



MAKERERE UNIVERSITY

Directorate of Quality Assurance

Becoming a Learner Centred
Research Led University



Enhancing Graduate Supervision and Mentoring Between Selected Public Universities in Uganda with Swidish Universities



EMBASSY OF SWEDEN

Kampala

PREAMBLE

Makerere University's Strategic Plan (2008-2018) recognizes quality assurance among three vital crosscutting themes to be embedded in the university's academic and administrative functions.

This is currently enhanced by Makerere University–Sida collaboration through support of the sub-project “Strengthening Quality Assurance Initiatives for Relevance and Optimal Productivity at Makerere University and Public Partnering Universities” from 2015 to date. This facilitation has enabled the Directorates of Quality Assurance and Graduate Research and Training to enroll and train close to 150 academic staff in Graduate Supervision and Mentoring.

Participants were initially drawn from Makerere University and since 2017 from Busitema University, Gulu University, Kyambogo University as well as Mbarara University of Science and Technology; hereafter referred Public Partnering Universities. The Directorate of Graduate Training and Research has oversight on Sida supported programs.

Makerere University–Sida Bilateral relations for Graduate Training in Uganda

Collaboration between Swedish and Uganda universities is historic, currently enabled through Swedish International Development Agency; hereafter titled Sida. The partnership has facilitated graduate studies, staff exchange programs, facilitated supervisors and mentoring courses, provided financial support towards facilities, equipment as well as curricula development and review. Collectively, these have enhanced institutional capacities in sciences and humanities



Participants pose in group photo with the Vice Chancellor, Makerere University Professor Barnabas Nawangwe (in blue suit, front row) with Professor Mukadasi Buyinja, Director, Directorate of Graduate Research and Training. On his right are course coordinators: Anna Bjuremarck and Katarina Andreassen. Behind course coordinators is Dr. Ssembatya, Director, Directorate of Quality Assurance Makerere University.



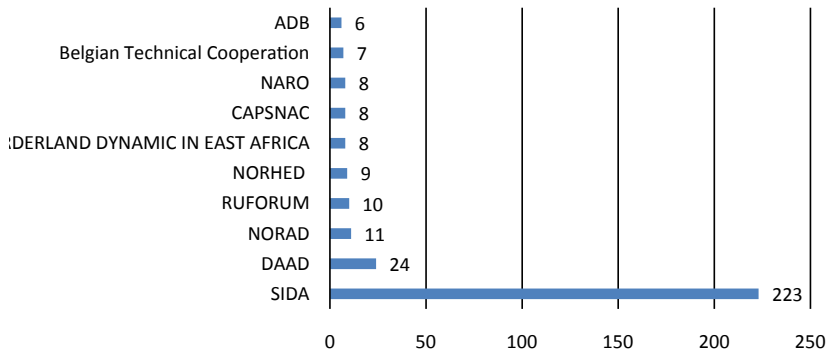


Figure 1: Research Sponsors of Makerere University Graduate

Students; Source: Gradtrack (www.gradtrack.mak.ac.ug)

The Gradtrack system can now be used to gain insight on the character of the research environment obtaining at Makerere University. For instance, as of April 2018 the top 10 funders of graduate research at the University (those who fund more than one person) are shown in Figure 1. Makerere University is excluded for the reason that most funding is partnership funding where the university is involved. The system further provides insights into the relationship of Makerere research to the Sustainable Development Goals (SDGs); the university research agenda; the capacity and interest in specific research areas.

Table 1: Principal Supervisors at Colleges: Source Gradtrack (www.gradtrack.ac.ug)

College	As Principal Supervisor		
	Female	Male	Grand Total
CAES	22	104	126
CEDAT	15	95	110
CEES	4	29	33
CHS	15	38	53
CHUSS	23	50	73
COBAMS	2	42	44
COCIS	14	26	40
CONAS	13	50	63
COVAB	14	47	61
	122	481	603

COVAB: College of Veterinary Medicine, Animal Resources and Bio-Security

CAES: College of Agricultural & Environment Sciences

CEDAT: College of Engineering, Design, Art and Technology

CHS: College of Health Sciences

CEES: College of Education and External Studies

CHUSS: College of Humanities and Social Sciences

COBAMS: College of Business and Management Science

COCIS: College of Computing and Information Sciences

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Gradtrack enables analysis of human resource by gender in respective Colleges. This extends to co-supervisors respectively.

Principal Supervisors in Colleges

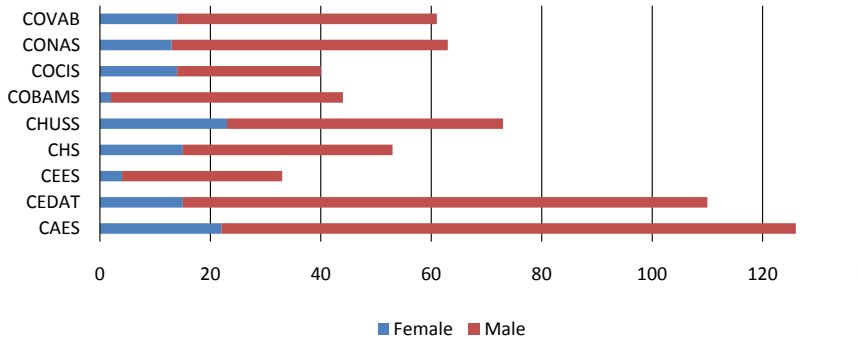


Figure 2: Principal Supervisors at Colleges: Source Gradtrack (www.gradtrack.ac.ug)

The Directorate of Quality Assurance at Makerere University promotes Makerere University–Sida Bilateral collaboration Sub-Program Title: ***Strengthening Quality Assurance Initiatives for Relevance and Optimal Productivity at Makerere University and Partnering Public Universities***, whose overall objective is to “Strengthen the Quality Assurance Regimes at Makerere University and Participating Public Universities in Uganda for the improvement of teaching and research”. The specific objectives guiding the quality assurance subprogram are:

1. To improve supervisor –student relationship by developing personal and professional transferable skills by 2017;
2. To enhance the quality of graduate training by developing professional and transferable skills by 2020;
3. To increase completion rates of graduates to 80% for PhDs and Masters by 2019;
4. To ensure compliance with established quality assurance standards and best practices in graduate teaching, learning and research by 2020; and,
5. To create a consortium for public universities for sharing higher education quality assurance best practices by 2016.

Contents of this article are aligned to objective 4: **To ensure compliance with established quality assurance standards and**

best practices in graduate teaching, learning and research by 2020.

Specific activities for its fulfillment include:

- i. Quality enhancement training in supervision skills for supervisors of graduate students;
- ii. Assessment of training and research performance for compliance to quality standards at National, Regional and International (best practice);
- iii. Level institutional performance against regional and international best practices through benchmarking

Justification for Graduate Supervisors Training in Uganda Universities

Supervision of graduate students involves a process of interaction between a student and a supervisor(s) guided by institutional regulations. From the choice of a topic to completion of a dissertation/thesis, a student needs a supervisor's guidance, mentoring, inspiration, support for academic growth, knowledge in research methods, access to appropriate materials, networking as well as evaluation for quality output.

Whereas some students' exhibit academic independence; others display high levels of dependence in their expedition of research. Supervisors therefore need skills to devise strategies for steering students to completion. Besides, increased graduate enrollment and programs has resulted in overload, supervision backlogs, inefficiency, leading to stakeholders' continuous complaints. However, supervision in Uganda universities remains largely a pedagogy learnt through self initiatives hence individual experience. Currently, there is no university in Uganda with formal teaching on supervision of graduate students. However, experience has proved too slow a "teacher" to rely on with increased calls for timely completion.

In view of the above, several supervisors are self-taught, drawing much from inbuilt and cumulative experience over time. In such a context, a novice supervisor could be a frustration in a student's academic progress. One's approach is to supervise as he or she

was supervised which could be detrimental to academic progress of the supervisee. In a nutshell, the art of graduate supervision can be daunting if attempted without adequate preparedness as is often with some supervisors.

Experienced supervisors may equally irritate supervisees. The mismatch may arise from failure to recognize their roles in retarding a student's performance. This could be unintentional or by default. Experience could equally be blurred by inadequate supervisory skills. The supervisor may be oblivious to cardinal undertakings that improve supervision. In sum, experience per se may not be a panacea to successful supervision hence the urgent need for graduate supervisors training in universities.

Motivation for Graduate Supervisors Training at Makerere University
Makerere University has over 600 graduate supervisors. While the Directorates of Quality Assurance as well as Graduate Research and Training have in the past conducted training of graduate supervisors for enhanced performance, more effort is glaringly required in view of increased graduate programs, enrollment and research based supervision (RBS) against traditional based supervision (TBS). As noted above, these trainings are neither periodical nor institutionalized. Besides, many of the PhD students enrolled at Makerere University are staff who should be prepared to supervise. Without institutionalized training, such resource will await a workshop to learn to supervise.

Above shortcomings are compounded by a mid-term evaluation report (2010-2013) of Swedish collaboration which strongly recommended the need to improve the pedagogical skills of the supervisors at Makerere University. This is no exception to Public Partnering Universities.

Besides, to achieve Makerere University's vision "to be the leading institution for academic excellence and innovations in Africa", with a mission focused "to provide innovative teaching, learning, research and services responsive to national and global needs" require capacity building among graduate supervisors.

Makerere University is further challenged by its set target to graduate over 120 PhDs per year with a current enrolment of about over 5,000 PhD students. For this reason, enhancing graduate supervisors skills through training can enable the university realize this noble undertaking.

Therefore, to remain compliant to the National Academic Standards requirements set by the Uganda National Council for Higher Education and fulfill its commitment to international monitoring mechanisms such as Thomson Reuters, Times Higher Education, Higher Education and Research Network for Africa (HERANA) and SCIMAGO Institutional Rankings (SIR) Makerere University has the obligation to train graduate supervisors to continuously enhance its national, regional and international academic rankings.

Graduate Supervisors Training at Makerere University 2012 -2016

Table 2: Training of Makerere University Graduate Supervisors: 2012 – 2016

TITLE OF WORKSHOP/ DATE	CHUSS	COBAMS	COMAS	GHS	COVAB	COSIS	LEES	CAES	CEEDAT	SOL	QAD & DGRT	TOTAL
Mechanism for Graduate Training: 2012	4	3	5	1	1	1	2	1	2	0	7	27
Graduate Supervisor Skills: 2012	0	0	5	4	1	0	4	1	0	0	8	23
Training of Supervisors: 2015	3	5	6	1	0	0	4	4	0	0	7	30
Enhancing graduate Supervision & Mentoring: 2016	4	1	1	2	1	1	5	1	3	0	12	31
Total	11	9	17	8	3	2	15	7	5	0	34	115

With support from Sida, Directorates of Quality Assurance with Graduate Research and Training organized the Graduate Supervisors Training Workshops: 2012-2016.

A total of 81 academic staff (excluding 34 staff of both Directorates) was trained in graduate supervision. Facilitators were drawn from the College of Education and External Studies as well as the Directorate of Graduate Training and Research at Makerere University.

Average participation for 10 Colleges from 2012 to 2016 was 8.1. College of Natural Sciences (CoNAS) recorded highest attendance of 17, followed by College of Agricultural and Environmental Studies (CAES) with 15 participants as well as Humanities and Social Studies (CHUSS) with 11 participants. College of Computer and Information Studies (CoSIS) registered 2 participants, College of Veterinary, Food Security and Bio Diversity (CoVAB) had 3 participants. Non attendance was registered in College/ School of Law. Attendance from other Colleges can be observed from Table 2 above.

Collaboration on Graduate Supervisors Training and Mentoring between Uganda Public Universities and Selected Swedish Universities

Constraints enumerated above have compromised potential for Uganda universities to graduate enrolled PhDs candidates in time. Improving throughput in graduate training is a major focus in the current Sida intervention. Key activities target graduate supervisors (through pedagogical training), students (through monitoring progression), curriculum (through taught PhDs) and the general operating environment (institutional reforms).

Considering the flagship status of Makerere University in the Higher Education sector, each of the interventions above has been extended to participating public universities through support from Research Collaboration from Sweden. The entry point is the development of Quality Assurance Regimes in the respective Public Partnering Universities.

Makerere University–Sida collaboration with above universities in PhD/Graduate supervision training is supervised by the Directorate of Graduate Research and Training and jointly coordinated by the Directorate Quality Assurance with The Head, Division of Quality Enhancement, Uppsala University (Sweden).



Director, Directorate of Graduate Research and Training at Makerere University, **Professor Buyinza Mukadasi**



Director, Directorate of Quality Assurance, Makerere University, **Dr. Vincent A. Ssematya**



Head, Division for Quality Enhancement, Uppsala University, **Dr. Åsa Kettis**

Facilitators for the Graduate Supervision and Mentoring course

Katarina Andreassen PhD (Uppsala University-Sweden)



Katarina Andreassen in one of the PhD Supervision and Mentoring sessions at Makerere University

Katarina Andreassen, PhD is Associate Professor in Biology at Uppsala University, Sweden. She has performed the role of Educational Developer since 2015. Further, she has taught and has accomplished ten courses: "Supervising PhD students" at the Unit for Academic Teaching and Learning, Uppsala University. She has also taught biology courses since 1992, as well as supervisory and other pedagogical courses since 2015. She is interested in communication and sustainable feedback; understanding supervisory practices and facilitating students' learning and motivation.

Anna Bujerumark Professor (Likpong University-Sweden)



Anna Bjuremark (right bottom) in one of the PhD Supervision and Mentoring sessions at Makerere University

Anna Bjuremark, PhD and Associate Professor, Higher Education Pedagogy, is a retired, part time staff at the Department of Mathematics, Linköping University, Sweden. Her previous positions include: Director, Didacticum Unit for Staff Development at Linköping University; Principal Executive Director, Rector's Office, Linköping University; Acting Director of Human Resources, Rector's Office; Director, Principal Executive Officer, Staff Development Unit, Rector's Office; Human Resources Consultant Personnel & Planning.

Anna has a wide wealth of experience, having worked with Organizational and Staff Development at Linköping University since 1985. Her main interest and focus has been the pedagogical processes in PhD Supervision. She has organized and taught more than 2,000 supervisors at Linköping University. Further, she has continuously been involved in Basic Courses as well as Advanced Courses in Higher Education Pedagogy.



Associate Professor Betty Ezati, Dean, School of Education, College of Education and External Studies, Makerere University (Uganda)

Dr. Betty Ezati is the current Dean, School of Education. She holds a PhD in Education from Makerere University and several other trainings in the following areas: Policy Studies, Child Rights, Classroom and School management; teaching and learning in higher education, Gender Focused research methodology, Gender and Management and Gender and Social Policy. All these courses have broadened her understanding of educational issues in the country and beyond. Specifically, her understanding of the teaching and learning process, school community interaction, the role of the teacher in the promotion of equity and equality in the school system, peace and conflict resolution has been enhanced.

Dr. Ezati has won and participated in several research projects including; Lineas Palme award where she is the PI; DFID funded

research on Capacity Building for Teachers in post conflict areas: A case study of Northern Uganda (She was the PI). She also participated in a research project on strengthening secondary school head teachers' management skills: Developing materials for secondary school teachers; Strengthening management and leadership among university managers. Together with other researchers she researched on Governance Models and the Quality of Leadership in African Universities funded by CODESREA. Dr. Ezati has supervised more than 80 students both at Master and Doctorate levels. She has served as external examiners in recognized universities both within and outside Uganda.



Associate Professor David Okello Owiny PhD (University of Stellenbosch, South Africa) is the current Deputy Director (Administration) Directorate of Graduate Research and Training at Makerere University.

He is Associate Professor of Animal Assisted Reproductive Technologies. He has served at Makerere University since 1992 from Assistant Lecturer to Associate Professor and, has been

Chair, Department of Veterinary Surgery and Reproduction; Acting Deputy Dean, Faculty of Veterinary Medicine as well as Dean, School of Biosecurity, Biotechnical and Laboratory Sciences at Makerere University.

Okello Owiny is specialized in Animal Assisted Reproductive Technology (AART) specifically spermatology, in vitro fertilization, gamete and embryo cryopreservation, embryo transfer, gamete and embryo micro-manipulation, conservation of biodiversity using AART, and general veterinary practice.

In spite of a busy schedule in the Directorate of Directorate of Graduate Research and Training, Associate Professor Okello established and runs an Animal Assisted Reproductive Technology Laboratory in the College of Veterinary Medicine, Animal Resources and Biosecurity at Makerere University.

He has supervised many undergraduate, Masters and PhD students, published widely in refereed journals and attended many international and local conferences besides holding several administrative positions at Makerere University and participating in several community service programs. Research and Training at Makerere University.

Collaboration with Swedish Universities on Sustainability of Graduate Supervision and Mentoring Course: 2017 -2020

The program is well designed towards capacity building through collaboration with Swedish universities. Katarina Andreasen PhD (Uppsala University) and Professor Anna Bujerumark Likpong (University) have conducted training since 2017 at Makerere University. Below is the arrangement for sustainability of the graduate supervisors' skills at Makerere University, public partnering universities in collaboration with Uppsala University.

- I. Initial Course in spring of 2017 will be conducted by Swedish facilitators.
- II. 2017-2018 courses will be conducted with Swedish and Ugandan facilitators working jointly.
- III. 2019 will be conducted by Ugandan facilitators while Swedish facilitators will be Critical Friends.
- IV. Courses fall 2019 onwards with Ugandan facilitators.

Objectives for the PhD Supervision and Mentoring Course

A supervisor acts as a guide with a precise goal. One takes time to understand the supervisee; be knowledgeable in the subject of research; beneficial to the student. The supervisor serves rather than being served. Supervision requires sincerity and humility for the benefit of the student and the supervisor. Referred to further reading: Søren Kierkegaard, 1859. Find Him Where He Is...

Course objectives

By the end of the course, participants are expected to

- I. Identify, critically reflect on and independently assess the aims and the design of current research education in the light of historical, national and international perspectives, as well as legal matters;
- II. Make further use of peer networking in view of the faculty and interdisciplinary experiences gathered and shared between and among the national/international supervisors working in higher education;
- III. Analyse and display in theory and practice your understanding for supervisor-student relationship and the dynamic character of supervisory meetings, with considerations taken to ethnic, ethical and gender-related aspects;
- IV. Benefit, in terms of growth and support, from the communicative and situated training offered for approaching different supervisory situations;
- V. Compose a written statement on your philosophy of supervision, e.g. to discuss and to share what, in your opinion, makes for good doctoral supervision;
- VI. Reflect on the ideas of research education at the department/ division and, if possible, to identify a supervision policy formally/informally shared;
- VII. Design an individual action plan using the statement made on your philosophy of supervision and the ideas on research education and doctoral supervision at the department/ division; and,
- VIII. Draft an individual action plan using the statement made on your philosophy of supervision and the ideas of your department/division on research education and doctoral supervision.

Course Design for Graduate Supervision & Mentoring Instruction

The course is largely based on the participants' willingness to tell and share their personal experiences from either a supervisor or graduate student perspective. Lectures and seminars are mixed with practical exercises, group discussions, and presentations.

Criteria for course completion:

- i. Active participation at the scheduled meetings on campus.
- ii. Assignment 1: Participants were to compose an individual vignette using the perspective of the PhD supervisor or the doctoral student and later bring to class for analysis and discussion.
- iii. Assignment 2: Participants were to compose a statement on their philosophy of supervision, as well as the department's view on research training (supervision policy) and draft individual action plan. Submit copy in PingPong. They were to share reflections in a small-group context on campus in March.
- iv. Assignment 3: Participants were to pay a supervision observation visit at a department/division of their choice. The purpose was to subject the supervisor-student interaction to study. Afterwards, observational perceptions were to be shared orally in a small-group context on campus in March.
- v. Assignment 4: Participants were to read a free-choice book/article and write a review on their reading experience. Submit copy of the review in PingPong. This was to be shared with the other participants face-to-face in a small-group context on campus.
- iv. Active participation during all scheduled campus-sessions
After completing all course assignments in an acceptable manner the following would apply:
Completion gains a participant a Course Completion Certificate!

Training participants on Graduate Supervision and Mentoring Public Universities in Uganda



Participants in one of the training sessions at Makerere University with facilitators: Katarina Andreasen and Anna Bujerumark. Active participation and attentive listening to grasp content are among key ingredients of the Graduate Supervision and Mentoring course.

Table 3. Participants to the Graduate Supervision and Mentoring Course: 22nd – 24th March 2017

Name	Designation	Institution
Kabagenyi Allen PhD	Lecturer	Makerere University
Nalugwa Anne PhD	Lecturer	Makerere University
Nabirye Rose Chalo PhD	Lecturer	Makerere University
Lating Peter PhD	Lecturer	Makerere University
Turyakira Peter PhD	Lecturer	Makerere University
Mukwaya Paul PhD	Lecturer	Makerere University

Name	Designation	Institution
Musisi Badru PhD	Lecturer	Makerere University
Nansubuga Elizabeth PhD	Lecturer	Makerere University
Katura Esther PhD	Lecturer	Makerere University
Mugisha Euzobia Baine PhD	QA, Manager, (Academic)	Makerere University
Wamala Edward PhD	Lecturer	Makerere University
Ssenkusu Peter PhD	Lecturer	Makerere University
Gyavira Genza Musoke PhD	Lecturer	Makerere University
Arikosi Gilbert	QA ,Senior Program Officer (Academic)	Makerere University
Muhangi Denis PhD	Lecturer	Makerere University

Table 4: Participants to the Graduate Supervision and Mentoring Course: 17th - 19th October and 13th - 15th November 2017.

NAME	DESIGNATION	INSITUION
Kaddu Sarah PhD	Lecturer	Makerere University
Sekiziyivu Samuel PhD	Lecturer	Makerere University
Kami Olema David PhD	Lecturer	Busitema University
Odongo Steven PhD	Lecturer	Makerere University
Mazzi K. N Lydia PhD	Lecturer	Makerere University
Kagoro Grace PhD	Lecturer	Mbarara University of Science and Technology
Twine Bananuka PhD	Lecturer	Makerere University
Ddumba Hassan PhD	Lecturer	Makerere University
Mutekanga Norah PhD	Lecturer	Kyambogo University
Matovu Moses PhD	Lecturer	Makerere University
Zawedde Aminah PhD	Lecturer	Makerere University
Semyalo Ronald PhD	Lecturer	Makerere University
Buregeya Esther PhD	Lecturer	Makerere University
Muzira Mukisa Ivan PhD	Lecturer	Makerere University
Bosco Oruru PhD	Lecturer	Makerere University
Nsamba Kijambu Frederick PhD	Lecturer	Mbarara University of Science and Technology
Collins Okello PhD	Lecturer	Gulu University
Daniel Waiswa PhD	Lecturer	Makerere University John
Mango PhD	Lecturer	Makerere University
Lutwama Rukundo Evelyn PhD	Lecturer	Makerere University
Paul E Alele PhD	Lecturer	Mbarara University of Science and Technology
Muwanga. S Gertrude PhD	Lecturer	Makerere University
Nakazibwe Venny PhD	Lecturer	Makerere University
Francis Mutebi Francis PhD	Lecturer	Makerere University

Rebecca Nambi Rebbeca PhD	Lecturer	Makerere University
Ediriisa Mugampoza Ediriisa PhD	Lecturer	Kyambogo University
Kwetegyeka Justus PhD	Lecturer	Kyambogo University
Rugeihyamu E. Sylvester PhD	Lecturer	University of Dar es Saalam
Malinga Geoffrey Maxwell PhD	Lecturer	Gulu University
Munabi Ian PhD	Lecturer	Makerere University
Kahwa David PhD	Lecturer	Makerere University

Table 5: Participants to the Graduate Supervision and Mentoring Course: 14th – 16th February and 19th -21st March, 2018

NAME	DESIGNATION	INSTITUTION
1. Anthony Mugeere PhD	Lecturer	Makerere University
2. Eunice PhD A. Olet PhD	Lecturer	Mbarara University of Science and Technology
3. Pauline Byakika PhD	Lecturer	Makerere University
4. Amos D. Mwaka PhD	Lecturer	Makerere University
5. Nabukeera Madinah PhD	Lecturer	Kyambogo University
6. Opit Elizabeth PhD	Lecturer	Kyambogo University
7. Bosco Oruru PhD	Lecturer	Makerere University
8. Walter Omona PhD	Lecturer	Makerere University
9. Shahasi Y. Athman PhD	Lecturer	Makerere University
10. Micheal Walimbwa PhD	Lecturer	Makerere University
11. Elizabeth E. Kirabo PhD	Lecturer	Makerere University
12. Barbara K. Tabusibwa PhD	Lecturer	Makerere University
13. Afayoa Mathias PhD	Lecturer	Makerere University
14. Sarah Bimbona PhD	Lecturer	Makerere University
15. Patrick Byakugaba PhD	Lecturer	Makerere University
16. Hassan Ddumba PhD	Lecturer	Makerere University
17. Jane Namukobe PhD	Lecturer	Makerere University
18. Kaggwa Victoria Tamale PhD	Lecturer	Makerere University
19. Grace Nakabonge PhD PhD	Lecturer	Makerere University
20. Agnes Nabubuya PhD	Lecturer	Makerere University
21. Ejang Mary PhD	Lecturer	Gulu University
22. Sebbowa Dorothy Kyagaba PhD	Lecturer	Makerere University
23. Robert Opiro PhD	Lecturer	Gulu University
24. Kuloba W. Robert PhD	Lecturer	Kyambogo University
25. Odoch Martin PhD	Lecturer	Gulu University
26. Godfrey Zari Rukundo PhD	Lecturer	Mbarara University of Science and Technology

NAME	DESIGNATION	INSTITUTION
27. John Businge PhD	Lecturer	Mbarara University of Science and Technology
28. Haruna Muwonge PhD	Lecturer University	Makerere
29. Alice Nakiyemba Were PhD	Lecturer	Busitema University
30. Robert Wamala PhD	Lecturer	Makerere University
31. Roseline Nyongarwizi Akol PhD	Lecturer	Makerere University
32. Steven Odongo PhD	Lecturer	Makerere University

Table 6: Successful Participants for Graduate Supervision and Mentoring Award: 21st March 2018

Name	Designation	College/Faculty	Institution
1. Alele Paul PhD	Lecturer	Faculty of Medicine	MUST
2. Kijambu Fredrick PhD	Lecturer	Faculty of Business & Mgt Sciences	MUST
3. Katura Esther PhD	Lecturer	Natural Sciences	Makerere University
4. Mazzi Lydia Kayondo PhD	Lecturer	CEDAT	Makerere University
5. Mugampoza Dirisa PhD	Lecturer	Faculty of Science	Kyambago University
6. Muhangi Denis PhD	Lecturer	CoVAB	Makerere University
7. Munabi Ian PhD	Lecturer	College of Health Sciences	Makerere University
8. Musoke Genza PhD	Lecturer	College of Education & External Studies	Makerere University
9. Mutebi Francis PhD	Lecturer	CoVAB	Makerere University
10. Mutekanga Nora PhD	Lecturer		Kyambago University
11. Muwanga Gertrude PhD	Lecturer	College of Business & Mgt Sciences	Makerere University
12. Nalugwa Allen PhD	Lecturer	College of Education & External Studies	Makerere University
13. Odongo Steven PhD	Lecturer	CoVAB	Makerere University
14. Oruru Bosco PhD	Lecturer	College of Natural Sciences	Makerere University
15. Ssenkusu Peter PhD	Lecturer	College of Education & External Studies	Makerere University
16. Turyakira Peter PhD	Lecturer	College of Business & Mgt Sciences	Makerere University
17. Twine Bananuka PhD	Lecturer	College of Education & External Studies	Makerere University

Key: MUST: Mbarara University of Science and Technology
 CoVAB: College of Vet Medicine, Animal Resources & Biosecurity.
 CEDAT: College of Engineering, Design, Art and Technology

Participants Remarks

- Graduate supervision is an important aspect in all universities. Knowledge supervision has superseded traditional supervision due to several factors. It is recommended that Makerere University endeavors to benchmark universities with institutionalized graduate supervision foremost Uppsala University in Sweden;

- II. Policies should be formulated for university graduate supervisors to undertake the Graduate Supervision and Mentoring course up to completion and award to a requisite to promotion since academic seniority entitles one to supervision;
- III. Methodology for nominating participants should change from College Principals to interested staff applying for the course when it is due. This would minimize the rate of failures to attend the course or absenteeism since Principals consult participants before nominations. One would have self commitment if he/she applies through the Principal's office;
- IV. The number of participants from Public Pertaining Universities should be increased from the current three to five. This is gain a significant pool of human resource that can influence graduate change in respective institutions;
- V. Members should continue networking by utilizing several platforms: face-book; what- sup; emails; twitters, mob phones for sharing any available opportunities;
- VI. There should be reasonable interval of time between phases in the course. Participants have busy schedules and need to plan for success including supervision course;
- VII. Effort should be focused to availing academic staff with an essential supervision reference Readings before Part 2: Lee 2012. Chapter 9;



“Successful Research Supervision.”
Anne Lee (2012)
 Advising Students Doing Research.

PhD supervisors and students were advised to read and comprehend the above reference for successful results during their academic journey.

A Certificate of Award to successful course participants



Professor Buyinza Mukadasi (second left) represented the Vice Chancellor at the Certificate Awarding Ceremony to successful participants on 21st March 2018. Left is Dr Ssembatya, Director, Quality Assurance. Looking on is Dr. Katarina, one of the facilitators.



A copy of the Certificate of Participation is authenticated by Makerere University and Uppsala University.

The Certificate is awarded to participants who satisfy course requirements including attendance, active participation, providing articulate responses to all assignments in time.



Swedish facilitators: Henrick Viberg Ph.D, Katarina Anderso Ph.D and Anna Bjuremark

Arrival: Since we first set foot Uganda for the first time in 2016, we have been promptly and unreservedly welcomed to Entebbe International Airport by a smiling driver ready to transport us to Makerere University. We totally agree that everything has worked out very well.

On welfare experiences at Makerere Guest House: The staff has been friendly and accommodating. For one who came for a purpose, although not luxurious, the accommodation has been sufficient, save for some pockets of no hot water in the shower. We have appreciated the fresh fruit for breakfast and the calm feeling of knowing we are in the vicinity of to the workshop venue- the Senate building.

Participants' motivation towards the course: In general, the participants are well motivated as seen from their engagement in the discussions and willingness to share their experiences. Between part one and two there have been drop outs, but mainly caused by limitations of time rather than lack of interest in the course and the subject of supervision.

How active are participants in group discussions? It could be considered that the participants haven't been fully aware of what is required in a course; the difference between 'presence' and 'participation'. Sometimes, and especially at the beginning of the course, it seemed that the participants thought it was enough just to be present.

Another experience is that expectations sometimes appeared to be only 'sharing experiences' while the course very much is about 'developing new knowledge'

together. The course participants didn't always seem to be prepared for, or had understood, that specific difference. In addition to attendance, the course requires reading, writing and reflecting between the different course phases.

Participants' performance rate with assignments: There was an improvement in handing in time for the third course compared to the earlier courses. Overall it could be improved. Both attendance and active participation throughout the course days, as well as perception of time and deadlines, could be significantly improved.

Are course objectives achieved and which ones in particular?

In order to receive the certificate, we make sure all course objectives are met before handing them out. Considering the above, the throughput is lower than expected.

Has the idea of critical friend taken root among participants?

Yes. Very, very, good and we are impressed by the commitment from the critical friends/facilitators.

Explain low turn up for second phases!!!! This is well explained above.

Are there indicators of course sustainability after 2020 regarding facilitators? From our discussions with Quality assurance we have positive expectations that there will be a continuation, with support and funding of Makerere University, of the course after the completion of the project. For the future, we suggest that it is highly important to appoint a specific academic project leader at Makerere; for example, Dr Betty Ezati, who has shown competence and a great commitment even though she wasn't specifically appointed. This is extremely important for the sustainability of the project per se.

Performance of support services for the course:

The refreshments and lunch have sometimes been late, but very tasty. Some arrangement with practicalities could be improved (arrangement of furniture in table groups, providing copies of e.g., the schedule in time to course start, availability of course book (Ann Lee), availability of the Guidelines for Supervisors).

Certificate Award Ceremony: The turn-up rate of former participants at the Certificate Award Ceremony was good despite that participants have much on their plate.



Philosophy, Policy, & Plan of Supervision The aims of the homework assignment are:

1. To give you an opportunity to reflect on and write your own philosophy of supervision. What is your major concern as a doctoral supervisor? What is your view of the supervisor-student interaction in terms of expectations and needs? How do you approach doctoral students in terms of supervision? See "Doctoral Supervision Guidelines.
2. To stimulate you to probe into explicit (and if possible, implicit) guidelines on supervision and research education at faculty-level, and above all, departmental level. Any policy to be identified on how to deal with strategies and issues related to doctoral supervision and research education?
3. To get you started drafting your own action plan in view of Items a and b. These items may serve as a point of departure for subjecting your supervisory behaviour to change (if desired) and/or for dealing with policy-related strategies and issues at departmental level. The latter would concern how to add further value to supervisory and educational matters using a bird's eye perspective.

Regarding Item 1,

It may well be noted that you will be provided with several opportunities to share your experience during the course and to discuss the characteristics of good doctoral supervision. Given your disciplinary background and supervisory experience, you are given slack to state your own philosophical foundation for how a doctoral supervisor may act.

Examples of questions: What skills of a doctoral supervisor do you think would be worthwhile to bring out? What skills would be inferior? How would you characterise good and bad supervisory behaviour, respectively?

Regarding Item 2

Perhaps you already have a clear picture of what are the views on doctoral supervision and how research education is managed at the department? If not, or if you would like to nuance the picture further, you could have a go at setting up a meeting with a senior doctoral supervisor (e.g., professor, docent, study director), or director of research studies, to address the procedures or strategies currently in use. Once again, you are given plenty of space to come to terms with your own point of departure, as seen in relation to the perceptions and experiences provided at the department.

Examples of questions: What styles of doctoral supervision are you able to identify at the department? Why these and not others? How is the individual study plan dealt with in practice? Do the doctoral supervisor and the doctoral student usually draw up a 'psychological contract' or sharing agreement? If so, what would be embraced? Is there any departmental policy for how to deal with issues related to doctoral supervision? What is communicated implicitly or tacitly ('Walls have ears')?

Regarding Item 3

It may be pointed to that drafting an action plan. Some key points or bullets, will be sufficient enough. An action plan presupposes readiness to make changes, keeping in mind your own desires and needs, as well as the regulatory framework and working conditions provided. Many a time, it comes down to you trying to identify the prime movers in terms of decision-making and how to get to the bottom of things.

Examples of questions: What would you like to try to change, modify or improve in your supervisory practice? Correspondingly, what would you like to achieve at the department in terms of trying to promote good supervision and research training?

The above items are to be accounted for in writing. On the whole, the statement should comprise no more than 3 pages (A4 format).



MAKERERE UNIVERSITY

Vision: To be the leading institution for academic excellence and innovations in Africa

Mission: To provide innovative teaching, learning, research and services responsive to



UPPSALA
UNIVERSITET

Mission: To gain and disseminate knowledge for the benefit of humankind and for a better world



MBARARA UNIVERSITY OF
SCIENCE & TECHNOLOGY

Vision: To be a centre of academic and professional excellence in Science and Technology

Mission: To provide quality and relevant education at national and international level with particular emphasis on Science and Technology and its application to community development



KYAMBUGO UNIVERSITY

Vision: To be a Centre of Academic and Professional Excellence.

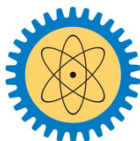
Vision: To advance and promote knowledge and development of skills in Science, Technology and Education and in such other such fields having regard to quality, equity, progress and transformation and society.



GULU UNIVERSITY

Vision: To be a pillar for academic, professional and sustainable development.

Mission: To provide access to higher education, research and conduct quality professional training for the delivery of appropriate services directed towards community transformation and conservation of biodiversity.



BUSITEMA
UNIVERSITY
Pursuing Excellence

Vision: To be a centre of academic and professional excellence in science technology and innovation.

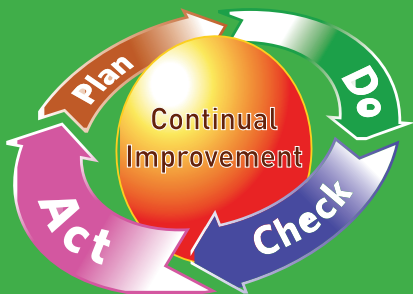
Mission: To provide high standard training, engage in quality research and outreach for social- economic transformation and sustainable development

Our Core Values:

1. A global outlook and outreach
2. Breath of vision, creativity and openness to change
3. Collaboration and team work.
4. Excellence and continuous improvement
5. Transparent and courteous internal and external communication in the organization
6. The highest intellectual and ethical standards and;
7. The values of humane and just society; and in realizing Makerere University as an internationally recognized and globally focused, research-intensive institution, with a vigorous learning and teaching environment; the University commits an unequivocal commitment to high quality permeating all dimensions of academic activities and support services.

Our mission:

To promote confidence in the quality provision (teaching, research and outreach services) that the quality and the standards of awards of Makerere University are safeguarded, enhanced and effectively managed.



Tusiime George Henry Support Services Division

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