



TANZANIAN TRAINING CENTRE FOR INTERNATIONAL HEALTH, IFAKARA

Project Title: Reduction of Maternal Mortality and Morbidity through Capacity Building and Knowledge Exchange: A South-South Triangular Cooperation Project with China

TERMS OF REFERENCE FOR CONSULTANCY FOR CONDUCTING BASELINE ASSESSMENT FOR SKILLS LABORATORY REFURBISHMENT, CAPACITY BUILDING, AND EQUIPMENT PROCUREMENT IN DODOMA REGION

SUMMARY

Type of Contract	Consultancy Contract
Title	Consultancy for conducting baseline assessment for skills laboratory refurbishment, capacity building, and equipment procurement in Dodoma region
Purpose	To conduct a comprehensive baseline assessment of the college's skills laboratory and training capacity to guide refurbishment, equipment procurement, and staff capacity building.
Location	Dodoma
Duration	2 weeks (14 days)
Start date	01 June 2026
Reporting to	TTCIH Management

1. Background

Competency-based education in health sciences is widely recognized as the cornerstone of producing graduates who are not only knowledgeable but also practically skilled and confident in delivering quality care. Central to this approach are skills laboratories, which provide a safe, structured, and supportive environment where students can translate theoretical learning into hands-on practice. These laboratories allow learners to rehearse essential clinical procedures, refine psychomotor skills, and develop critical thinking before engaging directly with patients. In midwifery and maternal health, where precision, empathy, and timely interventions are vital, the role of skills laboratories is particularly indispensable.

Well-equipped and modernized skills laboratories ensure that students graduate with the competence to manage complex clinical scenarios, reduce risks associated with practice on live patients, and uphold professional standards of care. They also foster innovation in teaching methodologies, enabling instructors to simulate real-life situations and assess learners' readiness for clinical practice. In the Tanzanian context, strengthening skills laboratories aligns

with national priorities to improve maternal and newborn health outcomes, reduce preventable complications, and build a resilient health workforce capable of meeting both local and global standards.

The Ministry of Health, through its Directorate of Human Resources Development (DHRD), in partnership with UNFPA, is implementing activities under the Reduction of Maternal Mortality and Morbidity through Capacity Building and Knowledge Exchange: A South-South Triangular Cooperation Project with China, has identified the Dodoma Institute of Health and Allied Sciences (DIHAS) as a strategic institution requiring urgent refurbishment and modernization of its skills laboratory. Current facilities and equipment are inadequate to support competency-based training, limiting the institution's ability to produce graduates who are fully prepared for the demands of modern midwifery practice.

To address these challenges, the Tanzanian Training Centre for International Health (TTCIH) in Ifakara, on behalf of the Ministry of Health, intends to conduct a baseline assessment at DIHAS. This consultancy will comprehensively evaluate the existing infrastructure, training capacity, equipment availability, and institutional gaps. The findings will serve as a foundation for targeted interventions in refurbishment, procurement of modern equipment, and capacity-building initiatives for faculty and clinical instructors.

Ultimately, this initiative seeks to ensure that DIHAS evolves into a center of excellence for midwifery education, producing graduates who are competent, confident, and capable of contributing to improved maternal and perinatal health outcomes across Tanzania. By strengthening the skills laboratory, the consultancy will directly support the national agenda of advancing quality health education and safeguarding the health of mothers and newborns.

2. Objective of the Assignment

2.1 General Objective

To conduct a comprehensive baseline assessment of the college's skills laboratory and training capacity to guide refurbishment, equipment procurement, and staff capacity building.

2.2 Specific Objectives

2.2.1 Assess the current status of skills laboratory infrastructure – Review the condition of existing laboratories, identifying renovation or refurbishment needs

2.2.2 Evaluate availability, functionality, and adequacy of equipment – Examine whether current equipment meets training requirements, is functional, and sufficient to support competency-based learning.

2.2.3 Review teaching and learning practices – Identify gaps in skills training approaches, including the integration of simulation, hands-on practice, and modern instructional methods.

2.2.4 Assess capacity of clinical instructors, preceptors, and tutors – Evaluate the knowledge, skills, and mentorship ability of teaching staff to deliver high-quality, competency-based training.

2.2.5 Identify general training gaps and priority needs – Highlight systemic challenges and areas requiring immediate intervention to strengthen training outcomes.

2.2.6 Provide recommendations and costed action plan – Develop actionable, evidence-based recommendations supported by a detailed, costed plan for refurbishment, procurement, and capacity building.

3. Scope of Work

The consultant will work and assess the institution in the following aspects:

3.1 Infrastructure Assessment

- Assess physical condition and layout – Review the current state of the laboratory facilities, including space utilization, structural integrity, and overall suitability for training.
- Evaluate compliance with training standards and safety requirements – Determine whether the laboratories meet national and international standards for skills training, as well as essential safety protocols.
- Identify refurbishment needs – Highlight specific requirements for renovation or expansion, including building improvements and space optimization to enhance functionality.

3.2 Equipment Assessment

- Conduct inventory of existing equipment – Compile a detailed record of all equipment currently available in skills laboratories to establish a baseline of resources.
- Assess functionality and utilization – Evaluate whether existing equipment is operational, appropriately used, and sufficient to support effective training.
- Identify obsolete, damaged, or missing equipment – Highlight items that are outdated, broken, or absent, which hinder the quality of practical instruction.
- Recommend standard skills lab equipment list – Provide a prioritized, standardized list of essential equipment to be procured, ensuring alignment with competency-based training requirements and international best practices.

3.3 Capacity Assessment

- Evaluate competencies of tutors and clinical instructors – Assess the ability of teaching staff to deliver high-quality instruction across classroom teaching, skills laboratory training, and clinical practice, ensuring alignment with competency-based approaches.
- Assess training methodologies and supervision practices – Review the pedagogical methods, mentorship models, and supervisory mechanisms currently in use, identifying strengths and gaps in supporting effective skills transfer.

- Identify capacity-building needs – Determine priority areas for professional development, including technical skills, teaching methodologies, and mentorship capacity, to strengthen the overall quality of midwifery and health workforce training.

3.4 Reporting

The consultant shall deliver:

- Comprehensive baseline report – providing a thorough analysis of the current status of health training institutions, skills laboratories, equipment, and teaching practices, serving as the foundation for evidence-based planning.
- Prioritized recommendations – outlining actionable steps ranked by urgency and impact, ensuring that interventions address the most critical gaps first.
- Costed implementation plan – presenting a detailed roadmap with clear activities, timelines, and associated costs, enabling stakeholders to mobilize resources and implement improvements effectively.

4. Methodology

The consultant will be required to design and implement a robust engagement plan that ensures meaningful consultations with DIHAS staff, students, the Ministry of Health, and other key stakeholders, thereby fostering inclusivity, ownership, and credibility of the assessment.

- To achieve this, the consultant is expected to apply a comprehensive methodology that combines desk review of relevant documents, physical observation of facilities and practices, key informant interviews, focus group discussions, and the use of standardized assessment checklists and tools.

5. Deliverables

The consultant shall deliver:

- Inception Report – outlining the objectives, scope, and initial understanding of the assignment, including stakeholder expectations.
- Methodology, tools, and work plan – presenting the proposed approach, instruments, and timeline to guide the assessment process.

- Draft Baseline Report – providing preliminary analysis of data collected and highlighting emerging trends.
- Key findings and preliminary recommendations – summarizing critical insights and suggested actions for validation with stakeholders.
- Final Baseline Report – consolidating validated data, refined analysis, and agreed recommendations.
- Detailed findings – presenting comprehensive evidence and analysis to inform decision-making.
- Gap analysis – identifying institutional, infrastructural, and capacity gaps requiring intervention.
- Costed refurbishment and procurement plan – detailing prioritized needs, specifications, and associated costs for implementation.
- Capacity-building plan – outlining strategies to strengthen workforce competencies and institutional sustainability.

6. Duration of the Assignment

The assignment is expected to be completed within three weeks (21 days) from the date of contract signing.

7. Required Qualifications and Experience

We seek a consultant (individual or firm) with:

- 7.1. Advanced degree, master's or above in Health Sciences (Nursing/ Midwifery). Advanced training in Medical Education, Simulation Sciences or Programme evaluation methods is an added advantage
- 7.2. The consultant should demonstrate proven expertise across key areas essential for strengthening health training institutions. This includes experience in the assessment of health training institutions and the setup or refurbishment of skills laboratories to ensure modern, functional learning environments. Capacity building of the health workforce is critical, alongside proficiency in advanced research methods to generate evidence-based insights. The consultant must also be skilled in equipment specification and procurement, ensuring alignment with training needs and standards. Demonstrated

experience with competency-based training approaches is required, coupled with strong analytical and report-writing skills to deliver clear, actionable findings. Prior experience in similar assignments within Tanzania or comparable settings will be considered an added advantage, reinforcing contextual understanding and relevance.

7.3. The applicant must be an independent registered contractor and not a Ministry of Health's staff or staff member of TTCIH.

8. Reporting and Coordination

The consultant will report directly to the established task force for this activity and the TTCIH management. Regular updates and meetings will be scheduled to ensure alignment with project objectives and timelines.

9. Payment Schedule

The payment will be 30% upon approval and satisfactory presentation of inception report, then 40% upon submission of satisfactory draft report and 30% upon approval and satisfactory presentation of final report.

10. Application Requirements

All applicants should send their applications together with a detailed technical proposal, financial proposal and CVs via email addressed to the following:

Procurement Officer,
Tanzanian Training Centre for International Health,
P. O. Box 39, Ifakara Morogoro Tanzania
Email: procurement@ttcih.ac.tz

11. Evaluation Criteria

- Relevant experience (30%) – Demonstrated track record in similar assignments, including evaluation and capacity development work with comparable institutions.
- Technical approach and methodology (30%) – Quality, rigor, and practicality of the proposed methodology, including stakeholder engagement and data collection techniques.

- Qualifications of consultant(s) (20%) – Academic background, professional expertise, and team composition (if applicable).
- Financial proposal (15%) – Cost-effectiveness and value for money.
- Completeness of application (5%) – Submission of all required documents, including legal registration (for firms), CVs, and references.

12. TTCIH Policy and Ethics

The consultant is required to comply with TTCIH's Protection from Sexual Exploitation and Abuse (PSEA) and Code of Conduct policies during his/her tenure.

12. Confidentiality

All information obtained during the consultancy will be treated as confidential and used solely for the purpose of this assignment. All information gathered and produced belongs to the client (TTCIH/MoH) and cannot be disclosed without written permission.

DISCLAIMER:

TTCIH does not charge any application, processing, training, interviewing, testing or other fee in connection with the application or recruitment process. Fraudulent notices, letters or offers may be submitted to the TTCIH fraud hotline [http: info@ttcih.ac.tz](http://info@ttcih.ac.tz)

Job Posting: May 15th, 2026

Closing Date: May 24th, 2026, 11:59 PM

****Only shortlisted candidates will be contacted****