

**Code of ethics of the Fundació Institut d'Educació Contínua,
owner of the Barcelona School of Management, a centre
attached to the Pompeu Fabra University**

February 2020 (1)

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(1) This Code of Ethics was approved at the meeting of the Board of Trustees of the Fundació Institut d'Educació Contínua held on 11 February 2020.

I. PREAMBLE

The Fundació Institut d'Educació Contínua is a private foundation of a cultural and teaching nature registered in the Register of Foundations of the Generalitat de Catalunya, which aims to promote and contribute to the progress of society by initiating technicians and professionals, especially university graduates, in their specific professional field and expanding their academic, scientific, and cultural knowledge.

The Foundation (hereinafter, the UPF-Barcelona School of Management) is the owner of a private higher education centre attached to Pompeu Fabra University and called the UPF-Barcelona School of Management, a centre where postgraduate training is organized and taught, both their own degrees and official degrees (Master's Degrees), from the aforementioned University.

The Code of Ethics is developed in line with the mission and vision, and in accordance with the strategic framework of the organization and in compliance with the *Principles for Responsible Management Education (PRME)* to which the UPF-Barcelona School of Management is affiliated.

It also takes as reference the Pompeu Fabra University Code of Ethics (February 2019 version) and the Universal Declaration of Human Rights, as well as the conventions arising from the United Nations system.

1.1. Object:

The aim of the UPF-Barcelona School of Management Code of Ethics is to set out the principles, ethical values, and rules of conduct to which the organization is committed and to regulate the system for monitoring and evaluating the Code in order to ensure its effectiveness.

1.2. Purpose:

The Code of Ethics becomes a reference guide on the expected conduct of the entire school community (governing and/or advisory bodies; teaching and/or research staff; teaching collaborators; management staff; students or participants; corporate clients, suppliers, and in general any individual integrated in any interest group of the UPF-Barcelona School of Management, including the Pompeu Fabra University and/or its representatives) in the exercise of their functions and relations with the interest groups. It also aims to ensure a comprehensive, efficient, and transparent management of the school and the group of professionals in the exercise of their functions. By respecting and complying with the Code of Ethics, the aim is to stimulate an organizational culture with common values.

1.3. Scope of application:

The rules of this Code of Ethics are applicable to the entire school community as a whole, and in the exercise of their functions, and in the relationship with the different interest groups and between the interest groups themselves.

1.4. Monitoring and evaluation system:

The Compliance Body of the UPF-Barcelona School of Management will be the body that will ensure compliance with and interpretation of the Code of Ethics.

In addition, an ethics mailbox will be created to which any member of the school community may send any suggestions and questions they deem appropriate in relation to the Code of Ethics, as well as, where appropriate, any notifications related to compliance with and interpretation of the Code of Ethics.

II. MISSION

To train leaders with a global vision in a research-based context capable of managing companies, institutions, and projects; driving innovation, social transformation, commitment to culture and global well-being.

III. VISION

A leading school

To be one of the most well-recognized European postgraduate training institutions due to the quality of its teaching, management, applied research, and knowledge transfer, being attractive to people with the most talent and commitment.

A school aiming for social impact

Which focuses on training people who can become agents of change and transform society in an ethical and sustainable way.

An effective, efficient, and adaptable school

Which works with transparency, with academic and professional rigour; and which adapts to the context and to the needs of the community in order to be able to achieve in an effective way the results that it pursues.

A school focused on the challenges facing the world

Influencing social transformation by prioritizing lines of action related to planetary well-being, culture, CSR, ethics, interdisciplinarity, and transformation, among others.

IV. OUR VALUES

Beyond the production and transmission of knowledge, we want to associate our identity with a set of essential values that must allow us to improve as people and consolidate ourselves as a differentiated community in the context of postgraduate training institutions, which are increasingly globalized.

- **Transformation:** We have creative and transformative vision with critical thinking and considering international best practices.
- **Impact:** We want to generate knowledge and economic and social impact.
- **Continuous improvement, rigour, and a vocation for excellence** in teaching, impactful research, knowledge transfer, and management.
- **Ethics:** We act with foundations based on social responsibility, sustainability, diversity, humanism, and culture.

V. INSPIRING ETHICAL PRINCIPLES OF SCHOOL LIFE

A. Integrity

Integrity is the adherence to ethical principles accepted as one's own principles by the school community, and the coherence between individual and institutional principles and behaviour. Integrity is manifested in reliable, honest, respectful, and responsible decisions.

Behaviours linked to research, teaching, and learning and management must be in accordance with shared moral principles. Decisions must be made by consensus whenever possible, on the understanding that teachers, students or participants, and administrative and service staff have different roles, and that this does not relieve the academic authorities of the responsibility of making them.

Credibility is reflected in quality assurance in the design and analysis process, and in the proper use of the resources employed. Honesty is reflected in management, research, teaching, and communication of results that is fair, complete, and free from prejudice. Respect is manifested in the way colleagues, students or participants, and teachers, and their ideas and contributions, study participants, and the natural, social, and cultural environment of research are treated and considered. Responsibility is accountable to the academic community and society at each stage of the development of the

research and teaching activity, while ensuring ethical integrity in the training and mentoring of young researchers.

B. Academic freedom

Academic freedom consists of the freedom in teaching, study, and research that leads to the selfless pursuit of truth and knowledge. It has a double dimension: institutional and personal.

The institutional dimension takes shape in the autonomy that the school enjoys when organizing education and determining the subjects that make up the curricula, and other ways in which the training contents are organized. The personal dimension alludes to the projection that academic freedom has on members of the school community. As for students or participants, it is manifested in the right to receive a quality education. With regard to researchers, it implies the right to free scientific, technical, and humanistic production, and to the transfer of knowledge that derives from it. In relation to teachers, it implies the freedom of the chair, which is the right to express themselves freely in the course of their teaching activity, without any other limits than those established by current legislation. The freedom of the chair must be compatible with the limits established by the academic authority in order to guarantee adequate coordination and make effective the right of students or participants to receive quality and equal teaching.

C. Responsibility

Responsibility covers the three major groups that make up the university community, teachers, students or participants, and management staff, in all the activities they carry out in their areas of action.

The school must consider both the scientific excellence and the pedagogical competence of its teaching and research staff. It is responsible for hiring teaching staff who meet the optimal conditions, in transparent processes, in which it ensures the application of the principles of equal merit and opportunity. It must also ensure the training of novice staff, to whom it must dedicate the necessary follow-up and support.

School authorities and management staff must make predominantly explicit decisions based on the interpretation of the relevant rules and it must be ensured that all processes are carried out in a transparent manner and with the necessary diligence, in order to preserve their legal security. Resolutions must be reasoned and must be issued within a reasonable time to avoid harm to applicants.

Responsibility in learning is the primary duty of all students or participants in the school. Teachers must act with respect for the law, guaranteeing fundamental rights, with transparency, independence, and impartiality and without being conditioned by conflicts of interest, avoiding any discrimination or arbitrariness in their decisions.

D. Honesty

We must act at all times in an honest, ethical, and consistent manner, in accordance with the values of the institution. The school, in its relations with the different interest groups, is committed to respecting the principles of justice, truth, non-discrimination, and equal rights and opportunities for all.

The resources managed by the school should be used for the purposes for which they are intended and should never be used for interests that are inconsistent with its mission and to obtain particular benefits. Community members have an obligation to pass them on to future generations in the best possible condition.

E. Equality

The school must take the necessary measures to ensure compliance with the right to non-discrimination in all its areas, as well as to promote respect for diversity and acceptance of differences. These two behaviours must preside over interpersonal relationships, as they contribute to democratic coexistence and training in the values with which this university is committed.

The school advocates for effective equality between women and men in all aspects and at all levels, and works to transmit this value to all its members. In this sense, policies will be promoted that lead to the achievement of full equality and any obstacles that prevent it will be removed.

All people have the right to equal opportunities. The school must establish the appropriate measures to ensure the knowledge and fulfilment of this right in general as well as for those circumstances that are more specific to it, such as access to studies and academic tests, access to jobs of its different groups, and professional promotion. Transparency and the absence of conflict of interest must govern the selection criteria and processes. People with special needs (educational and/or functional) will receive adequate care in order to guarantee equal opportunities.

F. Privacy and confidentiality

The school, as a legal entity subject to personal data protection legislation, guarantees the right to the protection of personal data of members of the university community, and adopts appropriate security measures. Teaching, research, and management must scrupulously respect the processing of personal information and the right to privacy within the framework of the operation of all processes, and all members of the university community must take special care to respect confidentiality and privacy in accordance with current

law. Students or participants must also respect confidentiality and privacy in all their learning activities, including those they do in the form of external internships in companies and institutions.

Confidentiality also extends to the participation of members of the university community in committees and in the deliberations that take place there. The school must ensure that the members of the committees are aware of this principle and take care to comply with it.

G. Respect

The existence of a real school community is only possible if its members collaborate in the common goal of creating and transmitting knowledge, participate in the organization of learning processes, and act with mutual respect in the exercise of their functions. This principle implies the explicit rejection of acts of violence, intimidation, rioting, coercion or harassment, interference in academic activities, and behaviour leading to personal and social risk.

The good name of the school and its reputation are an asset created by the teachers, students or participants, and the management staff who preceded us. All members of the school community should be especially clear that when they act on behalf of the school their actions, opinions, and behaviour are associated with it. While this should not be a limit to freedom of expression, it should be an important element to consider anywhere and at all times.

H. Well-being of people

The school is committed to incorporating and promoting aspects that have a positive impact on the well-being of people in the following areas:

- Equal opportunities and diversity management: guaranteeing equal opportunities and creating the conditions and measures that favour the integration and satisfaction of all people in the organization
- Integration of people at risk of social exclusion: breaking with social inequalities by promoting a diverse environment with opportunities for all
- Work, family, and personal life balance: creating conditions that favour the relationship between people's personal and family life and work life
- Training and personal development: training working people for adaptability to their environment, professionalism, and continuous improvement
- Work climate: creating mechanisms and conditions that help improve the quality of the work environment among working people
- Safety, health, and well-being at work: creating conditions for a safe work environment and promoting healthy-living habits
- Communication and participation: creating the conditions and measures that favour internal communication, democratic participation, and the representation of working people and interest groups

VI. UNETHICAL BEHAVIOUR OF SPECIAL INTEREST

The school declares its wish to be a space free of unethical behaviour **and** for this reason, it is drawing up a Code of Ethics in which it describes the rights and duties that it undertakes to respect in its relations with the different interest groups, with the desire that they are also integrated and respected by all the community of the school. The aim is to develop and apply the values, criteria, and rules of conduct of the organization in all its areas of action.

This reprehensible behaviour includes:

- Forgery of documents, and alteration and concealment of data.
- Lack of honesty in academic assessments.

- Theft and misappropriation, including intellectual and especially academic plagiarism whether incidental or accidental, and for both those who copy and those who allow copying to take place.
- Fraud in intellectual authorship in joint work.
- Conflict of interests.
- Misuse of academic materials, including the sale of teaching materials.
- Fraud in learning activities, including the purchase of carrying out training activities.
- Violation of the regulations for the use of school services, especially documentation and computer services.
- Actions that may threaten the safety of the infrastructure, including ignorance of procedures to be followed in cases of emergency.
- Illegal or fraudulent use of school facilities and those of collaborating entities, such as UPF.
- Behaviour leading to personal and social risk within school facilities, such as smoking, use of drugs, and highly alcoholic beverages
- Any practice of corruption, bribery, peddling of influence, fraud and/or disclosure of confidential information
- Promoting discrimination on the grounds of birth, racial or ethnic origin, sex, religion, belief or opinion, age, disability, nationality, illness, sexual orientation or gender identity, socioeconomic status, language or linguistic affiliation, or political and trade union affinity, or by reason of appearance, or by any other personal or social condition or circumstance, towards the members of the community of the School, towards personnel in collaborating entities or those that provide service to the School or UPF
- Any behaviour, expression, or content that is illegal, defamatory, offensive, or that violates the values and dignity of people, and goes against the good image and good reputation of the School, or that occurs in the environment and spaces of the institution, whether physical or virtual, including social media.

- No content of a master's or postgraduate final project by a student or participant or any research work may be used for terrorist or criminal purposes or to encourage addictions such as gambling, alcohol, or drugs

VII. MECHANISMS FOR MONITORING THE CODE OF ETHICS

1. Compliance Committee

The Board of Trustees of the Foundation has created the Compliance Committee with the function of ensuring compliance with the Code of Ethics.

As such, it will be the body that has powers to decide on actions to be carried out in the event that any complaint lodged through this Channel is considered to be in breach of the Code of Ethics.

2. Ethics channel

The Code of Ethics must be available on the Foundation's website, where an electronic mailbox will also be available (canaletic@bsm.upf.edu) for inquiries or alerts of non-compliance which will be dealt with in the strictest confidentiality. In all cases, we will facilitate the follow-up of the consultation or alert to the person who made it.
