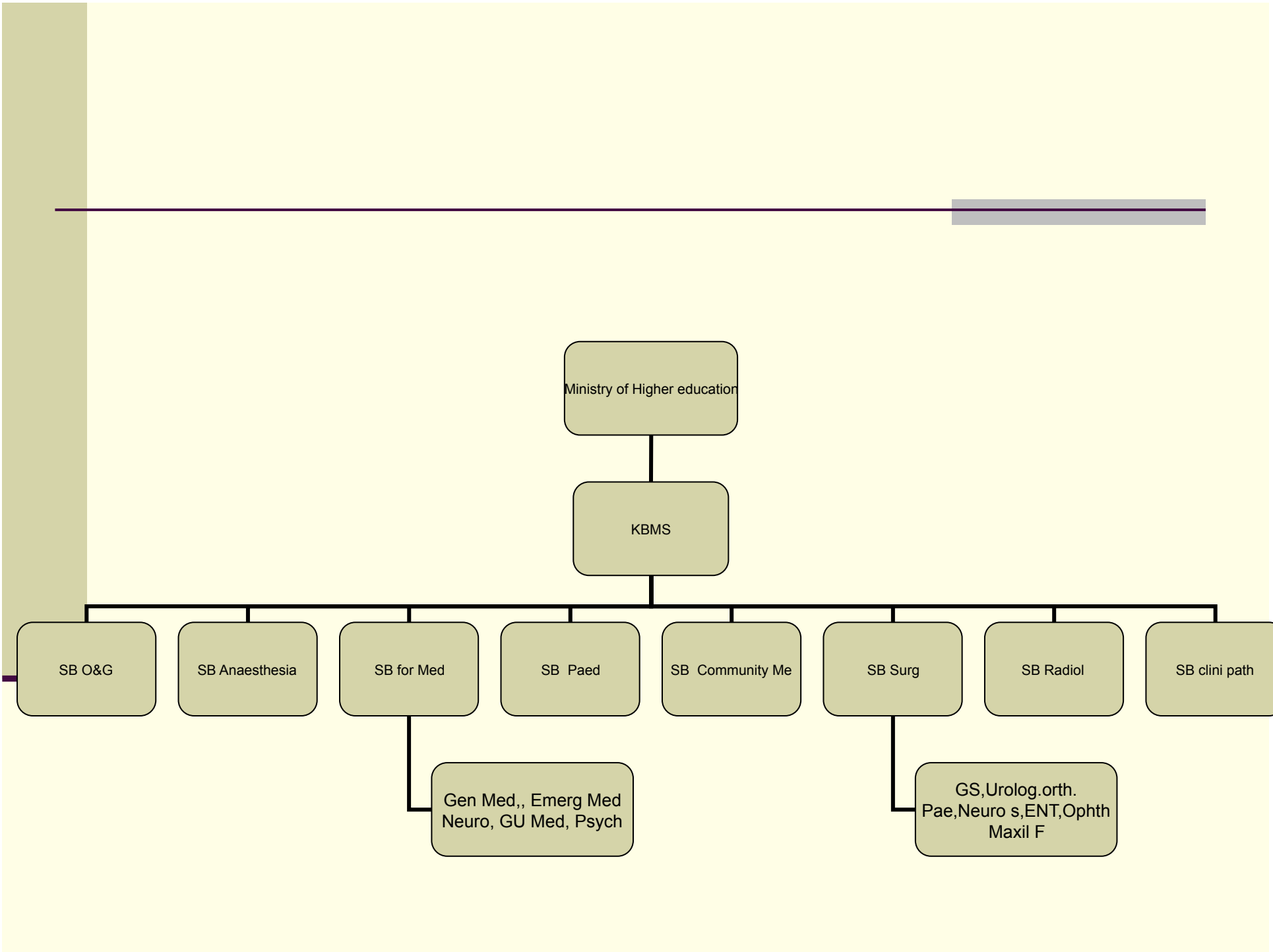

KBMS Rules and Regulation

**Teshk Shawis, Hiro Khoshnaw and
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An Overview of The Document

Dr Teshk Shawis

FRCP



Kurdistan Board of Medical Specialisation

KBMS will have the status of a university and its chair as president of a university

A- Scientific responsibilities

- Responsible for SB
- Employing the teaching staff and personnel
- Unertaking plan for accepting candidates
- Monitoring curriculum
- Achieving the ministry of Higher education strategic plans

B- Managements responsibilities

C- Financial responsibilities

Specialist Board

SB will have college state and the chair as dean

- Moderinising curriculum
- Over seeing the curriculum and hour of teaching
- Suggesting rules and regulation for accepting candidates
- Exams and making
- Contact and contract with foreign lecturer and expertise
- Inviting external examiners
- Allocating training places for the candidates
- Recommendations to KBMS chair for excluding candidates
- Recommendations to KBGM chair certain scientific activities/ conferences)
- Recommending to KBGM hospital recognition for purpose of training.

General rules

- **Period of training 4 years**
- **Resident training**
- **The holder of the degree will be recognised as specialist**

Conditions for acceptance in the programme

- **Under graduate degree in Medicine or dentistry in a recognised university**
- **Full time residency during the training not practising private medicine**
- **completed house officer post as well service in the peripheral hospitals.**
- **Pass basic computer and English language test.**
- **Total accepting mark will 100**
 - %50 undergraduate mark**
 - %50 entrance exam**
 - Interview**

Priority will be given to candidates with

- **With experience in the speciality they apply for**
- **Post graduate degree in the speciality they a apply for**

Examinations

- - **Part one in April**
Three attempts, should be cleared in the first two year of the training
- **Final exam in November after**
Passing clinical exam
Completed log book
- **Thesis discussion (3rd year)**

Final Exam

- **Written exam Once a year two paper 100 mark**
- **Viva 100 mark**
- **Short cases 100 Mark**
- **Long case 100 mark**

Pass mark average 70 %

Training centres

- **Centres in recognised Hospital for training(PGC)**
- **Head of the centre(PG tutor)**
- **Training supervisors(Speciality tutor)**
- **Trainer (clinical/ educational supervisors)**

Research

Committee for discussion of the research paper: 4 specialists
If failed, would not be entitled to enter the final exam.

Accepted

Not accepted

Accepted with excellence

Appraising the Document

Dr Hiro Khoshnaw
MD, FRCP

Main Sections of the Document

- **Rules and regulations of KBMS**
- **Outline of curricula/syllabus for various specialties**

Part 1: Rules and Regulations

Aims and Objectives of KBMS

- **To work towards improving medical services in Kurdistan Region through raising the scientific and professional standards of doctors working in various specialties in collaboration with relevant scientific institutions.**
- **To train specialist doctors in various branches of medicine and to provide the necessary requirements to encourage scientific innovations in collaboration with the Ministry of Health.**

Part 1: Rules and Regulations (cont.)

Aims and Objectives of KBMS

- To familiarise the medical specialist with principles of scientific research and professionalism in the workplace.
- To outline the curriculum and various aspects of training required for all medical specialties and to work towards the implementation, monitoring and maintaining the required standard, along with regular review and improvement to match advances in medicine (?Quality assurance and management).

What is good?

- **Clear outline of roles and responsibilities of the KBMS and the Specialty Boards, and overall aim.**
- **Implicit reference is made to Quality Assurance (KBMS), Quality Management (Specialty Boards) and Quality Control (training institutions/centres).**
- **Robust criteria for trainees' selection.**
- **Emphasis on Educational Supervision.**

What is good? Cont.

- **Outlining responsibilities of educational supervisors, to include appraisal and provision of regular reports on the trainee.**
- **Introduction of the concept of trainee's "log book"; ? Step towards formative assessment.**
- **Clear criteria for successful completion of training.**

However...

- **The process of appointing members of KBMS and the Specialty Boards is not clear.**
- **No provision for trainees' representation on any committees, or mechanism for feedback from trainees to Specialty Boards.**
- **Level of involvement from Specialists/ Consultants from outside Kurdistan is and their roles and responsibilities in unclear.**

However (cont.)

- **No reference made to mechanism (s) to ensure quality of educational/clinical supervision (training the trainer!).**
- **How quality of training is monitored in training centres/hospitals?**
- **No reference made to supporting trainees in difficulty.**

Part 2: Curricula

- **Curriculum/Syllabus for various specialties incorporated into the document**
- **Differentiating between curriculum and syllabus?**

Curricula (cont.)

- **The emphasis is on acquisition of knowledge and skills; little or no reference to attitude, team work, patient safety, ethics and provision of a patient centred care.**
- **Methods of assessments for trainees (formative versus summative).**
- **How is the curriculum evaluated?**

Summary

- **KBMS is a positive move towards a structured approach to postgraduate medical training in Kurdistan Region.**
- **There is recognition of necessity for monitoring quality (assurance, management and control), although the mechanism is not very explicit.**
- **Emphasis on educational supervision for trainees.**
- **Clear criteria for trainees' selection and successful completion of training.**

Recommendations

- **Separating the Rules and Regulations document from curricula.**
- **More clarity about membership of KBMS and Specialty Boards, and accountability.**
- **To incorporate mechanisms for trainees' feedback to Specialty Boards/KBMS.**
- **To have explicit mechanisms about quality issues, including training centres and educational supervision.**

Recommendations (cont.)

- **Each Specialty Board to produce a comprehensive curriculum for their relevant specialty, with more emphasis on ethical issues, concept of team work and professionalism.**
- **Careful consideration of resources available/required for training in various specialties in collaboration with the Ministry of Health.**

Possible Input from doctors outside Kurdistan

Rizgar Amin FRCPsych

Possible Input from doctors outside Kurdistan

- **At the KBMS level**
- **At the Training Programme level**
- **At the Training Centre level**
- **At the Assessment and Examination level**

At the KBMS level, input into

- The Strategies of KBMS and various councils And committees
- The development of mechanisms for quality assurance
- Setting, monitoring and maintaining Professional standards
- To help in establishing quality assurance mechanisms, by supporting KBMS in revising curriculum for various specialties.
- Monitoring the implementation, delivery & evaluation of new curricula
- Methods of assessments /examinations in line with new curricula.

At the Training Programme level, input into

- Establishing, developing, running, and monitoring training schemes
- Revising curriculum for various specialties
- Monitoring the implementation and the delivery of new curricula
- Providing advice and assistance in Training the Trainers
- Introducing formative assessments
- Improving current summative assessment methods/examinations with a view to introducing necessary changes in line with new curricula
- Review the structure, qualifications, responsibilities of the training committee (TPD, Tutors, Educational Supervisors etc)

At the Training Centre level

- Act as lecturer, trainer and examiner
- Providing advice and assistance in Training the Trainers
- Learner-led workshop
- Coaching skills
- Providing regular inspection of the learning environments

At the Assessment and Examination level

- Help with introducing new methods of assessment
- Improving the existing methods of assessment
- Modernising examination methods
- Modernising marking/ grading methods in examinations