

The Need for Accreditation in Medical Education to be based on Regional and National Health Priorities

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Introduction

In this paper, we argue that it is time to review the relationship between global ideas about the quality of medical education and actual local need. We suggest that a conversation is needed to rebalance the focus of activity from international to regional, and to take control of quality and its accreditation within our own contexts.

The medical profession has the privilege of being among the most trusted of all professions (Wellcome Trust, 2019; Ipsos, 2021). Trust in the individual physician, as well as healthcare institutions and systems, is essential to optimizing the health of patients and communities, as it is associated with timely access and better compliance with healthcare (Hall et al., 2002; Gille et al., 2015). Conceptual models of trust in physicians contain elements of competence and ethical practice including good practical, decision making and interpersonal skills as well as prioritizing the welfare of the patient (Hall et al., 2002). The first step in developing a good medical practitioner involves ensuring the appropriate quality of medical education. The relationship between

medical education and the quality of healthcare remains to be established (Chahine et al. 2018), possibly because the quality of healthcare is fundamentally dependent on the state of the healthcare service itself. Nonetheless, the responsive role of medical training for supporting the healthcare service has been passionately argued for since the publication of the landmark report by Abraham Flexner (Flexner, 2010; Quintero, 2014; Sarwar et al., 2014). The public too has the right to receive healthcare from well-trained medical practitioners.

Medical education also owes medical students a duty of care. Thus, the primary responsibility of a medical school is to ensure the quality of education and training to produce graduates who are competent, clinically skillful, and maintain the highest standards of ethics and professionalism. Medical educational institutions need to establish, develop, and constantly maintain the quality of their educational programmes in order to achieve this goal. One way of demonstrating this is through accreditation.

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Current Accreditation Practices in Medical Education

In 2005, the World Health Organization (WHO)/ World Federation for Medical Education (WFME) Strategic Partnership published the WHO/WFME Guidelines for Accreditation of Basic Medical Education aiming for an effective, independent, transparent, and criterion-based process (WHO/WFME, 2005; Karle, 2006; Van Zanten et al., 2008). According to this, accreditation was described



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