

Bringing the Principles to Life: making the standard stick

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Ethics in Engineering Degrees

- Teaching – who? how? when...
 - Assessing – how? when?...
 - Accrediting – who? how?...
- LEARNING OUTCOMES**



Educate the Educators & the Assessors

Questions

- Ethics as *modus operandi*?

- **Identify** the ethical element of any decision
- **Understand** the nature of professional and personal responsibility
- **Address** problems arising from questionable practice using appropriate tools
- Develop critical thinking skills and **judgment**
- **Understand** practical difficulties and use suitable approaches and techniques to help people produce better outcomes
- **Develop** an ethical identity to carry forward to the working life

- Should PEI take the lead?

- **Act** with competence
- **Comply** with the rules
- **Adhere** to the codes of conduct



Is compliance with professional codes sufficient?

Questions

- Should a “Hippocratic Oath” for Engineers be introduced?
 - Ethics as *awareness* of the social impact of engineering work
 - Development of *“involuntary”* ethics where the individuals live in immediate symbiosis and harmony with their community
 - *Ethics not just as a concept, but as an “action”* (i.e. acting in and for the society).

Not a new idea

Ritual of the *Calling of an Engineer* (Canada, since 1922)

Leonardic Oath (Dreher, 2011)

Internationalisation of UK Degrees

- The “challenge” of diverse cultures
- Morality vs Ethics –Individual vs Profession –
Personal Standards vs Code of Conducts



Standards in Public Life