



Standards for Accreditation of CPD Activity Submitted by CPD Providers



Standards for Accreditation of CPD Activity	Performance Criteria / Description
1. Governance and Quality Standards	
1.1 CPD activity must have a scientific planning committee (SPC) that includes qualified and experienced staff in the subject area.	<ol style="list-style-type: none"> For each CPD activity held by the CPD provider, there must be a scientific planning committee (SPC) accountable for the planning, developing, implementing and delivery of the CPD activity. The minimum number of members required to sit on the SPC is Two. The provider can form a scientific planning committee (SPC) from members outside the entity with scientific expertise in the subject of the activity. The SPC responsible for decision-making related to the following CPD activity elements: <ul style="list-style-type: none"> Identification of the learning needs of the target audience. Development of learning objectives based on the identified learning needs. Selection of learning methods best suited to address the learning needs. Selection of speakers and instructors. Development and delivery of scientific content. Evaluation of the activity outcomes.
1.2 There should be a clearly defined target audience that can benefit from the CPD activity.	1. The CPD activity should be appropriate to the educational level and expertise of the target audience.
1.3 Current knowledge and accepted best practice must be considered and influence the development of the CPD activity.	1. The proposed content of the activity must be based on critical evaluation of relevant practice-based professional evidence that is consistent with current accepted best practice.

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2. Educational Standards	
2.1 The CPD activity must be planned based on a well-conducted learning needs assessment of the target audience.	<ol style="list-style-type: none"> Needs assessment of the target audience must be performed to identify areas of knowledge, skills, performance and/or healthcare outcomes that the CPD activity intends to address or improve. CPD provider can uses multiple sources of data to identify the learning needs of its target audience(s) by: <ul style="list-style-type: none"> Conducting a survey of the target audience. Feedback from past CPD activities participants. Conducting key informant interviews with experts, such as employers and Ministry of Health (MOH) officials; and assessing available health statistics such as mortality and morbidity data. Literature reviews Evidence of having undertaken a CPD needs assessment and that the data so obtained have been used in planning the CPD activity must be archived.
2.2 The CPD activity must clearly state specific, measurable, achievable, relevant, and timely (SMART) learning objectives that specify the learning outcomes expected to be achieved by participation in the activity.	<ol style="list-style-type: none"> Each activity must clearly state specific learning objectives that define what a participant should know or be able to do after completing the activity. They should: <ul style="list-style-type: none"> Focus on the target group. Contain action verbs that describe measurable behaviors. (Blooms Taxonomy) The learning objectives must be appropriate (level of education, scope of practice) for the intended audience and the content of the activity. The activity design, content learning methods, delivery and evaluation are informed by and consistent with the stated learning objectives and effectively enable the participant's successful achievement of those objectives. The learning objectives should be clearly presented in the activity and promotional material.



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2.3 The learning and delivery methods are selected based on the most effective and efficient methods of meeting the stated SMART learning objectives.	<ol style="list-style-type: none"> 1. There should be a clear statement about what learning methods are used. 2. The learning methods should align with the learning needs and learning objectives. 3. The activity should have a clear structure, logical flow, and links to learning outcomes. 4. The activity should take account of the variety of learning delivery methods available where possible, including face to face, blended, online learning and any other modalities, to optimize learning objectives and outcomes. 5. The activity involving acquisition of new skills should be delivered using a face-to-face delivery method. The face-to-face component may be provided as part of a blended learning, where appropriate. 6. The time allocated for the activity must be adequate and allows for adequate rest/ prayer periods between sessions. Time must also allow participants and speakers / instructors to interact and have varied learning (Discussion time – Quiz - Q&A session - Roleplay session – interactive E. Learning modules – others).
2.4 The CPD activity must have intended learning outcomes. These outcomes describe what the participant will know and be able to do upon completion of the activity.	<ol style="list-style-type: none"> 1. Learning outcomes should accurately reflect realistic expectations from the CPD activity and what participants will truly achieve upon attending the activity. 2. Learning outcomes should be relevant to the CPD activity and should be expected to occur upon completing the activity.

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2.5 3. A CPD activity must be evaluated for changes that resulted from the activity. Change can be measured at the level of the individuals (e.g., knowledge or ability or performance) or at the system level (e.g., healthcare processes or healthcare outcomes.)	<ol style="list-style-type: none"> 1. Participants must be given the opportunity to evaluate the quality of individual sessions and the overall CPD activity. 2. Evaluation methods must be based on and appropriate for the stated learning objectives for the activity, designed to evaluate a participant's achievement of all the learning outcomes. 3. Measuring the changes among learning occur in a variety of ways, including: <ul style="list-style-type: none"> • Pre- and post-testing. • Patient case study discussions in small groups. • Problem-solving exercises. • Group discussion with critique of answers. • Learner assessment questionnaires completed and submitted to the provider after the activity. • Objective structured clinical examinations (OSCE).
2.6 The activity speakers/instructors must be selected by a scientific planning committee based on qualifications and experience are appropriate to deliver the activity.	<ol style="list-style-type: none"> 1. The speakers/instructors should have relevant expertise, knowledge, and skills to deliver the scientific content within the specific subject [s] identified. 2. Curricula vitae (CV) of the selected speakers/instructors should be appended for committee review. 3. The speakers/instructors' curricula vitae should demonstrate relevant qualifications, high level of competence and experience pertinent to the educational objectives and the modality used for delivering the CPD activity. 4. In activity, which include skills-based training, the proportion of participants to instructors must ensure optimal learning opportunities and hands-on experience.



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3. Disclosure and Professional Ethics Standards:	
3.1 The CPD activity must be developed and presented independent of commercial interests.	<ol style="list-style-type: none"> 1. Disclosure of all commercial sponsorship of the proposed CPD activity and any commercial conflict of interest. Such disclosure must be communicated to potential participants along with other promotional materials. 2. Acknowledgement that commercial sponsors do not directly or indirectly influence the content and method selected for the CPD activity. 3. Acknowledgement that commercial sponsors will not be allowed to use the CPD activity as an opportunity for advertisement.
3.2 All persons in control of CPD activity content must disclose to the provider and to learners all relevant financial relationships with commercial interests.	<ol style="list-style-type: none"> 1. Prior to the beginning of the educational activity all individuals with control of content of the activity must disclose to learners any relevant personal financial relationship(s) they have with a commercial interest. 2. This disclosure must include: the name of the individual; the name of the commercial interest; and the nature of the relationship the person has with each commercial interest.
3.3 CPD providers should demonstrate strict adherence to codes of ethics and professional conduct in medical practice during planning or conducting the CPD activity.	<ol style="list-style-type: none"> 1. Scientific content of CPD activity should follow all appropriate ethical considerations including patient consent, data governance, protection of privacy, confidentiality, and copyright policies.





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