

**“Enhancing Interprofessional
Collaboration and Learning for
Strengthening Primary Health Care”**

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Title	PARTNERSHIPS FOR PROMOTING STANDARDS MEDICAL EDUCATION IN UGANDA
Type	Oral Presentation Innovative Ways for Community Mobilization and Engagement of Stakeholders
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Abstract N ^o	TUFH804
Content	<p>Background Medical education in Uganda is regulated by the National Council for Higher Education and the Uganda Medical and Dental Practitioners Council. In the past, the two bodies worked independently to assess and accredit medical and dental schools in Uganda offering bachelors and graduate programmes. This led to some institutions being accredited without meeting all the requirements set up by the Medical and Dental Practitioners Council. Furthermore, most of the institutions lacked operational quality assurance systems. It was therefore important for the regulators and medical schools to form a partnership to improve the process of accreditation. Methods The regulatory bodies identified the problem regarding assessment and accreditation of medical and dental schools' programmes, and formed a partnership to address the problem. They also agreed to conduct assessment and accreditation as a joint team. Following this, they engaged the leadership of the training institutions and trained them in quality assurance and quality improvement in medical education, in order to improve their QA systems. Results There is improved collaboration among the medical education regulatory bodies in Uganda, with improved dialogue on issues of quality assurance between the regulators and institutional leadership. The medical and dental schools have discussed how to strengthen their quality assurance systems, including doing regular internal and peer reviews. This is key for continuous improvement of standards in medical education. Conclusion Partnership and engagement between medical/dental schools and the regulatory bodies is important in improving the process of accreditation and strengthening internal quality assurance systems.</p>