



**REPORT ON THE UVCF QUALITY ASSURANCE TRAINING WORKSHOP
HELD ON 4TH -5TH JULY 2024,
AT HORIZON HOTEL - ENTEBBE**

Contents:

1.0	Introduction.....	2
1.1	Workshop Participants.....	2
2.0	Remarks:	3
2.1	Welcome Remarks by the UVCF Executive Director – Prof. Eriabu Lugujjo	3
3.0	Presentations:.....	5
3.1	Monitoring and Evaluation of Quality Assurance Systems:	5
3.2	Compliance and Accreditation by Dr. Vincent Ssembatya-NCHE	7
3.3	Foundations of Quality Assurance by: Dr. Robert Ayine	10
3.4	TELLISTIC Technology Services by Ms. Jane Mukulu:	12
3.5	Embracing AI and ICT in Teaching and Learning by: Victoria University.....	14
3.6	Assessment and Evaluation Practices by Dr. Matovu Musa.....	16
3.7	Enhancing Teaching and Learning by Dr. Amaal Kinene Nsereko.....	18
3.8	Research Quality and Impact by Dr. Doris. K. Kwesiga	19
3.9	Student Support, Technology Integration, Capacity Building, and Stakeholder Engagement by Prof. John Amoah.	21
4.0	Award of Certificates of Participation.....	23
5.0	Key Takeaways /Recommendations from Participants	24
6.0	General Conclusion.....	25
7.0	ANNEXURES	27

1.0 Introduction

The UVCF Quality Assurance Training Workshop, held on the 4th and 5th of July, 2024, was organized by the Uganda Vice Chancellors' Forum (UVCF). UVCF is a prestigious body that brings together leaders of higher education institutions in Uganda, aiming to promote collaboration, excellence, and policy advocacy. With a commitment to advancing the quality of higher education, UVCF plays a pivotal role in shaping the educational landscape in Uganda.

Quality assurance is a critical aspect of higher education, ensuring that institutions maintain high standards of teaching, research, and administration. In a globalized world, the competitiveness of higher education institutions hinges on their ability to provide quality education that meets international standards. Robust quality assurance mechanisms help institutions enhance their academic programs, improve student outcomes, and gain recognition in the global academic community. By fostering a culture of continuous improvement, quality assurance ensures that institutions can effectively respond to the evolving demands of the educational sector and maintain their reputation for excellence. In that regard, the workshop featured various sessions led by esteemed experts in the field of administration and research, focusing on key areas of quality assurance.

Participants registered for the workshop and were warmly welcomed by the secretariat team. This session set the stage for the workshop by providing an overview of the program and logistical information. The programme for the two - day workshop is attached as annexure I. The Attendance list is also attached as annexure II.

1.1 Workshop Participants

The workshop specifically targeted quality assurance officers in higher education institutions, as well as individuals responsible for maintaining quality standards in institutions of higher learning in Uganda. These participants play a crucial role in ensuring the effectiveness of quality assurance systems and the overall academic and administrative excellence of their institutions. In addition to the training sessions, the workshop served as a platform for service providers, such as TELLISTIC, to showcase their services related to easing the activities involved in institutional quality assurance. These service providers presented innovative tools and methodologies designed to support institutions in their quality assurance efforts. This report provides a comprehensive overview of the workshop's proceedings, including session summaries, key takeaways, and participant comments.



Figure 1: Select photos of Workshop participants

2.0 Remarks:

The opening/welcome remarks were given by the UVCF Executive Director - Prof. Eriabu Lugujo, highlighting actionable steps towards enhancing institutional excellence and fostering student-centered learning environments.

2.1 Welcome Remarks by the UVCF Executive Director – Prof. Eriabu Lugujo



Brief Profile: Prof. Eriabu Lugujo is a seasoned academic and leader with extensive experience in higher education. He is a former Vice Chancellor of Ndejje University and has held numerous positions in academic administration. In a number of ways, he has been instrumental in advancing quality standards in educational institutions.

Prof. Lugujo delivered the opening remarks, introducing the workshop's objectives and emphasizing the importance of quality assurance in higher education. He emphasized that quality assurance is the hemoglobin of institutions of higher learning as highlighted in his remarks below:

Figure 2: Prof. Eriabu Lugujo delivering Opening Remarks

Ladies and Gentlemen,

It is my pleasure to welcome you to this essential workshop dedicated to Quality Assurance in our universities. Today, we gather to reaffirm our commitment to excellence in higher education. Quality assurance is not confined to academic standards alone but is integral to developing well-rounded individuals prepared to tackle both national and global challenges.

As QA officers, your role is pivotal. You ensure that our institutions continuously improve, adapt, and innovate. Embrace lifelong learning in quality assurance, fostering environments that nurture academic excellence, critical thinking, and holistic development.

In a competitive environment ‘quality’ is a treasure that should always be nourished. It can be summarized in three strands together:

- i. **Quality as exceptional:** This ‘traditional’ conception regards quality as exclusive, distinctive and intuitively recognizable. Quality as excellence often refers to high standards that can be attained only in limited circumstances with exceptional students and staff.
- ii. **Quality as efficient production:** This approach, based on practices in industry. Disconnects quality from an absolute standard and makes it relative to ‘specifications.’ A quality product is thus one with ‘zero defects. A slightly different conception is quality as

“fitness for purpose”, meaning the extent to which the product or service meets the “designer and customer specifications”

The best-known example is the Japanese Total Quality Management system where every part of the organization works towards “customer delight”.

- iii. **Quality as Transformation:** This approach attempts to enhance the abilities of students regardless of their initial level, and regards “adding value” as they key objective. An Institution that enrolls the best students but adds little to their skills is of poorer quality than one that manages to add value to less prepared students. The assessment of “added value” is still a weakness of this approach and an unresolved question is whether these different types of qualities should be applicable to different types of institutions, or whether they can be accommodated within the same institution.

In the perspective of transformation, we need to align our institutions to prepare polyvalent lifelong learners who are adequately proactive to the ever changing technological challenges.

Together, let’s strive for a balanced approach that integrates rigorous academic standards with the cultivation of skills and values necessary for personal and professional success. Your dedication to quality assurance ensures that our graduates are not only knowledgeable but also capable of making meaningful contributions to society.

Thank you for your unwavering commitment. Let’s make this workshop a milestone in our journey towards sustained educational excellence.

3.0 Presentations:

Participants were treated to a series of insightful presentations covering a diverse range of topics critical to enhancing higher education in Uganda. These presentations, delivered by esteemed educators and experts, addressed pressing issues such as accreditation processes, faculty development, technological integration, student welfare, and research collaboration. This interactive format allowed for robust discussions and enriched the learning experience, ensuring that insights were thoroughly explored and understanding deepened on critical topics impacting higher education in Uganda.

3.1 Presentation 1: Monitoring and Evaluation of Quality Assurance Systems: Prepared by Sr. Dr. Goretti Kaahwa, presented by Dr. Amaal Kinene Nserereko



Figure 3: Figure 2: Sr. Dr. Goretti Kaahwa, Author of content of presentation on monitoring and Evaluation of Quality Assurance Systems

Profile: Sr. Dr. Kaahwa Maria Goretti has been involved in Higher Education, working in the Quality Assurance field for many years. She is a Senior Lecturer at the Department

of Instructional Curriculum and Technology Media Studies, in the Faculty of Education at Kyambogo University. Currently, she is Quality Assurance Director of Kyambogo University. She is among the Founders of the Ugandan Universities Quality Assurance Forum (UUQAF) and the East African Higher Education Quality Assurance Network (EAQAN) and worked as a representative of Uganda Chapter in EAQAN in the past years.



It should however be noted that, while Sr. Dr. Goretti Kaahwa was able to prepare the presentation, she was unable to give the presentation on the day of the workshop due to unavoidable circumstances, hence Dr. Amaal Kinene Nsereko gave the presentation on her behalf.

Figure 4: Dr. Amaal Kinene Nsereko, presentation on Monitoring and Evaluation of Quality Assurance Systems:

The presentation discussed strategies for the ongoing monitoring and evaluation of internal quality assurance systems to ensure their effectiveness and alignment with institutional goals. Key topics included:

- i. Developing strategies for monitoring and evaluating quality assurance systems.
- ii. Identifying key performance indicators and benchmarks for assessing the impact and outcomes of quality assurance mechanisms.
- iii. Methods for collecting and analyzing data to measure the success of quality assurance initiatives and identify areas for improvement.

The presentation focused on the critical aspects of monitoring and evaluating quality assurance (QA) systems in higher institutions of learning (HIL). The presenter began by introducing the concept of quality in HIL, emphasizing its importance in ensuring that educational institutions meet and exceed the standards expected by stakeholders. It elaborated on why maintaining quality is a significant issue in HIL, citing challenges such as the increasing demand for higher education, diverse student populations, and the need for continuous improvement in teaching and learning processes.

One of the central themes of the presentation was the development of strategies for monitoring and evaluating QA systems. The presentation highlighted the necessity of having robust systems in place to track the effectiveness of QA mechanisms. She discussed various key performance indicators (KPIs) and benchmarks that institutions can use to assess the impact and outcomes of their QA initiatives. These KPIs and benchmarks serve as essential tools for institutions to measure their progress and identify areas where improvements are needed.

The presentation also addressed the methods for collecting and analyzing data to measure the success of QA initiatives. She underscored the importance of using reliable data collection methods and analytical tools to gather insights into the effectiveness of QA systems. By analyzing this data, institutions can

identify trends, pinpoint areas for improvement, and make data-driven decisions to enhance their QA processes.

In summary, the presentation provided several key points in quality assurance including an introduction to the topic giving day to day examples, explained the concept of quality in Higher Institutions of Learning, and discussed why quality assurance is a pressing issue. She defined the main concepts related to QA, described the various QA systems, and outlined the aspects that need to be monitored. Additionally, she highlighted the monitoring tools and frameworks that institutions can use to ensure the effectiveness of their QA systems. The presentation was concluded by reiterating the importance of continuous monitoring and evaluation to maintain and improve quality in higher education.

A copy of the presentation is hereon attached as annexure III

3.2 Presentation 2: Compliance and Accreditation by Dr. Vincent Ssembatya-NCHE



Figure 5: Dr. Vincent Ssembatya's presentation on Compliance and Accreditation

Profile: Dr. Vincent Aloysius Ssembatya is the Director of Quality Assurance and Accreditation at the National Council for Higher Education (NCHE), the regulatory body for higher education in Uganda. In this role, he oversees the licensure, establishment, planning, development, and strategic guidance of all higher education institutions in the country. This includes institutional and curriculum accreditation, monitoring and evaluation, and the coordination and mentorship of leadership and governance across over 250 accredited public and private higher education institutions.

Dr. Ssembatya holds a PhD from the University of Florida. His extensive experience in academia includes serving as a lecturer and senior lecturer, Dean of the Faculty of Science, and Director of Quality Assurance at Makerere University.

In his presentation, Dr. Vincent Ssembatya provided insights into the regulatory requirements and accreditation processes for higher institutions of learning in Uganda. His session began with an in-depth explanation of the regulatory framework governing higher education in Uganda, highlighting the importance of adherence to these standards for the effective functioning and credibility of educational institutions.

He explored the role of national bodies and the significance of international standards in the accreditation process. He emphasized how alignment with these standards not only enhances the quality of education but also ensures that institutions remain competitive on a global scale. By drawing comparisons and identifying overlaps between national and international accreditation requirements, he provided a comprehensive understanding of the landscape.

The session concluded with a general discussion on strategies for navigating the accreditation processes and ensuring compliance. Dr. Ssembatya shared practical tips and best practices for institutions to streamline their accreditation efforts and maintain high standards of quality assurance. This interactive segment allowed participants to engage with the material, ask questions, and gain actionable insights for their respective institutions. A copy of his presentation is attached as annexure IV.

3.2.1 Comments and Feedback from Participants

Following Dr. Ssembatya's presentation on the regulatory requirements and accreditation processes for higher institutions of learning in Uganda, the session transitioned into an interactive segment dedicated to questions and comments. This provided an opportunity for participants to seek clarification, share their experiences, and discuss the practical application of the strategies and insights presented. Dr. Ssembatya addressed a variety of inquiries, fostering a dynamic and engaging dialogue that enriched the overall understanding of compliance and accreditation in the Ugandan higher education context. A summary of the comments is given below:

- i. **Enrollment Issues:** Participants highlighted a significant challenge regarding the mismatch between the encouragement of secondary students to pursue sciences and the limited availability of science courses at the university level. Many students are left "floating" because they are not accepted into any programs at the university.
- ii. **PhD Defense Guidelines:** There was a strong recommendation for NCHE to develop clear guidelines on conducting PhD defenses. The current practice of holding defenses before students receive comments from internal and external examiners can lead to public embarrassment for both the institution and the student. It was suggested that students should have access to examiner comments and address them before the defense to maintain the dignity of the process.
- iii. **Role of Professional Bodies:** Concerns were raised about the stringent standards set by professional bodies, such as those for Veterinary Medicine, which some participants found overly strict and intimidating. Questions were asked about who regulates these professional bodies, and it was suggested that NCHE should ensure these bodies do not exceed their mandate.
- iv. **Minimum Standards Revision:** Participants noted that some minimum standards, particularly in business-related courses, are outdated, having been set 10 to 15 years ago. They called for a revision to maintain quality in higher education.
- v. **Improvement Proposals:** Several comments were made regarding tools for surveys and self-assessment. It was suggested that these tools could be improved and customized to suit the specific

purposes of different institutions. In the sciences, institutions were encouraged to project their environment to accommodate all students, possibly sending them to the UVCF for career guidance.

- vi. **Accreditation Delays:** The lengthy duration NCHE takes to handle accreditation was highlighted as a major issue, leaving higher education in a loop. Interaction with NCHE revealed that the delays are often due to the limited manpower and the slow response times from professional bodies involved in the accreditation process.
- vii. **Professional Bodies and Accreditation:** Specific concerns were raised about the high failure rates at the Law Development Centre (LDC). Participants questioned the role of NCHE in regulating the activities at LDC, given its high failure rates, and suggested that the root causes need to be documented and addressed.
- viii. **Re-accrediting Programs:** There was a discussion on whether it is appropriate to review and re-accredit programs that were never launched. It was generally clarified that re-accrediting such programs is in order, provided there is a justification for why they were never launched initially.
- ix. **Institutional Accreditation Information Management:** Questions were asked about the existence and frequency of reviews for institutional accreditation information management systems. Participants were keen to understand how often document reviews are conducted and the typical duration of the institutional accreditation process.
- x. **Course Downsizing and Curriculum Alignment:** Participants discussed the possibility of downsizing courses and benchmarking from institutions like Mountains of the Moon University. Additionally, there was a query about whether current curricula align with Sustainable Development Goals (SDGs) and a call to avoid duplicating programs to reduce costs for institutions.
- xi. **Communication with NCHE:** It was noted that universities no longer receive email responses regarding their submissions to NCHE. Participants emphasized the need for NCHE to acknowledge receipt of submissions to improve communication.
- xii. **AI in Curriculum Review:** The integration of Artificial Intelligence (AI) in curriculum review was discussed as a potential innovation. While AI could be beneficial, participants cautioned that it should be used carefully, as it is prone to making errors. The human interface will always be necessary, although planning for AI integration is still in its early stages.

3.3 Presentation 3: Foundations of Quality Assurance by: Dr. Robert Ayine



Figure 6: Dr. Robert Ayine's presentation on Foundations of Quality Assurance

Profile: Dr. Robert Ayine is the Senior Qualifications Framework Officer at the Inter – University Council for East Africa. He has over 19 years' experience in higher education working as a University Lecturer at Gulu University and until recently with the National Council for Higher Education in Uganda.

While at the NCHE in Uganda, Robert was responsible for development of standards, recognition and equating of academic and professional qualifications and the implementation of the Uganda Higher Education Qualifications Framework. He is passionate about quality issues in education and has participated in several initiatives focusing on quality of teaching and research in higher education

Dr. Ayine's presentation provided a comprehensive exploration of quality assurance principles and frameworks in higher education. He began by introducing the foundational concepts of quality and quality assurance, emphasizing their interconnectedness. Using local examples, Dr. Ayine illustrated that while the concept of quality is often debated and can be subjective—akin to beauty, which is in the eyes of the beholder—once quality is anchored in specific attributes, it becomes an objective measure. He referenced the British Standard Institution (BSI), which defines quality as "the totality of features of a product or service that bears its ability to satisfy stated or implied needs" (BSI, 1991). Additionally, he cited Green and Harvey (1993), who identified five different approaches to defining quality: as exceptional (exceeding high standards), consistency (zero defects), fitness for purpose (meeting stated purposes), value for money (through efficiency and effectiveness), and transformative (quality change).

He then delved into a detailed understanding of quality and quality assurance. He provided an overview of both local and international perspectives on quality assurance, offering a comparative analysis that highlighted various practices and standards across different educational systems. This section underscored the importance of adapting quality assurance frameworks to fit local contexts while also drawing from international best practices to enhance the robustness of these systems.

The importance of quality assurance for institutional excellence and student success was a key focus of Dr. Ayine's discussion. He argued that a strong quality assurance system is essential for maintaining high educational standards, fostering continuous improvement, and ensuring that institutions can effectively meet

the needs and expectations of their stakeholders. Quality assurance, he noted, is not just about compliance but about driving excellence and achieving transformative outcomes for both institutions and their students.

In summary, Dr. Ayine's presentation covered four main aspects: the introduction to quality and quality assurance, understanding the intricacies of these concepts, exploring various perspectives on quality assurance, and highlighting the critical importance of quality assurance for the overall success of higher education institutions. His insights provided a solid foundation for the workshop participants, equipping them with the knowledge and understanding necessary to enhance quality assurance practices within their own institutions. Dr. Ayine's presentation is hereon attached as annexure V.

3.3.1 Comments and Reactions to Dr. Ayine's Presentation

Following his presentation, participants engaged in a lively question and answer section. The session provided a platform for attendees to share their observations, raise concerns, and propose solutions based on the insights presented. The following points capture the key comments and reactions from the participants, reflecting their diverse perspectives and the challenges they face in implementing quality assurance practices within their institutions.

- i. **Teaching and Research by QA Officers:** An observation was made regarding whether Quality Assurance (QA) officers should engage in teaching and research. Some participants suggested that QA officers need to teach and conduct research to understand the challenges firsthand and lead by example. However, there was a concern about who will ensure the quality of their teaching and research if they are allowed to engage in these activities.
- ii. **Compromised QA Officers in Private Universities:** It was sighted that in private universities, sometimes directors who are also owners can compromise QA officers when they present factual findings. It was recommended that university owners should also undergo Quality Assurance training organized by UVCF to appreciate the importance of QA recommendations, as their primary focus is often on financial gain.
- iii. **Challenges in Enhancing Quality Culture:** There was a discussion on why it is difficult to enhance a quality culture in Ugandan universities. Despite the clear desire for quality, adopting and maintaining high standards remains challenging.
- iv. **Quality of Staff and Staffing Deficiencies:** Concerns were raised about the quality and number of staff in QA departments, which are often not fully staffed. Participants questioned whether UVCF and NCHE are aware of these staffing deficiencies and how they can address this issue.
- v. **Hierarchical Challenges for QA Officers:** QA officers often report to senior staff who may be resistant to change and not open to learning new practices. This hierarchical challenge hinders the implementation of new QA initiatives. Participants questioned how NCHE, UVCF, and IUCHEA can address this issue.
- vi. **Perception of QA Officers as Policemen:** QA officers are often perceived as policemen and are not well-liked by those they supervise. Participants suggested that QA officers should lead by example and not expect to be liked but respected for their role.

- vii. **Support from Vice Chancellors:** QA officers need support from Vice Chancellors (VCs) to effectively carry out their duties. However, obtaining this support can be challenging. Participants emphasized the need for VCs to understand and value Quality Assurance.
- viii. **Student Feedback Platforms:** There is a need for platforms through which students can express their views on quality assurance matters.
- ix. **Resistance to QA Departments:** Despite the NCHE requirement for each university to have a QA department, there is resistance due to the perception of QA officers as policemen. It was suggested that QA officers should work to gain the support of management to ease their work and ensure institutional quality.
- x. **Attitudinal Challenges in QA:** Participants discussed that the primary issue with Quality Assurance in universities is attitude. Changing attitudes is a gradual process that requires significant investment. Quality assurance is expensive but necessary for achieving and maintaining high standards.

3.4 Presentation 4: TELLISTIC Technology Services by Ms. Mukulu Jane:



Figure 7: Team from TELLISTIC delivering a presentation

As a cross boundary service provider in technology consulting, software development, data analytics, and AI solutions, TELLISTIC showcased their expertise and practical applications of their technology solutions. Below is a summary of their presentation:

TELLISTIC Technology Services, with offices in Kampala, Uganda, and Nairobi, Kenya, made a significant contribution to the UVCF Quality Assurance Training Workshop. As an emerging regional leader in technology consulting, software development, data analytics, and AI solutions, TELLISTIC Technology Services is at the forefront of the digital era. Their commitment to value creation is evident in their objective to exceed client expectations through outstanding customer service, cost/performance optimizations, and delivering the value of cloud and hybrid scenarios to organizations in need.

With a primary operating model designed to serve a distributed engineering team, TELLISTIC Technology Services employs staff across the African continent, including Kenya, Uganda, and Ghana, as well as in the United States. This diverse team allows them to draw on a wealth of expertise for high-profile projects, ensuring excellence in execution and successful project delivery. The company's founders bring nearly a half-century of combined experience with Microsoft, embedding a culture of excellence within TELLISTIC.

TELLISTIC Technology Services is a specialized Microsoft Gold Partner, excelling in Microsoft Azure, Microsoft 365, and related services such as business intelligence, collaboration, and machine learning. Their close relationship with global cloud providers and technical expertise distinguish their associates, making them well-equipped to meet the highest standards for their customers.

During the workshop, TELLISTIC Technology Services not only presented their offerings but also provided a live demonstration of how their system works if adopted by any institution. This demonstration showcased the practical applications of their technology solutions, illustrating how universities could enhance their quality assurance processes, operational efficiency, and overall digital infrastructure.

Furthermore, TELLISTIC Technology Services took the opportunity to market their services to the participants, encouraging universities to adopt their technology solutions. They emphasized how their expertise in the Microsoft stack could deliver cutting-edge technology solutions tailored to the needs of modern organizations, ultimately enhancing the quality and efficiency of higher education institutions.

Overall, TELLISTIC Technology Services provided valuable insights into the integration of advanced technology in quality assurance and demonstrated how their offerings could significantly benefit universities looking to enhance their digital infrastructure and operational efficiency. A detailed copy of the presentation from TELLISTIC is Appended as annexure VI.

3.4.1 Comments and Reactions from Participants:

Following the presentation by TELLISTIC Technology Services, participants had several comments and questions regarding the application and integration of the solutions presented:

- i. **Appreciation for New Intervention:** Participants expressed appreciation for the new interventions introduced by TELLISTIC. One participant inquired, "Can we use Microsoft Power BI to analyze data, including inferential data?" The response confirmed that not only is this possible, but there is also training available for users. The system is built on an updated version of the Microsoft Excel program, enhancing its analytical capabilities.
- ii. **Qualitative Data Tracking and Analysis:** Another question was raised about the system's capability to handle qualitative data tracking and analysis. The response was affirmative, indicating that the system supports these functionalities.
- iii. **Engagement and Contracting:** Participants were curious about the level of engagement and contracting with TELLISTIC. They asked, "Is engagement at an individual or institutional level, and how do we work with TELLISTIC?" It was explained that TELLISTIC can be contracted either to do the work as a consultant or to build customized models and train an internal team to carry on the training within the institution whenever required.

- iv. **System Integration:** There were also concerns about the integration of TELLISTIC's system with existing university systems. Participants asked, "Can the system quickly integrate with other university systems?" The response was reassuring, stating that it is very easy to build integrators that allow seamless integration with institutional systems.

Overall, the participants were engaged and showed significant interest in the solutions presented by TELLISTIC, indicating potential for future collaboration and implementation of their technologies in higher education institutions.

3.5 Presentation 5: Embracing AI and ICT in Teaching and Learning by: Victoria University

Victoria University, showcased their innovative approach to education by embracing Artificial Intelligence (AI) and Information and Communication Technology (ICT) in their teaching and learning processes. Their presentation highlighted the university's relentless focus on providing practical, hands-on learning experiences that equip students with unique, employable skills, fostering self-reliance and empowering them to make a positive impact in their communities.

The university's exclusive learning techniques are tailored to the diverse needs of its students, placing them at the center of the educational approach to ensure their individual growth and development. This student-centered philosophy is integral to the university's mission of providing high-quality, transformative education.

During the presentation, Victoria University emphasized their use of a unique Learning Management System (LMS) that enhances accessibility and convenience. This system enables a comprehensive real-time classroom experience online, allowing students and faculty to engage seamlessly from any location. This commitment to leveraging technology ensures that education is brought closer to the students, enhancing their learning experience and making it more flexible and inclusive.

With a focus on innovation, student-centered learning, and experiential education, the university is poised to remain a distinguished center for learning. They invited attendees to join their extraordinary journey, promising a transformative learning experience that sets students apart in their careers and personal lives.

Overall, Victoria University's presentation demonstrated their relentless effort in integrating AI and ICT into education, highlighting their dedication to preparing students for the future through innovative and accessible learning solutions.

3.5.1 Comments from Participants:

Participants engaged in a discussion after the presentation and raised several pertinent questions and comments as highlighted below:

- i. **Handling Practicals Virtually:** Participants inquired about how practicals are conducted virtually, especially for science-specific modules that traditionally require physical presence. Victoria University clarified that while some modules are practical-based and require physical attendance, they are exploring innovative solutions for virtual practicals where feasible.

- ii. **Student Placements and Supervision:** Questions were raised about how placements are facilitated and supervised for students. Victoria University explained that they collaborate with supervisors in the private sector where students are located, ensuring effective supervision and support throughout the placement period.
- iii. **Quality Assurance for Online Assessments:** Participants were curious about how quality assurance is maintained for online assessments. The university outlined the existence of an institutional-level system that monitors online assessments to uphold standards and fairness.
- iv. **Internet Data Provision and Abuse Prevention:** Concerns were expressed regarding internet data provision for blended learning and measures to prevent abuse of the system, such as absenteeism during online learning sessions. Victoria University clarified that they cover internet data costs for local students within the tuition fees and employ systems to monitor and discourage absenteeism.
- v. **Guarding Lecture Times and Intellectual Property:** Participants questioned how lecture times are safeguarded against abuse and how intellectual property rights are ensured in online settings. Victoria University explained that their system includes safeguards against abuse of lecture times and employs measures to protect intellectual property rights, such as monitoring attendance and content usage.
- vi. **Document Verification for International Students:** Inquiry was made about how document verification is conducted for international students virtually before admission. Victoria University detailed their provisional admission process, where international students are given a timeframe to submit proof of authenticity of documents after admission for verification.

3.6 Presentation 6: Assessment and Evaluation Practices by Dr. Matovu Musa



Profile: Dr. Matovu Musa is the Director of the Graduate School at the Islamic University in Uganda (IUIU) and a leading figure in educational assessment and evaluation. With a strong track record in developing assessment tools and methodologies that enhance academic program quality, Dr. Matovu has made significant contributions to the field of education. He holds a Bachelor of Industrial Fine Arts (BIFA), a Postgraduate Diploma in Education (PGDE), a Master's in Education specializing in Educational Psychology (MED Psy), and a Doctorate in Education focusing on Measurement and Evaluation (PhD - Measurement and Evaluation). Dr. Matovu's expertise and dedication to improving educational standards make him a distinguished and respected professional in his field.

Figure 8: Dr. Matovu Musa delivering a presentation on Assessment and Evaluation Practices

In his presentation, Dr. Matovu provided valuable insights into the systematic collection, review, and use of information to enhance student learning and development. With a focus on designing valid and reliable assessment tools and using assessment data to drive continuous improvement in teaching and learning, Dr. Matovu's session was both informative and impactful. The following section summarizes some of the key points and best practices discussed during his presentation.

- i. The Presentation gave insight on assessment and evaluation practices, focusing on methodologies for assessing academic programs, learning outcomes, and institutional effectiveness. He began by defining assessment as the systematic collection, review, and use of information about institutional and educational programs to improve student learning and development. He emphasized that assessment involves collecting and documenting information to understand student learning and institutional progress, which can then be used to adjust instruction and make informed decisions.
- ii. Dr. Matovu highlighted best practices for designing valid and reliable assessment tools. He reiterated the importance of systematic collection and review of information to enhance educational programs. The process of collecting and documenting data was stressed as crucial

for understanding both student learning and institutional progress, enabling educators to make data-driven adjustments to instruction and overall program development.

- iii. The presentation also covered the use of assessment data to drive continuous improvement in teaching and learning. Dr. Matovu discussed how data can inform curriculum development by identifying areas where changes are needed to improve student learning outcomes. He pointed out that assessment data can guide faculty in selecting effective teaching strategies and pedagogies. Additionally, he highlighted how assessment data can enhance student support services by identifying areas where students require additional support, such as tutoring or mentoring.

Overall, Dr. Matovu's presentation provided valuable insights into the role of assessment in educational improvement, offering practical strategies for leveraging assessment data to foster continuous enhancement in teaching, learning, and institutional effectiveness. A detailed copy of Dr. Matovu's presentation is attached as Annexure VII.

3.6.1 Reactions and Comments from Participants

Following Dr. Matovu Musa's presentation on assessment and evaluation practices, participants engaged in a general discussion, providing several insightful comments and reactions:

- i. **Evaluation, Audit, and Reporting:** Participants highlighted the importance of incorporating evaluation, audit, and reporting into the assessment process. They emphasized that not all assessment reports should be made public and that care must be taken to protect sensitive information. It was noted that reporting should include both positive and negative findings to identify gaps for further improvement. Additionally, participants stressed the need for maturity and sensitivity when dealing with academic staff, considering their varying temperaments and attitudes towards change.
- ii. **Fairness in External Assessments:** One participant pointed out the challenges associated with external assessments, particularly those used for institutional ratings. They argued that assessment and evaluation should consider the age of the institution to ensure fairness. Younger institutions often face higher and less objective standards compared to older institutions, which can skew the assessment results. In response, participants noted that:

"It's crucial to thoroughly understand the institution you're assessing to ensure evaluations are informed and accurate. However, it's also important not to impose the standards of older or more established universities onto all institutions. We must recognize and appreciate that universities may operate under different frameworks, some under license rather than charter."

- iii. **Quality Education and Innovation:** There was a strong emphasis on ensuring quality education, fostering innovation, and upholding moral values. Participants discussed the importance of aligning university standards with real-world innovations, such as comparing student-prepared menus with those of 5-star hotels. They also deliberated on how to measure innovations effectively and stressed that each program should have specific units of measurement for learning outcomes.

3.7 Presentation 7: Enhancing Teaching and Learning by Dr. Amaal Kinene Nsereko



Figure 9: Dr. Amaal Kinene Nsereko after her presentation on Enhancing Teaching and Learning

Profile: Dr. Amaal Kinene NSEREKO is the Director of Quality Assurance and a Senior Lecturer at the Islamic University in Uganda (IUIU). With over 10 years of experience in the Quality Field across various higher institutions of learning, Dr. Nsereko is recognized as deeply passionate about ensuring high education quality through rigorous audit, assessments, quality control, and maintaining academic standards that enhance the overall experience for students and staff throughout the institutions. She is known for her effective leadership skills and trademark work ethic, making her a valued team player in any professional setting. She is an expert in curriculum design and pedagogical innovation, and is known for her work in enhancing teaching quality and student engagement through innovative practices. Her dedication to fostering high standards and continuous improvement in educational quality assurance underscores her commitment to advancing academic excellence at IUIU and beyond.

Dr. Amaal Kinene Nsereko delivered a comprehensive presentation on enhancing teaching and learning, focusing on the pivotal concept of student engagement. She began by defining 'student engagement' and exploring its various manifestations, equipping participants with a nuanced understanding essential for effective educational practices. Highlighting the seven principles of good teaching, Dr. Amaal emphasized their role in fostering optimal learning environments. These included: fostering student-faculty contact, promoting cooperation among students, encouraging active learning, providing prompt feedback, emphasizing dedicated study time, communicating high expectations, and respecting diverse talents and learning styles.

Participants gained insights into practical teaching strategies designed to actively involve students in their own learning processes. Dr. Amaal addressed common challenges encountered in promoting student engagement, offering actionable solutions to mitigate these obstacles effectively. Furthermore, she underscored the importance of pedagogical innovations and effective instructional practices in enhancing educational outcomes.

Integral to her presentation was the integration of technology to enrich teaching and learning activities. Dr. Amaal illustrated how technology can be leveraged to facilitate interactive and dynamic learning experiences, aligning with modern educational paradigms. Throughout the workshop, she reinforced the significance of communicating high expectations and respecting diverse talents and learning styles to cultivate inclusive and supportive learning environments. A copy of the detailed presentation is hereon attached as annexure VIII.

3.7.1 Participant Feedback:

During the discussion following Dr. Amaal's presentation, participants shared valuable insights and suggestions as summarized below:

- i. **Retooling Needs and Pedagogical Support:** Participants emphasized the critical need for retooling teaching staff, especially in institutions without a dedicated school of education. They proposed seeking consultancy services to enhance pedagogical processes, aiming for better classroom management and student engagement.
- ii. **Importance of Staff Development:** There was a strong consensus on the significance of equipping staff to foster institutional development. Many participants suggested the implementation of postgraduate diplomas in education as a beneficial initiative towards achieving this objective.

3.8 Presentation 8: Research Quality and Impact by Dr. Doris. K. Kwesiga

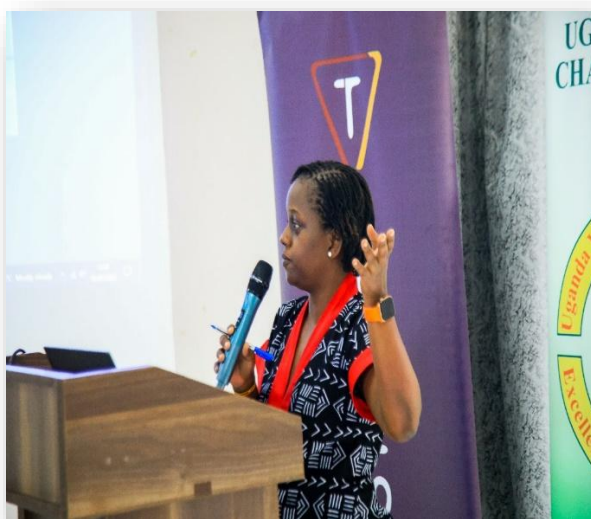


Figure 10: Dr. Doris K. Kwesiga delivering her presentation on Research Quality and Impact

Profile: Dr. Doris K. Kwesiga is a dedicated researcher and educator in the Department of Health Policy, Planning, and Management at

Makerere University School of Public Health. Her current research activities are deeply embedded in maternal, newborn, and child health within the INDEPTH Network Maternal, Newborn and Child Health (MNCH) Working Group. She plays a crucial role in the INDEPTH-ENAP project, focused on improving the capture of stillbirths, neonatal deaths, and birth weight in household surveys. Additionally, Doris serves as a co-investigator on the New Venture Fund project, leveraging data to advocate for policy and funding aimed at advancing maternal, newborn, and stillbirth care in Africa, aligning with Sustainable Development Goals. Previously, she led a study on Kangaroo Mother Care uptake and adherence in east central Uganda and has contributed significantly as an assistant lecturer and researcher at Makerere University where she completed her doctoral studies. Doris's expertise spans qualitative research methods, and her commitment to enhancing health outcomes in low-

income countries is evident through her research at Makerere University.

In the dynamic landscape of academic research, maintaining high standards of quality and integrity is paramount. Universities play a critical role in fostering environments where rigorous, ethical research can thrive, contributing significantly to societal advancements and knowledge. Research not only enriches the academic community but also drives innovation, informs policy, and addresses pressing global challenges. The importance of embedding quality assurance mechanisms within the research process cannot be overstated, as these mechanisms ensure that research outputs are not only credible and relevant but also legitimate and effective.

As such, Dr. Doris Kwesiga's presentation focused on promoting high-quality research outputs, ethical conduct, and research impact. She began by emphasizing the importance of research to universities and the role of quality assurance in the research process, covering supervisory and monitoring aspects crucial for maintaining research integrity. Central to her discussion were three main areas:

- i. **Promoting High-Quality Research Outputs, Ethical Conduct, and Research Impact:** Dr. Kwesiga highlighted the four main principles of research—relevance, credibility, legitimacy, and effectiveness—emphasizing their role in producing high-quality, ethical research with significant impact. She outlined key interventions across the research process to ensure quality, including the formulation of clear research questions and the careful selection of appropriate methodologies.
- ii. **Understanding Mechanisms for Measuring Research Impact and Engagement:** She addressed the importance of measuring research impact and engagement, discussing various mechanisms and metrics to evaluate the effectiveness and reach of research outputs. Dr. Kwesiga stressed the necessity of aligning research activities with these principles to enhance credibility and legitimacy.
- iii. **Enhancing Research Quality and Visibility Through Effective Dissemination Strategies:** Dr. Kwesiga underscored the significance of effective dissemination strategies in enhancing the visibility and impact of research. She provided insights into selecting sample sizes, ensuring appropriate respondent selection, and the importance of methodical research design. She cautioned against arbitrary method selection and advocated for a systematic approach to both conducting and disseminating research.

In conclusion, she provided a comprehensive guide to navigating the complexities of the research process, from the formulation of research questions to the dissemination of findings. Her emphasis on systematic approaches and ethical considerations underscored the vital role that quality assurance plays in ensuring the excellence and impact of academic research. A copy of her presentation is hereon attached as annexure 9.

3.8.1 Participants Comments and Reactions Following Dr. Doris Kwesiga's Presentation.

After Dr. Kwesiga's enlightening presentation on research quality and impact, participants engaged in a lively discussion, raising several pertinent points and questions:

- i. **Incentivizing Research Among University Staff:** Participants highlighted the recurring low allocation of research funds in university budgets, yet noted a significant lack of interest in research among staff. They emphasized the need for clear incentives to motivate staff to engage in research activities. It was suggested that the underlying issues contributing to this disinterest, such as

insufficient research training, be identified and addressed. Additionally, it was proposed that the same budget could be utilized to support students in conducting high-quality research.

- ii. **Access to Research Funds for Private Universities:** Concerns were raised about how individuals from private universities could access research funds. Participants stressed the importance of collaboration and the need for clear guidelines governing these partnerships. Memorandums of Understanding (MOUs) should explicitly detail data-sharing procedures to facilitate effective collaboration.
- iii. **Ensuring the Quality of Research through Peer Review:** The risk of disseminating incorrect information if research papers are not peer-reviewed was discussed. Participants inquired about how staff can access peer review services to ensure the accuracy and reliability of their research outputs.
- iv. **The Role of Research in University Distinction:** It was noted that universities must recognize research as a key differentiator from secondary schools and thus should fully embrace and promote research activities.
- v. **Addressing the Cost of Research:** Participants acknowledged that research is expensive, with public universities often having better access to funding compared to private institutions. However, there is a recognized gap in the ability to write competitive proposals. Collaboration was again emphasized as a solution, with a recommendation to start with small grants to build a research profile. Staff were encouraged to learn how to amplify previous work to secure larger grants.

These comments and reactions underscored the need for strategic measures to foster a robust research culture within universities, highlighting the importance of incentives, training, collaboration, and effective proposal writing in enhancing research quality and impact.

3.9 Presentation 9: Wrap-Up Session - Student Support, Technology Integration, Capacity Building, and Stakeholder Engagement by Prof. John Amoah.

integration, capacity building and stakeholder engagement.



Figure 11: Prof. John Amoah delivering his presentation on student support, technology

Profile: Prof. John Amoah, the Director of Quality Assurance at Bugema University, is a distinguished Ghanaian academic with a comprehensive background in marketing and research. After earning his Bachelor's degree from Perez University College in Ghana and a Master's degree from Pentecost University, he transitioned from a career in banking to academia, completing his PhD in Marketing at Tomas Bata University in the Czech Republic. With research interests in Social Media Analysis, Sustainability, SMEs Development, Consumer Behavior, and Service Marketing, Prof. Amoah has published extensively in peer-reviewed journals and presented at international conferences. His role at Bugema

University involves leveraging his research expertise to uphold and enhance the quality of education, ensuring that academic programs meet rigorous standards and foster continuous improvement.

In his presentation, Prof. Amoah hinged on key aspects of enhancing quality assurance in higher education institutions (HEIs). His talk focused on the critical role of maintaining all round high standards in educational practices to ensure the overall improvement and credibility of HEIs. He was emphatic on:

- i. **Student Support Initiatives:** Prof. Amoah highlighted the importance of comprehensive student support initiatives. He discussed various programs aimed at providing academic, psychological, and career guidance to students. Emphasizing the need for a holistic approach, he outlined how these initiatives not only aid in student retention and success but also contribute to the overall quality of the educational experience.
- ii. **Technology Integration in HEIs:** In addressing the integration of technology, Prof. Amoah illustrated how digital tools and platforms can revolutionize teaching and learning processes. He provided examples of successful technology integration at Bugema University, demonstrating how these advancements enhance both the accessibility and quality of education. He advocated for continuous investment in technological infrastructure and training to keep pace with evolving educational demands.
- iii. **Professional Development Opportunities:** Prof. Amoah stressed the significance of ongoing professional development for faculty and staff. He highlighted various opportunities for training and skill enhancement, which are essential for maintaining a high standard of teaching and research. By fostering a culture of continuous learning, HEIs can ensure that their academic and administrative staff are well-equipped to meet current and future challenges.
- iv. **Stakeholder Engagement in Quality Assurance Initiatives:** Engaging stakeholders in quality assurance processes was another key focus of the presentation. He discussed strategies for involving students, faculty, alumni, and external partners in quality assurance activities. He emphasized that inclusive and collaborative approaches lead to more robust and effective quality assurance frameworks, as diverse perspectives and feedback are invaluable for continuous improvement.

Conclusion: In conclusion, he reiterated the importance of a comprehensive and integrated approach to quality assurance in higher education. By prioritizing student support, embracing technology, investing in professional development, and actively engaging stakeholders, HEIs can significantly enhance their educational offerings and maintain high standards of excellence.

3.9.1 Participant Comments Following Prof. John Amoah's Presentation

Following Prof. John Amoah's presentation on enhancing quality assurance in higher education, participants shared several insightful comments and suggestions:

- i. **Workshop Timing and Attendance:** Participants noted that Uganda's Quality Assurance (QA) framework is highly progressive. They suggested that the Uganda Vice Chancellors' Forum (UVCF) should make an effort to include QA officers in benchmarking activities. However, they expressed

concern that the timing of the workshop, coinciding with the end of the financial year, compromised attendance, particularly for public universities.

- ii. **Student Engagement and Industry Collaboration:** Concerns were raised about the lack of time students have for co-curricular activities. Participants emphasized the need for QA departments to be vigilant in facilitating student placements. They advocated for establishing Memorandums of Understanding (MOUs) with industries, involving them in program development and review, to ensure students receive adequate placement opportunities.
- iii. **Mental Health Support:** The need for counseling and guidance services was highlighted to address mental health issues among students. Participants stressed that many students suffer in silence, and this significantly impacts their academic performance.
- iv. **Support for International Students:** Participants emphasized the importance of providing adequate support for international students, including assistance with immigration papers to prevent issues with immigration officials. They called for enhanced guidance and counseling services to ensure international students are legally compliant and well-supported.
- v. **Media Engagement and Accurate Advertising:** Concerns were expressed about the quality of media advertisements, particularly those related to alcohol, which participants found misleading. They urged universities to engage more actively with the media through the UVCF to ensure that only well-researched information is disseminated. This would help maintain the integrity of public information and contribute positively to community welfare.

4.0 Award of Certificates of Participation

At the end of the two-day workshop, participants were awarded certificates of participation. This recognition not only validated their engagement in the workshop but also acknowledged their commitment to enhancing quality assurance practices in their respective institutions.



Figure 12: Group Photo of Participants after receiving their Certificates of Participation

5.0 Key Takeaways /Recommendations from Participants

- i. **Streamline Accreditation Processes:** Simplify and expedite accreditation processes through the National Council for Higher Education (NCHE) to ensure timely approvals. Utilizing digital platforms can accelerate documentation and review, reducing administrative bottlenecks.
- ii. **Prioritize QA Information for Improvement:** Emphasize to Vice Chancellors the importance of Quality Assurance (QA) feedback as a catalyst for institutional enhancement. Prompt action on QA reports is essential to drive continuous improvement in academic standards and administrative practices.
- iii. **Implement QA Recommendations:** Advocate within the Uganda Vice Chancellors' Forum (UVCF) for the thorough implementation of QA recommendations. Institutions should develop actionable plans based on QA findings, with regular monitoring and reporting to track progress.
- iv. **Facilitate Access to Research Resources:** Invest in institutional subscriptions to academic journals, databases, and data analysis tools. This support enhances research capabilities, enabling faculty and students to access up-to-date scholarly information crucial for academic excellence.
- v. **Promote Faculty Development in Pedagogy:** Collaborate closely with faculties of education to provide ongoing professional development opportunities. Workshops and seminars should focus on refining teaching methodologies and skills to enhance the quality of education delivery.
- vi. **Foster Industry Collaboration for Student Engagement:** Establish and maintain Memoranda of Understanding (MOUs) with industry partners to facilitate student internships and placements. Aligning curricula with industry needs ensures graduates are well-prepared for the workforce.

- vii. **Address Student Mental Health Needs:** Develop comprehensive counseling and guidance services to support student mental health. Awareness programs and accessible resources should be implemented to help students manage stress and academic pressures effectively.
- viii. **Support International Students:** Implement dedicated support services for international students, including assistance with immigration processes and cultural integration. Access to guidance and counseling is crucial for international students to thrive academically and socially.
- ix. **Engage Media for Accurate Information Dissemination:** Collaborate with media outlets to ensure accurate and well-researched information from universities reaches the public. Strengthening media partnerships enhances the credibility of educational information and improves public perception.
- x. **Promote Student Engagement in Co-Curricular Activities:** Encourage active participation of students in extracurricular activities to foster holistic development. QA departments should actively support initiatives that integrate these activities into the student experience, promoting well-rounded education.
- xi. **Enhance Research Training and Access to Funds:** Provide comprehensive research training for faculty and staff to enhance research skills and capabilities. Facilitate access to research funding through clear guidelines and collaborative efforts to increase competitiveness in grant applications.
- xii. **Ensure Peer Review Access:** Ensure faculty have access to peer review services to uphold the quality and integrity of research outputs. Peer review processes help validate research findings and contribute to the advancement of academic knowledge.
- xiii. **Build Research Capacity:** Encourage faculty to start with smaller grants to build their research profiles and leverage previous work for larger grants. Strengthening research capacity enhances the institution's research output and competitiveness in securing research funding.
- xiv. **Engage Stakeholders in QA Processes:** Foster inclusive QA practices by involving students, faculty, alumni, and external partners in QA activities. Incorporating diverse perspectives and feedback ensures QA measures are comprehensive and reflective of the institution's goals.
- xv. **Utilize Technology for Teaching and Learning:** Integrate digital tools and platforms into educational processes to enhance accessibility and quality of learning. Investing in technological infrastructure and training supports innovative teaching methods and enriches the educational experience.

6.0 General Conclusion

The UVCF Quality Assurance Workshop was a crucial platform where stakeholders addressed pressing issues in Uganda's higher education. Moving forward, stakeholders are individually and collectively urged to implement the recommendations to enhance educational standards, competitiveness, and overall quality assurance in Uganda's higher education landscape. The UVCF reaffirms its commitment to supporting member institutions in achieving these objectives for the benefit of all stakeholders involved.

7.0 ANNEXURES

Annexure I: Programme for the Workshop



DAY_1_-_QA_PROGR
AM_-ENTEBBE[1].pdf



DAY_2_-_QA_PROGRA
M_-ENTEBBE[1].pdf

Annexure II: Attendance List

ATTENDANCE LIST FOR THE UVCf QUALITY ASSURANCE TRAINING WORKSHOP HELD ON 4th – 5th JUNE, 2024 AT HOTEL HORIZON – ENTEBBE.		
1	PROFESSOR ERIABU LUGUJJO	EXECUTIVE DIRECTOR - UVCf
2	MS. NAMUTOSI DOLOKA	AFRICAN RURAL UNIVERSITY
3	MR. ARIYO PADDY BRIAN	IBANDA UNUIVERSITY
4	MR. EDWARD OJUKA	LIRA UNIVERSITY
5	PROFESSOR JOHN AMOAH	BUGEMA UNIVERSITY
6	MR. CHARLES ERYENYU	BUSITEMA UNIVERSITY
7	MS. JANE ACHANGA	ISBAT
8	MR. EDWARD KATUMBA SEGAWA	UGANDA MARTYRS UNIVERSITY
9	MS. MARCELLA NSENGA	KING CEASOR UNIVERSITY
10	MR. SIMON SEKALEGA	YMCA
11	DR. RWANGIRE MILTON	BISHOP STUART UNIVERSITY
12	MS. A. MARGARET ONYANGO.	YMCA
13	MR. JOSEPH OLOBA	LIVINGSTONE INTERNATIONAL UNIVERSITY
14	MS. TEOPISTA AKULLO	MUTESA 1 ROYAL UNIVERSITY
15	MS. MONICA KARUNGI	KABALE UNIVERSITY
16	MS. BABIRYE VIVIAN	VICTORIA UNIVERSITY
17	MR. IAN BYOONABYYE	VICTORIA UNIVERSITY
18	MS. FARIDAH NABULA	KAMPALA UNIVERSITY
19	DR. AMAAL KINENE NSEREKO	ISLAMIC UNIVERSITY IN UGANDA
20	MR. BRIAN RUGUMAYO MANYINDO	MOUNTAINS OF THE MOON UNIVERSITY
21	MS. TAHIAH NAKKAZI	ISLAMIC UNIVERSITY IN UGANDA
22	DR. GEOFFREY BOAZ HIIRE	ST. LAWRENCE UNIVERSITY
23	DR. F. JUMBA	KING CEASOR UNIVERSITY
24	PROF. OMOLARA OLUWANIYI	KAMPALA INTERNATIONAL UNIVERSITY
25	DR. IRENE MURATINI	KAMPALA INTERNATIONAL UNIVERSITY
26	MR. DANSTAN SSENOGA	MOUNTAINS OF THE MOON UNIVERSITY
27	DR. TWALIBU NZANZU	TEAM UNIVERSITY
28	MR. PATRICK OKAE	SOROTI UNIVERSITY
29	DR. SAMUEL OCEN	SOROTI UNIVERSITY
30	DR. ISA KAWALYA	ISLAMIC UNIVERSITY IN UGANDA
31	ASSOC.PROF MUSA. MATOVU	ISLAMIC UNIVERSITY IN UGANDA
32	DR. AYIINE ROBERT	INTER-UNIVERSITY COUNCIL FOR EAST AFRICA

33	MS. SUZANNE KWESIGA	UGANDA VICE CHANCELLORS'FORUM
34	MS. CATHERINE NANYONGA	UGANDA VICE CHANCELLORS'FORUM
35	MR. RONALD BALIMUNSI	UGANDA VICE CHANCELLORS'FORUM

Annexure III:

Presentation on Monitoring and Evaluation of Quality Assurance Systems:



Sr. Dr. Kaahwa
presentation- QUALIT

Annexure IV:

Presentation on Compliance and Accreditation: The Role of Higher Education in National Development



Compliance and
Accreditation - The rol

Annexure V:

Presentation on Foundations of Quality Assurance:



Quality Assurance in
Higher Education - Dr

Annexure VI:

Presentation by TELLISTIC Technological Services.



Tellistic
Presentation.pdf

Annexure VII:

Presentation on Assessment and Evaluation Practices



Dr. Matovu Musa -
Assessment-and-Evali

Annexure VIII

Presentation on Enhancing Teaching and Learning.



Enhancing Quality
Teaching and Learning

Annexure IX

Presentation on Research Quality and Impact



Research Quality,
Impact and Dissemination