



QCHP

المجلس القطري للتخصصات الصحية
Qatar Council for Healthcare Practitioners
الإعتماد
Accreditation



CONTINUING PROFESSIONAL DEVELOPMENT

Provider Manual

**More Knowledge.
Better Patient Care.**

A HOW-TO GUIDE FOR DEVELOPING AND ACCREDITING CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE STATE OF QATAR

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WELCOME FROM THE QATAR COUNCIL FOR HEALTHCARE PRACTITIONERS

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 QCHP - Accreditation Department is working on to improve the lives of all people in Qatar through the National Continuous Medical Education and Professional Development Framework. All healthcare practitioners in the country will be required to enhance their skill sets so that our patients are ensured the best medical care in the world.

The QCHP- accreditation department has developed this manual as a guide to Continuing Medical Education (CME) and Continuing Professional Development (CPD) providers in the State of Qatar. It provides a brief, easy-to-understand description of all major aspects of our CPD activity accreditation standards and processes. 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 access high-quality educational resources.

ABOUT THIS DOCUMENT

The Qatar Council for Healthcare Practitioners - Accreditation Department (QCHP-AD) has developed a Continuing Professional Development (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.

A component of the CPD Program is the establishment of a CME/CPD Accreditation System for activities.

This document will provide:

- An introduction to the CPD Program
- An overview of the CPD Framework, credit system, and documentation requirements
- An overview of the CPD accreditation system
- The accreditation standards, policies, procedures and guidelines for developing and accrediting CPD activities for inclusion within the QCHP CPD Program Framework
- Guidelines for developing and delivering CPD activities
- Frequently asked questions
- Definitions

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, behaviours 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 measureable outcomes for healthcare practitioners but also establish the value and commitment of the 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.

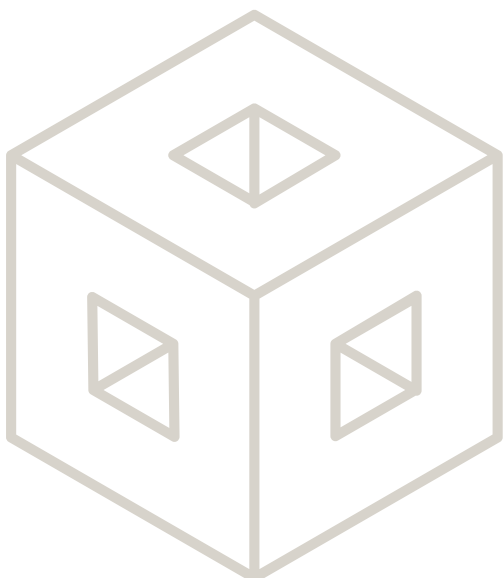
4. REFLECTION

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, behaviour 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, dietitians, 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 licence to practice.
2. Accredited CPD provider organizations: organizations that have been reviewed and approved by the QCHP-AD based on their ability to demonstrate adherence to established accreditation standards in areas of educational development, governance, organizational infrastructure and administrative operations.
3. The QCHP-AD: the Accreditation Department of the QCHP 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. QCHP 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, complementary medicine, and allied health professionals – to participate in CPD activities according to the policies and regulations established by the QCHP Accreditation Department.

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

For further details, please see the QCHP-AD Continuing Professional Development Program:
A manual for healthcare practitioners.

CPD PROGRAM REQUIREMENTS

CPD Program cycle

The start of a CPD Program cycle is aligned with each healthcare practitioner's date of licensure. As CPD is a continuous process that is central to maintaining competence, the QCHP links the completion of mandatory CPD Program requirements to the renewal of licensure. The length of the CPD Program cycle is two (2) years. To maintain licensure, healthcare practitioners in the State of Qatar must meet all of the following:

1. The annual CPD requirement: Healthcare practitioners must complete and document in a CPD ePortfolio a minimum of 40 CPD credits each year.
2. The CPD cycle requirement: Healthcare practitioners must complete and document in a CPD ePortfolio a minimum of 80 CPD credits over each 2-year CPD cycle.
3. Category-specific requirements: Healthcare practitioners must complete and document in a CPD ePortfolio at least 40 credits in Category 1 and at least 40 credits across Category 2 and/or Category 3, in any combination.

All licensed healthcare practitioners in the State of Qatar must record their learning activities in the CPD ePortfolio in order to receive CPD credit. This includes uploading of all relevant documentation required to demonstrate completion of the CPD activity.

For further details, please see CPD Cycle Policy (MOPH/QCHP/AD/CPD/002).

CPD Framework Table – CPD Activities

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 Qatar Council for healthcare practitioners (QCHP-AD)		<ul style="list-style-type: none"> Conferences, symposia, seminars and workshops 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 	1 credit/hour	Certificate of attendance or letter describing the total hours / credits completion from the responsible organization
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	<ul style="list-style-type: none"> Answering self-identified clinical questions 	0.5 credits/hour	Document these self-learning activities in the CPD ePortfolio or (where applicable) the provision of a transcript from a third party
		<ul style="list-style-type: none"> Reading journals, books or monographs 	1 credit/hour	
		<ul style="list-style-type: none"> Completing self-learning modules 	1 credit/hour	
		<ul style="list-style-type: none"> Viewing podcasts or webcasts 	0.5 credits/hour	
Education and Training	Address needs related to engaging in Education and Training	<ul style="list-style-type: none"> Postgraduate degrees or diploma programs recognized by a relevant professional body 	25 credits/semester or course	Transcript of the course from the responsible organization
		<ul style="list-style-type: none"> Preparation for formal teaching activities 	2 credits/hour	Teaching schedule from the responsible organization or academic institution
		<ul style="list-style-type: none"> Development of assessment tools or activities (including Objective Structured Clinical Examination (OSCE), MCQ or short answer questions) 	2 credits/hour	Letter describing participation in the development of assessment tools or activities from the responsible organization
		<ul style="list-style-type: none"> Preparation for Mentoring students, trainees, or peers 	1 credit/hour	Letter from the responsible organization
Research and Quality Improvement	Address needs related to engaging in Research and Quality Improvement	<ul style="list-style-type: none"> Development of a research grant or peer-reviewed publication 	1 credit/hour	Letter of acceptance of a grant or publication or letter of participation in peer review or participation in CQI from the organization, journal or healthcare facility
		<ul style="list-style-type: none"> Peer review of a clinical practice 	1 credit/hour	
		<ul style="list-style-type: none"> Peer review for journals or research grants 	1 credit/hour	
		<ul style="list-style-type: none"> Participating in or leading quality improvement projects 	10 credits/project	
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 QCHP-AD.	Accredited Assessment		2 credits/hour	Certificate, letter or report of completion or participation from the responsible organization
	<ul style="list-style-type: none"> Knowledge assessment programs Simulation Clinical audits Multi-source feedback Direct observation of procedures or performance 			
	Other Assessment		2 credits/hour	Summary of the feedback from the responsible organization
	<ul style="list-style-type: none"> Feedback from annual performance review Feedback on teaching effectiveness 			

Healthcare practitioners must complete and document in a CPD learning portfolio:
 - a minimum of 40 CPD credits each year (annual CPD requirements)
 - at least 40 credits in Category 1 and 40 credits across Category 2 and/or Category 3, in any combination (category-specific CPD cycle requirements)
 - a minimum of 80 CPD credits over each 2-year CPD cycle (CPD cycle requirements)

Formats of the above-mentioned categories could be either face-to-face or online whenever applicable.

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 will be 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 QCHP 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. One of the key advantages of a provider-based accreditation system is that one accreditation decision results in the approval of multiple activities developed during the accreditation cycle of a CPD provider organization.

Provider-based 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. All CPD activities developed by CPD provider organizations accredited by the QCHP-AD are approved for inclusion within

Category 1 and Category 3 of the CPD Framework. For a list of QCHP-accredited CPD providers, please visit: www.qchp.org.qa

Activity-based 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 QCHP-AD must be reviewed and approved by the QCHP-AD before they are approved as accredited CPD activities.

The CPD accreditation system for the State of Qatar is developed to:

- Promote mutual accountability – based on a set of values and educational principles
- Serves as a mark of 'educational quality'
- Value continuous improvement
- Support the ability of learners to access high quality educational resources

For more information about the QCHP-AD CPD accreditation system, including a list of QCHP-accredited CPD activities, visit www.qchp.org.qa

Questions? Review the [Frequently Asked Questions found at the end of this document.](#)

CPD ACTIVITY ACCREDITATION STANDARDS

The QCHP-AD has defined a set of administrative, educational and ethical accreditation standards for CPD activities.

These standards can be obtained online at: www.qchp.org.qa

It is important that you review the QCHP-AD CPD Activity Accreditation Standards before you begin completing the online CPD activity application form.

Applying for CPD activity accreditation - Eligibility

QCHP-AD Accredited CPD providers

All CPD activities developed by accredited CPD provider organizations will be approved for credit under either Category 1 or Category 3 of the CPD Framework for

the State of Qatar. Therefore, accredited CPD activities developed by these organizations do not need to be reviewed by the QCHP-AD for Category 1 or Category 3 credits.

For more information about QCHP-AD accredited CPD providers, visit www.qchp.org.qa.

Non-accredited CPD providers

The QCHP-AD has determined that the following types of organizations are eligible to directly apply to the QCHP-AD to have a CPD activity reviewed and approved as accredited within the QCHP-AD CPD Framework:

- Governmental or non-governmental academic institutions
- Governmental or non-governmental healthcare facilities
- Other health professional organizations as defined by QCHP-AD

Organizations that are for-profit commercial interests are not eligible to apply for accreditation.

Any live CPD activity that takes place within the State of Qatar must be accredited by the QCHP-AD or be developed by a QCHP accredited CPD provider in order to be eligible for credit (even if the live activity is accredited by another recognized accreditation body).

CPD activity accreditation will not be granted retrospectively.

For further details, please see CPD Activity Accreditation Eligibility Policy MOPH/QCHP/AD/CPDActivities/001

Questions? [Review the Frequently Asked Questions found at the end of this document.](#)

PARTNERING WITH AN ACCREDITED CPD PROVIDER

CPD provider organizations are encouraged to collaborate to design and deliver CPD activities in the State of Qatar.

CPD activities that are developed in collaboration with a QCHP-AD accredited CPD provider and meet the QCHP-AD CPD Activity Accreditation Standards do not need to be submitted to the QCHP-AD for accreditation.

The following guidelines outline the process that should be followed when a QCHP-AD accredited CPD provider partners with a non-accredited CPD provider to develop an accredited CPD activity:

- All partnering organizations must be eligible to apply to the QCHP-AD to have a CPD activity reviewed and approved within the QCHP-AD CPD Framework.

Therefore, all partnering organizations must be:

- o Governmental or non-governmental academic institutions
- o Governmental or non-governmental healthcare facilities
- o Other health professional organizations as defined by QCHP-AD

Organizations that are for-profit commercial interests are not eligible to apply for accreditation and therefore, are not eligible to partner with a QCHP-AD accredited CPD provider to develop accredited CPD activities.

- All partnering organizations must be represented on the scientific planning committee.
- All partnering organizations must be involved in planning the CPD activity from the beginning of the planning process.
- The QCHP-AD accredited CPD provider organization is responsible to ensure that CPD activity complies with the QCHP-AD CPD Activity Accreditation Standards.

The logos of all partnering organizations may appear on the CPD activity materials along with the following statement:

This CPD activity was developed in partnership with [name of organization (s)].

SUBMITTING AN ACCREDITATION APPLICATION

In order for a CPD activity planned by non-accredited CPD provider organization to be accredited within the QCHP-AD CPD Framework, the CPD activity must be reviewed and approved by the QCHP-AD

TIMELINES

- The review process of CPD activities and the accreditation decision must be completed before the start date of the activity.
- Applications submitted to the QCHP-AD in less than 30 days before the start date or after the program start date will not be reviewed.

Application forms are available online at www.qchp.org.qa for the following activities:

CATEGORY 1 – GROUP LEARNING

- Live, face-to-face conferences, symposia, seminar and workshop
- On-line Synchronous or Blended Group Learning
- Educational Rounds (including Grand rounds, Morbidity and Mortality rounds, tumor boards and case-based discussions) & Journal Clubs

CATEGORY 3 – ASSESSMENT

- Knowledge Assessment Programs
- Simulation Activities
- Clinical Audit
- Direct Direct Observation of procedures or performance in practice
- Multisource Feedback

The QCHP-AD may request additional information or documentation from the applicant to complete the application review which must be provided to the QCHP-AD within 5 business days from date of QCHP-AD's request.

For further details, please see QCHP CPD Activity Accreditation Review Policy MOPH/QCHP/AD CPDActivities/002

RECEIVING ACCREDITATION REVIEW RESULTS

The CPD provider organization will receive a report from the QCHP-AD indicating whether the CPD Activity Accreditation Standards have been met. If approved, the QCHP-AD will determine the appropriate number of hours for which the CPD activity will be accredited.

The duration of accreditation of CPD activities:

- Live group learning and online synchronous and blended group learning within Category 1 of the QCHP-AD CPD Framework will be accredited for a period of one year from the start date of the activity.
- Educational rounds and journal clubs within Category 1 of the QCHP-AD CPD Framework will be accredited for a period of three years from the start date of the activity..
- CPD activities accredited within Category 3 of the QCHP-AD CPD Framework will be accredited for a period of three years from the start date of the activity.

If the submitted CPD activity has not satisfied the CPD Activity Accreditation Standards, the QCHP-AD will communicate, in writing, to the applicant the reasons the CPD activity accreditation did not receive approval.

For further details, please see CPD Activity Accreditation Decision Policy MOPH/QCHP/AD/CPDActivities/004

ADVERTISING CPD ACTIVITIES

The QCHP-AD has developed accreditation statements for each type of accredited CPD activity as described in the CPD Activity Accreditation Standards (including the QCHP-AD Ethical Standards for Accredited CPD Activities).

For activities developed by QCHP-AD Accredited CPD providers

QCHP-AD accredited CPD providers are responsible to ensure that the promotional materials developed for their CPD activities comply with the QCHP-AD CPD Activity Advertising Policy.

For activities reviewed and approved by the QCHP-AD

Once approved, the QCHP-AD will provide the accreditation statement(s) to the CPD provider organization for inclusion on activity promotional materials.

The accreditation statement MUST appear on the final scientific program / agenda / letter of invitation as well as on the certificate of participation / certificate of completion provided to each CPD activity participant.

Sample accreditation statement:

"This activity is an Accredited Group Learning Activity (Category 1) as defined by the Qatar Council for Healthcare Practitioners - Accreditation Department and is approved for a maximum of "X" hours."

A CPD activity accreditation statement defines the CPD Framework Category for which the activity has been accredited as well as the maximum number of accredited hours.

Note: In cases where activities include more than one credit type (for example, where a knowledge assessment program is included within a group learning activity), more than one accreditation statement should be included on these materials.

The materials used to promote or advertise accredited CPD activity must include the accreditation statement as described within the Activity Standards verbatim.

No reference may be made to QCHP-AD accreditation before notification of approval of accreditation. Do not state or indicate "application for QCHP-AD CPD credits pending" or similar wording.

For further details, please see Accredited CPD Activity Advertising Policy MOPH/QCHP/AD/CPDActivities/008

Questions? Review the Frequently Asked Questions found at the end of this document.

CPD ACTIVITY CALENDAR OF EVENTS

A CPD activity calendar of events is available at www.qchp.org.qa

For activities developed by QCHP-AD Accredited CPD providers

QCHP-AD accredited CPD providers are required to submit to the QCHP-AD a notification of accredited CPD activity form (Appendix A) through the provider's account at least 30 days from the date of the CPD activity. Once approved QCHP-AD will populate the CPD activity calendar of events with the CPD activity information.

For activities reviewed and approved by the QCHP-AD

Once approved, the QCHP-AD will automatically include the CPD activity information on the CPD activity calendar of events.

AUDITING CPD ACTIVITIES

CPD activity live audits

As part of its quality control plan to support the consistent application of the QCHP-AD accreditation standards for CPD activities by CPD provider organizations, the QCHP-AD has developed a CPD activity live audit process. The objective of the audit is to evaluate the adequacy of the CPD provider's internal operations and application of the QCHP-AD accreditation standards for CPD activities.

How many CPD activities will be audited?

3% of accredited CPD activities within Category 1 or Category 3 of the CPD Accreditation Framework are randomly audited (this includes activities developed by accredited CPD providers and those submitted to the QCHP-AD for review).

The QCHP-AD reserves the right to live audit purposively selected CPD activities and, whenever necessary, more than 3% of randomly selected activities provided by the same (or different) CPD provider according to the QCHP-AD's judgment.

The audit process

- The QCHP-AD will notify the CPD provider organization, in writing, that their CPD activity will be subject to a live audit at least 14 days before the start of the program.
- During a CPD activity live audit, a QCHP-AD Accreditation Auditor will conduct an on-site visit where a live accredited CPD activity is being delivered.
- The QCHP-AD Accreditation Auditor will assess the CPD activity against the administrative, educational, and ethical accreditation standards as defined by the CPD Activity Accreditation Standards.
- The CPD provider organization will be expected to submit to the QCHP-AD a plan of action for how they will address any areas identified for improvement.

Additional details related to the CPD activity live audit process will be made available to CPD provider organizations selected to participate.

For further details, please see CPD Activity Accreditation Live Audit Policy MOPH/QCHP/AD/CPDAactivities/006

Accredited CPD Provider audit

(Applicable only to QCHP-AD accredited CPD providers)

In addition to the CPD activity live audit described in the previous section, all QCHP-AD accredited CPD providers are subject to an annual audit. The objective of this audit is to assess the adequacy of accredited CPD providers' internal operations and their application of accreditation standards for CPD activities.

How many CPD activities will be audited?

At least one accredited activity within Category 1 and one accredited activity within Category 3 will be subject to audit on an annual basis. If the accredited CPD provider has not accredited a CPD activity within either Category 1 or 3, they will not be required to participate in the audit.

The QCHP-AD reserves the right to request the audit of more than 1 activity from Category 1 and Category 3.

The audit process

- The QCHP-AD will select the CPD activities to be audited from the accredited CPD provider's annual report (to be submitted to the QCHP-AD by April 30th of each year or as otherwise stated in the CPD provider accreditation decision letter).
- The QCHP-AD will inform the QCHP-AD accredited CPD provider, in writing the name of the CPD activity that will be subject to audit within 60 days of receipt of the annual report of accredited CPD activities.
- The QCHP-AD accredited CPD provider will provide one CPD Provider Audit Form and related documentation per selected activity to the QCHP-AD, via email within 30 days of receipt of the notification of audit letter.
- The QCHP-AD accredited CPD provider will be assessed on their level of compliance with the QCHP-AD accreditation standards for CPD activities during the audit process.
- The Accredited CPD Provider Audit is a paper-based audit whereby a QCHP-AD auditor will review the submitted documentation and generate a report which will be delivered to the accredited CPD provider.

- The QCHP-AD accredited CPD provider will be expected to submit an action plan to the QCHP-AD indicating how they plan to address any deficiencies identified in the Accredited CPD Provider Audit Report within 30 days of receiving the report.

Tip

All QCHP-AD accredited CPD providers are required to retain all documentation related to each accredited CPD activity offered during their CPD provider accreditation cycle for a period of 6 years as per the Accredited CPD Provider Documentation Retention Policy. QCHP-AD accredited CPD providers may wish to develop a CPD Provider Audit Form (Appendix B) for each CPD activity to support the timely submission of this documentation to the QCHP-AD when requested.

For further details, please see:

- Accredited CPD Provider Audit Policy MOPH/QCHP/AD/CPDProvider/009 and;
- Accredited CPD Provider Documentation Retention Policy MOPH/QCHP/AD/CPDProvider/011

Questions? Review the [Frequently Asked Questions found at the end of this document.](#)

APPEALING AN ACCREDITATION DECISION

A CPD provider may appeal the QCHP-AD's decision related to:

- CPD Activity Accreditation Non-Approval
- Accredited CPD Provider Audit Policy
- CPD Activity Live Audit Policy

A request to appeal a decision must be submitted to the QCHP-AD, in writing, within 30 days from the date the decision was communicated, in writing, to the CPD provider.

The request for appeal will be considered by the Manager, QCHP-AD whose decision is final. For further details, please see CPD Activity Accreditation Appeals Policy MOPH/QCHP/AD/CPDAactivities/005

SETTING CPD ACTIVITY REGISTRATION FEES

Participating in CPD activities is a requirement for all healthcare practitioners to maintain their license to practice in the State of Qatar. Therefore, it is important that all healthcare practitioners have equal access to accredited CPD activities relevant to their practice/ discipline.

While CPD provider organizations are responsible to establish registration fees associated with their CPD activities, they are strongly encouraged to ensure that these fees are “reasonable”. The QCHP-AD encourages CPD provider organizations to set their registration fees on a cost-recovery basis to support the wide availability of affordable CPD activities for all healthcare practitioners.

To set reasonable, cost-recovery registration fees CPD provider organizations should consider the actual cost of planning and delivering the CPD activity. Costs to be considered might include:

- Any honoraria offered to members of the SPC, speakers, moderators, facilitators and/or authors
- Venue and audio visual rental
- Catering
- Communications and promotional budgets
- Printing
- Technological expenses (for example, expenses incurred to develop and host online modules) etc.
- Other costs as applicable

By setting reasonable, cost-recovery registration fees for all healthcare practitioners, CPD provider organizations can help support the delivery of accessible CPD activities for all.

QCHP-AD GUIDELINES FOR CPD ACTIVITY DEVELOPMENT AND DELIVERY

To support the development and delivery of high-quality CPD activities that meet the administrative, educational, and ethical accreditation standards, the QCHP-AD has developed a series of guidelines for CPD provider organizations.

These guidelines include:

- The CPD Activity Planning Cycle
- Assessing Needs and Developing Learning Objectives
- Assessing a CPD Activity: An Approach to Evaluation
- Roles and responsibilities for any speaker
- Guidelines for Speakers
- Managing and disclosing conflicts of interest

GUIDELINE: THE CPD ACTIVITY PLANNING CYCLE

This guideline is intended to highlight key steps required to effectively design, develop, and deliver a CPD activity. These steps are considered essential in order to ensure adherence to the CPD activity accreditation standards recognized by the QCHP in the State of Qatar.

There are many instructional design models used by educators globally and this guideline incorporates good international practices as well as key adult learning principles in its outline. The ADDIE model lists generic processes for consideration in development of any learning activity. In essence, any CPD activity must be planned and delivered to be relevant and learner-centered, effective, and independent of commercial influence.

The CPD activity development processes include a cycle of:

- Analysis
- Design
- Development
- Implementation
- Evaluation



Within these instructional design process steps, considerations must be explicitly included for each CPD activity development cycle.

These considerations include that the planners of each CPD activity:

- Determine target audience and learning needs
- Establish scientific planning committee
- Create learning objectives to address the identified learning needs and ensure consistency with the chosen educational format
- Select speakers, facilitators and moderators.
- Develop content that is balanced and responsive to learning needs
- Coordinate logistics for the learning activity (space, AV, registration, maintenance of attendance records, etc.)
- Deliver content in a manner that incorporates participant interactivity (minimum 25% of delivery time)
- Develop an evaluation strategy to assess the degree to which learning needs were met
- Adhere to the “QCHP-AD Ethical Standards for Accredited CPD Activities” (management of conflict of interest, acknowledgement of financial or in-kind support, etc.)

In addition to the considerations listed above, the strategy of “backwards design” is an additional CPD activity development strategy which can be applied. Backwards design involves ‘working backwards’ in the development of the educational activity from traditional planning methodology. The steps include to first determine the goals of the activity (outcomes), then outline what would be included as demonstration of evidence that the outcomes have been achieved (assessment), and finally to develop the content to teach to learners (instructional methods). Identifying what types of outcomes you plan your learning activity to promote is an important consideration at the outset of development. How an activity is designed will determine what types of outcomes your learners can achieve (e.g. satisfaction, learning, performance, etc.).

SUMMARY

This guideline provides a recommended development cycle for CPD activities within the State of Qatar’s CPD Framework. In addition, it outlines considerations that planners of CPD activities should consider and adhere to when developing activities for their learners.

References and Sources for Further Reading

- ADDIE model:
<https://www.td.org/Publications/Newsletters/Links/2015/01/All-About-ADDIE>
- Adult Learning Theories
https://en.wikibooks.org/wiki/Learning_Theories/Adult_Learning_Theories
- Wiggins, G., & McTighe, J. (2011). What is backward design? Understanding

- Learning Outcomes
http://www.sacme.org/Resources/Documents/Virtual%20Journal%20Club/Moore_evaluation_article.pdf
- QCHP-AD Ethical Standards for Accredited CPD Activities www.qchp.org.qa
- QCHP-AD CPD Activity Accreditation Standards www.qchp.org.qa

GUIDELINE: ASSESSING NEEDS AND DEVELOPING LEARNING OBJECTIVES

This guideline is intended to provide a general approach to the development of a needs assessment strategy for CPD activities that are accredited under Category 1 or Category 3 of the State of Qatar’s CPD Program.

Since education is a response to an identified need, the first critical step in the educational planning process is to identify the needs of the intended target audience for which the learning activity is intended. An approach to needs assessment can be based on collecting data from a number of sources.

The most common source of needs data are those expressed by the members of the target audience. These needs are frequently identified through data generated by surveys, focus groups, or past evaluation forms. These needs are important because they reflect the practice specific issues, questions or concerns that members of the target audience have identified for learning that would enhance their knowledge, skills, competence, performance or the health outcomes they are intending to achieve in their practice.

In addition to these needs other data sources of importance directly measure the knowledge, skills, competence, performance or health outcomes being achieved by healthcare practitioners (including the quality or safety of care experienced by individual patients or populations). Measuring these needs directly is important because these data sources defining areas of practice where knowledge, skills competence or performance may be lacking or require improvement. Examples of these data sources include assessments of knowledge, competence (e.g simulation), performance (such as chart audits, patient surveys, multisource feedback instruments, direct observation of performance or data stored in administrative databases (prescribing, test ordering, morbidity and mortality) or quality of care measures such as cost effectiveness of care, quality assurance data. Data sources of competence or performance may be published in

incident reports or research publications. Finally, national or corporate data from sources such as the National Health Strategy (NHS), employment studies etc. could be consulted.

Translating Needs into Learning Objectives

Once the needs have been identified the next key step is to translate the needs into a set of learning objectives that inform healthcare practitioners what they can anticipate learning or being able to do if they choose to participate in the educational activity.

Writing Effective Learning Objectives

The following describes three steps to the development of learning objectives:

STEP 1: CREATE A STATEMENT OF INTENT

Learning objectives typically complete a statement such as:

“At the end of this session [or conference], participants will be able to...

Learning objectives should focus on the learner’s performance, not what the faculty or speakers are intending to do.

STEP 2: ENSURE THE INTENT IS OBSERVABLE

For learning objectives to be observable they should be linked to an appropriate action verb. The action verb selected will be based on what the educational session is intending for learners to be able to demonstrate (to themselves and others) they have achieved.

Examples of observable action verbs could include:

• Write • Demonstrate • Explain • Integrate • Contrast • Analyze • Diagnose • Establish • Recite

• Compare • Differentiate • Identify • Plan • Recommend • Select • Assess • Compare • Manage • Organize • Solve

Avoid using vague or abstract words that are not observable which include:

• Understand • Learn about • Appreciate • Fully Appreciate • Increase • Believe • Become familiar with • Really Understand • Grasp the significance of

For a more complete listing of action verbs, please refer to List of Verbs for Formulating Learning Objectives or Verbs for Bloom’s Taxonomy.

STEP 3: ENSURE LEARNING OBJECTIVES IS MEASUREABLE

End the sentence with the details of what the participant will be doing as they are demonstrating the action. The detail should be specific and refer to the outcome of the learning objective.

An example of a well writing learning objective includes: At the end of this session, participants will be able to: “Describe the effectiveness of drug X in delaying complication y in patients with condition Z.”

Summary

This guideline provides a general approach to the development of a needs assessment and how identified needs can be translated into actionable, observable and measureable learning objectives.

References and Sources for Further Reading

- Achieving Desired Results and Improved Outcomes: Integrating Planning and Assessment Throughout Learning Activities. D Moore et al JCEHP 29 (1):1-15; 200

GUIDELINE: AN APPROACH TO CPD ACTIVITY EVALUATION

This guideline is intended to provide an approach to evaluation of accredited learning activities within Category 1 or Category 3 of the State of Qatar’s CPD Program.

Evaluation is foundational to determining not only whether the intended outcomes of an activity were achieved, but provides participants with an opportunity to provide feedback on the effectiveness of the planning process, the relevance of the content, and the perceived impact of the activity had on their learning and practice.

Evaluation strategies should be designed to answer the following questions:

1. Did the activity we designed work?
2. If so, why did it work?
3. For whom?

Evaluation of a CPD activity will be based on the needs that were identified and indispensable to determining whether the CPD activity achieved its intended objectives.

Setting expectations

The evaluation of CPD activities, regardless of their purpose or intent must include an assessment of the effectiveness of the planning process. From a CPD activity planning perspective the evaluation should ask participants to provide their feedback on questions that explore:

- Whether the learning objectives were achieved?
- How effective were the speakers / facilitators who were selected?
- How effective was the educational design in promoting interactivity?
- Was the content presented relevant and comprehensive?
- Was there any commercial or other sources of inappropriate bias identified?

Self-reported Learning Outcomes

The evaluation of all CPD activities must also include opportunities for learner's to reflect on and report on:

- what they learned or confirmed;
- the anticipated impact on their practice (what they are intending to do based on the activity), and
- any plans for future learning

Self-reported learning outcomes can be captured in an evaluation form or promoted through the use of 'commitment to change' agreements which enable participants to identify the specific changes they will make in practice based on what they have learned. These self-reported learning outcomes enable CPD provider organizations to assess the educational impact of the CPD activity in promoting learning and change of healthcare practitioners. Identifying the impact of the educational activity on these outcomes is extremely useful to enhance planning of future educational activities.

Moving beyond self-report

Beyond the above two foundational levels of evaluation for all CPD activities additional evaluation strategies will be dependent on the focus and outcomes of the needs assessment.

Demonstrating achievement in the educational setting.

If the needs assessment documented a gap in knowledge or skills then the evaluation strategies can be designed to assess whether participants were able to know or perform the skills the educational activity was designed to address during or at the end of the educational activity.

Demonstrating changes in performance

Evaluation of changes in performance would require CPD providers to assess the degree to which participants do what the educational activity intended for them to do in their practice. To achieve this level of evaluation would require the inclusion of assessments in the practice context. Examples might include chart audits, direct observation of performance or other data sources such as changes to rates of prescribing, test ordering or other measures of the quality of care provided to patients

Demonstrating changes in the health status of patients

Beyond assessing how healthcare practitioners are performing in their practice the next level of evaluation would assess whether the educational activity, alone or in combination with other initiatives, improved the health status of patients based on the changes in practice behaviors of patients.

The demonstration of impact on health status of patients based on the impact of the educational activity on changing healthcare practitioner behaviours is difficult to routinely perform and frequently requires collaboration and partnerships with multiple health care partners

Demonstrating changes in the health status of communities

The final level of evaluation is to assess whether the health status of a community of patients has been changed based on changes in practice behaviours of participants who participated in an educational activity. This level of evaluation typically requires multiple sequenced interventions with long term follow-up of a specific patient group or specific community.

References and Sources for Further Reading

- Achieving Desired Results and Improved Outcomes: Integrating Planning and Assessment Throughout Learning Activities. D Moore et al JCEHP 29 (1):1-15; 200

GUIDELINE: ROLES AND RESPONSIBILITIES FOR ANY SPEAKER

To act as a speaker for an accredited CPD activity within the QCHP CPD system, there are both recommendations and requirements in terms of expertise and eligibility.

It is recommended by the QCHP that any speaker be assessed for eligibility and appropriateness which would factor in the target audience's needs, the expertise of the individual, and the proposed learning delivery format. Speakers and faculty can then be proposed as candidates for these roles to the Scientific Planning Committee (SPC) for a given CPD activity.

It is required that each speaker or faculty member declare their conflicts of interest related to the SPC for the applicable CPD activity. The SPC is then required to manage any conflicts prior to the CPD activity as well as to inform the participants of any conflicts. During the delivery of a CPD activity, all conflicts of interest must also be disclosed to participants.

In addition to the recommendations and requirements above, it is also suggested that anyone selected as a speaker or faculty exhibit characteristics of effective communication and facilitation skills as well as knowledge and understanding of educational and accreditation principles and standards. Effective presentation skills could include the ability to:

- Engage with an audience; focus on audience needs; make eye contact
- Use voice and visuals appropriately; balance words on slides and oral communications
- Deliver clear messages; keep content simple; repeat messaging to reinforce key concepts
- Speakers and faculty for accredited CPD activities must also be familiar with techniques to incorporate interactivity with their audience during presentations. This may include methods such as effective question and answer periods, audience response technology, debate formats, etc.

Summary

Speakers and faculty who are approved to participate in accredited CPD activities within the QCHP CPD system must meet specific requirements related to expertise and conflict of interest. The Scientific Planning Committee for any CPD activity should select speakers and faculty also factoring in considerations related to communication and facilitation skills so that they may ensure their content is developed and delivered to meet the identified needs of their audience.

GUIDELINES FOR SPEAKERS

This guideline is intended to raise awareness and provide recommendations about key principles of effective presentations. Suggestions in this guideline are meant for consideration by any CPD activity presenter within the State of Qatar.

An educational presentation can be delivered in a variety of formats, including didactic lectures, debates, small group discussions, workshops, and hands-on activities among others. The decided learning objectives and format should be based on a clear understanding of the audience, their needs, and the purpose of the educational session (i.e. sharing of information, practice of skills, etc.). The planning and design of the activity should align with the purpose and the presenter should consider 'what' content will be shared and 'how' it will be presented. For example:

- Will there be text on the slides?
How can this be most effectively "chunked" and organized?
- Will there be visuals included (e.g. text, pictures, graphs, diagrams)?
- Will there be examples or stories shared?
Based on the design and content of the presentation, how to deliver the messaging should be thoughtfully planned by the presenter. It is recommended that the presenter consider:
- A high-degree of audience interactivity (minimum 25% of presentation time)
- Pre- and post-tests, if appropriate
- Balance between visual and auditory message delivery

Regardless of format, the presenter should ensure clear and concise messaging – with an introduction and summary conclusion. Timing should be factored from the outset with didactic content not exceeding 20 minutes at any time between planned interactivity with participants. Also, it is recommended that presenters rehearse or practice their presentations before delivering to their audience. This will help to ensure that messages are on point, the presenter is familiar with

the flow of the presentation, and that any issues with technology can be sorted out in advance.

Five key tips for presenters to remember:

1. Develop your presentation based on the needs of your audience
2. Determine the delivery format based on learning objectives and content
3. Provide a balance of text and visuals
4. Plan for audience interactivity; involve participants
5. Rehearse your presentation and deliver with confidence

Summary

This guideline provides suggestions to presenters to consider related to content, format, and delivery of learning activities

References and Sources for Further Reading

http://wiki.ubc.ca/Presentation_Skills

GUIDELINE: MANAGING AND DISCLOSING CONFLICTS OF INTEREST

The QCHP-AD has developed the Ethical Standards for Accredited CPD Activities that applies to all situations where financial and in-kind support is accepted to contribute to the development, delivery, and evaluation of accredited CPD activities. Adherence to the Standard is required for the approval of all accredited CPD activities in Category 1 and 3 within the QCHP-AD's CPD Framework.

Element 3 of the Standards describes the processes and requirements for the gathering, managing and disclosing of conflicts of interest to participants.

This tip reflects Element 3 of the Standards and provides additional guidance to CPD provider organizations on the identification and management of conflicts of interests.

- All members of the scientific planning committee (SPC), speakers, moderators, facilitators and authors must provide to the CPD provider organization a completed conflict of interest declaration form (see Appendix C for a sample).

- The form must be completed and submitted to the planning committee prior to the start date of the event or program.
- Any individual who fails to disclose their relationships cannot participate as a member of the SPC, speaker, moderator, facilitator or author of an accredited CPD activity.
- The SPC is responsible to review all disclosed financial relationships of speakers, moderators, facilitators and authors in advance of the CPD activity to determine whether action is required to manage potential or real conflicts of interest. The SPC must also have procedures in place to be followed if a conflict of interest comes to its attention prior to or during the CPD activity.
- There are a number of strategies that can be considered to manage and resolve such identified conflicts:

- a) The speaker could be required to alter the focus of the talk to limit the areas where conflict of interest is significant.
- b) The topic selected could be changed, but the same speaker be used.
- c) The planning committee could ask for a peer review of the content to ensure that the principles of scientific integrity, objectivity and balance have been respected.
- d) Eliminating the topic and speaker. This is a very uncommon occurrence, but can be used as a last resort if a significant conflict of interest cannot be otherwise managed.

- All members of the SPC, speakers, moderators, facilitators, and authors, must disclose to participants their relationships as described in the Standard.
- Speaker disclosures must be done verbally, displayed in writing on a slide at the beginning of a presentation. Their disclosures may also be included in the written materials.
- SPC, moderator, facilitator and author disclosures may be done verbally, displayed in writing at the beginning of the session or module. Their disclosures may also be included in the written program materials.

The following statement must be included in the written program materials (for example, with the activity accreditation statement).

"The scientific planning committee has reviewed all disclosed financial relationships of speakers, moderators, facilitators and/or authors in advance of this CPD activity and has implemented procedures to manage any potential or real conflicts of interest."

For further details, please see PD Activity Accreditation Conflict of Interest Identification and Management MOPH/QCHP/AD/CPDActivities/007

FREQUENTLY ASKED QUESTIONS

1. Who is eligible to become a QCHP-AD accredited CPD provider?

The QCHP-AD has determined that the following types of organizations are eligible to apply to become a QCHP-AD accredited CPD provider:

- Governmental or non-governmental academic institutions
 - Governmental or non-governmental healthcare facilities
 - Other health professional organizations as defined by the QCHP-AD
- Any organizations who are for-profit commercial interests are not eligible to apply to become a QCHP-AD accredited CPD provider. Private centres that open only to provide CPD are not eligible for accreditation.

2. What does it mean to be a QCHP-AD accredited CPD provider?

A QCHP-AD accredited CPD provider is an organization that has been reviewed and approved by the QCHP-AD based on their ability to demonstrate adherence to established accreditation standards in areas of educational development, governance, organizational infrastructure and administrative operations.

All QCHP-AD accredited CPD provider organizations are required to develop CPD activities that meet all established administrative, educational and ethical accreditation standards. All CPD activities developed by CPD provider organizations accredited by the QCHP-AD are automatically approved for inclusion within Category 1 or Category 3 of the CPD Framework.

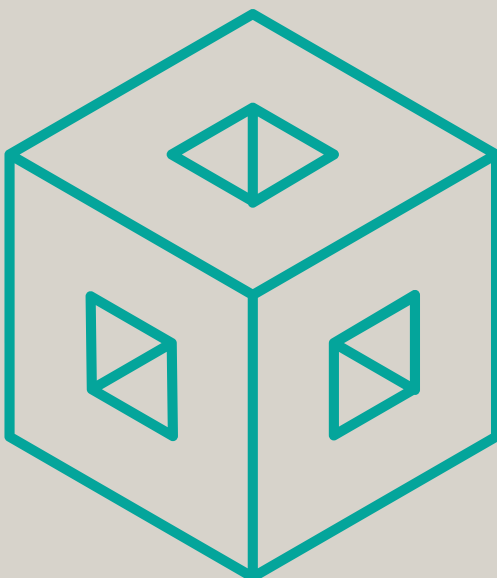
3. Is there a fee associated with becoming a QCHP-AD accredited CPD provider?

Currently, there is no fee to become a QCHP-AD accredited CPD provider.

4. My organization is interested in becoming an accredited CPD provider; how can I apply?

Organizations interested in becoming a QCHP-AD accredited CPD provider, should contact the QCHP-AD to express their interest and begin the process to determine their eligibility to apply.

5. My organization is an accredited provider under the QCHP-AD provisional standards; when do I need to reapply?



Organizations accredited under the QCHP-AD provisional standards will be asked to re-apply before their current accreditation cycle ends. QCHP-AD will contact these organizations at least 6 months prior to the end of their accreditation cycle to begin the re-application process under the new Accreditation Standards for CPD Provider Organizations.

6. If my organization chooses not to become an accredited CPD provider, how can my CPD activities be accredited?

Organizations that choose not to voluntarily become QCHP-AD accredited CPD providers may submit learning activities they developed for review and approval by the QCHP Accreditation Department as long as the organizations are:

- Governmental or non-governmental health professional academic institutions (or those involved in the education of health professionals).
- Governmental or non-governmental healthcare facilities.
- Other health professional organizations as defined by the QCHP-AD.

7. Is there a fee associated with individual CPD activity accreditation?

Currently, there is no fee to have a CPD activity reviewed for QCHP-AD accreditation.

8. My organization planned an activity that has occurred in the past. Would the QCHP-AD review the program so that those who have attended can receive credits?

No, CPD activity accreditation cannot be granted retrospectively.

9. How can individual healthcare practitioner credit hours be tracked for large activities like conferences that have multiple sessions, workshops etc.?

The QCHP-AD CPD activity accreditation standards dictate that the organization that developed the CPD activity is responsible for determining the actual number of hours that each learner is eligible to record for credit. Examples of how this can be achieved are: having a sign-in/sign-out form for each session, taking attendance during each session or using attendance tracking technology that scans the name badges of participants upon entry and exit from session rooms.

If the CPD activity is being delivered online, an electronic sign in/sign out system can provide a timestamp for each participant. It is the responsibility of the CPD provider to indicate on the certificate of participation how many hours the healthcare practitioner is eligible to claim in their CPD ePortfolio for each CPD activity. The healthcare practitioner will be required to upload the certificate of attendance as supporting documentation for each CPD activity in order to claim credit.

10. My organization is a CME provider delivering live CPD activities outside of State of Qatar. Will healthcare practitioners in Qatar be able to record credits within the QCHP-AD CPD Program for attending these activities?

Any live, face-to-face activity that is delivered outside of Qatar and has been reviewed and approved as 'accredited' by an international CPD accreditation body that is recognised by QCHP-AD will be accepted as equivalent for credits within the QCHP-AD CPD Program.

To read more frequently asked questions visit www.qchp.org.qa

DEFINITIONS

Accreditation Auditor: is an individual appointed and trained by the QCHP-AD tasked with evaluating a live CPD activity to determine whether the QCHP-AD accreditation standards for CPD activities are consistently applied by CPD provider organizations.

Accredited CPD Provider: is an organization that has been accredited by the QCHP-AD by demonstrating that they have met the established standards in areas of educational development, governance, organizational infrastructure and administrative operations. All QCHP accredited CPD provider organizations may accredit a CPD activity for credit hours within Qatar's CPD Framework. The CPD activity must be developed by the accredited CPD provider and must meet the CPD activity accreditation standards as defined by the QCHP.

Action Plan: is a written document submitted to the QCHP-AD by a non-accredited CPD provider or an accredited CPD provider organization describing how the organization will address issues identified in an CPD provider accreditation report, in a live CPD activity audit report, or an accredited CPD provider audit report. For each identified issues, the non-accredited CPD provider or accredited CPD provider organization must define the strategy, tactics, anticipated challenges and anticipated barriers, risks, resource responsibility assignment, timelines, and measures used to determine success.

Bias is a predisposition that prevents impartiality or which promotes an unfair, limited, or prejudiced viewpoint.

Commercial Interest, as defined by the Accreditation Council for Continuing Medical Education (ACCME), is "any entity producing, marketing, reselling, or distributing healthcare goods or services consumed by or used on patients, or an entity that is owned or controlled by an entity that produces, markets, resells, or distributes healthcare goods or services consumed by or used on patients. Nonprofit or government organizations, non-healthcare-related companies, and healthcare facilities are not considered commercial interests".

Conflict of interest describes a set of conditions in which judgement or decisions concerning a primary interest (example a patients' welfare, the validity of research and/or quality of medical education) is unduly influenced by a secondary interest (personal or organizational benefit including financial gain, academic or career advancement, or other benefits to family, friends, or colleagues).

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 Provider is an organization responsible for the development of a CPD activity that meets all established administrative, educational, and ethical standards.

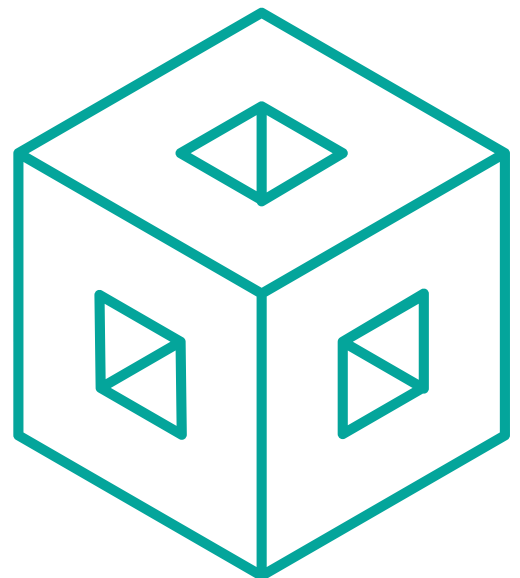
Financial support is monetary contributions provided by sponsor for the development, delivery or evaluation of an accredited CPD activity, learning resource or tool.

In-kind support can be services or tools or human resources which have a monetary value and are provided to an organization in support of an educational activity.

Live Audit Process: The process by which the QCHP-AD selects accredited CPD activities for audits whereby a QCHP-AD Accreditation Auditor will conduct an on-site visit where a live accredited CPD activity is being delivered.

Sponsorship is the process by which an individual, group, corporation or organization provides financial and in-kind support for the development, delivery or evaluation of an accredited CPD activity, learning resource or tool.

APPENDICES



APPENDICES

Appendix A: Sample QCHP-AD electronic notification of accredited CPD activity

Notification of Accredited CPD Activity

Activity Title*

Mix Activity (Category 1 & 3) Yes No

Category*

Activity Type*

Format of Activity* Face to Face Online Blended

Location Of Activity (city or web address)

Credit Hours*

Target Audience*

- Physician Dentist
- Pharmacist Allied Health Practitioner
- Nurse Complimentary Medicine
- Others

If Other Profession(Specify here)

Audience Type*

Activity Start Date* **Activity End Date***

Activity Start Date	Activity End Date	Actions
No Activity available		

Please fill atleast one field

Contact Name

Contact No.

Email Address

Website For Registration

Remarks for Practitioners

Pict Low Res. a faire illustrator

APPENDICES

Appendix B Sample CPD provider audit form

Visit www.qchp.org.qa to access an editable form.



Qatar Council for Healthcare Practitioners

ACCREDITED CPD PROVIDER AUDIT FORM

About the QCHP-AD provider-based CPD accreditation system

All QCHP-AD accredited CPD providers are required to retain all documentation related to each accredited CPD activity offered during their CPD provider accreditation cycle for a period of 6 years.

The QCHP-AD has developed an Accredited CPD Provider Audit Policy as part of its quality control plan to support the consistent application of the QCHP-AD accreditation standards for CPD activities by accredited CPD provider organizations. The objective of this audit is to assess the adequacy of accredited CPD providers' internal operations and their application of accreditation standards for CPD activities.

At least one accredited activity within Category 1 and one accredited activity within Category 3 will be subject to audit on an annual basis.

QCHP-AD accredited CPD providers are required to submit a complete CPD Provider Audit Form to the QCHP-AD accompanied by all required supporting documentation upon the QCHP-AD's request.

QCHP-AD accredited CPD providers will be assessed on their level of compliance with the *QCHP-AD Accreditation Standards for CPD Activities* during the audit process.

All audited QCHP-AD accredited CPD providers will be provided with an audit report generated by the QCHP-AD.

Instructions

Accredited CPD providers are strongly encouraged to complete a CPD Provider Audit Form and retain the required documentation for each accredited CPD activity that you develop. Not only will this practice support your organization to respond to an audit request in a timely manner, it will support any future applications to renew your organization's status as an accredited CPD provider.

How to complete this form

1. Review the instructions above.
2. Complete the information found on page 2 (refer to the *QCHP-AD Accreditation Standards for CPD Activities* for more information).
3. Retain the completed form for your records.
4. Provide a completed form and supporting documentation to the QCHP-AD upon request.



**ACCREDITED CPD PROVIDER
AUDIT FORM**

Activity information:

1. Name of accredited CPD provider organization:			
2. Activity title:			
3. Activity type:	Accredited Group Learning <input type="checkbox"/> live, face-to-face conference <input type="checkbox"/> live, face-to-face symposia <input type="checkbox"/> live, face-to-face seminar <input type="checkbox"/> live, face-to-face workshop <input type="checkbox"/> educational rounds <input type="checkbox"/> journal clubs <input type="checkbox"/> online synchronous & blended learning		Accredited Assessment <input type="checkbox"/> knowledge assessment program <input type="checkbox"/> simulation <input type="checkbox"/> multisource feedback <input type="checkbox"/> clinical audit <input type="checkbox"/> direct observation assessment
4. Date range of accreditation (mm/dd/yyyy - mm/dd/yyyy)		8. Date(s) of activity (mm/dd/yyyy)	
5. Intended target audience of the activity (please check all that apply):	<input type="checkbox"/> Allied health professionals <input type="checkbox"/> Complementary medicine <input type="checkbox"/> Dentists <input type="checkbox"/> Nurses <input type="checkbox"/> Pharmacists <input type="checkbox"/> Physicians <input type="checkbox"/> Other (please list):	9. How many times was this activity held during the date range of accreditation?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4+
6. Number of participants:		10. Has this program been accredited by another accrediting body?	<input type="checkbox"/> No <input type="checkbox"/> Yes If yes, please describe:
7. Maximum number of accredited hours for the activity		11. Co-developing partner (if applicable)	



**Documentation requirements (variation depending on activity type)
For all activities**

Attachment 1	Minutes of Scientific Planning Committee (SPC) meetings (and any other correspondence including emails).
Attachment 2	The (summarized) needs assessment results.
Attachment 3	The preliminary program/brochure (if applicable) including activity schedule, presenters and learning objectives for the overall activity and individual sessions.
Attachment 4	The final program brochure including activity schedule, presenters and learning objectives for the overall activity and individual sessions.
Attachment 5	Any other materials used to promote or advertise the activity (if applicable).
Attachment 6	The completed conflict of interest form for each member of the SPC, speaker, moderator, facilitator, and author involved in the CPD activity.
Attachment 7	Any records related to SPC's conflict of interest management process.
Attachment 8	The template evaluation form(s) developed for the activity.
Attachment 9	The (summarized) evaluation results.
Attachment 10	The budget for the activity that details the receipt and expenditure of all sources of revenue for this activity, including an indication of whether funds were received in an educational grant or in-kind support.
Attachment 11	The sponsorship/exhibitor prospectus developed for the activity to solicit sponsorship/exhibitors (if applicable).
Attachment 12	The template certificate of participation provided to participants.
Attachment 13	Records of attendance for each participant (including the actual number of hours that each learner is eligible to record for credit).

For assessment activities (variation depending on activity type)

Attachment 14	Tools or methods used to enable participants to demonstrate or apply their knowledge, skills, clinical judgment or attitudes in all key areas or domains.
Attachment 15	Tools or methods used to enable participants to record their answers to any assessment questions.
Attachment 16	Tools or methods used to give feedback to participants on their performance in assessment activities.
Attachment 17	Tools or methods used to guide participant reflection after participating in assessment activities.
Attachment 18	Any multisource feedback instruments.
Attachment 19	Any direct observation assessment instruments.

**Qatar Council of Health Practitioners
Accreditation Department**

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APPENDICES

Appendix C: Sample conflict of interest declaration form



Qatar Council for Healthcare Practitioners CPD ACTIVITY CONFLICT OF INTEREST DECLARATION FORM

The QCHP requires all accredited CPD activities to adhere to the *Ethical Standards for Accredited CPD Activities*.

This Conflict of Interest policy requires all members of the scientific planning committee, speakers, moderators, facilitators and authors who contribute to the development, delivery and evaluation of accredited CPD activities to disclose their conflicts of interest. The intent of this policy is not to prohibit individuals from participating in accredited CPD activities, but rather to inform participants of any potential source of bias that individuals associated with the development of an accredited CPD activity may have.

Definition:

A conflict of interest is a set of conditions in which judgment or decisions concerning a primary interest (example a patients' welfare, the validity of research and/or quality of medical education) is unduly influenced by a secondary interest (personal or organizational benefit including financial gain, academic or career advancement, or other benefits to family, friends, or colleagues).

1. All members of the scientific planning committee (SPC), speakers, moderators, facilitators and authors must provide to the CPD provider organization a written description of all relationships with for-profit and not-for-profit organizations over the previous 2 years including (but not necessarily limited to):
 - a) Any direct financial payments including receipt of honoraria;
 - b) Membership on advisory boards or speakers' bureaus;
 - c) Funded grants or clinical trials;
 - d) Patents on a drug, product or device; and
 - e) All other investments or relationships that could be seen by a reasonable, well-informed participant as having the potential to influence the content of the educational activity.
2. The CPD provider organization is responsible to review all disclosed financial relationships of the SPC. The CPD provider organization must have procedures in place to be followed if a conflict of interest comes to its attention prior to the CPD activity.
3. The CPD provider organization will ensure that all declared conflicts of interest will only be used for the purposes of disclosing the relationships to the SPC and to participants of a CPD activity.
4. The SPC is responsible to review all disclosed financial relationships of speakers, moderators, facilitators and authors in advance of the CPD activity to determine whether action is required to manage potential or real conflicts of interest. The SPC must also have procedures in place to be followed if a conflict of interest comes to its attention prior to or during the CPD activity.
5. All members of the SPC, speakers, moderators, facilitators, and authors, must disclose to participants their relationships as described in the Standard.
 - a. Speaker disclosures must be done verbally, displayed in writing on a slide at the beginning of their presentation. Their disclosures may also be included in the written materials.
 - b. SPC, moderator, facilitator and author disclosures may be done verbally, displayed in writing at the beginning of the session or module. Their disclosures may also be included in the written program materials.
6. Any individual who fails to disclose their relationships as described above cannot participate as a member of the SPC, speaker, moderator, facilitator or author of an accredited CPD activity.
7. The attached declaration form must be completed and submitted to **NAME** by **DATE**.

APPENDICES

Appendix C Sample conflict of interest declaration form



Name:	
Title of CPD Activity:	
Date of CPD Activity:	

NOTE: All members of the scientific planning committee (SPC), speakers, moderators, facilitators and authors must complete this form.

- Over the previous 2 years, I have **not** had a relationship with a for-profit and not-for-profit organizations including (but not necessarily limited to):
- a) Any direct financial payments including receipt of honoraria;
 - b) Membership on advisory boards or speakers' bureaus;
 - c) Funded grants or clinical trials;
 - d) Patents on a drug, product or device; and
 - e) All other investments or relationships that could be seen by a reasonable, well-informed participant as having the potential to influence the content of the educational activity.
- Over the previous 2 years, I **have** had a relationship with a for-profit and not-for-profit organizations including (but not necessarily limited to):
- a) Any direct financial payments including receipt of honoraria;
 - b) Membership on advisory boards or speakers' bureaus;
 - c) Funded grants or clinical trials;
 - d) Patents on a drug, product or device; and
 - e) All other investments or relationships that could be seen by a reasonable, well-informed participant as having the potential to influence the content of the educational activity.

	Relationship Type	Organization Name(s)	Details
A	Any direct financial payments including receipt of honoraria.		
B	Membership on advisory boards or speakers' bureaus.		
C	Funded grants or clinical trials;		
D	Patents on a drug, product or device.		
E	All other investments or relationships that could be seen by a reasonable, well-informed participant as having the potential to influence the content of the educational activity.		

(Should you require more space, please attach a new page.)

Check all that apply: As it relates to this CPD activity, I am:


- a member of the scientific planning committee (SPC) a speaker a moderator
 a facilitator an author

DECLARATION: I, _____, acknowledge that the above information is accurate and I understand that this information will be publicly available.

Signature:
Date:

APPENDICES

Appendix D: Sample certificate of attendance/certificate of participation



QCHP
المجلس القطري للتخصصات الصحية
Qatar Council for Healthcare Practitioners
الإعتماد
Accreditation

[DEVELOPING ORGANIZATION LOGO]

[Name of developing organization]
Certifies that *[name of participant]* Has
attended the
[Title of CPD activity]
in *[City, Province]* on *[Date]*
and is eligible to record ***[Number of Hours for Participant]*** Category *[1 or 3]* Credits.

[SIGNATURE]
Chair, Scientific Planning Committee

[Applicable Accreditation Statement]

[QCHP-AD Activity code]
[Accredited CPD provider code]

CONTACT DETAIL OF QCHP-AD STAFF

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Contact: +974 4407 0331

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Email: AccreditationDepartmentQCHP@moph.gov.qa

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Dr. Samar Aboulsoud

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Manager of Accreditation Department, QCHP

Dr. Ayesha Siddiq Hussain

Accreditation Supervisor,
Accreditation Department, QCHP

Dr. Essam Elsayed Abdelrafaa

Accreditation Supervisor,
Accreditation Department, QCHP

Dr. Heba Elbanaway

Accreditation Supervisor,
Accreditation Department, QCHP

Ms. Aisha Nasser Al Kuwari

Accreditation Coordinator,
Accreditation Department, QCHP

Dr. Hosnah Hamid Agban

Accreditation Coordinator,
Accreditation Department, QCHP

Ms. Muneera Ali Abdullah

Accreditation Coordinator,
Accreditation Department, QCHP

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Accreditation Coordinator,
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