



Registered at the
General Post Office for
transmission within
East Africa as a
Newspaper

The



Published
by
Authority

Uganda Gazette

Vol. CX No. 47

28th August, 2017

Price: Shs. 5,000

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General Notice No. 770 of 2017.

THE ADVOCATES ACT, CAP. 267.

NOTICE OF APPLICATION FOR A CERTIFICATE
OF ELIGIBILITY.

IT IS HEREBY NOTIFIED that an application has been presented to the Law Council by Kisiki Ben who is stated to be a holder of a Bachelor of Laws Degree from Uganda Christian University, Mukono, having been awarded on the 9th day of July, 2010 and a Diploma in Legal Practice awarded by the Law Development Centre on the 29th day of April, 2016, for the issuance of a Certificate of Eligibility for entry of his name on the Roll of Advocates for Uganda.

Kampala, MARGARET APINY,
28th August, 2017. *Secretary, Law Council.*

General Notice No. 771 of 2017.

THE ADVOCATES ACT, CAP. 267.

NOTICE OF APPLICATION FOR A CERTIFICATE
OF ELIGIBILITY.

IT IS HEREBY NOTIFIED that an application has been presented to the Law Council by Teira John who is stated to be a holder of a Bachelor of Laws Degree from Makerere University, Kampala, having been awarded on the 16th day of January, 2012 and a Diploma in Legal Practice awarded by the Law Development Centre on the 16th day of August, 2013, for the issuance of a Certificate of Eligibility for entry of his name on the Roll of Advocates for Uganda.

Kampala, MARGARET APINY,
28th August, 2017. *Secretary, Law Council.*

General Notice No. 772 of 2017.

THE ADVOCATES ACT, CAP. 267.

NOTICE OF APPLICATION FOR A CERTIFICATE
OF ELIGIBILITY.

IT IS HEREBY NOTIFIED that an application has been presented to the Law Council by Kasekende Badru who is stated to be a holder of a Bachelor of Laws Degree from Makerere University, Kampala, having been awarded on the 29th day of January, 2008 and a Diploma in Legal Practice awarded by the Law Development Centre on the 29th day of April, 2016, for the issuance of a Certificate of Eligibility for entry of his name on the Roll of Advocates for Uganda.

General Notice No. 773 of 2017.

THE ADVOCATES ACT, CAP. 267.

NOTICE OF APPLICATION FOR A CERTIFICATE
OF ELIGIBILITY.

IT IS HEREBY NOTIFIED that an application has been presented to the Law Council by Nyambane Kefa Ombui who is stated to be a holder of a Bachelor of Laws Degree from Uganda Pentecostal University, having been awarded on the 15th day of February, 2013 and a Diploma in Legal Practice awarded by the Law Development Centre on the 4th day of April, 2014, for the issuance of a Certificate of Eligibility for entry of his name on the Roll of Advocates for Uganda.

Kampala, MARGARET APINY,
28th August, 2017. *Secretary, Law Council.*

General Notice No. 774 of 2017.

THE COMPANIES ACT, LAWS OF UGANDA, 2000.

ACT No. 1 OF 2012.

NOTICE

PURSUANT to Section 40(4) of the Companies Act, (No. 1/2012) Laws of Uganda, 2000, notice is hereby given that UNLIMITED EDITION UGANDA LIMITED, has been by a special resolution passed on 16th August, 2017, and with the approval of the Registrar of Companies, changed in name to TRANS AFRICA AUTO LINK LIMITED, and that such new name has been entered in my Register.

Dated at Kampala, this 18th day of August, 2017.

KAKUNGULU ALLAN,
Assistant Registrar of Companies.

General Notice No. 775 of 2017.

THE COMPANIES ACT, LAWS OF UGANDA, 2000.

ACT No. 1 OF 2012.

NOTICE.

PURSUANT to Section 40(4) of the Companies Act, (No. 1/2012) Laws of Uganda, 2000, notice is hereby given that TREE GROWERS & NURSERIES LIMITED, has been by a special resolution passed on 22nd August, 2017, and with the approval of the Registrar of Companies, changed in name to TREE GROWERS NURSERY LIMITED, and that such new name has been entered in my Register.

Dated at Kampala, this 24th day of August, 2017.

General Notice No. 776 of 2017.



MINISTRY OF EDUCATION AND SPORTS

Basic Requirements and Minimum Standards for Establishing, Licensing, Registering and Accrediting of Health Training Institutions (HTIs) in Uganda



Developed by Multi-sectoral-Interdisciplinary Team from Ministry of Education and Sports, Ministry of Health, Medicines and Health Services Delivery Monitoring Unit, Health Professional Councils and other Human Resources for Health Training Stakeholders for Enhancing and Enforcing Compliance to Standards in the Operations of Health Training Institutions in Uganda.

Supported by United States Agency for International Development (USAID) through the Uganda Capacity Program implemented by IntraHealth

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BASIC REQUIREMENTS AND MINIMUM STANDARDS FOR ESTABLISHING, LICENSING, REGISTERING AND ACCREDITING OF HEALTH TRAINING INSTITUTIONS (HTIs) IN UGANDA

Revised Edition

May 2014

THE UGANDA NATIONAL ANTHEM

Oh Uganda! may God uphold thee,
We lay our future in thy hand.
United, free,
For liberty
Together we'll always stand.

Oh Uganda! the land of freedom.
Our love and labour we give,
And with neighbours all
At our country's call
In peace and friendship we'll live.

Oh Uganda! the land that feeds us
By sun and fertile soil grown.
For our own dear land,
We'll always stand,
The Pearl of Africa's Crown.

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FOREWORD

Quality Human Resource for Health (HRH) is the single most critical factor for quality health service delivery in any country. Its realization requires rigorous quality assurance mechanisms regarding Human Resources for Health Training (HRHT).

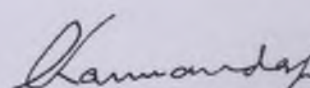
As a sector we have made significant progress in our efforts to improve quality in HRHT ever since this responsibility was bestowed upon us following the 1998 restructuring of government of Uganda that transferred Health Training Institutions (HTIs) to Ministry of Education and Sports (MOES) from the Ministry of Health (MOH). The strategies to improve HRHT included enacting the BTVET Act

Examinations Board (UNMEB) and the Uganda Allied Health Examinations Board (UAHEB) as semi-autonomous entities; revalidation of HTIs, regular review and development of curricula and improvement of infrastructure; putting in place a system for support, supervision and provision of grants to the HTIs through the education sector budget among others.

Despite these achievements, inconsistencies and irregularities pertaining to starting, licensing, registration and accreditation of HTIs has persisted mainly due to fragmented nature of our regulatory mechanisms; and the absence of harmonized standards and quality indicators that are known, acceptable and adhered to by all key stakeholders. The MOES Basic Requirements and Minimum Standards (BRMS) for establishing HTIs (2000) though developed by a multi-sectoral team from both the Education and Health sectors was not only inadequately publicized and disseminated but also lacked comprehensive standards on expected linkages and coordination mechanisms among the different regulatory agencies. Pedagogical implementation issues were also not adequately addressed in the MOES BRMS (2000) for establishing HTIs.

All these led to duplication, fragmentation of efforts and abuse of the process in the licensing, registration and accreditation of HTIs and consequently the operation of illegal HTIs. This also brought about avoidable complaints and disgruntlement which led to 'appeals' and claims of 'unfairness' by some proprietors of private HTIs during the process of seeking authority to operate. It is for this reason that MOES initiated and undertook to consultatively review the BRMS, (2000) for establishing HTIs. The review exercise included analyzing and incorporating elements of basic requirements and standards of other (QAOs) most specifically, the Health Professional Councils. The revised BRMS are, therefore, a presentation of the stakeholders' consensus of the harmonized standards, quality indicators and processes required for establishing and operating HTIs in Uganda. They also present a harmonized position regarding operation of private HTIs, detailed implementation and enforcement procedures, clarified roles of different stakeholders and coordination mechanisms in line with the National Legal Framework.

On behalf of the Ministry, I am happy to present the harmonized BRMS and urge the players to implement them judiciously. The need to consolidate the past achievements as well as sustain improvements in standards of performance in HRHT cannot be overemphasized. This calls for commitment. I call upon all players to rise to this noble cause. Let us all do our part to promote quality to HRH that is pivotal not only for improved health but also the development of our country, Uganda. The ministry is grateful to all its partners most especially the Medicines and Health Services Delivery Monitoring Unit (MHSDMU) President's office for the legal insight provided and United States Agency for International Development (USAID) and Intra-health through Uganda Capacity Program for providing the necessary technical and financial support for developing these BRMS and its publication.



Hon. Dr. Kamanda Batarigaya (M.P)

Minister of State for Primary Education

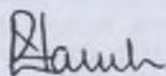
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ACKNOWLEDGEMENT

These Basic Requirements and Minimum Standards (BRMS) are an output of the interdisciplinary and multi-sectoral consultative review of the Ministry of Education and Sports (MOES) Basic Requirements and Minimum Standards, for establishing HTIs, (2000) undertaken by the Education and Health Sectors in collaboration with other partners at both organization and individual levels.

The Ministry of Education and Sports is therefore greatly indebted to MOH, MHSDMU, UNMC UAHPC), UNMEB, UAHEB, DES, BTVET, the Medical Bureaus and Representatives of HTIs, Development Partners who participated in reviewing the BRMS. Your invaluable input that enabled the successful accomplishment of this task is acknowledged with appreciation.

The Ministry is grateful to the United States Agency for International Development (USAID) for the financial support through IntraHealth, Uganda Capacity Programme, for their tireless efforts and approved generous support in the development of HRH in this country, more specifically in training.



Dr. Rose Nassali Lukwago

Permanent Secretary

MINISTRY OF EDUCATION AND SPORTS

ACRONYMS

AIDS	- Acquired Immune Deficiency Syndrome
BOG	- Board of Governors
BRMS	- Basic Requirements and Minimum Standards
BTVET	- Business, Technical and Vocational Education and Training
CAO	- Chief Administrative Officer
CSO	- Civil Society Organizations
DEO	- District Education Officer
DES	- Directorate of Education Standards
DHO	- District Health Officer
DHSA	- District Health Supervisory Authority
DHT	- District Health Inspector
DIT	- Directorate of Industrial Training
DPs	- Development Partners
FBOs	- Faith Based Organizations
GOU	- Government of Uganda
HIV	- Human Immunodeficiency Virus
HLM	- Health Learning Materials
HPCs	- Health Professional Councils
HRD	- Human Resource Department
HRHT	- Human Resource for Health Training
HTI(s)	- Health Training Institution(s)
HTVET	- Higher, Technical and Vocational Education and Training
IIP/SIP	- Institution Improvement Plan/School Improvement Plan
LGA	- Local Government Authority
MDA	- Ministries and Departments Agencies
MDD	- Music, Dance and Drama
MHSDMU	- Medicines and Health Services Delivery Monitoring Unit
MIC	- Multi-sectoral-Interdisciplinary Committee

MOH	- Ministry of Health
MoLG	- Ministry of Local Government
MoU	- Memorandum of Understanding
NCDC	- National Curriculum Development Centre
NCHE	- National Council for Higher Education
NEMA	- National Environmental Management Authority
NGO	- Non Government Organisation
PMO	- Private Motor Omnibus
PNFP	- Private Not For Profit
PPE	- Pre-Primary and Primary Education
PPTE	- Post-Primary and Tertiary Education
PS	- Permanent Secretary, Ministry of Education and Sports
QAOS	- Quality Assurance Organs
QASP	- Quality Assurance Standards
QI	- Quality Indicator
QIP	- Quality Improvement Performance
RQAS	- Regulatory Quality Assurance Standards
SDA	- Skills Development Authority
SDGs	- Sustainable Development Goals
UAHEB	- Uganda Allied Health Examinations Board
UAHPC	- Uganda Allied Health Professional Council
UCMB	- Uganda Catholic Medical Bureau
UMDPC	- Uganda Medical and Dental Practitioners Council
UMMB	- Uganda Moslem Medical Bureau
UNBS	- Uganda National Bureau of Standards
UNMC	- Uganda Nurses and Midwives Council
UNMEB	- Uganda Nurses and Midwives Examinations Board
UPMB	- Uganda Protestant Medical Bureau
UQA	- Uganda Qualifications Authority
USAID	- United States Agency for International Development
UTIA	- Universities and Other Tertiary Institutions Act
UVQF	- Uganda Vocational Qualifications Framework

FUNCTIONAL DEFINITION OF KEY TERMS

Basic Requirements are the minimum necessities/prerequisites for the provision of quality education and training for human resources for health in health training Institution.

Minimum Standards are the basic set measures/benchmark of expected performance and achievement for effective teaching, learning and management of Health Training Institutions.

Establishing is the setting up or creation of an HTI. It includes preliminary planning and its implementation in terms of infrastructure, associated services, furniture, utilities and equipment. The process involves consultations with the respective regulatory quality assurance organs. Its success qualifies one to secure forms for applying for licensing.

Licensing is provisional official permission and certification to operate a particular HTI on the fulfillment of all the specified requirements to conduct the specific training programme subject to a two years' intensive monitoring and support supervision by the respective regulatory QAOS to ascertain maintenance and improvement in standards. Satisfactory compliance with the set standards renders legitimacy for application for registration. Non-compliance could result in closure or extension of the provisional

Registration is the official permission and certification to operate a specified HTI on the fulfillment of all the stipulated requirements and proof of sustainability and satisfactory adherence to standards throughout the licensing period. Like with licensing, registration can be rejected or revoked on violation of the set standards at any point or stage of its operation. Registration of status is to be revalidated every 4 years.

Accreditation is the process and criteria of approval, revalidation and or certification of the training infrastructure, program(s) and /or educational practice to demonstrate compliance with standards stipulated by the government or authorised agency.

Revalidation is the process of verifying to confirm registered HTI's compliance to standards for registration. This will involve a holistic review of the registered HTI every 4 years to ascertain its suitability to operate at that status relative to the set standards.

Teacher(s) refers to the personnel registered and or licensed by the MOES to teach and is employed for that purpose by the HTI, also referred to as tutor(s).

Multi-sectoral-Interdisciplinary Committee refers to the team comprising of representatives from the BTVET, UNMC, UAHPC, UNMEB, UAHEB, HRD and DES that are jointly responsible for determining and recommending approval and or rejecting licensing, registration and revalidation of HTIs.

Tertiary Education means postsecondary institutions other than other universities which confer certificates, diplomas or degrees¹

UMEME is a Kiswahili word for electricity. It is Uganda's conventional definition for electricity, its regulatory authority, control and management.

1.0 PREAMBLE

This handbook provides an updated National Standards for licensing and operating of private Health Training Institutions (HTIs) in Uganda. The standards are holistic and comprehensive with streamlined roles and responsibilities for the various stakeholders within the legal provisions of the country. It presents the harmonized BRMS for establishing, licensing, registration, and accreditation of HTIs that is agreeable to all key Human Resource for Health Training (HRHT) regulatory agencies in the country. The harmonizing and updating process involved reviewing of the MOES, BRMS for establishing HTIs of 2000 with incorporation of standards and quality indicators from other regulatory QAOs. The exercise was undertaken in recognition and response of the need to update, institutionalize, harmonize and coordinate the licensing and all other operations of Health Training Institutions in the country to overcome and prevent unnecessary flaws in the system, and to ensure quality in the provision of HRHT in the country.

While approving the operation of HTIs falls under the jurisdiction of the Permanent Secretary (PS), MOES [as per the Education Act] and Minister, [according to the BTVET Act], the decision(s) are undertaken only on ascertaining the applicant/proprietor's complete fulfillment of the provision and adherence to the respective BRMS and criteria set by the HTI multi-sectoral interdisciplinary stakeholders. The MIC undertake these functions under the jurisdiction of the MOES. The Minister/PS sanctions approval of the operations of a HTI based on the advice and positive recommendation

The mandates of the different QAOs of government in the provision, monitoring and supervision of HRHT reinforce one another but also overlap in some instances-a phenomenon which leads to duplication of work, uncoordinated guidance to proprietors/managers of HTIs, poor traceability of Quality Improvement Performance (QIP) and all forms of other flaws in the system in terms of inputs, outputs, outcomes and impact. Uncoordinated work by the different HTIs regulatory QAOs inevitably compromises standards of performance, prone to conflicts and recipe for confusion. The harmonized BRMS including the criteria for opening and operating of HTIs stipulated in this handbook provides not only guidance to prospective and active proprietors and managers of private HTIs but also a neutral and leveled ground for the operations of the different regulatory QAOs in executing their diverse and complimentary roles and responsibilities more effectively and efficiently. This is an essential factor to enhancing compliance to standards and quality improvement in HRHT in general.

The revision of the MOES, BRMS for establishing HTIs 2000 was tailored towards designing reference benchmarks and standards within a framework in which all HRHT stakeholders including QAOs, proprietors and the public are to regulate, coordinate, plan, implement, monitor and evaluate the suitability and the quality of HTIs throughout the entire process and continuum in operating HTIs; right from starting, opening, running it and accreditation.

The scope of the guidelines in this handbook is therefore under-pinned by the identification, clarification and stipulation of procedures, requirements and approval(s) for Establishing, Licensing, Registering and Accreditation of HTIs. Annexes are provided for further information and guidance on relevant aspects of the BRMS.

1.1 Purpose of the BRMS

The Handbook provides BRMS for establishing, licensing, registration and accreditation of HTIs. It provides not only quality indicators and procedures for enhancing compliance to the set standards but also a framework for coordination among implementing stakeholders as a basis for enhancing performance improvement in the provision of quality HRHT in the country.

The implementation of BRMS will also improve the quality of MOES coordination, planning, supervision and management of HRH training in the country through;

- i) Timely and systematic capturing of Bio-data on Institution/Proprietor, Principal and tutors for quality, character and accountability (record and certification)
- ii) Safeguarding of HTIs against possible conflicts over ownership by partners and between employer and employees (partnership deeds, Articles of Association and signed contracts and conditions of service.)
- iii) Guaranteeing safety and security for both learners and teachers. (certification, classification and gazetting)
- iv) Widening ownership and accountability inclusive of community and district/ local government leadership.
- v) Enhancing financial sustainability (bank statement, bank guarantee, terms and conditions of service)

1.1.1 Aim

To provide a harmonized BRMS and clearly documented criteria for the opening and operation of HTIs in Uganda that ensures quality of HRHT that is acceptable to all key

Registration is the official permission and certification to operate a specified HTI on the fulfillment of all the stipulated requirements and proof of sustainability and satisfactory adherence to standards throughout the licensing period. Like with licensing, registration can be rejected or revoked on violation of the set standards at any point or stage of its operation. Registration of status is to be revalidated every 4 years.

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While approving the operation of HTIs falls under the jurisdiction of the Permanent Secretary (PS), MOES [as per the Education Act] and Minister, [according to the BTNET Act], the decision(s) are undertaken only on ascertaining the applicant/proprietor's complete fulfillment of the provision and adherence to the respective BRMS and criteria set by the HTI multi-sectoral interdisciplinary stakeholders. The MIC undertake these functions under the jurisdiction of the MOES. The Minister/PS sanctions approval of the operations of a HTI based on the advice and positive recommendation

The mandates of the different QAOs of government in the provision, monitoring and supervision of HRHT reinforce one another but also overlap in some instances-a phenomenon which leads to duplication of work, uncoordinated guidance to proprietors/managers of HTIs, poor traceability of Quality Improvement Performance (QIP) and all forms of other flaws in the system in terms of inputs, outputs, outcomes and impact. Uncoordinated work by the different HTIs regulatory QAOs inevitably compromises standards of performance, prone to conflicts and recipe for confusion. The harmonized BRMS including the criteria for opening and operating of HTIs stipulated in this handbook provides not only guidance to prospective and active proprietors and managers of private HTIs but also a neutral and leveled ground for the operations of the different regulatory QAOs in executing their diverse and complimentary roles and responsibilities more effectively and efficiently. This is an essential factor to enhancing compliance to standards and quality improvement in HRHT in general.

The revision of the MOES, BRMS for establishing HTIs 2000 was tailored towards designing reference benchmarks and standards within a framework in which all HRHT stakeholders including QAOs, proprietors and the public are to regulate, coordinate, plan, implement, monitor and evaluate the suitability and the quality of HTIs throughout the entire process and continuum in operating HTIs; right from starting, opening, running it and accreditation.

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The implementation of BRMS will also improve the quality of MOES coordination, planning, supervision and management of HRH training in the country through;

- i) Timely and systematic capturing of Bio-data on Institution/Proprietor, Principal and tutors for quality, character and accountability (record and certification)
- ii) Safeguarding of HTIs against possible conflicts over ownership by partners and between employer and employees (partnership deeds, Articles of Association and signed contracts and conditions of service.)
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1.1.1 Aim

To provide a harmonized BRMS and clearly documented criteria for the opening and operation of HTIs in Uganda that ensures quality of HRHT that is acceptable to all key

1.1.2 Objectives

- i) To define standards, quality indicators and criteria for establishing and operation of HTIs in the country.
- ii) To highlight legal provisions governing HRHT and the powers vested in the responsible person(s) for action in the process of establishing, licensing, registration and accreditation of private HTIs.
- iii) To foster private sector participation in supplementing government efforts to efficiently and effectively provide quality HRH training in the country.
- iv) To promote quality, transparency and efficiency in conducting matters and making decisions pertaining to licensing, registration and accreditation of HTIs.
- v) To facilitate monitoring and evaluation of existing HTIs.
- vi) To be used as a coordination tool amongst regulators.
- vii) To guide coordination amongst implementing organs.

1.2. Current Situation, Issues and Recommendation

1.2.1 Legal Framework

The BRMS in this handbook are premised within the National Legal Framework provisions notably;

- i) The Education (Pre-primary, Primary & Post-primary) Act No 13 of 2008
- ii) The BTVET Act, No 12, 2008.
- iii) The Universities and Other Tertiary Institutions Act, 2001.
- iv) The Uganda Nurses and Midwives Act, Cap 274.
- v) The Uganda Allied Health Professional Act, Cap 268.
- vi) The Public Health Act, Cap 281.
- vii) The Public Service Act, Cap 288.
- viii) The Local Government Act as amended, Cap 243.
- ix) The Constitution of the Republic of Uganda, 1995.
- x) Occupational Safety and Health Act 2006.
- xi) National Environment Act 2000.

Presently these Acts provide comprehensive guidelines and standards for quality assurance at all stages in the process of instituting and operation of HTIs as stipulated in this harmonized BRMS.

The overall supervision, management and regulation of HTIs derive their legal basis from the Education Act 2008 and other related Acts cited above. Some of the Acts however are not harmonized resulting in overlapping mandates and even ambiguities as to which body or institution is responsible for the key functions in the establishment, licensing, registration and accreditation. The mandates in quality assurance and management of HTI stemming from the legal provisions in the Acts cited above are as outlined in section 1.2.2.

1.2.2 Establishing, Licensing, Registration, Accreditation and Revalidation Procedures

i) Establishment of HTIs

Presently, this mandate is exclusively bestowed on

current Education, BTVET and the Universities and Other Tertiary Institutions Act (UTIA). These two bodies (MOES and NCHE) are given considerable discretionary power in the establishment of HTIs. However, having such parallel and overlapping mandates between MOES and NCHE creates inefficiency and confusion. It also grossly undermines the independence of the same bodies, compromises efficiency and effectiveness in decision making and delays administrative action from being taken.

The overall result breeds inadequate or weak systems of checks and balances. Given that the Education and BTVET Acts 2008 preceded the UTIA that came into force in 2001 and that the NHCE have a very heavy task in the management of Institutions of higher learning especially Universities, and the fact that it is a body corporate within MOES, granting and/or authorizing the establishment of HTIs remains squarely under the MOES.

This is consistent with BTVET Act 2008 section 21 sub-sections (1) and (3). Sub-section (1) *"and other examination boards establishment under this Act shall award certificates and diplomas for the business, technical or vocational education or training conducted under the Uganda Vocational Qualification Framework"* and sub-section (3) *"the certificates and diplomas awarded under subsection (1) shall be recognized in the Uganda education system and by the labour market"*.

For the purposes of these guidelines therefore, the function of establishment as provided for under the MOES and BTVET Acts, is the responsibility of the MOES. This is vested in MOES through the recommendation of DES and BTVET in partnership with the MOH including her regulatory organs, and the respective professional councils that will institute the MIC team. Application to PS of the intention to establish HTI is submitted with all requirements as stipulated in 2.1. (Format of application is in Annex 2).

ii) Licensing of HTIs

Again within the provisions of the Education, BTVET and Universities and Other Tertiary Institutions Acts, the MOES and NCHE have overlapping mandates over the licensing of post primary and tertiary education (PPET) institutions, where HTIs fall. For purposes of this BRMS, an application for licensing shall be forwarded to the PS for the attention of the Director (HTVET) through DES for the same argument advanced under establishing of HTIs, section 1.2.2 sub-section (i) above. It is recommended that government reviews the laws of UTIA and other related Acts, to avoid the ambiguities that arise from conflicting mandates.

iii) Registration of HTIs

This mandate is also bestowed in the twin bodies of MOES and NCHE with each body having parallel jurisdiction in the operations of PPET institutions where HTIs fall. Whereas the mandate of NCHE is noted, the registration of HTIs under these guidelines remain the sole responsibility of MOES in collaboration with the MOH through their respective departments and as agents: DES

other stakeholders as per the Education and the BTvet Acts 2008 that came into existence after UTIA, 2001. This is consistent with the institution of the MIC team.

iv) Accreditation of HTIs

This mandate is the responsibility of MOES through the Minister, PS and the technical units; DES, BTvet, UNMEB, UAHEB, DIT, UVQF/UQA and the NCHE in the different aspects for which the accreditation is to be awarded. It is apt to note that S.32 of the BTvet Act, 2008 repealed some provisions in the Nurses and Midwives Act Cap 274 and the Allied Health Professionals Act Cap 268 as follows;

The Nurses and Midwives Act—

- (i) *In section 3, by repealing paragraphs (c), (d) and (e);*
“c) to approve courses of study for nurses and midwives;
d) to supervise and regulate the training of nurses and midwives;
e) to grant diplomas or certificates to persons who have completed the respective courses of study in nursing or midwifery”.
- (ii) *By repealing section 18;*
“The council shall prescribe courses of training for nurses and midwives and issue diplomas or certificates, as the case may be, to persons who pass the qualifying examinations” and
- (iii) *In section 19 (b) “A certificate or diploma in nursing issued by the council”, by substituting for “council” the words,*
“under the Business, Technical, Vocational Education and Training Act, 2008”.

The Allied Health Professionals Act—

- (i) *In section 4 by repealing paragraphs (c) (d) and (e);*
“c) to approve courses of study for allied health professionals;
d) to approve, supervise and regulate the training institutes for the different categories of allied health professionals;
e) to approve the qualifications awarded by the different institutes in respect of the different categories of the allied health professionals.”

By repealing section 20, “Approval of courses of study;

- (i) *The council shall approve the courses of study for the different categories of the allied health professional and the qualifications awarded to persons who pass the qualifying examination”.*

The BTvet Act removed the powers the Nurses and Allied Health Professional Councils hitherto exercised such as the approval of course programs and Institutions including accreditation and/or gazetting them. These responsibilities are vested to the MOES. It is nevertheless important to note that the execution of these Councils' function of regulating the standards of their respective health professionals calls for their oversight in the

in close consultation and collaboration with the professional councils for the better implementation and fulfillment of these BRMS.

1.2.3 Recommendations Regarding the Legal Framework

In order to implement the legal framework governing the operations of private HTIs outlined in 1.2.2 above, it is recommended that the government adopts the following strategies;

- i) Review all the Acts of Parliament on Education and training of health professionals with a view to harmonizing them, facilitating clear division of roles and responsibilities and providing for:
 - a) Resolving of existing conflicts in related Acts;
 - b) Re-defining the existing structures to develop and promote education and training of health workers;
 - c) Re-orientating of existing structures to embrace the demands of Uganda Vision 2040 NDP II, 2015 to 2020, the constitution (1995) and SDGs, 2015-2030;
 - d) Developing a comprehensive education and Training Legal framework which defines the roles and responsibilities of all players and stakeholders at all levels; government, development partners, parents, community, sponsors and private sector.
 - e) Providing sanctions against persons and/or bodies and institutions contravening the demands of the laws and regulations such as **the current levying of funds to be paid by private institutions**, misappropriation of public funds, breach of contract and other forms of unprofessional conduct.
- ii Develop a responsive education strategic and implementation plan and financing framework that should include developing by statutory instrument regulations concerning fees payment stipulated in the BTvet Act S.29(1)(n). This is currently not only being abused but also **forms the major source of conflicts in the licensing and registration of private HTIs.**
- iii Create an enabling legal environment to facilitate public-private partnerships.
- iv Establish the MIC/Inter-ministerial Inspection Team by law with clear job descriptions and responsibilities as part of their job performance assessment.

1.3 Stakeholders and Implementation Framework

The implementation of this BRMS involves multiple stakeholders;

- i. Line Ministries including HTI Proprietors, Principals and tutors.
- ii. Health Professional Councils.
- iii. Civil Society.
- iv. Health Professional Societies and Associations
- v. Private Sector.
- vi. Development Partners.
- vii. Teaching hospitals/facilities.

The roles of each of these are complimentary and governed by the stakeholder legal mandates and

and Sports taking overall charge in close collaboration with the MOH as already explained in the legal framework.

1.3.1 Ministry of Education and Sports (MOES)

The broad sector objectives are the expansion of access to equitable and quality education and training as well as enhancement of efficiency and effectiveness in service delivery at all levels inclusive of HRH training. Accordingly, MOES, provides and oversees the training of all HRH using the same curriculum to teach in both private and government aided HTIs. In addition MOES is responsible for providing professional support in line with the provisions of the Constitution of the Republic of Uganda, 1995.

Accordingly, the MOES has the responsibility of ensuring that HTIs conform to the rules and regulations governing the provision of education services in Uganda. The Ministry through its Directorate of Education Standards, the BTVET department, DIT, UNMEB and UAHEB will take lead in the implementation of this BRMS. The Ministry is responsible for coordinating all other stakeholders and taking lead as follows;

- i. Initiating policies and reforms of education and training as the need arises and issuing statutory instruments regarding HRHT in public and private HTIs including management and governance that ensures protection/safety and interests of the learners, for which they must comply in accordance with the Education Act 2008.
- ii. Prescribing, reviewing and updating the criteria, qualifications and requirements for establishing all public, non-public, non-formal HTIs, including their services and programs.
- iii. Categorizing, classification, issuing, gazetting and keeping and updating of records of licenses, registration and accreditation of HTIs including teaching staff.
- iv. Regulating the establishment and overall management of private HTIs through activities such as:-
 - a) Rejecting, closing, extending, canceling, overhauling, renewal of licensing, registration, revalidation and accreditation of HTIs or particular aspects of the institution such as course programs, staffing, infrastructure and other services.
 - b) Appointing a statutory manager for HTIs as need arises in conformity with section 42 of the Education Act.
 - c) Setting up an Appeals Tribunal to address grievances that arise in the system.
 - d) Approves changes in ownership and location
- v. Instituting, appointing and approving members to the MIC team for private HTIs

Key roles of the MOES line directorates, departments, HTI Proprietors and Principals

1.3.1.1 Directorate of Education Standards (DES)

- i. Setting, defining and reviewing standards and quality indicators for practice and training provision including accreditation standards and survey methods in partnership with the relevant stakeholders. These activities will be done regularly

- ii. Assessing compliance and achievements of the set standards and evaluating effectiveness of the education program of HTIs and relevant agencies like the Board of Governors (BOG).
- iii. Developing relevant tools and systematic inspection approaches and evaluation of HRHT in partnership with the relevant stakeholders.
- iv. Approving and Accrediting Institutions' on specified aspects of education and training provision and management inclusive of teaching and learning, safety and security, management and professionalism.
- v. Receiving applications, coordinating the HTI MIC vetting process inclusive of field inspections to verify compliance, in liason with Commissioner BTVET for recommendation to PS for establishment/ licensing/ registration and/or accreditation; attention, Director, HTVET.
- vi. Advising the minister on matters related to quality control.

1.3.1.2 Director Higher Technical Vocational Training (HTVET)

- i. Prescribe and renew legibility of staff to teach a particular course program in a specified HTI at both license and permanent basis.
- ii. Review, update and maintain records of the licensed and registered teaching staff.
- iii. Participate in standard formulation and support supervision.
- iv. Receive recommendations and award authority to establish, license and/or register and HTI.

1.3.1.3 Business, Technical and Vocational Education and Training (BTVET)

- i. Oversee, regulate, co-ordinate training and management of the Institutions.
- ii. Supervise and uphold quality and training.
- iii. Provide governance and management structures.
- iv. Guide the prescription, approval and accreditation of HTIs as a whole, course programs and assessment procedures in partnership with respective stakeholders.
- v. Establish criteria, process, coordinate and ensure that student admissions conform to standards.
- vi. Chair all activities of the MIC team.
- vii. Forward applications to PS attention, Director of HTVET for approval

1.3.1.4 National Curriculum Development Center (NCDC)

- i. Providing technical leadership in the development review and updating of

1.3.15 Directorate of Industrial Training (DIT) Specifically Uganda Vocational

Qualifications Frame-work, (UVQF), although this may change with the institution of the proposed **Skills Development Authority, SDA.**

- i. Developing competence based curriculum and accreditation of the relevant Programs.
- ii. Defining and assessing occupational standards in the world of work.
- iii. Providing guidelines for modular training.
- iv. Profiling health occupation standards
- v. Providing certificates of occupations.

1.3.1.6 Examination Boards: UNMEB and UAHEB

These are legal bodies with the mandate to:-

- i. Accredite HTIs for respective examination centers in consultation with other QAOs.
- ii. Offer and conduct examinations and other forms of assessment and award of the relevant certificates.
- iii. Participate in the provision of the support supervision to the institutions and staff.
- iv. Make rules regulating the conduct of Examinations.
- v. Establish and maintain a database of Examination results of all candidates and accredited private HTIs in safe custody.
- vi. Award certificate and diplomas as applicable.
- vii. Provide feedback to HTIs on examinations and related matters.
- viii. Make sanctions related to examination matters.

1.3.1.7 National Council for Higher Education (NCHE)

- i. Advise the minister on establishment and accreditation of Education in BTVEI Institutions.
- ii. Receive, consider and process applications for the establishment and accreditation for academic and professional programs.
- iii. Monitor, evaluate and regulate HTIs in relevant aspects of Education provision and training.
- iv. Recognize and uphold qualifications (certificates and diplomas) awarded by examination boards established under BTVEI 2008 Act.

1.3.1.8 The Proprietors of HTIs

- i. Sets up the Institution. He/she is or they are therefore, the vision bearer(s).
- ii. Ensures that the institution operates under approved BOG
- iii. He/she /They advise the BOG to ensure that the institution vision is upheld and nurtured.
- iv. Ensures adequate maintenance of infrastructure, capacity development and overall growth of the institution.
- v. Works with BOG to ensure smooth

1.3.1.9 The Principal of the HTI

- i. He/she is the technical advisor and leader of the institution
- ii. He/she is the chief implementor of policies and relevant stakeholder guidelines and decisions.
- iii. He/she is the accounting officer of the institution on behalf of the BOG
- iv. He/she is the custodian of discipline
- v. He/ she is responsible for the day-to-day running of the institution
- vi. He /she is answerable to the BOG

1.3.2 Ministry of Health (MOH)

The provisions of the Education, BTVEI, and the Universities and Other Tertiary Institutions Acts and International Conventions cannot by themselves adequately facilitate the provision of education and training in the HTIs without the effective involvement of MOH. The Ministry of Health is responsible for the determination of human resources' needs in carder, number, personel and standards of health care in the country. They must ensure that the health workforce or human resources for health are adequately trained to offer quality health care. However, unlike MOES whose operations are regularized by the Education Act, there are no enabling legislations providing for the mandate of MOH in regulating HTIs other than through its professional councils. Prior to the transfer of HTIs in the Education Sector, the ministry of Health was responsible for training of Nurses and Allied Health Professionals through their training division, the present Human Resource for Health Development, (HRD) department. The UNMC and UAHPC were responsible for regulating training standards of their respective professions and carders.

Further legislation need to be passed in order to satisfactorily bring the principles of MOH in the management of HTIs. The MOHs' oversight role over HTIs in HRHT is nevertheless acknowledged, appreciated, recognized and prioritized as a key stakeholder in the implementation of this BRMS for regulating the operation of HTIs and hence their representation in MIC.

Functions of the MOH relevant to the policy guidelines include;

- i. Developing, reviewing, updating HRHT plans, policies and standards in collaboration with MOES and other stakeholders.
- ii. Promoting, supporting and training of clinical instructors and/or mentors in teaching hospitals, practicum sites and community resource persons.
- iii. Providing support supervision.
- iv. Determining the HRH needs cadres, competencies, numbers and scopes of practice.
- v. Developing HRH projections to guide enrolment into training for all the HRH carders.
- vi. Monitoring and assessing performance of the HRH and advising on necessary changes in pre-service training.
- vii. Ensuring adequate capacity for HRH practicum training at designated training health training

- viii. Oversight and technical supervision of HTIs through teaching hospitals and other health facilities where the HTIs are located and or where MoU has been signed.
- ix. Continuously provide guidance to MOES based on changing health needs and technologies and advise on changes in the pre-service training as necessary.
- x. Determining and approving new carders of HRH needs and consequently, training programs.

1.3.3 Ministry of Local Government (MoLG)

The districts fall under the MoLG. It is the districts that house the HTIs. It is imperative that the HTIs meet all the local government requirements to open and operate such institutions especially with regard to siting/location, environment and other related training, health and safety standards of the district. The MoLG has therefore the role of;

- i) Providing guidance and support in relevant aspects in the operations of the private HTIs including environment management, safety and security, education and training, medical and health issues.
- ii) Planning, supervision, coordination, management of the various services including those of HTIs.

The key MoLG line offices and departments and their specific roles;

1.1.1.1 District Health Officer (DHO)

- i. Continued monitoring to ensure adherence to clinical standards
- ii. Advise on accreditation
- iii. Technical support on pedagogy HRHT trainee/mentorship.
- iv. Guidance on health, safety and security.

1.1.1.2 District Education Officer (DEO)

- i. Guidance and recommendation/ascertaining suitability of institution
- ii. Support supervision.

1.1.1.3 Chief Administrative Officer (CAO)

- i. Vet the credibility of the proprietors of HTIs.
- ii. Monitor the operations of HTIs in the district.
- iii. Support and oversee the HTIs.

1.1.1.4 Planning, Engineering and Works Department

- i. Technical Support in housing, other construction works and associated utilities and services.
- ii. Certifying and issuance of occupancy permits.

1.1.1.5 District Environment Office

- i. Ensure conformity with National Environment laws and decrees.

1.3.4. Health Professional Councils

Health Professional Councils are regulatory bodies established by the Health professionals Acts of Parliament (Caps 268, 272 and 274) in 1996. The Acts provide for the regulation, supervision, registration, licensing and control of their respective professionals. Health professional councils are body corporate with perpetual succession and common seal and may sue or be sued in their respective names (UNMC, AHPC

It is apt to note that S.32 of the BTVET Act, 2008 largely took away the Health Professional Councils' functions pertaining to approval of courses of study, accreditation and regulation of supervision and training of their respective professionals and granting of diplomas and certificates. These powers are now vested in MOES. The Councils are in the process of reviewing their Acts. Nevertheless, within their role of ensuring quality HRHT and partnership responsibilities with MOES and other stakeholders, the role of the professional councils in establishing, licensing, registration of health training institutions in Uganda include;

- i. Providing professional guidance and advice to ministry of health, education and other stake holders on appropriate health professional courses of study.
- ii. Advising and making recommendations to government and other stakeholders on appropriate health training programs in Uganda
- iii. Participating and guiding the activities of the Multi-sectoral-Interdisciplinary Committee (MIC).
- iv. Recommend applications for approval
- v. Supervising and providing technical guidance to ensure compliance to set standards in all health training institutions and practicum sites.
- vi. Registering/enrolling and licensing all professionals who have successfully completed their respective training in recognized health training institutions

1.3.5

Private Sector and PNFP Institutions

The proprietors of HTIs are part of the private sector. It is necessary that the sector appreciates the importance of the guidelines and complies with them. It will be the responsibility of the sector to organize its membership such that they collaborate with the relevant authorities in the implementation of the guidelines.

The FBOs for HTIs are mainly the three; the Uganda Protestant Medical Bureau (UPMB), the Uganda Catholic Medical Bureau (UCMB) and the Uganda Moslem Medical Bureau (UMMB). These are the PNFP Institutions. They are responsible for over 40% of the HTIs in the country. The roles of the private sector and PNFP include:

- i. Participating in standard setting
- ii. Fostering compliance to stipulated standards
- iii. Giving feedback on the processes of opening and operating HTIs to the MOES.
- iv. Every proprietor of HTIs will establish for his/her School Board of Governors or Governing Councils in accordance with regulations given in the Education Act, 2008.
- v. Prepare an annual budget estimate of his/her school and shall on request made by an inspector of schools, an officer of the ministry responsible for education and or other authorized persons, make it available

- vi. To ensure compliance to guidelines from the line ministries and professional councils and regular reporting to the relevant regulatory agencies.

2.0 STANDARDS AND CRITERIA FOR ESTABLISHING AND OPERATING PRIVATE HEALTH TRAINING INSTITUTIONS

The standards and criteria for establishing, licensing, registration and accreditation of HTIs in Uganda are presented section by section as stipulated below;

2.1 Establishing a HTI

2.1.1 Procedure

- i. Proprietor seeks advice regarding the intention to start a specified HTI in a specific location/ area from relevant authorities at both Central and Local Government levels. The authorities to be consulted should be inclusive but not limited to those responsible for Education, Health, Environment, Housing, Works and Building Construction. He/she picks guidelines from the respective offices of the MIC (BTJET, UNMC, UAHPC, UAHEB, UNMEB, HRD and DES).
- ii. He/she prepares and/or designs Institution Development and Site Plan that includes financial budget accompanied by a description of how the institution will inclusive of the physical infrastructure provisions and recruitment plan for all the different categories of staff and students.
- iii. He/she secures recommendations in writing from at least 3 persons of integrity and good standing in the area.
- iv. The intended site for establishing HTIs is inspected by each of the following:
the district/municipal inspectors from Education, Health, Urban/Rural Planning and NEMA.
- v. He/she applies in writing to the PS by filling the establishment application form in 4 copies of Annex 2 seeking permission to start the HTI. The application should have the following attachments:
 - a) Evidence of land ownership and/or tenancy agreement of not less than 5 years
 - b) An approved building and business plan
 - c) Written recommendations from each of the authorities in number (IV) above.
 - d) Signed MoU with the hospital for clinical attachment that should not be more than 20km from the intended site

This application can be made to the PS any

- vi. Written acknowledgement through completion of the application for establishment form, Annex 2 by the PS of the receipt of the application to start a HTI is provided to the proprietor granting or with-holding permission depending on the level of compliance to quality indicators stipulated in the criteria sub-section, 2.1.2 below.

2.1.2 Criteria for Approval in Establishing a HTI

- i. The proprietor must be identifiable, credible, of good repute, sound mind and without criminal record. This should be certified by the written recommendations from the persons indicated in parts (iii) and (iv) under the procedure, sub-section 2.1.1.
- ii. He/she should have sufficient capacity for managing the intended HTI, such as Bank Statement and other property ownership.
- iii. The planned HTI must conform to the MOES, MOH, the District and/or Municipal Education and Training Development Plans.
- iv. Written proof of ownership or lease of land on which the HTI will be situated or tenancy agreement that is valid for at least five years (in case of hired buildings).
- v. Approved building and business plan.
- vi. Signed MoU with the management of the Clinical Sites stipulated in V sub-section (d) above.
- vii. He/she fulfil to undertake the engagement of a Principal suitable for the type of school/ programme he/she intends to offer. This should equally apply to the staff to be deployed.
- Viii. He/she must ensure that the physical health and moral welfare of the students will be adequately provided for
- ix. He/she will undertake that the HTI will not apply discriminatory grounds in admission of students.
- x. He/she will ensure that the terms and conditions of service for the teaching and non teaching staff will be adequate.

Granting permission to start a HTI makes the proprietor legible for obtaining application form for licensing.

2.2 Licensing of a HTI

2.2.1 Procedure

- i. Prospectus Proprietor presents the PS, Director HTVET written approval for the establishment of the HTI.
- ii. He/she is provided with licensing of HTIs application form (annex 3).
- iii. In liaison, consultation and partnership with the relevant authorities at both local and central levels, who should be able to provide guidance on BRMS for HTIs, the proprietor institutes and fulfills all the requirements outlined in section 2.2.2 for licensing of

- iv. He/she fills the licensing of HTIs' application form (annex 3) and together with all the stipulated attachments outlined in subsection 2.2.3.1 submits it to the Director DES.
- v. The application form together with all the attachments forwarded to DES is verified by the MIC vetting team. The verification will include both the analysis of the application form, the attachments and a joint physical inspection visit of the site.
- vi. The recommendation for licensing by the MIC is forwarded to the PS, attention Director HTVET, by the Commissioner, BTVET.

2.2.2 BRMS for Licensing HTIs

2.2.2.1 There must be a clear statement of Institution's:

- i. Name as indicated in the approved written document by the PS for establishing the HTI
- ii. Vision
- iii. Mission
- iv. Organizational structure and establishment that meets the requirement for technical, administrative and support staff in conformity to MOES and MOH including associated authorities; (Health Professional Councils and Examination Boards) standards for the relevant programs/ courses (check with relevant annexes).
- v. Proprietor's background, CV and financial status.
- vi. Specification of intended and/or student admission and criteria that meets the standards and guidelines of the MOES, MOH and respective professional councils.
- vii. Programme(s)/course(s), to be offered classified by qualifications (certificate, diploma or degree).
- viii. Memorandum of Understanding (MoU) with the respective placement practicum sites; teaching hospitals, health centers and community placements for PHC and/ or domiciliary attachments. The MoU must include responsibilities of both the practicum site and HTI.

The clinical site/hospitals will be limited to a particular number of HTIs in accordance to the hospital capacity / health facility, the proposed student enrolment and course/ programs of the institution in conformity with the respective health professional council standards (check relevant annexes).

2.2.2.2 Generic BRMS for HTIs

The Institution must have:

- i. A National Flag and a flag pole which shall be hosted on every school day.
- ii. Management information structure and records provisions management plan in accordance with the BRMS for educational institutions

- iii. Relevant statutory/policy documents and other instruments for institutional management in conformity with the MOES, BRMS 2010, indicator 1 sub-section (h), including policies and guidelines from MOH and MoLG with particular reference to those pertaining to HRH.
- iv. Reliable source of funding and Institutional bank account with sufficient funds to meet at least 6 months of staff salaries and other basic institutional needs.
- v. Clear arrangement for instituting and running Institution management Committees in accordance with MOES the BRMS, 2010 indicator 1 sub-section (i).
- vi. A suggestion box strategically placed and accessible to all the different categories of institution stakeholders (staff, students and the community).
- vii. A clear signpost with all the details conformity with the MOES, BRMS 2010 indicator 2 sub-section (a)
- viii. Arrangements and provisions for Health, Sanitation and Environment Organization and Development in conformity with the MOES BRMS, 2010 indicator 9, Occupational Safety and Health Act 2006, Local Government Act as amended, Cap 243, and the Public Health Act, Cap 281.
- ix. Discipline Management and Development Plan in accordance with the MOES, BRMS 2010 indicator 10 clarified further in section 2.2.2.3.
- x. Clear strategy and provision for institution safety and security organization and management in conformity with MOES, BRMS 2010, indicator 12 and the relevant components of Uganda National Bureau of Standards, (UNBS) Guidelines and Regulations.

2.2.2.3 Details of the BRMS for Licensing of HTIs

- (i). **Land** - at least 2 acres in a rural setting and at least ½ acre in an urban setting with provisions stipulated in MOES, BRMS 2010, indicator 2 subsection(b)
- (ii). **Sporting and games facilities** in conformity with MOES BRMS, 2010 indicator 5 sub-section (a)
- (iii). **Transport**—sufficient, reliable and commensurate with the institution academic, profession, social and health needs. Vehicles for transporting learners should be in good mechanical conditions, possess Public Motor Omnibus (PMO) licenses and covered by relevant insurance policy.
- (iv). **Utilities and Services:** There should be reliable and sufficient source and provisions of the following;
 - a) Safe water (piped water, bore hole, rain-water tanks and/or gravity

water springs). The supply/ source preferably within the school compound, but in any case not more than ½ Km of the school. Water-source quality test to be carried out once a year. Water must be stored in clean containers free from contamination.

- b) Power (electricity, solar, generator)
All electrical appliances must conform to the UNBS regulations. All electrical installations should be properly fixed and insulated by a qualified and licensed personnel. Periodic and regular examination, servicing and all repair and certification of plants, machinery and equipment must be carried out by authorized agents.
- c) Telephone/Radio call
- d) Internet
- e) Postal address

- (v). **Buildings:** Institution plans and architectural drawings must all be approved by relevant authorities stipulated in 2.2.2.2 subsection, (viii). All buildings must have a fire extinguisher and lightening safety device. Walls must be separated to avoid fire outbreaks. All buildings must have completion and occupation permit by UMEME. All construction should be done by qualified registered personnel with Uganda National Association of Building and Civil Engineering Contractors.

The institution must have:

- a) Classrooms: at least 2 with a maximum ratio of 1:40 students; ; Floor space should be at least 5m² per teacher and 1.5m² per learner with provision of emergency exit for each classroom. Window area and ventilator area should be at least 10% and 1% of floor space. Walls at least 3m high and rendered to a smooth fine finish.
- b) Practical rooms/skills laboratories: should be compliant to relevant laws and UNBS regulations, should have metal lathe and mortar ceiling, be conducive and adequate in space, furnishing, scholastic materials and equipment.
Should provide fire brackets to cut short oxygen supply, an escape route at the rear, at least two fire extinguishers and concrete sink to keep sand to fight fire . The sink to have internal volume of 1m³ Ceiling should be metal lathe and mortar.
- c) Library—should be adequate and sufficiently stocked with all the HLM materials commensurate with the curriculum/course programs and in compliance with the guidelines of

- d) Computer Laboratory - adequate and stocked with computer student ratio of at least 1:5 with internet connectivity.
- e) Administration Block that provides for the following:
 - Principal's office
 - Deputy Principal's office
 - Staff room
 - Store for office and other management related items
 - Reception and visitors unit
- f) The institution should have a dining, kitchen and food store. Institution food safety and security committee should be instituted in accordance with the Occupational Safety and Health Act, 2006 and the relevant portions of the MOES BRMS, 2010, indicator 9. Food handling must conform to the relevant laws. Authorised food vendors should be issued with health permits. Catering staff should wear uniforms that include head gear.
- g) Dormitories for boarders with separate provisions for male and female if a mixed HTI; 3m² to 4m² floor space per learner bed spacing of 0.4m apart and 0.3m off the wall provisions for lockable cupboards, adequate lighting and ventilation with emergency exit at a distance of 30m for each dormitory. Occupancy permit must be obtained for each dormitory. Persons/ wardens must undergo six monthly medical examinations.
- h) At least 1 Staff house within the institution compound preferably for the Principal in conformity with the MOES BMRS 2010, indicator 2 subsection (d) part (xii).

vi). Sanitary facilities provisions to include;

- a) Toilets/latrines and bathing facilities (separate units for male & female staff and students) that ensures privacy (door shutter and screen wall). Internal measurement of latrine stance should be at least 1m wide, 1.5m long and walls 2m high. One pit latrine stance/1 water closet per 15 learners and 40 learners for boarding, day schools, respectively Internal. Provision of at least 0.5m of urinal for every 25 male learners should be made.

Pit latrines must be sighted not less than 10m and not more than 50m from classroom, dormitory and not less than 30m from water source. They must have fine floor finish and internal wall finish with adequate

contents are 1m below ground level. Hand washing facilities including soap must be provided.

Bathing rooms/cubicles should provide for a maximum of 10 learners, 1m² floor area roofed/ or high enough to ensure privacy with adequate soak pits.

- b) Other solid and liquid waste disposal facilities such as incinerators, pits, dustbins.
- c) Laundry facilities to be provided in conformity with the Occupational Safety and Health Act, 2006.

Sanitary facilities provisions should all be in conformity with relevant portions MOES BMRS.2010 indicators 2 subsection (e), indicator 9 and indicator 13 subsection (a)

vii). Furniture: Adequate and standard furniture for learners, the teaching and non teaching staff and visitors as well as for storage of respective equipment and materials (cupboards, drawers, shelves). All should be in conformity with the relevant laws and regulations including provisions of the MOES, BRMS 2010, indicator 4 subsection (d) and the Occupational Safety and Health Act, 2006.

viii). Staffing: should be instituted and managed in conformity with the MOES BRMS, 2010, indicator, 3, relevant Professional Council and Examination Board Standards and Guidelines. The institution should have a clear school organogram with **at least two** full-time qualified tutors.

It is advisable that gender issues in terms of staffing be observed to cater for the different gender. In addition the staff position should include the other support staff as follows;

- a) Library Assistant/ librarian
- b) Bursar
- c) Security Personnel (Askari)
- d) Warden (if boarding)
- e) Dieticians and cooks

ix). Teaching and learning process: organisation and management should conform to the MOES, BRMS 2010 indicator 4, relevant sections, (a-r) The institution should have;

- a) All the teaching staff registered with the respective health professional councils and with the exception of clinical instructors, qualified and/or licensed to teach at specified level/ program in conformity with the Education Act 13 of 2008 part V sections 1123 regarding all aspects including authority to teach, registration/removal from register, eligibility statement, licensing issues and offences relating to teaching after cancellation of

- b) An approved curriculum by the minister, MOES in consultation with the minister for MOH for every course/program offered
- c) Reference books commensurate with curriculum requirements with a tutor ratio of at least 1:1
- d) Essential textbooks provision that meets the respective Health Professional Council guidelines
- e) Tutor student ratio of at least 1:40.
- f) Health learning materials- models, charts, magazines, journals in line with relevant Professional Council guidelines.
- g) Equipment and instruments according to the prescribed curriculum and respective Professional Council requirements (see relevant annexes).

x). Practicum sites:

The sites should include the following:

- a) National, Regional and district referral/specialized hospitals
- b) Health Centre - Level III & IV
- c) Rehabilitation Centre
- d) Special sites e.g. TB and leprosy, sleeping sickness, nutrition units, food and water/treatment plant, palliative and counseling centers (such as TASO, Hospice Uganda)

The clinical practicum sites should be a hospital within a radius of not more than 20km from the institution.

A signed agreement between the HTI and the gazetted practicum sites that conforms to the respective Health Professional Councils' Standards, in terms of capacities for efficient student exposure, training and supervision, clearly spelling out responsibilities and obligations of the different key players in the MoU.

The maximum number of HTIs the gazetted practicum sites can accommodate will be based on the guidelines from the respective Health Professional Councils (HPCs) and must strictly be adhered to.

2.2.3 Criteria For Licensing HTIs

2.2.3.1 Forwarding of the Application for licensing

Four copies of the filled application forms of the HTI with all the attachments will be forwarded to the Director, (DES).

The attachments to the filled applications forms should include the following:

- i. Written approval for establishing the specified HTI by the PS, with all its attachments.
- ii. Signed MoU between the institution and the relevant practicum sites.
- iii. A list of full time tutors with their qualifications (certified copies of certificates attached).
- iv. Partnership deed (if joint ownership)
- v. Original registration documents and

- vi. L.C 3 Chairman's recommendation letter
- vii. Head of institution's curriculum vitae and passport size photograph.
- viii. Copy of the terms and conditions of service for tutors and other support staff signed contracts
- ix. Institution rules/code of conduct approved by Board of Governors/Governing Council or Management body of the HTI, as the case may be.
- x. A site and building plan of existing facilities and approved plans for future developments
- xi. Evidence of existence of approved curriculum for each of the course programs to be offered.

All new institutions should start at the beginning of the academic year as set out in the schools/ institutions calendar issued from time to time by the MOES.

2.2.3.2 Instituting of the MIC for HTIs

The Multi-sectoral-Inter-disciplinary Committee (MIC) for vetting private HTIs will evaluate the applications forms and the attachments. This committee shall be constituted by having representatives from each of the QAOs of both MOH and MOES as follows: BTJET Chair, DES Secretary, Registrar UNMC, Registrar UAHPC, Executive Secretary UNMEB, Executive Secretary UAHPC, with members from HRD (MOH), Relevant DP, Relevant Professional Association, National Teaching Hospital and Technical expert in profession.

Appointment to this Committee will be by the PS. The MIC will be the GoU body for the operationalisation of Quality Assurance Standards and Procedures (QASP) in the implementation of this BMRS, that is transparent and accessible to all stakeholders and to ensure collective responsibility and accountability for all decisions taken.

2.2.3.3 Actions of the MIC in the Licensing/Registration of HTIs

- i. The MIC will on studying and evaluating the documents may call for more information from the institution if not satisfied. If satisfied they will organize joint physical inspection visit to the site to ascertain the institutions' conformity to fulfilling all the requirements stipulated in **Section 2.2.2**
- ii. Using information and documents attached to the application form and the physical inspection of the institution, the joint MIC team will recommend licensing/registration and classification of the course programmes to the PS (MOES) attention of Director of HTJET. The execution of these roles will be undertaken by at least 5 members of the MIC. Regular meetings of the MIC will be conducted to address issues arising from actions of the vetting HTIs subcommittee of the MIC.

2.2.3.4 Forwarding, approval or refusal to approve application

a report following the physical inspection by the MIC joint team will forward files and the decisions of MIC regarding licensing/registration of a specific HTI to Commissioner BTJET for onward submission to Director HTJET approval on behalf of PS.

- ii. The PS may reject the application and give reasons for doing so to the proprietor or approve the award of licensing and classification number to the HTI.
- iii. A copy of the approved files will be kept by BTJET, DES, HTJET and the Proprietor.
- iv. The institution licence certificate is entered in the relevant registers kept by Director of HTJET, DES, respective HPC and Commissioner BTJET. The list of licensed HTIs will periodically be availed to the public and respective Local Government Authorities (LGA) in the offices of the CAO, DEO and DHO.

Ministry of Education and Sports approves and awards a licence to last TWO years. Copies are made to the Proprietor(s) of the HTI, DES, BTJET, respective HPC, CAOs and DEOs.

2.2.3.5 Activities during the probation/licensing period

- i. Once licensed; DES and the respective MOH quality assurance organs including health professional councils and BTJET shall from time to time inspect the institution jointly or as individual organs/ institution for support supervision to ensure that HTIs comply with the standards expected of them and or the program(s) they offer.

The inspection report(s) may recommend revoking of the licence or upgrading it to a registration status.

The institution may be de-licensed in cases of non-compliance with the regulations governing the operations of private HTIs in accordance with the Education Act (2008) by the PS. This position is authenticated and communicated to the proprietor accordingly.

- ii. About one or two months to the expiry of the licence, the proprietor collects forms for registration providing details showing that the Institution is licensed and now fully developed and meets the stipulated requirements and standards for registration.

In conformity to the current May and November intakes into HTI applications for licensing shall be received by DES only within the months of January to March, and July to September every year to regulate and overcome the current indiscriminate influx in the number of private HTIs and to enhance

2.3 REGISTRATION OF HTIs**2.3.1 Procedure**

- i. The Proprietor ensures that his/her HTI meets all the requirements and standards for licensing outlined in section 2.2.2 and in addition, requirements for registration outlined in section 2.3.2 with at least 3 most current reports for the inspections of the institution carried out by QAOs stipulated under 2.2.3.5.
- ii. Proprietor picks the Registration of Private HTIs form, annex 3 from the MOES, DES
- iii. Proprietor fills in the registration of HTI Application Form and forwards them to DES with a photocopy of the institution valid license certificate and file consisting of all the licensing attachments outlined in subsection 2.2.3.1.
- iv. He/she attaches the last 3 pre-registration reports from the visits in 2.2.3.5 subsection (ii).

2.3.2 BRMS for Registration of HTIS

Proprietor fulfils all the requirements and standards for licensing in section 2.2.2 and in addition meets the following additional requirements;

- i. Have an examination centre accredited by the relevant Examinations Board.
- ii. Ensure accessibility to the road with frequent, reliable public transport, secure with fencing and lockable entrance(s) into the institution premises.
- iii. All buildings to have adequate emergency exits, proper signage and smoke detectors with organization and management of school safety and security provisions in conformity with MOES BRMS 2010 indicator 12.
- iv. The HTI compound should be well maintained with adequate recreation facilities for both male and female students for both in and out door games, sports and other related activities; properly hedged with wind-breakers, shade trees and flower gardens.
- v. The Institution should have adequate/sufficient services and utilities (electricity/solar and other forms of power) and water including waste water drainage system in conformity to Occupational Safety and Health Act, 2006.
- vi. All main buildings should comply to the approved plan, made of permanent structures with certificate of completion relevant standards and authorities and must **all** have:
 - a) Functional Fire Extinguishers
 - b) Lightening arrestors
 - c) Toilet Facilities
 - d) Notice Boards
 - e) Emergency exit

The buildings/blocks should have provisions for offices and classrooms sufficiently ventilated with

furniture. Specifically Principal and Deputies office, staffroom and tutors office should have the following:

- a) Lockable cabinets
- b) Computer and printer
- c) Photocopier and scanner
- d) A notice board
- e) Adequate furniture
- f) A clock

The secretaries' and accountants' offices should in addition have a photocopier and a scanner; and a safe and a filing cabinet, respectively.

- vii. The classrooms shall be able to accommodate a maximum of 40 students and should have
 - a) Adequate space according to public health standards
 - b) Cemented floor(tiles, terrazzo but other suitable floor designs are allowed)
 - c) Well finished walls
 - d) Appropriate and adequate furniture on which each student can sit, write and draw comfortably in proportion to the number of students/programs offered
 - e) White wash/blackboard(s)
 - f) Notice board(s)
 - g) Provision of a power source for electronic equipment
 - h) Appropriate and adequate furniture on which the tutor can sit, write and present comfortably
- viii. Computer laboratory provision at a ratio of 1 computer to 5 students with reliable Internet and E-learning Connectivity.
- ix. The library shall have;
 - a) Timetable and records for library utilization
 - b) Specified duration for borrowing of library books
 - c) Furniture for sitting, reading and writing in the form of work stations
 - d) Relevant up to date books with the latest editions
 - e) E-books and e-learning materials
 - f) Basic text books per course based on approved curriculum in compliance with the respective professional councils standards.(check with respective annexes).
 - g) Computer(s) with internet connection
 - h) Periodicals and journals, CDs relevant to program courses offered
 - i) Standard book shelves
 - j) Photocopier
 - k) Reserve section
- x. Skills Laboratory/practical room (note: the size of this room should meet the learner needs and the number of students accommodated for practical sessions) in conformity with the respective Health Professional Council standards and Examination

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| <p>a) Engraved, functional instruments, equipment and/or models relevant to course programs</p> <p>b) Human skeleton with additional free standing common skeletal structures</p> <p>c) Lockable cabinets</p> <p>d) Adequate furniture</p> <p>e) Projector</p> <p>f) Inventory book</p> <p>g) Piped water</p> <p>h) Appropriate sluice room</p> <p>i) Hand washing facilities</p> <p>j) Waste management facilities(including safe disposal of sharps)</p> <p>k) Simulation equipment.</p> <p>l) Lockable doors for security purposes</p> <p>m) Black/white wash boards</p> <p>xi. Assembly Hall should be commensurate with the institution population with adequate provisions of furniture, and other safety measures as detailed in the MOES BRMS,2010.</p> <p>xii. Recreation facilities to include TV, DVD, DSTV, among others.</p> <p>xiii. Wardens Office should be located near the students hostels/dormitories and should have adequate furniture and equipment.</p> <p>xiv. Student Guild Office adequate with sufficient furniture, facilities and services.</p> <p>xv. Dormitory infrastructural provisions and maintenance should comply to the provisions under indicator 13 of the MOES 2010 BRMS for those operating boarding section.</p> <p>xvi. Sick bay should be on a full time basis be managed by qualified medical staff at level of at least enrolled nurse cadre. The Sick bay shall have beds, mattresses and bedding; and should include;</p> <p style="padding-left: 20px;">a) Lockers</p> <p style="padding-left: 20px;">b) Treatment facilities</p> <p style="padding-left: 20px;">c) Separate provision for male and female sick students</p> <p>xvii. The Kitchen shall have;</p> <p style="padding-left: 20px;">a) Adequate and safe cooking facilities with well built fireplaces, adequate smoke outlets, saucepans etc</p> <p style="padding-left: 20px;">b) A store for perishable and non-perishable(pallet)</p> <p style="padding-left: 20px;">c) Waste management facilities</p> <p style="padding-left: 20px;">d) Access to adequate safe water</p> <p style="padding-left: 20px;">e) Adequate ventilation</p> <p style="padding-left: 20px;">f) Changing room for the cooks with washrooms</p> <p style="padding-left: 20px;">g) Shelter for storing firewood</p> <p>Note: The location of the kitchen should be next to the dining room and away from classrooms/teaching facilities</p> <p>xviii. The dining room shall have;</p> | <p>a) Appropriate and adequate furniture to cater for student and staff population e.g dining tables and chairs</p> <p>b) Cutlery, plates, cups and other utensils</p> <p>c) Facilities for drinking water</p> <p>d) Clean running water with proper drainage</p> <p>xix. The visitors' room/area should be located near the administration block and away from the student dormitories. It should be adequately furnished and ventilated with a TV rack for newspapers and magazines.</p> <p>xx. There should be a security shelter located at the main entrance. It should be adequately furnished and ventilated with communication facilities and visitors book.</p> <p>xxi. Visitors Room should be located near the administration block and away from the student dormitories should be adequately furnished, ventilated and with a TV rack for newspapers and magazines and other institutional resource materials(prospectus, flyers, newsletters etc)</p> <p>xxii. Security Shelter should be located at the main entrance should be adequately furnished and ventilated with communication facilities and visitors book.</p> <p>xxiii. Staff organizational development.
The staff establishment should comply to the MOES, MOH and Public Service guidelines and overall organization and also conform to the MOES 2010 BRMS indicator 3.
The Institution must have qualified principal in a related field, deputy and at least one principal tutor for every course and all staff should be registered with their professional councils. Qualifications to meet the stipulated respective staff positions guidelines are provided in the annex, and in compliance to the regulation stated in the Education Act Sections 11-23.</p> <p>xxiv. Teaching and learning organization and management in conformity with specifications by the respective HPC. The institution should as a minimum have;</p> <p style="padding-left: 20px;">a) At least one text book for each core subject.</p> <ul style="list-style-type: none"> • Tutor guide for each core subject • At least 5 core textbooks per course program • Current MOH guidelines and protocols <p style="padding-left: 20px;">b) Every classroom should have;</p> <ul style="list-style-type: none"> • A wall clock • Learners display space • Register • Logbook file <p style="padding-left: 20px;">c) Every tutor should have;</p> <ul style="list-style-type: none"> • A scheme of work for each subject and class taught. • A lesson plan for each lesson taught. • A record of work book/file • A record of students progress |
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- A record of students attendance
- Continuous assessment records, (from respective professional councils/placements)
- d) Each tutors lesson plans should show evidence of variations in methods of teaching/learning stipulated in MOES 2010 BRMS, indicator 4 subsection (e).
- e) Institution/Practicum support supervision should show evidence of
 - Institution locally made visual aids
 - Supervision time table and records of students progress in skills lab, placement sites and others
 - Documented student : mentor ratio of not more than 5:1
 - Minutes and reports of joint institution/placement site staff evaluations of students

2.3.3 Criteria for Approval of Registration of HTIs

- i. Institution file together with filled registration application forms and all the attachments stated in 2.3.1 subsection III from the proprietor is forwarded to Director, DES.
- ii. The MIC vetting committee ascertains the fulfillment of all the requirements by both table review of relevant documents and physical visit to the HTI, and recommend registration status to PS, MOES for the attention of the Director HTVET through Commissioner, BTVET..
- iii. Director HTVET on behalf of PS approves or rejects approval in writing with reasons to the proprietor.
- iv. Approval is entered into relevant records with copies to the proprietor, DES, respective Professional Councils, the district CAO and DEO.
- v. Institution continues to benefit from routine inspection and support supervision activities of the MOES; DES, BTVET, Examination boards, the Professional Councils and other respective QAOs of the MOH (HRD, Quality Assurance Division) and the Medical Bureaus

The institution may be de-registered in cases of non-compliance with the regulations governing the operations of private HTIs in accordance with the Education Act (2008).

Once registered the institution is expected to satisfactorily comply with the relevant guidelines, standards, initiatives and any other pronouncements of the government and to meet the relevant accreditation requirements based on their operations and services.

Registration certification is valid for 4 years after which it has to be re-validated.

2.4 ACCREDITATION

Accreditation can be awarded to a HTI by different bodies/institutions within their areas

programs. The MOES is mandated to promote efficiency and effectiveness in the provision of quality HRHT in the country. Accordingly MOES would award accreditation status to HTIs that demonstrate competence in meeting the stipulated standards while at the same time demonstrating the capacity for continual performance improvement. Accreditation of HTIs by MOES will therefore be conducted regularly and results made public.

Institutions and training providers applying for accreditation need to recognize the value of self evaluation as being a key step towards getting accredited. Accreditation will preliminary be based on results of institution self evaluation. Demonstrating that the particular training institution can effectively and efficiently implement, monitor and address specific training programmes and or educational processes is then verified by the respective external authority.

Aspects of HTI accreditation is an integral component of the licensing and registration requirements and processes already outlined in sections 2.2 and 2.3; pertaining to institution infrastructure, furniture, equipments and general training programs. The requirements, procedures, criteria and processes for this type of accreditation remains as elaborated in the respective areas.

Accreditation for specific aspects of the institution education and training provisions for this section include;

- i. Educational process
- ii. Specific training programs/courses
- iii. Examination centres
- iv. Modular/occupational training programs
- v. Training Schemes and Apprentice-ship.

2.4.1 CRITERIA FOR AWARD OF ACCREDITATION ON EDUCATIONAL PROCESS.

This falls mainly in the domain and jurisdiction of DES working in partnership with the respective stakeholders from both the education and health sectors. Judgement to grant accreditation on education process will be based on institutions performance in the four (4) major categories of education provisions outlined below:

- (a) Holistic Institutional Improvement of Educational and Training Standards:
 - i. Nature and trends in student performance
 - ii. Teacher and student welfare
 - iii. Linkages/collaborations/relationships
 - iv. National aspirations and/or innovations
 - v. Quality assurance
- (b) Institutional Improvement of Education Training Provision:
 - i. Instructional practices and teaching/learning
 - ii. Curriculum

- (c) Institutional Management and Leadership
 - i. Administration and academic leadership
 - ii. Standards achieved
 - iii. Quality of education and training offered
 - iv. Interaction with stakeholders
- (d) Educational Resources
 - i. Staffing including educational expertise and exchanges
 - ii. Physical infrastructure, utilities and supply
 - iii. Furniture and equipment including clinical training facilities, health learning materials, information technology and communication.
 - iv. Funds

2.4.1.2 Procedures, Requirements and Conditions For External Evaluation

(A) Procedures

DES will carry out external evaluation inspection of schools annually to make judgement on accreditation capacity of the private HTIs in education and training provisions. Through the legal responsibilities bestowed upon DES, school inspectors will have the right to access any Health Training School and carry out an evaluation in accordance with the prescribed mode of operation. This includes:

- i. Team work/partnership in monitoring and evaluation institution performance
- ii. Acting professionally towards everyone in the school
- iii. Communicating openly with the principal and staff of the school while ensuring confidentiality in relation to the school and individuals.
- iv. Objective evaluation of the education and training provided by the school, avoiding the influence of preconceived ideas and practices
- v. Ensuring collection of appropriate sample of evidence and fair analysis
- vi. Providing clear feedback whenever appropriate and keeping senior staff informed of emerging issues and findings
- vii. Flexibility in responding to the different and sometimes changing circumstances of schools while recognizing the importance of honest and fair reporting
- viii. Integrity, courtesy and sensitivity in carrying out the evaluation
- ix. Sharing the principles and procedures of school evaluation with those to be evaluated but keeping demands for information and other materials to a realistic minimum.
- x. Being impartial when evaluating a school performance and adhering to principles of

(B) Requirements and conditions for the accreditation process.

- i. The school community including students, staff and governors are to reciprocate the good conduct of supervisors by acting in an open, honest and supportive manner to the supervision visits and evaluations. This will ensure that the evaluation process achieves the success it deserves to be and that all those associated with the schools, including trainees benefit optimally.
- ii. Each supervisory team will have a team leader with the responsibility to build on a brief profile about the general functionality of the school and to share with the school the procedures to be followed by the evaluation team. The team leader also has overall responsibility for the evaluation process and conduct of the supervisors.
- iii. Supervisory teams will comprise accredited supervisors capable of evaluating all the areas for evaluation. Members should have the expertise to evaluate at least one subject/learning area and have an awareness of the key elements of good provision for key policy targets related to issues such as gender, special needs, HIV/AIDS and co-curriculum (Games and Sports, MDD, Science Fares, etc)
- iv. The numbers of supervisors will normally be three or more depending on the size of the school/range of programs offered and the resources available.
- v. External annual evaluation will result into a written report. It will contain recommendations designed to help the school to continue to improve. This will form national reports and will be provided to the individual schools but also available to all stakeholders.
- vi. The HTIs should be helped by the district and other support staff in their respective areas of jurisdiction (DHSA, DHO, DEO, DES Regional Offices, and other LGA) and other bodies/organizations including DES, BTVET, UNMC, UAHPC, UNMEB, UAHEB, among others, to formulate and implement improvement plans based on the recommendations of the reports.

(C) Award of Accreditation

- i. Following the completion of the external evaluation activity, DES in collaboration with other bodies involved in the accreditation process will submit a report with recommendations to the PS on whether the HTI should be awarded a certificate of accreditation stipulating level and/or standard of performance.
- ii. Based on the recommendations, the PS may provide the HTI with the following awards:
 - a) Accreditation, where all the criteria have been met- Very Good and good

- b) Provisional accreditation, where some criteria have been met but others still need to be met - Fair performance at the 2 point scale rating.
- c) Denial of accreditation, where criteria have not been met - Poor performance at 1 point scale rating.

An institution with any of the above certificates will continue to prepare and make its own internal self evaluation and when it is deemed appropriate invite DES for another external evaluation. But DES according to the work plan will also take regular follow up to ensure adequate adherence, maintenance and/or improvement of standards in any of the pedagogical areas.

Accreditation will be based ONLY on positive recommendation of the multi-sectoral QAO team indicated above.

This is accreditation exercise by DES aimed at enhancing compliance to standards as a basis for ensuring continual improvement of quality education and training in HTs, as is done for other levels of education (PPE, Secondary, and other specialized BTVET institutions).

2.4.2 Criteria for Accrediting HTIs on specified Training Programs and or Courses.

This falls under the jurisdiction of BTVET. The procedure, criteria, requirements and the award of the accreditation will be determined by the specific program following the generic guidelines by BTVET Department.

2.4.3 Accrediting HTIs for Examination Centres.

These are assessed and awarded under the jurisdiction of the relevant professional Examination Board, UNMEB or UAHEB. Details in the annex 3 and 4 respectively.

2.4.4. Modular/Occupational Training Programs, Schemes and Apprenticeship Accreditation

These are under the jurisdiction of DIT and UVQA in partnership with respective stakeholders.

They will be specialized and specific, based on tailor made guidelines relative to the program. The general guidelines for this type of accreditation will be provided by DIT.

2.5 Revalidation of HTIs

The revalidation of HTIs will be done by the MIC following the procedures for vetting the institution for registration. It will be a holistic review of the institution. The exercise will be carried in the registered HTIs every four years.

Revalidation for accreditation will vary depending on the accreditation activity and purpose.

2.6 Change of HTI Ownership and/or Location of HTIs

- i. Health Training Institutions are established, licensed, registered, accredited and classified under a specific ownership, location and name as per the Education Act, 2008, Section 32 subsection (2).
- ii. Any owner who wishes to make changes in any of the issues in 2.6 (i) above must seek approval by the PS.
- iii. The owner applies in writing to the PS informing him/her about the intentions of the changes he/she/they wish to make with

- a) District Health Inspector
- b) District Environment Officer
- c) DES Report

iv. The applications for the intended change(s) should be accompanied with the following attachments:

- a) Original establishment/ licence/ registration/ accreditation certificates
- b) Institutional bank statement showing financial status
- c) Financial report showing creditors and debtors of the institution
- d) Land title / tenancy agreement transfer
- e) Staff lists and student registers
- f) Inventory record of HTI structures, equipment and other HLM.
- g) UNMEB/UAHEB Center and all records (if applicable)
- h) Institutional layout plan
- i) Curriculum for all courses/ programs

In case of new ownership of HTI, the new owner applies to PS attaching the following:

- a) Evidence of legal change of ownership/ copies of sales agreement
- b) 5 year institution development plan
- c) His/ her/their curriculum vitae with passport size photographs
- d) His/her/ their bank statement
- e) Evidence of staff deployment (signed contract)
- f) A filled up application form for new ownership.

Any of these changes in ownership and location must not interrupt the teaching and learning. Changes must therefore be made at the end of the school academic year.

The application form(s) together with all the attachments is forwarded to DES for verification by the MIC vetting team. The verification will include both the analysis of the application and the attachments and joint physical inspection visit of the site (both old and new). The recommendation for the change of HTI ownership or location by the MIC is forwarded to the PS, by Commissioner, BTVET attention Director, HTVET.

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ANNEX 1

CAPTIONS OF KEY LEGAL PROVISIONS

Action by the Minister for Education and Sports

Sections 57 of the Education Act and 29 of the BTVET Act, 2008; Regulations by statutory instrument, pertaining to HTIs.

Section 57 of the Education Act

The Minister may, by statutory instrument, make regulations for all or any of the following matters-

- (a) Prescribing and defining various categories and grading of schools;
- (b) Defining the functions for any class of schools established under the Act;
- (c) Prescribing the conditions governing the award of grants;
- (a) Providing for the management and control of schools of any description of category including the composition, procedures and functions of boards of governors and management committees, the establishment of and committees and appointments to such boards and committees;
- (b) Prescribing courses of instruction and examinations to be taken after such courses;
- (c) Prescribing examinations for teachers and the conditions governing any examination held

- (d) Regulating the fees payable at any school;
- (h) Regulating gender aspects and special needs education;
- (i) Subject to section 59,
 - “(1) The Minister may with approval of the Cabinet by statutory instrument, amend the First Schedule.
 - (2) The Minister may, by statutory instrument on the recommendations of the Director of Education, amend the Second of the Third Schedule”.

Amending, replacing, altering or revoking any of the schedules to this Act and the Minister shall not have the power to delegate this function; and

- (j) Providing for any matter necessary for giving full efforts to the provisions of this Act.

Section 29 of the BTVET Act, 2008 with respect to HTIs.

- (1) The Minister may by statutory instrument make regulations generally for carrying into effect the provisions and principles of this Act and, in particular, make regulations in respect of the following-

The criteria and the process of admission of students and trainees to BTVET institutions;

- (a) The establishment of committees under this Act;
 - (b) The form of certificates or diplomas issued under this Act;
 - (c) Governance and management structures for all BTVET institutions;
 - (d) Prescribing.....vocational training centers and schools...and colleges and specialised training institutions which shall provide BTVET;
 - (e) Prescribing the qualifications and requirements for establishing non-public, non- formal and formal enterprises to provide BTVET;
 - (f) Prescribing the procedures for the making of training schemes;
 - (g) Providing for BTVET schemes at BTVET centers approved by the council;
 - (h) Providing for payment of the training levy and the procedures for the payment;
 - (i) Providing for the expenditures of the levy and prescribing the manner for making the expenditures;
 - (j) Registration of BTVET institutions and providers;
 - (k) Registration and accreditation of BTVET providers;
 - (l) Examinations assessment mechanisms and procedures;
 - (m) Fees payable under this Act; or
 - (n) Providing for any matter necessary for giving full effect to the provisions of this Act.
- (2) Regulations made under subsection (1) may create offences and prescribe a penalty for contravention of the regulations not exceeding twenty four currency

Section 31;

Requirements and conditions for establishing Private Schools.

- (1) Any person, community or organization desirous of establishing a private education institution shall apply to the Permanent Secretary to be approved as a suitable person, community or organization to establish a private education institution and the applicant shall be of good repute with the necessary funds to manage the type of institution proposed to be established and shall in that application seek advice and approval of the Ministry responsible for education as the case may be, in respect of the following matters—
 - (a) Whether the proposed school forms or will form part of the education development plan prepared or approved by the committee responsible for education for a given area; and
 - (b) Whether the proposed school meets or will meet the educational needs of the country or area, as the case may be.
- (2) An application for establishing a private school by the prospective school owner shall be supported by at least three persons of high integrity and good standing in the area of the applicant where the education institution is to be established.
- (3) Before the application is approved, the prospective school owner shall be required to fulfil the following—
 - (a) Have the building plans, lease offers, agreements and land titles for the proposed new school or for extension or alterations to some existing building, as the case may be;
 - (b) Have the completed buildings inspected and approved by the appropriate authorities;
 - (c) Undertake to engage a head teacher who, in the opinion of the Permanent Secretary is suitable for the type of school he intends to establish;
 - (d) Satisfy the Permanent Secretary that the teachers to be engaged in the education institution are eligible to teach in the type of school he or she intends to establish and the facilities for it are adequate for the school it purports to be;
 - (e) Ensure that the physical, health and moral welfare of the trainees are or will be adequately provided for
 - (f) In case of registering a school, show evidence of land ownership; and
 - (g) Satisfy the Permanent Secretary that the terms and conditions of service of employment for teaching and non-teaching staff are adequate.
- (4) For the purpose of the section, buildings in semi-permanent material shall be acceptable as suitable if they are approved by the appropriate authorities.

Sections 32 and 33 subsection 2, (a) and (b);

Permission to operate a new school/licensing and Classification of HTIs

Section 32

- (1) Permission to operate a new school shall be given in the first instance in the form of a licence to operate a

- (2) A school shall be licenced and registered under a specific location and name.
- (3) Where a school has more than one site under one name, each site shall have at all times a responsible person in charge of it.

Section 33, subsection 2, (a) and (b)

The Permanent Secretary..... shall adopt a system of classification which shall distinguish pre-primary and primary schools from other schools and which may further distinguish, with appropriate nomenclatures—

- (a) Different types of schools according to the education to be provided therein; and
- (b) Different classes, standards or forms within the school according to the stage, nature or method of education to be provided therein

Section 34, subsection (b) parts (i) and (ii).

Extension of licence and or closure of a school which does not fulfil the conditions set up under the act after a period of one year.

That all or any of the conditions set under this Act have not been fulfilled, he or she (PS MOES) may—

- I. Extend the provisional licence for a further period not exceeding one school year; or
- II. Order the school to be closed.

Sections 35 to 43; pertaining to HTIs

Registering private institutions in accordance with conditions set up under the Act including appeals and management of offences such as;

Section 35

The Permanent Secretary..... shall maintain a register of private schools classified by him or her under section 33 in which he or she shall enter the particulars of every private education institution classified by him or her.

Section 36

- (1) The Permanent Secretarym a y cancel the classification and registration of any private school already registered by him or her and order such schools to be closed, if he or she is satisfied that—
 - a) The institution no longer fulfils the requirements of section 31 (3);
 - b) The school is being conducted or managed in contravention of this Act;
 - c) The school has ceased to function as a school; or
 - d) The school owner has failed without reasonable cause to comply with the requirements of the notice served upon him or her under section 45.

- (1) Before closing a private education institution under the provisions of subsection (1), the Permanent Secretary, chief administrative officer or town clerk, shall make or cause to be made all necessary inquiries and shall give the school owner an opportunity to be heard.

- (2) The Permanent Secretary, chief administrative officer or town clerk, shall notify the school owner in writing of any action taken

- (3) Notwithstanding anything in this section, the Permanent Secretary may, in the interest of health and security of the trainees under the immediate

expedient and the school owner shall immediately comply with the order and shall not reopen the education institution without the express permission in writing from the Permanent Secretary.

Section 37

- (1) No school owner shall change the ownership of his or her school without the prior approval in writing of the Permanent Secretary.
- (2) If the ownership of a school is changed without the prior approval of the Permanent Secretary he or she may order such school to be closed and shall immediately cancel its registration.
- (3) Every school owner who changes the ownership of a school without the prior approval in writing of the Permanent Secretary commits an offence and shall be liable on conviction to a fine not exceeding four currency points.

Section 38

If the Permanent Secretary is satisfied that a proposed extension to an existing registered school cannot properly be administered as part of the existing registered education institution, he or she may require the school owner to apply for classification of the proposed extension as a new school.

Section 39

A school owner who is aggrieved by a decision of the Permanent Secretary;

- (a) By refusing to classify his or her school;
- (b) By requiring an extension to an existing registered school to be classified as a new school; or
- (c) By closing his or her school or cancelling the classification or registration and ordering the closure of his or her school, may, within thirty working days beginning with the day on which the decision of the Permanent Secretary was communicated to him or her, appeal to an appeals tribunal.

Section 40

A person who—

- (a) Establishes or maintains a school which is not classified and registered in accordance with the provisions of this Act;
- (b) Conducts or permits to be conducted a school, the classification and registration of which are cancelled; or
- (c) Administers or permits to be administered an extension as part of an existing registered school in contravention of section 38, commits an offence and shall be liable on first conviction to a fine not exceeding twenty currency points and on second or subsequent conviction, to a term of imprisonment not exceeding twelve months.

Section 41

An owner of a school which has been closed by order of the Permanent Secretary made under section 36, and which has remained closed for a period of not less than six months, may be permitted by the Permanent Secretary ... to reopen and to be entered again in the register of private schools with such classification as the Permanent Secretary thinks fit, without any application being made for the purpose

Section 42

- (1) Notwithstanding any other provision of this Act, where a private school is ordered by the Permanent Secretary .. to be closed, the Minister or district education officer, in the national interest after giving the school owner an opportunity of being heard, direct the school to reopened under the management and control of a fit person, in this Act referred to as the "statutory manager".
- (2) A statutory manager shall be appointed by the Minister. for a period not exceeding one year and upon such terms and conditions as the Minister thinks fit.
- (3) A statutory manager shall, during his or her term of appointment, keep the Permanent Secretary ... informed on all matters relating to the school under his or her management and control.
- (4) All expenses connected with the appointment or the management of a school by the statutory manager shall be a charge on the revenues of the school to which the statutory manager is appointed.

Section 43

- (1) *If* any school which has been classified and registered under section 34 as a private school remains closed at the instance of the school owner for a period exceeding thirty working days, other than during the normal school holidays, the school owner shall immediately notify the Permanent Secretary in writing—
 - (a) The reasons for the closing of the school; and
 - (b) The period during which the school is likely to remain closed.
- (2) If the Permanent Secretary is satisfied that the reason given by the school owner and the period during which the school is likely to remain closed and contrary to the national interest, he or she may, after giving the school owner an opportunity of being heard, direct that the school be reopened under the management and control of a statutory manager appointed by the Minister and thereupon section 42 shall apply to such school.
- (3) Every school owner who fails to furnish the information required by sub-section (1) of this section to the Permanent Secretary commits an offence and shall be liable on conviction to a fine not exceeding ten currency points or to imprisonment for a term not exceeding five months or both.

Section 44

- (1) Every school owner shall manage his or her school in such a way that the objectives of education as specified in this Act are observed.
- (2) The school owner may charge such school dues as the board of governors, may prescribe from time to time.
- (3) The Minister may from time to time issue instructions to school owners on aspects of management of schools with a view to safeguarding the interests of the trainees and every school owner shall comply with such instructions.
- (4) Every school owner shall establish for his or her school, a board of governors.. in accordance with the

- (5) Every school owner shall prepare an annual budget estimate of his or her school and shall. On request made by an inspector of schools or an officer of the Ministry responsible for education make it available for inspection.

Section 45

- (1) If, after inspecting a private education institution, an inspector of schools is of the opinion that the school is being conducted or managed in an unsatisfactory manner, he or she may require the school owner to take measures as may be specified in the notice to conduct or manage his or her school in satisfactory manner.
- (2) A notice given under this section may specify the date before which any measures specified in the notice shall be commenced or completed.

Section 25;

Powers of an inspector of schools

- (1) An inspector of schools may at any time, or with or without notice, enter into any school or any place at which it is reasonably suspected that activities of an education institution are being carried out and—
- Inspect and provide a report to the Permanent Secretary and the relevant foundation body, in a format prescribed by the Director of Education standards with respect to the school or any aspect of it, including any building, workshop, dormitory, hostel or kitchen used in connection with the education institution and any other building or property on the site of the school;
 - Inspect or cause to audit the accounts of the school and may temporarily remove any books or records for the purpose of inspection or audit.
- (2) Every head teacher shall, on being requested by an inspector of schools, place at the disposal of the inspector of schools all records, accounts, notebooks and any other materials belonging to the school for inspection or audit and the inspector of schools shall acknowledge in writing receipt of those records, accounts, notebooks and any other materials belonging to the school entrusted to him by the head teacher for purposes of inspection or audit.
- (3) Any person who willfully obstructs an inspector of schools from lawfully entering, from making an inspection of a school or its accounts, commits an offence and is liable on conviction to a fine not exceeding five currency points.

ANNEX 2



THE REPUBLIC OF UGANDA

APPLICATION FORM FOR ESTABLISHING A HEALTH TRAINING INSTITUTION

TO THE PERMANENT SECRETARY,
MINISTRY OF EDUCATION AND SPORTS,

P.O. Box

Attention: Director HTVET

I/We.....
.....
.....
(Names of the Director(s)/Promoter(s)/Proprietor(s)) (YOU
MAY ATTACHE A SEPARATE LIST)
.....
.....
.....

(Name of the Entity/Co)
.....

Address; (P. O. Box)

Do hereby seek to establish a Health Training Institution to
be situated at, (Location)
.....

To conduct the following Program/Course(s),
.....
.....

I/We hereby attach the following documents, in fulfillment of
the requirements for the establishment of the Health Training
Institution in Uganda;

- Evidence of land ownership and/or tenancy agreement
of not less than 5 years.
- An approved building and business plan.
- Written recommendations from each of the following
authorities (the District/Municipal Inspectors from
Education, Health, Urban/Rural planning and NEMA.)
- Signed Memorandum of Understanding with the
Hospital for Clinical attachment that should be
situated not more than 20km from the intended site.

I/we certify that the above information is true to the best of
my/our Knowledge and belief

This application is made by.....
(Names of the Applicant(s)).....
this.....day of.....20.....

.....
Signature of Applicant.

Recommendation by the Director DES

- A. I recommend /I do not recommend the establishment
of
Remarks:
Full Name:
Signature:
Date: Stamp

Approval by Director HTVET for PS

- B. I approve /I do not approve the establishment of.....
Remarks:
Full Name:
Signature:
Date: Stamp

C. If not approved/Rejected,

Comments.....
.....
.....
Full Name
Signature

ANNEX 3



THE REPUBLIC OF UGANDA

**APPLICATION FOR LICENSING OR
REGISTRATION (tick as applicable) OF A HEALTH
TRAINING INSTITUTION (HTI)
(To be completed in 4 copies)**

Note:

- i) The Permanent Secretary reserves the right to withdraw the licence/ registration certificate, if after some time the institution fails to meet the stipulated basic requirements and minimum standards.
- ii) Private institutions that fail to adhere to Local and Central Governments' policy guidelines and requirements, such as notification and securing permission to change institution location, ownership or status will have their operating licences cancelled or their registration withdrawn and the institutions closed.
- iii) A registration and classification certificate issued to a Private institution is valid for a period of 4 years, after which it has to be re-validated.
- iv) In case of a joint venture, if one of the partners dies or changes his/her mind, then the Ministry of Education and Sports should be notified.
- v) After approval by Permanent Secretary one file will be retained by HTVET, one file taken to BTVET, one file returned to DES and forth file sent to the institution.

**To: The Permanent Secretary
Ministry of Education and Sports**

**Attention: Director, Higher, Technical and Vocational
Education**

SECTION ONE (Applicant to tick and/or fill as appropriate)

1. I/We apply for licence/registration of a Private Health Training Institution
2. Name of the Institution: _____
3. Institution Address: _____
(a) Postal: _____
(b) Email: _____
(c) Website: _____
(d) Landline: _____
(e) Mobile: _____
4. Ownership/Proprietors of the Institution
(a) Self/Partnership/Community/Private Not for Profit (PNFP)
(b) Indicate owners of the institution by names, roles (such as members of the Governing Council/

S/No.	Name	Role	Tel. No.

(c) State the promoters of the institution

5. Institution Location and Land

- (a) State the Location: _____
- (b) Amount of land owned (attach copies of the land title): _____
- (c) Amount of land in current use: _____
- (d) Amount of land for future use: _____
- (e) If land in use is leased or rented, attach a copy of the agreement

6. Number of students to be enrolled /Institution current student enrolment by program offered (please specify) disaggregated by gender and year as applicable

Program (01, 02 ... etc.)*	01	02	03	04	05	06	Total Female	Total Male
Year	1							
	2							
	3							
	4							
Cadre; Resits/ Direct/Extensors								
TOTAL								

*Name of programme e.g. Enrolled Nursing, Orthopaedic Technology

7. Practicum Sites

- a) National/Regional/District/ Referral/Teaching Hospital. Health/Specialised Centre (Specify by stipulating all levels the institution has MOUs with) _____
- b) Distance of the main clinical site from the institution in kilo meters: _____
a) PHC/Domiciliary and/or other forms of placement sites such as the community/schools. _____
b) Signed Memorandum of Understanding (MoU) that is inclusive of roles and mandates of either side (attach a copy for each of the practicum sites)

8. Institution Administration

- a) Name of the Principal _____, Registration with professional council _____ and Date of last renewal _____

- b) Name of the Deputy Principal _____
 Registration with professional council _____
 and Date of last renewal _____

(Attach passport size photograph, copies of academic certificates, tutor registration certificates and the CV, clearly indicating employment record up to the last station)

9. Academic Staff (Differentiate by indicating "F" for Female, "M" for Male and deployment status by indicating "FT" for Full time, and "PT" for Part time

(a)

S/No.	Name	Qualification	Tutor Reg. Cert/ Licence No.	Monthly Salary (US\$)

(Attach copies of appointment letters, academic certificates, Tutor registration certificates and confirmation letters)-
 Attach extra sheet if necessary.

- (b) Indicate average Student-Tutor ratio _____

- (c) State tutor workload in hours per week _____

- (d) Support staff

S/No.	Name	Qualification	Designation	Monthly Salary (US\$)

(Attach copies of appointment letters)

10. Institution Governing Council/BOG

S/No.	Name	Position Held	Occupation	Telephone No.

11. Institution Infrastructure

Libraries			
Administrative Offices			
Staff Rooms			
Staff Houses			
Kitchens:			
Stores			
Toilets/Pit Latrine Stances			
Student welfare office			
Skills laboratory			
Computer laboratory			
Sickbay			
Recreation Hall			

- B. Play Grounds (indicate types of play grounds available such as foot/net ball, table tennis, swimming pool, etc)

- C. Services and utilities.

State the institution sources and/or supply of the following:

- a) Water _____
 b) Power _____

- D. Transport

State the number, types and capacity for the institutions provision for transport

Note: All vehicles should possess MOTU licence and covered by relevant insurance policy

Type (e.g Bus, Coaster, Lorry etc)	Capacity	Working Condition

- E. Equipment and other instructional materials- state the number and range of dates of publication

- a) Textbooks for staff _____
 b) Textbooks in the library _____
 c) Computers for staff _____
 d) Computers in the library _____

- F. Furniture - state the number of chairs in the:

- a) Library _____
 b) Lecture rooms _____
 c) Skills laboratory _____
 d) Administration block _____

12. Institution Finances and their management

- a) Annual budget of the institution:
 b) Proposed percentage of the budget to be derived from fees:
 c) State other sources of income:
 d) State the percentage of institutions income to be spent on infrastructure development _____, staff salaries _____, computer and software _____, and other instructional materials
 e) Fees structure per student per semester by programme:

- 13 (a) Capital available for the institution: Shs. _____
 (Attach a copy of the bank statement in the names of the institution).

- (b) Fees charged per student per programme offered: Shs. _____

- (c) Expected annual income: Shs _____

14. Declaration by the Proprietors:

I/We certify that to the best of my/our knowledge, what I/we have stated above is true and correct.
(YOU MAY ATTACH A SEPARATE LIST)

- (i) Name: _____ Signature: _____
Date: _____
- (ii) Name: _____ Signature: _____
Date: _____
- (iii) Name: _____ Signature: _____
Date: _____

SECTION TWO

- A.** To be endorsed by the District/Municipal Health Inspector
I recommend /I do not recommend licensing/ registration of _____
Remarks: _____
Full Name: _____ Signature: _____
Date: _____ Stamp
- B.** To be endorsed by the Environmental Officer
I recommend/do not recommend licensing/ registration of _____
Remarks: _____
Full Name: _____
Signature: _____
Date: _____ Stamp
- C.** To be endorsed by the District Engineer
I recommend /I do not recommend licensing/ registration of _____
Remarks: _____
Name: _____
Title: _____
Date: _____ Stamp
- To be endorsed by the MIC Secretariat indicating the position of MIC:
We Recommend/do Not recommend licensing/ registration of _____
(Attach signed MIC Joint Inspection Report)
Name: _____
Title: _____
Date: _____ Stamp
and Date

ANNEX 4



THE REPUBLIC OF UGANDA

APPROVAL OF LICENSE/REGISTRATION FORM**Note:**

- i) The Permanent Secretary reserves the right to withdraw the licence/registration certificate if after some time the insti-

tution fails to meet the stipulated basic requirements and minimum standards.

- ii) Private institutions that fail to adhere to Local and Central Governments' policy guidelines and requirements, such as notification and securing permission to change institution location, ownership or status will have their operating licences cancelled or their registration withdrawn and the institutions closed.
- iii) A registration and classification certificate issued to a Private institution is valid for a period of 4 years, after which it has to be re-validated.
- iv) In case of a joint venture, if one of the partners dies or changes his/her mind, then the Ministry of Education and Sports should be notified.
- v) After approval by Permanent Secretary one file will be retained by HTVET, one file taken to BTVET, one file returned to DES and forth file sent to the institution.

Approval by Director HTVET

I approve /I do not approve licensing/registration of

Remarks: _____

If approved:

- (i) Licence Name: _____
- (ii) Licence Certificate Number _____
- (iii) Classification/Programme/Level (s): _____

Full Name: _____
Signature: _____
Date: _____ Stamp

If not approved/Rejected,

Comments _____

Full Name _____
Signature _____
Date _____ Stamp

If approved:

- (i) Registration Name: _____
- (ii) Licence Certificate Number _____
- (iii) Classification/Programme/Level (s): _____

Full Name: _____
Signature: _____
Date _____ Stamp

If not approved/Rejected,

Comments _____

Signature _____
Date _____ Stamp

ANNEX 5



THE REPUBLIC OF UGANDA

APPLICATION FORM FOR TRANSFER/CHANGE
OF HTI OWNERSHIP/ LOCATIONTO THE PERMANENT SECRETARY,
MINISTRY OF EDUCATION AND SPORTS,

P.O BOX.....

Attention: Director, Higher, Technical and Vocational
Education and Training

I/We.....

(Names of the original Director(s)/Promoter(s)/Proprietor(s))
(YOU ATTACH A SEPARATE LIST)

(Name of HTI and location)

(Name of the Entity/Co and Location)

Address;

(P.O Box).....

Do hereby seek to transfer/ change ownership/ location (tick
as appropriate) to

(Name of proposed new ownership)

Location

To conduct the following Program/Course(s), (Name
Program/Course(s));I/We hereby attach the following documents, in fulfillment
of the requirements for the transfer of ownership/ location
of approved establishment of the said HTI/ Licensed/
Registered/ Accredited HTI (tick as appropriate);

- i) Approval letter for establishing/ original license/
registration Accreditation certificate of the HTI
- ii) Institution bank statement showing the financial
status
- iii) Financial report showing creditors and debtors of the
institution
- iv) Land title / tenancy agreement transfer

- vi) Inventory records (Institution structures, equipment,
HLM and other instructional materials)
- vii) UNMEB/ UAHEB (tick as applicable) related
certificates/ records
- viii) School plan inclusive of Institution Improvement
Plan (IIP/ SIP)
- ix) Curriculum for all programs/ courses to be offered
and/or being offered (tick as applicable)

I/ We certify that the above information is true to the best of
my/our Knowledge and belief

This application is made by.....

(Name of the Applicant(s), (YOU ATTACH A SEPARATE
LIST)

this..... Day of, 20

Signature of Applicant(s).

ANNEX 6



THE REPUBLIC OF UGANDA

APPLICATION FORM FOR TAKING OVER
OWNERSHIP OF ESTABLISHED/LICENCED/
REGISTERED/ACCREDITED HTITO THE PERMANENT SECRETARY,
MINISTRY OF EDUCATION AND SPORTS,
P.O. BOX.....Attention: Director, Higher, Technical and Vocational
Education and Training

I/We.....

(Names of the intending/ new Director(s)/Promoter(s)/
Proprietor(s)) (YOU ATTACH A SEPARATE LIST)

Name of HTI and location

(Name of the Entity/Co and Location)

Address;

(P.O Box).....

Do hereby seek to take over ownership of

(Name of the institution)

Located at

To conduct/continue with the following Program/Course(s),
(Name Program/Course(s));

I/We hereby attach the following documents, in fulfillment of the requirements for taking ownership of approved establishment of the said HTI/ Licensed/ Registered/ Accredited HTI (tick as appropriate);

- i) Evidence of change of ownership including copies of sales of agreement
- ii) A five year development plan
- iii) His/ her/ their Curriculum Vitae and passport size photographs
- iv) His/ her/ their bank statement proving sound financial status
- v) Evidence of teaching staff to be certified by MIC
- vi) A filled up application form for establishment/ licensing/registration/accreditation showing all particulars of the intending/ new owner (check relevant annexes)

I/ We certify that the above information is true to the best of my/our Knowledge and belief This application is made by
(YOU ATTACH A SEPARATE LIST)

(Name of the Applicant(s), this.....Day of.....20...

Signature of Applicant(s).

ANNEX 7



THE REPUBLIC OF UGANDA

RECOMMENDATION FOR TRANSFER/CHANGE OF HTI OWNERSHIP/LOCATION FORM

- A. To be endorsed by the District/Municipal Health Inspector

I recommend /I do not recommend transfer/change of HTI ownership/ location of

Remarks: _____

Full Name: _____

Signature: _____

- B. To be endorsed by the Environmental Officer

I recommend /I do not recommend transfer/change of HTI ownership/ location of

Remarks: _____

Full Name: _____

Signature: _____

Date: _____ Stamp

- C. To be endorsed by the District Engineer

I recommend /I do not recommend transfer/change of HTI ownership/ location of

Remarks: _____

Name: Title: _____

Signature: _____

To be endorsed by the MIC Secretariat indicating the position of MIC:

We Recommend /Do Not recommend transfer/change of HTI ownership/ location of

To

New location

(Attach signed MIC Joint Inspection Report)

Name: _____

Title: _____

Signature: _____ Stamp and Date

ANNEX 8



THE REPUBLIC OF UGANDA

APPROVAL OF CHANGE OF HTI OWNERSHIP/ LOCATION FORM

PERMANENT SECRETARY.

Director, HTVET

I approve /I do not approve change of ownership of _____

(Name of the Institution and location)

If approved:

- i) Name(s) of newowner(s): _____

ii) Name(s) of original owners _____

(YOU ATTACH A SEPARATE LIST)

iii) Name of new location (if applicable) _____

iv) Classification/Programme/Level (s): _____

If not approved:

Remarks: _____

Full Name: _____

Signature: _____

Date: _____ Stamp



ANNEX 9



MINISTRY OF EDUCATION AND SPORTS
UGANDA NURSES & MIDWIVES EXAMINATIONS BOARD
P. O. BOX 7063, Kampala,
Tel: 256-41-231151/4, 0772-539436
Fax: 234920

SPECIFIC STANDARDS AND ACCREDITATION GUIDELINES OF UNMEB

A) CRITERIA FOR ACCREDITATION OF INSTITUTIONS FOR EXAMINATIONS

The Institution should have the following requirements:-

- A clear and well defined name
- An Examination Centre Number
- A proper Physical Address
- A proper Contact Address with at least a landline and Post Office Box number.
- A clear direction to the institution (Map) and a sign Post.
- A qualified and Professional Head who should be a Nurse or Midwife with a Bachelor of Science in Nursing and at least a Diploma in Health Tutorship and a valid practicing licence.

The institution should be licensed by the Ministry of Education and registered by the Nursing Council.

The institution should be near a police post with a distance of not more than 5 kilometres. **The Institution should have:-**

- Permanent Structures
- A student- teacher ratio of not higher than 1:50
- Adequate classrooms with a maximum of 50 students in a class.
- The institution should be well furnished in the classroom, dining Hall, Dormitories and Administration block.
- A desk and a chair for each student

The institution should have:-

- A well equipped skills computer laboratory.
- A clinical skills laboratory with enough space for practice and with the requirements on the checklists for inspection of Nursing and Midwifery Schools.
- A LARGE Hall or Dining room.
- An Administration Block with Head Tutor and Staff offices.
- A library that is well equipped with books, a well furnished study area and a librarian who holds at least a Diploma in Librarianship or equivalent.
- A well equipped Kitchen with boilers, saucepans and a modern stove.
- A sufficient Playing Ground that is the size of a football pitch.
- Enough Dormitories to accommodate all the students.

The Institution should have:-

- At least ONE Transport Vehicle.
- A teaching Hospital not more than 5 kilometers from the School
- A level of Health Training facilities of a Hospital or Health Center IV.
- Health centers and communities where to take students for practice.
- Teaching staffs that are well qualified with at least ONE qualified Tutor in Institution.

B) RULES AND REGULATIONS REGARDING EXAMINATIONS:-

1. UNMEB in consultation with other stakeholders has developed rules for conduct and supervision of nurses and midwives examinations in Uganda which are made under Regulation 23 (h) of the Business, Technical, Vocational Education and Training (Establishment o f of the Uganda Nurses and Midwives Examination Board (UNMEB) Regulations,2009.
2. These rules apply to Diploma and Certificate Programs in Nursing and Midwifery Examinations administered by UNMEB.
3. These rules regulate the setting, moderation, conduct, marking of examination and certification of eligible candidates.
4. These rules apply to all persons involved in the setting, moderation, conduct, and supervision of Nursing and Midwifery examinations.
5. Eligible candidates for the examinations:
 - a) Candidates must be presented by a licensed, registered and accredited school/ institution
 - b) Candidates must comply with all academic requirements including completion of clinical record books
 - c) All candidates are to register in a school/ institution which is licensed, registered and accredited.
 - d) Registration forms must be submitted by the Principal to UNMEB within 3 months to the examination date

- e) Late submission shall attract a surcharge of 50% of the examination fee.
6. **The following persons shall be involved in the examination process:**
 - a) UNMEB Secretariat
 - b) Overall monitors
 - c) Coordinators
 - d) Chief examiners
 - e) Moderators
 - f) Principals
 - g) Centre Supervisors
 - h) Invigilators
 - i) Markers
 - j) Police officers in Charge of storage K) Candidates
 - l) Any other persons assigned official responsibility of UNMEB
7. A certificate or Diploma shall be awarded to every candidate who attains a qualification not lower than a pass
8. Examination malpractice and Disciplinary sanctions
 - a) The Board will take disciplinary action against any person, candidate or centre who may indulge in examination malpractice e.g leakage, Collusion impersonation etc
 - b) The Board may with prior approval of the minister delay, nullify, or withhold examination results for a reasonable cause and the Board may also suspend or withdraw an examination Centre that fails to meet standards of an accredited examination centre.

ANNEX 10



Ministry of Education and Sports
 Uganda Allied Health Examinations Board
 Plot 15, matyrs way Ntinda, P.O Box 22733 Kampala.
 Telephone: 0414690221 Email: uaheb09@gmail.com,
 Web site: www.uaheb.go.ug

UAHEB SPECIFIC STANDARDS AND ACCREDITATION GUIDELINES

Minimum Criteria/Standard upon which Awarding a UAHEB Centre Number is Determined.

1. The Institution should have original copies of the Certificate of registration from the Ministry of Education and Sports. The classification on the certificate must be appropriate for a particular program and for the level of examination required by the Institution. Each program within the Institution must have its own UAHEB examination centre number
2. There should be proof of ownership. There should be a land title or a tenancy agreement of not less than five years.

should be duly registered by the Uganda Allied Health Professionals' Council. Minimum five years' experience.

4. The Institution should have a hall/large classrooms (each with a minimum capacity of 20 candidates) which can be used for written examinations. The windows and doors should have lockable shutters. Floors should be properly cemented and sound weather proof roof with adequate overhang (eaves) beyond the external walls. Temporally/semi permanent structures shall not be considered.
5. There should be at least three (3) competent (qualified and with professional registration/license) permanent tutors with appointment letters and other relevant documents on their personal files.
6. There must be adequate and functional laboratory/workshop/wards/clinics for each programme/ course offered. The laboratory/workshop/wards/clinic should have adequate facilities (equipment tools, machines, chemicals/reagents, instruments e.t.c.) in matching ratios with the students.
7. There must be a written and dully signed agreement between the institution and health unit/Clinical area where students go for clinical practice/field placement.
8. The Institution should have adequate furniture for writing examinations i.e. single-seater desks are preferred however armed chares with large wring surfaces can also work
9. The head of institution's office should be secure with lockable facilities for proper and safe storage of question papers, scripts and other examination materials. Partition walls strong and up to ceiling or roof sheets. The office must not be shared with any other persons.
10. Size of halls/classrooms/lecture rooms, size and quantity of furniture will determine the examination centre capacity/ceiling. Capacity is the maximum number of candidates a centre may register.
11. The Institution should be located in an environment conducive for learning and conducting examinations. Good, adequate convenient sanitation is a requirement.
12. For an Institution to be considered for a centre for Allied Health training examinations, it must be in position to register a minimum number of 15 candidates overall.

ANNEX 11

Telephone: General Lines: 0312290327
 Registrar's Office 256-041-251862
 Fax: 256-041-231572
 Email: unmcouncil@yahoo.com



Uganda Nurses and Midwives Council
 Ministry of Health
 P.O. Box 4046
 Kampala
 Uganda

IN ANY CORRESPONDENCE ON THIS
 SUBJECT PLEASE QUOTE NO:
 UNMC/131/L/20

UNMC SPECIFIC STANDARDS AND ACCREDITATION GUIDELINES

In order to open any nursing /midwifery training institution, the following are the basic requirements to be put in place

Basic nursing/midwifery text books

Anatomy and Physiology

- Anatomy and Physiology in Health and Illness
- Ross and Wilson Anatomy and Physiology in Health and Illness 11th edition

1) Medicine

- Medical Surgical Nursing
- Toohey's Medicine
- Merck Manual
- Communicable Diseases A Manual for Health workers
- Manual of Nursing Practices

2) Surgery

- Moroney's Surgery for Nurses
- The Mack Manual of Medical information Home Edition
- Brunner and Suddarth's Textbook of Medical Surgical Nursing
- Nursing and Midwifery A Practical Approach

3) Paediatrics

- Nursing Care of Children: Principles and Practice
- Essentials of Paediatric Nursing
- Core Textbook of Paediatrics

4) Pharmacology

- Pharmacology and Nursing Process 3rd edition (Johnson G.E)
- Nursing Drug Handbook

5) Gynaecology

- Gynaecology by ten Teachers
- Obstetrics and Gynaecological Nursing

6) Midwifery

- Myles Textbook for midwives
- Anatomy and Physiology Applied to Obstetrics
- Integrated Reproductive Health Curriculum
- National Integrated Reproductive Health Curriculum
- Procedure Manual for Nurses and Midwives
- A textbook for Midwives in the Topics

7) Fundamentals of Nursing

- Fundamentals of Nursing: A Framework of practice

8) Basic Nursing Procedures

- Procedure Manual for Nurses and Midwives
- Infection Prevention and Safe practice
- Nursing procedures
- Nursing and Midwifery. A practical approach

9) First Aid

- St. John Ambulance Association & Brigade
- Practical First Aid British Red Cross Society

10) Obstetric Anatomy

- Obstetric Anatomy by Sylvia and Vera

11) Community Health

- Community Health, AMREF 2004
- Community Health Workers Manual
- Reaching Health for All
- Communicable Diseases in the African Continent
- Where there is no Doctor
- Uganda Clinical Guidelines on Management of Common Conditions, Ministry of Health Uganda
- Helping Health workers Learn

12) Applied research

- Elements of Research
- Essentials of Nursing Research
- Introduction to Research in the Health Sciences

13) Microbiology

- MoH-Infection Safety Guidelines
- MoH - Infection Control Policy Guidance
- Microbiology for Nurses

14) Reproductive Health

- Integrated Reproductive Health Curriculum, safe Motherhood Modules
- Sexually Transmitted Infections, HIV/AIDS and Reproductive Health Cancers

15) Psychiatry

- Oxford Textbooks of Psychiatric
- Psychiatric Mental Health Nursing
- Psychiatric Nursing
- Comprehensive Psychiatric Nursing
- Psychiatric Nursing in the Hospital and the community

16) Management and Leadership

- Health Services Management Concepts for the New Nurse

17) Computer

- Oxford Computer Training
- The Revised Health Management Information System
- Off to work with office
- How the internet works

18) Sociology

- Sociology - An Introductory African Text
- The Sociology of Health and Illness

- | | |
|---|---|
| <p>19) Psychology</p> <ul style="list-style-type: none"> • Psychology and You • Psychology the Science of Mind and Behaviour • Hilgard's Introduction to Psychology <p>20) Guidance and Counselling</p> <ul style="list-style-type: none"> • Personal Counselling 8th Updated Edition • Drug Counsellor's Handbook. A practical Guide for everyday use <p>21) Palliative Care</p> <ul style="list-style-type: none"> • The Management of Terminal Malignant Disease • Drug Treatment for the Relief of Pain t Bone Metastases <p>22) Palliative Medicine: Problem Areas</p> <ul style="list-style-type: none"> • In Pain and Symptom Management • Achieving Balance in Natural Narcotic Control Policy • Pain Control in Terminal Cancer, Uganda Edition • Palliative Care for People Living with AIDS <p>23) Teaching Methodology</p> <ul style="list-style-type: none"> • Teaching for better Learning <p>24) Disaster Prevention, Preparedness and Response</p> <ul style="list-style-type: none"> • Epidemic and Disaster Prevention Preparedness and Response • Community Emergency Preparedness. A Manual for Managers and Policy Makers • Coping with Natural Disaster, the Role of a local Health Personnel and the Community <p>25) Occupational Health</p> <ul style="list-style-type: none"> • International Labour Organization's Act • Occupational Therapy and Mental Health • Occupational Therapy in Psychiatry and Mental Health • Occupational Therapy in Long Term Psychiatry • Theories and Principles of Occupational Therapy | <p>3) Baby cot</p> <p>4) Bed appliances/Accessories</p> <ul style="list-style-type: none"> • Backrest • Fracture Boards • Trapeze/Lifting Pole • Bed cradle • Bed block/Bed elevator • Air ring or sheep skin • Foot rest • Bed table • Side rails • Sand bags <p>5) Screen</p> <p>6) Trolley</p> <p>7) Food trolley</p> <p>8) Tray</p> <ul style="list-style-type: none"> • Big trays • Small trays <p>9) Drip stand or infusion stand</p> <p>10) Furniture</p> <ul style="list-style-type: none"> • Stools • Hand chairs • Comfortable chairs • Lockable linen cupboard • Lockable drug cupboard • Double locked cupboard for Narcotic drugs <p>11) Dirty Linen container</p> <p>12) Hand wash equipment</p> <p>13) Sink</p> <p>14) Pedal bin</p> <p>15) Buckets (waste disposal according to protocol)</p> <p>16) Attached sluiced rooms with</p> <ul style="list-style-type: none"> • Bed pans • Urinals • Sputum mugs <p>17) Bells</p> <p>18) Wall clock</p> <p>19) Stretcher</p> <p>20) Wheel chair</p> <p>21) Linen</p> <ul style="list-style-type: none"> • Bed covers • Blankets • Bed sheets • Pillows (big pillow, small pillows) • Long Mackintosh • Draw mackintosh • Small Mackintosh • Mackintosh pillow case • Dressing mackintosh • Hand towels |
|---|---|
- Engraved, functional instruments, equipment and models for Skills Laboratory**
- 1) Hospital beds

- Small towels
 - Pillow covers
 - Draw sheets
 - Patients gown
 - Baby's clothes
 - Mosquito nets
 - Small hand towels
 - Tray covers
 - Plastic aprons
 - Mackintosh cape
 - Face flannels
 - Dressing towels
 - Drapes
- 22) Sundries
- Gloves (sterile surgical, clean gloves)
 - Heavy duty gloves
 - Cotton
 - Gauze
 - Syringes and needles
 - Cannulas
 - Sharps safety box
 - Toilet papers
 - Bandages
 - Masking tape
 - Strapping
 - Soap dish
 - K.Y Jelly / any lubricant
 - Sticks with cotton buds
 - Vaseline or any lubricant
 - Sticks with cotton buds
 - Vaseline or any lubricant
 - Tourniquet
 - Infusion sets/giving sets (fluids, blood)
 - Surgical blades
 - Suturing materials (catgut and silk)
 - Drainage bags
 - Spigot or stoppers
 - Drainage tubes
 - Colostomy adhesive/colostomy bag
 - Y' shaled irrigation set
 - Three way Foley's catheter
 - Catheters (Foley's, suction, nasal, rectal, flatus, nasogastric tube, rubber tubing and others)
 - Penile sheath
 - Gum boots
 - Pads/perineal swabs
 - Slides, lancets
- 23) Observation equipment
- Thermometers
 - Sphygmomanometer
 - Wall thermometer
 - Weighing scale (infants)
- 24) Urine testing equipment
- Rack of test tubes
 - Reagents
 - Dropper/pipette
 - Urinometer
 - Litmus paper
 - Uristix
 - Spirit lamp or candles or paraffin lamp
- 25) Equipment
- Artery forceps
 - Dissecting forceps
 - Sponge holding forceps
 - Mouth gag
 - Tongue clip
 - Tongue depressor
 - Airway tube
 - Kidney dishes/receivers
 - Bowls
 - Gallipots
 - Jugs
 - Funnels
 - Basins
 - Buckets
 - Ear syringe
 - Auroscope set
 - Cheatal forceps and its container
 - Scissors (straight, curved, cord, episiotomy)
 - Torch
 - Ophthalmoscope
 - Tuning fork
 - Dissecting aural forceps
 - Nasal speculum
 - Patella hammer
 - Tape measure
 - Vaginal speculum (sims, cuscus, ovarids)
 - Protoscope
 - Injection dishes
 - Aneurysm needle
 - Needle holder
 - Curved blunt hooks for cut down set
 - Mosquito artery forceps
 - Oxygen cylinder and its fittings
 - Sinus forceps
 - Probe
 - Dressing forceps
 - Sterilizing drums



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General Notice No. 777 of 2016.

UGANDA REGISTRATION SERVICES BUREAU
THE COPYRIGHT AND NEIGHBOURING RIGHTS
REGULATIONS, 2010
(Under Regulation 5(1))

NOTICE OF APPLICATION FOR REGISTRATION OF
COPYRIGHT OR NEIGHBOURING RIGHTS.

TAKE NOTICE THAT LILLIAN KAJUNGU KENANATE, of Kitintale Zone 12, Nakawa Division, P.O. Box 30008, Kampala - Uganda, has lodged a Copyright Application Number 58/2017, with the Registrar of Copyright, for the Registration of Copyright, for the following works:

SUPPLIMENTS OF JOLLY PHONICS
(LITERARY WORKS)



Any person intending to object to the application for registration of copyright or neighbouring rights may file a letter of objection with this office within 60 days from the date of this notice.

Dated this 25th day of August, 2017.

RUKUNDO SARAH,
Assistant Registrar of Copyright.

ADVERTISEMENTS

IN THE MATTER OF THE REGISTRATION OF
DOCUMENTS ACT, (CAP. 81)

AND

IN THE MATTER OF STATUTORY DECLARATIONS
ACT, (CAP. 22)

AND

IN THE MATTER OF RENOUCIATION OF NAME
OF NALUGO RESTY

DEED POLL



KNOW YE ALL MEN and WOMEN, to whom these presents shall come that I, **NALUGO RESTY**, born on the 25/08/1989, of Nsozibbiri Village, Kasensero Parish, Lwanda Sub-County, Kooki County in Rakai District, formerly known by the names of **NALUGO RESTY ASIMWE**, do here by formally and absolutely renounce and abandon the second given name

“**ASIMWE**”, which appears in my National Identity Card and do here by call upon, notify and request all of you the General Public and the world at large to refer, describe, address me by the names of **NALUGO RESTY** instead of **NALUGO RESTY ASIMWE** in the National ID.

I Do Declare that from the date hereof, shall at all times, on all records, deeds, documents, testimonials, dealings, acts, whatsoever, maintain and use only my said names of **NALUGO RESTY**.

I am executing this declaration to be submitted to National Identification and Registration Authority (NIRA) for change of name in my National Identity Card and Register.

DATED this 19th day of July, 2017.

Renounced, declared and signed by me **NALUGO RESTY**

Nalugo

.....
NALUGO RESTY,
Renouncer/Declarant.

IN THE MATTER OF THE BIRTHS AND DEATHS
REGISTRATION ACT, CAP. 309, (LAWS OF UGANDA)

AND

IN THE MATTER OF THE STATUTORY
DECLARATIONS ACT, CAP. 22

AND

IN THE MATTER OF CHANGE OF NAMES
BY **SAMALLIE AMANYIRE**.



BY THIS DEED POLL, made this 20th Day of July, 2017. I, the undersigned **SAMALLIE AMANYIRE**, a female adult Ugandan of sound mind, of C/o. P.O. Box 29285, Kampala, and daughter of the Late Mr. Fred Zzinga and Ms. Cissy Ada Kajubi, of Kawempe, Kazo Angola, Kampala. Do HEREBY absolutely renounce and abandon the use of my

former name of **SAMALLIE EDITH NANSUBUGA & SAMALLIE NANSUBUGA** as stated in my Birth Certificate, Passport, Driving Permit & Academic Qualifications respectively, and in lieu thereof do assume as on the 1st day of August, 2017 the name of **SAMALLIE AMANYIRE**, and in pursuance of such change of name aforesaid. I HEREBY declare that at all times hereinafter in all regards, rewards, deeds and Instruments in writing, and in all actions, in proceedings, and in all dealings and transactions, and all occasions whatsoever, use and sign the name **SAMALLIE AMANYIRE** as my new name, and **SAMALLIE EDITH NANSUBUGA & SAMALLIE NANSUBUGA** as RENOUNCED as aforesaid. I am a Ugandan citizen by Birth.

AND I HEREBY authorize and request all persons and authorities to designate and address me by such assumed names **SAMALLIE AMANYIRE**.

In witness whereof, I have signed my assumed name **SAMALLIE AMANYIRE**, this 1st day of August, 2017.

Signed and delivered by the said **SAMALLIE AMANYIRE**.

Samallie

.....
Renouncer.
Formerly Known as **SAMALLIE EDITH NANSUBUGA**

IN THE MATTER OF THE REGISTRATION OF
PERSONS ACT, 2015

IN THE MATTER OF THE OATHS ACT, CAP. 19

IN THE MATTER OF THE STATUTORY
DECLARATIONS ACT, CAP. 22

IN THE MATTER OF RECTIFICATION OF NAME

DEED POLL BY TUMURAMYE MNT NESTOR



By this Deed I, the undersigned **TUMURAMYE MNT NESTOR**, a resident of Kacuba I, Muyenga Ward, Katerera Town Council, Katerera, RUBIRIZI, Uganda, solemnly declare:

1. THAT I am a male adult Ugandan of sound mind and was born on 6th June 1980.
2. THAT during registration for Ugandan National Identity Card, I properly and correctly filled my name **TUMURAMYE MNT NESTOR** on the NSIS FORM I (Enrolment Form) but my name was inadvertently changed to **TUMURAMYE NESTOR** instead of **TUMURAMYE MNT NESTOR** and the same appears on my National Identity Card No. **014396111**. (*Kindly see the attached copies of the NSIS Form and the National Identity Card marked annextures 'A' and 'B'*).
3. THAT the said change was inadvertently and mistakenly done and I wish to rectify, clarify, verify, correct, and change my name from the said **TUMURAMYE NESTOR** to **TUMURAMYE MNT NESTOR**.
4. THAT I have at all material times been known and called by the name **TUMURAMYE MNT NESTOR** and the same appears on my Uganda Certificate of Education, Uganda Advanced Certificate of Education, Bachelor of Philosophy Degree and Postgraduate Diploma in Education documents.
5. THAT I wholly renounce/relinquish and abandon the use of the said name of **TUMURAMYE NESTOR** and in place thereof, I do hereby retain, maintain and resume and revert to my true and correct name **TUMURAMYE MNT NESTOR**, so that I may hereafter be called, known and distinguished not by the said name **TUMURAMYE NESTOR**, but my true and correct name **TUMURAMYE MNT NESTOR**.
6. THAT for the purpose of evidencing such my determination, declare that I shall at all times hereafter in all records, deeds and writings, at all occasions whatsoever, use and sign the name of **TUMURAMYE MNT NESTOR**.
7. THAT I therefore desire and hereby apply to the authorities to issue me a National Identity Card bearing my true and correct name **TUMURAMYE MNT NESTOR**.

AND I MAKE THIS SOLEMN DECLARATION conscientiously believing it to be true and knowing that it is of the same force and effect and is made under oath and by virtue of the laws of Uganda.

Declared/Signed and Dated the 07th day of August, 2017 at Kampala by the said:

IN THE STATUTORY DECLARATIONS ACT, CAP. 22
(LAWS UGANDA)

AND

IN THE MATTER OF A DEED TO RENOUNCE AND
ADOPT NAMES

DEED POLL

GREETINGS:

KNOW YEE ALL MEN by this
DEED POLL made;



I, **NABAWANUKA SARAH**, (D.O.B 22/05/1980) (the undersigned Ugandan of sound mind, capable of comprehension and delivery of contents therein and a resident of Okello-Angoe, Ojul, Awei, Ajuri Alebtong

District, now recently called **NABAWANUKA SARAH DOTH**, hereby, for and on my own behalf wholly renounce, relinquish and abandon the use of my former names of **ALUM MAIMUNA**, and in place thereof do assume from the date hereof the names of **NABAWANUKA SARAH**, so that I may hereafter be called, known, distinguished not by my former names of **ALUM MAIMUNA** but by my assumed names of **NABAWANUKA SARAH**.

For purposes of evidence of such my determination, I declare that I shall at all material times hereafter in all records, deeds and writings, and in all proceedings, dealings and transactions, in private as well as public, and upon all occasions whatsoever use and sign and endorse the names **NABAWANUKA SARAH** as my names in place of and in my substitution for my former names of **ALUM MAIMUNA** (renounced names).

NONETHELESS, all personal and public documents, certificates, instruments and writings whatsoever preceding this Deed Poll bearing the above mentioned former names shall remain valid and legally binding and I expressly here now and henceforth authorize, request and empower all persons at all times hereafter to designate and address me by my assumed names of **NABAWANUKA SARAH**.

ACCURACY OF CONTENTS

What I have stated above is correct and accurate and I am well aware of the consequences of making the above pronouncement as I hereby willingly and consciously do under oath and in accordance with the Statutory Declarations Act.

AFFIRMED and delivered at Kampala, by the said: **NABAWANUKA SARAH**, this 26th day of July, 2017.

DEED POLL

BY this Deed Poll I, **MUTAWE ANGELICA**, whose photograph appears here-above, a Ugandan Adult female of sound mind, of C/o. P.O. Box 3431, Kampala, DO HEREBY renounce and forthwith cease usage of my former name "**MUTAWE ANGELICA**" and from the date hereof, I renounce, relinquish

and accordingly adopt, assume and take on the use of the name **ETIMA ANGELICA KASOZI**.

That I declare that I shall at all material times hereinafter in all records, deeds and dealings, private or public or whatsoever, use the name **ETIMA ANGELICA KASOZI** as my name in place of my former name.

That I expressly authorize and request all persons at all times to designate and address me by such assumed and adopted name **ETIMA ANGELICA KASOZI**.

In witness whereof, I have hereunto subscribed to my proper and adopted name **ETIMA ANGELICA KASOZI**, this 5th day of July, 2017.

ETIMA ANGELICA KASOZI,
(Renouncer).

IN THE MATTER OF THE OATHS ACT, CAP. 19

AND

IN THE MATTER OF BIRTHS AND DEATHS
REGISTRATION ACT, 2015

DEED POLL BY ATEK ROBINAH

By this Deed Poll, which is intended to be registered with the Registrar of Documents in the Ministry of Justice and Constitutional Affairs, Uganda, I, **ATEK ROBINAH**, care of MACB ADVOCATES (Formerly Amanya, Muhumuza, Byamukama & Co. Advocates), Plot 2, Bombo Road, City Building, P.O. Box 34131,

Kampala Road, a female Ugandan of sound mind affirm and state as follows:-

1. THAT I was born on the 15th day of January, 1979 to the Late **OKUMU CHARLES DICKENS** and Mrs. **MUKARURANGWA PHILONOMENA**.

2. THAT since I was born, I have been known as **ATEK ROBINAH**.

3. THAT on all my academic documents and Passport my names are **ATEK ROBINAH**.
4. THAT I got married to **MR. DAVID KAREKYEZI MUKAMA** on the 4th November, 2011.
5. THAT when I got confirmed in the Catholic Church, I acquired the names **LUCIA VENESSA** and was named **ATEK LUCIA VANESSA ROBINAH**.
6. THAT am the holder of Passport No. **B1222011** IN THE NAMES OF **ATEK ROBINAH**.
7. THAT when I filled the application for National Citizenship, I included the names of **LUCIA VANESSA** to be called **ATEK LUCIA VANESSA ROBINAH**.
8. THAT my name **ROBINAH** was not included on the National Identity Card but the same got lost in and around **KIWATULE, NAKAWA DIVISION, OF KAMPALA CAPITAL CITY AUTHORITY**.
9. THAT I NOW RENOUNCE THE NAMES **LUCIA VANESSA** AND REVERT TO MY TRUE NAMES **ATEK ROBINAH**.
10. THAT I now wish to be called **ATEK ROBINAH** and the same should be reflected on my new NATIONAL IDENTITY CARD.
11. THAT from this time I shall be called and known as **ATEK ROBINAH**.
12. THAT whatever is stated herein is true to the best of my knowledge and belief.

SWORN at Kampala, this 18th day of July, 2017. By the said **ATEK ROBINAH**.

Declarant.

THE REGISTRATION OF TITLES ACT.

(Cap. 230).

NOTICE.**ISSUE OF SPECIAL CERTIFICATE OF TITLE.**

Kashari Block 7, Plot No. 87 Land at Nyamutyobora.

NOTICE IS HEREBY GIVEN that after the expiration of one month from the publication hereof, I intend to issue in the names of **Kabantu David Tabatu**, of P.O. Box 1399, Administrator of the Estate of the Late **Kisoso Yokana**, Mbarara, Administration Cause No. HCT-05-CV-AC-139-2015, of 17/08/2015, **Humphrey Kategaya** and **Kwatootoy John**, both of P.O. Box Nyamutyobora, a special certificate, the title which was originally issued having been lost.

Mbarara,

ARIHO MARGARET,

10th August 2017 for Commissioner of Land Registration.