

17th Annual European CME Forum

6–8 November 2024

Meliá Avenida América, Madrid, Spain



CPD Accreditation: How to leverage the impact of the IACPDA “Standards for Substantive Equivalency between CPD/CME Accreditation Systems”

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Nov. 6, 2024, Madrid

Disclosure

Kate Regnier, MA, MBA
Executive Vice President
Accreditation Council for Continuing Medical Education

Financial relationship: full-time employee of ACCME

No relevant financial relationships with ACCME-defined ineligible entities.



Prof. Reinhard Griebenow, MD, PhD

Declaration of interests
for the last 5 years and the next 12 months

1. Financial: 0

2. Nonfinancial:

- Praxis Rheingalerie, Cologne (Germany) (2017-)
 - Assistant Medical Director and Head of Training, Department of Cardiology, Angiology and Diabetology, Municipal Hospital Cologne (Merheim), University of Cologne, Germany (-2017)
 - Chairman of the Board, European Cardiology Section Foundation, Cologne (Germany) (2010-)
 - Chairman, Advisory Committee European Board for Accreditation of Continuing Education for Health Professionals (EBAC), Cologne (Germany) (2010-2018)
 - Head, Academy for Training and Education, Chamber of Physicians North-Rhine, Duesseldorf (Germany) (2000-2020)
 - Member of the Board, Chamber of Physicians North-Rhine, Duesseldorf (Germany) (2005-2019)
 - Member, Standing Committee for CME, German Medical Association, Berlin (Germany) (-2020)
 - Member, Committee for Training and Education Politics, Marburger Bund Germany, Berlin (Germany) (-2023)
 - Member, Education Committee, German Cardiac Society
 - Member, Editorial Board, Journal of CME (JCME)
-

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Learning objectives:

Understand the

- rationale and scope of the IACPDA “Standards for Substantive Equivalency between CPD/CME Accreditation Systems”
- learner centric bottom-up approach of the Standards
- interrelated nature of the Standards
- tension between control and trust in applying the Standards

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Learning objectives (cont.):

Understand and apply

- distribution of responsibilities between providers and accrediting bodies
- impact of the Standards for providers addressing an international or even global audience
- impact of the Standards for learners in countries without CME/CPD systems and/or CME/CPD accrediting bodies

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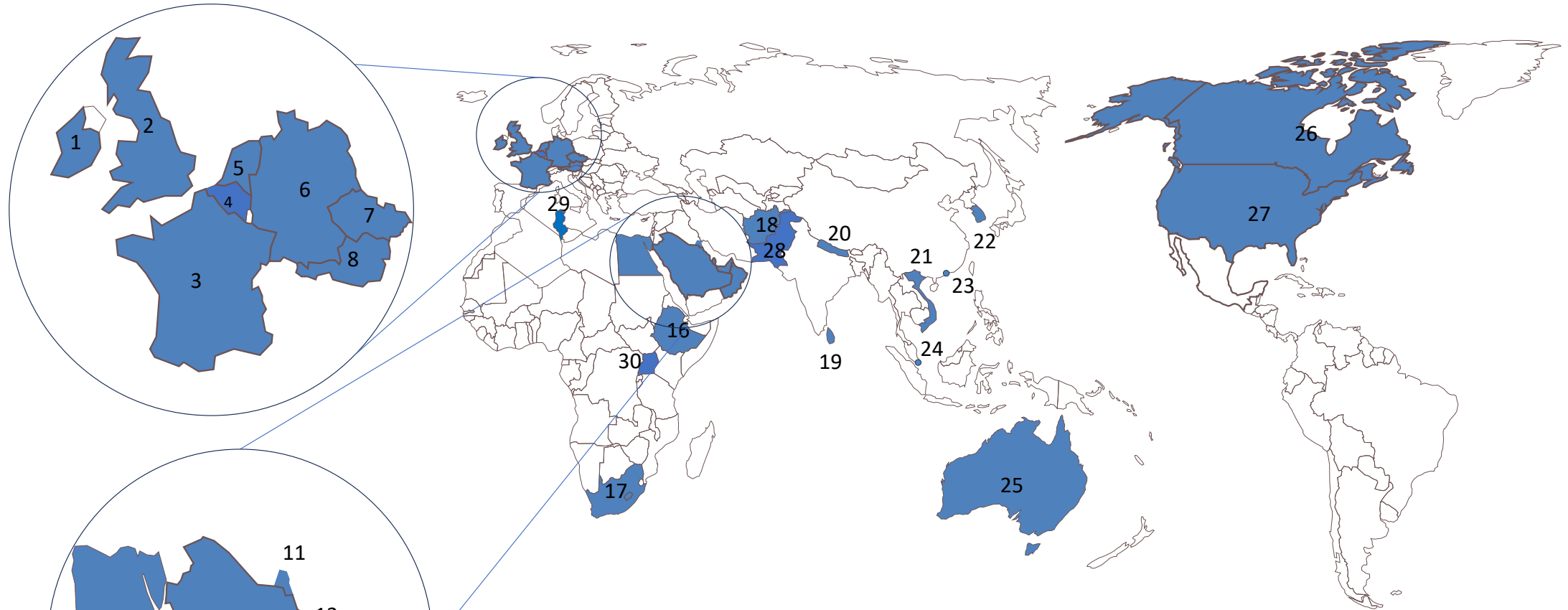
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The International Academy was founded in 2013 as a network of colleagues...

- Promoting CPD on an international landscape;
- Supporting international accreditation systems with the development, implementation and evolution of CPD and CME; and
- Facilitating peer-to-peer support, mentoring and interactions for leaders of CPD/CME accreditation systems; and
- Working to identify projects that would benefit members, systems, CME/CPD, physician learners, and patients.

**Almost 40 systems represented from 30 different countries
(and growing)!**



1. Ireland	6. Germany	11. Kuwait	16. Ethiopia	21. Vietnam	26. Canada
2. UK	7. Czechia	12. Bahrain	17. South Africa	22. South Korea	27. United States
3. France	8. Austria	13. Qatar	18. Afghanistan	23. Hong Kong	28. Pakistan
4. Belgium	9. Egypt	14. UAE	19. Sri Lanka	24. Singapore	29. Tunisia
5. Netherlands	10. Saudi Arabia	15. Oman	20. Nepal	25. Australia	30. Uganda



Afghanistan

- Afghanistan Medical Council

Australia

- Royal Australasian College of Physicians

Austria

- Austrian Academy of Physicians

Bahrain

- National Health Regulatory Authority,
Bahrain

Belgium

- European Union of Medical Specialists

Canada

- College of Family Physicians of Canada
- Royal College of Physicians and
Surgeons of Canada

Czech Republic

- Czech Medical Chamber

Egypt

- Compulsory Egyptian Medical
Training Authority

Ethiopia

- Federal Ministry of Health
- Ethiopian Medical Association

France

- Agence nationale du dpc

Germany

- Continuing Medical Education –
European Accreditors
- European Board for Accreditation of
Continuing Education for Health
Professionals
- European Cardiology Section
Foundation
- German Medical Association

Hong Kong

- Hong Kong Academy of Medicine

Ireland

- Royal College of Physicians of
Ireland

Kuwait

- Kuwait Institute for Medical
Specialization

Nepal

- Nepal Medical Council

Netherlands

- European Urology Accredited CME
- European Hematology Association
- European Board for Accreditation in
Hematology

Oman

- Oman Medical Specialty Board

Qatar

- Qatar Council for Healthcare
Practitioners



Saudi Arabia

- Saudi Commission for Health Specialties, Saudi Arabia

Singapore

- Director Centre for Medical Education (CenMED)

Sri Lanka

- Sri Lanka Medical Association

South Africa

- CPD Committee of the Health Professions Council of South Africa

South Korea

- Korean Medical Association

United Arab Emirates

- Dubai Health Authority

United Kingdom

- Federation of the Royal Colleges of Physicians of the UK

United States

- Accreditation Council for Continuing Medical Education
- American Academy of Family Physicians
- American Medical Association
- Federation of State Medical Boards

New for 2024

Pakistan

- Pakistan Medical and Dental Council

Tunisia

- Instance Nationale de l'Evaluation et de l'Accréditation en Santé

Uganda

- Uganda Medical and Dental Practitioners Council



International Academy
for **CPD** Accreditation

**Standards for Substantive Equivalency
between Continuing Professional
Development/Continuing Medical Education (CPD/CME)
Accreditation Systems**



Continuing Professional Development (CPD) –

The learning journey of the healthcare professional as he/she seeks to improve her/his competence and expertise. This learning journey is supported by continuing medical education and other personal/professional activities by the learner with the intention of providing safe, legal, and high-quality services aiming at better health outcomes for the patients and the community. Note: CPD is often used interchangeably with continuing medical education (CME).



Accrediting Body - The organization that sets and enforces the standards for CPD/CME activities and/or CPD/CME provider organizations through the review and approval of organizations or applications for the provision of CPD/CME and to monitor and enforce guidelines for these organizations or activities.



The accrediting body **must** be:

- I. a legal entity or a collaboration among two or more legal entities;
- II. led by, or include the perspective of, the profession of medicine; and
- III. accountable to the public through transparent reporting of governance, accreditation decisions, and finances on a regular basis.



International Academy
for CPD Accreditation

The accrediting body **must not** be:

- I. a commercial interest, or any entity under the direct or indirect control of a commercial interest,...
- II. under direct or indirect control or influence of an accredited provider or an organizer of accredited education with respect to governance, finances, rules, and procedures of the accreditation process.
- III. controlled solely by individuals as stakeholders for personal gain.



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Independence in CPD/CME – All elements of the design, development, and execution of the activity were made free from the control of a commercial interest and/or any other undesired influence.



The accrediting body must require accredited CPD/CME providers or organizers of accredited education to ensure that:

- I. commercial interests have no influence, control, or involvement with the planning, content development, selection of educational methods, selection of who can deliver that content, selection of target audience, delivery of content, or any other aspect of the provision or evaluation of accredited education;**
- II. all individuals involved in the planning and development, presentation (verbal or through creation of a manuscript), or evaluation of the accredited education disclose the presence or absence of relevant relationships (conflicts of interest) with commercial interests;**



Independence and transparency cont.

- III. the accredited CPD/CME provider or organizer of accredited education actively mitigates the risk that relevant relationships could bias the content of the accredited education; and**
- IV. learners are informed of the presence or absence of relevant relationships (conflicts of interest) for those in control of content (planners and faculty) in a meaningful and timely way that must not include any corporate branding.**

Currently, accredited CPD is the only controlled space, where the health workforce can freely discuss without direct influence of third parties

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The accrediting body must require the accredited CPD/CME providers or organizers of the accredited education to ensure that identified needs are:

- I. based on an analysis of one or more of the following data sources:**
 - a) the expressed needs of the target audience**
 - b) the health status of individual patients, communities or populations**
 - c) gaps in the knowledge base of doctors and healthcare teams**
 - d) variations in the knowledge, competence, or performance of doctors and healthcare teams**
 - e) variations in systems of care**
 - f) variation in the performance of teams;**

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Needs assessment cont

II. documented;

III. used to inform the educational design of the accredited education;

IV. used by those responsible for content development; and

V. used to assess or evaluate the accredited education.



International Academy
for CPD Accreditation

The accrediting body must require that the accredited CPD/CME providers or organizers of the accredited education ensure that the **content presented:**

- I. is relevant and responsive to the identified needs of the target audience;**
- II. addresses the range of competencies relevant to the practice of medicine;**
- III. provides recommendations that are based on the highest level of evidence available;**
- IV. is balanced by informing learners about potential benefits and risks, especially if the content is based only on expert opinion; and**
- V. is not influenced or controlled by commercial interests.**



The accrediting body must require that accredited CPD/CME providers or organizers of the accredited education ensure the **design of the accredited education**:

I. addresses the identified needs;

II. utilizes educational formats appropriate to the intended goals and outcomes of the education;

III. facilitates the translation of new knowledge, skills and competencies into practice; and

IV. supports thoughtful reflection and the joy of learning within the educational setting.



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The accrediting body must require that accredited CPD/CME providers or organizers of the accredited education ensure the accredited education:

- I. includes one or more assessment methods (quantitative and/or qualitative)**
- II. appropriate to the intended goals or outcomes of the accredited education;**
- II. measures improvements in knowledge, skills, competencies, and/or intent-to-change during and/or after the accredited education;**
- III. measures improvements in learner performance (where applicable); and**
- IV. measures changes in patient health status (where practical).**

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Accrediting bodies:

- Set standards
- Communicate/educate about standards
- Determine compliance with standards in a valid, reliable and consistent manner
- Evolve standards according to needs of system

Providers:

- Seek to understand standards
- Plan/develop/evaluate education according to standards
- Demonstrate compliance with standards
- Improve, if necessary

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Accreditation As a Connection Across Countries and Systems

From IACPDA Standards to WFME Recognition



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for **CPD** Accreditation





WORLD FEDERATION FOR MEDICAL EDUCATION

A not-for-profit organisation founded in 1972

- Two founding members – World Health Organization, World Medical Association
- Six regional associations for medical education – WHO regions
- Four executive members – Junior Doctors Network, International Federation of Medical Student Associations, Association of Medical Education of Europe and Intealth (ECFMG)



International Academy
for **CPD** Accreditation



**World Health
Organization**



IFMSA
International Federation of
Medical Students' Associations

Executive members
of WFME





WORLD FEDERATION FOR MEDICAL EDUCATION



VISION

To improve health for all through quality medical education.



MISSION

To enhance the quality of medical education through global leadership in promotion of standards, recognition of accreditation and engaged collaborations to support the continuum of medical education worldwide.

PRIORITIES

Standards along the medical continuum
Recognition of Accreditation Programmes
World Directory of Medical Schools



VALUES

Collaboration. Integrity. Respect.





BME

(med schools)

- Criteria ✓
- Process ✓
- Committee ✓
- Recognized programmes ✓

PGME

(residencies)

- Criteria
- Process
- Committee
- Recognized programmes

CPD

(continuing)

- Criteria
- Process
- Committee
- Recognized programmes



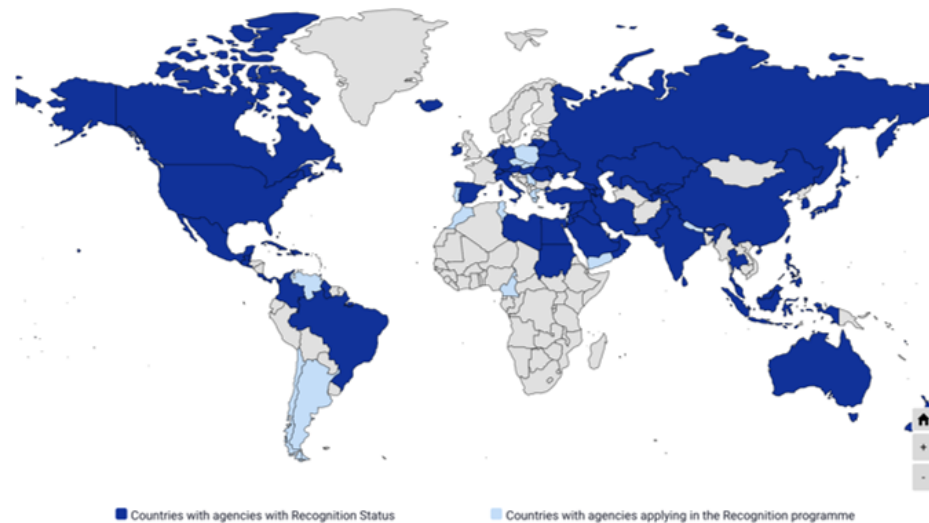
WFME Basic Medical Education (BME) Recognition Programme

- WFME evaluates the legal standing, accreditation process, post-accreditation monitoring, and decision-making processes of an accreditation agency for schools or programmes of basic medical education.
- The Recognition Programme (RP) delivers an independent, transparent and rigorous method of ensuring that accreditation of medical schools worldwide is at an internationally accepted and high standard.
- WFME Recognition Status confers the understanding that the quality of medical education in its accredited schools accredited by the agency is at an appropriate and rigorous standard.
- Individual national regulators decide whether and how to use the list of recognised agencies.



WFME BME Recognition Programme

- There are currently 47 agencies recognised and 11 agencies are in the application process.





BME

(med schools)

- Criteria ✓
- Process ✓
- Committee ✓
- Recognized programmes ✓

PGME

(residencies)

- Criteria
- Process
- Committee
- Recognized programmes

CPD

(continuing)

- Criteria
- Process
- Committee
- Recognized programmes



Developing WFME PGME Recognition Programme

- WFME has been approached by several countries/organizations to consider developing a PGME Recognition Programme
- Concerns that the PGME accreditation agencies worldwide vary greatly in quality
- Countries and regions want to promote excellence in PGME
- Stimulus for quality improvement in relation to all PGME partners
- Heighten the importance of PGME education in the eyes of government



Developing WFME PGME Recognition Programme

- Symposium at AMEE Conference *Advancing Quality Improvement in PGME: the case for creating a Community of Practice on PGME oversight, accreditation and regulation*
- WFME PGME Criteria Development Group established with Education, Regulation, Profession, Resident perspectives from a variety of geographic areas.
- Draft Criteria for consultation in November 2024 criteria and finalised by April 2025
- WFME PGME RP launch May 2025
- Seeking Assessors for WFME PGME RP. Application form on wfme.org site



BME

(med schools)

- Criteria ✓
- Process ✓
- Committee ✓
- Recognized programmes ✓

PGME

(graduate)

- Criteria
- Process
- Committee
- Recognized programmes

CPD

(continuing)

- Criteria
- Process
- Committee
- Recognized programmes



WFME and CPD

- CPD is for the life of the professional. It is the critical infrastructure that supports doctors to be at their best. It is essential for the public health.
- Many countries around the world
 - want to ensure their doctors are engaging in CPD as a marker of professionalism and to build/maintain skills, but...
 - do not have a system to recognize quality CPD providers and activities
- WFME observed the Academy's work and process during the final year of the Substantive Equivalency pilot.
 - These observations demonstrate the feasibility and efficacy of a high-quality recognition programme for CPD accrediting bodies



WFME intends to:

- Leverage the work of the IACPDA in creating standards and review process for accrediting bodies
- Adopt both the IACPDA's Standards and Review Process
- Ensure the expertise of IACPDA is recognized by inviting its members to populate the review committee
- Deploy staff, website, and communications to augment the visibility of CPD and the global recognition of quality accrediting bodies

<https://wfme.org/recognition/cpd-recognition/>

CPD
(continuing)

- Criteria ✓
- Process ✓
- Committee ✓
- Recognized programmes

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Discussion Questions:

1. Do you see value in shared standards for CPD accreditation?
2. What would recognition by the WFME mean to your CPD program and/or accreditation system?
3. How critical is reciprocity of credit? Would having accreditation from a global authority like WFME be sufficient for your own system to count the CPD toward licensing or other requirements?
4. What questions do you have?!