

# Code of Practice for Educational Ethics

The University is committed to helping students on all of our taught courses to understand the ethical dimensions of their work. As a result this Code is directed to students and to the tutors who teach them in order to integrate educational and organisational ethics. The development of students’ ethical enquiry is premised on tutors recognising their role in developing teaching, learning and curriculum that supports this objective.

This document defines the scope of the University’s Code of Practice on Educational Ethics, sets out the guiding principles, and outlines obligations and responsibilities of staff and students. This document is part of the University’s framework for supporting good ethical practice across UAL which includes the following information:

* UAL Code of Practice for Educational Ethics (this document)
* [UAL Code of Practice on Research Ethics](https://www.arts.ac.uk/research/research-standards-and-ethics)
* [Health and Safety policy](https://www.arts.ac.uk/students/health-and-safety-for-students/policies-and-procedures)
* [UAL Equality and Diversity Framework](https://www.arts.ac.uk/about-ual/public-information/equality-objectives-and-reports)
* [UAL Disciplinary Code](https://www.arts.ac.uk/study-at-ual/academic-regulations/student-regulations/disciplinary-code-for-students)
* [Data Protection Policy](https://canvas.arts.ac.uk/sites/explore/SitePage/56175/information-governance-policies)

## Definition of Educational Ethics

For the purposes of this Code of Practice, Educational Ethics is defined as the adherence to an ethics of care (EoC) demonstrated through beneficence/non-maleficence, autonomy, and social justice in all aspects of the curriculum and student’s work at BA and Masters levels. In research ethics, on the whole, the beneficiary is the discipline or knowledge community or the general public.  Research participants contribute but do not directly benefit.  Whereas in education, without exception, the student participants are intended to be the main beneficiaries, whilst their professional practices, communities and wider society are the secondary beneficiaries.

## Applicability of the Code of Practice

This Code applies to all educational activity for students studying at FE, undergraduate and postgraduate level at UAL.

## Guiding Principles

The four guiding principles of this Code are **an ethics of care**, **respect for persons, social justice, and beneficence**. These constitute a systematic regard for the rights and interests of others in a global context in the full range of student relationships and activities. Social justice includes for us racial justice. Respect for persons assumes human equality across [all 9 protected characteristics](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics). An ethics of care includes for us climate and environmental action, respect for resources and positive impacts on the planet.

An **ethics of care** is supported bythe Educational Ethics subcommittee as a positive ethic that is the University’s responsibility to foster in four general domains: students, educational content, educational process -including material resources- and in students’ relations with anyone who participates in or interacts with their work.

**Respect for persons** recognises the capacity and rights of all individuals to make their own choices and decisions. It refers to the autonomy and rights to self-determination of all human beings, acknowledges their equality, dignity, freedom and rights. An important component of this principle is the need to provide special protection to vulnerable persons, both students and in student activity involving others.

The principle of **social justice** obliges the student to identify the risks and benefits of participation in creative or investigative practice. Any risks to persons participating should be weighed against any potential benefits – to the participants or the student, and also the wider benefits to society of the knowledge gained. As with the principle of respect for persons, there is a requirement to promote equality and racial justice and protect vulnerable groups.

**Beneficence** is the principle of acting for the good and well being of others. It requires students to serve the interests and well-being of others, human and non-human. In so doing, students comply with the principle of neither doing, nor permitting, any foreseeable harm as a consequence of creative or investigative practice. This is the principle of **non-maleficence**, it is the principle of doing no harm.

The specific duties of promoting equality and good relations are assumed under these principles, as defined by the Equality Act 2010.

## Obligations and Responsibilities

1. Course tutors are responsible for ensuring that their students are familiar with the Educational Ethics Code of Practice and principles.
2. Unit leaders, course leaders and programme directors are responsible for promoting an ethics of care (EoC) in relation to individual students, course content, educational process, including material resources, equality and good relations between student peers and students and participants or communities in the wider world.
3. It is the responsibility of tutors and students to conduct their educational activity in line with the guiding principles set out above.
4. Students and staff should maintain the highest standards of academic integrity in all aspects of their work. This includes formally acknowledging the contributions and assistance of others, collaborating partners, honouring contractual agreements, copyrights, and the ownership of intellectual property and avoidance of any practice likely to mislead as to the origin, validity, novelty or ownership of what is presented.
5. Tutors should help students to consider other rules of conduct that may apply to their work and support compliance. For example, particular codes of practice and rules of engagement apply to work in archives, museums and galleries. Work in hospitals and other medical institutions requires proposals to be approved by an ethics committee approved by the Department of Health.
6. Some courses at UAL have professional accreditation and in these cases it is the responsibility of the course team to ensure that students are aware of any ethical compliance (in addition to the above) that is required by the professional body.
7. Where student project work requires active participants’ prior informed consent, the presentation of a [privacy notice](https://artslondon.sharepoint.com/%3Aw%3A/r/sites/CanvasContent/_layouts/15/Doc.aspx?sourcedoc=%7BC8C52400-D422-4923-BB41-EA79F2AD54FE%7D&file=Draft%20Privacy%20Notice%20Template%20v0.1.docx&action=default&mobileredirect=true) to those participants, describing all purposes for which their personal data will be used is essential.
8. Where students use information from which individual persons can be identified, there is an obligation for the student to respect the person’s privacy, rights to confidentiality and if the information is recorded in any medium as data the student should follow the [data protection principles](https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/principles/) and act in accordance with the Data Protection Act 2018 and General Data Protection Regulation (GDPR). Issues of confidentiality and privacy are distinct from each other and from data protection. Tutors are obliged to support students to help them consider each of these in their assessment of the ethical dimensions of their creative practice.
9. UAL will be liable for processing of personal data within a student project, so must be listed as the data Controller on the privacy notice and consent form, and the student must only use UAL-managed IT systems and storage for the data, such as their UAL email address and OneDrive folder. Tutors must approve student use of additional UAL-managed systems, e.g. Qualtrics.

ESCC January 2022