

Establishing a CPD Accreditation System: A Project for Awarding Points to Lectures and Workshops at the District General Hospital, Matale

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Abstract:

➤ Introduction

Continuing Professional Development (CPD) is essential for maintaining and enhancing the competencies of healthcare professionals. Recognizing this need, District General Hospital (DGH) Matale initiated the establishment of a structured and formally accredited CPD system under the leadership of the Quality Management Unit (QMU), in collaboration with the Education, Training & Research (ET&R) Unit of the Ministry of Health, Sri Lanka.

➤ Objective

The primary objective of this initiative is to accredit all educational activities — including lectures, workshops, and training programs — with CPD points, thereby ensuring that healthcare professionals gain officially recognized and quality-assured learning experiences.

➤ Methodology

The CPD accreditation process was developed and implemented beginning in mid-February 2025. The framework involved designing standardized procedures for session approval, point allocation, and participant evaluation. The first CPD-accredited educational session was successfully conducted in March 2025. Continuous monitoring and feedback mechanisms were employed to maintain quality standards and relevance of learning activities.

➤ Results

By October 2025, DGH Matale had delivered over 30 CPD-accredited educational sessions across diverse healthcare disciplines. These sessions collectively awarded more than 100 CPD points to over 1,200 participants, representing all categories of hospital staff. The program demonstrated strong engagement, improved participation in educational activities, and increased awareness of lifelong learning practices.

➤ Conclusion

The introduction of a structured and accredited CPD system at DGH Matale marks a significant step toward fostering continuous professional growth among healthcare workers. The initiative enhances clinical competence, supports regulatory compliance, and establishes a sustainable culture of learning within the institution.

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I. INTRODUCTION

Healthcare professionals are expected to maintain up-to-date knowledge and skills throughout their careers to ensure the delivery of safe, effective, and evidence-based care (1). Continuing Professional Development (CPD) is the globally recognized mechanism that enables this lifelong learning process. Effective CPD systems, particularly those that accredit structured educational activities such as lectures and workshops, have been shown to positively influence professional practice and patient outcomes(2). It can have different impacts on health professionals, such as increasing clinical knowledge; fostering networking and collaboration; changing attitudes; enhancing skills, competence, and performance; and influencing clinical practice(3,4). This also helps them advance their careers, practice safely, provide better services to clients, and maintain consumer trust (5,6). Usually health care workers participate in continuing professional education and training to develop their careers, stay updated, and improve the quality of patient care(7,8). It has been proved that the Employees who receive continuing job education or training report higher job satisfaction(8,9,10,11). However, the effect of professional development and job education or training on staying or leaving the current employment is unclear.

At District General Hospital (DGH) Matale, although academic activities had been conducted historically, a significant decline in structured training was observed over the past 3 to 4 years. During this period, the institutional learning culture weakened, and staff development activities became sporadic, informal, and lacked formal recognition. Establishing a structured CPD accreditation and point-awarding system was therefore identified as a critical step toward strengthening institutional capacity and improving healthcare quality.

In early 2025, the Quality Management Unit (QMU) conducted an internal review, including interviews and consultations with staff across multiple categories. Findings revealed limited access to structured training and inadequate awareness of updated clinical protocols. Staff expressed a strong need for formalized CPD sessions, particularly workshops and skill-based training, to enhance knowledge and competencies.

The main objective of this project is to promote a sustainable learning culture across all departments and staff categories through the establishment of a CPD accreditation system for awarding CPD points for lectures and workshops at DGH Matale. In order to achieve this program established a CPD accreditation system at DGH Matale and awarded CPD points for all eligible educational activities conducted within the hospital ensuring alignment with national standards

through accreditation by the ET&R Unit of the Ministry of Health.

Quality management unit develop an internal system for planning, documentation, evaluation, and tracking of CPD activities to promote continuous professional development among all staff categories.

II. METHODOLOGY

The project was implemented through a systematic and phased approach;

➤ *Coordination with ET&R Unit.*

Ensured compliance with national guidelines and accreditation requirements through continuous liaison with the Education, Training and Research (ET&R) Unit of the Ministry of Health.

➤ *Needs Assessment.*

Conducted staff interviews, consultations, and internal reviews to identify training gaps and priority areas.

➤ *Proposal Development*

Prepared and submitted a formal proposal for CPD accreditation and resource allocation.

➤ *Application for CPD Accreditation*

Submitted required documentation to obtain CPD accreditation and approval for awarding points.

➤ *Implementation of CPD Activities*

Organized lectures, workshops, case discussions, journal clubs, and hands-on training sessions.

➤ *Certification and Documentation*

Issued CPD certificates and maintained systematic records through a structured CPD tracking system.

The project covered Academic Activities such as Lectures, workshops, case discussions, journal clubs, and skill-based training

Target Groups: Medical officers, nursing staff, allied health professionals, pharmacists, technicians, administrative staff, and healthcare assistants

➤ *CPD Point Allocation Framework*

- Lecture (1 hour): 1 point
- Half-day workshop (3–4 hours): 3–4 points
- Full-day workshop (6–8 hours): 6–8 points
- Skill-based training: 2–5 points (session-specific)

➤ *Implementation Plan*

- Phase 1 (February 2025): Initiation and submission to ET&R Unit
- Phase 2 (March 2025): Pilot CPD-accredited program

- Phase 3 (April–June 2025): Expansion across departments
- Phase 4 (July–December 2025): Full institutional integration

III. RESULTS

Activity	Result
Number of CPD activities	30
Program conducted	Activities included lectures, workshops, full-day training, and hands-on sessions
Number of CPD programs	>100
Number of Participants	1200

The initiative successfully revitalized the hospital's learning environment and established a structured approach to professional development.

IV. DISCUSSION

The implementation of the CPD accreditation system proved to be highly effective in re-establishing a strong learning culture within DGH Matale. The availability of accredited educational activities increased staff motivation, participation, and engagement. The structured system ensured consistency, accountability, and alignment with national standards.

This CPD program improved knowledge, skills, and clinical competencies among staff and enhanced patient care quality and patient safety. This program was increased staff motivation and professional satisfaction. Ultimately strengthen the institutional reputation and compliance with regulatory requirements.

However the main Challenges encountered were Inconsistent documentation practices in the initial stages, Variable engagement across departments, Administrative workload related to coordination and reporting, Delays in external approvals.

Suggestions for improvement include strengthening training on documentation and CPD processes, appointing departmental CPD focal points, integrating CPD participation into performance appraisal systems, enhancing digital tracking systems for efficiency, and maintaining regular communication with the ET&R Unit to minimize delays, while ongoing activities such as monthly planning, continuous monitoring, and coordination with the ET&R Unit ensure the sustainability of the program.

V. CONCLUSION

The establishment of a CPD accreditation system at District General Hospital, Matale represents a significant advancement in promoting continuous professional development and improving healthcare quality. Within a short period, the hospital has successfully implemented over 30 accredited programs, awarded more than 100 CPD points, and engaged over 1,200 staff members.

This initiative has strengthened institutional learning, enhanced staff competencies, and contributed to better patient care outcomes. Continued commitment to planning, monitoring, and alignment with national standards will ensure long-term sustainability. Ultimately, this project positions DGH Matale as a proactive, learning-oriented healthcare institution in Sri Lanka.

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