

Handbook for Staff and Instructors

Executive Certificate Qualification Suite Ethics in Higher Education

Version 2021



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Introduction

The programme educational pathway covers entry level 4 to output level 6, with the possibility of acquiring micro-credentials at each level.

Based on the *Ofqual Handbook*¹, we propose a revised course design to match the objectives of our positioning, integrating the learning outcomes at each specific level.

- RQF Level descriptors are selected as the primary reference point, whilst RQF/FHEQ qualifications/modules can also be used as a reference point when comparing the Globethics.net EHE-TP programme.
- The certification process aims at level 6 according to the level descriptors (RQF) and qualification descriptors (FHEQ).
- The output is the Executive Certificate in Ethics, CSR and Sustainability for Teaching and Administrative Professionals in Higher Education (short name EC. EHE-TP Level 6).

FHEQ and the RQF² have accompanying level descriptors (or in the case of the FHEQ, qualification descriptors) which set out the skills and knowledge expectations of qualifications at each level.

Certification Pathways, Awards and Certification

These modules are available in our catalogue of courses and on our website.

The study programme includes one onsite, short-term module (Training-of-Trainers: EC.EHE-TOT, Level 4)³ and three online modules:

- Module 1 corresponds to EC.EHE-TP (Level 4) – duration 10 weeks (3.5 ECTS)
- Module 2 corresponds to EC.EHE-ADM (Level 5) – duration 10 weeks (3.5 ECTS)
- Module 3 corresponds to EC. EHE-CSR (Level 6) – duration 20 weeks (5 ECTS)

Upon completion of the course, participants can analyse, interpret and evaluate relevant information and ideas and propose solutions from different perspectives or approaches within their area of study or work. The **Certification Track** Option allows participants who have successfully completed the final dissertation to be awarded the **Executive Certificate in Ethics, CSR and Sustainability for Professionals in Higher Education** (EC.CEP-EHE-TP, Level 6), equivalent to a Master's Degree level.

Furthermore, participants have the possibility to opt for online course programmes (level 4) in three thematic concentration areas. These courses can be taken independently and individual outline curricula with assessment strategies are available separately:

¹ The *Ofqual Handbook: General Conditions of Recognition*, <https://www.gov.uk/guidance/ofqual-handbook>

² *Framework for Qualifications of the European Higher Education Area (QF-EHEA) establishes the alignment and compatibility of the UK frameworks with the Bologna Declaration.*

³ The EC.EHE-TOT module is a 2-4 days module hosted by recognised Globethics.net partner institutions. Participants in these modules can apply for admission to the online modules suite. Special provisions are foreseen for participants of the online modules suite who wish to compensate for the EC.EHE-TOT module.

1. CSR and Sustainable Development
2. Cyber Ethics
3. Interreligious Cooperation for Peace
4. Responsible Leadership

Course Description

The Staff is required to apply the present revision of the Staff Handbook that aims to improve the standards of learning outcomes according to the RQF/Framework of Higher Education Qualification (FHEQ) programme descriptors according to the UK standards.

As of April 2020, the EHE-TP revised programme is organised as follows.

Learning Objectives

The Executive Certificate in Ethics, CSR and Sustainability for Professionals in Higher Education (Short course name EC. CEP-EHE-TP level 6) aims to provide practical knowledge and understanding of how professionals in higher education institutions deal with unethical behaviour such as plagiarism, cheating or ethical challenges related to academic dishonesty and procedural malpractice that are well defined but complex and non-routine.

The programme offers an educational pathway starting from entry level 4 to level 6, with the possibility of acquiring micro-credentials at each level.

The course includes practical aspects of ethics applied to the higher education sector with case studies and forum discussions. Modules on educational ethics, research and publication ethics, and other relevant ethical areas related to teaching and research, are also included. Cutting-edge issues such as cyber-security, intercultural communication, protection of privacy, copyright and intellectual property protection are presented and included in the discussion questions.

Criteria for evaluation of students' performance are based on indicators as defined in the revised assessment strategy and grading policy (as of April 2020)

Entry Requirements

The entry level starts with a Master's Degree in Arts and Humanities or equivalent. Course participants are expected to possess a minimum English language-proficiency of B2 according to the Common European Framework of Reference for Languages (CEFR). The self-assessment grid⁴ provides potential participants with an overview in case of unfamiliarity with this framework.

Attendance Policy

It belongs to good academic practices to attend classes regularly, also to receive all relevant information and instructions for a successful learning process. Therefore, all participants are

⁴ Common European Framework of Reference for Languages self-assessment grid,
<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52>

considered as responsible learners and invited to participate in class through the discussion forums and to complete the coursework assignments within the timeframe allocated.

Participants who have not attended the Training of Trainers module organised onsite, receive the opportunity to familiarize themselves with the module contents during an introductory week (week 0) prior to the beginning of the online course.

Disciplinary and Grievance Procedures

The disciplinary procedure applied in the context of Globethics.net short-term online courses relate to the fundamental vision, mission and values of the organisation, the Globethics.net Code of Ethics and related policies such as the Academic Freedom statement and the Policy on Preventing Radicalisation and Extremism, which serve as the framework for all disciplinary and grievance procedures. The general instance for staff-related disciplinary and grievance procedures of the organisation is regulated by the staff regulation and coordinated by the human resources manager. The additional instance reporting to the Board of Foundation is the Ethics Committee.

The present procedures are established for the specific context aligned with the current provision of online short-term courses and will be reviewed and adapted regularly.

A disciplinary procedure applies to cases of gross misconduct in oral and written form, and in general to all cases in which harm is done to the dignity and integrity of a person, or when the attempt is made to disseminate information against the law in force and the values the organisation stands for, for example through hate speech or incitation to violence of all types. The observed misconduct is first brought to the attention of the course coordinator, who makes a first discernment on the gravity of the case and may decide on an informal procedure to resolve minor instances of misconduct through discussion, advice and accompaniment of the party/parties involved. In cases, of gross misconduct a formal procedure is opened, the academic dean informed, and an investigation and hearing procedure engaged which is taken on records. The measures taken can range from a formal warning to the exclusion from the course programme. Globethics.net values transparency of its procedures and ensures that all parties will be duly informed and reserved the right of being heard and to pose an appeal. Grievances can be submitted orally or in written to the course coordinator. They should be raised promptly after the incident they refer to, so that appropriate action can be taken.

Learning Resources

The course programme is based upon and uses the Globethics.net collection on Ethics in Higher Education, with reference to ethics standards and tools, and with particular attention to building skills on how to design and implement a code of conduct relevant for teaching and research in ethics.

A bibliographic reference list relevant for the course programme will be provided, and participants will be guided to make use of the references and other resources of the Globethics.net library for the purpose of their final written assignment.

Mode of Learning and Assessment

The course programme is delivered both onsite and online. A Training of Trainers (TOT) module is organised on campus, in cooperation with a higher education institution in compliance with quality

standards and in formal agreement status with Globethics.net, for the duration of two days. Students are required to attend the full course programme and to send in a feedback on the survey.

After attending the 8 units (Weeks 1-9), participants who opt for the Certification Track may, upon completion of the required assignments (including contributions to the forum discussions, weekly coursework assignments) proceed to submit the final writing assignment by week 10.

Participants who sign up for the Basic Track are not required to submit the final writing assignment of week 10, but can change to opt for the *Certification Track* by week 5 of the course.

Forum participation, coursework assignments and final writing assignment are graded according to the grading rubrics.

Forum Discussion

- **First entry:** *Provide a short summary of your written assignment (max. 300 words) and include a brief reflection on which issue or question you would like to deepen through further research.*
- **Second entry:** *Respond to at least two submissions from others.*
 1. *Do you have any personal experience with this topic? If yes, describe the experience and analyse the ethical problem at stake. If no, where do you identify topics of ethical relevance within your professional setting.*
 2. *Do you agree with the way the issue is evaluated and with the proposed solution? Can you relate the proposed evaluation and solution to any methodology, systematic approach or school of thought you are familiar with? What are the advantages and inconveniences of approaching the issue in this way?*
 3. *In current ethical discourse and practice the topic of normativity is highly debated upon. Is it possible to achieve normative consensus on attitudes and practices in the context of contemporary plural societies? Give an argumentative evaluation of this question.*

Assessors and course instructors will be offered an orientation as to a differentiated scrutiny of students' engagement with forum posts. The aim is twofold:

- First, the students will be instructed on the expected format and analytical level of their responses.
- Secondly, course instructors will offer feedback on the engagement, so that students can develop in their learning, and for the assessment of the final assignment they will document the level of analytical depth achieved, which constitutes one of the criteria for determining the grade.

Upon completion of Module 1, participants are asked to analyse an ethical issue that arises within their own context and use different concepts and tools learned in this course to evaluate this issue, based on the discussions in class as a final assignment.

Assessment Strategy and Grading Policy

A concise description of the course's assessment and grading procedures and policies are described in the Globethics.net Assessment Strategy and in the Quality Assurance and Enhancement Manual (QAEM; formerly: Quality Assurance Code of Practice (GE-QA-COP)).⁵

Criteria for Evaluating Students Performance

The criteria for evaluation student performance are built on the following distribution weight:

- Forum discussion participation (20%)
- Coursework assignment including quizzes and discussions (30%)
- Final writing assignment (50%)

The final assignment assessment criteria are based on⁶

1. Students ability to recognize ethical issues and to categorize them within the context of Higher Education.
2. Students ability to critically investigate the underlying causes for ethical problems in their professional field and to develop a systemic understanding for the relationship between different contributing factors (structures, behaviours, procedural deficiencies etc.)
3. Students ability to analyse ethical problems within their own personal, professional and institutional context and to present the analysis in a systematic manner.

The grading system is based on the successful completion of the learning outcomes or satisfactory achievement of defined competencies and skills as described in the grading tables (Table 1).

Learning Outcomes

Upon completion of the course, students are expected to be able to:

1. Demonstrate a practical, theoretical knowledge and understanding of the subject matter;
2. Review the concepts of applied ethics in higher education and how to apply them in real situations in class or outside the classroom;
3. Use appropriate cognitive and practical skills, methods and procedures to address problems that, while being well-defined, may be complex depending on the cultural context; and.
4. Define ethical criteria for behavioural change in the professional setting and they will be able to draft a code of conduct and best practice guidelines for research and publication.

⁵ Globethics.net Quality Assurance Code of Practice (GE-QA-COP) on Role of Academic Committee.

⁶ GE-QA-COP on Grading Policy.

The indicators for the learning outcomes in accordance with the proposed learning contents per unit, in view of the development of skills for employment, are described under the respective specific learning outcome indicators for each module (Table 2 for Module 1, Table 3 for Module 2, Table 4 for Module 3).

Table 1: Grade System for the Final Written Assignment
Grade Distribution Table Final Assignment

| Letter Grade | A | B | C | D | E | F |
|--|--|---|--|--|---|---|
| Grade Score | 70-100% | 60-69% | 50-59% | 40-49% | 30-39% | 0-29% |
| Grade Descriptor | Outstanding | Good | Satisfactory | Sufficient | Unsatisfactory | Insufficient |
| | PASS | | | | FAIL | |
| Main Statement and Reasoning | Main statement very clearly stated and topic is effectively limited; reasoning at high level of critical reflection | Main statement clear and topic is limited; reasoning shows capacity of integrating other arguments | Main statement clear or implicit and topic is partially limited; reasoning demonstrates limited depth | Main statement partially clear and topic only partially limited; reasoning unorganised and with limited depth | Main statement unclear and topic marginally limited; reasoning reposing on clear arguments not demonstrated | Main statement incomprehensible and topic not limited; reasoning not evidenced |
| Supporting Arguments | Solution to the issue supported by a variety of relevant facts, examples and illustrations from experience, references to related readings, etc. | Solution to the issue well-supported in the body of the paper by facts, examples, illustrations, although support may not be as vivid as the 'A' assignment | Solution to the issue generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support | Solution to the issue supported in body of the paper by few facts, examples, details. More than one paragraph with inadequate support. | Solution to the issue scarcely supported in body of the paper by facts, examples, details. More than three paragraphs with inadequate support | Solution to the issue not supported in body of the paper by facts, examples, details. More than five paragraphs with inadequate support |
| Source Material and Documentation | Source material is incorporated logically and insightfully. Sources are | Source material incorporated logically. Sources | Source material incorporated adequately and usually | Source material incorporated but sometimes inappropriately or unclearly. | Source material insufficiently incorporated. Documentatio | Source material rarely or not incorporated. Documentation is broadly |

| | | | | | | |
|--|---|--|--|---|---|--|
| | documented accurately | documented accurately | documented accurately | Documentation is not fully accurate | is scarcely accurate | inaccurate or not presented |
| Academic Language and Style | No or very few linguistic errors; highest level of proficiency in academic language and style with a broad range of nuances to explain conceptual choices | Few minor linguistic errors; very good level of academic language and style, demonstrating capacity to express ideas and concepts clearly also for peers | Several minor linguistic errors; satisfactory level of academic language and style, with explanation of ideas and concepts that may not be understandable to all | Numerous minor and major linguistic errors; sufficient level of academic language and style, with limited range to explain clearly ideas and concepts | High number of major linguistic errors; unsatisfactory level of academic language and style, with vague choices of language that impede understanding of ideas and concepts | Excessive number of linguistic errors impeding the readability of the contribution; use of unacceptable / pejorative academic language and style |
| Achievement of Intended Learning Outcomes | Intended learning outcomes achieved with ethical discernment, transfer and solution-orientation achieved at an outstanding level | Intended learning outcomes achieved with ethical discernment, transfer and solution-orientation achieved on a good level | Intended learning outcomes achieved with ethical discernment, transfer and solution-orientation achieved at a satisfactory level | Intended learning outcomes achieved with ethical discernment, transfer and solution-orientation achieved at sufficient level | Intended learning outcomes not achieved with ethical discernment, transfer and solution-orientation at unsatisfactory level | Intended learning outcome not achieved with ethical discernment, transfer and solution-orientation not demonstrated |

Management and Governance

In terms of management and governance, participants, instructors and staff shall abide to the policy framework as spelled out in the Globethics.net Code of Practice for Quality Assurance and the Globethics.net Code of Ethics.

Globethics.net Code of Practice for Quality Assurance (GE-QA-COP), the Globethics.net Code of Ethics (COE), and other documentation relevant to the course (Course Overview, Bibliography, Declaration of Academic Freedom and Commitment to Quality Assurance Framework).

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Globethics.net Leadership Team (Executive Committee)**Executive Director**

Prof. Dr Obiora Ike

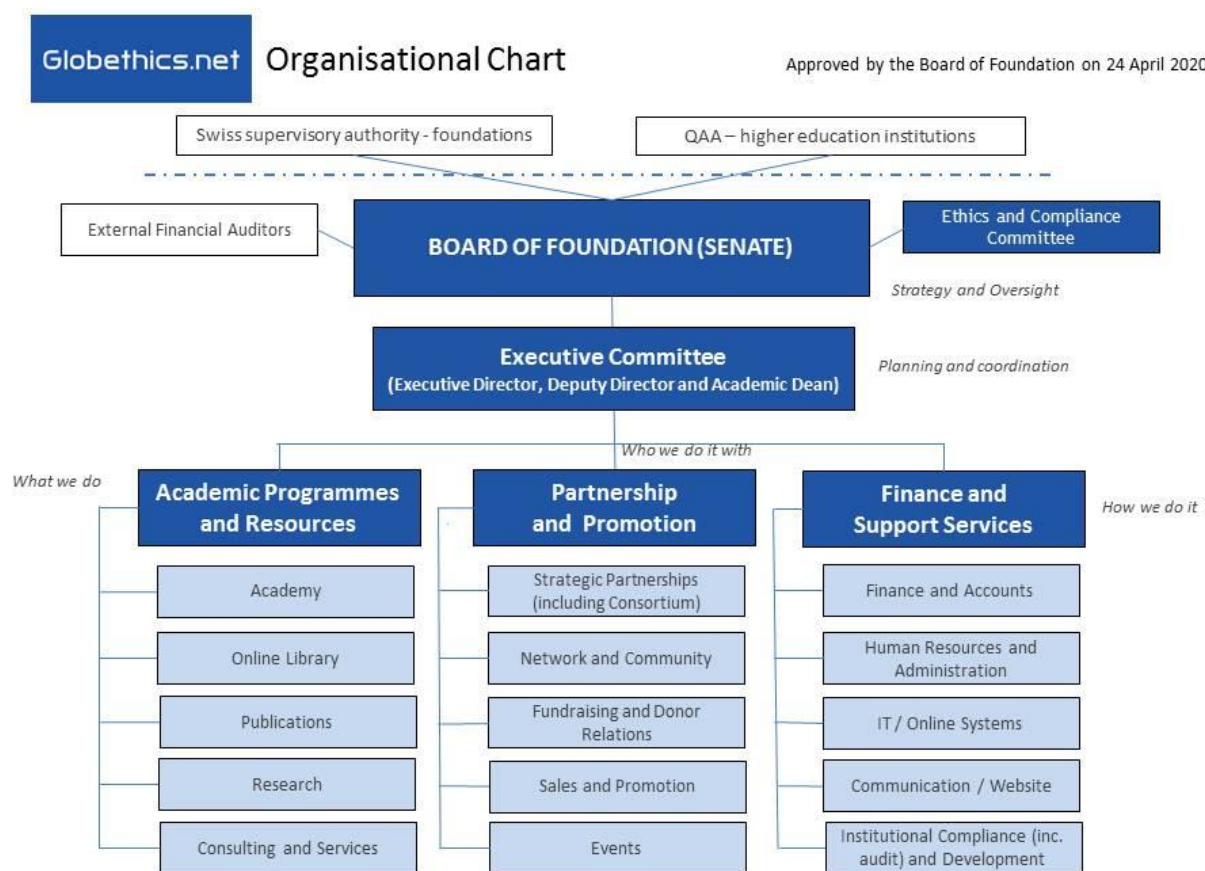
Deputy Executive Director

Ms. Lucy Howe López

Academic Dean Reporting to the Senate (BOD)

Prof. Dr Amélé Ekué

Globethics.net Organisational Chart



A. Module 1 - Learning Objectives and Criteria of Evaluation, Executive Certificate in Ethics in Higher Education for Teaching Professionals (Course Code 2102 EC.EHE-TP, Level 4)

Learning Objectives

This first module (Course Code: 2102 EC.EHE-TP, Level 4) aims to provide practical knowledge and understanding of how the university staff handle non-ethical behaviour such as plagiarism, cheating or ethical dilemmas that are well defined but complex and non-routine.

Course content includes practical aspects of ethics applied to the higher education sector with case studies and forum discussions. Topics include educational ethics, research and publication ethics, plagiarism and ethical dilemmas related to teaching and research activities at the teacher’s level. Issues on cybersecurity, intercultural differences, protection of privacy, copyright and intellectual property protection are included in the discussion questions.

Upon completion of this module, participants can analyse, interpret and evaluate relevant information and ideas and propose solutions from different perspectives or approaches within their area of study or work.

Entry Requirements

Course participants are expected to possess a minimum English language-proficiency of B2 according to the Common European Framework of Reference for Languages (CEFR). The self-assessment grid⁷ provides potential participants with an overview in case of unfamiliarity with this framework.

Methods of Delivery and Assessment

The course offers two options: a) Participants can join a Training of Trainers module (EC.EHE-TOT) organized on campus prior to the online course, or b) participants can catch up with the introductory week 1 on the online platform with other participants.

Those who wish to opt for the Certification Track shall complete the final assignment and submit it on the Globethics.net e-learning platform.

Participants who opt for the Basic Track do not need to submit the final assignment of Week 10.

Learning Resources

Globethics.net collection on Ethics in Education, with reference to Ethics standards and tools, how to build a code of conduct in teaching and research in Ethics as listed in the reading material for each module.

Learning Outcomes⁸

Upon completion of the course, participants will have acquired knowledge and capacities in key areas of ethical theory and practice as relevant for the exertion of professional activities. In particular, participants will be able to:

1. Demonstrate knowledge and understanding of definitions, theories and concepts related to the subject matter and to apply these to practical fields;
2. Review the concepts of applied ethics in higher education and how to apply them in real situations in class or outside the classroom;
3. Use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex depending on the cultural context; and
4. Students will be able to define ethical criteria for behavioural change in the professional setting and they will be able to draft a code of conduct/best practice guidelines for research and publication.

⁷ Common European Framework of Reference for Languages self-assessment grid, <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52>

⁸ See *Globethics.net-Quality Assurance and Enhancement Manual (Quality Assurance Code of Practice)* on indicators for development of skills for employment.

Criteria for Learning Outcome-Based Assessment

The rubrics for grading are based on the student's:

- 1) Forum participation;
- 2) Coursework assignments submission online; and
- 3) Final writing assignment for students who opt for the Certification Track.

Forum Discussion

Coursework assignments and discussion questions on the forum will be graded according to the grading rubrics against the background of the following detailed learning objectives and outcomes.

Discussion Forum Learning Objectives and Specific Learning Outcomes

General Learning Objectives

The discussion forums pursue the following general objectives:

- To enable course participants to review learning contents through sharing of their own experiences, perspectives and opinions;
- To guide course participants in building a consistent argumentation based on the analysis of case studies, reading excerpts and descriptions of contextual experiences in line with the learning contents; and
- To allow course participants to reflect critically on their own and on the argumentation of others in relation to learning contents.

Specific Learning Objectives and Learning Outcomes

| Unit 1: | Specific Learning Objectives | Specific Learning Outcomes |
|---|--|--|
| Why Should I be ethical? | <i>The discussion forum will help participants in</i> | <i>Participants will be able to</i> |
| Knowledge <i>The content of learning</i> | Identifying ethical issues in higher education | Reflect upon ethical issues in higher education by engaging with others |
| Competence <i>The application of learning to observations and specific situations</i> | Applying the learning on how ethics can be structurally embedded in higher education within their own contexts | Evaluate critically how ethical behaviour can be encouraged actively in higher education |
| Skills <i>The abilities developed during the learning</i> | Reflecting on the management of ethical issues in higher education | Discern on how to manage the marked ethical issues in higher education |

| Unit 2: Ethical Decision Making | Specific Learning Objectives | Specific Learning Outcomes |
|---|--|---|
| | <i>The discussion forum will help participants in</i> | <i>Participants will be able to</i> |
| Knowledge <i>The content of learning</i> | Identifying reasons for ethical decision-making training | Reflect through engagement with others on the transformative value of ethical decision-making |
| Competence <i>The application of learning to observations and specific situations</i> | Applying the learning on ethical decision making in their own institutions | Evaluate critically the necessary framework for institutional ethical decision-making |
| Skills <i>The abilities developed during the learning</i> | Reflecting on the intrinsic and extrinsic motivation for training in ethical decision-making | Discern appropriate measures for capacity building in ethical decision-making |

| Unit 3: Ethics of Service Delivery | Specific Learning Objectives | Specific Learning Outcomes |
|---|--|--|
| | <i>The discussion forum will help participants in</i> | <i>Participants will be able to</i> |
| Knowledge <i>The content of learning</i> | Identifying positive behaviours associated with good service delivery | Reflect, together with others, upon the effect of good service delivery for the institution and students' decisions |
| Competence <i>The application of learning to observations and specific situations</i> | Applying the learning on systemic educational change to ethical dimensions of service delivery | Evaluate critically how service delivery contributes to institutions' change process |
| Skills <i>The abilities developed during the learning</i> | Proposing areas of institutional change in relation to service delivery | Discern, through engagement with others, how ethical behaviour and processes can contribute to the institutional quality of service delivery |

| Unit 4: Publication Ethics | Specific Learning Objectives | Specific Learning Outcomes |
|---|---|--|
| | <i>The discussion forum will help in</i> | <i>Participants will be able to</i> |
| Knowledge <i>The content of learning</i> | Identifying the ethical and intersectional challenges in academic publication | Reflect, together with others, about the ethical implications of academic publication and market interests |
| Competence <i>The application of learning to observations and specific situations</i> | Applying the learning on ethical conduct in relation to academic publication to the own institutional context | Evaluate critically the ethical dimensions of a professional conduct in relation to publications |
| Skills <i>The abilities developed during the learning</i> | Developing good practices for publication grounded in ethical principles | Discern conflicts of interest in relation to research and publication |

| Unit 5: Plagiarism | Specific Learning Objectives | Specific Learning Outcomes |
|---|---|--|
| | <i>The discussion forum will help in</i> | <i>Participants will be able to</i> |
| Knowledge <i>The content of learning</i> | Understanding plagiarism as critical dimension for the ethical integrity and reputation of an institution | Reflect, together with others, upon building an awareness for plagiarism as endangering research integrity |
| Competence <i>The application of learning to observations and specific situations</i> | Applying the learning on plagiarism in the own institutional context | Evaluate critically the contexts of debate on plagiarism both in synchronic and diachronic perspectives |
| Skills <i>The abilities developed during the learning</i> | Establishing a comparative analysis between cases of plagiarism | Discern how cases of plagiarism can be addressed in institutional and societal settings |

| Unit 6: Assessment Fraud and Examination Cheating | Specific Learning Objectives | Specific Learning Outcomes |
|---|---|---|
| | <i>The discussion forum will help in</i> | <i>Participants will be able to</i> |
| Knowledge <i>The content of learning</i> | Identifying the signs and characteristics of cheating in examinations | Reflect, together with others, upon the effect of cheating in higher education |
| Competence <i>The application of learning to observations and specific situations</i> | Applying the learning on assessment fraud and cheating to the own institutional context | Evaluate critically a case of cheating/fraud in the context of assessment and examination |
| Skills <i>The abilities developed during the learning</i> | Establishing an argumentative classification of a cheating/fraud situation or solution as ethical | Discern how personal behaviour and institutional measures can contribute in mitigating assessment fraud and/or examination cheating |

| Unit 7: Harassment and Bullying: Workplace bullying at universities | Specific Learning Objectives | Specific Learning Outcomes |
|---|---|--|
| | <i>The discussion forum will help in</i> | <i>Participants will be able to</i> |
| Knowledge <i>The content of learning</i> | Identifying characteristics of bullying and harassment in the higher education sector | Reflect, together with others, upon the distinctiveness of mobbing and bullying in relation to the presented case |
| Competence <i>The application of learning to observations and specific situations</i> | Applying the learning on harassment and bullying as behaviours susceptible to deteriorate the ethical integrity in the context of one's own institution | Evaluate critically behavioural and structural dispositions that may lead to harassment at higher education institutions |
| Skills <i>The abilities developed during the learning</i> | Developing a critical and differentiated standpoint on bullying and harassment | Create awareness on the differences between bullying and mobbing |

| | | |
|---|---|---|
| Unit 8: University Codes of Ethics, Rules and Regulations | Specific Learning Objectives <i>The discussion forum will help in</i> | Specific Learning Outcomes <i>Participants will be able to</i> |
| Knowledge <i>The content of learning</i> | Identifying the value of an ethically grounded framework for individual behaviour in an institution | Reflect, together with others, upon the ethical principles undergirding codes of conduct and rules and regulations in universities |
| Competence <i>The application of learning to observations and specific situations</i> | Applying the learning on codes of ethics and other frameworks of conduct in one's own institution | Evaluate critically a case study in view an argumentative standpoint on personal compliance with rules and regulations |
| Skills <i>The abilities developed during the learning</i> | Building an argumentative capacity in support of values-driven regulatory measures in higher education institutions | Discern how codes of conduct, codes of ethics at institutions can contribute to institutional transparency and individual ethical formation |

Revised Grade Distribution Table Discussion Forum

| Letter Grade | A | B | C | D | E | F |
|---|---|---|---|--|---|---|
| Numeric Grade (in Points) | 100-70 | 69-60 | 59-50 | 49-40 | 39-30 | 29-0 |
| Grade Descriptor | Outstanding | Good | Satisfactory | Sufficient | Unsatisfactory | Insufficient |
| PASS | | | | | FAIL | |
| Depth of reasoning in content contribution of the first post | Actively stimulates enquiry with contribution in thought-provoking manner and with reasoning demonstrating the highest level of depth with differentiated explanations, reasons or evidence | Stimulates enquiry with contribution and demonstrating reasoning at a high level of depth with accurate explanations, reasons or evidence | Relies on the momentum of the group to motivate enquiry in the contribution, with reasoning demonstrating a satisfactory level of depth with some explanations, reasons or evidence | Enquiry in contribution randomly organised with reasoning demonstrating a sufficient level of depth with little or redundant explanations, reasons or evidence | Enquiry in contribution with little evidence of understanding and, reasoning demonstrating an unsatisfactory level of depth | Contribution inexistent or enquiry in contribution sketched and without demonstrated reasoning and support of explanations, reasons or evidence |

| | | | | | | |
|--|--|--|--|--|---|---|
| Engagement with others and contribution to advancing the discussion of the learning community | High frequency of engagement with others and contribution to advancing the discussion of the learning community with many new ideas | Good frequency of engagement with others and contribution to advancing the discussion of the learning community with some new ideas | Satisfactory frequency of engagement with others and contribution to advancing the discussion of the learning community with few new ideas | Sufficient engagement with others and contribution to advancing the discussion of the learning community with very few new ideas | Minimal engagement with others and scarce contribution to advancing the discussion of the learning community, without new ideas | No engagement with others and contribution without intention to advancing the discussion of the learning community, without new ideas |
| Response to three other posts/threads and level of reflexivity and analysis | Responses to more than five other posts/threads at highest level of reflexivity and analysis, building on the consecutive interchange through collaborative thinking | Responses to three other posts/ threads at very good level of reflexivity and analysis, demonstrating openness to other argumentations | Responses to three other posts/threads at satisfactory level of reflexivity and analysis, remaining mainly within the own argumentations | Responses to three other posts/threads at sufficient level of reflexivity and analysis, with limited demonstrated capacity to integrate other opinions | Responses not offered to required number of other posts/threads and at unsatisfactory level of reflexivity and analysis, without acceptance of critique | No responses offered to other posts/threads, or responses do not address the thread, without reflexivity and analysis, and demonstrating non-courteous and unconstructive attitudes |
| Academic Language and Style | No or very few linguistic errors; highest level of proficiency in academic language and style with a broad range of nuances to explain conceptual choices | Few minor linguistic errors; very good level of academic language and style, demonstrating capacity to express ideas and concepts clearly also for peers | Several minor linguistic errors; satisfactory level of academic language and style, with explanation of ideas and concepts that may not be understandable to all | Numerous minor and major linguistic errors; sufficient level of academic language and style, with limited range to explain clearly ideas and concepts | High number of major linguistic errors; unsatisfactory level of academic language and style, with vague language choices that do not allow to understand ideas and concepts | Excessive number of linguistic errors impeding the readability of the contribution; unacceptable / pejorative academic language and style |
| Support of Argumentation | Argumentation supported with many relevant experiences, examples, illustrations, with differentiated explanations | Argumentation supported with a good number of relevant experiences, examples and illustrations, with relevant explanations | Argumentation supported with a satisfactory number of relevant experiences, examples and illustrations, with adequate explanations | Argumentation supported with few relevant experiences, examples and illustrations, with superficial explanations | Argumentation supported with experiences, examples and illustration not relevant or off-topic and without explanations | Argumentation without any support of relevant experiences, examples and illustrations |

| | | | | | | |
|--|---|---|---|---|---|---|
| Overall Achievement of Intended Learning Outcomes | Intended learning outcomes more than fully achieved, with contributions at an outstanding level of reflection | Intended learning outcomes fully achieved, with contributions at a good level of reflection | Intended learning outcomes almost fully achieved, with contribution at a satisfactory level of reflection | Intended learning outcomes achieved, with contributions at a sufficient level of reflection | Intended learning outcomes not achieved, with many deficiencies and with contributions at an insufficient level of reflection | Intended learning outcomes not achieved, with non-reflective, derogatory, or inexistent contributions |
|--|---|---|---|---|---|---|

Resubmission of Forum Discussion Contributions

At the discretion of the course instructors, discussion forum contribution assignments assessed below average can be resubmitted once on the basis of corresponding recommendations for improvement.

Online Quizzes

The formative quizzes are offered to ensure that participants have read and understood the learning material as described. Points gained do not have a real impact on the summative assessment of the learning outcomes.

General Description

The online quizzes used in the EHE-TP course comprises a set of 10 quizzes with 10 questions respectively, allowing the assessment of participants' learning progress in each unit. Each correct quiz responses is allocated with 10 points resulting in an overall maximum score of 100 points per quiz. Course participants have an unlimited amount of attempts to complete the quizzes and the estimated workload is of 30 minutes per quiz. In combination with the assessment of contributions to the discussion forum and the final written assignment the online quizzes constitute both an appropriate formative assessment instrument as well as online-based teaching tool. Evenly integrated in the course path the online quizzes provide the course instructors with the opportunity to verify and offer participants the necessary feedback on the progression in the achievement of learning outcomes after every new content area.

The questions of the online quizzes can be attributed to the learning objectives and outcomes provided in the following EHE-TP Online Quizzes table.

| EHE-TP Online Quizzes | | |
|-----------------------|---|--|
| Area | Learning Objectives <i>The activity will help participants' in:</i> | Learning Outcomes <i>Upon completion of the activity participants will be able to:</i> |
| Knowledge | Solidifying the understanding of ethics as normative framework of practical relevance for shaping behaviours, structures, procedures and practices in the context of higher education | Verify their knowledge on the key contents of ethics as reflective framework and as practice in the various areas of application in higher education, transmitted through the course material of each unit |
| Competence | Evaluating their proficiency in determining rapidly the validity of selected ethical terms and concepts | Build autonomously their learning progress in key areas of ethics in higher education through self-assessment |
| Skills | Creating an effective routine in learning selected key ethical concepts in view of their application | Apply the acquired knowledge and competences in ethics autonomously within other learning contexts |

Online quiz questions distribution according to learning outcome areas

Weighting of the Online Quiz

The online quiz has a weight of 20% of the overall grade, to which 30% is added from the assessment of the weekly assignments (contributions to the discussion forum), and 50% from the assessment of the final written assignment.

Final Written Assignment

- a. The final assignment allows participants to demonstrate their analytical and argumentation skills required at the level 4 according to the RQF descriptors. The length of this final assignment at this level is set between 1,500 and 2,500 words, which corresponds to RQF level 4 and 5 descriptors.
- b. In choosing a topic for the final assignment, participants can consult instructors on topics discussed and determine if the topic chosen has sufficient breadth and depth to meet the expected learning outcomes of the programme, and if it is achievable within the time and word limitation.
- c. The final assignment should reflect how the participants have acquired knowledge under consideration of different perspectives and different schools of ethical thought through the review of literature which include at least five articles from the Globethics.net library and one monograph or multi-authored publication from one of the GE publication series.

Table 2: Specific Learning Outcome Indicators Module 1

| Upon completion of this Module participants will be able to | | | |
|--|--|---|---|
| Module Unit | Knowledge | Competence | Skills |
| Module Unit 1 Why should I be ethical? | Define core ethical principles and concepts | Demonstrate how ethics informs personal and professional behaviour and best practices | Assemble relevant elements for the elaboration of a rationale and/or foundational text on ethics in the context higher education |
| Module Unit 2 Ethical Decision Making | Classify systematically ethical principles in relation to ethical consequences as part of decision-making | Execute a detailed analysis on ethical dilemmas influencing ethical decision-making | Develop guidelines for ethical decision-making in higher education based on specific ethical principles |
| Module Unit 3 Ethics of Service Delivery | Describe how ethical principles contribute to good service delivery in higher education | Differentiate with argumentative means between service delivery in higher education and in other service providers | Formulate an ethics service process statement applicable to the Higher Education Institution context |
| Module Unit 4 Publication Ethics | Recognise ethical standards in publication | Relate ethical standards in academic publication to academic research integrity | Author an institutional publication strategy |
| Module Unit 5 Plagiarism | Identify forms of academic dishonesty and plagiarism | Evaluate methods of and approaches to teaching in higher education able to contribute to academic honesty | Create an anti-plagiarism policy document in consideration of ethical principles |
| Module Unit 6 Certification Ethics | Identify challenges and opportunities of Higher Education Institutions to | Test by way of examination of sample case studies the solidity of | Design guidelines for the verification of certification integrity |

| | | | |
|--|---|---|--|
| | protect integrity of certification | ethical frameworks to ensure accurate certification | |
| Module Unit 7 Discrimination and Harassment | Locate causes and contributing factors for discrimination and harassment in higher education | Institute measures for the detection of ethical gaps against discrimination and harassment | Draft an integrity-of-the-whole-person statement for a Higher Education Institution |
| Module Unit 8 University Code of Ethics | Outline the institutional dimensions benefiting of ethical regulations | Appraise critically the ethical deficits in higher education regulations and structures | Construct a framework for a University Code of Ethics |
| Module Unit 9 Individual Research Work | Review theoretical and conceptual learning on ethics | Translate ethical criteria in a selected area of professional application | Conduct research on a selected area of applied ethics autonomously |
| Module Unit 10 Final Assignment | Demonstrate the relation of ethical theory and practice in a selected context of application | Appraise the research process on ethics in higher education in a differentiated manner | Investigate areas for further study and research |

Awards and Certification

Upon completion of this module, participants receive the **Executive Certificate in Ethics in Higher Education for Teaching Professionals** (short course code 2102 EC.EHE-TP Level 4). The credits (3.5 ECTS) earned allow participants to access the next module within the next 18 months after completion.

Transfer of Credits to Other Institutions

Any participant interested in transferring Globethics.net credits to another Higher Education Institution should check directly with the receiving institution. In circumstances where a student wishes to apply for a transfer to a new study programme will be facilitated by the Course Coordinator in conjunction with the relevant academic managers. However, acceptance of transfer credit is always a decision of receiving institutions that are members of the Globethics.net Consortium on Ethics in Higher Education (GEC).⁹ Further details regarding the award and the transfer of credits can be found in the Globethics.net Accreditation of Prior Learning (APL) policy document.

⁹ Globethics.net Consortium on Ethics in Higher Education Inaugural Meeting Report, Globethics.net publications (2017).

B. Module 2 - Learning Objectives and Criteria of Evaluation, Executive Certificate in Ethics in Higher Education for Administrative Professionals (Course Code 2107 EC.EHE-ADM Level 5)

Learning Objectives

The module EC.EHE-ADM aims to support university staff on ways to handle non-ethical behaviour such as plagiarism, cheating or ethical dilemmas that are well defined but complex and non-routine such as issues on cybersecurity, data management, sanctions and disciplinary measures applied to cheating cases, human resource management policies and conflict resolution between staff and students.

Units on corporate social responsibility, procurement, library and research ethics, plagiarism or any other relevant modules related to teaching and research are included. Issues on cybersecurity, intercultural differences, protection of privacy, copyright and intellectual property protection are included in the discussion questions.

Participants are expected to analyse, interpret and evaluate relevant information and ideas to propose solutions from different perspectives or approaches within the area of study or work.

Entry Requirements and Prerequisites

This is an upper division course that requires prior completion of 85 semester hours and successful completion of CEHE-TP (level 4) or equivalent.

Course participants are expected to possess a minimum English language-proficiency of B2 according to the Common European Framework of Reference for Languages (CEFR). The self-assessment grid¹⁰ provides potential participants with an overview in case of unfamiliarity with this framework.

Learning Resources¹¹

The Handbook for Practitioners on Ethics in Education, developed by Globethics.net, with reference to ethics standards and tools, on how to build a code of conduct in teaching and research in Ethics is a useful reference material on how to develop a code of ethics for Higher Education Institutions (HEI) (course code 1201); Codes of Ethics for HEI in General (course code no 1203). Various bibliographic references are available in the list of recommended reading material mentioned in the annexes.

Learning Outcomes

The learning outcomes for this module are defined in consideration of its specific profile and learning contents. Participants are expected to achieve the general learning outcomes of RQF level 5. Upon completion of the module they will be able:

¹⁰ Common European Framework of Reference for Languages self-assessment grid, <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52>

¹¹ Revised Bibliography, see annex.

1. To identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined;
2. To review the effectiveness and appropriateness of methods, actions and results based on the code of conduct and other disciplinary measures discussed in class; and
3. To analyse, as part of their final assignment, an ethical issue through a case study presented in class and use different concepts and tools learned in this course to evaluate how he/she would approach this issue in his/her professional context and provide adequate avenues towards solutions.

The specific learning outcomes indicators in terms of knowledge, competence and skills are described in accordance with the course programme's units as shown in Table 3.

Table 3 Specific Learning Outcome Indicators Module 2

| Upon completion of this Module participants will be able to | | | |
|--|---|---|---|
| Module Unit | Knowledge | Competence | Skills |
| Module Unit 1 What is Ethics, What is Institutional Ethics? | Differentiate ethical theories and concepts related to institutions | Critically evaluate different theoretical ethical approaches and methods with regard to diverse institutional contexts | Establish a systematic analysis of gaps in institutional ethics in a selected Higher Education Institution |
| Module Unit 2 Human Resources Management | Define ethical criteria for a human resources management plan | Carry out empirical investigation to collect best practices from across the Higher Education Institution | Design an efficient and ethically grounded human resources management plan |
| Module Unit 3 Conflict Resolution and Recourse | Differentiate between formal and interpersonal dimensions of conflicts | Evaluate the existing practices of conflict resolution and recourse | Develop a comprehensive and differentiated plan for contextually relevant conflict resolution and recourse |

| | | | |
|---|--|---|--|
| Module Unit 4 Data Management | Classify the existing procedures of data management | Analyse the data management practice in view of coherence and application of ethical principles | Draft guidelines for the ethical treatment and management of data |
| Module Unit 5 Privacy and Intellectual Property Protection | Review systematically and in application of the latest international agreements privacy and property protection regulations | Relate privacy and intellectual property protection to the overall institutional ethics provisions | Assemble a cross-institutional team of experts to elaborate coherent procedures of privacy and intellectual property protection |
| Module Unit 6 Cyber Security | Discern the transversal importance of cyber security | Judge the efficiency of regulations in place for cyber security | Author a strategic statement on the improvement of cyber security |
| Module Unit 7 Procurement | Evaluate the ethical coherence of procurement practices | Integrate compliance with ethics-oriented regulations | Institute ethical procurement policies |
| Module Unit 8 Corporate Social Responsibility (CSR) | Define concepts and terminologies of CSR | Determine how institutional ethics impinges on CSR | Write an ethical statement on CSR in higher education |
| Module Unit 9 Professional Learning Portfolio/Ethics Directorate | Examine models of an Ethics Directorate in view of building a professional learning portfolio | Collect elements for the composition of an Ethics Directorate for the learning portfolio | Create a professional learning portfolio around an Ethics Directorate for Higher Education Institutions |
| Module Unit 10 Final Projects: Research or Professional Evaluation Essay | Collect relevant material and sources in preparation of designing the final project | Design autonomously a research project or a professional evaluation report | Produce autonomously a research project or a professional evaluation report |

Methods of Delivery and Assessment

A learning outcome-based progression of participants' learning itinerary is aimed at which builds upon three dimensions and corresponding learning methods:

| Learning Outcome Area | Participants' Ability at Completion | Learning Method |
|------------------------------|---|--|
| Knowledge | Knowledge of key definitions, concepts and theories | Reading; Quizzes |
| Skills | Ability to analyse cases, to apply and engage critically with theoretical knowledge | Case Study Analysis; Reading |
| Competence | Capacity to evaluate cases, situations in praxis and to develop appropriate solutions and create practical tools, e.g. codes of conduct and/or practice | Case Study Development; Tool Development |

The total duration of the course is 10 weeks. The total workload is estimated at 85 hours, including class attendance and individual work, depending on the learning pace of the different categories of participants. Modules include educational ethics, ethics in higher education, procurement ethics, or any other relevant modules related to administration work.

Learning material includes quizzes, reading material to be used in a group discussion assignment, and a final written assignment. The assessment rubric (criteria) at the threshold level indicates that some broadly accurate knowledge of the underlying concepts and principles associated with the topic of study is required, as is also indicated in the Level 5 threshold assessment criterion for knowledge and understanding.

The Online learning programme includes discussion forum participation, weekly coursework assignments and a final assignment upon completion. Coursework assignments and discussion questions participation will be graded according to the grading rubrics.

The final assignment allows participants to demonstrate their analytical and argumentation skills required at the level 5 according to the RQF descriptors.

Assessment on the capacity of students to integrate skills and knowledge from different modules across the program. In choosing a topic for his final dissertation, participants can consult instructors or peers on the overall trend of the topics discussed and determine if the topic chosen has sufficient breadth and depth to meet the challenge of the programme, as well as on the achievability within the time and word limit.

Criteria for Evaluating Participants' Performance

The rubrics for grading are based on participants' a) Attendance and participation to the forum discussions; b) Coursework assignments and posts on the Forum and 3) the Final writing assignment for the Certification Track participants.

a. Participation in the Forum Discussions:

It is imperative that as responsible learners are present for class during the week, on Saturday, and/or online. Participants, who are unable to attend course(s) during the first week must contact their instructors or the Support Services prior to the start of the term for guidance. Forum Discussion and Forum Posts

Throughout the modules, participants will discuss on case studies about how different higher education institutions treat disciplinary issues related to non-ethical behaviour of students, staff or other stakeholders in the education sector, and will evaluate them based on their own experience in their respective contexts. During the forum discussion, participants can share their own contextual experience and formulate consenting or dissenting views on the theories and on the case studies presented.

The assessment will evaluate how well the participant has addressed the need to develop ethical codes and regulations on the institutional level in the response, which refers to the assessment guidelines as presented to the participants.

The assessment criteria are formulated in a task-specific manner and based on specific learning outcomes to facilitate a closer and more direct link with the programme learning objectives and ensure that the threshold level determines that these have been demonstrated and met by the participants in their final assignment.

b. Coursework Assignments and Posts to Forum

The discussion forum is a propitious platform to allow an exchange between participants to explore topics such as Models of Ethics Directorate for HEI (course code 1202), how to develop a code of ethics for HEI (course code 1201); Codes of Ethics for HEI in General (course code no 1203) and other practical knowledge.

The formative online quizzes are offered to ensure that participants have read and understood the learning material as described. The assessment of the online quizzes and their role in the overall summative assessment of the learning outcomes is explained under Module 1.

c. Final Written Assignment

The final assignment allows students to demonstrate their analytical and argumentation skills required at the level 4 according to the RQF descriptors. The instructions for the final assignment follow the guidelines for thesis/project writing in Module 3 (unit 7). The final assignment allows participants to demonstrate their analytical and argumentation skills required at the level 5 according to the RQF descriptors.

The assessment is based on the capacity of students to integrate skills and knowledge from different modules across the programme. In choosing a topic for their final assignments, participants can

consult course instructors on topics discussed and justify their final choice. The length of this final assignment at this level is set at 2000 words, which correspond to RQF level 4 and 5 descriptors.

Participants may select one of the following two optional types of essays for their final project:

1. **Research Essay:** An option for students who have specific research interests and wish to deepen their knowledge in view of their professional qualification or career development. The length of the research essay is of 7,500 words or 20 pages minimum, and it should have a thematic focus on one particular question of interest to the student.
2. **Professional Evaluation Essay:** This constitutes an option for participants who have a specific interest in evaluating their professional experience in a selected higher education sector, with particular attention to a case study oriented presentation of subject matter related challenges and proposed avenues for solutions. The length of the professional evaluation essay is of 7,500 words or 20 pages minimum. Alternatively, it can take the form of a visual presentation, in case of which it has to be accompanied by process description comprising detailed outline of the evaluation framework, stages and underlying criteria. The total length of both elements has to be equivalent to the traditional professional evaluation essay.

In the evaluation of participants' performance throughout this module, particular attention is paid to highlight the learning outcomes in relation to developing research skills and skills for employability, directly applicable in the professional context of higher education management.

Module unit 9 takes account of the desideratum for the development of this course programme. As part of a professional learning portfolio participants will be guided in designing models for an institutional Ethics Directorate (with reference to Course Code 1202).

The addition of this unit ensures a complementary learning outcome and skills indicator for employment. It also provides clear assessment criteria related to a tool directly applicable in a higher education institution.

This is particularly relevant with regard to the assessment on how well the participants have addressed the need to develop ethical codes and regulations at the institutional level.

The description of learning outcomes related to the achievement of skills for applying learning by developing specific problem-solving tools is directly linked to the assessment guidelines and learning objectives as presented to the participants.

Revised Weight of Assessment

The criteria for assessment have been revised based on distribution of weight as follows:

| | |
|--|-----|
| Forum Discussion Participation | 20% |
| Coursework Assignments including Quizzes and Discussions | 30% |
| Final Project Submission and Presentation | 50% |

Awards and Certification

Upon completion of this module, participants receive an Executive Certificate in Ethics in Higher Education for Administrative Professionals (EC. EHE-ADM, Level 5). The credits (3.5 ECTS) earned allow participants to sign in to the next module within the next 18 months after completion.¹²

Transfer of Credit to Other Institutions

Any participant interested in transferring GEA credits to another Higher Education Institution should check directly with the receiving institution. In circumstances where a student wishes to apply for a transfer to a new study programme will be facilitated by the Course Coordinator in conjunction with the relevant academic managers. However, the acceptance of transferring credit is always a decision of the receiving institutions that are members of the Globethics.net Consortium on Ethics in Higher Education (GEC).¹³ Furthermore, details regarding the award and transfer of credits is regulated in the Accreditation of Prior Learning policy document.

¹² See Globethics.net Quality Assurance Code of Practice: Reference to grading policy and ECTS calculation.

¹³ Globethics.net Consortium on Ethics in Higher Education Inaugural Meeting Report, Globethics.net publications (2017).

C. Module 3- Learning Objectives and Criteria of Evaluation, Executive Certificate in Ethics in Higher Education, Special Mention CSR and Sustainability for Professionals in Higher Education (Course Code 2105 EC.EHE-CSR, Level 6)

Learning Objectives

The Module 3 (EC.EHE-CSR, Level 6) aims to provide participants with knowledge, competence and skills with a particular focus on research in the field of applied ethics of Corporate Social Responsibility and Sustainability. The Module offers a research-oriented profile with guidance on procedures for the design, refinement, presentation and evaluation of the final project, which will be either a Capstone project report, a dissertation or thesis.

The output is a final dissertation or research project.

Entry Requirements

This is an upper division course that requires prior knowledge of Applied Ethics in Higher Education, which satisfies the requirements of RQF learning outcomes at level 6.

Students who have completed and earned the Executive certificates at level 4 and level 5 are admitted to this course.

Participants who would wish to transfer from other higher education institutions, or who wish to have their credits recognised, admissions are subject to the recommendations of the Globethics.net Accreditation of Prior Learning (APL) regulations and procedures, as stipulated in the Globethics.net APL handbook, policy document and the Code of Practice.¹⁴

Learning Resources¹⁵

Various bibliographic references are available with the full list of reading material mentioned in the annexes of this handbook.

Learning Outcomes

The learning outcomes for this module are defined in consideration of its specific profile and learning contents. Participants are expected to achieve the general learning outcomes of RQF level 6:

1. To identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined;
2. To review the effectiveness and appropriateness of methods, actions and results based on the code of conduct and other disciplinary measures discussed in class; and
3. To analyse, as part of their final assignment, an ethical issue through a case study presented in class and use different concepts and tools learned in this course to evaluate how he/she

¹⁴ Supporting document, Annex 5 GE-QA-COP and GE-QA-AP.

¹⁵ Revised Bibliography, in: *Handbook for Practitioners on Ethics in Education Training Manual*, Globethics.net, 2019.

would approach this issue in his/her professional context and provide adequate avenues towards solutions.

The learning outcomes for this module can be grouped according to three categories relevant for the assessment achieved knowledge, competence and skills:

- **Subject Matter:** Recognition and analysis of different concepts and definitions related to CSR and Sustainability; Evaluation of the intersectionality between economic, social, legal, cultural and ecological factors; utilisation of ethical concepts for the assessment of proposals and policies in the field.
- **Methodology:** Familiarisation with a range of systematic and empirical research methods, and their application with regard to specific research questions and research formats.
- **Research Praxis:** Application of specific research methodology and theoretical approaches in a selected research project; verification of appropriateness of research methodology and evaluation of research findings; impact evaluation with regard to contextual validity of research findings in higher education sector.

The grading system is based on the successful completion of the learning outcomes or satisfactory achievement of defined competencies and skills as described in the grading tables (Table 1)

The indicators for learning outcomes in accordance with the proposed learning contents per unit, in view of the development of skills for employment, are described under table 4 for this module.

Table 4: Specific Learning Outcome Indicators Module 3

| Upon completion of this Module participants will be able to | | | |
|--|---|--|---|
| Module Unit | Knowledge | Competence | Skills |
| Unit 1 CSR in Practice | Analyse how CSR is implemented in different professional contexts | Cultivate problem-solving competence | Draft a CSR plan for a selected professional context |
| Unit 2 Sustainability and Ethics of Transformation | Critique models of economic and institutional growth by using ethical criteria | Provide a reflective argumentation for the nexus of sustainability and transformation | Author a concept for a Code of Ethics using sustainability as key anchor |
| Unit 3 Sustainability in Practice | Examine sustainability with the support of case studies | Practice professional judgment on the impact of sustainability | Compose a case study which illustrates sustainability as focal point for institutional |

| | | | |
|---|--|---|--|
| Unit 4 Research Methodology | Test different methodological approaches in view of their validity | Justify the selection of a specific research methodology | Conceptualise a research methodology strategy |
| Unit 5 Project Orientation | Use research- specific recommendations in a systematic manner | Interpret different hypotheses | Develop a research hypothesis |
| Unit 6 Literature Search and Review | Exploit different literature search tools effectively | Explore relevant academic literature in the subject matter field | Establish a literature review |
| Unit 7 First Project Draft | Summarise a research proposal | Formulate relevant research questions | Design a research proposal |
| Unit 8 Project Development | Collect relevant information in view of developing research questions | Assess the validity of specific research questions | Author a statement of the problem |
| Unit 9 Project Development | Distinguish between levels of relevance of information for the advancement of the project | Exploring innovative perspectives supported by complementary reading and expert advice | Organise a research group in support of the project development |
| Unit 10 Concept Project Presentation | Experiment with a selection of presentation modes | Discern appropriate means of research presentation | Write a concept for a research project presentation |
| Unit 11 Project Presentation Development | Differentiate different options for the project presentation | Support choices for developing the presentation with arguments | Prepare a research project presentation |
| Unit 12 Presentation Final Project | Weigh the research process with appropriate discernment for each stage | Defend research findings with evidence and methodological clarity | Present a research project by using appropriate methods and illustrations for the evidence investigated |

Learning Methods and Responsibilities of Parties

Participants should choose a topic, which is relevant to the course programme areas and prove their skills through independent research and practical implementation of the professional tools and methods. The topic may already be identified in previous courses i.e. during module 1 or in module 2 of this course programme.

Once the area of research is confirmed, a research supervisor will be assigned to accompany and guide the participant until the completion of the project. Participants may not change topics once they have been assigned a project.

Throughout the period of study, participants and their research supervisor will work out the specific research question and any hypotheses involved in the research, or the areas of research and analysis in a case study.

Participants should work closely with their research supervisor. Any questions or problems should be discussed first with the research supervisor.

Responsibilities of the Registrar's Office¹⁶

- To provide the participant with up-to-date guidelines on how to prepare the project/thesis.
- To support the research supervisor in the implementation of guidelines on project/thesis preparation and defense.
- To help the research supervisor in the activity of overseeing and guiding the participant.

Responsibilities of the Research Supervisor¹⁷

- To ensure that the topic proposed by the student is adequate for the Executive Certificate.
- To ensure that he/she will have the required time and commitment to offer to the participant and help the student in defining the research outline and focus.
- To ensure that candidates meet the standards to prepare their project/thesis;
- To approve the topics and supervisors for the project/thesis,
- To ensure that participants have the capability and required facilitations to conduct the research;
- To ensure that participants obtain the necessary consultations;
- To guarantee that the research supervision guidelines are respected;
- To ensure that academic research standards are respected during the project/thesis development;
- To keep regular contacts with the participants, and in case of irregularities, inform the Academic Dean of the progress, propose necessary changes, or corrective disciplinary actions for the participant.
- To ensure that research progress procedures for the supervision are respected;
- To provide adequate academic support and consultation, in order to enable the participant to achieve the learning outcomes, and more specifically, high standards in research. This

¹⁶ Globethics.net Quality Assurance Code of Practice: Page 37 on *Information to Students*; Page 41 on Personal Academic Support System.

¹⁷ Globethics.net Quality Assurance Code of Practice: Page 49 on External Examiners and Academic Audit Committee.

includes assistance for the formulation of the title of the project/thesis, for the preparation of the project/thesis proposal and platform, recommendations on literature and other sources of information to use, and orientation on the organization of the project/thesis.

- If the supervisor finds that the participant lacks specific skills in academic writing, he/she advises the participant to attend advanced courses that will help in research and in acquiring knowledge in relevant scientific methods and techniques. The supervisor helps the participant to improve the style, but has no responsibility as regards the editing of materials; the supervisor has the responsibility to make the participant aware of the risk of plagiarism and falsification, and to apply the regulations of the Globethics.net plagiarism policy document.
- To keep regular meetings with the participant (2 hours per month, at least) to provide advice and to verify the work-in-progress of the research, to ensure effectiveness and timely completion of the participant's work.
- To ensure that the participant is advised by an appropriate subject matter expert in case the research is conducted in another subject matter from that of the supervisor;
- In case a co-supervisor is involved, responsibilities should be clearly defined for both parties and they should keep regular contacts;
- To offer feedback and to make the participant aware when his/her input is below these standards and to offer the appropriate supporting actions.
- To keep a file with notes on the progress of the participant;
- To make all efforts to help the participant in preparing his/her project that is to present in seminars or meetings;
- To make the relevant constructive remarks within the determined time, and to confirm prior to the defense of the project/thesis that the study project meets the requirements and standards for being awarded the degree;
- To confirm that the participant has reflected all the remarks and recommendations of the supervisor when the latter has rejected the project for re-presentation.
- To encourage the participant to participate in research workshops and colloquia to share on research findings.

Responsibilities of the Participant¹⁸

Participants in the module take on the following responsibilities for a successful completion of the research:

- To be acquainted with the rules of project/thesis procedure;
- Once the participants have chosen the area of research, he/she shall request a supervisor, as a rule, from the academic support team.
- To observe research and ethical standards associated to the project/thesis;
- To work with diligence and make all efforts to complete the project within the agreed timeline;
- The student shall submit to the project/thesis supervisor a report of the work done each month;
- To meet all financial requirements for the defence of the project/thesis.

¹⁸ Globethics.net Quality Assurance Code of Practice: Page 3 on *Student evaluation*.

The Evaluation Commission¹⁹

- The evaluation commission is formed by the thesis/project by the supervisor and the second reader. This commission may also invite an external specialist in the relevant field who cooperates in the final evaluation of the students thesis/project.
- During the report/thesis evaluation, the Commission members shall be guided by the criteria, listed in grading rubric.
- The Criteria for Evaluating Student Performance include:
 - The design and redaction of the project/thesis, which accounts for 50%;
 - The project/thesis defence, which accounts for 50%.

Criteria for Assessment²⁰

The aim of the project/thesis defence is to offer evaluators the opportunity to pose questions to the candidate and examine various aspects of the thesis/project to obtain information in view of:

- a. Confirming that the project presented was prepared by the candidate;
- b. Confirming that the project is original and constitutes a contribution in the relevant area of study;
- c. Obtaining explanations and justifications on the materials included, on the structure and clarification of ambiguous points;
- d. Determining whether the project is suitable for publication;
- e. Assessing the overall knowledge of the candidate in the research area and his/her research interests.

The thesis/project defence procedure includes four steps:

- a. The participant's summary of the report/thesis;
- b. The supervisor's evaluation of the report/thesis;
- c. Questions on the report/thesis;
- d. The supervisor's synthesis.

Rubrics for Grading and Weight of Thesis Elements

The Assessment is based on the rubrics for the detailed thesis elements as outlined in the table below. Research supervisors will establish a thesis assessment report in consideration of the achievements for each thesis element.

¹⁹ Globethics.net Quality Assurance Code of Practice: Page 45 on *Duties of Board of Examiners*.

²⁰ Globethics.net Quality Assurance Code of Practice: Page 43 on *Learning, Teaching and Assessment Committee*.

Weighting of grades by thesis element

| Thesis Element Breakdown | Grade Rubric | Weight of Thesis Element |
|--|--|---|
| Introduction | The introduction provides a solid orientation on the problem studied, the research questions, the hypotheses, the research objectives and the academic context of debate | 10% |
| Literature Review | The literature review offers a critical investigation into a representative selection of relevant academic contributions to the scholarly field in consideration of the research objectives | 20% |
| Methodology | The methodology is clearly described, limited and critically evaluated against other methodological options | 15% |
| Discussion | The main chapters contain a solid discussion on the main arguments around the research questions and/or hypotheses | 20% |
| Thesis Results | The results of the thesis are presented in a systematic manner and in view of critically engaging other research findings | 20% |
| Conclusion | The gain of knowledge and the perspectives for further research are clearly established in the conclusion | 10% |
| Bibliography | The bibliography comprises a representative number of scholarly contributions in the field of study from across different formats of publications (academic journal articles; monographs, multi-authored works; reference works) | 5% |
| Thesis Redaction | Total Weight on 100% | 50% |
| Thesis Defence Elements (Presentation; Engagement with Questions and Critique) | The candidate demonstrates in the defence the capacity to elaborate on the research design, the development of the research, to reflect on the research process including the discernment on alternative methods and approaches, on measures to overcome critical phases and on perspectives for further research. | Presentation: 20% Engagement with Questions: 20% Engagement with Critique: 5% |
| Thesis Defence | Total Weight on 100% | 50% |
| Total Minimum Required for Passing | Thesis Redaction 30% | 60% |
| | Thesis Defence 30% | |

Defence Results

The thesis/project defence results are officially communicated to the participant by the Registrar's Office/the course coordinator.

In case of disagreements between the members of the Evaluation Commission concerning the fulfilment of the academic standards of a given project, the thesis/project Commission may require the appointment of a complementary commission member in view of including an additional expert opinion for final discernment. The appointment of complementary commission members is at the discretion of the Academic Dean.

Re-submission of the Project/Thesis

In case the project/thesis does not meet the academic standards, the participant can be granted a second opportunity to present the project/thesis with the necessary amendments as required and has the right to defend it within 9 to 12 months after the first submission.

The Evaluation Commission can recommend completions and improvements to be made to the project. In such cases, the student is given additional time to implement the amendments.

- The improved project is re-submitted for defense in the next session.
- A candidate who fails twice in the report/thesis defense cannot re-submit and forfeits the possibility of being awarded a Certificate.

Certification Pathways, Awards and Certification

Upon completion of this module, participants receive the Executive Certificate in Ethics in Higher Education, Special Mention CSR and Sustainability (EC.EHE-CSR, Level 6). The credits (5 ECTS) earned allow participants to join another level if conversion is done within the next 18 months after completion.²¹ The Certification Pathway allows learners who have successfully completed the final dissertation to be awarded the *Executive Certificate in Ethics, CSR and Sustainability for Professionals in Higher Education* (EC.CEP-EHE-TP) Level 6, equivalent to a Master's Degree level.²²

Transfer of Credit to Other Institutions

Any participant interested in transferring GEA credits to another Higher Education Institution should check directly with the receiving institution. In circumstances where a student wishes to apply for a transfer to a new study programme will be facilitated by the Course Coordinator in conjunction with the relevant academic managers. However, the decision of transferring credit is always a decision of the receiving institutions that are part of the Globethics.net Consortium of Universities on Ethics in Higher Education (GEC).²³ Furthermore, details regarding the award and transfer of credits is regulated in the Accreditation of Prior Learning policy document.

²¹ GE-QA-COP *Reference to grading policy and ECTS calculation.*

²² *Table of conversion according to RQF and qualification at level 5.*

²³ *Globethics.net Consortium of Universities on Ethics in Higher Education*, Geneva: Globethics.net Publications (2017).

Supporting Documents (Annex)

Study Plans for Module 1, 2, 3

Revised Reading Material (Bibliography)

Quality Assurance Documentation (GE-AQ-COP/APL-GE)

Study Plans for Modules 1, 2, 3

Study Plan for Module 1: Ethics in Higher Education for Teaching Professionals (Course Name: 2102 EC.EHE-TP, Level 4)

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| e l See list of recommended reading material | |
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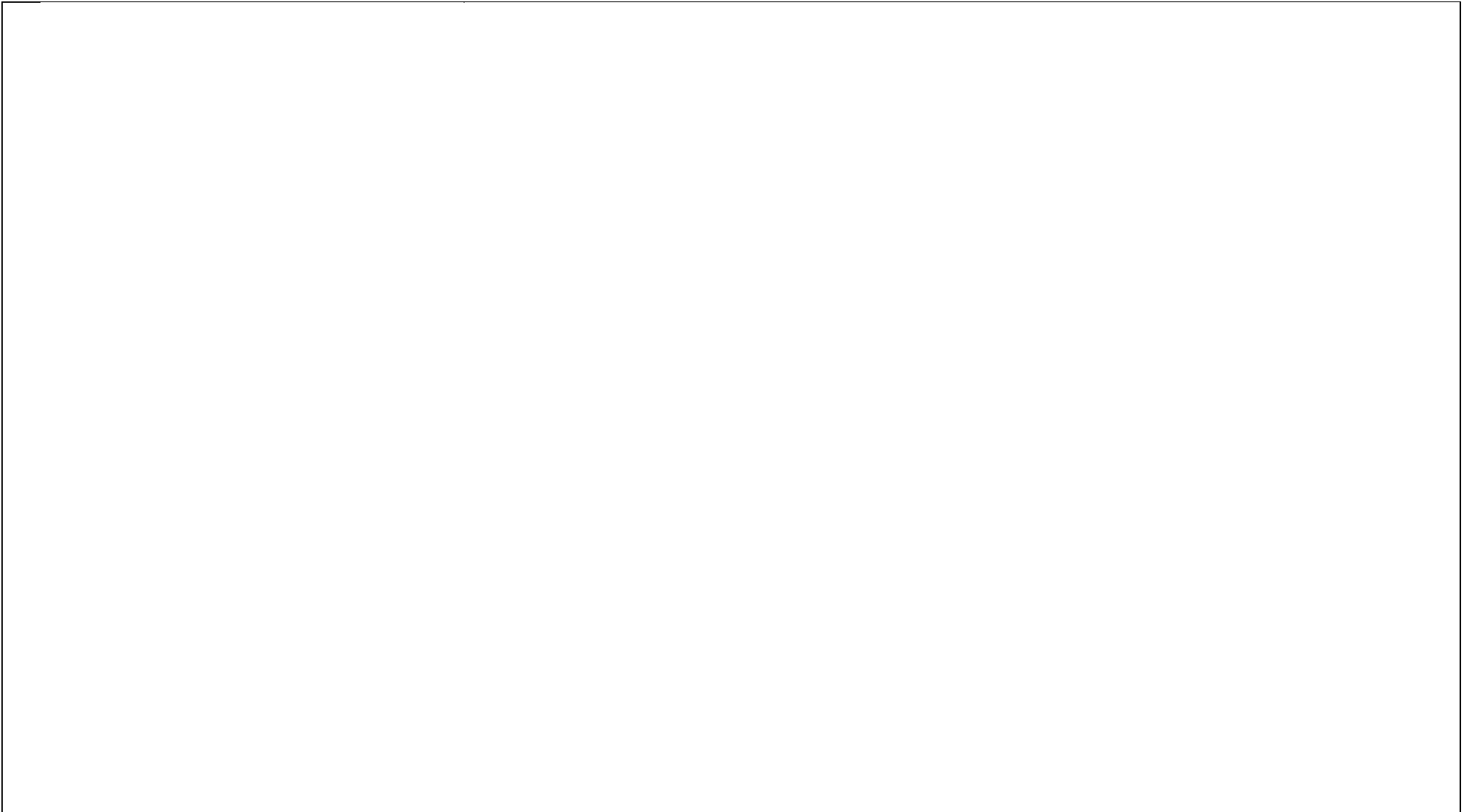
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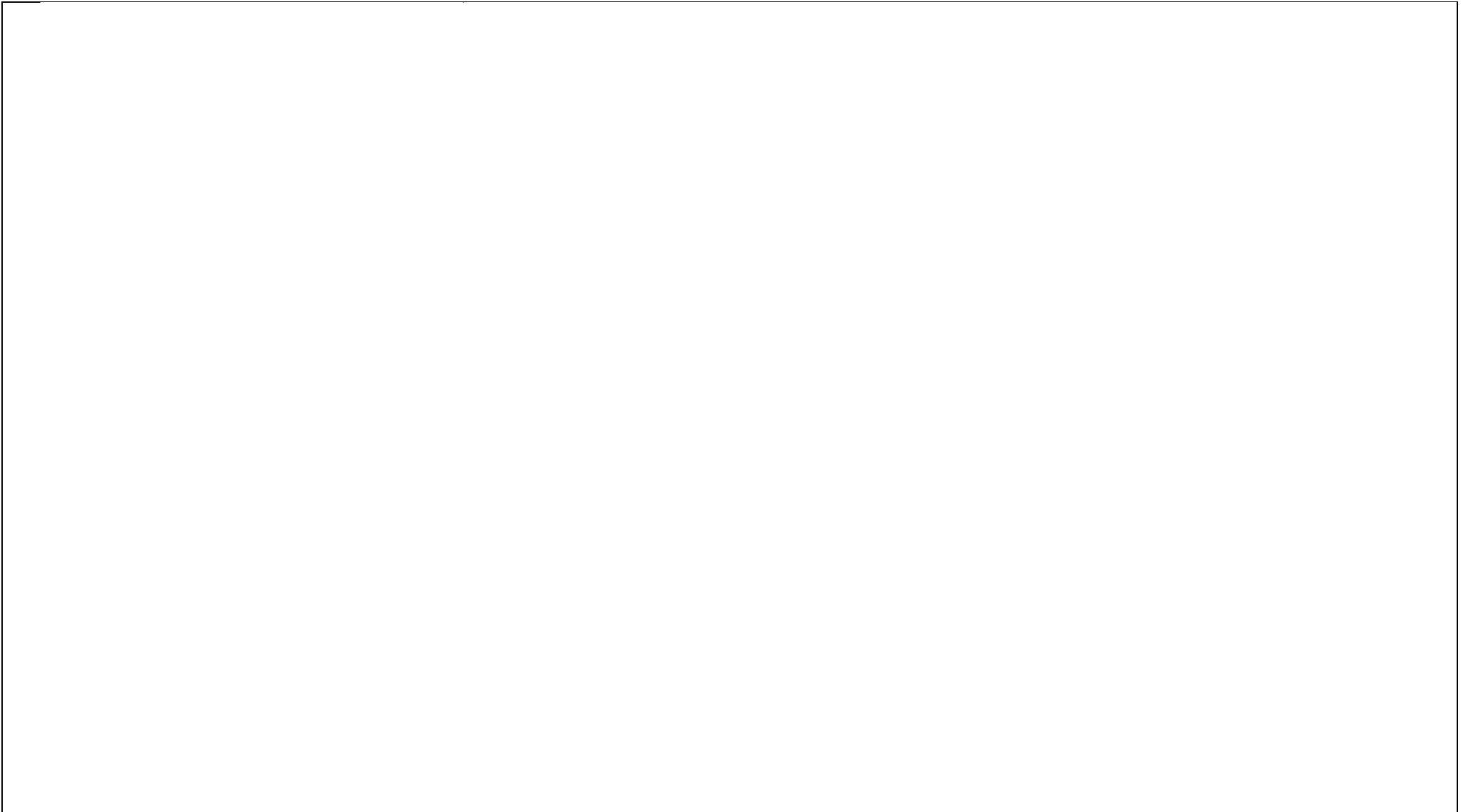






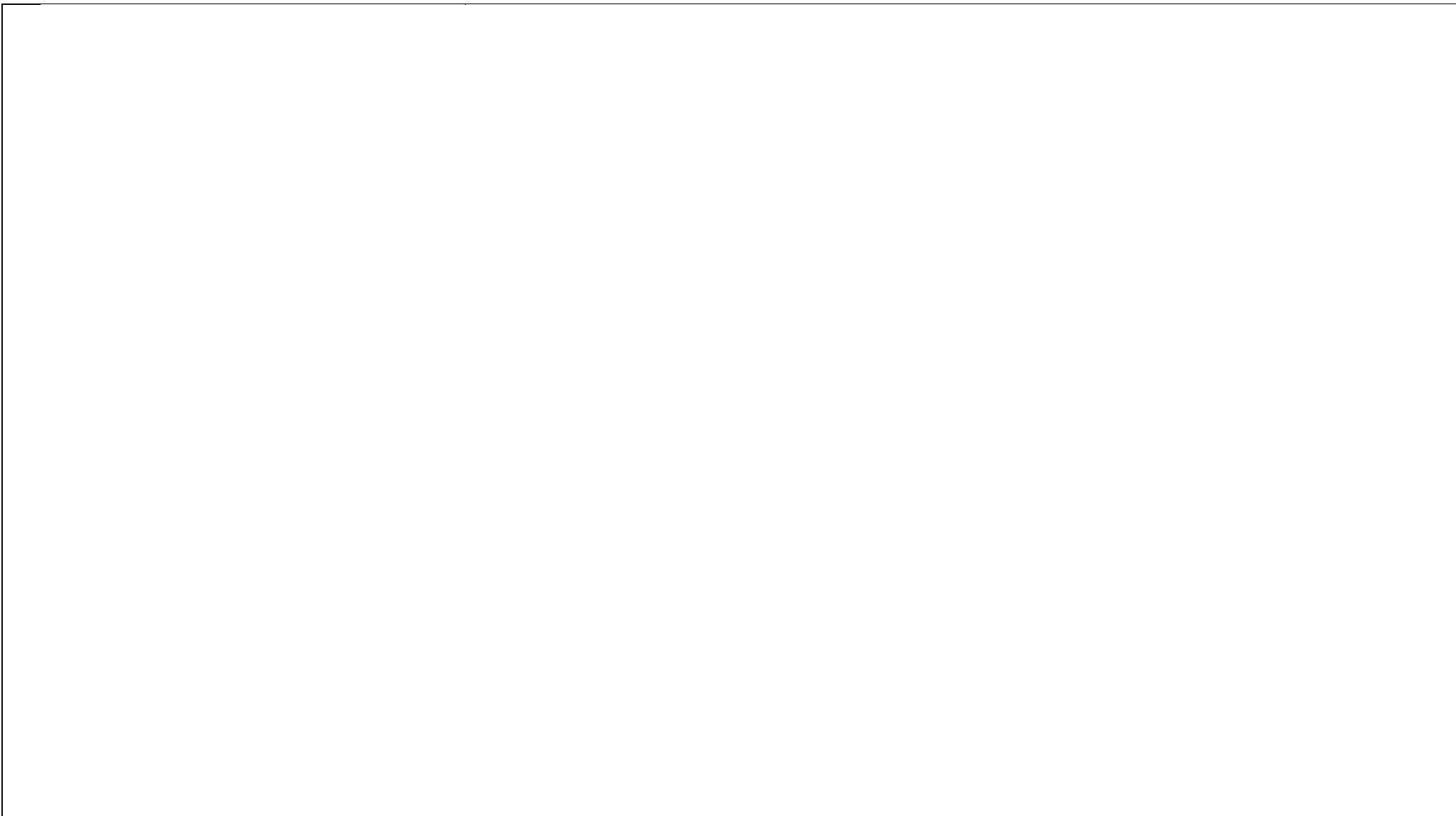






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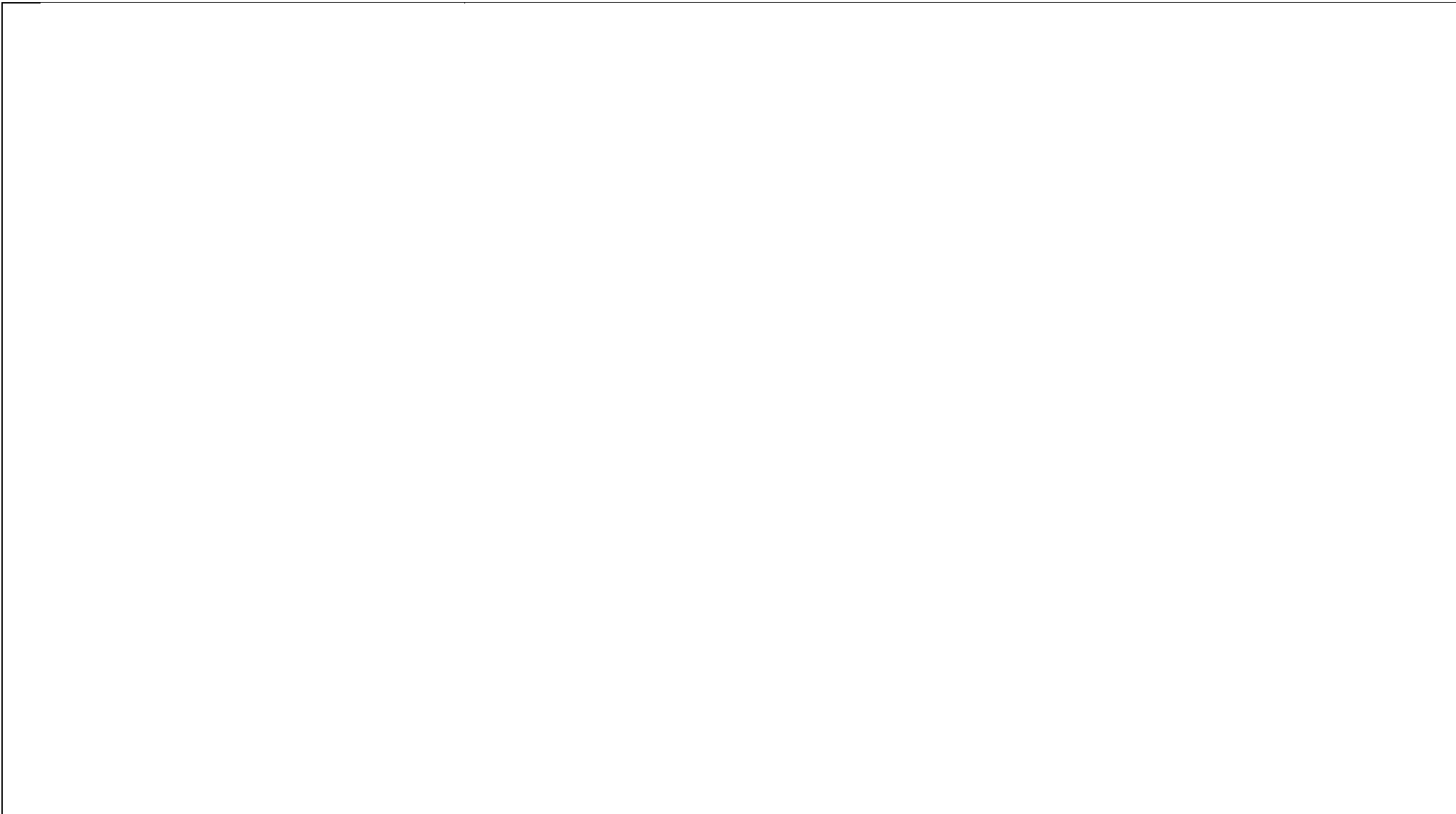
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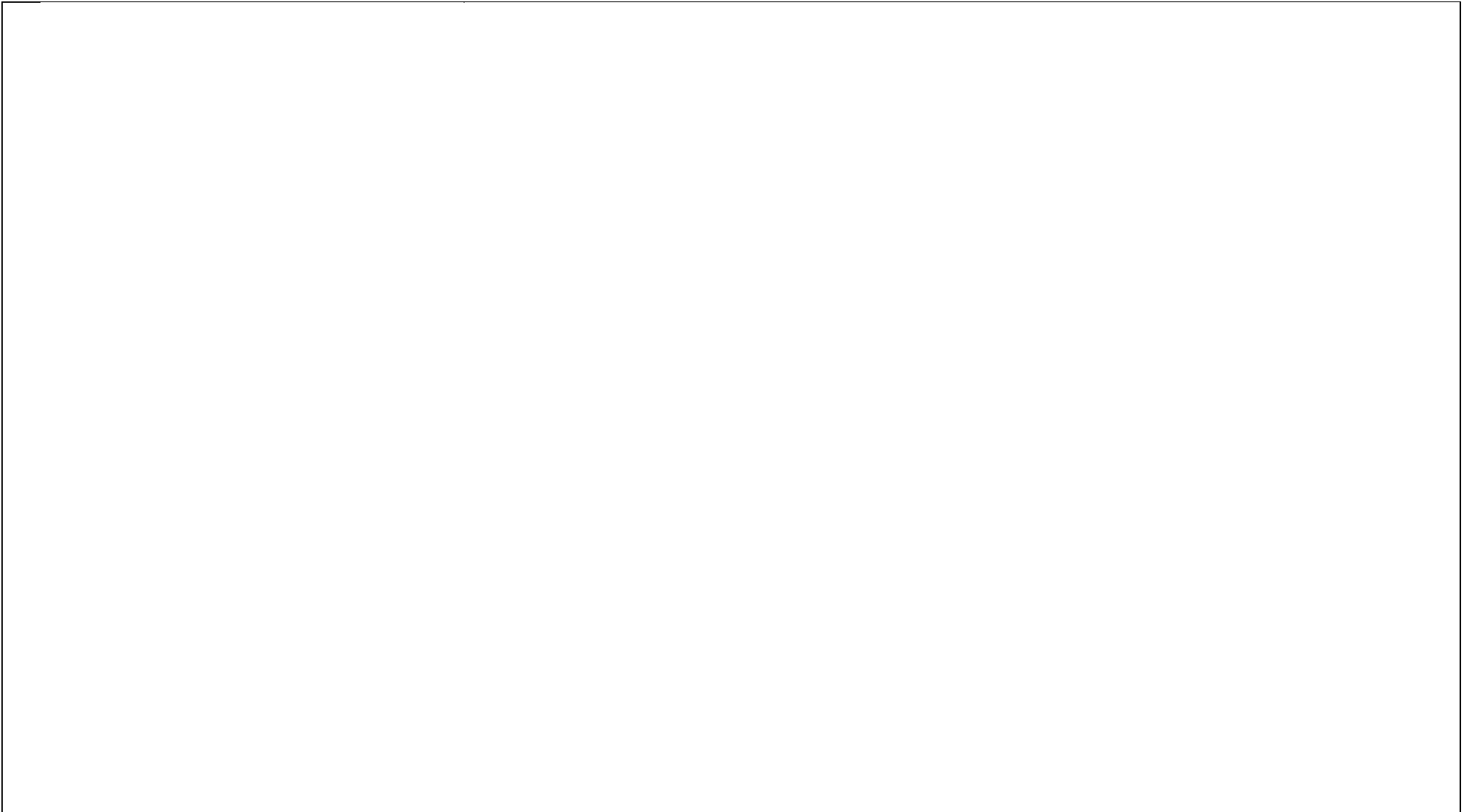














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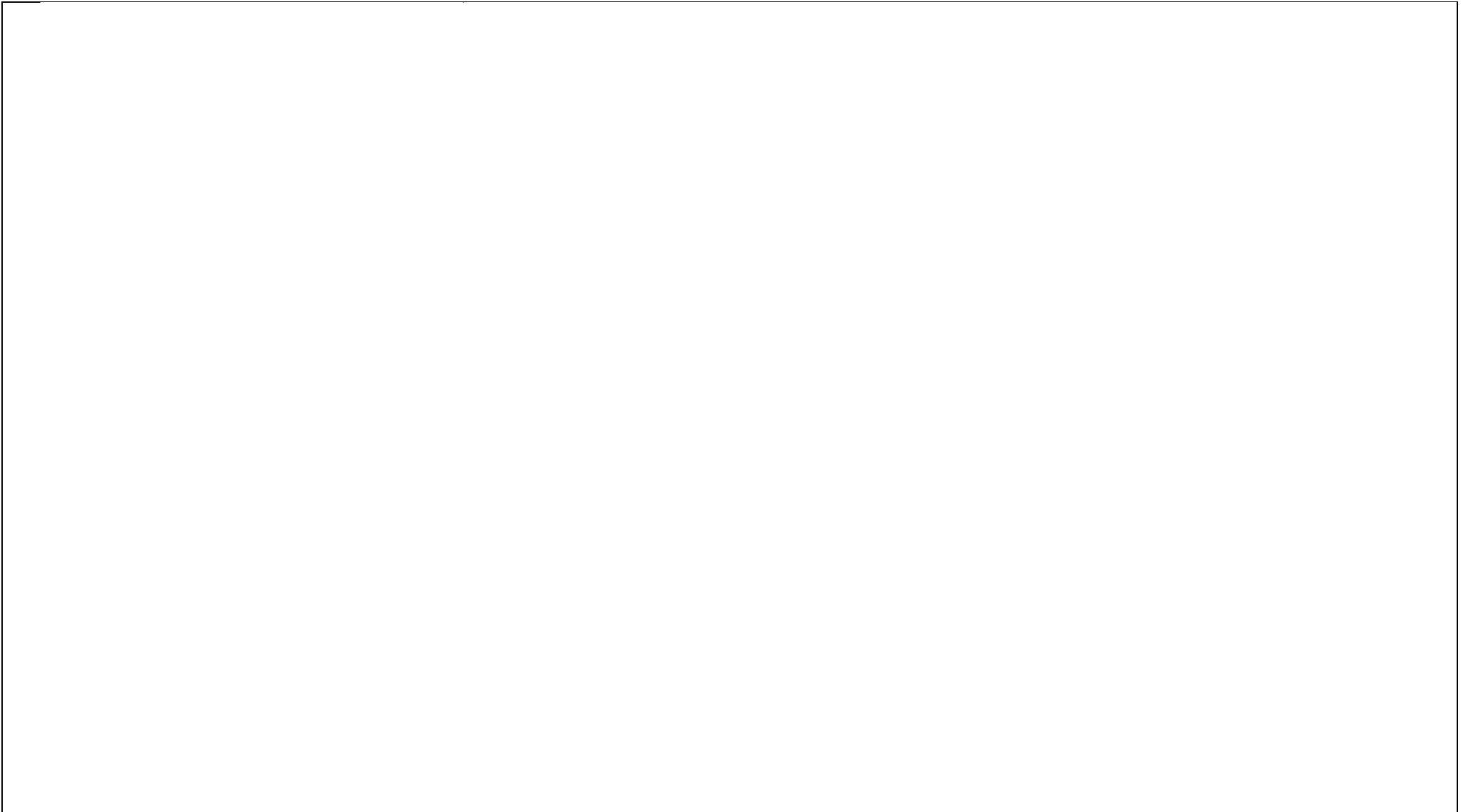
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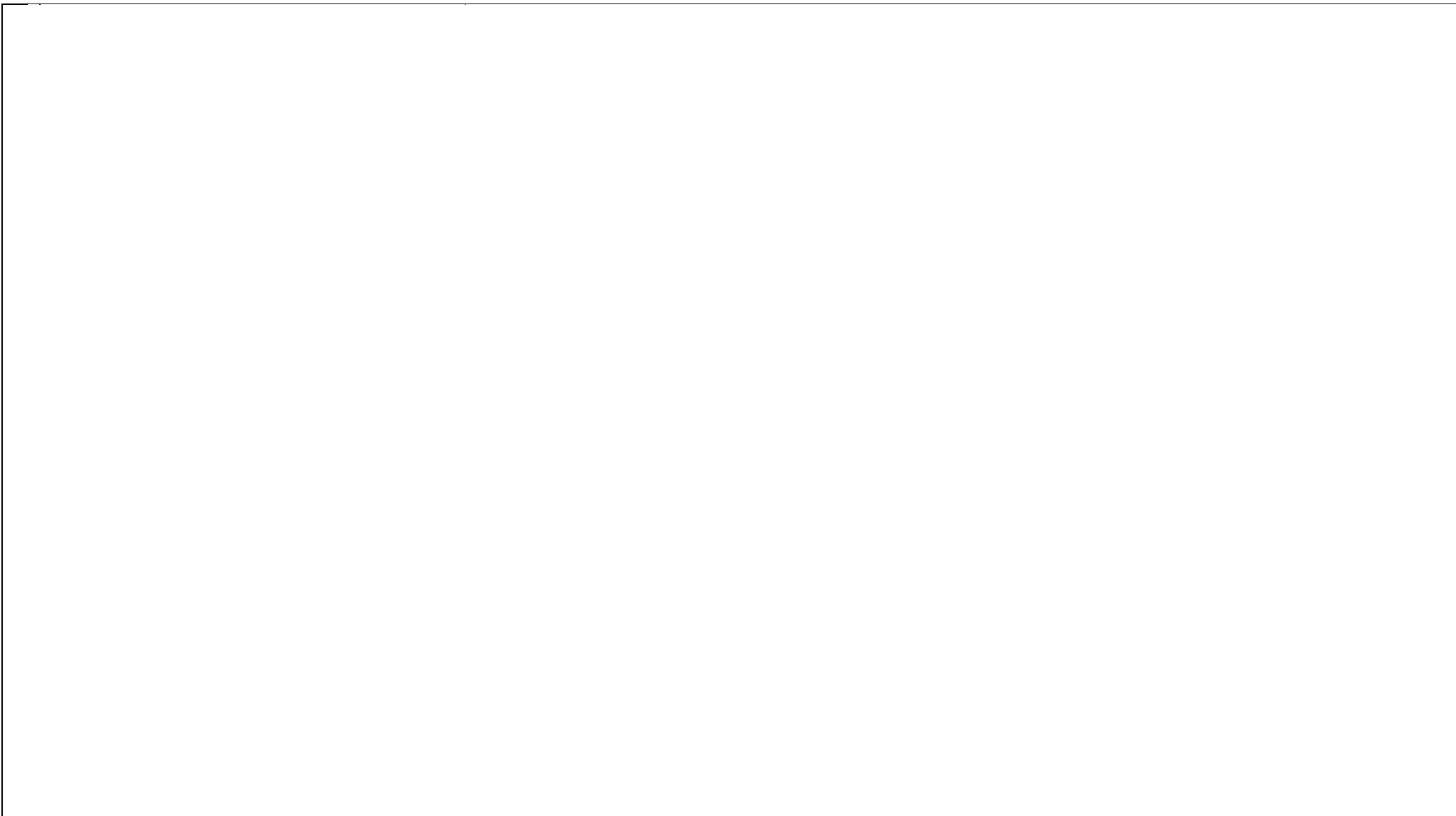












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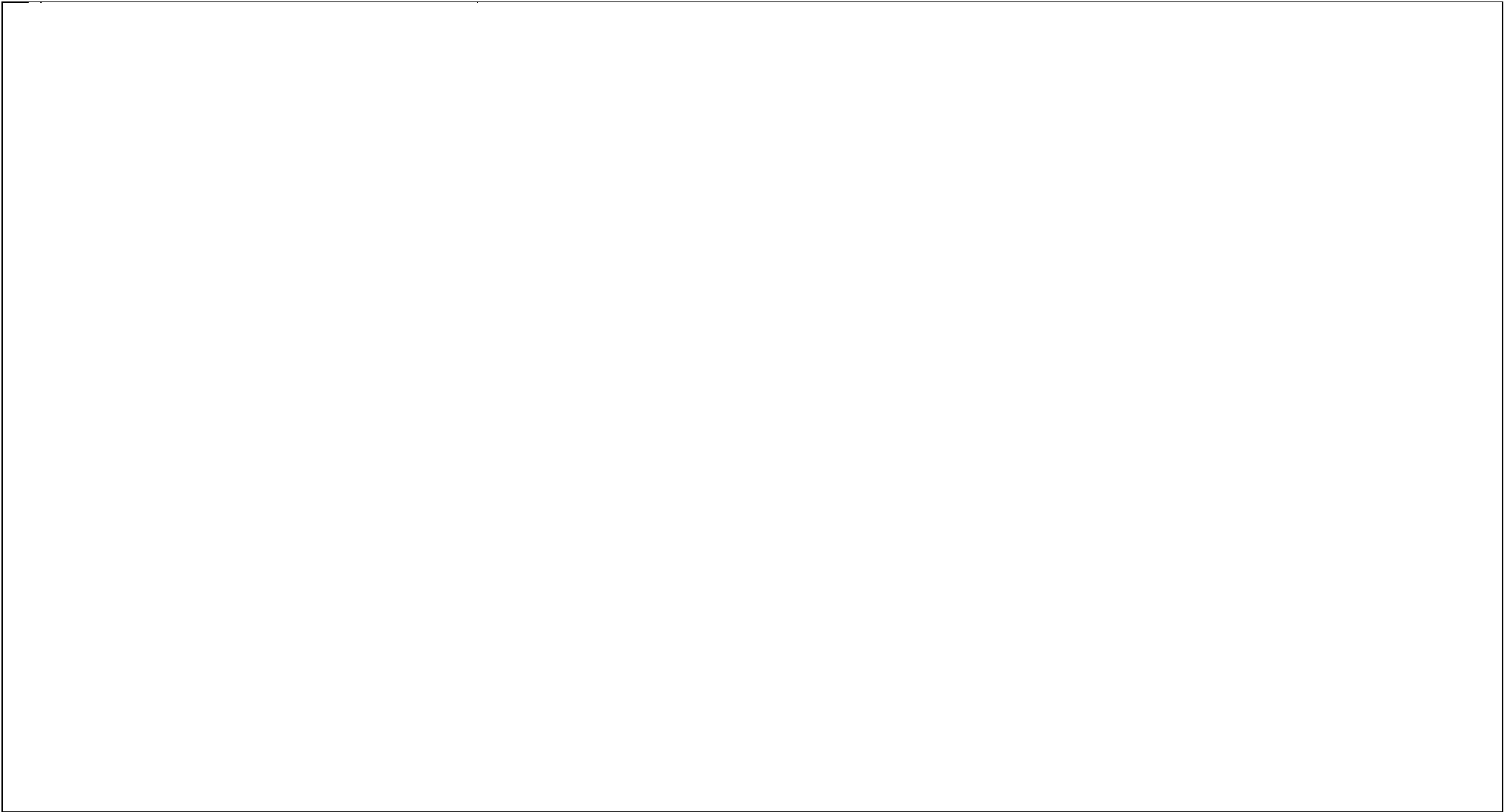
















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Study Plan for Module 2: Ethics in Higher Education for Administrative Professionals (Course Name 2107 EC.EHE-ADM, Level 5)

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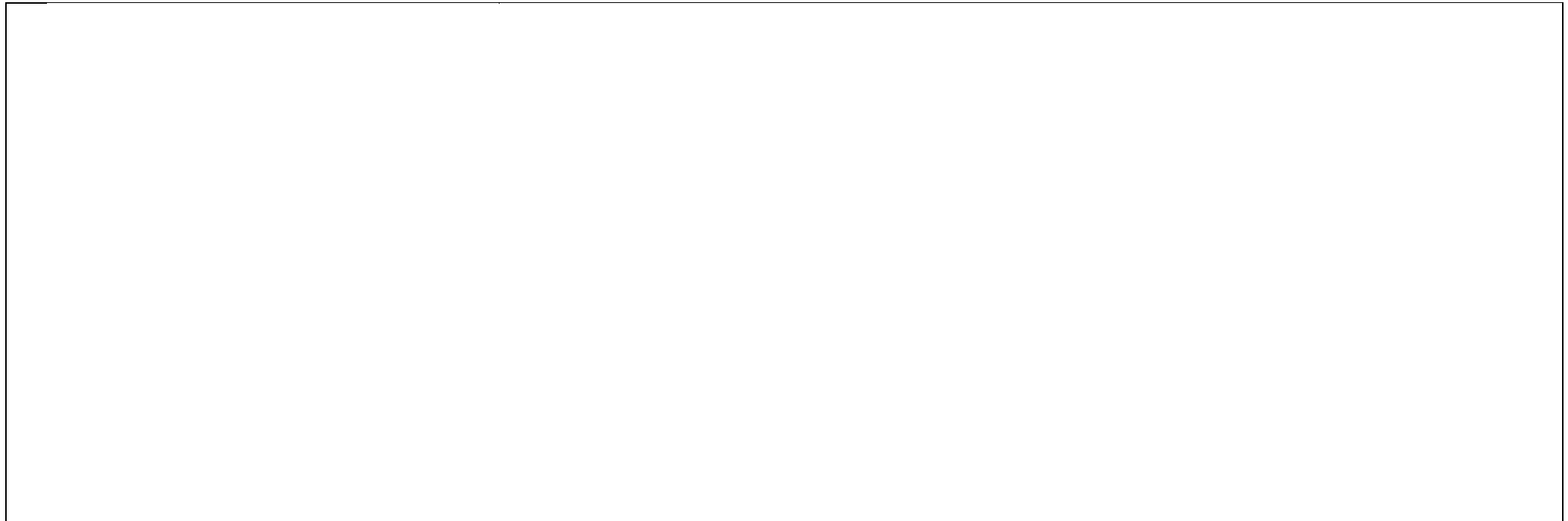
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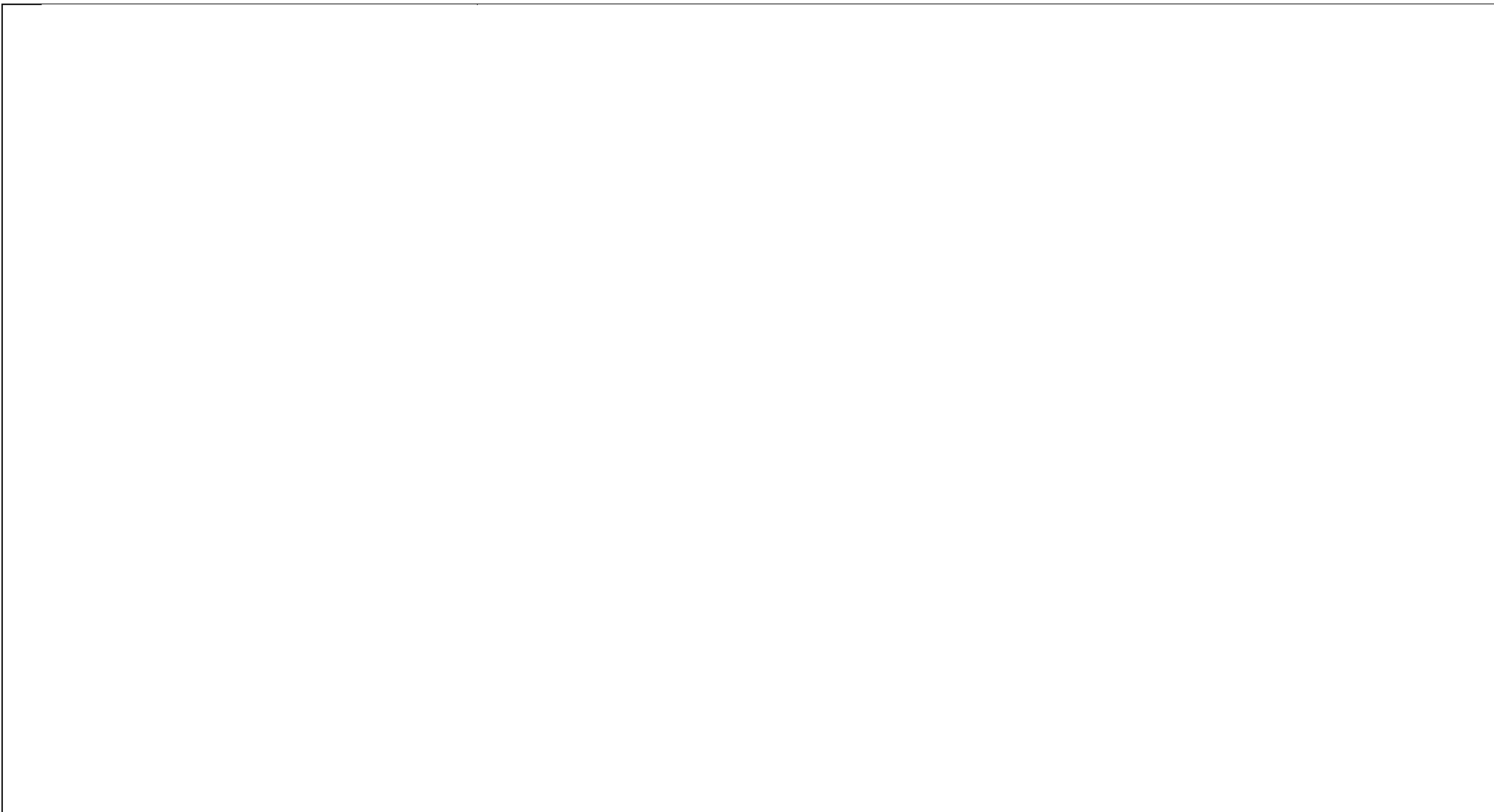
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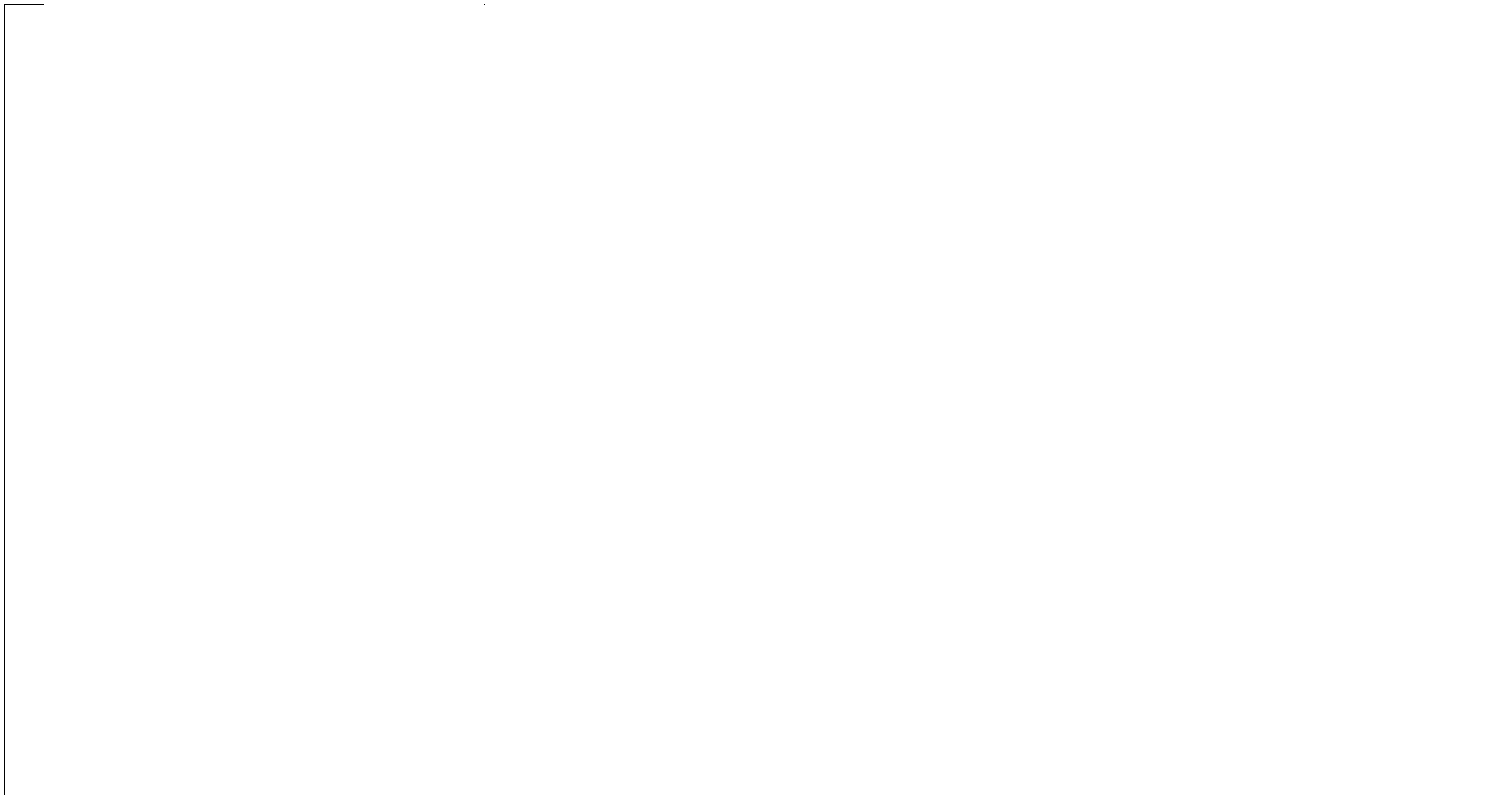


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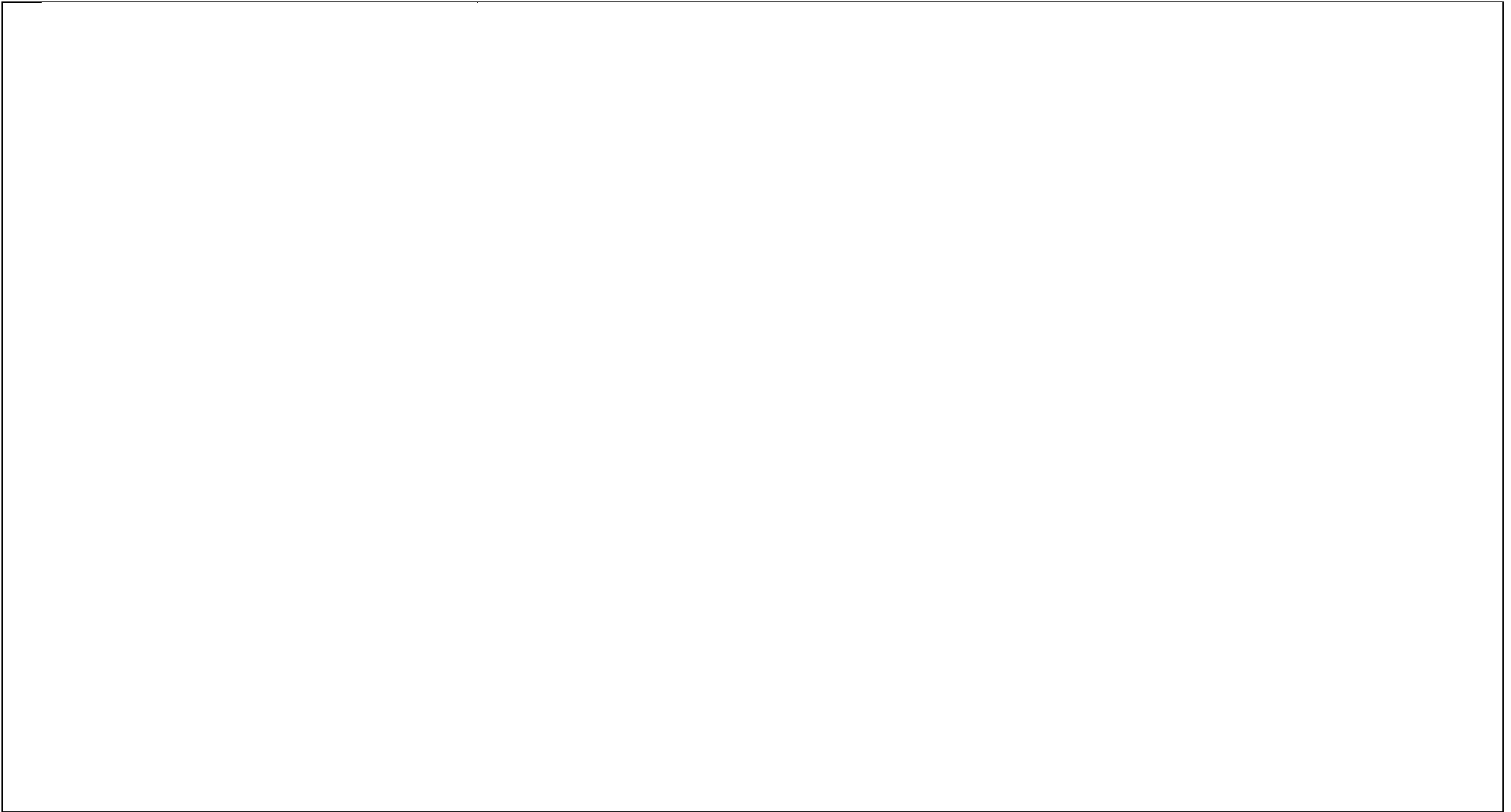




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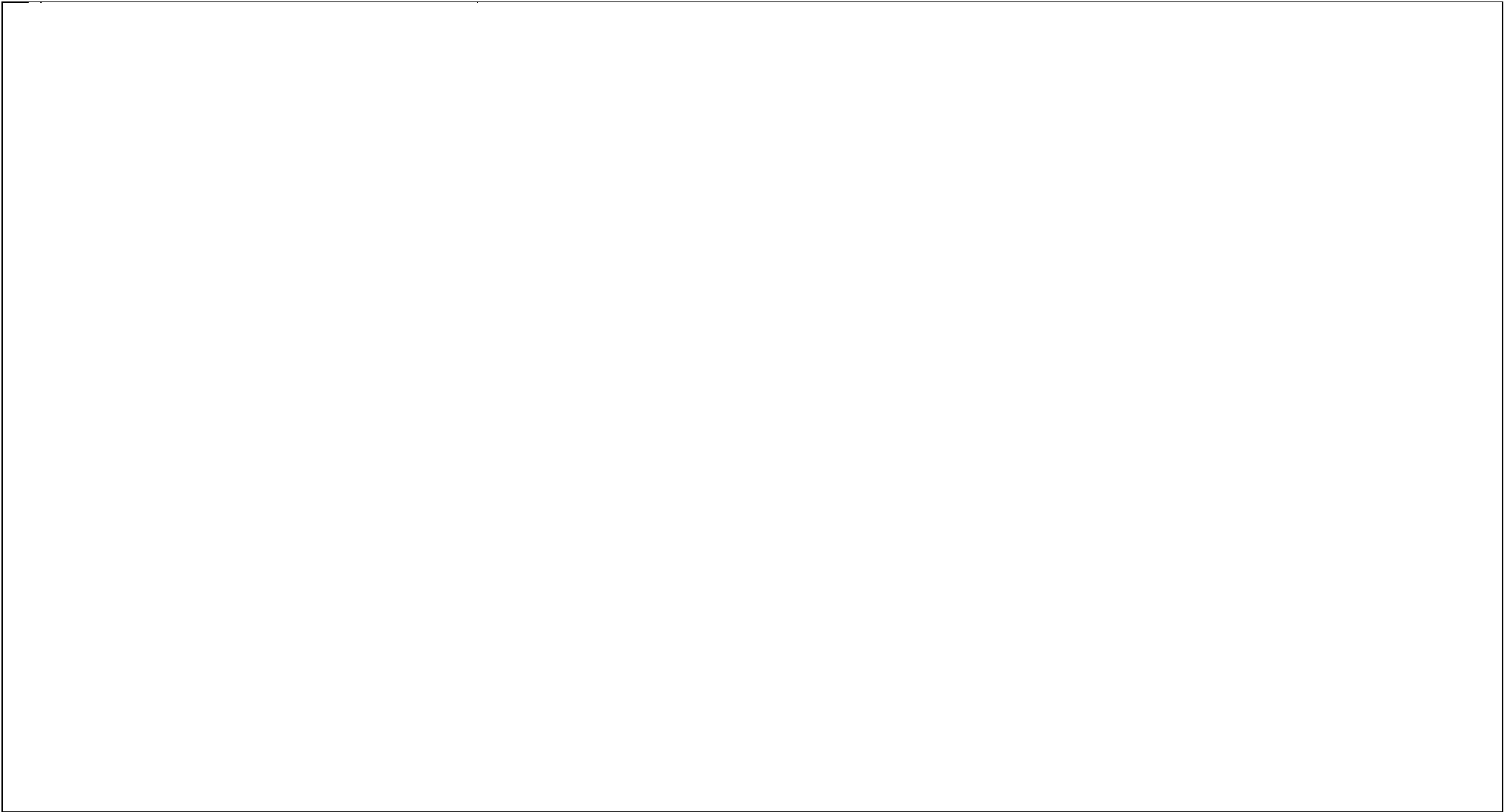
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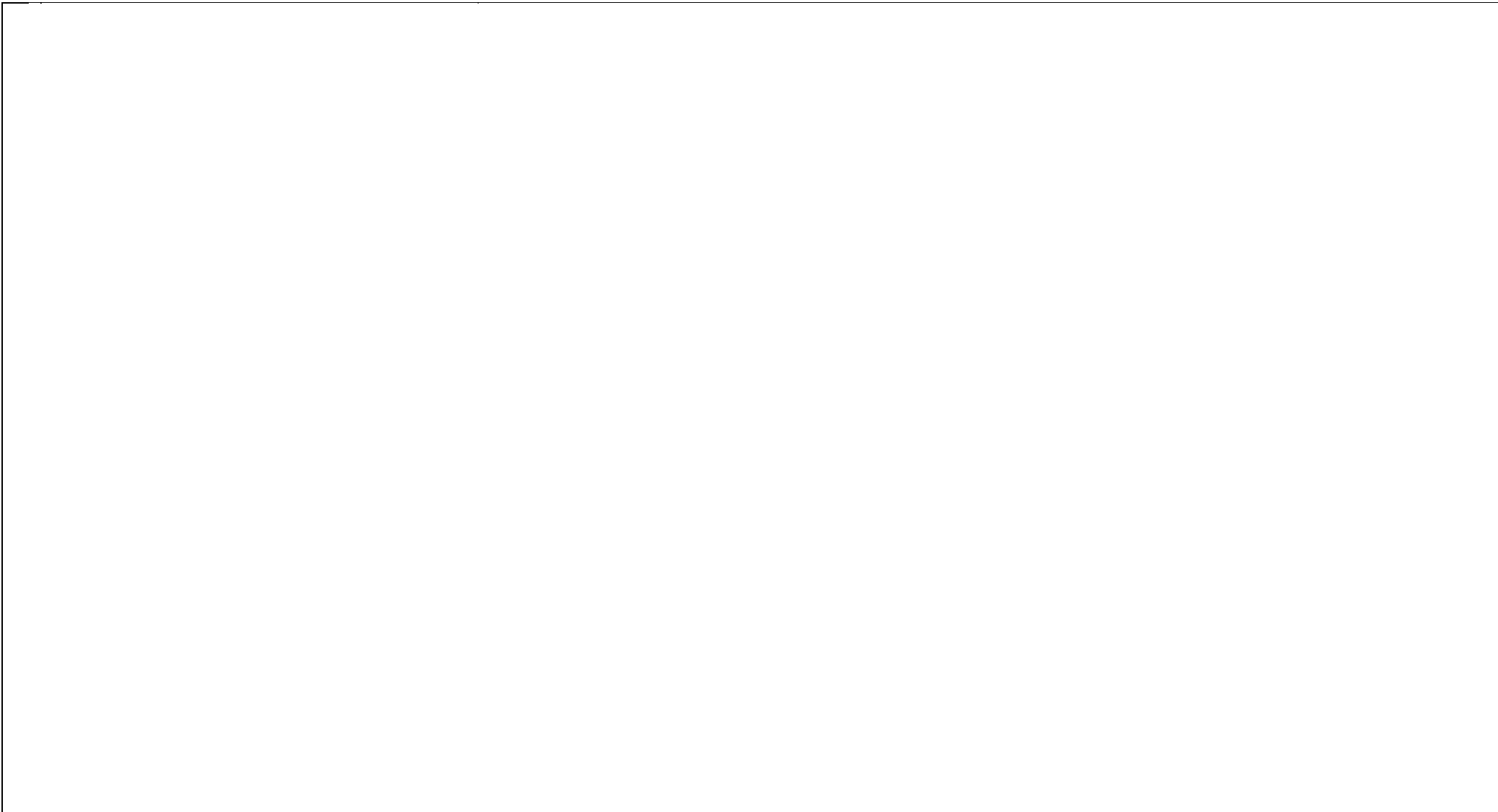










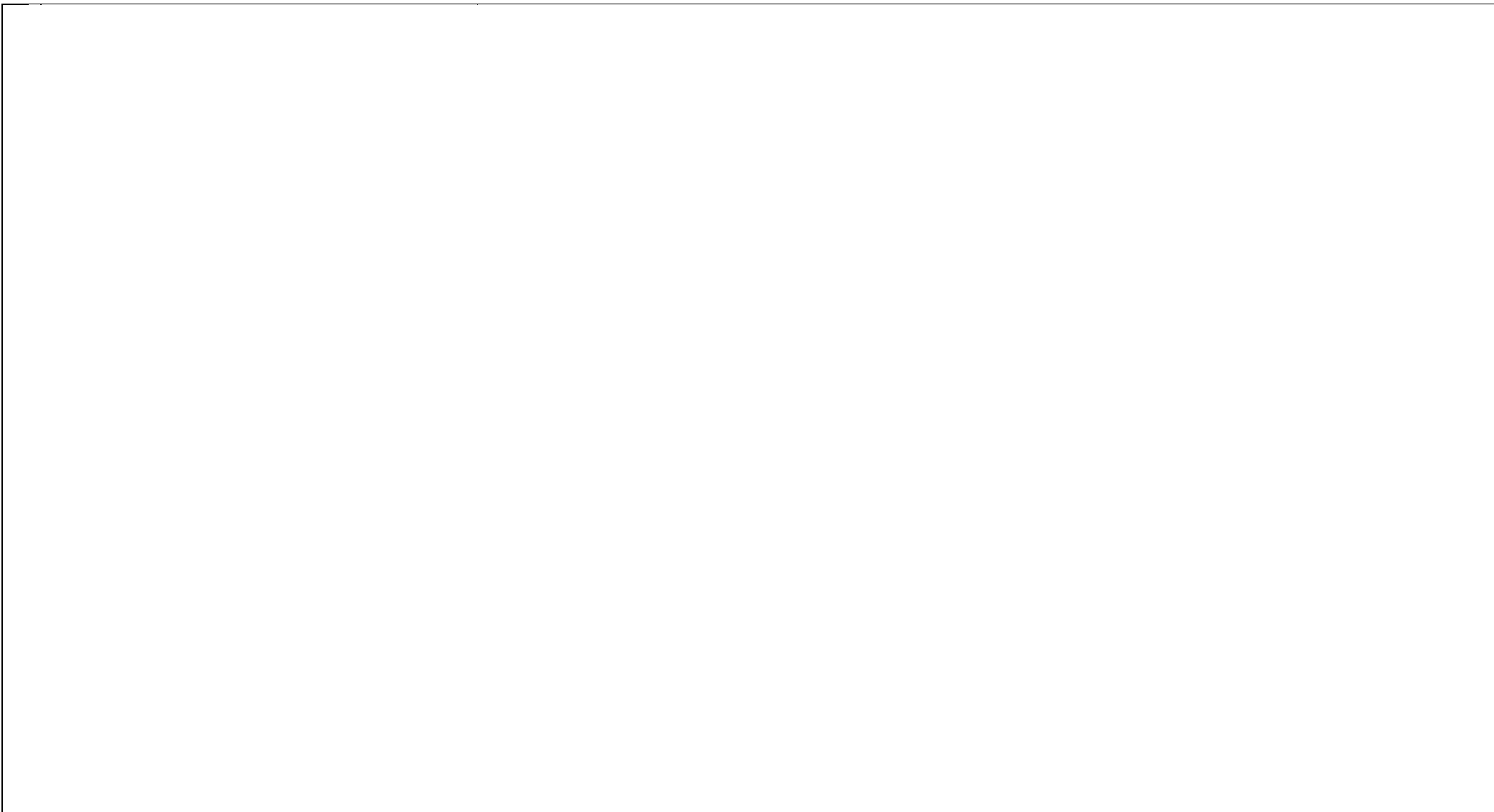


















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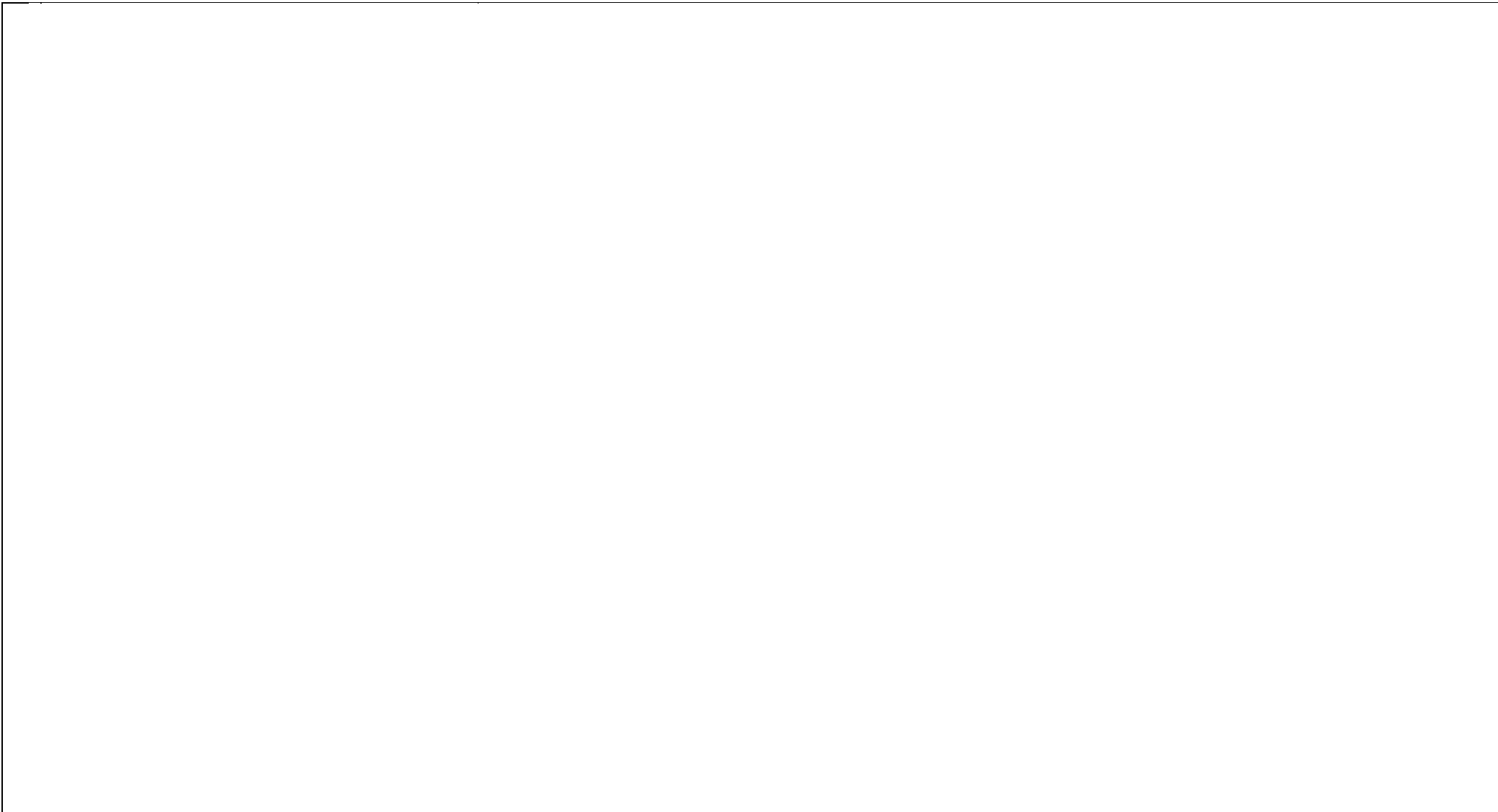


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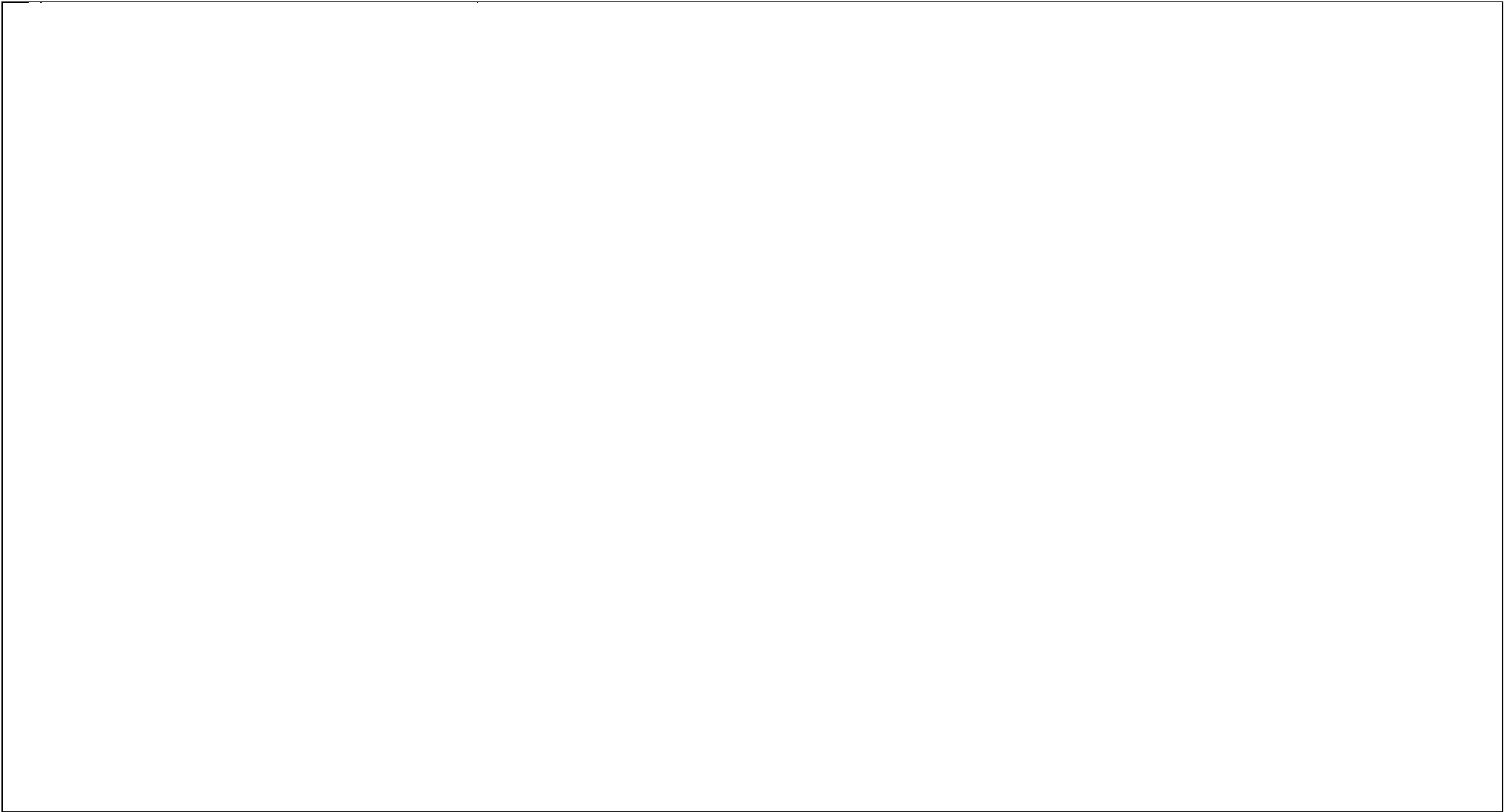


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Study Plan Module 3: Ethics in Higher Education, Special Mention CSR and Sustainability (Course Name 2105 EC.EHE-CSR, Level 6)

| Unit and Topic | Learning Outcome-Related Objective | Activities and Readings | Timeline |
|--|---|--|----------|
| Unit 1 CSR in Practice | Evaluating CSR concepts in practice | Draft a CSR plan for a selected professional context; Reading as per bibliography | Week 1 |
| Unit 2 Sustainability and Ethics of Transformation | Systematising ethics and sustainability | Author a concept for a Code of Ethics using sustainability as key anchor; Reading as per bibliography | Week 2 |
| Unit 3 Sustainability in Practice | Developing analytical capacities on practice models of Sustainability | Compose a case study which illustrates sustainability as focal point for institutional development; Reading as per bibliography | Week 3 |
| Unit 4 Research Methodology | Acquiring competence on subject-related methodologies | Conceptualise a research methodology strategy; Reading as per bibliography | Week 4 |
| Research Project Stepping Stones | | | |
| <ol style="list-style-type: none"> 1. The research project will be conducted in stages – guided by the supervisor – with each stage being presented to the supervisor as a separate module. 2. Participants should inform their instructors in each class of what their research topic is so that individual instructors may, when appropriate, direct instruction of a particular course towards student research interests. Participants should feel free to ask instructors/supervisors for advice or assistance concerning any issues of their project that may overlap with individual module learning contents. 3. The completion of the project/thesis will be accompanied by a final presentation at the end of the course programme. A panel of faculty (and students) will participate in the student presentation. | | | |

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| Work Schedule | The final project activities are spread over several units; participants are not required to maintain weekly activity logs. Instead, they are required to maintain a running log of activities related to their final projects, with the first entry being the orientation meeting | | 2 weeks/ unit |
| Unit 5 Project Orientation | Using research-specific recommendations in a systematic manner; Interpreting different hypotheses | Develop a research hypothesis | Weeks 5/6 |
| Unit 6 Literature Search and Review | Exploiting different literature search tools effectively; Exploring relevant academic literature in the subject matter field | Establish a literature review | Weeks 7 /8 |
| Unit 7 First Project Draft | Summarising a research proposal; Formulating relevant research questions | Design a research proposal | Weeks 9/10 |
| Unit 8 Project Development | Collecting relevant information in view of developing research questions; Assess the validity of specific research questions | Author a statement of the problem | Weeks 11/12 |
| Unit 9 Project Development | Distinguish between levels of relevance of information for the advancement of the project; Exploring innovative perspectives supported by complementary reading and expert advice. | Organise a research group in support of the project development | Weeks 13/14 |
| Unit 10 Concept Project Presentation | Experiment with a selection of presentation modes; | Write a concept for a research project presentation | Weeks 15/16 |

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| | | Discern appropriate means of research presentation | | |
| Unit 11 | Project Presentation Development | Differentiate different options for the project presentation. Support choices for developing the presentation with arguments | Prepare a research project presentation | Weeks 17/18 |
| Unit 12 | Presentation Final Project | Weigh the research process with appropriate discernment for each stage. Defend research findings with evidence and methodological clarity | Present a research project by using appropriate methods and illustrations for the evidence | Weeks 19/20 |

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| <p>5. Measures on Plagiarism Issues in your Institution (Module 1)</p> | <p>Garg, Urvashi. <i>Plagiarism and Detection Tools: An Overview</i>, 2013. https://www.globethics.net/gel/10453218</p> <p>Shkodkina, Yuliia and Pacauskas, Darius. <i>Comparative Analysis of Plagiarism Detection Systems</i>, Business Ethics and Leadership, Volume 1, issue 3, pp. 27-35, 2018. https://www.globethics.net/gel/12503539</p> <p>Sharapov, Ruslan and Sharapova, Ekaterina. <i>Система проверки текстов на заимствования из других источников(System of Duplicate Texts Detection)</i>, 2011, pp.121-126. http://ceur-ws.org/Vol-803/paper16.pdf (Russian version only)</p> <p><i>The Brockhaus and Efron Encyclopedic Dictionary</i>, 86 vols., 1890-1907, article by Arkady Gornfeld, https://en.wikipedia.org/wiki/Brockhaus_and_Efron_Encyclopedic_Dictionary see also: http://www.vehi.net/brokgauz/index.html</p> |
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| 8. University Codes of Ethics, Rules and Regulations (Module 1) | <p>Globethics.net collection of professional codes of ethics.</p> <p>https://www.globethics.net/web/codes-of-ethics/overview?layoutPlid=4297674</p> |
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| <p>3. Library Ethics</p> <p>(Module 2)</p> | <p>Ethics in the library</p> <p>https://www.ifla.org/files/assets/faife/publications/spotlights/ethics-aiu-library-cooper.pdf</p> <p>Code of Ethics for Librarians and Information Professionals https://www.ifla.org/files/assets/faife/codesofethics/poland.pdf</p> <p>Library ethics for non-librarians – introduction http://doug-johnson.squarespace.com/blue-skunk-blog/2016/6/16/library-ethics-for-non-librarians-introduction.html</p> <p>Required readings:</p> <p>Library Ethics and Principles https://llc.wrdsb.ca/about/library-ethics-and-principles/</p> <p>Big Brother is Watching You: The ethical role of libraries and big data https://chooseprivacyeveryday.org/the-ethical-role-of-libraries-and-big-data/</p> |
| <p>4. International outbound students' university policies</p> <p>(Module 2)</p> | <p>Creating Conditions for (International) Student Success https://teaching.berkeley.edu/creating-conditions-international-student-success</p> <p><i>Required readings:</i></p> <p>Enhancing the Quality of the International Student Experience https://www.higheredtoday.org/2018/07/02/enhancing-quality-international-student-experience/</p> |
| <p>5. Student selection process</p> <p>(Module 2)</p> | <p>Equity in Education: What it Is and Why it Matters https://www.thinkingmaps.com/equity-education-matters/</p> <p>Teaching Strategies to Promote Student Equity and Engagement https://www.thoughtco.com/promoting-student-equity-and-engagement-4074141</p> <p><i>Required readings:</i></p> <p>Ten Steps to Equity in Education https://www.oecd.org/education/school/39989494.pdf</p> <p>Unequal Opportunity: Race and Education https://www.brookings.edu/articles/unequal-opportunity-race-and-education/</p> |
| <p>6. Ethics and Sustainability</p> <p>(Module 2)</p> | <p>Measuring and Communicating the Benefits of Sustainable Public Procurement (SPP): Baseline Review and Development of a Guidance Framework, Published in 2015 by 10YFP SPP Programme/SPLC (United Nations / intergovernmental organizations)</p> |

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| <p>8. Personal research and final assignment (Module 2)</p> | <p>BF312 Business, finance and administration</p> <p>BF305 Education and research</p> <p>BF305-00 College, university, higher education and research ethics</p> <p>Lemmer, E.M., "Infusing Ethics into Everyday Practice in Higher Education". In: Singh, Divya. and Stückelberger, Christoph. Ethics in Higher Education: Values-Driven Leaders for the Future. pp.91-97, 2017</p> <p>https://www.globethics.net/gel/10509217</p> |

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| Globethics.net Collection on Ethics in Higher Education | <p>The Collection is accessible online on the repository of the Globethics.net E-Library: https://repository.globethics.net/handle/20.500.12424/75</p> <p>The collection comprises the following categories according to the classification tree:</p> <p>EC0 Reference works</p> <p>EC1 Philosophical history and meta-doctrines on the value of good education for life</p> <p>EC2 Education, research and assessment methods in contemporary education institutions and ethics</p> <p>EC3 Education, research and society</p> <p>EC4 Education and ethics: ethics in the transmission of knowledge, in the reception of knowledge and the organisation of higher education</p> <p>EC5 Education and economics</p> <p>EC6 Education, politics and policy</p> <p>EC7 By geographical areas</p> <p>EC8 Other</p> |

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