



# Quality Accreditation: Ethical Concerns

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The 4<sup>th</sup> Congress of the Asian Medical Education Association  
October 24-26, 2007

Chulalongkorn University, Bangkok, THAILAND

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# 1. Why do we need QA for Medical Education?

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# 1. Why do we need QA for Medical Education?

To ensure that graduates are of high quality, able to perform their functions in the world of work and to have a role in national development.



## 2. What are ethical aspects of QA for Medical Education?

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## 2. What are ethical aspects of QA for Medical Education?

- Institution
- Assessors
- Public



## QA: Institution

### Ethical behaviors:

To ensure that decisions, actions, stakeholder interactions conform to institutional moral and professional principles, laws and regulations



# ETHICS-A Strategic Imperative

- “Ethical practice in an educational organization is a top priority, We recognize that teacher and other staff members serve as intentional or unintentional role models, and their exemplary behavior reinforces our district’s commitment to teach ethical, responsible behavior”

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Community Consolidated School District 15:  
2003 Baldrige Award recipient





# ETHICS-A Strategic Imperative

- Ethical behavior is the very core of who we are

Baptist Hospital

2003 Baldrige Award Recipient



## QA: Assessors

1. Rule of Conducts
2. Code of Ethical Standards



## QA: Assessors

### 1. Rule of Conducts

“Should and should not”



## QA: Assessors

1. Rule of Conducts
2. Code of Ethical Standards

### “Theme”

Integrity

confidentiality

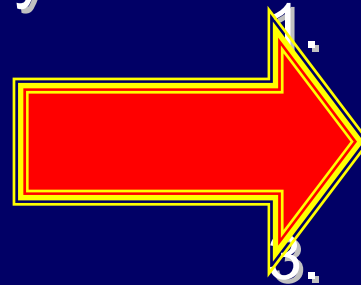
professional conduct

respect for intellectual property



## THEME

1. Integrity
2. Confidentiality
3. Professional conduct
4. Respect for intellectual property



## 3 PARTS CODE OF ETHICAL STANDARDS

1. Professionalism
- Confidentiality
- Conflict of Interest



# Professionalism

To promote high standards of  
public service and ethical conduct

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# Professionalism

1. Conduct themselves professionally with truth, accuracy, fairness, respects and responsibility to the public



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2. Do not seek additional documentations, information, clarification without notification





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3. Give independent feedback to the institution
4. Encourage and maintain a professional working environment that promote respects
5. **Respect the climate, culture and values of the institution**



# Confidentiality

To protect the confidentiality of all information through the evaluation process



## Confidentiality

1. Not to discuss the information with others who are not on the team



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7. **To keep all information confidential**



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# Conflict of Interest

1. Avoid representing or competing interests

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# Conflict of Interest

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## Conflict of Interest

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2. Not serve any private or special interest
3. **Not serve as assessors of primary competitors**



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3. Not serve as assessors of primary competitors
4. **Not intentionally communicate false or misleading information**





## Conflict of Interest

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2. Not serve any private or special interest
3. Not serve as assessors of primary competitors
4. Not intentionally communicate false or misleading information
5. **Never approach an institution to be evaluated for personal gain**



## HE External Assessors:

Concept: Quality and standard lead to an acceptable ethical behavior

- Qualify by training and practice
- Expert or be accepted by the institution
- No conflict of interest
- Ability to work in team, good communication skills
- Good attitude on QA
- No political influence
- Transparent and accountable
- Healthy



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## 2. What are ethical aspects of QA for Medical Education?

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How to make use of the accreditation report (ethically) without personal bias?



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