



QCHP-AD CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM

A Manual For Healthcare Practitioners

**More Knowledge.
Better Patient Care.**

For further details, contact:

Qatar Council for Healthcare Practitioners, Accreditation Department

Email: **AccreditationDepartmentQCHP@moph.gov.qa**

Website: **www.qchp.org.qa**

TABLE OF CONTENTS

Welcome from the Qatar Council for Healthcare Practitioners	4
About This Document	4
Introduction	5
Educational Principles for the CPD Program	6
Who are the key stakeholders for the CPD Program?	7
Who Needs to Participate in the CPD Program?	7
All Healthcare Practitioners	7
Exemptions	7
Status of Practice	7
Leave of Absence	7
Linking Learning to your Professional Practice	8
Creating a Professional Development Plan	8
CPD Program Requirements	8
CPD Program Cycle	8
The First CPD Program Cycle	9
First CPD Cycle Requirements	9
CPD Activities Completed Before a CPD Program Cycle Begins	10
Non-Adherence	10
Non-Compliance	10
CPD Cycle Appeals	10
The CPD Framework	10
CPD Framework Table	12
CPD Activities Developed Outside of the State of Qatar	13
Documenting your Continuing Professional Development	13
CPD ePortfolio	13
Recording CPD Activities	14
Reflection	14
Disclosure of Information	14
CPD ePortfolio Audits	14
The QCHP-AD, healthcare practitioners, and remediation	14
CPD Accreditation System Overview	16
Frequently Asked Questions	17
Definitions	22
Appendix	23

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 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.

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 summarizing the key policy issues you will need to know related to your participation in CPD activities.

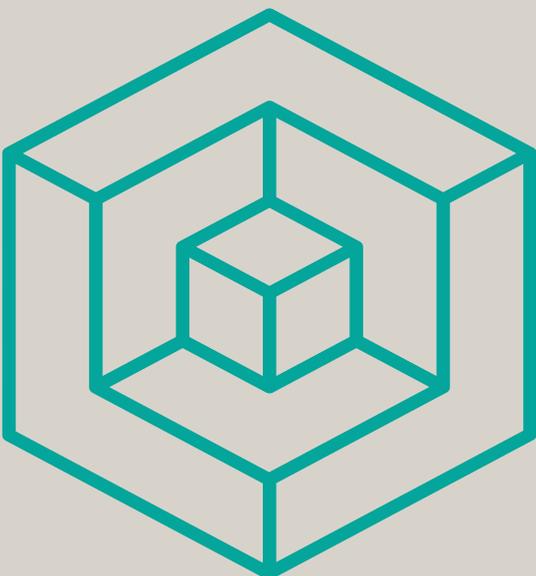
INTRODUCTION

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, 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.

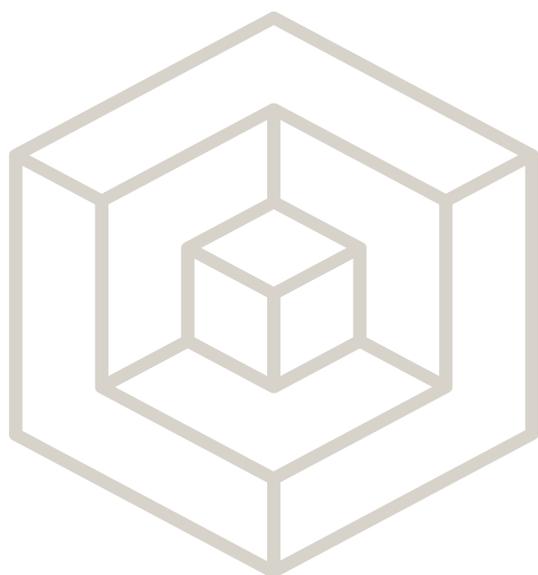
4. REFLECTION

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 measureable 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.

EXEMPTIONS

Status of practice

All healthcare practitioners licensed in the State of Qatar are required to participate in the CPD Program. The only exemption from participation is granted to healthcare practitioners who are 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/QCHP/AD/CPD/003).

LEAVE OF ABSENCE

When healthcare practitioners are absent from practice they must follow the procedure for leave as determined by the QCHP Registration Department. If applicable, the Registration Department will communicate with the Accreditation Department 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/QCHP/AD/CPD/004).

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

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

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 credits. 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).

THE FIRST CPD PROGRAM CYCLE

The CPD system for the State of Qatar was launched on March 7, 2016. Since each practitioner's CPD cycle start date will align with their date of licensure, the QCHP will adjust the initial CPD Program cycle length and credit expectations for healthcare practitioners who have already been licensed at the time of the launch of the CPD system based on the following table.

FIRST CPD CYCLE REQUIREMENTS

BETWEEN MARCH 7, 2016 AND LICENSURE RENEWAL DATE	ACTUAL DATES	CPD CYCLE REQUIREMENTS	CATEGORY SPECIFIC REQUIREMENTS
Less than 3 months	from 7 March 2016 to 6 June 2016	None	Not applicable
3 to < 6 months	from 7 June 2016 to 6 September 2016	10 credits	Not required
6 to < 9 months	from 7 September 2016 to 6 December 2016	20 credits	Not required
9 to < 12 months	from 7 December 2016 to 6 March 2017	30 credits	Not required
12 to < 15 months	from 7 March 2017 to 6 June 2017	40 credits	20 credits in Category 1 20 credits in Category 2 or 3
15 to < 18 months	from 7 June 2017 to 6 September 2017	50 credits	25 credits in Category 1 25 credits in Category 2 or 3
18 to < 21 months	from 7 September 2017 to 6 December 2017	60 credits	30 credits in Category 1 30 credits in Category 2 or 3
21 to < 24 months	from 7 December 2017 to 6 March 2018	70 credits	35 credits in Category 1 35 credits in Category 2 or 3
2 years and beyond	7 March 2018 and onwards	80 credits	40 credits in Category 1 40 credits in Category 2 or 3

An Example

A healthcare practitioner's current licence to practice in Qatar will be renewed on November 30th, 2016. The CPD Program was launched on March 7th, 2016.

The healthcare practitioner's first CPD cycle duration will be from March 7th to November 29th, 2016 (8 months and 3 weeks.)

Therefore the credit expectations for their first cycle are:

- Total CPD cycle requirement: 20 credits
- Category-specific requirement: None Required
- The annual CPD requirement: Not Applicable (as cycle duration is < 1 year)

CPD ACTIVITIES COMPLETED BEFORE A CPD PROGRAM CYCLE BEGINS

To assist healthcare practitioners transition to the new CPD Program, the QCHP-AD has developed a CPD Credit Transfer Policy. The credit transfer policy is applicable to all healthcare practitioners at the time of the CPD Program launch on March 7, 2016 and all healthcare practitioners licensed subsequent to the CPD Program launch for a period of two years.

The credit transfer policy is only applicable to a healthcare practitioner's first CPD cycle, regardless of the length of the first CPD cycle.

- At the launch of the CPD Program on March 7, 2016, CPD activities eligible for credit transfer must be completed between September 7, 2015 and March 6, 2016.
- For all healthcare practitioners licensed after the CPD Program launch date, CPD activities eligible for credit transfer must be completed within the immediate 6 month period prior to their date of licensure.

Healthcare practitioners may transfer up to a maximum of 10 credits into their first CPD cycle.

CPD activities from any category in the QCHP-AD CPD Framework are eligible for credit transfer. CPD activities eligible for credit transfer will require documentation to be uploaded in the CPD ePortfolio.

For further details, please see CPD Credit Transfer Policy (MOPH/QCHP/AD/CPD/011).

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 QCHP-AD 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/QCHP/AD/CPD/005) and CPD ePortfolio Audit Policy (MOPH/QCHP/AD/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/QCHP/AD/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 QCHP-AD. Affected healthcare practitioners may request in writing, an opportunity to appeal their non-compliance. A review panel, facilitated by the QCHP-AD, 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/QCHP/AD/CPD/007)

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

THE CPD FRAMEWORK

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. All licensed healthcare practitioners in part-time or full-time practice in the State of Qatar are required to complete the annual, category-specific, and 2 year CPD cycle requirements to maintain their licensure as per the section on CPD Program requirements above.

The CPD 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 QCHP Accreditation Department.

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 QCHP-AD.

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:

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

All learning activities in Category 1 are assigned 1 credit per hour. The healthcare practitioners should select learning activities that address an identified need relevant to their professional practice.

For a list of QCHP-accredited group learning activities, please visit: www.qchp.org.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.

Clinical practice:

- Answering self-identified clinical questions
- Reading journals, books or monographs
- Completing self-learning modules
- Viewing podcasts or webcasts

Education and training:

- 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

Research and Quality Improvement:

- 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.

All accredited assessment programs, activities, or instruments must meet the standards established by the QCHP-Accreditation Department.

There are multiple types of assessment activities in Category 3 including:

Accredited Assessment

- Knowledge assessment programs
- Simulation, including hands-on training courses
- Clinical audits
- Multi-source feedback
- Direct observation of procedures or performance in practice

For a list of QCHP-accredited assessment activities, please visit: www.qchp.org.qa

Other Assessment

- Feedback from annual performance review
- Feedback on teaching effectiveness

For further details, please see CPD Calculator Policy (MOPH/QCHP/AD/CPD/001).

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:	<ul style="list-style-type: none"> Answering self-identified clinical questions Reading journals, books or monographs Completing self-learning modules Viewing podcasts or webcasts 	0.5 credits/hour 1 credit/hour 1 credit/hour 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
	address needs related to Clinical Practice			
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 in practice 			
	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 ACTIVITIES DEVELOPED OUTSIDE OF THE STATE OF QATAR

Healthcare practitioners may participate in Group Learning (Category 1) activities or Assessment (Category 3) activities, either face-to-face and/or online that are developed outside the State of Qatar and record these activities in the CPD ePortfolio for credit if these activities meet the following criteria:

- Live Group Learning activities (Category-1) or live Assessment Activities (Category-3) that occur outside of the State of Qatar that are accredited by an international CPD accreditation organization recognized by the QCHP-AD.
- Online Synchronous Group Learning activities (Category-1) or online Assessment activities (Category-3) that are accredited by an international CPD accreditation organization recognized by the QCHP-AD.

For further information see the CPD Activities Developed Outside the State of Qatar (MOPH/QCHP/AD/CPD/008).

For a list of recognized CPD accreditation bodies visit: www.qchp.org.qa

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 DOCUMENT? THERE ARE TWO MAIN REASONS WHY DOCUMENTING IS IMPORTANT

- **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.
- **Documentation is central to validating learning.** Many aspects of healthcare practice require validation, such as the quality of recordkeeping 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.

If time is perceived as a barrier to documenting learning activities and outcomes, healthcare practitioners may choose to only document the learning activities that impacted their personal development or which have enhanced the quality of professional 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 QCHP-AD for the maintenance of licensure.

See Appendices to view screenshots of the CPD ePortfolio login screen, healthcare practitioner dashboard, Record a CPD Activity template, and the Professional Development Plan template.

RECORDING CPD ACTIVITIES

All healthcare practitioners are responsible for recording their completed CPD activities in their CPD ePortfolio to receive credit. Credit for completing a CPD activity is based on the healthcare practitioner recording the activity and for documenting the learning outcomes identified for their practice.

Healthcare practitioners are required to upload the supporting documentation described in the CPD Framework table for each CPD activity they record in the CPD ePortfolio.

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/QCHP/AD/CPD/005), CPD ePortfolio Audit Policy (MOPH/QCHP/AD/CPD/006) and Practitioner Documentation Policy (MOPH/QCHP/AD/CPD/009).

REFLECTION

As mentioned above, a CPD activity entry in the CPD ePortfolio is only considered complete if accompanied by both documentation and personal 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.

DISCLOSURE OF INFORMATION

The CPD Program is intended to ensure appropriate levels of support for healthcare practitioners in meeting the CPD Program requirements over each 2-year cycle. Each employer has an important role in supporting healthcare practitioners to engage in continuing professional development. An appropriate balance must be established between employers who have a need to support healthcare practitioners in meeting CPD Program requirements and healthcare practitioners who have an expectation of privacy and confidentiality.

The collective information generated from the CPD ePortfolios of the healthcare practitioners will be shared with their respective employers twice per year in an aggregated, de-identified manner.

The information generated will focus exclusively on adherence and compliance with CPD Program Cycle of healthcare practitioners from their respective organization.

A service agreement outlining the how the CPD ePortfolio data will and will not be used or shared outside of the QCHP-AD is made available to each healthcare practitioner within their CPD ePortfolio.

For further details, please see CPD ePortfolio Data Reporting Policy (MOPH/QCHP/AD/CPD/010).

CPD ePORTFOLIO AUDITS

The QCHP-AD 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. A random sample will be selected twice per year across all categories of practice and healthcare practitioners will be notified if they have been selected, as well as informed of any outcomes.

For further details, please see CPD ePortfolio Audit Policy (MOPH/QCHP/AD/CPD/006).

THE QCHP-AD, 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.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 QCHP-AD 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 QCHP-AD 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.

SUMMARY

This guideline provides a general approach to the development of a learning plan to address an area of professional practice that has been identified for improvement. The steps for a successful learning plan were described. The QCHP-AD is one option for providing you with educational support and tools for developing and documenting the outcomes of your learning plan.

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 QCHPAD 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

FREQUENTLY ASKED QUESTIONS

The CPD Program

1. What is the CPD Program?

The Accreditation Department (AD) of the Qatar Council for Healthcare Practitioners (QCHP) has developed a Continuing Professional Development (CPD) Program for all healthcare practitioners. This Program consists of two major components. The first is a CPD Framework which includes a balance of self-directed and practice-based learning activities. The second component is a CPD credit system with credit requirements that all healthcare practitioners must achieve to maintain licensure within the State of Qatar. A sub-component of the CPD credit system is the hybrid CPD accreditation system that establishes accreditation standards and processes for CPD activities and CPD provider organizations.

2. What is the purpose of the CPD Program?

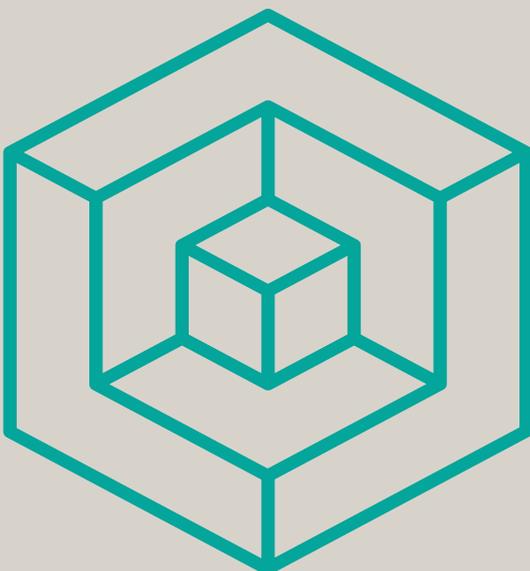
The CPD Program is designed to support and enable continuous learning and improvement that will benefit not only individual healthcare practitioners, but enhance the quality of care provided to patients. The development of a CPD Framework and credit system are two essential components of a national continuing professional development system.

3. What are the anticipated benefits of the CPD Program

All licensed healthcare practitioners will benefit from a CPD Program that supports them to manage and demonstrate their commitment to continuing professional development. The provision of a CPD ePortfolio will enable healthcare practitioners to record the continuing professional development activities they have completed, the knowledge, skills and competencies that were acquired or sustained, the areas where performance was improved and the overall impact of CPD on their professional practice.

4. What evidence is there that this makes a difference to patient care?

There is ample evidence that engaging in CPD activities contributes to sustaining competence and enhanced performance over time. Studies have demonstrated a correlation between engagement in CPD and the outcomes of a comprehensive peer review of a physician's practice. The CPD research literature has demonstrated that group learning, self-learning and various forms of assessment can have a small but important impact on behaviour change and patient outcomes.



Engaging in CPD will not only enable the achievement of measurable practice outcomes for healthcare practitioners but demonstrate the value and commitment of the health professions in fostering a culture of best practice - all are paramount to improve healthcare quality and patient safety.

5. What role has the Qatar Council for Healthcare Practitioners been assigned within the CPD Program?

In 2013, the Qatar Council for Healthcare Practitioners (QCHP) was established by an Emiri Decree as the regulatory body for all healthcare professionals practicing in the state of Qatar. The Accreditation Department was founded to ensure that the governance, operations and activities of medical education in the healthcare sector in the state of Qatar meet accepted professional and ethical standards through a well-defined and structured CPD accreditation process for providers and programs.

The following table describes the annual and cycle requirements expected for healthcare practitioners depending on their current licensure date.

BETWEEN MARCH 7, 2016 AND LICENSURE RENEWAL DATE	ACTUAL DATES	CPD CYCLE REQUIREMENTS	CATEGORY SPECIFIC REQUIREMENTS
Less than 3 months	from 7 March 2016 to 6 June 2016	None	Not applicable
3 to < 6 months	from 7 June 2016 to 6 September 2016	10 credits	Not required
6 to < 9 months	from 7 September 2016 to 6 December 2016	20 credits	Not required
9 to < 12 months	from 7 December 2016 to 6 March 2017	30 credits	Not required
12 to < 15 months	from 7 March 2017 to 6 June 2017	40 credits	20 credits in Category 1 20 credits in Category 2 or 3
15 to < 18 months	from 7 June 2017 to 6 September 2017	50 credits	25 credits in Category 1 25 credits in Category 2 or 3
18 to < 21 months	from 7 September 2017 to 6 December 2017	60 credits	30 credits in Category 1 30 credits in Category 2 or 3
21 to < 24 months	from 7 December 2017 to 6 March 2018	70 credits	35 credits in Category 1 35 credits in Category 2 or 3
2 years and beyond	7 March 2018 and onwards	80 credits	40 credits in Category 1 40 credits in Category 2 or 3

Note: Upto maximum of 10 credits (in any category) for learning activities completed between 07 September, 2015 and 06 March 2016 can contribute to your first CPD cycle requirements

Additionally, the QCHP-AD has determined that healthcare practitioners will be permitted to transfer up to 10 credits (in any category) that they completed in the 6 months prior to the launch of the CPD Program. This ability to transfer credits is only applicable for the first CPD cycle.

6. When will I be required to participate in the CPD Program?

The National CPD Program for State of Qatar Health system was launched on March 7, 2016. The policies governing the CPD Program have concluded the following:

- The start date of the CPD cycle will be personalized to coincide with the date of licensure in the State of Qatar.
- Participation in the CPD Program will be mandatory for all licensed healthcare practitioners.
- All healthcare practitioners must meet the minimal requirements to maintain their license to practice. Given these policies, there will be a need to adjust the initial cycle length and credit expectations for healthcare practitioners who have already been licensed to practice in the State of Qatar at the time of the launch of the CPD Program.

Participation

7. Who is required to participate in the CPD Program?

All licensed healthcare practitioners in part-time or full-time practice in the State of Qatar are required to complete the annual, category - specific and cycle-specific requirements of the CPD Program to maintain their registration and renewal of licensure with the Ministry of Public Health.

8. Are non-practicing clinicians in the State of Qatar required to participate in the CPD Program?

Exemptions from participating in the CPD Program are only granted to healthcare practitioners who are retired from clinical practice and not participating in any related professional activities (such as healthcare administration, research or education). Healthcare practitioners who have clinical care roles and are engaged in healthcare administration, research or education must participate in the CPD Program.

9. What is a CPD cycle?

Each CPD cycle is two years (24 months) in duration unless an extension is granted as per the QCHP-AD's Cycle Appeals Process Policy. The start date of an individual CPD cycle will align with each healthcare practitioner's date of licensure.

10. What are the cycle requirements?

To maintain licensure the QCHP-AD has established three mandatory requirements for all healthcare practitioners in the State of Qatar. Healthcare practitioners have to ensure they complete each of the requirements described below:

4. The annual CPD requirement: Healthcare practitioners must complete and document a minimum of 40 credits each year.
5. The CPD cycle requirements: Healthcare practitioners must complete and document a minimum of 80 credits every two years.
6. Health-care practitioners must complete and document at least 40 credits in Category 1 and 40 credits across Category 2 and/or Category 3, in any combination.

11. How will healthcare practitioners demonstrate their participation in CPD activities?

Healthcare practitioners will record their learning activities in the QCHP-AD's CPD ePortfolio

(which is in use since March 7, 2016). In order for CPD activities to be counted recorded in the CPD ePortfolio, the healthcare practitioner will be required to upload the relevant supporting documentation (as defined by the QCHP-AD CPD Framework).

12. What if my employer does not offer CPD activities?

While all employers are encouraged to provide CPD activities to their staff, it may not be possible for all employers. In this case, the QCHP-AD encourages employers who regularly provide CPD activities to their staff to open registration to all healthcare practitioners. A list of CPD activities accredited for Category 1 and Category 3 credits is available on QCHP website at www.qchp.org.qa. Additionally, practitioners may seek CPD activities that meet the requirements of the QCHP-AD CPD Framework offered online or outside of Qatar. There are also self-learning options within Category 2 of the Framework that may be more widely available. The QCHP-AD will closely monitor the availability of CPD activities for all healthcare practitioners.

13. What if my employer is not allowing me to take CPD activities offered during work hours?

Employers are strongly encouraged to provide protected time for their staff to attend or participate in CPD activities and to provide these activities at a reasonable cost (or free of cost). Healthcare practitioners can also pursue learning activities on their own across all 3 categories in the CPD Framework.

14. Will online CPD activities be included within the CPD Framework?

Web-based activities could be available across the 3 categories of the CPD Framework depending on the delivery method chosen by the CPD program developer. For example, the QCHP-AD has collaborated with BMJ Online Learning to provide free access to their learning modules for licensed healthcare practitioners. Healthcare practitioners can explore other opportunities for self-learning CPD activities.

15. Is attendance at international conferences / international activities outside the State of Qatar accepted?

Yes, CME/CPD activities attended outside Qatar which are accredited by QCHP-AD recognized international accreditation bodies as well as those accrediting bodies with whom the QCHP-AD has mutual agreement can be accepted for credits within the CPD Framework. A list of such accrediting bodies for different scopes/disciplines of practice is available on the QCHP-AD website at www.qchp.org.qa. In order for CPD activities to be recorded in the CPD ePortfolio, the practitioner will be required to upload the relevant supporting

documentation (as defined by the QCHP-AD CPD Framework) which is to be provided by the CPD provider.

16. What happens if I do not meet the requirements of the CPD Program?

Healthcare practitioners who fail to meet the minimum annual requirement of 40 credits will be notified by the QCHP-AD at the end of the first year of non-adherence and provided with information on how to seek assistance. All non-adherent participants will be required to provide evidence of participation through a validation program in the remaining year of their cycle.

Non-adherent healthcare practitioners will be monitored and informed of their status throughout the remainder of their CPD cycle. Healthcare practitioners who have not met the minimum requirement of 80 credits by the end of their CPD cycle will be subject to having their licensure in the State of Qatar terminated for non-compliance. An opportunity to appeal the termination of their licensure will be provided.

17. Can I claim credits for teaching or giving presentations?

You may record your "preparation" for formal teaching activities that you deliver under Category 2 - Self-Directed Learning Activities. Note that the hours eligible for CPD credit would be any "new" learning acquired while preparing or researching for your teaching sessions or presentations. It is important to note that the credit hours claimed are not simply the number of hours that you spend delivering your presentation or teaching sessions; rather the CPD credit hours are associated with the preparation you do in advance of these sessions.

18. Can I claim credits for working/clinical rounds?

No. Typically, working/clinical rounds are not formal CPD activities. Rather, they are bedside visits by a healthcare practitioners to evaluate treatment, assess current course and document the patient's progress or recuperation. Only accredited learning rounds that have met the QCHP-AD CPD activity accreditation standards are eligible for credit under this category .

19. If I take part in two activities i.e. Journal Club and Reading Journal, I can attain point under Category 1 & Category 2. Please confirm.

Yes, if you have participated in two categories, you can attain credits for time spent in each category.

20. I have attended a seminar about "Orofacial Trauma" with a CME points of 5.0 however; the activity lasted for 7 hours. How many hours should I consider for this activity? Please advise

The certificates of QCHP-AD accredited activities shall always include the earned credits in the form of "credit hours" and not points or units and you should record the same number of credit hours in your CPD e-portfolio.

21. What is the timeframe to upload CPD/CME Hours into the CPD ePortfolio? Can I upload earned credit hours from last year to the next year?

Credit hours you gain are only valid during the period of CPD cycle and are not transferable for the next cycle. Also, CPD activities that are attended during one cycle and recorded only in the next cycle will not be acceptable by the system (the date of activity is required to be recorded in the system and the activity is not acceptable to date prior to the start date of the cycle). Based on the CPD Credit Transfer Policy, the transfer of credits from activities conducted between September 7, 2015 and March 6, 2016 has been allowed for the first cycle only as a bonus.

22. Should we include credit hours as time spent or credit points mentioned in the certificate?

The certificates of QCHP-AD accredited activities shall always include the earned credits in the form of "credit hours" and not points or units and you should record the same number of credit hours in your e-portfolio.

23. Can Nurses undergo an activity that is directed only for Physicians but relevant to nurses' scope of practice as well?

CPD activities should be attended by the target audience determined by its scientific planning committee. Though QCHP-AD encourage inter-professional education, such education should be adequately planned and designed to serve the needs of all scopes of the predetermined target audience.

24. In case of development tools like OCSE, MCQs, short answer questions presented outside Qatar. Is this activity counted or it has to be done inside Qatar?

You may develop assessment tools for organizations outside Qatar and record it in your e-portfolio as CPD activity as long as you attach the required supporting document

25. If I am preparing for the publication, topic has to be from my professional practice or clinical practice in general?

Any peer-reviewed publication that you develop and you identify as contributing to your professional development can be recorded in your CPD e-portfolio

26. I am interested to conduct clinical audit in my pharmacy? I want to know standard procedures?

You may refer to QCHP-AD activity accreditation

standards for details.

**27. Can I transfer my credit to the next year cycle?
Is there any rule to complete half in year one and
half in year 2?**

1. No credit transfer is granted from one CPD cycle to the following cycle
2. As regards the other questions, for each CPD cycle, there are cycle-specific requirements (80 credits in 2 years), category-specific requirement (40 credits from Category 1 and 40 credits from Category 2&3) and annual requirements (40 Credits in each year). However, there is no category-specific requirements for each year (category-specific requirements are only for the whole cycle) i.e. you may record all the 40 credits in year 1 from one category (e.g. attending only group learning activities) and complete the rest of cycle requirement and category-specific requirements in year 2.

28. Which online courses are approved by QCHP?

Online Learning falls under Self-Directed Learning, Category 2 and such activities need no accreditation.

**29. Is Category Specific applicable for if my first year
cycle in CME/CPD is less than one year?**

No.

**30. Is every licensed healthcare practitioner require
to signup or may employers use one account
to register all employees for CPD (like the QCHP
account used for licensing)?**

Every licensed healthcare practitioner must sign up with unique identity; there is no provision for one personnel member from each organization to sign up on behalf of other practitioners. QCHP-AD treats all information as confidential.

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

DEFINITIONS

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.

CPD Cycle is the time period established to complete the minimal expectations established by the QCHP-AD.

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 QCHP-AD 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 QCHP-AD.

CPD Program is an educational initiative designed by the QCHP-AD to support, enhance and promote the lifelong learning of healthcare practitioners.

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.

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 behaviours. 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 behaviours.

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.

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

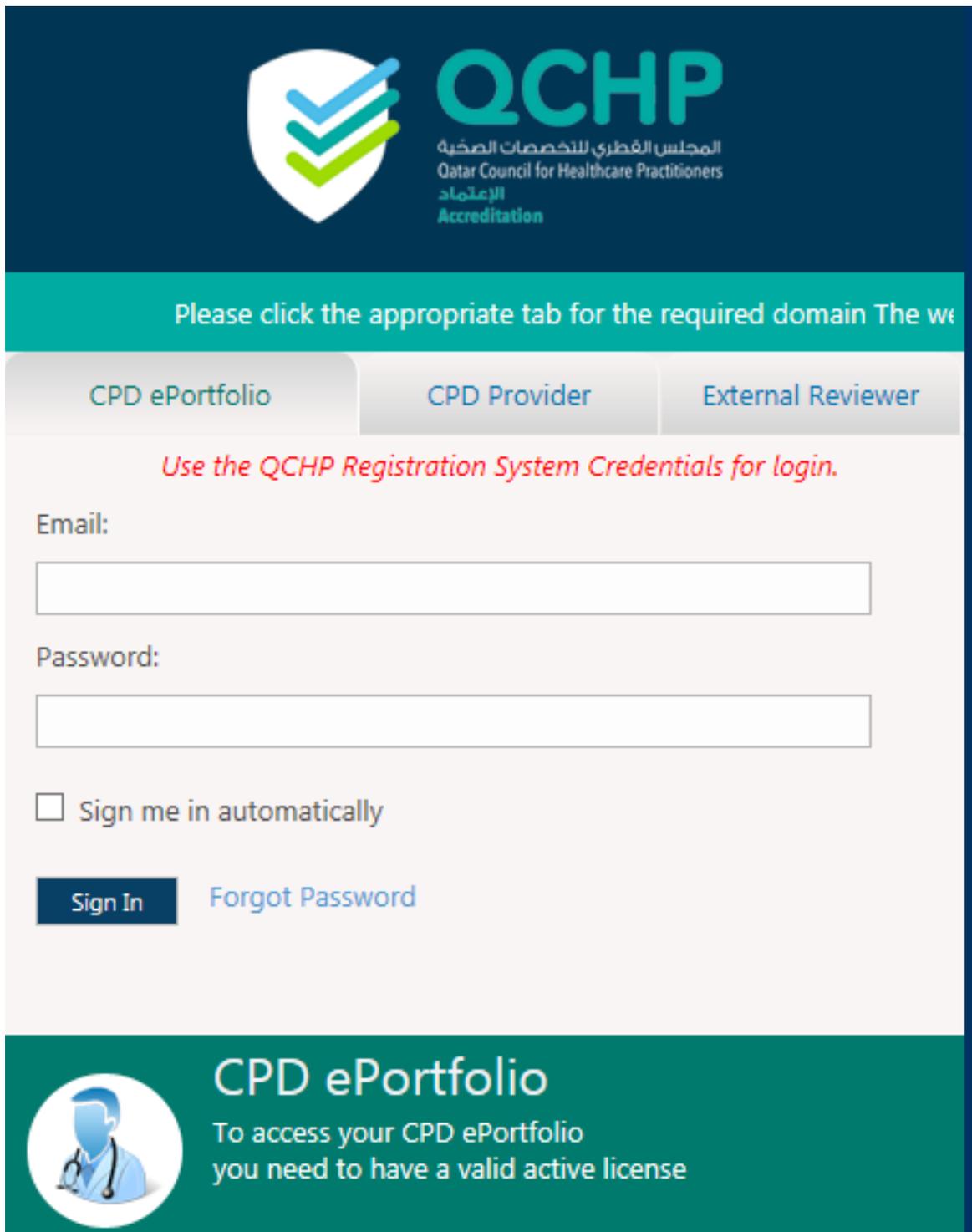
Simulation activities are designed to reflect real life situations to enable participants to demonstrate and receive feedback on their clinical reasoning, communication, situational awareness, problem solving and (where applicable) their ability to collaborate and work effectively within a healthcare 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.



APPENDICES

APPENDIX A

CPD ePortfolio Login Screen



The screenshot shows the login interface for the QCHP CPD ePortfolio. At the top, the QCHP logo is displayed, featuring a shield with three downward-pointing chevrons in blue, green, and yellow. To the right of the logo, the text reads "QCHP المجلس القطري للتخصصات الصحية Qatar Council for Healthcare Practitioners الإعتداد Accreditation". Below the logo, a teal banner contains the instruction: "Please click the appropriate tab for the required domain The we". Underneath this banner are three tabs: "CPD ePortfolio", "CPD Provider", and "External Reviewer". The "CPD ePortfolio" tab is selected. Below the tabs, a red italicized message states: "Use the QCHP Registration System Credentials for login." The login form includes an "Email:" label followed by a text input field, a "Password:" label followed by a text input field, and a checkbox labeled "Sign me in automatically". At the bottom of the form are two buttons: "Sign In" and "Forgot Password". A teal footer section contains a circular icon of a doctor with a stethoscope, the text "CPD ePortfolio", and the instruction: "To access your CPD ePortfolio you need to have a valid active license".

APPENDIX B

CPD ePortfolio Healthcare Practitioner Dashboard



Mary Colobo
Allied Health Practitioner
Health Wellness Center
License No : X276
Expiry Date : 30 Apr 2017

Record CPD Activity



Required Credits has been reduced as per First Cycle / Leave Policy

My Portfolio
My Incomplete CPD Activities
My Completed CPD Activities
My PDP
My Reports

National CME / CPD Framework

The Qatar Council for Healthcare Practitioners (QCHP) is a governmental body that has been established in 2013 to achieve the goals of Qatar National Vision 2030 and National Health Strategy 2011-2016. The Accreditation Department is one of the pillar departments of the QCHP and will develop and implement a sustainable internationally-recognized system for accreditation of health professional education.

Read More

CPD Cycle Credit Summary

Category	Total Credits	Compliance	Status
Category 1	0.00	20	●
Category 2 & 3	22.00	20	●
Required Credits	NA	40	●
	22.00		

Submit CPD Credits to Renew License
CPD Cycle Credit Summary

Incomplete CPD Activities

Activity	Last Updated
View More	

CPD Activities Pending Documentation Upload

Activity
View More

Completed CPD Activities

Activity	Date
Non-invasive ventilation: a guide to its use	18/07/2016
Auto catheter in adult assessment and	

My Professional Development Plan

Activity	Due Date
View More	

APPENDIX C

CPD ePortfolio Record a CPD Activity Template

Record CPD Activity

Category*
Category 1 - Accredited Group Learning Activity Category is mandatory

Sub-Category*
Accredited Group Learning Activities Sub Category is mandatory

CPD Activity*
Journal clubs CPD Activity is mandatory

Activity Type*
Symposia Activity Type is mandatory

Name / Title of Activity*
 Title of Activity is mandatory

Format of the Activity*

Face Face Online Blended

No. of Hours Spent*
 Enter No. of Hours Spent and not credits
Number should be less than 100

Credits Awarded

Activity Completion*
 Activity Completion is mandatory

Describe the outcome or impact on your professional practice (Reflection):*

What did you learn or confirm? 1

What additional learning are you planning to complete?
 2

What changes are you planning to implement in your practice?
 3

Certificate of attendance or letter describing the total hours / credits completion from the responsible organization

Supporting Document Certificate*

Upload Files With Extension pdf, jpg, jpeg, gif, doc, docx & png only , Max File Size is : 2 MB

Attachments	Delete
No documents available	

Comments
 Enter Comments

APPENDIX D

CPD ePortfolio

CPD ePortfolio: Professional Development Plan (PDP)

Sarisan
Allied Health Practitioner
Health-Wealth Center For Eye, ENT & Dental
License No : 0xyz
Expiry Date : 30 Apr 2017

[+ Record CPD Activity](#)

Required Credits has been reduced as per First Cycle / Leave Policy

My Portfolio | My Incomplete CPD Activities | My Completed CPD Activities | **My PDP** | My Reports

[+ Add PDP Goal](#)

My Professional Development plan

PDP Goal	Title	Competency	Target Date	PDP Completion	Status	Actions
No professional development plan available						

Please Contact qchpadhelpdesk@moph.gov.qa for any Technical Issues.

CONTACT DETAIL OF QCHP-AD STAFF

QCHP-AD Department

Contact: +974 4407 0331
Fax: +974 4407 0831

Email: AccreditationDepartmentQCHP@moph.gov.qa
Website: www.qchp.org.qa

Dr. Samar Aboulsoud

A/CEO of Qatar Council for Healthcare Practitioners (QCHP)
Manager of Accreditation Department, QCHP

Dr. Ayesha Siddiqa 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

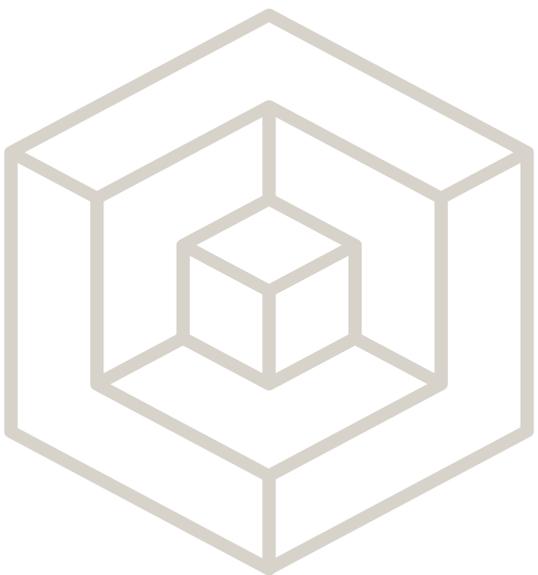
Accreditation Coordinator,
Accreditation Department, QCHP

Ms. Muneera Ali Abdullah

Accreditation Coordinator,
Accreditation Department, QCHP

Ms. Noora Rashid Al Enazi

Accreditation Coordinator,
Accreditation Department, QCHP



STAY CONNECTED

More Knowledge. Better Patient Care.

For more information visit our website: www.qchp.org.qa

FOLLOW US

QCHP_AD



