

	TEMPLATE FOR COURSE DESCRIPTIONS Please see explanation to each point below. The template is based on requirements for modules within the UiT quality system.
Name	Bokmål: Forskningsetikk Nynorsk: Forskingsetikk English: Research Ethics
Course code and level	The administration provides the code:
Type of course	This course is part of the mandatory basic training in research ethics for all students enrolled in the PhD programmes at UiT The Arctic University of Norway and is also open to external PhD students.
Credits	3 ECTS
Required / recommended previous knowledge	<p>PhD candidates or holders of a Norwegian Master's Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD candidates must upload a document from their university stating that they are registered PhD candidates.</p> <p>Holders of a Master's Degree must upload a Master's Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list: https://www.nokut.no/globalassets/nokut/artikkelbibliotek/utenlandsk_uttannin g/gsulista/2021/language_requirements_gsu_121121.pdf</p> <p>For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document: https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf</p>
Course contents	<p>Ethics is a branch of philosophy that explores moral principles and values with the aim of establishing theories for systematic and consistent ethical decision-making. Research ethics is an applied subset of ethics that specifically addresses the moral challenges that arise in the research process, impacting all stages of academic inquiry and all fields.</p> <p>This course's goal is to equip PhD candidates across all disciplines with a comprehensive understanding of the fundamental ethical principles underpinning research within the large academic community and society and to enable them to identify, navigate, and address the ethical challenges that emerge from own research projects. For achieving this goal, the course is structured into two modules. The first module lays the groundwork by introducing the foundational aspects of research ethics applicable across all disciplines. It provides candidates with an essential understanding of ethical principles and decision-making frameworks in all steps of research. The second module focuses on the ethical issues particular to individual fields of study, allowing candidates to apply the foundational knowledge from the previous module to the ethical dilemmas specific to their own research projects. This approach ensures a comprehensive coverage of both foundational and discipline-specific ethical considerations in research conducted at UiT The Arctic University of Norway.</p>

	<p>UiT The Arctic University of Norway is committed to upholding the highest ethical standards in all its research activities, balancing global, national, and local responsibilities. UiT dedicates a particular effort to ensure that these standards are upheld in research projects that have a local impact on indigenous populations and national minorities.</p>
<p>Learning outcomes</p> <p>Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework requirements / examination form.</p> <p>Learning outcomes should be formulated in such a way that they may be checked.</p> <p>Make sure the outcomes are realistic and in accordance with the amount of ECTS (they must not be too ambitious).</p> <p>Description of competence is not required for 10 ECTS courses.</p>	<p>The candidates have the following learning outcomes:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand the fundamental ethical principles and standards that guide all steps of the research process, emphasizing their relevance in global, national, and local contexts. • Become familiar with the research ethics guidelines that form the foundation for all fields of inquiry, as well with the research ethics guidelines that are specific to the students' own disciplines. • Grasp the distinctions between guidelines and laws, especially in terms of how ethical considerations may vary from different perspectives. • Recognize that as researchers, we are integral to an academic community governed by ethical norms. • Gain insight into the specific ethical considerations required when conducting research that impacts indigenous populations and national minorities in the Arctic. <p>Skills</p> <ul style="list-style-type: none"> • Ability to critically analyze ethical dilemmas and make informed decisions that reflect high ethical standards. • Capacity to identify and navigate ethical dilemmas in students' own research projects, employing a balanced approach that respects global, national, and local responsibilities. • Capability to apply fundamental ethical principles and decision-making frameworks to various stages of the research process (planning, execution, and dissemination), ensuring integrity and responsibility. <p>Competence</p> <ul style="list-style-type: none"> • Proficiency in adapting and applying ethical guidelines to the unique challenges and situations encountered within one's own research career. • Aptitude for the development of reflective practices to continually assess and improve one's ethical approach to research, considering the evolving nature of ethical standards. • Exhibit readiness to contribute responsibly and ethically to the academic community and society at large, aligning with the mandatory training requirements for PhD students at UiT The Arctic University of Norway.
Relevance in the degree program	<p>Educational institutions in Norway are mandated to offer research ethics training to students, as stipulated by §5 of the Research Ethics Act.</p>
<p>Teaching and working methods</p> <p>Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.</p>	<p>The course employs a variety of teaching methods tailored to engage students across different disciplines: Humanities, Social Sciences, Natural Sciences, and Medicine and Health Sciences. It is structured to provide a comprehensive introduction to research ethics through a mix of lectures, seminars, including a panel discussion, and an interactive workshop.</p> <p>The course is divided into two modules: In Module 1, candidates are introduced to foundational concepts of research ethics. Sessions cover essential topics like the principles of research ethics and their origins, ethical theories, and the application of these theories in concrete steps of the research practice.</p>

	<p>In Module 2, candidates have the flexibility to select seminars that align with their interests or disciplinary focus, ensuring that candidates from diverse fields explore ethical issues pertinent to their specific areas of study.</p> <p>Interactive components are present in both in module 1 and 2. Module 1 includes a panel discussion on contemporary research ethical issues. In order to capture the dynamic nature of research ethics, panel discussion topics will vary depending on what is of particular relevance when the course is offered. Suggested topics for 2025 are plagiarism AI, given current controversies associated with these topics. Module 2 includes an interactive workshop (in addition to seminars), where candidates collaboratively analyze ethical dilemmas in their research. The interactive approach ensures depth of understanding and enhances ability to apply ethical principles in various research contexts.</p> <p>The course design combines different approaches to student-centered learning, equipping PhD candidates with basic tools for navigating and addressing ethical challenges in their research careers.</p>
Practice	
Quality assurance of the course	All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by candidates and teacher each year.
Coursework The required coursework must be clear and feasible. Keep the scope of the course in mind.	The following coursework requirements must be completed and approved in order to take the final exam: <ul style="list-style-type: none"> • Familiarization with the syllabus before the course starts. • 80 % attendance in each of the two modules • Active participation and engagement in the courses' activities such as groupwork and oral presentations • Submission of a 500-word abstract via CANVAS with preliminary ethical reflections over challenges that emerge from the student's own research projects.
Assessment and exam Provide clear information about exam form(s). The amount of hours/days/weeks must be given. In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½). A-F grades scale or Pass/Fail	The exam will consist of: Submission of a 3000-4000-word essay via Wiseflow in which the students show they are able to identify, navigate and address ethical challenges that emerge from their own research projects and the critical ability to apply this knowledge to other contexts. The exam will be assessed on a Pass/Fail basis.
Retake	Retake is offered in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the candidate is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.

Syllabus	160 pages
Language of instruction and examination	The language of instruction is English. The examination may be written in English or Norwegian.

EXPLANATION OF TEPLATE BASED ON REQUIREMENTS IN THE QUALITY SYSTEM

Contents requirements	Detailed information and comments
Title	The course should have a clear title that provides information about the course contents to both candidates and professionals. The course title should be given in Bokmål, Nynorsk and English.
Course code and level	Each course must have a course code (e.g. GEO-3104); the letters being an abbreviation of the name of the subject (GEO = geology). The courses fall within seven general levels: 0000 - 1000 - 2000 - 3000 - 5000 - 6000 - 8000. The code number indicates the <i>academic level</i> of the course. 0000 courses are introductory courses, 1000 courses are first and second year courses on BA level, 2000 courses are specialisation courses on BA level (usually third year), and 3000 courses are courses on MA level. 5000 refers to courses within the practical pedagogical education, 6000 to further education courses, and 8000 refers to PhD courses.
Type of course	Information about whether or not the course may be taken as a single course should be provided. Text suggestion: "This course is obligatory for candidates who belong to the degree program (<i>name of degree program</i>)" or "This course may be taken as a single course (by candidates who meet the admission requirements for the degree program in (<i>name of degree program</i>))".
Scope	Indicate the scope of the course in ECTS points.
Required / recommended previous knowledge	Previous knowledge requirements must be indicated. In cases where previous knowledge is desired but not a requirement, it should be clearly indicated that this knowledge is <i>recommended</i> , but not required.
Course contents	A description of the course contents, minimum 50 words, maximum 300 words.
Relevance in the degree program	The relevance of the course in the degree program to which it belongs should ideally be provided, but is not a requirement.
Learning outcomes	<p>Learning outcomes should be clearly formulated and described in bullet points under the categories <i>understanding</i>, <i>skills</i>, and <i>competence</i>. A description of competence is not required for smaller courses of 10 ECTS points. Learning outcomes should be formulated in such a way that they may be checked, and there should be a clear connection between learning outcomes, teaching methods, and the type(s) of assessment/examination. If linguistic competence is part of the objectives of the course, this must be included in the course descriptions and the program descriptions.</p> <p><u>The descriptions should have the following structure:</u></p>

	<p>By the end of the course the candidate has obtained the following:</p> <p>Knowledge: The candidate has:</p> <ul style="list-style-type: none"> - knowledge about / understands / insight about / overview on etc. <p>It is possible to grade: i.e. Wide knowledge / good understanding / (especially on Master's level:) deep / thorough knowledge, deep/specialized insight etc.</p> <p>At least three points.</p> <p>Skills: The candidate is able to / can</p> <ul style="list-style-type: none"> - analyse / consider / assess / formulate / discuss / conclude / summarize / recap - <p>Competence: The candidate</p> <ul style="list-style-type: none"> - is able to / may
Teaching and working methods	Scope of teaching, teaching and working methods, and teaching frequency should be described. If the course is not offered every semester, the description should provide information on whether or not it is possible to take the exam during semesters where the course is not taught. There should be a clear connection between the expected learning outcomes of the course and the chosen teaching and working methods.
Practice	Information on practice, reference to practice plan if relevant. Arrangement and completion of practice should be clearly connected to the expected learning outcomes of the course, other teaching, and the expected obtained competence at the end of the course.
Quality assurance of the course	Information on how the candidates may assess and give feedback on the quality of the course (evaluation, reference groups, candidate representatives, etc.)
Coursework requirements	Information on coursework requirements, the scope of these requirements, and whether or not they are obligatory (e.g. lecture attendance, methodology courses, exercises, practice, field work courses, excursions, lab work, security training, group assignments, semester assignments and other written assignments. Assessment of coursework should be on a Pass/Fail basis.
Security training	For courses including lab work, excursions, field work, studies abroad, etc., any security training necessary to complete the course should be indicated. This should be formulated as a coursework requirement in the course description.
Examination and assessment	<p>Type of examination and assessment, including information on which assessments that will appear on the transcript of records or will form part of the basis for the final grade which will appear on the transcript of records, should be indicated. Type of assessment should also be indicated (A-F grades scale or Pass/Fail). There should be a clear connection between the expected learning outcomes and the chosen form of examination and assessment.</p> <p>Course descriptions for courses operating with two or more exams during the course should include the following: information on whether separate grades are given for each exam or if one final average based grade at the end of the course is</p>

	given, how the various exams are weighed in the case of a final average grade, information on type of examination and assessment for each exam and the course in its entirety, information on possibilities for retake examinations and which exams that need to be retaken in order to pass the course. The duration of the exams (amount of hours/days) and the required amount of words in written exams should be indicated.
Retake	Information on possible admission and completion of retake examinations should be given.
Syllabus	A reading list is not obligatory in the course description. However, it is nevertheless a requirement that a syllabus is developed for each course, and that an up-to-date reading list is accessible by the beginning of the semester in which the course is being taught. If the organised part of the course (lectures, lab work, seminars etc.) is to be considered as part of the syllabus, and exams may be given on this basis, this must be clearly indicated in the description of the syllabus.
Language of instruction and examination	<p>During the spring of 2007, the University of Tromsø passed the Guidelines on language policy (case S 28-07, DocuLive 200603903-18).</p> <p>Indication of <i>Language of instruction</i> is obligatory information in all course descriptions. The language of instruction should as a rule be Norwegian. In order to achieve instrumental objectives and develop competence in professional English among Norwegian candidates and/or integrate candidates with another native language than Norwegian/another Scandinavian language, the language of instruction may also be English.</p> <p>Indication of <i>Language of examination</i> is obligatory in all course and program descriptions. The individual faculties may choose the language of examination, but as a rule, candidates should not be required to take their exams in English unless English forms an integral part of the course and/or its learning outcomes.</p> <p>Special regulations for language of instruction and examination may apply for courses within language and linguistics.</p>
External candidates for examination	Each faculty must decide on possible examination methods and examination fees for external candidates who are not admitted to the course. However, this needs not be described in the course description.
Other regulations	Other regulations relevant to the completion, quality assurance and evaluation of the course should be described.