Federal Ministry of Health Ethiopia

Continuing Professional Development (CPD Guideline for Health Professionals in Ethiopia

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Continuing Professional Development (CPD) Guideline for Health Professionals in Ethiopia

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Glossary

1. **"Continuing Professional Development (CPD)"** shall mean a range of learning activities through which health professionals maintain and develop throughout their career to ensure that they retain their capacity to practice safely, effectively and legally within their scope of practice;
2. **"Ministry"** shall mean the Ethiopian Federal Ministry of Health;
3. **"Accreditation"** shall mean a type of quality assurance process under which potential continuing professional development providers and CPD courses are evaluated by an Accreditor;
4. **"Continuing education unit** (CEU)" shall mean the value attached to a learning activity for continuing professional development;
5. "**Accreditor**" shall refer to government universities and health professionals association that shall be accredited by the Ministry;
6. "**CPD Providers**" shall refer to public or private institutions including universities, health science colleges, professional associations, hospitals and other consultancy firms with the experience of providing training and meet the specified criteria and have been accredited by accreditor to present learning activities for Continuing Professional Development
7. "**Health professional**" shall mean a health worker involved in the promotive, preventive, curative, palliative or rehabilitative health services licensed by the Ministry and regional health regulatory bodies;
8. **"CPD learning activities"** shall mean the CPD activities for which Continuing Education Units are obtained
9. "**Enduring Materials**'' are independent CPD learning materials in which the health professional learns through electronic media like CD-ROM, materials downloaded from internet, satellite broadcasts, etc
10. "**Live Activities**'' are CPD activities that take place in a face to face interaction between the learner and facilitator

Acronyms

CEU – Continuing Education Unit

CPD – Continuing Professional Development

EFMHACA – Ethiopian Food, Medicine, and Healthcare Administration & Control Authority

AAFMHACA – Addis Ababa Food, Medicine & Healthcare Administration & Control Authority

EMA- Ethiopian Medical Association
EPA- Ethiopian Pharmaceutical Association
ENA- Ethiopian Nurses Association
EPHA- Ethiopian Public Health Association
EMLA- Ethiopian Medical Laboratory Association
EMwA – Ethiopian Midwives Association
EAA – Ethiopian Anesthetists Association
EPHOA – Ethiopian Public Health Officers Association
FMOH – Federal Ministry of Health
HRD – Human Resource Development
HRH – Human Resource for Health
HSDP – Health Sector Development Plan
IST –In-Service Training
NGO – Non-Governmental Organization
RHBs - Regional Health Bureaus
RRB - Regional Regulatory Body

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Foreword

The Federal Ministry of Health (FMOH) of Ethiopia is committed to ensuring the quality and standards of health services in the Country. One of the five strategic areas on which human resource development (HRD) should focus as identified by the health policy of Ethiopia is developing appropriate continuing education for all categories of health workers in the health sector. Besides, ensuring that health-related training is responsive to the health needs of the nation is one of the strategic objectives of the national Human Resource for Health (HRH). Moreover, initiating and strengthening continuing education is key HRD component of the Health Sector Transformation Plan (HSTP)[1].

It is evident that capable health work force is essential to continually improve the quality of health service delivery in the country. The competency of health professionals has to be continually developed through standardized in-service training. Above all the primary goal of CPD program is ensuring quality health service by competent health professionals and to link the continuing education unit (CEU) with license renewal requirement.

To guide the implementation of continuing professional development program, the Ministry has adopted and customized the national CPD guideline which was developed by the Food, medicine & Healthcare Administration & Control Authority of Ethiopia. The guideline gives the details about the CPD directive and the CPD program implementation in general. The Guide is revised by the Ministry in collaboration with regional health bureaus/regional regulatory bodies, professional associations and development partners. At this juncture, I would like to thank all organizations and

professionals involved in the revision of CPD guideline.

Finally, I would like to remind all stakeholders to strictly abide by the guidance found in this guideline for the implementation of CPD program

Amir Aman (Dr)
Federal Democratic Republic of Ethiopia,
Ministry of Health Minister
NOVEMBER, 2018

Introduction

Health professionals must maintain, update and enhance their knowledge, skills, and attitude to adequately deliver quality health care. This is particularly important due to a changing disease pattern in which diseases that had been eradicated are now reemerging, as well as an increase of non-communicable diseases. There is a need for CPD to maintain professional competence in an environment of numerous challenges, rapid organizational changes, information technology, increasing public expectations and demand for quality and greater accountability.

Currently, CPD activities in Ethiopia are fragmented as there are no standardization, regulation and accreditation mechanisms. Besides, CPD activities have never been linked to re-licensure of health professionals. Hence, Ministry of Health believes that CPD should be systematically organized, tied to the relicensing system and occur in concerted with other developments in health care system to improve the quality of health services.

Therefore, to set up a CPD system in the country whereby CPD is standardized, accredited and tied to re-licensure, FMOH has revised this guideline which will be followed by an implementation plan[2].

Purpose of the Guideline

With the ultimate aim of improving the health status of Ethiopians through the delivery of quality health services by competent health professionals and helps to **establish a CPD system** in the country through outlining the process of accreditation of CPD accreditors, CPD providers, and CPD courses and then to link CPD with re-licensure.

The objective of this guideline is to provide guidance on

- The standardization of CPD
- The accreditation of accreditors, CPD providers, and courses
- Course credit designation
- the Responsibilities of major stakeholder on the implementation of CPD program
- the documentation, monitoring, and evaluation of CPD process

Scope of the Guideline

This guideline will govern all health professionals practicing in Ethiopia.

The guideline is also governing accreditors, regulators, employers and CPD providers

Part One

Standards of CPD

1. Features of CPD

- Continuing Professional Development (CPD) refers to all activities health professionals undertake formally to maintain, update and develop their knowledge, skills and attitudes in response to the health service needs of the public.
- CPD denotes to the period of education and training of health professionals commencing after completion of basic or postgraduate health professional training.
- CPD is a broad concept referring to the continuing development of the multi-faceted competencies inherent in health services covering wider domains of professionalism needed for high-quality professional performance. It aims to maintain and develop competencies of individual health professionals essential for meeting the changing needs of patients and the health service system and responding to the new challenges of emerging/re-emerging health problems and scientific development.
- CPD occurs when there is a clearly identified need
- The content of CPD courses should be tailored to fill gaps in knowledge, skills, and attitudes, need to be diversified depending on each category of health professionals nature of practice and may include theoretical knowledge skills, and attitude in the area of professionals' practice, team building and leadership, communication, professional ethics, teaching, research and administration

2. Continuing Professional Development guiding Principles

- **Integral Part of Health Professional Practice -** CPD should be recognized as an integral part of health professionals' practice reflected in budgets, resource allocations, and time planning. CPD activities ought to be appropriately managed and resourced.

- **Allocated and protected time** - Health professionals should have allocated and protected time and opportunities to participate in CPD activities.
- **Conducive environment** - CPD activities have to be provided in a conducive environment/settings and circumstances that are conducive to or effective learning. Physical facilities, skills training equipment and work schedule should be evaluated and regularly updated for their appropriateness in providing adequate context and conditions for CPD.
- **Documentation and feedback systems** - have to be established to document recognized CPD activities in a systematic and transparent way. Documentation of CPD must be used as a learning tool as well as providing feedback on relevance and quality for the planning of CPD.
- **Recognition**- There must be a system for recognition of CPD providers and the individual CPD activities.
- **Quality**- The provider of CPD activities must meet agreed training quality requirements.
- **Linked with Re-licensure**- CPD courses need to have the required CEU and linked with health professionals license renewal
- **Need-based**- CPD needs to be relevant to the day to day practice of health care providers and based on the need for the healthcare system
- **Equity and Accessibility**- CPD should reach to all health care professionals

3. Modalities of CPD Courses Delivery

- The CPD course should encompass integrated practical and theoretical components to enhance the quality of health services. It can be given in the form of self-paced learning, live and/or blended programs. In self-paced programs, the learner works on his/her own pace without interacting directly with a facilitator whereas in live programs group of learners need to interact with a facilitator, for example, group-based training. Blended sessions are a mix of both self-directed and group-based learning.

- CPD should take advantage of a variety of learning modalities including courses, lectures, seminars, participation in conferences, research project and study visits.
- CPD can be delivered through information technology and distance learning. Variety of media such as a) Print material b) Enduring material (non-live CPD activity - videotape, monograph, or CD Rom c) Distance learning using technology such as Audio-conference, Videoconference and Internet webcast
- Relevant use of information and communication technology can function as an integrated part of CPD process.

4. Continuing Professional Development Need Assessment

- Two approaches will be used for CPD need assessment: top-down and bottom-up approaches.
- In top-down approach, FMOH, RHB, and professional associations will recommend relevant CPD activities for health professionals based on new scientific development, revised national guidelines and changes in health services delivery.
- In the bottom-up approach, health professionals and their employing organization will identify their learning needs based on their performance appraisal and ability to accomplish annual plans. Then the identified CPD needs shall be revised and approved by the immediate supervisor. The immediate supervisor will send compiled needs in the unit/Directorate to the responsible unit or directorate in the facility or organization. Eventually, compiled CPD needs will be present at the facility, Woreda health office, zonal heath department and regional level.
- Regional Health Bureaus and FMOH will collaborate with CPD providers for the provision of CPD courses and activities for the health professionals based on the CPD needs to be identified using the above two approaches.

- Continuing Professional Development providers must seek information from the target health professional audience, professional association, training institutions, regulatory bodies and FMOH as the basis for planning CPD activities.

5. Continuing Professional Development Monitoring and Evaluation

- CPD process, accreditors, CPD providers and CPD courses should be monitored and evaluated.
- Carefully planned and targeted feedback from participants of CPD must be systematically sought, analyzed and acted upon and the information made available to stakeholders.
- CPD course evaluation process should involve experts in subject matter and curriculum, instructional design, and program expert. It should also address the context of the learning process (include the organization and resources as well as learning environment), the structure and specific components of CPD (include program description and intended outcome) and learning outcomes.

Part Two

Accreditation and Credit Allocation Requirements

I. Accreditation

1. Accreditation of accreditors

1.1. Potential accreditors fulfilling the criteria set by the directive may apply to the Ministry to function as an accreditor (Annex A).

1.2. The applicant shall fulfill appropriate human resource and infrastructure requirements by this guideline

1.3. The CPD Committee shall review the application, weigh against set criteria and may approve, recommend correction or deny application made in accordance with this number (1 and 2).

1.4. Accreditor's license shall be valid for three years.

1.5. A record of all applications received, as well as their outcomes and a record of the minutes of all Panels' meetings shall be kept for at least five years.

1.6. Certificate of accreditation for accreditor status shall be given by the Ministry and the accreditor shall apply for renewal two months before license date of expiry,

1.7. The Ministry should notify the decision to the accreditor within two months of application

2. Accreditation of CPD Provider

2.1. Potential provider fulfilling the criteria set by the CPD directive and in this guideline may apply to the accreditor to function as a CPD provider.

2.2. The provider shall fulfill appropriate human resource and infrastructure requirements in accordance with this guideline.

2.3. The accreditor committee shall review the application, weigh against set criteria and may approve, recommend correction or deny application made by sub-article 1 and 2 of this article.

2.4. CPD provider accreditation shall be valid for one year.

2.5. A record of all applications received, as well as their outcomes and a record of the minutes of all Panels' meetings shall be kept for at least five years.

2.6. Certificate of accreditation for CPD provider shall be given by the accreditor, and the provider shall apply for renewal two months before license date of expiry,

2.7. the accreditor should notify the decision to the CPD provider within two months of application

3. Accreditation of CPD Course

a. It refers to the process through which accreditors ensure that CPD activities meet acceptable standards that help to maintain the standards of health care.

b. The accredited CPD provider requiring course accreditation shall apply to the accreditor at least three months before the anticipated date of provision of the course,

c. The person receiving the application form at the accreditor office shall:

   i. Check the form and attached documents for completeness

   ii. Assign Application Number and a Professional Category to the application after reviewing it adhering to the review guide principle (see the table 1. below). The number will serve as a means of tracking progress in the review process.

d. The accreditor upon receipt of the application may approve the course and its CEU designated by the provider, recommend correction or deny accreditation with in a maximum of 2 months up on application

e. The course accreditor will forward the accredited course with all the required documents to FMoH for course coding and uploading on the website.

In reviewing the application, the course accreditor will check:

- The purpose for the proposed CPD course
- If the course fits the proposed target audience
- If the course is based on perceived and objective CPD needs or results of assessment of training needs
- The training methods selected permit the realization of the learning objectives
- Arrangements to evaluate the course with regards to content, process and outcome
- The CPD provider shall declare absence of commercial interest by presenting the signed agreement between the sponsoring organization and the provider.
- The appropriateness of credit point designation
- The venue indicated for conducting the CPD activity should be physically adequate to meet the CPD course's stated objectives.
- The course must have non-promotional commercial sponsorship
- *Upon demand for expert review, the accreditor may request such review from an expert who shall not be author or presenter of the program, not employee of the provider in any way would be in conflict of interest.*

Table 1. Checklist for reviewing the application of course accreditor

II. Credit allocation and requirement

All awarded/designated CEU for courses will be subject to review by the course accreditor during the accreditation process as verification of fulfillment of the accreditation requirements. CEU can be claimed and earned for all kinds of courses attended either locally or abroad via the Internet or live as long as the courses are accredited.

CPD learning activities shall be categorized as category I and II. Category I CPD learning activities comprise formal and structured learning opportunities offered by accredited CPD providers. The activities are usually scheduled and held at venues that would allow all concerned practitioners to attend. While category II activities are essentially of a self-learning nature or planned and conducted with a local or regional participant group in mind.

Combining credits in Category I and Category II

The total number of credits to be acquired in the three-year cycle as per the professional category reached by combining the credits accumulated based on activities falling solely within Category I and category II.

Exclusion from CEU

Educational activities such as teaching health science students as regular duty assigned by employing organization shall not be cited for claiming CEU

Recognizing CEU for re-licensure

- CEU for a CPD course shall be obtained only if the course received is accredited by Accreditor.
- For CPD courses or activities received from abroad (online or face to face), credit points shall be considered based on this guideline.
- Any CEU obtained from CPD courses provided online or face to face outside Ethiopia should get approval from the Ministry.

- CEU should only be claimed if the activity or the course is relevant to the applicant's practice
- Professionals in all health science fields are required to earn the CEU as per the table 3 indicated per year below to get a re-licensure, of which 15 CEU should be for Ethics and professionalism within the licensure period.
- List of activities that qualify CPD and their respective CEUs allocated are shown in the table 2 below.
- Professional associations may come up with their recommendations on credit point's requirements for their respective profession.
- The maximum credit point that can be earned from a single CPD course shall not exceed 15 CEUs.
- CEU should be earned from a particular course only once within a licensure period
- CEU collected during one budget year cannot be transferred to another year.
- A trainer shall not be awarded CEU for delivering the same course more than once within the licensure period.
- Professionals attending long-term training leading to change in career may not be obliged to fulfill the CEU requirement for that year.
- A maximum of 6 hours shall be considered for a day CPD learning activity

Table 2: CPD Activities and allocated CEUs

S.N	Credits(CEU)
Category I	
Face to face training	
• Trainer	2 CEU per 1hour session
• Trainee	1 CEU per 1 contact hour
E-learning (enduring materials)	1 CEU per 1 hour of engagement
Ethics	5 CEU per each Ethics training
Category 2	
Research(publish a research article in peer review journal) and writing a book on health and health related areas	
• Principal author of a peer reviewed publication or chapter in a book	15 CEU
• Co-author/ editor of a peer reviewed publication or chapter in a book	5 CEU
• Review of an article/ chapter in a book/ journal	3 CEU
• Advice on masters or doctoral thesis(applies to non-routine tasks)	3 CEU Per Thesis
• External examiner of a Masters and/ or Doctoral thesis	3 CEU Per Thesis
Training modules including e-learning courses developed by Technical Working Group(TWG)	
• For each TWG member	5 CEU per module
• CPD Courses reviewer	2 CEU per 1 CPD course

Scientific Conference	
• Oral presentation(abstracts, scientific content	10 CEU per presentation
• Poster presentation	5 CEU per presentation
• Attendance	0.25 CEU per 1 hour of attendance
Guest/ occasional lecturer at an accredited institution	3 CEU per lecture
Workshops	
• Delivering presentation/workshops	2 CEU per 1hour session
• Attendance	0.5 CEU per 1 hour of attendance
Moderating panel discussion	0.5 CEU per 1hr of engagement
Brief communication (Knowledge Sharing)	1 CEU per session
Structured Health Education session	1 CEU/ session
Educational visit (applicable when evidence generated)	2 CEU per visit
Case management sessions/Grand-round (with a maximum of six meetings per year.)	
• Delivering	2 CEU per session
• Attendance	0.5 CEU per attendance
Case report	
• Developing/Publish	5 CEU per case
• Presenting	2 CEU per case

Required Continuing Education Units (CEUs) per professional category

Register	Maximum number of CEUs per annum	Ethics accounts for the total per annum
Nursing		
Nursing Level IV	30	5
Any category of Degree nursing	30	5
Nurse masters and above	30	5
Midwifery		
Midwifery Level IV	30	5
Midwifery degree	30	5
Midwifery masters	30	5
Laboratory		
Medical laboratory technician level IV	30	5
Medical Laboratory Degree	30	5
Medical laboratory Masters and above	30	5
Pharmacy		
Pharmacy technician level IV	30	5
Pharmacy degree	30	5
Pharmacy masters and above	30	5
Doctor of Pharmacy	30	5

Radiology Technology		
Medical Radiology technician level IV	30	5
Medical Radiology technology degree	30	5
Medicine		
General medical practitioner	30	5
Medical Specialist and sub-specialty	30	5
Dentistry		
Dental Therapy/ Dental Hygiene Level III	20	3
Dental Science professional	30	5
Dental Surgeon	30	5
Dental Specialty and sub-specialty	30	5
Eye health professionals		
Optometry Degree and above	30	5
Cataract Surgeon Degree	30	5
Ophthalmic Degree	30	5
Ophthalmic Nurse advanced diploma	30	5
Psychiatry		
Psychiatry advanced diploma level V	30	5
Psychiatry Degree	30	5
Psychiatry Masters	30	5

Anesthesia		
Anesthesiology level V	30	5
Anesthesiology Degree	30	5
Anesthesiology Masters and above	30	5
Medical Technology		
Emergency medical technician (Ambulance) level III	15	3
Emergency medical technician (Ambulance) level IV	15	3
Physiotherapy		
Physiotherapy technician	20	3
Physiotherapy Degree	30	5
Physiotherapy Masters	30	5
Doctor of Physiotherapy	30	5
Prosthetics-Orthotics		
Prosthetics-orthotics Level IV	15	3
Prosthetics-orthotics Level V	15	3
Prosthetics-orthotics Degree	20	3
Health Extension		
Health Extension Level III	15	3
Health Extension Level IV	20	3

Public Health		
Public health nurse diploma	20	3
Public health nurse degree and above	30	5
Public Health officers Degree	30	5
Public health Masters and above	30	5
Environmental health		
Environmental health technician	15	3
Environmental health degree	20	3
Environmental health masters and above	20	3
Environmental and occupational health and safety	20	3
Occupational health and safety degree and above	20	3
Health education and promotion degree and above	20	3
Others		
Integrated Emergency Surgical officer masters	30	5
Acupuncture & Tuina Masters	20	3
Clinical Infectious masters	30	5
Chiropractic Medicine	30	5
Family Health Degree	30	5

Speech and language pathology professional	20	3
Hospital autoclave and sterilization technician level III	15	2
Forensic laboratory masters	20	3
Nutrition degree and above	20	3
Clinical histotechnologist degree	15	3
Biomedical equipment technician level III	15	3
Biomedical equipment technician level IV	15	3
Biomedical equipment technician level V	20	3
Health informatics degree and above	15	2
Health information technician level IV	15	2
Massage therapy technician	20	5
Medical equipment maintenance man	15	3
Medical equipment maintenance engineer	15	3
Biomedical engineer	20	3

Table 3. Annual CEU requirement as per professional category

Publicity of CPD course

The provider must communicate the following information to participants so that they are aware of this information before starting the training activity:

- CPD courses must be publicized accurately with sufficient information provided to allow a potential participant to attend.

- Information provided should include: Name of the CPD provider, CPD title; Course director and relevant qualifications; Course objectives; Description of the course content; Method of CPD delivery; Medium or combination of media used; Venue, date, time (for live programs); CPD accreditation statement (type, No. of CEU assigned); Fee.

Part three

Instructional Materials and Modalities

- The provider must offer training materials for each CPD activity that will enhance participants' understanding of the content and foster applications to professional practice.
- All the instructional materials offered must be of satisfactory in technical quality, current in content, and designed to enhance the participants' understanding of the topic.
- The provider should provide material adapted to the needs of the participants. This material may include the following mandatory documents like participant manual and Facilitator guide, in addition to power point slides; handouts; Text of complementary readings suggested by the author are optional documents.
- Reference: A full reference list must be provided in all instructional materials.
- For CPD activities including those in which the learner participates electronically (e.g., via Internet, CD-ROM, satellite broadcasts), all required information must be transmitted to the learner before the learner beginning the CPD.
- Providers that produce enduring materials must review each enduring material if indicated by new scientific developments.

Modalities of CPD

The training courses should encompass integrated practical and theoretical components to enhance the quality of health services. They can be delivered in the form of electronic, live or blended programs.

- **Live programs**: A group of learners interacts with each other and a facilitator face to face. Live programs can be conducted on-site or off-site.
    - ***Off-site training****:* training which is provided outside of providers' workplace and could be in training centers or other clinical sites. Participants in off-site training are usually from different facilities or area.
    - ***On-site training****:* training that takes place at the site where participants are working.

- **Electronic Courses:** In this case, training is provided to health workers through electronic media like the internet and memory disk. Such programs can entertain interaction with the trainer and other trainees through the internet using various programs including video conferencing. In self-paced programs, the learner works on his/her own pace without interacting directly with a facilitator. Educational materials downloaded from the internet and memory disk can be used for self-paced electronic learning.

    - Live or enduring material activities that are provided via the Internet are considered to be Internet CPD. Internet CPD must comply with all CPD Essential Areas and Elements. However, there are special requirements for Internet CPD because of the nature of the activities:
      Activity Location: the accredited providers may not place their CPD activities on a website owned or controlled by a commercial interest.
    - Transmission of information: For CPD activities in which the learner participates electronically (e.g., via Internet, CD-ROM), all required information must be transmitted to the learner before the learner beginning the activity.
    - Hardware/Software Requirements: The accredited provider must indicate, at the start of each Internet CPD activity, the hardware and software required for the learner to participate.

- Provider Contact Information: The accredited provider must have a mechanism in place for the learner to be able to contact the provider if there are questions about the Internet CPD activity.
- Policy on Privacy and Confidentiality: The accredited provider must have, adhere to, and inform the learner about its policy on privacy and confidentiality that relates to the CPD activities it provides on the Internet.
- Copyright: The accredited provider must be able to document that it owns the copyright for, or has received permissions for the use of, or is otherwise permitted to use copyrighted materials within a CPD activity on the Internet.

- Blended courses are a mix of both electronic/self-directed and live/group-based learning. First, the learner will study the educational materials downloaded from the internet or the memory disk. Then face to face live program will be set up in the presence of a qualified facilitator to ensure the transfer of relevant knowledge, skills, and attitude. It is recommended that training is delivered electronically or in blended form, whenever possible, as they are more cost-effective and in order not to significantly interfere with the health care delivery in health institutions.

Part Four

Roles and Responsibilities of Stakeholders in CPD Program

1. Ministry

The Ministry shall have the following responsibilities:

1. The Ministry shall establish a Continuing Professional Development committee (from now on referred to as the "Committee") 16 representative members consisting of the Ministry, Regional Health Bureau, professional associations, training institution, community representative and development partners.

2. The Committee established by sub-article (1) of this article shall delegate the chairperson elected from the committee members, and the secretary shall be from the Ministry.

3. The Committee shall adopt its own rules or procedures.

4. The Committee shall have the following roles and responsibilities:

    a. Develop implementation guidelines and manuals
    b. Accredit the application of accreditors by standard criteria provided under the CPD guideline
    c. Investigate complaints and recommend appropriate administrative measures against accreditors and CPD providers;
    d. Involved/participate in the Monitoring and Evaluation of CPD implementation process;
    e. Review the continuing professional development guideline when necessary;

5. Creates institutional recognition mechanism to enroll Health Professional in CPD activity

6. Organizes continuing professional development activities and identify means to fund and sustain the program.

7. The CPD case team in the Ministry shall be responsible to:
    a. Develop and made available forms necessary for CPD implementation;
    b. Maintain an up-to-date website with electronic copies of downloadable guides, forms, related documents and list of accredited providers and courses;
    c. Develop and maintain CPD database;
    d. The Ministry (CPD Case team) shall ensure CPD accreditors assigned a panel of experts including subject matter expert, instructional design experts, and program owners.
    e. Notify timely the list of available accreditors and accredited CPD providers;
    f. monitor and evaluate the overall CPD implementation in the country;
    g. Support regional regulatory bodies and health bureau to build their capacity;
    h. Review the appropriateness of CEU allocated for courses by accreditors;
    i. Facilitate the conduct of professional development activities need assessment;

2. Regional Health Bureau/Regulatory Body

1. May establish regional CPD case team and committee
2. Shall coordinate the undertaking of CPD course need assessment in the respective region.
3. Shall advocate and facilitate continuing development of all health professionals in the respective region.
4. Shall mobilize resources for in-service training and CPD activities of health professionals working in the region.
5. Report the complaints raised against CPD accreditors and service providers in their respective region to the Ministry.
6. Shall develop and maintain continuing professional development database;

3. Accreditors

1. Potential Accreditors shall apply to the Ministry for registration as an Accreditor. The Ministry shall review the existing accreditors and appoint for a further period of three years and may reappoint after three years if they comply with the requirement.

2. The role of Accreditor is to:
   a) review applications for accreditation of CPD service providers and CPD courses;
   b) monitor compliance with the guidelines;
   c) revise continuing education units (CEUs) allocated where the provider failed to comply with the guideline.
   d) Monitor and evaluate CPD providers and submit an annual report to the Ministry noting whether the following was adhered to:
      - A list of all activities during the year was provided;
      - A record of all applications received, as well as their outcomes to be kept for at least five years.
      - All ethical activities were mentioned;
      - Relevance of activities to the field of practice;
      - Has an activity been presented more than once to the same audience and any problems experienced.
   e) Investigate complaints against CPD Providers and take necessary administrative measures.
   f) Submit accredited CPD activities to the Ministry for coding and uploading on the website.
3. Government Universities involved in health science education and health professional associations who fulfill the required criteria are the potential/qualified accreditors.
4. The appropriate infrastructures which the accreditors shall fulfill are office with access to the internet, computer with database, e-mail and fax facilities and dedicated administrative support. (Annex A)
5. The accreditor shall have accreditation director, administration assistant/secretary and designated members of the panel of experts (at least 5 either part time or Full time).

6. To avoid conflict of interest, members of the panel of experts need to take cognizance of the ethical rules on undesirable business practice.
7. In the case of straightforward applications where discussion is not necessary, the CEUs allocated by the designated person will be noted formally by the Committee at its next regular meeting. However, the accreditor must ensure that the proposed activity is free of undesirable commercial influence. Therefore, the proposed activity should be ethically acceptable, has training value, should provide a balanced view and must not be unduly promotional.In the case of contentious or problematic applications where the designated panel of experts cannot reach a decision (or in the case of an appeal by the provider), such an application, with supporting documentation, should be referred to the Ministry.
8. The Ministry CPD Committee shall conduct quality assurance checks of Accreditors. Accreditor status may be reviewed and revoked after such quality check(s) or should any critical incident be brought to the Ministry's attention
9. When the accreditor wants to apply as a CPD course provider, the accreditation process shall be done by another accreditor.
10. The course accreditor shall maintain the confidentiality of the course submitted by the provider

4. CPD Providers

Providers shall:

1. Have program mission statement specifying changes in competence, performance or patient outcome that will be the result of the program for review and accreditation.
2. Complete an application form, and submit the required documentation and fees to the accreditor when requesting accreditation
3. Submit each CPD course to an accreditor for review and accreditation three months before presenting the CPD activity.
4. Assign qualified panel of experts composed of content experts, program experts and instructional design experts.

5. Fulfill the following requirements:
    a. CPD director/coordinator (a minimum of first degree in health science), training officer, IT officer and administration assistant/secretary.
    b. Office with internet connection, HRIS trainees information database and telephone service.
    c. Compute (Desktop/laptop), printer, LCD, and photocopy machine
    d. May have training hall and syndicate room otherwise CPD providers with no training hall shall arrange appropriate training hall with the required standards
6. Develop and provide accredited CPD courses.
7. Check before the course development, whether there exists approved relevant CPD document in the area seeking to prepare.
8. Meet agreed training quality requirements in course design and delivery
9. Document and avail internal monitoring and evaluation results and participant evaluation report of every CPD activity
10. Required to publicize the annual proposed activity together with its accreditation number and CEUs.
11. Keep a record that reflects attendance at the entire event completion of the activity and should retain these for a period of five years after the activity as these may be required in a compliance audit.
12. Report CPD activities annually to the Ministry and the accreditor
13. Amend and apply for approval in accordance with changing circumstances if necessary
14. Apply for license renewal annually
15. Avail certificate of competence in visible place

CPD learning activity by CPD service providers

Before the CPD learning activity:

- Before offering an activity, CPD Provider shall compile the following information/documents for each CPD activity that will be presented

- Name and number designated to the CPD Provider that will present the activity;
  - The topic of the activity;
  - The levels of training;
  - The number of CEUs that have been allocated for the activity;
  - The dates (commencement and completion) of the activity;
  - Formative and Summative evaluation of the CPD event and the potential influence on their performance. Evaluation should focus beyond the aesthetics, comfort, convenience or ambience of the venue, with more emphasis on improving quality of care and patient outcomes.
  - A template of the certificate to be issued to trainees on completion of the activity
  - An attendance record that reflects the names and accreditor registration numbers of all trainees (from commencement to completion of the activity);

During the CPD learning activity:

The activity should take place as advertised.

- The trainees shall be provided with the opportunity to formally evaluate the learning from the CPD event and the potential influence on their performance.
- The CPD Provider shall issue certificate to all health practitioners who attended the CPD activity or on completion of a series of events. If the certificate is not available on the day of completion of the event, certificates should be sent to attendees within one month.

- The attendance certificate shall contain the following information:
  - The accreditation and activity number;
  - The course title
  - The level of the training ;
  - The duration of the training and number of CEUs for that activity;
  - The attendance/completion date
  - The name and professional registration number of the attendee.
  - Logo of the relevant stakeholders

  Name, title, position, and signature of the relevant authority

After the CPD learning activity:

- At the end of every CPD activity/course, the CPD provider is required to issue every participant a signed certificate specifying the number of CPD credits earned.
- CPD Providers shall submit on an annual basis report with a list of approved and delivered CPD activities to the accreditor and the Ministry with the following information:
  - A list of all activities delivered/completed;
  - Ethics activities delivered;
  - An indication of the potential for the learning activity to enhance professional performance.
  - Extension of accredited provider status will not be considered in the absence of the above report.

5. Professional Associations

a. May serve as an accreditor and/or CPD provider if they meet the required criteria.
b. May suggest the annual CEU requirements for the respective profession.
c. Shall conduct and participate in need assessment and propose CPD activities in their respective profession.
d. Shall create means to encourage professionals in the respective association to participate in CPD activities in collaboration with other stakeholders

6. Health Professionals

1. Every health professional shall:
   a. Judge the educational value of the activity or course and its appropriateness for the learning needs;
   b. Complete the specified CEU of activities in each year;
   c. Ensure possession of a certificate for every activities attended and keep these for at least three years; and
2. Health professional who is registered in more than one profession shall be required to obtain the recommended CEU for each profession.
3. If a CPD activity is relevant for both professions, (Cross-cutting subjects), the CEU given for the cross-cutting course shall be e considered for both professions.
4. creates means to participate in CPD activities in collaboration with other stakeholders
5. May identify their learning need and submit to the relevant body.
6. Health professionals may appeal regarding the process of CPD course delivery and quality of training to the Ministry and respective RHB.

7. Employer

Employers shall:

1. Integrate the CPD program in the annual performance appraisal of health professionals;
2. Include the CPD offering schedule for its staffs, and report the number of staffs who took CPD courses annually to their respective body.
3. Notify on time information on CPD issues from the Ministry/ RHB and provider to its staffs.
4. Undertake continuing professional development need assessment for their health workers and, where appropriate, support the professionals accordingly.
5. Avail adequate time for their employees to participate in continuing professional development activities; and
6. Assist for their employee's continuing professional development activities.

8. Development Partners

1. Provide technical and financial support to FMOH/RHB/Regional regulatory bodies to help CPD system function
2. Provide technical and financial support to Professional Associations to be able to actively participate in CPD.
3. Provide technical and financial support to Accreditors and CPD providers

Part Five

Monitoring, Evaluation and learning of CPD process

Monitoring and evaluation of CPD process is helpful to improve the overall system including in maintaining standards of CPD. It can also be used to enforce accountability of key stakeholders in ensuring the quality and sustainability of CPD. Hence, monitoring and evaluation of CPD shall regularly be undertaken by FMoH and RHB/ Regional regulatory body (RRB).

Monitoring and evaluation require adequate information which can be obtained from existing records and reports. Hence, stakeholders taking part in CPD process need to keep necessary records showing plans and achievements.

Documentation of CPD activities

To implement CPD courses accreditation and relicensing process, essential information must be documented by all responsible parties. This primarily includes FMOH/Regional Regulatory bodies which should document all of health workers' CPD activities in the database which shall be set up at national and regional levels under FMOH. However, accreditors and CPD providers must also document CPD activities electronically.

Individual Health Professionals

- Health professionals are required to keep a log of all CPD activities they participate in and to produce evidence to the re-licensing body (FMOH/RHB/RRB). Their claims for CPD credit may, from time to time, need to be verified.
- Participate in self-assessment as the fulfillment of annual CEU requirement and identify self-need.
- Contribute to assuring quality of the delivery of the course.

What to monitor and evaluate in CPD Accreditation?

The overall system of CPD shall be monitored. This includes:

- CPD Process: The processes of CPD courses accreditation, CPD providers accreditation, licensing and relicensing of health professionals based on CPD CEU
- CPD Providers: Compliance of providers with preset standards
- CPD Courses: CPD training needs and level of participation of health professionals in CPD, trainers, topics, instructional methods, quality and availability of training resources and appropriateness of the learning environment should be monitored and evaluated

The following **major indicators** shall be used for monitoring and evaluation of CPD.

- Number of institutions serving as an accreditor.
- Number of accredited CPD providers
- Number of accredited CPD courses delivered.
- CPD electronic data base in place
- Proportion of registered health workers fulfilling the CEU per year.
- Proportion of CPD providers in compliance with the set standards
- Percentage of CPD financing contributed by participants/learners in each CPD provider and in the country as a whole

When to monitor and evaluate

- Every CPD provider has to monitor its activity on a daily basis and evaluates its CPD activities every six month. The results of the monitoring and evaluation shall be documented.
- FMOH/RHB shall monitor the CPD accreditation process every year. It shall evaluate the CPD program in the country two years after the establishment of the system and later every four years.

How to monitor and evaluate

Monitoring and evaluation of the CPD system can be performed using various methods. These include:

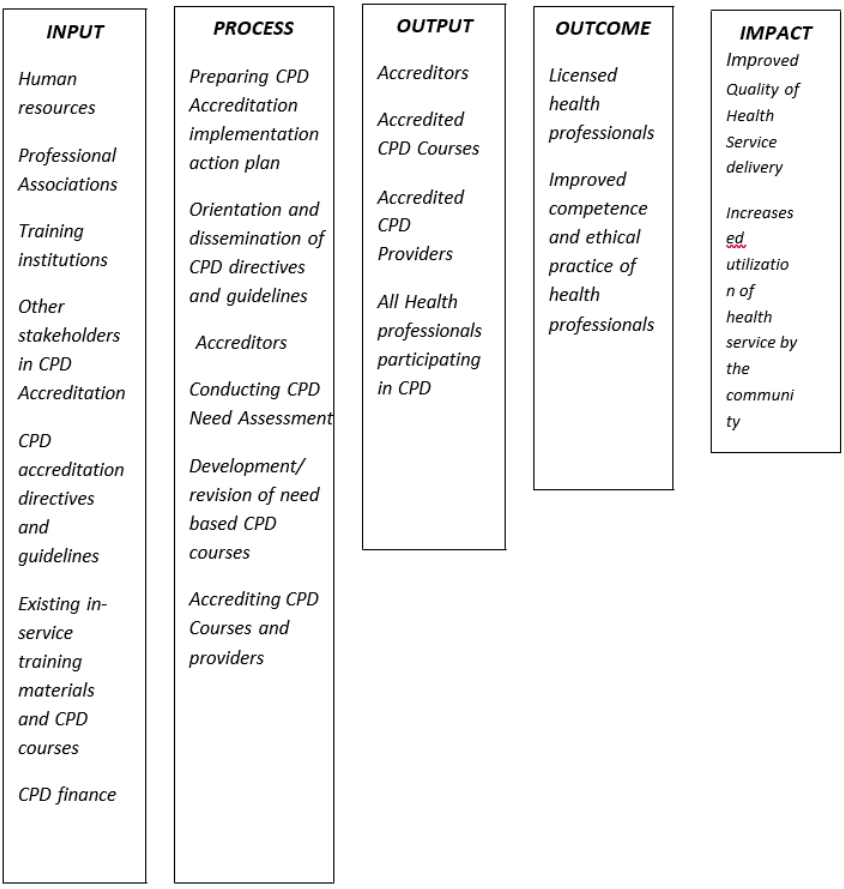
- Analysis of records and reports
- Undertaking review meetings with relevant stakeholders
- In-depth interview or focus group discussion
- Survey and comparative study
- Random assessment
- Supervisory visits
- Observation

Information Sharing

One of the major benefits of monitoring and evaluation is that it facilitates information sharing among partners. The following information can be shared with stakeholders as required.

- registered and licensed health professionals Information
- Share CPD study findings with stakeholders
- Disseminate information on source of funding for CPD

Logic Model for the National Continuing Professional development (CPD) Accreditation



Part Six

Quality Control of CPD Program

- FMOH/RHB/RRB/Accreditors will be responsible for monitoring the quality of the CPD learning activities offered to health practitioners by the CPD Providers.
- CPD Providers may be audited at any time by FMOH/RHB Accreditor
- The accreditation status of CPD Provider may be reviewed and revoked in light of the outcome of an audit or upon any critical incident being brought to the attention of the FMOH/RHB Accreditors.
- Quality measures will include review of
  - The list of all activities provided for the year;
  - Compliance with the guidelines in the allocation of CEUs for the learning activities;
  - Maintenance of all necessary documentation;
  - Compliance with annual reporting requirements;
  - All learning activities specifically relating to ethics;
  - Relevance of activities provided to the field of practice;
  - Any problems experienced/ reported.

Non-Compliance

Health practitioners who are not compliant or have requested an extension

The CPD committee will on receipt of a non-compliant audit or request for extension afford the health practitioner a six months' extension in which they can attempt to be compliant. After the period of six months, if still not compliant, the names of non-compliant health practitioners will be submitted to the registration and licensing body, which might take any of the following actions:

- changing the category of registration to supervised practice; until proof of compliance with the CPD requirements are submitted;
- suspension from the register until submission of proof of compliance with the CPD requirements is submitted; or
- any other resolution by the licensing body.

Deferment

Health practitioners may apply for deferment of CPD and CPD Committee will review such applications individually on an *ad hoc* basis. The application should be strongly motivated with appropriate evidence/ documentation.

Deferment may be granted in the case of:

a. a health practitioner who is outside Ethiopia for a period of time exceeding twelve months **and is not practising his/ her profession**; and
b. a health practitioner who is outside of Ethiopia and practising in a country where there is no access to CPD activities.

Deferment may be granted for a maximum period of three years. Deferment will not be granted for a period of less than twelve months (in view of the fact that a professional may collect CEUs in a following year).

Any health practitioner mentioned in the above paragraphs wishing to re-enter the system after deferment will be subject to the following conditions:

- if deferment was granted for more than twelve months but less than two years, proof of full employment in the profession during that time should be submitted and the health practitioner will, on review by the CPD Committee, be allowed to recommence the CPD year immediately;
- if deferment was granted for more than two years but less than three years, the health practitioner must submit proof of his/ her employment during that time and the health practitioner will, on the recommendation of the CPD Committee, be required to complete a period of supervised practice as determined by the licensing body in his/ her area of practice, and will recommence the CPD year immediately;
- if deferment was granted for longer than twelve months and the health practitioner did not practice his/ her profession during the deferment period, he/she will be required to complete a period of supervised practice as determined by the licensing body in his/ her area of practice; or

- if deferment was granted because the health practitioner was engaged in formal education and training for an additional qualification, CEUs will not be allocated for obtaining the said additional qualification. Proof of the additional qualification must be supplied to the licensing body and the health practitioner will recommence the CPD year immediately.

Retirement

Retired health practitioners who are active on the register should be compliant with CPD.

Annexes

Annex A: Application Form for Accreditors

Ministry of Health	**APPLICATION FOR ACCREDITOR STATUS**
Please complete and submit this application to the Ministry **NOTE:** The academic document, professional license and the CV of the accreditation director must be submitted with the application.	
1. Name of applying organization	
2. Organization category	a. Public ☐ b. Private ☐
3. Type of the organization	a. Government University involved in health science education ☐ b. Health professional Association ☐ c. Other (Specify) ---------- -------
4. Address of Organization/accreditor	Region _____City _____ Sub-city_____ Woreda _____Kebele_____ _____House No_____ Telephone No_____ P.O.B_____Fax No_____ E-mail_____
MOTIVATION FOR BODY TO BE ACCREDITED (Attach relevant documents accreditor status request template annex M)	
Specify expertise in the area(s) relevant to profession ---------- ---------- ----------	
5. Do you have/arrange an office?	a. Yes ☐ b. No ☐
6. Internet Website	a, Yes ☐ b. No ☐
If yes, please specify website address	

Will you be posting lists of accredited activities on the website?	a. Yes ☐ b. No ☐
If so, how frequently will this be updated	
Do you have/potential to hire administration assistant/secretary?	a. Yes ☐ b. No ☐
7. Do you have the ability or capability to assign a panel of experts (at least 5) for each CPD course accreditation?	a. Yes ☐ b. No ☐
8. Could you mention your scope of accreditation of courses by type?	Mention the lists of types/categories of courses you potentially accredit__ ____
9. Do you have the designated Accreditation director?	Name _____ Telephone Number_____ e-Mail Address_____
10. Potential/target applicant for course accreditation (Check as appropriate)	☐ Public Health ☐Nursing ☐Medicine ☐Pharmacy ☐ Laboratory technology ☐Allied health ☐Dentistry ☐Midwifery ☐Anesthesia ☐Radiation profession ☐Other, please specify_____
11. Specify intended method of accreditation	
12. Specify the intended mechanism for monitoring and evaluating CPD providers you will perform	
13. Have you applied for CPD provider status?	a. Yes ☐ b. No ☐

I, on behalf of the
……
(name of the body) hereby certify that I am fully aware of and comply with the requirements of serving as an accreditor, including:

- exercising integrity and ethical conduct in the allocation of CEUs for learning activities;
- taking responsibility for quality assurance checks
- maintaining oversight of advertising accompanying the accredited activities
- recording the name of the service provider and the CEUs awarded for each CPD activity;
- submitting an annual report on activities accredited;
- safeguarding the records for at least five years
- being subjected to quality assurance checks as may be deemed necessary by the Ministry from time to time;

Name of the applicant_____

Signature of the applicant_____

Date of application_____

Annex B: Application form for CPD providers

Ministry of Health	**APPLICATION FOR APPROVAL OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD) PROVIDERS**

Please complete and submit this application to a Profession-specific Accreditor

NOTE: The Programme for the Activity and the Presenter's CV must be submitted with this application preceding the activity. No retrospective approval will be made.

1. Name of applying organization	
2. Organization category	a. Public ☐ b. Private ☐
3. Type of the organization	a. Professional Association ☐ b. University ☐ c. Health science college ☐ d. Consultancy firm with the experience of giving training ☐ e. Other (Specify) _____
4. Address of Organization/Provider	Region _____City _____ Sub-city_____ Kebele_____House No_____ Telephone No_____ P.O.B_____Fax No_____ E-mail_____

5. Do you have/arrange an office?	a. Yes ☐ b. No ☐
6. Internet Website	a, Yes ☐ b. No ☐
If yes, please specify website address	
Will you be posting lists of accredited activities on the website?	Yes ☐ No ☐
If so, how frequently will this be updated	
7. Do you have/potential to hire administration assistant/secretary?	a. Yes ☐ b. No ☐
8. Do you have designated CPD director/coordinator? (Attach academic document, professional license and CV)	Name _____ Telephone Number_____ e-Mail Address_____
9. Have you applied to another accreditor to have this activity approved? If yes, to whom and what was the outcome? Provide a reason if the application was not approved.	Name of Accreditor: No. Outcome and reason_____
The following information must be submitted in support of your application	
A broad outline of the programme for the forthcoming year	
State the facilities available for the presentation of CPD activities (lecture rooms, etc)	
State the method for recording attendance	
State the fees to be levied for CPD activities in Level 1 or 2	

Attach a copy of the proposed attendance register
Attach a copy of the attendance certificate that will be provided on completion of the activity
State the method to be used for obtaining feedback or evaluation of the event
Specify the intended mechanism for monitoring attendance (per hour or session) for the duration of the activity
State your or your institution/ organization's involvement or experience in healthcare education
State your proposed target audience,
Has an application already been submitted to another Accreditor requesting approval?
In order to be awarded accredited service provider status, you agree to: • exercise integrity and ethical behavior in the allocation of CEUs for learning activities; • record the name, professional registration number and the CEUs awarded to every participant at each CPD activity; • validate participant attendance for the **entire** event; • provide participants with attendance certificate /evidence of completion; • submit an annual report on activities presented; • safeguard the records for at least three years, • be subjected to quality assurance checks as may be deemed necessary by the Ministry from time to time.
Name of the applicant _____ Signature of the applicant _____ Date of application _____

Annex C: Application form for CPD Courses Approval

Minstry of Health	**APPLICATION FOR APPROVAL OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD) COURSE APPROVAL**
Please complete and submit this application to a Profession-specific Accreditor **NOTE:** The programme for the Activity and the Presenter's CV must be submitted with this application preceding the activity. No retrospective approval will be made.	
Name of Providing Organization/provider(including registration number)	
Organization category	a. Public ☐ b. Private ☐
Type of the organization	a. Professional Association ☐ b. University ☐ c. Health science college ☐ d. Consultancy firm with the experience of giving training ☐ e. Other (Specify) _____
Address of Organization/Provider	Region _____City _____ Sub-city_____ Kebele_____House No_____ Telephone No_____ P.O.B_____Fax No_____ E-mail_____
Do you have conducted training need assessment for the course?	a. Yes ☐ b. No ☐
Activity Title	
Target Audience/profession	
Date(s) of Activity/Programme	
Method of delivery	
Venue (Full Address) of Activity (If Applicable)	
Registration Fee involved for participants	
Duration of the learning activity (hours)	
Suggested CEU's	Suggested CEU's (General) / Ethics
Specify intended method of evaluation (e.g., Questionnaire	

Specify the intended mechanism for monitoring attendance (per hour or session) for the duration of the activity	
Have you applied to another accreditor to have this activity approved? If yes, to whom and what was the outcome? Provide a reason if the application was not approved.	Name of Accreditor: No. Outcome and reason.....

Organizations/Providers:

With the submission of this application, I herewith undertake to monitor the attendance for the duration of the activity, evaluate the presentations as specified and to inform the accreditors accordingly. I recognize the authority of the Accreditors to cancel the accreditation in the event of non-compliance with the criteria.

Name of the applicant_____
Signature of the applicant_____
Date of application_____

FOR THE OFFICIAL USE OF THE ACCREDITOR

This is to certify that _____
(name of Accreditor) -has agreed to the proposed CEUs as follows:

CPD learning activity	Ethics/Human Rights/Legal Matters	Total CEU

Specify ethical/human rights/health law relating to health sciences

TOTAL:

Specify the reasons why the learning activity has not been accredited:
……
……

_____

SIGNATURE ON BEHALF OF DESIGNATED CPD ACCREDITOR
DATE:

NAME AND DESIGNATION:

Annex D: CPD provider accreditation certificate

This is to certify that: (Name of CPD Provider/ Institution) *has met the set standards of accreditation and it is therefore authorized to provide CPD accredited courses in……:*

This accreditation is valid for a period of five years beginning……..and ending……..The institution is therefore, free to train and award credits as per approved accredited hours for each activity.

Annex E: Certificate of Accreditation for Accreditors

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA MINISTRY OF HEALTH FOR
CERTIFICATE OF ACCREDITATION FOR ACCREDITORS
የኢትዮጵያ ፌደራላዊ ዲሞክራሲያዊ ሪፐብሊክ
ጤና ጥበቃ ሚኒስቴር
የተከታታይ ሙያ ማጎልበቻ ስልጠና ለሚሰጡ ተቋማት እውቅና ለሚሰጡ ድርጅቶች የብቃት ማረጋገጫ ምስክር ወረቀት

□ትር□ቱ ስም----------
Name of Organization----------
የድርጅቱ አይነት_____
Type of Organization _____

አድራሻ :□ልል_____ከተማ_____ክ/ከ/_____ቀበሌ----------Address:Region----------
----------City----------Sub-city----------Kebele----------_____ □ረ□_____የቤት
ቁ._____ ስል□ ቁ□ር_____ፖ/ሳ/ቁ ---------- _____
Woreda----------House No.----------Telephone No----------P.O.B.----------
□/ቁ.----------ኢሜል----------
Fax No.----------E-mail----------
የስልጠናው አስተባባሪ ስም _____
Name of Training director/coordinator----------
ሙ□ _____□ም□ብ ቁ□ር_____
_____
Qualification _____Reg. No
_____

ድርጅቱ ተፈላጊውን ሙያዊ፣ ድርጅታዊና ሌሎች መሥፈርቶች ማሟላቱን በተደረገው ኢንስፔክሽንና በቀረቡት ሰነዶች ተረጋግጦ ይህ የብቃት ማረጋገጫ ምስክር ወረቀት በ ጤና ጥበቃ ሚኒስቴር ደንብ ቁጥር ------- **አንቀፅ** መሠረት በማድረግ ተሰጥቷል::
This Certificate is Issued to The CPD Course Provider in Accordance with federal Ministry of health regulation number -----article----- after assuring the fulfillment of the required personnel, premises and other through inspection and reviewing the available documents.

_____

□ኃላኝ ኝርማ
Signature of an Authorized Officer

ታድሷል Renewed	ታድሷል Renewed	ታድሷል Renewed
200 -------E.C. 20--------G.C	200 -------E.C. 20--------G.C	200 -------E.C. 20--------G.C
የደረሰኝ ቁ□ር----------_ R/No _____ ኝርማ _____ Signature _____	የደረሰኝ ቁጥር----------_ R/No _____ ኝርማ _____ Signature _____	የደረሰኝ ቁጥር----------_ R/No _____ ኝርማ _____ Signature _____

ማስጠንቀቂያ/Warning
1.የብቃት ማረጋገጫ ምስክር ወረቀት/This certificate of Competence

- □ሚሰቷ□ □□ም □ሚታደሰው ድርጅቱ ብቁ ሆኖ ሲገኝ
- Shall be issued or renewed after assuring the competency of the organization
- በድርጅቱ ውስጥ ፊት ለፊት ሆኖ በሚታይ ሥፍራ መኖር አለበት
- shall be displayed in a conspicuous place
- በየአመቱ መታደሰ አለበት
- shall be renewed every year
- ለ ሚኒስቴር መስሪያ ቤቱ ሳያሳውቅ ድርጅቱን ወደ ሌላ ቦታ ማዛወር አይችልም::
- Change of address of the organization without the consent of regulatory body is prohibited.

□□ስ ✉ *1234* ☎

Annex F: Criteria for assessing the quality of Online CPD Courses

To what extent does the course meet the criteria in this area?	Meets Criteria	Partially Meets Criteria	Doesn't meet criteria	Not adequate information
CONTENT				
1. The goals and objectives clearly state what the participants will know or be able to do at the end of the course. The goals and objectives are measurable.				
2. The course content and assignments are relevant to the Ethiopian situation.				
3. The course content and assignments are of sufficient rigor, depth and breadth for the target audience.				
4. Information literacy and communication skills are incorporated and taught as an integral part of the training curriculum.				
5. A clear, complete course overview and syllabus are included in the course.				
6. Course requirements are consistent with course goals, are representative of the scope of the course and are clearly stated.				
7. Information is provided to trainees on how to communicate with the online instructor and course provider.				
8. The course reflects multi-cultural education and the content is accurate, current and free of bias or advertising.				
9. Online instructor resources and notes are included.				
10. Assessment and assignment answers and explanations are included.				

INSTRUCTIONAL DESIGN				
11. Course design reflects a clear understanding of target audience' needs and incorporates varied ways to learn and master the curriculum.				
12. The course is organized into units and sessions that fall into a logical sequence. Each unit and session includes an overview describing objectives, activities, assignments, assessments, and resources to provide multiple learning opportunities for trainees to master the content.				
13. The course instruction includes activities that engage trainees in active learning.				
14. The course provides options for the instructor to adapt learning activities to accommodate trainees' needs.				
15. The course design provides opportunities for appropriate instructor-student and student-student interactions.				
16. The course design includes explicit communication/activities that confirm whether students are engaged and are progressing through the course.				
17. Trainees have access to resources that enrich the course content.				
TRAINEE ASSESSMENT				
18. The course has pre and post-test and other forms of assessment as needed.				
19. Trainee evaluation strategies are consistent with course goals and objectives, are representative of the scope of the course and are clearly stated.				

20. The course structure includes adequate and appropriate methods and procedures to assess trainees' mastery of content.				
21. Assessment materials provide the instructor with the flexibility to assess students in a variety of ways.				
22. Qualification and certification criteria are clearly communicated to participants.				
TECHNOLOGY				
23. The course architecture permits the online instructor to add content, activities, and assessments to extend learning opportunities.				
24. Clear and consistent navigation is present throughout the course.				
25. Rich media are provided in multiple formats for ease of use and access to address diverse participant needs.				
26. All technology requirements (including hardware, browser, software, etc.) are specified.				
27. Prerequisite skills in the use of technology are indicated (as needed).				
28. Copyright and licensing status is clearly stated and easily found.				
COURSE EVALUATION AND SUPPORT				
29. The course provider uses various ways of assessing course effectiveness.				
30. The course is updated periodically and re-reviewed every three years to ensure that the content is current.				
31. Course instructors are appropriately qualified and certificated.				

Annex G: Invitation Template for CPD event

Logo of the CPD provider

Name of CPD providing organization

Cordially Invites You To The Following Event:

Activity Title:

Presented by

Date:

Time/Duration:

Venue:

Course accrediting organization

Course code

Contact address
Tel:
E-mail:

Continuing Education Unit (CEU):

Only once accreditation number received)
Otherwise, CPD points have been applied for

Annex H: CPD ATTENDANCE REGISTER

TOPIC:
SPEAKER:
DATE:

VENUE:
Level:
FMOH Number:

ACCREDITATION NO:

Name	profession	Organization	Phone number	CEU	E-Mail	Signature

Annex I: Certificate of attendance/completion template

Logo of CPD providing Organization

Name of CPD providing Organization

This is to certify that:

Mr/Ms/Mrs/Dr----------

Participated in the following CPD activity:

Date:

Accreditation Number:

------CEU

_____

Name and Signature of Authorized person

Accredited by the ---------- any comments on the content of the presentation or point allocation can be directed to ----------e-mail

Annex J: ACCREDITOR STATUS REQUEST TEMPLATE

Logo of the Accrediting organization

Name of the Accrediting organization

Date

1. **Organizational background (Not more than one page)**
   - Briefly describe the mission, vision, and organizational structure of the organization
   - How do you describe the organizational presence throughout the country?
   - How much member does the organization have (especially for professional association)
   - Previous experience related to CPD/CME or any trainings

2. **Why are you interested to apply for accreditor status? (not more than half page)**

3. **Describe how the organization could fulfill the accreditors requirements(Not more than one page)**
   - Give detail account of how you could fulfill or already have fulfilled the human resource, technical and material requirement already stipulated in the CPD Directive and Implementation Guide

4. **Structure and staffing of the accreditation office(Not more than one page)**
   - **Describe the line of authority and who reports to who(preferably using organizational chart)**

What is the minimum number of professionals do you have for the accreditation office?

5. **The process of the accreditation: Include at least the following points (Not more than one page)** • What is the potential professional category you are planning to accredit CPD providers for? • How are you planning to go on the course accreditation? • Any standard (time required to accredit courses, format, etc.) • What is your proposed payment for the course accreditation service you provide?
6. How could you handle if a conflict of interest arises? (Not more than half page)
7. Documentation: how could you secure the safety of the document and confidentiality (Not more than half page)
8. **Annex** • Copy of renewed registration certificate/license • Organization chart

Annex K: CPD Providers Supervision Checklist

I. General Information

1. Name of the CPD Provider_____
2. Region _____
3. Zone/Woreda _____
4. Email Address _____
5. Phone Number _____
6. Date of the visit _____

II. CPD provider supplies and infrastructure

S.N	Criteria for the CPD provider	Status of the provider		Remark
		Yes	No	
1.	Is there a CPD director and or a coordinator?			
2.	Furnished office for the CPD director/coordinator?			Observe
3.	Do you have trainers working in your facility (Check personnel data)? How many?			Record the number of trainers
4.	Do you have IT professional working in your facility?			
5.	Do you have conference hall?			Observe
6.	Do you have rooms for small group exercise?			Observe
7.	Do you have internet website?			
8.	Do you have Library for the trainees?			Observe
9.	Do you have canteen/cafeteria to be used by trainees?			Observe
10.	Laptop computers			
11.	LCD projectors			
12.	Photocopy machines			
13.	Printers			
14.	Whiteboard			
15.	Flipchart with stand			
16.	Markers for flipchart and whiteboard			
17.	Toilet facility separate male and female			

III. Training Modality

S.N	Criteria	Status of the CPD provider		Remark
		Yes	No	
1	Do you have an annual training plan? Is it need-based?			Observe
2	Do you prepare yearly calendar and plan and share for responsible bodies?			Observe
3	Do you consider or provide accredited courses by CPD course accreditor? How many courses do you have at hand?			Observe
4	What is your criterion to select trainers? Did your trainers take TOT courses?			Record the criteria
5	Have you selected practical sites? What is your criterion to select practical sites?			Record the criteria
6	How are you handling and recording training information?			Record

IV. Strong areas observed

_____
_____
_____
_____
_____

V. Gaps identified

_____
_____
_____
_____
_____
_____

VI. Action plan for development

S.No.	Gaps Identified	Actions to be taken	Responsible body	Time schedule
1				
2				
3				
4				
5				

Supervisor's signature

CPD provider's representative name and signature