UNITED REPUBLIC OF TANZANIA
TANZANIA NURSING AND MIDWIFERY COUNCIL

NATIONAL CONTINUING PROFESSIONAL DEVELOPMENT GUIDELINE
FOR NURSES AND MIDWIVES IN TANZANIA

Produced by TNMC in collaboration with

The Office of Chief Nursing Officer - MOHSW, Nursing Training Section – MOHSW, , and Tanzania National Nurses Association

with support from

The African Health Professions Regulatory Collaborative
# NATIONAL CONTINUING PROFESSIONAL DEVELOPMENT GUIDELINE FOR NURSES AND MIDWIVES IN TANZANIA

## CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Definition</td>
<td>4</td>
</tr>
<tr>
<td>Purpose</td>
<td>4</td>
</tr>
<tr>
<td>Principles</td>
<td>4</td>
</tr>
<tr>
<td>Nature</td>
<td>4</td>
</tr>
<tr>
<td>Requirement</td>
<td>4</td>
</tr>
<tr>
<td>Scope</td>
<td>5</td>
</tr>
<tr>
<td>Quality Standards</td>
<td>6</td>
</tr>
<tr>
<td>Documentation</td>
<td>6</td>
</tr>
<tr>
<td>Compliance</td>
<td>7</td>
</tr>
<tr>
<td>Evaluation</td>
<td>7</td>
</tr>
<tr>
<td>Implementation</td>
<td>8</td>
</tr>
<tr>
<td>Definitions</td>
<td>8</td>
</tr>
<tr>
<td>Glossary of Terms</td>
<td>8</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENT

Many stakeholders have played a big role in the development of this CPD guideline for nurses and midwives in Tanzania. Their involvement came for the reason that, they attach great importance to Continuing Professional Development in ensuring provision of a standard practice that result in quality care and client satisfaction. I would like to thank them all for their tremendous contribution they made to the production of this guideline.

In particular, I express my profound appreciation to the Ministry of Health and Social Welfare, the African Health Professions Regulatory Collaborative (ARC) and the four pillars making QUAD; i.e. the Office of Chief Nursing Officer -MOHSW, Nursing Training Section – MOHSW, Tanzania Nursing and Midwifery Council (TNMC), and Tanzania National Nurses Association (TANNA).

Special thanks also go to Ms Jill who worked as Consultant during the development of the draft document. Furthermore, I would like to thank the team for the tedious work they performed in accomplishing this noble task. The group had the highest commitment that resulted in this useful document for the benefit of our country and the list of their name is in the annex for recognition.

Finally, I wish to thank all people involved in typing and formatting the document and to everyone whom I did not mention, I say thank you

Lena. M. Mfalila
Registrar – TNMC
FOREWORD

The Ministry of Health and Social Welfare has the responsibility to provide direction through formulation of policies, setting national priorities and developing strategies. As a way of accomplishing this responsibility in 2009 the Ministry of Health and Social Welfare developed a policy guide of Continuing Education and Continuing Professional development for Health and Social Welfare Workers in Tanzania.

TNMC as professional regulatory authority for nurses and midwives in Tanzania has prescribed through the Nursing and Midwifery Act, 2010 that it is the mandatory requirement of CPD for re-licensure.

In recognising that the practical skills, knowledge, and attitude of nurses and midwives may deteriorate over time following basic training, affecting performance and resulting in poor quality care TNMC, TANNA, CNO, Nursing Education embarked on an initiative to develop CPD for Nurses and Midwives.

CPD is any form of purposeful education that takes place after completion of basic training, which aims at improving performance through updating knowledge, skills and attitudes so that nurses and midwives retain their capacity to practice safely, effectively, competently and legally within their evolving scope of practice.

The main thrust of the guide is to improve the performance of Nurses and Midwives, facilitate to meet society’s dynamic health needs and public expectations. The implementation of CPD guide will providing safe, ethical and competent care and as an opportunity to pursue and achieve nursing professional growth.

In this guide, extensive power for operational management has been decentralized to the Supervisory Authorities and all levels of nursing management. Therefore, through the use of this guide more initiative, more enterprise and much greater flexibility are expected. Furthermore, in the course of time it is anticipated that greater involvement of stakeholders in the provision of quality services will be achieved.

I believe it is an insuring document, which will be a potent tool for strengthening CPD for Nurses and Midwives in the Country.

Dr. Khadija I. Malima

TNMC Chairperson
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
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<tr>
<td>CE</td>
<td>Continuing Education</td>
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<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
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<tr>
<td>CBO</td>
<td>Community Based Organisation</td>
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<tr>
<td>FBO</td>
<td>Faith Based Organisation</td>
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<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>MoHSW</td>
<td>Ministry of Health and Social Welfare</td>
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<tr>
<td>NCD</td>
<td>Non-Communicable Disease</td>
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<tr>
<td>NGO</td>
<td>Non-Government Organisation</td>
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<td>TNMC</td>
<td>Tanzania Nursing and Midwifery Council</td>
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<td>TANNA</td>
<td>Tanzania National Nurses Association</td>
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<tr>
<td>TB</td>
<td>Tuberculosis</td>
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</table>
DEFINITION OF TERMS

Continuing Professional Development: means any form of education that takes place after completion of the basic training that aims at improving performance through updating knowledge, skills and attitudes.

Midwife: means a person who is authorised by a licence issued under this Act to practise midwifery as an enrolled or registered midwife.

Nurse: means a person who is authorised by a licence to practise as an enrolled or a registered nurse.
NATIONAL CONTINUING PROFESSIONAL DEVELOPMENT GUIDELINE FOR NURSES AND MIDWIVES IN TANZANIA

INTRODUCTION
Nursing is a profession that is dedicated to providing quality health care to individuals, families and communities. The Tanzania Nursing and Midwifery Council (TNMC) have the responsibility for regulating nursing and midwifery education and practice so as to protect the public from harm resulting from incompetent care. One of the strategies to ensure quality care is the involvement of nurses and midwives in continuing professional development (CPD) activities so as to ensure their skill, knowledge and attitude are constantly updated.

The Ministry of Health and Social Welfare through its department of Human Resource Development in 2009 produced a policy guideline on Continuing Education and Continuing Professional Development for Health and Social Welfare Workers. This guideline aims at giving direction of Continuing Education (CE) and CPD so that the existing resources can be optimally utilised to support CE and CPD activities in the country. For that matter this book has been a stepping stone in developing National Continuing Professional Development Guideline Program for Nurses and Midwives in Tanzania.

Moreover, CPD is a mandatory requirement for re-licensure in Tanzania under the Nursing and Midwifery Act No.1 of 2010 and the Nursing and Midwifery Registration, Enrolment and Licensing Regulations of 2010. Nevertheless, up to the present time, there has been no formal national CPD program in Tanzania.

Recognising that the practical skills, knowledge, and attitude of nurses and midwives may deteriorate over time following basic training, affecting performance and resulting in poor quality care, and that new technologies and emerging diseases require new knowledge, skills and attitudes, the TNMC in collaboration with the Tanzania National Nurses Association (TANNA), the Nursing Training Department and the Nursing Service Section of the Tanzania Ministry of Health and Social Welfare (MoHSW) embarked on an initiative to develop a national CPD program for nurses and midwives in Tanzania. This is important due to:

- Globalisation and frequent changes in science and technology,
- New and re-emerging disease like Ebola, TB, HIV and AIDS, Rift Valley Fever, and ‘Bird Flu’ (Avian Influenza, Influenza Virus A, H5N1), and NCDs,
- The level of competing interests and priorities for nurses and midwives in the field affecting capacity to update their knowledge, skills and attitudes,
- the competing challenges in the health and social welfare services delivery system, and
- The high demand for quality health service from consumers.

The development process of this framework have involved several stages including conducting a needs assessment of CPD for nurses and midwives in Tanzania whereby nurses and midwives were interviewed. Both qualitative and quantitative information were captured. After analysis, it was evident that majority of nurses and midwives of Tanzania understand the meaning of CPD,
appreciates the diversity of CPD activities and that it can be provided at any settings including the rural and remote facilities. In addition, the survey revealed that majority of participants are aware of the importance of CPD in updating and improving their attitude, knowledge and skills; and they were ready to participate. These findings were given considerable importance when developing this framework.

The key components of the national CPD Guideline for nurses and midwives in Tanzania include definition, purpose, principles, nature, scope, requirement, documentation, compliance and evaluation which are outlined in more detail here below. The national CPD guideline will be operationalised through a wide range of activities both formal and informal at different locations including class room, work place, and community based. CPD points will be given for different activities weighted according to the complexity of the activity. The points allocated for the different activities are outlined in the table below. In order for their practising license to be re-issued, nurses and midwives will be required to attain 30 CPD points every three years. Failure to attain the 30 CPD points may result in renewal of practising licence being denied. The national CPD program applies to all nurses and midwives in Tanzania in the public and private sector, non-government (NGO), community (CBO), and faith based (FBO) organisations.

On behalf of the QUAD Advisory Group, it was agreed that TNMC will coordinate the implementation of the program, develop and distribute log books for nurses and midwives in which their CPD activities will be recorded. Participation in each activity will be validated by the CPD provider or the nurse manager or supervisor. This is explained in more detail in the sections on documentation and compliance. The national CPD program will be monitored and evaluated using a range of strategies.

A national CPD program for nurses and midwives in Tanzania will ensure that nurses and midwives are knowledgeable and skilful and providing quality care to the people of Tanzania.

**DEFINITION**
Continuing professional development (CPD) is any form of purposeful education that takes place after completion of basic training that aims at improving performance through updating knowledge, skills and attitudes so that nurses and midwives retain their capacity to practise safely, effectively, competently and legally within their evolving scope of practice. Continuing professional development involves reviewing practice, identifying learning needs, planning and participating in relevant learning activities, and reflecting on the value of those activities.

**PURPOSE**
The purpose of CPD is to improve the performance of nurses and midwives in providing safe, ethical and competent care and meet the expectations of the community for high quality health care services. CPD provides an opportunity for nurses and midwives to identify their learning needs; promote lifelong learning and pursue and achieve professional growth and career progression and promotion. This contributes to meeting society’s dynamic health needs, public safety, and ethical and competent practice in line with related policies.
Nurses and midwives have an obligation to be involved in CPD activities to maintain professional competence and aim for continuous improvement in the standard of care they provide. It is the obligation of employers to provide, facilitate, sustain, and support the provision of CPD for nurses and midwives at all levels in both public and private institutions and health care settings and the responsibility of government to ensure the legislative and regulatory foundation framework.

PRINCIPLES
1. CPD is a self-directed continuous process which actively seeks to improve an individual’s professional skills, knowledge and performance.
2. CPD should be planned in advance through a personal development plan that builds on the individual’s existing knowledge and experience.
3. CPD should link an individual’s learning to their practice; be relevant to their current and future professional practice; incorporate learning about new technologies as well as the current and emerging health needs of patients, clients and the community.
4. CPD activities should meet the identified learning needs of the individual and include monitoring and evaluation of the individual’s development and a reflection on the values of the activities to their practice.
5. CPD should utilise varying teaching methods and learning styles that include a wide range of formal and informal learning activities.
6. CPD applies to all clinical and non-clinical roles related to the delivery of nursing and health care services.
7. CPD is based on honesty and trust, that the nurse or midwife will appreciate the need for, and actively participate in, learning opportunities in order to maintain safe and competent practice and provide high quality care to patients, clients and the community.

NATURE
Participation in the CPD program for nurses and midwives in Tanzania is mandatory as stipulated in the Nursing and Midwifery Act No.1 of 2010\(^1\) and further clarified in the Nursing and Midwifery Registration, Enrolment and Licensing Regulations 2010 that requires in Part III, Section 21(1) that every enrolled or registered nurse and midwife has a duty to attend CPD and in Part III, Section 21(2) that continuing professional development shall be considered a criteria for renewal of license.

REQUIREMENT
Nurses and midwives will be required to obtain not less than 30 points of CPD activity within three year period for renewal of their practising licence.

SCOPE
A wide range of activities, both formal (classroom based) and informal (workplace or community based), will be recognised toward meeting the CPD requirement. Each CPD activity must be at least one hour of active learning. CPD activities must be relevant to current or future practice. The type of CPD activity undertaken will depend on the level of educational preparation of the individual. CPD points

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\(^1\) An Act to make provisions for the protection, promotion and preservation of the public health, safety and welfare through regulation and control of nursing and midwifery education and practice: The Nursing and Midwifery Act No.1 of 2010
will be allocated according to the table below where one hour of active learning for different activities may qualify for 1, 2 or 3 points depending on the activity undertaken.

**TABLE 1: CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES FOR NURSES AND MIDWIVES**

<table>
<thead>
<tr>
<th>1 hour = 1 point</th>
<th>1 hour = 2 points</th>
<th>1 hour = 3 points</th>
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</table>
| **In-service education (short term)**  
Attending conferences, seminars, workshops or in-service education | **In-service education (short term)**  
Presenting at conferences, seminars, workshops or clinical in-service education  
Lecturing, teaching or doing assessments if it is not part of job description  
Planning or running a seminar or workshop |  |
| **Medium term education**  
Undertaking a short course distance or online | **Medium term education**  
Attending a short course face to face | **Medium term education**  
Designing, writing curricula, planning, running or evaluating a short course face to face, distance or online |
| **Reflective practice**  
Reading professional journals, guidelines, protocols and/or books  
Keeping a self-reflection journal  
Participating in a professional reading or reflective discussion group or journal club  
Filling in self-assessment questionnaires or self-appraisal | **Reflective practice**  
Reviewing educational materials, journal articles, guidelines, protocols and/or books followed by a presentation to peers | **Reflective practice**  
Facilitating reflective discussions or reading groups or journal club |
| **Research and projects**  
Participating in project work if it is not part of job description  
Utilising research findings to provide evidence based practice | **Research and projects**  
Participating in research as a team member  
Participating in research activities such as proposal | **Research and projects**  
Managing a project that is additional to and is not part of job description  
Conducting research as |
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<tr>
<th>Meetings and committees</th>
<th>Meetings and committees</th>
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<tr>
<td>Attending meetings as an active member of professional bodies (association or regulatory) and its committees</td>
<td>Participating in committees eg quality improvement, occupational health and safety</td>
<td>Participating in developing policies, protocols, standard operating procedures, educational material, manuals or guidelines</td>
</tr>
<tr>
<td>Participating in case studies, clinical audits, clinical meetings, focus groups or peer review</td>
<td>Presenting case studies, research findings, or clinical audit reports</td>
<td>Facilitating focus groups or peer reviews</td>
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<tr>
<th>Mentoring and supervising</th>
<th>Mentoring and supervising</th>
<th>Mentoring and supervising</th>
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<tr>
<td>Working with a mentor or supervisor to improve practice</td>
<td>Acting as a mentor or preceptor</td>
<td>Examining, evaluating, auditing and reporting on clinical practices, educational programs and projects if it is not part of job description</td>
</tr>
<tr>
<td>Supervised practice for skills development</td>
<td>Supervising staff or students if it is not part of job description</td>
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<th>Self-directed education</th>
<th>Self-directed education</th>
<th>Self-directed education</th>
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<tbody>
<tr>
<td>Participating in community based groups and programs relevant to practice as a volunteer</td>
<td>Skills development in IT, numeracy, communications, problem solving and working with others</td>
<td>Writing articles for publication in professional newsletters, journals and/or books</td>
</tr>
<tr>
<td>Participating as a witness in professional disciplinary hearings</td>
<td>Investigating disciplinary cases if not part of job description</td>
<td>Chairing community based groups or committees as a volunteer</td>
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**CPD Examples (from the table above)**

- Example 1: One hour of active learning attending an in-service at work will qualify for 1 point.
- Example 2: One hour participating in a clinical meeting at work will qualify for 1 point.
- Example 3: Six hours of active learning attending a one day workshop will qualify for 6 points (1 hour = 1 point therefore six hours = 6 points). Please note this does not include travel time or refreshment breaks.
- Example 4: Twelve hours of active learning attending a two day conference will qualify for 12 points. Please note this does not include travel time or refreshment breaks.
- Example 5: One hour acting as a mentor or preceptor will qualify for 2 points.
- Example 6: Three hours of active learning while undertaking a distance or online short course will qualify for 6 points (1 hour = 2 points therefore 3 hours = 6 points).
- Example 7: One hour of facilitating reflective discussions or a reading group or a journal club will qualify for 3 points.
- Example 8: Six hours of active learning while undertaking a face to face short course will qualify for 18 points (1 hour = 3 points therefore 6 hours = 18 points). Please note this does not include travel time or refreshment breaks.
Nurses and midwives who would like any other activity other than those listed to be credited for CPD points must first contact the Tanzania Nursing and Midwifery Council for approval.

QUALITY STANDARDS
In order to ensure that the content of CPD is of acceptable standards, the following criteria apply to providers of CPD:

Quality Standards for CPD Providers
- CPD provider should provide a purpose and objectives for the CPD activity
- CPD provider must be familiar and conversant with the topic they are presenting
- CPD should be provided by facilitators who use effective teaching and learning strategies, matching the content, level and type of learning
- CPD providers should use valid and reliable assessment methods that provide feedback on whether the learning objectives have been met
- CPD providers should document and retain information about program design and content; number of contact hours; names and contact details of participants; and evaluation outcomes; and provide secure storage for this documentation.
- Each CPD learning session should not be less than one hour

Quality Standards for Reflective Practice and Self-Directed Learning
Nurses claiming CPD points for reflective practice or self-directed education must document in their log book:
- the purpose or reason for undertaking the CPD activity
- the learning objective(s)
- the time spent in undertaking the activity
- the number of CPD points claimed
- The relevance of the CPD activity to current or future practice
- The learning gained from undertaking the activity and how it will be applied to improve practice

Each CPD learning session should not be less than one hour of active learning. Verification of all reflective practice or self-directed education must be made in the log book from manager or supervisor (name, designation, signature of individual and signature of manager or supervisor).

DOCUMENTATION
Nurses and midwives are required to keep evidence that explains why they chose particular CPD activities and how the activity was relevant to their context of practice; what they learned from the activity; and how it contributed to improving their practice. This will be in the form of a log book provided by the TNMC. Entries in the log book must be verified by the education provider, the employer, or nurse manager supplying name, status and contact details. If the individual does not have an employer or nurse manager who can confirm participation in the CPD activity, other documentary evidence (eg certificate of attendance) must be provided to the TNMC to verify the CPD activities attended. For each CPD activity, the Log Book entry should include:

- Date | Type of activity | CPD points claimed
- Signature of individual | Signature of tutor, manager or supervisor
• A summary reflecting the learning gained as a result of participating in the CPD activity and how it was applied to improve the quality of care.

The log book should also contain a table for *Continuing Professional Development Activities for Registered Nurses and Midwives*. The nurse or midwife should make sure the CPD activities are a mixture of different kinds of activities - not just one kind of learning - and that all activities are relevant to their work either their current role or to a planned future role. It is the responsibility of the individual nurse or midwife to prove that he/she undertook the CPD. The individual should aim for the CPD to improve the quality of their work.

The log book should be submitted to the supervisory authority for verification. The supervisory authority will sign the form for re-licensure to verify participation in CPD.

**COMPLIANCE**

**Monitoring Compliance**

1. The first level of monitoring of the CPD program is for the supervisory authority to randomly audit annually, 5% of the nurses at their facility to ensure log books of CPD undertaken are being completed and being submitted and validated with the signature of the supervisory authority.

2. The second level of monitoring is for the TNMC to conduct annual supportive supervision visits to selected health facilities to identify successes and/or limitations of the implementation of the CPD program.

3. The third level of monitoring is for the TNMC every three years to audit 5% of randomly selected facilities and institutions to ensure CPD log books are being completed and validated with the signature of the supervisory authority.

4. The fourth level of monitoring is the submission of the licence renewal forms to the TNMC at which time the individual has to confirm they have attained the required number of CPD points.

**Non-Compliance**

The penalty for non-compliance and failure to attain the required number of CPD points for re-licensure is the non-renewal of practising licence.

**EVALUATION**

The CPD program will be evaluated every three years by a survey questionnaire administered to nurses and midwives in a random sample of 5% of facilities and institutions to determine:

- Number of nurses and midwives who met the 30 point requirement
- Type of CPD activity undertaken
- Satisfaction with learning
- Perception of learning gained and whether it was beneficial
- Application of learning from CPD activity
- Ease of accessing CPD
- Affordability of attaining CPD
- Ability to obtain release from work
- Whether the CPD was part of a professional development plan
* Ease of using log book
* Feedback about CPD as a part of the requirement for renewal of licence.

**IMPLEMENTATION**
A communication strategy and implementation plan is being developed and it is anticipated that the national CPD program will be launched in 2014 after extensive consultation with nurses and midwives and other stakeholders.