The CME/CPD accreditation system of Qatar and Joint Accreditation for Interprofessional Education

BACKGROUND
The concept of one for all we see in the setting while developing the CPD accreditation system for uniform regulation of accreditation standards across the multitude of CPD activities that are delivered and delivered in Qatar. QCHP-AD is the Single Regulatory authority for all healthcare practitioners as well as CPD accreditation system in the State of Qatar. The main objective of the study was to compare the Joint Accreditation for Interprofessional Continuing Education, USA, characteristics was to learn about the standards that are consistent globally and also to refine the QCHPs accreditation system following program evaluation whenever opportunities are available.

LEARNING OBJECTIVES
1. Understand the importance of integrated CPD accreditation systems for healthcare sector
2. Describe the engagement with CPD Providers, stakeholders and accrediting bodies in interprofessional education.
3. Comprehend the applicability of single CPD accreditation system that serves across all disciplines of practice.

SUMMARY OF WORK
A comparative study of the eligibility, process, criteria and challenges of the two systems was conducted to understand the concept of integrated CPD accreditation systems in health sector that promotes interprofessional education for improving quality of care.

EDUCATIONAL STRATEGY
Description of JAI was obtained from the information published on their website and few peer-reviewed journals. Data focused on the following characteristics: the characteristics and scope of the established CPD accreditation system and its process, educational concept and issues of quality improvement in CPD (Table).

SUMMARY OF RESULTS
The CME/CPD accreditation system of Qatar and Joint Accreditation for interprofessional education
1. JAI has a provider-based accreditation process whereas QCHP has a hybrid system with both provider-based and activity-based accreditation process.
2. JAI accreditation system being provider-based is more streamlined as it is resource efficient since a single accreditation results in a huge number of CPD activities being accredited, whereas QCHPs hybrid system streamlines the accreditation process with provider accreditation process while activity-based accreditation supports the underdeveloped government and private healthcare facilities to provide accredited CPD activities to its practitioners.
3. JAI and JAI, both embrace interprofessional education that reflects inputs from healthcare practitioners who make up the team and education that changes the professional practice of the healthcare team. The collaborative efforts of the team in a team-based learning supports and improves attitudes, behavior and skills of the healthcare practitioners that is vital in providing quality patient care. When the teams are engaged in mentoring and coaching, they become more focused in their aims and approaches.
4. JAI and JAI support the concept of single CPD accreditation system for all disciplines of practice.
5. JAI and QCHP are cost-effective and are not resource intensive.
6. JAI and JAI achieves path to collaborating with well-recognized accreditation bodies and multiple stakeholder collaborations.
7. Globalization of accreditation standards that will support the CPD accreditation systems in different parts of the world to connect and collaborate.

CHALLENGES
1. Resistance of healthcare practitioners and CPD Providers to change or getting accredited although accreditation is a voluntary initiative to change or getting accredited although accreditation is a single regulatory authority.
2. Different values and principles of different accreditation systems across different jurisdictions in their respective States.
3. CPD Providers not having ability to have a structured educational planning for CPD activities.
4. Structuring activities into different categories to reflect learning.
5. Challenges relating to commercial interests.
6. Approach to resolving identified challenges owing to the different jurisdictions in their respective States.
7. Identifying areas of improvement for evolving accreditation systems.

DISCUSSION
Variations in the CPD accreditation system are minimal and evolving as both are new. The findings will contribute in further refining the accreditation standards for regulation of continuing educational activities that integrates all CPD activities under a single regulatory authority. The analysis of the JAI helped in understanding the strengths, concept and challenges of the system. The existing QCHPs CPD accreditation system has been structured based on best-practice that is progressing towards globalization and centralization of CPD accreditation standards.

QCHP-AD has developed a CME/CPD accreditation system that is applicable to all CPD Providers and Programs in the State of Qatar.

TAKE HOME MESSAGE
Joint accreditation systems support interprofessional education and provide opportunities for integration, collaboration and improve CME/CPD accreditation systems across healthcare sector.