



The Republic of Uganda



UGANDA BUSINESS TECHNICAL EXAMINATIONS BOARD

STRATEGIC PLAN 2013/14-2017/18

FINAL DRAFT

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Acronyms

ACTE/USA	-	Association for Career and Technical Education
AEAA	-	Association for Educational Assessment in Africa
BTVET	-	Business, Technical, Vocational Education and Training
CBET	-	Competence Based Education and Training
DES	-	Directorate of Education Standards
DIT	-	Director of Industrial Training
IAEA	-	International Association for Educational Assessment
ICT	-	Information and Communication Technology
IVETA	-	International Vocational Education and Training Association
MoES	-	Ministry of Education and Sports
NCDC	-	National Curriculum Development Centre
NCHE	-	National Council for Higher Education
TVET)	-	Technical and Vocational Education and Training
UAHEB	-	Uganda Allied Health Examinations Board
UBTEB	-	Uganda Business and Technical Examinations Board
UGAPRIVI	-	Uganda Association of Private Institutions
UNEB	-	Uganda National Examinations Board
UNMEB	-	Uganda Nurses and Midwives Examinations Board
UVQF	-	Uganda Vocational Qualifications Framework

1.0 BACKGROUND

1.1 Overview

Uganda Business and Technical Examinations Board (UBTEB) is one of the national examination boards established by the BTVET Act, 2008 and operationalized by Statutory Instrument 2009 No.9 (Establishment of the Uganda Business and Technical Examinations Board). The Regulations mandate UBTEB to streamline, regulate, coordinate and conduct credible national examinations and award Certificates and Diplomas in the Business, Technical and Vocational/ specialized education or training in Uganda.

Before establishment of UBTEB, the management and administration of Business, Technical and Vocational/ specialized education or training examinations was fragmented. Some examinations were being conducted by Makerere University Business School (MUBS) – Nakawa, others by Uganda National Examinations Board – (UNEB), while others were conducted by individual institutions dotted in different parts of the country.

As a consequence, there was lack of uniformity in the Awards of Certificates and Diplomas from these different institutions. This made it very difficult to standardize qualifications offered by the different institutions offering courses in the Business, Technical and other specialized fields like Agriculture, Fisheries, Meteorology, Lands and Survey among others. Hence the UBTEB was established to streamline, regulate and coordinate examinations and awards in BTVET in Uganda. The UBTEB Secretariat and Board were set up in January 2011.

The UBTEB Examinations embrace the Uganda Vocational Qualifications Framework (UVQF) which follows the principles of Competence Based Education and Training (CBET). Under the CBET approach, training with production is mandatory, and is part of the examinations.

UBTEB is governed by an elected Board that serves a period of 3 years. It has a Secretariat headed by an Executive Secretary.

UBTEB is committed to conduct quality applied knowledge and skills Examinations with an ultimate goal of enabling the students to access further upward academic progression and being self-employed or getting employment in the world of work. Examinations under UBTEB follow the curriculum or programme developed or accredited by a body recognized by the Uganda Government.

1.2 Powers of UBTEB

As constituted, UBTEB is a corporate body with perpetual succession and a common seal and, for the discharge of its function under the Statutory Instrument 2009 No 9, can;

- Acquire, hold, charge, alienate and dispose moveable and immovable property;
- Enter into agreements with any person or body;
- Carry out any improvement upon land or other property held by it;
- Derive capital or income from property held by it;
- Invest any funds not immediately required in any investment or a project approved by the Minister;
- Raise or borrow money in such manner and upon such security as it may from time to time determine;
- Do all acts and things as a body corporate may lawfully do;

- Delegate any of its powers and functions, other than the approval of estimates or any powers required under these regulations to be exercised by resolution of the board, to any member, officer or committee of the board as it may deem necessary.

1.3 The functions of UBTEB

The core functions of UBTEB include:

- To conduct business and technical examinations for specialized training institutions in Uganda;
- To accredit theory and practical examination centers used for the conduct of the examinations;
- To establish and oversee practical and theoretical question banks;
- To publish past examination papers;
- To establish and maintain a secured database of examination results;
- To collaborate with international and inter-governmental organizations and agencies of other states and the private sector on issues relevant to its functions;
- To provide feedback to training institutions on examinations;
- To award diplomas (and certificates) to successful candidates in such examinations.

The Board employs Competence Based Assessment (CBA) approach to examine candidates from the formal BTVET training system at all levels below degree awards. In carrying out its functions, UBTEB to the greatest extent possible, and consistent with the Act, consults and co-operates with stakeholders such as,

- UNEB, DIT, and other Examination Boards
- Principals of training institutions
- Professional and Accreditation Councils or bodies
- Service Commissions and other employers
- Universities
- Line Ministries -Agriculture, Education, Water and Environment, Lands, housing and urban development, Trade and Industry, Information and Communications Technology, Energy, Finance, Public Service, Local Government, NCDC, Political leaders
- Parents and students, development partners and all departments, branches and agencies of Government and utility service providers with related duties, aims or objectives.

1.4 Context /Policy and Legal Framework for UBTEB's Strategic Plan

This Strategic Plan is guided by the following national frameworks:-

a. Vision 2040

The Vision 2040 encompasses Ugandans living in peace and harmony, prosperity for all, improved infrastructure with multi-lane paved roads, rail network, and airports, and world-class schools and hospitals. The oil and gas sector is expected to lead to higher demand for quality skills and this underlines the investments in education and training planned under Vision 2040. Vision 2040 acknowledges low competitiveness of goods and services and inadequate human resource among some of Uganda's key challenges, and thus the need for quality in skills training. The percentage of the population below the poverty line will decrease from 24.5 per cent in 2010 to 5 per cent in 2040. A more prosperous Uganda is envisaged with the per capita income going from \$506 in 2010 to \$9,500 in 2040. UBTEB, as an agency of Government will contribute to

these aspirations by facilitating provision of highly skilled and relevant human resource through ensuring quality applied knowledge and skills examinations for business, technical and vocational institutions.

b. National Development Plan 2010/11-2014/15

The Plan whose theme is “Growth, Employment and Socio-Economic Transformation for Prosperity” devotes three chapters to technical and vocational education and training. It called for the strengthening of quality assurance mechanisms and the regulatory framework in the education and training system in order to guarantee quality in the development of Uganda’s human resource. It also alluded to the establishment of new structures for formal skills development. It is in this light that UBTEB becomes a key player in the education and training landscape.

c. Revised Education Sector Strategic Plan 2007-2015

The Revised Plan calls for a coherent system of standards and performance monitoring throughout the sector, which should be implemented within actual logistical and resource constraints. The long-term aim of quality-assurance activities is to develop a working relationship among the various agencies that have some responsibility for this function so that it is effective and efficient.

UBTEB will play an accreditation role. The Ministry’s main roles vis-à-vis private schools and institutions are, first, to encourage their development and sustainability and, second, to protect the consumer of education services by setting standards and monitoring all schools -public and private - for compliance.

d. BTVET Act, 2008

In 2008, the BTVET Act was passed by Parliament, establishing the institutional framework needed for a modularised and praxis-oriented vocational training system. The Act provided for the formulation of Statutory Instrument No.9 of 2009 (Establishment of the Uganda Business and Technical Examinations Board Regulations).

e. BTVET Strategic Plan 2012/13-2022/23

A key strategy in the BTVET Strategic Plan, to achieve the objective of “Increase the quality of skills provisions” is the introduction of better quality assurance systems for public and private BTVET providers through establishment of an accreditation system for BTVET providers. The BTVET Plan seeks to introduce modern Quality Assurance systems in line with regional standards and practices. This Plan is therefore benchmarked on international best practices, and similar examination boards within and outside Uganda.

1.5 Strategic Planning Process

The Strategic Plan formulation exercise was a consultative and participatory undertaking spearheaded by a 10-person Task Force. The task was undertaken for a period of two months between March and May 2013 and it entailed the following activities:-

- Regular task force working meetings to develop the data collection instruments, identify key respondents, set direction for the strategic planning process, share and discuss feedback from the field, data analysis and identifying relevant strategic issues.
- Review of relevant documents. The key documents that were reviewed include: Vision 2040, Vision 2025; National Development Plan 2010/11-2014/15; Revised Education Sector Strategic Plan 2007-2015; BTVET Strategic Plan 2012/13-2022/23; BTVET Act 2008, and BTVET Regulations 2009; UBTEB Draft Internal Audit Charter 2013; UBTEB Draft Financial and Administrative Management Manual (FAMM) – December 2012; the Organisational and Functional Structure Draft 3 of 2011; Examination Standards (incorporating Regulations on Conduct and Supervision of Examinations and Continuous Assessment) 2011-2013 and Guidelines for Accrediting any institution as an Examination Centre for UBTEB
- A consultative meeting with the UBTEB staff and management.
- Key informant interviews with key stakeholders including the Ministry of Education and Sports, its departments and agencies; training institutions and other examining bodies.
- Focus Group Discussions with selected Principals and Instructors from BTVET institutions.
- The draft report was reviewed by the task force in a review retreat after which it will present to the UBTEB Board for review prior to discussion of the final draft in a stakeholder workshop that validated the Strategic Plan.

The Strategic Plan covers a period of 5 years and is divided into 2 Phases, namely;

- *Immediate Phase (Year 1 and Year 2 of the Plan):* This covers the urgent priorities for the Board based on a Situation Analysis. A review of the Plan is envisaged after this Phase to determine whether the implementation of the Plan is on track or whether certain strategic changes need to be addressed in the following phase.
- *Second phase (Years 3-5 of the Plan):* This covers important developments that UBTEB has to address, including structural issues, systems (re) design, investments, and growth.

2.0 CORPORATE IDENTITY

2.1 Identity

Before UBTEB was established, the management and administration of BTVET examinations was fragmented in Makerere University Business School (MUBS) – Nakawa, Uganda National Examinations Board – (UNEB) or individual institutions in different parts of the country. This made it very difficult to standardize BTVET qualifications offered by the different institutions. The UBTEB was established to streamline, regulate and coordinate BTVET examinations and awards in Uganda. The UBTEB Examinations embrace the Uganda Vocational Qualifications Framework (UVQF), which follows the principles of Competence Based Education and Training (CBET). Under the CBET approach, training with production is mandatory, and is part of the examinations. UBTEB is committed to conduct quality applied knowledge and skills Examinations with an ultimate goal of enabling the students to access upward academic progressions, employ themselves or get employed. Examinations under UBTEB follow the curriculum or programme developed or accredited by a body recognized by the Uganda Government.

2.2 Vision: To be a leading institution for competence based examinations and reliable awards for Business, Technical, Vocational & other specialized training in the region.

2.3 Mission: to effectively conduct competence based examinations for business, technical, vocational & other specialized training and issue reliable and valid awards

2.4 Core Values: To achieve its goal, UBTEB is guided by the following values:

- a) Integrity and transparency
- b) Valid and Reliable Assessment
- c) Commitment and Teamwork
- d) Security and Confidentiality
- e) Professionalism

3.0 SITUATION ANALYSIS

3.1 Current Situation

The current situation of UBTEB is characterized by the following strengths, weaknesses, Opportunities and threats;

Strengths:

The key strengths include; a fully constituted Board and its committees, admission of UBTEB into internationally acclaimed educational assessment bodies, standardized examination system for BTVET, accredited examination centres, assessment tools for use in the examination processes, introduction of Competency Based Assessment in institutions, examiners retooled in Competence Based Assessment, three year experience in conducting examinations and releasing results, and finance, and administration policies. Details about each strength are given below:

- **A fully constituted Board and its committees:** A 15-member fully functioning board with Eight (8) committees is in place. The committees are: Finance and Administration, Appointments and Disciplinary, Business Education Examinations, Biological Sciences Education Examinations, Physical Sciences Education Examinations, Examinations Research, Security Committee, Technical and Vocational. The Audit Committee Charter is still being finalized to operationalise its functions.
- **Government funding that can be utilized for the different planned activities within UBTEB**
- **Admission of UBTEB into internationally acclaimed educational assessment bodies:** Three internationally acclaimed educational assessment bodies have separately over the six months admitted the Uganda Business and Technical Examinations Board (UBTEB) as a partner institution and issued it with certificates of primary membership. The International Association for Educational Assessment (IAEA), during its 38th annual conference in Astana – Kazakhstan announced and introduced UBTEB among examination councils from Africa committed to improving the quality of education and assessment in their countries and beyond. IAEA offers a global forum for institutions and individuals involved in all forms of educational assessment and its purpose is to assist educational agencies in the development and appropriate application of educational assessment techniques to improve the quality of education. Its members include examining bodies, university departments, research organizations and government agencies from more than 50 countries from all continents. The Association for Educational Assessment in Africa (AEAA) also admitted UBTEB as its primary member during its general assembly held in Gaborone in Botswana. AEEA is an international body working for the harmonization of educational assessment on the African continent. UBTEB has also received a certificate of primary membership from the International Vocational Education and Training Association (IVETA). IVETA promotes the cause of international vocational education and training and provides focused, in-depth coverage of critical issues in the field and of new and exciting approaches to those issues.
- **Standardised examination system for BITVET:** UBTEB has standaradised the examination system for Business Technical Vocational, and other specialized trainings in Uganda
- **Accreditation of Training Institutions:** In 2011, the Board conducted centre inspection which was a basis for issuing provisional centre numbers and provisional certificates valid for two years ending 2013. In order to improve the accreditation process, a program-based inspection tool has been developed and has been used to confirm the accreditation status

of the institutions. The revised inspection tool provided a specific criterion for each program and hence it will facilitate accreditation of programs in specific training institutions.

- **Accredited examination centres:** UBTEB embarked on the accreditation of Examination Centres throughout the country to increase on the number of examination centres around the country. This exercise is conducted every year for those centres apply for accreditation and existing to ensure have complied with UBTEB examination standards.
- **Assessment Tools for use in the examination processes:** UBTEB has also developed Assessment Tools for use in the examination process namely; (list them).
- **Introduction of Competency Based Assessment in institutions:** UBTEB has gradually introduced Competency Based Assessment in institutions and candidates are assessed by examination of students' projects, in addition to continuous assessment.
- **Examiners retooled in Competence Based Assessment:** Some workshops have been held for re-tooling of UNEB examiners in Competence Based Assessment
- **Two year experience in conducting examinations and releasing results:** UBTEB has conducted three (4) examination series and released results (November/December 2011, May/June 2012, November/December 2012 and May/June 2013).
- **Development of finance and administration policies:** In the last two years, UBTEB has produced draft internal policy controls, including;
 - i. Examination Standards (incorporating Regulations on Conduct and Supervision of Examinations and Continuous Assessment) 2011-2013
 - ii. Guidelines for Accrediting any institution as an Examination Centre for UBTEB
 - iii. The Organisational and Functional Structure 2011
 - iv. Draft Financial and Administrative Management Manual (FAMM) – December 2012
 - v. Draft Internal Audit Charter 2013

Weaknesses:

The following are the key weaknesses: unclear policies, competence based assessment for non-competence based curriculum, weak institutional linkages, inadequate staffing, negative public attitude towards vocational training, weak governance structure, unclear identity, etc. Each of these weaknesses is explained below;

- **Unclear policy guidelines:** UBTEB was created by Statutory Instrument No. 9 of 2009 following the adoption of the BTVET Act in 2008. However, many sections in the Act are not fully harmonised with the purpose and mandate of the institution under the regulations establishing UBTEB. The BTVET Act has not been reviewed to reflect the mandate of new institutions in the MoES such as UBTEB. The BTVET Strategic Plan noted lack of conceptual clarity in the role of the Uganda Business and Technical Examinations Board (UBTEB) and other examinations Boards (UNMEB and UAHEB) in assessment/certification vis-à-vis the DIT. The Plan proposes the establishment of a Skills Development Authority (SDA) to incorporate functions of existing organisational units in the MoES (DIT, DES, BTVET Department, UBTEB and other examination bodies, and others) and possibly of other ministries. The unclear policy guidelines have resulted in role conflict, more especially between UBTEB and DIT which was responsible for Competence Based Assessment (CBA) before the UBTEB Act of 2008. In addition, there are inadequate guidelines on how UBTEB should interface with other MoES

institutions like NCDC, NCHE, UNEB, UNMEB, and UAHEB both in the short term and long term.

A transformation process has already been acknowledged by the MoES to harmonise operations among the sister institutions and a BTVET Reform Task Force with a secretariat to oversee this transformation process is already in place. The smooth operations of the SDA will require a review and reformulation of the guiding policy framework. Though UBTEB has the legal mandate to conduct competence based examinations and awards, it is a new institution in the MoES structures and most trainers and instructors have for a long time associated Competence Based Assessment with DIT in line with the Uganda Vocational Qualification Framework (UVQF) through Assessment and Training Packages (ATPs). DIT has over the years put in place ATPs for over 80 occupations and because of the existing policy gaps, it continues to assess formal competence based training in addition to the non-formal training hence undermining the relevance of UBTEB in BTVET.

- **UBTEB identity:** UBTEB is perceived differently by various stakeholders. Though some acknowledge its contribution particularly in enriching the curriculum, instructors and students. Despite the establishment of UBTEB to conduct competence based examinations and awards, the old system of UNEB examination is still predominant in vocational and technical training institutions jeopardising the purpose for which UBTEB was established. In addition the MoES has not sensitised the public and stakeholders about the UBTEB and CBET. As a result some stakeholders regard UBTEB as a UBTEB accreditation Board, others as an examination board replacing UNEB and MUBS or an examination board assessing competencies of BTVET students in the formal system geared towards vertical progression.
- **Competence Based Assessment (CBA) for Non-Competence Based Curriculum:** There is limited public knowledge about UBTEB-CBET-CBA. Some even argue that while the system proclaims CBET modes of delivery and subsequently CBA, what is actually on ground is the old non-CBET modes of training and a CBA system purporting to assess CBET curricula which are not yet in place. Only Technical Colleges (for post-secondary school leavers) have CBET curricula. These curricula developed by NCDC are Competence Based. They clearly show where to score the competences developed by the trainee, at the end of the training. And their learning outcome clearly indicates the tasks and duties involved in a particular activity what the world of work calls for. For instance, the technical diploma curriculum that covers real life projects was developed in 2010.
- **Unharmonized examination times:** Currently, UBTEB conducts two main types of examinations, that is, for Technical Institutions that run three terms a year and examinations are conducted once a year in November/December; and the Technical Colleges that use a semesterised curriculum and examinations are conducted at the end of each semester (May/June and Nov/Dec). UBTEB is expected to take over the examination of Uganda Junior Technical Certificates (UJTC) and Community Polytechnic Certificate of Education from UNEB starting 2014.

The examination process entails a series of activities and an examination process may take up to 8 months from setting through moderation, examination/ assessment, marking, up to

release of results. This presents inadequate time to effectively handle all activities, which often results in overlapping operations for instructors/ examiners, hurried activities with significant errors that diminish reliability and image of UBTEB particularly to Principals, Students and Parents.

- **Issuance of Certificates/Transcripts**

The Board has been issuing results to various institutions per semester (for Technical Colleges) and annually (for Technical Institutes). These results provide consolidated lists of students per Accredited Centre; and individual student's performance is reflected either as probation or normal progress level. Currently, an individual candidate is not issued any certificate or transcript that can be presented to the world of work or other higher training institutions for upward progression; which has created criticism of the relevance of the UBTEB results. Though UBTEB is expected to allow for academic progression, in most cases students may wish to work after acquiring specific competencies and continue with training later on. The current certification procedure does not allow students to exploit this opportunity since their competencies will not be reflected on the certificates. The system has also not been flexible enough for students who may wish to transfer from one training institution to hence limiting student mobility and upward progression since candidates can only be identified by centre-specific registration numbers.

- **Manual management of Students' Results:** The current system for managing students' results is manual which makes it hard to process certificates and store students' results.
- **Weak institutional linkages:** There are weak institutional linkages between the NCDC, UNEB, MUBS, the NCHE, DIT, and UBTEB. The demarcations of each of these agencies under the MoES seem not to be clear. This situation is compounded by a non-streamlined Policy and Legal Framework particularly the Universities and Other Tertiary Institutions Act 2001, the BTVET Act, 2008, and the 2009 Statutory Instrument No.9. There is duplication of roles/functions between UBTEB/DIT on assessment and UBTEB/NCHE on accreditation. The general perception is that UBTEB was formed as a result of "trainees coming out of UNEB examinations without requisite competencies". The NCDC was expected to develop a curriculum that is competence based for examinations. Competence based modularized curricula should precede CBA.
- **Understaffing:** The UBTEB structure provides for two Directorates, that is Directorate of HR, Finance and Administration (HRF&M) and Directorate of Examinations, Management and Administration (EM&A). By and large, UBTEB is grossly understaffed. About 25% and 30% of positions in HRF&A and EM&A are currently occupied respectively. Though the examination is the core function of UBTEB, the EM&A Directorate has less staff and no assistants were provided for. Therefore Officers do clerical work which leaves them with less time for technical work. In addition, the Research & Policy Development unit does not have a single occupied position where the function of monitoring position falls. Therefore the monitoring function that would inform UBTEB innovations for new programs, curriculum development and remaining relevant to industry is currently not being done. Staffing is also required in the following areas; public relations and image building, customer care and communication and general capacity building for continuous assessment and competence based training and assessment. Unless key positions are filled, implementation of this strategic plan may be in jeopardy.

- **Negative public attitude towards Vocational training:** Stigma is attached to TVET in many countries. It is perceived as a second class academic qualification. Students, parents, policy makers and practitioners do not attach importance to TVET even in Uganda. Whereas there is a potentially large and growing clientele for UBTEB, low pay, poor funding and a generally negative public attitude towards vocational training is a big challenge.
- **Governance:** The (UBTEB) Statutory Instrument 2009 No. 9 provides for establishment of committees of UBTEB, their duties and composition. UBTEB has powers to co-opt any reasonable number of persons to enable it effectively and efficiently discharge its mandate. Currently, the UBTEB has 15 committee members represented on 8 committees, which leads to unavoidable duplication of roles often leading to delays in decision making. For example some of the critical internal management manuals have not been approved including the Examination standards, Financial Management Manual and the Audit Charter. The delays are sometimes caused by different opinions being held by different committees on the same issue yet the Statutory Instrument does not specify how decisions should be made in such circumstances. The Board needs to interface with institutions on the ground and publicise its functions and organisational structure.
- **Lack of office space, Printing and storage facilities:** The Board is spending a lot of money in renting of office space and storage because of the ever increasing rates by landlords. Currently the Board outsources printer and storage services from other organizations such as UNEB but it so happens that the two bodies conduct examinations around the same time which makes it hard to use the facilities as and when we would like to do so.

Threats:

UBTEB has faced some challenges and constraints since its inception. These include:-

- Unreliable and insufficient funding:
- Inadequate technical skills in some fields for instance agriculture and cosmetology.
- Unstreamlined Legal and Policy framework:
- Lack of capacity and funding to graduate from manual to ICT supported systems
- Capacity gaps in assessment: (examinations setting, moderation, conduct, processing of results)
- External factors (for instance role of NCHE, NCDC, DIT, UNEB) vis-vis mandate of UBTEB.

3.2 SWOT ANALYSIS

<p>Strengths</p> <ul style="list-style-type: none"> • Legal mandate derived from BTVET Act of 2008, Sec.26 and Statutory Instrument No. 9 of 2009 • Well constituted and appointed Board members. • A strong, committed, and professional team of UBTEB staff • Operational web-site • Standardised examination system for BITVET • Accredited Training Institutions • Accredited examination centres • Assessment Tools to use in the examination process • Retooled UBTEB examiners in Competence Based Assessment • Three year experience in conducting examinations and releasing results • Finance and administration policies. • Examination standards and guidelines. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Indistinct corporate identity • Limited ICT application (Manual Operations for registration of candidates, computation of results, records management) • Lack of approved internal controls / manuals • Lack of assessment standards • Unstreamlined curricula (NCDC/NCHE(approved programmes)) • Duplication of UNEB materials • Limited stakeholder consultations and involvement (Heads of institutions, industry) • Weak institutional linkages especially with Departmental training institutions • Poor /late communication with institutions • Resource constraints (printer, transport, exam remuneration) • Inadequate customer care • Lack of validation of candidates 's qualifications • Unstreamlined duties of board committees • Competence Based Assessment (CBA) for Non-Competence Based Curriculum • Unharmonized examination times • Not issuing of Certificates/Transcripts • Understaffing. • Lack of office space, Printing and storage facilities.
<p>Opportunities</p> <ul style="list-style-type: none"> • International recognition by IVETA, IAEA, AEEA • Subvention grants from the Ministry of Education • Local and international networks (local training institutions and examination boards – Botswana , Malawi, Kazakistan, ACTE/USA, DIT, UNEB, UNMEB, UAHEB) • Supportive political environment – vision 2040, Skilling Uganda Strategic Plan • Goodwill from Ministry of Education and Sports • Experience of UNEB (examiners, data processing, logistics, etc) • A big and growing clientele (currently over 150 institutions, UPE and USE surge, and soon UPPET students) • Willingness and capacity of NCDC to deliver CB curricula • Introduction of Competency Based Assessment in institutions. 	<p>Threats</p> <ul style="list-style-type: none"> • Inappropriate NCDC curriculum and NCHE approved programmes • Lack of curricula for non-formal training programmes • Inadequate sensitization and training of stakeholders on CBET / Assessment • High cost of CBET and assessment (equipment and facilities) • Supposedly unclear relationship with and mandate of DIT vis-à-vis UBTEB (e.g. overlap in assessment) • Unreliable and insufficient funding: • Inadequate technical skills in some fields for instance agriculture and cosmetology. • Unstreamlined Legal and Policy framework: • Lack of capacity and funding to graduate from manual to ICT supported systems • Capacity gaps in assessment: (examinations setting, moderation, conduct, processing of results) • Un streamlined role of NCHE, NCDC, DIT, UNEB) vis-vis mandate of UBTEB.

4.0 STRATEGIC FRAMEWORK

In order to execute its mandate; *to streamline, regulate and coordinate examinations and awards in business, technical or vocational/specialized education or training in Uganda, UBTEB performs a number of core and support functions guided by her vision and mission.* The core functions of UBTEB include:

1. To conduct business and technical examinations for specialized training institutions in Uganda;
2. To accredit theory and practical examination centers used for the conduct of the examinations;
3. To establish and oversee practical and theoretical question banks;
4. To publish past examination papers;
5. To establish and maintain a secured database of examination results;
6. To collaborate with international and inter-governmental organizations and agencies of other states and the private sector on issues relevant to its functions;
7. To provide feedback to training institutions on examinations;
8. To award diplomas (and certificates) to successful candidates in such examinations.

The support functions include:

- Human Resource
- Finance and administration
- Public Relations
- Information and Communication Technology
- Quality Assurance
- Research and Development
- Resource mobilization/fundraising

This section describes UBTEB's strategic direction for the next five years organized according to the **strategic objectives, outputs and activities** for each function in order to achieve the mission and vision of the organization minimize internal weaknesses and external threats while taking advantage of existing opportunities to improve the current situation.

The overall objective is: To streamline, regulate and coordinate conduct of examinations and award certificates and diplomas in business, technical and other specialized professions.

The Strategic Objectives include:

1. To manage a reliable, transparent and efficient competence based examinations and assessment process for (BTVET) in Uganda.
2. To improve HR, F & A in order to achieve greater organizational and management effectiveness and efficiency of the Board.
3. To integrate ICT in the operations of the Board
4. To increase public awareness of the Board and its activities
5. To establish and operationalize knowledge management and quality assurance systems
6. To increase capacity to mobilize resources for the Board

Strategic Objective 1: To manage a reliable transparent and efficient competence based examinations and assessment process for (BTVET) in Uganda.

Sub-strategy 1.1: Reliable, transparent and efficient CB examination process for BTVET in Uganda.

Outputs and Activities

- i. Quality and well balanced examinations are timely set, moderated and conducted.
 - Develop standard CBA guidelines
 - Develop standard CBA training manuals
 - Identify, train and facilitate a pool of examination setters and moderators nominated from the training institutions who can be deployed on a rotational basis
 - Build the capacity of trainers and assessors on CBET through training and sensitization to ensure continuous and progressive assessment.
 - Execute on-site assessment of practical modules.
 - Bench mark good practices for examination setting, moderation and administration from other organizations locally and internationally managing examinations.
 - **Conduct semesterised examinations.**
- ii. Examination papers are professionally handled before, during and after examination time.
 - Develop guidelines for management of examination papers before, during and after examinations
 - Build the capacity of UBTEB examination officers in examination handling and institute a mechanism for peer learning from other examining bodies like UNEB.
 - Recruit and train more personnel in the examination processing unit
- iii. Students' results are accurately computed and timely released.
 - Develop and follow examination results management guidelines covering storage, retrieval and processing of certificates.
 - Computerise registration of candidates, processing of examination results for accurate cumulative student performance assessment, credit transfer, timely release of results and issue of transcripts and certificates.
 - Use various options for access of results such as website and mobile phone.
 - Adhere to examination timelines.
 - Work with relevant stakeholders to have single admissions each year to avoid continuous crush programs leading to inadequate preparation and task execution and operational errors.
 - Design and issue UBTEB Certificates of Competence for subjects passed after re-take examinations to enhance usability of students' results.
- iv) CBET principles are employed in all training institutions and examination centres countrywide.
 - Establish and operationalise a modularised competence based curriculum development team in conjunction with NCDC
 - Develop and operationalise assessment standards
 - Build capacity of master trainers /trainers and assessors on CBET

Sub-strategy 1.2: To ensure that all examination centers have the necessary human resource and other required facilities to successfully conduct theory and practical examinations.

Outputs and Activities

- i) All accredited examination centres having the required capacity to conduct theory and practical examinations
 - Publicize and distribute institution and program accreditation requirements
 - Undertake a National accreditation assessment exercise and publicise the compliance report with action taken/ recommended.
 - Provide for several methods of application for the examination centre including electronic
 - Jointly solicit for support from development partners for capacity building and acquisition of requisite facilities for current and potential examination centres
 - Establish an electronic examination centre accreditation self-checker which can continuously be used to provide real-time status of the centres
 - Establish a ranking system for the examination centres to encourage competitive improvement in terms of human capacity and infrastructural resources

- ii) All accredited examination centres having the required capacity to conduct theory and practical examinations.
 - Publicize and distribute institution and program accreditation requirements
 - Undertake a National accreditation assessment exercise and publicise the compliance report with action taken/ recommended.
 - Provide for several methods of application for the examination centre including electronic.
 - Jointly solicit for support from development partners for capacity building and acquisition of requisite facilities for current and potential examination centres.
 - Establish an electronic examination centre accreditation self-checker which can continuously be used to provide real-time status of the centres.
 - Establish a ranking system for the examination centres to encourage competitive improvement in terms of human capacity and infrastructural resources.

Sub-strategy 1.3 To ensure quality and minimal duplication and leakage of examination questions at different sittings of examinations.

Outputs and Activities

- i) Maintenance of a question bank of over 12,000 high quality CB questions per exam/course
 - Develop a secure question bank of over 12,000 high quality CB questions for each exam
 - Annually update the question banks with an agreed upon number of questions (by the examination committee) and delete others based on the feedback from examiners
 - Develop electronic setting guidelines using the question banks such that questions in different sittings especially those in the recent years (agreed upon by the examination committee) are not repeated
 - Store the question bank securely preferably in a secured computer database
 - Establish an offsite secure backup system for the databank to be utilized in cases of problems with the primary databank

Sub-Strategy 1.4: Avail past examination questions to students and tutors for use in teaching and revision.

Outputs and Activities

- i) Availability of past examination questions to students and tutors electronically via UBTEB website and the mobile phone
 - Develop a web and mobile phone based system that provides access to past examination questions to students and tutors
- ii) Availability of hard copies of past examination questions to students and tutors
 - Provide BTVET institutions with a printed copy of past examinations questions every year at a cost of printing/photocopying
 - From time to time provide past examination questions through the newspapers including the expected answer formats

Sub-Strategy 1.5: To store and maintain reliable examination results.

Outputs and Activities

- i) Standardized examination results management
 - Develop examination results management guidelines
 - Provide identification for examiners, moderators and administrators of examinations
- ii) Computerize management of examination results
 - Hire relevant staff
 - Purchase secure and state of the art technologies for storage, retrieval and dissemination of examination results information

Sub-strategy 1.6: To award reliable diplomas and certificates that are recognized region wide.

- i) Standardized awards
 - Lobby MoES for harmonized management of awards in certificates and diploma for Business, Technical and departmental programmes in BTEVT by a single body- UBTEB.
- ii) Reliable examination results.
 - Computerise processing and storage of examination results for more accurate and secure results.
- iii) Reliable certificates.
 - Develop guidelines for processing of certificates.
 - Develop hard to forge certificates through benchmarking with already established examination bodies like UNEB.
 - Develop a seal for all certificates that is hard to forge.
 - Add a software module in the examination system that enables the public to validate UBTEB certificates

Strategic objective 2: To improve HR, F & A in order to achieve greater organizational and management effectiveness and efficiency of the Board.

Sub-strategy 2.1: To recruit and retain a high quality staff force for UBTEB functions.

Outputs and Activities

- i) Staff capacity developed to implement quality programmes
 - Identify capacity development needs of staff
 - Review and update staff development plan
 - Organize and facilitate tailor made staff trainings
 - Conduct and facilitate routine staff mentorship and coaching sessions
 - **Retain staff and pay emoluments.**
- ii) Staff better facilitated and motivated to execute their duties
 - Identify staff facilitation and motivation gaps
 - Review and update the reward system
- iii) Critical staffing gaps filled
 - Identify critical staffing gaps
 - Identify sources of funding to fill the gaps
 - Recruit versus available resources

Sub-strategy 2.2: To establish effective financial management and administration systems for optimal performance.

Outputs and Activities

- i) Internal management policies and structures approved and operationalised
 - Finalise and operationalise the pending draft policy documents
 - Revise and operationalise the UBTEB administration structure for easy information seeking and follow up, and align it with BTJET strategic plan
 - Re-constitute UBTEB committee representation to eliminate duplications
 - Develop a procurement plan and present it to the procurement committee for approval
- ii) UBTEB policies reviewed, amended and disseminated to stakeholders-
 - Task a select committee to review policies and extract gaps
 - Hold regional stakeholders' workshops to review policies
 - Hold national consultative workshops to review policies
 - Compile and document reviewed draft policies
 - Present draft policies to the UBTEB Board for approval.
 - **Board appointment and emoluments**
- iii) ICT department set up and fully operational
 - Develop a concept for the establishment of the ICT support function at the level of a department in consultation with staff and stakeholders and present it to the Board for approval

Strategic objective 3: To integrate ICT in the operations of the Board.

Sub-strategy 3.1: To promote use of ICT in the management of the examination process at UBTEB.

Outputs and Activities

- i) Use of ICT in improving examinations management, results management and processing of certificates
- Develop a concept for the establishment of the ICT support function at the level of a department in consultation with staff and stakeholders and present it to the Board for approval.
 - Set up the ICT department in line with the ICT department concept approved by the Board.
 - Procure and install required hardware and software.
 - Develop and disseminate to stakeholders the ICT policy.
 - Acquire or develop in house required information systems.
 - Sensitize and train staff and key users from training institutions.

Strategic Objective 4: To increase public awareness of the Board and its activities.

Sub-strategy 4.1: To keep up-to-date with regional and international standards and best practices for business and technical examinations for specialized training institutions.

Outputs and Activities

- i. Established collaborations with relevant international and inter-governmental organizations and agencies.
- Identify and seek collaborations with relevant international and inter-governmental organizations and agencies in accordance with established procedures e.g. sending applications letters, filling application forms, etc
 - Identify and seek bench marking visits and staff exchanges to relevant international and inter-governmental organizations and agencies.
 - Register with national and international bodies for adherence to quality standards
 - Actively network with other examination management bodies both nationally and internationally.

Sub-strategy 4.2: To create public awareness about CBET and UBTEB including its functions, services, relevance and linkages with other institutions in the Ministry of Education and Sports.

Outputs and Activities

- i) The purpose for which UBTEB was formed and its services versus those of sister organizations in the Ministry of Education and Sports namely, DIT, UNEB and NCDC clearly documented and communicated to all stakeholders and the public/ UBTEB identity branded, packaged and publicized.
- Conduct a corporate identity survey
 - Develop a corporate branding and publicity strategy
 - Design, print and distribute Information Education and Communication (IEC) materials detailing UBTEB mandate, functions, services and linkages and collaborations with other institutions in the MoES.
 - Prepare (and or upgrade) branded promotional materials including signpost(s), banners, brochures, fliers, website, T-Shirts, caps and others.
 - Prepare banners for UBTEB Vision, Mission, Services and core values and place them in strategic positions in UBTEB offices and during UBTEB events.
 - Sensitize UBTEB staff, examiners, instructors and core implementing partners on the UBTEB Vision, Mission, and Core values and services with a view of having a common purpose.

- ii) BTVET public image is corrected, rebranded and popularized.
 - Conduct VET perceptions survey
 - Design the VET National public awareness campaign
 - Implement a National UBTEB-BTVET awareness campaign
 - Conduct regional community based BTVET awareness campaigns with other players like UGAPRIVI, training institutions and MoES representatives at the Local Government level.

- iii) UBTEB's mandate under the MoES clearly distinguished from that of other related departments and agencies and legally supported.
 - Review the policy and legal framework namely the BTVET Act to streamline operations and eliminate role conflict with other MoES institutions, departments and agencies.
 - Implement a BTVET-UBTEB National media sensitization program on the functions of UBTEB and its linkages with other MoES institutions like UNEB, DIT, NCDC and NCHE

- iv) UBTEB Communication strategy developed and implemented
 - Identify key areas where strategic communication is needed
 - Develop communication strategy for UBTEB
 - Implement the communication strategy
 - Update ICT systems to incorporate the communication strategy.
 - Review and evaluate effect/impact of the strategy

- v) Engender coverage of UBTEB activities and TVET issues into the main stream media to enhance public awareness and support
 - Launch an annual media awards targeting individual practicing journalist and media houses whose work have immensely promoted UBTEB/TVET and shared research information.
 - Preparation, purchase and placement of purposefully planned and executed messages in the selected media to further the interest of stakeholders/general public in UBTEBs' work.
 - Organize media awareness and sensitization on UBTEB/BTVET issues to inform their coverage leading to accuracy.

- vi) Lobbying
 - Holding meetings with relevant committees of parliament
 - Building a network of UBTEB relevant and supportive stakeholders

Strategic objective 5: To establish and operationalize knowledge management and quality assurance systems

Sub-Strategy 5.1: Continuously work with training institutions to improve the quality of examination and management

Outputs and Activities

- i) Annual reports about quality of examinations, performance and management

- Work with stakeholders to monitor and analyse quality of examinations, performance and management after every sitting, prepare a report and share the report with training institutions and other stakeholders e.g. NCDC, NCHE, MoES, etc
- Engage training institutions to discuss findings and way forward of monitoring and analysis of reports.
- Establish electronic feedback mechanisms for tutors, students, parents, examiners, the public, partners, etc for easy receipt of feedback information

Sub-strategy 5.2: To continuously improve standards of examination processes and systems

Outputs and Activities

- i) Evaluate effectiveness and efficiency of examination processes from time to time
 - Develop evaluation measurement indicators and tools
 - Use measurement tools and indicators to collect data and write quality assurance reports
- ii) Developed strategies to improve on examination processes and systems to meet international standards
 - Develop quality assurance guidelines for examination management
 - Bench mark with other examination institutions and adopt best practices
 - Use external examiners in setting and assessment

Sub-strategy 5.3: To establish and strengthen research, knowledge dissemination and utilization and collect, analyse industry data, publish reports and inform BTVET's continuous improvements in Uganda.

Outputs and Activities

- i) A knowledge management & utilisation strategy for UBTEB developed & implemented
 - Identify UBTEB knowledge acquisition, management and utilization needs
 - Develop a knowledge management & utilisation strategy for UBTEB
 - Develop research proposals,
 - Develop data and information dissemination plan.

Strategic Objective 6: To increase capacity to mobilize resources for the Board.

Sub-strategy 6.1: Obtain alternative/supplementary avenues of funding for UBTEB.

Outputs and Activities

- i. Alternative/supplementary resource mobilisation avenues identified with Aid of an Investment plan and utilised to seek funding
 - Identify & prioritise resource needs
 - Identify potential development partners and their funding priorities
 - Develop Terms of Reference for project proposal writing
 - Write and submit project proposals for funding
- ii. A resource mobilization strategy for UBTEB developed
 - Develop a resource mobilization strategy for UBTEB.

5.0 IMPLEMENTATION PLAN

5.1 UBTEB STRUCTURE

The UBTEB Structure has been reviewed to improve effectiveness in implementing this strategic plan. The notable changes will include:

- i. Strengthening the Research & Knowledge Management unit by creating the Monitoring and evaluation desk.
- ii. The Head ICT Department reporting to the Director Finance & Administration with the following staff under him/her; System/Network Administrator, Database Administrator and Web Administrator
- iii. Introducing Pool Stenographers for each Directorate (we suggest you recruit Administrative assistants which is the modern version of Stenographers/secretaries)

Whereas UBTEB will aim to fill all the vacant positions, the immediate priority will be to strengthen the Directorate of Examinations Management and Administration, creation and equipping of the ICT department, the M&E Officer and the Research/Knowledge management Officer. UBTEB organization structure is attached under Annexed 4.

5.2 RISK ASSESSMENT

No	Likely Risk	Risk Assessment	Mitigation measure
1	Delays by NCDC to develop CBET curricula in all fields	High	Form a curriculum development support team
2	Role duplication by DIT	Low	Seek the intervention of MoES headquarters to streamline roles and engage DIT to sort differences.
3	Delayed revision of legal and policy framework (BTVET Act, UBTEB Regulations, Universities and Other Tertiary Institutions Act)	High	Expediently involve Ministry of Justice and Constitutional Affairs and BTVET Department in the review of the legal framework
4	Inadequate financing of Strategic Plan	Medium	
5	Lack of implementation capacity (both internal and external) It would help to point areas where the capacity is lacking	Medium	Recruit sufficient number of qualified staff and outsource some services
6	Slow adoption of CBET and CBA principles by stakeholders	High	Invest highly in capacity building of key stakeholders
7	Take-over by the upcoming Skills Development Authority	Low	Align plans to Skilling Uganda programme objectives.
8	Negative stigma attached to BTVET	High	Involve MoES and BTVET in public sensitization campaign

5.3 MONITORING AND EVALUATION (M&E)

Strategic objectives and supporting activities have been defined for all functions both core and support functions of UBTEB. These will provide the basis for developing a comprehensive monitoring and evaluation framework in consultation with UBTEB stakeholders. The monitoring and evaluation framework will guide execution of a strategic mid-term review to assess progress, identify key implementation challenges and where necessary revise the planned activities and budget.

Monitoring

Monitoring will be a process activity and will take the following forms:

- Designing realistic indicators during programme development and operational planning,
- Quarterly review meetings between staff and management to ensure that planned activities are taking place and that resource are utilized for the intended purpose. These meetings will examine completed /uncompleted activities versus the work plan, outcomes and cost-effectiveness on an ongoing basis. It is on the basis of these meetings that new interventions may be designed.
- Bi-annual reports from UBTEB management for the Board on progress of work against work plans and programme purpose.
- Review workshops once a year to measure progress towards the achievement of the agreed results. Participatory techniques (timelines, flowcharts, and self-assessment) will be used in these exercises,
- Annual reports; reports will be produced by the secretariat and submitted to the Board for analysis/discussion and formulation of the way forward.

Evaluation

UBTEB will give due consideration for drawing lessons and experiences for institutional learning and programmes improvement. For this, participatory evaluation exercises will be conducted every after one year.

ANNEXTURE

ANNEX 1: GLOSSARY

Accreditation: The formal process of recognition of a training organisation, national qualification, clusters of performance (competency) standards or course by a National Training Agency/Authority accrediting body.

Assessment: The process of collecting evidence and making judgments on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of an accredited course.

Assessment Guidelines: Assessment guidelines means an endorsed component which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include the assessment system overview, assessor requirements, designing assessment resources, conducting assessment and sources of information on assessment.

Assessment tool: A collection of documents (instruments) which provide the means for gathering evidence to prove a candidate's competency. The tool may contain such instruments as a knowledge test, witness testimony, or a checklist of required practical performance or demonstration.

Competence: The specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace and to industry standards. ALSO: The ability to perform tasks and duties to the standard expected in the workplace/industry.

Competence Based Assessment (CBA): The gathering and judging of evidence in order to decide whether a person has achieved a required standard of competence.

Competence Based Education and Training (CBET): Education and training that develops the skills, knowledge and attitudes required to achieve competency standards.

Qualification: In the Technical Vocational Education and Training (TVET) sector, qualification is a formal certification, issued by a Accredited Training Organisation (ATO) under the National Qualifications Framework (NQF), that a person has achieved all the requirements for a qualification as specified in a nationally accredited qualification or in an accredited course.

Summative assessment: Assessment that is done at the conclusion of a session, course or larger training period (e.g, at the end of the program). The purpose is to determine success or to what extent the program/project/course met its goals, the primary goal being competency for the learners.

TVET: The education and training sector responsible for developing the skills and knowledge of individuals for work. It includes vocational education and training undertaken in industries, enterprises, government agencies, and community and school settings. The vocational education and training sector encompasses both recognised training leading to a qualification/Statement of Attainment under a National Qualifications Framework (NQF), and non recognised training, such as in-house, product-based training. Recognised training is delivered by organisations registered by a National Training Agency (NTA), in accordance with the National TVET Accreditation Framework.

Validation: Involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same standards. Validation strategies may be internal processes with stakeholder involvement or external validations with other providers and/or stakeholders

ANNEX 2: IMPLEMENTATION PLAN

SN	Output	Actions	Target	Responsible person	Budget & Time Frame				
					Y1	Y2	Y3	Y4	Y5
Strategic Objective 1: To manage a reliable transparent and efficient competence based examinations and assessment process for (BTVET) in Uganda.									
Sub-strategy 1.1: Reliable, transparent and efficient CB examination process for BTVET in Uganda.									
1.1.1	Quality and well balanced examinations are timely set, moderated and conducted	1. Develop standard CBA guidelines.	CBA Guidelines by year 2	Board/ES/PEO					
		2. Develop standard CBA training manuals.	CBA Training manuals by year 2	Board/ES/PEO					
		3. Identify, train and facilitate a pool of examination setters and moderators nominated from the training institutions who can be deployed on a rotational basis.	To have at least 3 item writers & moderators per paper examined	PEO					
		4. Build the capacity of trainers and assessors on CBET through training and sensitization to ensure continuous and progressive assessment.	4 workshops every examination series	E.S/Director/PEO					
		5. Execute on-site assessment of practical modules.	Conduct onsite practical assessment at least twice a year	PEO					
		6. Bench mark good practices for examination setting, moderation and administration from other organizations locally and internationally managing examinations.		ES					
		7. Conduct semesterised examinations	Examinations to be conducted twice per annum.	ES					
1.1.2	Examination papers are professionally handled before, during and after examination time	1. Develop guidelines for management of examination papers before, during and after examinations.	By 2 nd quarter on year 2	ES/PEO					
		2. Build the capacity of UBTEB staff in examination handling and institute a mechanism for peer learning from other examining bodies.	2 staff per annum are trained	Director HR F&A					
		3. Recruit and train more personnel in the examination processing unit.	About 5 staff in examination dept recruited per annum for 4 yrs.	Director HR F&A					

SN	Output	Actions	Target	Responsible person	Budget & Time Frame				
					Y1	Y2	Y3	Y4	Y5
1.1.3	Students' results are accurately computed and timely released	1. Develop and follow examination results management guidelines covering storage, automatic retrieval and processing of certificates.	By 3 rd quarter of year 1	PEO					
		2. Computerize registration of candidates; processing of examination result for accurate cumulative student performance assessment, credit transfer, timely release of results and issue of transcripts and certificates.	Computerized 3 rd quarter of year 1	PEO					
		3. Use various options for access of results such as website and mobile phone. Adhere to examination timelines.	System developed by 3 rd quarter of year 1. Validated annually	PEO					
		4. Work with relevant stakeholders to have single admissions each year to avoid continuous crush programs leading to inadequate preparation and task execution and operational errors.	By 3 rd quarter of year 1.	ES/Board					
		5. Design and issue UBTEB Certificates of Competence for subjects passed after re-take examinations to enhance usability of students' results.	Design developed 3 rd quarter of year 1. And certificates are issued to candidates annually.	Board/ES					
1.1.4	CBET principles are employed in all training institutions and examination centres countrywide.	1. Establish and operationalize a modularized competence based curriculum development team in conjunction with NCDC.	Modularized CB curricula developed by 1 st quarter of year 2.	Board/ES/PEO					
		2. Build capacity of master trainers /trainers and assessors on CBET.	300 master trainers trained per annum. from year 1.						
		3. Develop and operationalize assessment standards.	100 subjects developed per annum from year 2	ES/PEO					
Sub-strategy 1.2: To ensure that all examination centers have the necessary human resource and other required facilities to successfully conduct theory and practical examinations									
1.2.1	All accredited examination centres having the required capacity to conduct theory and practical examinations	1. Publicize and distribute institution and program accreditation requirements.	By 2 nd quarter of year 2 and validated biennial	ES/PEO					
		2. Undertake a National accreditation assessment exercise and publicize the compliance report with action taken/recommended.	Annually	Board/ES/PEO					

SN	Output	Actions	Target	Responsible person	Budget & Time Frame				
					Y1	Y2	Y3	Y4	Y5
		3. Provide for several methods of application for the examination centre including electronic.	By 4 th quarter of year 2	ES/PEO					
		4. Jointly solicit for support from development partners for capacity building and acquisition of requisite facilities for current and potential examination centres.	Partners identified by 4 th quarter of year 1	Board/ES					
		5. Establish an electronic examination centre accreditation self-checker which can continuously be used to provide real-time status of the centres.	Established by 3 rd quarter of year 2	ES/PEO					
		6. Establish a ranking system for the examination centres to encourage competitive improvement in terms of human capacity and infrastructural resources.	Established by 3 rd quarter of year 2	ES/PEO					
Sub-Strategy 1.3: To ensure quality and minimal duplication and leakage of examination questions at different sittings of examinations									
1.3.1	Maintenance of a question bank of over 12,000 high quality CB questions per exam/course	1. Develop a secure question bank of over 12,000 high quality CB questions for each exam.	Immediately in year 1	ES					
		2. Develop an automatic electronic system that selects questions from the data bank that have not been set for a period agreed upon by the committee of examiners.	Pilot to start by 2 nd quarter year 2	ES/SEO					
		3. Annually update the question banks with an agreed upon number of questions (by the examination committees) and delete others based on the feedback from examiners.	Update the bank biannual	ES/SEO					
		4. Develop electronic setting guidelines using the question banks such that questions in different sittings especially those in the last period of years (agreed upon by the examination committees) are not repeated.	Guidelines developed by 2 nd quarter year 2	ES/SEO					
		5. Store the question bank securely preferably in a secured computer database.	store secured immediately	ES/SEO					

SN	Output	Actions	Target	Responsible person	Budget & Time Frame				
					Y1	Y2	Y3	Y4	Y5
		6. Establish an offsite secure backup system for the databank to be utilized in cases of problems with the primary databank.	Offsite backup secured immediately	ES/SEO					
Sub-Strategy 1.4: Avail past examination questions to students and tutors for use in teaching and revision.									
1.4.1	Availability of past examination questions to students and tutors electronically via UBTEB website and the mobile phone.	1. Develop a web and mobile phone based system that provides access to past examination questions to students and tutors.	Pilot to start by 2 nd quarter year 2	ES/PEO					
		2. From time to time provide past examination questions through the newspapers including the expected answer formats.	Biannual publication	SEO/PRO					
1.4.2	Standardized examination results management.	1. Develop examination results management guidelines.	Developed by 1 st quarter year 2	SEO					
		Provide identification for examiners, moderators and administrators of examinations.	400 examiners identified quarterly	PEO					
1.4.3	Availability of hard copies of past examination questions to students and tutors.	1. Provide BTVET institutions with a printed copy of past examinations questions every year at a cost of printing/photocopying.	50 programmes availed annually.	PEO					
		2. From time to time provide past examination questions through the newspapers including the expected answer formats.	Biennial publication	SEO/PRO					
Sub-Strategy 1.5: To store and maintain reliable examination results.									
1.5.1 <i>Repetition</i>	Standardised examination results management.	1. Develop examination results management guidelines.	Guidelines developed immediately. Reviewed in year 5	SEO					
		2. Provide identification nos. to examiners, moderators and administrators of examinations.	Identification nos. issued to 100 annually.	PEO					
1.5.2	Computerize management of examination results.	1. Hire relevant staff.	2 Staff are hired by end of year 5	ES/SHR					
		2. Purchase secure and state of the art technologies.	Computerization done by 3 rd quarter of year 1	PEO					
Sub-strategy 1.6: To award reliable diplomas and certificates that are recognized region wide.									
1.6.1	Standardized awards.	1. Lobby MoES for harmonized management of awards in certificates and diploma for Business, Technical and departmental programmes in	Process to begin by 3 rd quarter year 1. Reviewed in year 5	ES/SEO					

SN	Output	Actions	Target	Responsible person	Budget & Time Frame				
					Y1	Y2	Y3	Y4	Y5
		BTEVT by a single body- UBTEB.							
1.6.2	Reliable examination results.	1. Computerise processing and storage of examination results for more accurate and secure results.	Process to begin by 3 rd quarter year 1. Reviewed in year 5	ES/SEO					
1.6.3	Reliable certificates.	1. Develop guidelines for processing of certificates.	Process to begin by 1 st quarter year 1. Reviewed in year 5	ES/SEO					
		2. Develop hard to forge certificates through benchmarking with already established examination bodies like UNEB.	Process to begin by 1 st quarter year 1. Reviewed in year 3	ES/SEO					
		3. Develop a seal for all certificates that is hard to forge.	Process to begin by 1 st quarter year 1. Reviewed in year 4	ES/SEO					
		4. Add a software module in the examination system that enables the public to validate UBTEB certificates.	Process to begin by 1 st quarter year 1	ES/SEO					
Strategic objective 2: To improve HR, F & A in order to achieve greater organizational and management effectiveness and efficiency of the Board.									
Sub-strategy 2.1: To recruit and retain a high quality staff force for UBTEB functions.									
2.1.1	Staff capacity developed to implement quality programmes.	1. Identify capacity development needs of staff.	2 nd quarter	Director HRF&A/SHR					
		2. Develop update staff development plan.	2 nd quarter	Director HRF&A/SHR					
		3. Organized and facilitate tailor made staff trainings.	Beginning 3 rd quarter 6 modules per annum.	SHR					
		4. Conduct and facilitate routine staff mentorship, counseling and coaching sessions.	At least 6 staff mentored per annum.	ES					
		5. Retain staff and pay emoluments.	Pay 33 staff emoluments per month.	ES/HR					
2.1.2	Staff better facilitated and motivated to execute their duties.	1. Identify staff facilitation and motivation gaps.	1 Staff party/annum, 2days leave after confinement, Shopping vouchers.	SHR					
2.1.3	Critical staffing gaps filled.	1. Develop the staff reward system.	Performance Based system developed by 3 rd quarter.	Director HRF&A/SHR					
		2. Identify critical staffing gaps.	Staff needs assessment by 2 nd quarter.	Director HRF&A/SHR					

SN	Output	Actions	Target	Responsible person	Budget & Time Frame				
					Y1	Y2	Y3	Y4	Y5
		3. Identify sources of funding to fill the gaps.	At least 2 in 1 st quarter	Director HRF&A					
		4. Recruitment of staff and pay their emoluments.	At least 3 staff per annum in respect to staffing need assessment.	ES/Director HRF&A/SHR					
Sub-strategy 2.2: To establish effective Financial Management and Administration systems for optimal performance									
2.2.1	Internal management policies and structures approved and operationalized.	1. Finalise and operationalise the pending draft policy documents.	- Financial Management, - Audit charter, -Examinations standards completed by 3 rd quarter.	Director HRF&A/IA					
		2. Revise and operationalise the UBTEB administration structure for easy information seeking and follow up, and align it with BTVET strategic plan.	-Financial Management, - Audit charter, -Examinations standards reviewed by the end of year 4.	Director HRF&A/IA					
		3. Re-constitute Board committees representation to eliminate duplications.	Develop policy brief in 1 st quarter of year 2 and presented to MoES.	ES/Director HRF&A					
2.2.2	UBTEB policies reviewed, amended and disseminated to stakeholders.	1. Task a select committee to review policies and extract gaps.	4 teams selected by 2 nd quarter in year 4.	ES					
		2. Hold regional 7 National stakeholders' workshops to review Examinations standards & regulations.	Examination standards reviewed by year 5.	ES					
		3. Compile and document reviewed draft policies.	By 3 rd quarter in year 5.	ES					
		4. Present draft policies to the Board for approval.	By 4 th quarter year 5.	ES					
		5. appoint Board and pay emoluments	15 members appointed, 4 coopted members and pay their emoluments quarterly.	ES					
Strategic objective 3: To integrate ICT in the operations of the Board									
Sub-strategy 3.1: To promote use of ICT in the management of the examination process at UBTEB									
3.1.1	Use of ICT in improving examinations management, results management and processing of certificates.	1. Develop a concept for the establishment of the ICT support function at the level of a department in consultation with staff and stakeholders and present it to the Board for approval.							
		2. Set up the ICT department in line with the ICT department concept approved by the Board.							

SN	Output	Actions	Target	Responsible person	Budget & Time Frame				
					Y1	Y2	Y3	Y4	Y5
		3. Procure and install required hardware and software. Develop and disseminate to stakeholders the ICT policy.							
		4. Acquire or develop in house required information systems.							
		5. Sensitize and train staff and key users.							
Strategic Objective 4: To increase public awareness of the Board and its activities									
Sub-strategy 4.1: To keep up-to-date with regional and international standards and best practices for business and technical exams for specialized training institutions									
4.1.1	Established collaborations with relevant international and inter-governmental organizations and agencies.	1. Identify and seek collaborations with relevant international and inter-governmental organizations and agencies in accordance with established procedures e.g. sending applications letters, filling application forms.	Quarterly updates on established network of new partners and opening opportunities to collaborate to share new information and resources.	ES/Director HR F&A					
		2. Identify and seek bench marking visits and staff exchanges to relevant international and inter-governmental organizations and agencies.	Three benchmarking visits to other national exam councils and assessment bodies.	PRO/SHR/AO					
		3. Register with national and international bodies for adherence to quality standards.	At least 3 to 4 international associations per annum.	PRO					
		4. Actively network with other examination management bodies both nationally and internationally.	2 annual joint meetings/workshops.	ES/PRO/SEO					
Sub-strategy 4.2: To create public awareness about CBET and UBTEB including its functions, services, relevance and linkages with other institutions in the Ministry of Education and Sports.									
4.2.1	The purpose for which UBTEB was formed and its services versus those of sister organizations in the MoES namely, DIT, UNEB and NCDC clearly documented and communicated to all	1. Conduct a corporate identity survey.	By 1 st quarter 2014	ES/PRO					
		2. Develop a corporate branding and publicity strategy.	By 4 th quarter 2013	ES/PRO					
		3. Design, print and distribute Information Education and Communication (IEC) materials detailing UBTEB mandate, functions,	2000 Brochures, 500 Cover Folders per annum.	PRO					

SN	Output	Actions	Target	Responsible person	Budget & Time Frame				
					Y1	Y2	Y3	Y4	Y5
	stakeholders and the public/ UBTEB identity branded packaged and publicized.	services and linkages and collaborations with other institutions in the MoES.							
		4. Prepare branded promotional materials including signpost(s), banners, brochures, fliers, website, T-Shirts, caps and others.	1000 pens, 200 caps 1000 notebooks, 500 calendars, 200 T-shirts per annum	PRO					
		5. Prepare banners for UBTEB Vision, Mission, Services and core values and place them in strategic positions in UBTEB offices and during UBTEB events.	4 pull-up banners printed biennial	PRO					
		6. Sensitize UBTEB staff, examiners, instructors and core implementing partners on the UBTEB Vision, Mission, and Core values and services with a view of having a common purpose.	4 workshops annually	SEO/PRO/PIO					
4.2.2	BTJET public image is corrected, rebranded and popularized.	1. Conduct TVET perceptions survey.	Biannual perception report produced.	PEO/PRO					
		2. Implement a National UBTEB-BTJET awareness campaign.	campaign messages developed annually	PRO/PIO					
		3. Design the TVET National public awareness campaign.	5 FM stations (30-minute spots) run quarterly per region and at least three supplements run in three national daily newspapers.	ES/PRO					
		4. Conduct regional community based BTJET awareness campaigns with other players like UGAPRIVI, training institutions and MoES representatives at the Local Government level.	4 regional meetings annually.	DHR,F&A, PRO					
4.2.3	UBTEB's mandate under the MoES clearly distinguished from that of other related departments and agencies and legally	1. Review the policy and legal framework namely the BTJET Act to streamline operations and eliminate role conflict with other MoES institutions, departments and agencies.	Policy brief submitted to the PS by Nov 2013	ES/PRO/PIO					

SN	Output	Actions	Target	Responsible person	Budget & Time Frame				
					Y1	Y2	Y3	Y4	Y5
	supported.	2. Implement a BTVET-UBTEB National media sensitization program on the functions of UBTEB and its linkages with other MoES institutions like UNEB, DIT, NCDC and NCHE.	4 TV programs, 8 press conferences and 10 radio programs run annually.	PRO					
4.2.4	UBTEB Communication strategy developed and implemented	1. Identify key areas where strategic communication is needed.	Conduct stakeholder mapping by 2 nd quarter	PRO					
		2. Develop communication strategy.	Jan 2014	PRO					
		3. Update ICT systems to incorporate the communication strategy.	Annually	ICT officer/PRO					
		4. Evaluate and review effect/impact of the strategy.	biennial	PRO					
4.2.5	Engender coverage of UBTEB activities and TVET issues into the main stream media to enhance public awareness and support.	1. Launch an annual media awards targeting individual practicing journalist and media houses whose work have immensely promoted UBTEB/TVET and shared research information.	December 2013	ES,DHR,F&A, PRO					
		2. Preparation, purchase and placement of purposefully planned and executed messages in the selected media to further the interest of stakeholders/general public in UBTEBs' work.	Quarterly	PRO					
		3. Organize media training on UBTEB/BTVET issues to inform their coverage leading to accuracy.	2 workshops quarterly	PRO					
4.2.6	Lobbying.	1. Holding meetings with relevant committees of parliament.	By end of Oct, 2013	PRO/PIO					
		2. Building a network of UBTEB . Supportive stakeholders.	Monthly	ES/PRO					
Strategic objective 5: To establish and operationalize knowledge management and quality assurance systems									
Sub-Strategy 5.1: Continuously work with training institutions to improve the quality of examination and management									
5.1.1	Annual reports about quality of examinations, performance and management.	1. Work with stakeholders to monitor and analyse quality of examinations, performance and management after every sitting, prepare a report and share the report with training	Process to start 4 th quarter year 1						

SN	Output	Actions	Target	Responsible person	Budget & Time Frame					
					Y1	Y2	Y3	Y4	Y5	
		institutions and other stakeholders e.g. NCDC, NCHE & MoES.								
		2. Engage training institutions to discuss findings and way forward of monitoring and analysis of reports.	150 institutions engaged annually.							
		3. Establish electronic feedback mechanisms for tutors, students, parents, examiners, the public, partners for easy receipt of feedback information.	Process to start 1 st quarter year 2. Reviewed in year 3 & 5							
Sub-strategy 5.2: To continuously improve standards of examination processes and systems										
5.2.1	Evaluated effectiveness and efficiency of examination processes from time to time.	1. Develop evaluation measurement indicators and tools.	Measures developed by 3 rd quarter in year 2.	Board/ES						
		2. To use measurement tools and indicators to collect data and write quality assurance reports.	Quality assurance report quarterly	PEO						
5.2.2	Developed strategies to improve on examination processes and systems to meet international standards.	3. Develop quality assurance guidelines for examination management.	Guidelines developed by 3 rd quarter in year 1	Director HRF&A/PEO						
		4. Bench mark with other examination institutions and adopt best practices.	5 Boards benchmarked by end of year 5.	PEO/ES						
		5. Use external examiners in setting and assessment.	10 external examiners identified per annum.	SEO/ES						
Sub-strategy 5.3: To establish and strengthen research, knowledge dissemination and utilization and collect, analyze industry data, publish reports and inform BTVET's continuous improvements in Uganda.										
5.3.1	A knowledge management & utilization strategy for UBTEB developed & implemented.	1. Identify UBTEB knowledge acquisition, management and utilization needs.	Process to start 4 th quarter year 1	ES/Director HRF&A						
		2. Develop knowledge management & utilization strategy for UBTEB.	Process to start 1 st quarter year 2	ES/Director HRF&A						
		3. Develop research proposals, Develop data and information dissemination.	Process to start 2 nd quarter year 2. Developed annually.	ES/Director HRF&A						
Strategic Objective 6: To increase capacity to mobilize resources for the Board.										
Sub-strategy 6.1: Obtain alternative/supplementary avenues of funding for UBTEB										
6.1.1	Alternative/supplementary resource mobilisation avenues identified and utilised to seek funding.	1. Identify & priorities resource needs.	Investment plan prioritizing resource need developed by 3 rd quarter year 1	ES/Director HRF&A/PIO						
		2. Identify potential development partners and their funding priorities.	By 2 development partners identified per annum.	ES/Board						

SN	Output	Actions	Target	Responsible person	Budget & Time Frame				
					Y1	Y2	Y3	Y4	Y5
		3. Develop Terms of Reference for project proposal writing.	2 TOR developed per annum.	ES/Director HRF&A/PIO					
		4. Write and submit project proposals for funding.	2 proposals per annum.	Director HRF&A/PIO					
6.1.2	A resource mobilization strategy for UBTEB developed.	1. Develop a resource mobilization strategy for UBTEB.	By 1 st qtr year 2	ES/Director HRF&A					
6.1.3	Asset acquisition	1. Development of the Investment plan to incorporate the assets to be acquired by the Board.	Plan developed by end of 3 rd quarter in year 1	ES/Director HR F/A/PIO					
		2. Procurement of Land	Procurement of land to start in by 3 rd qtr year 1	Board/ES					
		3. Construction of Offices	Commencement of construction in yr 2 of 3 storied building	Board/ES					
		4. Construction of warehouse	Commencement & completion of warehouse in 1 st qtr yr 3	Board/ES					
		5. Printary machine	Procurement and installation of machines process to start by 2 nd qtr in year 3	Board/ES					
		6. Containers	2 containers per annum.	ES					