



UGANDA BUSINESS AND TECHNICAL EXAMINATIONS BOARD

UBTEB ASSESSMENT.

PRESENTED TO VICE CHANCELLORS FORUM ON 4TH OCTOBER 2024

BY

THE MANAGER VOCATIONAL EDUCATION

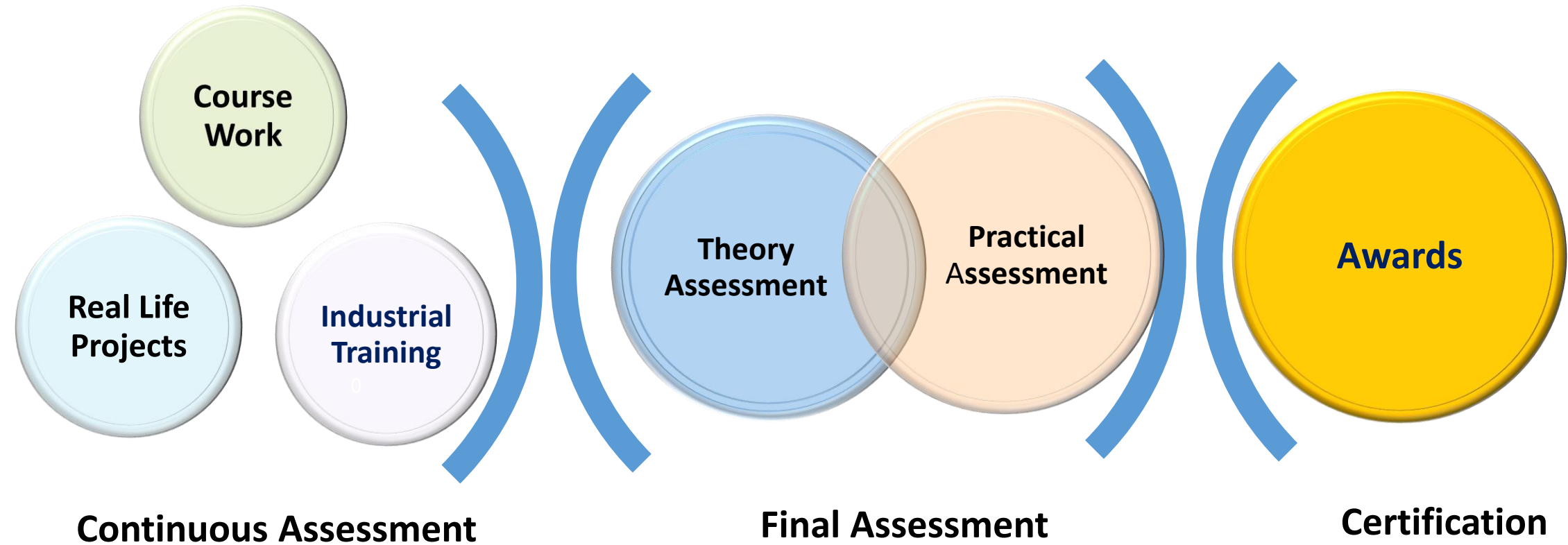
1.0 Introduction

- ❑ UBTEB was established under the BTVET Act 2008 and operationalized by the Statutory Instrument No.9, 2009 (establishment of UBTEB regulations 2009).
- ❑ **Mandate:** is to, *“streamlining, regulating, coordinating and conducting regular credible examinations and awarding Certificates and Diplomas in Business, Technical and Vocational professions”* .

2.0 Key activities

- ❑ UBTEB conduct assessment/Examination for formal education.
 - Continuous assessment which include: Industrial Training; Real-life projects, course work assessments.
 - Final assessment which include: theory assessment and practical assessment.
- ❑ Award Certificates and Diplomas to TVET graduates
- ❑ Inspect, accredit and Regulate of examination centres.
- ❑ Facilitate retooling of assessors and examiners.
- ❑ Development of assessment standards.
- ❑ Development of assessment tools and materials.
- ❑ Participate in the development of qualifications framework.

UBTEB ASSESSMENT MODEL



CONTINUOUS ASSESSMENT

Course work

Includes;

- Classwork
- Practical assessment
- Home works
- Research
- Internal examinations
- Tests
- Excursions

Contributes 40% of the final mark

Industrial training

- Assessment conducted during IT

It involves

- Assessment By the supervisor from the industry
- Assessment by institutional supervisor
- Report writing and presentation by the candidate
- Its marked out 100%

Real Life Project

Involves ;

- **Problem identification**
- **Solutions identification**
- **Project planning and designing**
- **Project implementation**
- **Project presentation**
- **Its marked out of 100%**

Final Assessment

Theory Assessment

Involves

- Item writing
- items are scenario based
- Examinations are centrally done and Marked.

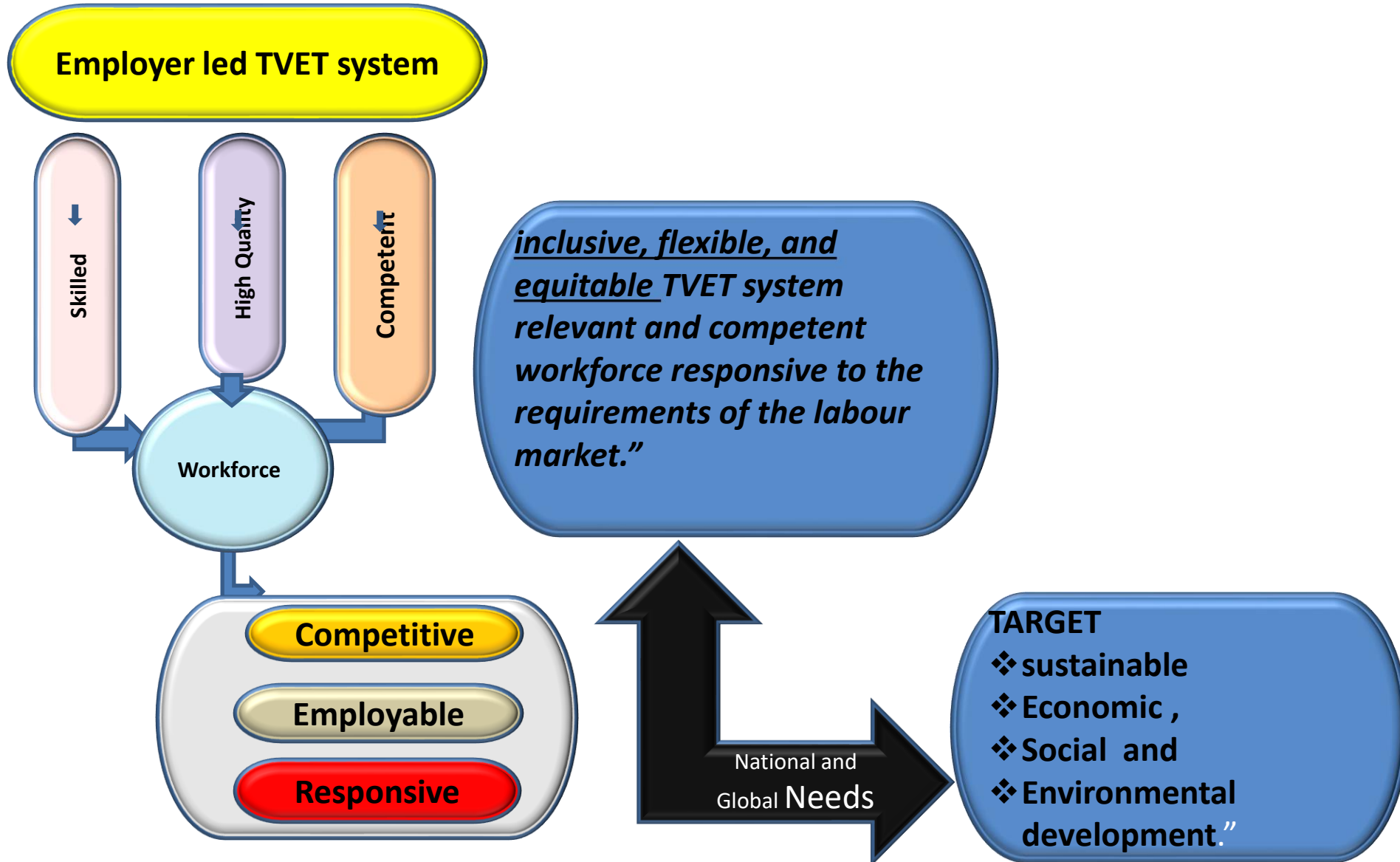
- Contributes 25% of the final mark

Practical Assessment

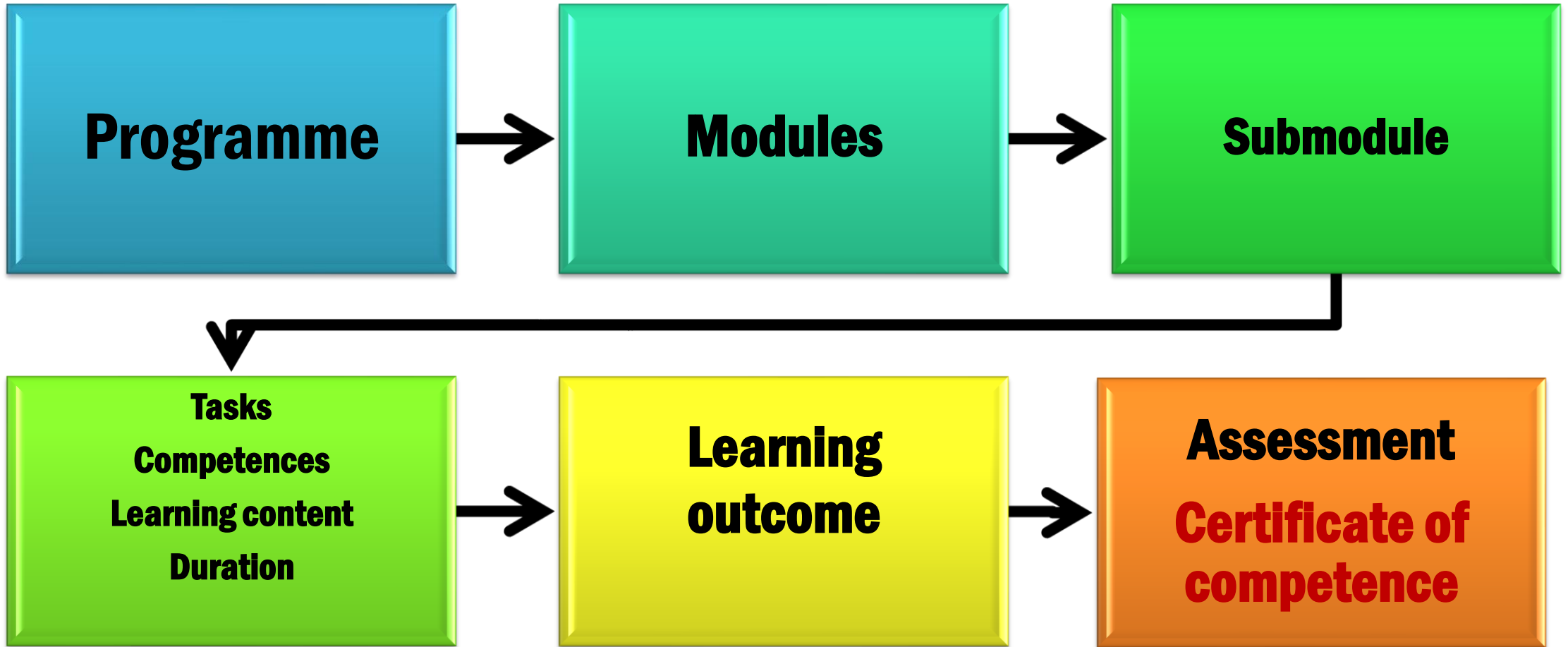
Involves

- Uniform a task developed centrally
- Its marked on spot
- Marked using a criterion referencing
- Contributes 35% of the final mark

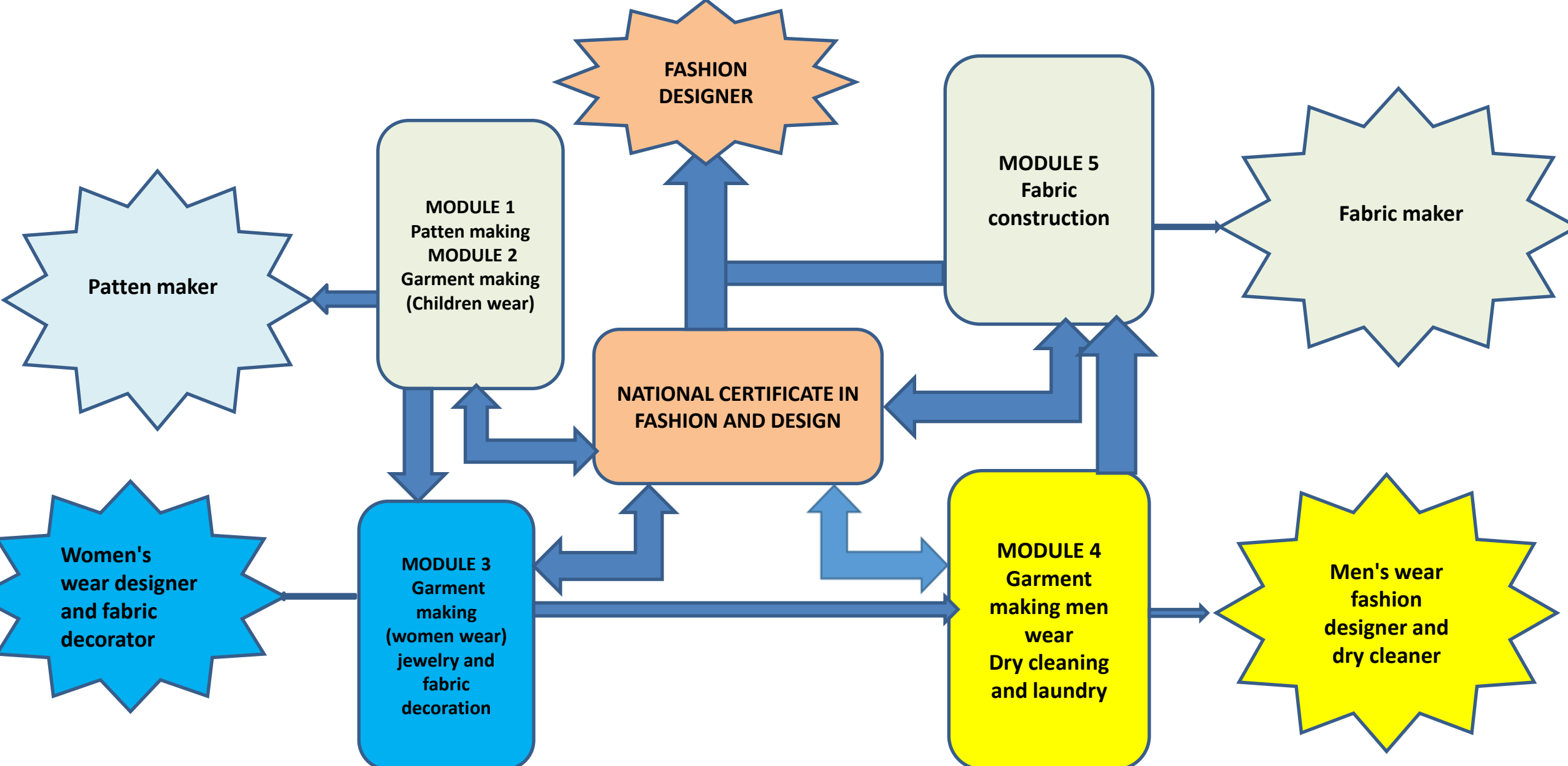
TVET POLICY (2019) VISION



MODULAR ASSESSMENT STRUCTURE



NATIONAL CERTIFICATE IN FASHION AND DESIGN



RATIONALE FOR INTRODUCING MODULAR ASSESSMENT

- i. Introduce greater flexibility (both external and internal) into the system;**
- ii. Make VET more attractive and raise its status;**
- iii. Increase participation rates and/or reduce early dropout;**
- iv. Meet changing labour market needs and promote links with the labour market;**
- v. Combat high youth unemployment**
- vi. The TVET Policy reforms**
- vii. The NDP III guidelines and**
- viii. The NRM Manifesto**