VOCATIONAL EDUCATION AND TRAINING AUTHORITY (VETA)

CURRICULUM FOR CREATIVE WRITING EDUCATION

(NVA LEVELS 1-3)

DAR ES SALAAM **MARCH, 2025**

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VETA VISION AND MISSION

VETA's vision statement

"Tanzania with sufficient and competent artisans."

VETA's mission statement

"To ensure availability of Vocational Skills in Tanzania through provision and promotion of Vocational Education and Training (VET) to meet labour market demand for socio-economic development."

ACKNOWLEDGEMENT

VETA wishes to express its deepest gratitude to all those who participated in the process of developing this curriculum. Gratitude is due to experts for their significant contributions in the preparation of the curriculum.

Special thanks should go to education stakeholders for their valuable advice inputs and ultimately their recommendations for the approval of this Curriculum.

VETA extend its sincere gratitude to the Organization of Readership for Learning and Development - SOMA for their invaluable contribution to the development of this Curriculum for Creative Writing Education. Their dedication to fostering literary growth and creative expression has played a pivotal role in shaping a curriculum that aligns with Tanzania's Vocational Education and Training Authority (VETA) standards

Valuable inputs from education stakeholders in both formal and informal sectors during research data collection are gratefully acknowledged.

It is worth noting that, so many people were involved in the process whom we could not mention here, thus VETA would also like to express its sincere appreciation for their contributions in one way or another for their accomplishment of this work.

With gratitude, we look forward to seeing this curriculum inspire and shape the next generation of creative minds in Tanzania.

LIST OF ABBREVIATIONS AND ACRONYMS

ASS	-	Assessment
CBET	-	Competence Based Education and Training
CWE	–	Creative Writing Education
IMC	-	Instructional Methods Course
NACTVET	–	National Council for Technical and Vocational Education and Training
NVA	-	National Vocational Award
REG	-	Registration
SOMA	–	Readership for Learning and Development
VET	-	Vocational Education and Training
VETA	–	Vocational Education and Training Authority
VTC	-	Vocational Training Centre

FOREWORD

Vocational Education and Training (VET) Is a fundamental tool for socio-economic development of the nation. Due to Its Importance, the 1994 VET Act No. 1 was enacted, not only to ensure VET is properly financed, promoted and regulated, but also to set a legal framework within which vocational training should be provided.

The basic aim of providing VET is to impart vocational skills to learners, which match with career opportunities as supplied by the labour market. Preparing youngsters for the realities of earning a living is a responsibility shared by many different groups of people both inside and outside the education sector. All are aware that it is vital to ensure that learners gain the best possible academic or vocational qualifications, in order to provide them with a realistic chance of succeeding in today's highly competitive job market in both the formal and Informal sectors of the economy. The quality of training provided should be judged above all by its impact- or potential impact on practice. In this context, curriculum is viewed as a very significant instrument for guiding the entire educational and training process aimed at achieving relevance, credibility, coherence and portability of VET results. A good curriculum must support learners under the influence of a training Institution, in achieving requisite learning experiences. It must focus on developing the whole person. Therefore, the VET curriculum integrates both technical and life skills to enable the learner understand other cross cutting Issues. In developing this curriculum several factors were taken into consideration. Central to them were corporate elements such as VETA's vision and mission statements as well as technical aspects such as principles of learning and instruction, the role played by related subjects such as mathematics, communication skills and the like in facilitating the process of skills acquisition.

In order to meet rapid technological and socio-economic changes, VETA adopted competency-based curricula which are in a modular format and individually-paced with flexible entry and exit, skills and knowledge being broad-based to specialization. Collaboration with the labour market is seen to be of paramount importance because this collaboration guarantees a dynamic development and tailoring of vocational education and training in step with the rapidly changing qualification needs of trade and industry.

The process of developing this curriculum involved a range of experts from the field as well as practicing vocational teachers and educationalists under the guidance of curriculum development specialists.

Therefore, the board believes that this curriculum for creative writing is learner focused, creative knowledge and experience based, labour market demands guided and hence it is able to contribute toward national vocational workforce development in the country.

LIST OF CURRICULUM DEVELOPERS AND EXPERTS

1.	Mrs.MWANAWETU MMUNI-		NACTVET- Chairperson
2.	Prof. DEMERE KITUNGA	-	CEO -Readership for Learning and Dev. (SOMA)-Member
3.	Mr.KASSIM NDUMBO	-	Quality Assurance Officer (NACTVET) -Member
4.	DR. ROSE.J. MBIJIMA	-	Lecturer (DUCE)-Member
5.	Mr.ALBERT J. SAFARI	-	Private Consultant -Member
6.	Ms.CATHERINE MADEBE	-	Project Coordinator (SOMA)-Member
7.	Mr.AMBROSE.F. MGHANGA-		Mchunguzi Lugha (BAKITA)-Member
8.	Mr.MUSSA KAONEKA	-	Mchunguzi Lugha, Mstaafu (BAKITA)-Member
9.	Ms.NEEMA ABEID	-	Member
10.	Ms. DORCAS KISSAVA	-	Member
11.	Ms. DOROTH MCHOTTA	-	Member
12.	Ms.MPAULINA GEORGE	-	Member
13.	Mr.DANIEL MAIGE	-	Member
14.	Ms.ZAINABU ALLY	-	Member
15.	Ms.HEDWIGA MTENGA	-	Secretary

DEFINITION OF KEY TERMS

Accreditation
Approval or certification granted by VETA that represents the interests of both the public and trainees to the VET institution, on account of having programmes and a quality assurances system that ensures provision of set qualifications and education standards for a particular period of time.

Assessment
The process of collecting evidence and making judgments on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

Authority
Refers to Vocational Education and Training Authority established by the Vocational Education and Training Act No. 1 of 1994 Cap 82.

Element
A sub- unit (step), which reflects learning sequence with the aim of achieving broad learning objectives of a unit.

Module
Means an independent package of learning related to an academic programme studied by a student for a fixed number of hours during a semester that can be credited towards the final award at any given level.

Semester
Means an academic period, in which one set of course modules in each discipline, is offered and examined.

Unit
A statement of broad learning objectives, which pre- scribe the requirements of a standard in form of practical skills, knowledge and appropriate attitudes

1.0 INTRODUCTION

The Vocational Education and Training Authority (VETA) is a body corporate established by the Vocational Education and Training Act No. 1 of 1994. VETA was established with an overall responsibility for ensuring the provision of required skills for effective socio-economic development in both, the formal and informal sectors. The Act was passed with a focus on making the training system more flexible, cost effective and responsive to the demands of the labour market.

In order to ensure that the flexibility of the training system is enhanced, VETA has adopted a Competence Based Education and Training (CBET) approach. The approach is flexible in responding to demands of the labour market and at the same time it puts emphasis on performance at the standards set by the labour market.

The implementation of the CBET approach becomes more effective if the curriculum content is reflecting the work place skills requirements. This pre requisite has been adhered to in developing this curriculum as the process started by conducting labour market surveys. Furthermore, technical inputs were drawn from experts in the field, trainers, and curriculum development experts.

To ensure that vocational education and training contributes to learners; employability, personal and social development, the curriculum content has been designed in such a way that it covers the technical aspects in terms of the required skills and knowledge; as well as attitudinal aspects in relation to cross cutting aspects such as entrepreneurship, environmental and HIV/AIDS issues. These have been integrated so as to produce graduates who can face the challenges of the world of work in a holistic manner.

In this document important information concerning the curriculum for underground coal mining operations, has been provided. It includes general objectives and functions of VETA, the curriculum structure, learning and training methodologies, management of assessment certification and award system, required qualifications for vocational teachers to be eligible to teach the course, and monitoring and evaluation modalities. The course content is also provided.

2.0 OBJECTIVES AND FUNCTIONS OF VETA IN RELATION TO VET SYSTEM

(a) To establish a vocational and training system including both basic and specialised training to meet the needs of formal and informal sectors of the economy.

(b) To satisfy the demand of the labour market for employees with trade skills in order to improve production and productivity of the economy.

(c) To foster and promote entrepreneurial values and skills, as an integral part of all training programs.

(d) To promote on the job training in the industry for both apprenticeship training and for skills up-dating and upgrading.

(e) To raise the quality of vocational education and training being provided.

(f) To promote or provide vocational education and training according to needs, within the framework of overall national socio-economic development plans and policies.

(g) To promote access to vocational education and training for disadvantaged groups.

(h) To promote and to provide tailor made course programs and in-service training in order to improve the performance both of quality and productivity of the national economy.

(i) To provide a dual vocational education and training system, combining broad basic training, gradual specialisation and practical experiences from work, and

(j) To promote a flexible training approach and appropriate teaching methodologies.

3.0 CURRICULUM STRUCTURE

3.1 MEANING OF OCCUPATION

Creative Writing is the art of expressing ideas, emotions, and stories in an imaginative and original way. It includes various forms such as fiction, poetry, drama, screenplays, and creative nonfiction, focusing on storytelling, creativity, and self-expression rather than just factual or technical writing.

General Competencies of the Occupation

General competencies required in this occupation include the ability to:

I. Understand Basic Writing Principles: Demonstrate knowledge of fundamental grammar, sentence structure, and composition techniques.

II. Express Creativity Through Writing: Generate original ideas and express them effectively in different literary forms such as poetry, short stories, and essays.

III. Apply Storytelling Techniques: Develop engaging narratives by incorporating essential elements such as character, setting, plot, and theme.

IV. Write in Different Genres: Understand and practice writing in various creative genres, including fiction, nonfiction, drama, and children's literature.

V. Communicate Effectively: Use clear and coherent language to convey thoughts and emotions in both written and spoken forms.

VI. Develop Critical Thinking and Analysis Skills: Analyze and evaluate literary works for structure, themes, and stylistic elements.

VII. Revise and Edit Writing: Apply basic editing and proofreading techniques to improve clarity, coherence, and correctness in writing.

VIII. Utilize Digital Writing Tools: Use AI/basic computer applications to type, format, and edit creative works.

IX. Appreciate Cultural and Traditional Narratives: Integrate Tanzanian cultural heritage, storytelling traditions, and feminist narratives into creative writing.

X. Collaborate and Share Ideas: Engage in peer discussions, workshops, and feedback sessions to refine writing skills.

XI. Understand Basic Publishing Concepts: Gain introductory knowledge of publishing processes, including manuscript preparation and submission.

XII. Develop Research and Inquiry Skills: Conduct basic research to enhance writing content and authenticity.

XIII. Demonstrate Ethical Writing Practices: Understand copyright laws, plagiarism, and ethical considerations in creative writing.

XIV. Engage in Practical Writing Exercises: Participate in structured writing activities such as journaling, storytelling, and scriptwriting.

XV. Prepare for Field Experience: Develop foundational skills to engage in internships, writing projects, or storytelling events within the community.

Employment opportunities for the occupation

(a) Formal sector
   i. Teachers and lecturers in schools, colleges, and universities.
   ii. Curriculum developers for educational institutions.
   iii. Educational content creators for publishers.
   iv. Publishing houses (editors, content creators)
   v. Media organizations (journalists, scriptwriters)

(b) Private sector
   i. Copywriters and content writers for marketing agencies.
   ii. Editors and proofreaders for publishing houses.
   iii. Writers for media outlets (print, online, radio, Television).

(c) Informal sector
   i. Freelance writers and bloggers.
   ii. Storytellers for cultural events and workshops.
   iii. Independent authors and poets.

3.2 AIM AND OBJECTIVRE OF THE COURSE

Aim: To develop skills in writing literary works, including poetry, storytelling, fiction, and non-fiction, while fostering creativity, critical thinking, and cultural expression.

Objectives:

At the end of the course, the trainee should be able to:

1. Use proper language, grammar, and style in writing
2. Develop and express original ideas effectively through various forms of creative writing (Examples: storytelling, poetry, fiction, non-fiction).
3. Demonstrate knowledge of literary techniques, styles, and genres.
4. Use computers and digital tools for writing, editing, and publishing literary works.
5. Enhance communication skills for clear and engaging literary works.

6. Apply critical thinking and creativity in crafting compelling narratives.
7. Build confidence in sharing and presenting written work to diverse audiences.
8. Apply critical thinking and creativity to produce original written content.

3.3 CODING OF MODULES

LEVEL I

MODULE CODES	MODULE TITLES
CR 101	Introduction to Creative Writing
CR 102	Fundamentals of Grammar and Composition
CR 103	Storytelling Techniques
CR 104	Introduction to Poetry
CR 105	Basics of Playwriting
CR 106	Introduction to Novel Writing
CR 107	Introduction to Non-Fiction Writing
CR 108	Communication Skills for Writers
CR 109	Basic Computer Applications for Writers
CR 110	Tanzania History and Cultural Diversity

LEVEL II

MODULE CODES	MODULE TITLES
CR 201	Advanced Storytelling
CR 202	Poetry Writing and Analysis
CR 203	Fundamentals of Novel Writing
CR 204	Playwriting and Performance
CR 205	Writing for Media and Digital Platforms
CR 206	Editing and Proofreading for Writers
CR 207	Advanced Non-Fiction Writing
CR 208	Creative Writing Workshop
CR 209	Research and Academic Writing
CR 210	Internship/Field Attachment in Creative Writing

LEVEL III

MODULE CODES	MODULE TITLES
CR 301	Professional Writing Practices
CR 302	Literary Criticism and Analysis
CR 303	Scriptwriting for Film and Theatre
CR 304	Novel Writing and Publishing
CR 305	Writing for Performance and Theatre Production
CR 306	Translation and Interpretation in Writing
CR 307	Children's Literature and Storytelling
CR 308	Afrika Nature and Environment Conservation
CR 309	Project Work in Creative Writing
CR 310	Internship/Field Attachment in Creative Writing

3.4 ENTRY REQUIREMENTS

The minimum entry qualifications for the course are as follows:

Level I

The academic qualification required is completion of Form Four.

Level II

The required qualification is successful completion of Level one.

Level III

The required qualification is successful completion of Level two.

3.5 STRUCTURE AND ORGANIZATION OF THE COURSE CONTENT

The course content is presented in matrix form whereby the following components are indicated:

1. Module number
2. Module title
3. Unit number
4. Unit title
5. Performance criteria
6. Elements
7. Training requirements
8. Training duration of a module

3.6 THE STRUCTURE OF CURRICULUM CONTENT ARRANGED IN SEMESTERS

LEVEL I

SEMESTER	CORE MODULE TITLE	HRS	MODULES TITLES FOR SUPPORT SUBJECTS	HRS
1ST	Introduction to Creative Writing	160hrs	(a) Meaning of Creative Writing (b) Main Elements of Creative Writing (c) Types of creative writing (d) Techniques used in creative writing	20hrs 20hrs 20hrs 20hrs
	Fundamentals of Grammar and Composition	140 hrs	(a) Grammar Essentials for Writers (b) Composition Techniques for Clear Writing (c) Parts of Speech, Sentence Structure and Punctuation	40hrs 40hrs 60hrs
	Storytelling Techniques	120hrs	(a) Narrative Structure and Development (b) Create Compelling Characters (c) Dialogue and Conflict in Storytelling	40hrs 40hrs 40hrs
	Introduction to Poetry	120hrs	(a) Understanding Poetic Forms and Structures (b) Imagery and Symbolism in Poetry (c) Create Rhythm and Meter in Poetry	40hrs 40hrs 40hrs
	Basics of Playwriting	140hrs	(a) Writing for the Stage: Basics of Playwriting (b) Character Development in Plays (c) Dialogue and Action in Theatre	40hrs 40hrs 60hrs
2ND	Introduction to Novel Writing	140hrs	(a) Introduction and elements of a Novel (b) Selecting and Reading a Novel (c) Analyzing the Novel	40hrs 40hrs 60hrs
	Introduction to Non-Fiction Writing	140hrs	(a) Non-Fiction Genres and Styles (b) Research and Reporting in Non-Fiction (c) Writing for Clarity and Impact	40hrs 60hrs 40hrs
	Communication Skills for Writers	120 hrs	(a) Effective Communication for Writers (b) Public Speaking and Presentation Skills for Writers (c) Listening and Responding: The Writer's literary devices.	40hrs 40hrs 40hrs
	Basic Computer Applications for Writers	120hrs	(a) Introduction to computer (b) Word Processing for Writers (c) AI/Digital Tools for Writing and Editing (d) Organizing Your Writing Projects with Technology	20hrs 30hrs 30hrs 40hrs
	Tanzania History and Culture Diversity	180	(a) Introduction to Tanzania's History and Culture (b) Tanzania’s Oral Traditions and Folklore (c) Tanzanian Social Issues (feminist narratives) and Contemporary Life (d) The role of Swahili as a unifying language in literature	40hrs 40hrs 60hrs 40hrs

LEVEL II

SEMESTER	CORE MODULE TITLE	HRS	MODULES TITLES FOR SUPPORT SUBJECTS	HRS
1ST	Advanced Storytelling	120 hrs	(a) Mastering Narrative Techniques (b) Story Structure and Development (c) Storytelling Across Cultures and Genres	40hrs 40hrs 40hrs
	Poetry Writing and Analysis	120 hrs	(a) Creating Poetry: Form and Free Verse (b) Literary Devices in Poetry (c) Analyzing Poetry: Techniques and Interpretation	40hrs 40hrs 40hrs
	Fundamentals of Novel Writing	130 hrs	(a) Novel Structure and Plot Development (b) Characterization in Fiction Writing (c) Building fictional World and Setting in Novels (d) Planning for a Novel: From Idea to Plot (e) Writing for a First Novel: A Guide to Structure (f) Building Engaging Prose and Voice	20hrs 10hrs 20hrs 20hrs 40hrs 20hrs
	Playwriting and Performance	140 hrs	(a) Dialogue and Character in Drama (b) Writing for Stage: Structure and Style (c) Performance and Script Interpretation	40hrs 40hrs 60hrs
	Writing for Media and Digital Platforms	120 hrs	(a) Writing for Web and Social Media (b) Journalism and Feature Writing (c) Adapting Stories for Digital Audiences	40hrs 40hrs 40hrs
2ND	Editing and Proofreading for Writers	130 hrs	(a) Grammar, Syntax, and Style in Editing (b) Proofreading Techniques for Writers (c) Editing for Clarity and Precision	40hrs 50hrs 40hrs
	Advanced Non-Fiction Writing	140 hrs	(a) Writing Memoirs and Personal Essays (b) Investigative and Expository Writing (c) Writing for Magazines and Journals	60hrs 40hrs 40hrs
	Creative Writing Workshop	120 hrs	(a) Peer Review and Feedback Techniques (b) Developing a Writing Portfolio (c) Writing for Publication: A Workshop Approach	40hrs 40hrs 40hrs
	Research and Academic Writing	130 hrs	(a) Research Methods for Writers (b) Writing Literature Reviews and Research Papers (c) Citations and Plagiarism: Best Practices in Academic Writing	30hrs 60hrs 40hrs
	Internship/Field Attachment in Creative Writing	50hrs	(a) Apply creative writing skills in a professional setting. (b) Demonstrate competence in content creation, editing, and publishing. (c) Work effectively in a team within a media, literary, or creative industry. (d) Develop a portfolio of published or reviewed work. (e) Gain exposure to industry-standard tools and platforms for writing. (f) Adhere to ethical and professional standards in creative industries.	

LEVEL III

SEMESTER	CORE MODULE TITLE	HRS	MODULES TITLES FOR SUPPORT SUBJECTS	HRS
1ST	Professional Writing Practices	150hrs	(a) Writing for Industry: Ethical Standards and Practices (b) Freelance Writing: Navigating the Professional Landscape (c) Writing for Digital Media: Platforms and Ethics	50hrs 50hrs 50hrs
	Literary Criticism and Analysis	120hrs	(a) Introduction to Literary Theories and Approaches (b) Critical Thinking in Literature and Media (c) Analyzing Texts: Tools and Techniques for Critics	40hrs 40hrs 40hrs
	Scriptwriting for Film and Theatre	120hrs	(a) Fundamentals of Scriptwriting for Film and Theatre (b) Creative Process in Screenwriting and Playwriting (c) Dialogue and Character Development in Scriptwriting	40hrs 40hrs 40hrs
	Novel Writing and Publishing	150hrs	(a) Developing the Novel: From Concept to Completion (b) Self-Publishing and Traditional Publishing Paths (c) Editing and Revising Novels: A Writer's Workshop	50hrs 40hrs 60hrs
	Writing for Performance and Theatre Production	150hrs	(a) The Art of Playwriting and Theatre Production (b) Narrative Structure and Visual Storytelling in Theatre (c) Performance and Direction: Integrating Writing and Production	50hrs 50hrs 50hrs
2ND	Translation and Interpretation in Writing	120hrs	(a) Fundamentals of Translation in Creative Writing (b) Interpreting Cultural Narratives: The Role of the Translator (c) Ethical Considerations in Literary Translation	40hrs 40hrs 40hrs
	Children's Literature and Storytelling	120hrs	(a) Writing for Children: Techniques and Styles (b) Storytelling as Art: From Oral Tradition to Written Word (c) Cultural Representation in Children's Literature	40hrs 40hrs 40hrs
	Afrika Nature and Environment Conservation	200hrs	(a) Introduction to Environmental Conservation in Africa (b) The Role of Creative Writing in Environmental Advocacy (c) Ecocriticism and African Literature (d) Fictionalizing Nature in Creative Writing (e) Poetry and Environmental Expression (f) Scriptwriting and Nature Conservation (g) Nature and the Role of Cultural Beliefs in Environmental Conservation	20hrs 20hrs 20hrs 40hrs 40hrs 40hrs 20hrs
	Project Work in Creative Writing	120hrs	(a) Developing a Creative Writing Portfolio (b) Collaborative Writing Projects: Working with Peers (c) Research and Development for Writing Projects	40hrs 40hrs 40hrs
	Internship/Field Attachment in Creative Writing	150hrs	(a) Creative Writing Internships: Expectations and Learning. (b) Field Attachment in Writing: Relevance Experience (c) Reflection and Reporting: Documenting Field Work in Writing	40hrs 50hrs 60hrs

3.7 RELATED SUBJECTS

- Supporting subjects are included in the course of Creative Writing
  I. English Language
  II. Communication Skills
  III. Introduction to Computer and Digital Skills
  IV. Tanzania History and Culture Diversity.
  V. Afrika Nature and Environment Conservation

3.8 CROSS-CUTTING SKILLS

I. Entrepreneur skills
II. Life skills
III. Driving Skills

4.0 LEARNING AND TRAINING METHODOLOGY

Learning and training methodology in CBET is based upon philosophy of learning through application, and learners; competent performance should focus on three domains i.e. cognitive, affective and psychomotor skills. Therefore, a variety of learning and teaching methods will be applied in delivering the curricular content. Normally, the vocational teacher functions as a facilitator hence learning and training is learner centred. Learning and training however will include institutional and industrial based training (field attachment). Field attachment will be part of training. Its assessment modalities will be managed by using a logbook comprising occupational areas to be covered.

4.1 FIELD ATTACHMENT

In level II it is suggested that the field attachment be two (2) months (8weeks). In level III field attachment, be four months (18weeks). During this period of attachment, the Vocational Teachers will visit the trainees to monitor the training. The Vocational Teacher will have a mandate to re-place the trainee to fit the module requirements.

FIELD ATTACHMENT ASSESSMENT METHODS

Assessment Component	Weight (%)	Evaluation method
Workplace performance	20	Supervisor's report
Writing portfolio	30	Evaluation of submitted work
Professional conduct	20	Attendance, Punctuality, work ethic
Final presentation	30	Reflection on Learning experience
Total	100	

FIELD ATTACHMENT RESOURCES REQUIRED

I. VETA Field Logbook for recording daily activities
II. Writing materials (notebooks, laptops, or tablets)
III. Access to industry professionals and mentorship programs
IV. Support from field institutional supervisors and VETA Trainers

5.0 MANAGEMENT OF ASSESSMENT

In a competence-based assessment system, the purpose of assessment is to collect sufficient evidence that the individuals can perform to specified standards in a specific role.

5.1 MODES OF ASSESSMENT

In implementing CBET, testing and assessment shall be conducted in two ways; Internal and external assessment according to assessment guidelines.

Internal Assessment

This is a continuous or formative assessment which is conducted by a vocational teacher. Each unit has to be assessed and the trainee has to meet a required standard before she/he proceed to the next unit.

Final Assessment

Final assessment is a quality assurance process conducted by a licensed external assessor before the learner is awarded a certificate of competence.

Validation of Assessment

Validation of final assessment is conducted by licensed experts from the industry in the relevant field with the objective of validating final assessment and the process of learning.

5.2 ROLES OF A VOCATIONAL TEACHER IN ASSESSMENT

In CBET, the teacher is an assessor in continuous assessment and responsible for completing the log sheets and transfer the grade attained by a trainee to a logbook. The vocational teacher therefore should make sure that the logbook is endorsed accordingly.

5.3 ROLES OF TRAINEE IN ASSESSMENT

The trainee is responsible for identifying his/her own strengths and weaknesses that is She/he will conduct self-assessment under the guidance of a teacher or assessor. The trainee is also responsible for endorsing the results for the continuous and final assessment.

5.4 ASSESSMENT RECORDS

Progress reports for every individual trainee should be recorded in the log sheets and logbook as evidence that will be used to support claims of achievement. The vocational teacher has a duty to keep and maintain records of a trainee.

6.0 CERTIFICATION AND AWARD

A Professional Certificate within the National Vocational Award (NVA) will be awarded to the trainee successful completion of training. It is proposed that certification will be awarded as:

NVA Level I: Creative Writing 1 Certificate

NVA Level II: Creative Writing II Certificate

NVA Level III: Creative Writing III Certificate

6.1 ASSESSMENT CRITERIA

They will be derived from performance criteria in occupational unit standards.

6.2 MARKING AND GRADING

The emphasis in CBET is on performing to the required standards in workplaces, therefore, the grades descriptions shall focus on performance levels as follows:

Grade	Marks	Definition
A	81-100	Excellent
B	71-80	Very Good
C	61-70	Good
D	50-60	Pass
F	0-49	Fail

A trainee who will not score a minimum of 50% -PASS in formative assessment will not be allowed to attempt final examination. The Pass mark is therefore applicable to both, formative and summative assessments.

A trainee with grade F will need to be guided to opt for other opportunities.

6.3 PASS LEVELS

Continuous assessment marks shall be combined with final assessment marks to determine one's grade for award.

A candidate who does not pass continuous assessment and field attachment at a minimum of 50% PASS shall not qualify for final assessment.

The pass mark of related subjects and cross-cutting skills shall be 50%. A trainee is allowed to carry over modules to another level if not passed.

The total pass mark for practical and theory shall be 50% PASS.

Practical shall carry two thirds (2/3) of the pass mark while theory shall be one third (1/3) of the same.

Notwithstanding a candidate who qualifies for final assessment shall not be awarded a certificate unless she/he scores 50% PASS in the final assessment.

7.0 VOCATIONAL TEACHERS' QUALIFICATIONS

The minimum qualifications of a Vocational Teacher to conduct this course are:

Teaching qualification: **Diploma/Bachelor in Education or related field.**

Relevant work experience: **3years.**

8.0 MONITORING AND EVALUATION

Implementation of the curriculum will be continuously monitored and summative evaluated i.e. At the end of the course.

9.0 REFERENCES BOOKS

9.1 BOOKS REQUIRED

C.Bradbury (2016), A Beginner's Guide to Creative Writing, CreateSpace Independent Publishing Platform, South Carolina-USA. ISBN 9781535136532

D.A.Neira, A.Marwah, S.Pal.(2009), Creative Writing A Beginner's Manual, Published by Dorling Kindersley (India)Pvt. Ltd, University of Delhi-India.ISBN:978 8131719848

H.Sellers (2008), The Practice of Creative Writing: A Guide for Students, 1ST Edition, Publisher Bedford/St. Martins Boston. ISBN10 0312436475 & ISBN13 9780312436476

L. Anderson (2005), Creative Writing: A Workbook with Readings, Publisher Routledge, UK ISBN 9780415372435

L.Martin, (2025). Creative Writing in Post-Secondary Education. Bloomsbury Publishing. London, UK. ISBN 9781350470187

S. Bhajanka, (2019). Creative Writing 3, Publisher Blueberry Books, India. ISBN:9789386575289

9.2 RECOMMENDED BOOKS

C. Mloka, (2007). The Wonderful Surgeon and Other Poems. Mkuki Na Nyota Publishers, Dar es Salaam. ISBN 9789987417407.

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10.0 COURSE CONTENT OUTLINES FOR CREATIVE WRITING

NVA Level I

1. Introduction to Creative Writing
   (a) Meaning of Creative Writing
   (b) Main Elements of Creative Writing
   (c) Types of creative writing
   (d) Techniques used in creative writing

2. Fundamentals of Grammar and Composition
   (a) Grammar Essentials for Writers
   (b) Composition Techniques for Clear Writing
   (c) Parts of Speech, Sentence Structure and Punctuation

3. Storytelling Techniques
   (a) Narrative Structure and Development
   (b) Create Compelling Characters
   (c) Dialogue and Conflict in Storytelling

4. Introduction to Poetry
   (a) Understanding Poetic Forms and Structures
   (b) Imagery and Symbolism in Poetry
   (c) Create Rhythm and Meter in Poetry

5. Basics of Playwriting
   (a) Writing for the Stage: Basics of Playwriting
   (b) Character Development in Plays
   (c) Dialogue and Action in Theatre

6. Introduction to Novel Writing
   (a) Introduction and elements of a Novel
   (b) Selecting and Reading a Novel
   (c) Analyzing the Novel

7. Introduction to Non-Fiction Writing
   (a) Non-Fiction Genres and Styles
   (b) Research and Reporting in Non-Fiction
   (c) Writing for Clarity and Impact

8. Communication Skills for Writers
   (a) Effective Communication for Writers
   (b) Public Speaking and Presentation Skills for Writers
   (c) Listening and Responding: The Writer's literary devices.

9. Basic Computer Applications for Writers
   (a) Introduction to computer
   (b) Word Processing for Writers
   (c) AI/Digital Tools for Writing and Editing
   (d) Organizing Your Writing Projects with Technology.

10. Tanzania History and Cultural Diversity
    (a) Introduction to Tanzania's History and Culture
    (b) Tanzania's Oral Traditions and Folklore
    (c) Tanzanian Social Issues (feminist narratives) and Contemporary Life
    (d) The role of Swahili as a unifying language in literature

NVA Level II

1. Advanced Storytelling
    (a) Mastering Narrative Techniques
    (b) Story Structure and Development
    (c) Storytelling Across Cultures and Genres
2. Poetry Writing and Analysis
    (a) Creating Poetry: Form and Free Verse
    (b) Literary Devices in Poetry
    (c) Analyzing Poetry: Techniques and Interpretation
3. Fundamentals of Novel Writing
    (a) Novel Structure and Plot Development
    (b) Characterization in Fiction Writing
    (c) Building fictional World and Setting in Novels
    (d) Planning for a Novel: From Idea to Plot
    (e) Writing for a First Novel: A Guide to Structure
    (f) Building Engaging Prose and Voice
4. Playwriting and Performance
    (a) Dialogue and Character in Drama
    (b) Writing for Stage: Structure and Style
    (c) Performance and Script Interpretation
5. Writing for Media and Digital Platforms
    (a) Writing for Web and Social Media
    (b) Journalism and Feature Writing
    (c) Adapting Stories for Digital Audiences
6. Editing and Proofreading for Writers
    (a) Grammar, Syntax, and Style in Editing
    (b) Proofreading Techniques for Writers
    (c) Editing for Clarity and Precision
7. Advanced Non-Fiction Writing
    (a) Writing Memoirs and Personal Essays
    (b) Investigative and Expository Writing
    (c) Writing for Magazines and Journals
8. Creative Writing Workshop
    (a) Peer Review and Feedback Techniques
    (b) Developing a Writing Portfolio
    (c) Writing for Publication: A Workshop Approach

9. Research and Academic Writing
   (a) Research Methods for Writers
   (b) Writing Literature Reviews and Research Papers
   (c) Citations and Plagiarism: Best Practices in Academic Writing

10. Internship/Field Attachment in Creative Writing
   (a) Apply creative writing skills in a professional setting.
   (b) Demonstrate competence in content creation, editing, and publishing.
   (c) Work effectively in a team within a media, literary, or creative industry.
   (d) Develop a portfolio of published or reviewed work.
   (e) Gain exposure to industry-standard tools and platforms for writing.
   (f) Adhere to ethical and professional standards in creative industries.

NVA Level III

1. Professional Writing Practices
   (a) Writing for Industry: Ethical Standards and Practices
   (b) Freelance Writing: Navigating the Professional Landscape
   (c) Writing for Digital Media: Platforms and Ethics
2. Literary Criticism and Analysis
   (a) Introduction to Literary Theories and Approaches
   (b) Critical Thinking in Literature and Media
   (c) Analyzing Texts: Tools and Techniques for Critics
3. Scriptwriting for Film and Theatre
   (a) Fundamentals of Scriptwriting for Film and Theatre
   (b) Creative Process in Screenwriting and Playwriting
   (c) Dialogue and Character Development in Scriptwriting
4. Novel Writing and Publishing
   (a) Developing the Novel: From Concept to Completion
   (b) Self-Publishing and Traditional Publishing Paths
   (c) Editing and Revising Novels: A Writer's Workshop
5. Writing for Performance and Theatre Production
   (a) The Art of Playwriting and Theatre Production
   (b) Narrative Structure and Visual Storytelling in Theatre
   (c) Performance and Direction: Integrating Writing and Production
6. Translation and Interpretation in Writing
   (a) Fundamentals of Translation in Creative Writing
   (b) Interpreting Cultural Narratives: The Role of the Translator

(c) Ethical Considerations in Literary Translation

7. Children's Literature and Storytelling
   (a) Writing for Children: Techniques and Styles
   (b) Storytelling as Art: From Oral Tradition to Written Word
   (c) Cultural Representation in Children's Literature
8. Afrika Nature and Environment Conservation
   (a) Introduction to Environmental Conservation in Africa
   (b) The Role of Creative Writing in Environmental Advocacy
   (c) Ecocriticism and African Literature
   (d) Fictionalizing Nature in Creative Writing
   (e) Poetry and Environmental Expression
   (f) Scriptwriting and Nature Conservation
   (g) Nature and the Role of Cultural Beliefs in Environmental Conservation
9. Project Work in Creative Writing
   (a) Developing a Creative Writing Portfolio
   (b) Collaborative Writing Projects: Working with Peers
   (c) Research and Development for Writing Projects
10. Internship/Field Attachment in Creative Writing
   (a) Creative Writing Internships: Expectations and Learning
   (b) Field Attachment in Writing: Relevance Experience
   (c) Reflection and Reporting: Documenting Field Work in Writing