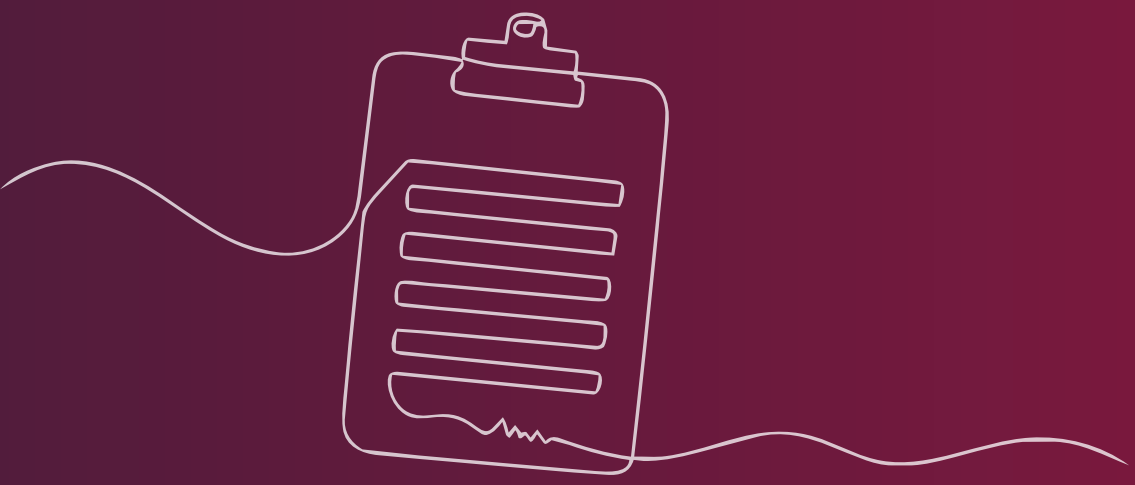
وزارة الصحـــــة العامـــــة
Ministry of Public Health
State of Qatar • دولـــة قطـــر

DHP-AS CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM

A Manual For Healthcare Practitioners

More Knowledge, Better Patient Care



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WELCOME FROM THE DEPARTMENT OF HEALTHCARE PROFESSIONS

The State of Qatar has taken incredible strides towards making the country's healthcare among the best offered in the world. Here at the Ministry of Public Health, we are doing a number of great things to make this possible!
The Department of Healthcare Professions - Accreditation Section (DHP-AS) is working on to improve the lives of all people in Qatar through the National Continuing Medical Education (CME) / Continuing Professional Development (CPD) Program & Framework.
All healthcare practitioners in the country are required to enhance their skill sets so that our patients are ensured the best medical care in the world.
The ultimate goal of the CME/CPD program is to reassure patients and the public that health care practitioners upgrade and maintain professional competence that would ensure improved service outcomes and quality patient care.
CPD provider organizations (both accredited and non-accredited) are key partners in the implementation of a robust national CME/CPD system in Qatar by providing learners access to high-quality educational resources.

ABOUT THIS DOCUMENT

The DHP-AS has developed a CPD Program for healthcare practitioners. This CPD Program includes a framework of learning activities, a credit system and the minimal requirements all healthcare practitioners must meet for continued licensure within the State of Qatar.
This document will provide you with an introduction to the CPD Program, describe the CPD Framework, credit system and the documentation requirements as well as summarize the key policy issues you will need to know related to your participation in CPD activities.

INTRODUCTION

Although the terms Continuing Professional Development (CPD) and Continuing Medical Education (CME) are frequently used interchangeably, CME should be considered as a component of CPD. In other words, CPD includes a focus on discipline-specific knowledge and skills (the traditional domain of CME) but embraces learning across a wide range of content areas and competencies (for example communication skills, professionalism, leadership and management skills, healthcare quality management, evidence-based practice and clinical guidelines, information technology, collaboration and teamwork skills and quality improvement) needed to deliver high-quality healthcare.

CPD is a lifelong learning process which enables health professionals to maintain and improve their knowledge, skills, attitudes, behaviors and performance across all areas of their professional practice.

The educational goals of CPD are multi-faceted and include expanding knowledge, acquiring skills, developing new competencies, improving performance and patient care outcomes, as well as supporting multiple transitions as a natural part of career development. These goals will not only provide measurable outcomes for healthcare practitioners but also establish the value and commitment of each health profession in fostering a culture of best practice – which are paramount to continuously improving healthcare quality and patient safety.

The development of a CPD Framework is one of the essential components of a national CPD system. All healthcare practitioners are required to engage in CPD as part of their professional obligations to patients, the public, and their healthcare organizations to maintain their registration and licensure in the State of Qatar.

A CPD accreditation system has been established to facilitate the review and approval of CPD activities included in Category 1 and 3 of the CPD Framework. The CPD accreditation system is led by the health professions and is based on the principle of continuous quality improvement.

The CPD system establishes a balance between group learning, self-directed learning, and assessment activities. The CPD system supports and enables continuous learning and improvement that benefits individual healthcare practitioners, the health system, and the public.

EDUCATIONAL PRINCIPLES FOR THE CPD PROGRAM

The CPD Program for the State of Qatar is founded on the following educational principles:

1. CONTINUOUS IMPROVEMENT

Healthcare practitioners are required to engage in learning activities that continuously enhance their knowledge, skills, competencies, and performance across their scope of practice.

2. PROFESSIONAL DEVELOPMENT

Healthcare practitioners are required to participate in variety of learning activities to address their identified CPD needs and enhance their professional development.

3. RELEVANCE

Healthcare practitioners are required to choose learning activities that are relevant to their professional roles and responsibilities and contribute to their career development
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4. REFLECTION

Healthcare practitioners are required to continuously reflect on the evidence that informs their practice and identify the impact or outcome of engaging in learning activities (group learning, self-learning or assessment) on their knowledge, attitudes, skills, behavior or patient outcomes.

5. SELF-ASSESSMENT

Healthcare practitioners are expected to self-assess their professional practice needs using external data sources with feedback and the impact of their learning activities on practice.

Collectively, these educational principles guide healthcare practitioners to develop a professional development plan (PDP) that will demonstrate their commitment to engage in learning activities that result in meaningful and measurable outcomes.
Healthcare practitioners are required to record their learning activities and outcomes in a CPD ePortfolio and will be randomly selected to participate in an audit of their documented learning activities in their CPD ePortfolio.

WHO ARE THE KEY STAKEHOLDERS FOR THE CPD PROGRAM?

The key stakeholders of the CPD Program for the State of Qatar fall under **four main groups:**

1. **Healthcare practitioners:** all health professions, including physicians, dentists, nurses, midwives, pharmacists, complementary medicine, and allied health professionals including but not limited to emergency medical technologists, laboratory technologists, imaging technologists, optometrists, dieticians, perfusionists, pharmacy technicians, respiratory therapists, physiotherapists and PT assistants, occupational therapists and OT assistants, dental hygienists, dental assistants, and all other health professionals who require a license to practice.

2. **Accredited CPD provider organizations:** organizations that have been reviewed and approved by the DHP-AS based on their abilityto demonstrate adherence to established accreditation standards in areas of educational development, governance, organizational infrastructure and administrative operations.

3. **The Accreditation Section of the DHP** is responsible for the overall CPD system including the CPD framework, credit system, CPD ePortfolio, and reviewing CPD provider accreditation process as well as activities submitted by non-accredited CPD provider organizations which reflect the key stakeholder organizations within the CPD accreditation system.

4. **DHP partners:** regional, national, international, governmental and non-governmental healthcare facilities, and academic institutions.

WHO NEEDS TO PARTICIPATE IN THE CPD PROGRAM?

All licensed Healthcare Practitioners

Participation in relevant and practice-specific CPD activities is a professional expectation from all licensed healthcare practitioners. The State of Qatar requires all licensed healthcare practitioners – physicians, nurses, dentists, pharmacists, and allied health professionals – to participate in CPD activities according to the policies and regulations established by the DHP Accreditation Section.

Healthcare practitioners will benefit from a CPD system that supports them to reflect on, manage, and demonstrate their commitment to CPD.

EXEMPTIONS

Status of practice

Exemption from participation in the CPD Program is granted only to healthcare practitioners enrolled in DHP-recognized structured specialization training (e.g., residency training) in Qatar and those who retired from clinical practice or related professional activities.

Healthcare practitioners in part-time practice or reduced-scope practice for which a license is required must continue to participate in the CPD Program and are not eligible for retired status.
If a retired healthcare practitioner returns to part-time or full-time practice, they must register and participate in the CPD Program.
Licensed healthcare practitioners in the State of Qatar are required to participate in the State of Qatar CPD Program, even if they are participating in another CPD Program to maintain credentials outside of Qatar.
It is important to note that licensed healthcare practitioners who do not have full-time clinical care roles and are engaged in healthcare administration, research or education must participate in the CPD Program.
For further details, please see CPD Exemption Policy (MoPH/DHP/AS/CPD/003).

LEAVE OF ABSENCE

When healthcare practitioners are absent from practice, they must follow the procedure for leave as determined by the DHP Registration Section.
If applicable, the Registration Section will communicate with the Accreditation Section to modify CPD requirements accordingly.
When healthcare practitioners are absent from practice the CPD cycle end date will remain the same but annual and cycle specific expectations related to CPD cycle requirements may be adjusted.
A leave of absence is the period of time when a healthcare practitioner cannot participate in their professional practice. Leave of absence shall be approved by the concerned authority of the healthcare practitioner and do not include annual vacation and casual leave.
For further details, please ***see CPD Leave Policy (MoPH/DHP/AS/ CPD/004).***

LINKING LEARNING TO YOUR PROFESSIONAL PRACTICE

In the CPD Program, professional practice provides both the driving force and practical context for lifelong learning. Daily work routines provide opportunities to update skills, gain new information and improve abilities related to communication with patients or collaborating with other members of inter-professional health teams. Because CPD is shaped by career goals and immediate professional practice needs, learning should be relevant to practical problems or challenges that healthcare practitioners face every day. Learning is not an interruption of practice but a strategy that enhances the effectiveness and efficiency of practice by expanding expertise. In linking learning with practice, we are embracing a commitment to improve the quality of care we provide and to pursue practice-based improvement as a professional goal.

It is important for all healthcare practitioners to understand that the CPD Framework and credit system are not designed to provide credit for performing a professional role (such as patient care, teaching or research) but for learning stimulated by one's professional roles that contributes to sustaining competence and performance.

CREATING A PROFESSIONAL DEVELOPMENT PLAN

An effective professional development plan (PDP) addresses questions, issues or problems identified in practice. Any PDP should be **relevant to one's:**

- Current professional roles and responsibilities (scope of practice)
- Professional needs (those currently recognized and those identifiable only through assessment)
- Ability to sustain the competencies required for the provision of exemplary healthcare

Creating an effective PDP begins by **answering the following questions:**

1. What are my current professional roles and responsibilities?
2. What are my future career goals?
3. What areas of expertise are essential to my practice and what new areas of expertise would I like to acquire?
4. What competencies do I want my learning to sustain?
5. How will I identify new developments or skills that are applicable to my practice?
6. What questions or issues do I need answered?
7. What areas of my practice should I assess?

Within the CPD ePortfolio, there is an electronic tool to help healthcare practitioners create and reflect on their learning needs and develop a PDP.

CPD PROGRAM REQUIREMENTS

As CPD is a continuous process that is central to maintaining competence, the DHP links the completion of mandatory CPD Program requirements to the renewal of licensure. The length of the CPD Program cycle is two (2) years, starting from each healthcare practitioner›s date of licensure. To maintain licensure, healthcare practitioners in the State of Qatar must meet **ALL of the following:**

1. **The CPD cycle requirement:** Healthcare practitioners must complete and document a minimum of:
   - Eighty (80) credits every two years (for Physicians & Dentists); OR
   - Forty (40) credits every two years (for Nurses, Pharmacists & Allied Health Professionals).
2. **The annual CPD requirement:** Healthcare practitioners must complete and document a minimum of 50% of their total CPD cycle requirements (i.e., 40 CPD credits for Physicians & Dentists and 20 CPD credits for Nurses, Pharmacists & Allied Health Professionals) during each year of their CPD cycle.
3. **Category-specific requirements:** Healthcare practitioners must complete and document a minimum of 50% of their total CPD cycle credit requirements (i.e., 40 CPD credits for Physicians & Dentists and 20 CPD credits for Nurses, Pharmacists & Allied Health Professionals) in **Category 1** and 50% of their total CPD cycle credit requirements (i.e., 40 CPD credits for Physicians & Dentists and 20 CPD credits for Nurses, Pharmacists & Allied Health Professionals) in **Category 2 and/or Category 3,** in any combination, during each 2-year CPD cycle.

CPD Program Requirements		Physicians and Dentists	Nurses, Pharmacists and Allied Health Professionals (AHPs)
CPD Cycle Requirements		80 Credits	40 Credits
Annual Requirements		40 Credits	20 Credits
Category -Specific Requirements	Category 1	40 Credits	20 Credits
	Category 2 &/ or 3 (in any combination)	40 Credits	20 Credits

All licensed healthcare practitioners in the State of Qatar must record their learning activities in the CPD ePortfolio in order to receive CPD credits. This includes completing the recording of CPD provider-reported DHP-accredited CPD activities, self-reporting of other CPD activity participations and uploading of all relevant documentation required to demonstrate completion of the CPD activities.

For further details, please see CPD Cycle Policy (MoPH/DHP/AS/CPD/002).

NON-ADHERENCE

Healthcare practitioners who fail to record the annual minimal CPD Program requirements are deemed to be non-adherent.
All non-adherent healthcare practitioners will be monitored by the DHP-AS throughout the remaining year of their CPD Program cycle and will be offered assistance to become adherent.
All non-adherent healthcare practitioners will be required to participate in a CPD ePortfolio Audit in the remaining year of their CPD cycle.
For further details, please see ***CPD Recording Policy (MoPH/DHP/AS/CPD/005) and CPD ePortfolio Audit Policy (MoPH/DHP/AS/CPD/006).***

NON-COMPLIANCE

Healthcare practitioners who fail to record the minimal expectations for Category-specific or 2-year CPD Program cycle requirements will be deemed to be non-compliant.
Non-compliant healthcare practitioners will be subject to having their license terminated based on non-compliance with CPD Program regulations.
All non-compliant healthcare practitioners will be provided with an opportunity to appeal the termination of license.
For further details, please see ***CPD Recording Policy(MoPH/DHP/AS/CPD/005).***

CPD CYCLE APPEALS

All healthcare practitioners who are deemed to be non-compliant with CPD Program cycle requirements will be contacted by the DHP-AS. Affected healthcare practitioners may request in writing, an opportunity to appeal their non-compliance. A review panel, facilitated by the DHP-AS, will be formed to assess any CPD Program cycle appeals submitted by healthcare practitioners.
For further details, please see ***CPD Cycle Appeals Process Policy (MoPH/DHP/AS/CPD/007).***

THE NATIONAL CPD FRAMEWORK AND CPD CATEGORIES

The learning activities included within the CPD Framework have been organized into three categories. For each category there is a definition, a description of the learning activities, the credit rating assigned to each activity and the documentation requirements for credit validation.
The CPD Framework recognizes wide range of CPD activities, from which healthcare practitioners should select learning activities that address an identified need relevant to their professional practice. However, the framework does not explicitly recognize activities such as completing daily clinical rounds, supervising students or trainees, administrative meetings, compiling educational materials for internal use. For information on how these professional roles can result in credit within the CPD Framework, please consult the DHP Accreditation Section.

CATEGORY 1: ACCREDITED GROUP LEARNING ACTIVITIES

Definition: Accredited group learning activities are activities that have been deemed to meet a set of administrative, educational, and ethical standards established by the DHP-AS.
Group learning is an important professional development activity for healthcare practitioners practicing in the State of Qatar.
Group learning provides an opportunity to confirm or expand areas of knowledge or practice management, to identify potential new therapies or approaches for practice and to share practice issues or experiences with peers.
The **types of group learning activities** in this category include:

- Conferences, symposia, seminars and workshops.
- Educational rounds.
- Journal clubs.
- On-line synchronous or blended group learning activities.

All learning activities in Category 1 are assigned **1 credit per hour.**
For **a list of DHP-accredited group learning activities,** please visit DHP.moph.gov.qa.

CATEGORY 2: SELF-DIRECTED LEARNING ACTIVITIES

Definition: Self-directed learning activities are planned and implemented by an individual healthcare practitioner to address an identified learning need related to clinical practice, education and training, or research and quality improvement.
The learning activities in Category 2 are assigned **varying credit ratings** depending on the specific self-directed learning activity, which **include:**

1. **Clinical practice: Subcategory Activities:**
- Answering self-identified clinical questions
- Reading journals, books or monographs
- Completing self-learning modules
- Viewing podcasts or webcasts.

2. **Education and training Subcategory Activities:**
- Postgraduate degrees or diploma programs recognized by a relevant professional body.
- Preparation for formal teaching activities.
- Development of assessment tools or activities including OSCE, MCQ or short answer questions.
- Preparation for mentoring students, trainees, or peers.

3. **Research and Quality Improvement Subcategory Activities:**
- Developing a research grant or peer reviewed publication.
- Peer review of a clinical practice.
- Peer review for journals or research grants.
- Participation in or leading quality improvement projects.

CATEGORY 3: ASSESSMENT ACTIVITIES

Definition: Assessment activities provide individual or groups of healthcare practitioners, or inter-professional health teams with data and feedback on their knowledge, competence or performance.
Engaging in assessment activities is an important learning strategy to assist healthcare practitioners to use external measures with feedback to identify where knowledge, competence or performance is up-to-date and areas that require further improvement.
Assessment activities provide healthcare practitioners with processes and tools to generate data and obtain feedback to guide future learning.
All assessment activities are based on **a credit rating of 2 credits per hour**; the total credit value of activities will vary depending on the length of each activity.

There are 2 subcategories and multiple types of assessment activities in Category 3, including:

1. **Accredited Assessment Subcategory Activities:**
Accredited assessment CPD activities include:
- Knowledge assessment programs.
- Simulation, including hands-on training courses.
- Clinical audits.
- Multi-source feedback.
- Direct observation of procedures or performance in practice.

All accredited assessment activities must meet the standards established by the DHP-Accreditation Section. For a list of DHP-accredited assessment activities, please visit DHP.moph.gov.qa.

2. **Other Assessment Subcategory Activities:**
Other assessment CPD activities include:
- Feedback from annual performance review.
- Feedback on teaching effectiveness

For further details about CPD categories, subcategories and activity types, please see ***CPD Calculator Policy (MOPH/DHP/AS/CPD/001).***

CPD ACTIVITIES DEVELOPED OUTSIDE OF THE STATE OF QATAR

Credits granted to healthcare practitioners for their participation in Live (face-to-face or online synchronous) group learning activities developed outside the State of Qatar may be recognized, by the DHP-AS, as DHP category 1 credits, if the activities are accredited by international CPD accreditation organizations recognized by the DHP-AS.
Similarly, credits attained by face-to-face or online participation in assessment CPD activities (of one of the types listed under accredited assessment subcategory of DHP category 3) developed outside the State of Qatar may be recognized by DHP-AS, if the activities are accredited by an international CPD accreditation organization recognized by the DHP-AS.

For further details, please see the ***CPD Activities Developed Outside the State of Qatar Policy (MOPH/DHP/AS/ CPD/008).***

For the **lists of DHP-recognized international CPD accreditation bodies,** please visit DHP.moph.gov.qa.

CPD Framework Table

Description		CPD Activities	Credit Rating	Supporting Documentation Requirements
Category 1 - Accredited Group Learning Activities				
Activities that have been deemed to meet a set of administrative, educational and ethical standards established by the Department of Healthcare Professions (DHP - AS)		Conferences, symposia, seminars and workshops	1 credit/hour	A certificate of attendance or letter of participation (issued by the CPD provider organization), including: an evidence (statement) of accreditation, location, date and format (i.e., live in-person or online synchronous formats) of the conducted CPD activity, and the exact number of credits granted to the participant.
		Educational rounds (including morning report in healthcare facilities, Grand rounds, Morbidity and Mortality rounds, tumor boards and case - based discussions)		
		Journal clubs		
		Online synchronous OR blended learning activities		
Category 2 - Self - Directed Learning Activities				
Clinical Practice	*Self - learning activities are planned and implemented by a health care practitioner to: address needs related to clinical practice*	Answering self - identified clinical questions	0.5 credits/hour	A certificate or transcript (from a third party) stating the exact number of credits granted or hours spent.
		Reading journals, books or monographs	1 credit/article, chapter or monograph	A certificate or transcript (from a third party) stating the exact number of credits granted or hours spent OR a copy from the journal article, book chapter or monograph.
		Completing self - learning modules	1 credit/hour	A certificate or transcript (from a third party) stating the exact number of credits granted or hours spent.
		Viewing podcasts or webcasts	0.5 credits/hour	A certificate or transcript (from a third party) stating the exact number of credits granted or hours spent.
Education & Training	*address needs related to engaging in education and training*	Postgraduate degrees or diploma programs recognized by a relevant professional body	25 credits/semester or course	A transcript of the course from the responsible organization or academic institution.
		Preparation for formal teaching activities	2 credits/hour	A teaching schedule from the responsible organization or academic institution, stating the name of the speaker/faculty and the title, date, and duration of the formal teaching activity.
		Development of assessment tools or activities (including Objective Structured Clinical Examination (OSCE), MCQ or short answer questions)	2 credits/hour	A letter describing participation in the development of assessment tools or activities from the responsible organization.
		Preparation for Mentoring students, trainees, or peers	1 credit/hour	A letter from the responsible organization, stating the name of the mentor and the date range and average duration of mentoring provided.
Research & Quality Improvement	*address needs related to engaging in research and quality improvement*	Development of a research grant or peer - reviewed publication	10 credits (for the 1st author), 5 credits (for the 2nd author) or 3 credits (for other authors)/publication	A letter of acceptance (of the research grant or publication) from the responsible organization or publisher.
		Peer review of a clinical practice	1 credit/hour	A letter of participation in peer review of a clinical practice from the healthcare facility.
		Peer review for journals or research grants	3 credits/publication	A letter of participation in peer review of research grant or publication from the responsible organization or publisher.
		Participating in or leading quality improvement projects	10 credits/project	A letter of participation in Clinical Quality Improvement (CQI) project from the responsible organization.
Category 3 - Assessment Activities				
Activities provide individual, or groups of healthcare practitioners, or inter - professional health teams, with data and feedback on their knowledge, competence or performance. All accredited assessment programs, activities, or instruments must meet the standards established by the DHP - AS.		**Accredited Assessment**		
		Knowledge assessment programs	2 credits/hour	A certificate of attendance or letter of participation (issued by the CPD provider organization) including: an evidence (statement) of accreditation, location, date and format of the conducted CPD activity, and the exact number of credits granted to the participant.
		Simulation		
		Clinical audits		
		Multi - source feedback		
		Direct observation of procedures or performance in practice		
		Other Assessment		
		Feedback from annual performance review	2 credits/hour of feedback	A summary of feedback from the responsible organization.
		Feedback on teaching effectiveness		

DOCUMENTING YOUR CONTINUING PROFESSIONAL DEVELOPMENT

Although healthcare practitioners have always embraced lifelong learning as a central theme of professional practice, most learning in practice is either unplanned or incidental. Documenting what was learned is a new professional expectation. Many healthcare practitioners do not often understand why there is a need to document the impact of learning on their practice.

WHY TO DOCUMENT?

There are two main reasons why documenting is important:

1. **Documenting is part of the learning process:** Documentation of the learning process (how learning was planned) and the outcomes or improvements identified during the process provides an opportunity to review and enhance the effectiveness and efficiency of future learning.
2. **Documentation is central to validating learning:** Many aspects of healthcare practice require validation, such as the quality of record keeping in clinical care or documentation of scientific methods underlying research practices. Validation of CPD activities equally requires the ability to document which areas of practice were reviewed, the processes used and the outcomes identified that contributed to or enhanced practice.

CPD EPORTFOLIO

A CPD ePortfolio is an online tool that enables healthcare practitioners to record the CPD activities they have completed and reflect on the impact of CPD for their professional practice.
The CPD ePortfolio contains all the necessary information and supporting documentation to demonstrate how each healthcare practitioner is meeting the requirements of the DHP-AS for the maintenance of licensure.
To access the CPD ePortfolio Manual and know more about how to login to your CPD ePortfolio, and how to access and use the healthcare practitioner dashboard, Record a CPD Activity template, and the Professional Development Plan template, please visit DHP.moph.gov.qa.

RECORDING CPD ACTIVITIES

All healthcare practitioners are responsible for recording their completed CPD activities in their CPD ePortfolio to receive credit. This includes completing the recording of CPD provider-reported DHP-accredited CPD activities, and self-reporting of other CPD activity participations, for which they are required to upload supporting documentation (as described in the CPD Framework table for each CPD activity type).
Healthcare practitioners should also retain copies of all documentation uploaded to their CPD ePortfolio for their own records for a minimum of 12 months after the completion of their CPD cycle, as they may be called upon to provide additional detail during a CPD ePortfolio audit per the CPD ePortfolio Audit Policy .
For further details, please see ***CPD Recording Policy (MOPH/DHP/AS/CPD/005), CPD ePortfolio Audit Policy (MOPH/DHP/AS/CPD/006) and Practitioner Documentation Policy (MOPH/DHP/AS/CPD/009).***

REFLECTION

Reflection on what new knowledge, skills or competencies were acquired and/or how these learning outcomes can be effectively integrated into professional practice to achieve the best possible health outcomes is essential to receive credit. Reflection can be useful during or after a CPD activity.

CPD EPORTFOLIO AUDITS

The DHP-AS has established a CPD ePortfolio Audit process whereby the documentation uploaded by a healthcare practitioner for a CPD activity in their CPD ePortfolio is compared to the supporting documentation requirements described in the CPD Framework table.
The audit shall include all submissions made by healthcare practitioners to record their participation in Category 1 and accredited Category 3 activities developed outside the State of Qatar. In addition, a random sample, from all categories of healthcare professions, will be selected twice per year for audit. Healthcare practitioners will be notified if they have been selected, as well as informed of any outcomes.
Healthcare practitioners will be responsible for responding to any requested follow-up actions and may request a review of audit results.
For further details, please see ***CPD ePortfolio Audit Policy (MOPH/DHP/AS/CPD/006).***

DISCLOSURE OF INFORMATION

To ensure the participation of employers in providing appropriate levels of support for healthcare practitioners in meeting the CPD Program requirements, while maintaining the privacy and confidentiality of the healthcare practitioners, the collective information generated from the CPD ePortfolios of the healthcare practitioners may be shared, when requested, with their respective employers.
The information shall be shared in a standardized report that includes aggregated, de-identified data focusing exclusively on adherence and compliance of the employer's healthcare practitioners with the CPD Program Cycle requirements.
A service agreement outlining the how the CPD ePortfolio data will and will not be used or shared outside of the DHP-AS is made available to each healthcare practitioner within their CPD ePortfolio.
For further details, please see ***CPD ePortfolio Data Reporting Policy (MOPH/DHP/AS/CPD/010).***

THE DHP-AS, HEALTHCARE PRACTITIONERS, AND REMEDIATION

WHAT IS REMEDIATION?

Remediation is a process that seeks to change, improve or correct an area or behavior. Remediation is a form of continuing professional development designed to address an area of practice that must be improved.

This guideline is intended to provide a general approach to the development of an effective educational response to areas of professional practice that must be remediated or improved. Healthcare practitioners, through a variety of mechanisms, may have an aspect of their professional practice identified where education is required and improvement must be demonstrated. This guideline is intended to provide healthcare practitioners with some practical strategies to address areas that require remediation.

DEVELOPING A LEARNING PLAN: A 5-STEP PROCESS

Although not all components of remediation require an educational response, the ability to improve knowledge, skills, behaviors or attitudes frequently will require the development of learning and an evaluation of the effectiveness of learning in demonstrating the skill, behavior or attitude has been appropriately addressed.

In formulating a learning plan there are several important steps to consider.

STEP 1: SEEK THE HELP OF A PEER OR MENTOR TO SERVE AS A COACH

Given the importance of ensuring you have a clear understanding of the needs that were identified a peer or mentor, serving as a coach can help you 'make sense' of the need and facilitate a process to translate what needs to change into a series of actionable steps. For example, is the area of practice that needs to be improved based on:

- A lack of knowledge or application of knowledge?
- A competency or skill that I need to enhance?
- A specific skill or competency area that I need to acquire?
- An attitude that needs to change?

Having clarity on what needs to change or improve will help you select what specific learning activities you will complete.

STEP 2: TRANSLATE THE IDENTIFIED NEED INTO AN ACTION

Whether you work with a coach or accomplish this step on your own will require you to develop a set of concrete steps you plan to complete to address the area of practice that must be improved.

Translating the areas of concern into a series of actionable statements will be critical to the success of the learning plan.

In creating these statements ensure that the area of need is specifically defined and phrased in a manner that would you can measure success.

STEP 3: SELECT RELEVANT LEARNING ACTIVITIES

The third step in formulating a plan to change, improve or enhance an aspect of practice is to select specific learning activities that are best suited to address the areas of need. Changing our competence or performance is complex and frequently requires the intentional integration of multiple learning activities. In addition, the sequencing of learning activities – what to do first, second or third will be important to consider. The CPD Framework for the State of Qatar includes a wide range of learning activities for you to consider.

STEP 4: EVALUATE FOR IMPROVEMENT

For each action you have defined you will need to consider how you will know whether the action was successful and the needs identified were addressed.

Utilizing one or more assessment activities included in Category 3 of the State of Qatar's CPD framework will be important to consider. This category will help you both in the learning process (learning how to perform a skill in a simulation center) or assessing the degree to which this skill has been acquired and appropriately applied in practice (using a chart audit or direct observation of your performance in practice).

STEP 5: DOCUMENTING YOUR LEARNING IN THE CPD ePortfolio

The DHP-AS has provided a CPD ePortfolio that will allow you to document each step of your plan and receive appropriate credits for the learning activities you have completed.

The DHP-AS is one source of assistance or support in guiding you to create and implement an educational plan to remediate an area of your professional practice that requires improvement.

CPD ACCREDITATION SYSTEM OVERVIEW

The CPD accreditation system is designed to review and approve CPD provider organizations or individual CPD activities, resources or instruments to determine their compliance with a set of administrative, educational, and ethical standards.
The intent of the CPD accreditation system is to guide and support the development of high-quality learning activities, resources and instruments used by health professionals.
The accreditation standards and processes define which learning activities, educational resources or instruments have met a rigorous standard - a mark of educational quality.
The CPD accreditation system is intended to express the values that matter most to learners, CPD provider organizations and the entire healthcare system.
The CPD accreditation system for the State of Qatar is based on:

- A reasonable set of standards
- Demonstrations of accountability and fairness
- Promoting continuous improvement
- Encouraging effective collaboration
- Valuing learning across a range of competencies
- Measuring achievement of outcomes

The DHP has elected to implement **a hybrid CPD accreditation system** that embraces both CPD provider-based and CPD activity-based accreditation.

Provider-based CPD accreditation systems recognize organizations that have demonstrated their ability to comply with a set of established standards across multiple domains focused on the development of educational activities, governance and decision making, organizational infrastructure and administrative operations to ensure quality and consistency.

In a provider-based CPD accreditation system, all learning activities developed by an accredited CPD provider organization are deemed to be approved and specify the number of credits,. Hence, one accreditation decision results in the approval of multiple activities developed during the accreditation cycle of a CPD provider organization.

Provider-based CPD accreditation standards encourages accredited CPD provider organizations to not only measurably change and improve but to actively participate as members of a 'learning community' of other accredited organizations in sharing innovative ideas and continuously contributing to the accreditation system's standards and processes.

Activity-based CPD accreditation reviews a specific activity, resource or instrument against a set of administrative, educational and ethical standards. Individual CPD activities may be designed to increase awareness, acquire new knowledge, skills or competencies, enhance performance or improve health outcomes.
Learning activities developed for inclusion within Category 1 and Category 3 by eligible organizations not accredited by the DHP-AS must be reviewed and approved by the DHP-AS before they are approved as accredited CPD activities.
For more information about the DHP-AS CPD accreditation system, including a list of DHP-accredited CPD activities, please visit DHP.moph.gov.qa.

FREQUENTLY ASKED QUESTIONS

To access an updatable list of healthcare practitioners› FAQs, please visit DHP.moph.gov.qa.

DEFINITIONS

Accredited CPD Activity is an educational activity that meets the administrative, educational and ethical standards of the DHP-AS. Accredited CPD activities include group learning and assessment, in a live or electronic format.
Accredited CPD Provider is an organization that has been accredited by the DHP-AS by demonstrating that they have met the established standards in areas of educational development, governance, organizational infrastructure and administrative operations.
Category 1 – Accredited group learning activities.
Category 2 – Self-directed learning activities.
Category 3 – Assessment activities.

Clinical audit activities provide a process for data collection and provision of feedback to individual healthcare practitioners, groups of healthcare practitioners or inter-professional healthcare teams related to how their performance aligns with established practice standards. Clinical audit activities measure current performance against established measures and the feedback provided facilitates the identification of areas where performance meets or exceeds expectations and areas where improvement is either desirable or helpful to improve the outcomes for patients.
Conferences: Large-group learning activities, usually organized by a scientific, professional, or academic bodies, where experts present and discuss research, ideas, or developments in a field. They are typically planned once in a year but may be designed to occur several times per year at multiple locations.
Continuing Medical Education (CME) describes teaching and learning that meets an identifiable need and designed to enhance medical/clinical knowledge, skills, attitudes, performance or health outcomes.

CPD (Continuing Professional Development) describe educational activities that extend beyond the scope of traditional CME (defined above) and includes learning activities that incorporate content areas outside discipline specific knowledge and skills.

CPD Activity is a learning activity designed to respond to the needs of health professionals in enhancing awareness or acquisition of new knowledge, development of skills or competencies, improving performance or health outcomes.

CPD Cycle is the time period established to complete the minimal expectations established by the DHP-AS.

CPD ePortfolio Audit is the process where the documentation uploaded for a CPD activity in the CPD ePortfolio is compared to the supporting documentation requirements described in the CPD Framework table.

CPD ePortfolio is an online tool that enables healthcare practitioners to record the CPD activities they have completed and reflect on the impact of CPD for their professional practice.

CPD Framework is the organization of continuing professional learning activities recognized by the DHP-AS into three categories: Category 1: Accredited Group Learning Activities; Category: 2 Self-Directed Learning Activities and Category 3: Assessment Activities.

CPD Participant is a healthcare practitioner that is participating in the CPD Program developed by the DHP-AS.

Direct observation of clinical or procedural skills is an important process in providing individual healthcare practitioners direct feedback of how their performance aligns with established standards. Direct observation assessment instruments measure current performance against established standards and provide opportunities for feedback to identify areas where performance meets or exceeds expectations and areas where improvement is either desirable or helpful to improve the outcomes for patients.
Educational rounds: regularly recurring, institution-based group-learning activities designed to address the educational needs of healthcare practitioners in their local practice setting and to support ongoing improvement in knowledge, practice, and patient care.

Journal clubs: Structured group-learning activities in which healthcare professionals meet to review and critically discuss selected scholarly articles, aiming to strengthening critical appraisal skills, translating evidence into practice, and supporting ongoing professional learning.

Knowledge assessment programs are designed to assess knowledge or the application of knowledge in specific areas, topics or domains. Knowledge assessment programs use structured formats, such as multiple-choice or short answer questions, that may include a clinical scenario and require participants to select the appropriate response. Participants receive feedback on the answers they selected to provide opportunities to identify areas for improvement and future learning.

Leave of Absence is the period of time when a healthcare practitioner cannot participate in their professional practice. Leave of absence other than annual or casual leave approved by the concerned authority of the healthcare practitioner.

Multisource feedback (MSF) or 360-degree evaluation, is a questionnaire-based assessment method in which peers, patients, and colleagues or co-workers provide ratings on key performance behaviors.

MSF assessments can generate reliable data with a reasonable number of respondents and research has shown that participants will use the feedback to contemplate and initiate changes in practice. MSF tools are particularly helpful to assess interpersonal, communication, professionalism, or teamwork behaviors.

Non-adherence describes healthcare practitioners who fail to record the annual minimal CPD Program requirements.

Non-compliance describes healthcare practitioners who fail to record the minimal expectations for Category-specific or 2-year CPD cycle requirements.

Online Activities can include internet-based training methods; multi-media applications; mobile applications; computer-based instructional methods; or other information and communication technologies that deliver educational activities to participants.

Participant is any individual, other than a resource person, who attends or takes part in a CPD activity or program in order to acquire, sustain or enhance his or her knowledge or skills. The term "participant" includes healthcare professionals, residents, students or individuals who are part of the target audience.

Retired status is defined by the DHP Registration & Licensing Section as being retired from all medical or health-related professional activities and no longer carrying a license to practice in the State of Qatar.

Self-learning Activities are planned and implemented by a healthcare practitioner to address an identified need related to clinical practice, education and training, and research and quality improvement. All self-learning activities have established reporting standards as defined by the DHP-AS.

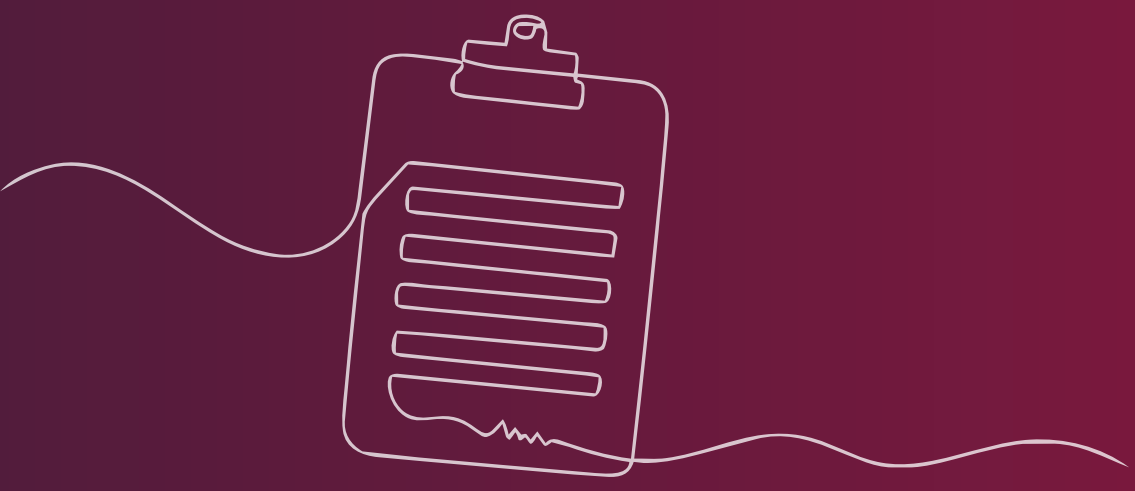
Seminars: Structured group-learning activities focused on a defined topic that is presented and discussed, with clear learning objectives, allowing participants to develop professional knowledge and practice-related competence.

Simulation Activities are designed to reflect real life situations to enable participants to demonstrate and receive feedback on their clinical reasoning, communication, situational awareness, problem solving and (where applicable) their ability to collaborate and work effectively within a healthcare team. Simulation activities reflect a range of options including role playing, use of standardized patients, task trainers, virtual simulation, haptic simulation, theatre simulation or hybrids of any of these examples.

Symposia: Structured group-learning activities typically moderated by a panel of experts and including a coherent sequence of short presentations on a particular topic, often from different perspectives, followed by expert discussion and audience questions.

Workshops: Structured, interactive group-learning activities designed for hands-on learning, skill development, knowledge transfer, or collaborative problem-solving around a specific topic.

For further details, contact

Accreditation Section of the Department of Healthcare Professions (DHP-AS)
- Ministry of Public Health, Qatar

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