COMPARATIVE CME/CPD FRAMEWORKS AND ACCREDITATION SYSTEMS IN GCC

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Background:
The State of Qatar National Health Strategy 2018-2022 required the development and implementation of a CME/CPD framework and CPD accreditation system. The Accreditation Department, QCHP, was given the responsibility of creating a CPD accreditation system to support the development of CPD activities included within the CPD framework— a set of QCHP standards and a means of ensuring continued education through a process of accreditation. A number of GCC countries had previously developed CPD systems for their healthcare practitioners.

The main objective of the study was to review existing CPD systems among Gulf Cooperation Council (GCC) countries, including Saudi Arabia, Kuwait, UAE, Oman, and Bahrain, to compare their characteristics, and assess their applicability for Qatar.

Method:
Descriptions of each country’s CPD system were obtained from multiple sources including publications, brochures, guidelines, or web pages. The data were collected from the websites of the relevant health regulatory authorities in each GCC country. The data abstraction process focused on the following elements: types of activities included in the program, content, and duration; specific requirements established, and which participation was mandatory or voluntary, the process for reporting CPD activities, and the evaluation system.

The data collected were then analyzed and key elements for the CPD systems in each GCC country were highlighted.

Results:
The table below provides a comparison of the CPD systems in the GCC countries.

Table 1: CME/CPD Requirements across GCC Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Physicians &amp; Dentists</th>
<th>Nurses</th>
<th>Allied Health</th>
<th>Technicians</th>
<th>CME/CPD Cycle Length</th>
<th>Governance of the CPD system</th>
<th>Reporting of CME/CPD Activities</th>
<th>Type of CME/CPD Accreditation System</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAE</td>
<td>Category 1: 50 credits</td>
<td></td>
<td></td>
<td>50</td>
<td>3 years to 5 years</td>
<td>Ministry of Health</td>
<td>Manual and Electronic</td>
<td>Provider-based</td>
</tr>
<tr>
<td>Kuwait</td>
<td>Category 1: 50 credits</td>
<td>20</td>
<td></td>
<td>50</td>
<td>3 years to 5 years</td>
<td>Ministry of Health</td>
<td>Manual and Electronic</td>
<td>Provider-based</td>
</tr>
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<td>Qatar</td>
<td>Category 1: 50 credits</td>
<td>20</td>
<td></td>
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<td>Provider-based</td>
</tr>
<tr>
<td>Bahrain</td>
<td>Category 1: 50 credits</td>
<td>20</td>
<td></td>
<td>50</td>
<td>3 years to 5 years</td>
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<td>Manual and Electronic</td>
<td>Provider-based</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>Category 1: 50 credits</td>
<td></td>
<td></td>
<td>50</td>
<td>3 years to 5 years</td>
<td>Ministry of Health</td>
<td>Manual and Electronic</td>
<td>Provider-based</td>
</tr>
</tbody>
</table>

Discussion:

The development of a national CME/CPD framework, credit system, and CPD accreditation system will be designed to support the National Health Strategy for Qatar. The implementation of a mandatory CME/CPD system for Qatar will:

- Provide credits to licensed healthcare practitioners.
- Support the development of a robust healthcare workforce.
- Ensure continuing professional development and enhance quality of care.

Conclusions:
The development of a National CME/CPD framework is informed by:

- Regional standards within the GCC.
- Mandating CPD requirements for multiple licensed healthcare practitioners consistent with other GCC countries.
- The inclusion within the framework of all types of learning, self-directed learning, as well as automated-assisted learning to support different systems of learning.
- Establishing an electronic system for CPD reporting by practitioners to eliminate the necessity of paper-based reporting.

Lessons learned:
The development of a National CME/CPD framework was influenced by:

- Regional standards within the GCC.
- Mandating CPD requirements for multiple licensed healthcare practitioners consistent with other GCC countries.
- The inclusion within the framework of all types of learning, self-directed learning, as well as automated-assisted learning to support different systems of learning.
- Establishing an electronic system for CPD reporting by practitioners to eliminate the necessity of paper-based reporting.

References: