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Abstract

In light of the lack of scholarly studies on the determination of quality in bioethics education, this paper aims to elaborate the concept of quality, focus on its understanding in education and explore a definition of quality in bioethics education. The findings of the literature-based research indicate that quality is a multidimensional concept and its definition is largely dependent on the needs, expectations and perceptions of customers. Furthermore, in regard to quality in education, the plethora of stakeholders and different goals of each stakeholder preclude producing a unanimous definition of quality. After examining certain definitions and approaches of quality in other disciplines, quality in bioethics education is described as 'conformance to the goals'. These goals refer to increasing ethical knowledge; improving ethical skills to strengthen ethical sensitivity, awareness and judgement; developing ethical behaviour; and promoting cultural competence. (HRK / Abstract übernommen)