

ETHICS

CODE: P056

Section: Ethics

Policy Owner: BOG

Procedure Owner: CEO

POLICY

The Policy of the Board of Governors is to have a code of ethics defining, guiding and facilitating decision making in relationship to a number of behavioural standards amongst the Staff, Stakeholders and Partners of ITS including, but not restricted to, learners (students), lecturers, support staff and business partners.

PROCEDURES

1. The objectives of this code are to one define the appropriate structure under which the ethics policy should be in active.
2. Proposed measures of action in the case of infringement both, of a conscious nature.

3.0 KEY PRINCIPLES

Key Principle One: Maintain Trust in the Institution Between Stakeholders and Partners.

3.1 Academic and Non-Academic Staff

- Base their relationship with students on mutual trust and respect.
- Have regard to the safety and well-being of students under their responsibility.
- Respect the uniqueness and diversity of the learning community they are part of.
- Work in a collaborative manner with colleagues and other professionals.
- Develop and maintain good relationship with all Stakeholders.
- Act with honesty, integrity and fairness.
- Be sensitive to the need for confidentiality where appropriate.
- Take responsibility for maintaining the quality of their professional practice.
- Uphold public trust and confidence in one's profession
- Create learning experiences which facilitate engagement, motivation and the curiosity of learners in an inclusive setting with a lifelong learning perspective.
- Act as a role model for students.
- Maintain professionalism in the use of technology and social media.

3.2 Learners

- Take responsibility for one's own learning.
- Are to know and honour all obligations as per students' rules and regulations.
- Base their relationship with members of the Institute on mutual trust and respect.
- Have regard to the safety and wellbeing to themselves and fellow students.
- respect the uniqueness and diversity of all members of the Institute.
- Work in a flexible and collaborative manner.
- Act with honesty, integrity and fairness.
- Make use of social media and technology in a responsible manner.

3.3 External Stakeholders and Partners

- Base relationship with members of the Institute on mutual trust and respect.
- Have regard to the safety and wellbeing of students under their responsibility.
- Respect the uniqueness and diversity of all members of the Institute.
- Work in a collaborative manner with all members of the Institute.
- Act with honesty, integrity and fairness.
- Be sensitive to the need for confidentiality where appropriate.
- Support learning experiences which engage, motivate and challenge learners in an inclusive setting with a lifelong learning perspective.
- Act as a role model for learners.

Key Principle Two: Maintain Professional relationship between Students, all Stakeholders & Partners

3.4 Academic and Non-Academic Staff

- Maintain professional boundaries whilst in school and out of school, avoid improper physical contact, avoid inappropriate communication via any form of media and avoid inappropriate relationships. Members are duty bound and are ultimately responsible to maintain a professional distance.
- refrain from taking advantage of professional relationship and role for one's own personal benefit, being monetary or in kind.
- Conduct personal interventions professionally and to continuously uphold their unique position of trust and status as role models.
- Follow behaviour management and safe school policies and guidelines as directed by the relevant school, college and education authorities; uphold rules regulations and policies that create a positive inclusive environment to all.
- Act appropriately and respectfully in their interaction at all times.

3.5 Learners

- Maintain professional boundaries whilst in school and out of school, avoid improper physical contact, avoid inappropriate communication via any form of media and avoid inappropriate relationship.
- Students are to refrain from inappropriate conduct which is not fitting to an educational establishment.
- Refrain from taking advantage of their relationship with their academic and non-academic staff for personal and academic benefit.
- Act appropriately and respectfully in their interaction with all Stakeholders and Partners at all times.

3.6 External Stakeholders and Partners

- Maintain professional boundaries whilst in school and out of school, avoid improper physical contact, avoid inappropriate communication via any form of media and avoid inappropriate relationships.
- Refrain from taking advantage of professional and business relationship for their

own personal and/or commercial benefit.

- Act appropriately at all times.
- The Institute should be made aware of all situations which may require pastoral and academic interventions.

Key Principle Three: Respect the Uniqueness and Diversity of All

3.7 Academic and Non-Academic Staff.

- Demonstrate respect for diversity, maintain fairness and promote equality irrespective of differed needs or abilities.
- Maintain an up to date knowledge and understanding of, implement and comply with, current procedures that protect minors and other vulnerable groups.
- Contribute to the creation of a fair and inclusive learning environment by refraining from addressing were applicable discrimination, stereotyping, bullying or any form of abuse.
- Identify and refer to the competent authorities any issue that might impact on students' welfare at the earliest possible stage.

3.8 Learners

- Demonstrate respect for diversity, maintain fairness and promote equality irrespective of gender, race, ethnicity, culture, religion, sexual orientation, appearance, age language or different needs or abilities.
- Be aware of national and organizational support services.
- Contribute to a fair and inclusive learning environment by refraining from practising any discrimination, stereotyping, bullying and or any form of abuse.
- Refer to competent authorities any issues that might impact on the welfare of fellow students, including any form of abuse specified above.

3.9 Stakeholders and Partners

- Demonstrate respect for diversity, maintain fairness and promote equality irrespective of gender, race, ethnicity, culture, religion, sexual orientation, appearance, age, language or differed needs or abilities.
- Maintain an up to date knowledge and understanding of, implement and comply with, current procedures that protect minors and other vulnerable groups.
- Contribute to the creation of a fair and inclusive learning environment by refraining from addressing were applicable discrimination, stereotyping, bullying or any form of abuse.
- Identify and refer to the competent authorities any issue that might impact on students' welfare at the earliest possible stage.

Key Principle Four: Work in a Collaborative Manner with All Stakeholders and Partners

3.10 Academics and Non-Academics

- Work in a collegiate and cooperative manner with management and colleagues and other professionals.
- Respect, support and collaborate with colleagues in manners concerning the learner's holistic development.
- Not reprimand, censure, rebuke or criticize any colleague, or any other member of the Institute in the presence of students or in public.
- Refrain from making public statements which bring the profession into disrepute.
- Where applicable engage and work positively with parents, guardians and carers as far as possible in an open and respectful way.
- Demonstrate respect for diversity when dealing with all Stakeholders and Partner's in the educative process.
- Make every effort to encourage all Stakeholders and Partners to interest themselves actively in the education and welfare of all learners and provide structures for all stakeholders and partners to provide constant feedback.

3.11 Learners

- Work in a cooperative manner with all Stakeholders and Partners.
- Respect, support and collaborate with other learners.
- Provide feedback to the Institute in a constructive manner.
- Refrain from making public statements which bring the institute into disrepute.
- Demonstrate respect for diversity at all times.

Key Principle Five: Act with Honesty and Integrity

3.12 Academics and Non-Academics

- Represent oneself and one's role with honesty and integrity at all times.
- Be mindful of one's position as a role model to learners as a role model to learner's and instil the value of integrity.
- Both in their personal and professional life, be mindful on one's behaviour and attitude, being that these may have an impact on oneself and the Institute they represent.
- Only disclose confidential information within the parameters allowed by legislation.

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3.15 Stakeholders and Partners

- Only disclose confidential information within the parameters allowed by legislation.
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Key Principle Six: Members of the Institute are encouraged to maintain their professional development

3.16 Academics and Non-Academics

- Reflect upon and evaluate one's practice as part on one's continuing professional development.
- Keep one's professional knowledge and skills updated.
- Be open and respond positively to constructive feedback regarding one's own practices.
- Maintain high standards of practice in relation to one's role and responsibilities.
- Seek support, advice and guidance where necessary.

3.17 Students and Learners

- Reflect upon and evaluate one's educational progress.
- Keep one's progressive knowledge and skills updated.
- Be open and respond positively to constructive feedback.
- Seek support, advice and guidance where necessary.

3.18 Stakeholders and Partners

- Be open and respond positively to constructive feedback regarding one's own practices.
- Seek support, advice and guidance from the Institute where necessary.

4.0 GLOSSARY

Academics

Academics refer to the members of the teaching profession in ITS. Within the Institute, these include: Lecturers, Learning Coaches and Job Coaches.

Ethics Policy

The Ethics Policy represents an optimal code of conduct and work practices for all members (and partners) of the Institute.

Learners

Learners refers to all individual attending full time or part time programmes.

INSTITUTE OF TOURISM STUDIES

Media

Media means the social media (including web-and mobile-based technologies) such as social networks and blogs' digital media including e-mail, internet, text messaging: Electronic media and print media.

Non-Academics

Non-Academics refers to ALL other members working within the Institute who are not Lecturers, Learning Coaches and Job Coaches.

Parent

'Parent' means the father or the mother of the learner.

The term may also include any person who has care and custody (whether legal or actual), of a learner.

Partners

Partners to the Institute signify those relationships formed by individuals/entities who have offered some form of alliance/support to the Institute.

Professionalism

The skill, good judgment, polite and ethical behaviour that is expected from any person working within the Institute.

Role Model

'Role Model' means any individual who serves as an example and whose behaviour is emulated by others.

Stakeholders

The term Stakeholders denotes any individual/organisation/entities who have a direct interest/link in the Institute.