



# Welcome

## The 1<sup>st</sup> Emirati Conference on Medical Education

February 11<sup>th</sup> 2023, Abu Dhabi, United Arab Emirates





**Dr. Mohammed Al-Houqani**  
Secretary General  
National Institute for Health Specialties

Dr. Mohammed Al Houqani is the Secretary General of the National Institute for Health Specialties, which is the accrediting and certifying body for postgraduate clinical training programs in the UAE. Dr. Al Houqani is an Associate Professor at United Arab Emirates University, Consultant of Internal Medicine, Respirology and Sleep Medicine. He served as the Assistant Dean for Medical Education for 5 years. Dr. Al Houqani is a Fellow of Royal College of Physicians and Surgeons of Canada, Internal Medicine & Respirology. He published 26 papers on tobacco and sleep disorders, and he was a keynote speaker in various international and regional conferences, workshops, and webinars.



# Emirati Board the Way Forward

**The 1<sup>st</sup> Emirati Conference on Medical Education  
11 February 2023**



إن أكبر استثمار للمال هو استثماره في بناء أجيال  
من المتعلمين والمثقفين

المغفور له الشيخ زايد بن سلطان آل نهيان

“A country's greatest investment  
lies in building generations of  
educated and knowledgeable  
youth”

The Late Sheikh Zayed bin Sultan Al Nahyan





# Presentation Outline

NIHS Establishment

Accreditation

NIHS to the future

Assessment of Competencies



## NIHS Establishment

National Institute for Health Specialties (NIHS) was established by Cabinet Decree No. 28 of 2014 as a national institution mandated to spearhead, regulate, and organize professional development for the health workforce with a particular emphasis on specialty training.

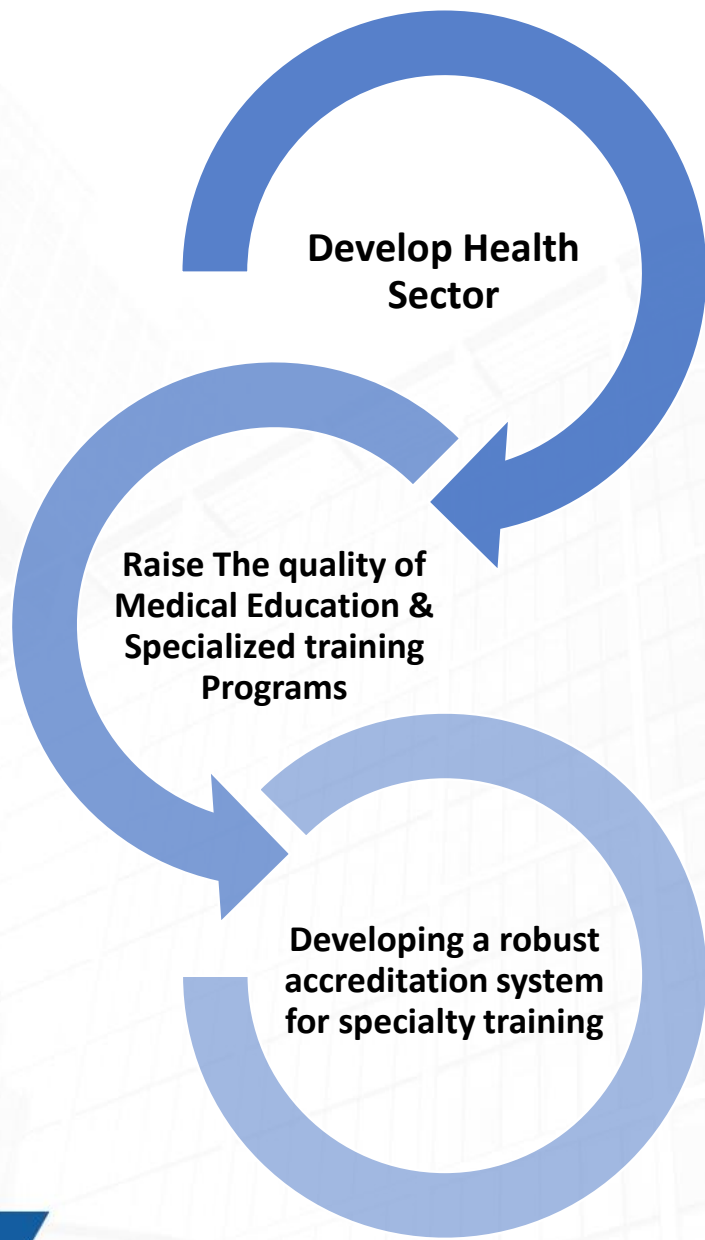
### Vision

Develop highly qualified health workforce able to support the health system and promote health and wellbeing.

### Mission

To set and maintain high professional standards towards strengthening the health workforce capacity and promoting health.

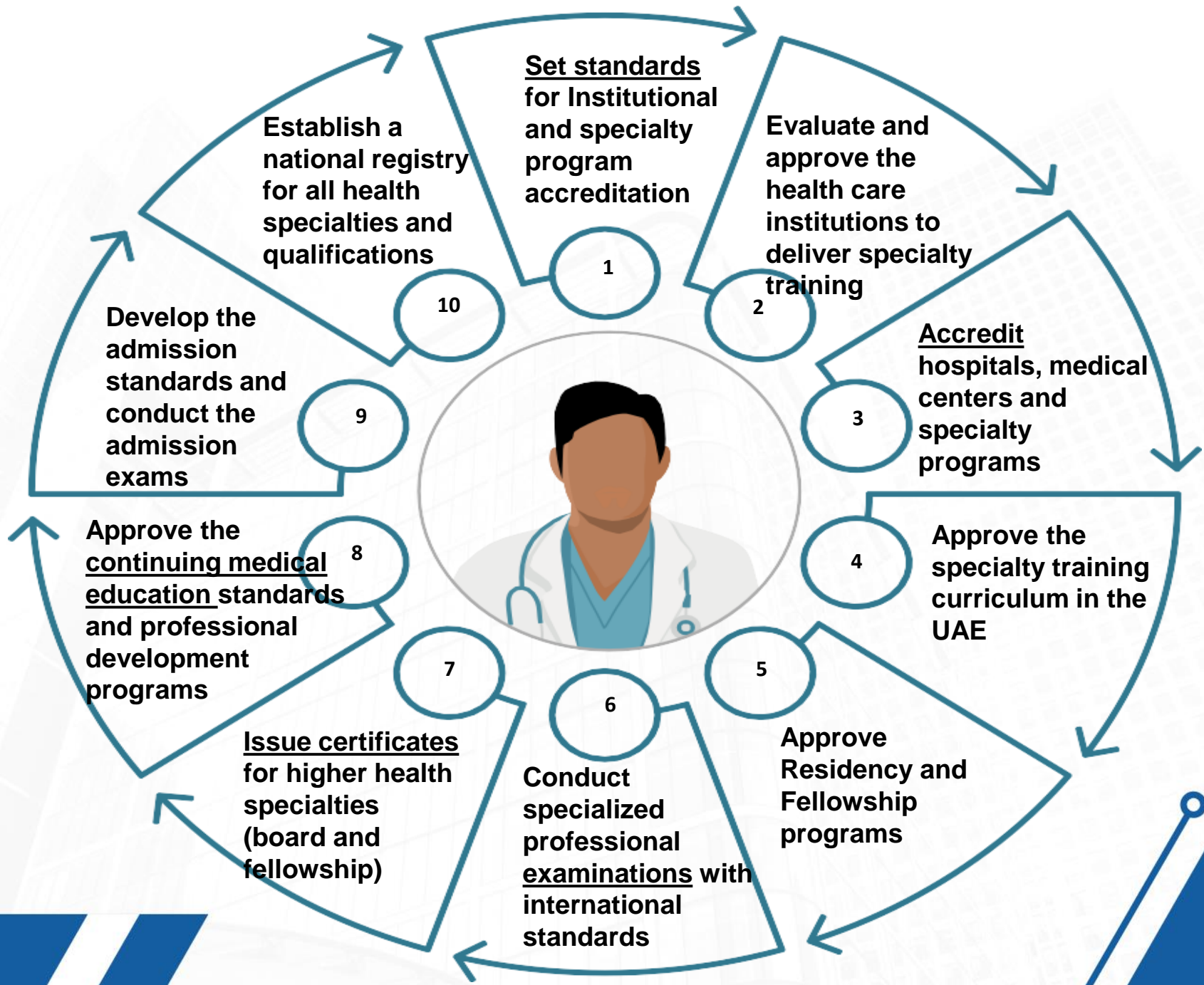




**NIHS Amis to**



# Main Roles







Governance



Specialty Programs



Accreditation



Assessment





### **NIHS Board of Directors**

Chaired by His Minister of Education and the membership of high-profile Board of Directors from health and educational Authorities

### **NIHS General Secretariat**

An Executive Structure led by Secretary General

### **Advisory Committee**

A Leading Committee composed of representatives of health Authorities

### **Central Assessment Committee**

Develop Assessment, procedures, criteria, recommendation

### **Central Accreditation Committee**

Establish the Accreditation procedure and provide recommendation related to accreditation

### **Council of Scientific Affairs**

Scientific Authority formed by heads of specialty scientific committees and Academic Professionals

### **Specialized Scientific Committees**

A specialty committee consists of Consultants, Practitioners and Health Professionals

# Governance



# Accreditation



- |   |  |   |  |   |  |
|---|--|---|--|---|--|
| <br><b>ENT</b>                     | <br><b>Psychiatry</b>                       | <br><b>Pediatrics</b>         | <br><b>Surgery</b>                        | <br><b>Anesthesia</b>                | <br><b>Dermatology</b>          |
| <br><b>Gastroenterology</b>        | <br><b>Hematology</b>                       | <br><b>Neurology</b>          | <br><b>Ophthalmology</b>                  | <br><b>Pharmacy</b>                  | <br><b>Radiology</b>            |
| <br><b>Adult Rheumatology</b>      | <br><b>Urology</b>                          | <br><b>Family Medicine</b>    | <br><b>Emergency Medicine</b>             | <br><b>Obstetrics and Gynecology</b> | <br><b>Internal Medicine</b>    |
| <br><b>Clinical Genetics</b>       | <br><b>Neonatology</b>                      | <br><b>Medical Internship</b> | <br><b>Intensive Care Unit</b>            | <br><b>Cardiology</b>                | <br><b>Prosthetic Dentistry</b> |
| <br><b>Infectious Disease</b>      | <br><b>Periodontology</b>                   | <br><b>Endodontics</b>        | <br><b>Nephrology</b>                     | <br><b>Orthodontics</b>              | <br><b>Pediatric Dentistry</b>  |
| <br><b>Pediatric Rheumatology</b> | <br><b>Child and Adolescent Psychiatry</b> | <br><b>Dental Internship</b> | <br><b>Pediatric Hematology Oncology</b> | <br><b>Adult Oncology</b>           |  |

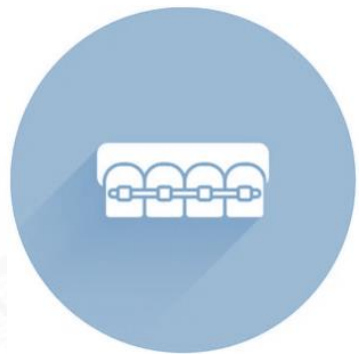
# Program Accreditation Requirement



# Dental Specialty Programs Accreditation



Endodontics



Orthodontics



Pediatric Dentistry



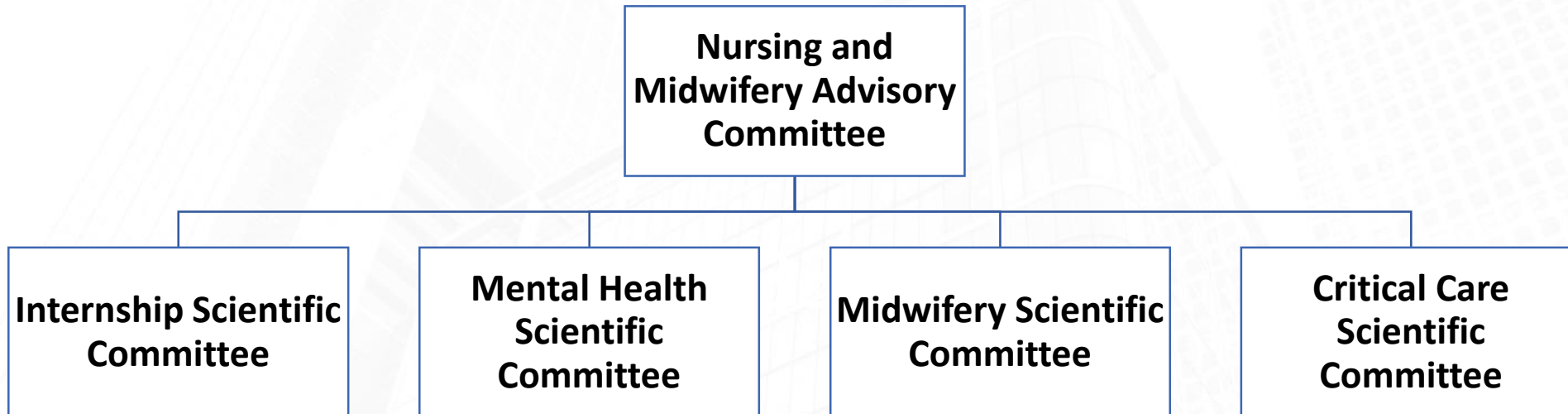
Periodontology



Prosthodontics

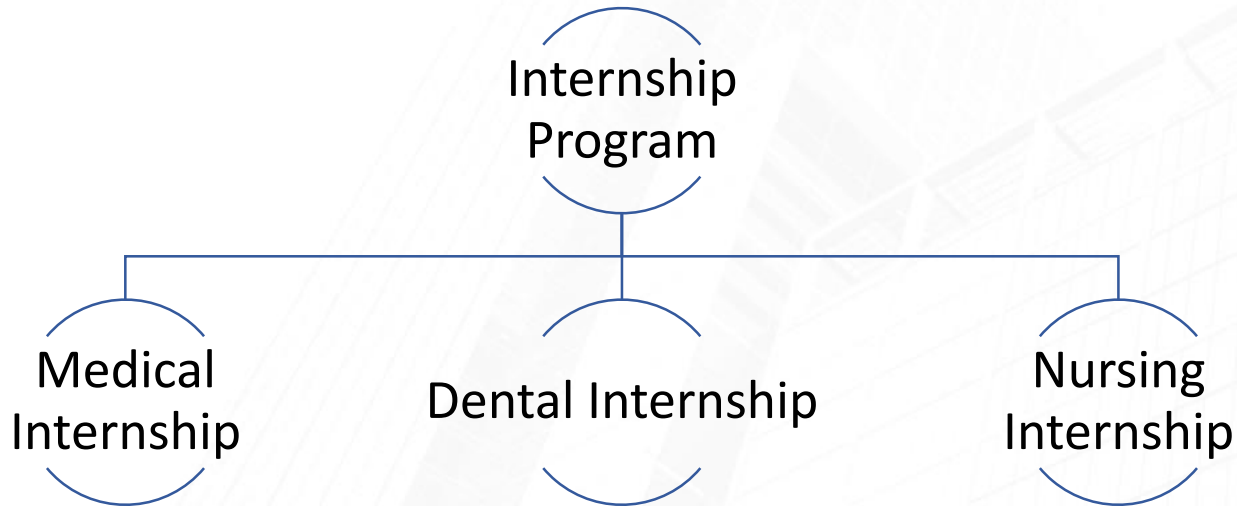


# Nursing Committees





# Internship Program



### Medical Internship Accreditation Service

- DEFINITION OF SERVICE
- REQUIREMENT
- PROCEDURES
- ▶ START SERVICE

**SERVICE CHANNELS:**

- FEES: 20,000 DHS/YEAR
- DURATION: 3 MONTHS MAXIMUM

### Medical Internship Information Form

#### GENERAL INFORMATION

##### Application Information

Institution Name \*

Institution Email \*

Application Type \*

New (Initial Accreditation Application)

Renewal (Continued Accreditation Application)

##### Attachments

Internship Institutional Accreditation Information \*

No file chosen

Please download Institutional information template ([click here](#)) fill up and upload it as an attachment. Note: file size should not exceed 10MB.



## Specialized Programs

36

Specialized Committees

> 300

Members Participating in the  
Scientific Committees

32

Specialized Programs Approved  
by the Scientific Affairs Council

110

Accredited Surveyors





## Accredited Institutions





# Accredited Programs



Pediatrics

Internal  
Medicine



Pediatrics

Psychiatry



Internal  
Medicine

Pediatric



الخدمات العلاجية الخارجية  
Ambulatory Healthcare Services

Family  
Medicine



Internal  
Medicine



## Accredited Internship Program

هيئة الصحة بدبي  
DUBAI HEALTH AUTHORITY





# NIHS to the Future



# NIHS to the Future

Expanding

Including  
Nursing

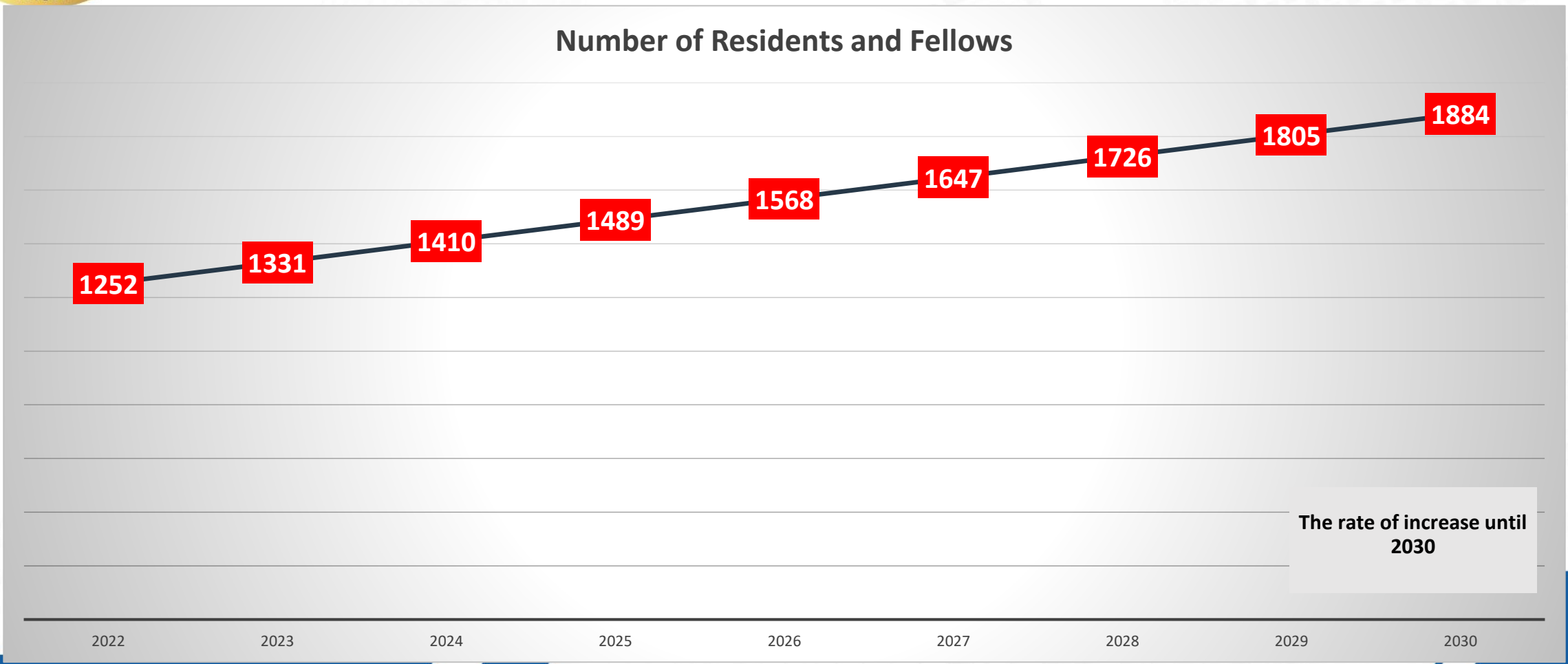
Strengthening

Technology and  
Digital  
Transformation

Developing



# The expected increase in the number of trainees in residency and fellowship programs until 2030





# Accreditation Portal



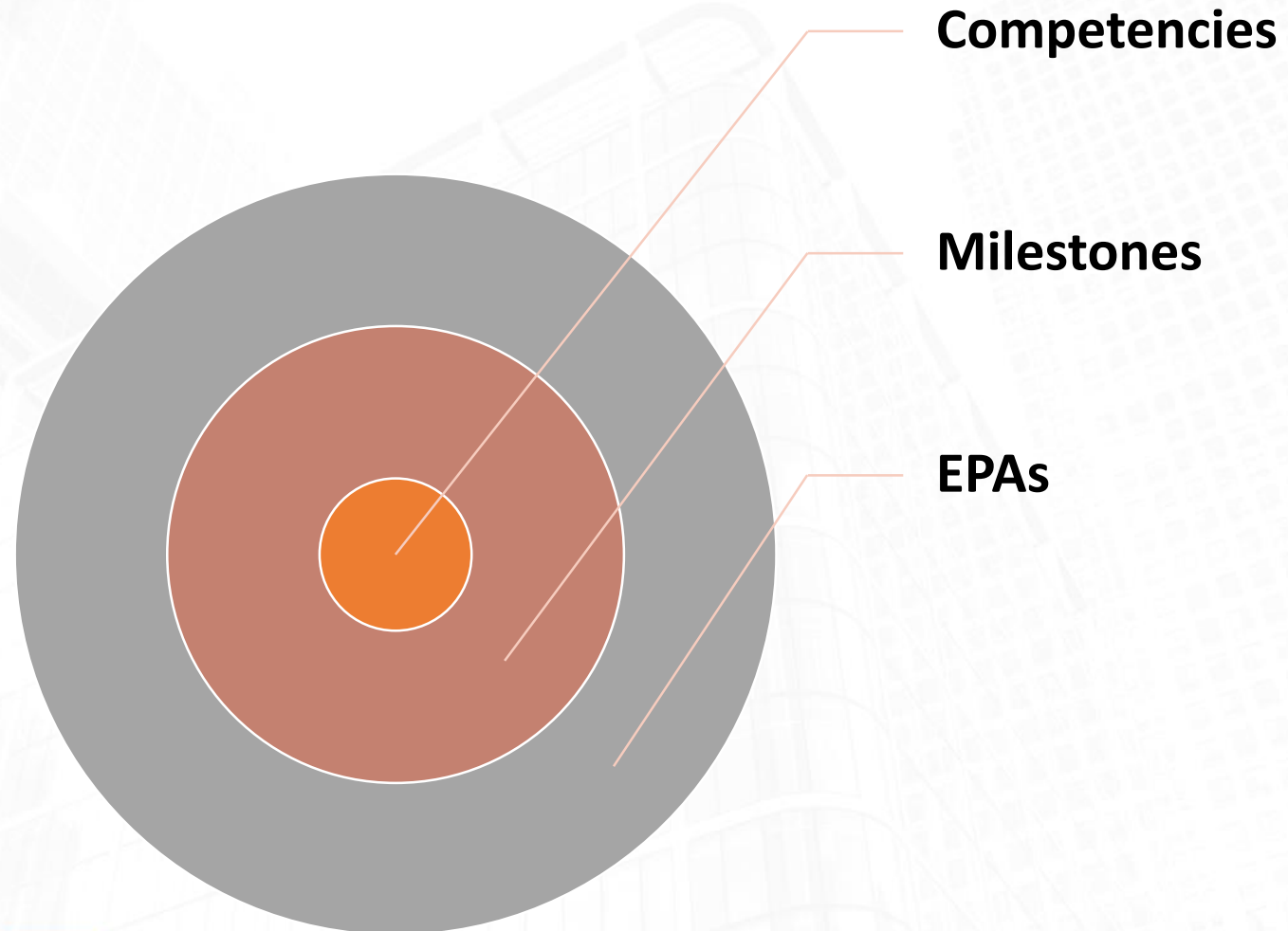


# Assessment of Competencies



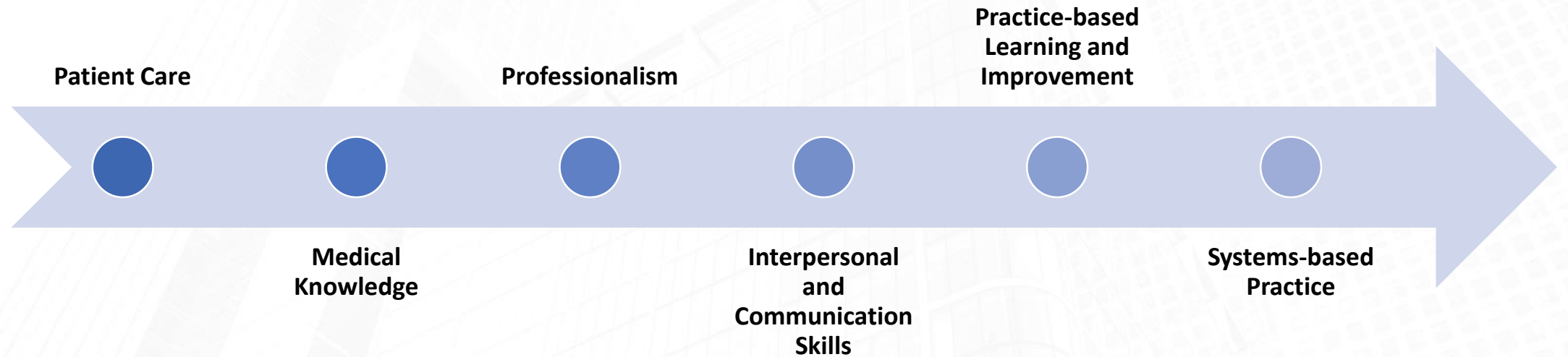


# Assessment of Competencies





# Milestones





# Competency-Based Medical Education

**Goal: securing safer and higher quality practice by improved training and assessment**

- Better, broader, more specific description of the physician
- From *assuming* competence to *assessing* competence
- Certification only when they meet standards
- Based on competence, not just on time in training



# Entrustable Professional Activities

Units of professional practice (tasks) that may be entrusted to a learner to execute unsupervised, once he or she has demonstrated the required competence

Shift of focus: from individual competencies to the *work that must be done*

Ten Cate 2005



# Five levels of supervision, reflecting increasing trust in trainee autonomy

- 1. Be present but no permission to enact EPA**
- 2. Practice EPA with direct (pro-active) supervision**
- 3. Practice EPA with indirect (re-active) supervision**
- [threshold]-----
- 4. Unsupervised practice allowed (distant oversight)**
- 5. May provide supervision to junior learners**



# Levels of Supervision

## 1. Observation only





# Levels of Supervision

## 2. Act under direct supervision





# Levels of Supervision

## 3. Act indirect supervision







# Levels of Supervision

## 4. Act with distant supervision





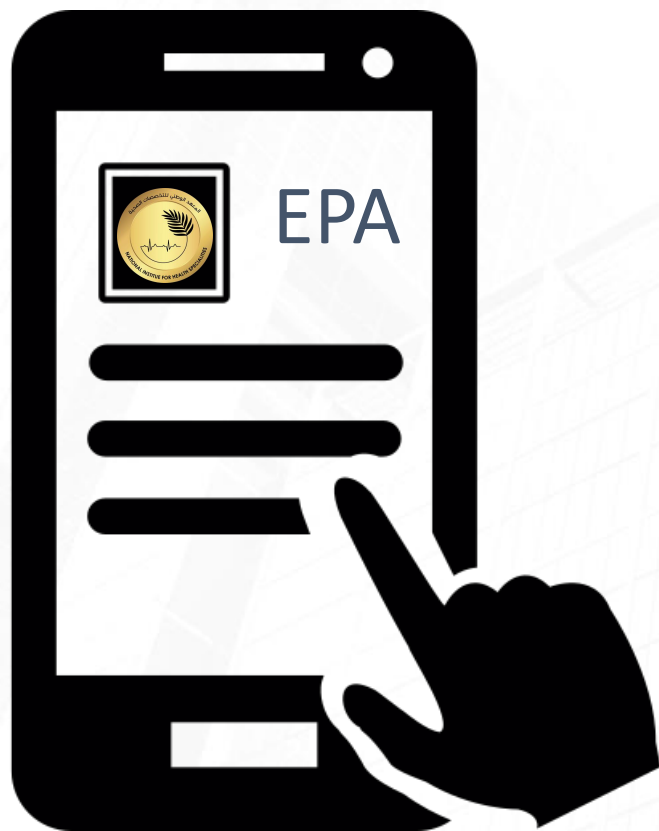
# Levels of Supervision

5. Trusted to perform independently and can provide supervision to junior



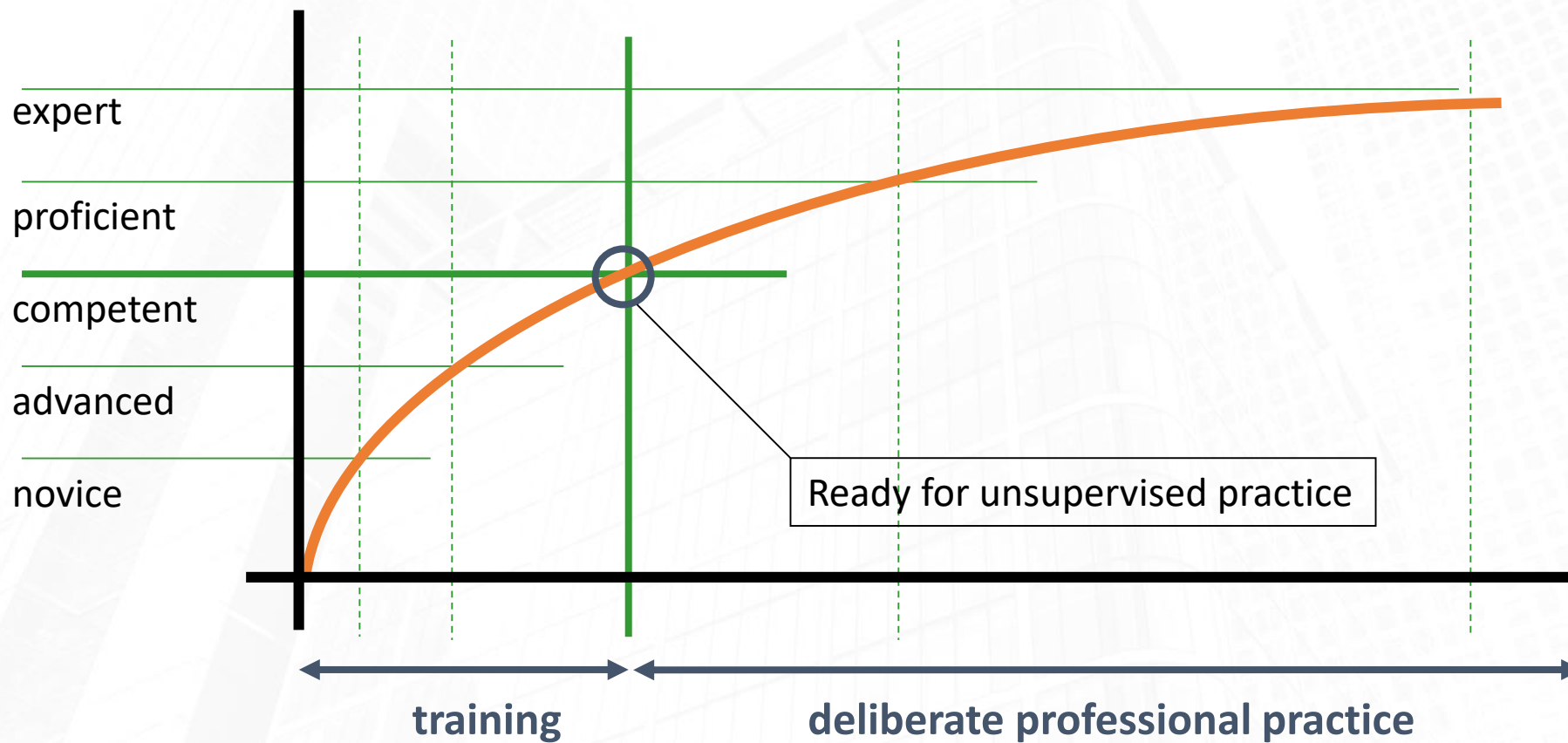


# Entrustable Professional Activity (EPAs)



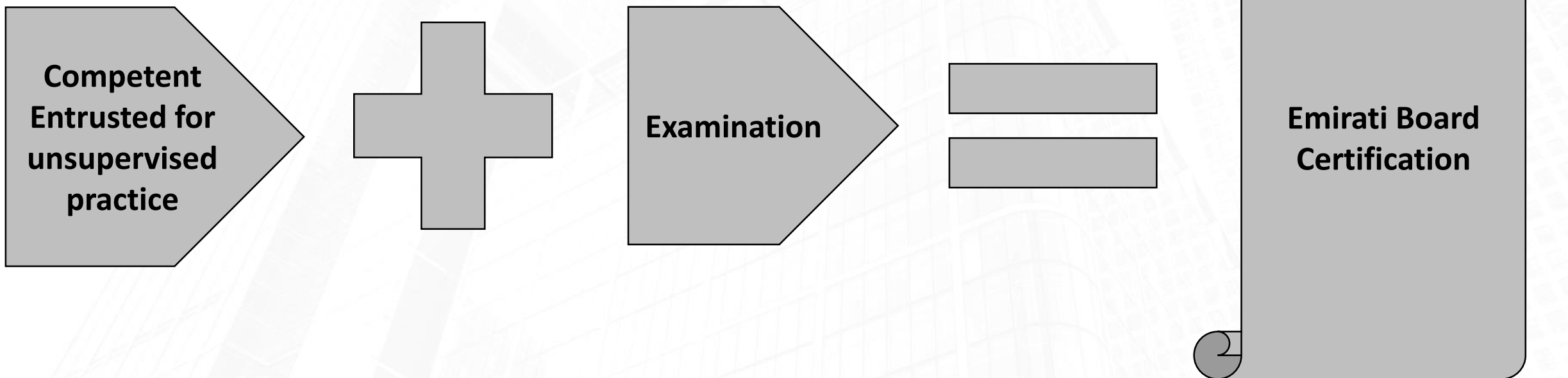


# Growth of Competence Over Time





# Certification



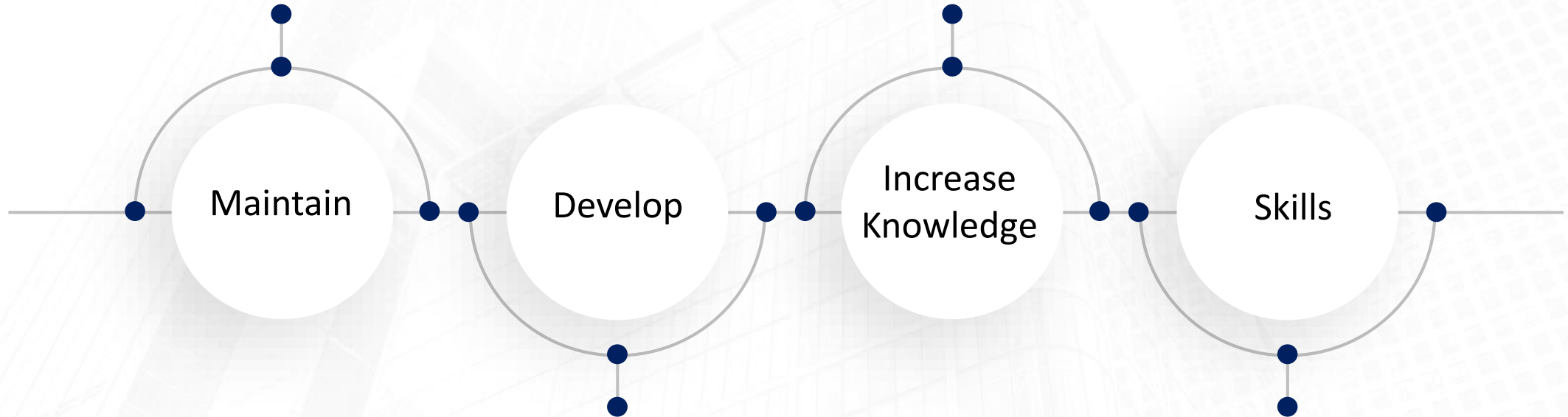


# Maintenance of Certification (MOC) ePortfolio Continuing Professional Development (CPD)





# Continuing Professional Development (CPD) Maintenance of Certification



## ACGME COMPETENCIES

1. Patient Care
2. Medical Knowledge
3. Interpersonal and Communication Skills
4. Professionalism
5. Practice-based Learning & Improvement
6. System-based Practice

<https://acgme.org/Newsroom/Newsroom-Details/ArticleID/10639/Guidance-Statement-on-Competency-Based-Medical-Education-during-COVID-19-Residency-and-Fellowship-Disruptions>

## CANMed 2005

1. Medical Expert (the integrating role)
2. Communicator
3. Collaborator
4. Leader
5. Health Advocate
6. Scholar
7. Professional

<https://www.royalcollege.ca/rcsite/canmeds/canmeds-framework-e>

## The Royal Australasian College of Physicians

1. Medical expertise
2. Communication
3. Quality and safety
4. Teaching and learning
5. Research
6. Cultural competence
7. Ethics and professional behavior
8. Judgement and decision making
9. Leadership, management, and teamwork
10. Health policy, systems, and advocacy

<https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/competencies>

## GMC Generic professional capabilities framework

1. Domain 1: Professional values and behaviors
2. Domain 2: Professional skills
3. Domain 3: Professional knowledge
4. Domain 4: Capabilities in health promotion and illness prevention
5. Domain 5: Capabilities in leadership and team working
6. Domain 6: Capabilities in patient safety and quality improvement
7. Domain 7: Capabilities in safeguarding vulnerable groups
8. Domain 8: Capabilities in education and training
9. Domain 9: Capabilities in research and scholarship

[https://www.gmc-uk.org/media/documents/Generic\\_professional\\_capabilities\\_framework\\_0817.pdf\\_70417127.pdf](https://www.gmc-uk.org/media/documents/Generic_professional_capabilities_framework_0817.pdf_70417127.pdf)

## SCOTISH DOCTORS 2000

1. clinical skills
2. practical procedures
3. patient investigation
4. patient management
5. health promotion and disease prevention
6. communication
7. medical informatics
8. basic, social and clinical sciences and underlying principles
9. attitudes, ethical understanding and legal responsibilities
10. decision making skills and clinical reasoning and judgement
11. the role of the doctor within the health service
12. personal development

[http://www.ub.edu/medicina\\_unitateducaciomedica/documentos/Scottish%20Doctor.pdf](http://www.ub.edu/medicina_unitateducaciomedica/documentos/Scottish%20Doctor.pdf)

## Outcomes for Graduates 2009

1. Outcomes 1 – Professional values and behaviours
  1. Professional and ethical responsibilities
  2. Legal responsibilities
  3. Patient safety and quality improvement
  4. Dealing with complexity and uncertainty
  5. Safeguarding vulnerable patients
  6. Leadership and team working
2. Outcomes 2 – Professional skills
  1. Communication and interpersonal skills
  2. Diagnosis and medical management
  3. Prescribing medications safely
  4. Using information effectively and safely
3. Outcomes 3 – Professional knowledge
  1. The health service and healthcare systems in the four countries
  2. Applying biomedical scientific principles
  3. Applying psychological principles
  4. Applying social science principles
  5. Health promotion and illness prevention
  6. Clinical research and scholarship

[https://www.gmc-uk.org/-/media/documents/outcomes-for-graduates-2020\\_pdf-84622587.pdf?la=en&hash=35E569DEB208E71D666BA91CE58E5337CD569945](https://www.gmc-uk.org/-/media/documents/outcomes-for-graduates-2020_pdf-84622587.pdf?la=en&hash=35E569DEB208E71D666BA91CE58E5337CD569945)

## SaudiMed Framework

Scientific Approach To Practice  
Patient Care  
Community Oriented Practice  
Communication And Collaboration  
Professionalism

Research And Scholarship

<https://www.slideshare.net/ghaiath/saudimed-framework-2016>





وزارة التربية والتعليم  
MINISTRY OF EDUCATION



**UAEU**



جامعة الشارقة  
UNIVERSITY OF SHARJAH



جامعة خليفة  
Khalifa University



جامعة محمد بن راشد  
للطب و العلوم الصحية  
MOHAMMED BIN RASHID UNIVERSITY  
OF MEDICINE AND HEALTH SCIENCES



جامعة الخليج الطبية  
GULF MEDICAL UNIVERSITY



جامعة عجمان  
AJMAN UNIVERSITY





UNITED ARAB EMIRATES

# Competency Framework For Medical Education

EmiratesMEDs Scientific Committee 2023





# NIHS Strategic Partnerships



الإمارات العربية المتحدة  
وزارة الدفاع



وزارة الصحة ووقاية المجتمع  
MINISTRY OF HEALTH & PREVENTION



الإمارات العربية المتحدة  
وزارة التربية والتعليم

UAEU

جامعة الإمارات العربية المتحدة  
United Arab Emirates University



دائرة الصحة  
DEPARTMENT OF HEALTH

هيئة الصحة بدبي  
DUBAI HEALTH AUTHORITY



مؤسسة الإمارات للخدمات الصحية  
EMIRATES HEALTH SERVICES ESTABLISHMENT



SEHA صحة

شركة أبوظبي للخدمات الصحية ش.م.ع.  
Abu Dhabi Health Services Co., P.J.S.C

مؤسسة دبي الصحية الأكاديمية



**Thank You**