

GETTING AN ACTIVITY ACCREDITED IN EUROPE

PRACTICAL ASPECTS OF ACHIEVING ACCREDITATION



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DISCLOSURES

Mia Neve, Monica Ghidinelli and Camilla De Filippi do not have any relevant financial relationship to disclose.



LEARNING OBJECTIVES

Following this session, you will be able to:

- Describe the purpose of accreditation
- Choose an accreditor that is appropriate for your education
- Design education that will meet the requirements of the accreditors



POLLING QUESTION 1: WHO ARE YOU?

- 1) Accrediting body
- 2) Medical education agency
- 3) Society
- 4) Industry
- 5) Other

WHY WOULD WANT TO ACCREDIT AN EDUCATIONAL ACTIVITY?

Reason 1: For perception

- Accreditation shows independence, balance, transparency

Reason 2: For quality

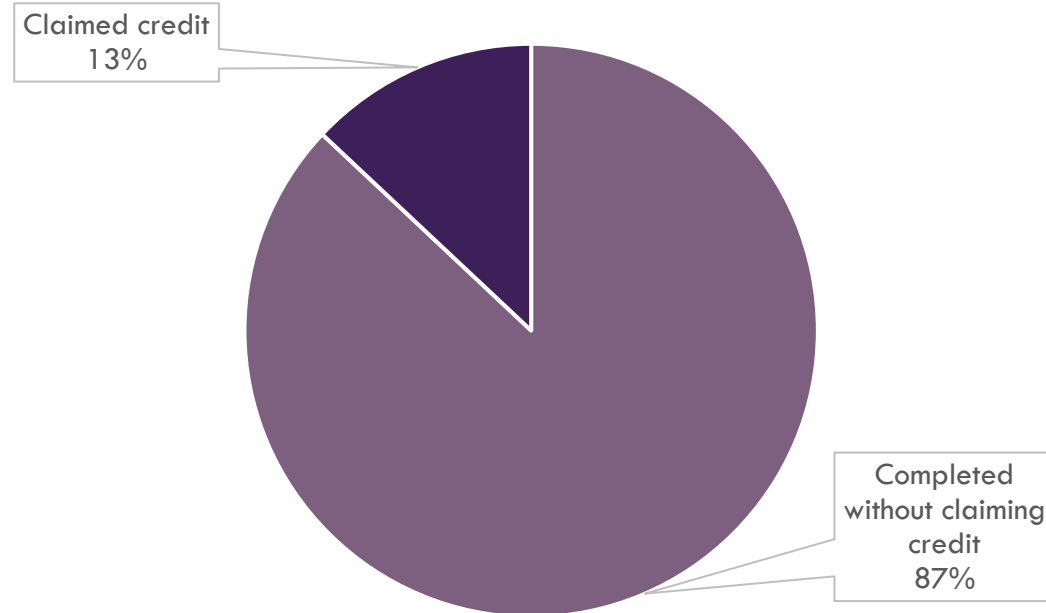
- Accreditation provides a stamp of high-quality education

Reason 3: For credits

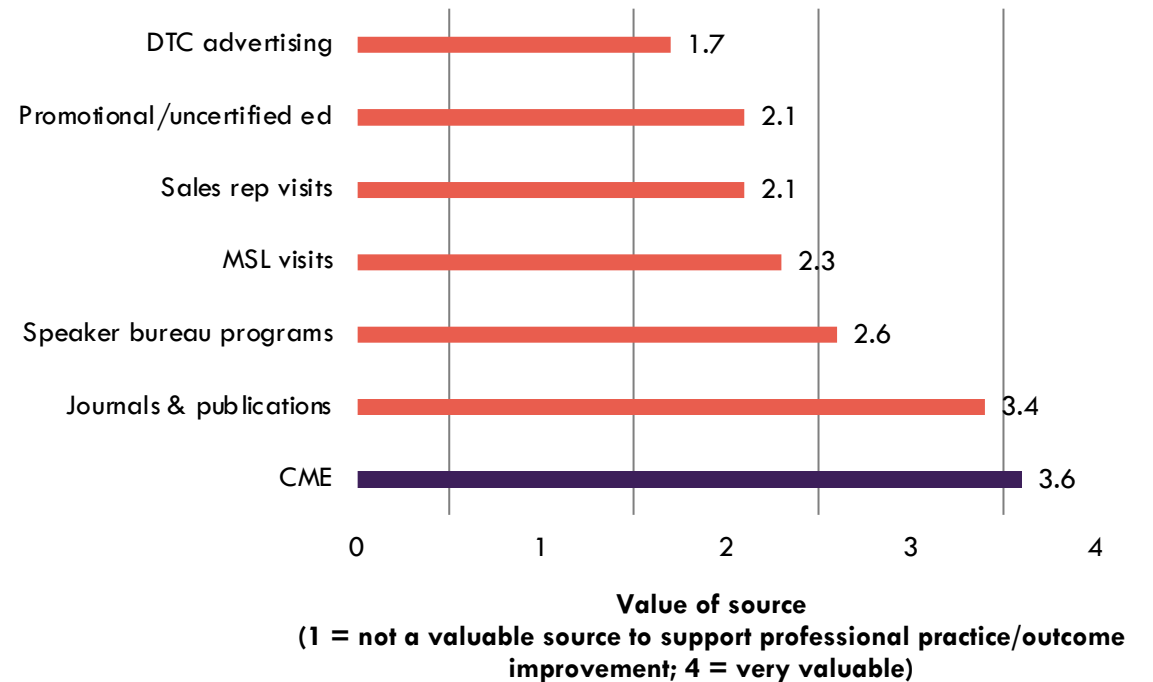
- Accreditation / certificate provides evidence for study leave

PEOPLE MAY NOT CLAIM CREDITS, BUT VALUE ACCREDITED CONTENT

Proportion of learners claiming credit¹



Reported value of education source²



1. Industry average taken from presenter's prior programmes 2. Global Education Group Survey: 98% Credit CME as Helpful in Improving Patient Care. Available online. [Last accessed 19 July 2017]

WHO ARE THE ACCREDITORS?

Levels of accreditation

Pan European

- EACCME (Mutual recognition agreement with the American Medical Association (AMA) and the Royal College of Physicians and Surgeons of Canada for live events only)
- EBAC
- ESMO
- EBAH
- ACI (radiology)

Country level

- E.g. Bundesärztekammer
- Can also have regional divisions (e.g. Landesärztekammer)

Specialty level

- E.g. Royal colleges

Types of accreditation

Event accreditation

Activity accreditation



POLLING QUESTION 2: HOW MANY ACCREDITORS ARE IN THE EU?

1. Less than 10
2. 10-50
3. 50-100
4. More than 100

STEP 1: UNDERSTANDING THE NEEDS OF YOUR AUDIENCE

Identify your target audience & their needs

- Is accreditation is important to them, is it just perception?
- Is there a particular credit they require.

There are over 200 bodies in Europe who provide credits, so it is important to understand your audience and pick the correct one.



STEP 2: UNDERSTANDING THE NEEDS OF YOUR ACCREDITOR

Once you know the credit your audience requires, it is important to research the accreditor's requirements

This can influence project-level decisions, including activity types, timelines and cost

Similarly, awareness of these differences can influence choice between accreditors



DURATION AND TYPE OF EDUCATION

Most accreditors offer 1 credit per hour, and do not award partial credit

- Content below 1 hour does not qualify for credit
- Rounds down for everything else (e.g. 2.5 hour session = 2 credits)

Some allow for activities to be completed at different times, others require everything to be done in single sitting

May also stipulate specific type of education accredited

- E.g. accreditor may recognise interactive eLearning but not downloadable meeting package

Always check if your activity length & format is recognised by accreditor



TIMELINES

Some accreditors review content alongside development, and accredit on completion of activity

Others require full review of finalised content, adding weeks to months between completion and publication

Always check the accreditors timelines
match your requirements



COST

Be sure to research in advance how much your accreditation is going to cost, and add this into your budget at the grant request stage.

Equally, you may wish to go for more than one credit and will need to budget for both accreditors

- e.g. if you are accrediting at country-level, and your target audience span different countries
- e.g. if you are targeting multiple professions, and require a physician, nurse and pharmacist credit

Always check ensure you check costs
before applying for the grant



POLLING QUESTION 4

Which are for you the most important aspects for designing an accreditable educational event/activity?

1. Performing the needs assessment
2. Collect evaluations
3. Ensuring that education is not biased
4. Have No industry/Pharma involvement
5. All of the above

STEP 3: DESIGNING EDUCATION THAT CAN BE ACCREDITED

Application forms vary slightly between accreditors

However, certain principles are common across majority of accreditors:

Good to be mindful of these during the design phase



Appropriate education



Balance



Transparency



Effectiveness

These are the core principles of the gCMEp, and we as members are using these as guiding principles for medical education.

YOUR EDUCATION SHOULD BE BASED ON A NEEDS ASSESSMENT



Every good piece of education starts with a needs assessment

Accreditors will be looking clearly identified gaps & learning objectives derived from this analysis

NO BIAS



Your content should be based on all relevant, available evidence and not represent one drug or treatment in favour of another

Conflict of interests should be collected from the faculty

- In some cases agency staff will also be required to complete a conflict of interest form
- Some accreditors conduct a peer review to resolve any conflict of interests that are identified

These disclosures should also be visible to the audience

NO PHARMA INVOLVEMENT



Must be funded at arms-length, and this must be transparent with a clear funding statement that is visible to the audience

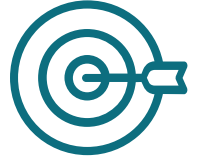
No review by pharma, even for medical accuracy

No brand names

No company or product branding

Not a med comms agency – must be a firewalled, independent entity

EVALUATION



The accreditor will require evaluation methods to be identified up-front

Must match the learning objectives to show whether the education has been effective or not, and to monitor for bias.



SUMMARY

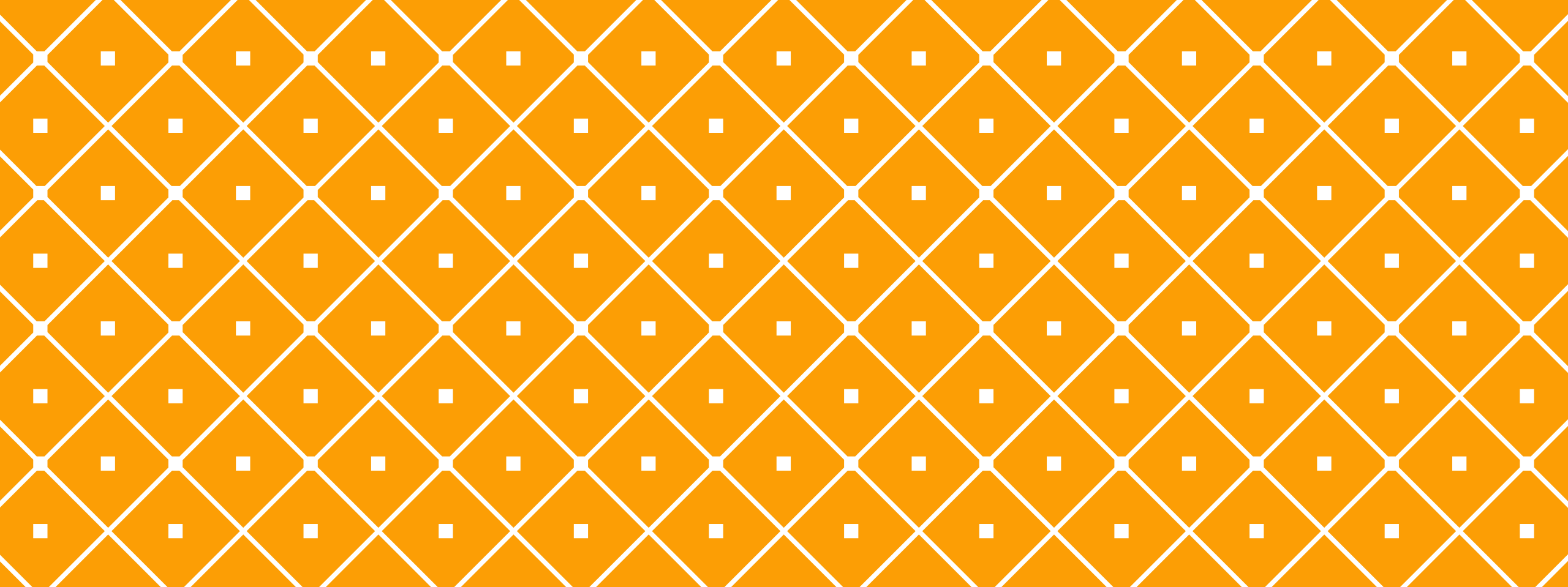
Understand your audience's specific needs

Use these to identify suitable accreditor

Design education to meet accreditor's expectations

Common principles of best practice include:

- Needs assessment to establish evidence base
- Active efforts to ensure lack of bias
- Complete independence from pharma/industry
- Clear evaluation plan



GROUP DISCUSSION: *CREATING ACCREDITED CME*

What questions do you have?
How can we help you further?