

Appendix 8: Quality Management of the Curriculum

Central Training Committee (CTC) – SMSB:

The **CTC** of the Sudan Medical Specialization Board (**SMSB**) is led by the **Secretary of Training at SMSB** and serves as the **advisory body for all specialties** on matters related to training. It functions as the parent body of the National - Specialty Training Committees (**N-STCs**) at **SMSB** and the **RTC Boards**.

The **CTC** establishes a **curriculum quality framework** to evaluate and monitor the delivery of training against agreed standards. This framework integrates both **qualitative and quantitative measures** to support **continuous improvement** across all **SMSB** training programs.

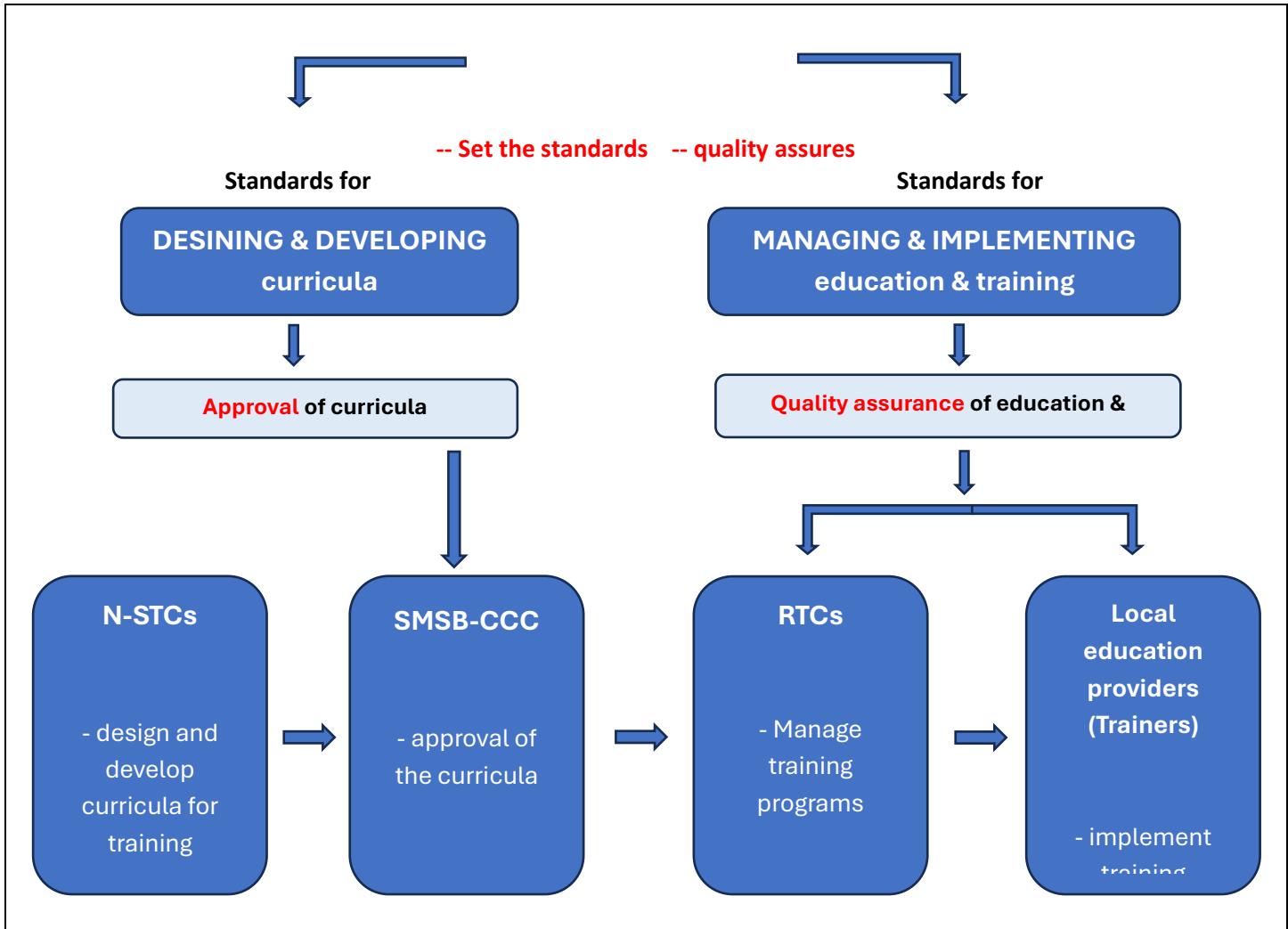
The quality system components

- **Quality assurance (QA):**

The **development and maintenance** of the curriculum by the National - Specialty Training Committees (**N-STCs**) ensuring that curricula are aligned with the **standards for training and education** set by **SMSB – Central Curriculum Committee (CCC)**.
- **Quality management (QM):**

The **Management and implementation** of training and curriculum standards by Regional Training Centers (**RTCs**) through training programs and post locations approved by the **SMSB**.
- **Quality control (QC):**
 - The **implementation** of training and curriculum standards by local education providers.
 - Involves the **day-to-day delivery of curricula** by trainers recognized and approved by the SMSB.
 - Ensures that training is applied consistently and to the expected standard at the point of delivery.

Figure 10: The **quality assurance structure** of the curriculum (adapted from Excellence by Design, GMC, 2017)



Quality Management of the Curriculum:

SMSB (Internal Quality Review)	Central Curriculum Committee (CCC)
	<ul style="list-style-type: none"> • Led by the Scientific Affairs Secretary. • provide standards for training and for curricula. • Approval of the curricula
	Central Training Committee (CTC)
RTC (External Quality Review)	<ul style="list-style-type: none"> • Led by the Secretary of Training. • Works as an advisory body for all specialties on matters related to training. It functions as the parent body to N-STCs and RTC Boards. • Sets out a curriculum quality framework directed at evaluating and monitoring curriculum delivery against curriculum standards whereby a range of qualitative and quantitative measures inform continuous improvement. • Undertakes a national training surveys and feed into a National Training Database. • Analyses these surveys and feed into each N-STC - QA Group meeting
	National - Specialty Training Committees (N-STCs)
	<ul style="list-style-type: none"> • Design and develop curricula which links with SMSB standards for training and curricula (quality Assurance) • Design and develop logbooks • Trainee enrolment, allocation, and support.
RTC (External Quality Review)	Training Program Director (TPD)
	<ul style="list-style-type: none"> • Lead the Regional – Specialty Training Committee (R-STC) • Manage the specialty training program (implementation of training and curriculum standards by RTCs through training programs and approved posts - Quality Management) • Provide systems for career management, flexible training, academic training, and remedial training • Organize the recognition and training of trainers • Co-ordinate the ARCP
	Trainers
	<ul style="list-style-type: none"> • local delivery of curriculum is through local education providers (trainers) • Implementation of training standards by recognized trainers (quality control)

SMSB Quality Review Framework

The **SMSB quality system** incorporates **internal** and **external** quality review mechanisms that complement each other to ensure high standards, accountability, and **continuous improvement** across all training programs.

Part I: Internal Quality Review – SMSB:

1. National – Specialty Training Committees (N-STCs)

Each **N-STC** oversees specialty training and ensures **quality assurance of curricula**.

Membership:

- Chair of the **N-STC** also serves as an ex officio member of the **CTC & CCC**.
- Regional Training Program Directors (**TPDs**) – ex officio
- A trainee representative
- Co-opted members (time-limited, for specific expertise)

Responsibilities:

- Develop and maintain specialty curricula.
- Review innovations in clinical practice and incorporate them into curricula during **three-yearly** reviews.
- Coordinate curriculum updates with the **CTC**, **CTC Quality Assurance (QA) Group**, and **SMSB Central Curriculum Committee (SMSB-CCC)**.
- Conduct stakeholder engagement (trainees, trainers, employers, specialty organizations, patients, lay representatives, and the **SMC**).
- Pilot and trial innovations before full adoption.
- Meets biannually and additionally if required.

2. Central Training Committee (CTC) Surveys:

The **CTC** conducts **national** training and educational **surveys**, with data stored in the **National Training Database** for long-term **monitoring** and **improvement**.

Reporting:

- Results by specialty, **RTC**, and **hospital**.
- **Automated** annual reports and **rankings** of **RTCs** and **hospitals** against **quality indicators**.

Survey Tools:

- Training Program Director (**TPD**) Questionnaire
- Training Center Tutor (**TCT**) Questionnaire
- Head of Department (**HOD**) – Departmental Work Organization Questionnaire

- Trainee Surveys:
 - Hospital-based Training Evaluation Form (**TEF**) (completed prior to **ARCP**)
 - Hospital Workload Questionnaire
 - General & Specialty-Specific Resources Questionnaire

Use of Data:

- Inform **CTC-QA Group** and **N-STCs** in internal reviews.
- Support external quality reviews.
- Guide curriculum delivery discussions with **TPDs, ESs, and trainers.**

3. Quality Indicators:

CTC Quality Indicators define benchmarks for **good training posts**. They are:

- Not a measure of individual trainee achievement.
- A tool for assessing **post quality**.
- The foundation for **SMSB's** pursuit of **excellence** in education and training.

4. Evaluation & Accreditation:

Hospital Accreditation – Indicators:

- Sufficient case volume (workload).
- Adequate general infrastructure and facilities.
- Specialty-specific equipment and spaces.
- Hospital-based **TEF** results.
- Weekly teaching sessions.
- Monthly clinical meetings.
- Effective departmental organization.

RTC Accreditation – Indicators:

1. Educational Activities:

- Formal sessions audited by an Education Committee.
- Monthly or bi-monthly regional sessions (debates, symposia, invited speakers).
- Integrated with **CPD**; trainees actively participate and sometimes teach.
- Access to e-library, e-learning, video conferencing, and advanced skills labs.
- Regional and national courses (TOT, appraisal & assessment, mandatory training, and conferences).

2. Training Activities:

- **TPDs:** Ex officio **N-STC** members; lead **ARCP**; induction and training of **ES**; oversee red-light outcomes; manage trainees in difficulty.
- **Trainers:** Commitments in theatre, clinics, and grand rounds; quarterly feedback and reports.
- **AESs:** Quarterly Learning Agreement (**LA**) meetings; end-of-year reporting integrated with ARCP and allocations.

5. Trainee Involvement:

Trainees are fully embedded in governance:

- Representatives in **CTC** and **N-STC** meetings.
- Contributors to curriculum review, policy development, and pilot projects.
- Key stakeholders through survey responses and feedback loops.

Part II: External Quality Review – RTCs:

1. RTC Boards:

- Each **RTC Board** is led by the **RTC President**, who also serves as an ex officio member of **CTC & CCC**.
- Membership includes all **TPDs** of specialties in the region.
- Responsible for coordination of postgraduate training across the region.
- **RTC Presidents** represent regions in national forums.

Functions:

- Connect networks of lead providers across specialties.
- Ensure consistent delivery of educational initiatives.
- Advise training providers on workforce needs.
- Support and develop lead providers.
- Lead regional quality management of curricula.
- Ensure **SMSB** approval of posts and programs.
- Monitor clinical governance and safety standards.
- Meets every 6 months and as needed

Confederation of RTCs (CoRTCs):

- **RTC Presidents** meet every six months.
- Meetings include the Chair of the **SMSB-CTC** to align **regional** and **national strategies**.

2. Regional – Specialty Training Committees (R-STCs):

Leadership:

- Led by the **TPD**.
- **TPD** serves as an ex officio member of the **N-STC & RTC Board**.

Membership:

- Training Program Director (**TPD**)
- Training Center Tutor (**TCT**)
- One Educational Supervisor (**ES**) per hospital (representative elected if more than one).

TPD Responsibilities (through R-STCs):

- Oversee curriculum delivery in the region.
- Lead quality management of specialty training programs.
- Provide systems for:
 - Career management
 - Flexible training
 - Academic training
 - Remedial training
- Seeking advice from **N-STC** on curriculum delivery, content, and trainee assessment.
- Organize recognition and training of trainers.
- Ensure trainers deliver to **SMSB** standards.
- Coordinate the Annual Review of Competence Progression (**ARCP**).
- Represent specialty regionally in national fora and collaborate with other disciplines.
- The **R-STC** meets every 3 months, after each LA meeting

The RTC Boards governance structure

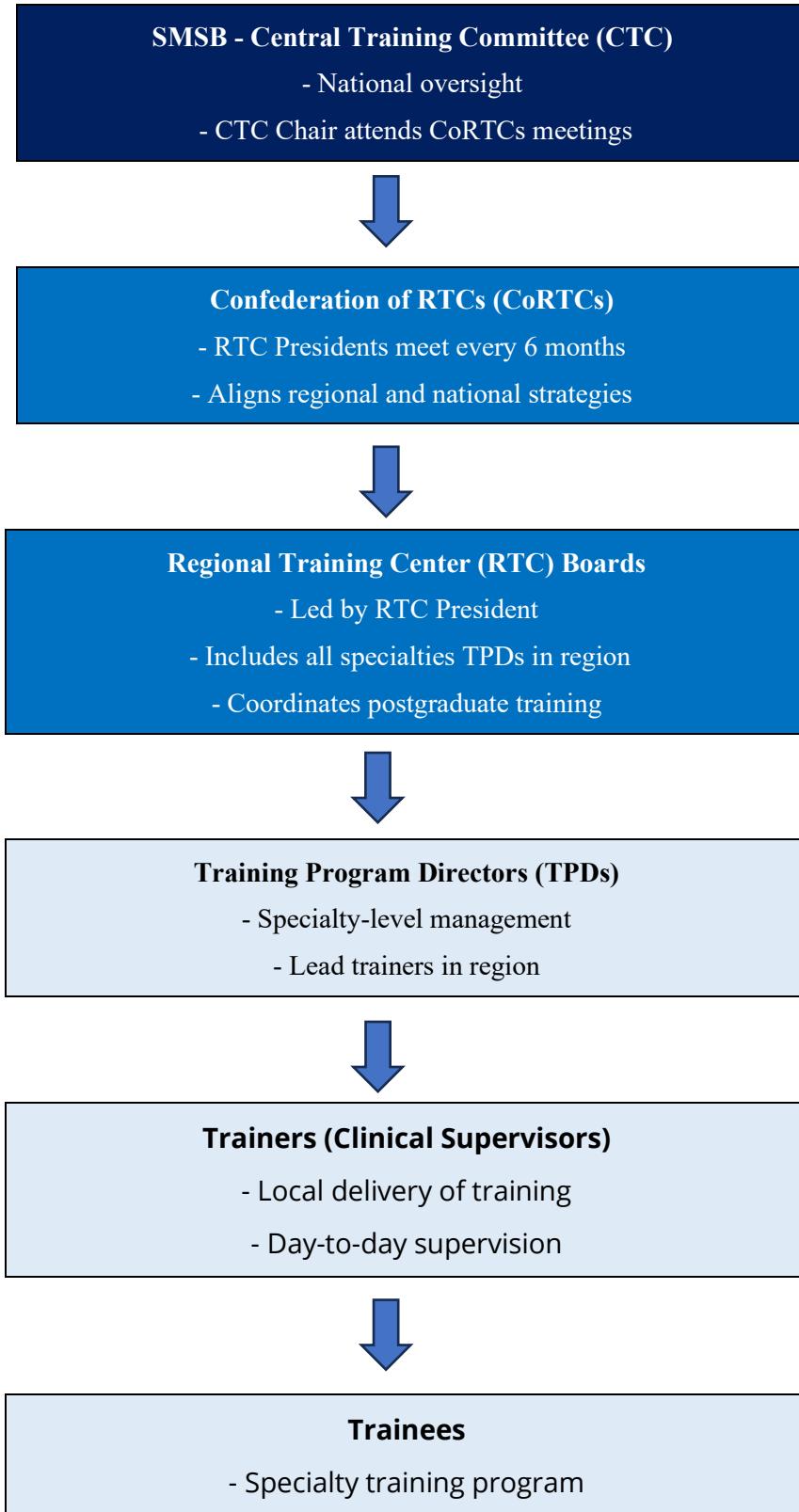
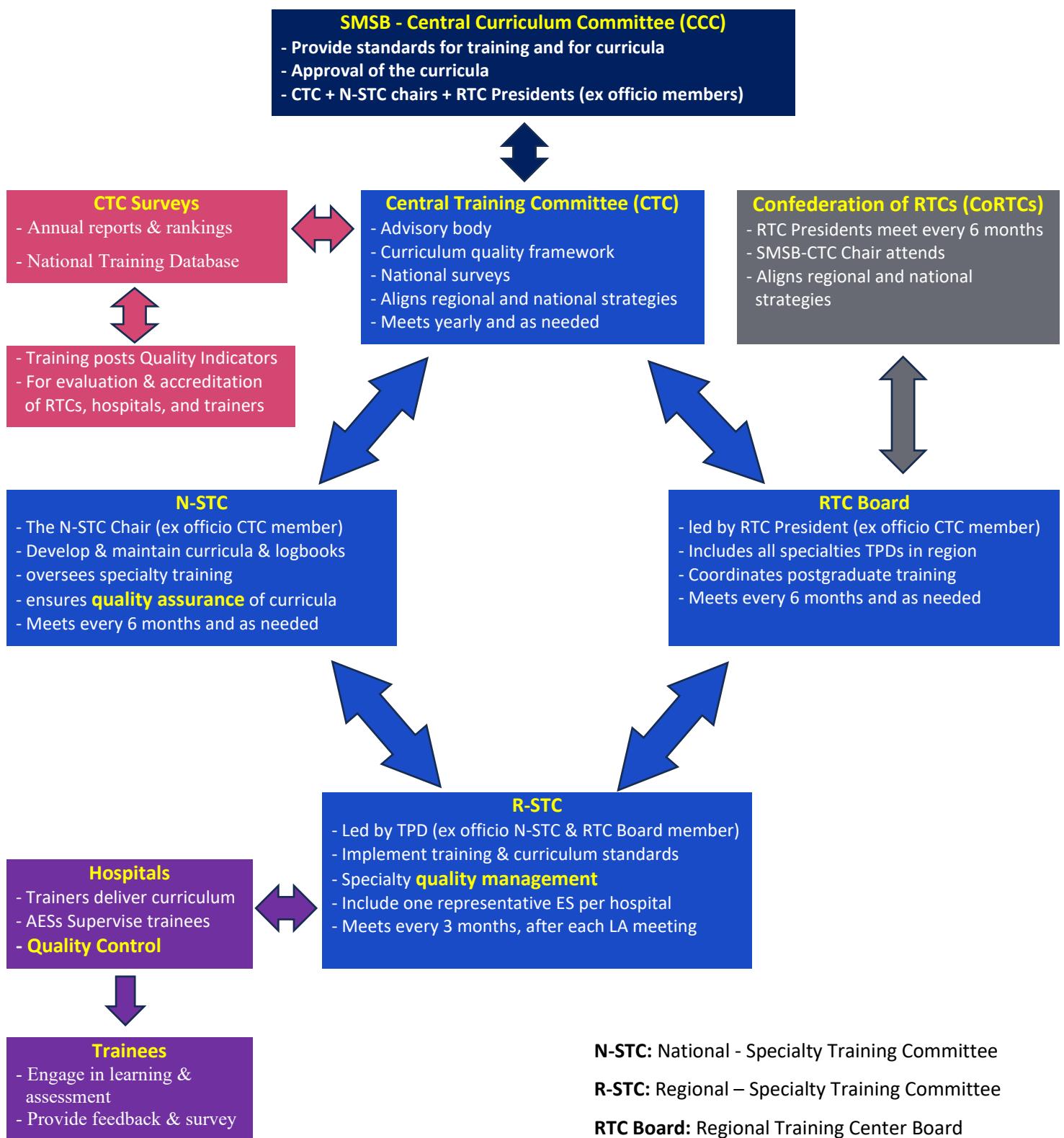


Figure 3:

SMSB Educational and Clinical Governance Structure

(Lead and local providers in an interactive **circle** structure)



Appendix 9: Glossary

Glossary

Term	Definition
AES Report	An end-of-year report by the trainee's Assigned Educational Supervisor, providing key evidence for the trainee's ARCP .
ARCP / ARCP 4	The Annual Review of Competence Progression (ARCP) panel will recommend one of 4 outcomes to trainees. Outcome 4 sets out that a trainee has gained all required competencies and will be recommended as having completed the training program.
Capability	The ability to be able to perform an activity in a competent way.
Capabilities in Practice (CiP)	<p>The high-level learning outcomes of the curriculum.</p> <p>Learning outcomes operationalize groups of competencies by describing them in terms of holistic professional activities.</p> <p>In surgery they are aligned to what a day-one consultant will need to be able to know and do. Rather than learning 'inputs' ('what is learned'), they set out what the learner must be able to do as a result of the learning at the end of the training program – a practical skill) and clarify the extent to which trainees should successfully perform to reach certification.</p>
Central Curriculum Committee (CCC)	<p>Central Curriculum Committee (CCC) at SMSB</p> <ul style="list-style-type: none"> - Provide standards for training and for curricula - Approval of the curricula - CTC & N-STC chairs, and RTC Presidents (ex officio members)
Central Training Committee (CTC)	<p>Central Training Committee (CTC) at SMSB</p> <ul style="list-style-type: none"> - Serves as the advisory body for all specialties on matters related to training. It functions as the parent body of the N-STCs and the RTC Boards to aligns regional and national strategies. - Establishes a curriculum quality framework to evaluate and monitor the delivery of training against agreed standards - Undertakes a national training surveys and feed into a National Training Database. - Analyses these surveys and feed into each N-STC - QA Group meeting
Confederation of RT Cs (CoRTCs)	RTC Presidents meet every six months. Meetings include the Chair of the CTC to align regional and national strategies .
Critical Condition	Any condition where a misdiagnosis can be associated with devastating consequences for life or limb.

Critical Progression Points (CPPs)	Key points during the curriculum where trainees will transition to a higher level of responsibility or enter a new area of practice. These points are frequently associated with increased risk, and so robust assessment is required. These points are at the end of phase 1 (transition to phase 2), phase 2 (transition to phase 3), and the end of phase 3 to achieve certification.
Core Surgical Training	The early years of surgical training for all ten surgical specialties.
Generic	Applicable to all trainees regardless of specialty, discipline, and level of training, e.g. Generic Professional Capabilities.
Generic Professional Capabilities (GPCs)	A framework of educational outcomes that underpin medical professional practice for all doctors in Sudan .
Good Medical Practice (GMP)	The core ethical guidance that the Sudan Medical Council (SMC) provides for doctors.
High-Level Outcome	See Capability in Practice.
Index Procedure	Operative procedures that refer to some of the more commonly performed clinical interventions and operations in the specialty. They represent evidence of technical competence across the whole range of specialty procedures in supervised settings, ensuring that the required elements of specialty practice are acquired and adequately assessed. Direct Observations of Procedural Skills (DOPS) and Procedure-based Assessments (PBAs) assess trainees carrying out index procedures (whole procedures or specific sections) to evidence learning.
Manage	Throughout the curriculum the term 'manage' indicates competence in clinical assessment, diagnosis, investigation, and treatment (both operative and non-operative), recognizing when referral to more specialized or experienced surgeons is required for definitive treatment.
Phase	An indicative period of training encompassing a number of indicative training levels. Phases are divided by critical progression points (CPPs) to ensure safe transitioning where patient or training risk may increase.
Placement	A unit in which trainees work in order to gain experiential training and assessment under named supervisors.
RTC Board	Responsible for coordination of postgraduate training across the region and connect networks of lead providers across specialties . Ensure consistent delivery of educational initiatives and lead regional quality management of curricula.

Run-through training	The route which allows trainees, after a single competitive selection process at CST1 and satisfactory progress, to progress through to specialty training at ST1 onwards.
National Specialty Training Committee (N-STC)	<p>The committee at SMSB which oversees training in a particular specialty reports to the Central Training Committee (CTC) at SMSB.</p> <p>N-STC responsibilities include trainee enrolment and support, certification, out of program, curriculum development, logbook development, simulation training, quality assurance.</p>
Shared	Applicable to all specialties i.e. the five shared CiPs are identical to all ten surgical specialties. In some specialties some additional CiPs may be specialty specific.
Special Interest	Advanced areas of training in the specialty.
Supervision level	The level of supervision required by a trainee to undertake an activity, task, or group of tasks, ranging from the ability to observe only through direct and indirect supervision to the ability to perform unsupervised.
Trainees	Doctors in training programs.
Trainers (Clinical Supervisors)	<ul style="list-style-type: none"> - Local delivery of training - Day-to-day supervision
Trainer Report (TR)	<p>An assessment by Clinical Supervisors (Trainers) that assesses trainees on the high-level outcomes of the curriculum. The TR provides a supervision level for each of the five Capabilities in Practice (CiPs) as well as giving outcomes for the nine domains of the Generic Professional Capabilities (GPCs).</p> <p>The assessment will be at the mid-point and end of a 6-month placement. The TR is a formative assessment, providing trainees with formative feedback. However, the final TR also contributes to the summative end-of-year AES report.</p>
Training program	A rotation of placements in Regional Training Centers (RTCs) in which training is provided under a RTC Training Program Director (TPD) and named supervisors
Training Program Director (TPD)	<ul style="list-style-type: none"> - Lead the Regional – Specialty Training Committee (R-STC) - Manage the specialty training program (implementation of training and curriculum standards by RTC through training programs and approved posts - Quality Management) - Co-ordinate the ARCP