

Muhimbili University of Health and Allied Sciences



Continuing Education and Professional Development Policy and Procedures

October, 2020

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ABBREVIATIONS

CEPD	Continuing Education and Professional Development
CPD	Continuing Professional Development
DCEPD	Directorate of Continuing Education and Professional Development
DVC-ARC	Deputy Vice Chancellor Academics, Research and Consultancy
DVC-PFA	Deputy Vice Chancellor Planning, Finance and Administration
ICT	Information Communication and Technology
IUCEA	Inter-University Council of East Africa
MoHCDGEC	Ministry of Health Community Development Gender Elderly and Children
MUHAS	Muhimbili University of Health and Allied Sciences
NGO	Non-Governmental Organization
OPRAS	Open Performance Review and Appraisal System
SDG	Sector Development Goals
SME	Subject Matter Expert
TCU	Tanzania Commission for Universities
UC	University Council
UHC	Universal Health Coverage
VC	Vice Chancellor
WHO	World Health Organization

DEFINITIONS OF TERMS

Term	Definition
Accreditation	The establishment of the status, legitimacy and appropriateness of a CEPD course or activity
Accreditation body	An organization, unit or committee delegated to make decisions about the status, legitimacy and appropriateness of a CEPD course or activity
Client	A person who gets services from a professional person or organization
Competency	Is a combination of knowledge, skills and abilities needed to perform a specific task in a given context, which can be gained through experience, pre- and in-service training and the assistance of mentors and preceptors
Contact hour	Interaction/exposure between the facilitator and course participant or paper presenter and delegates as occurs in a scientific conference presentation
Continuing Education	Lifelong adult education, usually in the form of formal training through short or part-time courses and continues throughout a person's life
Continuing Professional Development	Means by which members of a professional association/discipline maintain, improve and broaden their knowledge, skills and competences and develop the personal qualities required in their professional lives
Continuing Professional Education	Education that is specific to the workplace and is used to ensure a high standard of practice and maintaining current knowledge, skills and competences for its professionals
Council	Muhimbili University of Health and Allied Sciences Council
Credit	Is a unit that gives weightage to the value, level or time requirements of an academic course taken at a school or other educational institution. A CDP course may be run to result in Academic units or CPD units
Department	A section of a School or Directorate that is responsible for a given subject/course or Academic Programme
Employer	A person or firm that employs workers, for this policy Employer shall mean the MUHAS Council
Institute	An organization for promotion of a cause

Learning Outcome	What a student is expected to be able to do, know and understand on completion of a defined program of learning, such as a module or course
Policy	A plan or course of action, as MUHAS intended to influence and determine decisions, actions, and other matters
Profession	A type of job that requires special education, training or skill
Professional	Relating to, engaged in, or suitable for a profession; engaged in a specific activity as a source of livelihood; performed by persons receiving pay; having great skill or experience in a particular field or activity
Professional Development	Acquisition of skills, knowledge and competences both for personal development and for career advancement. Professional development encompasses all types of facilitated learning opportunities ranging from college degrees to formal coursework, short courses, conferences, and informal learning opportunities situated in practice
Quality Control	A process employed to ensure an agreed level of value, standard or grade in a product or service. It may include whatever actions a business deems necessary to provide for the control and verification of certain characteristics of a product or service. The basic goal of quality control is to ensure that the products, services, or processes provided meet specific requirements and are dependable, satisfactory, and fiscally sound
Salary	A fixed compensation for services, paid to an employee on a regular basis
School	An institution within or associated with the College that gives instruction in a specialized field and recommends candidates for degrees
Staff	A person who works for MUHAS in return for financial or other compensation. Employees may either be on permanent and pensionable terms or on contract
The University	Muhimbili University of Health and Allied Sciences

1.0 INTRODUCTION

1.1 Background information

Human resources for health, also known as the health workforce or health workers, is one of the building blocks proposed by the World Health Organization (WHO) Health Systems Framework and is central to achieving universal health coverage (UHC) and enhancing the achievement of the Sustainable Development Goals (SDGs). A workforce of competent health professionals is therefore critical to the application of health care practices preventing disease and promotes well-being of different populations. Essential competencies are initially developed during the basic or pre-service training as individuals incline to become health professionals of different fields. For instance, people who want to be Medical Doctors go through undergraduate medical education in prescribed years of training then they go into residency or postgraduate supervised training. Following that they are licensed as an independent physician. Same applies to Dentists, Nurses, Midwives, Pharmacists, Laboratory Scientists, Radiologists, Environmental Health Practitioners, and many others who awarded degrees following successful acquisition of required competencies of are given fields.

While basic training forms a foundation to practice, keeping knowledge and skills up-to-date and addressing new concepts in the delivery of services is imperative for graduates in all professions. Graduates need to be aware of the changing trends and directions in their professions. This need is addressed through Continuing Education (CE) which is a lifelong learning concept that encompasses learning experience designed to augment competencies in terms of knowledge, skills and attitudes. In practice, CE units are awarded to a person for successfully completing a formal training to further one's professional knowledge and expert role in the profession. However, CE is intended to meet the needs of a group of professionals as providers determine the content of CE activities such as workshops, and courses, which fulfil professional needs. Overall, the aim of CE in health is to enhance the capacity of professionals to improve the health care delivery system and health of communities by presenting current best practice, evidence-based practice and practice-based evidence in various contexts. CE is therefore vital for every health professional, no matter the age or level of education.

While CE is paramount in enhancing knowledge and expertise of health professionals through formal training, it is important to also cover learning and development that occurs on daily basis such as self-directed reading, study of journal articles or textbooks, participation in local study groups, mentoring and other informal learning experiences. The aim is to address a lot of skills other than knowledge like social skills, personal skills, and managerial skills that health professionals need to learn. This is addressed through Continuing Professional Development

(CPD) that emerged as a systematic improvement, maintenance, enhancement and development of knowledge, skills and expertise continues throughout ones' professional. In practice, CPD helps employees continue to not only be competent in their profession, but also excel in it.

The major advantage of CPD over CE is that for CPD, learning can be linked to the workplace as it is intended to be more experiential and informal and many of the daily activities can be constituted as CPD. Also, CPD encourages professionals to find their own learning needs and to find activities to fulfil those needs and to apply those skills in their workplace. CE has become one of the CPD component in which professionals maintain their competency. Thus, CPD is a documented process or record of what professionals experience, learn and then apply. CPD is self-directed as it is driven by an individual not the employer, it focuses on learning from experience, reflective learning and review, and includes both formal and informal learning. Individuals may therefore participate in CPD because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, to enhance career progression, to keep abreast of new technology and practices, or to comply with professional regulatory requirements.

In realizing the importance of Continuing Education and Professional Development (CEPD), Muhimbili University of Health and Allied Sciences (MUHAS) through its Directorate of Continuing Education and Professional Development (DCEPD) is committed to a culture of excellence in the promotion of professional development to its staff and other health service providers in the country. On the one hand, at MUHAS, CEPD is one of avenues to support the University's ongoing investments and development of its staff to create and maintain a culture of excellence. CEPD is also central to raising attainment and improving the effectiveness of teaching, learning and performance at training institutions. Accordingly, MUHAS cooperate Strategic Plan provides that the University will continue to train its faculty in order to strengthen instructional and assessment methods. It is also provided that one of the strategies to ensure implementation of Strategic Goal 2 i.e. Enhance Teaching, Learning and Assessment Methods, is to strengthen CEPD programs. In that way, MUHAS will enhance the capacity of its staff to deliver services at a level expected of a premier University and continuously strive to use current, valid and evidence-based practices in their day-to-day activities. On the other hand, by being a premier and oldest public University and by having highly trained motivated staff and suitable training environment, MUHAS will continue to make deliberate efforts to enhance the intellectual capital of all those in need professional development and lifelong learning. This is in line with Strategic Goal 11 of MUHAS Strategic Plan focusing on enhancing strategic collaborations with government, local, regional and international organizations collaboration and partnership with other institutions enhances advancement and institutional development. Overall aim is to continue to promote career advancement, competence and skills building to the health workforce in response to their expressed needs of CPDs.

1.2 Rationale

CEPD Policy and Procedures of MUHAS is a step to respond to professional development needs of MUHAS staff and of other health professionals in the country. The initiative to develop CEPD Policy and Procedures is anchored on the belief that the development of professionals should not end after initial qualifications especially in an environment where skills are likely to be obsolete. In addition, CEPD Policy and Procedures is a response to increased demand for CEPD among health professionals in the country that is articulated in the CPD Framework of the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) as CPD is a mandatory requirement and each health professional must attain a minimum of 20 CPD points each calendar year. The framework also outlines implementation roles and responsibilities of various stakeholders including Training and Academic Institutions, MUHAS being one of them. In addition, the framework stipulates responsibilities of CPD providers including those of MUHAS. CEPD Policy and Procedures therefore ensure that CEPD activities are implemented with required standards.

1.3 Purpose and Outcomes

The purpose of the MUHAS CEPD Policy and Procedures is to:

- a) Promote professional development among MUHAS staff towards better work output
- b) Increase access to demand driven CEPD activities.
- c) Enable providers to achieve consistency in the provision of high quality CEPD.
- d) Meet the requirements for CEPD activity accreditation.
- e) Define MUHAS CEPD implementation procedures and stakeholders' responsibilities
- f) Delineate the responsibilities of managers, supervisors and individual staff at all levels in relation to professional development

The CEPD Policy and Procedures are expected to bring about the following outcomes:

- a) Improved MUHAS staff member's efficiency and effectiveness to enhance performance of duties, functions and responsibilities
- b) MUHAS staff members with up to date necessary competencies (knowledge, attitudes and skills) for effective execution of their duties and responsibilities.
- c) Staff members' who have confidence and creativity in their working environment in order to face current and future work challenges including technological advancements and management practices.
- d) MUHAS staff with a culture of lifelong significant learning.
- e) MUHAS being a leader in provision of CEPD to health professionals within and outside Tanzania

1.4 Scope of Application

CEPD Policy and Procedures pertains to the conduct of CEPD at MUHAS. It provides roles and responsibilities of key actors of CEPD activities including the Deputy Vice Chancellor responsible for Academic, Research and Consultancy (DVC-ARC); Deputy Vice Chancellor responsible for Planning, Finance and Administration (DVC-PFA); Director of Continuing Education and Professional Development (DCEPD); Director of Human Resources Management and Administration (DHRMA); Heads of Departments and Units; Activity Directors, Activity Administrators; Internal and External Facilitators and Staff members (academic, administrative and technical staff) on permanent and pensionable scheme of service and clients. The policy also provides funding and compensation of efforts; and awards of credits. Furthermore, this policy and procedures document provides a link between MUHAS CEPD activities with other CPD policies at the national level i.e. the document has been customized in line with the National CPD framework as well as the CPD guidelines of Professional councils that have mandate to regulate CEPD for their professionals.

1.5 Linkage with Relevant Government Policies and Legislations

CEPD Policy and Procedures are rooted in the philosophy of MUHAS to provide opportunities for Academic, Administrative and Technical Staff (employees of the University) and other health professionals (out the University) to undertake relevant CEPD activities. This is consistent with the MUHAS Vision of becoming *a university excelling in quality training of health professionals* and her Mission of *providing quality training* as articulated in the Strategic Directions of the University. Also, CEPD Policy and Procedures are informed by several frameworks that express the University's expectations of staff career development. This ensures that CEPD undertaken by MUHAS staff and other health professionals supports organizational success and sustainability. Relevant Policies and Legislations CEPD Policy and Procedures include:

- i. MUHAS Corporate Strategic Plan 2014/15 - 2023/24
- ii. MUHAS Rolling Strategic Goal No 2, 4 and 7
- iii. Ministry of Education and Vocational Training Adult and Non-formal Education Development Plan 2012/13-2016/17
- iv. Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) Training Guidelines
- v. Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) National CPD Framework of 2016
- vi. Professional Councils' Guidelines.

Other related policies and documents include:

- a) Study Leaves Guidelines
- b) MUHAS Sabbatical Leave Policy/Guidelines
- c) IUCEA staff exchange guidelines

- d) MUHAS Guidelines for Recruitment, Performance Assessment and Promotion or Ranking of Academic/Teaching Staff of 2018

2.0 POLICY STATEMENTS AND PROCEDURES

MUHAS and specifically DCEPD recognizes the critical role that academic and non-academic Heads of Departments and Units have in building capacity and shaping the CEPD culture to achieve institutional success. As reiterated earlier, continuing education is a learning experience that augments knowledge, skills, competences, attitudes and performance of the health workforce by exposing CEPD participants to best practices, evidence-based practice and practice-based evidence. To this regard both MUHAS staff and the health care delivery workforce should be kept abreast with the ever-changing landscape of knowledge, skills and competences in their respective disciplines. In order to ensure needs assessment at both individual, departmental and hence at institutional level, ownership of the process, roles and responsibility of key personnel in ensuring smooth implementation of CPD activities, roles and responsibilities of everyone in the cascade of CEPD design, development and implementation are outlined in the following sections. The key personnel identified in this cascade of implementation include but not limited to the DVC-ARC, DVC-PFA, Director DECPD, Director HRMA, Heads of Departments and Units, Individual academic and non-academic staff members, Lead Facilitators and other Facilitators as well as CPD activity participants.

2.1 Responsibilities of the Deputy Vice Chancellor Academics, Research and Consultancy (DVC-ARC)

The DVC-ARC's Office shall be responsible for:

- i. Overseeing CEPD activities/training
- ii. Supervising the establishment, implementation and evaluation of staff development plan
- iii. Facilitating and supporting CEPD activities/training.

2.2 Responsibilities of the Deputy Vice Chancellor, Planning, Finance and Administration (DVC-PFA)

The DVC-PFA's Office shall be responsible for:

- i. Managing/administering plan for CEPD activities for MUHAS staff.
- ii. Overseeing the preparation of the budget for staff CEPD activities in every financial year.

- iii. Continuous soliciting/seeking/mobilizing resources (financial and material support) for CEPD activities for MUHAS staff.
- iv. Facilitating the development of University-wide CEPD induction and orientation activities for staff.
- v. Ensuring that employees participate in continuing education and professional development activities.
- vi. Evaluating the impact and effectiveness of the employees' CEPD activities.
- vii. Overseeing the maintenance of CEPD activities' records and information at institutional and individual levels.

2.3 Responsibilities of the Director Continuing Education and Professional Development

The Directorate of CEPD shall be the custodian and Coordinator of CEPD activities at MUHAS.

- i. DCEPD shall develop Standard Operating Procedures (SOP) for implementation of the same.
- ii. The Directorate shall work with facilitators in scheduling of CEPD activities conducted at MUHAS through development of an almanac, which will be made visible by establishing a webpage within the MUHAS website that shows clearly:
 - a) A summary of the proposed activity or training in terms of learning objectives, content, mode of delivery, duration, credits, facilitators and the venue.
 - b) Cost for the activity/course and payment methods as per University Regulations.
 - c) Dealing with cancellations or withdrawals
 - d) Any other relevant information that will facilitate a clear understanding of the activity.
- iii. The DCEPD will be responsible for the roles and responsibilities of various stakeholders as articulated in the MoHCDGEC CPD Framework. As per the MoHCDGEC CPD Framework, Training and Academic Institutions are entrusted to:
 - a) advocate for CPD and raise awareness of the new CPD requirement;
 - b) establish CPD unit if necessary;
 - c) link with other stakeholders to conduct training needs assessment;
 - d) apply for accreditation as a CPD provider;
 - e) establish CPD programs;
 - f) conduct CPD programs;
 - g) adhere to standards for CPD providers including reporting requirements; and

- h) release staff to attend CPD and encourage attendance.
- iv. The DCEPD will accredit activities/trainings conducted at MUHAS before implementation. To this regard, CEPD activities are classified into three categories:
 - a) *Knowledge based*: these are CEPD activities that are primarily constructed to transmit knowledge (such as facts), these facts must be based on evidence as accepted in current literature by health care professions, upon completion, participants gain current factual knowledge on the subject at hand. The minimum interaction time for these types of CEPD is one hour.
 - b) *Activity based CEPD*: these are primarily constructed to apply the information learned in the time allotted; similarly the information must be based on evidence as accepted in literature by the health care professions. The minimum interaction time for these types of CEPD is one hour.
 - c) *Practice based CEPD*, the activity is primarily constructed to instill, expand, or enhance practice competencies through systematic achievement of specific knowledge, skills, attitudes and performance behaviors. As in the previous types, they should be based on evidence accepted by the respective professions; in addition, the format should include a didactic component and a practice experience component. Facilitators should use an instructional design strategy for practice-based activities that is rationally sequenced, curricular based and supports achievement of the stated professional competencies. Participants systematically acquire specific knowledge, skills, attitudes and performance behaviors that expand or enhance their practice competencies. The minimum credit for these activities is 15 contact hours.

The following criteria will be used to accredit CEPD activities:

- a) CEPD activity duration shall not be less than one hour
- b) The objectives and learning outcomes shall be clearly elaborated including use of the appropriate Bloom's Taxonomy.
- c) The content and instructional methodologies selected should be consistent with the stated learning outcomes, sequenced to facilitate learning and structured to permit opportunities for the learner to participate and receive feedback.
- d) At least 55% of the total course time must be allocated for interactive learning activities (e.g. hands-on activities, debates, class discussion etc.).
- e) There should be a formalized method of documenting and tracking participant attendance for certification. In other words, requirements for satisfactory completion of the CEPD activity should be established for each planned learning experience. These requirements should be communicated to the participant prior to beginning of the activity.

- f) Assessments methods or procedures should be established well in advance to measure the achievements of the intended learning outcomes specified for the activity as they relate to changes in the learners' knowledge, skills, understanding, attitudes or competencies.
- g) During the planning phase, a process should be established to evaluate major aspects of the continuing education learning experience. Evaluation will focus on the processes of implementation and whether the learning objectives have been achieved.
- h) Activity content should meet the goals; these will be reviewed in collaboration with subject-matter experts.
- i) Online or home-based study content will be reviewed by subject-matter experts to ensure that the educational materials are appropriate for the proposed activity, are based on current evidence, adult learning and online content management principles are used and the length is consistent with the number of credit hours awarded.
- j) The following table summarizes the CPD credits allocated per type of activity and these will be used to calculate the total credits that will eventually appear on the CPD certificate issues to the participant after successful completion.

Table 1: MUHAS CPD Activities and Credit Allocation

Activity	Credits	Evidence
Attendance of MUHAS CPD course or activity as the participant	1 credit per contact hour	Attendance sheet
Facilitation of MUHAS CPD course	1.5 credits per contact hour	Timetable and attendance sheet
Organizing a conference (Including Administrators)	25 credits flat rate for each of the organizing committee members	Abstract book
Presenting a poster at a scientific conference	5 credits flat rate to each poster author	Abstract book; Letter of acceptance
Presenting a paper at a conference	5 credits flat rate to each author	Abstract book Letter of acceptance
Presenting at a plenary session in a scientific conference	10 credits flat rate to each author	Abstract book
Editor of MUHAS Journals and Journals other than MUHAS based	5 credits per Journal Issue	Letter of appointment to be the Editor by competent authorities
Publishing a paper in a peer reviewed journal that has not been used for promotion or for academic degrees	5 credits per paper published	Letter of acceptance from journal
CPD course coordinator/Director and administration (non-academics who organize CPD)	10 credits per course delivered	Course brochure invitation letter, emails
Development of policies and procedures and other university documents	10 credits flat rate to all members	Attendance list, letter of appointment to committee and copy of document
Attending orientation/induction seminar for new academic and non-academic staff	1 credit per contact hour	Attendance sheet
Facilitation of orientation/ induction of new staff academic and non-academic staff	1.5 credit per contact hour	Attendance sheet

2.4 Responsibilities of the Directorate of Human Resources Management and Administration (DHRMA)

The DHRMA who is a custodian of matters pertaining to the MUHAS workforce, will be responsible for, but not limited to:

- i. Establishing, through respective Departments, Schools, Directorates and Institutes, MUHAS employees' continuing education and professional development needs.
- ii. Coordinating preparation of budget for staff's continuing education and professional development
- iii. Facilitating timely fulfilment of MUHAS staff identified continuing education and professional development needs.
- iv. Evaluating continuing education and professional development activities among staff in relation to the individual staff CEPD plan highlighted earlier and in consultation with their immediate supervisors (OPRAS).
- v. Maintaining staff continuing education and professional development records in the established MUHAS Human Resources Information System.
- vi. Ensuring equity principles are upheld in providing staff access to continuing education and professional development activities.

2.5 Responsibilities of Heads of Departments and Units

That a Department is the focal point for University activities let them be academic or non-academic, it is imperative that the Department is strengthened in terms of CPD. CEPD activities at departmental or unit level have a dual purpose (i) to uphold MUHAS staff skills and competencies at the expected level (ii) to enhance staff participation in providing or directing CPD training for a wider community including the health care delivery workforce. With this background therefore, Heads of Departments and Units have an important role in:

- i. Embedding CPD in the day to day leadership and management of staff. This is through identifying and developing individual staff and team competencies to expected levels.
- ii. Identifying the professional development needs of staff under their leadership and direction. This can be achieved by observing performance, undertaking formal and informal discussions with staff, analysing performance in relation to expectations and developing with the staff member, the Professional Development Plan that will eventually be evaluated as part of OPRAS.
- iii. Ensuring that staff in their Department undertake any compulsory training provided by the University to meet legislative and other requirements in order to improve the staff contribution to the core functions of teaching and learning, research and service provision.

- iv. Arranging the provision of targeted professional development courses which meet the needs of specific work units and/or staff members, especially on-the-job training; these should be cut across to include academic and non-academic staff.
- v. Foreshadowing new areas of developmental need in the department, especially in response to change, and feeding this information into processes designed to establish departmental/university training needs.
- vi. Evaluating the outcomes of staff professional development and providing feedback to the staff in relation to their personal and professional development.
- vii. Ensuring equity principles are upheld in providing staff access to professional development opportunities.
- viii. Liaising with the DCEPD where appropriate, regarding provision of professional development programs which cater specifically for the relevant needs of individual staff members or teams, and which do not fit within the programs offered generally by DCEPD or the University.
- ix. Utilize available opportunities at MUHAS to assist individual staff members to achieve their developmental goals in directions which are relevant to the work of the higher education sector and the Tanzania Commission for Universities (TCU).
- x. Facilitating sharing/transfer of knowledge, skills and competencies from those attending CPD courses to those who did not in an effort to transfer and use of skills introduced at professional development programs, by those who attended such programmes.

2.6 Responsibilities of the Activity Director

In organising the CEPD activity, Activity Director will have to be in place and will have the following responsibilities:

- i. Determine the audience relevant for the CEPD activity
- ii. Establish the minimum and maximum number of participants for the activity.
- iii. Prepare training schedule (Topic, time allocation, assign credits and Facilitators)
- iv. Define levels of competence in relation to the audience and teaching modality (for example, face to face, online or blended).
- v. Establish registration procedures.
- vi. Develop promotional materials
- vii. Create an attendance register that may be standard or adapted for the activity.
- viii. Develop participant assessment.
- ix. Create activity evaluation – processes and achievement of learning outcomes.
- x. Develop the activity documents and submit to the DCEPD for accreditation.
- xi. Following approval, submit annual CPD delivery plan to DCEPD so as to post the activity in its Almanac and webpage.

- xii. Facilitate accreditation of CPD activity and ensuring that:
 - a) All CPD activities are submitted to DCEPD for processing at least three months before commencement of course/activity.
 - b) All CEPD courses are developed by recognized subject-matter experts from within or in collaboration with experts from outside MUHAS.
 - c) Any CEPD course intended to be conducted at MUHAS by an outside provider must be in collaboration with a MUHAS unit or department.

Activity Directors will fulfil roles and responsibilities of CPD providers that are articulated by the CPD Framework of the MoHCDGEC that includes:

- a) advocating for CPD
- b) applying for accreditation as a CPD provider
- c) adhering to the CPD standards
- d) liaising with regulatory bodies and professional associations
- e) advertising, recruiting to and providing CPD programs
- f) linking with other stakeholders to conduct training needs assessment

2.7 Responsibilities of the Event Administrator

In order to successfully plan and implement CPD activity, an administrator who will be responsible for the day to day logistical issues will have to be in place. The event Administrator will be responsible for:

- i. Tracking the number of applicants to determine feasibility of conducting the event
- ii. Organise all necessary logistics for the activity
- iii. Track the financial resources needed in the preparations and implementation of the activity as budgeted by the committee running the event.
- iv. Any other responsibility as assigned by the Activity Director

2.8 Responsibilities of MUHAS Academic and Administrative Staff

Both academic and administrative staff members of MUHAS are the key persons for all CPD activities since it is their knowledge, skills and competencies that need to be kept updated at all times in order to ensure effective and efficient delivery of services that they were hired to deliver. Therefore, academic and administrative staff should have mandatory involvement and should provide evidence that they have been involved in CPD trainings or activities. Importantly also, CPD activities will be demand-driven and self-sustaining. However, it is the responsibility of the staff member to actively engage in CPD activities as stipulated in the staff's CPD plan. To this regard, the staff members shall be responsible for:

- i. Actively participating in OPRAS as a means of identifying professional development needs for current and future roles. The identification of strategies to meet these needs is the joint responsibility of the staff member and the Head of Department

- ii. Recognizing the University's expectations in relation to their behaviours, practices, knowledge, attitudes, skills and capability aligned with MUHAS set core competencies in addition should be conversant with continuing education and professional development plans and guidelines.
- iii. Keenly participating in the identification of strategies to meet established CEPD needs including training institution and relevant activities.
- iv. Developing and applying their knowledge and skills in their role performance to ensure continuous improvement and a culture of excellence including robust management of their own education, professional and career development.
- v. Strive for career development in his/her area of specialization.
- vi. Submitting certified copies of original certificates and CEPD credits to the Head of Department for onward transmission to management.
- vii. Transferring and using knowledge and skills acquired from continuing education and professional development activities/training by utilizing and coaching colleagues.

2.9 Facilitators for the proposed CEPD activities

To enhance evaluation of the appropriateness of facilitators of CEPD activities, facilitators will be required to submit the following documentation/declarations for evaluation:

- i. Recent curriculum vitae long form and an abbreviated paragraph for activity marketing purposes.
- ii. List of at least 10 references supporting course content, these must be within the past five years.
- iii. A written statement declaring any conflict of interest i.e. an affiliation or relationship of a financial nature with a commercial interest organization or entity whose services or products are consumed by patients or clients and these are included in the educational content or topic of the presentation. Such a relationship may bias the facilitator's ability to objectively participate in the planning, implementation or review of a CPD activity.
- iv. Submit presentations in hand-out format at least 14 days prior to course implementation. These are needed to compile course materials/hand-outs.
- v. Submit outline of lectures including session title, objectives, estimated time for each session and proposed method of instruction.

3.0 DECLARATION OF CONFLICT OF INTEREST IN FACILITATORS

All individuals in a position to influence the content of a CPD activity to be offered for CPD credits must disclose any relevant financial or non-financial relationship(s) that might affect independent involvement in the proposed activity. Any facilitator whose refuses to disclose financial or non- financial relationships will be disqualified from participating in the planning and delivery of the activity. In case there are sponsors for the activity, these will be listed in the promotional materials, no registered trademarked or copyrighted materials or products or techniques will be used within the CPD activity.

4.0 COLLECTION AND SHARING OF CPD REVENUE

Collection of revenue will be done based on the university financial regulations. Sharing of revenues shall be as stipulated by the Resource Mobilization and Cost Containment Operational Policy and Procedures of MUHAS in that, all CPD courses will be costed fully and the participants shall pay fees to recover costs. Also, all costs for DCEPD courses shall be deducted from the gross revenues to arrive at net rates which shall be shared between the University and the involved staff. The total institutional fee for DCEPD courses shall be 15% of the net revenue after deductions of direct costs. The remaining 85% of revenue from DCEPD courses shall be shared among staff based on the following formula:

Table 2: Formula for Sharing of Net Revenue from DCEPD Courses

Unit	Percentage share
Department/Unit bureau	2
Unit Bureaus	1
School/Directorate/Institute	2
Directorate of CEPD	3
Resource Mobilization centre	1
Universities operational budget	6
Individual staff/facilitators	85

Source: Resource Mobilization and Cost Containment Operational Policy and Procedures

The lead facilitator/Activity Director should work these out in collaboration with the Director DCEPD and Director Finance.

5.0 FUNDING OF STAFF LEARNING AND CAREER DEVELOPMENT ACTIVITIES

CPD beneficiaries should pay for the CPD activities. Alternatively, funding for staff learning and career development activities ought to be identified, and the University's financial processing procedures applied. Sources of funding may include: University central funding, Schools/departmental budgets, external funds including allocations through projects, grants, awards and personal contributions by individual staff members. Conflicts of interests should be declared for any source of funds to support CEPD activities.

6.0 CREDIT DETERMINATION, AWARD AND CERTIFICATION

In order to issue an award, a full description of all the requirements should be established and provided by the lead facilitator and his/her team. An award will be issued to the participant upon successful completion of the activity that is, passing all the specified assessments at a specified proficiency level, completing all evaluations, participating in all sessions or a minimum combination of sessions designated as the minimum event package. Credits will be calculated as earlier described under responsibilities of the DCEPD. The following shall apply regarding CPD certification:

- i. CEPD certification at MUHAS shall be under the jurisdiction of DCEPD. Only the DCEPD is allowed to provide and issue CEPD certificates for any CEPD course/ activity undertaken under the name of MUHAS unless otherwise permitted by the Senate.
- ii. Each certificate will have the MUHAS logo and any other logo if the activity was implemented in collaboration with another institution.
- iii. The certificate will include the following information:
 - a) The name of the participant;
 - b) The title and date of the activity;
 - c) Type of activity knowledge, application, practice or a combination;
 - d) The appropriate target audience;
 - e) The number of credits awarded, and
 - f) A serial number for tracking all the certifications issued by DCEPD

The certificate shall be signed by the Director of DECPD and the course or activity Director. In addition, the DCEPD shall develop a database of all trainings, participants and certificates issued.

7.0 CANCELLATIONS AND WITHDRAWALS BY CPD COURSE CANDIDATES

In case a candidate who had applied and admitted on CPD activity withdraws, the following shall apply:

- i. DCEPD reserves the right to cancel CPD activities that are under-enrolled, to change times and locations if necessary, and to substitute facilitators in consultation with the course/activity director. If candidates have paid a full fee for the activity, a full fee refund will be affected, in the event that the course/activity is cancelled.
- ii. If the activity for which a prospective participant registered is full, the participant will be contacted and depending on their preference, they may be placed on a waiting list or change to another activity of their preference.
- iii. If a participant who had registered and paid a fee decides to withdraw before the activity starts, DCEPD will refund the fee minus 10 percent of the amount paid.
- iv. No fee refunds shall be issued on or after an activity start date.

8.0 GRIEVANCES AND COMPLAINTS

Grievances regarding activity fees, continuing education credits, activity content, personnel, content delivery or any other matters related to the planning, implementation and conclusion of the event, should be channelled to the Director DCEPD for appropriate handling in collaboration with the event implementation lead facilitator or event director. No grievances or complaints will be entertained later than two months following completion of the activity.

9.0 EQUAL OPPORTUNITY IN SELECTION OF EMPLOYEES FOR CEPD

MUHAS is an equal opportunity institution free of any form of discrimination by colour, gender, physical challenges, origin or any other form of discrimination and is guided by the national policies, laws and regulations. To this regard, DCEPD will conduct its functions free from any form of discrimination while upholding the highest standards possible. Not with standing these principles, the following will be considered when selecting staff members for CEPD activities:

- i. Budget/funding/sponsorship availability
- ii. Activity/training relevance pending on identified needs

- iii. Remaining period before the employee's retirement in connection with type of activity/training proposed and previous opportunities granted
- iv. Employment duration at MUHAS, less duration the increased likelihood to be selected
- v. Staff member's seniority based on first appointment, confirmation and date of last promotion
- vi. Staff member's advancement potentials and date of last attended activity/training
- vii. The probability that the staff member's competences (knowledge, skills and attitudes) are expected to advance as a result of participating in respective activity/training
- viii. Staff member's ability to transfer competencies gained from the activity/training to colleagues
- ix. Staff member's identified activity/training needs
- x. Staff member's interest in improving his/her work performance

10.0 EVALUATION OF CEPD ACTIVITIES/ TRAINING

Evaluation of CEPD activities/training shall be conducted:

- i. To guarantee that determined maximum advantage accruing from continuing education and professional development activity/training, trainees shall submit reports and certified copy (ies) of certificates and results transcripts to MUHAS shortly after activity/training completion. Staff members on long term training shall submit to MUHAS progress reports from respective institutions every semester.
- ii. To determine if competence improvement has resulted from staff's engagement in an activity/training. Evaluation findings shall be used to review current and future continuing education and professional development activities/training.

11.0 INDUCTION AND ORIENTATION

All new academic and administrative, technical and other staff members shall undergo an induction and orientation process immediately their commencement with the University: on their workplace, appropriate workplace behaviour and practices and all MUHAS statutes, policies, procedures and guidelines in place. The aim is to ensure that all new staff members are entirely aware of the existing MUHAS policies and conversant with those applicable to their role within the University.

12.0 REGISTERING WITH REGULATORY COUNCILS AND BODIES

Regulatory Councils are important in overseeing that members observe professional ethics and professional advancement while executing their duties and responsibilities for the attainment of optimal health status for all. To register with Regulatory Councils will be an opportunity to market CEPD activities. In that way, CEPD activities should be demand-driven and self-sustaining based on their professions as follows:

- i. Medical Council of Tanganyika (MCT) provides *CPD Guidelines for Medical Practitioners (Draft)*. The guidelines direct Medical, Dental and Allied Health practitioners to acquire update knowledge, skills and attitudes in order for them to provide quality health services to their clients, and they have to present evidence of prescribed 20 CPD credits as a prerequisite for renewal of the annual practicing license.
- ii. Nurses and Midwives Council (TNMC) presents *CPD Guidelines for Nurses and Midwives* in Tanzania where CPD is a mandatory requirement for re-licensure in Tanzania as stipulated under the Nursing and Midwifery Act No.1 of 2010 and the Nursing and Midwifery Registration, Enrolment and Licensing Regulations of 2010. Accordingly, to be licenced a Nurse or Midwife has to accumulate not less than 30 CPD credits annually.
- iii. Pharmacy Council provides *Guidelines for CPD for Pharmacy Professionals* as every pharmaceutical personnel is required to attend CPD every year in order to maintain their registration as a professional. It is therefore a legal requirement that pharmaceutical personnel undertake and record their CPD. Although the annual required number of credit points is not provided in the guidelines, it is clearly stipulated that pharmaceutical personnel who fail to attend CPD may be suspended to practice as pharmaceutical personnel.
- iv. Environmental Health Practitioners (EHP) Registration Council, Tanzania, has *Guidelines for Environmental Health Practitioners CPD (Draft)* that requires all EHP to undertake CPD to ensure that knowledge and skills are improved and these, in turn, are used to develop and improve professional practice. Annually, it is provided that EHP needs to accumulate at least 30 credits annually.

MUHAS staff members shall therefore be required to be re-registered with respective regulatory Councils and Bodies as per their professional fields' requirements. Unless otherwise established by MUHAS, financial responsibility for such membership and licensure rests with the individual staff member.

13.0 FURTHER ASSISTANCE

A staff member requiring assistance in understanding this policy should first consult his/her immediate supervisor who is responsible for the implementation and operationalization of this policy. Should further information or advice be required, staff should consult the DHRMA, the DVC-ARC or the DVC-PFA Offices.

14.0 POLICY COMMENCEMENT AND REVIEW DATE

MUHAS CEPD Policy and Procedures shall become effective on the day of approval by the University Council and shall be reviewed after every three years or when deemed necessary to assess its implementation effectiveness and determine policy sections that need to be revised. Periodic review will ensure the policy accommodates changes and needs that might have occurred at the university, national and international levels.

15.0 POLICY CUSTODIAN

The Directorate of Continuing Education and Professional Development shall be the custodian of this Policy and Procedures.

16.0 CONTACT PERSON

The Contact Person for issues related to this policy and procedures shall be:
The Director,
Directorate of Continuing Education and Professional Development,
Muhimbili University of Health and Allied Sciences,
P. O. Box 65001.
United Nations Road, Dar-es-Salaam, Tanzania.
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