

UGANDA BUSINESS AND TECHNICAL EXAMINATIONS BOARD (UBTEB)

GUIDELINES FOR THE CONDUCT AND ASSESSMENT OF REAL-LIFE PROJECTS

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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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1.0 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.

Any other curriculum to be developed in future shall take into practice these guideline for real-life implementation.

1.4 Overview of the project

1.4.1 Definition of Projects

A project is defined as a sequence of tasks that must be completed to attain a certain outcome or in order to arrive at a deliverable.

1.4.2 Purpose of Project undertaking

Projects are initiated as the direct result of opportunities (need/demand) or problems within an organisation or particular community or environment.

1.5 CLASSIFICATION OF PROJECTS

Projects may be broadly classified into five as;

1.5.1. Constructive Projects.

A constructive project is type of project that involves creating or building something tangible such as a building, product or system. It involves planning, designing and executing a specific goal or objective with specific timeline and budget. Examples of constructive projects.

- Infrastructure (roads, bridges, buildings)
- Developing a software application
- Implementing a new system or process (charts, models, maps)
- Products (machines, tools, devices)
- Structures (dams, canals, pipelines)
- Conducting a scientific research with a clear goal or outcome.

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.

1.5.6 Biological and Agriculture Projects

These include farm enterprises and related tasks involved in the crop and animal production including apiary, sericulture, etc and product value chain.

1.6 KEY FEATURES OF RLPS

Real life projects is one of the three modes of continuous assessment, conducted at business, vocational and technical training institutions under TVET. The other modes include; coursework, and industrial training. Real life projects is a core module conducted every semester and whose assessment is carried out at the end of a semester or an academic year for some programmes.

1.6.1 Definition of a Real Life Project

Real Life Project is defined as 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).

1.6.2 Objectives of the Real-life projects

- i. To gain skills in order to develop competences in performing different tasks in day-to-day life or world of work,

- ii. To assess trainees continuously on the tasks carried out during the semester or year of study,
- iii. To enable the training institutions to benefit from the project products and/or services done/or offered by the trainees,
- iv. To apply the theoretical knowledge learnt in the classroom situation to perform specific tasks relating to world of work.
- v. To equip learners with hands on skills which are required in the world of work.
- vi. To boost the development of institutions and communities in terms of product or service delivery.
- vii. To promote creativity and innovation among trainees.

1.7 EMPHASIS WHILE ASSESSING REAL-LIFE PROJECTS

It is an important exercise for evaluation/ or assessment of the candidates in the CBET system. Therefore, all stakeholders concerned are encouraged to follow these guidelines:

- The task involved
- The skills involved
- Relevance of the projects to the different programmes
- Assessment criteria

1.7.1 The task involved

This should be observed as indicated in the individual syllabus of each programme. It is important that every programme should be treated differently depending on the tasks involved. The project shall constitute a number of well-designed activities/tasks leading to a final product initiated by trainees based on the syllabi/curricula or needs of the institution or community.

1.7.2 The skills involved

This should be observed as indicated in the individual syllabi of each programme. It is important that every programme should be treated differently depending on the tasks involved and meeting the standards of world of work.

1.7.3 Relevance of the projects to the different programmes

The projects should be relevant to programme or trade of study with reference to the curriculum.

1.7.4 The 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

1.8 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.

1.9 LOCATION OF RLPS CONDUCT.

RLPs shall be conducted at training institutions or in communities after authentic written formal evidence between institutions and community in the case of communities has been prepared. Furthermore, for the case of implementation in community setting, projects shall not be expected to be further away from the district of the institution's location to make it reachable for assessors to verify the implemented project.

1.10 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.

1.11 ROLES OF STAKEHOLDERS IN RLPS CONDUCT

1.11.1 MoES

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

1.11.2 UBTEB

- i. Develop and disseminate Real life Project guidelines in a timely manner.
- ii. 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, analyze and validate RLP results of candidates.
- v. ~~Prepare~~ Prepare Real-Life Project assessment/or monitoring reports.
- vi. Provide feedback to stakeholders on the conduct of real life projects

1.11.3 World of work/professional bodies

- i. Participate in the assessment of RLPs.
- ii. Provide guidance on the required work place standards of specific areas of specialisation.
- iii. Check compliance of real life projects to occupational standards.

1.11.4 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 to 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.

1.11.5 Trainees

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

2.0 PROCEDURE FOR CONDUCT OF REAL-LIFE PROJECTS

This section describes the stages for conduct of Real-Life projects in their chronological order. It details five key stages of RLPs conduct. They are summarised

as; orientation, project identification, project planning, project implementation and project summary.

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 PROJECT IDENTIFICATION AND SELECTION OF RLPS

The section describes the process of project identification through idea generation and project selection.

2.2.1 Idea generation/needs identification

The trainees shall identify the challenges/gaps/needs/demands within the institution or community.

2.2.2 Screening and project selection

The Trainees shall then 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.

2.3 PROJECT PLANNING

Project planning is a crucial part of project management focused on creating a detailed plan that outlines the steps and resources necessary to achieve the project's objectives, including identifying the project's scope, establishing a timeline, assigning tasks and resources, and budgeting for the project. The following are the stages through which planning for the project are achieved;

2.3.1 Proposal development

Trainees shall develop a proposal based on most viable option, for review and ensuring they are undertaking authentic projects and following the standards and guidelines. They are evaluated by their supervisors to ensure they are applying the right methods.

The trainees will be expected to also carry out a Feasibility study as a way to evaluate whether or not their project plan could be successful.

2.3.2 Product/service design

This aspect involves demonstrating how the identified, proposed and perceived project may be designed to address the challenge identified. Trainees are expected to come up with project designs for the products or services they intend to offer to their prospective clients.

2.3.3 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.

2.3.4 (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.

2.3.5 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.

2.3.6 Work schedule/work plan

The trainees are expected to schedule the implementation of the project. This involves outlining the main tasks and timelines

2.4 PROJECT IMPLEMENTATION

The stage involves undertaking the outlined tasks in a sequential order from start to end.

2.4.1 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.

2.4.2 Creativity/ Innovation

Innovation can be broadly thought of as new ideas, new ways of looking at things, new methods or products that have value. Innovation contains the idea of output, of actually producing or doing something differently, making something happen or implementing something new. Innovation almost always involves hard work; persistence and perseverance are necessary as many good ideas never get followed through and developed.

Being innovative and creative is dependent on the other attributes. Being creative requires reflection, encourages engagement and develops confidence and responsibility. Project supervisors, in this case the trainers should be able to observe the different creative/innovative abilities of the trainees in terms of;

- Self-motivation,
- Team players
- Ability to identify challenges for project undertakings.
- Ability to collect information for problem solving.
- Ability to identify alternative solutions
- Ability to select appropriate solution to solve problem in form of project implementations.

2.4.3 Finishing and branding

A brand is the identity and story of a company that makes it stand out from competitors that offer similar products or services in a business transaction. The goal of branding is to earn space in the minds of the target audience and become their preferred option for doing business.

Branding is said to be a process of researching, developing and applying distinctive feature or a set of features of an entity for example an organisation or individual, that enables clients/customers/consumers identify or associate the entity's brand with offered products or services in a business transaction. Branding is a creative task that requires team effort of different skills to produce the brand.

It is against this background that 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.

2.4 .4 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.

2.4 .5 Project Evaluation

Project evaluation is the process of measuring the performance in terms its effectiveness and efficiency. This is achieved by the need to keep track of costs, tasks, risks, return on investment, scope and time during the entire project life cycle to make sure everything goes as planned.

It involves systematically collecting and analyzing data on project activities, outputs, outcomes, and impacts in order to determine the extent to which project objectives have been achieved and identify areas for improvement.

Project evaluation typically involves the following steps:

1. Planning the evaluation: This involves defining the evaluation questions, identifying the data sources and methods, and developing a plan for data collection and analysis.
2. Collecting data: This involves gathering data on project activities, outputs, outcomes, and impacts using various methods such as surveys, interviews, and focus groups.
3. Analyzing data: This involves organizing and examining the data collected during the evaluation, to identify patterns, trends, relationships, challenges and to determine the degree to which project objectives have been met. This also enables corrective action to be taken where possible.
4. Drawing conclusions and making recommendations: Based on the analysis of the data, conclusions are drawn about the effectiveness and efficiency of the project, and recommendations are made for improving future project implementation.
5. Reporting the findings: The evaluation findings are communicated to stakeholders in a clear and concise manner, highlighting the strengths and weaknesses of the project and providing recommendations for improvement.

Project evaluation is an important part of monitoring and evaluation practice, as it helps to ensure that projects are achieving their intended outcomes and that resources are being used efficiently and effectively. It provides valuable information that can be used to inform decision-making and improve future project design and implementation.

2.5 PROJECT SUMMARY

Project summary comprises two key stages;

- i. Real life project reporting
- ii. Real life project presentation

2.6 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

2.7 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

2.8 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

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

| S/n | Stage | Elements | Guide/Tasks for trainees |
|-----|---|---|--|
| 1 | Orientation of trainees on real life projects | <p>Instructors/ project supervisors guide trainees on the following aspects</p> <ul style="list-style-type: none"> • Understanding Real life projects, • Their purpose or importance • Key outputs of undertaking RLPs • Stages of project implementation • Application of knowledge, skills and attitudes in real life situations • Documentation and evidence of RLP conduct. | <ul style="list-style-type: none"> • Trainees to attend orientation physically. • To take note of orientation notes. • Register attendance. |
| 2 | Project identification and Selection of RLPs | Idea generation/needs identification and Proposal development/feasibility study | <ul style="list-style-type: none"> • The trainees shall identify the challenges / gaps/needs/demands within the institution or community. • Trainees shall demonstrate the methodology of challenges/needs/gap identification • Trainees shall develop a proposal based on the most viable option. • Proposals shall undergo review to |

| | | | |
|---|------------------|---------------------------------|---|
| | | | <p>ensure authenticity and adherence to standards and guidelines.</p> <ul style="list-style-type: none"> • Supervisors shall evaluate trainees to verify the application of appropriate methods. • Trainees collect data and write a feasibility report (In case of Business projects) • Trainees come and present findings and recommendations (In case of Business projects) |
| | | Screening and project selection | <p>Trainees shall select the most viable project to be undertaken justifying the criteria for the selected project.</p> |
| 3 | Project Planning | | |
| | | Product/service design | <ul style="list-style-type: none"> • Trainees shall develop product/service design solutions that address the identified gap/challenge. • The trainees shall ensure that the designs align with the needs of prospective clients. • The trainees shall demonstrate the method used for |

| | | | |
|--|--|--|---|
| | | | designing.(In case of technical projects) |
| | | Materials Schedule/materials costing/ B.O.Q/budgeting | <ul style="list-style-type: none"> • Trainees shall identify the requirements for conducting the project • Trainees shall cost the identified requirements • Trainees shall demonstrate the methods for costing the project requirements |
| | | Procurement | <ul style="list-style-type: none"> • The trainees shall identify the different procurement methods • Trainees shall demonstrate the selected method of procurement. • The trainees shall be expected to demonstrate how the requirements are mobilised and delivered to the project location in preparation for execution. |
| | | Project Schedule | <ul style="list-style-type: none"> • Trainees are expected to prepare a work schedule/work plan defining different activities involved and time scope for each. |

| | | | |
|---|------------------------|-----------------|--|
| 4 | Project implementation | Implementation | <ul style="list-style-type: none"> ● Trainees refer to project schedule while executing the planned activities or tasks. |
| | | OHSE observance | <ul style="list-style-type: none"> □ Trainees shall be expected to observe Occupation Health, Safety and Environment principles in the conduct of real-life projects. □ During implementations trainees; <ul style="list-style-type: none"> o Observe quality control o Test for functionality. o Test for fitness for consumption or use. o Trainees are expected to commission the project after testing for functionality. |
| | | Soft skills | <p>Trainers shall monitor the following in project conduct by trainees;</p> <ul style="list-style-type: none"> ● Self-motivation ● Team playing ● Ability to identify challenges for project undertakings. |

| | | | |
|---|-----------------|--------------------------------|---|
| | | | <ul style="list-style-type: none"> • Ability to collect information for problem solving. • Ability to identify alternative solutions • Ability to select appropriate solution to solve problem in form of project implementation |
| 5 | Project summary | Real life project reporting | Trainees shall be expected to report on their project conduct using the provided format |
| | | Real life project presentation | Trainees shall be expected to present their project conduct using the provided format |

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 BUSINESS RLPS

PROJECT STAGE I

PROJECT IDENTIFICATION AND PLANNING

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. The trainee's problem aligned to any theme in the modules. | 1-3 | 4-6 | 7-9 | 10 | /10 |
| ii. | Description of the Project. Trainee writes an appropriate project title and background after identifying a community problem. | 1-3 | 4-6 | 7-9 | 10 | /10 |
| iii. | Justification of the Project. Trainee writes objectives and benefits of the project | 1-3 | 4-6 | 7-9 | 10 | /10 |
| iv | Methodology: The trainee; - draws or describe a plan/design of their product/service. - explains how his/her product will work. - makes a simple project work plan/ schedule to follow | 5-9 | 10-14 | 15-19 | 20 | /20 |
| v | Identification of Materials: The trainee identify materials to use and make a budget for the project (Cost Breakdown) | 1-3 | 4-6 | 7-9 | 10 | /10 |
| vi | 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 | | |

PROJECT STAGE II

PROJECT IMPLEMENTATION

Name of Institution: _____ Project Title: _____

| S/n | Grading Criteria | Inadequate | Fair | Good | Excellent | Score |
|-----|---|------------|-------|-------|-----------|-------|
| i | Attendance | 1-3 | 4-6 | 7-9 | 10 | /10 |
| ii | Time Management | 1-3 | 4-6 | 7-9 | 10 | /10 |
| iii | Work Ethics/Professionalism | 1-3 | 4-6 | 7-9 | 10 | /10 |
| iv | Participation (Group work, Task/ assignment, Creativity) | 5-9 | 10-14 | 15-19 | 20 | /20 |
| v | Supporting Information/Documentation • Photographs, record book, invoices, minutes, correspondence, websites and videos | 1-3 | 4-6 | 7-9 | 10 | /10 |
| vi | Product/Service: • Provides evidence of project outcomes. | 5-9 | 10-14 | 15-19 | 20 | /20 |
| vi | Written Project Report (Progress Reporting) | 1-3 | 4-6 | 7-9 | 10 | /10 |
| vii | Presentation | 1-3 | 4-6 | 7-9 | 10 | /10 |
| | Total | | | | | /100 |
| | Name of Assessor | | | | | |
| | Remarks: | | | | | |

Name of Student: _____ Programme of Study: _____

Year of Study: _____ Registration No: _____

PROJECT STAGE III
PROJECT PRESENTATION & VALUATION ADDITION

Name of Institution: _____ Project Title:

Name of Student: _____ Programme of Study:

Year of Study: _____ Registration No:

PROJECT STAGE IV
PROJECT FINAL PRESENTATION AND EVALUATION

Name of Institution: _____ Project Title:

| Grading Criteria | Inadequate | Fair | Good | Excellent | Score |
|---|------------|-------|-------|-----------|-------|
| 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> | 5-9 | 10-14 | 15-19 | 20 | /20 |
| Cost Management <ul style="list-style-type: none"> description of the resources and how they were used provided | 5-9 | 10-14 | 15-19 | 20 | /20 |
| Quality management <ul style="list-style-type: none"> improvements done on product/service | 5-9 | 10-14 | 15-19 | 20 | /20 |
| Evidence of diversification of existing product or services to expand the project | 1-3 | 4-6 | 7-9 | 10 | /10 |
| Risk Management <ul style="list-style-type: none"> Identification of risks solutions/mitigation measures | 1-3 | 4-6 | 7-9 | 10 | /10 |
| 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 | | | | | |

Name of Student: _____ Programme of Study:

Year of Study: _____ Registration No: _____

| Grading Criteria | Inadequate | Fair | Good | Excellent | Score |
|---|------------|-------|-------|-----------|-------|
| Achievement of Goals <i>Clearly outlined accomplishments</i> | 1-3 | 4-6 | 7-9 | 10 | /10 |
| Effectiveness of Problem Solving <i>Ability to solve problems that arise during project implementation</i> | 5-9 | 10-14 | 15-19 | 20 | /20 |
| Performance of Personnel Involved (Appraisal) | 1-3 | 4-6 | 7-9 | 10 | /10 |
| Potential Problems (solutions/risks/controls)/ Project Evaluation procedure and Test Plan | 5-9 | 10-14 | 15-19 | 20 | /20 |
| Written Project Report | 1-3 | 4-6 | 7-9 | 10 | /10 |
| Presentation | 1-3 | 4-6 | 7-9 | 10 | /10 |
| Project Closure/ Take over/ Mergers | 5-9 | 10-14 | 15-19 | 20 | /20 |
| Total | | | | | /100 |
| Name of Assessor | | | | | |
| Remarks | | | | | |

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

3.2.1 DESCRIPTION OF THE ASSESSMENT

| S N | | Standard |
|----------------|----------------------------------|---|
| 1. | Real Life Project identification | The trainee shall identify need or problems or an innovation in their area of study and covering the curriculum content. From the identified need or problem develop a project title. |
| 2. | RLP planning | The trainees shall make drawings of the intended project. Develop a budget and draw a work schedule on how they shall accomplish the project. They shall indicate the tools and materials they will use in the project and how they shall access them. |
| 3. | RLP implementation | 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. The time lines on the achievement of the various stage shall be considered as part of the assessment. The proper utilization of the material provided shall be part of the assessment. The trainees shall be required to present their projects in line with their work schedule. The stage of completion of the project shall be the assessed. |
| 4, | Report writing | The trainees are expected to give a description of entire process project but following the entire stages of the project. They also need to include what they have learned in the project as their reflections. |

| S N | 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 |

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

Assessment of real life projects

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. | | | • Proposal development | 05 |
| 4. | | | • Project design/Business plan | 10 |
| 5. | Bills of quantities | 10 marks | <input type="checkbox"/> Identification of project inputs <ul style="list-style-type: none">▪ Cutting list/ Materials schedule/ BOQs /Budget | 10 |
| | | | <input type="checkbox"/> Project costing <ul style="list-style-type: none">▪ Material schedule▪ Taking off▪ Bills of Quantities | |

| | | | | |
|--|-----------------------|----------|--|----|
| | | | <input type="checkbox"/> Budget Process for Business | |
| | | | <input type="checkbox"/> Procuring Inputs <ul style="list-style-type: none"> • Requisition for project materials • Bidding methods <ul style="list-style-type: none"> ▪ Open ▪ Closed or selective <input type="checkbox"/> 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 level 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 SCORE | | | | | | | | | | | | | | | | | | | |
| S/ N | Scoring guide | | | Proces s | Produc t/ Servic e | P | R | P | R | P | R | P | R | P | R | P | R | P | R | P | R | P | R |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | Appendices Captioned figures, tables, etc., linked to report work. | | | | | | | | | | | | | | | | | | | | | |
| b | Presentation (Testing) | 10 | | | | | | | | | | | | | | | | | | | | |
| | Title Slide <ul style="list-style-type: none">• Logo of institution and centre name• Project title not exceeding 20 words maximum.• Examination series | | | | | | | | | | | | | | | | | | | | | |
| | Group names list slide | | | | | | | | | | | | | | | | | | | | | |
| | Presentation Outline slide | | | | | | | | | | | | | | | | | | | | | |
| | Introduction Slide <ul style="list-style-type: none">• Background• Problem statement• Main objective• Specific objectives• Scope | | | | | | | | | | | | | | | | | | | | | |
| | 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 | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Quality, appearance of presentation • Flow and linkage of presentation • Content • Mastery of knowledge • Application of standards • Creativity and innovation • Participation/ team work • Demonstration of evidence | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 100 | | | | | | | | | | | | | | | | | | | | | | | | |

NAME OF SUPERVISOR ----- SIGNATURE

Note

1. All candidates' marks from this guide should be entered in the final mark sheets

2. The marking guide should be attached to the final mark sheet and enclosed in submission envelope

| | | | |
|---|-----------------------|------------------------------------|----------------|
|  | UBTEB | | Page 1 of 1 |
| | Department Section | DIRECTORATE OF EXAMINATIONS | |
| | Document Title | REAL LIFE PROJECTS INSPECTION TOOL | Issue number |
| | Date | | Venue: |
| | Document Number | | Effective Date |

APPENDIX 2: REAL LIFE PROJECTS INSPECTION TOOLS


| Name of Institution: | | | | | | | |
|----------------------------|------------------|---------------|----------------|-------------|---------------------------------|--------------|--------------------------------------|
| Centre Number: | | | | Date: | | | |
| S/N | Programme/Course | Year of Study | No of trainees | | Group/ individual Project | Project Name | Progress remarks/Level of Completion |
| | | | F | M | | | |

| 1 | NDCE | 1 | | | | | |
|-----|------------------|---------------|----------------|---|---------------------------|--------------|------------------|
| | | 2 | | | | | |
| 2 | | 1 | | | | | |
| | | 2 | | | | | |
| S/N | Programme/Course | Year of Study | No of trainees | | Group/ individual project | Project Name | Progress remarks |
| | | | F | M | | | |
| 4 | | 1 | | | | | |
| | | 2 | | | | | |
| 5 | | 1 | | | | | |
| | | 2 | | | | | |
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| | | 2 | | | | | |
| 7 | | 1 | | | | | |
| | | 2 | | | | | |

APPENDIX 3: 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 |
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|  | UBTEB OF UBTEB STAFF: Department Section | DIRECTORATE OF EXAMINATIONS | SIGNATURE | | |
| | Document Title | INSTITUTION STAFF ATTENDANCE REGISTER | Issue number | | |
| | Date | | Venue: | | |
| | Document Number | | Effective Date | | |

APPENDIX 4: REAL LIFE INSPECTION REPORT FORMAT

UGANDA BUSINESS AND TECHNICAL EXAMINATIONS BOARD

REAL LIFE PROJECT INSPECTION AND COURSE WORK VERIFICATION REPORT FORMAT

1.0 Introduction;

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

2.0 (a) 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 |
|---------|-------------|-----------|---------------------|-------------------|---------|-----------------|---------------------|
| | | | | | | | |
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(b) General observations (RLP)

Observations on the way real life projects were being executed.

(c) Challenges and Recommendations from the implementation real life projects

This should be done in tabular format as below.

| S/N | Challenge | Recommendation |
|-----|-----------|----------------|
| | | |
| | | |
| | | |
| | | |

3.0 (a) Coursework verification

This will be reported using the table format below.

| S/N | Programme | Module Code & Name | Continuous assessment done | Type of assessment | How many of each assessment | Evidence of assessment | Frequency of assessment | How assessment was conducted | Marking of assessment | Feedback to trainees | Guidelines of continuous assessment followed |
|-----|-----------|--------------------|----------------------------|--------------------|-----------------------------|------------------------|-------------------------|------------------------------|-----------------------|----------------------|--|
| | | | | | | | | | | | |
| | | | | | | | | | | | |

(b) General observations

Observations on the way courseworks were being conducted.

(c) Challenges and Recommendations from the Coursework verification

This should be done in tabular format as below

| S/N | Challenge | Recommendation |
|------------|------------------|-----------------------|
| | | |
| | | |
| | | |
| | | |

4.0 Conclusions

- Success/ Achievements

● **APPENDIX 5: REAL LIFE PROJECTS ASSESSMENT BRIEFING ATTENDANCE**

| | | | | | | |
|---|--|---------------------|-------------|-------|-----------|----------------|
| | UBTEB | | Page 1 of 1 | | | |
| | Department Section | Office of ES | | | | |
| | Document Title | Attendance Register | | | | Issue number |
| | Date | | | | | Venue: |
| | Document Number | | | | | Effective Date |
| | TYPE OF MEETING: REAL LIFE ASSESSMENT BRIEFING MEETING | | | | | |
| | Name | Title | Phone | Email | Signature | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |



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 |
|-----|----------------------|-----------|------------------------|-----------|
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| | | | | |

Name of Centre Supervisor: ----- Phone contact:

Signature: ----- Date:

Name of Supervisor: -----Phone contact:

Signature: -----Date:

NOTE: To be filled in triplicate

APPENDIX 6: CANDIDATE ATTENDANCE RECORD

APPENDIX 7: REAL LIFE ASSESSMENT MARK SHEET

[illegible]

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