



KCU MONTHLY JOURNAL

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Theme:
*Competency-Based Education
& Skills Development*



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Bridging Education and Industry at King Ceasor University

At King Ceasor University, competence-based education drives our mission to prepare graduates for real-world impact. Through practical learning, industry partnerships, and hands-on projects, students gain essential skills that meet evolving workforce demands. Our approach emphasizes critical thinking, innovation and adaptability, ensuring learners are not only knowledgeable but capable. By aligning training with market needs, KCU empowers students to become skilled professionals ready to contribute meaningfully to society and global development.

EDITORIAL & LEADERSHIP

Advancing Competency-Based Education for a Skilled Future

Higher education is undergoing a necessary shift in response to changing workforce demands and rapid technological advancement. The focus is no longer only on what students learn, but on what they are able to do with that learning. This month's theme, "Competency-Based Education & Skills Development," reflects this important direction.

Competency-Based Education (CBE) emphasizes mastery of clearly defined skills, knowledge, and professional behaviours, ensuring that learning is demonstrated through application in real-world contexts. It moves education beyond time-based progression to outcomes that reflect actual capability and performance. At King Ceasor University, this approach is becoming increasingly central to teaching

and learning. The emphasis is on producing graduates who are not only academically grounded but also practically competent, adaptable, and responsive to industry needs. This requires deliberate integration of practical learning, applied assessment and student engagement with real-world challenges.

This edition of the KCU Monthly Journal presents key developments, reflections and initiatives that illustrate how competency-based approaches are being implemented across the university. It highlights the ongoing effort to strengthen skills development and align academic programmes with contemporary expectations.

As we reflect on this theme, the message is clear: education must go beyond knowledge acquisition to measurable competence.

Office of the Public Relations



Welcome Note from the Vice Chancellor



It is my pleasure to welcome you to this edition of the King Ceasor University Journal, centered on the theme “Competency-Based Education and Skills Development.”

Across the globe, higher education is undergoing a fundamental shift. Traditional models that emphasize knowledge transmission are increasingly being challenged by the need to produce graduates who can demonstrate skills, apply knowledge, and solve real-world problems. Competency-Based Education (CBE) offers a transformative approach by focusing on mastery, application, and measurable outcomes.

At King Ceasor University, we are deliberately repositioning our academic model to align with this global and national

transformation. Our direction is clear:

We are transitioning from a content-based system to a competency-driven university.

This means that our programmes must define what graduates can do, not just what they know; teaching must emphasize application, problem-solving, and innovation; and assessment must focus on competence rather than recall.

This transformation is anchored in institutional governance. In November 2025, the University Council approved a roadmap for the phased implementation of Competency-Based Education and Training (CBET) across the University. This roadmap provides a structured framework to guide our transition.

Our efforts are also aligned with Uganda’s National Development Plan IV (NDP IV), which emphasizes skills development, human capital formation, and the alignment of education with labour market needs.

Through this approach, we position the University as a strategic contributor to national development.

To operationalise this agenda, Management has established a CBET Task Force, chaired by the Deputy Vice Chancellor (Academic Affairs), to guide implementation, oversee curriculum transformation, and ensure alignment with national and international standards.

We have also taken practical steps,

including:

- Institutional training of academic staff on CBET
- Ongoing curriculum reviews across programmes
- Strengthening of practical and experiential learning
- Enhanced engagement with industry and training partners

These efforts reflect our commitment to producing graduates who are competent, adaptable, and capable of addressing real-world challenges.

Competency-Based Education is not a passing trend, it is the future of higher

education. As we move forward, success will depend on collective commitment, innovation, and continuous improvement.

I commend our faculty, students, and partners for their dedication to this transformative agenda. Together, we are building a University that not only imparts knowledge, but develops capability and drives impact.

I invite you to engage with this edition and to actively participate in advancing a more relevant, skills-driven, and future-oriented model of higher education.

Dr. Charity Basaza Mulenga

Vice Chancellor.

UPCOMING EVENTS

- Labour Day - 01 May, 2026
- KCU Internal Medicine Society Case Presentation - 01 May, 2026
- Department of Petroleum Geo-science Career Guidance - 06 May, 2026
- Department of Petroleum Geo-science - PAU Expo - 13 & 14 May 2026
- Africa Day - 25 May, 2026

ACADEMIC EXCELLENCE & INSTITUTIONAL DEVELOPMENT

Academic Staff Recognized For CBET Excellence

King Ceasor University has formally recognized members of its academic staff with the Competence-Based Education and Training (CBET) Award in appreciation of their outstanding participation and performance in a recent institutional training program focused on strengthening teaching and learning practices.

The awards ceremony, held on April 23, 2026 at the KCU Rooftop, was led by the Deputy Vice Chancellor, Dr. Baterana Byaruhanga. The event brought together academic staff and university leadership to celebrate excellence in the adoption and implementation of Competence-Based Education principles across various disciplines.

The recognition was awarded to staff who demonstrated exceptional commitment to advancing CBET methodologies, including learner-centered teaching approaches, practical skills integration, and improved assessment strategies aligned with real-world competencies. Their participation in the training reflects a growing institutional culture focused on innovation, relevance, and continuous improvement in higher education delivery.

This milestone underscores King Ceasor University's ongoing commitment to

curriculum transformation and academic excellence. By prioritizing competence-based approaches, the University seeks to ensure that graduates are not only knowledgeable but also capable of applying their skills effectively in professional and societal contexts.

The awardees are playing a significant role in reshaping the teaching and learning environment by embracing innovative pedagogical practices that enhance student engagement and outcomes. Their efforts contribute directly to building a more practical, skills-oriented, and outcome-driven academic system.

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CBET shifts learning from time-based progression to mastery of clearly defined competencies

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King Ceasor University congratulates all recipients and commends their dedication to strengthening institutional standards, promoting excellence in teaching, and advancing the successful implementation of CBET across all academic units.



King Ceasor University Hosts Three-Day Workshop on Competence-Based Education and Training (CBET)



From April 14, 2026, King Ceasor University conducted a three-day workshop on Competence-Based Education and Training (CBET) at the Main Boardroom, bringing together academic staff from across different schools to strengthen teaching practice and curriculum delivery.

The workshop focused on enhancing understanding and implementation of CBET principles, with an emphasis on practical, skills-oriented, and learner-centered approaches aligned with modern higher education standards.

On Day 1, staff from the School of Science, Computing and Engineering engaged in sessions introducing core CBET concepts. Discussions centered on improving lesson delivery, increasing student engagement, and promoting competency-driven learning outcomes through practical teaching approaches.

Day 2 involved staff from the School of Medicine, Health and Life Sciences, where emphasis was placed on applying

CBET within health-related disciplines. Participants explored curriculum alignment, integration of real-world practice into teaching and assessment, and strategies for strengthening experiential learning.

On the final day, staff from the School of Law and Business participated in sessions focusing on case-based learning, critical thinking, and the application of knowledge in professional contexts. The discussions also highlighted innovative assessment strategies aimed at measuring competencies more effectively and enhancing student engagement.

The workshop was facilitated by Mr. Tumwizere Godfrey and Mr. John Bosco Kwesiga, Competence-Based Education consultants, who guided participants through interactive and practical sessions throughout the three days.

The successful completion of the workshop reflects King Ceasor University's continued commitment to strengthening teaching excellence, advancing CBET implementation, and equipping staff with relevant, real-world instructional and assessment strategies across all disciplines.

CBET TRAINING HIGHLIGHTS

- 3-day intensive workshop completed
- All schools represented
- Focus on practical teaching methods

RESEARCH, INNOVATION & GLOBAL ENGAGEMENT

From Research to Regional Influence: King Ceasor University Makes Strategic Mark at 4th East Africa Regional AI Conference



King Ceasor University strengthened its growing regional profile in research and innovation through its participation in the 4th East African Community Science, Technology and Innovation Conference held in Kigali, Rwanda. The conference brought together policymakers, researchers, universities, innovators, and industry leaders to explore the role of artificial intelligence in shaping East Africa's future.

The University's contribution was highlighted through a paper presented by Mr. Wilberforce Mfitundinda titled *Administrative Intelligence: Quantifying Drivers of AI Adoption for Efficiency in Ugandan Universities*. The paper addressed an issue of increasing importance across the region: how universities can better understand and measure the factors that drive AI adoption for improved

administrative efficiency, decision-making, and institutional transformation.

King Ceasor University was also represented by Prof. Annabela H. Ejiri, a member of the expert working technical groups of the Inter-University Council for East Africa (IUCEA). Her presence added further weight to the University's visibility at a conference that was not only academic in nature, but also highly strategic in shaping regional thinking on artificial intelligence.

The Kigali meeting was particularly significant because it contributed to the development of the first East African Community Protocol on Artificial Intelligence, placing participating institutions within an important regional policy conversation. For King Ceasor University, having research accepted for presentation at such a forum marked a notable milestone and demonstrated the relevance of its scholarship beyond national borders.

The University's participation signaled its emergence as a serious contributor to research and academia at regional level. It also created valuable opportunities for future collaboration, networking, and stronger engagement in the science, technology, and innovation agenda at national, regional, continental, and global levels.

King Ceasor University Hosts High-Level Dialogue on Global Academic Collaboration

On April 9, 2026, King Ceasor University hosted a high-level dialogue aimed at strengthening global academic and research collaboration. The University welcomed Dr. Gulom Godfrey, a Public-Private Partnership Expert from the East African Community, and Mr. Mubarak Yusuf from the Uganda Embassy in Türkiye. The engagement was further enriched by the virtual participation of Prof. Pınar, Head of Vaccine Technology at Hacettepe University.

The discussions centered on strategic areas of collaboration, including research development, competitive grant writing, student and staff exchange programs, laboratory capacity strengthening, as well as advanced work in vaccine and phage research and natural products. These

thematic areas reflect shared priorities in advancing scientific innovation and addressing pressing global and regional health and development challenges.

The dialogue emphasized the importance of building strong institutional partnerships that enhance research productivity and promote knowledge exchange across borders. Participants highlighted the role of collaborative research networks in improving access to funding opportunities, strengthening scientific output, and fostering innovation-driven development.

This engagement marks a significant step in King Ceasor University's ongoing efforts to expand its global academic footprint. It underscores the University's commitment to advancing research excellence, promoting innovation, and building sustainable international partnerships that contribute to both national and global development agendas



Uganda Vice Chancellors Forum Engages in AI Ignite Workshop

On 29 April 2026, the Uganda Vice Chancellors Forum (UVCF) participated in the AI Ignite Workshop held at Naguru Skyz Hotel in Kampala. The workshop, hosted by Arxia, convened university leaders and institutional representatives to explore practical strategies for adopting artificial intelligence in higher education. King Ceasor University was represented by Ms. Barbra Lynn Amany, Digitalization and E-Learning Coordinator, and Mr. Abdullah Mwima, ICT Manager. Their participation highlighted the university's commitment to advancing digital transformation and strengthening operational efficiency through innovative technologies. The workshop introduced participants to Arxia's OPERA Methodology (Observe, Prioritise, Execute, Refine, Advance), a structured framework designed to guide institutions from initial exploration

to actionable AI implementation. Through interactive sessions, live demonstrations, and collaborative discussions, attendees gained insight into how AI can enhance administrative processes, improve service delivery, and support informed decision-making. A key feature of the workshop was the opportunity discovery sessions, where institutions identified priority areas for AI adoption within their unique contexts. This approach emphasized moving beyond isolated pilot projects toward coordinated, impact-driven strategies. Participants will receive tailored post-workshop reports and strategic roadmaps to support implementation. The workshop marked an important step toward a more unified and sustainable approach to AI adoption across Uganda's higher education sector.



TEACHING, LEARNING & ACADEMIC OUTREACH

Empowering Educators with AI: King Ceasor University Engages Scoris International School

On April 17, 2026, King Ceasor University's Department of Computing, AI, and Data Science conducted a transformative academic outreach at Scoris International School, focusing on the practical application of Artificial Intelligence (AI) in teaching and learning.

The hands-on session brought together experienced academicians who engaged teachers in exploring how AI tools can enhance classroom delivery, improve efficiency, and strengthen student engagement. The training emphasized immediate, real-world applications that educators can integrate into their daily teaching practice.

“ The session highlighted immediate, real-world applications of Artificial Intelligence in teaching practice ”

Key areas covered included AI-powered lesson planning and content generation, development of interactive worksheets, quizzes, and classroom exercises, and the use of AI to design personalized student feedback and differentiated learning strategies. Participants also explored the generation of discussion prompts,

case studies, and debates, as well as the automation of grading and other repetitive administrative tasks to improve teaching efficiency.

The workshop was highly interactive, allowing educators to directly engage with AI tools and observe their potential in transforming traditional teaching approaches into more dynamic, learner-centered experiences.

This engagement reflects a shared commitment between Scoris International School and King Ceasor University to embrace innovation and advance digital transformation in education. It also underscores the University's broader mission of equipping educators with emerging technologies that enhance teaching quality and learning outcomes.

Participants expressed appreciation for the practical nature of the training, noting its immediate relevance to classroom practice and its potential to improve both teaching effectiveness and student engagement.



OPINION & THOUGHT LEADERSHIP

Competency based education: a catalyst for skills development in Uganda's Universities

As Uganda's higher education sector continues to expand, a critical question persists: are graduates equipped with the skills required for today's dynamic workforce? Increasingly, the answer points to a gap between academic knowledge and practical competence. Competency-Based Education (CBE) offers a timely and necessary response.

Unlike traditional education models that prioritize theoretical instruction and time-based progression, CBE focuses on what learners can demonstrably do. It emphasizes mastery of skills, continuous assessment, and real-world application of knowledge. In disciplines such as law and management sciences, this shift is particularly significant. Graduates must not only understand legal principles or management theories but must also demonstrate competencies such as advocacy, negotiation, leadership, and problem-solving.

At institutions like King Ceasor University, adopting a competency-based approach could significantly enhance graduate preparedness. Legal education, for instance, can benefit from practical methods such as moot courts, legal clinics, and drafting exercises. Similarly, management education can integrate case-based learning, simulations, and

industry-driven projects to cultivate critical thinking and decision-making skills.

The benefits of CBE are clear. It bridges the gap between academia and industry, improves employability, and promotes lifelong learning. Students become active participants in their education, developing not only knowledge but also the confidence and adaptability required in professional environments.

However, the transition to CBE is not without challenges. It requires curriculum reform, investment in teaching resources, and a shift in pedagogical mindset among educators. Assessment methods must also evolve to measure competencies effectively rather than relying solely on traditional examinations.

Despite these challenges, the case for Competency Based Education in Uganda is compelling. As the country strives for socio-economic transformation, universities must play a central role in producing graduates who are not only academically qualified but also practically competent.

Conclusively, competency-Based Education is not merely an educational reform it is a strategic imperative for skills development and national progress.

Keith Busingye

Lecturer, Faculty of Law and Management Sciences

Competency-Based Education and Skills Development through Outcome Alignment

Competency-Based Education and Training (CBET) focuses on developing the skills, knowledge, and values required for effective performance in real-world contexts. Unlike traditional systems that emphasize time and theory, CBET prioritizes mastery of clearly defined competencies at an individual's pace. This approach is increasingly recognized as essential for strengthening workforce readiness and practical skills development.

At its core, CBET is built on competencies derived from industry standards, occupational demands, and societal needs. By aligning learning outcomes with these competencies, institutions ensure that graduates acquire relevant, applicable skills. This competency-outcome alignment strengthens the link between education and the labour market, enabling graduates to contribute effectively in professional environments.

CBET enhances skills development through structured alignment between competencies, learning activities, and assessment. Each competency is translated into measurable outcomes that guide both instruction and evaluation. Teaching methods, curriculum design, and assessments are all focused on ensuring that learners achieve clearly defined competencies.

A key strength of this model is its learner-centered approach. CBET recognizes prior learning and allows flexible progression based on demonstrated mastery. Learners can advance at their own pace, while facilitators provide guidance, practical learning opportunities, and continuous feedback. This flexibility promotes self-directed learning and supports diverse learning needs.

“ **Competence isn't about what you know, it's about what you can do and demonstrate in the real world.** ”

Assessment in CBET is practical and authentic, including projects, demonstrations, simulations, and workplace-based evaluations. These methods provide reliable evidence of a learner's ability to apply skills in real-life situations, ensuring that competence is not only learned but demonstrated.

For CBET to be effective, institutions must invest in competency-based curricula, appropriate teaching strategies, and robust assessment systems. When properly implemented, competency-outcome alignment ensures that education remains relevant, practical, and responsive to the needs of society.

Dan Kabonge Kaye

Director of Postgraduate Studies and Research

Why Competency-Based Education Is the Future of Nursing Training

There is a growing recognition that nursing education must move beyond the transmission of knowledge to the development of true clinical competence. In an increasingly complex healthcare environment, the ability to perform, adapt, and make sound clinical judgments is just as important as theoretical understanding. Competency-Based Education (CBE) offers a compelling response to this need. Traditional time-based models often assume that exposure to content equates to readiness for practice. However, within nursing, where patient outcomes are directly affected, this assumption is increasingly difficult to justify. CBE shifts the focus from time spent in training to demonstrated mastery of essential skills, ensuring that graduates are genuinely prepared for the demands of clinical practice.

One of the persistent challenges in nursing education has been bridging the gap between classroom instruction and real-world application. CBE addresses

this by aligning learning outcomes with healthcare standards and clinical expectations. It promotes active learning and accountability, producing graduates who are not only knowledgeable but capable of functioning effectively within healthcare teams from the outset.

Its flexibility further strengthens its relevance. By supporting personalized learning pathways, CBE accommodates diverse student needs while maintaining rigorous standards. This is particularly significant in contexts where learners must balance academic, professional, and personal responsibilities.

As healthcare systems continue to evolve, so must the methods used to train those who serve within them. Competency-Based Education supports continuous professional development, adaptability, and workforce readiness. It is, therefore, not merely an alternative approach, but a necessary direction for nursing education seeking to remain relevant, responsive, and effective.

Marcella Nsenga

Lecturer, Nursing Department

From Job Seekers to Job Creators: Rethinking Graduate Skills in Uganda

Uganda's labour market presents a difficult reality for university graduates. According to the International Labour Organization, labour productivity in Uganda stands at about \$3.53 per hour above the low-income African average, yet still below

that of neighboring Kenya. This gap has implications for investment attraction and ultimately, job creation.

For many graduates, the long-held belief that education guarantees employment is proving unrealistic. Large numbers continue to struggle to secure jobs and even those who succeed often earn modest

incomes that do not match expectations. This situation calls for a fundamental shift in mindset from job seeking to opportunity creation.

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What matters is not what learners know, but what they can do

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The true purpose of education is not merely employment, but the acquisition of skills that can solve real societal problems. Competency-Based Education reinforces this approach by emphasizing practical abilities, adaptability and innovation. Graduates must learn to identify everyday challenges as opportunities, start with available resources, and build solutions that create value for their communities.

This reflection also extends to advanced

academic training. A PhD should represent more than academic achievement; it should demonstrate the ability to generate solutions to real-world problems. Research must move beyond theory and translate into measurable impact within society. Universities, therefore, have a responsibility to continually rethink graduate training to ensure relevance and contribution to national development.

Uganda’s future depends on graduates who are not only qualified, but capable of applying their knowledge to transform society. The call is clear: embrace skills, innovate and create opportunities.

Dr. Richard Wemesa, PhD

Lecturer, Department of Management Sciences, King Ceasor University

Educational Coach | Business Mentor | Entrepreneur



STUDENT LIFE & CAMPUS EXPERIENCE

CMF Inter-University Worship Experience Unites Students in a Spirit of Fellowship



The KCU-CMF Chapter successfully hosted the Inter-University Worship Experience on Saturday, April 25, 2026, at the King Ceasor University Rooftop. Held under the theme Psalms 145:18, the gathering brought together students from multiple higher education institutions for a powerful time of worship, fellowship, and spiritual reflection.

The event attracted participation from the Islamic University in Uganda (IUIU), Makerere University, Kampala International University (KIU), TEAM University, JEPH International University, Uganda Christian University (UCU), Uganda Institute of Information and Communications Technology (UICT), Mengo Health Training College, and King Ceasor University. This wide representation created a vibrant atmosphere of unity and shared faith across diverse academic communities.

The session was graced by Dr. Mugaba Proscovia, a pediatric and fetal cardiologist, who served as the guest preacher. She delivered an inspiring message centered on God's nearness to those who call upon Him in truth, encouraging participants to deepen their spiritual lives while pursuing academic and personal excellence.

Throughout the event, students engaged in worship sessions characterized by uplifting music, prayer, and reflection, fostering a strong sense of unity and spiritual renewal. The atmosphere was marked by openness, connection, and encouragement among participants from different institutions.

The successful hosting of the Inter-University Worship Experience reflects the KCU-CMF Chapter's commitment to promoting spiritual growth, inter-

university collaboration, and holistic student development. The event not only strengthened faith-based fellowship but also built lasting connections among students across Uganda's higher education institutions.

King Ceasor University extends appreciation to all participating universities and contributors who made the event a meaningful and impactful experience.



Student Assembly Highlights New Constitution

The Student Assembly held on Monday, 27th April 2026, convened by the Office of the Dean of Students, provided an important platform to introduce and explain the newly adopted student constitution. The session brought together students to gain a clearer understanding of the document's key provisions, structures, and guiding principles.

During the assembly, student leadership outlined the core elements of the constitution, emphasizing its focus on transparency, accountability, and strengthened governance within the student body. A notable amendment

highlighted was the revision of the minimum CGPA requirement for presidential candidates to 3.5, a move aimed at promoting academic excellence among aspiring student leaders.

In addition, sections covering leadership roles, electoral processes, as well as student rights and responsibilities were presented and discussed, with room provided for clarification and engagement.

Overall, the assembly served as a vital sensitization forum, encouraging students to familiarize themselves with the constitution and actively participate in shaping a more accountable and effective student leadership system.

Adonia Ainebyona

Guild President, Chairman Agenda 2025



COMMUNITY ENGAGEMENT & SOCIAL IMPACT

KCU Advances Community Engagement through Financial Literacy Initiative

On April 8, 2026, students and staff from the School of Law and Management Sciences at King Ceasor University conducted a community engagement at Bunga Market under the theme “Strengthening Small Businesses through Financial Literacy and Records Management.” The initiative reflects the University’s continued commitment to applying academic knowledge to real-world community needs.

Implemented in partnership with the Bunga Market leadership, the outreach focused on equipping small-scale entrepreneurs with practical skills in financial literacy, record-keeping, and basic business management. Participants were guided on how to track income and expenditure, manage cash flow, and make informed financial decisions to support

the sustainability and growth of their enterprises.

The engagement provided a valuable platform for knowledge exchange, enabling students and staff to apply and share their expertise while addressing real challenges faced by local businesses. It also highlighted the importance of financial discipline and proper record management as key drivers of business success, particularly within informal and small-scale sectors.

King Ceasor University extends its sincere appreciation to the Bunga Market Authority and the Local Council leadership for their cooperation and support. Their collaboration played a crucial role in ensuring the success of the initiative.

Such engagements strengthen the link between the University and the community, fostering partnerships that promote inclusive development and lasting impact.



COMPETITIONS, ACHIEVEMENTS & RECOGNITION

King Ceasor University Excels at National Labour Law Moot Court Competition

King Ceasor University delivered an outstanding performance at the National Inter-University Labour Law Moot Court Competition held on April 2, 2026, at its Bunga campus. Organized by AWRIPO Uganda, the competition brought together leading law schools from across the country, including Makerere University, Kampala International University, Islamic University in Uganda, Kabale University, Nkumba University, and Gulu University.

Demonstrating excellence in advocacy, legal research, and courtroom practice, King Ceasor University emerged among the top performers, securing Best Female Oralist Overall, Best Memorials (Applicant and Respondent), and an impressive 3rd place overall out of nine participating universities. These achievements reflect the institution's strong commitment to training competent and practice-ready legal professionals.

The competition provided a dynamic platform for students to engage in rigorous legal argumentation, refine their litigation skills, and apply theoretical knowledge to practical scenarios. Participants were challenged to think critically, communicate persuasively, and demonstrate a deep understanding of labour law principles in a simulated courtroom environment.

The event was honored by the presence of Mike Chibita as Chief Guest. It also featured a distinguished panel of judges, including Eva Luswata, Simon Peter Kinobe, and Susan Abinyo. Their expertise and insightful feedback greatly enriched the competition and inspired participants.

King Ceasor University takes pride in the dedication, discipline, and professionalism demonstrated by its team. Hosting and excelling in such a prestigious national competition underscores the University's growing role in advancing legal education and nurturing the next generation of legal practitioners in Uganda.



TOP ACHIEVEMENTS

- Best Female Oralist
- Best Memorials
- 3rd Overall National Ranking

Digital Crime Lab Symposium Successfully Held at KCU



The Digital Crime Lab Symposium was successfully held on Friday, 24th April 2026 at King Ceasor University, Bunga Campus, bringing together students, innovators, and technology enthusiasts for an immersive experience in cybersecurity and digital investigations. The event provided a dynamic, hands-on learning environment where participants explored practical approaches to identifying, analyzing, and responding to evolving cyber threats.

Throughout the symposium, attendees engaged in interactive sessions designed to strengthen their technical and analytical capabilities. Participants were challenged to think like hackers, investigate like forensic experts, and develop effective digital defense strategies. This practical approach fostered collaboration, critical thinking, and real-time problem-solving, reflecting the growing importance of experiential learning in cybersecurity education.

The event was further enriched by the

presence of the Chief Guest, Emmanuel A. Chagara, CEO of Milima Security, who shared valuable industry insights on cybersecurity operations, risk management, and emerging digital security trends. His contribution offered participants a deeper understanding of real-world cyber challenges.

The University also recognizes the contribution of the panel of judges Jerome Okot, Robert Franklin, and Robert Kiproop whose expertise guided the evaluation process and provided constructive feedback to participants.

Outstanding participants were recognized across several competition categories. In the Hackathon, Kenneth and Asiimire Mercy emerged as 1st place winners, while Ssemakula Joanathan and Abel Nowangye secured 2nd place. In the Forensics Tool category, Ssemakula Joanathan and Abel Nowangye took 1st place, followed by Innocent Mbarushimana in another category, with Dushime Daphine taking 2nd place. In the Research and Innovation category, Mukisa Joanex Christine emerged 1st, followed by Sabit Agaba in 2nd place.

Overall, the symposium underscored the importance of developing practical digital competencies and fostering innovation in addressing contemporary cybersecurity challenges. It also reaffirmed King Ceasor University's commitment to experiential learning and building capacity in emerging areas of technology and digital resilience.

PICTORIAL



The Dean, School of Law, shares a moment with Mike Chibita during the National Inter-University Labour Law Moot Court Competition held on April 2, 2026, at the Bunga Campus



Excellence recognized! Winners of the Digital Crime Lab Symposium pictured alongside organizers and judges at King Ceasor University, marking a successful celebration of skill, innovation and collaboration.



Welcoming the Chief Guest, Mike Chibita, at King Ceasor University for the National Inter-University Labour Law Moot Court Competition.



Welcoming Hon. Simon Peter Kinobe to the National Inter-University Labour Law Moot Court Competition



Faith. Unity. Worship.
Highlights from the Inter-University Worship Experience at King Ceasor University Rooftop.