



THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION & SPORTS

INFORMATION ON PUBLIC UNIVERSITIES JOINT ADMISSIONS
2014/2015 ACADEMIC YEAR

3. PROGRAMMES OFFERED AT MAKERERE UNIVERSITY

The undergraduate degree programmes offered at Makerere University are as listed below.

- (i) Day Programmes which have places under Government Sponsorship through National Merit, and a few slots for District Quota, and Special Schemes (Talented Sports plus Persons with Disabilities).

PROGRAMME	CODE	DURATION
1. Bachelor of Medicine and Bachelor Surgery	MAM	5 Years
2. Bachelor of Dental Surgery	BDS	5 Years
3. Bachelor of Pharmacy	PHA	4 Years
4. Bachelor of Science (Nursing)	NUR	4 Years
5. Bachelor of Science in Medical Radiography	BMR	3 Years
6. Bachelor of Environmental Health Science	BEH	3 Years
7. Bachelor of Veterinary Medicine	VET	5 Years
8. Bachelor of Science in Wild Life Health and Management	WHM	3 Years
9. Bachelor of Biomedical Laboratory Technology	MLT	3 Years
10. Bachelor of Animal Production Technology and Management	BAP	3 Years
11. Bachelor of Science in Agriculture	AGR	4 Years
12. Bachelor of Science in Food Science and Technology	FST	4 Years
13. Bachelor of Science in Agricultural Engineering	AGE	4 Years
14. Bachelor of Agribusiness Management	AGM	3 Years
15. Bachelor of Agricultural Land use and Management	BAM	3 Years
16. Bachelor of Science in Horticulture	HOT	3 Years
17. Bachelor of Science in Conservation Forestry and Products Technology	CFP	4 Years
18. Bachelor of Social and Entrepreneurial Forestry	SEF	3 Years
19. Bachelor of Architecture	ARC	5 Years
20. Bachelor of Science in Land Surveying and Geomatics	LSG	4 Years
21. Bachelor of Science in Electrical Engineering	ELE	4 Years
22. Bachelor of Science in Civil Engineering	CIV	4 Years
23. Bachelor of Science in Mechanical Engineering	MEC	4 Years

Makerere University Masters Programmes 2015

**David Kraybill, John Lynam, Adipala
Ekwamu**



Makerere University Masters Programmes 2015:

Research Universities in Africa Cloete, Nico, Bunting, Ian, 2018-11-09 From the early 2000s a new discourse emerged in Africa and the international donor community that higher education was important for development in Africa Within this zeitgeist of converging interests a range of agencies agreed that a different collaborative approach to linking higher education to development was necessary This led to the establishment of the Higher Education Research and Advocacy Network in Africa Herana to concentrate on research and advocacy about the possible role and contribution of universities to development in Africa This book is the final publication to emerge from the Herana project The project has also published more than 100 articles chapters reports manuals and datasets and many presentations have been delivered to share insights gained from the work done by Herana Given its prolific dissemination it seems reasonable to ask whether this fourth and final publication will offer the reader anything new This book is certainly different from previous publications in several respects First it is the only book to include an analysis of eight African universities based on the full 15 years of empirical data collected by the project Second previous books and reports were published mid project This book has benefited from an extended gestation period allowing the authors and contributors to reflect on the project without the distractions associated with managing and participating in a large scale project For the first time some of those who have been involved in Herana since its inception have had the opportunity to at least make an attempt to see part of the wood for the trees Different does not necessarily mean new An emphasis on the newness of the data and perspectives presented in this book is important because it shows that it is more than a historical record of a donor funded project Rather each chapter in this book brings to a lesser or greater extent something new to our understanding of universities research and development in Africa

Education Research in African Contexts Paul Webb, Mathabo Khau, Proscovia Namubiru Ssentamu, 2024-12-08 This compelling anthology illuminates the transformative role of education research in Africa presenting a bricolage of studies by scholarship holders of the East and South African German Centre of Excellence for Educational Research Methodologies and Management CERM ESA Bridging insights from these two regions the book examines the vital intersections between education society and culture with a focus on fostering sustainable educational reform and empowering local communities At the heart of the book is a shared commitment to evolving higher education in Africa through collaborative context sensitive research Anchored by the partnership of five universities across two continents CERM ESA s initiatives support capacity building and innovation in African educational contexts working directly with schools communities and policymakers to address the unique challenges of the continent With themes ranging from indigenous methodologies and climate change education to gender equity and academic resilience the chapters showcase diverse and locally relevant approaches that inform and inspire change across educational sectors Targeted toward education researchers policymakers and practitioners invested in African development Education Research in African Contexts offers an in depth exploration of educational

methodologies that honour traditions while embracing progressive change The book provides invaluable insights for educators and leaders seeking to support responsive impactful education systems Through critical reflection and innovative research the volume reimagines educational paradigms that respect African realities encouraging readers to explore new possibilities for inclusive and transformative research

Construction Safety, Health and Well-being in the COVID-19 era
Patrick Manu, Clara Cheung, Akilu Yunusa-Kaltungo, Fidelis Emuze, Tarcisio Abreu Saurin, Bonaventura H. W.

Hadikusumo, 2023-09-12 This edited book presents a significant and timely contribution to our understanding of a broad range of issues pertaining to COVID 19 and its relationship to occupational safety health and well being OSHW in the global construction industry The editors first introduce the industry and its poor OSHW history before highlighting some of the broader impacts of the pandemic on the sector The book is then divided into two sections Section One focuses on the management of COVID 19 transmission risk It captures insights practices technologies and lessons learned in relation to what has and is being done to prevent or mitigate the risk of COVID 19 transmission among the construction workforce Construction Safety Health and Well being in the COVID 19 Era also details case studies lessons and best practices for managing sites and workforces when infections inevitably do occur Section Two brings together international chapters discussing the impacts of COVID 19 on the OSHW of the construction workforce both on and off site as well as the management of those impacts Furthermore this presents implications of the pandemic at the short medium and long term for other performance measures of construction projects such as cost schedule quality and most importantly how the pursuit non pursuit of such performance measures have impacted will impact the OSHW of construction workers and professionals in the industry This book addresses the gap in literature by offering global perspectives on the OSHW impacts and implications of COVID 19 in the construction industry and will help its wide readership including construction industry organisations professionals researchers government bodies policy makers and students to understand a broad suite of issues pertaining to COVID 19 and its relationship to OSHW in construction

Handbook of Speech-Language Therapy in Sub-Saharan Africa
Ulrike M. Lüdtke, Edward Kija, Mathew Kinyua Karia, 2023-02-03 This book synthesizes research on language development and communication disability in Sub Saharan Africa and highlights best practices for providing speech and language therapy services to individuals with language communication and hearing disorders across the lifespan The book brings together a wide range of international contributions from various disciplines such as speech language pathology audiology developmental psychology language education social work neurology neuropsychology pediatrics linguistics pedagogy and phonetics to provide perspectives on problems challenges ideas concepts and models to serve the people in Sub Saharan Africa Key areas of coverage include Challenges for speech language therapists in the health sector Community awareness and the sustainable delivery of services Culture specific support of communication and language development in early childhood Malnutrition dysphagia feeding difficulties pediatric HIV and related issues Communication disability treatments

including assessment and intervention augmentative and alternative communication AAC and issues specific to bilingualism and biliteracy Inclusive education of children with communication disorders with case studies from Rwanda Tanzania Kenya and South Africa The Handbook of Speech Language Therapy in Sub Saharan Africa is an essential reference for researchers professors and graduate students as well as clinicians therapists and other professionals in developmental psychology speech language pathology and therapy social work neuropsychology pediatrics special education community based rehabilitation and all related disciplines

Makerere University Strategic Plan, 2008/09-2018/19 Makerere University, 2008

The Paris Framework for Climate Change Capacity Building Mizan R Khan, J. Timmons Roberts, Saleemul Huq, Victoria Hoffmeister, 2018-04-09 The Paris Framework for Climate Change Capacity Building pioneers a new era of climate change governance performing the foundational job of clarifying what is meant by the often ad hoc one off uncoordinated ineffective and unsustainable practices of the past decade described as capacity building to address climate change As an alternative this book presents a framework on how to build effective and sustainable capacity systems to meaningfully tackle this long term problem Such a reframing of capacity building itself requires means of implementation The authors combine their decades long experiences in climate negotiations developing climate solutions climate activism and peer reviewed research to chart a realistic roadmap for the implementation of this alternative framework for capacity building As a result this book convincingly makes the case that universities as the highest and sustainable seats of learning and research in the developing countries should be the central hub of capacity building there This will be a valuable resource for students researchers and policy makers in the areas of climate change and environmental studies

Transforming Tertiary Agricultural Education in Africa David Kraybill, John Lynam, Adipala Ekwamu, 2021-11-24 Enormous changes are affecting African production agriculture urbanization and food consumption patterns requiring new approaches to training and knowledge generation and dissemination to achieve food security Many agricultural universities and other tertiary agricultural education TAE organizations have been slow to respond hindered by inadequate staffing and facilities and growing competition for funds However some African agricultural universities are transforming themselves and are achieving remarkable success This book documents successful approaches to remaking TAE in Africa to inspire leaders both formal and informal of other TAE organizations It emphasises adaptive strategies and processes creating an internal culture driven by stakeholder needs and where organizational transformation improves the quality and relevance of teaching research and outreach The chapters cover the role of TAE in agricultural transformation trends in TAE in Africa solutions to the rigour versus relevance dilemma curriculum design informed by actual and emerging labour market conditions innovation and entrepreneurship TAE quality assurance and networking among TAE institutions

Navigating Complexity in Postgraduate/Graduate Health Professions Education: Innovative Pedagogical Approaches and Assessment Strategies Shaista S. Guraya, Nabil Zary, Preman Rajalingam, 2025-12-19 In the realm of adult learning graduate and postgraduate education

teaching and assessment strategies are usually an extension of undergraduate strategies without contextualizing the different needs of this learner community Unlike undergraduate learners graduate and postgraduate learners are a population of different skills and attributes carrying strong academic professional and social personal identities To strengthen this relationship of personal and professional self adult learner goes through the functional enculturation critical thinking and emancipation stages While believing in relevance to their practice they capitalize on their prior knowledge and bring complexity to the learning context using their varied experiences and needs Despite years of research into andragogy and interesting findings on the differences in learning e g attention working memory executive function etc in an ageing adult brain it is harder to make any claim about dramatically different teaching and learning needs of adult learners Additionally there is an inadequacy of research tapping into the effectiveness of collaborative flexible self directed and reflective learning and formative competency based assessment in this learner population To strengthen healthcare systems we aim to curate a research collection of articles considering teaching and assessment strategies for adult learners to create a holistic and comprehensive snapshot of the preferences and needs of adults in the context of postgraduate health professions education This article collection lead will focus on the studies exploring innovative learning and assessment strategies within the context of graduate and postgraduate health professions education This area will also include the integration of AI and competency based education to address the intricacies associated with graduate and postgraduate degrees particularly in nursing medicine allied health physiotherapy dental and interdisciplinary teams With a specific emphasis on adult learners the contributions should seek to identify effective pedagogical approaches tailored to the unique learner characteristics and challenges posed by diverse healthcare disciplines We also aim to consider the limited availability of educational collections in this domain and provide insights that will be beneficial for the potential audience including educators program developers and practitioners Manuscript submissions must focus on graduate and postgraduate health professions education and could consider such themes as for example but not limited to Investigation of the needs and preferences of adult graduate and postgraduate learners as they differ from undergraduates Novel teaching and assessment strategies for adult learners or assessment of the effectiveness of current strategies Applications of AI and other new technologies in graduate and postgraduate education Differences in effective pedagogical approaches across graduate and postgraduate education in diverse healthcare disciplines Exploration of educational strategies that align with the age related changes in neurophysiological and cognitive profiles of adults The educational strategies may include adaptive technologies cognitive training interventions or teaching and learning approaches We welcome original research systematic reviews policy and practice reviews hypothesis and theory perspectives clinical trials community case studies curriculum instruction and pedagogy data report and brief research report specific to the context of this collection We don t accept opinion and commentary manuscripts Topic Editor Nabil Zary has received research grants from Pfizer and GE Healthcare independent

medical education grants with no involvement from the funders All other Topic Editors declare no conflicts of interest

Yearbook of International Organizations 2014-2015, Volumes 1A And 1B (SET) Union of International Associations,2014-06-16 Volume 1 A and B covers international organizations throughout the world comprising their aims activities and events **The Uganda Gazette** Uganda,2018 *Public Investment Plan* ,2016 [SRC 2011-2017 Report](#) Kenya. Salaries and Remuneration Commission,2017 **Innovative Approaches to Promoting Women's Economic Empowerment** ,2008 Addressing the lack of progress on women s economic empowerment this publication highlights promising and innovative approaches from all regions of the world illustrating the range and combination of activities and ways in which these activities address and contribute to women s economic empowerment and more broadly to the achievement of the MDGs The publication focuses on three core dimensions economic opportunity legal status and rights and voice inclusion and participation in economic decision making Useful to development planners and practitioners in governments United Nations agencies civil society and the private sector this publication serves as a vehicle to generate ideas for scaling up and guiding future work **Research Report** University of Ghana,2014 *Vulnerability to STD/HIV Infection and Effects of AIDS in Sub-Saharan Africa* James P. M. Ntozi,1997 **National Budget Framework Paper for the Financial Years ...** Uganda,2015 [Health Transition Review](#) ,1997 **Charles Kabuga** Charles Kabuga,2015 [Uganda Woman](#) ,2016 **Journal of Soil and Water Conservation** ,2017 Vol 25 no 1 contains the society s Lincoln Chapter s Resource conservation glossary

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