



# The Galle Medical Journal

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## Editorial

### Global quality assurance of medical education

In this issue we wish to draw your attention to an issue of vital importance raised by Kommalage in his correspondence with the *Galle Medical Journal*. In his letter, he focuses on the changes to the requirements and procedure of accreditation of medical schools/qualifications by the Educational Commission for Foreign Medical Graduates (ECFMG), the Foundation for Advancement of International Medical Education and Research (FAIMER), and the World Federation for Medical Education (WFME) and similar bodies. Some countries require ECFMG accreditation for a foreign medical graduate to work and/ or train in their respective health care facilities. These changes are to be effective from the year 2024, and at the moment there is no recognised local accreditation agency in Sri Lanka for this key purpose. The absence of adequate accreditation would potentially place the local medical graduates lost in the doldrums in the global medical arena. This calls for urgent, focused and purposeful action by the local medical fraternity.

Globally acceptable accreditation has become a necessity with more health care professionals (HCP) working in international settings; the increasing trend of private institutions providing education of HCP; and the demand for accountability and quality assurance in higher education. Traditionally accreditation process focused mainly on input and resources (*what it has*). Now the focus has pragmatically changed towards process and outcomes (*what it does*).<sup>1</sup>

The requirement for maintaining highest standards of HCP education should not only be for purposes of international accreditation. They are founded on highest moral and professional grounds. The process

of medical education is bidirectional. The educators and trainers should formulate a relevant and practical medical curriculum with the assurance of an efficient and a purposeful process and constant audit of the process and outcomes. At the same time the undergraduates should be cognizant of the expectations of the society as future responsible HCP. This type of educational and learning commitments based on moral and professional grounds are bound to elicit automatic international recognition and accreditation.

*Satish K Goonesinghe*

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*Editors in Chief/GMJ*

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<sup>i</sup> World Health Organization. *Transforming and scaling up health professional education and training; policy brief on accreditation of institutions for health professional education*. Geneva; 2013.