



5b. Integrity*

University Graduate Profile Theme: Graduates of the University are expected to be able to learn and work ethically. They are expected to show an ability to make principled decisions in academic and professional spheres.

Bachelor of Commerce Graduate Capability: Graduates will be able to respond professionally and ethically, demonstrating a capacity for independent thought and learning.

Progression statement: Your self-management skills will develop through your level 100 courses as you learn to work independently and manage your time in order to balance commitments and meet competing deadlines. In your 200 level courses, you will take more responsibility for your own learning as you meet more challenging learning activities and become more resilient when dealing with ambiguous situations. By the end of the programme, you will be able to self-manage and demonstrate resilience in your interactions with others. You will be proactive and self-challenging. Your awareness of the importance of integrity will grow through reflective practice and your respect for team members. As you continue through the programme, you will be challenged to develop considered ethical standpoints on business issues. In your level 300 courses, you will exercise personal integrity and develop the courage and techniques to deal with unethical behaviour.

Definition of integrity: *Making principled decisions is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognise ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyse positions on ethical issues.*

	Indicators	100	200	300	700
5b. 1	Identify ethical situations (academic and professional)	Recognises basic ethical issues in academic or professional contexts.	Recognises academic or professional ethical issues.	Recognises multiple academic or professional ethical issues when presented in context. Recognises cross-relationships or interplay between ethical issues.	Values and displays a high level of commitment to academic and professional ethical considerations. Identifies complex and interlinked ethical issues when planning or assessing outcomes.
5b. 2	Understand and apply different ethical perspectives/ concepts	Applies ethical principles to a situation or scenario.	Identifies and applies relevant principles to ethical issues.	Identifies and applies relevant principles to ethical issues, taking into account multiple ethical perspectives and concepts.	Attends to all relevant ethical issues in an academic or professional project. Explains in more depth the implications of ethical issues.
5b. 3	Taking an ethical position	States and explains a position with respect to ethical issue.	States a position and justifies a stance, considering assumptions.	States a position and justifies a stance, considering assumptions and implications. Is aware of different ethical perspectives and concepts. Anticipates objections and defends their position in the face of challenge.	Displays a clear and consistent ethical position in spite of discomfort or cost. States the objections to an ethical position and effectively defends own position.
5b. 4	Professional ethics and codes	Demonstrates a general understanding of professional codes of ethics.	Applies a professional code of ethics where appropriate.	Applies and discusses a professional code of ethics where appropriate. Justifies reasons for choices made and critiques code appropriately.	Applies and critiques at a sophisticated level professional codes and ethics.

* The rubrics at each stage relate to B students and above.

AoL*

Indicators	Below Standard	Meets Standard*	Above Standard
Identify ethical situations (academic and professional)	Does not recognise multiple academic or professional ethical issues when presented in context.	Recognises multiple academic or professional ethical issues when presented in context.	In addition to meeting the standard, recognises cross-relationships between issues.
Understand and apply different ethical perspectives/concepts	Does not identify and apply relevant principles to ethical issues.	Identifies and applies relevant principles to ethical issues.	In addition to meeting the standard, takes into account multiple ethical perspectives and concepts.
Taking an ethical position	Does not state a position and justify a stance considering assumptions.	States a position and justifies a stance, considering assumptions and implications.	In addition to meeting the standard, anticipates objections and defends position in the face of challenge.

* The criteria for 'meets standards' have been written for a graduating student. They may need to be softened if you are assessing a 100 or 200 level course.



BUSINESS SCHOOL

Glossary

Ethical Perspectives/concepts:

The different theoretical means through which ethical issues are analysed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).

Sources

Main source:

Association of American Colleges and Universities Ethical Reasoning Value Rubric.

Secondary resource:

Curtin University, Ethical Reasoning Standard.