



MAKERERE UNIVERSITY



LEVERAGING 100 YEARS OF EXCELLENCE
IN BUILDING A TRANSFORMED SOCIETY

QUALITY ASSURANCE GUIDE BOOK
FOR THE COLLEGE OF HEALTH SCIENCES,
MAKERERE UNIVERSITY

College of Health Sciences Vision and Mission



A Leading & Transformational Institution for Academic Excellence and Innovation in Health Sciences in Africa.



To improve the Health of the people of Uganda through Innovative Teaching, Research and Provision of Services, response to societal needs.

List of Acronyms

DRGT	-	Directorate of Graduate Training
NCHE	-	National Council for Higher Education
QA	-	Quality Assurance
QAP	-	Quality Assurance Policy
QIP	-	Quality Assurance Improvement Plan (QIP)
QGIC	-	Quality Assurance, Gender and ICT Committee
CAB	-	College Academic Board

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Executive Summary

The College of Health Sciences (CHS) QA Guidebook streamlines academic excellence, outlining essential quality processes, committee structures, and regulations aligned with Makerere University Policy and the 2004 Graduate Guidebook. It details roles for staff and students, including examination management, committee terms of reference, and highlights staff/student achievements.

Key Components of the QA Guidebook

- **Committees & Structure:** Defines roles for the Quality Assurance, Gender Mainstreaming, and ICT Committee, ensuring alignment with SDGs and university policies and NCHE
- **Examination QA Processes:** Outlines procedures for setting, moderating, and marking exams, ensuring standards and ethical compliance.
- **Regulations & Guidelines:** Based on the Makerere University Quality Assurance Policy Framework (2007) and Graduate Guidebook 2004 ensuring consistency across all programmes.
- **Roles & Responsibilities:** Clearly defines the responsibilities of Deans, Heads of Departments, and Students in Internal Quality Assurance.
- **Key student's information in academic processes.**
- **Commitment to support graduate training.**
- **Recognition & Faculty Development:** Recognizes outstanding female professors and acknowledges staff who completed PhDs in 2024–2026

Message from the Leadership: Embracing a Culture of Quality



Quality Assurance (QA) is not merely a bureaucratic requirement; it is the backbone of academic excellence and institutional integrity. QA ensures accountability across the entire system, guaranteeing that learning experiences are meaningful, degrees remain credible, and graduates are equipped to meet the evolving demands of society and the labour market.

At the College of Health Sciences, Deans and Heads of Departments play a critical role in the technical implementation of our quality assurance systems. Supported by well-qualified personnel, the Quality Assurance Officer assists the principal's office in coordinating day-to-day quality activities. Furthermore, our fully constituted Quality Assurance Committee—integrating Gender Mainstreaming and ICT—drives strategic decisions and planning to ensure continuous improvement.

We maintain a robust QA system that supports student success, ensuring every learner has the necessary tools and support to thrive.

“

To change is to risk something. That makes us insecure. Not to change is the biggest risk but it seldom feels that way.

Robert H. Waterman.

Moving from a “checking” mindset to a “culture of quality” is the fastest way to elevate an institution’s status. As a premier medical college, we ensure that our services—teaching, research, and community service—meet local and international needs. We ensure all academic programmes comply with the National Council for Higher Education (NCHE) and Inter-University Council for East Africa (IUCEA) guidelines.

I call upon all staff and students to embrace this change and aspire for excellence in everything you do.

“As we build for the future”.

Assoc. Prof. Bruce Kirenga

Principal, College of Health Sciences.



Message from the Chief Quality Assurance Officer



Quality Assurance (QA) involves systematic processes to maintain and improve education, research, and services. It aligns programs with stakeholder needs, promotes accountability, and drives continuous enhancement. For health sciences, it focuses on competence, ethics, and societal impact.

QA operates through internal and external mechanisms. Internal mechanisms include self-assessments, audits, and quality systems like departmental reviews, student surveys, and curriculum evaluations by our QA committee. External Mechanisms encompass accreditation, audits, and benchmarking by regulatory bodies for objective compliance. These foster a quality culture by identifying and addressing areas for improvement.

We adhere to national, regional, and continental standards. The National Council for Higher Education (NCHE) Standards in Uganda cover governance, programs emphasizing relevance and competence-based learning, staff development,



**The National Council
for Higher Education
(NCHE) Standards
in Uganda cover
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staff development,
infrastructure, and
student services.**

infrastructure, and student services. Health programs align with national priorities, including clinical training and ethics, with periodic reviews ensuring accreditation and updates for digital learning. The Inter-University Council for East Africa (IUCEA) Standards promote regional harmonization across East Africa, focusing on quality systems, program criteria such as outcomes, assessments, and internationalization, as well as research and engagement. In health sciences, it supports cross-border collaborations and professional mobility. The African Union (AU) Standards, via the African Quality Rating Mechanism (AQRM) and Harmonization of African Higher Education Quality Assurance and Accreditation (HAQAA), emphasize governance, teaching, research, and impact. They align with Agenda 2063 for STEM and health capacity, equity, and Sustainable Development Goals (SDGs), encouraging pan-African benchmarking and partnerships. These standards ensure compliance, competitiveness, and recognition.

Methods include self-assessments such as SWOT analysis, peer reviews and external audits, stakeholder feedback through surveys and tracer studies, performance metrics like graduation rates and research output, accreditation processes involving applications and site visits, and monitoring with improvement plans. Additionally, participation in international rankings like Times Higher Education (THE), QS, and Academic Ranking of World Universities (ARWU) provides global benchmarking, evaluating teaching, research, and outlook, which boosts visibility and collaborations in health sciences. In summary, QA is a commitment to excellence. I urge participation in these processes.



Dr. Cyprian Misinde

Chief Quality Assurance Officer

Message from Assoc. Professor Richard Idro

Quality Assurance (QA) is crucial to our stakeholders, including students, faculty, non-teaching staff, collaborators, partners, and funders. It ensures that our graduates are competent and prepared to deliver high-quality care. At the College of Health Sciences, we are committed to supporting our QA system because medical knowledge and technology are advancing rapidly worldwide.

We embrace a QA culture that helps our medical students by allowing us to continuously adapt and improve our curriculum, ensuring all programs meet desired standards. Our teaching methods, including course planning and preparedness, are regularly updated to meet the evolving needs of the health landscape. Through QA, we have improved our examination processes and enhanced student academic performance.

We maintain a robust monitoring and evaluation plan for all departments, periodically auditing teaching and clinical sites through spot checks to ensure high educational standards. We actively encourage feedback from both staff and students. Furthermore, we provide a supportive, enabling environment for our students, including specialized support for PhD candidates, such as cross-cutting courses in research methods and scholarly writing, as well as a dedicated PhD lounge to facilitate a quality research environment. We also focus on continuous staff motivation and training.



Assoc. Prof. Richard Idro
Deputy Principal



“

Through QA we have managed to improve our curriculum, examination processes and improved students' academic performance. We have a robust monitoring and evaluation plan for all departments.



Schools in the College of Health Sciences

1. School of Medicine
 2. School of Biomedical Sciences
 3. School of Health Sciences
 4. School of Dentistry
-



Affiliated CHS Institutes

1. Institute of Infectious Diseases (IDI).
 2. Makerere University Joint AIDs Program (MJAP).
 3. Makerere University Lung Institute (MLI).
 4. Makerere University John Hopkins University.
 5. Makerere University Biomedical Research Centre (MakBRC).
 6. Makerere University Water Reed Program (MUWRP).
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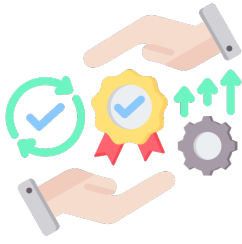
Administrative Units at CHS

1. Quality Assurance Office
 2. Human Resource Office
 3. International Office
 4. Procurement and Contracts Office
 5. Grants and Contracts Office
-



Quality Assurance Policy

The QA activities at the College of Health Sciences is guided by the Quality Assurance framework/ policy.



ABOUT QUALITY ASSURANCE

Quality

- Quality means doing it right when no one is looking. (Henry Ford).
- Quality is doing the right things right, consistently to deliver value and delight the user.

Quality Assurance

- Is a systematic, ongoing, process of evaluating, monitoring and enhancing the standards of academic provisions to ensure fitness for purpose and continuous improvement (Makerere University, Quality Assurance Policy 2007).

Location:

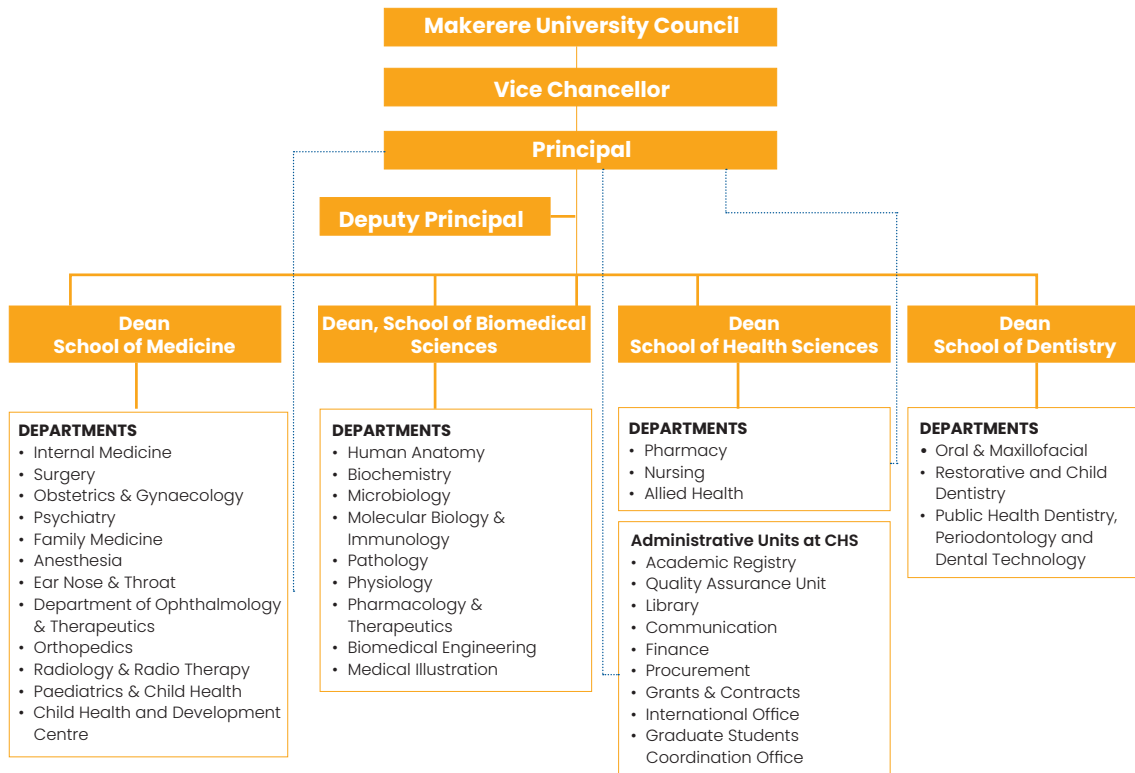
- Quality Assurance Directorate, Makerere University, Office at level 2, Room 203, Senate Building
- Quality Assurance, College Office, at Principal's Block, College of Health Sciences.

The College of Health Sciences



- Oldest Medical School in the East African region.
- Established in 1924.
- Expanded from training less than 50 doctors to over 2,500 students in various disciplines in health.

College of Health Sciences, Organisation Chart



Academic Programmes at CHS

School of Medicine

Undergraduate Programmes

- » Bachelor of Med Surgery (MBChB)
- » Bachelor of language & speech therapy
- » Medical Radiography (BMR)–Palliative Care

Postgraduate Programmes

Master of Medicine (MMed) in specialties such as:

- » Internal Medicine
- » Surgery
- » Orthopedics
- » Paediatrics and Child Health
- » Obstetrics and Gynecology
- » Psychiatry
- » Radiology
- » Anesthesia
- » Pathology (and sub specialties)
- » Emergency Medicine
- » Ear Nose Throat

- » Neurosurgery
- » Ophthalmology
- » Family Medicine
- » MSc Medical Professional Education
- » MSc clinical Epidemiology and Biostatistics

Super-Speciality & Fellowship Training

- » Pediatric Neonatology
- » Paediatrics Haematology/Oncology
- » Pulmonary Medicine
- » Maternal Fetal Medicine
- » Interventional Radiology
- » Medical Education (FAIMER)

Doctoral Training

- PhD in Health/ Medical Sciences
- **Short Courses & Continuing Professional Development (CPD)**
- » In-service training, professional updates, and specialized clinical courses

School of Biomedical Sciences

- Super-specialty & Fellowship Training
- Pediatric Neonatology
- Paediatrics Haematology/Oncology
- Pulmonary Medicine
- Maternal Fetal Medicine
- Interventional Radiology
- Medical Education (FAIMER)

Doctoral Training

- PhD in Health/ Medical Sciences
- Short Courses & Continuing Professional Development (CPD)
- In-service training, professional updates, and specialized clinical courses

Undergraduate Programmes

- Bachelor of Biomedical Sciences
- Bachelor of Cytotechnology
- Bachelor of Biomedical Engineering

Postgraduate Programmes (Master's Degrees)

- MSc in Human Anatomy
- MSc in Human Physiology
- MSc in Biochemistry
- MSc in Pharmacology
- MSc in Bioethics

Doctoral Training

- PhD in Biomedical Sciences (with specialization in Anatomy, Physiology, Biochemistry, Pharmacology, immunology, biotechnology and related fields)

Short Courses & Continuing Professional Development (CPD)

- Laboratory skills, research methods, and specialized biomedical training

School of Health Sciences

Undergraduate Programmes

- Bachelor of Nursing Science (BNS)
- Bachelor of Pharmacy (BPharm)
- Bachelor of Optometry

Postgraduate Programmes (Master's Degrees)

- MSc in Nursing (various specialties)
- MSc in Pharmaceuticals and Health Supplies Management
- MSc in Pharmacognosy

Doctoral Training

- **PhD in Health Sciences** (across nursing, pharmacy, public health, and related disciplines)

Short Courses & Continuing Professional Development (CPD)

- Professional training, certifications, and in-service capacity building.

Department of Dentistry

Undergraduate Programmes

- Bachelor of Dental Surgery (BDS)
- Bachelor of Science in Dental Technology (BSDT)

Postgraduate Programmes

- Master of Oral and Maxillofacial Surgery (OMFS)

Doctoral Training

- PhD in Dental Sciences / Health Sciences (by research)

Short Courses & Continuing Professional Development (CPD) Internship training for dental surgeons

- Training for foreign-trained dental professionals
- Continuous professional development programmes

Admissions by Joint Admissions Board (Merit/Gov't) & Mak Admissions Board for others (private)

1. Direct A level entrants –

- Has Ordinary Level (UCE) certificate
- Had 2 "A" level principal passes in Biology and Chemistry
- Obtained minimum weight as determined by the Admissions Board

2. Mature age entry

- Must sit and pass mature age exams
- Must be 25 years and above

3. Diploma/Degree holders

- Diploma/Degree in a health/biological science related discipline
- 2 years working experience

1.0 THE ROLE OF QUALITY ASSURANCE

1. To ensure that the Academic standards in teaching and learning and the students experiences meet the institutional expectations.
2. To safe guard Academic integrity and promotes continuous improvement

1.1 THE COLLEGE QUALITY ASSURANCE, GENDER MAINSTREAMING AND ICT COMMITTEE

The role of the College Quality Assurance, Gender & ICT Committee

1. To promote the quality assurance culture across all the departments in the College of Health Sciences.
2. Establish & Monitor Quality Standards and Practices in teaching and Learning
3. To review & evaluate quality assurance systems and Procedures in the college
4. To attend to specific recommendations as required by the University Council and Management from time to time.

1.2 Quality Assurance Services

- i. Plagiarism checks for the academic staff Publications due for promotion
- ii. Spot checks, teaching and learning
- iii. Students Evaluation of Courses and Teaching (SECAT)
- iv. Monitoring the training facilities for teaching, learning and research.
- v. Track students' performance through surveys
- vi. Quality Assurance trainings for both staff and students
- vii. Provision of feedback mechanisms.
- viii. Identifying, addressing areas of improvement.
- ix. Institutional review for all the institutions affiliated to Makerere University in Uganda.

1.3 Areas of the Internal Quality Assurance

QA operates through Internal and External mechanisms.

Internal Quality Assurance Mechanisms

- i. Self-assessments.
- ii. Audits, and quality systems like departmental reviews,
- iii. Monitoring of teaching and learning in the departments
- iv. Curriculum evaluations by our QA committee.
- v. Students Surveys.

1.4 Area of External Quality Assurance Mechanisms

- Accreditation, audits, and benchmarking by regulatory bodies for objective compliance of academic programmes.
- Adhere to the National, Regional, and Continental standards. (NCHE, IUCEA)
- Governance, programs emphasizing relevance and competence-based Learning curriculum (WHO).
- Adhere to the Sustainable Development Goals (SDGs, NPA).
- Accountable to all our stakeholders. (Students, funders, professional bodies).
- Adhere to emerging innovations (Online teaching & learning)

1.5 Established Quality Assurance Committees at CHS

- » Quality Assurance, Gender Mainstreaming and ICT Committee of the University Council
- » College Academic Board
- » Academic Programmes and Library Committee
- » Examination Irregularities and Appeals Committee

1.6 Relevant Policies/Plans at CHS

- The revised Makerere University Graduate Handbook (2024)
- Quality Assurance Policy (2007).
- Research Agenda (2019).
- Strategic Plans (2018- 2030).

2.0 Roles of the Deans in the Quality Assurance process

STRATEGIC DIRECTION;

- Academic Supervision;** responsible for the general administration, promotion and maintenance of efficient teaching and research.
- Over see academic programmes, community engagement and school level research strategies
- Naturing innovations
- Staff and personnel management leading heads of departments, senior lecturers and administrative staff.
- Academic leadership;** Overseeing curriculum development, teaching quality and examination process within the department
- Strategic alignment;** Implementing Policies and strategic goals set by the college
- Administrative management;** Coordinating staff, Planning and managing department level resources
- Research and Mentorship;** Fostering a research intensive environment and mentoring of staff.

2.1 Roles of Heads of Departments in the Quality Assurance Process

Heads of academic units have the primary responsibility for ensuring that the programme portfolio is developed and enhanced.

Unit heads have the following responsibilities:

- i. To allocate individual roles and ensure staff are prepared for those roles.
- ii. To develop the programme portfolio to optimize academic and vocational opportunities for students.
- iii. To ensure that the teaching and the learning environment meet students and staff needs as much as possible.
- iv. To promote contact with potential employers and with the wider academic community.
- v. To supervise and monitor policies and procedures for selecting students and for assessing prior learning.
- vi. To ensure that there is an effective liaison with partners in offering collaborative programmes.
- vii. To identify and disseminate good practice within and from outside the Faculty / Institute/ School or Department.
- viii. To ensure that course planning committees and review teams are adequately supported by senior staff members who are experienced in evaluation and programme development.
- ix. Attend to specific directives from UQAC or QAD on Quality Assurance issues.
- x. Required to publish their work from time to time

2.2 Role of Academic Staff in the Quality Assurance Process

- i. Undertake Scholarly activities which underpin teaching and research,
- ii. Be well prepared for teaching, plan for course content and outline
- iii. Provide students with clear information and academic guidance in accordance with the University rules and regulations.
- iv. Maintain contact with professional practitioners.
- v. Continuous support and mentoring of the students throughout the programme.
- vi. Pursue professional development whether in subject area or in pedagogical techniques which supports teaching.

2.3 Role of students in the Quality Assurance Process

Students are expected to contribute to the quality of their learning as follows:-

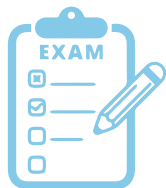
- i. Attend all lectures regularly
- ii. Participate in seminars, tutorials and workshop sessions.

- iii. Use the information and guidance provided during the orientation week.
- iv. Take up available opportunities to receive academic advice and feedback on their work
- v. Thoughtfully complete course questionnaire and surveys and consultations.
- vi. Use the systems of academic board and course representatives.

2.4 Quality Assurance in the Curriculum Programme Development (WHO. 2005)

- Crucially, quality assurance mechanisms must be integrated throughout the process.
- Institutional accreditation systems, regulatory oversight and internal programme review processes must be updated to reflect the new paradigm.
- Indicators of success must shift from credit hours and contact time to demonstrated competence in real or simulated environments.
- This shift may necessitate national regulatory bodies revising their accreditation standards, licensing examinations and continuing professional development frameworks in line with CBE principles.
- Finally, the cultural implications of this transition must be recognized and navigated. In many African countries, educational models are still heavily hierarchical and didactic.
- They are shaped by deeply rooted beliefs about teaching, authority and the passive role of the students which stem from colonial legacies. Introducing CBE challenges these norms by shifting the focus from knowledge acquisition to performance, from teacher control to student responsibility and from summative assessment to programmatic assessment with continuous feedback.
- Such a change requires leadership and support, as well as acknowledgment that culture itself must evolve. Therefore, a guided, supported mechanism for managing this cultural transition is therefore vital to the success of CBE. Localizing, adapting and implementing CBE is a transformative journey, that requires vision, persistence and collaboration across sectors. When executed effectively, it establishes the groundwork for a resilient, responsive.

2.5 INTERNAL QUALITY ASSURANCE PROCESS



2.5.1 Key Examination Guidelines (Quality Assurance Policy 2007)

1. Each Examination paper shall be under the specific direction of senior member of academic staff nominated by the Head of Department/Dean.
2. Invigilators shall be present in the examination room at least thirty minutes before the commencement of an examination.
3. Invigilators must ensure that ONE answer-book is provided for each candidate.
4. Invigilators shall admit candidates to the examination room ten minutes before the commencement of the examination
5. In case of a candidate whose name is not included in the list but who presents himself/ herself for the examination, the invigilator should;
 - a) Ask him/her to state the precise title of the question paper he /she is to take.
 - b) Report the name of the candidate and particulars to the Examinations Officer through the Invigilators Report form.



2.5.2 Teaching Timetables

- a. Teaching and Learning shall follow a published timetable schedule showing clearly the names of course facilitators, day and time of the week and venue.
- b. In the case of online and blended teaching, the published timetables should clearly indicate the dates and times when online lectures are planned to be conducted and should capture all the teaching loads.
- c. Timetabling shall be the responsibility of the Heads of Departments assisted by the registrar.
- d. Timetables should be electronic generated capturing all the teaching loads.
- e. Each College principal shall submit a copy of the College timetable to the Deputy Vice Chancellor (Academic Affairs) and Academic Registrar two (2) weeks before the commencement of the semester.



2.5.3 Assignment of Teaching Workload and Academic Duties

- a. Assignment of academic duties to staff shall be in line with the terms of reference stipulated in their appointment letters.
- b. Assignment of duties shall be based on the knowledge, qualifications, and competencies of staff members.
- c. The Chairperson/Head of Department and the Dean of School/Faculty shall ensure that teaching workloads and other academic assignments are equitably distributed among all academic staff within the department.
- d. Assignment of teaching workloads shall take into consideration the requirement for each staff member to undertake a minimum teaching load of ten to twelve (10–12) contact hours out of the total forty (40) working hours required per week.
- e. The remaining twenty-eight to thirty (28–30) working hours shall be allocated to other academic responsibilities, including research and publications; supervision of students' research projects, dissertations, and theses; curriculum and programme development; student mentorship and career guidance; as well as knowledge transfer and community outreach activities.
- f. The Chairperson/Head of Department and the Dean of School/Faculty shall ensure that all full-time academic staff are assigned the minimum teaching workload before any academic duties are allocated to part-time or short-term contract staff.
- h. It shall be the responsibility of the Head of Department and the Dean to ensure that each registered student within the department is assigned a mentor from among the academic staff in the academic unit to provide support in career guidance, counseling.

2.5.4 Examination Regulations

- a. General examination and awards regulations All graduate degree programmes are conducted based on semester system or the plans

2.6 The courses are conducted on credit unit basis.

- a. University Examinations For all programmes leading to the academic awards of the University, except in some programs where it is not applicable, there shall be University examinations as a mode of assessment. These examinations shall be normally conducted at the end of every semester.

- b. Examiners Every examination for a degree or diploma of the University, whether taken at one time or in sections, shall be examined by:
 - i. Internal examiners, one, or where possible, two or more in each course, and ii) External examiners, one or more in each course.
- c. Course Assessment Each course shall be assessed out of a maximum of 100 marks and assigned appropriate letter grades and grade points (see section 5.12).



2.6.1 Reports of External Examiners

- i. Examiners shall be expected to submit their reports within a period of six (6) weeks.
- ii. The availability of examiners shall be confirmed before the thesis is sent for examination.
- iii. In cases of delayed submission, examiners shall be reminded to submit their reports within two (2) weeks.
- iv. Although failure by examiners to submit reports is uncommon, where this occurs, the Deputy Principal shall request the responsible Department to nominate a replacement examiner.
- v. Examiners' reports shall be submitted directly to the Deputy Principal of the College not later than six (6) weeks from the date of receipt of the thesis.
- vi. The Deputy Principal shall forward the examiners' reports to the Dean for consideration by the School Higher Degrees and Research Committee.
- vii. Upon completion of the process, copies of the examiners' reports together with the minutes of the viva cove defense shall be submitted to the Director, DRGT.

2.6.2 Moderation of Examination Papers

- i. The external examiner shall review, moderate and approve all examination papers.
- ii. Draft examination papers should be sent to the external examiners in advance allowing enough time for them to propose any modifications they feel necessary.
- iii. Draft examination papers should be sent with marking schemes or model answers.
- iv. External examiners may be invited to propose one or more questions to be included in the examination papers.

- v. Dissertations where appropriate will be sent to the external examiner at least two weeks in advance.
- vi. Care must be taken to safeguard the examination against leakage and malpractices.
- vii. Internal moderation of examination should be carried out by all Departments.



CHS, Students



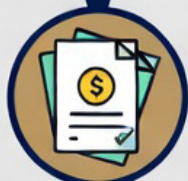
Registration Guidelines

A student is only registered after fulfilling the following requirements:



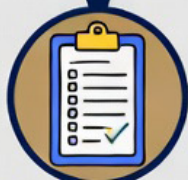
1. Payment

Evidence of payment of university fees as indicated on the admission letter



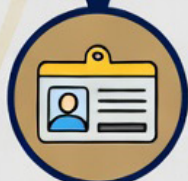
2. Documents

Two copies of certified academic transcripts/certificates



3. Forms

Filling registration forms (online/Hard copies) issued by Registrars at the Schools or picked from Room 307 on the Senate Building



4. ID Card

Current valid identity card



5. Photos

Two passport size photographs to be fixed on the registration forms

◆ Guidelines ◆ For PhD Study Plan



Semester 1: Foundation Phase



Registration at
College/Department



Attend relevant courses
(research methodology,
proposal writing, scholarly writing)



Develop research
instruments



Draft proposal



Seminars



Review study plan with
supervisor



Doctoral Committee review

Semester 2: Proposal Completion



- Discipline-specific courses to deepen expertise



- Develop and present full proposal to Doctoral Committee



- Presentation to School of Higher Degrees

Semester 3: Fieldwork & Data Collection



Registration for the semester in both the school / Department and DRGT with a developed proposal.



Laboratory / fieldwork, data collection



Presentation at seminars



Review of study plan.

Semester 4: Analysis Phase

Key activities and milestones
for your PhD research progress



Attend courses if applicable



Continued lab/field work



Data Analysis



Seminar presentation of
draft chapters



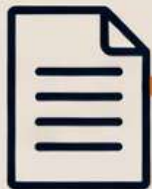
Review study plan



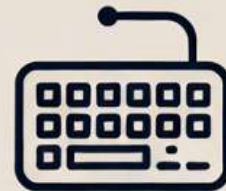
Present first paper



Semester 5: Thesis Writing



- Develop thesis draft/outline
- Start writing & data analysis



Seminar/Doctoral
Committee presentation

- Review study plan



Present second paper

- Publish a paper



Semester 6: Thesis Submission & Defense



Finalize writing



Final seminar to Doctoral
Committee



Submit thesis/dissertation



Examination processes



Public Viva Voce / Defense



Academic
Achievement



Thesis Defense
Defense



Celebration

3.0 CHS - Continued Support for Graduate Training (PhD)

The Chairperson QA & Gender Committee Prof. Richard Idro together with the principal College of Health Sciences, embarked on the Journey to support the PhD students through cross-cutting courses. Since November 2024-2026, PhD students have participated in about four training sessions covering cross-cutting courses such as scholarly writing, Philosophy of methods, supervision training and interactive PhD physical meetings.



CHS PhD students' having an Interaction meeting with Prof Richard Idro & Dr. Cyprian Misinde



CHS PhD fellows at the PhD Philosophy of Methods Training on 14 to 21 at School of Public Health, Auditorium

Close to 100 PhD fellows attended the training in Philosophy of Methods. This programme had specific facilitators from CHUSS and it was a two weeks training hosted by the school of public health auditorium. The PhD fellows acquired skills and knowledge about the principles of research methodology and philosophy of methods.

4.0 Training in Scholarly Writing for the PhD Students



Prof. Robert Wamala (Middle) Director Research & Innovations at the PhD Scholarly writing, Prof Richard Idro, Prof Ndeezi & Dr. Irene Namatende with the PhD students.

The scholarly writing training was held from the 14th to the 21st at the PhD lounge. The College of Health Sciences. Had about 90 PhD fellows attended physically while about 120 attended the training online. The training had about 10 facilitators from the college of Health Sciences.

Key Facilitators at the PhD Scientific Manuscript Writing and Communication Skills Held on 17 – 21st February 2025

The PhD Scientific Manuscript and Communication training had several facilitators from the college who presented on various research topics as presented below;

Table: 1. Facilitators at the PhD Scholarly Writing Training Workshop

Topic		Name of Tutor
	Day 1	
1	Lecture 1: Scientific Writing; Getting Started and the Tree of Argument	Prof. Kaddu Mukasa
2	Demonstration: Write your Tree of Argument	Prof. Kaddu Mukasa
3	How to Organize a Paper: The IMRaD Format / Structure	Dr. Ian Munabi

4	Demonstration: Literature Search, Referencing & Referencing styles	Prof. Alison Kinengyere
5	Lecture 4: The Discussion	Dr. Innocent Besigye
6	Lecture 5: Presentation of Results; Tables & Figures	Dr. Innocent Besigye
7	Individual Writing & Tutoring	
8	Lecture 10: Uniform Reporting requirements: STROBE, CONSORT, etc	Dr. Roy Mubuuke
9	Literature Review	Dr. Moses Ocan
10		
11	Lecture 11: Ethics & Plagiarism	Prof. Ponsiano Ocama
12	Lecture 12: AI Technology and Writing	Prof. David Meya
13	Lecture 13: Does your paper communicate clearly? Strategies for Clear and Concise Communication	Prof. William Tayebwa
14	Unique aspects of writing up Qualitative Research	Dr. Siu Godfrey
15	Demonstration: Journal Selection and Writing: A case of the African Journal of Health Sciences	Prof. Grace Ndeezi
16	Group Session: Evaluation	Course Director /Dr. Irene Namatende

5.0 Monitoring and Evaluation System at CHS

The QA Committee has established a robust monitoring and evaluation system at CHS. To identify gaps and evaluate the status of student training facilities and clinical sites, the committee regularly conducts periodic visits across various departments.

Departments and Sites Visited

- i. National Tuberculosis Laboratory (NTL)
- ii. DPT of Anesthesia.
- iii. DPT of Orthopedics.
- iv. DPT of Dentistry.

Membership for the Quality Assurance, Gender and ICT committee in the College of Health Sciences



Assoc. Prof. Richard Idro
Chairperson QA, ICT & Gender
Committee



Prof. Annette Nakimuli
Dean, School of Medicine



Prof. David Kateete
Dean, School of Biomedical
Sciences



Dr. Richard Muhindo
Dean, Health Sciences



Assoc. Prof. Annet Kutesa
Dean, School of Dentistry



Prof. Moses Galukande
School of Medicine
Department of Surgery



Prof. David Meya
School of Medicine



Dr. Kalid Rajab
Lecturer/ Member of Quality
Assurance



Assoc. Prof. Christine Nalwadda
School Public Health



Dr. Edson Munanura
Lecturer, Department of
Pharmacy



Assoc. Prof. Alison Kinengyere
Librarian, Albert Cook



Dr. Haruna Muwonge
Lecturer, Physiology



Dr. Jude Onyango Tadewo
Lecturer, Family Medicine



Bob John
(Head, IT)



Mr. Herbert Bataamye
College Registrar



Dr. Irene Rebecca Namatende
Secretariat, QA, Gender & ICT
Committee



Dr. Irene Namatende with the QA team at the National Research Laboratory (Butabika)



NRL Butabika State of the Art equipment (Students Clinical Site)

6.0 The Department of Anesthesia

On 5th August 2025, the QA committee visited the department of Anesthesia. The committee had a candid discussion with Dr. Lujja Tonny, the departmental Chair and his Staff.

Monitoring visit to the Department of Anesthesia on 8th August, 2025



On Right Dr. Kalidi Rajabu, Dr. Namatende Irene with the staff at Anesthesia



QA team visited the Orthopedics department in November, 2025

7.0 The Department of Orthopedics

Evaluates students using a robust blend of progressive and summative assessments, including exam moderation, strict invigilation, and daily surgical portfolios. Progressive grading involves monthly tutorials and weekly evaluations of surgical participation, supported by faculty.

Monitoring in the Department of Dentistry



On left Prof. Annet Kutesa and Staff with the QA Committee

Recognition of Outstanding Women Professors at the College of Health Sciences



Prof. Rhoda Wanyenze
Professor & Dean School of Public Health, Uganda



Prof. Damalie Nakanjako
Former Principal-CHS



Assoc. Prof. Annette Nakimuli
Dean, School of Medicine



Prof. Sarah Kiguli
Dept. of Pediatrics



Assoc. Prof. Noeline Nakasujja
Department of Psychiatry



Assoc. Prof. Suzanne Kiwanuka
School of Public Health



Assoc. Prof. Esther Buregyeya
School of Public Health



Prof. Harriet Mayanja
School of Medicine



Assoc. Prof. Alison Annet Kinengyere
Librarian, Albert Cook



Prof. Grace Ndeezi
Department of Pediatrics



Ass. Prof. Elizabeth E. Kiracho
School of Public Health



Assoc. Prof. Annet Kutesa
Dean School of Dentistry

**CHS FACULTY/ STAFF ACADEMIC DEVELOPMENT OBTAINED
PhD, JANUARY 2024-2026**



Dr. Isaac Magulu Kimbowa,
Lecturer, School Health Sciences



Dr. Miriam Namubiru
Assistant Lecturer, Nursing



Dr. Alex Kayongo,
Lecturer, School of Biomedical Sciences



Dr. Damalie Nalwanga
Assistant Lecturer, Departments of Paediatrics
and Child Health



Dr. Godfrey Erem,
Chair Radiology and Radiotherapy
School of Medicine



Dr. Cathy Mwesigwa
Department of Dentistry
College of Health Sciences



Dr. Ayebare Elizabeth,
Lecturer, School of Nursing
College of Health Sciences



Dr. Irene Rebecca Namatende,
Quality Assurance Officer,
College of Health Sciences



Dr. Acen Esther Lilian
Lecturer, Department of Physiology College of
Health Sciences



Dr. Imelda Namagembe
Department of Obstetrics & Gynecology,
College of Health Sciences



Dr. Peace Bagasha
Lecturer, Department of Internal Medicine,
Makerere University.



Dr Herbert Kayiga
Lecturer, Department of obstetrics and
gynecology

CHS NEWLY PhD Graduands on the 76 Graduation Ceremony 2026

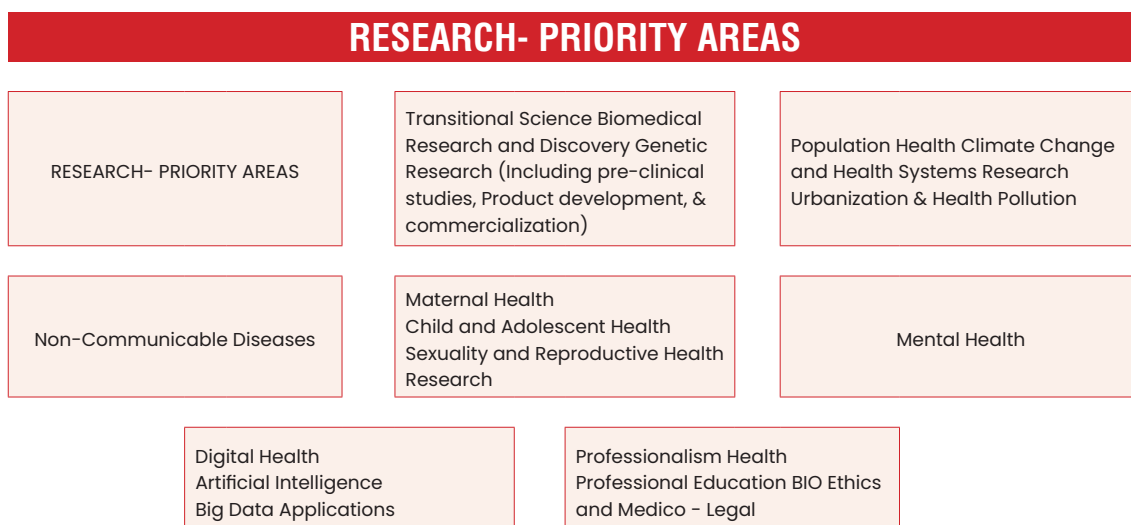
Warm Congratulations to the newly PhD graduates for the College of Health Sciences
The College had about 26 PhD graduates this year 2026. We commend the supervisors, the teaching and the non teaching staff for the incredible support given to the students.





8.0 Appendices

Appendix 1



Appendix 2

Key Performance Indicators

Key indicators	
Examination Process	<ul style="list-style-type: none"> ▪ Examination Committees in the department ▪ Modulation of Examinations. ▪ Review of set examination questions.
AR	<p>College Academic Board (CAB) Programmes</p> <ul style="list-style-type: none"> ▪ Attendance/membership (evidence of minutes.) ▪ Proportion of cases or decisions taken on malt practices. ▪ Number of meeting held the previous ▪ Numbers of programmes reviewed and approved by CAB. ▪ Pending programmes for approval. ▪ Key achievement for the committee. (CAB) ▪ Challenges for the committee (CAB).
Financial Unit- CHS	<ul style="list-style-type: none"> ▪ Financial Plan. ▪ Availability of Financial policy ▪ 5-year budget. ▪ Annual budget. ▪ Development plans Human Audited accounts. ▪ Achievements. ▪ Challenges.

<p>Procurement</p>	<ul style="list-style-type: none"> ▪ Supplier Policy existence. ▪ Existence Procurement policy. ▪ How often is it reviewed? ▪ Is there any periodical review of the policy? ▪ Missed Contractual Obligation. ▪ Number of terminated contracts. ▪ Internal inspection. ▪ Price compliance rate. ▪ Procurement Supplier engagement. ▪ Average selection for Micro/Macro procurement. ▪ Staffing levels. ▪ Achievements ▪ Challenges
<p>Human Resource</p>	<ul style="list-style-type: none"> ▪ No. of Professors ▪ No. Lecturers. ▪ No. Assistant Lecturers. ▪ No. of Administrative staff. ▪ No of Support Staff. ▪ Induction of new appointed members of staff ▪ Training. ▪ Re-tooling. ▪ Attrition rate. ▪ Promoted. ▪ Due for promotion ▪ Achievement. ▪ Challenges.
<p>Grants Maintaining a information on intuitional collaborations</p>	<ul style="list-style-type: none"> ▪ Applications and submissions for new Grants ▪ Growing MakCHS grants Portfolio ▪ A record of MakCHS MOUs ▪ Current data on ongoing projects ▪ Effectiveness in monitoring completed projects and timely project closure ▪ Unit growth through staffing and training ▪ Engagements with Key stakeholders – Project Admin, Researchers (PIs, Graduate & Post Grad, Fellowships) ▪ Innovation capacity through training in Grants writing ▪ Communication of results –Achievements & Challenges

Library

- Research articles published.
- E-Resources/ ICM Courses conducted.
- Regional and local conferences attended/presented to
- No. of Student research archived in the Repositories
- No. of staff research articles archived in the repository
- Collaborative research done with other Units.
- Resources, infrastructure system
- User space per person.
- Number of seats per person.
- User satisfaction.
- Number of new books.
- Existence of E-resources and subscribed to.
- Accessibility, what capacity.
- Internet Connection.
- Licenses and software to support E learning.

Appendix 3

Publications for the Committte members

1. Kirenga, B. J., Chakaya, J., Yimer, G., Nyale, G., Haile, T., Muttamba, W., ... & van der Molen, T. (2024). The burden of severe asthma in sub-Saharan Africa: Findings from the African Severe Asthma Project. *Journal of Allergy and Clinical Immunology: Global*, 3 (2), 100209.
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11. Nabbaale, Juliet, Emmy Okello, Karen Sliwa, and Annette Nakimuli. "High intracardiac clot burden in a young mother with peripartum cardiomyopathy in Uganda." *Cardiovascular Journal of Africa* 35, no. 4 (2024): 431-434.
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CHS, Students

Editorial Team

Mr. Mark Wamayi	Editor
Dr. Irene Rebecca Namatende	Editor
Rogers Waira	Designer – 0774979968



MAKERERE UNIVERSITY
COLLEGE OF HEALTH SCIENCES



MAKERERE UNIVERSITY
QUALITY ASSURANCE

Director, Quality Assurance Directorate

Room 203, Senate Building Makerere University
P. O. Box 7062, Kampala, Uganda

Tel: +256 414 533009

Fax: +256 414 533640

Email: info@qad.mak.ac.ug