

# Handbook for Participants

## Executive Certificate Qualification Suite Ethics Higher Education

Version 2021



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## Introduction

The Course Handbook for Participants offers guidelines to students<sup>1</sup> about the course structure and grading policy and procedure, and a range of other important issues concerning the implementation of the quality framework to the study programme, effective from April 2020 and updated on a regular basis.

The programme educational pathway corresponds to level 4 to 5, with the possibility of acquiring micro-credentials at each level.

This course is designed to match the learning outcomes upon completion of each level.

The study programme includes one onsite, short-term module on Ethics in Higher Education – Training-of-Trainers (EC.EHE-TOT, Level 4) and three online modules:

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

Upon completion of the three modules, 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.

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 separately:

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

### A. Course Description

The new EHE-TP Course programme is organised as follows:

#### Learning Objectives

The course 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.

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<sup>1</sup> Globethics.net is using the terminology of *Course Handbook for Participants* as generic term designating the body of regulations made available for all participants in its course programme. See also *Glossary of Quality Assurance Related Terms*. The terms student and participant are used synonymously, even though the latter is privileged in recognition of the educational status of the majority of the course programme participants as professionals and executives.

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.

### 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 grid<sup>2</sup> provides potential participants with an overview in case of unfamiliarity with this framework.

### Attendance Policy

Academic success begins with attending classes to receive instruction and all relevant information for the learning experience. Therefore, it is imperative that participants demonstrate their responsibility by taking actively part in the class through the discussion forums and complete the coursework assignments within the timeframe allocated. Participants who are unable to attend the Training of Trainers course organised onsite have the option to catch up with materials that would be made available in the first week of the online course along with the pre-course material readings. They would also have to submit a survey as a pre-class assignment prior to the start of the course programme.

### Procedure for Participants' Appeals and Complaints

Globethics.net has a keen interest in offering all course participants a satisfactory learning experience. However, it is recognised that participants may become dissatisfied with a service Globethics.net provided or a service that the organisation failed to provide. For such cases, this procedure, adapted to the current organisational situation and provision of course programmes, is established. A course participant's complaint is considered as an expression of dissatisfaction with an action in the context of the course delivery. A course participant's appeal refers to procedural irregularities in the assessment of participants' work or any evidence of misconduct, prejudice or bias leading to inaccurate assessments. Globethics.net receives all appeals and complaints in the perspective of resolving the instances of dissatisfaction and irregularity against the background of its Code of Ethics. Appeals and complaints must be submitted as soon as possible after the incident has taken place. All submissions are to be made to the course coordinator. The procedure includes a. an informal stage with the attempt to seek resolution through clarification and amends, b. a formal stage, which includes c. a formal investigation of the evidences brought forward. This investigation will be recorded and reviewed, as necessary also with consultation of other advisory instances such as the Board of Foundation committees (here: Academic Committee), and the outcome communicated to the participant. The right to appeal against the outcome is reserved and participants may deposit a complaint to the Academic Committee.

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<sup>2</sup> Common European Framework of Reference for Languages self-assessment grid, <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52>

## Learning Resources<sup>3</sup>

The course programme is based upon and uses the Globethics.net collection of materials 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 in the Globethics.net e-library for the purpose of their final written assignment.

## Learning Outcomes

Upon completion of the course, participants will 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.

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 the respective specific learning outcome indicators for each module (Table 2 for Module 1, Table 3 for Module 2 and Table 4 for Module 3).

## Mode of Learning and Assessment

The proposed full qualifications pathway is based on a blended-learning model with an onsite Training of Trainers short-term module organised over two to four days, requiring the full participation of students, who also send in a feedback on the survey distributed at the end of the training. Those who wish to pursue the course in the certification track will be enrolled on the online learning platform and subject to the assessment of the submitted course assignments based on forum discussions, weekly coursework assignments and a final assignment by Week 10, may earn a certificate of successful completion.

Forum participation, coursework assignments and final written assignment are graded according to the grading rubrics in the framework of the grade distribution tables.

During the discussions in the forum, students should demonstrate that they understand the theories presented by drawing basic examples from practical experience, and justify their opinion for or against

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<sup>3</sup> *Course Report Intake EHE-TP4 in Response to UK NARIC Feedback note 18 on Globethics.net quality standards.*

the position presented in the case, or provide additional arguments to defend their positions based on their knowledge and understanding of the theories.

As for the formative quizzes, they are designed to verify that students have read and understood the course material and the test results are made available as guidelines for self-learning. Feedback prior to the submission of final assignments is an important part of the accompaniment instructors offer participants in their learning progression. Points gained through this activity do not have a major impact on the summative assessment of the learning outcomes; however they are intended to support the learning progression of the participants in view of attaining the learning outcomes.

The course programme is delivered both onsite and online. A Training of Trainers (TOT) module is organised on campus with a partner institution for the duration of two to four days. Participants are required to attend the full course programme and to participate in the survey on Ethics in Higher Education.

Participants who have not attended the TOT module are required to go through the introductory first week and upload and submit the pre-class survey before proceeding to the start of the course.

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 written assignment by Week 10.

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

#### Criteria for Evaluating Student Performance<sup>4</sup>

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

The criteria for the evaluation of participants' performance correspond to the weight attributed to each of the assessment elements as follows:

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

#### Final Assignment Learning Outcomes

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

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).

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<sup>4</sup> See also Globethics.net Code of Practice for Quality Assurance / Quality Assurance Enhancement Manual.

1. Students are able to recognize ethical issues and to categorize them within the context of higher education.
2. Students are able 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 are able to analyse ethical problems within their own personal, professional and institutional context and to present the analysis in a systematic manner.
4. Students are able to evaluate ethical problems by using different methodologies, concepts and tools learned, and by creatively contributing to avenues for solutions (concepts for new tools, procedures etc.)

Table 1: Grade System for Final Written 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 reading, 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	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



			inadequate support			
<b>Source material and documentation</b>	Source material is incorporated logically and insightfully. Sources are documented accurately	Source material incorporated logically. Sources documented accurately	Source material incorporated adequately and usually documented accurately	Source material incorporated but sometimes inappropriately or unclearly. Documentation is not fully accurate	Source material insufficiently incorporated. Documentation is barely accurate	Source material rarely or not incorporated. Documentation is broadly inaccurate or not presented
<b>Academic Language and Style</b>	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 amount of major linguistic errors; academic unsatisfactory level of academic language and style, with vague language choices that do not allow to understand ideas and concepts	Excessive amount of linguistic errors impeding the readability of the contribution; unacceptable/pejorative academic language and style
<b>Achievement of Intended Learning Outcomes</b>	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

### Transfer of Credit to Other Institutions

Acceptance of transfer credit is always a decision of receiving institutions. Globethics.net Academy accreditation does not guarantee transferability to all higher education institutions, except within the partnership framework with our institutional Consortium members. Any student/participant interested in transferring Globethics.net Academy credits to another college or university should check directly with the receiving institution. In circumstances where a participant wishes to transfer to another course, the transfer will be facilitated by the Course Coordinator in conjunction with the

relevant Academic Managers. The Accreditation of Prior Learning (APL) handbook and APL policy offer more comprehensive indications on the award and transfer of credits.<sup>5</sup>

## B. Management and Governance

In terms of management and governance, students, teachers and staff shall abide to the policy framework as spelled out in the Globethics.net Code of Practice for Quality Assurance (GE-QA-COP) and the Globethics.net Code of Ethics (COE).

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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<sup>5</sup> *Globethics.net Consortium of Universities on Ethics in Higher Education*, Globethics.net (2017).

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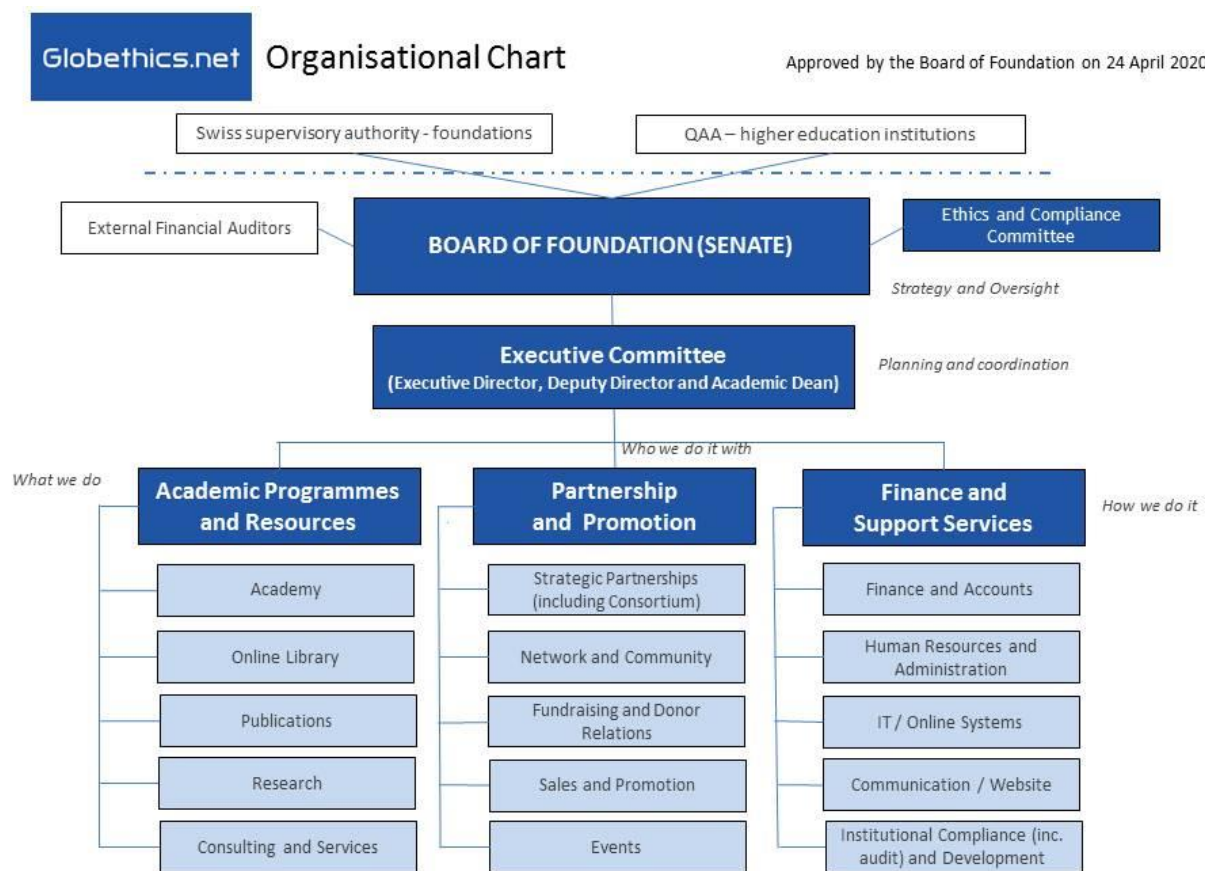
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**Globethics.net Organisational Chart**



**C. Learning Objectives and Criteria of Evaluation on Student Performance**

Module 1: Executive Certificate in Ethics in Higher Education for Teaching Professionals (Course Code 2102 EC.EHE-TP Level 4)

**Learning Objectives Module 1**

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 grid<sup>6</sup> provides potential participants with an overview in case of unfamiliarity with this framework.

## Learning Outcomes<sup>7</sup>

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;
4. Define ethical criteria for behavioural change in the professional setting; and
5. Draft a code of conduct/best practice guidelines for research and publication.

## Learning Resources

Globethics.net provides through its e-library a wealth of learning resources, including the collection on Ethics in Higher Education, with reference to key learning areas, such as ethics standards and tools, and how to build a code of conduct in teaching and research in ethics. Please refer to the list of reading material for each module.

## Methods of Delivery and Assessment

The course offers two options: a) participants can join an onsite training-of-trainers module (EC.EHE-TOT) organised on campus prior to the online course, or b) participants can compensate learning contents during the introductory Week 1 on the online platform with the other participants.

Participants 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.

## Criteria for Learning Outcome-Based Assessment

The following table provides the principle learning outcomes that are planned for the 10 units in Module 1 in terms of the knowledge, competence and skills that are expected to be attained.

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<sup>6</sup> Common European Framework of Reference for Languages self-assessment grid, <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52>

Table 2: Specific Learning Outcome Indicators Module 1

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

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

### Rubrics for Grading

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

#### *Forum Discussion*

Coursework assignments and discussion questions on the forum will be graded according to the grading rubrics in alignment with the detailed learning outcomes of the units:

#### *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;
- 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*

<b>Unit 1:</b>	<b>Specific Learning Objectives</b>	<b>Specific Learning Outcomes</b>
<b>Why Should I be ethical?</b>	<i>The discussion forum will help participants in</i>	<i>Participants will be able to</i>
<b>Knowledge</b> <i>The content of learning</i>	Identifying ethical issues in higher education	Reflect upon ethical issues in higher education by engaging with others
<b>Competence</b> <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
<b>Skills</b> <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

<b>Unit 2:</b>	<b>Specific Learning Objectives</b>	<b>Specific Learning Outcomes</b>
<b>Ethical Decision Making</b>	<i>The discussion forum will help participants in</i>	<i>Participants will be able to</i>
<b>Knowledge</b> <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
<b>Competence</b> <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
<b>Skills</b> <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



<b>Unit 3:</b> <b>Ethics of Service Delivery</b>	<b>Specific Learning Objectives</b>	<b>Specific Learning Outcomes</b>
	<i>The discussion forum will help participants in</i>	<i>Participants will be able to</i>
<b>Knowledge</b> <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
<b>Competence</b> <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
<b>Skills</b> <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

<b>Unit 4:</b> <b>Publication Ethics</b>	<b>Specific Learning Objectives</b>	<b>Specific Learning Outcomes</b>
	<i>The discussion forum will help in</i>	<i>Participants will be able to</i>
<b>Knowledge</b> <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
<b>Competence</b> <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
<b>Skills</b> <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

<b>Unit 5:</b>	<b>Specific Learning Objectives</b>	<b>Specific Learning Outcomes</b>
<b>Plagiarism</b>	<i>The discussion forum will help in</i>	<i>Participants will be able to</i>
<b>Knowledge</b> <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
<b>Competence</b> <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
<b>Skills</b> <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

<b>Unit 6:</b>	<b>Specific Learning Objectives</b>	<b>Specific Learning Outcomes</b>
<b>Assessment Fraud and Examination Cheating</b>	<i>The discussion forum will help in</i>	<i>Participants will be able to</i>
<b>Knowledge</b> <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
<b>Competence</b> <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
<b>Skills</b> <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

<b>Unit 7:</b>	<b>Specific Learning Objectives</b>	<b>Specific Learning Outcomes</b>
<b>Harassment and Bullying: Workplace bullying at universities</b>	<i>The discussion forum will help in</i>	<i>Participants will be able to</i>
<b>Knowledge</b> <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
<b>Competence</b> <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
<b>Skills</b> <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

<b>Unit 8:</b>	<b>Specific Learning Objectives</b>	<b>Specific Learning Outcomes</b>
<b>University Codes of Ethics, Rules and Regulations</b>	<i>The discussion forum will help in</i>	<i>Participants will be able to</i>
<b>Knowledge</b> <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
<b>Competence</b> <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
<b>Skills</b> <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
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**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	
<b>Depth of reasoning in content contribution of the first post</b>	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
<b>Engagement with others and contribution to advancing the discussion of the learning community</b>	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
<b>Response to three other posts/threads and level of reflexivity and analysis</b>	Responses to more than five other posts/threads at highest level of reflexivity and analysis, building on the consecutive interchange	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	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

	through collaborative thinking		argumentation			and unconstructive attitudes
<b>Academic Language and Style</b>	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 amount of major linguistic errors; academic unsatisfactory level of academic language and style, with vague language choices that do not allow to understand ideas and concepts	Excessive amount of linguistic errors impeding the readability of the contribution; unacceptable / pejorative academic language and style
<b>Support of Argumentation</b>	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
<b>Overall Achievement of Intended Learning Outcomes</b>	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 in-existent 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 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>
<b>Knowledge</b>	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
<b>Competence</b>	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
<b>Skills</b>	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.

The final writing assignment allows participants to demonstrate their analytical and argumentation skills required at the Level 4 according to the RQF descriptors.

### Selection of Final Assignment Topic

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.

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.

The length of this final assignment at this level is set between 1,500 and 2,500 words, which corresponds to RQF Levels 4 and 5 descriptors.

### Awards and Certification

Upon completion of this module, participants receive the Executive Certificate in Ethics in Higher Education for Teaching Professionals (EC.EHE-TP Level 4).

The credits (3.5 ECTS) earned allow participants to sign in for the next course module offered in the qualification pathway, within 18 months after completion of Module 1.

### Transfer of Credits from Globethics.net Academy (GEA) to Other Institutions

Acceptance of transfer credit is always a decision of receiving institutions. Globethics.net accreditation does not guarantee transferability to all higher education institutions, except within the partnership framework with our institutional Consortium members<sup>8</sup>.

Any student/participant interested in transferring Globethics.net Academy credits to another college or university should check directly with the receiving institution. In circumstances where a participant wishes to transfer to another course, the transfer will be facilitated by the Course Coordinator in conjunction with the relevant Academic Managers.

The Globethics.net Accreditation of Prior Learning Handbook<sup>9</sup> (APL-GE) offer more comprehensive indications on the award and transfer of credits.

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<sup>8</sup> Globethics.net Consortium on Ethics in Higher Education Membership Agreement (2017).

<sup>9</sup> Globethics.net Quality Assurance Code of Practice and APL Procedure Documentation (2020).

## Module 2: Executive Certificate in Ethics in Higher Education for Administrative Professionals (Course Code 2107 EC.EHE-ADM Level 5)

### Learning Objectives Module 2

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 EC.EHE-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 grid<sup>10</sup> provides potential participants with an overview in case of unfamiliarity with this framework.

### Learning Resources<sup>11</sup>

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 5:

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.
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

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

<sup>11</sup> Revised Bibliography in the Handbook for Practitioners on Ethics in Education, Globethics.net, 2018.



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 of the course programme's units as shown in table 3.

Table 3: Specific Learning Outcome Indicators Module 2

<b>Upon completion of this Module participants will be able To</b>			
<b>Module Unit</b>	<b>Knowledge</b>	<b>Competence</b>	<b>Skills</b>
<b>Module Unit 1</b> <b>What is Ethics,</b> <b>What is Institutional Ethics?</b>	<b>Differentiate ethical theories and concepts related to institutions</b>	<b>Critically evaluate different theoretical ethical approaches and methods with regard to diverse institutional contexts</b>	<b>Establish a systematic analysis of gaps in institutional ethics in a selected Higher Education Institution</b>
<b>Module Unit 2</b> <b>Human Resources Management</b>	<b>Define ethical criteria for human resources management plan</b>	<b>Carry out empirical investigation to collect best practices from across the Higher Education Institution</b>	<b>Design an efficient and ethically grounded human resources management plan</b>
<b>Module Unit 3</b> <b>Conflict Resolution and Recourse</b>	<b>Differentiate between formal and interpersonal dimensions of conflicts</b>	<b>Evaluate the existing practices of conflict resolution and recourse</b>	<b>Develop a comprehensive and differentiated plan for contextually relevant conflict resolution and recourse</b>
<b>Module Unit 4</b> <b>Data Management</b>	<b>Classify the existing procedures of data management</b>	<b>Analyse the data management practice in view of coherence and application of ethical principles</b>	<b>Draft guidelines for the ethical treatment and management of data</b>
<b>Module Unit 5</b> <b>Privacy and Intellectual Property Protection</b>	<b>Review systematically and in application of the latest international agreements privacy and property protection regulations</b>	<b>Relate privacy and intellectual property protection to the overall institutional ethics provisions</b>	<b>Assemble a cross-institutional team of experts to elaborate coherent procedures of privacy and intellectual property protection</b>

<b>Module Unit 6</b> <b>Cyber Security</b>	<b>Discern the transversal importance of cyber security</b>	<b>Judge the efficiency of regulations in place for cyber security</b>	<b>Author a strategic statement on the improvement of cyber security</b>
<b>Module Unit 7</b> <b>Procurement</b>	<b>Evaluate the ethical coherence of procurement practices</b>	<b>Integrate compliance with ethics-oriented regulations</b>	<b>Institute ethical procurement policies</b>
<b>Module Unit 8</b> <b>Corporate Social Responsibility (CSR)</b>	<b>Define concepts and terminologies of CSR</b>	<b>Determine how institutional ethics impinges on CSR</b>	<b>Write an ethical statement on CSR in higher education</b>
<b>Module Unit 9</b> <b>Professional Learning Portfolio/Ethics Directorate</b>	<b>Examine models of an Ethics Directorate in view of building a professional learning portfolio</b>	<b>Collect elements for the composition of an Ethics Directorate for the learning portfolio</b>	<b>Create a professional learning portfolio around an Ethics Directorate for Higher Education Institutions</b>
<b>Module Unit 10</b> <b>Final Projects:</b> <b>Research or Professional Evaluation Essay</b>	<b>Collect relevant material and sources in preparation of designing the final project</b>	<b>Design autonomously a research project or a professional evaluation report</b>	<b>Produce autonomously a research project or a professional evaluation report</b>

### 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:

<b>Learning Outcome Area</b>	<b>Participants' Ability at Completion</b>	<b>Learning Method</b>
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 4 threshold assessment criterion for knowledge and understanding.

### Rubrics for Grading

- Forum participation, feedback to survey, online presence according to logbook reports.
- Coursework assignments (quizzes, online discussions)
- Final writing assignment by submitting an outline of research project by completion date. The instructions for the final assignment follow the guidelines for thesis/project writing in Module 3 (unit 7).

### Attendance

Participants are expected to take actively part in the module and its elements, such as the discussion forums and other forms of interactions, to ensure that the learning outcomes can be reached upon completion of the module. Participants unable to pursue their learning journey according to the proposed syllabus are invited to contact the instructor for further guidance, and wherever possible prior to the beginning of the module.

### Forum Discussion and Forum Posts

The discussion forum is a propitious platform to allow an exchange between participants to explore topics for higher education institutions (HEI) 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. Throughout the modules, participants will discuss on case studies about how some schools handle disciplinary issues on non-ethical behaviour of students, staff or other stakeholders in the Education sector and evaluate them based on their own experience in context.

During the forum discussion, participants can share their own experience in context and agree/disagree with what has been presented through the theory and case studies.

The assessment aims at evaluating how well the participant has addressed the need to develop ethical codes and regulations on the institutional level in their response, which refers to the assessment guidelines as presented to the participants. Task-specific assessment criteria facilitate closer and more direct link with the programme learning objectives and ensure that the threshold level determines that these have been demonstrated/met by the participants in their final assignment.

The final assignment allows participants to demonstrate their analytical and argumentation skills required at the Level 4 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 2,000 words, which correspond to RQF Level 4 and 5 descriptors.

### Final Written Assignment

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 participant.
- 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.

### Criteria for Evaluating Participants' Performance<sup>12</sup>

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.

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 will ensure a complementary learning outcome and skills indicator for employment. It will also provide clear assessment criteria related to a tool directly applicable in a higher education institution.

Task-specific assessment criteria would facilitate closer and more direct link with the programme learning goals, and ensure that the threshold level determines that these have been demonstrated/met by the student in their final assignment.

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<sup>12</sup> Reply to UK NARIC Feedback no. 33 on the issue of indicators as criteria of learning assessment.

**Weight of Assessment**

Forum Participation to Module 2	20%
Coursework Assignments including Quizzes and Discussions	30%
Project Summary submitted for Module 3	50%

**Awards and Certification Module 2**

Upon completion of this module, participants receive an Executive Certificate in Ethics in Higher Education for Teaching 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.

The credits (3.5 ECTS) earned allow participants to access the next module within the next 18 months after completion.<sup>13</sup>

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<sup>13</sup> See GE-QA-COP Reference to grading policy and ECTS calculation.

## Transfer of Credit to Other Institutions

Acceptance of transfer credit is always a decision of receiving institutions. GEA accreditation does not guarantee transferability to all Higher Education Institutions, except within the partnership framework with our Consortium members. Any student interested in transferring GEA credits to another college or university should check directly with the receiving institution. In circumstances where a student wishes to transfer to another course, the transfer will be facilitated by the Course Coordinator in conjunction with the relevant Academic Managers. Furthermore, the specific regulations of the Accreditation of Prior Learning (APL) Handbook indicate details on the award and transfer of APL credits.

## Module 3: Executive Certificate in Ethics in Higher Education, Special Mention CSR and Sustainability for Professionals in Higher Education (EC.EHE-CSR Level 6)

### Learning Objectives Module 3

The Module 3 (EC. EHE-CSR, Level 6) aims to instruct the student on procedures of preparation, advice, monitoring, presentation and evaluation of the final project, which will be either a Capstone project report or 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 5.

Participants who have completed and earned executive certificates at Level 4 and Level 5 are admitted to this course.

**For transfer students, admissions are subject to the recommendations of the Globethics.net Accreditation of Prior Learning procedure and Globethics.net Code of Practice.<sup>14</sup>**

### Learning Resources<sup>15</sup>

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

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<sup>14</sup> Supporting document, Annex 5 QE-QA-COP and GE-QA-AP.

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

- 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 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 indicators for learning outcomes for this module in accordance with the proposed learning contents per unit and in view of the development of skills for employment, are shown in Table 4.

Table 4: Specific Learning Outcome Indicators Module 3

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

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



## Learning Methods and Responsibilities of Participants and Supervisors

- Participants should choose a topic, which is relevant to the course programme areas and prove their skills through autonomous research and practical implementation of the professional tools and methods. The topic may already be identified in previous parts, i.e. during module 1 or 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.
- Participants and their research supervisors will elaborate the specific research question and any hypotheses to be verified in the research, or define the areas of research and analysis as applicable for a case study project.
- Participants are encouraged to work closely with their research supervisor and to clarify questions and concerns regarding the work-in-progress of the research at this level.

## Responsibilities of the Registrar's Office

The course coordinator holds the function of the institution's registrar, and in this role takes on the following responsibilities:

- To provide the participants 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 defence.
- To help the supervisor in the activity of overseeing and guiding the participant in the conduct of the research project.

## Responsibilities of the Project/Thesis Supervisor

The supervisor commits

1. To ensure that the topic proposed by the participant is adequate for awarding a specialised Executive Certificate, Special Mention in CSR and Sustainability, comprising a particular emphasis on academic research.
2. To ensure that the required time is available and commitment demonstrated to help the participant in defining the research outline and focus.
3. To ensure that participants meet the standards to prepare their project/thesis;
4. To approve the topics for the project/thesis;
5. To ensure that participants have the capability and required facilities and resources to conduct the research;

6. To make sure that participants obtain the necessary consultation periods to discuss the work-in-progress of the research;
7. To guarantee that the research supervision guidelines are respected;
8. To ensure that academic research standards are respected during the project/thesis development;
9. To schedule regular meetings with the participant (at least 2 hours per month) to provide advice and to verify the work-in-progress of the research, to ensure that the participant can efficiently advance in the research at high standards in view of reaching the expected outcomes.
10. To keep a file with notes on the progress of the participant and to inform the Registrar's Office on the work-in-progress, propose necessary changes, or on any irregularities in the research process;
11. To ensure that supervision research progress procedures are respected;
12. To provide adequate academic support and consultation, in order to enable the candidate to achieve high standards in research. This includes assistance for the formulation of the title of the project/thesis, for the preparation of the project/thesis proposal, recommendations on literature and other sources of information to use, and an orientation on the organisation of the project/thesis. If the supervisor discovers upon evaluation that the participant lacks skills in academic writing, he/she may advise the participant to attend advanced courses that will help in research and in mastering scientific methods and techniques. The supervisor helps the participant to improve the style, but has no responsibility with regard to the editing of materials; the supervisor has the responsibility to make the participant aware of the risk of plagiarism and falsification by applying the relevant policies, in particular the procedures described in the Plagiarism Policy document;
13. To ensure that the participant is advised by an appropriate specialist in case the research is conducted in another field of specialisation from that of the supervisor;
14. In case a co-supervisor is involved, responsibilities should be clearly defined for both parties and they should keep regular contacts;
15. To assess regularly the participant's progress by demanding a written report, and to monitor the student's work against the required standards; To make the participant aware when his/her input is below these standards and to take the appropriate supporting action;
16. To make all efforts to help the participant in preparing his/her project for presentations in academic conferences or research seminars;

17. To make the relevant constructive remarks within the determined time, and to confirm prior to the defence of the project/thesis that the study project meets the requirements and standards for being awarded the degree;
18. To confirm that the participant has reflected all the remarks and recommendations of the supervisor when the project is subject to a re-presentation procedure;
19. To encourage the participant to publish excerpts of the research in academic journals and publications as appropriate.

### Responsibilities of the Participant

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

1. To be acquainted with the rules and regulations pertaining to the project/thesis procedures;
2. To approach the course coordinator with the request of a supervisor, once the research area has been determined;
3. To observe academic and ethical standards associated with the conduct of the research and the drafting project/thesis;
4. To sign a declaration of originality, by which the participant certifies that the project/thesis constitutes the outcome of an autonomous research effort, to be added inserted in the front matter section of the project/thesis.
5. To work with diligence and make all efforts to complete the project in conformance with the agreed timelines;
6. To submit to the project/thesis supervisor a report of the work accomplished, if possible in a monthly rhythm, unless otherwise agreed upon with the supervisor;
7. To meet all financial requirements for the defence of the project/thesis.

### Learning and Assessment Methods

The project/thesis defence is public. The aim of the project/thesis defence is to provide assessors the opportunity to engage with the participant on questions related to the research and to discuss various aspects of the project/thesis to obtain information in view of:

1. Confirming that the project/thesis presented was prepared autonomously by the participant;
2. Confirming that the project/thesis is original and constitutes a contribution in the relevant area of study;
3. Obtaining explanations and justifications on the materials included, on the structure and clarification of ambiguous points;
4. Determining whether the project/thesis is suitable for publication;
5. Assessing the overall knowledge, competence and skills of the candidate in the research area and his/her capacity to reflect on the research process and the research findings.

The project/thesis defence procedure includes four phases:

- A Summary of the project/thesis of 10-15 minutes, by the participant;
- A Presentation of the project/thesis evaluation offered by the supervisor;
- Questions on the project/thesis to the participant posed by the commission members;

- A synthesis of the defence offered by the supervisor.

### The Evaluation Commission

- 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.
- For the report/thesis evaluation, the Commission members shall be guided by the criteria listed in the grading rubric.
- The Criteria for evaluating participants' performance include:
  - The design and development of the thesis, which accounts for 50%;
  - The project thesis defence, which accounts for 50%.

### Criteria for Assessment

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:

1. Summary of the report/thesis of 10-15 minutes, by the candidate;
2. Presentation of the evaluation made by the supervisor;
3. Questions on the report/thesis;
4. Supervisor evaluation.

### Rubrics for Grading and Weight of Thesis Elements

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

#### Weighting of grades by thesis element

Thesis Element Breakdown	Grade Rubric	Weight
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%
<b>Thesis Redaction</b>	<b>Total Weight on 100%</b>	<b>50%</b>
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%
<b>Thesis Defence</b>	<b>Total Weight on 100%</b>	<b>50%</b>
<b>Total Minimum Required for Passing</b>	<b>Thesis Redaction 30%</b>	<b>60%</b>
	<b>Thesis Defence 30%</b>	

### The Defence Results

The project/thesis defence results are formally 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

In case the project does not meet the academic standards, the participant can be granted a second opportunity to present the project 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 defence in the next session.
- A candidate who fails twice in the report/thesis defence cannot re-submit and forfeits the possibility of being awarded a Certificate.

### Certification Pathways, Awards and Certification Module 3

Upon successful completion of this module, candidates obtain an Executive Certificate in Ethics in Higher Education, Special Mention CSR and Sustainability (EC.EHE-CSR Level 6) equivalent to the Diploma of Higher Education.

The credits (5 ECTS) earned allow participants to join another level if conversion is done within the next 18 months after completion.

### Transfer of Credit from Globethics.net Academy (GEA) to Other Institutions

Acceptance of transfer credit is always a decision of receiving institutions. GEA accreditation does not guarantee transferability to all Higher Education Institutions, except within the partnership framework with our Consortium members. 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 transfer to another course, the transfer will be facilitated by the Course Coordinator in conjunction with the relevant Academic Managers. Furthermore, the regulations of the respective Accreditation of Prior Learning (APL) Handbook and policy are applicable with regard to the award and transfer of credits.

## D. Annex Documents

- Study Plan for Modules 1, 2 and 3
- Bibliography: Globethics.net Recommended Reading Material

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

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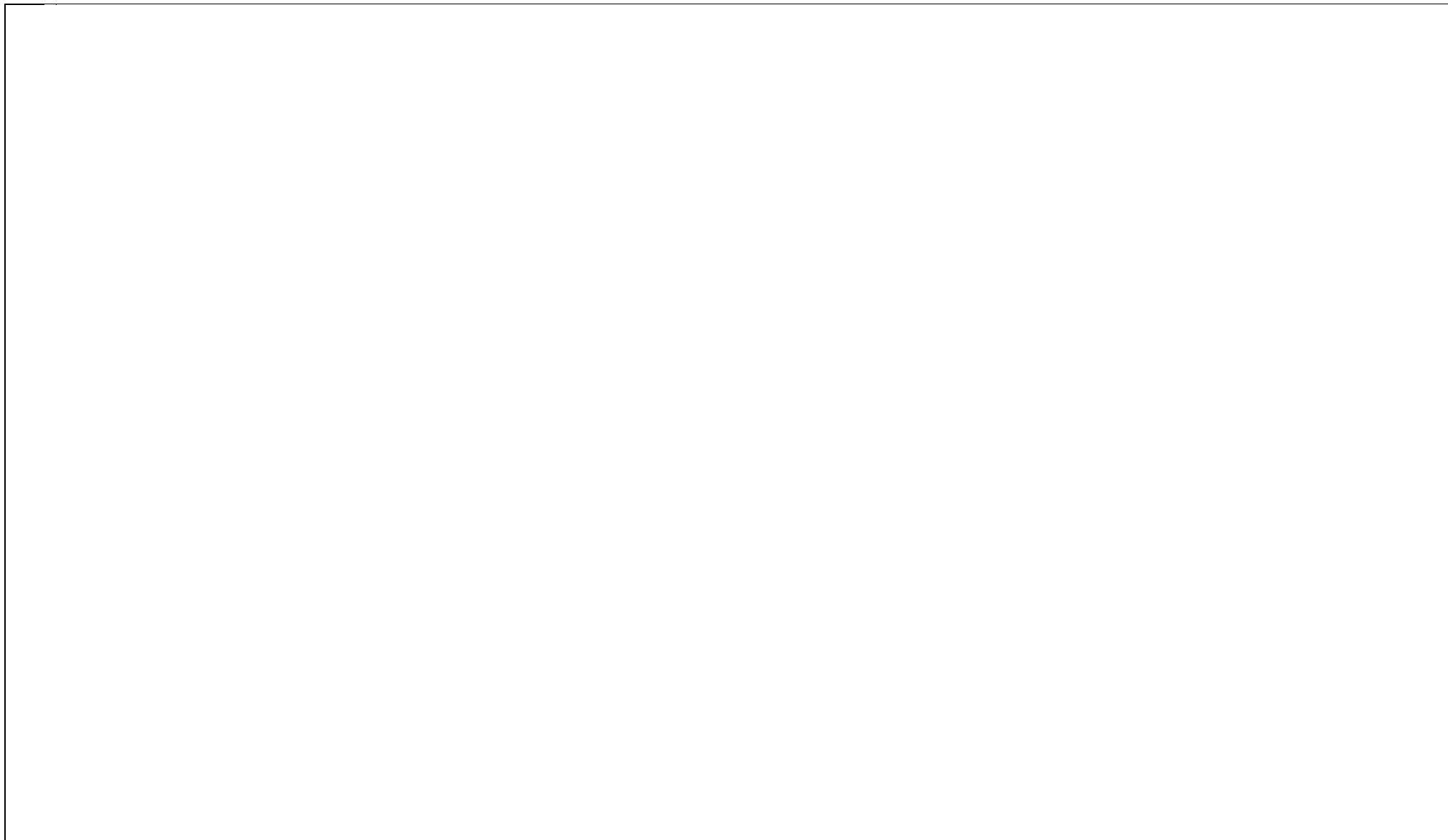
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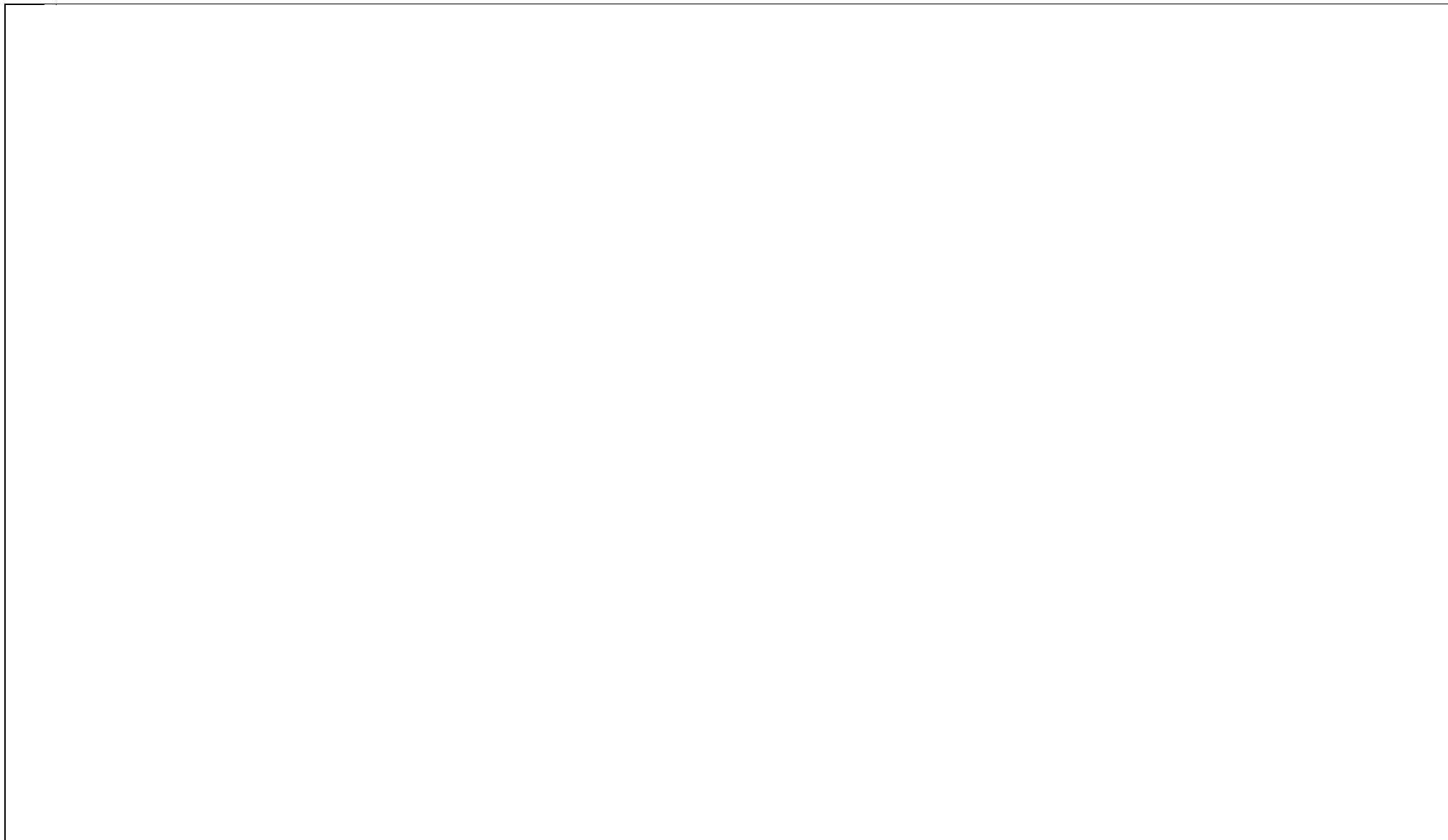
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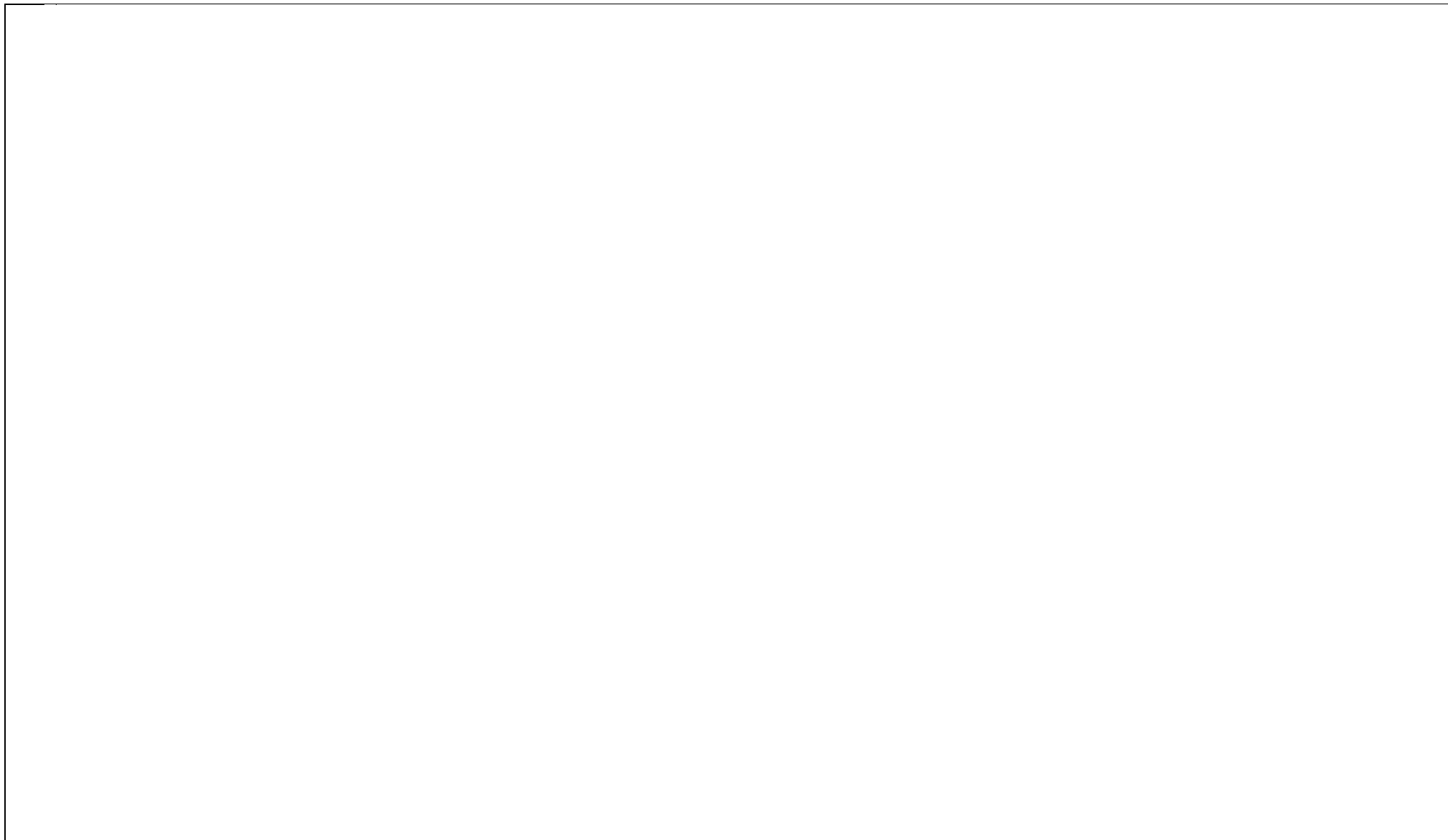
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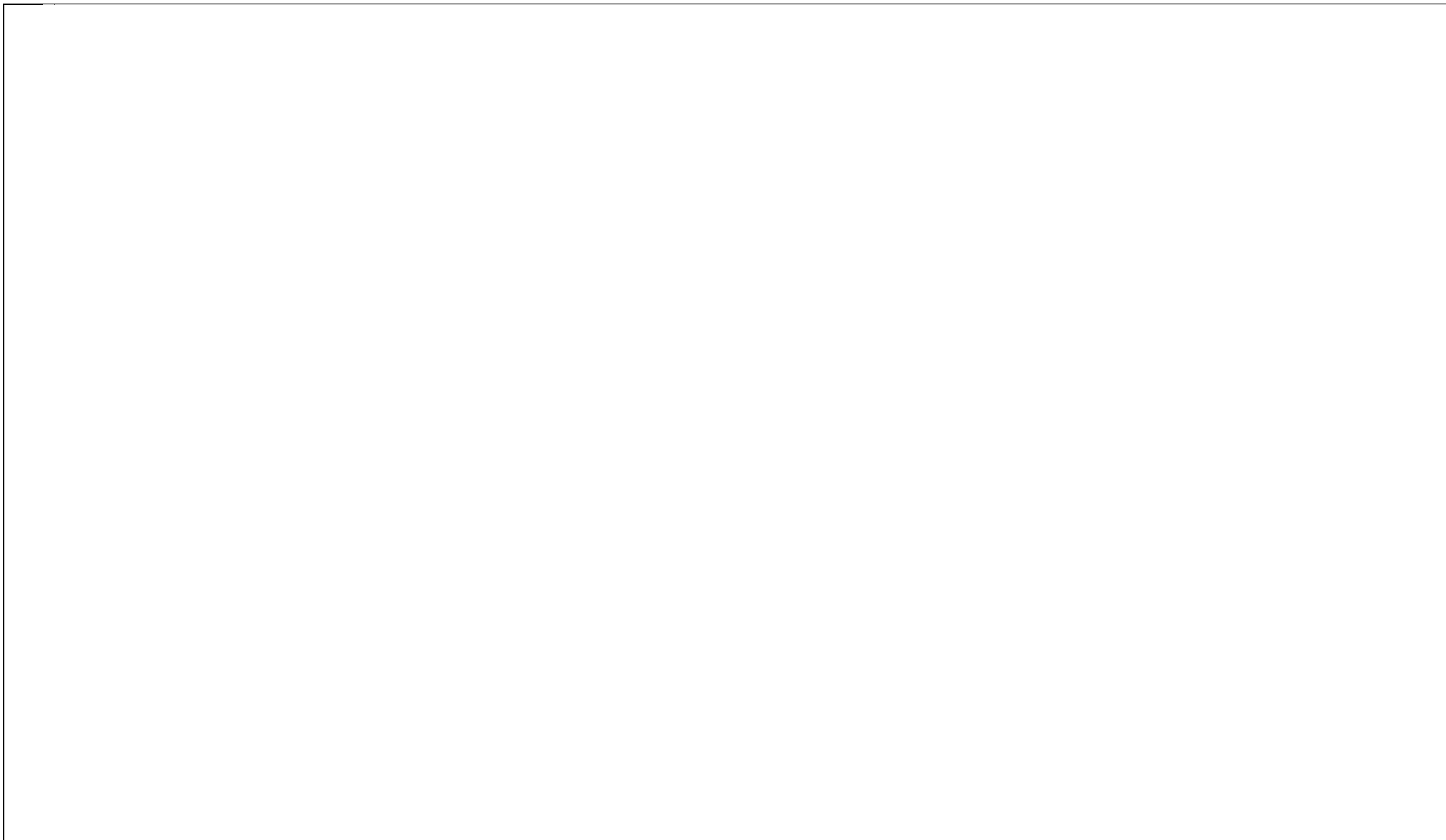
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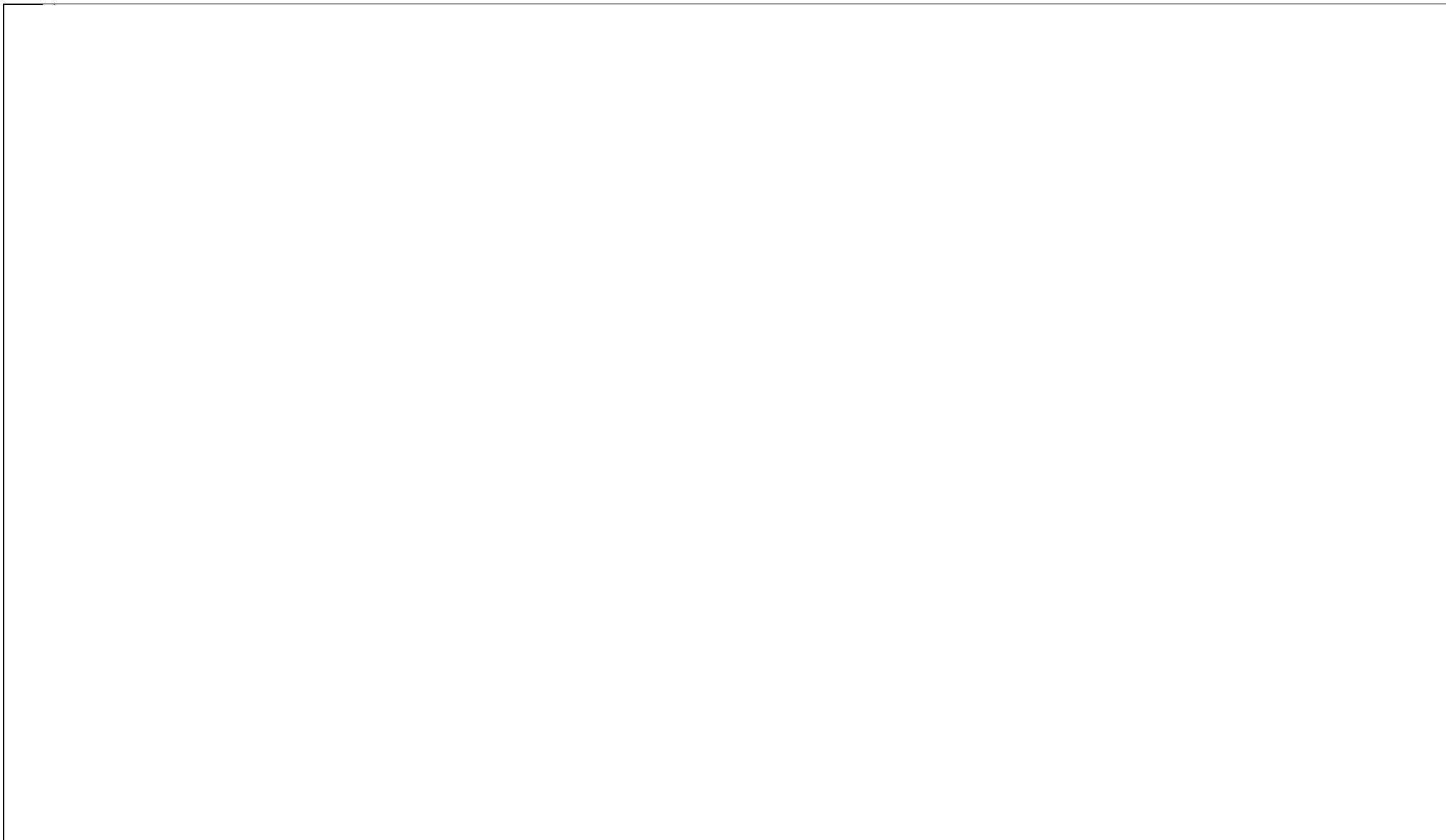
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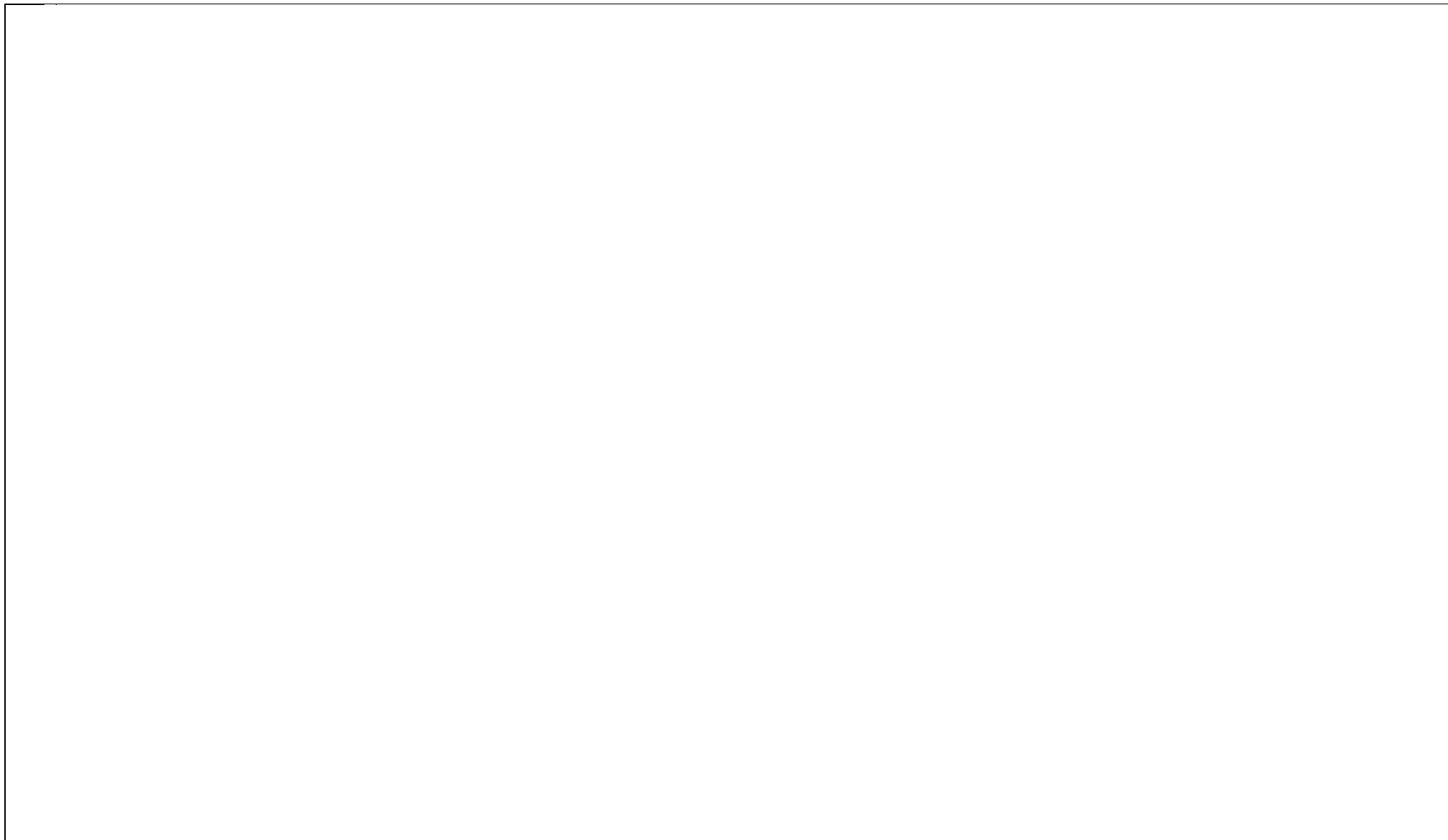






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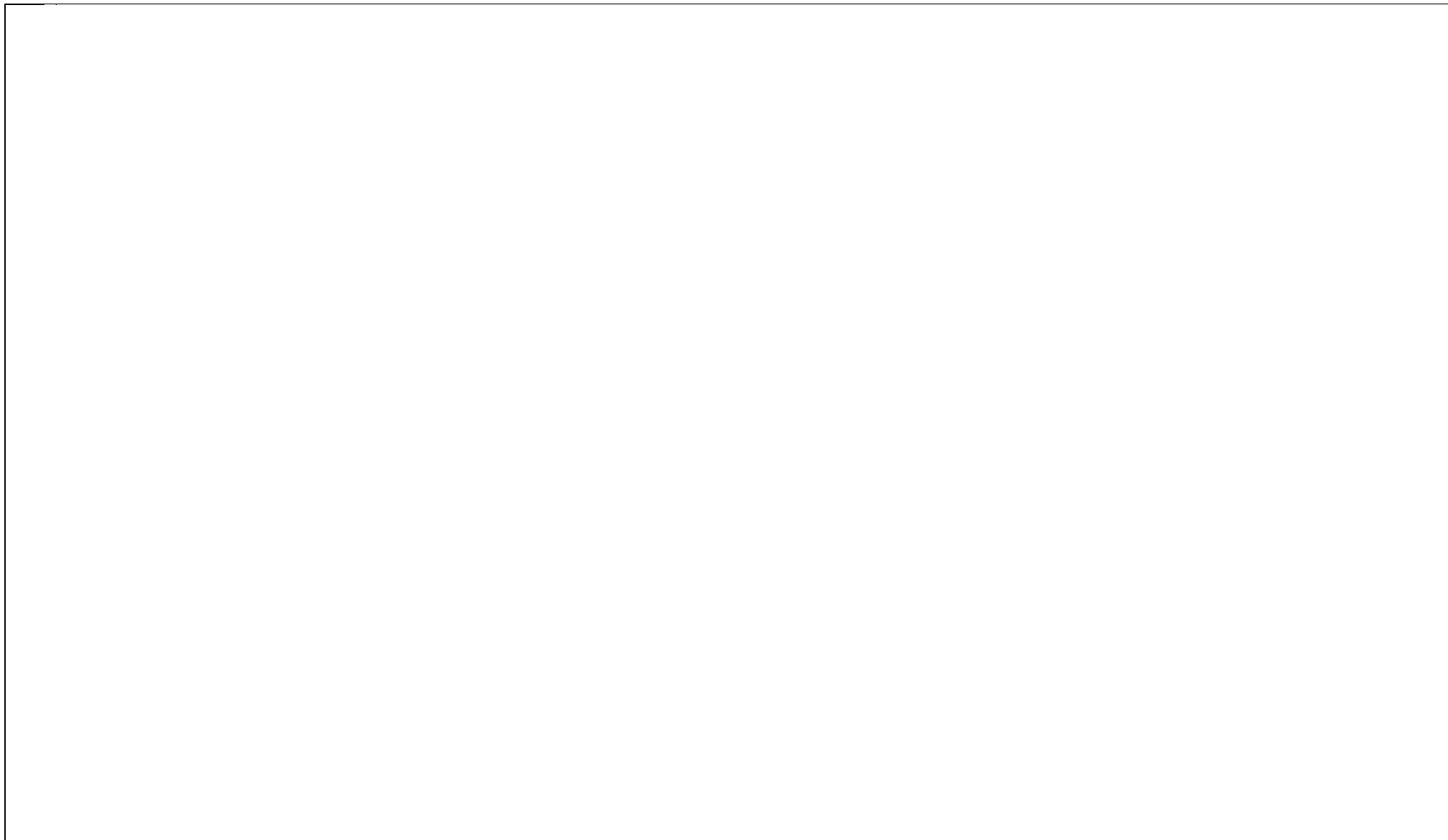
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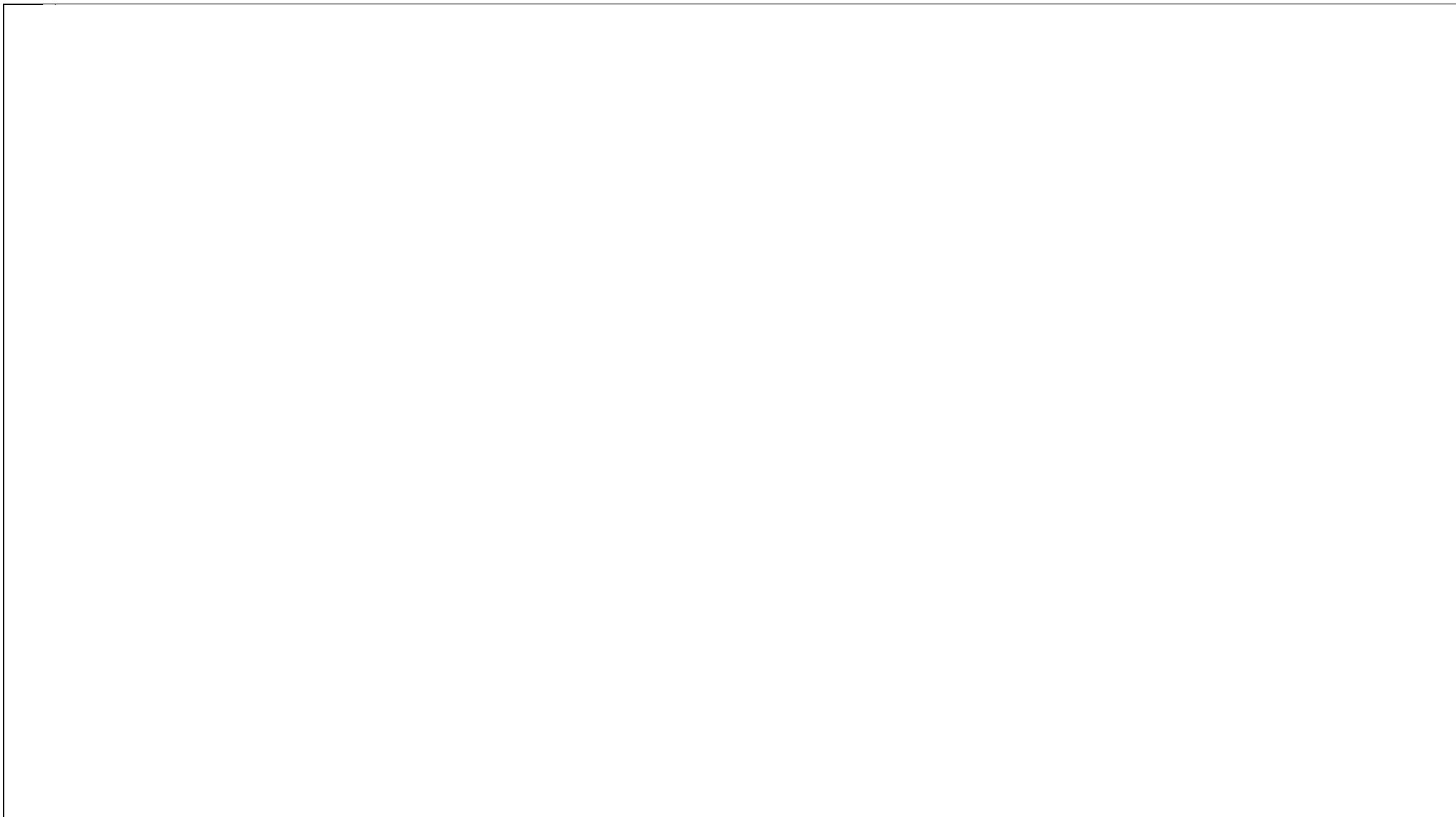
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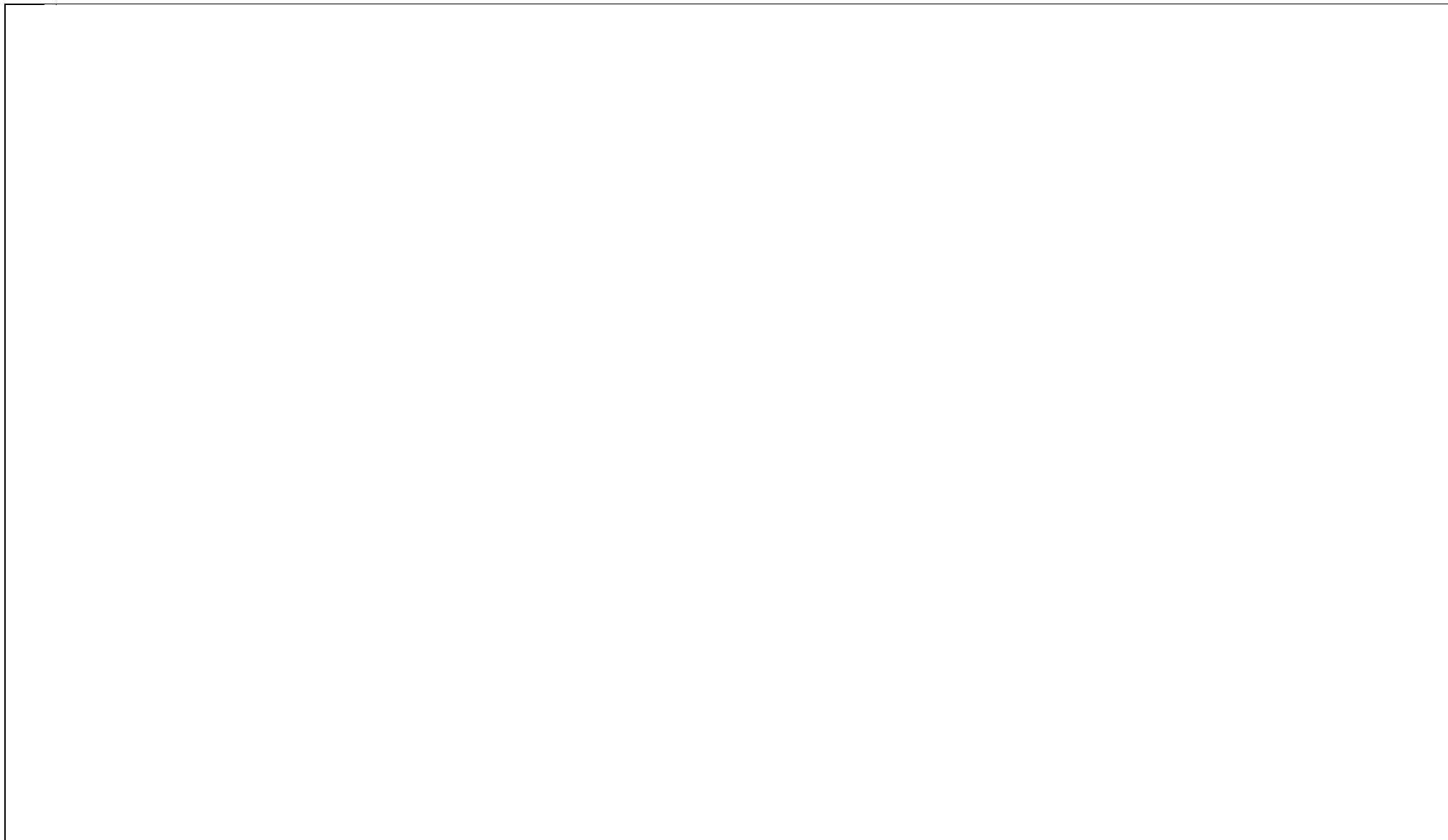
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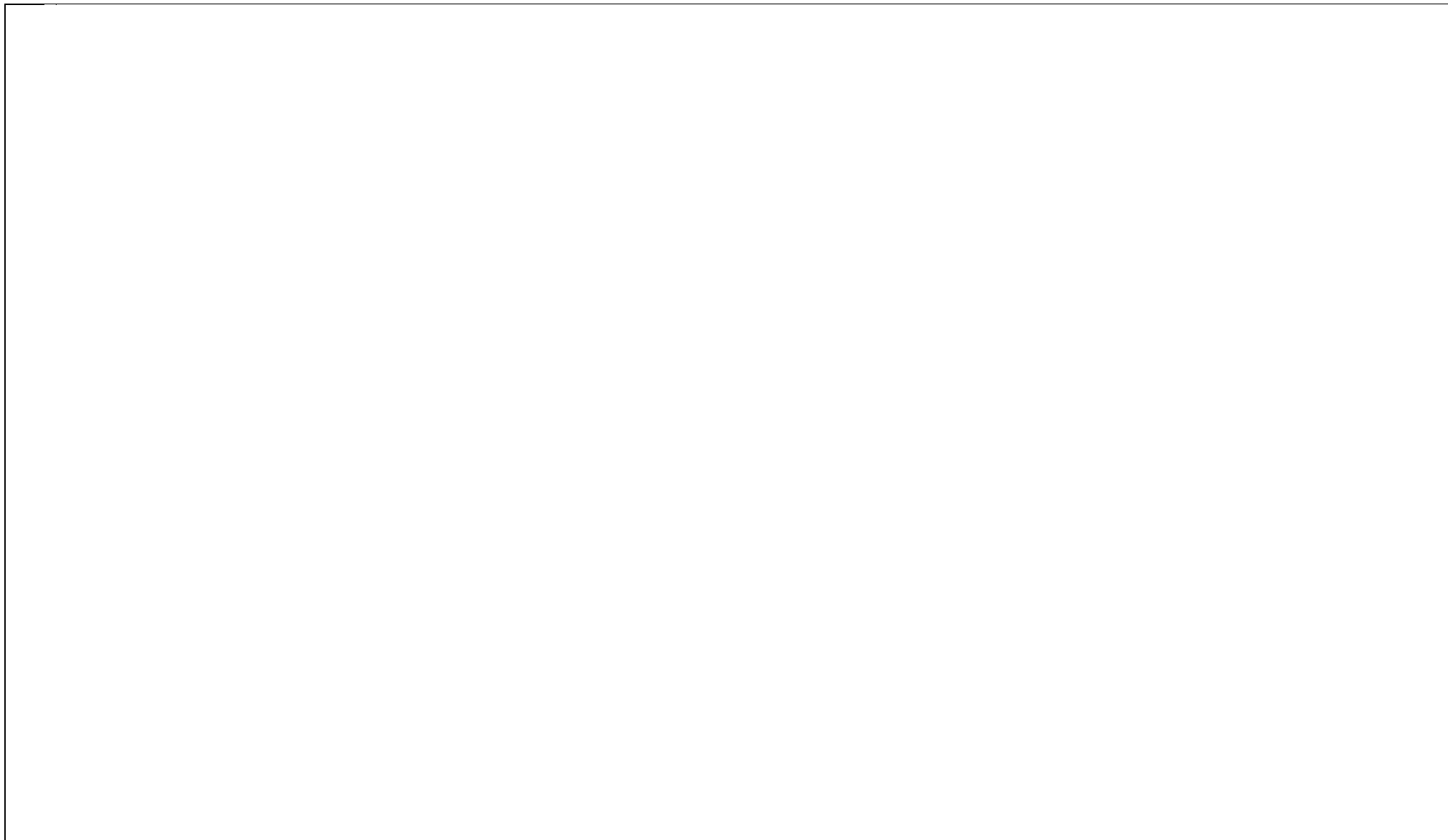
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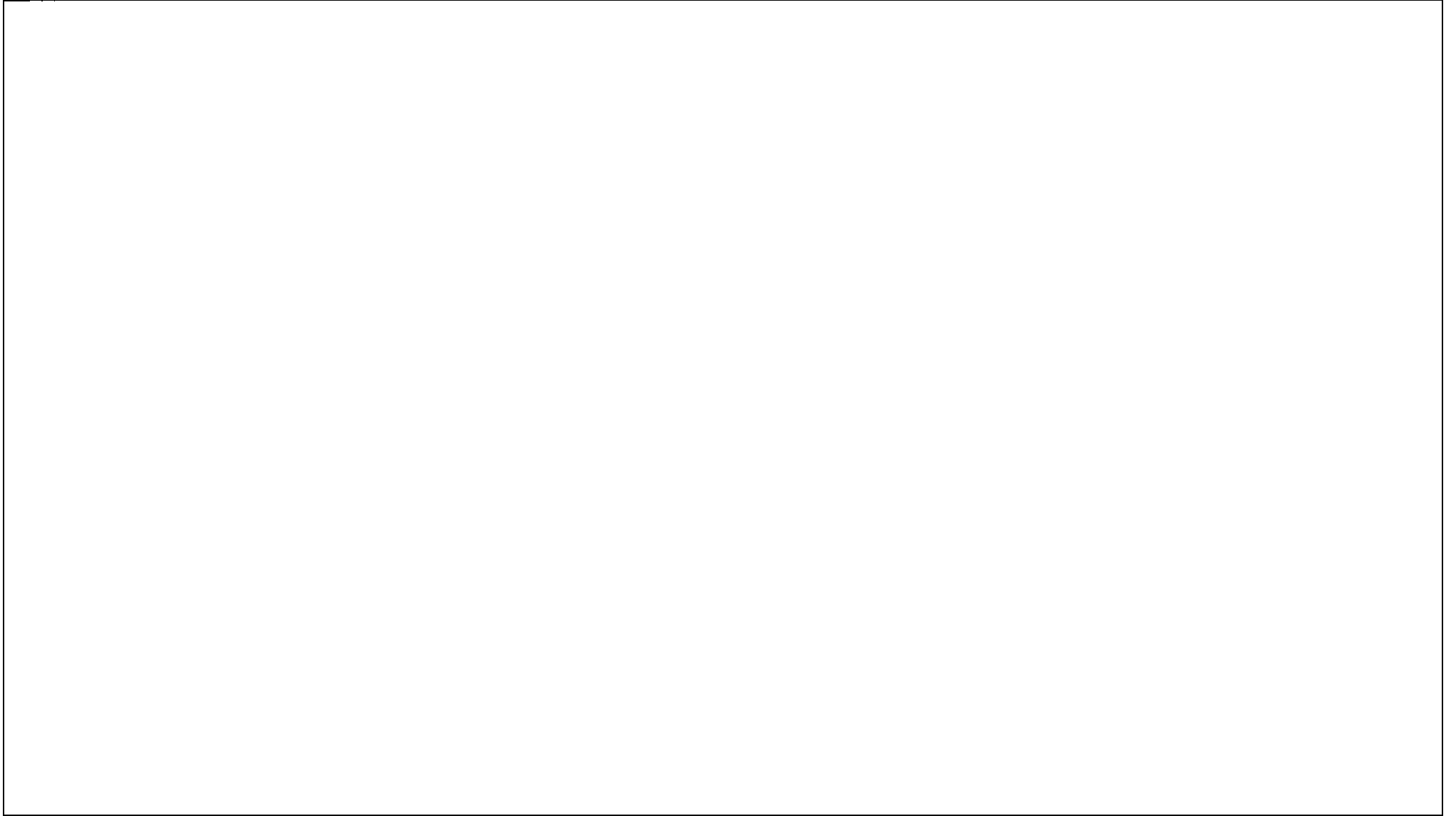
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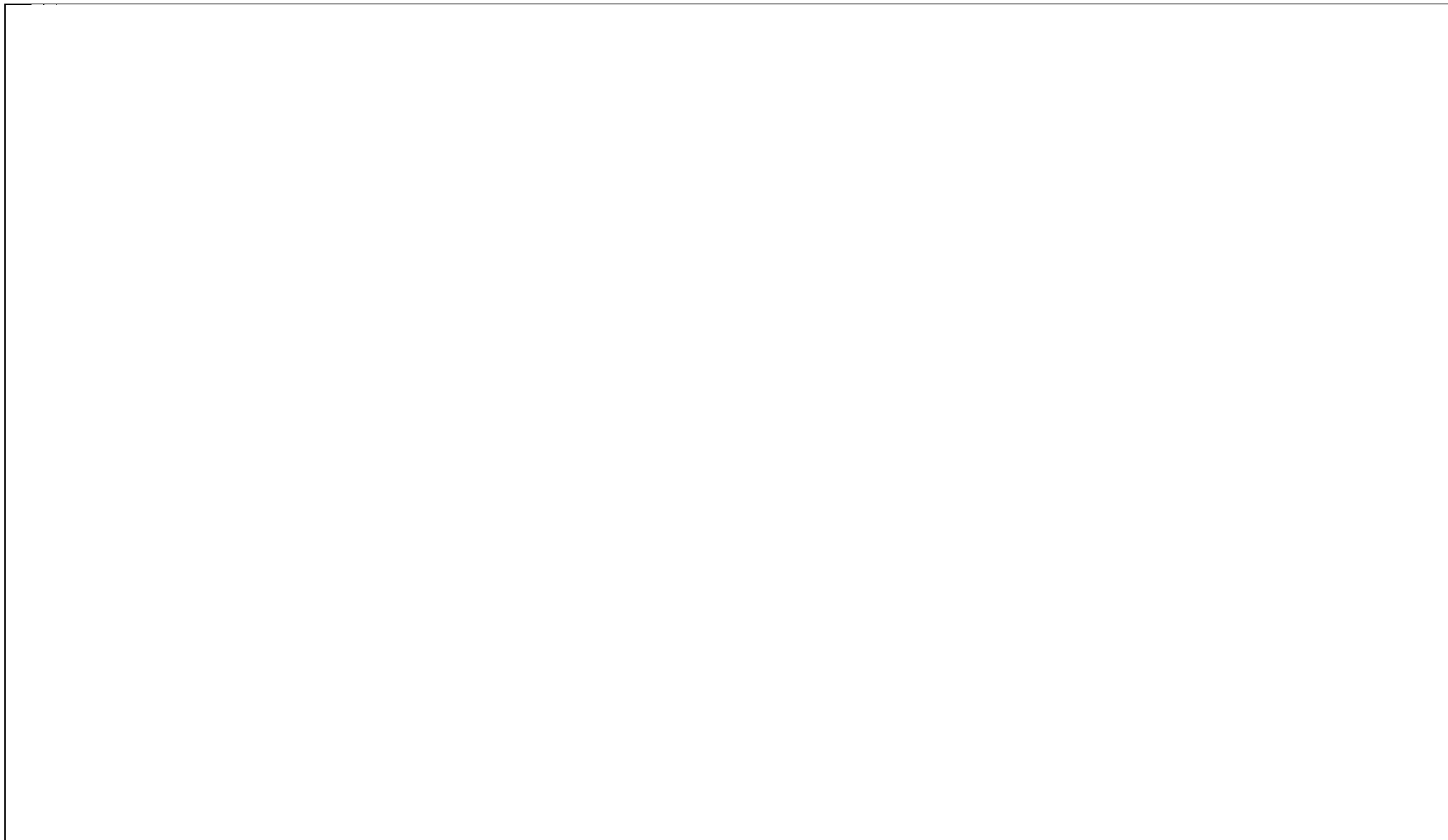


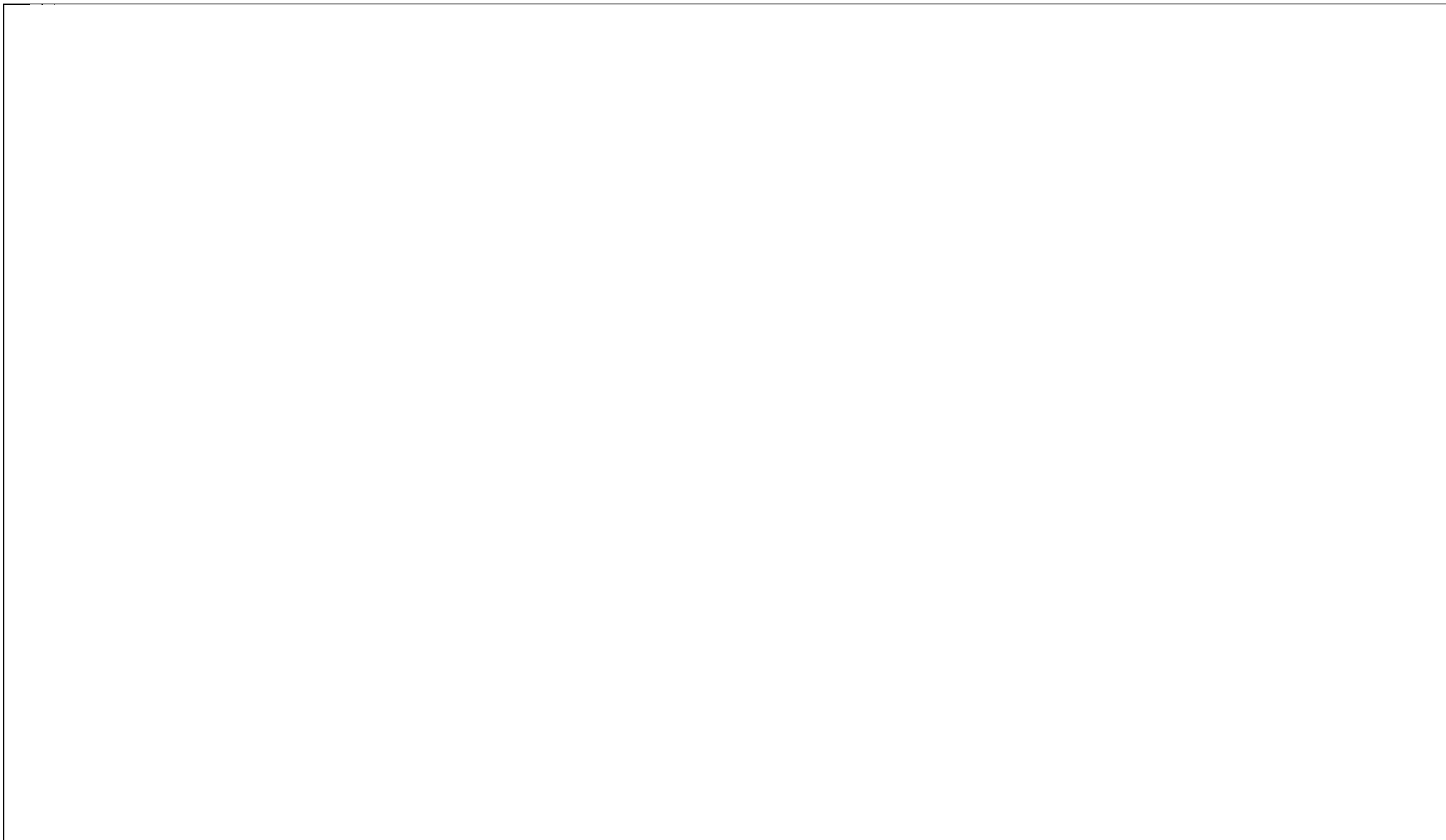


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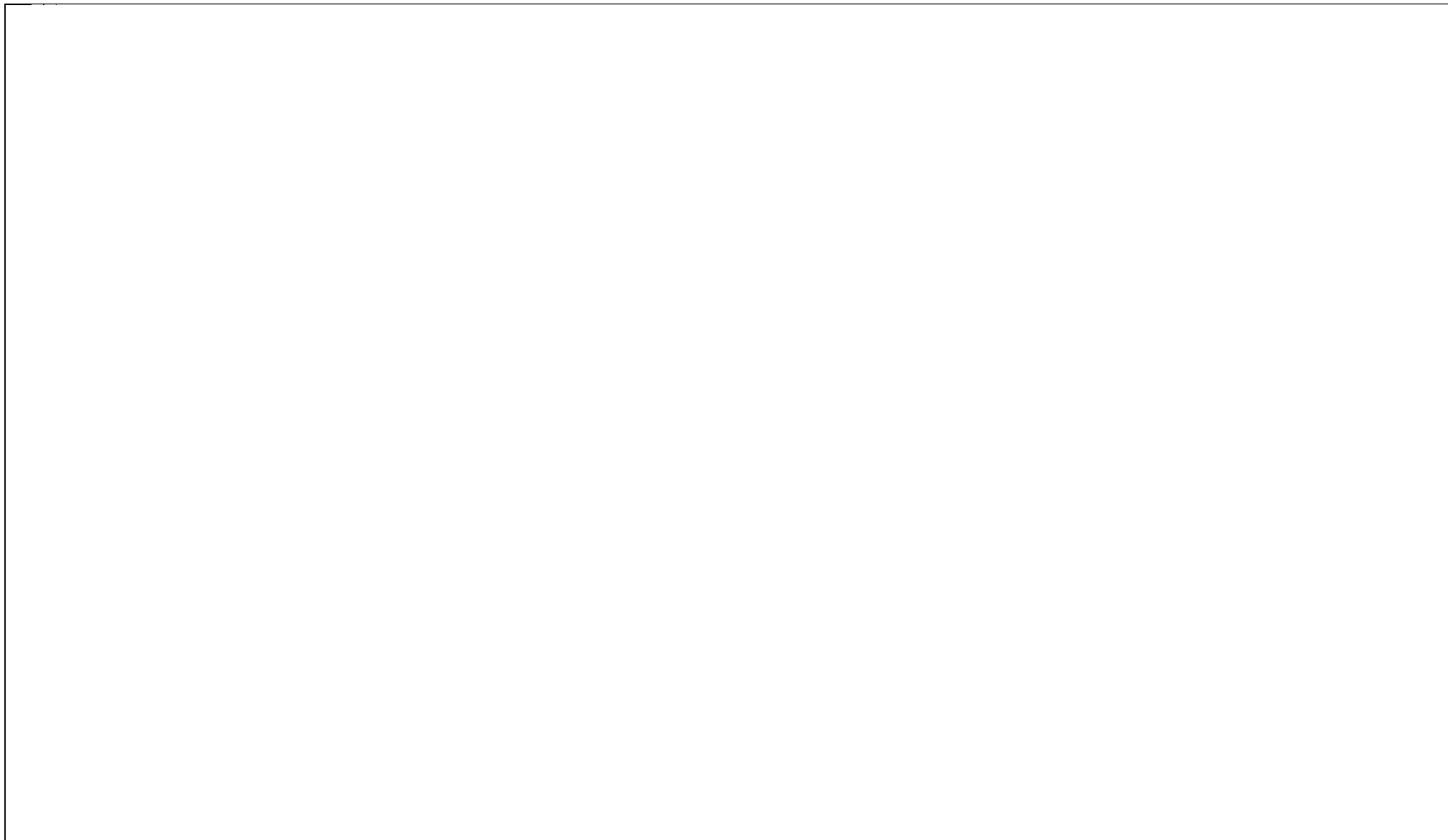
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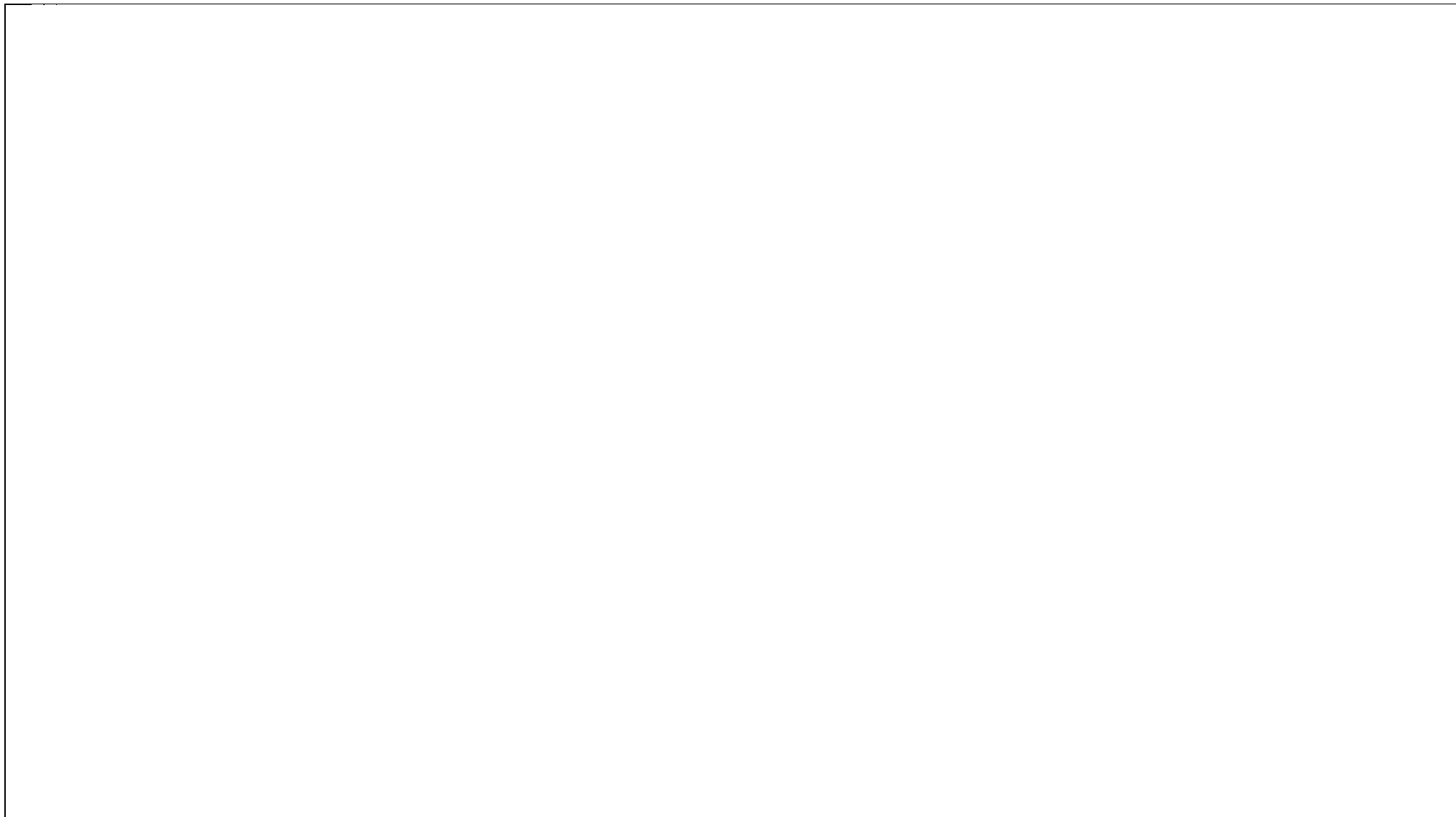




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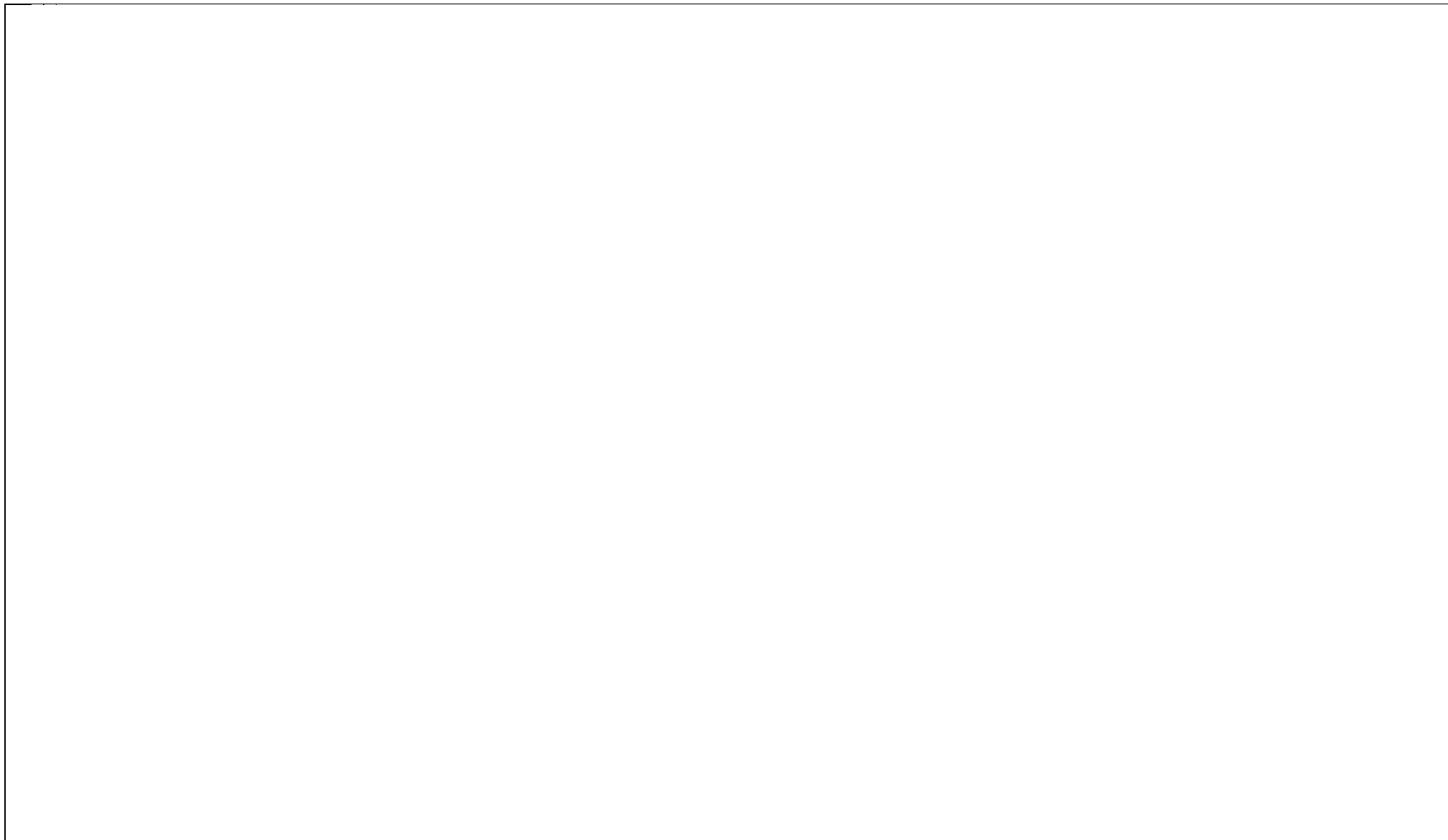


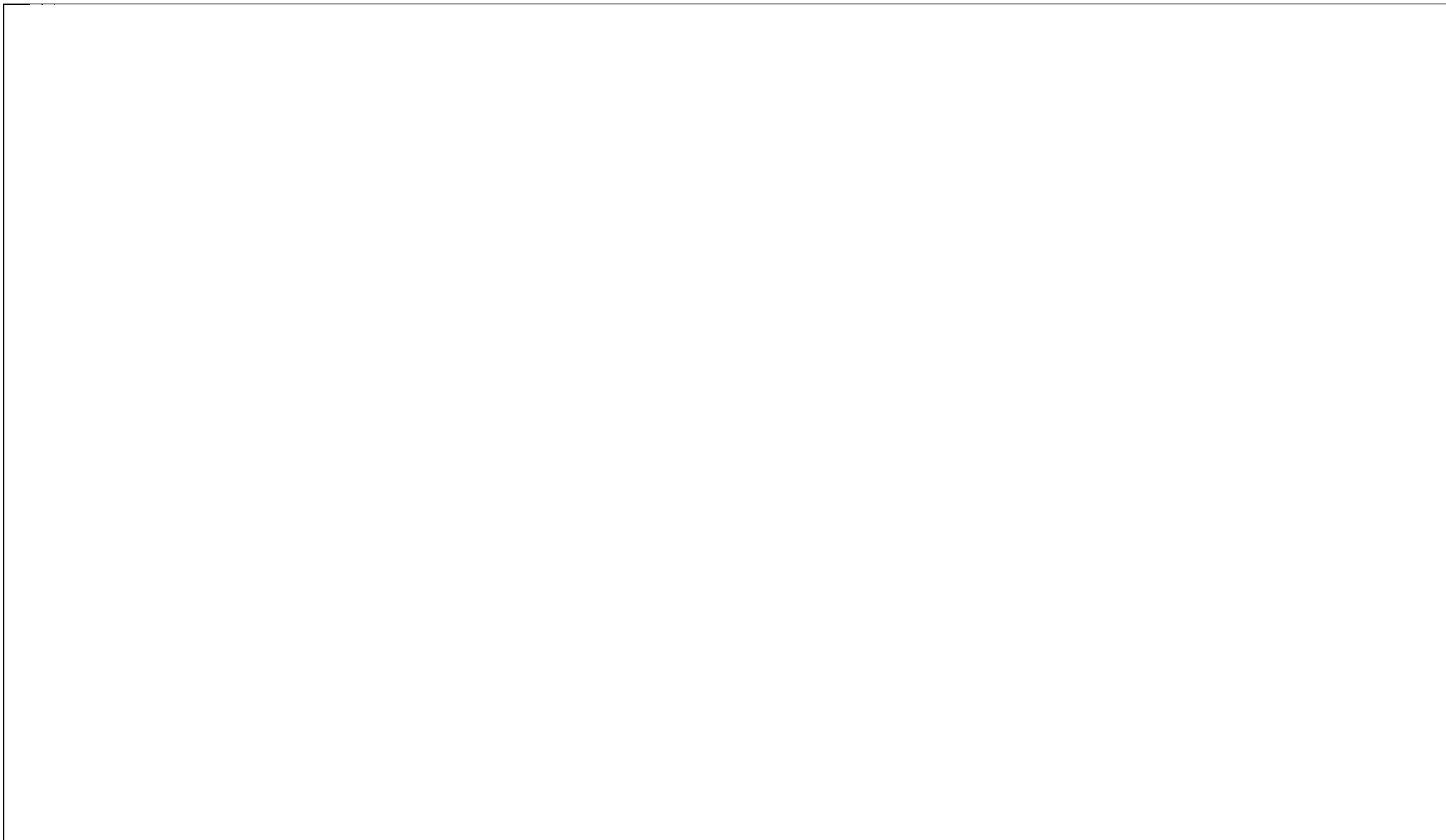


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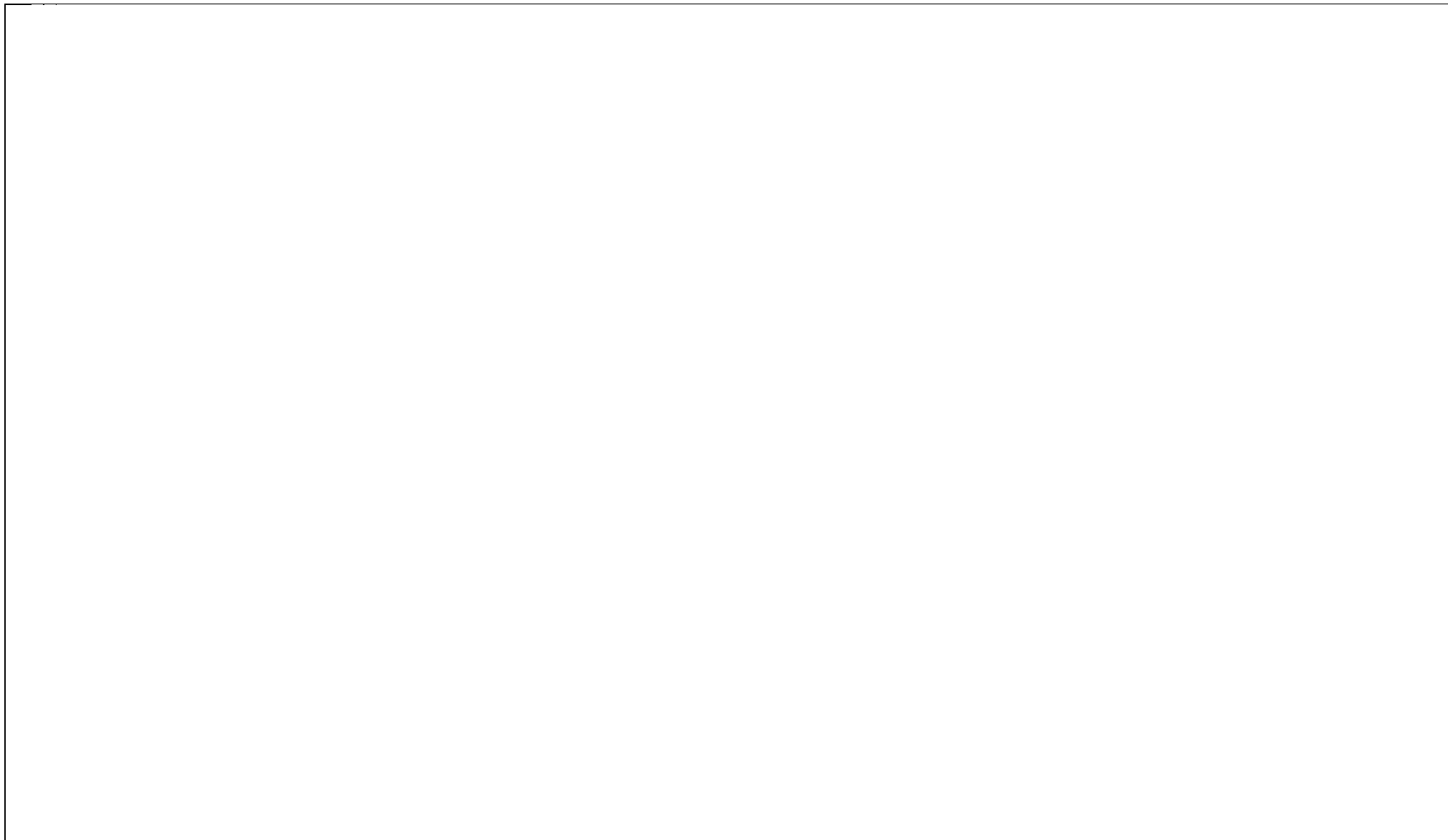


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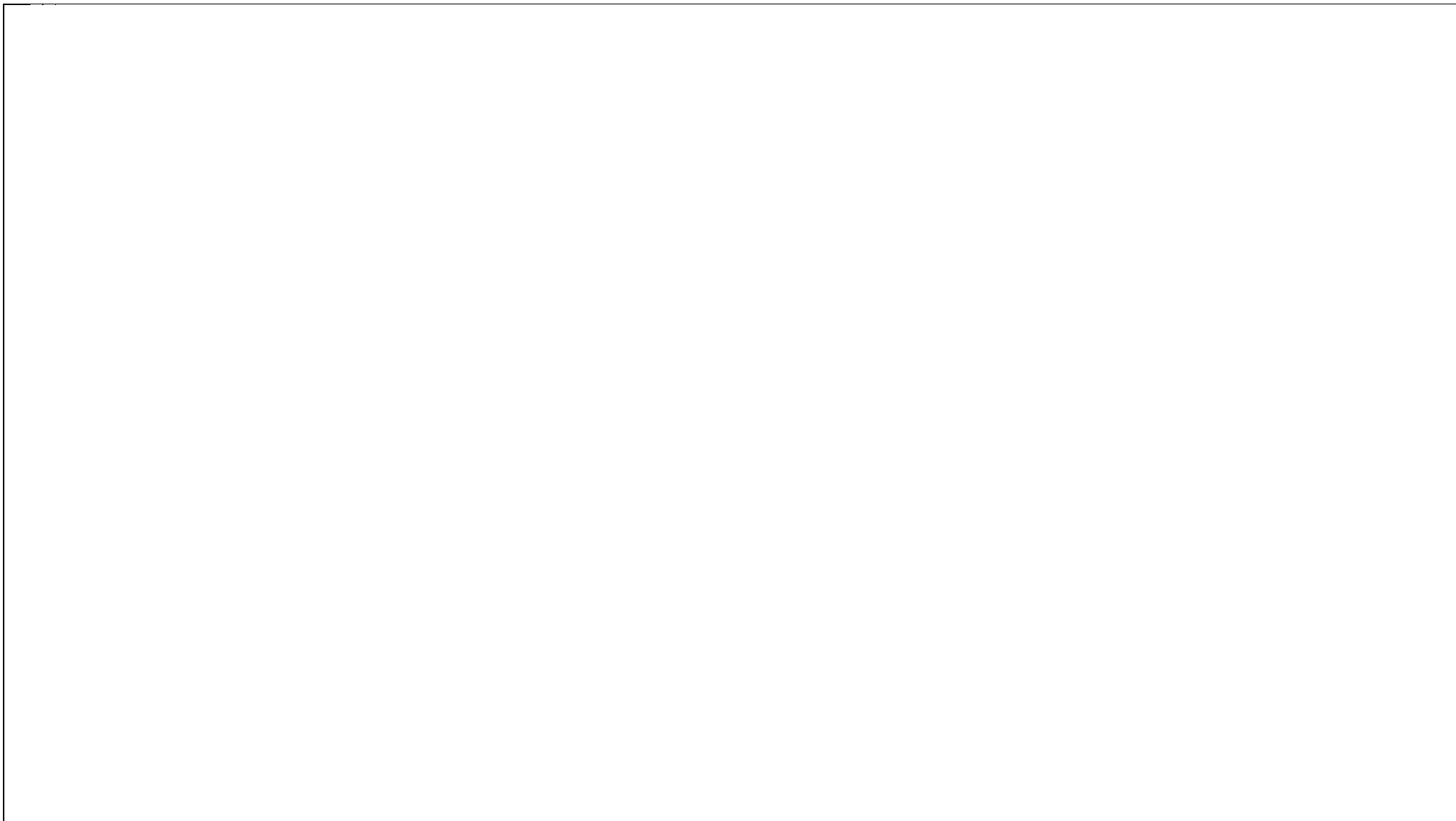




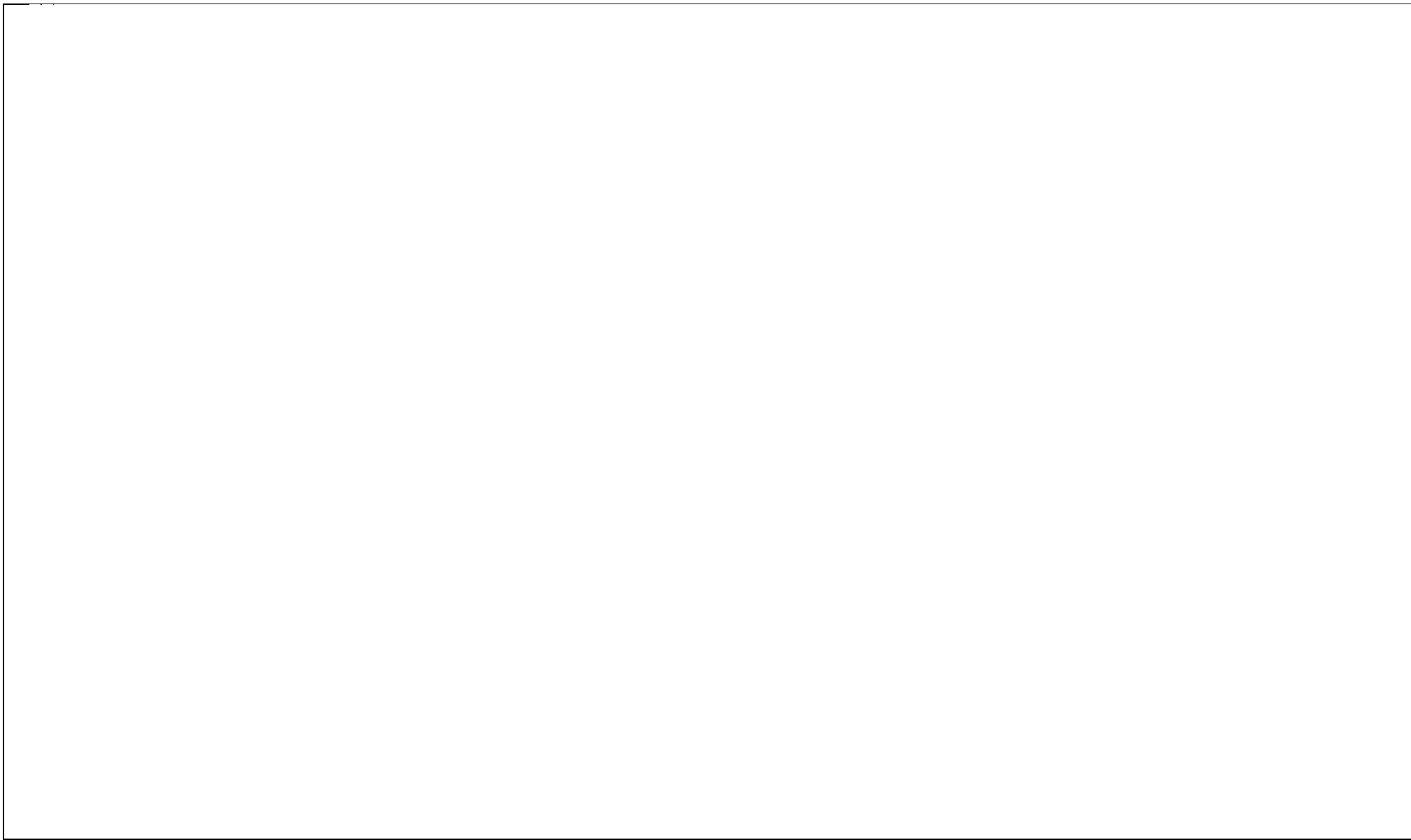
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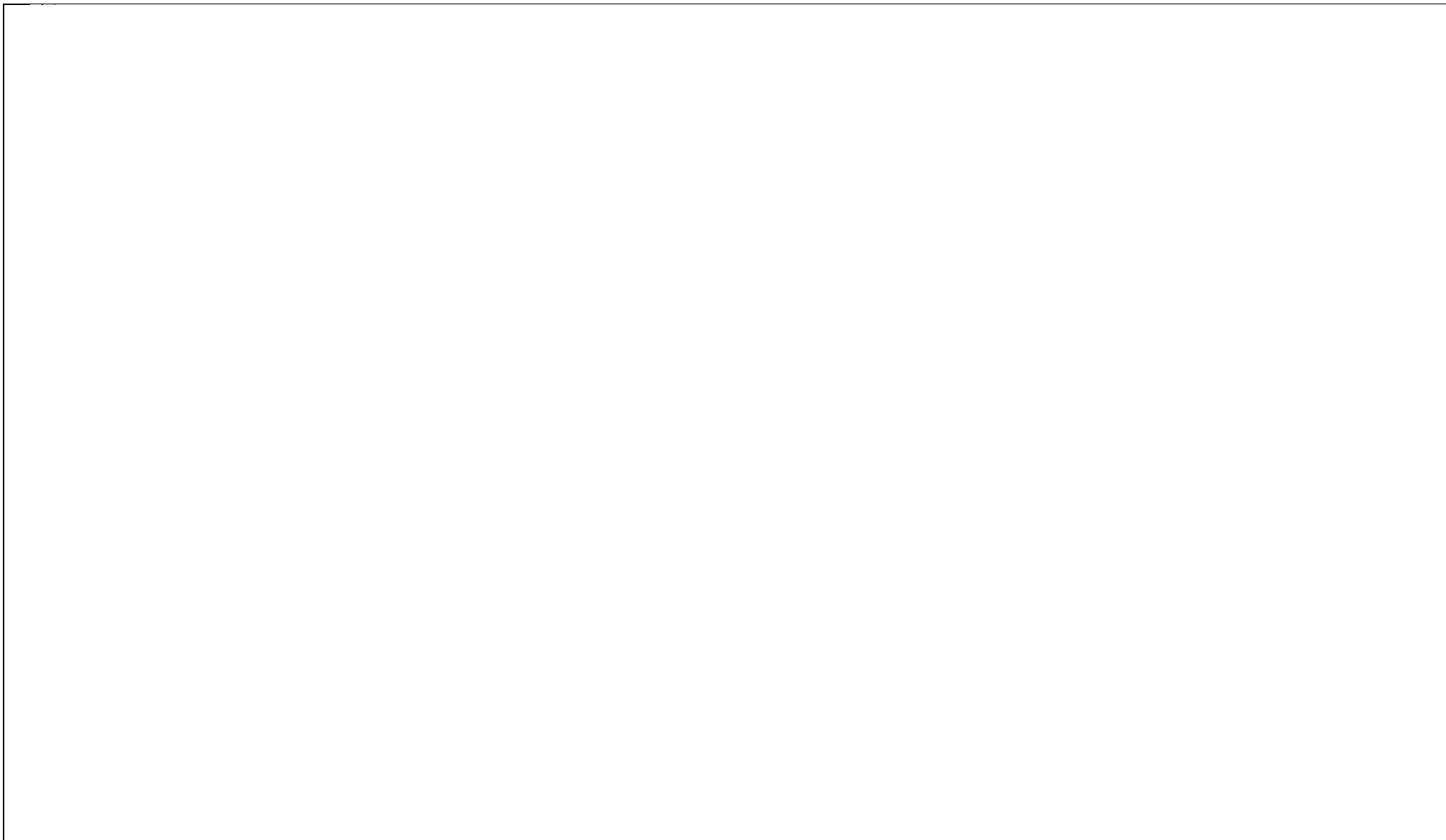
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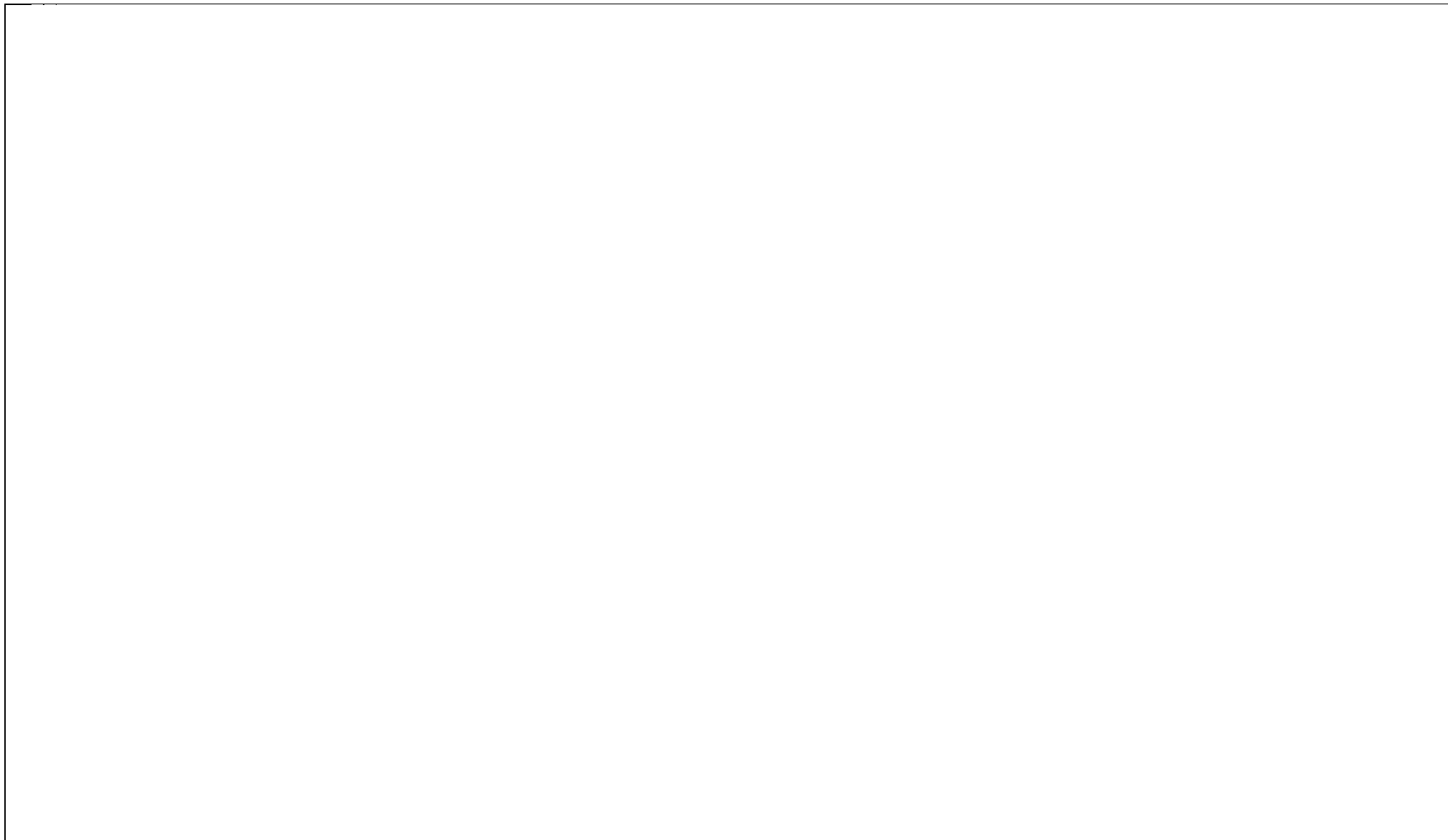
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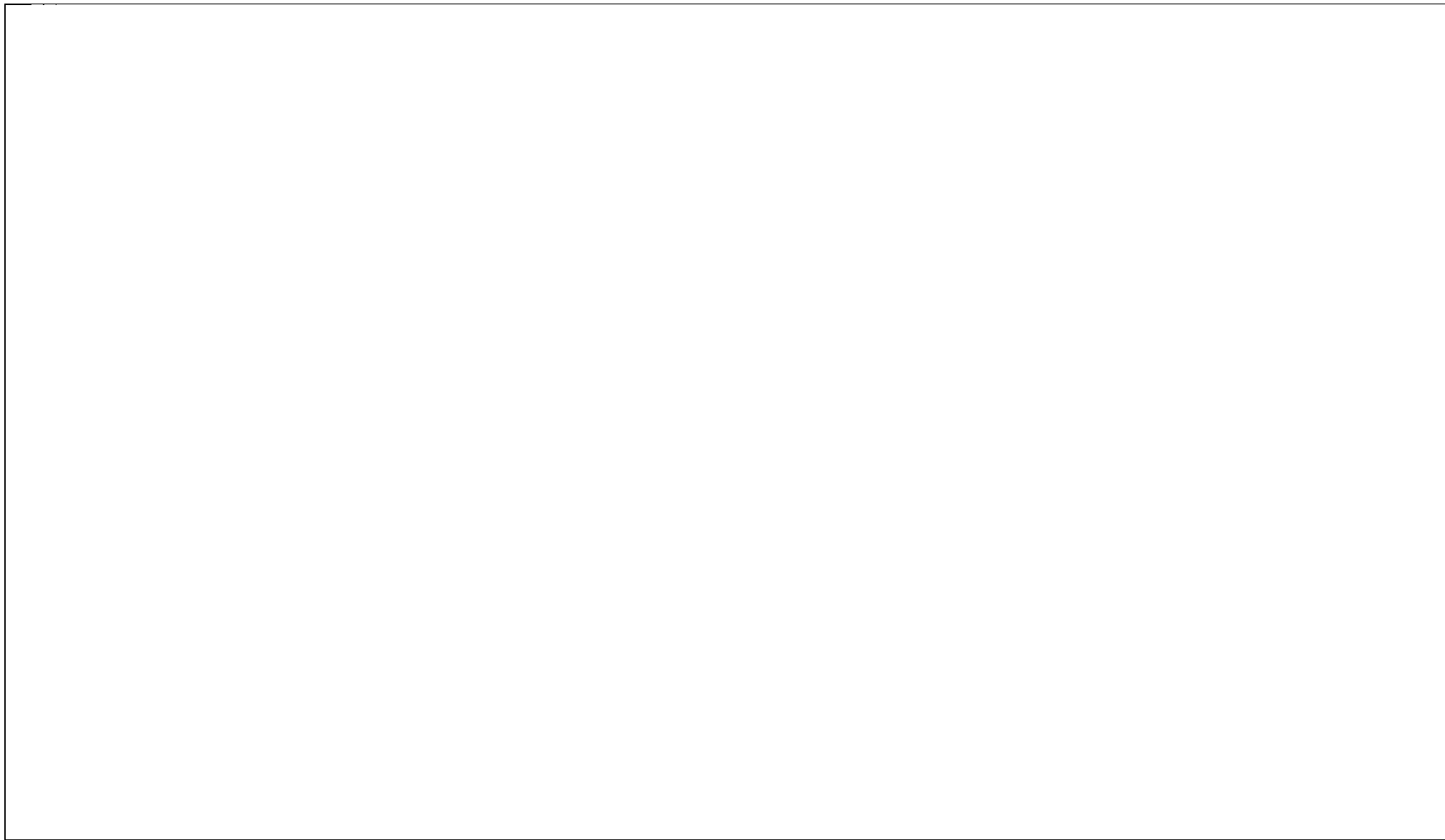
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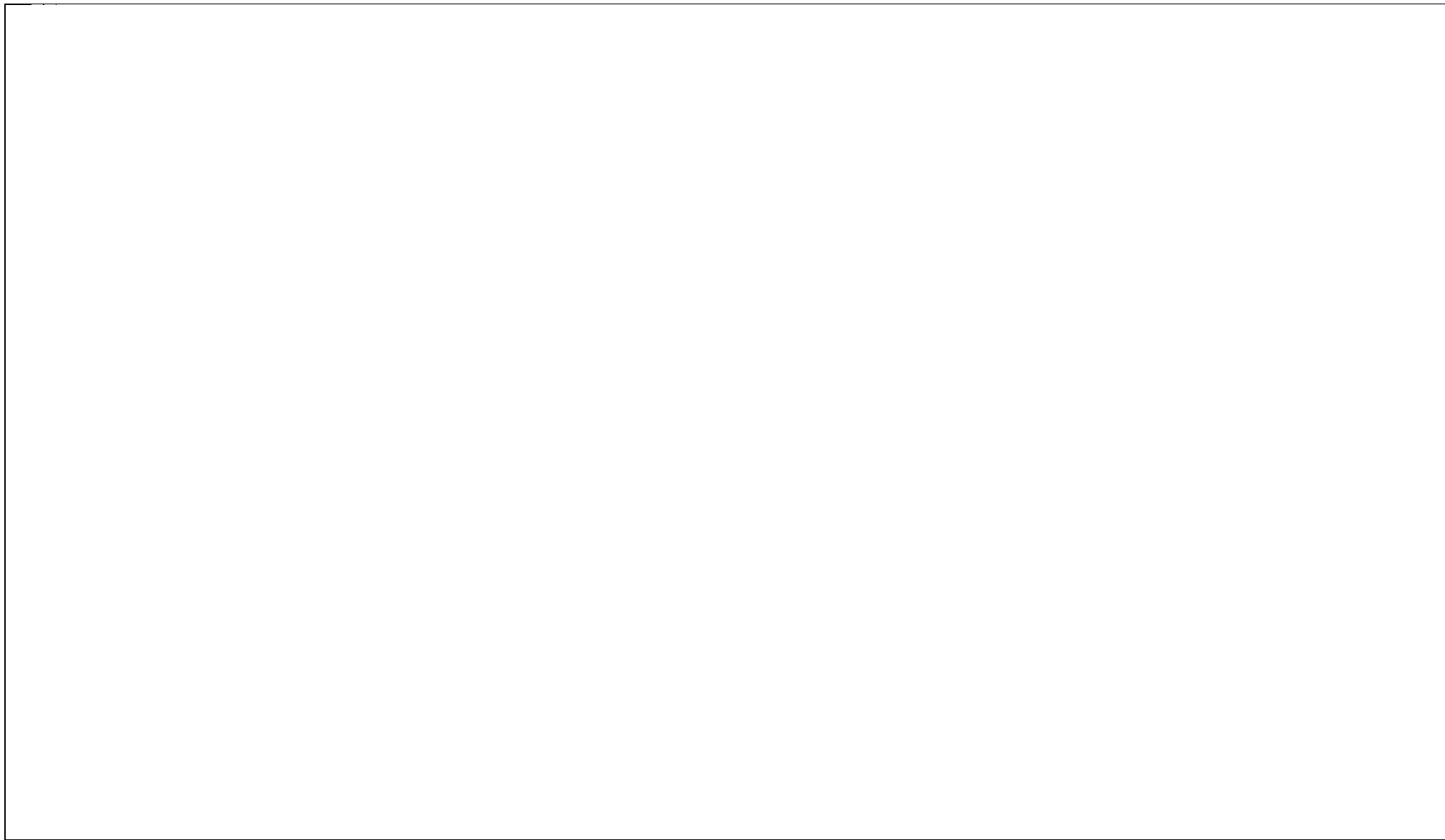


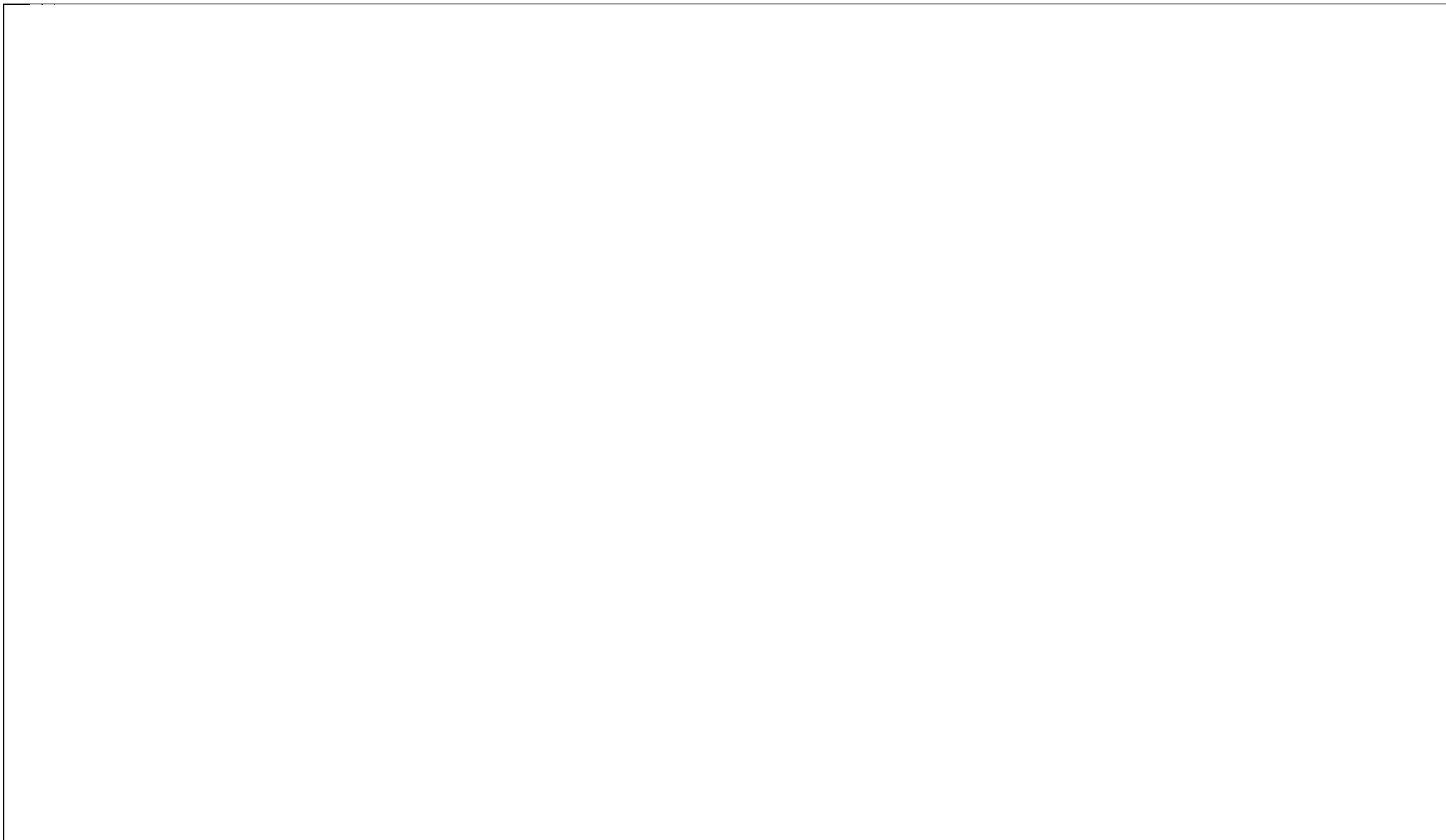






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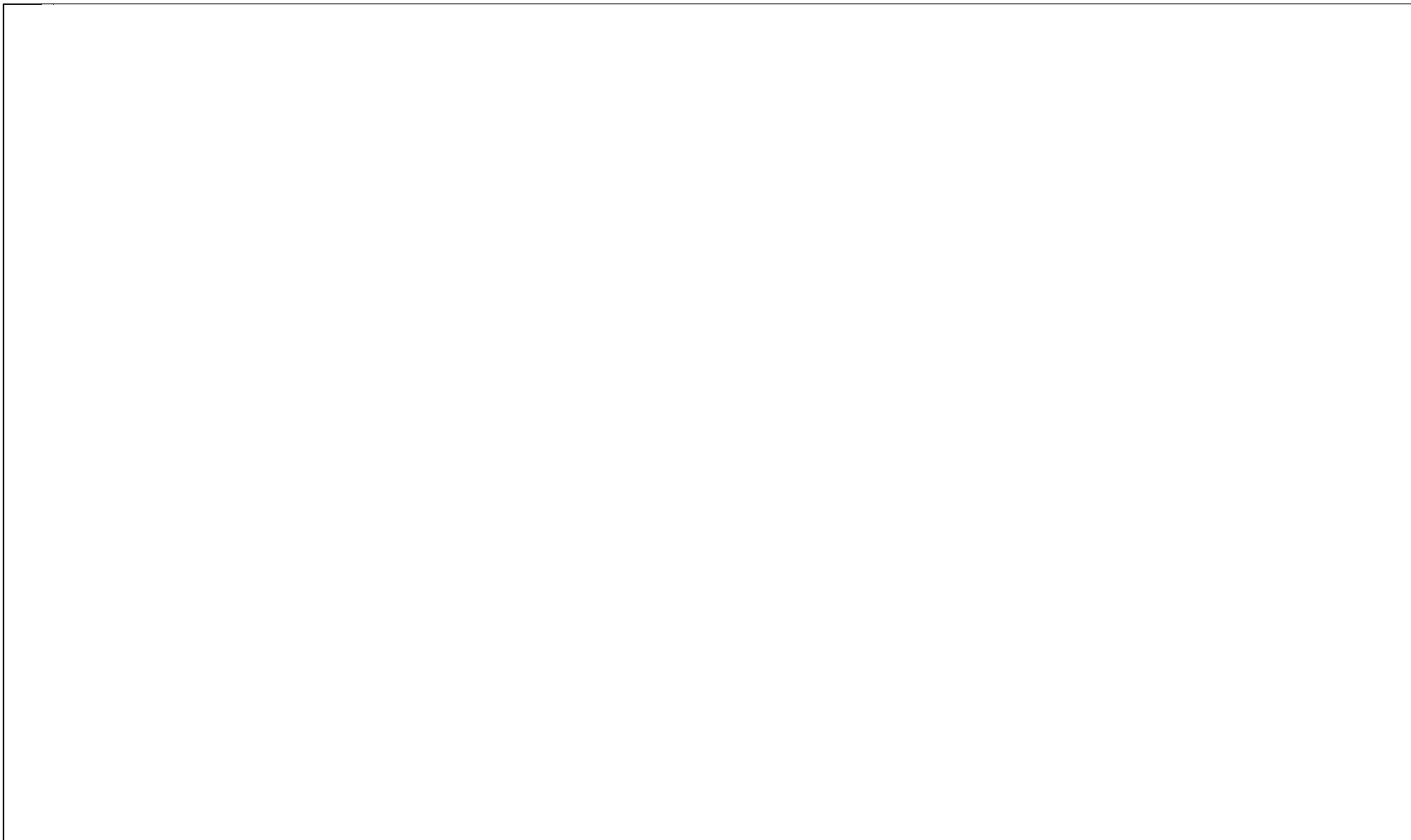


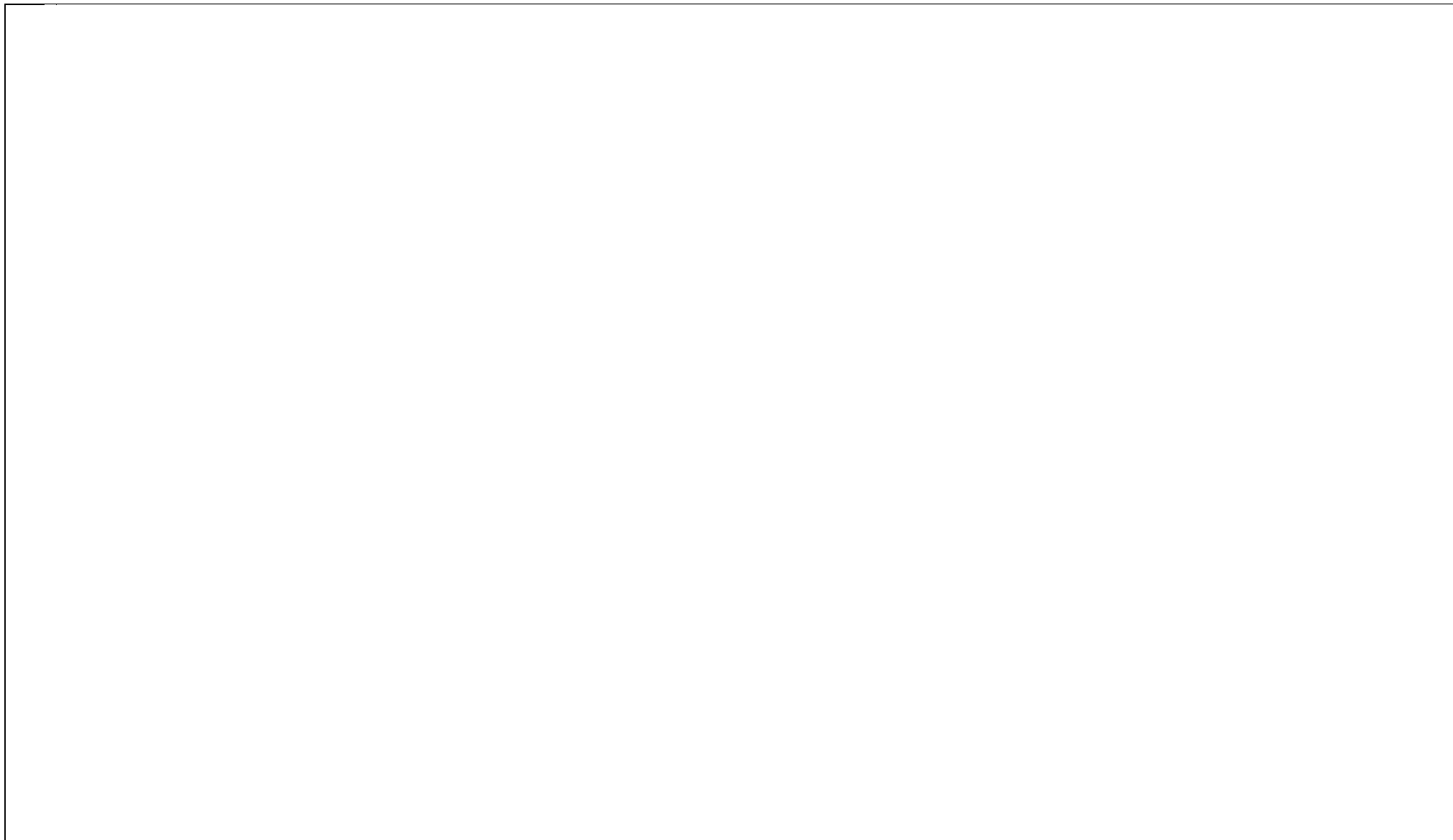
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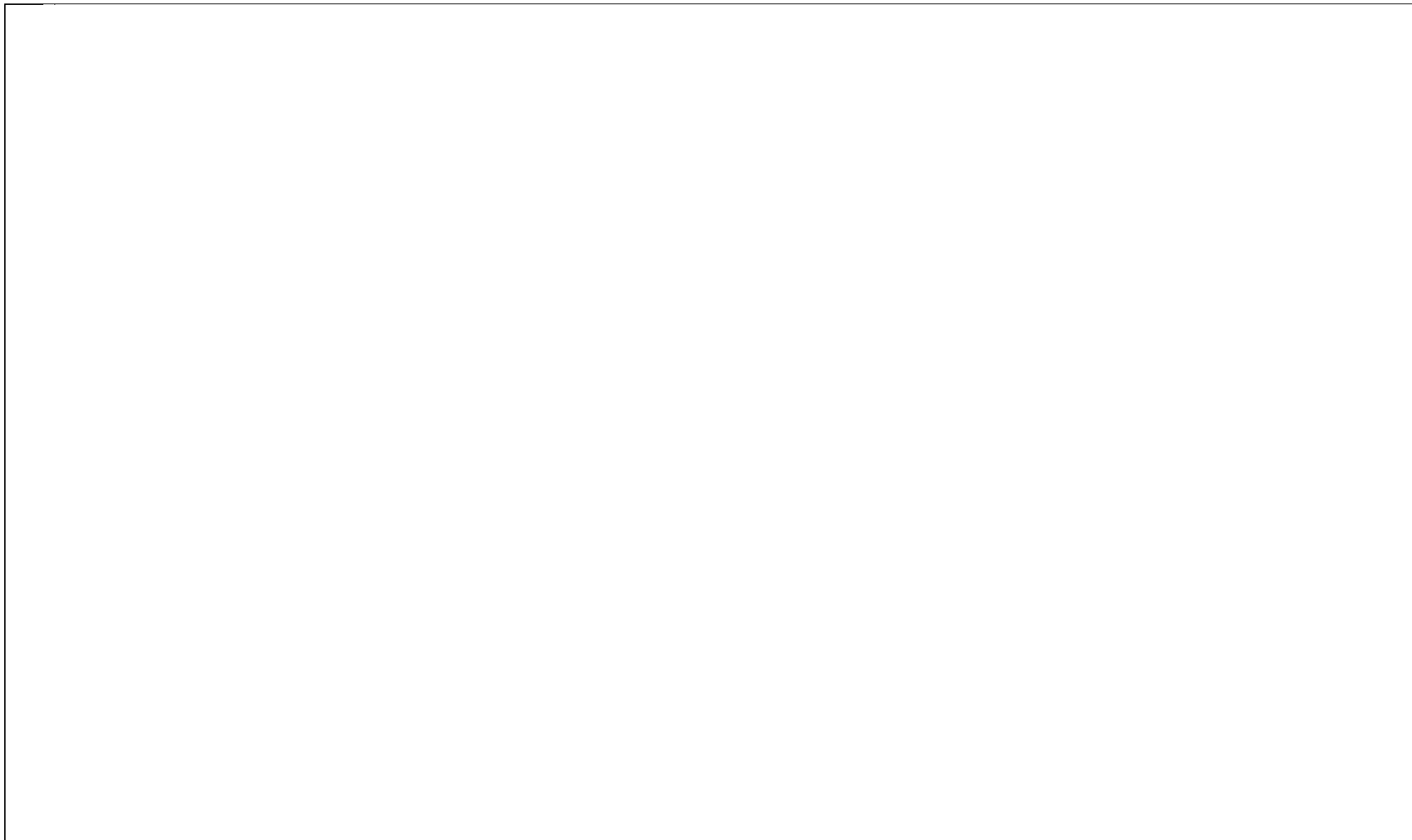








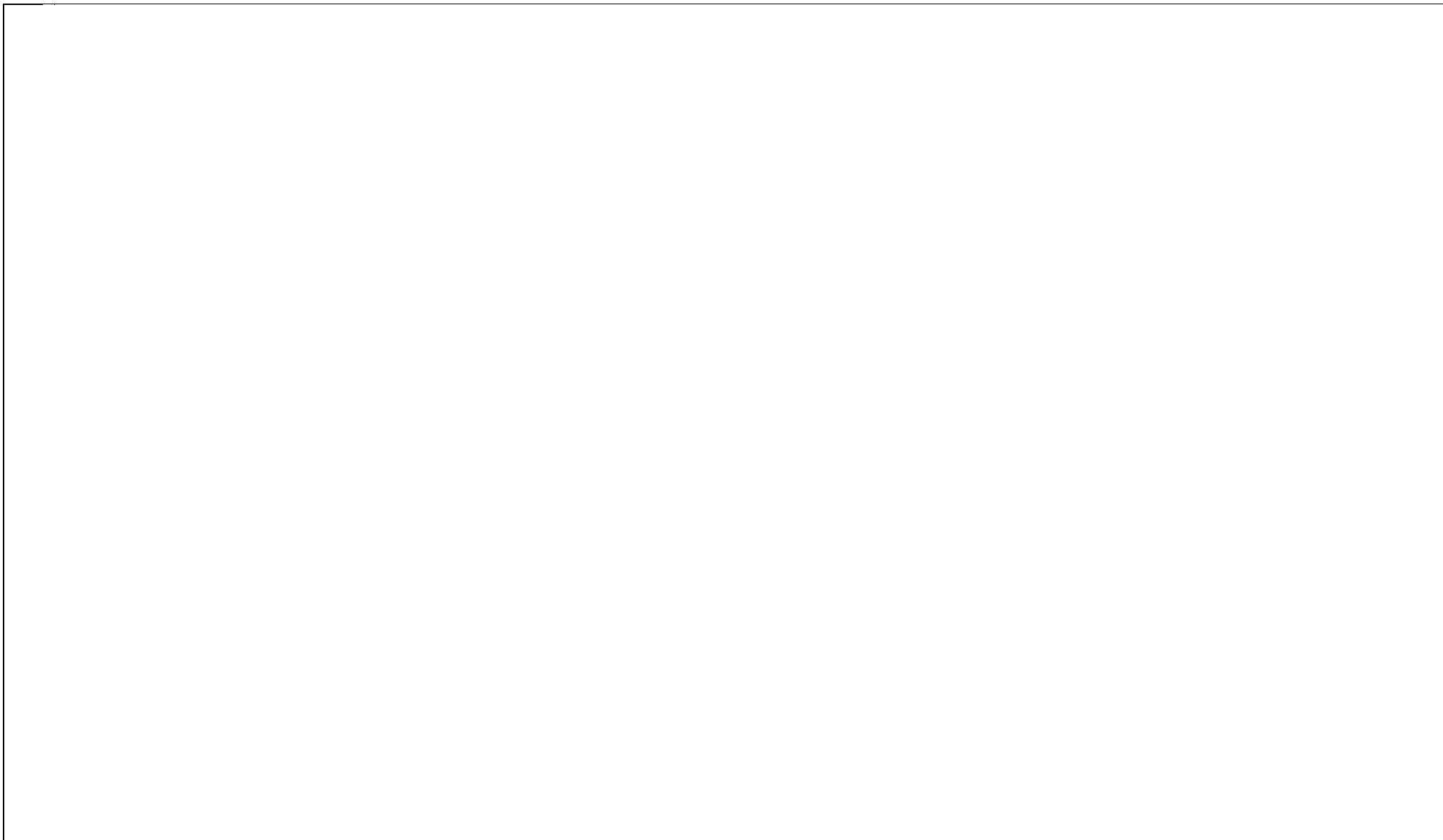
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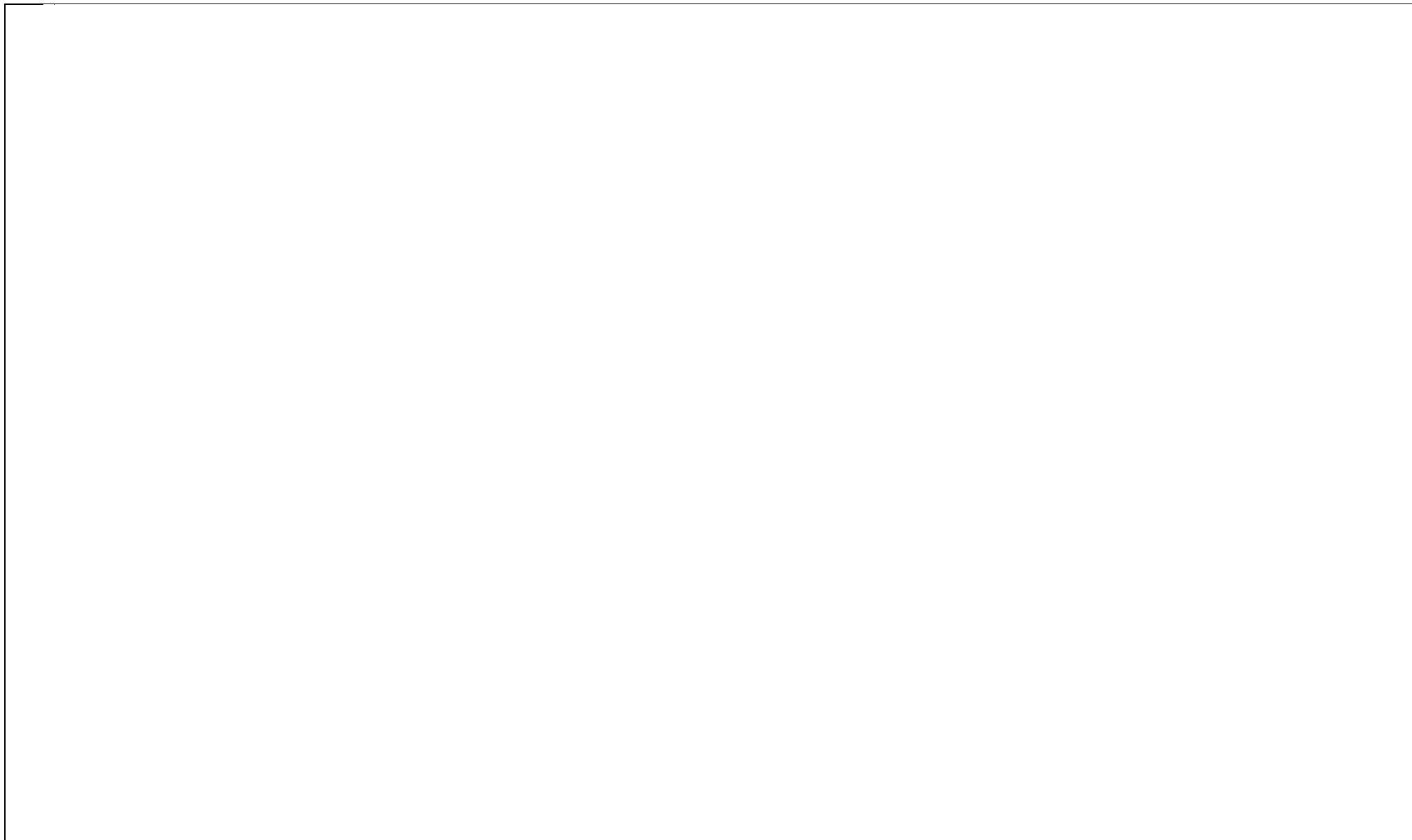
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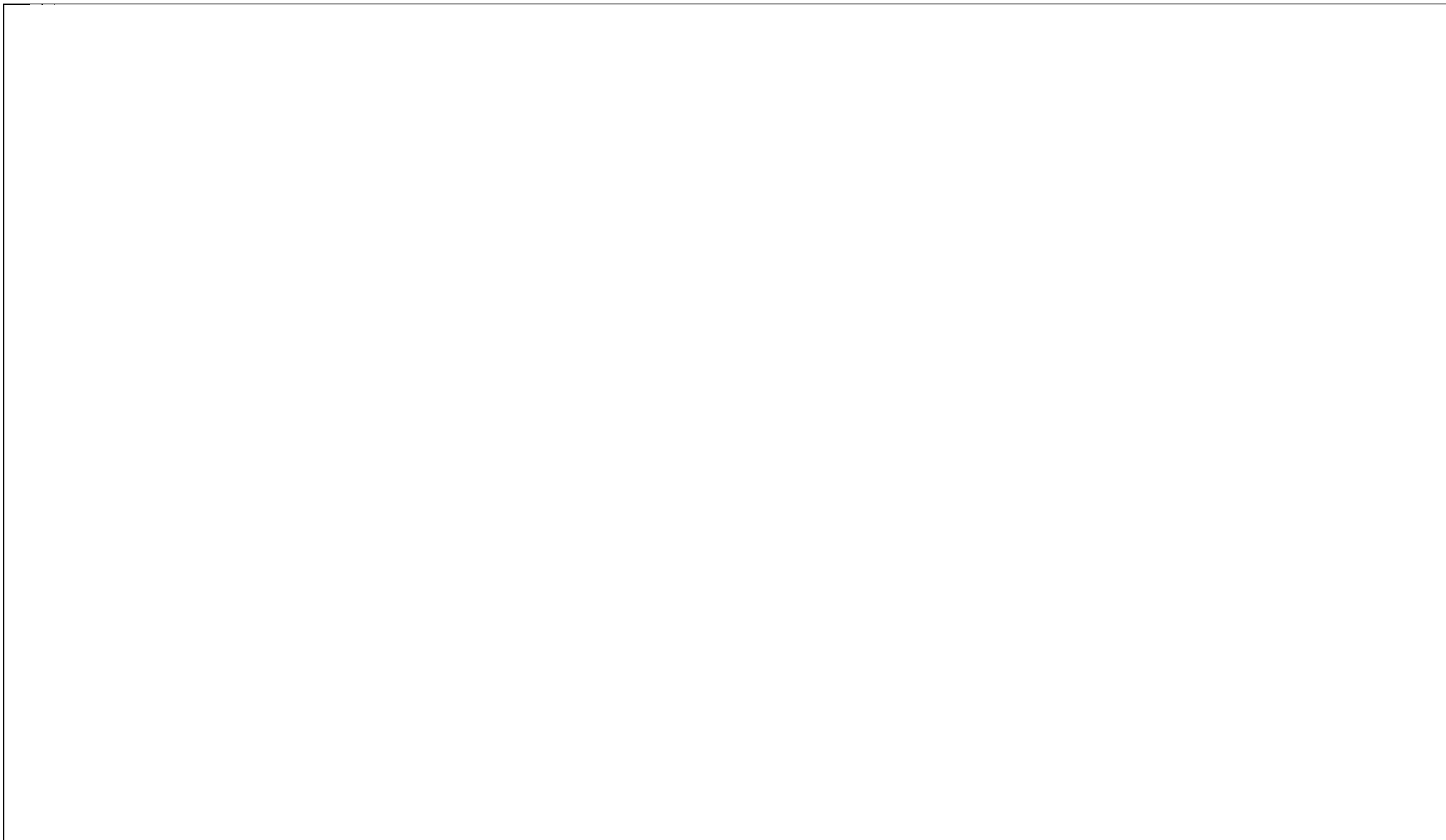
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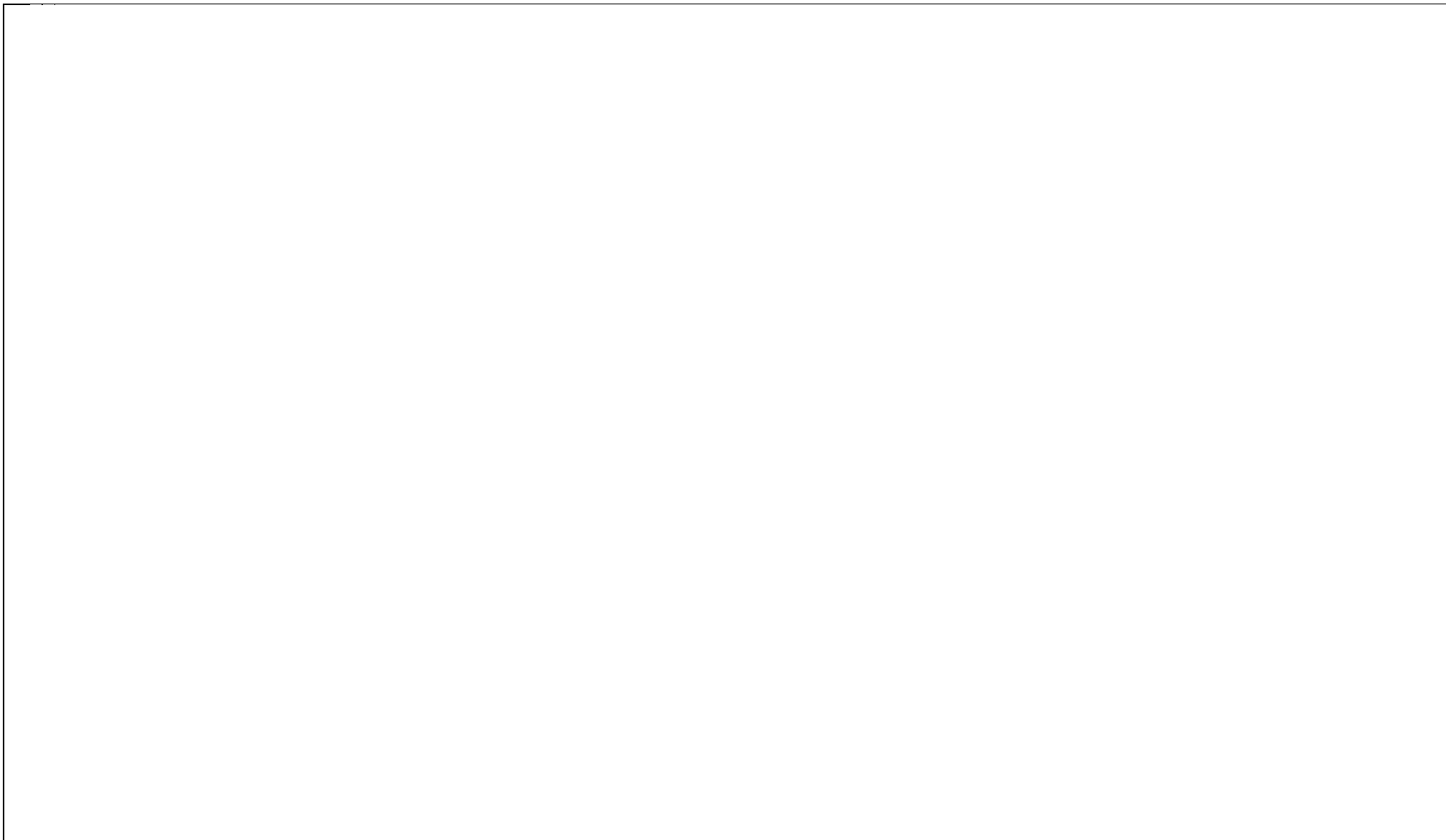
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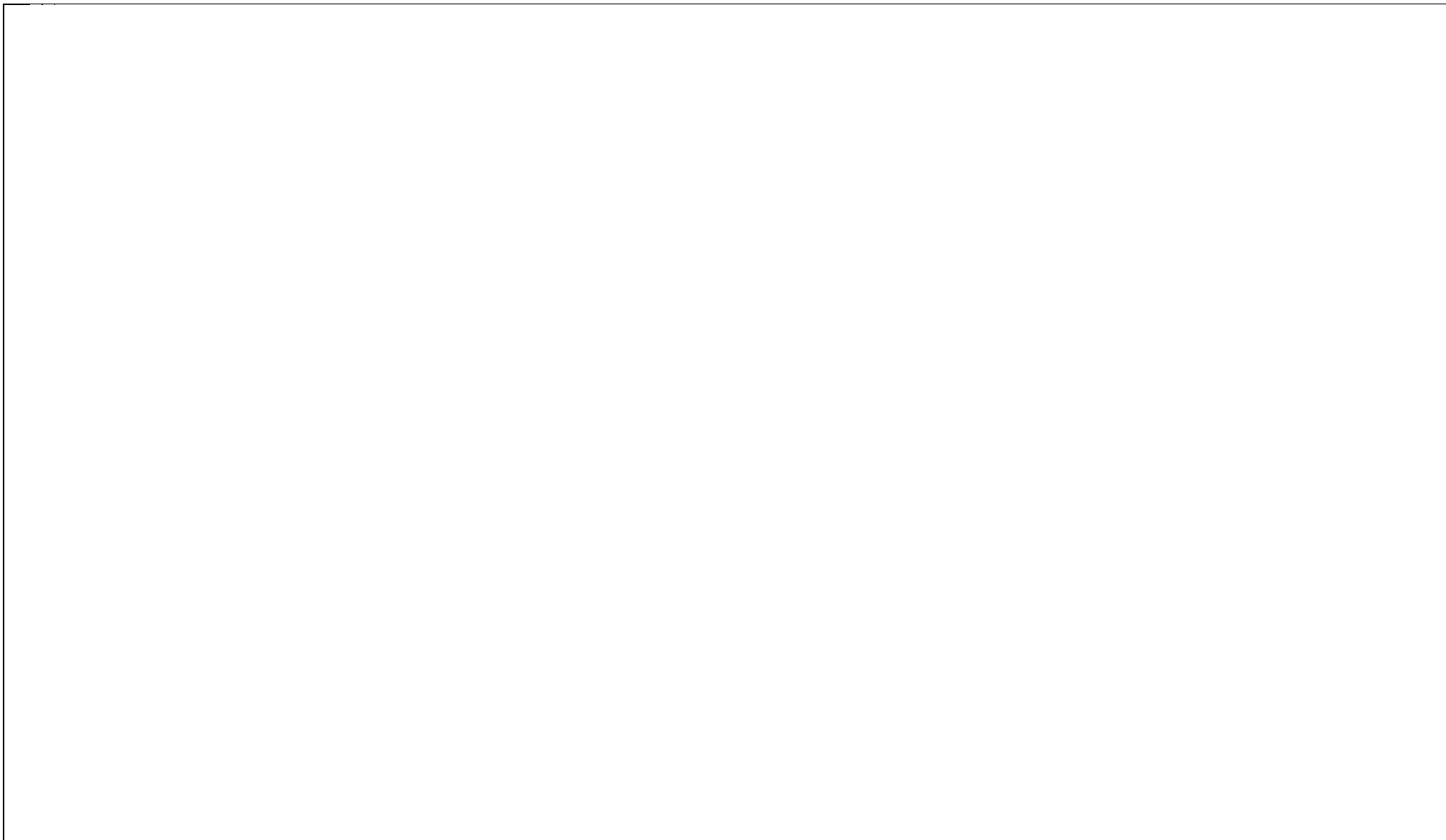
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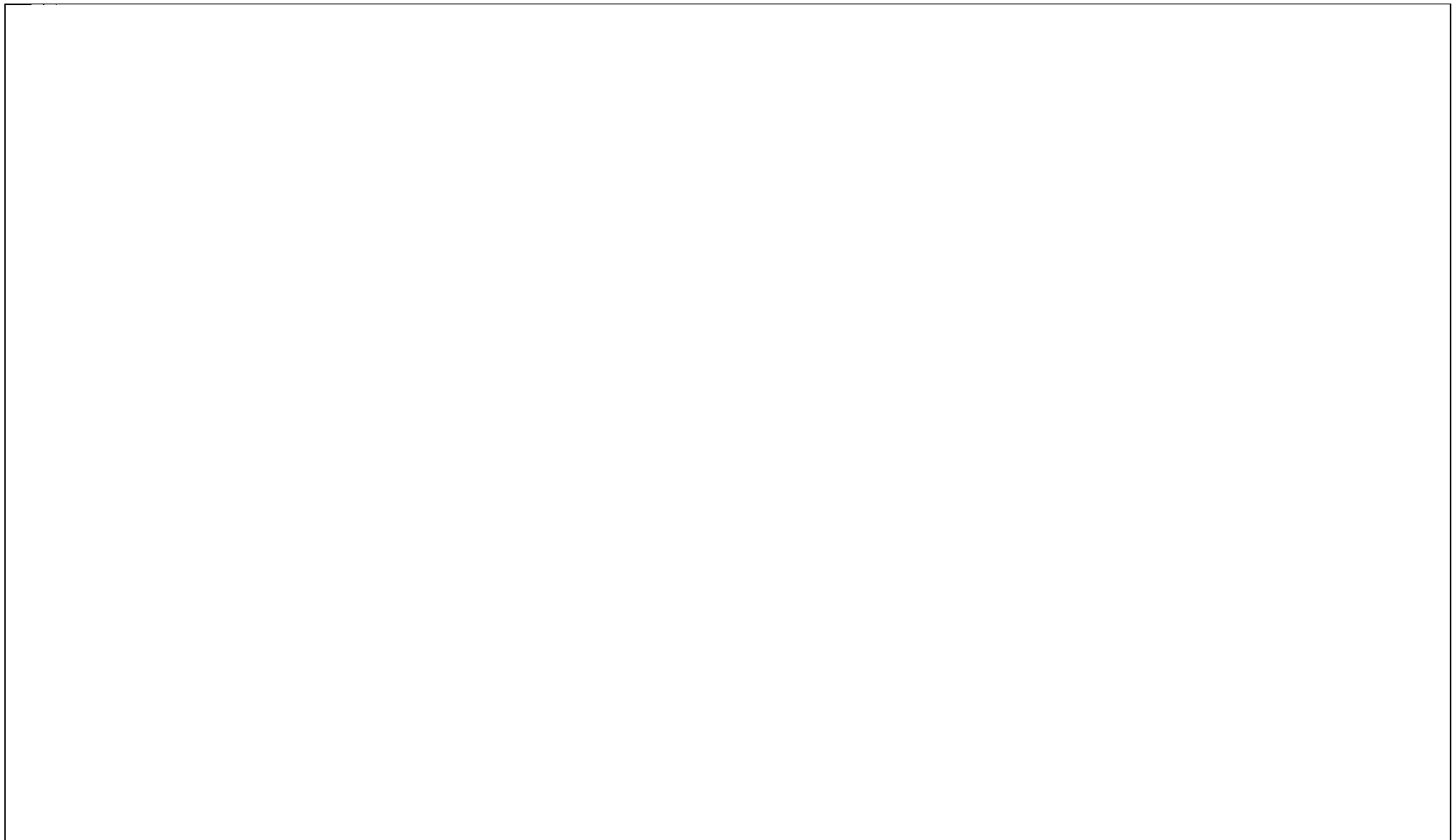
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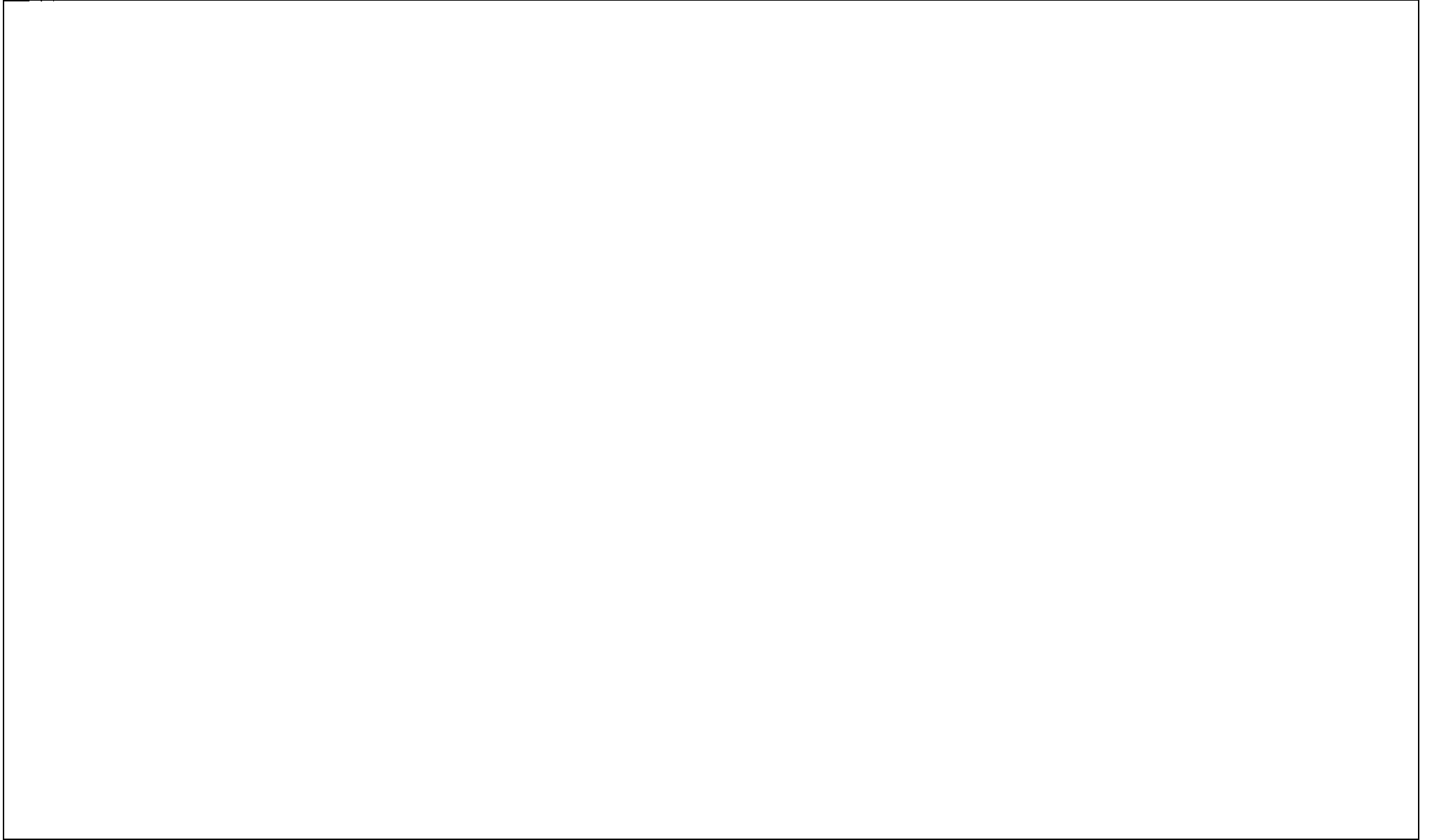


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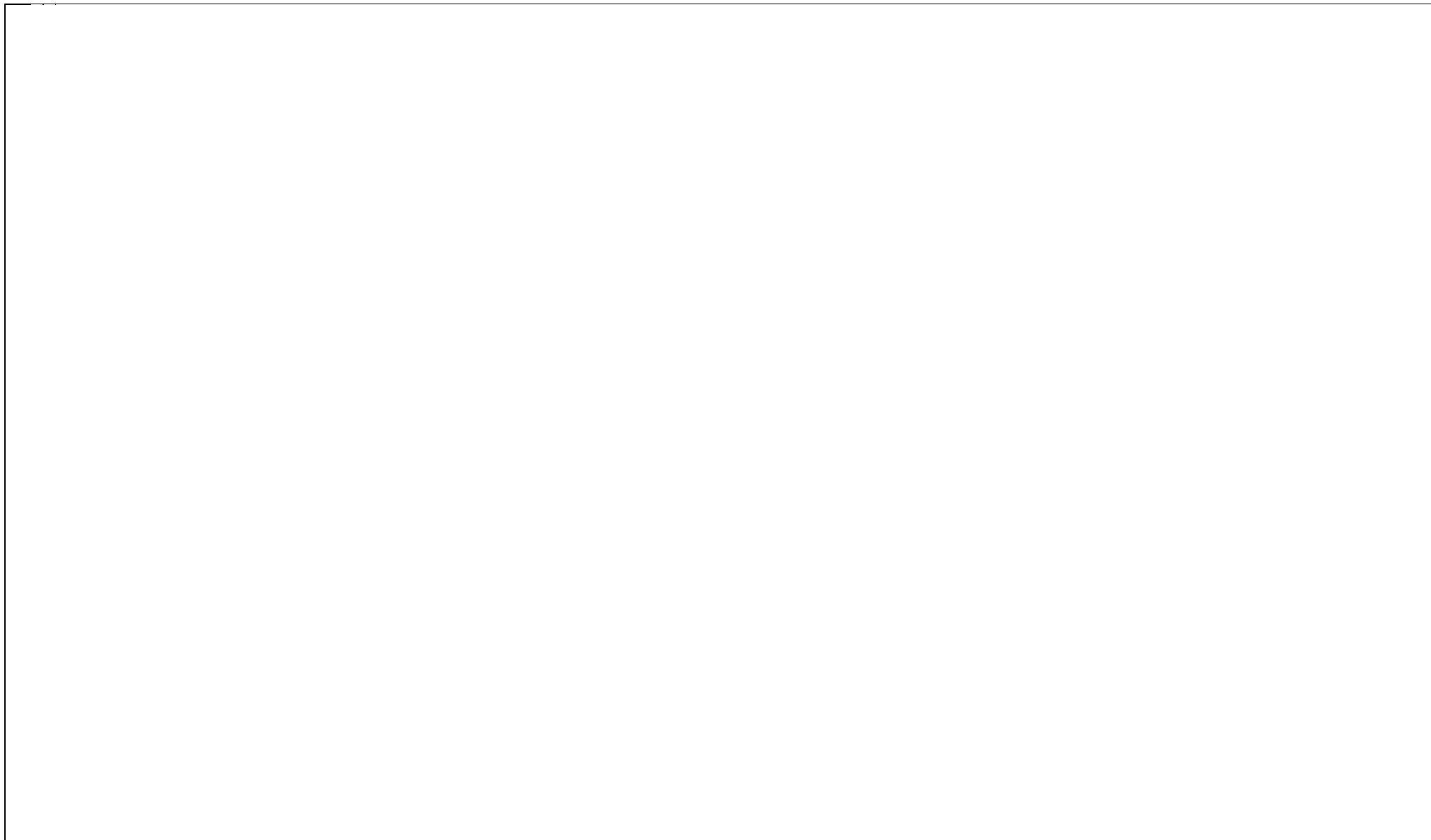




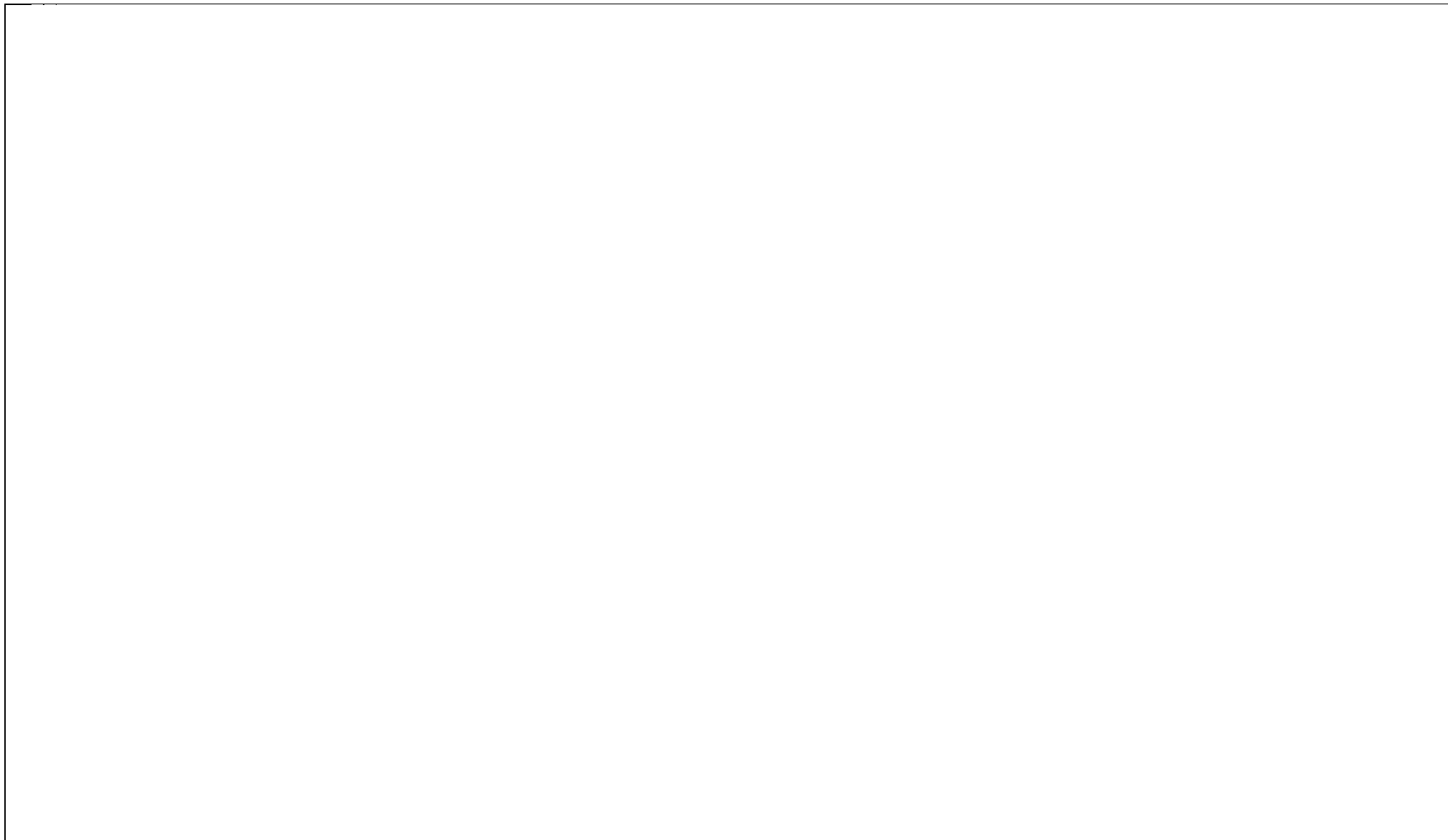
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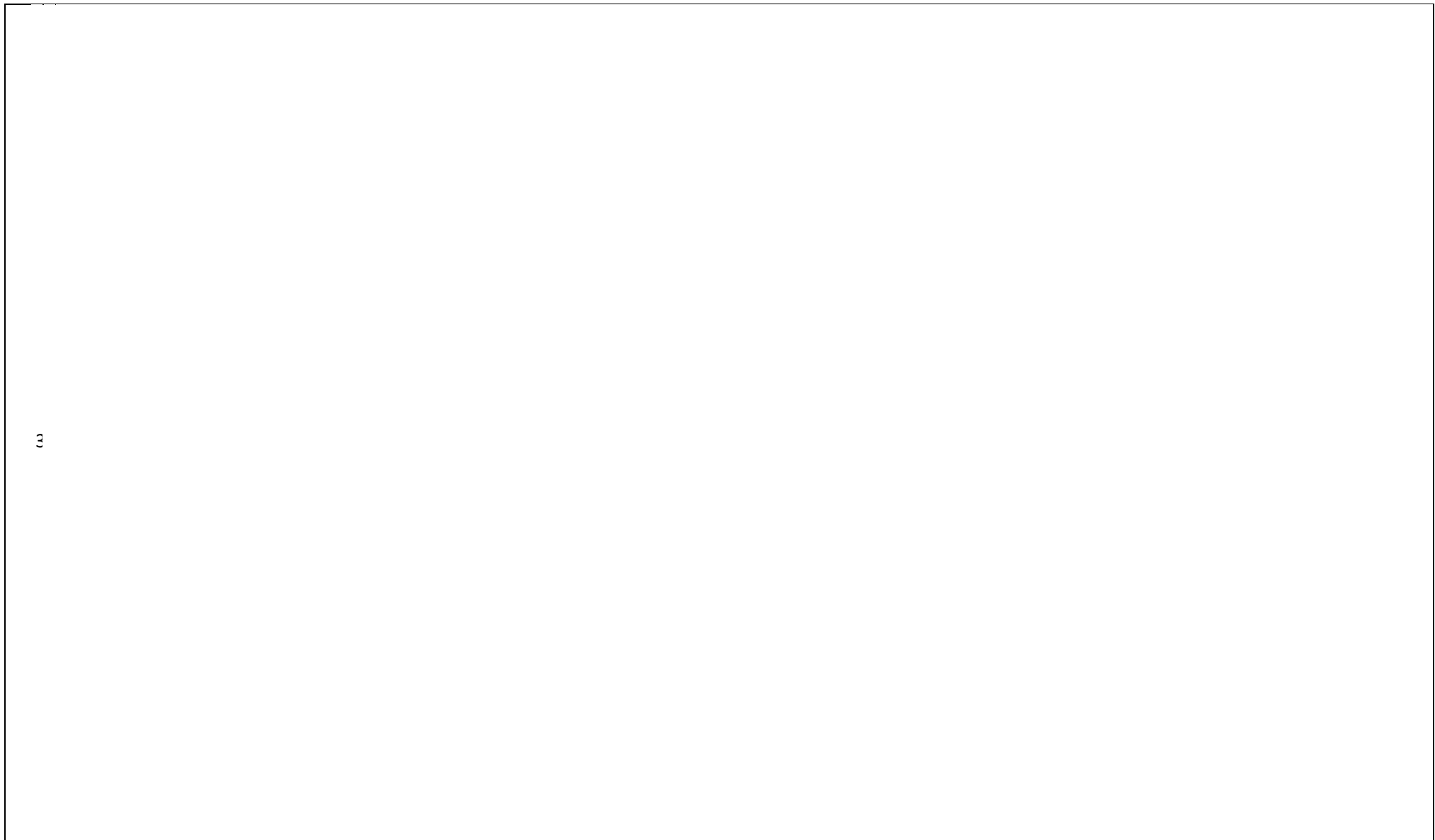


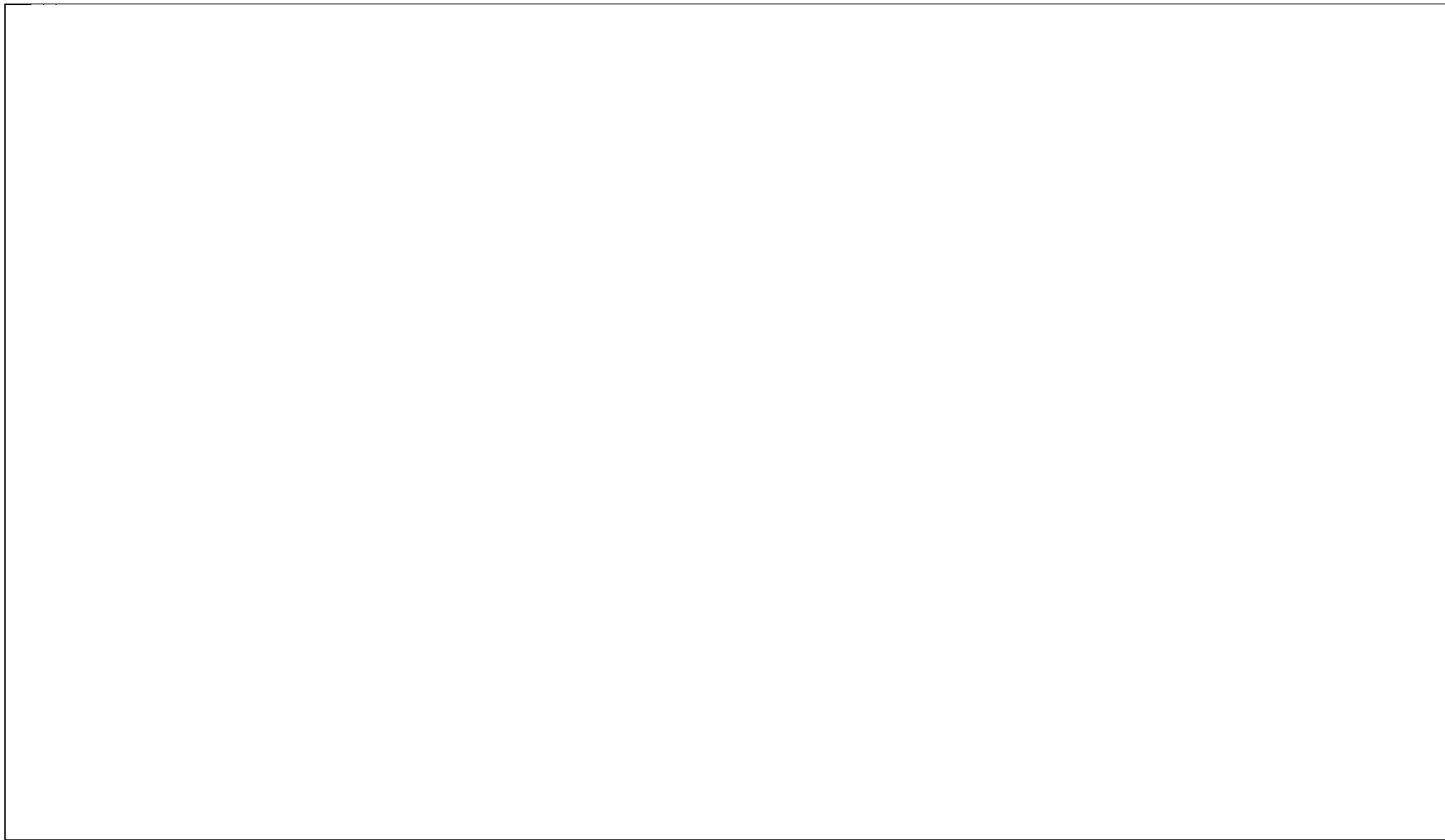
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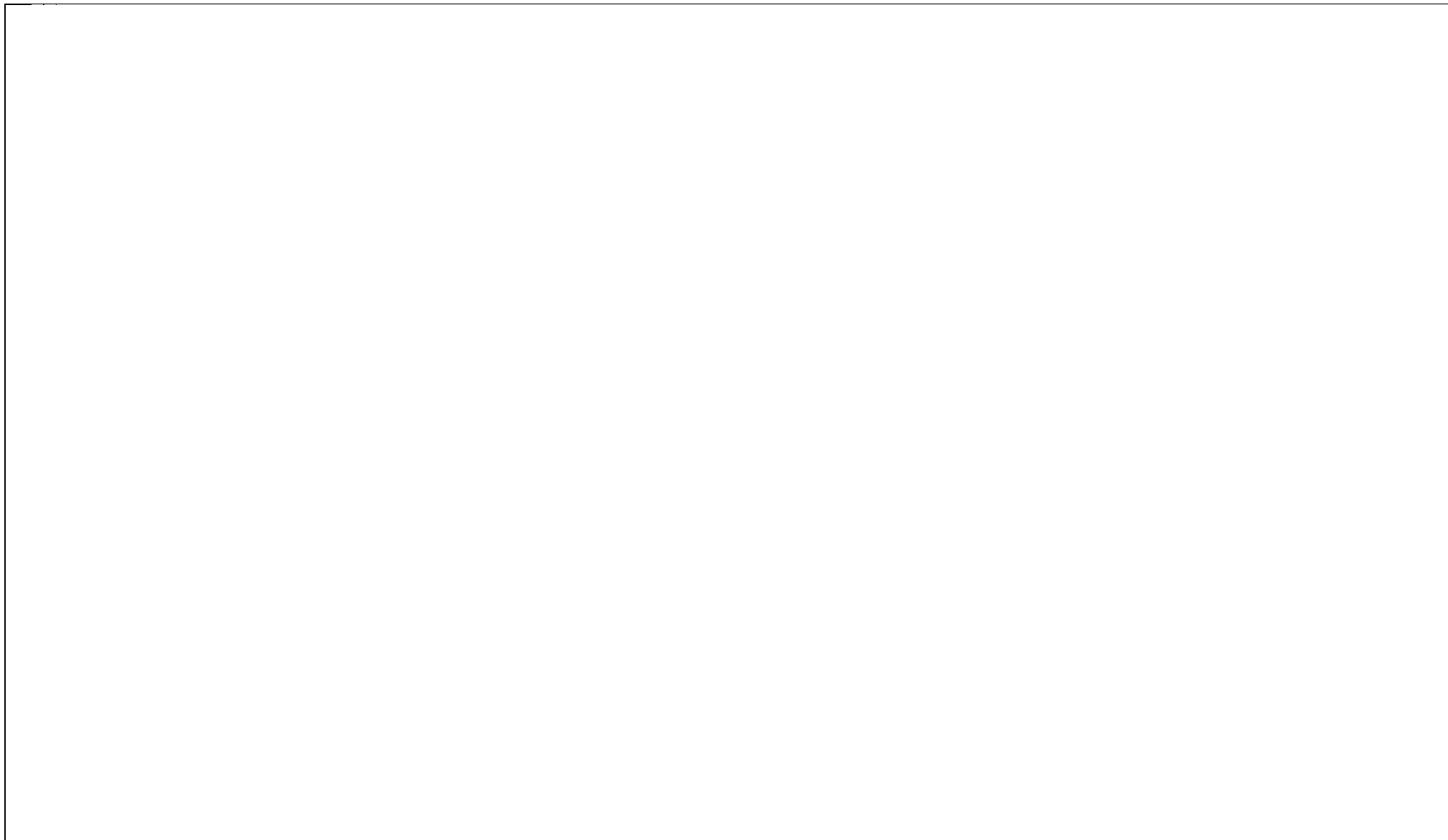








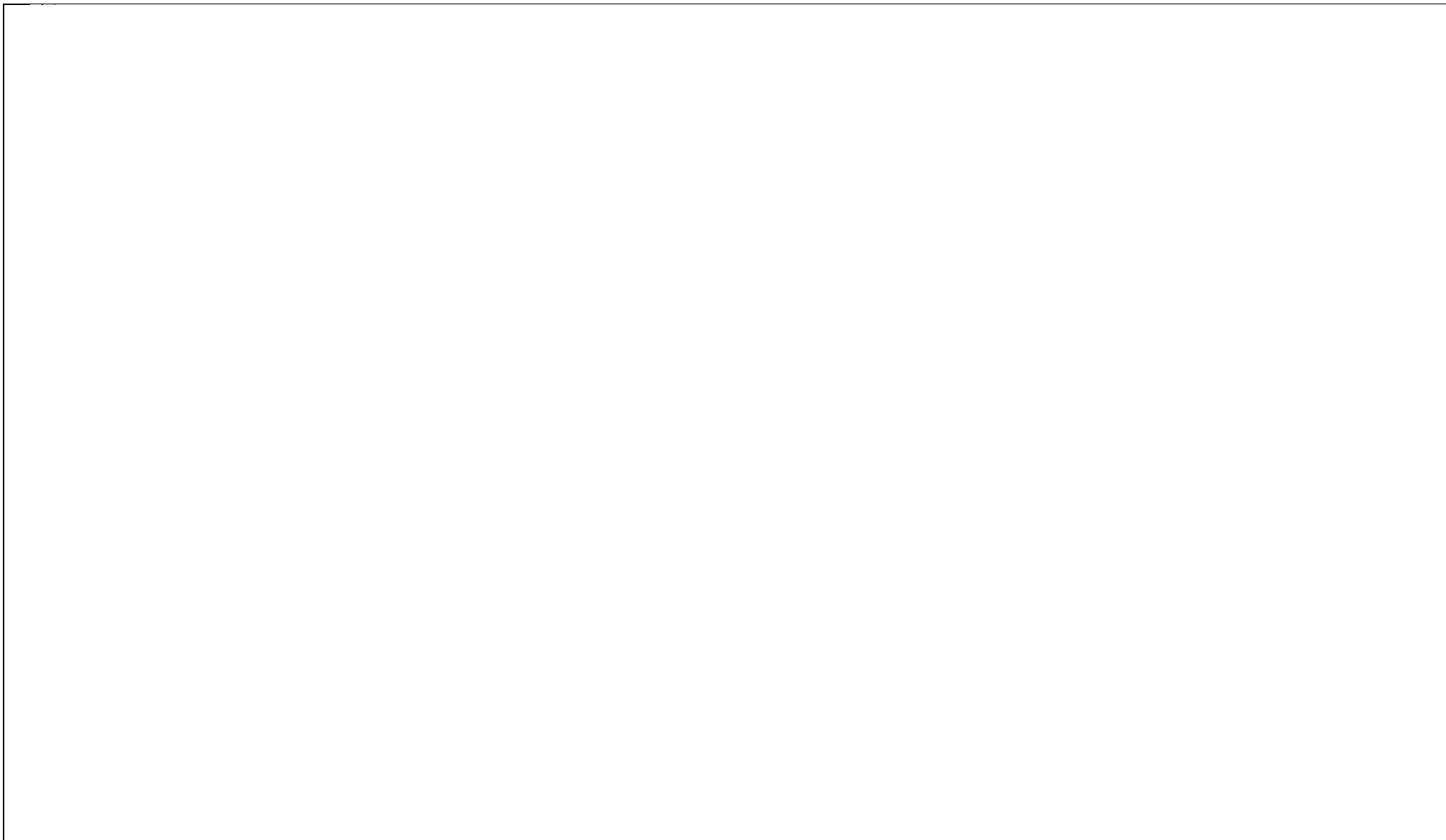






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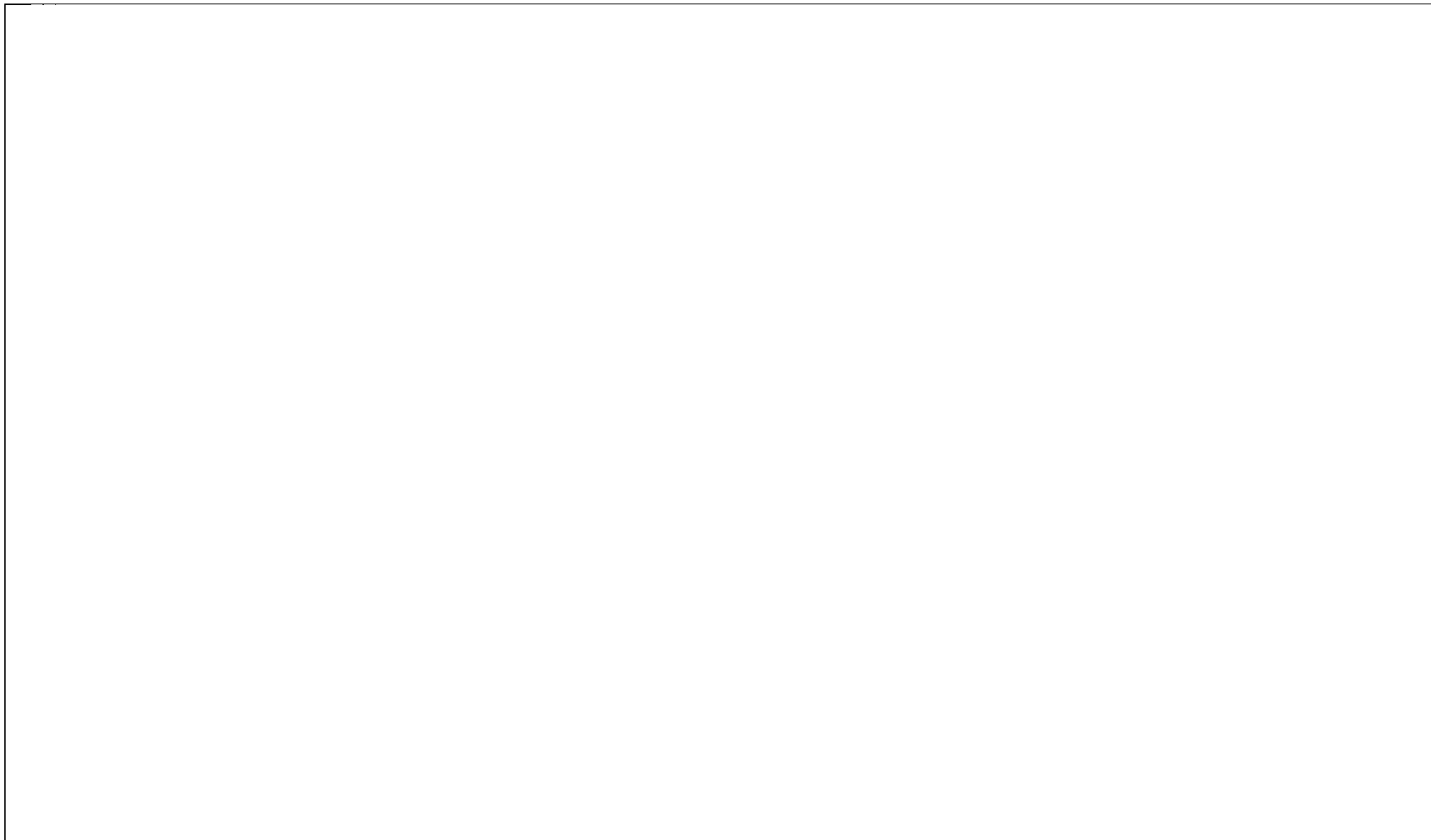












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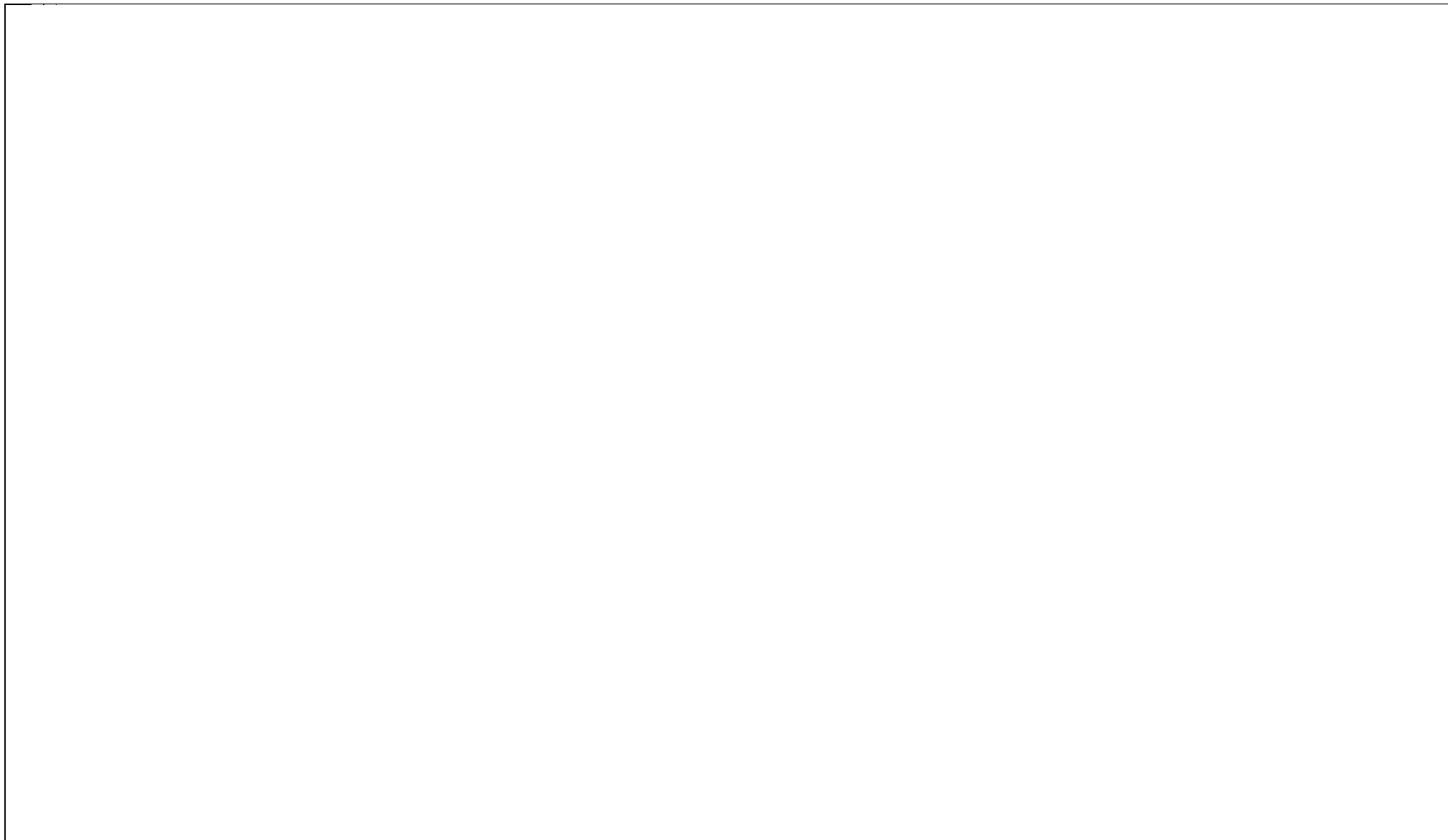
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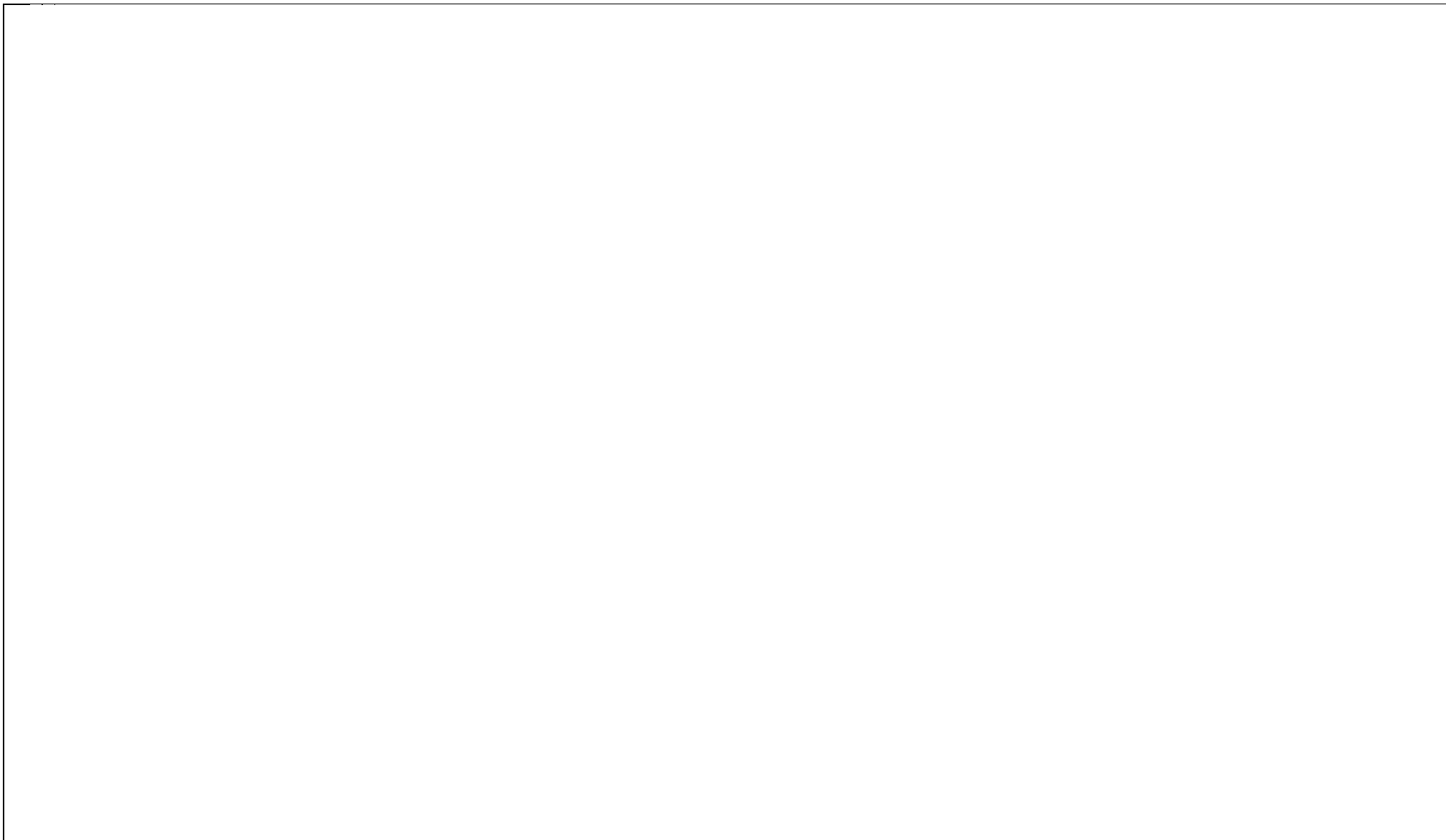
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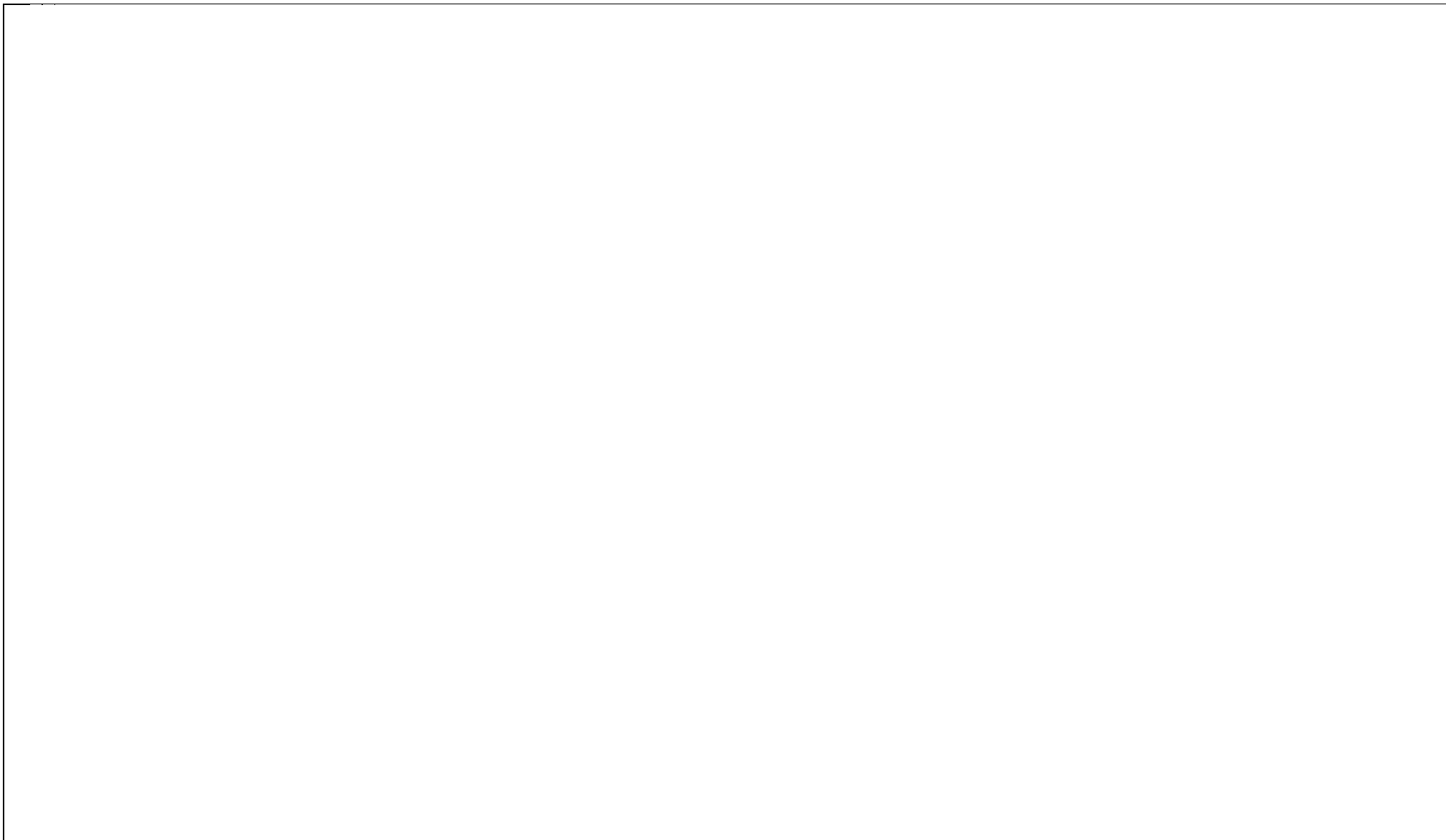
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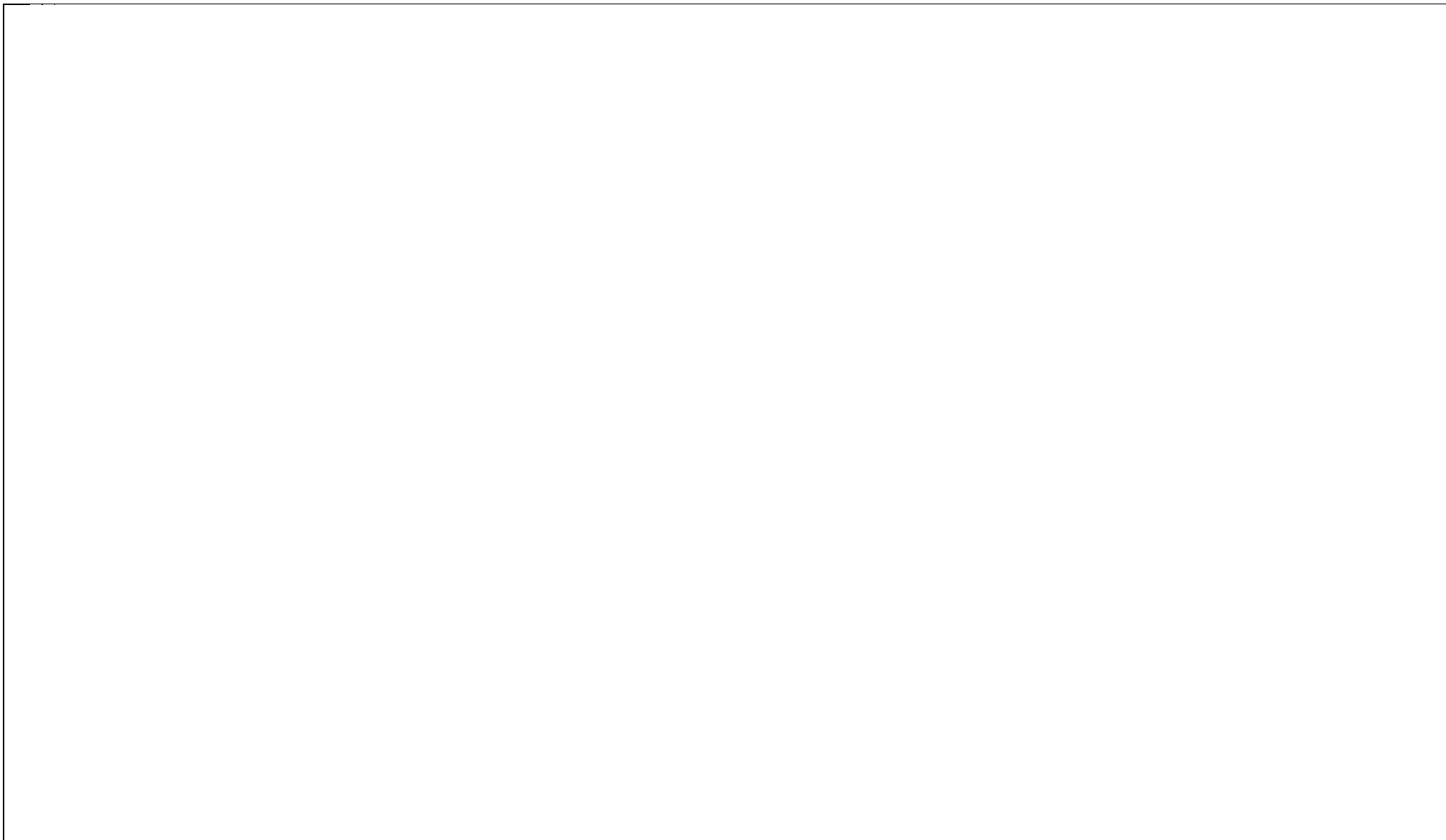
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**Study Plan Module 3: Ethics in Higher Education, Special Mention CSR and Sustainability (Short Course Name 2105 EC.EHE-CSR, Level 6)**

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**Research Project stepping stones:**

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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<p>1. Why should I be ethical? (Module 1)</p>	<p>Ho, Joshua. <i>The Role of Leadership in Employee Performance</i>, CMC Senior Theses, 2013 <a href="https://www.globethics.net/gel/6447462">https://www.globethics.net/gel/6447462</a></p> <p>Kapust, Antje. <i>Ethics of Respect and Human Dignity, A Responsive Reading</i>, Etica &amp; Politica / Ethics &amp; Politics, 2011. <a href="https://www.globethics.net/gel/5047607">https://www.globethics.net/gel/5047607</a></p> <p>Tullberg, Jan. <i>The Golden Rule of Benevolence versus the Silver Rule of Reciprocity</i>, Journal of Religion and Business Ethics, 2012. <a href="https://www.globethics.net/gel/11517768">https://www.globethics.net/gel/11517768</a></p> <p>Rossouw, Deon. "Trust – Its Benefits" In: Stükelberger, Christoph, Fust, Walter and Ike, Obiora. <i>Global Ethics for Leadership: Values and Virtues for Life</i>. 2016, pp. 175-187. <a href="https://www.globethics.net/gel/10214916">https://www.globethics.net/gel/10214916</a></p> <p>Veldsman, Theo H.. <i>Leadership Excellence: the anatomy of an elusive concept</i>, Management Today, 2012, pp. 52-60. <a href="https://www.researchgate.net/publication/262733795_Leadership_Excellence_the_anatomy_of_an_elusive_concept">https://www.researchgate.net/publication/262733795_Leadership_Excellence_the_anatomy_of_an_elusive_concept</a></p>
<p>2. Ethical Decision Making (Module 1)</p>	<p>Warner, Douglass K. and DeCosse, David. <i>An Environmental Ethics Decision-Making Guide</i>, BMC Medical Ethics, 2009. <a href="https://www.globethics.net/gel/6197408">https://www.globethics.net/gel/6197408</a></p> <p>Hanselmann, Martin and Tanner, Carmen. <i>Taboos and conflicts in decision-making</i>, Judgment and Decision Making, 2008. <a href="https://www.globethics.net/gel/3857129">https://www.globethics.net/gel/3857129</a></p> <p>Zsolnai, László. <i>Ethical Decision-Making</i>, Corvinus University of Budapest Business Ethics Center, p.2. <a href="https://www.globethics.net/gel/6432205">https://www.globethics.net/gel/6432205</a>.</p> <p>Harris, Charles E., Pritchard, Michael S. and Rabins, Michael J. <i>Engineering Ethics: Concepts and Cases</i>, Wadsworth, Cengage Learning, 2005. <a href="https://www.globethics.net/gel/6926162">https://www.globethics.net/gel/6926162</a></p>

<p>4. Publication Ethics: Institutional Publication Strategy (Module 1)</p>	<p>Barbour, V.; Astaneh, B.; Irfan, M. <i>Challenges in publication ethics</i>, Division of Research and Commercialisation, 2016. <a href="https://www.globethics.net/gel/10881423">https://www.globethics.net/gel/10881423</a></p> <p>Robins, Lisa and Kanowski, Peter. <i>PhD by Publication: A Student's Perspective</i>, Journal of Research Practice, 2008. <a href="https://www.globethics.net/gel/3582927">https://www.globethics.net/gel/3582927</a></p> <p>COPE, <i>Guidelines on Publication Ethics</i>, 2001 (<a href="https://publicationethics.org/files/u7141/1999pdf13.pdf">https://publicationethics.org/files/u7141/1999pdf13.pdf</a>)</p>
<p>5. Measures on Plagiarism Issues in your Institution (Module 1)</p>	<p>Garg, Urvashi. <i>Plagiarism and Detection Tools: An Overview</i>, 2013. <a href="https://www.globethics.net/gel/10453218">https://www.globethics.net/gel/10453218</a></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. <a href="https://www.globethics.net/gel/12503539">https://www.globethics.net/gel/12503539</a></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. <a href="http://ceur-ws.org/Vol-803/paper16.pdf">http://ceur-ws.org/Vol-803/paper16.pdf</a> (Russian version only)</p> <p><i>The Brockhaus and Efron Encyclopedic Dictionary</i>, 86 vols., 1890-1907, article by Arkady Gornfeld, <a href="https://en.wikipedia.org/wiki/Brockhaus_and_Efron_Encyclopedic_Dictionary">https://en.wikipedia.org/wiki/Brockhaus_and_Efron_Encyclopedic_Dictionary</a> see also: <a href="http://www.vehi.net/brokgauz/index.html">http://www.vehi.net/brokgauz/index.html</a></p>
<p>6. Certification Ethics: Corruption, Ghost Writers and Bought Exams (Module 1)</p>	<p>Diego, Leo Andrew B. <i>Friends with Benefits. Causes and Effects of Learners' Cheating Practices During Examination</i>, 2017. <a href="https://www.globethics.net/gel/11374736">https://www.globethics.net/gel/11374736</a></p> <p>Bjrkklund, M and Wenestam, C (1999); <i>Academic Cheating: frequency, methods, and causes</i>. European Conference on Educational Research. 4/22 <a href="http://www.leeds.ac.uk/educol/documents/00001364.htm">www.leeds.ac.uk/educol/documents/00001364.htm</a></p> <p>Desalegn, Anteneh Assefa and Berhan, Asres, <i>Cheating on examinations and its predictors among undergraduate students at Hawassa University College of Medicine and Health Science, Hawassa, Ethiopia</i>, BMC medical education, vol. 14 89. 30 Apr. 2014, doi:10.1186/1472-6920-14-89, <a href="http://www.ncbi.nlm.nih.gov">www.ncbi.nlm.nih.gov</a></p> <p>Marsh, Sarah. <i>More university students are using technology to cheat in exams</i>, The Guardian, <a href="http://www.theguardian.com">www.theguardian.com</a>, 10 April 2017 <a href="https://www.theguardian.com/education/2017/apr/10/more-university-students-are-using-tech-to-in-exams">https://www.theguardian.com/education/2017/apr/10/more-university-students-are-using-tech-to-in-exams</a></p> <p>Foster, Peter. <i>Law student in exam 'fraud' shot herself</i>, The Telegraph (<a href="http://www.telegraph.co.uk">www.telegraph.co.uk</a>), 30 May 2002 <a href="https://www.telegraph.co.uk/news/uknews/1395728/Law-student-in-exam-fraud-shot-herself.html">https://www.telegraph.co.uk/news/uknews/1395728/Law-student-in-exam-fraud-shot-herself.html</a></p> <p>Smith, Richard, <i>Cheating at Medical School</i>, BMJ (Clinical research ed.), vol. 321,7258 (2000): 398 <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1127782/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1127782/</a></p>



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<p>7. Discrimination and Harassment: Academic Workplace Bullying (Module 1)</p>	<p>Kelly, Diana J. <i>Workplace Bullying, Women and Work Choices</i>, BMJ Publishing Group Limited, 2006</p> <p><a href="https://www.globethics.net/gel/3926688">https://www.globethics.net/gel/3926688</a></p> <p>Hernandez, A; <i>Academic Bullying: A Problem on College Campuses</i>. Website: Diverse Issues in Education, 2001, <a href="https://diverseeducation.com/article/13873/">https://diverseeducation.com/article/13873/</a></p> <p>Frazier, Kimberly.N. <i>Academic Bullying: A Barrier to Tenure and Promotion for African-American Faculty</i>, Florida Journal of Educational Administration and Policy, v5 n1 p1-13, Fall 2011. <a href="https://files.eric.ed.gov/fulltext/EJ961222.pdf">https://files.eric.ed.gov/fulltext/EJ961222.pdf</a></p> <p>Westhes, Kenneth. <i>"The Unkindly Art of Mobbing" Academic Matters: the Journal of Higher Education</i>. OCUFA, Fall 2006, pp.18-19. <a href="http://arts.uwaterloo.ca/~kwesthue/unkindlyart.htm">http://arts.uwaterloo.ca/~kwesthue/unkindlyart.htm</a></p> <p>Field, T (1996); <i>WORKPLACE BULLYING 'Bully in Sight'</i>. Success Unlimited. Oxfordshire</p> <p><a href="https://bullyonline.org/old/successunlimited/books/bismain.htm">https://bullyonline.org/old/successunlimited/books/bismain.htm</a></p> <p>Vickers, Margaret H. <i>Workplace bullying as workplace corruption: A higher education, creative nonfiction case study</i>, Administration and Society, Vol 48(8), pp.960-985, 2013. <a href="https://doi.org/10.1177/0095399713498750">https://doi.org/10.1177/0095399713498750</a></p> <p>Steinman, Susan M. <i>Don't Take Shit from Hyenas in the Workplace Reclaim Your Dignity: Be Hyena-Wise!</i> 1<sup>st</sup> ed. People Bottomline, 2007. <a href="http://www.worldcat.org/oclc/271834042">http://www.worldcat.org/oclc/271834042</a></p>
<p>8. University Codes of Ethics, Rules and Regulations (Module 1)</p>	<p>Globethics.net collection of professional codes of ethics.</p> <p><a href="https://www.globethics.net/web/codes-of-ethics/overview?layoutPlid=4297674">https://www.globethics.net/web/codes-of-ethics/overview?layoutPlid=4297674</a></p>

1. Why should I be ethical? (Module 2)	<p>Ho, Joshua. The Role of Leadership in Employee Performance, CMC Senior Theses, 2013</p> <p><a href="https://www.globethics.net/gel/6447462">https://www.globethics.net/gel/6447462</a></p> <p>Kapust, Antje. Ethics of Respect and Human Dignity, A Responsive Reading, Etica &amp; Politica / Ethics &amp; Politics, 2011</p> <p><a href="https://www.globethics.net/gel/5047607">https://www.globethics.net/gel/5047607</a></p> <p>Tullberg, Jan. The Golden Rule of Benevolence versus the Silver Rule of Reciprocity, Journal of Religion and Business Ethics, 2012</p> <p><a href="https://www.globethics.net/gel/11517768">https://www.globethics.net/gel/11517768</a></p> <p>Required readings:</p> <p>Rossouw, Deon. "Trust – Its Benefits" In: Stückelberger, Christoph, Fust, Walter and Ike, Obiora. Global Ethics for Leadership: Values and Virtues for Life. 2016, pp. 175-187.</p> <p><a href="https://www.globethics.net/gel/10214916">https://www.globethics.net/gel/10214916</a></p> <p>Veldsman, Theo H.. Leadership Excellence: the anatomy of an elusive concept, Management Today, 2012, pp. 52-60.</p> <p><a href="https://www.researchgate.net/publication/262733795_Leadership_Excellence_the_anatomy_of_an_elusive_concept">https://www.researchgate.net/publication/262733795_Leadership_Excellence_the_anatomy_of_an_elusive_concept</a></p>
2. Personal Information and Data Analysis Ethics (Module 2)	<p>Data Protection for Higher Education: A Solution Brief, accessible at <a href="http://dl.acronis.com/u/pdf/AcronisDataprotection_solution_en-US.pdf">http://dl.acronis.com/u/pdf/AcronisDataprotection_solution_en-US.pdf</a></p> <p>Required readings:</p> <p>The Guide to Data Protection, accessible at <a href="https://ico.org.uk/media/for-organisations/guide-to-data-protection-2-7.pdf">https://ico.org.uk/media/for-organisations/guide-to-data-protection-2-7.pdf</a></p> <p>Determining What Is Personal Data, accessible at <a href="https://ico.org.uk/media/for-organisations/documents/1554/determining-what-is-personal-data.pdf">https://ico.org.uk/media/for-organisations/documents/1554/determining-what-is-personal-data.pdf</a> .</p>
3. Library Ethics (Module 2)	<p>Ethics in the library</p> <p><a href="https://www.ifla.org/files/assets/faife/publications/spotlights/ethics-aiu-library-cooper.pdf">https://www.ifla.org/files/assets/faife/publications/spotlights/ethics-aiu-library-cooper.pdf</a></p> <p>Code of Ethics for Librarians and Information Professionals</p> <p><a href="https://www.ifla.org/files/assets/faife/codesofethics/poland.pdf">https://www.ifla.org/files/assets/faife/codesofethics/poland.pdf</a></p> <p>Library ethics for non-librarians – introduction</p> <p><a href="http://doug-johnson.squarespace.com/blue-skunk-blog/2016/6/16/library-ethics-for-non-librarians-introduction.html">http://doug-johnson.squarespace.com/blue-skunk-blog/2016/6/16/library-ethics-for-non-librarians-introduction.html</a></p> <p>Required readings:</p> <p>Library Ethics and Principles</p>

	<p><a href="https://llc.wrdsb.ca/about/library-ethics-and-principles/">https://llc.wrdsb.ca/about/library-ethics-and-principles/</a></p> <p>Big Brother is Watching You: The ethical role of libraries and big data</p> <p><a href="https://chooseprivacyeveryday.org/the-ethical-role-of-libraries-and-big-data/">https://chooseprivacyeveryday.org/the-ethical-role-of-libraries-and-big-data/</a></p>
4. International outbound students' university policies (Module 2)	<p>Creating Conditions for (International) Student Success</p> <p><a href="https://teaching.berkeley.edu/creating-conditions-international-student-success">https://teaching.berkeley.edu/creating-conditions-international-student-success</a></p> <p><i>Required readings:</i></p> <p>Enhancing the Quality of the International Student Experience</p> <p><a href="https://www.higheredtoday.org/2018/07/02/enhancing-quality-international-student-experience/">https://www.higheredtoday.org/2018/07/02/enhancing-quality-international-student-experience/</a></p>
5. Student selection process (Module 2)	<p>Equity in Education: What it Is and Why it Matters</p> <p><a href="https://www.thinkingmaps.com/equity-education-matters/">https://www.thinkingmaps.com/equity-education-matters/</a></p> <p>Teaching Strategies to Promote Student Equity and Engagement</p> <p><a href="https://www.thoughtco.com/promoting-student-equity-and-engagement-4074141">https://www.thoughtco.com/promoting-student-equity-and-engagement-4074141</a></p> <p><i>Required readings:</i></p> <p>Ten Steps to Equity in Education</p> <p><a href="https://www.oecd.org/education/school/39989494.pdf">https://www.oecd.org/education/school/39989494.pdf</a></p> <p>Unequal Opportunity: Race and Education</p> <p><a href="https://www.brookings.edu/articles/unequal-opportunity-race-and-education/">https://www.brookings.edu/articles/unequal-opportunity-race-and-education/</a></p>
6. Ethics and Sustainability (Module 2)	<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> <p>Monitoring Sustainable Public Procurement Implementation, Published in 2016 by 10YFP SPP Programme/Ecoinstitut (United Nations / intergovernmental organizations)</p> <p>Promoting the Participation of SMEs in Green Public Procurement, Published in 2016 by Sylvia Aguilar, CEGESTI, 10 YFP SPP WG3C Coordinator (United Nations / intergovernmental organizations)</p> <p>Presentation of the "Sustainable United Nations" initiative and of the 10YFP SPP and Consumer Information programmes (Asia-Pacific GPPEL Training Workshop - Part 5), Published in 2016 by Farid Yaker, UN Environment (United Nations / intergovernmental organizations)</p> <p>Redefining ecolabels to improve sustainability and trade in developing countries: lessons learned and recommendations from a UNEP Project, Published in 2013, by UN Environment (United Nations / intergovernmental organizations)</p> <p>Sustainable Public Procurement: A Global Review 2013, Published in 2013 by UNEP (United Nations / intergovernmental organizations)</p> <p>Sustainable Public Procurement Implementation Guidelines, Published in 2012 by UNEP (United Nations / intergovernmental organizations)</p> <p>The Impacts of Sustainable Public Procurement: Eight Illustrative Case Studies, Published in 2013 by UNEP (United Nations / intergovernmental organizations)</p> <p><i>Required readings:</i></p> <p>The Procura+ Manual: A Guide to Implementing Sustainable Procurement, Published in 2016 by ICLEI – Local Governments for Sustainability (Civil society), European Secretariat (United Nations / intergovernmental organizations)</p>

	<p>Sustainability of Supply Chains and Sustainable Public Procurement, Published in 2014 by Peter Nohrstedt (United Nations / intergovernmental organizations)</p> <p>Using Product-Service Systems to Enhance Sustainable Public Procurement, Published in 2015 by UNEP (United Nations / intergovernmental organizations)</p>
7. Cyber Crimes in Education (Module 2)	<p>Kevin Granville. "9 Recent Cyberattacks against Big Businesses." New York Times, February 5, 2015. <a href="http://www.nytimes.com">www.nytimes.com</a></p> <p>Dan Goodin. "Anatomy of a Hack: How Crackers Ransack Passwords Like "qeadzwrsvfxv1331." Ars Technica (Web site), May 27, 2013. <a href="http://arstechnica.com">arstechnica.com</a>.</p> <p><i>Required readings:</i></p> <p>"Cyber Ethics 4.0. Serving Humanity with Values", eds Christoph Stückelberger, p. 439 – 460, /Pavan Duggal, Globethics.net Global Series no 17, Nov 2018, 494pp, 24 articles (download from <a href="http://www.globethics.net/publications">www.globethics.net/publications</a>) .</p>
8. Personal research and final assignment (Module 2)	<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><a href="https://www.globethics.net/gel/10509217">https://www.globethics.net/gel/10509217</a></p> <p>The United Nations Global Compact, Principle Ten: Anti-Corruption,</p> <p><a href="https://www.unglobalcompact.org/what-is-gc/mission/principles/principle-10">https://www.unglobalcompact.org/what-is-gc/mission/principles/principle-10</a></p> <p>GRLI. The 50+20 Vision, Management Education for the World,</p> <p><a href="https://gri.org/initiatives/the-5020-vision/">https://gri.org/initiatives/the-5020-vision/</a></p>
Personal research and final assignment (All modules)	<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><a href="https://www.globethics.net/gel/10509217">https://www.globethics.net/gel/10509217</a></p> <p>The United Nations Global Compact, Principle Ten: Anti-Corruption,</p> <p><a href="https://www.unglobalcompact.org/what-is-gc/mission/principles/principle-10">https://www.unglobalcompact.org/what-is-gc/mission/principles/principle-10</a></p> <p>GRLI. The 50+20 Vision, Management Education for the World,</p> <p><a href="https://gri.org/initiatives/the-5020-vision/">https://gri.org/initiatives/the-5020-vision/</a></p>
<b>Globethics.net Collection on Ethics in Higher Education</b>	<p>The Collection is accessible online on the repository of the Globethics.net E-Library: <a href="https://repository.globethics.net/handle/20.500.12424/75">https://repository.globethics.net/handle/20.500.12424/75</a></p> <p>The collection comprises the following categories according to the classification tree:</p>

EC0 Reference works  
EC1 Philosophical history and meta-doctrines on the value of good education for life  
EC2 Education, research and assessment methods in contemporary education institutions and ethics  
EC3 Education, research and society  
EC4 Education and ethics: ethics in the transmission of knowledge, in the reception of knowledge and the organisation of higher education  
EC5 Education and economics  
EC6 Education, politics and policy  
EC7 By geographical areas  
EC8 Other

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