



ANNUAL CAPACITY BUILDING  
**WORKSHOP 2023**  
FEBRUARY 23-25 · NAIROBI

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**EDUCATION AND TRAINING**



# Acknowledgement

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# PRESENTATION LAYOUT



# CURRICULUM, ETHICS AND VALUES

Curriculum design must be more than just the acquisition of technical skills to enable professional practice but must be holistic in orientation and include the development of key competencies.

## Key success factors include

- Ensuring a periodic review of curricula to confirm continued relevance
- Accreditation of programmes must be informed by curriculum review
- Approval and registration of training institutions
- Prescription of minimum educational entry requirements for study in the programme



# ADDITIONAL COMPETENCIES REQUIRED

- Medical ethics
- Leadership and strategic thinking
- Digital technology and innovation
- Research and critical thinking
- Entrepreneurship\*
- Soft skills
- Medical certification of death



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# ESSENTIAL SOFT SKILLS

- “Personal attributes that enable someone to interact effectively and harmoniously with others”
- Communication
- Interpersonal
- Critical thinking
- Adaptability
- Problem solving
- Time management
- Conflict resolution



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# SOME DEFINITIONS

- A mix of social and interpersonal skills, character traits and professional attitudes that impact how you work.
- Personal attributes required for success on the job.
- Soft skills in healthcare are intangible qualities that can help workers interact with patients and other healthcare workers more effectively.
- “Soft skills are not based on acquired knowledge ...but can be developed over time through mentorship and real world experience” – Sasser, J NHA 2017.
- In healthcare, they centre around people skills, and this assumes even greater significance in the context of a team-based approach to patient care.



# FOSTERING SOFT SKILLS

- Encourage collaboration
- Define standards
- Obtain buy-in
- Lead by example
- Use everyday activities and encounters to develop and mentor others



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# SCOPE OF PRACTICE

- This describes the extent of the practitioner's professional practice (roles, responsibilities, functions and activities).
- It is based on the individual practitioner's credentials, competence, performance and professional suitability.

## Regulators must ensure:

- Scope of practice includes both general and specialist (sub-specialist) competencies
- Practitioners have adequate knowledge and skill to provide safe clinical care, and work within the limits of their scope of practice
- Practitioners confine their practice to their defined scope as determined by their expertise, but also fulfil their obligation to promote health and prevent disease



# PERIOD OF TRAINING: QUESTIONS

- How much time is required to qualify a doctor or dentist; a specialist or subspecialist in the different disciplines?
- Is a move to competency-based training desirable and/or feasible?
- What about a hybrid system?
- How will the regulator achieve its regulatory objective of “establishing and maintaining uniform norms and standards of training and practice” in these scenarios?



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# OPTIONS FOR APPROVAL OF A TRAINING PROGRAMME

- Programme trains to an appropriate standard, or
- New graduates sit for a licensing exam, or
- Hybrid system with elements from both



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# INTERNSHIP TRAINING GUIDELINES

Ensures a supervised transition from theory to independent practice, by (consolidating knowledge of and further) imparting professionalism, good attitude and practical skills to interns for effective integration into the world of medical and dental practice.

## Regulator must ensure:

- Accreditation of sites is based on its adequacy for training and supervision
- Duration of training is sufficient to ensure readiness for independent practice (generalist) upon completion of training
- Expected training outcomes must inform the duration of training
- Conduct regular site visits to confirm maintenance of training standards
- Regular assessment of interns confirmed by written reports
- Internship logbooks are kept, as are records of progress with training



# DOMAINS OF TRAINING

## MEDICAL DOCTORS

- Surgery
- Orthopaedics and Trauma
- Medicine, mental health, oncology, NCD
- Obstetrics & Gynaecology
- Paediatrics
- Anaesthesia & Critical Care
- Primary healthcare and hospital management

## DENTISTS

- Conservative dentistry, Orthodontics
- Maxillofacial oral surgery
- Prosthodontics
- Periodontics
- Public health dentistry (Community dentistry)
- \*Oral pathology



# ACCREDITATION OF TRAINING INSTITUTIONS AND QUALITY ASSURANCE

Assessment of the quality of a training programme to confirm that it will produce graduates that are competent to practice safely and effectively under supervision and have been provided with an appropriate foundation for lifelong learning and further training in any branch of medicine or dentistry.

Add: Graduates that are responsive to their social context and committed to personal well-being.



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# REGULATOR ROLE

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Develop guidelines for effective teaching and learning

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Ensure maintenance of standards of teaching and learning

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Confirm enforceability of the accreditation process ensure compliance

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Focus the accreditation review on the achievement of objectives, maintenance of educational standards, commitment to public safety and the expected outputs and outcomes

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Provide for a range of accreditation outcomes: commendation, accredited, conditional or withdrawal of accreditation

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*Set fixed periods for repeat programme reviews, e.g., every 5 years*

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*Implement a system of annual reporting*



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# TAKE HOME

- Professional training must deliver individuals who consistently meet the norms and standards set by the regulator
- There is a need to pay more attention to achievement of the non-technical outcomes of professional training
- The regulator must have measures in place to ensure practitioner compliance with their scope of practice
- Consideration must be given to the adoption of competency-based training as the primary determinant of learning outcome
- Internship training is supervised practice and mandates that there should be continuous oversight. The regulator must ensure that interns are not abused but protected on the service platform
- A collaborative approach with universities is essential for a successful oversight of training programmes



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THANK YOU



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