

The Arab Medical Union (AMU) Launches “ACAPP” the Arab Commission for Accreditation of Professional Programs

Dr. Walaa Khater, MD

Associate Professor of Medical Microbiology and Immunology,
Medical Education Consultant, Arab Medical Union,
Head of ACAPP Executive Committee

acapp@arabmu.com



Background

- Changes are constantly affecting medical practice.
- HCPs who wish to remain relevant must engage in the process of self-directed life-long learning.
- Participating in CPD activities allows HCPs to remain abreast with the latest developments in their field of specialization and ensures the delivery of safe efficient health care.



Background



- **Continuing Professional Development (CPD):** the self directed ongoing process of developing, updating and enhancing knowledge, skills, behaviors and ethical attitudes of healthcare professionals throughout their careers in order to ensure that professionals retain the capacity to provide safe and effective services for healthcare organizations and the community.

Background

The AMU recognizes the importance of monitoring CPD activities offered to Arab HCPs in order to ensure the **quality** of this activities and their freedom from **bias** or competing interests.

From this stand point, the AMU has founded

ACAPP

with the utmost goal of promoting medical CPD provision in the Arab world.



About ACAPP

ACAPP functions as an **independent** body to help guide HCPs toward educational events that have been **objectively reviewed** and **evaluated** and to **facilitate the recognition** of CPD credits, which have been mandated for recertification in many Arab countries.



Foundation



- ACAPP was established according to
 - the decision of the **Supreme Council of the AMU** in its 39th meeting held in Damascus, Syria, on April 16, 2005.
 - And based on resolution number 3 issued by the **Arab Health Ministers Council** at its 38th regular session held in Sharm El-Sheikh, Egypt on March 5 and 6, 2008, which stipulates in its 10th paragraph the approval of ACAPP establishment.

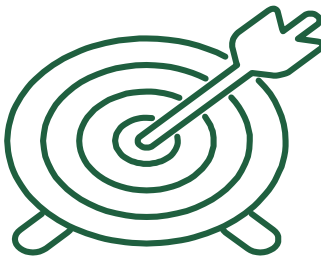
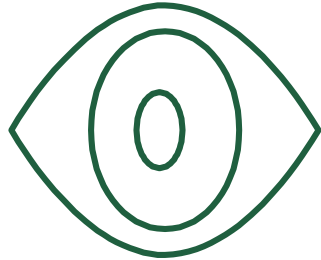
Vision

To be regionally and internationally recognized as the most credible and trusted CPD accrediting body in the Arab World.

Mission

Provide accreditation services that ensure the quality and effectiveness of CPD programs and activities delivered to healthcare professionals in the Arab world

- Facilitate the recognition of CPD credits between Arab countries



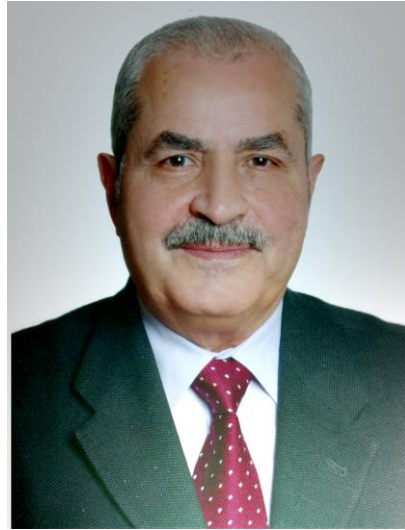
Organizational Structure



- ACAPP Supreme Council
- ACAPP Secretary General
- Steering committee
- Executive Committee



Chairmen of ACAPP Supreme Council



Dr. Mohammed Hisham Al-Sibai,
*Professor of Obstetrics and Gynecology;
Former Dean of Faculty of Medicine, King Faisal
University; Former Secretary General of the
Arab Board of Health Specializations*



Dr. Gamal Abu Al-Serour,
*Professor of Obstetrics and Gynecology;
Former Dean of Faculty of Medicine, Al-Azhar
University; Former President of the
International Federation of Gynecology and
Obstetrics (FIGO)*

ACAPP Secretary general



Dr. Ossama Rasslan,
*Professor of Medical Microbiology and
Immunology;*
*Secretary General of the Arab Medical
Union;*
*President of the Egyptian Society for
Infection Control*

Members of the Supreme Council

Prof. Ahmed Makhoulf,

Prof. Ali Ahmed Ibrahim Al-Abd

Prof. Assem Mansour

Prof. Maher Abdul Salam Al-Assal,

Prof. Mohamed Mahmoud Al-Batanouni,

Prof. Mohamed Swehli,

Prof. Nagwa Eid

Prof. Salam Daradka,

Prof. Sheikh Siddiq Badr

Prof. Yosra Heda



ACAPP Executive Workforce

- Dr. Walaa khater
- Dr. Omaima Kamel
- Dr. Alaa Elesawi
- Administrative office
 - Mr. Ehab Mahmoud
 - Mr. Ahmed Mahmoud



Services that ACAPP provides



Accreditation of CPD Activities Submitted by CPD Providers

- Workshops, lectures, conferences, seminars and symposia (either face to face or through virtual conferencing)
- Specialized courses
- Practical training sessions



Accreditation of CPD Programs Submitted by CPD Providers

- Professional Certificates and Diplomas



Accreditation of CPD Activities Submitted by HCPs

- Training and Teaching activities for undergraduate or postgraduate students
- Participation in research project



Benefits of ACAPP Accreditation



Being accredited by an independent body raises the profile of the CPD activity as it indicates its academic quality which in turn enhances learners' recruitment opportunity



The provider will receive an elaborative review from subject matter experts on the CPD program that will inform its improvement.

Benefits of ACAPP Accreditation



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Arab Commission for Accreditation
Of Professional Programs (ACAPP)

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Upon successful accreditation, the provider can use ACAPP name and logo and allocated CPD credits to publicize the accredited activity either on marketing materials or their website

All ACAPP accredited CPD activities are advertised on ACAPP official website which is viewed by prospective HCPs seeking trustable CPD learning opportunities

Guiding templates available on ACAPP website

CPD ACTIVITY TEMPLATE

Name of the Activity:

Name of the Activity Director:

Name of the Activity Coordinator:

Intended Audience:

Number of Trainees:

Duration:

Mode of Delivery: *(Distance/Face to face/Blended)*

OVERALL AIM(S)

INTENDED LEARNING OUTCOMES

LIST OF CONTENTS, TEACHING METHODS AND TIME TABLE OF THE ACTIVITY

Topic	Date	time /duration	Methods of teaching/learning

Add additional rows as required

PROFESSIONAL INFORMATION ON INSTRUCTORS AND TRAINERS PARTICIPATING IN THE ACTIVITY

Name	Position	Affiliation	Contact email

Add additional rows as required

METHODS OF PARTICIPANTS PROOF OF ATTENDANCE (CHECK ALL THAT APPLIES)

1. Attendance records
Yes No
2. Electronic register
Yes No
3. Others (please specify)

METHODS OF CPD ACTIVITY EVALUATION (CHECK ALL THAT APPLIES)

- Post attendance feedback collection (using ACAPP form)
- Post attendance feedback collection using customized paper forms
- Post attendance feedback collection using customized electronic forms
- Others (please specify)

Guiding templates available on ACAPP website



Arab Commission for Accreditation of Professional Programs (ACAPP)

OVERALL COURSE EVALUATION FORM					
Name (optional):					
Position:					
Age:					
Sex:					
COURSE EVALUATION					
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Overall, the course was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course is relevant to my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course was well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The scientific contents were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hand on training was adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course duration is optimum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course met my expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVALUATION OF THE LEARNING FACILITY					
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
The size of the training and teaching rooms were adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The audiovisuals were working properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ventilation and light were adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furniture design suits the activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is was no noise or interruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will recommend this course to my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the positive points of this course

Please comment on the negative points of this course

Arab Commission for Accreditation of Professional Programs (ACAPP)

Daily Evaluation Form

Day:	1	2	3	4	5	6
Topics covered:						
Name:						Accreditation number
Comment:						

SESSIONS' EVALUATION					
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
The sessions were useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practical sessions are relevant to my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sessions were well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The hands-on sessions contained effective activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The handouts and print materials were useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation slides quality was good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INSTRUCTOR EVALUATION					
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
The instructors were knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructors were good communicators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructors were well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructors responded well to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructors encouraged participation and active discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructors made effective use of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO-TRAINERS EVALUATION					
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
The co-trainers were knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The co-trainers were good communicator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The co-trainers effectively facilitated group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The co-trainers ensured participation of all group members in discussion and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The co-trainers managed time effectively during group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Review Process and Appeals

- Specialty-based peer review teams.
- Experts from across the multi-professional healthcare system and higher education sector.
- In case the application is disqualified or rejected, the applicant still has the right of appeal.

The whole process is informed by ACAPP's standards of accreditation and ethical guidelines.

ACAPP Standards for Accreditation of Activities Submitted by CPD Providers



1.1. Educational

1.1.1 Target Audience

1.2 Learning Outcomes

1.3 CPD Program Structure and Delivery

1.4 Speakers/Instructors' Competency and Expertise

1.5 Evaluation of the CPD Activity

1.2. Governance & Operational

2.1 CPD Provider

2.2 Duration of Accreditation

2.3 Administrative Arrangements

2.4 Legislative and Policy Compliance

2.5 Commercial Interest

1. Educational Standards

1.1 Target Audience

Standard

- The provider should clearly define the target audience that can benefit from the CPD activity

Criteria

- The target audience should fall within the remit of fully qualified medical professionals.
- The CPD activity should be appropriate to the educational level and expertise of the target audience.

1. Educational Standards

1.2 Learning Outcomes

Standard

All CPD activities should have clearly formulated intended learning outcomes.

Criteria

- Learning outcomes should be based on clear learning needs assessment of target audience.
- They should accurately reflect realistic expectations from the CPD activity without over-or under-estimating what participants will truly achieve upon attending the activity.
- They should be relevant to the CPD activity and should be expected to occur immediately upon completing the activity.
- They must be formulated according to best educational practices:
 - The outcomes should be divided into knowledge, skills, attitudes and behaviors (when applicable)
 - They should describe what the participant will know and be able to do upon completion of the training events.
 - Each learning outcome should start with an action verb that explicitly defines the level of knowledge or skills attainment after completion of the training. Blooms taxonomy of knowledge and intellectual skills acquisition levels could be used as a guide

1. Educational Standards

1.3 CPD Program Structure and Delivery

Standard

- The provider should demonstrate that the CPD activity promotes the principles of adult learning and the indicative contents are appropriate in depth, scope, language, and pace for the target audience.
- Teaching and learning methods should align with the educational purpose and intended outcomes.

Criteria

- A detailed statement describing the content of the CPD activity, sequence of events and teaching and learning methods used must be submitted.
- The indicative content should be up to date and rely on best practices and evidence-based medicine.
- The CPD provider must submit a list of contents for various lectures, seminars or workshops that will be withheld within the CPD activity. Each lecture, seminar, or workshop must be titled fully and associated with the following information:
 - The duration in hours
 - Date and time of each activity within the educational activity (when applicable)
 - The relationship between various lecture, seminar, or workshops and if any is a pre-requisite before attending other contents in the activity
 - The teaching and learning methods (for example interactive presentation, debate, question and answer sessions should be clarified with each area of content)

1. Educational Standards

1.4 Speakers/Instructors' Competency and Expertise

Standard

- CPD providers should ensure that the CPD activity is designed, conducted or authored (in case of online activities) by qualified and experienced staff.

Criteria

- The speakers/instructors' profiles should demonstrate relevant qualifications, high level of competence and experience pertinent to the educational objectives and the modality used for delivering the CPD activity.

1. Educational Standards

1.5 Evaluation of the CPD Activity

Standard

- The CPD activity should have a valid feasible approach for its evaluation.

Criteria

- The provider should submit, a detailed description of the CPD activity evaluation process employed by the CPD provider or organizer
- A feedback form that seeks participants' opinion about the activity should be submitted.
- The feedback form should include five points or more scale to measure participants' opinion on the scientific content of the activity, their relevance to professional practice, mode of delivery, teaching and learning methods, achievement of learning outcomes, the competence of instructors, the quality of associated educational materials, the venue, the teaching support services, and their overall satisfaction about the activity.
- Providers are encouraged to use electronic methods to survey and automatically analyze the results of feedback from participants.
- Results and analysis of feedback should be included in the event report submitted to ACAPP after the end of the CPD activity.

2. Governance and Operational Standards

2.2 Duration of Accreditation

Standard

- ACAPP accreditation for any CPD activity has a specific predefined validity.

Criteria

- Certificate of accreditation will be valid for 3 years. This is not applicable for scientific conferences. A certification code will be printed on all certificates. This will include the duration of certification.
- Following certification expiry, re-certification will require re-evaluation by ACAPP.
- Re-certification will be issued provided less than 25% of content is changed.
- If content is changed by more than 25%, re-accreditation will be required.
- Re-certification will entail administrative fees only.
- Re-accreditation will entail full-process fees.

2. Governance and Operational Standards

2.3 Administrative Arrangements

Standard

- CPD providers should have efficient administrative measures that allows for a fair and transparent CPD accreditation process by ACAPP.

Criteria

- **Applying for CPD accreditation:** the provider is expected to apply for ACAPP accreditation (including submission of required documents and payment of accreditation fees) at least three months before the CPD activity is commenced. In case of failure to do so, the application will be automatically disqualified for accreditation by ACAPP executive committee.
- **Attendance:** the provider must have authentic proofs and valid process for monitoring attendance of the CPD activities so that CPD points are granted only for professionals who have attended the educational activities.
 - The following are approaches for authentic proof of attendance that are endorsed by ACAPP:
 - Participants attendance of event with manual signature of attendance
 - Electronic registration sheets by the activity organizer
- **Record keeping:** robust processes should be in place to ensure effective record keeping of the performed educational activities, attendance register and delegates evaluation forms. Attendance registers and evaluation forms should be provided upon request.
- **Final event report:** the provider must submit a final event report that includes number of attendees, any changes in the submitted educational events, analysis of attendees' feedback and evaluation of the CPD activity

2. Governance and Operational Standards

2.5 Commercial Interest

Standard

- The CPD activity should be devoid of any conflict of interests or commercial bias.

Criteria

- Providers should demonstrate strict adherence to codes of ethics and professional conduct in medical practice during planning or conducting the CPD activity.
- All applicable relevant local, national or international guidelines should be strictly followed
- Clinical content should follow all appropriate ethical considerations including patient consent, data governance, protection of privacy, confidentiality and copyright policies.

2. Governance and Operational Standards

2.4 Legislative and Policy Compliance

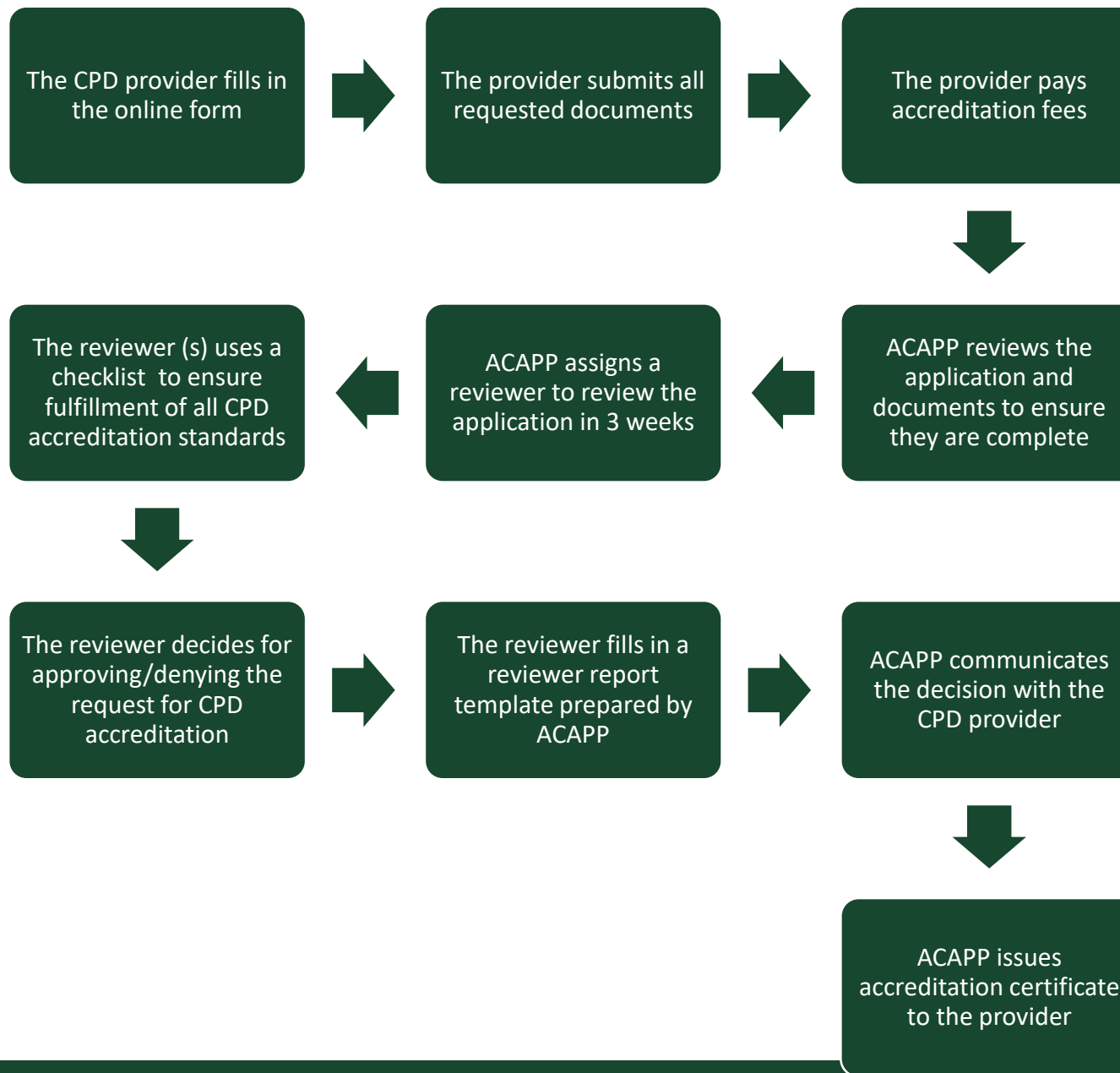
Standard

- Providers should comply with any current regulatory and legislative guidelines pertinent to medical practice.

Criteria

- CPD providers might receive financial support for their CPD activities from third parties or commercial organizations. This financial support must be standardized, documented and declared by the provider and added to the CPD activity accreditation submission.
- Any commercial support must not compromise the quality or accuracy of information provided in the CPD activities. There must be no bias towards any product or specific line of management.
- Providers must acknowledge any received educational grants in their submitted/printed programs.
- Providers should make every effort to adhere to evidence-based medicine, best practices and their related resources when they plan for CPD activities.
- Pharmaceutical Industry presentations shall not be recognized or claimed for CPD credits and CPD providers must clarify these presentations and associated timing in their submitted programs.

Process for Accrediting CPD Activities





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EVENTS ACCREDITATION (FOR PROVIDERS)

Home / Events Accreditation (for providers)

Events Accreditation (for providers)

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CPD providers who wish to receive ACAPP accreditation for any CPD activity are advised to follow the following steps:

1. The CPD activity should be submitted at least three months before the event is commenced to allow enough time for the review process
2. The provider should fill in the **application form**. With the completed form, the following documents are to be submitted by email:
 - a. A summary of the organizational profile. The profile must include enough data about the organization and its activities as relevant to CPD. In addition, sources of funding for organizational activities must be disclosed.
 - b. The CPD activity program documents containing the following:
 - i. A brief statement about the educational program and why it was developed
 - ii. Detailed objectives of the activity (written as knowledge, skills, attitudes and behaviors)
 - iii. The program contents, timetable, instructors for each presentation or event. In addition, approaches for teaching and learning, that will be used, must be specified. We encourage providers to use the **ACAPP-CPD activity template**.
 - iv. A description of how the provider will ensure participants attendance to the activity is recorded and maintained

ACAPP Standards for Accreditation of CPD Programs



1. Governance and program organization

1.2. Program mission and outcomes

1.3. Students

1.4. Program design and delivery

1.5. Academic faculty

1.6. Educational resources

1.7. Assessment of learning

1.8. Internal quality assurance and program evaluation

1. Governance and program organization

Standard

The governance, organizational structure and processes are appropriate to fulfilling the aim and outcomes of the program, and consistent with the local health policies and requirements

Criteria

- The providing institute should be a legally recognized entity and with sufficient relevant expertise to conduct the activity. ACAPP should receive detailed information about the provider including the structure, organization, affiliation and statutory condition of the providing organization.
- The institute's vision and mission are clearly stated and publicized
- Providers should comply with any current regulatory and legislative guidelines pertinent to medical practice and all applicable relevant local, national or international guidelines should be strictly followed
- Providers should demonstrate strict adherence to codes of ethics and professional conduct in medical practice during planning or conducting the CPD program.
- Clinical content should follow all appropriate ethical considerations and compliance with all aspects of patient safety including patient consent, data governance, protection of privacy, confidentiality and copyright policies.
- The organizational setting of the program should support the work of the program's constituents to facilitate fulfillment of its overall aim and intended outcomes.

2. Program mission and outcomes

Standard

The CPD program should have clearly formulated mission and a defined set of outcomes/competencies.

Criteria

- The mission of the CPD program is clearly stated and is in inline with the mission of the providing institute
- The mission is publicly known to the health sector it serves.
- The intended outcomes are adequate to maintain and develop competencies necessary to promote professionalism and meet the needs of the target audience, the medical profession, patients, and society.
- The formulation of mission and intended outcomes or set of competencies to be acquired by the trainee is based on needs assessment
- Principal stakeholders are identified and involved in needs assessment

3. Students

Standard

The providing institute is committed to a strict policy of student admission that reflects the institute's and program's missions. The institute endeavors to ensure the success of its students in achieving the program's desired outcomes in a safe and supporting learning environment.

3. Students

3.1 Admission and selection of students/trainees

Standard

The CPD program should have an admission policy that specifies the requirements for entry and the process used for selecting students and trainees.

Criteria

- Admission policy should promote equality and diversity and should address the mechanism available for appeals.
- In terms of prerequisites for entry, the policy should make clear the links between the selection process and the outcomes of the program.
- In terms of the numbers of students or trainees the institute enrolls in the program, the size of the intake must reflect the capacity to deliver quality teaching and fulfill program outcomes
- Information about admission and selection criteria should be freely available on the institute/program's website and in its published materials.

3. Students

3.2 Student support system

Standard

The institution should have a student support system (academic, technical and social) based on analysis of student characteristics and circumstances to ensure the welfare of all students throughout the course of the program.

Criteria

- The institution provides: a) induction and ongoing information to avert and solve academic problems while the course is in progress, b) an assigned personal tutor or mentor (if applicable)
- Information on course description, assignments, timetables and assessment system, etc. are made available for students upon admission
- The institution ensures that students have appropriate technology and access, and provides orientation to technology and ongoing technical support for students. (if required)
- The institution offers social and personal support for students and counseling services for their personal, academic and professional development.
- The institution's interactions with students and prospective students are characterized by integrity.

4. Program design and delivery

Standard

The program specification should demonstrate how the program adopts a contextualized student/trainee centered competency based curricular approach.

Teaching and learning methods should align with the educational purpose and the intended set of competencies and desired outcomes.

Criteria

- A detailed description of the program framework, duration, indicative contents, and sequence of events must be clearly stated.
- The curriculum map should demonstrate the constructive alignment of outcomes, teaching and learning activities (TLAs) and methods of assessment.
- The program should encompass integrated practical and theoretical components whenever essential.
- A variety of TLAs should be employed to accommodate trainees with different learning styles and abilities.
- TLAs should involve methods to promote long-life self-directed learning, critical reflection, collaborative learning, and medical professionalism
- The indicative content should be up to date, rely on best practices and evidence-based medicine and appropriate in depth, scope, language, and pace for the target audience.
- The CPD program should be devoid of any conflict of interests or commercial bias

5. Academic faculty

Standard

The program should be managed, delivered and evaluated by appropriately qualified and experienced staff.

Criteria

- Faculty members (involved in planning, designing, authoring, evaluating or delivering educational materials included in the program) should demonstrate relevant qualifications, high level of competence, pedagogic skills, and experience pertinent to the educational objectives and the modality used for delivering the program.
- All teaching staff are subject to review of their teaching approaches.
- Staff adheres to professional code of ethics
- The ratio of trainers to trainees in practical sessions should ensure sufficient interaction and support during training period.

6. Educational resources allocation

Standard

The providing institute shall ensure the provision of adequate resources that guarantee an effective high quality learning experience within a safe educational environment.

Criteria

- **Premises and Facilities:** the providing institute shall ensure
 - Provision, regular maintenance, evaluation and updating of physical facilities and skills training equipment/laboratories.
 - Access to adequate professional literature.
 - Availability of communication and information technology hard and soft wares and access to online materials or platforms as per the program requirements.
 - Health and safety policies are in place and clearly displayed
- **Administrative and information technology support staff:** the providing institute shall ensure:
 - Availability of qualified experienced administrative managerial and technical staff to support the educational program.
 - Roles and responsibilities are clearly defined for staff members which include-but not limited to- admission process, mitigation circumstances, financial elements, faculty and student support, attendance registers, logbooks, portfolios and assessment records documentation
- **Budgetary system**
 - A written budget should be established and includes all costs for planning, developing, implementing, and evaluating the program and is amenable to adjustments in response to needs identified ---(evidence program specific budget)

7. Assessment of learning

Standard

The CPD program should adopt a robust assessment policy that achieve the purposes of the program and its stakeholders providing adequate information on the performance and level of competence of the student/trainee.

Criteria

- Assessment policy should incorporate multiple coordinated summative and formative assessment methods that are aligned with the program outcomes.
- The policy should demonstrate which particular form of standard setting is in use and how the results are used to set the pass mark.
- Formative assessments should be coupled with constructive feedback provision in a timely manner.
- Summative assessments should be appropriate to measuring program outcomes in terms of validity and reliability
- The providing institute should ensure that all assessment procedures are carried out in a fair and transparent manner and an adequate documentation system of assessments' results and trainees' records is in place.

8. Internal quality assurance and program evaluation

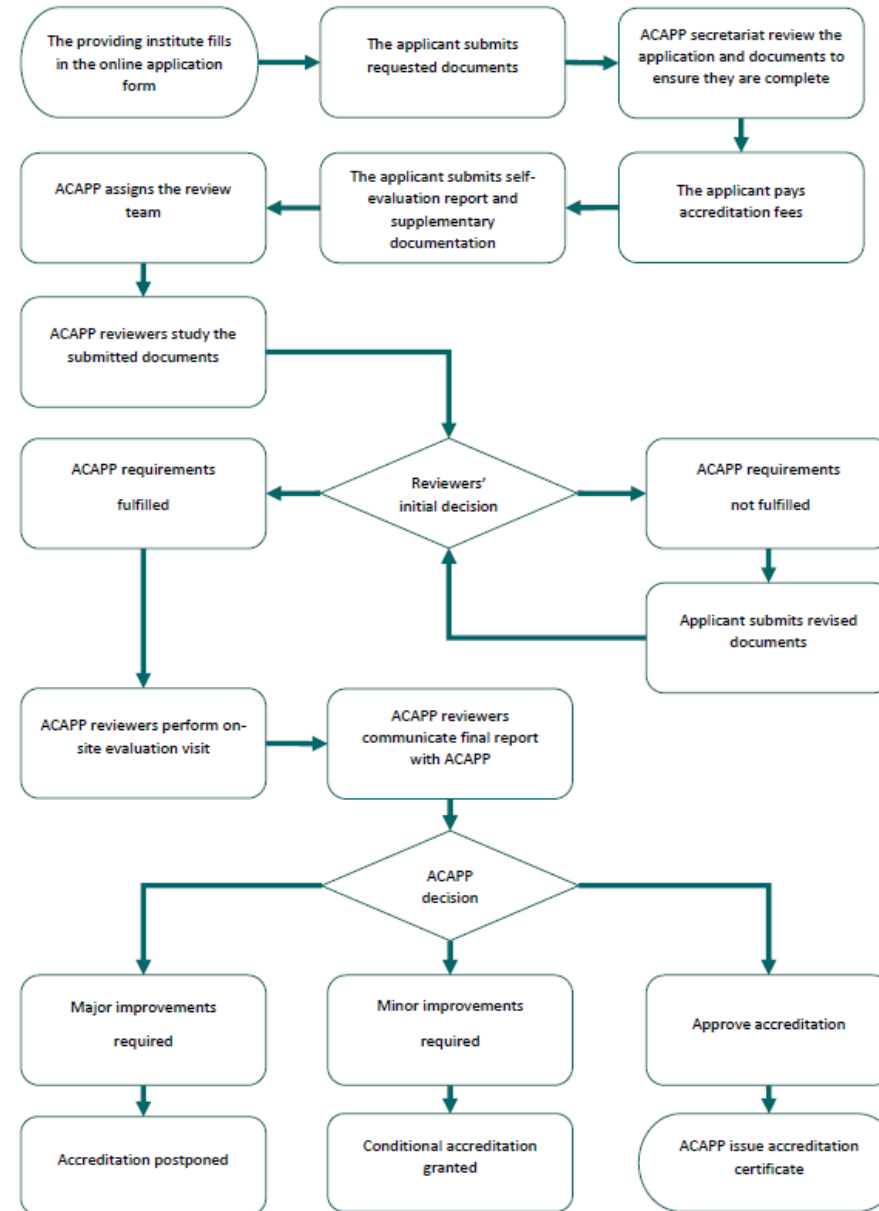
Standard

The institution implements a transparent and valid quality assurance system, which addresses all stages and aspects of planning, delivery, and evaluation of the program to ensure continuous improvement of the process and outcomes.

Criteria

- The Institution has written procedures to improve and enhance the quality of the teaching and learning.
- The institution should provide, a detailed description of the program evaluation process employed.
- The evaluation process should address the mission, intended outcomes, educational program, methods of assessments, and resources.
- It is critical that pertinent stake holders (faculty, students, alumni, and those from professional field/employers) be active members of the program evaluation process with a transparent mechanism for analyzing the results of all evaluations conducted.
- It is advisable, that the provider consider the involvement of external expertise in health care delivery and in medical education in the evaluation process.
- Evaluation reports should reflect program results and are used for decision-making (e.g., revision of work plans or curriculum).
- Robust processes should be in place to ensure effective record keeping of the performed educational activities, attendance register, assessments results and program evaluation reports. Attendance registers and evaluation reports should be provided upon request.

Process for Accrediting CPD Programs



ACAPP Standards Checklist for Accreditation of CPD Programs

1. Governance and program organization

The governance, organizational structure and processes are appropriate to fulfilling the aim and outcomes of the program, and consistent with the local health policies and requirements

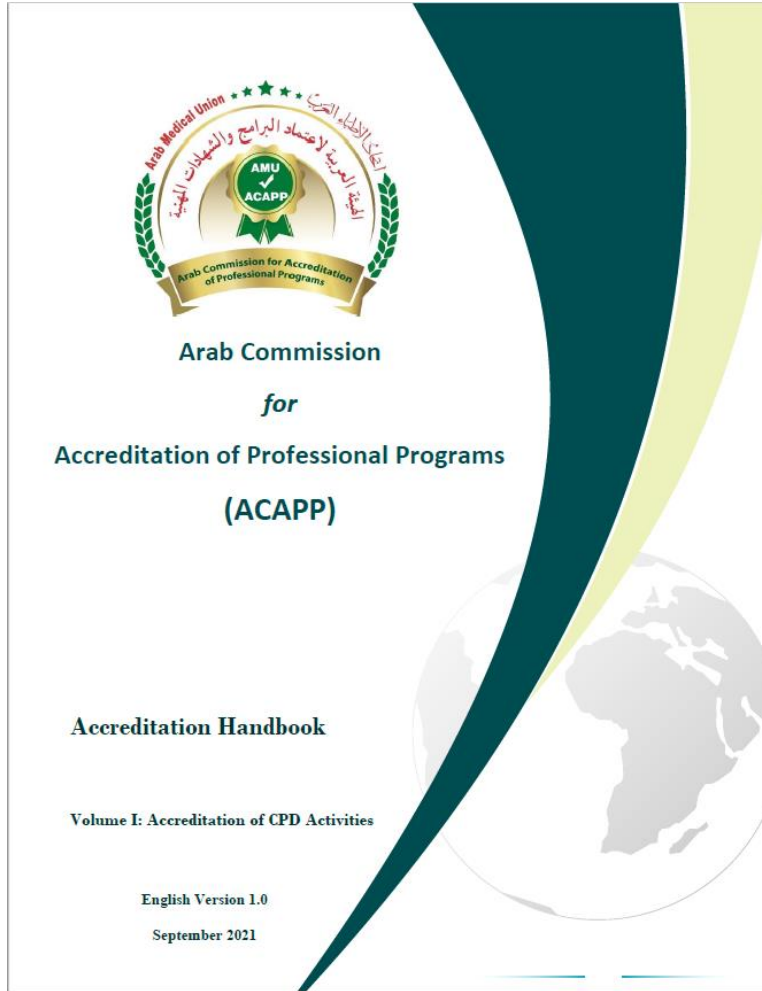
No.	Criteria	As evidenced by	M	P	N	N/A	Score
— 1	The providing institute is a legally recognized entity						
— 2	The providing institute has sufficient relevant expertise to conduct the activity.						
— 3	The institute's vision and mission are clearly stated and publicized						
— 4	Providers complies with current regulatory and legislative guidelines pertinent to medical practice.						
— 5	Providers demonstrates strict adherence to codes of ethics and professional conduct in medical practice during planning and conducting the CPD program.						
— 6	Clinical content follows all appropriate ethical considerations and compliance with all aspects of patient safety including patient consent, data governance, protection of privacy, <u>confidentiality</u> and copyright policies.						
— 7	The organizational setting of the program supports the work of the program's constituents to facilitate fulfillment of its overall aim and intended outcomes.						



Administrative Arrangements

- **Application for accreditation:** The CPD provider can apply for program accreditation after the graduation of least **one batch** of trainees.
- **Duration of Accreditation:** ACAPP accreditation for CPD program has a specific predefined validity.
- Certificate of accreditation will be valid **for 3 years**.
- Following certification expiry, re-certification will require re-evaluation by ACAPP.
- Re-certification will be issued provided less than 25% of content is changed.
- If content is changed by more than 25%, re-accreditation will be required.
- Re-certification will entail administrative fees only.
- Re-accreditation will entail full-process fees.

ACAPP Accreditation Handbooks



Announcement

ACAPP is expanding its team of expert peer reviewers

If you,

- are currently active in the medical field,
- are experienced in designing and delivering CPD educational material,
- are willing to spend time revising and assessing applications for accreditation,
- retain notable achievements in higher medical education,
- *(preferably)* hold a qualification in medical education.

We would be delighted for you to join our team

Send your CV to info.acapp@arabmu.com





Promoting CPD Quality in the Arab World

www.arabcapp.org



More on ACAPP

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Thank You

