office to manage patents and protect innovations, with a target of at least one patent, innovation, or prototype every three years;

(x) Provide structured mentorship in research and innovation, evidenced by at least two active mentorship programs or documented outcomes (e.g., co-authored papers, joint workshops);

(xi) Demonstrate measurable and diverse research outputs, including peer-reviewed journal articles, books, book chapters, and conference papers, verifiable through institutional repositories or recognized databases (e.g., Scopus, AJOL, DOAJ);

(xii) Undertake at least one documented community-based research project with measurable impact annually, where applicable; and

(xiii) Conduct a comprehensive review of research structures, policies, and instruments at least once every five years.

2.3.9 Quality Assurance and Monitoring

TVET institutions offering Technical Doctorate Degrees 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 standards and shall be subject to regular internal and external evaluations. The institution shall 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. It shall also be appropriate to the Doctorate Degree with emphasis on demonstrable competencies The following guidelines shall apply to ensure quality is assured and monitored.

(d) Institutional Quality Assurance System

The providing institution shall:

(i) Establish a dedicated Quality Assurance Unit (QAU) or Directorate responsible for coordinating internal quality assurance activities.

(ii) Ensure the QAU operates independently and reports directly to the Rector.

(iii) Integrate QA activities into the institution's governance and strategic planning frameworks.

(iv) Develop policies and procedures for periodic quality reviews covering academic programmes, research, support services, and administrative functions.

(e) Internal Quality Assurance (IQA) Mechanisms

The providing institution shall:

(i) Review each academic programme within five (5) years, incorporating inputs from stakeholders including industry and alumni;

(ii) Conduct internal evaluations to assess programme delivery, relevance, and alignment with national and sectoral priorities;

(iii) Implement teaching and learning evaluations, including student feedback mechanisms;

(iv) Facilitate academic peer reviews to enhance instructional quality;

(v) Moderate all assessments internally and externally to maintain fairness, consistency, and standards compliance.

(f) Monitoring, Evaluation, and Learning (MEL) Framework

The providing institution shall:

(i) Establish a structured MEL framework to monitor institutional performance and learning outcomes.

(ii) Define Key Performance Indicators (KPIs) covering student achievement, graduate employability, research outputs, and service delivery.

(iii) Prepare and submit Institutional Self-Assessment Reports (ISARs) to NACTVET highlighting achievements, challenges and improvement strategies during re-accreditation application.

(iv) Conduct graduate tracer studies every after 5 years to assess employment outcomes and training relevance.

(v) Establish stakeholder feedback mechanisms involving employers, alumni, and partners in programme evaluations.

(g) 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.

(h) Quality Assurance Documentation

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

(i) Programme evaluation reports
(ii) Teaching evaluation summaries
(iii) Curriculum review meeting minutes
(iv) External examiners' reports
(v) Institutional quality improvement action plans and implementation reports.

(i) Continuous Improvement

TVET institutions shall demonstrate:

(i) Use of quality data and evaluation findings to inform policy and programme decisions;

(ii) Implement corrective actions and continuous improvement strategies;

(iii) Promote innovation in teaching, research, and support services based on QA results and stakeholder input.

(j) Staffing and Capacity Building for QA

The providing institution shall:

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

2.3.10 Admissions and Progression Policies

TVET institutions offering Doctorate Degrees shall establish and implement clear, fair, and transparent policies on student admission, progression, and completion. These policies shall be aligned with the Tanzania Qualifications Framework (TQF), Education and Training Policy, and labour market requirements, and shall ensure inclusivity and integrity throughout the academic lifecycle. The Standard 3.6 requires that the provider should publish admission requirements for the programmes that are appropriate to qualification level and aligned with the purpose and learning objectives. The following guidelines shall apply on admission matters.

Institutions shall adhere to the following minimum entry qualifications for admission into Doctorate Degrees (NTA Level 10):

(a) Direct Entry

(i) Possession of a Masters' Degree (NTA Level 9) or its equivalent in a related field with a minimum GPA of 3.0 from a recognized institution or its equivalence.
(ii) Other qualifications considered equivalent by NACTVET, subject to formal verification.

(b) Admission Policies and Procedures

The provider institution shall:

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

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

(c) 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 standards and provide verifiable academic records;
(c) Limit transferred credits to a maximum of 50% of the total credits required for the qualification.

(d) Student Progression within the Programme

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

(i) For PhD with coursework, students shall progress only upon successful completion of coursework and applicable practical training
(ii) Policies on academic standing (e.g., probation, dismissal, readmission) shall meet NACTVET set standards.

(e) Exit and Re-entry Opportunities

A student pursuing PhD by coursework and dissertation shall exit the programme on successful completion, in which case the candidate shall be awarded a doctorate in the programme he was registered to pursue.
In line with CBET and lifelong learning principles:

(i) Students may exit the programme at designated exit points (e.g., after completion of a coursework for taught PhD or as may be prescribed in the approved curriculum.
(ii) A student who exits a PhD programme after having failed to complete studies may be re-admitted into the same or any other PhD programme offered by the

same institution at any time, subject to having satisfied entry requirements of that programme.

(iii) Institutions shall provide defined and accessible pathways for re-entry after academic interruption, subject to re-entry conditions and institutional capacity.

(f) Record Keeping and Reporting

The provider institution shall:

(i) Maintain accurate and disaggregated records of admissions, progression, exits, and re-entries (including gender, disability, and region);

(ii) Submit annual reports on student admissions and progression to NACTVET as part of institutional performance monitoring requirements.

(g) Quality Assurance in Admissions and Progression

The provider institution shall:

(i) Assign the Quality Assurance Unit (QAU) to regularly monitor and evaluate admission and progression practices;

(ii) Utilize graduate tracer studies and stakeholder feedback to assess the effectiveness and responsiveness of admission policies and inform their periodic review.

2.3.11 ICT Integration and Digital Learning

Institutions shall be required 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;

(a) Learning Management System (LMS)

The institution shall:

(i) Demonstrate that the institution has a clearly defined ICT policy and structure that is aligned with its academic and administrative goals.

(ii) 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.

(iii) Demonstrate that adequate and updated ICT infrastructure plus technical support systems is available across all campuses and accessible to students and staff.

(iv) Demonstrate that it uses accredited Learning Management Systems (LMS) such as Moodle, Blackboard, or Canvas to facilitate blended and online learning.

(v) Demonstrate that integration of digital tools (e.g., virtual labs, e-libraries,) enhances interactive and student-cantered learning.

(vi) Demonstrate that regular training programmes are provided to staff for digital pedagogy, content development, and online assessment methods.

(vii) Demonstrate that lecturers are supported with instructional design resources and ICT help desks to ensure high-quality course delivery.

(viii) Demonstrate that students and staff are provided with equitable access to ICT resources including internet access, digital devices (where applicable), and learning platforms.

(ix) Demonstrate that digital literacy programs are in place to empower students to use ICT tools effectively for academic purposes.

(x) Ensure that ICT is integrated into curriculum development and delivery to encourage innovation, flexibility, and 21st-century learning skills.

(xi) Provide programmes content that include elements of e-learning, digital content, and online collaboration.

(xii) Demonstrate that Assessment and Evaluation use digital assessment tools to evaluate student learning outcomes with integrity.

(xiii) 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.

(b) E-learning tools and anti-plagiarism systems

The provider institution shall:

(i) Ensure that it has a functional e-learning policy that guides the adoption, use, and evaluation of digital learning tools.

(ii) Ensure availability and operational anti-plagiarism systems.

(iii) indicate a clear and available E-learning tools that are aligned with the institution's teaching, learning, and digital transformation strategies.

(iv) demonstrate that tools undergo a formal evaluation and approval process for educational value, accessibility, data privacy and cost-effective before they are approved

(v) indicate approved tools are able to enhance active learning, student engagement, and personalization through content creation,

(vi) ensure that the staff and students receive regular training and technical support for all approved e-learning tools.

(vii) ensure that tools usage and effectiveness are periodically monitored and evaluated and feedback from stakeholders is used to guide tool selection, training, and upgrades.

2.3.12 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. Institution shall facilitate appropriate support services to both learners and staff as shown in Table 4.

Table 4: Minimum Requirements for Support Services

Support area	Minimum standards
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.

Support area	Minimum standards
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

2.3.13 Collaboration and Partnerships

TVET institutions offering Doctorate Degrees shall establish, formalize, and sustain strategic collaborations and partnerships that enhance academic quality, relevance, research output, and graduate employability. These partnerships may be 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 or 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.

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 and will shall adhere to the following;

(a) Institutional Requirement for Partnerships

The institution shall:

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

(b) Memoranda of Understanding (MoUs)

The institution shall:

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

(c) Research Collaboration and Co-Supervision

The institution may:

(i) Engage in joint research projects with partner institutions or industry actors.
(ii) Facilitate co-supervision of PhD research at NTA Level 10 involving external experts or industry mentors.
(iii) Participate in national or regional research consortia and innovation programmes.
(iv) Maintain verifiable documentation of research collaboration (e.g. MoUs, project reports, publications).

(d) Internationalization

The provider institution may:

(i) Promote international partnerships to improve quality, relevance, and global competitiveness.
(ii) Provide evidence of participation in international networks.
(iii) Implement joint PhD programmes or student/staff mobility (physical or virtual).
(iv) Participate in international quality assurance benchmarking or capacity-building programmes.
(v) Develop policies supporting international engagements and cross-border collaboration where appropriate.

(e) Institutional Framework for Managing Partnerships

The institution shall:

(i) Establish a Partnerships and Linkages Unit or designate a responsible officer.

(ii) Define clear roles and responsibilities for initiating, managing, and monitoring partnerships.
(iii) Include measurable objectives and KPIs in all MoUs.
(iv) Review and report partnership activities regularly, with outputs reflected in annual reports and institutional plans.

3.0 Financial Resources and Sustainability

To offer a Doctorate Degree, 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:

3.1 Financial Resources Requirements

(a) The institution applying for accreditation to offer Doctorate Degree shall show that it has adequate funding to support the running of academic programmes, pay academic and support staff salaries, offer adequate student services, provide appropriate teaching and learning facilities, and support the required relevant 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.

4.0 Institutional Policies and Academic Governance Instruments

Institutions shall 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 standard creates a framework to ensure provision of effective quality education, accountability and management of academic affairs.

(a) 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:

(i) Students Admission Policy
(ii) Human Resource Policy
(iii) Students Welfare Policy
(iv) Research and Publication Policy
(v) Ethics and Integrity
(vi) Intellectual Property guidelines
(vii) Quality Assurance Policy
(viii) ICT policy

(b) Academic Governance Instruments

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

5.0 Compliance with Regulatory Requirements

A TVET institution offering a Doctorate Degree shall ensure full compliance with all relevant regulatory requirements as stipulated by NACTVET.

5.1 Institutional Roles and Responsibilities

5.1.1 Roles of TVET Institutions

TVET institutions intending to offer Doctorate Degrees shall have the following roles and responsibilities:

(a) Compliance with Regulatory Requirements: Ensure full adherence to all applicable NACTVET guidelines, standards, and procedures related to Doctorate Degree training.

(b) Curriculum Development and Delivery: Develop, validate, and implement Competence-Based Education and Training (CBET) curricula aligned with labour market needs and national qualifications frameworks.

(c) Quality Assurance: Establish and operationalize internal quality assurance systems to monitor academic standards, learner achievement, and institutional performance.

(d) Capacity Building: Recruit and retain qualified academic and administrative staff, and provide ongoing professional development to enhance teaching and learning quality.

(e) Infrastructure and Resources: Provide adequate physical, technological, and learning resources to support effective delivery of Doctorate Degrees.

(f) Monitoring and Self-Assessment: Conduct regular self-assessments using the Institutional Self-Assessment Report (ISAR) framework and submit results to NACTVET.

(g) Stakeholder Engagement: Involve employers, industry experts, alumni, and Professional Regulatory Authorities in curriculum design, review, and programme evaluation.

(h) Timely Reporting: Submit accurate and timely reports to NACTVET, including enrolment data, graduate outputs, quality assurance reports, and tracer study results

6.0 Roles of NACTVET

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

(i) Regulation and Oversight: Regulate the establishment, recognition, and operation of TVET institutions offering doctoral degree programmes in accordance with the law.

(ii) Standard Setting: Develop and periodically review standards, guidelines, and procedures governing Doctorate Degree provision in the TVET sub-sector.

(iii) Accreditation and Quality Assurance: Evaluate, accredit, and monitor institutions and programmes to ensure compliance with academic, administrative, and quality benchmarks.

(iv) Capacity Building and Support: Provide technical assistance and professional development to institutions to strengthen implementation capacity and quality service delivery.

(v) Monitoring and Evaluation: Conduct institutional audits, site inspections, and performance evaluations to ensure ongoing compliance and continuous improvement.

(vi) Coordination with Stakeholders: Facilitate engagement with Professional Regulatory Authorities, government agencies, and employers to align training with national development needs.

(vii) Recognition and Approval of Programmes: Review and approve new Doctorate Degrees and issue official recognition to institutions that meet the prescribed standards.

(viii) Policy Advisory Role: Advise the Government on matters relating to higher-level technical education and training within the TVET framework.

7.0 Application procedures

The institutions applying for accreditation to offer a Doctorate Degree shall follow the procedures outlined below and obtain formal NACTVET prior to implementation.

7.1 Application Eligibility Criteria

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

(a) Full registered for at least 5 years and accredited for at least 3 year by NACTVET to offer programmes up to NTA Level 9.
(b) Demonstrated institutional and academic capacity in terms of infrastructure, staffing, and quality assurance mechanisms.
(c) A track record of satisfactory compliance with NACTVET registration and accreditation regulations.
(d) Acceptable governance structure as per NACTVET requirements.

7.2 Application Documentation Requirements

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

(i) Covering letter signed by the Head of Institution.

(ii) Filled application form for recognition to offer Doctorate Degrees (as prescribed by the Council).

(iii) Institutional Self-Assessment Report (ISAR) indicating compliance with all relevant standards.

(iv) Feasibility Study Report including labour market demand and justification for the new programme(s).

(v) Curriculum developed in the CBET format and validated by stakeholders.

(vi) Evidence of Institutional Capacity, including physical and learning infrastructure, academic and administrative staffing, governance structures and strategic plans.

(vii) Professional Regulatory Authority endorsement, where applicable.

(viii) Evidence of Quality Assurance and M&E systems.

(ix) 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.

7.3 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.

7.4 Evaluation and Assessment Process

NACTVET shall:

(i) Conduct a documentary review of the submitted materials;

(ii) Appoint a team of experts to carry out a verification visit to the institution;

(iii) Assess compliance with standards using the official Assessment Checklist;

(iv) Prepare an evaluation report with findings and recommendations.

7.5 Decision and Notification

Based on the assessment:

(i) If the institution meets all requirements, NACTVET shall issue a Certificate of Accreditation to offer the proposed Doctorate Degree(s);

(ii) If the institution fails to meet requirements, the application shall be declined in writing, with reasons and guidance for resubmission.

7.6 Duration and Validity of Approval

(i) The accreditation to offer Doctorate Degrees shall be valid for five (5) years, subject to annual monitoring and renewal of programme accreditation;

(ii) NACTVET reserves the right to suspend or withdraw accreditation where there is evidence of non-compliance or quality compromise.

7.7 Appeals and Re-Application

(i) 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.

(ii) Institutions whose applications are rejected may re-apply after rectifying identified shortcomings and satisfying all specified conditions.

8.0 Certification

8.1 Purpose of Certification

Certification serves as formal recognition that a learner has successfully acquired the competencies specified in the approved curriculum for a Doctorate Degree 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.

(i) The provider institution, shall seek approval of the designed certificate and transcripts to be offered to Bachelor degree graduates

(ii) The provider institution shall issue certificates to graduates who have successfully met the academic and administrative requirements of the programme.

(iii) NACTVET shall maintain a central database of all student's information including examination results and hence forth certified graduates.

(iv) Employers, regulatory bodies, or third parties may request verification of a graduate's certification directly from NACTVET or through designated portals.

(v) Institutions shall be required to submit students records to NACTVET within a specified period.

(vi) NACTVET and the institution reserve the right to withhold or revoke any certificate obtained through academic dishonesty, fraud, or procedural violations.

9.0 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:

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, technological or sectoral changes.

(i) Stakeholder Engagement: The review process shall involve wide consultation with TVET institutions, Professional Regulatory Authorities, government bodies, employers, and other key stakeholders.

(ii) Data-Informed Adjustments: Recommendations for amendment shall be based on implementation reports, monitoring data, research findings, and institutional feedback.

(iii) Approval of Revised Guidelines: Any revisions to these Guidelines shall be approved by the Council and disseminated accordingly.

APPENDIX I: ASSESSMENT FORM FOR PHD

THE NATIONAL COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

ASSESSMENT FORM FOR RECOGNITION OF TECHNICAL INSTITUTIONS' DEPARTMENTS TO OFFER TECHNICAL DOCTORATE DEGREES

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:

……

……

……

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

☐ Private

Ownership Type

☐ Government

☐ Religious Institution

☐ Personal

☐ Non-Governmental Organization

☐ Co-owned (specify)……

☐ Other (specify)……

1.10 Particulars of Owner:

Name……

Address……

Location: ……Telephone No: …….…… Mobile No: ……

E-mail: ……..……

Web Page: ……

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	Standards	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	Organization Structure	5	5			

	Governance and Administration	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 Doctorate 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		9				
		10				
2		9				
		10				
3		9				
		10				
4		9				
		10				

3.1 Key Inputs for the programme

S/N	Description of Items	Standards	Max. Score		Actual Scores		
			Available	Valid	Available	Valid	Total
1	Educational programme and leadership	Name of the Department to offer Doctorate programme(s)	5	5			
		Procedures for appointing Head of Department are available and adequate	5	5			
		Head of department has relevant PhD?? 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	Standards	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	Standards	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	Standards	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	Standards	Max. Score			Actual Scores			
			PhD in a relevant field	Master Degree	At least 3 years of experience in a relevant field	Master Degree	PhD in a relevant field	At least 3 years of experience in a relevant field	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	Standards	Max. Score				Actual Scores				
			Certificate	Diploma	Bachelor Degree	At least 2 years of experience	Certificate	Diploma	Bachelor Degree	At least 2 years of experience	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		Standards					
		At least 3 PhD holders in relevant field	At least 5 Masters Degree holders in relevant field	At least 3 years of experience	Pedagogy	1:20 Teacher: Student Ratio	Total
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		Standards					
		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	Total
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	Standards	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	Standards	Standards					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	Standards					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 Standards							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 1:25	3	3	3	3	3	3							
		Toilets for Females	3	3	3	3	3	3							

		1:25													
3	Refectory Buildings	Kitchen	3	3	3	3	3	3							
		Cafeteria/ Dinning	3	3	3	3	3	3							
		Toilet for males 1:25	3	3	3	3	3	3							
		Toilet for females 1:25	3	3	3	3	3	3							
Total Score			30	30	30	30	30	30							

S/N	Assessment Area	Assessment Criteria	Standards			Scores			
		Recreation and Utilities	Available	Adequate	Accessible	Available	Adequate	Accessible	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	Standards			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	Standards		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: ……

Remarks (if any): ……..…

……

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 x 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	*Vision and Mission*			
	Institutional Vision and Mission	2		
2.0	*Governance and Administration*			
	Institutional Governance and Administration	2		
	Total Institutional Governance	4		%
3.0	*Particulars of the Department to be Recognized*			

SN	Assessment items	Maximum Score	Actual Score	
			eg. 1.5/2	75%
3.1	*Key Inputs*			
	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	*Teaching and non-teaching staff*			
	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	*Departmental Resources*			
5.1	*Equipment and Tools*			
	Office Equipment	2		
	Office Equipment	2		
	Teaching Equipment	8		
	Teaching Tools	6		
	ICT facilities	6		
	Total Equipment and Tools	24		%
5.2	*Information Resources*			
	Physical textbooks	4		
	e-Textbooks	4		

SN	Assessment items	Maximum Score	Actual Score	
			eg. 1.5/2	75%
	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 ≥ 70% and each major item is > 60%.
- ❖ Do not recognize if total score is ≥ 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: ……..

APPENDIX II: FORMS FOR ACADEMIC STAFF

FORM NF 1

Summary List of Relevant Academic Staff for the proposed Programme

Programme name: ……

SN	Name of Staff	Area of Specialization	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	Specifications	Capacity*	Location	Ownership (Rented/ Hired/ Owned)
1					
2					
3					
4					
5					
6					
7					

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

APPENDIX III: MINIMUM SPACE, FACILITIES AND RESOURCES REQUIREMENTS

Minimum Space Requirements for Laboratories

Facility	Min. Space Requirement (m^2/Student)	Facility	Min. Space Requirement (m^2/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

Minimum Space Requirements for Workshops

Facility	Min. Space Requirement m^2/Student	Facility	Min. Space Requirement m^2/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

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-lay	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 rump	1

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	

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