Business, Sustainability and Innovation

GEO3-2122

Period 1, 2015-2016

Milieu-maatschappijwetenschappen
Milieu-natuurwetenschappen
Natuurwetenschap en innovatiemanagement

FACULTY OF GEOSCIENCES
UTRECHT UNIVERSITY

1. TABLE OF CONTENTS

Self-explanatory.

2. GENERAL COURSE INFORMATION

a) Course information

Course title: Business, Sustainability, and Innovation
Course code: GEO3-2122
Number of EC: 7.5
Level: 3
Period, academic year, 03 September to 29 October: Period 1, 2015-2016,
Language: English
Link to Blackboard:
https://uu.blackboard.com/webapps/portal/frameset.jsp?url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_99264_1%26url%3D
Course coordinator: Dr. Ir. Rodrigo Lozano

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b) Place in the curriculum

This is a level 3 course in the Bachelor programs Environmental Social Sciences, Environmental Natural Sciences and Science & Innovation Management.

This course elaborates upon various topics discussed briefly in courses at level 1 and level 2:

- Milieubeleid in (Inter)Nationale Context (development of government policies in this specific field);
- Micro Economics of Innovation (the economic relation between producers, economic assessment of options for improvement);
- Milieu en Sociologie (influencing behaviour at the work floor, consumer behaviour, strategies for changing behaviour);
- Milieurecht (regulation in the field of production and consumption);
- Life Cycle Assessment (analysis and assessment of environmental impacts in the entire life cycle of products and of technical improvement options).
- Environmental Economics
- Theory and Practice of Innovation Policy
- Economie van Technologie & innovatie
- Innovation Systems

In the programs of Environmental Sciences this course is the core course of the Study Theme "Duurzaam Ondernemen". Life Cycle Assessment and Environmental Economics are other courses in this specialisation track.

c) Entrance requirements

Please enter the course(s) which the student needs to have passed in order to be allowed to enter the course. This has to be consistent with Osiris. If in doubt, please consult the Education coordinator.

3. COURSE CONTENT

a) General description of the content

In the last fifteen years corporations have become a key focus in the sustainability debate. A number of initiatives have been developed for and by companies to address many economic, environmental, and social issues present in this debate. Such corporate initiatives evolved from purely 'end-of-pipe' solutions in the 1970s towards whole-system approaches by the 1990s, by changing products, processes and systems, so that waste is minimised, and resources used more efficiently and effectively, in almost closed-loop systems.

This course provides a brief overview of some of the most common tools, initiatives, and approaches used by companies to become more sustainability oriented. Each initiative is discussed against two axes: 1) the four dimensions of sustainability (economic, environmental, social, and time); and 2) the company's system (operations and production, strategy and management, organisational systems, procurement and marketing, and assessment and communication).

In the course we will discuss:

- Systems Thinking
- Life Cycle Assessment
- Industrial Ecology
- Design for environment and cleaner chemistry
- Eco-efficiency and cleaner production
- Corporate Social Responsibility (CSR)
- Environmental Management Systems
- Organisational change management for sustainability
- Sustainability Reporting
- Sustainability and socially responsible investment
- Eco-labelling
- Green/Sustainable Marketing
- Sustainability supply chain (green purchasing and green marketing)

You will learn and critically reflect upon some of the most widely used tools and initiatives for corporate sustainability. You will also be able to study their application in practice through a case study, where you will be answering the following questions:

- What tools and techniques are currently being used to help companies become more sustainable?
- What results have companies seen in the use and implementation of such tools and initiatives?
- What do the tools and concepts, such as environmental management and corporate social responsibility, imply in practice for a company?
- What challenges have companies faced when using the tools?
- How can the tools help companies become more sustainable?
- What are the differences between theory and corporate sustainability implementation?

You will work in a small group and study a company/organisation, where you will assess the tools, initiatives, and approaches that the company/organisation has been using to become more sustainability oriented. You will then provide advise to the company on how to move forward in their sustainability efforts.

b) Changes in the course due to evaluation results from last year

In 2015 the content of the course remains largely the same as in 2014, with some updated literature. The exam is during week 6 of the course.

The course lectures take place during the first 6 weeks, whilst the remaining time is allocated for doing the company projects.

c) Course aims

After completing this course the student will be able to:

1. Understand a range of concepts, tools, and techniques available to companies to better contribute to sustainability;
2. Be able to recognise and describe the different tools and initiatives being taken by companies to contribute to sustainability;
3. Critically reflect about the implementation of the concepts and tools;
4. Take a holistic and long-term perspective of sustainability tools and initiatives;
5. Provide recommendations about the concepts and tools to a real case study; and
6. Be able to work in a team.

d) Programme and schedule

Week (Year)	**Week (Course)**	**Date**	**Time**	**Location**	**Topic**
36	1	03 Sept	15h15-19:00	Ruppert-PAARS	Course Intro & System Thinking
37	2	08-Sept	9h00-10h45	Ruppert PAARS	LCA & Industrial Ecology
		11-Sept	15h15-19h00	Ruppert PAARS	Eco Design
38	3	15-Sept	9h00-10h45	Ruppert-PAARS	Cleaner Production & CSR
		17-Sept	15h15-19h00	Ruppert-PAARS	EMS
39	4	22-Sept	9h00-10h45	Ruppert-PAARS	& Org.Change Management & SR
		24-Sept	15h15 - 19h00	Ruppert-PAARS	SRI
40	5	29-Sept	9h00-10h45	Ruppert-PAARS	Eco Labelling & Green Marketing
		01-Oct	15h15 - 19h00	Ruppert-PAARS	Supply Chains
41	6	06-Oct	9h00-10h45		Final Lecture
		08-Oct	15h15 - 19h00	Educ-GAMMA	**EXAM**
45		27-Oct			REPORT Due

Articles to Read*

Paper Order	Topic	Reference
1	Overall	(WBCSD, 2011)
2	Overall	(Robert, 2000)
3	Overall	(Robert, et al., 2002)
4	Overall	(Lozano, 2012).
5	Systems thinking	(Moore and Ausley, 2004)
6	Systems thinking	(Kelly, 1998)
7	LCA	(Azapagic, 1999)
8	LCA	(Kim and Dale, 2005)
9	Industrial ecology	(Oliver-Sola, 2007)
10	Industrial ecology	(Block, et al., 2011)
11	Eco-design/GC	(Lozano, Carpenter, and Satric, 2013)
12	Eco-design/GC	(Borchardt, et al., 2011)
13	CP	(Oral, et al., 2005)
14	CP	(WBCSD, 2000)
15	CSR	(Dyllick and Hockerts, 2002)
16	CSR	(Castka, 2004)
17	EMS	(Steger. 2000)
18	EMS	(Hillary, 2004)
19	SR	(Kolk, 2003)
20	SR	(Lozano and Huisingh, 2011)
21	SR	(Gray and Milne, 2002)
22	SR	(Lozano, Llobet, and Tideswell, 2013)
23	SRI	(van de Velde, Vermeir and Corten, 2005)
24	SRI	(Scholtens, 2005)
25	Change management	(Benn, Dunphy, and Griffiths, 2006)
26	Change management	(Lozano, 2012)
27	Ecolables	(Galarraga Gallastegui, 2002)
28	Ecolables	(Teisl, Roe, and Hicks, 2002)
29	Green marketing	(Polonsky, 1994)
30	Green marketing	(Peattie and Crane, 2005)
31	Supply chain	(Seuring and Muller, 2008)
32	Supply chain	(Vermeulen and Seuring, 2009)

Lecture: Introduction: Companies

Article 1. WBCSD. 2011. Vision 2050. World Business Council for Sustainable Development. Geneva. Switzerland

Article 2. Robert, K-H. 2000. Tools and concepts for sustainable development, how do they relate to a general framework for sustainable development, and to each other? Journal of Cleaner Production 8 243–254

Article 3. Robert, et al. 2002. Strategic sustainable development — selection, design and synergies of applied tools. Journal of Cleaner Production 10 197–214

Article 4. Lozano, R. 2012. Towards better embedding sustainability into companies' systems: an analysis of voluntary corporate initiatives. Journal of Cleaner Production 25 14-26

Lecture: Systems thinking

Article 5. Moore, S.B., Ausley, L.W. 2004. Systems thinking and green chemistry in the textile industry: concepts, technologies and benefits. Journal of Cleaner Production. Volume 12. Pp. 585–601

Article 6. Kelly, K. L. 1998. A systems approach to identifying decisive information for sustainable development. European Journal of Operational Research 109. 452±464

Lecture: Life Cycle Assessment

Article 7. Azapagic, A. 1999. Life cycle assessment and its application to process selection, design and optimization. Chemical Engineering Journal 73. 1-21

Article 8. Kim, S., and Dale, B. E. 2005. Life cycle assessment of various cropping systems utilized for producing biofuels: Bioethanol and biodiesel. Biomass and Bioenergy. Volume 29. 426–439

Lecture: Industrial Ecology

Article 9. Oliver-Sola, J. 2007. Service Sector Metabolism. Accounting for Energy Impacts of the Montjuıc Urban Park in Barcelona. Journal of Industrial Ecology. Volume 11, Number 2 pp. 83-98

Article 10. Block, C., , et al. 2011. Toward a Carbon Dioxide Neutral Industrial Park. A Case Study. Journal of Industrial Ecology. Volume 15, Number 4 pp. 584-596

Lecture: Eco-design (design for the environment)

Article 11. Lozano, R., Carpenter, A., Satric, V. Fostering green chemistry through a collaborative business model: A Fostering green chemistry through a collaborative business model: A Chemical Leasing case study from Serbia. Resources, conservation, and recycling. 2013. vol 78, pp 136-144

Article 12. Borchardt, et al. 2011. Redesign of a component based on ecodesign practices: environmental impact and cost reduction achievements. Journal of Cleaner Production. Volume 19 . 49e57

Lecture: Eco-efficiency and Cleaner Production

Article 13. J. Oral, et al. 2005. Processing of waste from pulp and paper plant. Journal of Cleaner Production. Volume 13. Pp. 509-515

Article 14. WBCSD. 2000. Eco-efficiency. Creating more value with less impact. World Business Council for Sustainable Development. Geneva, Switzerland

Lecture: CSR

Article 15. Dyllick, T., Hockerts, K. 2002. Beyond the Business Case for Corporate Sustainability. Business Strategy and the Environment

Article 16. Castka, P. 2004. How can SMEs effectively implement the CSR agenda? A UK case study perspective. Corporate Social Responsibility and Environmental Management. Volume 11. Pp. 140-149

Lecture: Environmental Management Systems

Article 17. Steger, U. 2000. Environmental Management Systems: Empirical evidence and further perspectives. European Management Journal Vol. 18, No. 1, pp. 23–37

Article 18. Hillary, R. 2004. Environmental management systems and the smaller enterprise. Journal of Cleaner Production. Volume 12. Pp. 561–569

Lecture: Sustainability Reporting

Article 19. Kolk, A. 2003. Trends in sustainability reporting by the Fortune Global 250. Business Strategy and the Environment. Volume 12. Pp. 279-291

Article 20. Lozano, R., Huisingh, D. 2011. Inter-linking issues and dimensions in sustainability reporting. Journal of Cleaner Production. Volume 19.. pp. 99–107

Article 21. Gray, R., Milne, M.J. 2002. Sustainability Reporting: Who's Kidding Whom?

Article 22. Lozano, R., Llobet, J., and Tideswell, J. 2013. The process of assessing and reporting sustainability at universities

Lecture: Sustainability Responsible Investment

Article 23. Van de Velde, E., Vermeir, W., and Corten, F. 2005. Corporate social responsibility and financial performance. VOL. 5 NO. 3, pp. 129-138

Article 24. Scholtens, B. 2005. What drives socially responsible investment? The case of the Netherlands. Sustainable Development. Volume 13. Pp. 129-137

Lecture: Organisational Change Management for Sustainability

Article 25. Benn, S., Dunphy, D., Griffiths, A. 2006. Enabling change for corporate sustainability: An integrated perspective. Australasian Journal of Environmental Management. Volume 13

Article 26. Lozano, R. 2012. Are Companies Planning their Organisational Changes for Corporate Sustainability? An Analysis of Three Case Studies on Resistance to Change and

their Strategies to Overcome it. Corporate Social Responsibility and Environmental Management

Lecture: Ecolabels

Article 27. Galarraga Gallastegui, I. 2002. The use of eco-labels: A review of the literature. European Environment. Volume 12. Pp 316-331

Article 28. Teisl, M.F., Roe, B., Hicks, R.L. 2002. Can Eco-Labels Tune a Market? Evidence from Dolphin-Safe Labeling. Journal of Environmental Economics and Management. Volume 43, pp. 339_359Ž

Lecture: Green marketing

Article 29. Polonsky, M. J.. 1994. An Introduction To Green Marketing. Electronic Green Journal, 1(2), Article 3

Article 30. Peattie, K., Crane, A. 2005. Green marketing: legend, myth, farce or prophesy? Qualitative Market Research: An International Journal Vol. 8 No. 4, pp. 357-370

Lecture: Supply chains and sustainability

Article 31. Seuring, S., Muller, M. 2008. From a literature review to a conceptual framework for sustainable supply chain management. Journal of Cleaner Production. volume 16. Pp. 1699–1710

Article 32. Vermeulen, W. J. V., Seuring, S. 2009. Sustainability Through the Market – the Impacts of Sustainable Supply Chain Management: Introduction. Sustainable Development .17, 269–273

e) Study material

The course material consists of this READER, containing all obligatory articles to be read.

Additional articles for subgroups and their presentations and for further study are provided on Blackboard, as well as additional materials for the assignment.

f) Academic Skills (bachelor)

The student will be able to acquire the following skills in this course:

- Critical thinking and analysis
- Planning and organisation
- Creative problem solving
- Presentation
- Knowledge in organisational sustainability and change management
- Team work and collaboration
- Leadership
- Employability (through better understanding and applying change models)
- Networking
- Consultancy experience
- Academic English writing

g) Study load

Contact hours with classroom reservations	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Total
Lecture	3	3	3	3	3	3					18
exam, preliminary examination, computer test						6					6
Other, e.g. presentations	3	3	3	3	3	3					18
Programmed contact hours without classroom reservation											
Open office hours lecturer (real life or digital)							6	6	6	6	24
Inter-student meetings (real life or digital)		2	2	2	2	2	8	8	8	8	42
Self-tuition hours	14	12	12	12	12	6	6	6	6	6	92
Total	20	20	20	20	20	20	20	20	20	20	**200**

4. TESTING AND ASSESSMENT

a) Testing, deadlines and feedback

The assessment of this course is comprised of four elements: 1) Exam; 2) Group paper; 3) Presentation of the group paper; and 4) Peer-review.

	Aim 1	**Aim 2**	**Aim 3**	**Aim 4**	**Aim 5**	**Aim 6**
Exam	**x**	**x**				
Group paper		**x**	**x**	**x**	**x**	**x**
Presentation		**x**	**x**	**x**	**x**	**x**
Peer-review						**x**

b) Rules during an exam

It is of the utmost importance that you can identify yourself during the exam. This means: show your student card *and* an ID-card with photo. If you cannot show this, you may be excluded from the exam. Some rules during an exam (not exhaustive):

- You may not leave the room during the first 30 minutes of the exam.
- Latecomers will be admitted until 30 minutes after the start of the exam
- All electronic equipment needs to be switched off (including phones!!), except for equipment which the examiner has allowed.
- Put coats and bags on the floor. Bags need to be closed.
- If you need to use the toilet, you have to let an invigilator know. Someone will walk with you.
- Raise your hand if you have questions, if anything is unclear, if your need extra paper etc.

You can find further rules on the exam sheet. Always follow these rules.

c) Assessment

The final grade will be calculated using three elements:

Exam	45%
Group report	45%
Peer-assessment	10%

The final grade will only be given if the student has complied with the attendance rules.

Exam
The exam consists of multiple-choice questions about the literature provided and the lectures. Attending the exam is a prerequisite for participating in the second part of the course: the business case study.

The exam is planned for Thursday October 9th 2013, 13:30-16:30 in Educatorium GAMMA

- If your exam grade is insufficient (≥ 4.0 before being rounded up and < 5) you will need to undertake an extra assignment, known as a "repair assignment". This opportunity to improve your grade is in accordance with article 5.3 of the Bachelor OER.
- Only if you have fully complied with the attendance rules may you continue with the course, part 2: the group report.
- If your exam grade is <4 or your "repair assignment" is graded as insufficient (< 5.5), then you will not pass the course.
- The maximum grade for a repair assignment is 6, and this will be the maximum grade for the course.

Group report
The assignment is designed to assess the different tools, initiatives and approaches that companies have taken to better contribute to sustainability. It is part of the GEO3-2122 Business, Sustainability, and Innovation course at Utrecht University.

You must also fill in the survey attached in the appendix.

We recommend you to look at the different reports (e.g. Global Reporting Initiative (GRI) reports, Environmental Reports, etc.) first.

You must organise an interview with the organisation that you will be studying. This can provide you with more insights about the questions.

Implementation of the tools in the organisation:
The questions that you must answer for the first part of the assignment are:

1. What tools and techniques are currently being used by each organisation to become more sustainable?
2. What results has each organisation seen in the use and implementation of such tools and initiatives?
3. How are the results being reported?
4. What do the tools and concepts, such as environmental management, corporate social responsibility and life-cycle assessment, imply in practice for each organisation?
5. What challenges has each organisation faced when using the tools, initiatives and approaches?
6. How can the tools help each organisation become more sustainable?
7. What are the differences between how the tools, initiatives and approaches are described in the literature and how they are implemented in the organisation?
8. Who decides what tools, initiatives and approaches to use in each organisation?
    a. How is this decided?
    b. How are the tools, initiatives or approaches implemented?
9. Do you know of other tools, initiatives and approaches that could also be implemented in each organisation?
10. What do you think each organisation could do to become more sustainable?

Do not forget to fill in the survey for this part of the assignment (Appendix).

Grading criteria

Criteria	***Remarks (strengths, weaknesses etc.)***	***Mark***	**Weight**	**Result**
Content: - Answering all the questions based on the empirical research and linked to academic literature (35%): - Completing the survey (10%): - Discussion and conclusions* (30%): Providing a critical analysis			75 %	
Structure: - Adequate subdivision in chapters and sections (e.g. introduction/ body text/conclusions); clear titles - Content spread adequately over the various chapters and sections?			Should be satisfactory	
Use of sources: - Use of relevant course literature - Correct reproduction of sources (consistent and verifiable) - Adequate positioning of references in the text - Correct reference list			Should be satisfactory	
Language: - Correct spelling - Clear sentences - Good titles and headings - Correct tone used			25 %	
Design: - Title page - Table of contents - Page numbering - Presentation of tables and figures			Should be satisfactory	

* In English, Conclusions ALWAYS go after Discussion

Appendix

Sustainability tool/approach	Negative results	No perceived results	Some results	Good results	Excellent results	Not used
Cleaner Production						
Corporate Citizenship						
Corporate Social Responsibility						
Corporate sustainability						
Design for the Environment/eco-design						
Eco-efficiency						
Eco-labels						
Environmental Management Systems						
Green chemistry						
Green/sustainable marketing						
Industrial ecology						
Life Cycle Assessment						
Organisational change management for sustainability						
Socially/Sustainable Responsible Investment						
Sustainability Reporting						
Sustainability supply chain						
Triple Bottom Line						

The survey is also available online at https://docs.google.com/forms/d/19_jhfz0Nae7QKYtaik4u_qqABuDbBGi1mab3zKEeHTI/viewform

Note: Make sure you append this form in your report.

Presentation
Student will present their results and findings from the group report. This usually is in the form of a poster presentation. It is recommended that all the member of the group attend the presentation. The presentation date will be scheduled during the course.

Peer-review
Peer-review refers to the grade provided to member of the group assigned. This is your opportunity to reflect the efforts undertaken by your team members.

Supplementary test
The table below indicates those cases resulting in a supplementary test.

Written exam	Group report	Intermediate test	Non rounded-off course mark	
< 5.0	≥ 5.0	*no minimum mark*	≥ 4.00 (even if ≥ 5.50)	REPAIR written exam
≥ 5.0	< 5.0	*no minimum mark*	≥ 4.00 (even if ≥ 5.50)	REPAIR group report
< 5.0	< 5.0	*no minimum mark*	≥ 4.00 (even if ≥ 5.50)	REPAIR: character of test to be decided later
≥ 5.0	≥ 5.0	*no minimum mark*	≥ 4.00 but < 5.50	

Note that a replacement test ("vervangende toets" - covers complete course content) is only applicable in special cases (i.e. illness). In case of dispute, reference is made to the 'OER' and 'Regels en Richtlijnen' of the Opleiding Milieu-maatschappijwetenschappen; Milieu-natuurwetenschappen; and Natuurwetenschap en innovatiemanagement.

Final course mark: The final course grade will be satisfactory (pass) or unsatisfactory (fail), expressed in numbers, 6 or higher and 5 or lower respectively. The final grade will be rounded off in one digit. A final course grade of 5 will not have any decimal places; an average grade of 4.50-5.49 is unsatisfactory, an average grade of 5.50-5.99 becomes a 6.

If you have fulfilled all course obligations but failed to obtain a final grade 6 or higher, you will get one chance to repair, via a supplementary test ("aanvullende toets"). However, a non-rounded off final grade <4.00 implies a definite *fail*, i.e., no right on a repair assignment.
Character and content of the supplementary test will be decided upon in due time. If you pass the supplementary test, a final course grade of 6 will be recorded in the student progress administration system.

d) Attendance- and effort requirements
Attendance rules: Active participation in all lectures, working group meetings and workshops is obligatory for all students. In this course you are expected to be well prepared for class and when you approach the case study company.

If you cannot attend a mandatory meeting such as a preliminary or other exam, lecture or working group, due to illness or other reasons beyond your control, mandatory attendance will not be applied. You have to be able to prove the reason for absence was beyond your control. The course coordinator will decide on this.

Absence has to be announced *prior* to the meeting at the department's secretariat, and by 9.30 a.m. at the latest: 030 – 253 2359 or 030 – 253 1625.

You need to hand in a written **proof of illness or other special circumstances** (e.g. a doctor attest or a copy of the medical file) to the secretariat's office if the course coordinator or director of educations demands this. Only then you can make the exam at a different time or during the re-sit.

Absence or illness does not relieve you of your obligation to perform to the best of your ability. In other words, if you have not been able to complete a paper or give a presentation, contact the course coordinator to find out if it can be rescheduled for another date.
If the quality or quantity of your attendance has been insufficient, the course coordinator may exclude you from the remainder or part of the course.

e) Studying with a handicap

The education institute IEES tries to meet the needs of students with a handicap as much as possible by offering facilities that eases your studies. However, students play an active part in this as well. Only students that have a contract with the department are eligible for facilities and special regulations. Students with a contract need to announce themselves to the course coordinator *in the first week* of each period in order to discuss the possibilities.

5. FRAUD AND PLAGIARISM

You are always expected to hand in your own authentic work. Discussion with others can be enriching but the final product always has to be your won. All scientific research, including that of a student, builds on the results of the work of other researchers, either in a positive or in a negative sense. Those other researchers deserve the credits for their work, in the form of a correct acknowledgement.
In short: quoting is allowed (and even necessary), but copying other researchers' work and presenting it as if it were one's own, is plagiarism: a huge sin in science. Lecturers have software to check tests for plagiarism and they will apply this software. Students, who plagiarise, run tremendous risks: The worst case scenario is that the students are expelled from the programme for a year. The Teaching and Examination Regulations of the programme draws up the sanctions with which a student who is caught plagiarising, will be confronted.
You can find the Teaching and Examination Regulations at:
http://students.uu.nl/en/practical-information/academic-policies-and-procedures/regulations

More information on fraud and plagiarism can be found here:
http://students.uu.nl/en/practical-information/academic-policies-and-procedures/fraud-and-plagiarism

Fraud and plagiarism mean any action or non-action of a student that wholly or partly prevents an accurate assessment of his or her knowledge, understanding and skills.

Fraud includes:

- Copying during an examination. Any persons enabling copying will be deemed accessory to fraud;
- Being in the possession of appliances during the examination (such as pre-programmed calculators, mobile telephones, books, syllabuses, notes and so on), unless the use of such appliance is explicitly permitted;
- Allowing other persons to complete all or part of an assignment;
- Obtaining the relevant examination questions or assignments before the date or time of the examination will be held;
- Making up the answers to questionnaires, interviews or research data;

Plagiarism is defined as including data or texts written by other persons in one's thesis, without acknowledging the source. Plagiarism includes in any event:

- Copying and pasting text from digital sources such as encyclopaedias or digital journals without quotation marks and references;
- Copying and pasting text from the internet without quotation marks and references;
- Copying printed matter such as books, journals or encyclopaedias without quotation marks and references;
- Including a translation of such source texts as mentioned above without quotation marks and references;
- Paraphrasing such source texts as mentioned above without due referencing; paraphrasing should be marked as such (by explicitly linking the paraphrased text to the original author in the text or in a note) so as to avoid the impression that these are the student's own ideas;
- Copying others' visual, audio or test material without due reference and thus allowing it to be regarded as one's own work;
- Submitting one's own work written for a previous course as if written originally for the new course, unless explicitly allowed by the teacher of the course.
- Copying the work of other students and allowing it to be regarded as one's own work. If this happens with the permission of another student, the latter will be accessory to plagiarism;
- If one of the authors of a joint assignment commits plagiarism, the other authors will be accessory to plagiarism if they should or could have known that the former committed plagiarism;
- Submitting assignments acquired from a commercial organisation (such as a website providing abstracts or papers) or written by someone else in return for remuneration.

Fraud and plagiarism in group work

In case of group work, the group as a whole is responsible for the work that is handed in. If one of the group members commits fraud or plagiarism, the work cannot be assessed and the whole group will be called to the Board of Examiners. If the Board of Examiners determines that fraud or plagiarism has been committed, an appropriate sanction will be determined for each group member separately and the work will be declared invalid. If group members that are not guilty of the fraud or plagiarism want to receive a grade, the product will have to be re-written in such a way that a plagiarism-free work can be assessed. Make sure you are aware of your team members' work. Check each other's work and call attention to someone's work if necessary.

6. QUALITY ASSURANCE: COURSE EVALUATIONS AND COURSE FEEDBACKGROUP

a) Course evaluation

Each course is evaluated by the students. The lecturer proposes measurements for improvements based on the evaluation results. It is important to fill out the evaluation seriously because the evaluation results and lecturer's recommendations are discussed in the education committee and the management team.

b) Course feedback group

A course feedback group (CFG) consists of a group of students in a course and serves as a point of contact for fellow students and the lecturer during the course. Its purpose is to find out, during the course, what is being appreciated, what is going well and what practical issues can be improved. Please remember this does not concern aspects of

which are already fixed, such as the choice of literature, set up of tutorials or class times. It's all about fine-tuning, e.g.: are the sheets readable, can everyone hear the lecturer, has information been put on Blackboard on time, etc. *The CFG is not supposed to be confused with the regular end-of-course evaluation.*

Examples of questions for discussion:

- What is going well in the course? What do you like about the course?
- How can the quality of lectures/tutorials further be improved?
- How can the organisation of lectures/tutorials further be improved?
- How can the quality of the sheets, information on Blackboard further be improved?
- Does the lecturer explain the literature well enough? Both content and presentation.
- Is it possible to communicate with the lecturer outside class hours?
- Any other issues you may have.

Such a group consists of 4-5 students per course who discuss the course so far with the lecturer during the break. The names of the students in the course feedback group of this course will be posted on Blackboard.

The CFG and the lecturer will meet on agreed dates to discuss the course.