Bringing the Principles to Life: making the standard stick

Raffaella Ocone
Ethics in Engineering Degrees

• Teaching — who? how? when...
• Assessing — how? when?...
• Accrediting — who? how?...

LEARNING OUTCOMES

Educate the Educators & the Assessors

R Ocone, “Ethics and accreditation”
Education for Chemical Engineers 8 (2013) e113–e118
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