

UGANDA BUSINESS AND TECHNICAL EXAMINATIONS BOARD (UBTEB)

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For any correspondence on this subject please quote Ref. No:

QMS-UBTEB-OES-364-2024

17th June, 2024

To All Heads of Centres

GUIDELINES FOR REAL LIFE PROJECTS' ASSESSMENT

In accordance with the Board's regulation on the conduct of examinations and Assessment, 2019 Part VII (45), the Secretariat has developed guidelines for the Conduct and Assessment of Real-life Projects in Training Institutions. These guidelines stipulate the processes and tasks involved in undertaking real-life projects at the Training institutions by the Lecturers and students.

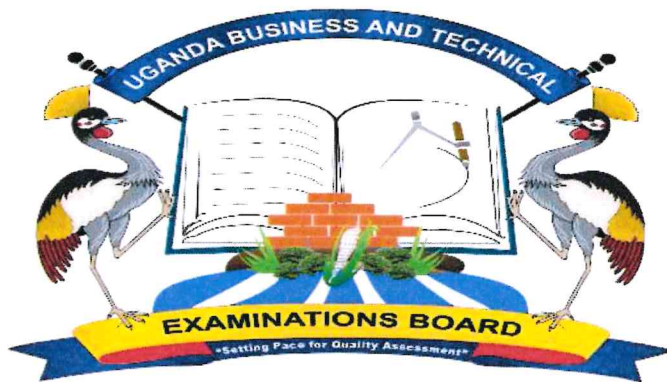
The purpose of this communication is to share with you the draft Guidelines for Real-life projects conduct and assessment for use.

The Board appreciates your continuous positive engagement in streamlining processes for effective service delivery. In this regard, the Board would appreciate your feedback on these guidelines for continuous improvement purposes. Should you have any feedback, please pass it through the Board's Senior Research Officer - Ms. Lillian Nakawala on 0752262050, email; kyagabalillian632@gmail.com. She will compile any issues and in the immediate future, a meeting will be held with the stakeholders during implementation.

Thank you.

Onesmus Oyesigye (CPA)
EXECUTIVE SECRETARY

Encl.



DRAFT GUIDELINES FOR THE CONDUCT AND ASSESSMENT OF REAL-LIFE PROJECTS

JUNE 2024

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APPROVAL

The Guidelines for the conduct and Assessment of Real-Life Projects in TVET programmes assessed by the Board is issued with my approval in accordance with Regulation 22(b) of the Business, Technical, Vocational Education and Training (Establishment of the Uganda Business and Technical Examinations Board (UBTEB)) Regulations, 2009 sec No. 9 of 2009.

CHAIRPERSON, UBTEB

FOREWORD

Uganda Business and Technical Examinations Board (UBTEB) is a National Examination body that is mandated to streamline, regulate, coordinate and conduct credible national examinations and award Diplomas and Certificates in the Business, Technical and Vocational or specialized education or training institutions in Uganda. The Board was established by the Business Technical Vocational Education and Training (BTVET) Act 12 of 2008 and operationalized its activities by the Business, Technical, Vocational Education and Training (Establishment of the Uganda Business and Technical Examinations Board (UBTEB) Regulations, 2009 Sec No. 9 of 2009.

UBTEB is committed to ensure quality assessment in order to determine whether the content and the objectives of learning have been achieved. The Board is mandated to perform the following functions: -

- a. Conduct business and technical examinations for specialized training institutions in Uganda;
- b. Accredite theory and practical examination centres used for the conduct of
- c. examinations;
- d. Make rules regulating the conduct of the examinations;
- e. Establish and maintain a database of examination results in safe custody;
- f. Provide feedback to training institutions on examinations and;
- g. Award certificates and diplomas to successful candidates in such examinations.

The Board has developed the Real-Life Projects Conduct and Assessment Guidelines through a process that involved key stakeholders. They are aimed at streamlining the conduct and assessment of Real-Life Projects in the implementation of Competence Based Education and Training (CBET). The Board would like to thank all those who contributed towards the making of the Guidelines for conduct and assessment of real-life projects. The Board appeals for strict adherence to the Guidelines by all the stakeholders.

Onesmus Oyesigye (CPA)
EXECUTIVE SECRETARY

EXECUTIVE SUMMARY

The Board implements a Competence Based Assessment (CBA) comprising of continuous assessment of Real-Life Projects (RLP), coursework and industrial training and final/summative assessment (knowledge and performance). UBTEB embarked on implementation of RLPs way back in 2012. The RLP concept was introduced in the different curricula to enable trainees apply skills and knowledge learnt during the course of their studies to solve problems as practitioners of the different trades in the world of work. Real life project is a core Module/Paper conducted every semester /examination series whose assessment is carried out at the end of a semester or an academic year for some programmes. However overtime during monitoring the implementation of the projects in training institutions, a number of challenges were identified by the Board leading to the need to develop guidelines for the conduct and assessment of real-life projects. The guidelines provide detailed description of real-life projects, the objectives and relevance of the projects, the stages of implementation of the projects for all programmes assessed by the Board. Key considerations when conducting the projects and assessment plus the procedures and tools to be used are enlightened in the guidelines. This document further describes the key roles played by the key stakeholders in the assessment process. A comprehensive guide is provided on assessment criteria for the Business and Humanities, National Technical, Agriculture and Biological sciences and UCPCs and for the diplomas for Technical Physical and Biological sciences.

LIST OF ABBREVIATIONS/ACRONYMS

BTVET	Business, Technical Vocation Education and Training
TVET	Technical, Vocation Education and Training
UBTEB	Uganda Business and Technical Examinations Board
RLPs	Real life Projects
CBA	Competence Based Assessment
CBET	Competence Based Education and Training
CAD	Computer Aided Design
B.O. Q	Bills of Quantities
OSH	Occupational Health and Safety
OHSE	Occupation Health, Safety and Environment
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
CBT	Competency Based Training
UCPC	Uganda Community Polytechnic Certificate
NC	National Certificate
NDs	National Diplomas
ISO	International Standards Organization
IT	Industrial Training
QMS	Quality Management System

DEFINITION OF KEY TERMS

The key terms used in these Guidelines and subsequent real life projects implementation processes are defined as follows for purposes of guiding their interpretation and application:

1. **Real Life Project:** is a set of interrelated tasks that are executed over a specific period of time (year or semester) in order to come up with a product or provide a service in relation to the different areas of specialization/trades (UBTEB RLP guideline 2012).
2. **Module:** is an aggregation of the awareness, knowledge, skills and attitude competencies which reflect what a competent person in a particular role should be able to perform.
3. **Action Learning:** learning by working on real problems, implementing solutions, and reviewing and reflecting on the learning process.
4. **Assessment:** the process of gathering and judging evidence of a person's competence against defined standards in order to decide whether the person has achieved the standard or objective.
5. **Assessment Guidelines:** a set of procedures for those involved in assessment which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment.
6. **Assessment of Competence:** the means by which evidence of performance is collected, compared with a standard, and a judgment about acceptable performance is made and formally recorded. The person is either Competent or Not Yet Competent. There is no rank order, no grades or banding because an individual's abilities are compared with the standard, not with each other.
7. **Assessment Tool:** a method for the gathering of evidence for assessment, such as a knowledge test or a checklist of practical performance
8. **Real Life project assessor:** an experienced and qualified professional who carries out the assessment, compares collected evidences with the performance standards / criteria of the job and then makes a formal assessment of the individual's competence. The assessor formally records the result of the assessment and provides feedback to the individual.

9. **Competency Based Assessment:** the gathering and judging of evidence in order to decide whether a person has achieved a standard (level) of competence
10. **Competency Based Training:** training which develops the awareness, skills, knowledge and attitudes required to achieve certain competency standards (levels)
11. **Candidate,** is a person who has undertaken TVET training/instructions and has been registered with UBTEB by a TVET Assessment Centre to undertake assessment.
12. **Trainee** is a person who is undertaking the TVET training/instructions regardless of whether s/he is assessed or not.

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1. INTRODUCTION

1.1 BACKGROUND

The Board implements a Competence Based Assessment (CBA) comprising continuous assessment (Real Life Projects (RLP), coursework and industrial training) and final/summative assessment (knowledge and performance). UBTEB embarked on implementation of RLPs way back in 2012. The RLP concept was introduced in the curriculum to enable trainees apply skills and knowledge they learn in the course of their studies to problems they have to solve as practitioners of the different trades in the world of work. However overtime in monitoring the implementation of the projects at the training institutions, a number of challenges have been observed;

RLP is a Module/Paper and is assessed by UBTEB under continuous assessment, conducted at business, vocational and technical training institutions under TVET. RLP is a core Module/Paper conducted every semester /examination series and whose assessment is carried out at the end of a semester or an academic year for some programmes.

1.2 JUSTIFICATION FOR THE GUIDELINES

- i. Some candidates are not aware of the RLPs assessment schedule.
- ii. Some institutions do not distinguish between RLPs inspection, RLPs assessment and workshop practice.
- iii. Candidates' RLPs reports are not marked by lecturers/instructors at the time of assessment.
- iv. Some candidates prepare group project reports as opposed to individual reports stipulated in the curriculum.
- v. Some candidates do not correlate theoretical principles to the RLPs.
- vi. Similar RLPs are presented because some curricula define same content in different semesters (Technical Diploma).
- vii. Some trainers are not able to interpret the curriculum in the conduct of RLPs.
- viii. RLP objectives are misrepresented as trainee learning objectives.
- ix. Candidates in some institutions produce duplicated reports as opposed to individual reports.
- x. Candidate not using the standard report format for RLPs.

- xi. Lack of evidence that the RLPs were implemented either at the training institution or outside.
- xii. Lack of a systematic score guide defining the detailed marks distribution.
- xiii. Lack of proper guidance on the right format of the PowerPoint presentation.

1.3 OBJECTIVES OF THE GUIDELINES

- i. To streamline the conduct and assessment of RLPs.
- ii. To stipulate the roles of different stakeholders in the conduct and Assessment of RLPs.
- iii. To guide on the different stages involved in the conduct and assessment of RLPs.
- iv. To ensure that RLPs undertaken are aligned to the Modules /course units within the different semesters.
- v. To provide the assessment criteria of RLPs.
- vi. To ensure that the products/services realized from the RLPs undertaken are useful to the institution or community.

1.4 SCOPE

The document provides the details of the conduct and assessment of Real-Life Projects for UCPCs, NCs and Diplomas in the training fields of Business, Humanities, Physical Sciences, Technical, Agricultural and Biological Sciences.

1.5 TYPES OF REAL-LIFE PROJECTS

Projects may be broadly classified into five as;

1.5.1. CONSTRUCTIVE PROJECTS.

A construction project is as a series of interrelated construction tasks which are undertaken in a systematic order over a temporary timeframe. It results in the completion of the project and the creation of a tangible product or outcome such a paving a road, building a shade etc.

1.5.2 ARTISTIC PROJECTS.

These projects are generally allotted in the aesthetic fields of life. E.g. Cosmetology, in music, drawing (Architecture), painting art and culture.

1.5.3 PROBLEM SOLVING PROJECTS.

These are projects aimed at solving community problems related to any life situation. Such as waste management, repair of vehicles, plumbing, construction etc.

1.5.4 ENTREPRENEURIAL PROJECTS

These are ventures undertaken aimed at growing new business opportunities e.g. school canteen, Juice, mobile money, barbering, hairdressing, soap making, shoe mending etc.

1.5.5 COMMUNITY IMPROVEMENT PROJECTS

These are projects undertaken for improving the social, economic and environmental conditions of communities such as community SACCO, Tree planting, Elderly services, Counselling and guidance etc.

1.6 RELEVANCE OF REAL-LIFE PROJECTS

- i. The Trainees develop competences in performing different tasks in day-to-day life or world of work.
- ii. The training institutions and communities benefit from the RLPs undertaken by the trainees.
- iii. The trainees can apply the knowledge and skills acquired in classroom situations to the world of work.
- iv. It promotes creativity and innovation among trainees.
- v. Some institutions are using RLPs for income generation

1.7 KEY CONSIDERATIONS IN UNDERTAKING REAL LIFE PROJECTS

- i. **Location of RLPs conduct-** RLPs shall be conducted at training institutions or in communities with formal written evidence between institutions and the community. Furthermore, for the case of implementation in community setting, projects shall be expected to be within reachable distance in the institution's location to make it reachable for assessors to verify the implemented project.
- ii. **Individual or group projects-** The projects shall be done individually or in groups depending on the nature and magnitude of the projects. In case of group projects, supervisors shall ensure that the group sizes do not exceed a maximum number of 15 members who will be proportional to the scope of work to be done.

- iii. **Key Knowledge, Understanding, and Success Skills** - The project is focused on trainee learning goals, including standards-based content and skills such as critical thinking/problem solving, risk mitigation, communication, collaboration, and self-management.
- iv. **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the classroom, appropriate level of challenge.
- v. **Sustained Inquiry** - Trainees engage in a rigorous, extended process of asking questions, finding resources, and applying information to arrive at a project at hand.
- vi. **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to trainees’ personal concerns, interests, and issues in their lives.
- vii. **Trainee centred**- Trainees initiate and make decisions about the project, including how they work and what they create.
- viii. **Reflection** - Trainees and trainers reflect on learning, the effectiveness of their inquiry and project activities, the quality of trainee work, obstacles and how to overcome them.
- ix. **Critique & Revision** - Trainees give, receive, and use feedback to improve on, or rework their process output of either a product or a service.
- x. **Presentation/exhibition of work done** - Trainees make their project work public by explaining, displaying a product/service, and/or presenting it using power point.
- xi. **Reporting on work done** – Trainees report on the work done and learning experiences acquired throughout the entire process by writing a project report. This is intended to bring out mastery learning of all the work done.
- xii. **Evidence demonstration** - It is important to demonstrate evidence of the RLP execution to prove authenticity and relevance of the projects done. Evidence demonstration undertakings can be shown by; documentation of the different stages, pictorial presentations and video coverages.

2. PROCEDURE FOR CONDUCT OF REAL-LIFE PROJECTS

This section describes the stages for conduct of Real-Life projects in their chronological order.

The stages are categorised as Business/humanities and

Vocational/Technical/Agriculture/Biological sciences.

Before the conduct of RLP, Trainees are Oriented on the following;

- a) Scope of Real-Life projects
- b) The purpose or importance
- c) Key outputs of undertaking RLPs
- d) Stages of project implementation
- e) Application of knowledge, skills and attitudes in Real Life situations
- f) Documentation and evidence of RLP conduct

2.1. STAGES FOR CONDUCT OF RLPS IN BUSINESS AND HUMANITIES

Project Phase	Semester/Time of completion	Results	Trainers Remarks/ Action to be taken
Project I: Project Proposal/ Plan Development	Year I, Semester I	Performs feasibility studies and collects data that reveals the viability of project	Approve/disapprove the project idea/concept and project proposal.
Project II Project Implementation	Year I, Semester II	Accomplishment of project tasks with respect to schedule	Advise trainees to take corrective action in terms of accomplishment of project.
Project III: Project Presentation and Demonstration, Value addition	Year II, Semester I	Identify opportunities that can add value to the project e.g. processing technology, grading, packaging, customer segmentation.	Assess the trainees' ability to investigate and resolve problems. Assess their ability to anticipate future needs and requirements.
Project V: Project evaluation Project defense in form of a written report, financial report and or an oral presentation	Year II, Semester II	Strengths and weaknesses of trainees' competencies revealed	Find out if trainee successfully demonstrated the accomplishment of project implementation.

2.2 STAGES FOR CONDUCT OF RLPS IN VOCATIONAL, TECHNICAL, AGRICULTURAL AND BIOLOGICAL SCIENCES

Stage	components	Guide/Tasks for trainees
1. Project Planning	Idea generation/needs identification	The trainees shall identify the challenges/gaps/needs/demands within the institution or community.

Stage	components	Guide/Tasks for trainees
	Screening and project selection	The Trainees select the most viable project to be undertaken based on factors like; scope, level, time, cost, location, complexity, content coverage and application. The projects undertaken are also expected to be in line with the curriculum module(s) for a particular assessment period.
	Proposal development	<p>Trainees shall develop a proposal based on the most viable option.</p> <ul style="list-style-type: none"> · Proposals shall undergo review to ensure authenticity and adherence to standards and guidelines. · Supervisors shall evaluate trainees to verify the application of appropriate methods. · Trainees shall conduct a feasibility study to assess the potential success of their project plan
	Product/service design	<ul style="list-style-type: none"> • Trainees shall create project designs for their proposed products or services. · Designs should align with the needs of prospective clients. · The project design should be able to meet the identified challenge effectively
	Materials Schedule/materials costing/B.O. Q/budgeting	This aspect involves detailed description of the project inputs with their corresponding costing expected sources of funding.

Stage	components	Guide/Tasks for trainees
	Procurement	During the procurement stage, trainees are expected to know how the project implementation inputs will be obtained. This stage requires trainees understanding the methods of procurement, purchase and delivery of materials to work stations.
	Resource Mobilisation	This stage involves trainees demonstrating how they identify the project inputs like; finances, materials, human resource, tools and equipment inputs for implementing the project.
	Workplan/Scheduling	The trainees are expected to schedule the implementation of the project. This involves outlining the main tasks and timelines
2. Project implementation	OHSE observance	Trainers shall ensure that Health, Safety and Environment conservation are observed by trainees at all stages of implementation to avoid accidents, injury to persons, damage to tools, equipment and other facilities.
	Creativity/ Innovation	Project supervisors, in this case the trainers should ensure that trainees use their creative and innovative abilities in terms of; <ul style="list-style-type: none"> • Self-motivation • Team playing • Ability to identify challenges for project undertakings. • Ability to collect information for problem solving. • Ability to identify alternative solutions

Stage	components	Guide/Tasks for trainees
		<ul style="list-style-type: none"> Ability to select appropriate solution to solve problem in form of project implementations.
	Finishing and branding	Institutions should build the capacity of trainees to market themselves in order to sustain their livelihoods through the Real-Life project finishing and branding undertakings.
	Value Addition	This is an enhancement in terms of quality and durability made by a company/individual to a product or service before offering it for sale to the end customer.
3.Project Evaluation	Planning the Evaluation	<ol style="list-style-type: none"> 1. Trainees shall Identify data sources and methods (e.g., surveys, interviews). 2. Trainees shall develop a plan for data collection and analysis
	Collecting data and Analysing Data	<p>Trainees shall gather information on project activities, outputs, outcomes, and impacts.</p> <p>Using diverse methods such as surveys, interviews, and focus groups</p>
	Drawing Conclusions and Making Recommendations	Trainees shall Evaluate challenges encountered and assess the degree of objective achievement
	Reporting the Findings	Trainees shall Communicate evaluation findings using the format provided.

Stage	components	Guide/Tasks for trainees
		Technical Diploma Candidates also do power point presentations in groups.

2.3 REAL LIFE PROJECT REPORTING FORMAT

The RLP report format is as outlined below.

- i. Title page
- ii. Declaration
- iii. Acknowledgement
- iv. Abstract/Executive Summary
- v. Table of Contents page
- vi. List of Acronyms
- vii. Chapter 1 - Introduction
- viii. Chapter 2 - Literature review (Minimum of 2 pages)
- ix. Chapter 3 - Methodology/Procedure
- x. Chapter 4 - Skills/lessons learnt, Challenges, Conclusions and Recommendations
- xi. References
- xii. Appendices

Note:

The RLP report format may vary depending on the levels of training that is UCPC, NC and NDs

2.4. REAL LIFE PROJECT REPORT PRESENTATION

In this stage, trainers shall guide trainees on how to present the work done to their project supervisors and an assessment panel one week before beginning the final semester or academic year assessment. Candidates under the guidance of their supervisors shall carry out mock presentations to their supervisors and peers to track their state of preparedness, presentation content, order, skill, quality of slides and style. Presentation panels shall be selected at the institutions to prepare the candidates for final presentation.

Candidates could also carry out mock presentations amongst their peers to test their confidence, accuracy and standard of presentation content before meeting the institution assessment panels and those from the UBTEB.

The presentation format is outlined below with the following content.

- i. Title slide
- ii. Presentation outline slide
- iii. Introduction slide
 - Problem statement
 - Main objective
 - Specific objectives
 - Scope
- iv. Literature Review slide
- v. Methodology slide
- vi. Skills/lessons learnt, Challenges, Conclusions and Recommendations slide
- vii. References slide
- viii. Appendices slide

2.5 TOOLS USED BY TRAINEES IN REAL LIFE PROJECT IMPLEMENTATION

The trainees shall identify and document the tools, materials and equipment to be used in RLP implementation. Other requirements may include the following;

- i. Note book for documentation
- ii. Project Profile file for systematic documentation of implementation.
- iii. Camera and video for capturing pictorial evidence of implementation.
- iv. Computers for typing the report
- v. Design software
- vi. Technical drawing equipment
- vii. Project specific equipment/tools for quality measure, quality control, construction, etc

2.6 ROLES OF STAKEHOLDERS IN THE CONDUCT OF REAL-LIFE PROJECTS.

2.6.1 MINISTRY OF EDUCATION AND SPORTS

The role of MoES is to offer policy guidance and support in training and assessment in the sector.

2.6.2 UGANDA BUSINESS AND TECHNICAL EXAMINATIONS BOARD

- i. Develop and disseminate RLP guidelines.
- ii. Inspect and monitor the implementation and assessment and guide the execution of the projects during the period of training.
- iii. Identify, train and deploy assessors in RLP assessment.
- iv. Receive, analyse and validate RLP results of candidates.
- v. Prepare Real Life Project assessment/or monitoring reports.
- vi. Provide feedback to stakeholders on the conduct of RLPs.

2.6.3 WORLD OF WORK/PROFESSIONAL BODIES

- i. Participate in the Inspection, monitoring and assessment of RLPs.
- ii. Provide guidance on the required work place standards of specific areas of specialisation.
- iii. Check compliance of candidates' RLPs to occupational standards.

2.6.4 TRAINING INSTITUTIONS

- i. Plan and provide resources for the conduct of RLPs.
- ii. Incorporate RLP module in the timetable.
- iii. Introduce RLP module to trainees during training.
- iv. Guide, supervise and assess the Trainees during RLP conduct.
- v. Profile trainees' progress during RLP implementation
- vi. Ensure that the skills acquired by the trainees in RLPs for each area of specialization are in line with the modules being covered in the assessment period.
- vii. Submit RLP results as per the UBTEB guidelines
- viii. Collaborate with Communities around the institutions in solving community related challenges through conduct of RLPs in areas of specialization
- ix. Compile a final report on the conduct of RLP in the assessment period.

2.6.5 TRAINEES

- i. Identify the need /problem and provide a solution through RLP conduct.
- ii. Perform all the tasks at various stages of the conduct of RLPs and present for assessment
- iii. Keep personal records on the progress of the RLPs.
- iv. Prepare an individual report on the project.

3.0 ASSESSMENT CRITERIA

This should be followed as indicated in the syllabi by each individual institution ensuring that there is clear recording of the marks following the procedures. The institution shall ensure that trainees are guided successfully through their tasks/projects and awarded marks for programmes on termly/semester system but continuously.

3.1 ASSESSMENT CRITERIA FOR RLPS IN BUSINESS AND HUMANITIES

PROJECT LEVEL 1

PROJECT IDENTIFICATION AND PLANNING

Project Title: _____

Name of Evaluator: _____

Please circle appropriate score

Grading Criteria	Inadequate	Fair	Good	Excellent	Total
Introduction/ Description of the Scope of Project	1	6	8	10	/10
Description of Project aims and objectives	1	6	8	10	/10
Identify a project and carries out environmental analysis	1	6	8	10	/10
Originality of concept/idea (Uniqueness)	6	12	16	20	/20
Description of Design of product/service	1	6	8	10	/10
Resources (materials/components/cost breakdown	1	6	8	10	/10
Description of Project Schedules and Proposed Budget	1	6	8	10	/10
Presentation/Organization of Feasibility report	6	12	16	20	/20
Total					/100
Decision	Approve/Disapprove_____				

PROJECT LEVEL II
PROJECT IMPLEMENTATION

Project Title: _____

Name of Evaluator: _____

Please circle appropriate score

Grading Criteria	Inadequate	Fair	Good	Excellent	Total
Supporting Information <ul style="list-style-type: none">• <i>Photographs of trainees in action</i>• <i>Surveys, brochures, meeting agendas and other trainee created work</i>• <i>Newspaper articles,, media coverage, social media engagement</i>• <i>Community correspondence (letters written or received)</i>• <i>Hardcopies of electronic resources developed (websites, videos, presentations)</i>	6	12	16	20	/20
Display and Demonstration of Product: <ul style="list-style-type: none">• <i>Table-top display provides evidence of project outcomes.</i>• <i>use of the display board</i>• <i>Participation of all team members and individuals</i>	6	12	16	20	/20
Interview <i>Interview with assessor to communicate a deeper understanding of the project</i>	1	6	8	10	/10
Written Project Report (Progress Reporting)	6	12	16	20	/20
Presentation (Delivery/presentation skills/Organization/)	1	6	8	10	/10
Professionalism	6	12	16	20	/20
Total					/100
Successful Demonstration	Yes/No _____				
Comments: _____					

PROJECT LEVEL III
PROJECT PRESENTATION & DEMONSTRATION

Project Title: _____

Name of Evaluator: _____

Please circle appropriate score

Grading Criteria	Inadequate	Fair	Good	Excellent	Total
Demonstration of Problems encountered	1	6	8	10	/10
Actions taken and outcomes to date <ul style="list-style-type: none"> • <i>Progress made</i> • <i>Evidence of effort</i> • <i>Accomplishment of project tasks</i> 	6	12	16	20	/20
Resource identification & utilization <ul style="list-style-type: none"> • <i>description of the resources and how they were used provided</i> • <i>utilize the skills of experts</i> 	6	12	16	20	/20
Description of completed products/services and improvements done on quality of product/service	6	12	16	20	/20
Evidence of diversification of existing product or services to expand the project	1	6	8	10	/10
Potential Problems/risks (solutions/mitigation measures)	1	6	8	10	/10
Engage with stakeholders in the project, improving understanding and cooperation.	1	6	8	10	/10
Total					/100
Project on-schedule	Yes/No _____				
Recommendations for corrective action/Suggestions for improvement: _____ _____ _____					

PROJECT LEVEL IV
PROJECT FINAL PRESENTATION AND EVALUATION

Project Title: _____

Name of Evaluator: _____

Please circle appropriate score

Grading Criteria	Inadequate	Fair	Good	Excellent	Total
Achievement of Goals <i>Clearly outlined accomplishments</i>	1	6	8	10	/10
Effectiveness of Problem Solving <i>Ability to solve problems that arise during project implementation</i>	1	6	8	10	/10
Personnel (project team members' assigned tasks) -Involvement	1	6	8	10	/10
Potential Problems (solutions/risks/controls)/ Project Evaluation procedure and Test Plan	1	6	8	10	/10
Demonstration of : • Product component	6	12	16	20	/20
• Service component	6	12	16	20	/20
Written Project Report	1	6	8	10	/10
Makes Oral Presentation of the project	1	6	8	10	/10
Total					/100
Successful Demonstration of completion of Project objectives	Yes/No _____				
Comments: _____ _____					

3.2 ASSESSMENT CRITERIA FOR RLPS IN NATIONAL TECHNICAL AND AGRICULTURAL AND BIOLOGICAL SCIENCES CERTIFICATE AND UCPC

SN	Implementation stage	Assessment parameters	scores
1.	Real Life Project identification		10 Marks
		Need/ demand/ innovation	4
		RLP title	6
2.	RLP Planning		20 Marks
		Work schedule	5
		Budget	3
		Working drawing	10
		Materials	2
3.	RLP implementation		50 Marks
		Skills application	30
		Process	
		Product	
		Time management	10
		Resource utilization	5
		Project completion	5
4.	Report writing		20 Marks
		Introduction	2

		Project identification	2
		RLP Planning	5
		RLP implementation	5
		Students reflections	3
		Conclusion	3
		Total	100 Marks

3.2.1 DESCRIPTION OF THE ASSESSMENT

SN		Standard
1.	Real Life Project identification	<p>The trainee shall identify need or problems or an innovation in their area of study and covering the curriculum content.</p> <p>From the identified need or problem develop a project title.</p>
2.	RLP planning	<p>The trainees shall make drawings of the intended project. Develop a budget and draw a work schedule on how they shall accomplish the project.</p> <p>They shall indicate the tools and materials they will use in the project and how they shall access them.</p>
3.	RLP implementation	<p>The trainees together with their instructors shall agree on the skills involved in the project and using the process- product criteria conduct the assessment of the implementation of the project.</p>

		<p>The time lines on the achievement of the various stage shall be considered as part of the assessment.</p> <p>The proper utilization of the material provided shall be part of the assessment.</p> <p>The trainees shall be required to present their projects in line with their work schedule.</p> <p>The level of completion of the project shall be the assessed.</p>
4,	Report writing	<p>The trainees are expected to give a description of entire process project but following the entire stages of the project.</p> <p>They also need to include what they have learned in the project as their reflections.</p>

3.3. ASSESSMENT CRITERIA FOR RLPS IN DIPLOMAS OF TECHNICAL AND PHYSICAL AND BIOLOGICAL SCIENCES

This section discusses how the RLPs are assessed at the end of an assessment period of either a semester or an academic year. The section summarises the discussion on; the assessment regulations, process and assessment criteria.

3.3.1. REGULATIONS FOR THE ASSESSMENT OF REAL-LIFE PROJECTS

- i. A project shall constitute a number of tasks and be assigned to trainees by trainers based on the curriculum or programme of study or needs of the community at the beginning of the training period or course.
- ii. The assigned tasks shall be within easy of reach of the trainee such as the training institution and its environment.
- iii. Trainees shall be assigned tasks or projects within or outside the training institution which may be conducted individually or in groups under close supervision of a trainer and each trainee shall be required to provide an individual independent report.
- iv. The tasks or project shall be completed within a period specified in the Curriculum.

3.3.2. ASSESSMENT CRITERIA

Trainers shall consider the following during the assessment process of RLPs.

- i. Assessment tools
- ii. Attendance
- iii. Documentation of work
- iv. Evidence of work performance
- v. Quality of reporting
- vi. Quality of presentation

Real life projects assessment is done in 2 phases which include;

- i. Phase 1 involving inspection and monitoring of trainees' projects
- ii. Phase 2 involving final assessment of trainees by the Board.

During the inspection and monitoring of RLPs the Board shall organise and inform institutions on when the activity will take place. Inspection tools shall comprise of the following;

- i. Progress form for candidates
- ii. Attendance register
- iii. UBTEB registration list
- iv. Real life inspection progress report

Phase 2 involves the final assessment of trainees by the TVET Tripartite Assessment team comprising training institution staff, World of Work experts and Assessment Board officers.

3.3.3. ASSESSMENT TOOLS COMPRISE;

- i. Attendance register
- ii. UBTEB registration list
- iii. Mark sheets
- iv. Collection of compiled master CDs for candidates.
- v. Assessment report compilation

Before assessment, UBTEB notifies the training institutions a week to two weeks' time to prepare for assessment of the real-life project. This is followed by a briefing at the secretariat of the tripartite team supposed to participate in the assessment.

3.4. ASSESSMENT OF TECHNICAL/VOCATIONAL, PHYSICAL SCIENCES DIPLOMA REAL LIFE PROJECTS BY STAKEHOLDERS

Assessment of Technical/Vocational, Physical Sciences Diploma Real Life projects of UBTEB is implemented in two phases that is; RLP inspection phase and Final RLP assessment phase.

Real Life Project phase, involves officers of UBTEB making a pre-inspection of the projects at the training institutions by trainees, to monitor the progress of implementation

Based on the assessment criteria indicated in the different curricula, carried out in two parts;

1. Assessment by the Instructors/Lecturers.
2. Assessment by UBTEB and world of work.

3.4.1. ASSESSMENT BY TRAINING INSTITUTIONS

Assessment by Instructors/Lecturers constitutes the continuous assessment marked out of 70%.

The criteria for this assessment include;

S/N	Existing Criteria	Award	Proposed Criteria	Award
1.	Project identification and drawing	15 marks	Project identification	05
2.	Planning of the execution	05 marks	Project Planning	
3.	Project Proposal		<ul style="list-style-type: none"> • Proposal development 	05
4.	Project design		<ul style="list-style-type: none"> • Project design/Business plan 	10
5.	Bills of quantities	10 marks	<ul style="list-style-type: none"> • Project costing <ul style="list-style-type: none"> ▪ Material schedule ▪ Bills of Quantities ▪ Budget Process for Business 	10
			<ul style="list-style-type: none"> ➤ Identification of project inputs/cutting list Materials schedule/Budget 	

			➤ Taking off	
			<ul style="list-style-type: none"> • Procuring Inputs <ul style="list-style-type: none"> ➤ Requisition for project materials ➤ Bidding methods <ul style="list-style-type: none"> ▪ Open ▪ Closed or selective ➤ Purchase and delivery to work station 	05
			• Work plan	
	Actual implementation	25 marks	Project implementation <ul style="list-style-type: none"> • Activities of implementation 	25
	Finishing and testing	15 marks	Report Writing	10
	TOTAL	70 marks		70

3.4.2. ASSESSMENT BY THE BOARD

The Board will send a team usually composed by staff and experts from the world of work to carry out the assessment which will involve presentation of projects (For diploma level trainees) and this will constitute the 30% of the total score while the 70% will be awarded by the Instructors/Lecturers and it involves all the processes from identification of the project idea to when it is ready for presentation as explained in 3.4.1 section above. The criteria for this part of 30% assessment include;

S/N	Criteria	Award
1.	PowerPoint presentations	10 marks
2.	Response to oral questions	10 marks
3.	Final report on the project	10 marks
	TOTAL	30 marks

The above criteria are further broken down into report writing guide, presentation guide and question answering guide.

3.5. MARKING OF THE PROJECT REPORT

With the help of the Instructors/Lecturers, the reports are marked using the marking guide provided. Marks from the three activities are then transferred to the final mark sheet provided.

3.6. RLPS ASSESSMENT SCORE GUIDE

The score guides are prepared according to the levels at which the projects are assessed. The levels include; institution and UBTEB. The UBTEB score guide is laid out below.

4.0. APPENDICES

4.1. APPENDIX 1: REAL LIFE PROJECTS ASSESSMENT SCORE TEMPLATE

FOR TRAINING SUPERVISOR ONLY

PAPER CODE & NAME: ----- DATE: - -----

CENTRE NUMBER: ----- CENTRE NAME ----- -----																							
Candidate's registration number																							
		TOTAL																					
S/ N	Scoring guide			Process	Product/ Service	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
1.	Project identification	10																					
	minutes, record note book/logbook, camera pictures, video, survey report																						
	Meeting to discuss project work, Site survey/site visit /geotechnical investigation/work station visit/survey questionnaires																						

	➤ Procurement /Purchase and delivery to work station																			
e	Work schedule/workplan	05																		
3.	Project implementation	25																		
	Activities of implementation																			
4.	Project Summary <ul style="list-style-type: none"> • Report Writing • Report Presentation 																			
a	Report writing (Finishing)	10																		
	<ul style="list-style-type: none"> • Title Page • Approval • Declaration 																			

	Chapter 3 - Methodology/Procedure																			
	Chapter 4 – Discussion <ul style="list-style-type: none"> • Skills/lessons learnt, • Challenges, • Conclusions and • Recommendations 																			
	References Author(s) name Title of reference Year of publication																			
	Appendices Captioned figures, tables, etc., linked to report work.																			
b	Presentation (Testing)	10																		
	Title Slide																			

Literature review Slide (Minimum of 2 slides)																				
Body/Methodology/Procedure Slides																				
Summary slide <ul style="list-style-type: none"> • Skills/lessons learnt, • Challenges • Conclusions • Recommendations 																				
References <ul style="list-style-type: none"> • Author(s) name • Title of reference • Year of publication 																				
Appendices Captioned figures, tables, etc., linked to report work.																				
Question and Answer Session	10																			

[illegible]

NAME OF SUPERVISOR

4.2. APPENDIX 2: REAL LIFE PROJECTS INSPECTION TOOLS

ACTIVITY: INSPECTION OF VOCATIONAL CERTIFICATE, NATIONAL BUSINESS, TECHNICAL/VOCATIONAL DIPLOMA					
REAL LIFE PROJECTS AND COURSE WORK VERIFICATION					
CENTRE NUMBER:			EXAM SERIES:		
CENTRE NAME:			YEAR: SEMESTER:		
S/N	DATE	NAME	DESIGNATION	CONTACT	SIGNATURE
NAME OF UBTEB STAFF: ----- SIGNATURE: -----					

4.3. APPENDIX 3 REAL LIFE INSPECTION REPORT FORMAT

- Introduction
- Area of operation
- Time frame (start and end)
- Inspection/Verification team _____

Nature of the Real life projects done

The nature of the Projects inspected per institution per program in tabular format as below.

S/N	Institution	Programme	Year of Study	No of trainees	Grp/Ind	Project name	Progress remarks

General observations (RLP)


Observations on the way real life projects were being executed.

Challenges and Recommendations from the implementation real life projects

This should be done in tabular format as below.

S/N	Challenge	Recommendation

4.4. APPENDIX 4: REAL LIFE PROJECTS ASSESSMENT BRIEFING ATTENDANCE

	UBTEB			Page 1 of 1
	Department Section	Office of ES		
	Document Title	Attendance Register		Issue number
TYPE OF MEETING:	REAL LIFE ASSESSMENT BRIEFING MEETING		Venue:	
	Document Number		Effective Date	
Name	Title	Phone	Email	Signature
1				
2				
3				
4				
5				

6						
7						
8						
9						
10						

4.5. APPENDIX 5 RECORD OF CANDIDATES



UGANDA BUSINESS AND TECHNICAL EXAMINATIONS BOARD
RECORD OF ATTENDANCE

CENTRE NO:----- ASSESSMENT CENTRE NAME: -----

PAPER CODE: ----- PAPER NAME: -----

DATE: ----- EXAM SERIES: ----- SESSION-----

S/N	CANDIDATES'S NAME	PROGRAMME	REGISTRATION NUMBER	SIGNATURE

Name of Centre Supervisor: ----- Phone contact: ----- Signature: ----- Date: -----				
Name of Supervisor: ----- Phone contact: ----- Signature: ----- Date: -----				
NOTE: To be filled in triplicate				

4.6. APPENDIX 6 SCORE GUIDE

4.6.1 PROJECT LEVEL I

PROJECT IDENTIFICATION AND PLANNING

Name of Institution: _____ Project Title: _____

Name of Student: _____ Programme of Study: _____

Year of Study: _____ Registration No: _____

4.6.2. PROJECT LEVEL II

PROJECT IMPLEMENTATION

Name of Institution: _____ Project Title: _____

Name of Student: _____ Programme of Study: _____

Year of Study: _____ Registration No: _____

S/n	Grading Criteria	Inadequate	Fair	Good	Excellent	Score
i.	Identification of problems and screening project ideas.	1-3	4-6	7-9	10	/10
S/n	Grading Criteria	Inadequate	Fair	Good	Excellent	Score
i	The learner's problem aligned to any theme in the modules.	1-3	4-6	7-9	10	/10
ii.	Attendance	1-3	4-6	7-9	10	/10
iii.	Time Management	1-3	4-6	7-9	10	/10
iv	Description of the Project.	1-3	4-6	7-9	10	/10
v	Learner writes an appropriate project title and background after identifying a community problem.	1-3	4-6	7-9	10	/10
vi	Participation (Group work, Task/ assignment, Creativity)	5-9	10-14	15-19	20	/20
vii.	Justification of the Project.	1-3	4-6	7-9	10	/10
viii.	Supporting Information/Documentation Learner writes objectives and benefits of the project • Photographs, record book, invoices, minutes, correspondence,	1-3	4-6	7-9	10	/10
ix	Methodology: websites and videos	5-9	10-14	15-19	20	/20
x	- the learner draws or describe a Product/Service: plan/design of their product/service. - the learner explains how his/her product will work.	5-9	10-14	15-19	20	/20
xi	- the learner make a simple project work plan/schedule to follow	1-3	4-6	7-9	10	/10
xii	Written Project Report (Progress Reporting)	1-3	4-6	7-9	10	/10
xiii	Identification of Materials:	1-3	4-6	7-9	10	/10
xiv	The learner identify materials to use and make a budget for the project (Cost Breakdown)					/100
xv	Name of Assessor					
xvi	Remarks:					
xvii	Description of the design of the project outcome (Product or Service)	5-9	10-14	15-19	20	/20

vii	Presentations/ Organisation of the Feasibility Report	5-9	10-14	15-19	20	/20
	Total					/100
	Name of Assessor					
	Remarks					

4.6.3. PROJECT LEVEL III

PROJECT PRESENTATION & VALUATION ADDITION

Name of Institution: _____ Project Title:

Name of Student: _____ Programme of Study:

Year of Study: _____ Registration No: _____

4.6.4 PROJECT LEVEL IV

PROJECT FINAL PRESENTATION AND EVALUATION

Name of Institution: _____ Project Title: _____

Name of Student: _____ Programme of Study: _____

Year of Study: _____ Registration No: _____

Grading Criteria	Inadequate	Fair	Good	Excellent	Score
Grading Criteria and outcomes to date	Inadequate	Fair	Good	Excellent	Score/20
Achievement of Goals <i>Clearly outlined</i> • <i>Progress made</i> <i>accomplishments</i> • <i>Evidence of effort</i>	1-3	4-6	7-9	10	/10
Effectiveness of Problem Solving • <i>Accomplishment of project tasks</i> <i>Ability to solve problems that arise during</i>	5-9	10-14	15-19	20	/20
Cost Management <i>Project Management</i>	5-9	10-14	15-19	20	/20
Performance of Personnel Involved • description of the resources and how (Appraisal) they were used provided	1-3	4-6	7-9	10	/10
Potential Problems (solutions/risks/controls)/	5-9	10-14	15-19	20	/20
Quality management Project Evaluation procedure and Test Plan	5-9	10-14	15-19	20	/20
• improvements done on product/service Written Project Report	1-3	4-6	7-9	10	/10
Evidence of diversification of existing Presentation	1-3	4-6	7-9	10	/10
product or services to expand the project Project Closure/ Take over/ Mergers	5-9	10-14	15-19	20	/20
Risk Management Total	1-3	4-6	7-9	10	/100
• Identification of risks					
• Remedial actions/mitigation measures					
Customer care Retention strategies	1-3	4-6	7-9	10	/10
Engagement with stakeholders in the project.	1-3	4-6	7-9	10	/10

Total		/100
Name of Assessor		
Remarks		

