

## **Editorial Comment**

### **Ensuring professional competence of medical and dental graduates in sub-Saharan Africa**

Undergraduate medical education in sub-Saharan Africa (SSA) is undergoing noticeable changes. Most medical schools are reviewing/revising their curricula and adopting competency-based approach. This issue of the journal features an article from the Association of Medical Schools of Africa (AMSA) highlighting the essential professional duties of medical and dental graduates.

Apart from AMSA, TUNING Africa (one of the key joint initiatives of the African Union and the EU for harmonization in African higher education) [1] had listed a number of competences expected of graduating health practitioners in SSA. Generous funding by the US Government through the Medical Education Partnership Initiative (MEPI) provided the necessary impetus for the introduction and implementation of changes essential in the training curricula for acquisition of the essential competences as well as harmonization of these across the region. This was achieved through the formation of a Task Working Group (TWG) on Competency-Based Medical education.

The Medical Education Cluster of the Association of American Medical Colleges in November 2013 published the Core Entrustable Professional Activities for Entering Residency (CEPAER) and placed emphasis on performance metrics to ensure that the graduate can actually carry out the entrustable activities [2]. In the same vein, it would be essential that the demand should go beyond the eighteen duties expected of any medical/dental graduate listed in the manuscript, but also how well they can carry these out e.g., can they be considered to be Novice; Competent or Exceptional in carrying out these activities. For those that are not competent, mastery learning with deliberate practice should be instituted [3], so that competence is across board and should be assessed.

This initiative by AMSA is very welcome and the journal is proud to publish these essential duties for medical and dental graduates to enhance undergraduate training and put the right emphasis on demonstration of clinical competence in patient management.

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