



## Uganda Allied Health Examinations Board

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### Chairman's remarks

### Dr. Rwandembo W. Mugisha



cess of transformation with the aim of improving training and assessment of Allied health programs, I would like to ask for the never ending support of our stake holders especially the Ministry of Education Science Technology and Sports and All Allied health training institutions.

search policy and examination rules.

Health training is delicate and UAHEB will always be learning lessons and consolidating its' achievements. Henceforth am certain the secretariat will improve allied health training and assessment and as a Board they have our full support.

Happy new year.

Let me take this opportunity to thank and appreciate the secretariat for its continued result oriented commitment towards the Board's mandate, objectives and core values that has made the Board move to greater heights with every successive academic year through innovation, creativity and invention.

UAHEB intends to strengthen the assessment in all the programs it examines more importantly transition from the traditional method of doing practicals to OSCE/OSPE (Objective structured clinical/practical examination) that emphasizes a more hands on approach.

Other reviews to improve assessment include formal re-

As the Board continues its pro-

### Foreward by Executive Secretary

### Kato Kimoga

Greetings and may I welcome you to UAHEB's first edition of our biannual newsletter. This is one of our communication strategy to keep our stakeholders and the nation at large informed.

I would like to thank all our stakeholders in your different capacities for your dedication and support towards Board activities including the admin-

istration of Allied Health examinations.

As one of the ways of improving the administration of examinations the secretary is in the process of introducing the e-registration platform to reduce the time taken to register, produce examination cards and eliminate late registration altogether but this will be done in

consultation with the different stakeholders.

Lastly I would like to applaud the qualified candidates of this examination and would like to remind you that you're a crucial part of this country's health system so the Board requests you to be its ambassador and effect positive change wherever you will be posted.



## Board Profile

The Uganda Allied Health Examinations Board (UAHEB) is a statutory body mandated to administer Allied Health Examinations. The Board is mandated to streamline, coordinate, examine and award qualifications to Allied Health candidates from all Registered Allied Health programmes in Uganda. Uganda Allied Health Examinations Board is a department in the ministry of Education and Sports. The board confers its power from the Business, Technical, Vocational Education

and Training Act, 2008, Act No. 12 of 2008.

UAHEB is under the purview of the MoESTS. The ministry has however appointed a Board of Trustees which comprises of representatives from thirteen (13) members drawn from the constituencies involved in health training, Stakeholders in the education sector and examination management, and other experienced professionals. The role of UAHEB Board of Trustees

is to provide effective policy formulation and guidance, strategic decision making, as well as supervision of the plan implementation. The Board is non-executive, and executes the core business through Board Committees. The Executive Secretary, who is answerable to the Board, will ensure effective coordination of UAHEB's activities through the management team.

**Vision:** A centre of excellence in provision and management of quality Allied Health examinations in the Region.

**Mission:** To efficiently and effectively conduct Allied Health examinations, accredit examination centers and award certificates.

**Core Values:** Integrity; Confidentiality; Teamwork; Professionalism; Transparency and Accountability; and Customer Focus.

### UAHEB objectives:



To enhance the quality of Allied Health examinations

To emphasize adherence to accreditation standards for examination centers

To strengthen security, safety and utilization of examinations

database

To maintain efficiency and effectiveness in certification of candidates

To strengthen Institutional and organizational capacity

To maintain collaboration and networking with key stakeholders.

## Analysis of Results

Comparison of performance between 2014/2015 and 2013/2014 results.

Programme		
	2014/2015 (% pass)	2013/2014 (% pass)
<b>Basic Diploma Programmes</b>		
Diploma in Medical Records and Informatics	29 (100.00)	
Diploma in Medical Entomology	37 (100.00)	30 (100.00)
Diploma in Psychiatry Clinical Medicine	24 (100.00)	30 (39.70)
Diploma in Public Health Dentistry	52 (96.30)	55 (88.71)
Diploma in Orthopaedic Technology	42 (93.33)	45 (100.00)
Diploma in Occupational Therapy	24 (92.31)	21 (95.45)
Diploma in Medical Radiography	35 (89.74)	36 (100.00)
Diploma in Orthopaedic Medicine	66 (89.19)	45 (100.00)
Diploma in Clinical Medicine and Community Health	617 (88.14)	568 (74.95)
Diploma in Physiotherapy	24 (85.71)	16 (94.12)
Diploma in Environmental Health Sciences	117 (83.71)	95 (78.51)
Diploma in Clinical & Community Nutrition	17 (80.95)	
Diploma in Medical Laboratory Technology	309 (75.55)	295 (92.77)
Diploma in Pharmacy	57 (67.86)	36 (57.14)
Diploma in Dental Technology	6(46.15)	16 (94.12)
<b>Certificate Programmes</b>		
Certificate in Laboratory Technoques	1107 (87.93)	1159 (91.50)
Certificate in Environmental Health Sciences	191 (88.43)	145 (82.00)
<b>Post Basic Diploma Programmes</b>		
Ophthalmic Clinical Medicine -Jinja	13 (100.00)	6 (66.67)
Health Promotion & Education	5 (100.00)	14 (87.5)
Post Basic Diploma in Anesthesia	26 (89.66)	17 (100.00)
Health Management & Leadership	28 (49.12)	20 (83.33)
<b>Total</b>	<b>2826 (85.58)</b>	<b>2439 (81.90)</b>

## INTERGRATION HOSPITAL EXPERIENCE WITH OSPE/OSPE

Clinical or ward attachment is the back born of health personnel training. It is during hospital experience or clinical experience at a given health facility that are a trainer puts in to practice the learnt theory knowledge.

Most curricula are developed in view of this .The time allotted for practice is greater i.e. in the ratio of 1hour of theory to 3hours or 4hours of clinical practice.

The trainees therefore are required to have hands-on prac-

tice in order to acquire the necessary skills if they are to perform as proficient health workers.

The tutors should therefore endow to see to it that the learners or trainees put in practice theory knowledge taught. This will guard against having graduates who are theoretical. The assessment tools/log books are the basics for assessing learners practice, clinical matters are assessed in imparting the necessary skills as well as supervise learners or trainees practice.

They must know critical skills of the job and should be assessed continuously

That skills that can be identified for OSPE/OSCE Assessment. How the trainee / learners is able to perform these skills becomes the basics of evaluating the learner for Certification or Award as well as evaluate the training /the learning process.

The trainees therefore are required to have hands-on practice in order to acquire the necessary skills if they are to perform as proficient health workers.

## Yearly output since UAHEB inception:

YEAR	NUMBERS OF CANDIDATES ASSESSED	NUMBERS OF CANDIDATES PASSED
2010	2116	1631
2011	2708	1877
2012	2938	2410
2013	2913	2656

## Quality Assurance system

UAHEB has improved assessment in Allied Health Training

The Board has set up semester guidelines for Allied health Training Institutions as well as updating examination guidelines and procedures based on past experiences and feedback from its' various stake holders.

With the assistance of the Ministry of Education and Sports the curriculum of Allied health Training Institutions has been harmonized

The Board in conjunction with different stake holders carryout support supervision giving feedback and sharing experiences and to this effect

ceiling has been set for each Allied Health Training Institutions in proportion to the available facilities in the school.

## PROGRAMES EXAMINED BY THE BOARD

### Post-Basic

Diploma in Audiology	Diploma
Ear Nose & Throat surgery	Diploma
Anesthesia	Diploma
Psychiatry Clinical Medicine – <b>Post Basic</b>	Diploma
Ophthalmic Clinical Medicine -	Diploma
Health Management & Leadership	Diploma
Dental Technology	Diploma
Health Counseling and Social Care	Diploma
Health Promotion & Education	Diploma

### Basic Programmes

Clinical Medicine and Community Medicine	Diploma
Medical Laboratory Technology	Diploma
Psychiatry Clinical Medicine - <b>Direct</b>	Diploma
Pharmacy	Diploma
Physiotherapy	Diploma
Medical Radiography	Diploma
Medical Records and Informatics	Diploma
Orthopaedic Technology	Diploma
Medical Entomology	Diploma
Public Health Dentistry	Diploma
Clinical & Community Nutrition	Diploma
Occupational Therapy	Diploma
Orthopaedic Medicine	Diploma
Environmental Health science	Diploma

### Certificate Programmes

Environmental Health science	Certificate
Medical Laboratory Techniques	Certificate