TVET STANDARD

TVETS 18:2025

ICS 03.180

First Edition

TVET Standard — Digital Learning Content Development — Requirements and guidelines

REVISION OF TVET STANDARDS

In order to keep abreast of progress in industry, TVET Standards shall be regularly reviewed. Suggestions for improvements to published standards, addressed to the Director General, Technical and Vocational Education and Training Authority are welcome.

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TVETS 18:2025

TVET Standard — Digital Learning Content Development — Requirements and guidelines

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Tvet Authority Page

Foreword

Development of the Technical and Vocational Education and Training (TVET) Standards has been necessitated by the need to establish requirements governing quality of training services in the TVET sector. It is envisaged that through standardization, service delivery disparities that are encountered when services are rendered within the TVET sector will be removed.

Technical and Vocational Education and Training Authority (TVETA) has established a Technical Standards Committee mandated to develop standards through consultations with stakeholders and Kenya Bureau of Standards (KEBS). The Committee is composed of representatives from the TVETA Standards Development Department, public and private sector organizations in the TVET sector.

TVET Standards are developed through a Technical Committee in consultation with key stakeholders and professional experts representing government, regulatory and professional bodies, curricula development and assessment agencies, academia, consumer groups, public and private colleges, universities and other interested parties. Draft TVET Standards are circulated to stakeholders. The comments received are discussed and incorporated before finalization of the standards, in accordance with the principles and procedures for development of training Standards. Once finalized, the public are then notified through Government gazette. TVET Standards are subject to review from time to time. Users of the TVET Standards are therefore expected to ensure that they always have the latest versions of the standards they are implementing.

We wish to acknowledge the invaluable contribution of the various stakeholders in the development of the Digital Learning Content Development Standard who were quite instrumental in providing important insights in critical policy issues that gave shape to this standard.

TVETA wishes to express gratitude to our development partner, International Labour Organization (ILO), for their technical and financial support during the development of this standard.

Attention is drawn to the possibility that some of the elements of this document may be subject to patent rights. TVETA shall not be held responsible for identifying any or all such patent rights.

During the development of this standard, reference was made to the following documents:

- Xxxxxxxxxxxxxx
- Xxxxxxxxxxxxxxxxx
- xxxxxxxxxxxxx

Acknowledgement is hereby made for the assistance derived from these sources.

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TVET Standard — Digital Learning Content Development — Requirements and guidelines

1 Scope

This TVET Standard prescribes requirements and guidelines for digital learning content development for TVET programmes. xxxxxxxxxxxxxxxxxxxx

2 Normative references

The following documents are referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

TVET Act, CAP 210A

KNQF Act, CAP 214

Data Protection Act, CAP 411C

TVETS 01, CBETA — *Requirements and guidelines*

TVETS 05, *Open, Distance and E-Learning (ODeL) — Requirements and guidelines*

TVETS 07, CBET Assessment Centre Standards — *Requirements and guidelines*

TVETS 08, Competency-Based Assessment (CBA) Tools Standards — *Requirements and guidelines*

TVETS 09, *Industrial attachment — Requirements and guidelines*

TVETS 12, Inclusion and Safeguarding in TVET Institutions — *Requirements and guidelines*

3 Terms definitions and abbreviations

For the purposes of this document, the following terms, definitions and abbreviations apply.

3.1 Terms and definitions

3.1.1
accessibility
principle and practice of ensuring that persons with disabilities and other diverse groups have equal access to physical environments, information, communication, services, and opportunities on an equal basis with others

3.1.2
artificial intelligence (AI)
computer systems or software capable of performing tasks that typically require human intelligence, such as learning, problem-solving, pattern recognition, and language understanding.

3.1.3
assistive technologies
devices, tools, software, or equipment that are designed to assist individuals with disabilities in performing tasks, overcoming barriers, and accessing information and services

3.1.4
Constructive alignment

intentional connection between learning outcomes, teaching activities and assessment to reinforce learning with reference to curriculum and occupational standards

3.1.5
content version control
system or process that tracks changes to digital content over time, maintains historical records of edits, and ensures users access the most current and approved version.

3.1.6
curriculum
structured document that describes the goals, objectives, learning experiences, instructional resources and assessments that comprise a specific educational program. Additionally, it represents an articulation of what trainees should know and be able to do and supports trainers in knowing how to achieve these goals.

3.1.7
curriculum adaptation
modification or adjustment of educational curricula to accommodate the diverse learning needs, abilities, and preferences of diverse group of trainees

3.1.8
disability
physical, sensory, mental or other impairment, including any visual, hearing, learning or physical incapability, which impacts adversely on social, economic or environmental participation of an individual

3.1.9
diversity
range of differences and variations among people, including their race, ethnicity, gender, sexual orientation, age, physical ability, psychosocial, sensory, socioeconomic status, religion, and cultural background

3.1.10
future Proofing
practice of designing digital learning content and systems to remain adaptable and relevant in the face of technological advancements

3.1.11
impairment
functional limitations or difficulties experienced by individuals in performing activities of daily living, interacting with their environment, or participating in social, educational, or economic activities

3.1.12
inclusion
practice of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or intellectual disabilities and members of other minority groups

3.1.13
individualized education plan
personalized educational plan developed for trainees with disabilities and other vulnerable groups to address their unique learning needs and goals which includes specific accommodations, modifications, and support services tailored to the individual trainee‘s strengths, challenges, and preferences

3.1.14
informed consent
voluntary agreement from individuals to allow the collection or use of their personal data after being informed about the purpose, method, and protections involved.

3.1.15
Interactivity
degree to which learners can influence or participate in the digital learning environment. It encompasses any activity or feature that prompts users to engage, respond, or manipulate content directly, thus fostering active learning

3.1.16
Learner guide
in digital learning is a concise support resource that helps learners navigate and engage with online course content.

3.1.17
Multimedia
refers to the combination of various forms of media that are used to enhance the learning experience. These elements create an engaging, interactive, and effective way to present information, ensuring better comprehension and retention for learners. (These include Animations, Audio, Videos, Graphics and images including infographics)

3.1.18
Pedagogical soundness
The degree to which a teaching method, learning material or instructional approach is grounded in established educational principles, theories and best practices that promote effective learning

3.1.19
personally identifiable information (PII)
information that can be used to identify an individual, such as names, identification numbers, email addresses, or other data that can be linked to a person.

3.1.20
proctored Exams
assessments supervised either in-person or remotely to verify the identity of the learner and ensure academic honesty during the exam process

3.1.21
secure Storage Protocols
technical and administrative procedures put in place to ensure that digital information is stored safely, often involving password protection, encryption, and controlled access

3.1.22
Scalability
Refers to the capacity of digital learning content and the hosting system to handle an increasing number of concurrent users and a growing volume of content or data without degradation of performance (including loading speed, reliability, or user experience).

3.1.23
Sequencing logic
defines the order and flow in which content is presented, supporting learner engagement and knowledge building

3.1.24
Storyboarding
framework for planning, structuring, and visually representing digital learning content to ensure logical flow and enhance learning

3.1.25
Synchronized captions
textual representations of spoken dialogue and relevant sounds (like music cues or sound effects) that are timed to appear exactly when the audio occurs in a video or multimedia presentation

3.2 Abbreviations

IQA	Internal Quality Assurance
LMS	Learning Management System
OdeL	Open, Distance and e-Learning
PWDs	Persons with Disabilities
TVET	Technical and Vocational Education and Training
FAQ	Frequently Asked Questions
HTML	HyperText Markup Language
LTI	Learning Tools Interoperability
PDF	Portable Document Format
SCORM	Sharable Content Object Reference Model
UDL	Universal Design for Learning
WCAG	Web Content Accessibility Guidelines
xAPI	Experience Application Programming Interface
PII	Personally Identifiable Information

AI	Artificial Intelligence
AR	Augmented Reality
VR	Virtual Reality
QAB	Qualification Awarding Body

4 Instructional design

4.1 Constructive Alignment

Digital learning content developer shall ensure constructive alignment by:

a) Stating the learning outcome(s) that align with the approved curriculum.

b) Developing learning activities that strategically reinforce intended learning outcome(s).

c) Aligning learning materials with approved curriculum.

d) Designing authentic assessments that validly Occupational standards.

4.2 Pedagogical Soundness

Digital learning content developer shall ensure pedagogical soundness in the instructional design of the material by:

a) incorporating active learning strategies, including but not limited to: problem-solving, storytelling, gamification, and real-world cases.

b) Grounding instructional design in appropriate learning theories that may include but not limited to: (Constructivism, Bloom's Taxonomy, ADDIE, socio-emotional learning) and pedagogical approaches including but not limited to; (inquiry based learning, project-based learning collaborative learning).

c) considering diverse learner needs and incorporate multimedia elements that enhance, rather than distract from, learning.

d) organizing content from simple to complex and embed supports such as examples, prompts, or checkpoints to support learners' transition toward independence.

e) including competency assessments aligned to the learning outcomes.

f) providing learners with timely, actionable feedback, and, where appropriate, include opportunities for self and peer assessment.

g) using unbiased, culturally relevant examples reflecting learners' realities

4.3 Structure and Format of Digital Content

Digital Learning Content shall have clear layouts with chunking and hierarchy to avoid cognitive overload.

4.3.1 Segmentation of Learning areas

Digital learning content shall be broken down into manageable segments, each aligned with specific curriculum learning outcomes and corresponding content.

4.3.2 Sequencing of digital learning content.

Digital Learning content sequencing shall follow a logical, pedagogically sound structure that supports progressive learning and cognitive scaffolding. The structure should have:

a) Progressive content that moves from simple to complex concepts.

b) A design that builds skills incrementally and scaffolding learning.

c) Content broken into manageable, focused chunks.

4.4 Storyboarding

4.4.1 Digital learning content shall be developed from a storyboard that ensures instructional alignment, content quality, accessibility compliance and technical feasibility. Each design framework shall include but not limited to:

a) Title: A descriptive title for easy identification and reference.

b) Duration: Estimated time required by learners to complete the content.

c) Learning Outcome: Specific learning outcome that the content aims to achieve, based on the curriculum.

d) Content that may comprise of the following aspects:

i. Full on-screen text, voiceover or narration scripts, and key points or content summaries.

ii. Sketches or wireframes showing screen layout and element placement with description of visuals including but not limited to: images, charts, animations

iii. Clear audio descriptions, essential narrations, and cues that enhance comprehension, engagement, and instructional clarity.

iv. Interactive elements and activities, including descriptions of learner interactions including but not limited to: quizzes, drag-and-drop, clickable hotspots, simulations, virtual labs), expected learner responses, and system feedback for both correct and incorrect answers.

e) Navigation instructions, including how learners progress and any branching logic used for adaptive learning pathways.

f) Technical notes covering media file format specifications, software or platform requirements, and any special coding or integration instructions.

g) Accessibility considerations, including alt text for visual elements, closed captions or transcripts for multimedia, and support for keyboard navigation or alternative input methods.

h) Assessment points within the content, specifying their placement and purpose.

4.4.2 storyboard shall have Authoring specifications.

4.5 Digital learning Content Layout and Formatting

4.5.1 Content Layout

Content layout shall maintain consistency, clarity, and accessibility to support readability, learner engagement, and instructional effectiveness. These features may be characterized by:

a) Use of a clean, uncluttered layout that supports readability and comprehension.

b) Consistent application of institutional branding.

c) Avoiding visual distractions such as excessive animations.

4.5.2 Content Formatting

4.5.2.1 Formatting layout shall support visual clarity, emphasize key information, and guide learner focus effectively.

4.5.2.2 The digital learning content shall have:

a) clear, legible typography that promotes readability.

b) consistent font sizes to differentiate headings and body text.

c) bullet points and numbered lists to improve clarity.

d) bold text for emphasis; avoid italics unless absolutely necessary.

4.5.4 Multimedia Elements

4.5.4.1 Multimedia incorporated into a digital learning content shall be aligned to learning outcomes.

4.5.4.2 Multimedia incorporated shall meet the following requirements;

a) designed to be usable and understandable by all learners, regardless of their abilities or disabilities.

b) Fit-for-purpose - Multimedia content shall be directly relevant to the subject matter and effective in supporting the intended learning outcomes.

c) Have Videos and audio that are concise and limited to less than 5 minutes while chunking longer videos.

d) Be purposeful, high quality and relevant.

4.5.5 Interactivity

Digital learning content shall:

a) promote interactivity to engage learners, foster autonomy, reinforce understanding and simulate real-world experiences.

b) provide opportunities for learner engagement through a variety of interactive activities that promote active participation, collaboration, and deeper understanding. This may include but not limited to:

i. Creation of engaging, and learner-centered content that supports active participation and meaningful learning.

ii. Integrating game-based activities that enhance learner engagement and motivation.

iii. Integrating collaborative learning activities to enhance learner interaction, peer-to-peer engagement, critical thinking, and knowledge co-construction.

c) Include interactive elements that actively engage trainees in the learning process, which may include but not limited to:

i. Quizzes with immediate feedback

ii. Simulations

iii. Drag-and-drop exercises

iv. Discussion forums

v. Case study

vi. Interactive hotspot

vii. H5P

viii. Flashcards

ix. Infographics

x. Stack lists

4.5.6 Technical Formats

The digital learning content shall be created and packaged in widely supported and open file formats for compatibility and future-proofing which includes but not limited to:

a) PDF (static documents), HTML (web content), and EPUB (e-books) for document components

b) JPEG (photos), PNG (transparent graphics), and SVG (vector graphics).

c) MP4 (H.264 codec) for video; MP3 or AAC for audio.

d) HTML5, JavaScript, or authoring tool outputs compliant with web standards for interactive content.

e) SCORM or xAPI to enable progress and completion tracking.

4.6 Assessment

4.6.1 Digital learning content shall incorporate assessment activities to measure learning progress and achievement of the learning outcomes

4.6.2 Assessments developed for digital learning content shall adhere to the Principles of Assessment,) and the Rules of Evidence (Refer TVETS 08)

4.6.3 Digital learning content shall support multiple forms of assessment to cater for diverse learning domains-(Refer TVETS 08)

a) Online quizzes and tests

b) Digital project submissions

c) Performance-based tasks simulated or recorded in digital environments

d) E-portfolios of evidence

e) Peer and self-assessment activities

f) Structured activities

g) Real life scenarios

4.6.4 Digital assessment activities shall be learner-centered, promoting active engagement, critical thinking, and interaction.

4.6.5 Plagiarism detection mechanisms shall be adopted to uphold academic integrity. This may include but not limited to:

a) Automated plagiarism detection software

b) Code similarity tools for programming or coding-based assessment

c) Stylometric analysis for verifying authorship in written work

d) Browser lockdown and proctoring tools for high-stakes online assessment

4.6.6 Feedback mechanisms shall be integrated into the digital assessment process to support trainee learning and improvement.

4.7 Review and approval

Storyboards and sequence plans shall undergo review involving subject matter experts for content accuracy, instructional designers for pedagogy and flow, and Accessibility Specialists to verify compliance. Final approval shall be given once all feedback is addressed.

5. Accessibility & inclusivity in digital learning content

5.1 General Requirement

5.1.1 Digital products and services shall comply with KS 2952, to guarantee equitable access and inclusivity for all users.

5.1.2 Accessibility and inclusivity shall be embedded across the content lifecycle that include planning, design, development, review, retirement.

5.1.3 Emerging formats may be adopted, provided they conform to KS 2952 requirements.

5.2 Accessibility

5.2.1 Multiple means of representation

5.2.1.1 Digital learning content shall have text alternatives for non-text elements, including images, icons, graphs, and video content.

5.2.1.2 Captions and transcripts shall be included for all video and audio materials

5.2.1.3 Visual information shall use other cues in addition to color to convey meaning. The additional cues shall include, but not be limited to, text labels, patterns, icons, and shapes.

5.2.1.4. Text content shall be presented with sufficient contrast and typographic clarity to ensure legibility under varied devices, display settings, and digital environments.

5.2.2 Multiple means of action and expression

5.2.2.1 Interactive elements shall be operable using keyboard or any assistive technology input methods, without requiring a mouse. (Move this clause to navigation section under this standard)

5.2.2.2 Drag-and-drop, simulations, or other advanced interactions shall provide alternative input methods to ensure operability with assistive technologies. The alternative input methods include but not limited to text entry fields, selectable menus.

5.2.2.3 Input fields, forms, and assessment tools shall be designed so theyare fully operable and compatible with assistive technologies, ensuring that learners can complete tasks independently.

5.2.2.4 Time-based activities shall provide for adjustable time or equivalent alternative pathways

5.2.2.5 Error messages shall be clear, descriptive, and actionable.

5.2.3 Multiple means of engagement

5.2.3.1 Content shall allow learner choice in format or pacing, where feasible, with equivalent alternatives provided.

5.2.3.2 Interactive elements shall provide mechanisms for providing timely and constructive feedback to support learner progress.

5.2.3.3 Content may include gamified elements, badges, or other motivational tools to increase engagement.

5.2.4 Structural and technical accessibility requirements

5.2.4.1 Content structure shall use semantic markup, including but not limited to headings, lists, and tables, to ensure proper interpretation and navigation by screen readers.

5.2.4.2 Hyperlinks shall have descriptive text that clearly indicates their destination or purpose, and be easily identifiable as links

5.2.4.3 Where interface elements are part of digital content objects, they shall maintain consistent labelling and behaviour across contexts.

5.3 Inclusivity in digital learning content

5.3.1 Cultural and Linguistic responsiveness

5.3.1.1 Digital learning content shall be culturally inclusive, relevant to diverse learners, and free from bias, stereotypes, or discriminatory elements

5.3.1.2 Language used in digital learning content shall be clear, respectful, inclusive, and free from ambiguity or discrimination.

5.3.1.3 Multilingual support or localized translations should be incorporated where applicable to accommodate linguistic diversity

5.3.2 Representation of Learners with Disabilities and Learning Differences

5.3.2.1 Content, illustrations, and case studies shall be free from stereotypes or tokenism

5.3.2.2 Digital learning content formats shall exclude elements that may pose risks to the health or safety of the learner.

5.3.3 Inclusive Interaction and Collaboration

5.3.3.1 Digital learning content shall have equivalent alternatives to support equitable participation by all learners, including those using assistive technologies or low-bandwidth environments.

5.3.3.2 Where collaborative tasks are embedded in content; equivalent accessible participation options shall be provided.

5.3.3.3 Feedback within interactive or collaborative digital leaning content shall be clear, timely, and presented in an inclusive manner.

6. Technical compatibility & compliance in digital learning content ~~creation~~

6.1 Technical compatibility

6.1.1 Digital learning content shall be compatible with diverse operating systems.

6.1.2 Content shall be accessible via multiple browsers.

6.1.3 Responsive design practices shall be used to adapt layout and interactions to different screen sizes.

6.1.4 Offline access should be provided for users with limited internet connectivity.

6.1.5 Digital learning content shall be operable using assistive technologies that include but not limited to: screen readers, braille displays, alternative input devices.

6.2 Technical compliance

6.2.1 Digital learning content shall conform to the Web Content Accessibility Guidelines (WCAG) ~~2.1~~ Level AA.

6.2.2 Digital learning content shall be subjected to accessibility testing.

6.2.3 Content shall be packaged in conformity to interoperability frameworks that include but not limited to SCORM, xAPI, or LTI.

7. End-user support

7.1 User experience & usability

7.1.1 Digital learning content shall conform to clause 4.1

7.1.2 Digital learning content shall be developed in alignment with Section 4 to ensure consistency in structure, format, and learner engagement.

7.2 Learner guides

7.2.1 Digital learning content should include a learner guide or help documentation that addresses key functional and pedagogical elements. The guide should cover, but not be limited to, the following:

a) Navigation instructions

b) Usability guidance for accessibility features

c) In-text instructions

7.2.2 Learner guides should follow plain-language, clear step-by-step procedures and include visuals to support user actions.

7.2.3 Learner guides shall include clear and concise descriptions of system messages, including but not limited to error, information, warning, and confirmation messages.

7.2.4 The learner guide should be made available in multiple formats including but not limited to downloadable PDF, HTML,and video.

8. Ethical compliance

8.1 Data protection and security

Data used or generated in the development of digital learning content shall be safeguarded in accordance with the **Kenya Data Protection Act (Cap 411c)** and follow the Guidance Note for the Education Sector **(Annex D)**. The safeguarding measures shall include but not be limited to:

a) Protection of personally identifiable information.

b) Application of secure storage and access protocols, including password protection, encryption, and user two-factor authentication (2FA).

c) Ensuring that third-party tools or platforms used for content development-comply with national and institutional data protection policies.

d) Obtaining informed consent from individuals before collecting or using their data by declaring how data will be used, stored, and protected

e) Establishing scheduled data backup to ensure data integrity, availability, and quick recovery in the event of accidental loss, system failure, or cyber-attacks.

8.2 Academic integrity

To assure the integrity of digital learning content, strategies shall be incorporated to promote academic honesty. This may include:

a) Designing proctored assessments,

b) Incorporating authentic assessments,

c) Complying with national and institutional guidelines in the use of artificial intelligence tools.

8.3 Intellectual property rights

The development of digital learning content shall align the Kenya Copyright Act (2001). Measures to attain this alignment shall include:

a) Citing of third-party content.

b) Attributing Open Educational Resources (OER) content.

8.4 Sustainability and Futureproofing

Digital learning content shall be responsive to technological advancements by:

a) Integrating emerging and disruptive technologies, including but not limited to AI and immersive technologies.

b) Adopting modular and scalable design to enable content reuse, seamless updates, and flexible repurposing.

8.5 Version Control

Digital learning content shall adopt a structured content version control processes to maintain the history, traceability and relevance over time. This shall include: -

a) Tracking and documenting changes on content, metadata, and instructional components, with clearly labelled versions to allow easy reference and reversion when needed.

b) Maintaining historical records of edits and authorship.

c) Ensuring access to the most current and approved version of content across platforms.

9. Collaborative development of digital learning content

Digital learning content may be developed collaboratively. The collaborative arrangements should:

a) Be fully disclosed and transparent

b) Establish clear agreements regarding content ownership, usage rights, licensing, and co-authorship where applicable.

10. Quality assurance

A TVET institution shall establish quality assurance mechanisms for digital learning content development in line with this Standard.

10.1 Internal quality assurance

10.1.1 A TVET institution shall establish an internal quality assurance mechanism for the development of digital learning content. (**see Annex E**)

10.1.2 Digital learning content shall be evaluated by a team of experts using a prescribed format before deployment. (**see Annex E**)

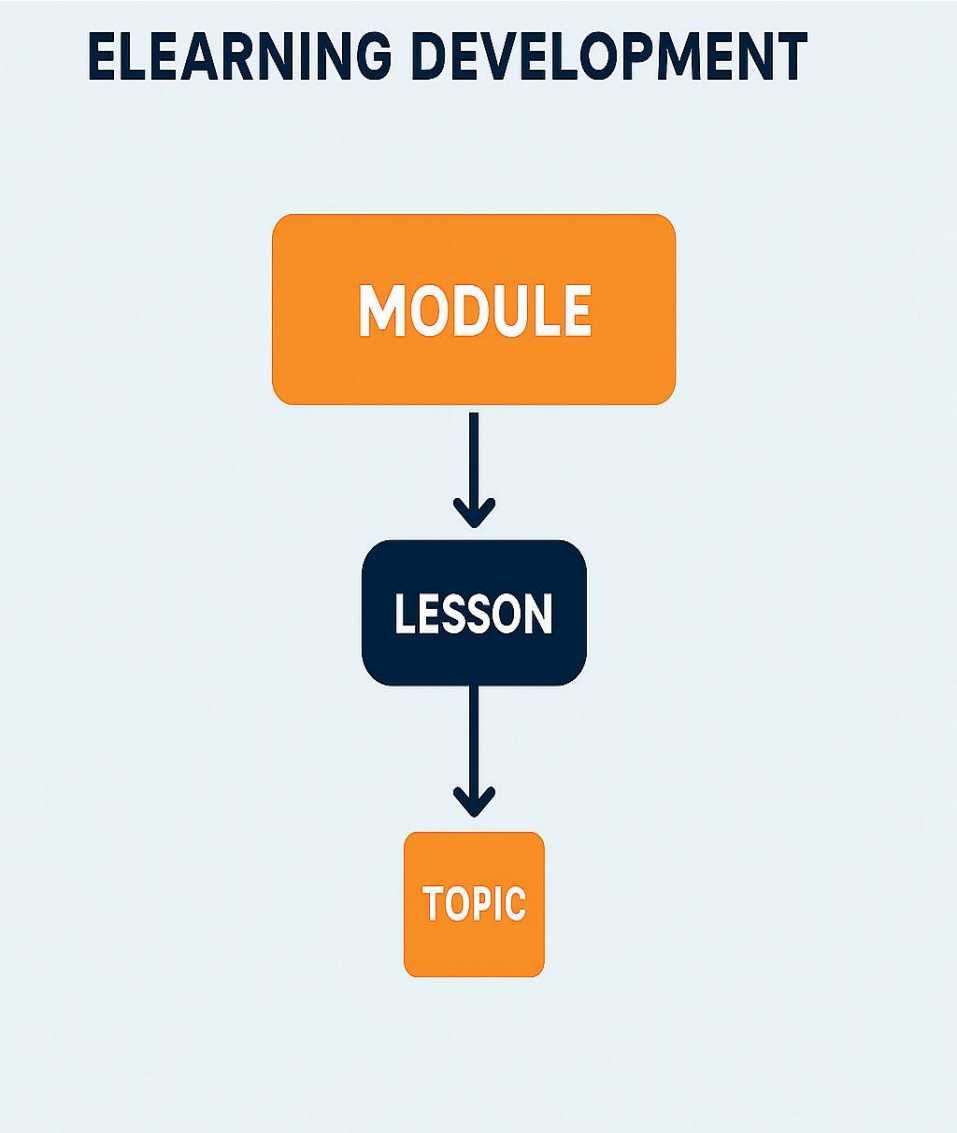
10.2 External quality assurance

10.2.1 External quality assurance shall be conducted by the regulatory body using prescribed quality audit tools.

10.2.2 Approval of digital learning content shall be the responsibility of the curriculum developer.

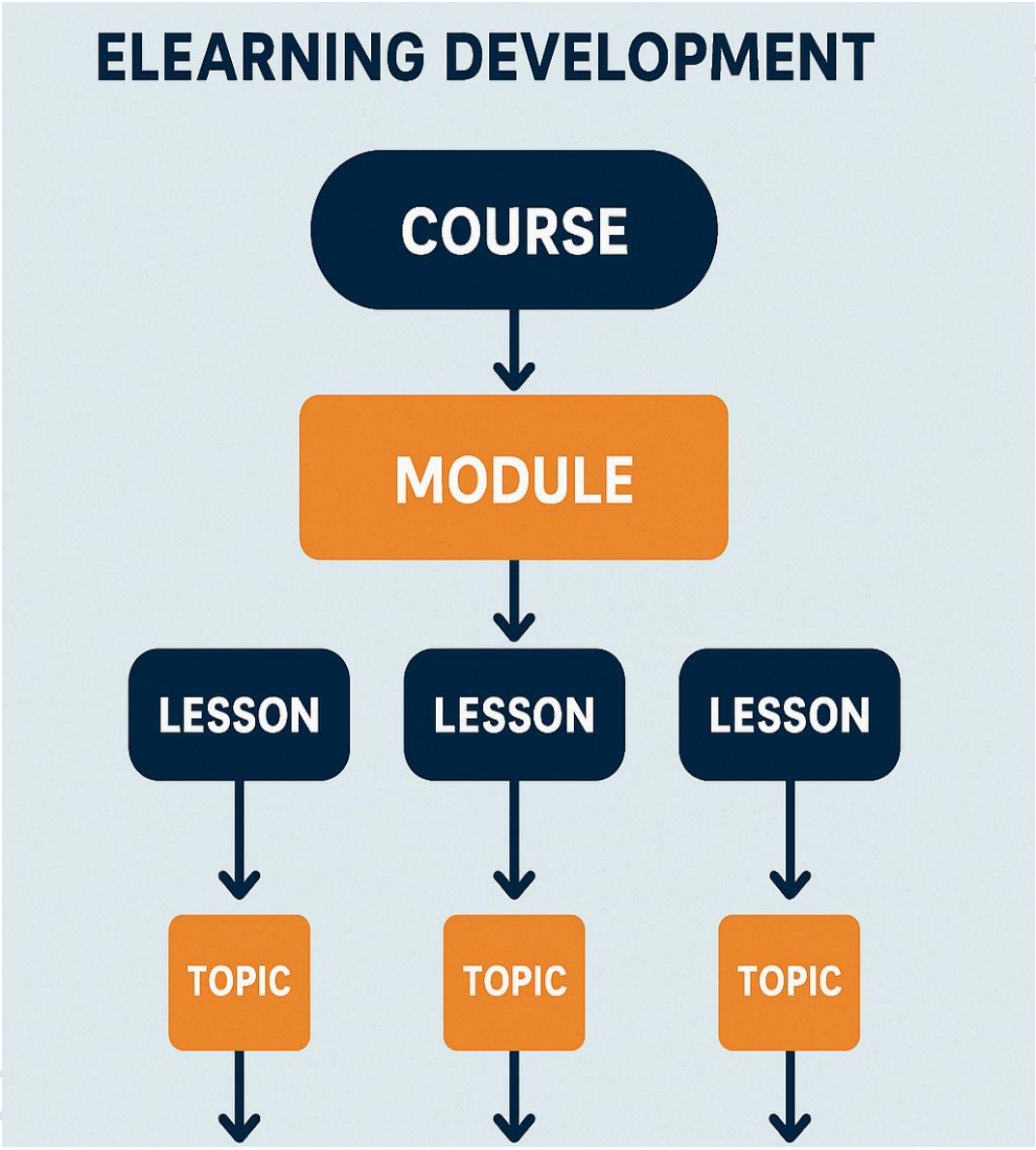
Annex A
(Informative)

Modular/Segment structure of a learning area



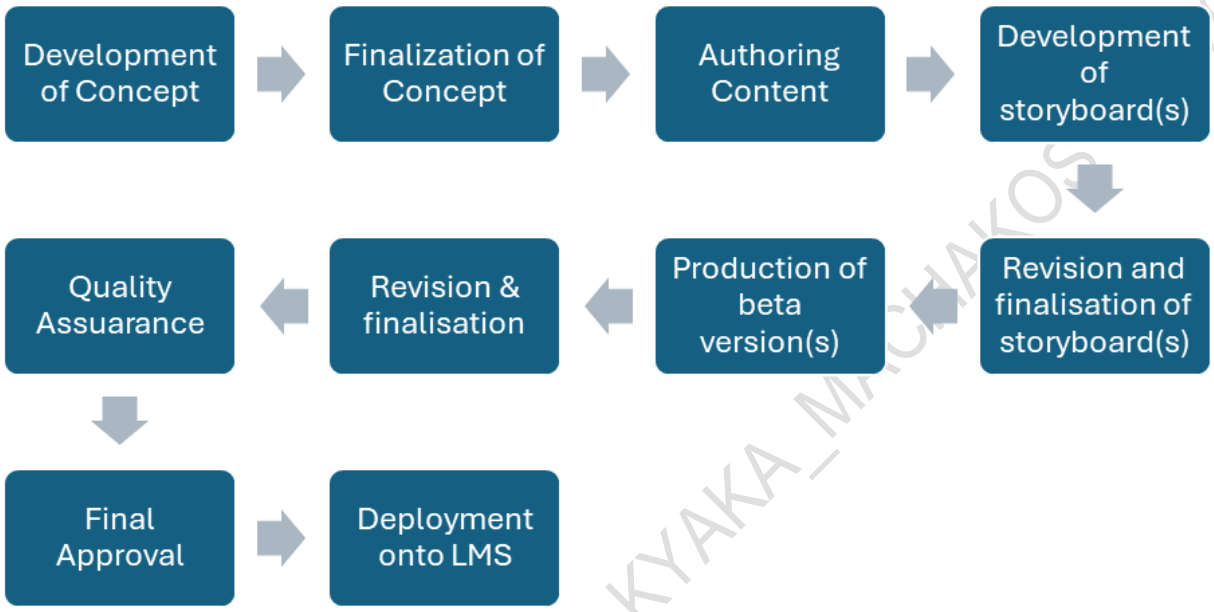
Annex B
(Informative)

Hierarchical Organization/ Sequencing Logic



Annex C
(Informative)

Digital learning content production process



Annex D
(normative)

Intellectual Property

Some of the OER CC licenses may include:

1. **CC BY (Attribution)** – allows others to distribute, remix, adapt, and build upon the work, even commercially, as long as credit is given to the creator.

2. **CC BY-SA (Attribution-ShareAlike)** – similar to CC BY, but adaptations must be shared under the same license.

3. **CC BY-ND (Attribution-NoDerivs)** – allows redistribution, commercial and non-commercial, as long as it is unchanged and credited.

4. **CC BY-NC (Attribution-NonCommercial)** – allows remixing, adapting, and building upon the work non-commercially, with credit.

5. **CC BY-NC-SA (Attribution-NonCommercial-ShareAlike)** – non-commercial use only, and derivatives must be licensed under identical terms.

6. **CC BY-NC-ND (Attribution-NonCommercial-NoDerivs)** – the most restrictive license, allowing only downloading and sharing with credit, no modifications, and no commercial use.

Guidance notes for the education sector: https://www.odpc.go.ke/wp-content/uploads/2024/02/ODPC-Guidance-Note-for-the-Education-Sector.pdf

Annex E
(normative)

Generic Digital Learning Content Evaluation Tool

Section A: General Information

Title of Content	
Author/Developer	
Course/Module Name	
Date of Evaluation	
Evaluator (Name)	
Platform/Format	

Section B: Evaluation Criteria

No.	Criteria	Description	Qualifies (Yes/No)	Comments
1	**Content Quality**			
1.1	Accuracy	Content is factually correct and current.		
1.2	Relevance	Aligns with curriculum and learning outcomes.		
1.3	Concept Development	Concepts developed clearly and logically		
1.4	Depth & Scope	Sufficient depth for learner level;		
1.5	Cultural sensitivity and gender responsive	Respects diversity and local context.		
2	**Instructional Design & Storyboarding**			
2.1	Clear Learning Objectives	Stated, measurable, and aligned with the element in the occupational standard,		
2.2	Interactivity	Includes activities, quizzes, simulations, or tasks.		

2.3	Pedagogical Approach	Supports learner engagement (e.g., problem-based, inquiry-based).		
2.4	Assessment	Includes assessments with feedback mechanisms.		
2.5	Structure & Organization	Lessons/modules are logically sequenced, with a clear progression that supports learning		
2.6	Consistency	Formatting, terminology, and style are consistent across modules/lessons.		
3	**Multimedia Design**			
3.1	Visual Design	Cohesive, appealing and functional user experience		
3.2	Audio Quality	Clear sound, well-balanced, and adjustable volume.		
3.3	Video Quality	Sharp, steady, and visually clear images. The video should be scalable		
3.4	Use of Graphics/ Animations	Purposefully applied to enhance understanding and engagement.		
4	**Usability and Accessibility**			
4.1	Navigation	Easy to use and navigate (menus, links, etc.).		
4.2	Accessibility	Supports different abilities (e.g., subtitles, alt text, screen reader).		
4.3	Language Clarity	Language is clear, concise, and appropriate to the learner level.		
4.4	Technical Requirements	Runs smoothly on intended devices/platforms.		
5	**Data Privacy and Licensing**			
5.1	Licensing & Attribution	Proper citations and licenses (e.g., Creative Commons).		
5.2	Data Privacy Compliance	No violation of learner privacy/data rights.		

Comments and Recommendations

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