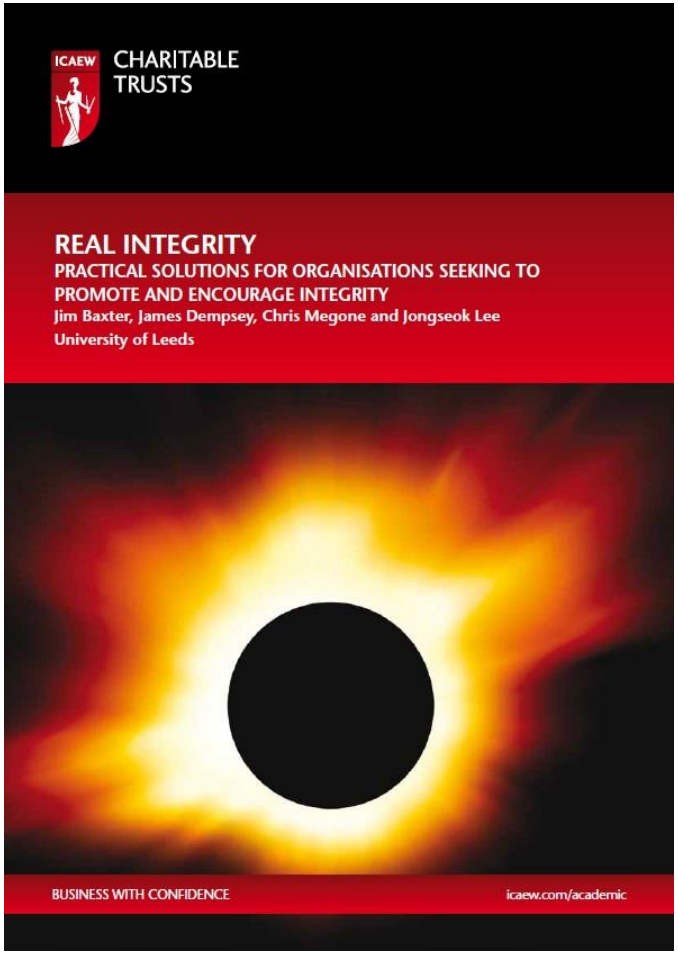
Ethics in the Curriculum

Rob Lawlor

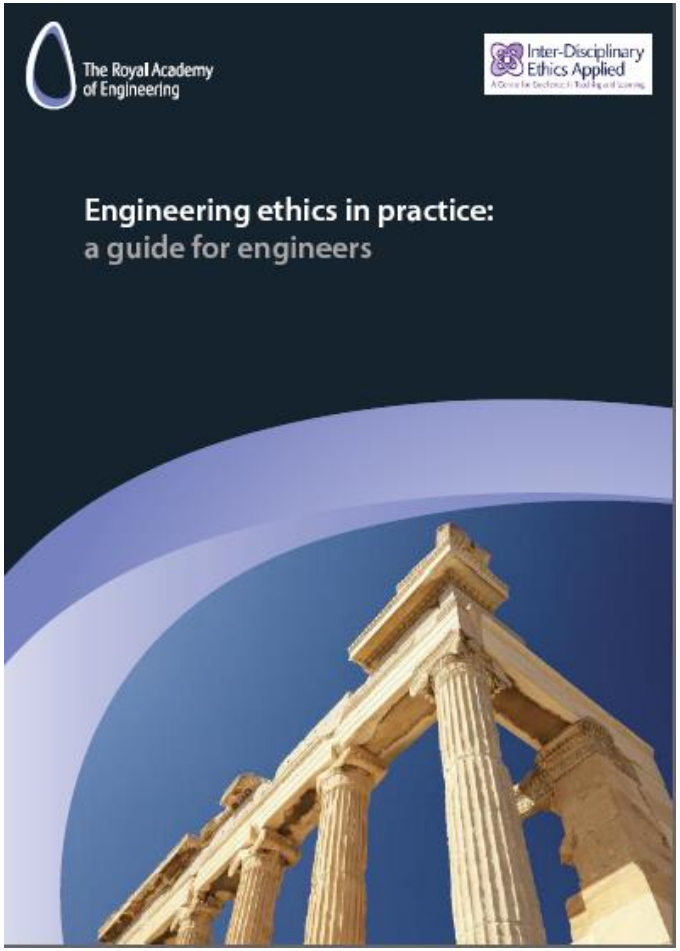
Inter-Disciplinary Ethics Applied
A Centre for Excellence in Teaching and Learning

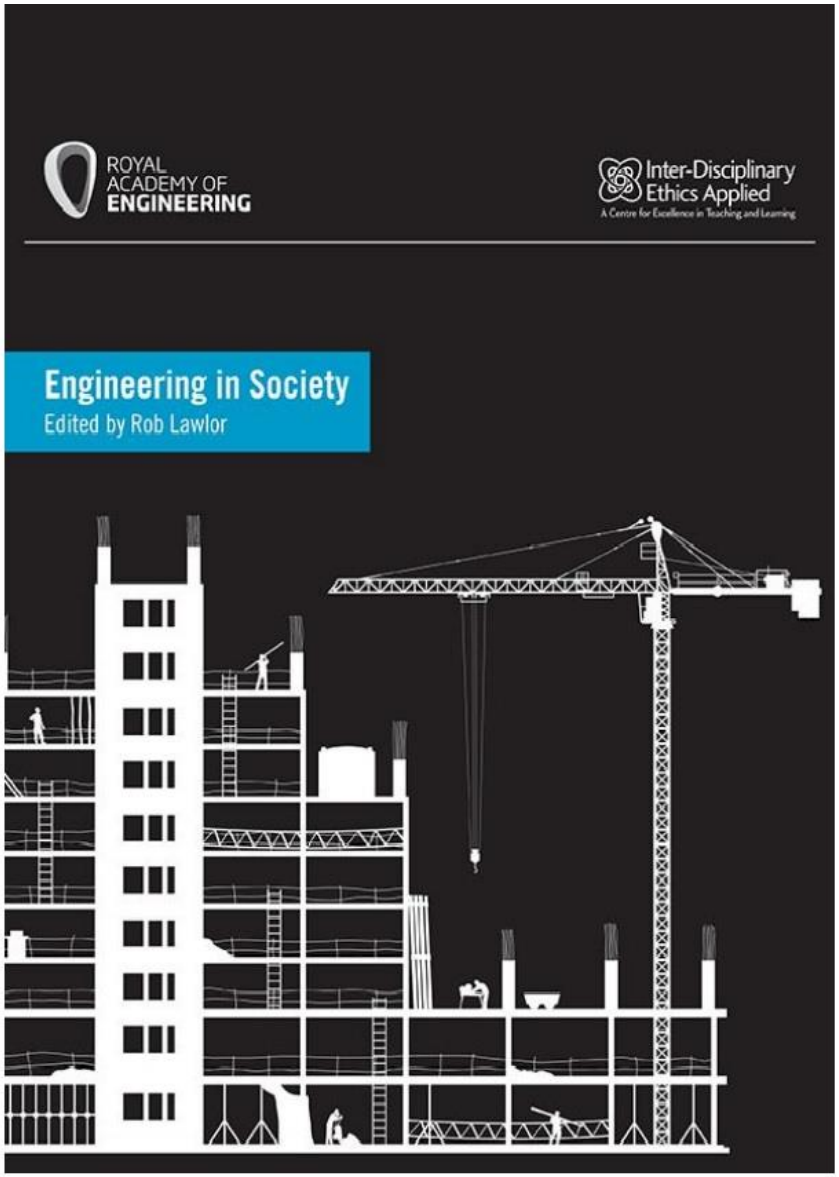
About the IDEA centre

http://www.icaew.com/~/media/Files/Products/accountancy-markets-and-ethics/tecpln11119-real-integrity-a4-report-final-low-res.pdf



http://environmental.org.uk/uploads/downloads/Engineering_ethics_in_practice.pdf





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ROYAL ACADEMY OF ENGINEERING

Engineering Council

IET The Institution of Engineering and Technology

Institution of MECHANICAL ENGINEERS

ice Institution of Civil Engineers

HEALTH & SAFETY LABORATORY

IOM3 The Institute of Materials, Minerals and Mining

IChemE ADVANCING CHEMICAL ENGINEERING WORLDWIDE

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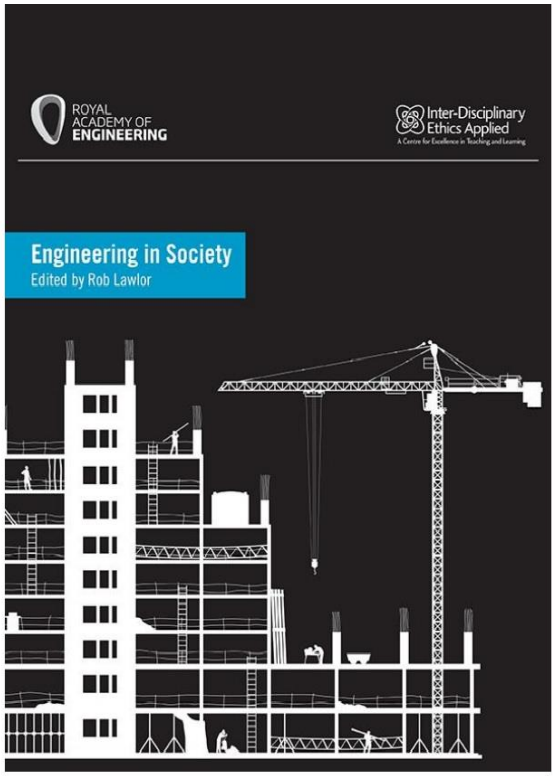
UNIVERSITY OF LEEDS

http://www.jbm.org.uk/uploads/Presentation2_ICEEthics_HSharp.pdf

The Institution of Civil Engineers (ICE) President's Apprentices 2012/13, from left to right: **Catherine Swan, Mark Sanders, Conall Doherty, Sanaya Kerawala, Richard Smith and Hayley Sharp.**

Level 1

- Professionalism
  - How many of you consider ethics to be a profession
- The role of an engineer
- Both using *Engineering in Society*



If you want to be the best, you need to drink the best.

"+Energy is a miracle. Everyone should drink at least one bottle a day, and athletes and sportspeople should drink an additional bottle before and after exercise to enhance performance." Dr. Smith

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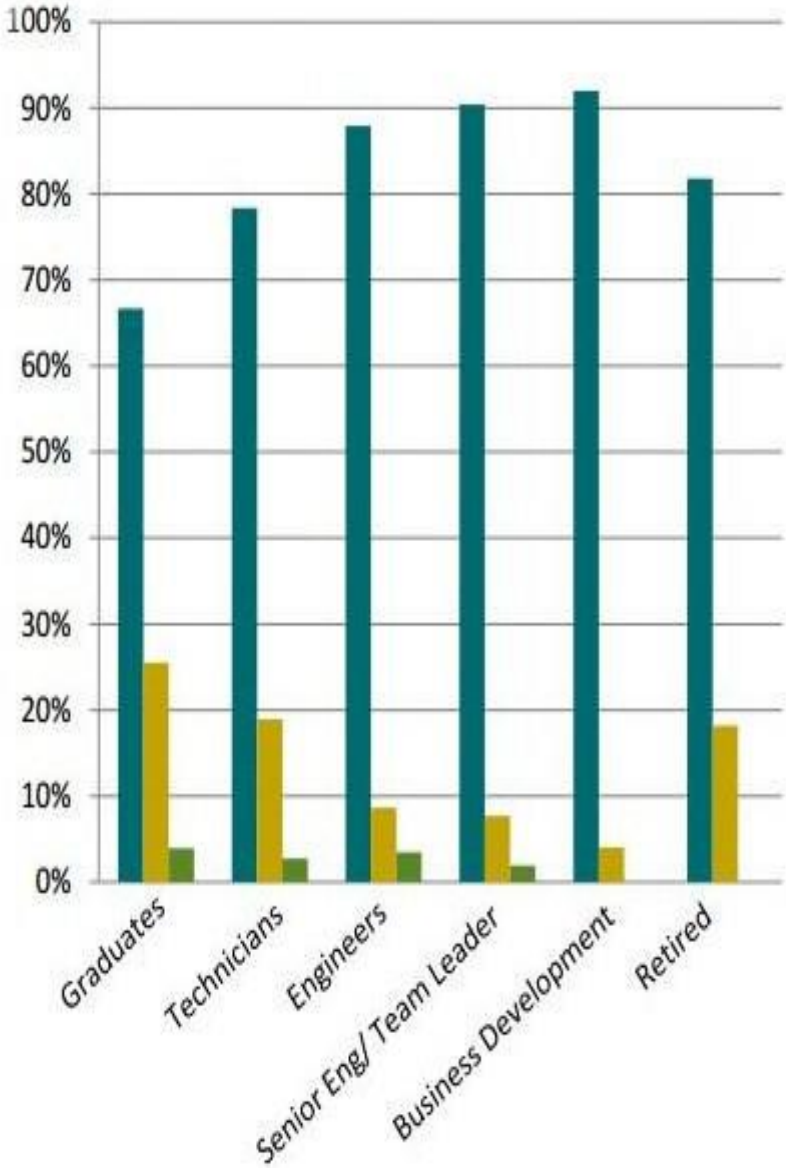
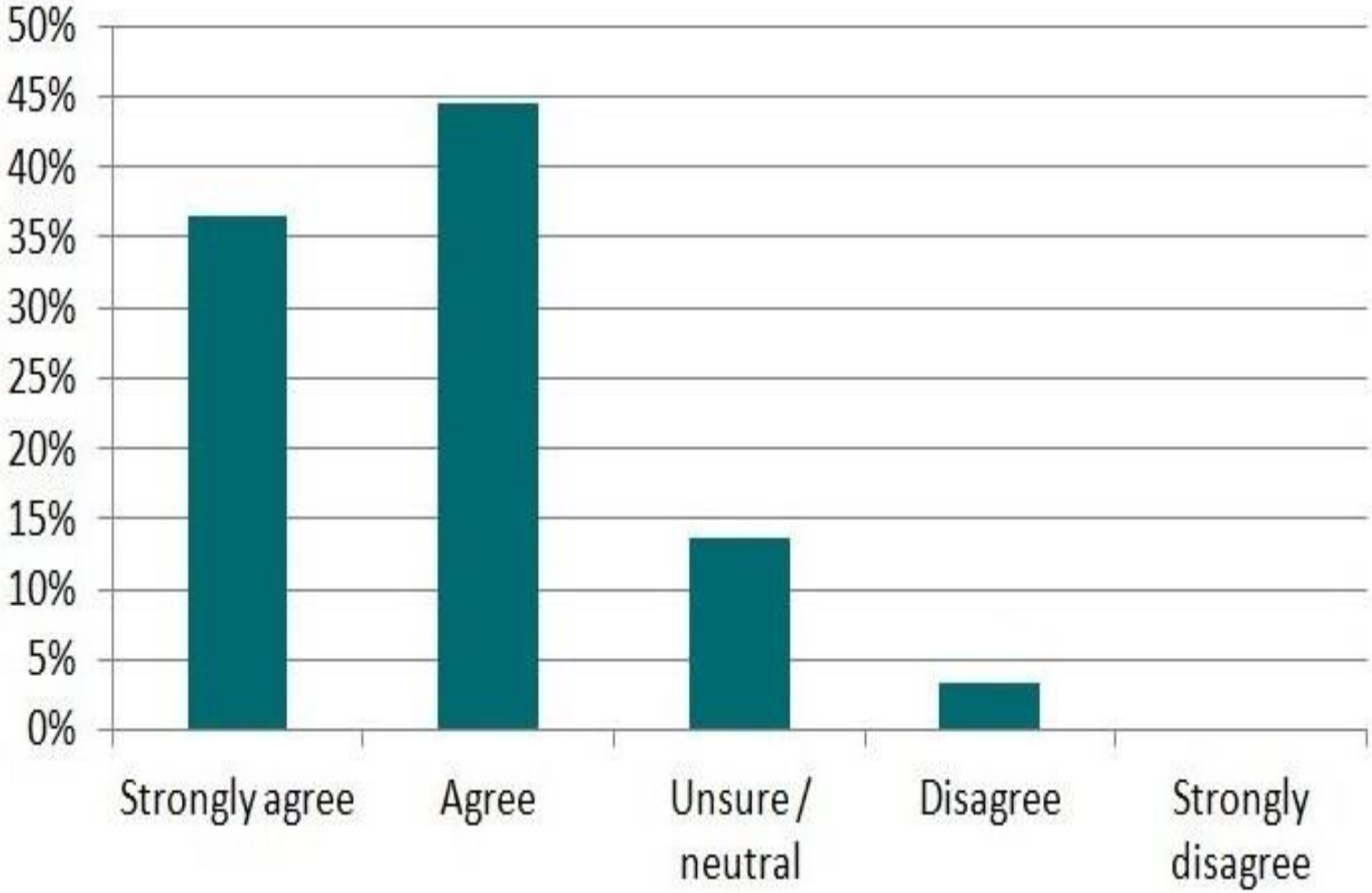


- Engineers should take a proactive role in considering, understanding and making informed ethical decisions about projects they work on
- Engineers should not have to focus on ethical issues but it is important for them to have an understanding if the need arises
- Engineers should be able to focus on technical work if that is their role, whilst allowing other people to consider ethical implications of a project

Is it appropriate for graduate and junior engineers to challenge decisions made by senior individuals?



Levels 2 and 3

- More specific issues
  - Sustainability and climate change
  - Risk
  - Challenging authority
  - Whistle blowing
  - Bribery and corruption
- Where possible, tie the ethics session into the general content of the modules
  - Particularly integrated design projects

Level 4

- Research Ethics (some in level 3 too)
  - Consent
  - Confidentiality
  - Ethical issues in their projects
- Professionalism

Assessment

- 2 reasons
  - Cynical reason – so they turn up and engage
  - But also
    - To improve understanding
    - Demonstrate that ethics is taken seriously
- 4 types we use
  - Multiple choice questions (on reading)
  - Reports
  - Ethical issues in their projects
  - Presentations – self directed learning

A Concern About Frameworks

- These are a starting points, not the end point
- Possible concern: a little knowledge is a dangerous thing
- No substitute for careful thinking about the particular case

Example Report

- Imagine that you have been asked to write a report for a professional institution to offer advice about whistle blowing.
  - What advice should the professional body give to those who are thinking about whistle blowing, but are not sure what to do?
  - What, if anything, should the professional institution itself be doing anything in relation to whistle blowing, beyond just offering advice?

New Idea (not yet used)

- Stake holders
- Non-empirical questions
- Decision makers