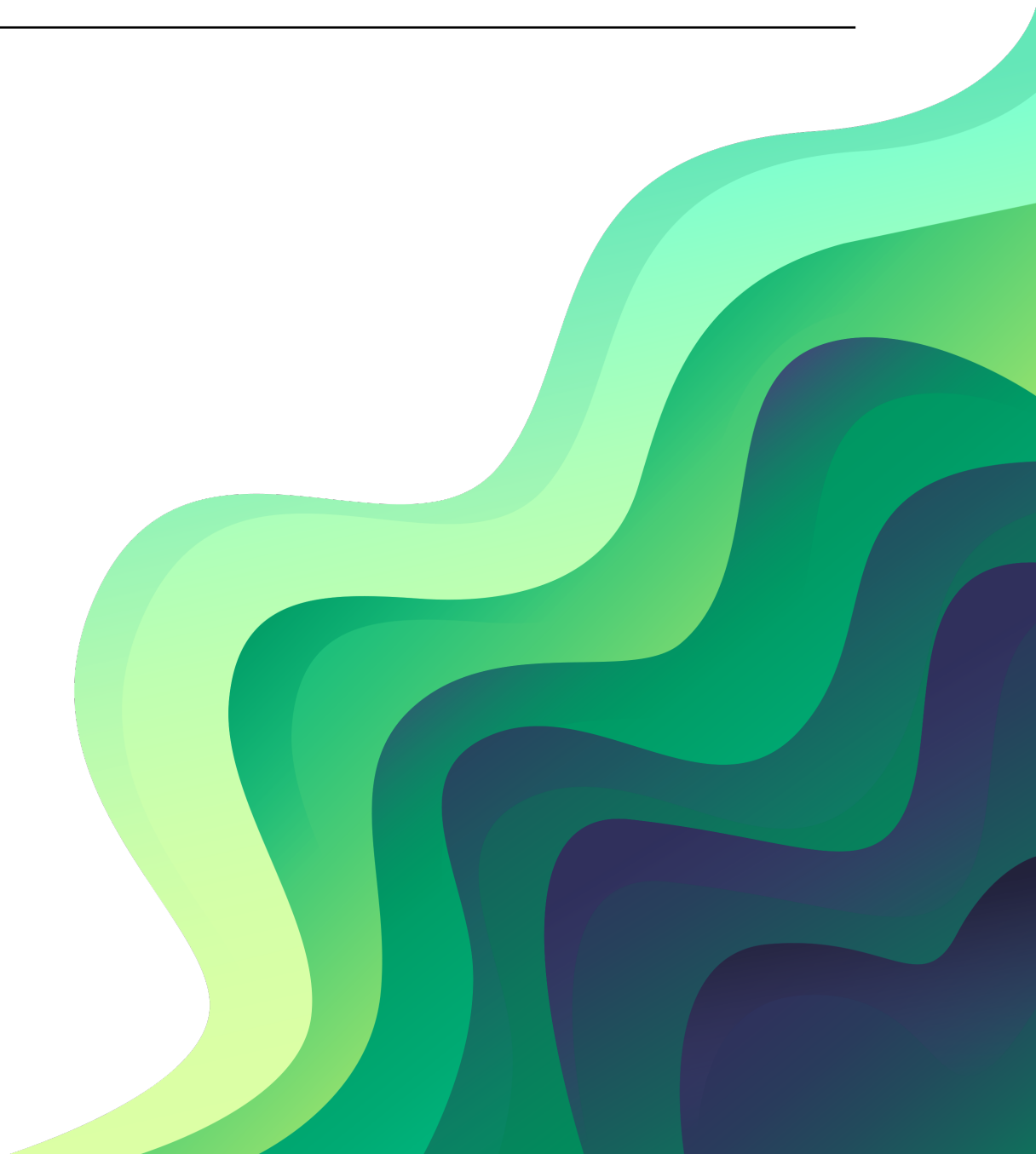




KABALE UNIVERSITY

**DIRECTORATE OF POSTGRADUATE
TRAINING STRATEGIC PLAN**

DIRECTORATE OF POSTGRADUATE TRAINING STRATEGIC PLAN



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CHAPTER ONE

INTRODUCTION

1.1. Background

History and Context

Prior to 2012, all activities related to postgraduate student training and staff research and publications at Kabale University were administered by the then Graduate Unit. Because this arrangement was later perceived to be unsatisfactory, Senate conducted a review exercise to identify the status and role of the research and publications component within the graduate unit. In the course of the review, it was observed that administering postgraduate student training and staff research and publications under the umbrella of the graduate unit was fraught with inefficiency and ineffectiveness for two main reasons. First this arrangement ignores the fact that postgraduate student training and academic staff research and publications perform different roles and responsibilities. Secondly, the arrangement tends to enmesh academic staff research and publication issues with the needs of postgraduate student training, which is likely to affect postgraduate student training.

It is therefore necessary to separate the academic staff research and publications output from postgraduate training to better relegate the importance of staff research and publications because as a crucial factor in strengthening the image of the university in terms of its performance ranking. In view of this debate, both Senate and Council approved a proposal to separate the administration of postgraduate training activities from those of academic staff research and publications. Accordingly, two separate directorates, namely, the Directorate of Postgraduate Training and the Directorate of Research and Publications were set up, each with a clearly defined mandate to perform specified roles and responsibilities. The Directorate of Postgraduate Training was expected to harmonize and coordinate all activities related to postgraduate training at the University.

1.1.1 Relevance of Postgraduate Training

Education is a strong contributor to development because it promotes the formation of human capital and long-term productivity (Haring 2007). Through education, a country generates new products and ideas for technological innovations (Barro 1991; Krueger and Lindahl 2001) that support of national development to support benefits for the whole of society (Szirmai, 2005). In addition, Uganda's Vision 2040 statement which is "A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years" aims at transforming Uganda from a predominantly peasant and low-income country to a competitive upper middle-income country. And one of the key strategies to support the realization of this Vision 2040 is the ensuring quality education by accelerating government reforms in the education system especially the curriculum in order to obtain globally competitive human resource with skills relevant to the development paradigm. This further goes with developing and implementing a specific policy to attract and retain top-rated professionals in the Universities to make Uganda a centre of Excellence in Education in the region.

Therefore, attaining these optimistic realities requires a robust postgraduate training framework for the university since postgraduate education is one of the strong hinge sectors of any world class university. A successfully visionary university should be both a centre for academic learning and a developmental one (Lauglo 1984, pp. 74-85; King 1985). The developmental university aims at making the entire learning experience more

relevant to the indigenous culture and the practical problems of development. Promoting Vision 2040 requires a postgraduate training agenda that feeds into the practical problems of society and finds solutions to address these social problems. For example, Coleman (1984, p.92) argues that graduate training should be applied to national problems and the professoriate participates in public formation in order to serve society directly. According to World Bank (1998), postgraduate training is critical in Revitalizing Higher Education for Africa's Future, hence all postgraduate training policies, programmes of study, curricular, teaching methodology and learning outcomes must be linked to a distinct role in combatting social problems through the development of students' research, innovative, and entrepreneurial skills.

In investing tangible effort into building university education in the 21st Century Africa, there is an equally strong need to develop postgraduate training. During the post-independence period, a significant investment in postgraduate education was from domestic and external sources. However, the late 1980s and early 1990s saw postgraduate education lose popularity due to a failure to produce expected results because the rates of return for higher education were regarded as low compared to other levels of education. This resulted in less research being focused on postgraduate training in developing countries, and a degradation of established institutes (Thompson, 2014). This decline in support for

postgraduate training can be attributed to criticisms of brain drain, mounting unemployment and the emerging priority of Education for All programs (Varghese, 2010), and consequently, the waning of interest in postgraduate education caused a crisis of quality in many systems across the developing world (Oketch, McCowan and Schendel, 2014). For instance, in the 1990s, influenced by the focus of the 1990 World Conference on Education for All in Jomtien, donors focused on trying to universalize primary education and higher education was on the periphery of the agenda.

However, the importance of higher education and specifically postgraduate training in the development discourse cannot be under estimated. Maslen (2010) argues that the attainment of quality education and training the world over is the quality of postgraduate training. Quality postgraduate training and graduates are the seedbeds for future knowledge growers, policy shapers, and academics. There is need to invest in postgraduate training programmes, teaching, learning outcomes, research and graduates, as well as postgraduate projects, dissertations and theses. For postgraduate training to maintain effective outputs, its quality must remain under constant monitoring (or surveillance). It is upon this background that there is need to develop a Strategic plan for the Directorate of Postgraduate Training (DPT) of Kabale University with a vibrant mandate for promoting quality international postgraduate training.

1.1.2 Mandate

The mandate of this strategic plan is premised on the National Council of Higher Education (NCHE) benchmarks which stipulate the major role of a postgraduate training unit which is to enhance quality of Graduate education by:

- i. Promoting and Coordinating graduate studies across the institution
- ii. Improving mentorship of graduate students.

The postgraduate training unit of any world class university must foster excellence in graduate training by providing leadership and administrative support guided by the principles of quality, diversity and integrity. The directorate works with academic units where graduate training is undertaken.

The goal of this Strategic Plan for the Directorate of Postgraduate Training (DPGT) is

“To generate a postgraduate education that is efficient, effective and transformative when responding to emerging international, community, stakeholder and citizenship demands over the next five years (2020/21-2024/25)”.

1.1.3 Governance and Organization

- a) Section 3 of the postgraduate training policy 2017, subsections 3.0 and 3.1 clearly provide the framework for the various postgraduate agencies on which the governance and organization structure of the directorate of postgraduate training is incurred.
- b) Section 3.0 of the postgraduate training policy 2017 stipulates that implementation of the postgraduate policy shall be jointly shared among the following Agencies of the University:
 - i. Senate
 - ii. The of Directorate of Postgraduate training
 - iii. The Board of Postgraduate studies
 - iv. Departmental and Faculty/Institute Postgraduate committees
- c) Therefore, these four agencies own the mandate of implementing the Strategic Plan of the directorate of postgraduate training.
- d) Then Section 3.1 of the postgraduate training policy 2017 indicates that there shall be a Directorate of Postgraduate Training within the regulatory framework of the National Council for Higher Education. The Directorate of Postgraduate Training shall be headed by a Director assisted by the Board of Postgraduate Training. The major role of the Directorate shall be to enhance the quality of postgraduate education by promoting, coordinating and monitoring all graduate training activities across disciplines in the University. Finally, the Directorate of Postgraduate training shall implement its mandate in close partnership with Other postgraduate training agencies in the University, namely faculties, institutes and departments that offer postgraduate programmes.
- e) The Director of Postgraduate training (DGT) shall be the coordinator of all activities related to postgraduate training at the University in order to promote uniformity and quality assurance of the postgraduate programmes and associated postgraduate student research. Therefore, the director has the legal mandate to implement this strategic plan by assuming overall responsibility for ensuring compliance policy under the oversight of the DVC Academic Affairs.
- f) In this strategic plan, the Director plays a leadership role by articulating a vision of excellence for postgraduate training and planning for success at the University, providing policy initiatives in various areas associated with postgraduate training, advising Senate on matters concerning policies and procedures in areas of postgraduate student admissions, quality assurance, academic standards, graduate programmes and postgraduate student welfare and implementing policies enacted by the Board of Postgraduate studies.
- g) The Senior Assistant Registrar in Charge of Postgraduate Matters assists the Director, Postgraduate Training to operationalize policy, standardize procedure and provide quality assurance guidance to Faculty Postgraduate Committees in the implementation of postgraduate policy and this strategic plan deliverables.
- h) The Postgraduate Administrator provides all secretarial and record management assistance in the implementation of this postgraduate policy framework.
- i) The ICT Administrator provides ICT technical and management support and capacity to improve postgraduate training outputs and quality implementation of this strategic plan.
- j) The Faculty Deans and Directors manage postgraduate training matters in their respective faculties.
- k) The Postgraduate Committees provide day-to-day guidance, implementation of the postgraduate training policy and this strategic plan outputs relevant to their faculties.

1.2. Legal and Policy Framework

After new policies and strategic plans have been formulated, approved and new administrative arrangements agreed upon, it is necessary to embed these policies and arrangements in legislation, in order to ensure that changes are brought about by orderly processes and the system of graduate education is made to conform to the new requirements placed upon it. Therefore, postgraduate education must give scope for the attainment of national objectives based on the participation and enthusiasm of the people as a whole.

Internationally, the Universal Declaration of Human Rights of 1948 under Article 26 makes education a human right. Even the first international normative instrument on the right to education stipulated in the 1960 UNESCO Convention against Discrimination in Education (CADE) is referred to as a legal supporting instrument to which this strategic plan is based. The instrument addresses equality of opportunity, access to free education and the rights of minority groups. Therefore, one of the Strategic actions of this plan is to provide equal access to postgraduate education by all marginalized groups in Uganda, as well as ensuring gender equity and parity in postgraduate education access. The United Nations Educational, Scientific and Cultural Organization (UNESCO)'s Convention against Discrimination in Education of 1960, and Sustainable Development Goal (SDG)—4 emphasizes ensuring inclusive and equitable quality education and the promotion of lifelong learning opportunities for All.

All these international legal provisions point to 'Quality Education for All' as a tool for human capital development as a prerequisite for social transformation. This Postgraduate Training Strategic planning framework 2020/21-2024/25 guides achievement of SDG4 by supporting equal and inclusive access to postgraduate training. Provision of quality education is the engine of social growth and development. There are already strong attempts and policy frameworks for the provision of free basic education. In Uganda, for instance, government has invested extensively in the implementation

of the Universal Primary Education (UPE) and Universal Secondary Education (USE) programmes, consequently increasing the number of potential candidates for higher education access. In the same vein, the liberalization of university education has increased opportunities for those who want to access higher education. Consequently, enrolments in undergraduate courses has skyrocketed with the growth in university education in the East-African region. The huge outpour from undergraduate courses calls for the need for more and competitive postgraduate programmes. This strategic plan therefore provides logical and systemic ways through which to provide postgraduate training that addresses the needs of society.

The Sustainable Development Goals also emphasize the need for Science and education as crucial areas of human resource development. Even Uganda's National Development Plan and Vision 2040 emphasize attaining Middle-Class Status through emphasis on **Science and Technology** to eradicate poverty and reduce hunger as well as ensuring environmental sustainability, in order to build a global partnership for development. Within this strategic plan, the Directorate of Postgraduate Training pronounces that postgraduate education must provide opportunities for the advancement of Science and Technology as leading drivers for sustainable development.

In 1992, the Government White Paper on Education was adopted as a macro policy to provide a broad framework within which specific educational policies such as the Universal Primary Education (UPE), Universal Secondary Education (USE) and the Higher Education Policy among others were to be developed. The purpose of this Whitepaper was to provide overall guidance on general educational policy. The Government White Paper (1992) notes that an educated society contributes highly to national development programmes but, also in preparing the critical human resource necessary for national development.

Subsequent to this policy provision on education, in 2001 the Universities and Other Tertiary Institutions Act (2001) was established to provide overall policy directions on higher education implementation in Uganda. The UTOA 2001 provides for Postgraduate Education as the fulcrum for national development but also provides laws that guide the effective and efficient implementation of postgraduate education in Uganda. It is from this law (UTOA, 2001), that National Council for Higher Education (NCHE) is established to provide a supervisory and coordinating role on quality of higher education. It is against this that NCHE has drafted benchmarks on postgraduate education which provide detail on quality standards required to improve the provision of quality postgraduate training in universities in Uganda.

Critical also to the legal direction of this strategic plan is the existence of the The National Development Plan (NDP) policy instrument adopted in 2010 with goals and priorities to guide national resource allocation and service delivery. Currently, the Second National Development Plan (NDP-II) 2015/16-2020 highlights three key Sector objectives namely: (a) achieving equitable access to relevant and quality education and training, (b) ensuring delivery of relevant and quality education and training, and (c) enhancing the efficiency and effectiveness of

Education and Sports service delivery at all levels. In implementing these Sector objectives, NDP-II underscores the provision of quality postgraduate training/education in order for universities and other higher education institutions to nurture and develop a competent human resource that can effectively exploit the available opportunities and resources for national development and socio-economic transformation. Therefore, this strategic plan operationalizes NDP-II by offering key strategic actions that enable Kabale University aim that the production of competent postgraduate students that will contribute positively to national development.

Postgraduate education and training should aim at addressing the national development paradigm shift. This is why the Uganda Vision 2040 becomes a relevant legal policy framework for this strategic plan. Vision 2040 provides a policy framework for national development and articulates long-term aspirations to be achieved. It highlights the country's development challenges as largely associated with the low competitiveness of its human resource among others. In order to make postgraduate products at Kabale University competitive, this strategic plan highlights a cutting-edge plan for boosting postgraduate training at the university in order to produce graduates that will contribute positively to the realization of Vision 2040.

1.1. Theme of the Directorate of Postgraduate Training and Linkages to the University Theme

The theme of this strategic plan of the directorate of postgraduate training is:

“Strengthening Postgraduate Training through effective leadership and administrative support and guided by the principle of quality”.

The relationship of this theme to the University Theme ***“Building on the Successes and addressing the Weaknesses to grow a robust Public University in Uganda”*** is that in order to strengthen postgraduate training at Kabale University, the directorate of postgraduate training has tailored the strategic actions in line with the successes of the directorate since 2011 and highlighted the weaknesses experienced in order to provide effective leadership and administrative support guided by the principle of quality provision of services. Through implementation of the strategic actions of this strategic plan, the aim is to grow a robust public university by the year 2025.

1.4. Linking this Strategic Plan to the University Strategic Plan and Objectives

The University Strategic Plan 2020/21-204/25 sets out the following strategic objectives as aligned to the core mandate of the University: -

SO1: To strengthen governance, management and support systems and services

SO2: To attract, develop and retain competent and motivated human resources

SO3: To ensure adequate infrastructure and facilities

SO4: To develop relevant and demand-driven undergraduate and postgraduate programmes

SO5: To strengthen research, innovations and publications capacity of the University.

SO6: To diversify and improve financial resource mobilization and resource management systems

Therefore, the strategic actions of the Strategic plan/Cost Centre plan of the directorate of postgraduate training are built around Strategic Objectives 1, 2, 4 and 6 of the university strategic plan.

1.5. Purpose of the Plan

The purpose of this Strategic Plan for the Directorate of Postgraduate Training is to ensure the provision of:

- a) Results-Oriented Management (ROM) through logical planning, management, and implementation of work plans;
- b) Logical Monitoring, Evaluation, Reporting and Reviewing of performance; and
- c) Providing effective oversight, and rendering appropriate accountability in the execution of the Directorate of Postgraduate Training functions.

1.5. Process of Developing the Plan

There are six processes in which this Strategic Plan was developed (See Table 1).

Table 1: Strategic Plan Development Process

Performance Review	<ol style="list-style-type: none"> 1. Review of Postgraduate Policies and Procedures. 2. Review of Handover Report by Outgoing Director. 3. Review of National Comprehensive Development Planning Guidelines 4. Review of Postgraduate Procedures in Respective Academic Units. 5. Identification of Related Strategic Practices in University Strategic Plan 2020-2025 6. Situation Analysis to guide setting of Strategic Actions
Planning Unit Draft	<ol style="list-style-type: none"> 1. Planning Unit developing working draft documents 2. Assembling source documents 3. Analysis of government priority areas
Methodology Process	<ol style="list-style-type: none"> 1. Benchmarking Best Practices. 2. Defined the scope of the data sources 3. Designed data collection tools 4. Data Cleaning and Analysis
First Draft Report	<ol style="list-style-type: none"> 1. Writing first draft Strategic Plan 2. Presentation of first draft to Senate/Management for comments

Strategic planning	<ol style="list-style-type: none"> 1. Defined Vision, Mission and core values 2. Defined strategic plan direction 3. Defined Mandate and Purpose of Strategic Plan 4. Defined Strategic Objectives 5. Undertook a SWOT and PESTEL Analysis 6. Identified Key Emerging Strategic Challenges 7. Agreed on the Strategic Actions for each objective 8. Defined a Logical Framework Matrix 9. Defined a resource mobilization strategy 10. Defined monitoring and evaluation framework. 11. Developed a Management and Implementation structure.
Second Draft	<ol style="list-style-type: none"> 1. Validation meeting with senior management team 2. Collect and synthesize stakeholder feedback 3. Prepare the final/Second strategic plan 4. Senate Approval 5. Dissemination of the Plan

1.6.1 Participatory Process

The plan was developed through a participatory process by engaging some of the key stakeholders. The stakeholders involved in the development of the strategic plan included the postgraduate students, academic staff teaching postgraduate, alumni and external stakeholders.

1.6.2 Secondary Document Analysis and policy frameworks.

We analyzed a number of policy documents and reports in order to establish a strong Strategic Plan background and to document a robust relevance of the strategic plan. The documents reviewed included the Vision 2040 policy framework, National Development Planning framework-II, review of literature on institutional planning, the National Council for Higher Education (NCHE) benchmarks, some international legal frameworks on equity in education, and the University and other Tertiary Institutions Act, (2003) as amended.

1.7. Structure of the Strategic Plan

The Plan is presented under Seven chapters.

a)	Chapter One	Introduction.
b)	Chapter Two	Situational Analysis
c)	Chapter Three	Strategic Direction of the Directorate of Postgraduate Training
d)	Chapter Four	Financing Framework and Strategy
e)	Chapter Five	Institutional Arrangements for Implementing the Plan
f)	Chapter Six	Risk Management
g)	Chapter Seven	Monitoring and Evaluation Framework

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CHAPTER TWO

SITUATIONAL ANALYSIS

2.1. Context of the Strategic Plan

There are several internal and external factors that influence the performance and direction of postgraduate training at Kabale University. Identifying these factors helps in articulating the problem at hand in order to develop the right strategic roadmap for the directorate. Externally, Kabale University has a large network of stakeholders who provide moral, ideological, strategic and physical support systems. All these must be seen to integrate reasonably throughout the strategic planning process. These stakeholders are of great importance to the successful implementation of the internal functions of the Directorate of Postgraduate Training. Internally, the Directorate of Postgraduate Training must identify its Key Institutional capacities (Strengths) and Constraints (Weaknesses), Opportunities as well as Threats (SWOT) with which it has to map out its destiny within the larger ambience of the business and global environment.

2.2. External Drivers

2.2.1 Stakeholder Analysis

Kabale University and the Directorate of Postgraduate Training, in particular, have a large network of stakeholders and these are the parents, donors, the business sector, industry, the community, government, Civil Society Organizations, Suppliers, Development Partners and competitors. They are spread all over and have strong linkages to the internal functioning of the directorate. As a Directorate of Postgraduate Training, our strategic planning mission is to consolidate these links through a collaborative spine, horizontal reporting system, shared capacity building, and most importantly, through Corporate Social Responsibility frameworks. Through the implementation of the Strategic Actions, the stakeholders' aspirations and interests with regard to postgraduate education are realized. The stakeholder analysis shows how this Strategic Plan could directly link potential Development Partners, potential funders, and the business community to Kabale University development of postgraduate education. In a nut-shell, this Strategic Plan is meant to provide advocacy by strengthening stakeholder participation in the provision of postgraduate training at Kabale University.

No	Stakeholder	Role	Interest	Impact (Influence)	Responsibility
1	Students	<ul style="list-style-type: none"> • Key customers for the University • Leadership role of students • Evaluate the quality of services offered • Market the institution 	To get quality services	High	Dean
2	Parents/ Guardians/ Sponsors	<ul style="list-style-type: none"> • Finance students and the University • Evaluate the quality of services offered • Market the institution 	To ensure successful completion of their students	High	Dean

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3	Central Government	They a key stakeholder whose main roles include provision of the policy and legal framework within which BUFSE operates. The provide budgetary support for Non-wage recurrent and development, Operations &Maintenance and salaries to BFSE	Improved quality of education through assessment and effective management of the Board To obtain value for money invested in Assessment sub-sector.	High	VC
4	Special Interest Groups (gender and special needs groups)	Influence policy on infrastructure and pedagogy of marginalized students	Preferential treatment and inclusiveness to marginalized students	Medium	Dean
5	Private Sector	Support BUFSE in the provision of accommodation, teaching space and outreach	Availability of opportunities to participate in the outreach and provision of services	High	Dean
6	Development Partners	Provide technical and financial support in provision of assessment services	Effective and efficient resource utilization and adherence to principles of good governance	High	VC
7	Financial Institutions.	Provide support in form financial services	Support transactions of the University	Low	Bursar
8	Members of the public	They are part of the main clients to be served by BUFSE and influence public opinion on BUFSE image	Timely and error free services accurate information and feedback	High	VC and Dean

9	Schools/ Education Institution	They are major consumers/users of our products and evaluate our products	Provide feedback and employment for our products	High	Dean
10	NCHE, NCSE and other professional Bodies/ Associations	Accredit programs Set the bench marks Provide guidelines and monitor quality Sharing best practices	Ensure quality of the products	HIGH	VC, AR and Dean
11	Universities and other Tertiary Institutions	Competitors and collaborators	Benchmark Help us to evaluate our programmes Write joint projects Competitor of the general student pool	HIGH	VC, AR and Dean
12	The Media	Communicating BUFSE's issues	Networking and partnership	High	VC and Dean

2.3 Internal Drivers

2.3.1 Performance Review of the Directorate

2.3.1.1 Major Achievements

- a) Staffing: The directorate has been significantly staffed to be in position to undertake its work effectively. There is a director, senior assistant registrar in charge of postgraduate affairs, administrative assistant, and an IT manager.
- b) The directorate has its new home which is fully fledged with enough office space, lecture rooms that are connected to internet, whiteboards, computers and enough space for future expansion.
- c) The directorate has a number of postgraduate programmes run in the different faculties. It is also in time to implement Doctoral programmes.
- d) The student numbers are quite promising and there is enough e-resources and latest hardcopy books for student and staff reference.
- e) The directorate has a Vision, Mission and Core values it upholds with clear record systems.

2.3.1.2 Major Challenges

- a) One of the challenges is the low number of students in postgraduate programmes.
- b) Academic staff attrition rates that are high that it becomes difficult to really plan the directorate effectively.
- c) Linking activities between the directorate and faculty with regard to student supervision, monitoring compliance and implementing outputs is still wanting. However, there is a follow-up mechanism put in place to encourage positive linkage between the directorate and faculty.

2.3.1.3 Lessons Learnts

- a) Strategic planning is a necessary process of fast-tracking progress, effectiveness and efficiency in the directorate of postgraduate training.
- b) It is important to build trust and a positive work-relationship with faculties which provide postgraduate teaching and learning, as a way of propelling the directorate forward.
- c) During supervision, it is important to give monitoring of student progress a first-hand priority through use of logbooks and quarterly reports to fast track progress.
- d) In order to attract more students undertaking postgraduate studies, there is need to write more postgraduate programmes and undertake vigorous marketing of these programmes.

2.3.1.4 Contribution to attainment of University Objectives

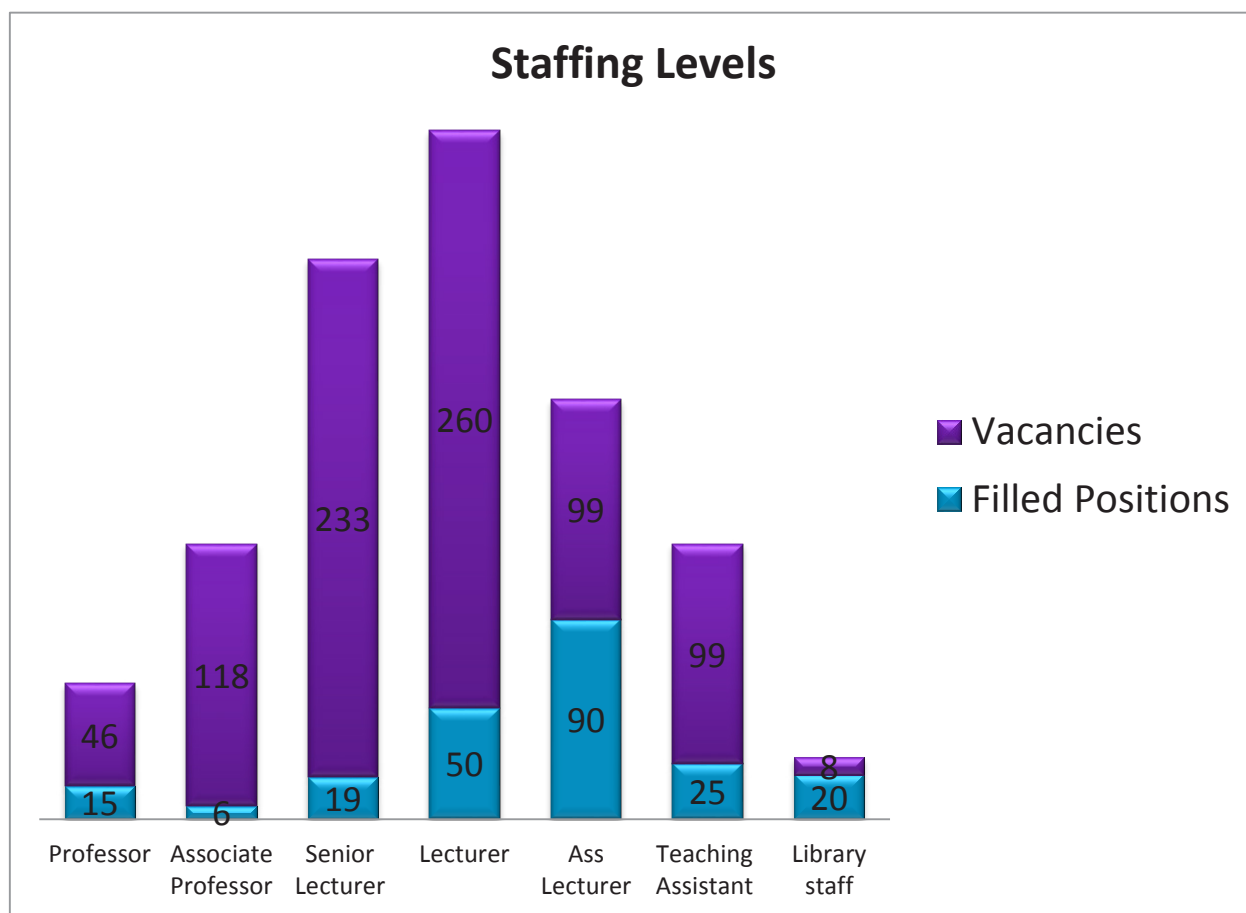
In order to attain the university objectives, this strategic plan for the directorate of postgraduate training has aligned its mandate, strategic actions, activities and expected output in line with the university strategic planning interventions.

2.4 Cross-Cutting Issues

2.4.1 Academic Staffing Levels

As indicated in the University Strategic Plan (2020/21-2024/25), Kabale University has steadily expanded its academic staff profile by retaining and employing highly qualified academic staff at various levels. This is really a positive strategy towards the development of the Directorate of Postgraduate Training. The University has a total staffing structure/plan of 1,888 staff of which 1,088 teaching and 800 are non-teaching staff at the various levels. In total the University is staffed to the level of 17% and all are on M-scale. The detailed staffing trends during the assessment period were as follows.

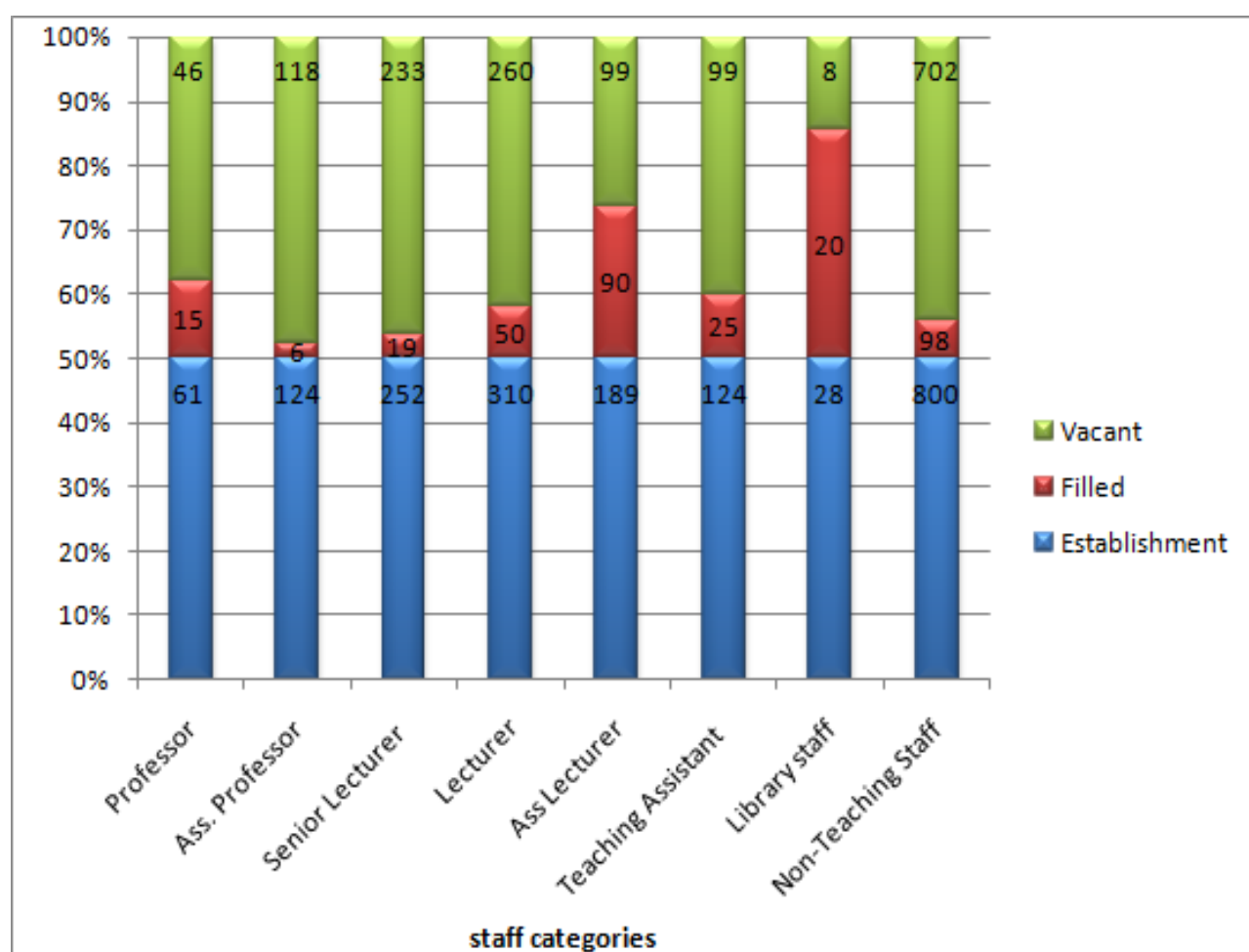
Figure 1: Academic Staffing trends of the University



Source: Human Resource Department, December 2019.

According to the figure however, the number of senior staff (professors, Associate professors, Senior lecturers and lecturers) is still very low ($f=90$) compared to junior academic staff ($f=135$). This is still very poor a trend as far as the growth and development of postgraduate education in Kabale University is concerned. The trend is even worse when it comes to filled positions of professors ($f=15$), Associate professors ($f=06$) and Senior Lecturers ($f=19$). This implies that much as the university would have noble dreams of developing PhD programmes and higher doctorates, the institution is still highly hindered by the low number of filled positions of these critical senior staffing positions. This therefore necessitates a robust agenda of increasing on the number of academic staff in very senior positions in order to lay a firm ground for Doctoral study and research.

The same miserable picture is justified by the staff establishment indicators visa vis the staffing levels (figure 2) as profiled in the University Strategic Plan.

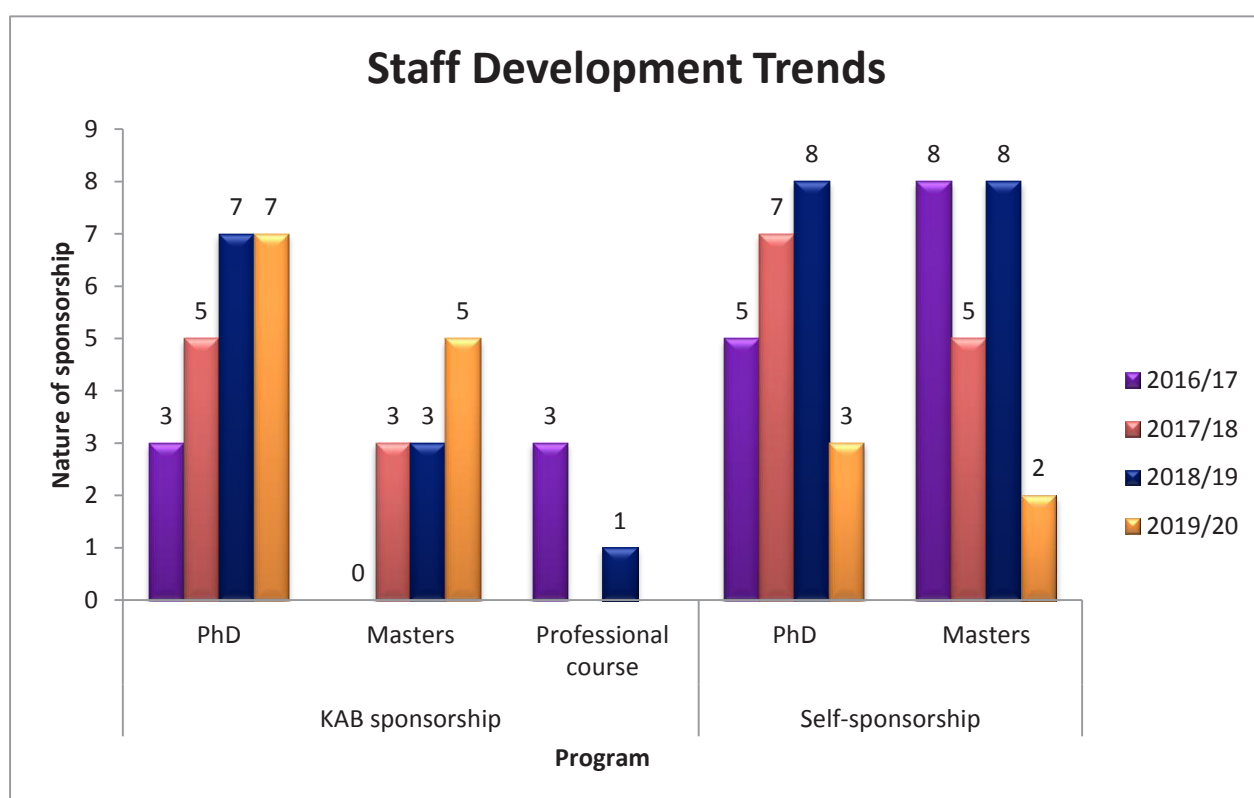
Figure 2: Academic Staffing Level of the University

Source: Human Resource Department, December 2019.

The number of filled positions comparing with the establishment plan and vacant positions therein is very slim and still worrying. Out of 61 positions of professors on the establishment plan, for example, only 15 are filled, out of 124 positions of associate professors on the establishment plan, only 06 are filled and out of 252 positions of senior lecturers on the establishment plan, only 19 are filled. Then out of 310 positions of lecturers, 50 are filled. This trend generally impairs quality implementation of postgraduate training outputs

2.4.2 Level of Staff Development Initiatives

The quality of human resources is critical in ensuring that KAB effectively and efficiently delivers on its core businesses of teaching and learning, research and community outreach. Looking at the trends in staff development at the PhD levels, during the academic years 2018/19 and 2019/20, Kabale University sponsorship of academic staff for staff development increased progressively (figure 3) as indicated in the University Strategic Plan.

Figure 3: Staff Development Trends.

However, PhD level self-sponsorship tended to decline in academic year 2019/20 meaning that it is the duty of the directorate of postgraduate training to lobby management to sponsor more academic staff to attain PhDs in order to increase the number of Senior academic positions in the university. Again figure 3 indicates that in academic year 2029/20 and 2017/2018, there were no academic staff sponsored for professional courses. This clearly indicates that there is still low agitation for professional development in the university. As a directorate of postgraduate training, this low performance indicator means that the unit must gear its efforts towards professional development of academic staff as a strategy for improvement and ensuring quality enhancement as provided in the directorate. Professional development courses, both in-house and out of the institution, are critical to producing a quality staff cohort that will participate actively in the growth and development of postgraduate training at Kabale University.

2.4.3 Performance of Postgraduate Training on Infrastructure

1. Space issues

Generally, Kabale University is still performing poorly as far as infrastructure presence is concerned and this suffocates academic progress. In his handover report (2020), outgoing Director Postgraduate Training notes that the Directorate is not yet up to date with NCHE infrastructure benchmarks. This strategic plan comes at a right time when the issue of infrastructure is still wanting and the purpose of the strategic planning process is to provide gaps and strategic action to guide improvement of the status quo. Under the checklist of quality and capacity indicators for assessment of Universities (Schedule 4 of Regulation 9) of the National Council for Higher Education (NCHE), each student should occupy one square meter of space for normal lecture rooms, laboratories and workshops. The current status of Infrastructure at Kabale University is as per Table 2 below as copied from the University Strategic Plan 2020/21-2024/25.

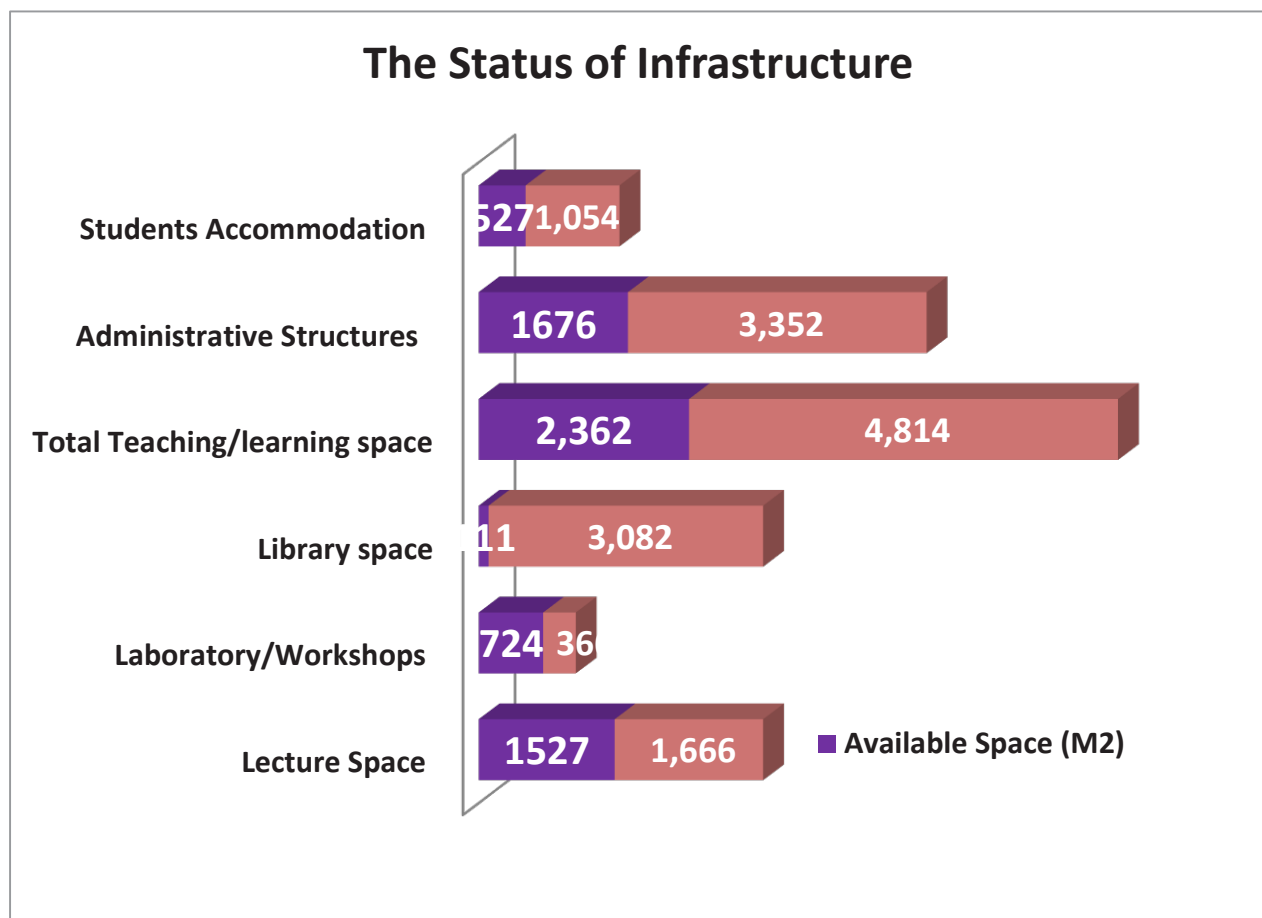
Table 2: The status of infrastructure at Kabale University

	Nature of Infrastructure	Total Needed space (M2)	Available Space (M2)	Shortfall (M2)	% shortfall
1	Lecture Space	3,193	1, 527	1,666	52
2	Laboratory/ Workshops	790	724	66	8
3	Library space	3,193	111	3,082	97
	Total Teaching/ learning space	7,178	2,362	4,814	67
4	Administrative Structures	5,028	1, 676	3,352	67
5	Students Accommodation	1,581	527	1,054	67
	Sub-Total	6,609	2,203	4,406	67
	TOTAL SPACE (M²)	13,785	4,565	9,220	67

Source: Extract from University Estates Report for 2019.

Analysing the above table 2, the University Strategic Plan 2020/21-2024/25 indicates that looking at the infrastructural audit and the minimum quality assurance standards, the University has a total infrastructural space shortfall of 9,220 square meters, constituting 67% of the required space needs. Of the total available space of 4,565 square meters for teaching, learning, research and other administrative uses 1,946 square meters of space are in infrastructure recommended for demolition, meaning it does not meet the standards of habitation as per the infrastructural audit report by Eco-Shelter and Environmental Consultants. This means that the available space after demolition will be only 2,619 square meters. This grimly picture clearly demonstrates that postgraduate training at Kabale University is highly affected by the inadequate infrastructure in place.

Infrastructure facilities are fundamental to a conducive teaching, learning and research environment for postgraduate students and senior staff facilitating at this level. Figure 4 shows that generally there is inadequate academic space to accommodate student and staff in the university. This therefore becomes a point of aggressive lobbying for government, donor, and alumni intervention—to provide enough infrastructure in order to fill the academic space gaps in the university. Consequently, the university will realize quality in postgraduate training if these infrastructural gaps that Kabale University experiences are addressed.

Figure 4: Performance of University on Assets, infrastructure and facilities.

2. Library and Information Resources

- a) Although facilities at Kabale University are not adequate as yet, there is a well-stocked library with a rich collection of hard and soft copy books as well as journals (electronic resources) plus theses in the field of education, education management, development education, policy studies, interdisciplinary studies, research and academic writing.
- b) The university and library management have further subscribed to various current international information sources for both books and journal articles and teaching resources. For instance, the University Library subscribes periodically to search engines like Research for Life (RoL) which has several online resources from Taylor & Francis, SABINET, EBSCO, Africa Journal Online (AJOL), Social Science Citation Index (SSCI), South-Eastern Association of Libraries (SEALs), Science Direct, and SAGE, to foster academic excellence.
- c) The library has also got a wealthy collection of statistical bulletins that can ably facilitate research and knowledge generation.
- d) The Library has a Student-Book Ratio of 1:40 which is ideal according to NCHE capacity indicators.
- e) There is also opportunity to collaborate with other highly vetted research Institutes, as well as other public and private universities in Uganda and abroad to seek support in practical-based research and learning, academic exchange programmes, collaborative and experiential learning sessions for graduate studentship.

Gaps:

- ✓ There is need to increase on utilization of softcopy books and research materials because with digitalization hard copy books are becoming obsolete.
- ✓ There is need to encourage postgraduate students and staff to utilize the library.
- ✓ Need to purchase more information resources especially at this time when the university is mounting more postgraduate programmes and is on the campaign to increase student enrolment in postgraduate programmes.
- ✓ There is need to initiate academic collaborations and student exchanges with other world class universities.
- ✓ Creation of postgraduate research and study Carrels in the library.

3. Computer Resources

- a) There is a Computer Laboratory and Internet available 24 hours and even on weekends.
- b) There is also a wireless Internet facility within campus.
- c) There are two Computer Laboratories, one for undergraduate and another for postgraduate students.

Gaps:

- ✓ Need to increase on number of computers in the two laboratories
- ✓ Creation of a postgraduate computer laboratory
- ✓ Increase on the internet bandwidth to encourage more internet access to support postgraduate research.

4. Lecturer Room and Office-Space

- a) Lecturer rooms for postgraduate study are still inadequate amidst a strong campaign to develop more postgraduate programmes and admit more students.
- b) There is enough office space for the directorate of postgraduate training. A new home for the directorate has been sought and is under refurbishment.
- c) There is a doctoral room in place although needs expansion in future.
- d) There is a senior common room which can accommodate at least 20 lecturers.
- e) Need for postgraduate seminar rooms to encourage establishment of critical thinking sessions and debates.
- f) The Faculty of Medicine has specialized facility to support postgraduate training although as advised by NCHE in 2029, there is need to increase facilities and space to better accommodate postgraduate training in the faculty of medicine.
- g) Faculties that have postgraduate programmes still suffer from the problem of inadequate space to facilitate proper teaching and learning. Therefore, there is need to operationalize the Master Plan so as to address infrastructure gaps.

2.4.5 Postgraduate Programs/Curriculum

The Directorate of Postgraduate Training plays a major role of monitoring, coordinating and advising on quality enhancement for all postgraduate programmes in the respective faculties and institutes of Kabale University. The directorate of postgraduate training currently coordinates a considerable number of postgraduate programmes at Doctoral, Masters and Diploma levels in various disciplines including Agriculture and Environment Sciences, Arts and Social Sciences, Economics, Business and Management Sciences, Library and Information Science, Education and Language Studies, and Medicine Kabale University's five faculties offer a wide range of postgraduate programmes of study which include:

Faculty	PhD Programmes	M.A Programmes	Diploma
Arts and Social Sciences		Master of Arts in Project Planning and Management	Postgraduate Diploma in Public Administration and Management
		Master of Arts in Human Resource Management	Postgraduate Diploma in Project Planning and Management
		Master of Arts in Public Administration & Management	Postgraduate Diploma in Human Resource Management
Economics and Management Sciences	Doctor of Philosophy in International Business and Strategy (By Research)	Master of Business Administration	
	Doctor of Philosophy in Business Administration (By Research)		
Medicine		Master of Medicine (Pediatrics and Child Health) Master of Medicine (Obstetrics and Gynecology) Master of Public Health	
Education		Master of Education (Administration and Management)	Postgraduate Diploma in Education
		Master of Education Psychology	Higher Education Teaching Certificate (HETC)
Agriculture and Environment Sciences		Master of Science in Environment and Natural Resources	
Language Studies		Master of Linguistics	

Upcoming Programmes

The various faculties have also in the process of writing new programmes and all necessary procedures are undertaken for NCHE to approve them and these programmes are: -

Table 4: Upcoming Programmes

Faculty	PhD programme	M.A programme
Education	Doctor of Philosophy in Education Leadership and Indigenous Knowledge Studies (By Coursework and Dissertation)	Masters of Education (Curriculum Studies)
	Doctor of Philosophy in Education (By Research)	Masters in Science Education
Library and Information Sciences		Masters in Information Technology
		Master of Science in Computer Science
		Masters in Library and Information Science
Economics and Management Sciences		Master of Statistics
		Master of Science in Economics
		Master of Arts in Economics
Science		Master of Science in Electronics
		Master of Science in Chemistry
		Master of Science in Mathematics
		Master of Science in Physics
		Master of Science in Biology

2.4.6 Student Research and Supervision

The academic department is the first unit where student supervision and research processes are coordinated. On completion of the coursework component, a student is told to write a research concept/topic which is submitted to the department higher degrees committee. A meeting is arranged to scrutinize the student topics for research and supervisors are recommended. The faculty then looks at the departmental report and approves the topics and supervisors. The final decision is communicated to the directorate of postgraduate training which writes officially to the students and their topic of research. The directorate also writes to the supervisors notifying them of student supervision. However, the process of student research and supervision

has always remained wanting whereby information on progress on supervision is many times not provided by the respective supervisors, which leads to poor supervision processes. The directorate shall try to emphasize these processes and their importance as well as the logbook and quarterly reports.

2.4.7 Postgraduate Enrolments and Graduation

1. Enrolment rates

Since 2012, Kabale University has been offering postgraduate education and there are fluctuations in student enrolment levels for different faculties and intakes (See Table 5).

Table 5: Enrolment Rates between 2012 and 2020

SN	Academic Year	ENROLMENT			
		EDUCATION	ARTS AND SOCIAL SCIENCES	ECONOMICS AND MANAGEMENT SCIENCES	KABSOM
1.	August intake 2012/2013	5	30	0	0
2.	February Intake 2012/2013	4	30	0	0
3.	August Intake 2013/2014	3	31	0	0
4.	February Intake 2013/2014	1	10	0	0
5.	August Intake 2014/2015	6	23	0	0
6.	February Intake 2014/2015	1	19	0	0
7.	August Intake 2015/2016	13	14	0	0
8.	February Intake 2015/2016	5	12	0	0
9.	August Intake 2016/2017	8	30	0	6
10.	August Intake 2017/2018	21	37	0	3
11.	August Intake 2018/2019	5	22	0	0
12.	April Intake 2018/2019	0	13	0	0
13.	August Intake 2019/2020	8	14	42	4
14.	January Intake 2019/2020	3	0	0	0
TOTALS		80	285	42	13

Source: Postgraduate Records, 2020

Table 5 indicates that the Faculty of Arts and Social Sciences had the highest student enrolment (285) since 2012. However, for all intakes and programmes of study, there are fluctuations in student enrolment, an observation that needs urgent attention. Attempts to improve the student enrolment rate shall include ensuring progressive growth patterns in the enrolment curvature in order to maintain steady progress in all the postgraduate programmes. Marketing drives must be intensified and the faculties of economics and management sciences, medicine, Library and information sciences, environment and natural resources should all begin Masters and PhD programmes with vigour. The Faculty of science also needs to write postgraduate programmes.

SN	Graduation Year	FACULTY		
		EDUCATION	ARTS AND SOCIAL SCIENCES	KABSOM
1.	2012	12	136	
2.	23RD February 2013	21	151	
3.	26th October 2013	17	38	
4.	25th October 2014	08	39	
5.	4th November 2016	06	69	
6.	27th October 2017	07	47	
7.	26th October 2018	03	39	
8.	25th October 2019	20	20	01
TOTALS		94	539	01

Source: Postgraduate Records, 2020

From table 6, the faculty of arts and social sciences has shown a remarkable performance (539) in terms of numbers of students that have graduate since 2012. Despite having large numbers of students taking undergraduate programmes, the faculty of education is not performing satisfactorily at postgraduate (94) compared to arts and social sciences. There is need to encourage graduates of undergraduate programmes to pursue postgraduate programmes in order to ensure a progressive continuity. This calls for alumni events, at least one each year, to encourage alumni of Kabale University to enrol for postgraduate education. There is also need to encourage other faculties, not included in Table 6, to develop more marketable postgraduate programmes and attract prospective students.

2.4.9 Addressing the Cross-cutting Issues

a) Staff recruitment

One of the major focus interventions of Kabale University is to increase the number of postgraduate programmes offered so as to attract more international and local students. In order to boost this vibrancy, the directorate of postgraduate training shall champion staff recruitment in order to scale up capacity in all postgraduate units. This strategic planning framework highlights staff recruitment as a cardinal pillar of building postgraduate training in the university.

Concentration shall be put on recruitment of PhD holders because of the mounting of more postgraduate programmes of study. In Uganda, the total number of academic staff numbers, which includes part-timers, is estimated at 13,485. This is an increase of 5% from 12,845 in 2014/15, with average growth over years at 12.8%, which almost matched average enrolment growth of 13%. The number of academic staff with PhD increased from 1579 in 2014/15 to 1,755 in 2015/16. Academic staff numbers increased by 5%, those declared full time increased by 1.9%. The number of Academic staff including part time staff with PhDs increased by 11.1%. Academic staff to student ratio improved by 5% probably as a result of enrolment decline. Staff development improved by 5.2%, many were under donor support and a few were on personal initiatives. At the universities and affiliated colleges category, 583 (or 36%) were on PhD programmes as compared to 442 (or 29%) in 2014/15. Those undergoing training for Master's degree qualifications in this category were 522 (or 32.5%) as compared to 308 or 20.1% in 2015/16. Kabale University is staffed to the level of 17%. The teaching staff is at 21% while the non-teaching staff at 12% of whom 25% are professors from the entire

staffing. This is a very low level of staffing by all standards. The directorate shall lobby with management to increase on the number of academic staff at PhD level in order to strengthen the teaching of postgraduate education.

a) Staff promotions

Academic growth is a vital aspect in any university or organizational setting. In this strategic plan, the issue of internal promotions for academic staff shall be highly emphasized in order to support the postgraduate training unit in ensuring the provision of quality postgraduate education in Kabale University.

c) Increase student enrolment through rigorous marketing drives

The total student enrolment declined from 257,855 in 2014/15 to 254,043 in 2015/16; representing a drop by 1.5%. The experienced 9.3% drop in enrolment of foreign students mostly affected private universities. The enrolment of International students dropped both in absolute terms and percentage from 20,892 (or 8%) in 2014/15 to 18,941 or 7.5% in 2015/16. The worst hit are private universities, where foreign enrolment dropped by about 9.3% while the university subcategory as a whole had only 8.9% foreign students down from 10% in 2014/15. The total enrolment of 66% was in Arts and Humanities related programmes, leaving 34% on science related programmes. The male enrolment on the other hand dropped by 1.6% and female by 1.2%. The average graduation rate for universities has remains at about 94% of the students admitted. Students, parents and policy makers tend to prefer university over technical education. As a result of many factors, including the perception that the quality of Uganda's higher education is declining due to a number of reasons, particularly funding, and the percentage of foreign students coming to Uganda is still declining since 2006. This is a worrying indicator that must be addressed. There was overall decline in enrolment in Higher Education Institutions in 2015/16 by 1.5%, while foreign enrolment alone dropped by 9.3%. The drop was more in private universities than other institutions. The enrolment for Ugandan students alone dropped by 0.8%. Kabale University registered an increase of 19.8% student enrolment from 2015/16 to 2019/20 despite a drop in international students by 89.7% i.e. 214 to 22 students. It is important to invest into marketing drives in order to improve student enrolment.

d) Development of Robust postgraduate staff recruitment plans

To support the realization of quality in postgraduate education, it is the focus of the directorate of postgraduate training to encourage and guide faculties to develop their respective staff recruitment plans for this area. The recruitment plan shall encourage the implementation of strong manpower planning structures especially in the area of postgraduate education where careful scrutiny must be focused on the type of academic staff that are recruited to teach postgraduate programmes.

e) Staff development opportunities

Higher education environments across the globe are frequently described as turbulent and dynamic (Brookes, & Becket, 2007). Global and national forces are driving change within higher education institutions across countries. These changes heightened demand for expansion of higher education to meet the growing demand for the service. The increase in the number of universities, for instance, has created a challenge of maintaining the quality of education (OECD 2007, Mamdani, 2007). Several strategies are therefore needed to help these institutions improve and maintain quality by employing qualified teaching staff and devising staff development initiatives that increase teaching staff access to opportunities for knowledge improvement and skills development.

Staff development is a management practice intended to better the efficiency of individuals and groups within organizational settings and helping them to improve their analytical, human, conceptual and specialized skills (Tiberondwa, 2000; Bloom, Genakos, Sadun & Reenen, 2011). Staff development is central to the

quality of higher education because it helps to build a culture of excellence and a professional team of motivated workers crucial to achievement of national inspirations for economic development (UNESCO, 2007; Tiberondwa, 2000; World Bank, 2000; Malunda, 2017). This strategic planning framework shall spearhead the integral development of this sector through the encouragement of induction, mentoring, training, attendance of seminars, workshops, conferences, short courses within or outside the institution and sabbatical leave, among others, because staff training is the most essential component in a Higher Education system where lecturer competence development is inseparable from the University development programmes. Another strategy of boosting staff development shall be to mobilize and put in place a staff development fund to support the cause. At Kabale University, there is need to strongly support staff development in postgraduate supervision and grant writing through the directorate of postgraduate studies.

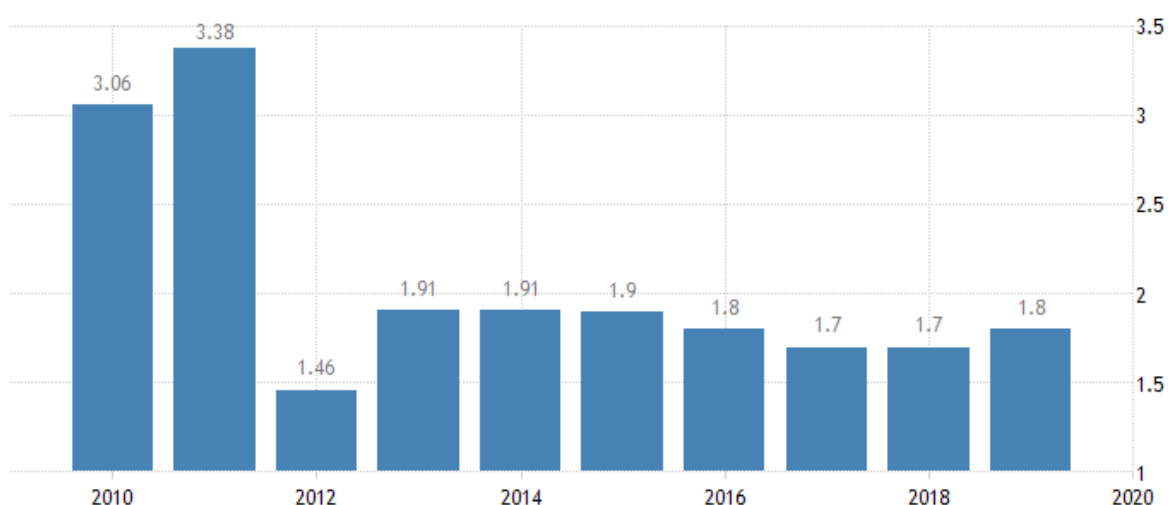
f) Development of more postgraduate programmes

The overall picture shows that the share of PhD programmes is about 3.4%. The Masters take about 12.5%; Postgraduate diploma level 4.4% while undergraduate programmes take the bigger proportion or 37%. The remaining 41.2% of the programmes were at a diploma level while 1.6% were certificate. In 2015/16 academic year, 473 academic programmes were accredited compared to 382 in 2014/15. The bachelor's programmes occupied the largest proportion in the universities and affiliated institutions. The majority of the programmes accredited (71%), belonged to university category of higher education institutions while 23% and 6% belonged to Other Tertiary Institutions and Other Degree Awarding Institutions respectively. Kabale University has 3.13% of the students on post graduate programmes and 14.8% students on undergraduate diplomas. Therefore, curriculum development and review shall be at the core of the development of postgraduate programmes.

g) Developing marketable postgraduate programmes

Graduate unemployment in Uganda, as in many other countries, is a daunting problem. A 1997 tracer study, for example, reports that employment opportunities for graduates are dwindling and the periods spent searching for jobs getting longer. Each day that passes, the graduate unemployment gap expands with immense proportions. Unemployment Rate in Uganda is expected to reach 2.40 percent by the end of 2020, according to Trading Economics global macro models and analysts' expectations. In the long-term, the Uganda Unemployment Rate is projected to trend around 2.70 percent in 2021 and 3.00 percent in 2022, according to our econometric models.

Uganda Unemployment Rate 1991-2019 Data | 2020-2022 Forecast



SOURCE: TRADINGECONOMICS.COM | UGANDA BUREAU OF STATISTICS

The graduate unemployment rate indicates a continuous increase in the trends from 2010 to 2020. This implies that universities must effectively plan to provide educational programmes that help their products address this immediate challenge. The directorate of postgraduate training shall build interventions that help alleviate graduate unemployment at this level through the development of marketable programmes of study.

d) Development of a postgraduate tracer inventory

But at the same time, the development of marketable postgraduate programmes shall be complemented by development of postgraduate tracer studies to help keep track of graduates in the world of work. Kabale University does not have any tracer study which makes it important to develop one.

2.5 SWOT Analysis

Kabale University Internal factors espouse the Strengths, Weaknesses, Opportunities and Threats (SWOT) to the university.

Summary of Strengths and Weaknesses

The Directorate of Postgraduate Training has a number of Strengths that contribute to the acceleration of its internal growth and productivity. There are also a number of Institutional Weaknesses that often hinder progressive development internally. These strengths and weaknesses are summarized in table 2 below.

Table 2: Summary of Strengths and Weaknesses

Strengths	Weaknesses
<ul style="list-style-type: none"> i) Established as a Government Institution. ii) Unique and specialised postgraduate programmes that address national and regional needs and are critical to achieving SDGs and Vision 2040. iii) A strong team of experienced academic, administrative and support staff (PhD holders, Masters' degree holders). iv) A committed postgraduate student community majority of whom are a working class. v) Strong and Focused Faculty Higher Degrees Committees and Boards. vi) Collaborative linkages with other institutions in Uganda, regionally and internationally. vii) Strong and Focused Postgraduate Board. viii) Enough land for future expansion of Postgraduate Centre. ix) Accessibility to public infrastructure like national roads & Utilities 	<ul style="list-style-type: none"> i) Low student enrolment in postgraduate programmes. ii) Low international student enrolment. iii) Few postgraduate programmes. iv) Inadequate Senior Staff to facilitate at postgraduate level and hindering development of higher degree programmes (PhDs, Higher Doctorates). v) Inadequate academic facilities for delivery of both academic, laboratory and research services. vi) Inadequate financing both from Government vii) No Internally generated funds. viii) Campus library lacks adequate space and facilities for the ever-growing user community. ix) Lack of postgraduate rooms and learning facility. x) Lack of postgraduate reading Carrels. xi) Inadequate ICT facilities to facilitate e-learning and research activities. xii) Lack of adequate teaching space for the growing number of postgraduate students. xiii) Poor Sanitation. xiv) Lack of Computer Laboratories. xv) Lack of a fully-fledged research, outreach and consultancy department. xvi) Lack of a Physical Development Plan (Master Plan).

Strengths	Weaknesses
<p>x) Accreditation of Postgraduate programmes by NCHE which is a boost to the Faculty and public confidence building.</p> <p>xi) Presence of Experienced Senior Lecturers and Professors.</p> <p>xii) Adequate Internet Bandwidth (Both internet and WIFI).</p> <p>xiii) Proximity to potential environment to access postgraduate training. Potential students are from the district offices, undergraduate students, the business environment, municipalities around, schools and health facilities.</p> <p>xiv) Being a Science and Technical-based education gives the impetus to begin postgraduate programmes in Science and Technology.</p>	<p>xvii) Lack of a robust marketing strategy to attract potential postgraduate students.</p> <p>xviii) Inadequate pool of experienced and efficient external examiners.</p> <p>xix) Poor remuneration of internal and external examiners.</p> <p>xx) Poor remuneration of student proposal thesis/dissertation supervisors.</p> <p>xxi) Poor proposal and thesis supervision skills.</p> <p>xxii) Lack of postgraduate humanities and social science programmes integrating Science and Technology.</p>

Summary of Opportunities and Threats

There are several opportunities to support the provision of competitive postgraduate training at Kabale University. There are also potential threats likely to hinder the provision of competitive and quality postgraduate education (See Table 3).

Table 2: Summary of Strengths and Weaknesses

Opportunities	Threats
<p>i) Liberal and progressive Government policy environment in support of Postgraduate Education.</p> <p>ii) Changing landscape as Higher Education is being shaped by globalisation and Digital revolution with new methods of pedagogy.</p> <p>iii) Growing demand for quality postgraduate education Locally, Regionally and Globally. Postgraduate Student numbers have increased since Inception of the Directorate of Postgraduate Training.</p> <p>iv) Proximity to border countries like Rwanda, DRC and Tanzania providing the potential to attract many international students from these neighbouring countries.</p> <p>v) Location of the University in a richly endowed tourism hub/region (Lake Bunyonyi, Mgahinga Reserve, Mountain Muhabura).</p>	<p>i) Growing competition for postgraduate students because of the many mushrooming universities in the country and the region.</p> <p>ii) Meagre funds for postgraduate supervision and examination.</p> <p>iii) Uncertainty that may likely affect the future of the education landscape (e.g. The effects of COVID-19 on postgraduate training).</p> <p>iv) Unstable and inadequate Internet Bandwidth.</p> <p>v) Development Partners' Fatigue which is likely to slow down the process of support to Postgraduate Education (e.g. Donors reluctance to support postgraduate education in Kabale by providing scholarships and research funding).</p> <p>vi) Volatile Global economic trends leading to incidences such as unemployment of graduates, inflation as a hindrance to long-term planning for postgraduate education.</p>

Opportunities	Threats
vi) Proximity to district offices, medical centres, schools, NGOs and public service departments with potential postgraduate students.	vii) Uncertainty about funding from Government which fluctuate according to national priorities.
vii) Collaboration with the local communities for postgraduate research, internship and outreach services.	viii) Limited availability of infrastructure at campus to cater for postgraduate studies.
viii) Good will from local communities/ authorities and Development partners.	ix) Ever changing technology-this requires continuous training of staff and equipment to match the swiftly changing technology.
ix) Availability of a number of placement areas for practicum.	

2.6 PESTEL Analysis

There are key Political, Economic, Social (cultural), Technological, Environmental and Legal (PESTEL) factors that influence postgraduate training at Kabale University. An analysis of these PESTEL factors and associated strategies of improvement helps to boost performance of postgraduate training. Below is the analysis of the variables under each of the factors (Table 4).

Table 4. PESTEL Factors

Factor	Issue	Strategies
Political	1. The Political debate to scrap some postgraduate programmes in the social sciences, business and humanits.	Integration of Science and Technology in Postgraduate Training in Business, Social Sciences and Humanities courses.
	2. Government policy on promotion of Science and Technology.	
	3. Resistance from some politicians in acquisition of land for expansion.	Involvement of Political Stakeholders in University Development.
	4. Expanded East African community	Identify and develop regional marketing strategies to attract potential postgraduate students.
	5. Strong Government that is supportive of postgraduate education.	Continued solicitation of government support for postgraduate education.
	6. Impact of globalization on postgraduate education.	Tap into the potential of globalization to develop postgraduate training.

Economic	1. Need for graduates to fill industry demands.	Provision of industry-relevant postgraduate programmes.
	2. Lack of ready market for postgraduate products.	
	3. Affordable student fees that would attract international students	Maintaining student friendly fees
	4. Poor income base for the surrounding catchment area	Putting in place a marketing strategy to tap students from other regions.
	5. Limited funds to boost development of postgraduate training.	Resource Mobilization Writing Fundable Proposals. Admission of more postgraduate students to fund programmes.
Social	1. Gender equity and parity in postgraduate education access.	Maintain Gender equity and parity.
	2. Poor student-staff supervision relationship.	Workshops and Seminars on supervision.
	3. Supportive community for outreach.	Harness potential for community Outreach.
	4. Social amenities within and outside for the university.	Harness the Social Amenities.
	5. Critical mass of newly recruited senior staff with new ideas.	Motivation of this Critical mass of staff and utilizing them to develop more relevant postgraduate programmes.
Technological	1. Inadequate exposure to use of modern education technology like e-learning	Adoption of ICT in all business processes of the University.
	2. Inadequate ICT/Internet and bandwidth	Awareness campaigns on the implications of the 4th industrial revolution to the university work
	3. Government agenda on Science and Technology	Training and Awareness about E-learning.
	4. Emergence of 21st century learning skills.	Utilization of the 21st Century learning skills in postgraduate training.
	5. Dictates of the 4th Industrial Revolution	Increase on Internet Bandwidth.

Legal	1. Requirements of the University and other Tertiary institutions Act	Ensure compliance to all legal policies and instruments.
	2. Attainment of Vision 2040—Middle-class Income status.	
	3. East African community protocols	
	4. Requirements by the Inter University Council of East Africa	
	5. MoES Policy and statutory instruments	
	6. National, Regional and international Planning Frameworks	
Environmental	1. Poor Sanitation.	Dedicate Labour on Sanitation especially during Weekends when postgraduate classes are underway.
	2. Lack of Security because of no perimeter wall.	Need for Security on Campus.

2.6 PESTEL Analysis

In the external and internal drivers, the SWOT Analysis, and the PESTEL Analysis, there are key achievements and potential breakthroughs that should be consolidated by this Strategic Plan. However, there are also key emerging strategic challenges that need attention in the next planning period (2020/21-2024/25). Some of them include the following: -

- a) Stakeholder participation in promotion of postgraduate education
- b) Science and Technology
- c) Scaling up Student Enrolment for both national and international students.
- d) Increased Funding for postgraduate functionality
- e) Motivation of Senior Staff
- f) Grant writing and Resource Mobilization
- g) Development of Infrastructure and Academic Facility
- h) Improvement in ICT, Internet and Computer Lab
- i) Provision of E-Resources and E-Learning
- j) Renumeration of Supervisors, Internal and External examiners
- k) Solicitation of Experienced External Examiners
- l) Review of postgraduate policy and handbook
- m) Development programmes for proposal and thesis supervision and writing
- n) Lobbying Development partners and Government for Scholarships
- o) Industry-Relevant Postgraduate programmes.
- p) Tapping into Collaborative Teaching and Learning/Exchange programmes.
- q) Development of postgraduate programmes and Curriculum Review

3

CHAPTER THREE

STRATEGIC DIRECTION

3.1 The Philosophy of the Directorate

3.1.1 Vision

A sustainable vibrant university with quality postgraduate training in the Great Lakes Region and beyond.

3.1.2 Mission

To become an efficient and effective university that offers quality and competitive postgraduate training, student research supervision, coordination of postgraduate education and first-class student and supervisor mentorship.

3.1.3 Core Values

- a) Excellence: The Directorate shall commit itself to excellence through ensuring quality leadership and administrative support.
- b) Integrity: Commitment to ethical and responsible behaviour in our own actions and to developing the same commitment in our staff and students, thus fostering individuals who will have the critical skills and knowledge to engage positively in social progressivism.
- c) Diversity: Dedicated to attracting and supporting a diverse student and faculty population as well as enhanced multicultural learning opportunities.
- d) Lifelong learning: Supporting intents for continuous learning and promotion of citizenship education.
- e) Community Support: A Unit that values and respects the development of a community education with strong ties connected with our local, regional, national and international community.

3.2 Strategic Focus

To make a sustainable contribution to the development of Human Capital essential in Socio-economic transformation of communities by providing a conducive environment for graduate training that meets valid expectations of local, national and international stakeholders.

3.2 Strategic Focus

Basing on the key strategic emerging challenges (Section 2.4), the strategic objectives of the university strategic plan (2020/21-2024/25), and the strategic challenges of the directorate of postgraduate training; the Strategic plan (2020/21-2024/25) for the directorate of postgraduate training identifies the following strategic pillars:

- a) Governance, Management and Strategic Systems Development
- b) Marketing Postgraduate Education
- c) Curriculum Development and Review
- d) Student Research Supervision and Examination
- e) Senior Staff Motivation and Retention
- f) Collaborations and Corporate Social Responsibility

3.4 Strategic Objectives and Strategic Actions of the Directorate

3.4.1 Strategic Objectives

From the strategic pillars in 3.3 above, Directorate of Postgraduate Training derives the following Strategic Objectives (SOs): -

- SO1:** To Increase Postgraduate Student Enrolment and develop robust University marketing strategies.
- SO2:** To improve management of the process of student research supervision and examination.
- SO3:** To attract, develop and retain quality Senior Staff for mentoring Postgraduate Students.
- SO4:** To develop quality, competitive, relevant and demand-driven postgraduate programmes in all faculties, schools and institutes.
- SO5:** To Strengthen the governance and management of the directorate of postgraduate training and its support systems.
- SO6:** To develop collaborative interventions in postgraduate education and outreach.

3.4.1 Strategic Objectives

The Strategic Actions of this Strategic Plan are derived from its Strategic Objectives (See Table 5).

Table 5: Derived Strategic Actions

Strategic Objective	Strategic Actions
SO1: To Increase Postgraduate Student Enrolment and develop robust University marketing strategies.	Development of Robust Marketing Drives
SO2: To improve management of the process of student research supervision and examination.	Strengthen Capacity of Faculty Postgraduate Committees. Capacity Development in Postgraduate Supervision. Identification, Retention and Motivation of Quality examiners and supervisors.
SO3: To attract, develop and retain quality Senior Staff for mentoring Postgraduate Students.	Increase number of Senior Staff facilitating postgraduate programmes in the academic units
SO4: To develop quality, competitive, relevant and demand-driven postgraduate programmes in all faculties, schools and institutes.	Encourage development of socially relevant and competitive postgraduate courses. Development of more postgraduate programmes Partnering with the industry in the design and implementation of academic programmes
SO5: To Strengthen the governance and management of the directorate of postgraduate training and its support systems.	Developing, reviewing and implementing appropriate policies and frameworks Developing governance and management performance systems Strengthening delivery of support services Strengthening student Governance and management systems
SO6: To develop collaborative interventions in postgraduate education and outreach.	Tapping into Collaborative Teaching and Learning Lobbying Development partners and Government for Scholarships Stakeholder involvement in postgraduate education

3.5 Log frame Matrix showing summary of Directorate Objectives, Interventions and Outputs

Table 6: Implementation Logical Framework Matrix 2020/21-2024/25

SO1: To Increase Postgraduate Student Enrolment and develop robust University marketing strategies.				
Strategic Action	Activity/ Intervention	Expected Output/ Indicators	Means of Verification	Assumption
Development of Robust Marketing Drives	Develop a Postgraduate Brochure	Developed Brochure	Evidence of Postgraduate Brochures	
	Constitute a Postgraduate Programmes Marketing Committee	Functional Marketing Committee	Evidence of Committee in place	
	Talk shows on Postgraduate Programmes	At least 4 talk shows per academic year	PR Reports	
	Inter-Country-visitations	At least 1 inter-country visit per academic year		
SO2: To improve management of the process of student research supervision and examination.				
Strategic Action	Activity/ Intervention	Expected Output/ Indicators	Means of Verification	Assumption
Strengthen Capacity of Faculty Postgraduate Committees.	Appointment of Postgraduate Committees in all Academic Units.	Postgraduate Committees in place	Evidence of Committee in place by 2022	Provided Faculty embraces the postgraduate committee idea
	Develop Terms of Reference for Postgraduate Committees.	Evidence of Postgraduate Committee TORs	Evidence of TORs in place by December 2020.	
	Training and Development workshops for Faculty Postgraduate Committees.	At least 2 Faculty postgraduate committee workshops per year	Minutes, Reports	
	Workplans for Postgraduate Committees.	Postgraduate Committee Workplans in place	Reports	

DIRECTORATE OF POSTGRADUATE TRAINING STRATEGIC PLAN

Capacity Development in Postgraduate Supervision.	Staff supervision Training/workshops.	At least 2 staff supervision workshops/seminars a year.	Reports, Minutes	Provided capacity development gaps are identified periodically
	Student research development workshops.	At least 2 staff supervision workshops/seminars a year.		
Identification, Retention and Motivation of Quality examiners and supervisors.	Increase allowance of external examiner to 100 USD	At least 60% improvement in these allowances by end of 2024	Bursar's Reports, Audits	Provided Council Approves these Allowances
	Increase allowance of internal examiners to 50 USD			
	Increase allowance of thesis supervisor to 100 USD			
	Periodically develop and review Postgraduate Thesis supervision and examination policies, procedures and guidelines	Reviewed supervision and examination	Evidence of policies, guidelines.	

SO3: To attract, develop and retain quality Senior Staff for mentoring Postgraduate Students.

Strategic Action	Activity/ Intervention	Expected Output/ Indicators	Means of Verification	Assumption
Increase number of Senior Staff facilitating postgraduate programmes in the academic units	Recruit more Senior Staff with PhDs in Academic Units	At least 75% Senior Staff recruited to facilitate at postgraduate by 2024	Human Resource Reports, Records	Provided recruitments are enabled and implemented
	Ensure only Senior Staff Facilitate Masters and PhD programmes.			
	Promoting Senior Academic Staff.	No. of Senior Academic Staff promoted by 2022		Provided Council Accepts promotions

SO4: To develop quality, competitive, relevant and demand-driven postgraduate programmes in all faculties, schools and institutes.

Strategic Action	Activity/ Intervention	Expected Output/ Indicators	Means of Verification	Assumption
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Encourage development of socially relevant and competitive postgraduate courses.	Encourage Focus on entrepreneurial and innovative postgraduate programmes.	At least 60% teaching blending entrepreneurial and innovative methodologies	Annual Quality Assurance Reports, performance reports from Directorate of Postgraduate Training	Provided academic Staff facilitating on the postgraduate programmes are willing to adopt to blended teaching and learning methodologies
	Encourage Blended teaching and learning methodologies	At least 60% teaching and learning integrates ICT		
		At least 80% teaching and learning uses Audio-visual methodologies		
		At least 80% doctoral teaching and learning uses blended teaching methodologies		
	Implementation of experiential, supportive and lifelong learning.	At least 60% teaching blending experiential, and lifelong learning methodologies.		
Development of more postgraduate programmes	Develop more Masters programmes, postgraduate diplomas	At least 60% Masters and postgraduate diplomas in every Faculty by 2024	Evidence of Curricular	Provided that there is enough senior academic staff to facilitate postgraduate programmes in every faculty.
	Develop more PhD programmes	At least one (1) Doctoral programme in every Faculty by 2024.		
	Encourage students enrolling for Higher Doctorates (Doctor of Science, Doctor of Letters, etc, Post doctorates)	At least award of one (1) post-doc programme in the directorate by 2025	Evidence of Post-doc fellow/s.	Provided the university develops a post-doc policy and helps to implement it.

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Partnering with the industry in the design and implementation of academic programmes	Ensure that Labour-market surveys are done prior to curriculum development.	No. of postgraduate programmes developed/ reviewed based on Labour Market Surveys	Evidence of Labour Market Survey Reports	Provided Faculties Utilize the Labour Market Survey in Curricular Development
	Integrating Science and Technical Courses into the Postgraduate curriculum	At least integration of two Science and Technical Courses in Faculty postgraduate programmes	Curriculum Reports, Quality Assurance Compliance Reports	Provided there is a policy on integration of Science and Technical Courses in Curriculum is developed.
	Benchmarking with industry and civil society	At least 80% involvement of industry and civil society in curriculum development	Reports	Provided Faculty curriculum committees agree to undertake research in industry and civil society organizations.

SO5: To Strengthen the governance and management of the directorate of postgraduate training and its support systems.

Strategic Action	Activity/ Intervention	Expected Output/ Indicators	Means of Verification	Assumption
Developing, reviewing and implementing appropriate policies and frameworks	Review of the Postgraduate Training Policy 2017	Presence of a Revised Postgraduate Training Policy by 2021	Evidence of Reports and Policies in Place	
	Development of the Postgraduate Handbook	Presence of a Postgraduate Handbook by December 2020		
	Development of the Postgraduate Strategic Planning Framework	Presence of a Postgraduate Strategic Plan by October 2020		
	Development of the Postgraduate Employment Tracer Studies 2020-2025	Presence of Postgraduate Tracer Studies 2020-2025		
	Development of the Postgraduate Research Supervision Policy	Presence of a Postgraduate Supervision Policy by 2021		
	Development of a Postgraduate Brochure	Evidence of a Postgraduate Brochure 2021	Brochure in Place	

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Developing governance and management performance systems	Recruitment of a Senior Assistant Registrar in charge of postgraduate affairs	Presence of a Senior Assistant Registrar, postgraduate affairs by 2021	Human Resource Records	Provided Management and University Council accepts these establishments.
	Recruitment of an ICT manager for the postgraduate unit	Presence of an ICT manager by 2021		
	Developing/Reviewing TORs for all staff in the postgraduate Unit	Presence of TORs for all directorate Staff	Reports, Minutes	
	Developing Directorate Workplans and Reporting Systems	Presence of Quarterly Workplans	Reports	
	Developing the Directorate Philosophy and Mandate	Presence of Directorate Philosophy and Mandate by October 2020	Directorate Strategic Plan	
Strengthening delivery of support services	Developing TORs for Faculty Postgraduate committees	TORs in place	Faculty & Directorate Minutes	
	Provision of Annual Workshops and Seminars on Postgraduate Quality Enhancement	Evidence of at least one Workshop/Seminar per year	Minutes, Reports	Provided there are funds to facilitate these Workshops/ Seminars
	Provision of Research Supervision Workshops and Seminars			
	Improvement of Student welfare services	Evidence of improved student welfare	Postgraduate Student Reports, Physical observations	Provided student welfare is given high priority by management
	Postgraduate Seminar Room	Evidence of a postgraduate Room by December 2020		Provided construction of new home for postgraduate directorate is underway.
Strengthening student Governance and management systems	Provide guidance in Appointment and management of student leadership	Evidence and functionality of postgraduate student leadership	Postgraduate Student Reports, Physical observations	
	Creation of student platforms for communication of issues, grievances	Evidence of student suggestion box in place		

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	Strengthen student reporting systems on teaching and research supervision	Evidence of Filled performance appraisals, Supervision Compliance reports and filled logbooks	Logbooks, Appraisals, Attendance sheets, Compliance Reports	Provided quality performance systems are strengthened by the quality assurance unit and Faculty postgraduate committees.
Strengthen student teaching and supervision processes	Monitor compliance through teaching performance appraisals and student reporting systems	Evidence of postgraduate staff performance appraisals every end of semester	Performance reports, quality assurance reports	Provided there is will to fill performance appraisals and
	Monitor how staff comply with the supervision process and policy in place	Periodic inspection of teaching and activities of postgraduate committees at faculty	Inspection reports, Annual postgraduate reports	
	Periodic report on teaching and supervision of postgraduate students	Evidence of annual postgraduate report on performance		
	Conducting workshops and seminars on improvement of supervision and teaching	At least 1 workshop per year		

SO6: To develop collaborative interventions in postgraduate education and outreach.

Strategic Action	Activity/ Intervention	Expected Output/ Indicators	Means of Verification	Assumption
Tapping into Collaborative Teaching and Learning	Academic/Teaching Exchange programmes	At least 1 exchange programme in 2 years (2022 and 2025)	Functional Memorandum of Understanding	Provided the Memorandum of understanding signed is respected/ implemented by both parties
	Student-Industry programmes for experiential learning	At least every faculty to have 1 postgraduate-based practicum/ industrial training session every year.	Practicum/ Industrial training reports in place in every faculty	Provided experiential learning philosophy is integrated in postgraduate teaching and learning.
Lobbying Development partners and Government for Scholarships	Lobby for government Scholarships	At least a postgraduate scholarship Fund in place by 2022	Scholarship Fund in Place and active	
	Lobby for International Scholarships			

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Stakeholder involvement in postgraduate education	Encourage stakeholder workshops and consultative events	At least 2 consultative events between 2020 and 2025	Postgraduate reports, Faculty minutes/reports	
	Invitation of Resource persons for talk shows with students and staff	At least 1 resource person invited in each Faculty per semester		

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CHAPTER FOUR

FINANCING FRAMEWORK AND STRATEGY

4.0 Costing of Interventions and Results—The ESTIMATED BUDGET

This Strategic Plan is estimated to be implemented at a cost of 13, 106,000,000 UGX (Thirteen Billion One hundred and Six Million Uganda shillings). Table 9 indicates the Budget break-down according to key strategic actions.

Table 9: BUDGET Estimates

Strategic Action	Intervention/Particulars	Cost Implication
SO1: To Increase Postgraduate Student Enrolment and develop robust University marketing strategies.		
Development of Robust Marketing Drives	Develop a Postgraduate Brochure	1,000,000 UGX
	Refreshments for Postgraduate Programmes Marketing Committee	1,000,000UGX
	Talk shows on Postgraduate Programmes	5,000,000 UGX
	Inter-Country-visitations	30,000,000UGX
Sub-total		37,000,000 UGX
SO2: To improve management of the process of student research supervision and examination.		
Strategic Action	Intervention/Particulars	Cost Implication
Strengthen Capacity of Faculty Postgraduate Committees.	2 Training and Development workshops for Faculty Postgraduate Committees per year	10,000,000 UGX
Capacity Development in Postgraduate Supervision.	2 Staff supervision Training/workshops per year	4,000,000 UGX
	2 Student research development workshops.	4,000,000 UGX
Identification, Retention and Motivation of Quality examiners and supervisors.	Increase allowance of external examiner to 100 USD	80,000,000 UGX
	Increase allowance of internal examiners to 50 USD	40, 000,000 UGX
	Increase allowance of thesis supervisor to 100 USD	40,000,000 UGX
Sub-total		178,000,000 UGX
SO3: To attract, develop and retain quality Senior Staff for mentoring Postgraduate Students.		
Strategic Action	Intervention/Particulars	Cost Implication
Increase number of Senior Staff facilitating postgraduate programmes in the academic units	Recruit more Senior Staff with PhDs in Academic Units (75% by 2024)	8 Billion UGX
	Promoting Senior Academic Staff.	4 Billion UGX
Sub-total		12 Billion UGX

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SO4: To develop quality, competitive, relevant and demand-driven postgraduate programmes in all faculties, schools and institutes.

Strategic Action	Intervention/Particulars	Cost Implication
Encourage development of socially relevant and competitive postgraduate courses.	Encourage Focus on entrepreneurial and innovative postgraduate programmes.	50,000,000 UGX
	Encourage Blended teaching and learning methodologies	
	Implementation of experiential, supportive and lifelong learning.	
Development of more postgraduate programmes	Develop more Masters programmes, postgraduate diplomas	10,000,000 UGX
	Develop more PhD programmes	
	At least award of one (1) post-doc programme in the directorate by 2025	90,000,000 UGX
Partnering with the industry in the design and implementation of academic programmes	Ensure that Labour-market surveys are done prior to curriculum development.	20,000,000 UGX
	Integrating Science and Technical Courses into the Postgraduate curriculum	
	Use of Public-University Partnerships Framework to improve curriculum	20,000,000 UGX
	Benchmarking with industry and civil society	
Sub-total		190,000,000 UGX

SO5: To Strengthen the governance and management of the directorate of postgraduate training and its support systems.

Strategic Action	Activity/Intervention	Cost implication
Developing, reviewing and implementing appropriate policies and frameworks	Development of a Postgraduate Brochure	1,000,000 UGX
Developing governance and management performance systems	Recruitment of a Senior Assistant Registrar in charge of postgraduate affairs	7,000,000 UGX
	Recruitment of an ICT manager for the postgraduate unit	5,000,000 UGX
	Provision of Annual Workshops and Seminars on Postgraduate Quality Enhancement	9,000,000 UGX
	Provision of Research Supervision Workshops and Seminars	9,000,000 UGX
	Improvement of Student welfare services	2,000,000 UGX
	Postgraduate Seminar Room	20,000,000 UGX
Strengthening student Governance and management systems	Creation of student platforms for communication of issues, grievances	50,000 UGX
	Preparation and initiation of a postgraduate Alumni Event every two years	80,000 UGX
	Strengthen student reporting systems on teaching and research supervision	

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Strengthen student teaching and supervision processes	Conducting workshops and seminars on teaching postgraduate students	9,000,000 UGX
Sub-total		70,050,000 UGX

SO6: To develop collaborative interventions in postgraduate education and outreach.

Strategic Action	Activity/Intervention	Cost Implication
Tapping into Collaborative Teaching and Learning	Academic/Teaching Exchange programmes	100,000,000 UGX
	Student-Industry programmes for experiential learning	20,000,000 UGX
Lobbying Development partners and Government for Scholarships	Lobby for government Scholarships	500,000,000 UGX
	Lobby for International Scholarships	
Stakeholder involvement in postgraduate education	Encourage stakeholder workshops and consultative events	6,000,000 UGX
	Invitation of Resource persons for talk shows with students and staff	5,000,000 UGX
Sub-total		631,000,000 UGX
Sub-total		631,000,000 UGX

4.1 Summary of Funding by Source for the next five years

The directorate of postgraduate training needs funding to run its activities for the next five years. Below is the assumed source of funding projection for each item of funding summarized from the estimated Budget in 4.0 above.

SN	Funding Item	Source of Funding
1.	Marketing Drives	University Budget
2.	Capacity Building	University Budget
		Small Grants
		Public-Private-Partnerships (PPPs)
3.	Staff Welfare and Motivation	University Budget
		Staff association Welfare Reimbursements
4.	Recruitment	Government
5.	Curriculum Development	University Budget
6.	Governance & Management	University Budget
		Small Grants
		Alumni
7.	External Examination	University Budget
8.	Internal Examination	University Budget
9.	Supervision of Theses and Dissertations	University Budget
		Grants

10.	Scholarships	Government Donors Loan Schemes Private Sector (Industry, Corporations) Research Grants University Budget
11.	Infrastructure	
12.	Equipment	
13.	Human Resource	Government
14.	Collaborations and Lobbying	Government Donors University Budget

4.2 Resource Mobilization Strategy

The environment in which resources are mobilized is increasingly competitive, given the decline in donor funding of higher education, coupled with a scarcity of resources resulting from the recent global economic crisis. Resource mobilization has therefore become a more challenging exercise demanding a mix of knowledge and skills. Below are some of the financial and physical resources to be mobilized by the directorate.

Table 6: How to approach Resource Mobilization for the Directorate

Resource Gaps	Goal	Source of Funding	Strategy	Cost	Responsible Person	Timeline
Graduate Scholarships	To provide equal access to postgraduate education for marginalized groups	Government	Proposals Lobbying	500,000,000 UGX	Deputy Vice Chancellor	2021-2025
	To provide funding opportunities to the needy.	International Donors	Advocacy platforms		Director, Postgraduate Training	
		Corporations/Private Sector	Partnership		Academic Registrar	
		Loans from Financial Institutions	Negotiation for Loans		Vice Chancellor	
			Loan applications		Director, Postgraduate Training	
		Research Grants	Writing research grants			

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			Building Collaborations	50,000,000 UGX	University Council	
			Writing memorandum			
			a of Understanding			
Construction of a postgraduate home	To develop infrastructure for the postgraduate section so as to give room for expansion	Government	Developing Budgets to Government	20,000,000 UGX	University Bursar	2021-2025
		Donors	Proposals		Directorate of Postgraduate Training	
		Financial Institutions	Business Plans and Proposals			
		Endowment Fund	Lobbying the Alumni Association		University Council	
		Research Grants	Writing research grants		Directorate Academic Staff	
Office Equipment	To purchase office equipment like computers, ICT facilities, etc	Government	Developing Budgets to Government	50,000,000 UGX	University Council	2021-2025
		Donors	Proposals		Bursar	
		Research grants	Writing research grants		University Secretary	
					Directorate of Postgraduate Training	

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			Collaborations		University Council	
			Memorandum of understanding			
Human Resources	To improve the staffing position of the directorate and postgraduate education in Kabale University	Government	Budget proposals on Academic Recruitment		University Council Management	2020-2025
		East African Community-Relations	Academic Exchange from Inter-University Council of East Africa		Faculty Deans Vice Chancellor	

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CHAPTER FIVE

INSTITUTIONAL ARRANGEMENTS FOR IMPLEMENTING THE PLAN

5.1 General Management

- a) From this strategic plan document, strategic actions, key activities, verifiable indicators and means of verification shall be the basis of the strategic plan implementation, management, monitoring and evaluation processes.
- b) From each key activity, inputs or resources shall be developed from budget proposals to be used to implement the Strategic Plan.
- c) From the Key activities, Work plans shall be drawn and segmented either Annually, Quarterly, Semester-based or otherwise. These work plans shall break down activities into singular departmental-based activities for implementation of the entire plan.
- d) The key activities shall be costed based on the unit cost for each activity and these costs are aggregated for each objective of the Strategic Plan.
- e) Implementation of key activities shall then be based on a decentralized system of management at the departmental-level.
- f) Regular administrative meetings shall be held at the Faculty level and chaired by the Faculty dean. These meetings shall be to review progress in implementation of the plans.
- g) The Strategic Plan Monitoring Team shall be responsible for the overall monitoring of compliance to key activities and the Heads of departments shall undertake follow-up and implementation of the recommendations of the monitoring team and the Faculty Management Structures.
- h) The respective heads of departments shall take full responsibility of the leadership in the process of implementing this strategic plan framework.
- i) An annual meeting of all programme/strategic plan staff shall be undertaken in which annual reports shall be presented and discussed by the postgraduate board and Senate.

5.2 Periodic Reporting

- a) All implementing officers at departmental level and at the Faculty level shall prepare Periodic/regular (Quarterly, monthly, annual, semester-based) reports indicating performance on activities in terms of attainment of set strategies, fulfilment of activities, meeting of targets/verifiable indicators, and beating the timelines.
- b) These reports shall be reviewed in Faculty Management, Department meetings to assess progress in implementation of planned activity.
- c) The Top management, through the University Planner, shall receive copies of reports on progress after eventual and final discussions at lower levels.

5.3 Administrative Logistics

- a) The management process of the Plan shall be supported by the procurement of logistics to assist in day-to-day administration of the strategic plan implementation processes including requisite stationery, printing materials and other sundries.
- b) The implementation of the Strategic plan shall be based on the budget allocations. The budget indicates the cost implication for each strategic objective of the Strategic Plan and provides all details of relevant and possible administrative logistics required.

5.4 Financial Resources and Financial Management

- a) Appropriate financial management process shall be maintained for high levels of accountability. The postgraduate administrator shall be expected to file quarterly and annual financial reports on utilization of funds disbursed.
- b) Internal audit reports shall be produced in order to keep the financial management spirit intact and sound.
- c) Every funding disbursed shall be strictly based on the work plan submitted earlier in time as the University shall officially designate.

5.5 Human Resources

- a) The implementation of this plan shall rely upon the expertise of the director, postgraduate training, management, faculty and the directorate support. In order to ensure quality implementation and compliance, both categories of staff shall be regularly trained into the latest skills of implementation of the plan.
- b) The students shall also be part of the implementing team therefore they shall be given all the necessary support systems to enable smooth implementation of the plan
- c) The external stakeholders such as the community, local government, industry, parents, Development Partners, other staff from international and national Universities and institutions are also part and parcel of the implementation of the plan. These shall be brought on board and supported to provide their input into the implementation processes of the plan.
- d) External collaboration shall be strengthened by targeting relevant stakeholders and partners as the plan stipulates. Collaborative approaches shall be mainly in the form of joint meetings, information sharing, logistical support systems, as well as joint implementation of activities where necessary.

5.6 Sustainability Arrangements

- a) For financial sustainability, academic staff will be trained in grant writing and lobbying skills as a strategy to ensure continued mobilization of funding to support the strategic plan implementation process.
- b) To ensure financial compliance, a number of internal financial control mechanisms shall be adopted. These internal controls shall include the use of workplans to implement the plan's activities and to monitor compliance. Quality Assurance audits as well as mid-term and summative (end-of-term) monitoring and evaluations shall be undertaken. Where gaps in implementation shall be detected, they shall be rectified. Financial accountability shall be a strong priority of this strategic planning framework.
- c) Stakeholder involvement in the implementation of this plan shall be strongly supported to ensure continual management and sustainability of interventions therein. These stakeholders include management of the university, academic staff, administrative staff, postgraduate students, donors, government, the private sector, industry and the community.
- d) Staff development interventions in the form of periodic workshops and seminars shall be carried out from time to time to ensure that capacity is built for self-reliance drives.
- e) Quality management and implementation of this plan shall be ensured from time to time as an institutional sustainability endeavour. Involvement of management and offering management development programmes to the various implementers of this strategic plan shall be a great priority to ensure quality enhancement and administrative excellence.
- f) Each stakeholder in this strategic plan shall have a clear responsibility and role to play to avoid conflict of interest and to ensure a smooth roadmap for checking future compliance with the strategic planning framework.

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CHAPTER SIX

RISK MANAGEMENT

6.1 Purpose of the Risk Management Plan

- a) The purpose of this risk management plan is to highlight the positive or negative effects on the Strategic planning objectives of the directorate of postgraduate training. Risk Management is the process of identifying, assessing, responding to, monitoring, and reporting risks.
- b) This Risk Management Plan defines how risks associated with this strategic plan shall be identified, analyzed, and managed. It outlines how risk management activities shall be performed, recorded, and monitored throughout the lifecycle of the project and provides templates and practices for recording and prioritizing risks.
- c) The Risk Management Plan is created by the strategic plan implementing authority and shall be monitored and updated throughout the planning life cycle (2020/21-2024/25).
- d) The intended audience of this risk management plan are the officers in the directorate, stakeholders and management.

6.2 Risk management Procedure

Risks shall be identified as early as possible in the strategic planning implementation process so as to minimize their impact. The steps for accomplishing this are outlined in the following sections. The Director postgraduate shall serve as the Risk Manager for this project.

6.2.1 Risk Identification

- a) Risk identification will involve the officers of the directorate of postgraduate training, appropriate stakeholders, and will include an evaluation of environmental factors, organizational culture and the strategic management plan and its scope.
- b) Careful attention shall be given to the strategic planning deliverables, assumptions, constraints, cost estimates, resource plan, and other key strategic planning indicators.
- c) A Risk Management Logbook shall be generated and updated as needed and will be stored electronically.

6.2.2 Risk Analysis

- a) All risks identified shall be assessed to identify the range of possible project outcomes.
- b) Qualification shall be used to determine which risks are the top risks to pursue and respond to and which risks can be ignored.
- c) For qualitative Risk Analysis, the probability and impact of occurrence for each identified risk shall be assessed by the director postgraduate, with input from other stakeholders using the following approach:

Probability

- High – Greater than <70%> probability of occurrence.
- Medium – Between <30%> and <70%> probability of occurrence.
- Low – Below <30%> probability of occurrence.

Impact

- High – Risk that has the potential to greatly impact project cost, project schedule or performance.
- Medium – Risk that has the potential to slightly impact project cost, project schedule or performance.
- Low – Risk that has relatively little impact on cost, schedule or performance.

- d) For quantitative Risk Analysis, analysis of risk events that have been prioritized using the qualitative risk analysis process and their effect on project activities will be estimated, a numerical rating applied to each risk based on this analysis, and then documented in this section of the risk management plan.

6.2.3 Risk Response Planning

Each major risk shall be identified through monitoring purposes to ensure that the risk shall not “fall through the cracks”. For each major risk, one of the following approaches shall be selected to address it:

- Avoid – eliminate the threat by eliminating the cause
- Mitigate – Identify ways to reduce the probability or the impact of the risk
- Accept – Nothing will be done

For each risk that shall be mitigated, identification of ways to prevent the risk from occurring or reduce its impact or probability of occurring shall be done. This may include prototyping, adding tasks to the project schedule, adding resources, etc.

For each major risk that is to be mitigated or that is accepted, a course of action will be outlined for the event that the risk does materialize in order to minimize its impact.

6.2.4 Risk Monitoring, Controlling, And Reporting

- a) The level of risk shall be tracked, monitored and reported throughout the strategic planning lifecycle.
- b) A “Top 10 Risk List” shall be maintained and shall be reported as a component of the strategic reporting process for implementation of this strategic plan.
- c) All project change requests will be analyzed for their possible impact to the project risks.
- d) Management will be notified of important changes to risk status as a component to the Executive Project Status Report.

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CHAPTER SEVEN

MONITORING AND EVALUATION FRAMEWORK

8.1 Introduction

The overall objective of the Monitoring and Evaluation (M&E) framework is to support coordination of Faculties, Departments, Units and other stakeholders in undertaking monitoring and evaluation of this Strategic Plan. The M&E framework will guide generation of data for: (i) evidence-based planning; (ii) accountability; (iii) monitoring policies and programmes; (iv) institutional learning through data utilization and sharing; and (v) decision making through measuring the performance, outcome and impact of development interventions.

8.2 Monitoring and Evaluation Arrangements

- a) This plan shall be based on a set of strategic actions, key activities, expected outputs/indicators, targets, and means of verification. It is on the basis of these elements that the monitoring and evaluation tool shall be drawn to guide the process.
- b) Strategic Plan Outcomes shall be compared with the expected outputs/indicators to determine the extent to which the strategic plan activities have been implemented.
- c) Information for monitoring shall be compiled using monitoring minutes, quality assurance reports, and surveys either quarterly, annually, or semester-basis.
- d) Both a Mid-Term and Final Evaluation shall be conducted in 2022 and 2025 respectively.
- e) Implementation will be guided by the fact that manpower shall be trained from time to time to gain capacity to roll on the strategic plan activities even after the end of the implementation period.
- f) The strategic plan will be reviewed in line with the University wide strategic plan when it is undertaken.
- g) As part of the exit strategy, the strategic plan implementation period shall strengthen partnerships with relevant stakeholders that can support the continued sustainability of plan deliverables.
- h) Strategic Plan implementation will work in anticipation to manage potential political, economic and environmental risks that may hamper BUFSE's performance and efficiency in implementing the plan.
- i) All stakeholders and staff implementing the plan are obliged to think and act in ways that support the continued and strong implementation of the plan but consistent with the overall national development plans and University mission, vision and philosophy.

8.3 Progress Reporting

- a) Quarterly reporting shall be done based on what is achieved in the quarterly workplans.
- b) Reports shall be solicited from the faculty postgraduate committees regarding their business on postgraduate matters.
- c) The director of postgraduate training shall provide semester-based reports to the Deputy Vice Chancellor (Academics).
- d) The director shall furnish senate with reports on the progress of postgraduate affairs in the directorate.
- e) The director shall occasionally brief the postgraduate board on the progress of the implementation of this plan.

8.4 Departmental Performance Annual Review

- a) Every year, the directorate shall invite the quality assurance unit to make an audit of operations in the directorate.
- b) Every year, the directorate shall review performance of faculty postgraduate committee operations.
- c) The DVC (Academics) shall be furnished with Annual Performance Reviews.
- d) The annual performance reviews shall be tabled in the postgraduate board and senate for discussion and way-forward sought.

8.5 Mid-term Evaluation of the Plan

- a) The Mid-term evaluation shall be conducted after 2 and half years (2022/23). This mid-term evaluation is intended to examine how feasible the log frame factors (expected outputs, interventions/activities, impacts, outcomes) are—whether these factors can ensure quality implementation of the strategic plan strategic objectives.
- b) Therefore, those monitoring and evaluating in the mid-term shall compare the strategic actions, interventions against the expected outputs, outcomes and impacts of the interventions to check how realistic the log frame targets and indicators are.
- c) The report from the Mid-term evaluation shall be used to modify the log frame in order to ensure realistic results in future.
- d) The Mid-term evaluation shall provide information on how activity is implemented in the directorate.

8.6 End-of-term Evaluation Arrangement

- a) The end-of-term evaluation shall be done in the last year of implementation of this plan; at the closure of the strategic planning process.
- b) The aim of the end-of-term evaluation shall be to evaluate the effectiveness of this plan—Therefore, evaluation shall target whether the strategic objectives are achieved.
- c) Again, the end-of-term evaluation shall focus on determining the capacity of the plan implementers to provide for sustainability arrangements. In other words, the end-of-term evaluation shall assess the expertise of the implementers, experience, and internal capacity to roll on interventions in this plan.

8.7 Monitoring and Evaluation Results Framework

Table 9: Monitoring and Evaluation Results Framework

Strategic Objective	Strategic Action	Expected Results/Indicators	Baseline Year 2020/21	Target Year 2024/25
SO1: To Increase Postgraduate Student Enrolment and develop robust University marketing strategies.	Development of Robust Marketing Drives	Number of Brochures developed and distributed	100	2000
		Evidence of Functional Marketing Committee	0	1
		Number of talk shows conducted per academic year	2	4
		Number of inter-country visits conducted	0	4
SO2: To improve management of the process of student research supervision and examination.	Strengthen Capacity of Faculty Postgraduate Committees.	Number of Postgraduate Committees established	5	6
		Evidence of Postgraduate Committee TORs	1	1
		Number of Faculty postgraduate committee workshops conducted	2	10
		Number of Postgraduate Committee Workplans developed	1	3
	Capacity Development in Postgraduate Supervision.	Number of staff supervision workshops/seminars conducted	2	10
		Number of student research workshops/seminars conducted	2	10

	Identification, Retention and Motivation of Quality examiners and supervisors.	Percentage improvement of Examination and Supervision allowances by 2024	10%	60%
		Number of supervision and examination policies and guidelines reviewed	1	4
SO3: To attract, develop and retain quality Senior Staff for mentoring Postgraduate Students.	Increase number of Senior Staff facilitating postgraduate programmes in the academic units	Percentage of Senior Staff recruited to facilitate at postgraduate	10%	75%
		Number of Senior Academic Staff promoted	6	24
	Encourage development of socially relevant and competitive postgraduate courses.	Percentage of teaching blending entrepreneurial and innovative methodologies	5%	60%
		Percentage of teaching and learning that integrates ICT	20%	60%
		Percentage of teaching and learning that uses Audio-visual methodologies	20%	80%
		Percentage of doctoral teaching and learning using blended teaching methodologies	60%	80%
		Percentage of teaching blending experiential, and lifelong learning methodologies.	40%	60%

	Development of more	Percentage of Masters and postgraduate diplomas developed	20%	60%
	postgraduate programmes	Number of Doctoral programmes developed	4	8
		Number of post-doc. programmes	0	1
	Partnering with the industry in the design and implementation of academic programmes	Number of postgraduate programmes developed/reviewed based on Labour Market Surveys	4	10
		Percentage of programmes integrated with Science and Technical Courses	40%	80%
		Percentage involvement of industry and civil society in curriculum development	20%	80%
		Number of Postgraduate Tracer Studies 2020-2025	1	2
	Developing governance and management performance systems	Number of Quarterly Workplans	2	10
	Strengthening delivery of support services	Number of Workshop/Seminars per year	1	4
	Strengthening student Governance and management systems	Number of Alumni Events in 2021 & 2024	1	1
		Number of postgraduate reports on performance	1	4

		At least 1 workshop per year	1	4
	Tapping into Collaborative Teaching and Learning	At least 1 exchange programme in 2 years (2022 and 2025)	Functional Memorandum of Understanding	
		At least every faculty to have 1 postgraduate-based practicum/industrial training session every year.	Practicum/Industrial training reports in place in every faculty	
	Lobbying Development partners and Government for Scholarships	At least a postgraduate scholarship Fund in place by 2022	Scholarship Fund in Place and active	
	Stakeholder involvement in postgraduate education	At least 2 consultative events between 2020 and 2025	Postgraduate reports, Faculty minutes/reports	
		At least 1 resource person invited in each Faculty per semester		

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