



TERMS OF REFERENCE

FOR

Training and Capacity Needs Assessment (T&CNA)

FOR

PARTNERSHIP FOR EDUCATION OF HEALTH PROFESSIONALS PROJECT

August, 2026

1.0 Background.

The Partnership for Education of Health Professionals (PEP) Uganda is a three-year national health systems strengthening initiative designed to improve the quality of prevention, diagnosis, treatment, and management of Cardio metabolic diseases (CMDs) through transformative reforms in health professional education.

Implemented by Amref Health Africa in Uganda in collaboration with the Ministry of Health (MoH), Ministry of Education and Sports (MoES), Makerere University, Uganda Catholic Medical Bureau (UCMB), Uganda Protestant Medical Bureau (UPMB), regulatory councils, universities and development partners, the project seeks to modernize health professional education by strengthening curricula, faculty competencies, digital learning systems, research capacity, and institutional leadership.

The project responds to Uganda's rapidly increasing burden of hypertension, diabetes, cardiovascular diseases, obesity and related metabolic disorders, which are overwhelming an already stretched health system. Despite these diseases accounting for an increasing proportion of deaths and disability, the country's health workforce remains inadequately prepared due to outdated curricula, insufficient specialist faculty, weak digital learning infrastructure and limited educational research.

Through establishment of three regional Centers of Excellence (CoEs) also called hubs linked to twelve training institutions (Spokes), the project will train over 25,000 health professionals, strengthen institutional systems, and create sustainable mechanisms for continuous improvement in health professional education.

1.1 Project Goal

To enhance institutional capacity for education of health professionals on CMDs with a priority focus on advancing female health workers.

1.2 Project objectives

Objective 1: Strengthen curricula to ensure the inclusive and high-quality delivery of CMD education, with a strong focus on gender responsiveness.

Objective 2: Develop faculty knowledge and competencies to provide quality CMD education.

Objective 3: Build institution capacity to use innovative teaching methods and tools

Objective 4: Strengthen institutional capacity to generate evidence and facilitate up-to-date teaching and evaluation through education research and implementation research

2.0 The overall purpose of conducting the T&CNA.

The overall purpose of the Training and Capacity Needs Assessment (T&CNA) is to generate comprehensive evidence on the current capacity of health professional training institutions, regulatory bodies, faculty, and health systems to effectively deliver quality education on Cardio metabolic diseases (CMDs) in Uganda. The assessment will identify existing strengths, gaps, priorities, and opportunities across pre-service and in-service education to inform the design, implementation, and continuous improvement of the Partnership for Education of Health Professionals (PEP) Uganda project. The findings of the T&CNA will provide the evidence base for designing targeted interventions under the PEP Uganda project, ensuring that investments in curriculum development, faculty capacity building, digital learning, research, and institutional strengthening are responsive to identified needs and contribute to producing a competent health workforce capable of preventing and managing the growing burden of Cardiometabolic diseases in Uganda..

2.1 Specific objectives.

1. Assess the institutional capacity of health professional training institutions to deliver quality competency-based education on Cardiometabolic diseases (CMDs).
2. Review existing pre-service and in-service curricula to identify gaps in CMD content, competency-based training, gender responsiveness, and emerging health priorities.
3. Determine faculty knowledge, skills, and capacity-building needs in CMD education, medical pedagogy, digital learning, mentorship, and supervision.

4. Evaluate the capacity of regulatory and accreditation bodies to support curriculum review, quality assurance, and competency-based education.
5. Assess the readiness of institutions to implement digital and blended learning, including infrastructure, learning management systems, and faculty digital competencies.
6. Assess institutional capacity to conduct educational and implementation research related to CMDs.
7. Examine the existing Centres of Excellence and assess the extent to which they support institutional transformation.
8. Identify key barriers, gaps, and opportunities affecting the quality of CMD education across health professional training institutions.
9. Establish baseline data for the key performance indicators to guide project implementation, monitoring, evaluation, and learning.
10. Generate evidence-based recommendations to inform curriculum reform, faculty development, institutional strengthening, and digital learning investments.
11. Ensure that project interventions are aligned with national health and education priorities, regulatory standards, and global best practices for health professional education.

3.0. Scope of work

The consultant shall undertake, but not be limited to, the following tasks.

Phase I: Inception

- a) Review and analyze all relevant project documents to inform the inception process.
- b) Conduct inception meetings with Amref and project partners to align expectations and clarify project requirements.
- c) Develop and submit a comprehensive inception report showing how the work will be delivered.
- d) Design a detailed methodology to guide the implementation of the assignment.
- e) Prepare and finalize data collection tools to support effective data gathering.
- f) Develop a sampling strategy to ensure representative and reliable data collection.
- g) Prepare a detailed work plan outlining activities, timelines, and key milestones for the assignment.

Phase II: Stakeholder Engagement

The assignment will involve extensive consultation and engagement with key stakeholders, including the Ministry of Health, Ministry of Education and Sports, the National Council for Higher Education, the Uganda Health Professions Assessment Board, and the TVET Council. Engagements will also be conducted with universities, nursing schools, clinical officer training institutions, medical bureaus, professional councils, and development partners to gather diverse perspectives and insights. In addition, consultations will be held with faculty members, students, and clinical preceptors to understand their experiences, challenges, and recommendations, ensuring that the assessment is comprehensive, participatory, and reflective of the needs and priorities of the health professional education and training sector.

Phase III: Data Collection

The consultant shall collect both quantitative and qualitative data covering:

A. Curriculum Assessment

- a) Review and assess the existing CMD content to determine its relevance, quality, and alignment with current training needs.
- b) Examine competency frameworks to evaluate their adequacy in guiding pre-service and in-service health professional education.
- c) Assess practical skills training approaches to determine their effectiveness in developing required clinical competencies.
- d) Review clinical placement arrangements and experiences to identify strengths, gaps, and opportunities for improvement.
- e) Evaluate assessment methods used to measure learner knowledge, skills, and competencies across training programs.
- f) Examine curriculum review processes to assess their effectiveness in ensuring that curricula remain relevant, responsive, and aligned with national and professional standards.

B. Faculty Capacity

- a) Assess the qualifications of faculty and trainers to determine their suitability for delivering health professional education and training programs.
- b) Evaluate faculty knowledge and understanding of Competency-Based Medical Education (CMD) to identify strengths and capacity gaps.
- c) Review teaching skills and pedagogical approaches used by faculty to support effective learning and competency development.

- d) Assess digital teaching skills and the use of technology-enhanced learning methods in education and training delivery.
- e) Examine participation in Continuing Professional Development (CPD) activities to determine faculty commitment to lifelong learning and professional growth.
- f) Evaluate research competencies among faculty members, including their capacity to conduct, supervise, and apply research to improve teaching, learning, and practice.

C. Institutional Capacity

- a) Assess the availability and adequacy of skills laboratories in supporting practical and competency-based learning.
- b) Evaluate the functionality and utilization of simulation laboratories for clinical skills development and experiential learning.
- c) Review library facilities and services to determine their capacity to support teaching, learning, and research activities.
- d) Assess ICT infrastructure, including hardware, software, and digital platforms, to determine their effectiveness in supporting education and training.
- e) Evaluate the quality, reliability, and accessibility of internet connectivity for students, faculty, and institutional operations.
- f) Review the availability and adequacy of learning resources, including textbooks, reference materials, e-learning content, and other educational tools.
- g) Assess governance systems and institutional management structures to determine their effectiveness in supporting quality education, accountability, and continuous improvement.

D. Digital Learning Assessment

- a) Assess the availability, functionality, and utilization of Learning Management Systems (LMS) in supporting teaching, learning, and student engagement.
- b) Evaluate the effectiveness of online teaching platforms in facilitating the delivery of academic programs and virtual learning experiences.
- c) Assess institutional readiness for the adoption and integration of Artificial Intelligence (AI) in teaching, learning, assessment, and administration.
- d) Review the availability, quality, and accessibility of digital content used to support competency-based education and training.
- e) Evaluate the implementation and effectiveness of blended learning approaches that combine face-to-face and online instructional methods.

- f) Assess connectivity challenges affecting students, faculty, and institutions, including internet access, bandwidth limitations, and their impact on learning outcomes.

E. Research Capacity

- a) Assess the quantity, quality, and relevance of institutional research outputs and their contribution to health professional education and practice.
- b) Evaluate mentorship systems and programs to determine their effectiveness in supporting faculty, students, and early-career professionals.
- c) Assess the availability and adequacy of funding for education, training, research, and institutional development activities.
- d) Review institutional research policies to determine their alignment with national priorities, ethical standards, and best practices in research management.
- e) Evaluate monitoring systems used to track academic performance, program implementation, research activities, and overall institutional effectiveness.

F. Regulatory Environment

- a) Review accreditation requirements to assess institutional compliance with national, regional, and professional standards for health professional education and training.
- b) Evaluate curriculum approval processes to determine their efficiency, effectiveness, and alignment with regulatory and accreditation requirements.
- c) Assess quality assurance systems and mechanisms used to monitor, maintain, and enhance the quality of education, training, and institutional performance.
- d) Review competency standards to determine their relevance, comprehensiveness, and alignment with workforce needs, educational objectives, and professional practice requirements.

Phase IV: Data Analysis

- a) Analyze quantitative and qualitative findings to generate comprehensive insights and evidence-based conclusions.
- b) Identify national and institutional gaps affecting the quality, relevance, and effectiveness of health professional education and training.
- c) Rank priority needs based on their significance, urgency, feasibility, and potential impact on competency development and workforce performance.
- d) Compare findings across institutions to identify common trends, best practices, variations, and areas requiring targeted interventions.

- e) Identify quick-win interventions that can be implemented in the short term, as well as long-term investments required to strengthen systems, infrastructure, human resources, and educational outcomes.

Phase V: Validation

- a) Present preliminary findings to key stakeholders and facilitate discussions to validate results and gather feedback.
- b) The consultant will present in an Amref convened validation workshop findings, build consensus, and identify priority recommendations.
- c) Incorporate stakeholder comments and feedback to strengthen the accuracy, relevance, and completeness of the assessment findings.
- d) Produce and submit a comprehensive final report that includes the methodology, findings, analysis, conclusions, and actionable recommendations.

4.0 Assessment approach.

It is expected that the consultant(s) will adopt a mixed methods methodology involving all key stakeholders, business community and training schools. The study design shall be further discussed, agreed upon and approved by a stakeholders meeting convened by Amref before commencement of any field data collection.

5.0 Deliverables

- i. Inception Report (Technical) outlining the preferred survey methodology and justification for selection of the methodology, schedules, data collection tools, names and particulars of the consulting team members.
- ii. Seek necessary IRB approvals after approval of the inception report and before implementation of the research.
- iii. A financial overview (budget) in UGX indicating the costs of conducting this exercise
- iv. Submission of final T&CNA report and any relevant documents to Amref Health Africa.

This should include relevant annexes such as:

- Cleaned Raw database (In STATA14) for data collected and used for the analysis,
- Data entry and editing code sheet, and data analysis matrix/plan clearly indicating how each variable were analyzed.
- All other relevant documentation related to the study

The T&CNA report should be concisely written, include stakeholders and Amref Health Africa feedback and submitted within 5 working days after Amref provided comments to the draft.

6.0 Expected Profiles of the Consultant

The consultant should have a good understanding of curriculum reforms in MoES/MoH, key sector policies, plans and relevant frameworks in Uganda as well as human rights. The consultant should have a minimum of five years of previous consultancy experience in MoH supported curriculum review, working with UHPAB, NCHE, Regulatory bodies, Health Training Institutions in the country. The consultant should present proof as part of the bidding process of previous reviewed and approved curriculum supported by their firm.

The suitable candidate should also have the following skills:

1. Demonstrated track record in conducting curriculum review, development of revised curricula, teaching materials, logbooks, training manual, reforms, institutional assessments, knowledge of OBL and educational research.
2. Being conversant with UHPAB, TVET Council and Health Professional councils procedures for curriculum reforms.
3. Experience in quantitative and qualitative methods, including assessment of digital infrastructure.
4. Demonstrated ability to provide timely, evidence-based, quality assured technical reports.
5. Good proficiency in writing skills and communication skills (in English) (A sample of past reports written by the consultant is required)

7.0. Role of Amref

- a) Write a letter introducing the consultant/consultancy firm to the different stakeholders to be interviewed.
- b) Provide to the consultant detailed documents related to the PEP Uganda Project; these include but not limited to; results framework, indicator reference sheet, list of training institutions and supported health facilities, Project M&E Frameworks), these documents will guide development of a comprehensive inception report.
- c) Convene inception, validation and other technical review meetings related to the T&CNA.

- d) Provide technical oversight, quality assurance and control for the T&CNA as necessary e) Provide funds.
- f) Provide feedback on the draft inception report and confirmation of approval before any data collection begins.
- g) Mobilize key stakeholders and partners to effectively participate in the T&CNA.
- h) Provide the relevant project documents for review.

8.0 Role of MoES/MoH/UHPAB/Regulatory Bodies/UCMB/UPMB.

- a) Provide relevant technical staffs to collect data in the assessment.
- b) Mobilize all key stakeholders for the T&CNA and provide relevant information to stakeholders on its purpose.
- c) Attend meetings related to implementation of the T&CNA; including the final validation meeting.

9.0 Role of Training Institutions

- a) Participate in the T&CNA through provision of information.
- b) Allow access to the infrastructure in the schools for purposes of the T&CNA.
- c) Submit all documents including approved and in use training curricula
- d) Mobilize health staff affiliated to the training institutions to participate in the T&CNA.

10.1 Technical proposal

- Understanding and interpretation of the Terms of Reference
- Proposed methodology to be used in undertaking the assignment
- How the consultant will ensure quality at all steps of the process
- Data analysis plan
- Time and activity schedule
- Samples of two most recent related works
- Curriculum vitae of key personnel
- Specifically, how the consultant(s) and their team understanding of labor laws and

policies.

10.2 Financial Proposal

- Detailed cost proposal in Uganda Shillings
- Other costs e.g. Travel, training, printing, taxes etc.
- Total cost

11.0 Proposal Evaluation and award Criteria

Amref Health Africa will evaluate the proposals and award the assignment based on Quality CostBased Selection (QCBS) criteria. Proposals will be evaluated using a total score of 100 points. Of the overall evaluation, 85% of the score will be allocated to the technical proposal and 15% to the financial proposal, as detailed in below table. On the basis of technical and financial proposals, Amref Health Africa will select the company, given it meets the best overall value. Amref Health Africa reserves the right to accept or reject any proposal received without giving reasons and is not bound to accept the lowest or the highest bidder.

Technical Criteria	Technical Sub-criteria	Score
Overall Response	Completeness of response and demonstrated understanding of the TOR/Task.	20
Experience	Demonstrate at least five similar assignments in the past, with similar programmes and projects, Number of organizations, size of projects, number of staff per project Client references/ recommendation letters.	15
Key Personnel	Key personnel: relevant experience and qualifications	15
Proposed Methodology	Study design, sampling framework, evaluation framework and questions, data analysis plan, activity schedule data collection tools, , , monitoring and quality assurance processes, ethical issues and Innovative approaches.	35
Financial Proposal	Detailed financial proposal (competitive pricing and clear budget break downs)	15

Maximum Points	TOTAL Points for Technical Proposal	100%
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12.0 Proposed payment schedule based on deliverables

Payments are delivery based, i.e. payments are triggered by satisfactory submission of specified deliverables and accompanying invoices. Any deliverable not meeting the required specifications will have to be revoked and resubmitted at no additional cost to the program.

- First payment: submission of inception report - (20%)
- Second payment: submission of preliminary findings and report outline - (40%)
- Third payment: submission of final report - (40%)

13.0 Time Frame

The T&CNA is expected to take a maximum of 30 days from **5th September 2026**. The consultant will prepare an indicative timeline of execution of the assignment including presentation of the final report to stakeholders.

13.0 Application procedure

The deadline for submission of technical and financial proposals is **1th September 2026**. Interested Independent Individuals/Firms (Consultants) who meet the above requirements should submit a technical and financial proposal to Ugerp.tender@amref.org