



**ETHICS AND PROFESSIONAL ETHICS**  
*(Bachelor's Degree in Education)*  
**Universidad Católica de Valencia**

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## TEACHING GUIDE AND SUBJECT MATTER

|   |  | ECTS  |
|---|--|---|
| <b>COURSE: ETHICS AND PROFESSIONAL ETHICS</b>                     |  | 4.5 ECTS  |
| <b>Field THEORY OF EDUCATION AND ETHICS</b>                       |  | 16.5 ECTS   |
| <b>Module: THEORY AND HISTORY OF EDUCATION</b>                    |  | 39 ECTS   |
| <b>Type of learning: COMPULSORY</b>                               | <b>Year: 3<sup>rd</sup><br/>Semester: 1st</b>  |   |
| <b>Teaching staff: Dra. M<sup>a</sup> Dolores Valencia Gracia</b> | <b>Department: Theology, Social<br/>Doctrine of the Church and<br/>Ethics or Professional<br/>Ethics</b> |   |
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## ORGANISATION OF THE MODULE

| THEORY AND HISTORY OF EDUCATION                              |      | 39   |            |                    |
|--|------|--|------------|--------------------|
| <b>Duration and placement within the curriculum</b>          |      |  |            |                    |
| <b>Field and Subjects</b>                                    |      |  |            |                    |
| Matter   | ECTS | SUBJECT                                      | ECTS       | Year /<br>semester |
| THEORY OF<br>EDUCATION AND<br>ETHICS                         | 16.5 | Theory of Education                          | 6          | 1/2                |
|  |      | Philosophy of education                      | 6          | 2/2                |
|  |      | <b><i>Ethics and professional ethics</i></b> | <b>4.5</b> | <b>3/1</b>         |
| HISTORY OF<br>EDUCATION, LAW AND<br>COMPARATIVE<br>EDUCATION | 22.5 | History of educational thought               | 4.5        | 1/2                |
|  |      | Comparative Education                        | 6          | 2/2                |
|  |      | Policy, legislation and organization         | 6          | 4/1                |
|  |      | Management and supervision of schools        | 6          | 4/1                |

**GUIDE AREA / COURSE: ETHICS AND PROFESSIONAL ETHICS****Prerequisites: None.****GOALS**

- a) Assess the importance of ethics and additional training to technical training to strive for professional excellence.
- b) Reflect on the complementarity between the teleological view of professional ethics and deontology discovering the contributions of both.
- c) Apply professional ethics to your future profession.
- d) Develop reflective practice on the professional reality and its ethical connotations

**CROSS-SECTIONAL SKILLS**Measuring scale for  
the skill**Instrumental skills**

1 2 3 4

1. Acquiring the ability to analyse and synthesise information

x

2. Organise and plan

x

3. Communicate orally and in writing in the mother tongue

x

6 Manage information, particularly in the educational field

x

7. Solve problems and make decisions

x

**Interpersonal skills**

1 2 3 4

8. Acquire a good critical thinking and self-criticism

x

10. Recognise and respect diversity and multiculturalism

x



|  |  |  |  |   |
|--|--|--|--|---|
| 11. Interpersonal skills.  |  |  |  | X |
| 12. Develop a personal and professional ethical commitment in the field of education |  |  |  | X |
| 13. Adopt attitudes to respect fundamental rights and equality between men and women |  |  |  | X |
| 14. Acquire the values of the culture of peace and democracy                         |  |  |  | X |

| <b>Systemic skills:</b>   | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 15. Learning with autonomy  |   |   |   | X |
| 16. Ability to adapt to new situations  |   |   | X |   |
| 18. Acquire leadership  |   |   | X |   |
| 19. Develop initiative and entrepreneurship   |   |   | X |   |
| 21. Acquire the value of commitment to identity development and professional ethics |   |   |   | X |

| <b>SPECIFIC SKILLS</b>   |   |   |   |   |
|--|---|---|---|---|
|  | 1 | 2 | 3 | 4 |
| 2. Analyse the historical processes of systems, professions and institutions and/or organizations for education and training |   |   | X |   |



|   |  |  |          |
|---|--|--|----------|
| 21. Understand and incorporate the necessary action for effective education and personal enrichment in different work contexts social skills and interpersonal relationship of teacher      |  |  | <b>X</b> |
| 22. Know and combine personal variables, the basic psychological processes interpersonal factors and agents of the teaching-learning process in order to apply them in educational practice |  |  | <b>X</b> |

| LEARNING OUTCOMES   | SKILLS  |
|---|---|
| R-1 The student analyses the surrounding reality from the general approach of the current situation from an ethical point of view presented in class, indicating the positive and negative aspects. | G-1 G-10<br>E-2                                   |
| R-2 The Students express their thoughts before the group, positioning themselves with respect to the situations presented.  | G-3 G-7 G-8<br>G-18 E-22                          |
| R-3 The student provides the ultimate purpose of his profession, contrasting views of various authors in different media.   | G-1 G-2 G-3 G-6 G-15<br>E-2                       |
| R-4 The student explores the professional identity that social demands, developing the virtues respondent profile for the figure social educator  | G-1 G-2 G-3 G-11 G-12 G-21<br>E-21 E-22           |
| R-5 The Decalogue student in a particular application of the ethical and professional principles to their professional field.   | G-1 G-12 G-13 G-15 G-21<br>E-21 E-22              |
| R-6 The student critically analyzes the code of ethics of their profession, justifying the amendments proposed.   | G-1 G-3 G-7 G-8 G-12 G-14<br>G-16 G-18 G-19 G-21  |
| R-7 The student participates cooperatively with their classmates in virtual situations proposals that require reaching agreements own moral ethics of their future professional practice.           | G-7 G-8 G-10 G-11 G-13 G-14<br>G-16 E-2 E-21 E-22 |



| <b>IN-CLASS EDUCATIONAL ACTIVITIES</b> |   |  |             |
|--|---|--|-------------|
| <b>ACTIVITY</b>                        | <b>Teaching-Learning methodology</b>  | <b>Relationship between Learning Outcomes for the course</b> | <b>ECTS</b> |
| <b>CLASS ATTENDANCE</b>                | Teacher presentation, skills analysis, explanation and demonstration of skills, abilities and knowledge in the classroom.   | R-1, R-3, R-5, R-6   | 0.24 ECTS   |
| <b>PRACTICAL CLASSES</b>               | Group work sessions supervised by the teacher. Case studies, diagnostic tests, problem solving, field study, computer room visits, data search, libraries, networking, Internet, etc.. Meaningful construction of knowledge through interaction and student activity. | R-2, R-5, R-7  | 1.6 ECTS    |
| <b>TEAM WORK PRESENTATION</b>          | Application of multidisciplinary knowledge  | R-2, R-3, R-4, R-6, R-7                                      | 0.16 ECTS   |
| <b>MENTORING</b>                       | Custom and small group attention. Period of instruction and / or guidance by a mentor to review and discuss the materials and topics presented in lectures, seminars, readings, papers, etc.  | R-1, R-3, R-4, R-5, R-6                                      | 0.24 ECTS   |
| <b>ASSESSMENT</b>                      | Set of oral and / or written tests used in initial, formative or summative evaluation of the student.   | R-1, R-2, R-3, R-4, R-5, R-6, R-7                            | 0,16 ECTS   |
|  | <b>Total</b>  |  | <b>2.4</b>  |



| STUDENT EDUCATIONAL ACTIVITIES INDEPENDENT STUDENT WORK (BLENDED) |   |  | ECTS |
|---|---|--|------|
| ACTIVITY  | Teaching-Learning   | Relationship competences Module  | ECTS |
| <b>VIRTUAL THEORY SESSION ASYNC</b>                               | Through prior planning, the professor provides a detailed guide of study materials for the virtual classroom documents, video lessons created by the teacher at the UCV, external links and / or additional literature.                       | G-1 G-2 G-3 G-6 G-7 G-8 G-10 G-12 G-13 G-14<br>15 G-16 G-18 G-21 E-2 E-21 E-22           | 0,1  |
| <b>VIRTUAL TUTORING</b>   | Individual attention and guidance for monitoring of the learning process, conducted by the mentor in order to review and discuss the materials and topics, seminars, readings, papers, etc..  | G-1 G-2 G-3 G-6 G-7 G-8 G-10 G-11 G-12 G-13 G-14 G-19<br>15 G-16 G-18 G-21 E-2 E-21 E-22 | 0,1  |
| <b>GROUP WORK</b>   | Preparation of readings, essays, problem solving, seminars, papers, reports, etc.. to be submitted or delivered in the lectures, practical and / or small group tutoring.<br>Work done on the platform or other virtual spaces.               | G-1 G-2 G-3 G-6 G-7 G-8 G-11 G-12 G-13 G-14 G-15 G-16 G-21 E-2 E-21 E-22                 | 0,3  |
| <b>DISCUSSION FORUMS</b>  | Active participation in discussion forums related to the subject, moderated by the subject teacher.   | G-1 G-2 G-3 G-6 G-15 E-2   | 0,2  |
| <b>CONTINUOUS ASSESSMENT ACTIVITIES</b>                           | Self-assessments, delivery of individual tasks about: troubleshooting, comments, reviews, to deliver at different times throughout the course.  | G-1 G-2 G-3 G-6 G-7 G-8 G-10 G-11 G-12 G-13 G-14 G-15 G-16 G-18 G-19 G-21 E-2 E-21 E-22  | 0,5  |
| <b>INDEPENDENT WORK</b>   | Student study: individual preparation of readings, testing, troubleshooting, seminars, papers, reports, etc.. to post or deliver the lectures, practical and / or small group tutoring.<br>Work done on the platform or other virtual spaces. | G-1 G-2 G-3 G-6 G-10 G-11 G-12 G-15 G-21 E-2 E-21 E-22                                   | 0,4  |





| <b>EDUCATIONAL ACTIVITIES OF INDEPENDENT STUDENT WORK</b>  |   |  |                           |
|--|---|--|---------------------------|
| <b>ACTIVITY</b>  | <b>Teaching-Learning</b>  | <b>Relationship between Learning Outcomes for the course</b> | <b>ECTS</b>               |
| GROUPWORK  | Preparation of readings, essays, problem solving, seminars, papers, reports, etc.. to submitted or delivered in the lectures, practical and / or small group tutoring.<br>Work done on the e-learning platform of the university ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )     | R-2, R-3, R-4, R-7   | 2,4 ECTS                  |
| INDEPENDENT WORK   | Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to post or deliver the lectures, practical and / or small group tutoring.<br>Work done on the platform of the university ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) | R-1, R-3, R-5, R-6   | 1,2 ECTS                  |
| Total  |   |  | 3,6                       |
| <b>ASSESSMENT OF SKILLS ACQUISITION SYSTEM AND GRADING</b>   |   |  |                           |
| <b>Assessment Tool</b>   | <b>ASSESSED LEARNING OUTCOMES</b>   |  | <b>Percentage awarded</b> |
| <b>PORTFOLIO</b>   | R-1, R-2, R-3, R-4, R-5, R-6, R-7   |  | 60%                       |
| <b>GROUP ORAL PRESENTATION</b>   | R-1, R-3, R-4, R-6, R-7   |  | 30%                       |
| <b>ATTENDANCE AND PARTICIPATION IN THEORETICAL AND PRACTICAL SESSIONS</b>  | R-2   |  | 10%                       |
| <p>NOTE: Students who for justifiable personal circumstances cannot attend the sessions will be assessed through the portfolio (50%) and a written test (50%). To pass the course, the student must obtain at least 50% of the score in each of the two assessment instruments.</p> <p>CRITERIA FOR GRANTING PASS WITH HONOURS<br/>The granting of honors will be for those students who obtain a score above 9, being at the discretion of the subject teacher.</p> |   |  |                           |



| DESCRIPTION OF CONTENTS   | COMPETENCES  |
|---|--|
| <b>BLOCK I: ETHICS IN TODAY'S SOCIETY</b>   | G-1 G-10 E-2   |
| <b>BLOCK II: THE BASICS: GENERAL ETHICS, APPLIED ETHICS, PROFESSIONAL ETHICS</b>                  | G 1 G-3 G-8 G-15 E-21                                  |
| <b>BLOCK III: TELEOLOGICAL ETHICS: END OF THE SOCIAL VIRTUES OF EDUCATION AND SOCIAL EDUCATOR</b> | G-1 G-2 G-3 G-11 G-12 G-21<br>E-21 E-22                |
| <b>BLOCK IV: DEONTOLOGICAL ETHICS: CODE OF THE SOCIAL EDUCATOR</b>                                | G-1 G-3 G-7 G-8 G-12 G-14 G-16 G-18 G-19 G-21 E-2 E-21 |
| <b>BLOCK V: ETHICAL PRINCIPLES OF THE PROFESSIONAL SOCIAL EDUCATOR</b>                            | G-1 G-12 G-13 G-15 G-21 E-21 E-22                      |
| <b>BLOCK VI: MORAL DILEMMAS</b>   | G-7 G-8 G-10 G-11 G-13 G-14 G-16 E-2 E-21 E-22         |

| <b>TEMPORAL ORGANISATION OF LEARNING: (first enrolment students):</b> |   |                           |
|---|---|---------------------------|
|   | <b>BLOCK of CONTENT / TEACHING UNIT</b>   | <b>NUMBER OF SESSIONS</b> |
| 1   | Ethics in today's society   | 1                         |
| 2   | Basics: general ethics, applied ethics, professional ethics                     | 2                         |
| 3   | Teleological ethics: end of the social virtues of education and social Educator | 2                         |
| 4   | Deontological ethics: Code of the social educator                               | 2                         |
| 5   | Ethical and professional educator / social principles                           | 2                         |
| 6   | Moral Dilemmas  | 1                         |

## REFERENCES

### Basic Bibliography

Altarejos, F.; Ibáñez-Martín, J.; Jordán, J.A.; Jover, G. (1998). *Ética docente*. Barcelona: Ariel

Cobo, J. M. (2001). *Ética profesional en Ciencias Humanas y Sociales*. Madrid: Huerga y Fierro

Hortal, A. (2002). *Ética general de las profesiones*. Bilbao: Desclée De Brouwer, Col. Ética de las profesiones

Sánchez, A. (1999): *Ética de la intervención social*. Barcelona: Paidós

Vilar, J. (2003): "El tractament dels conflictes ètics en la pràctica professional: aproximació a una ètica aplicada". En: Planella, J.; Vilar, J. *L'educació social: projectes, perspectives i camins*. Barcelona: Pleniluni, pp. 195-216.

### Complementary Bibliography

Trilla, J. (1992): *El profesor y los valores controvertidos. Neutralidad y beligerancia en educación*. Barcelona: Paidós.

Van Manen, M. (1998): *El tacto en la enseñanza. El significado de la sensibilidad pedagógica*. Barcelona: Paidós Educador.

Vilar, J. (2000): "Límites y posibilidades de los códigos deontológicos". *Arts Brevis*. Anuari de la Càtedra Ramon Llull de Blanquerna 1999. Barcelona: Universitat Ramon Llull, pp. 275-294.

## ADDITIONAL INFORMATION:

## SUBJECT TEACHING IN SECOND AND SUBSEQUENT ENROLMENT:

There will be a special group for students who are not enrolling for the first time and a professor in charge of the group. In this group monitoring and mentoring sessions will be established by the university (in February 6 hours each session) in which the work on the skills that students need to acquire to pass the course will be reinforced. These sessions are included in the attached schedule in this guide and detailed in the description of didactic units of the course.

| <b>TEMPORAL ORGANISATION OF LEARNING: (Students of second or subsequent enrolment)</b> |   |                           |
|--|---|---------------------------|
|  | <b>BLOCK CONTENT / TEACHING UNIT</b>  | <b>NUMBER OF SESSIONS</b> |
| 1  | Ethics in today's society   | 1                         |
| 2  | Basics: general ethics, applied ethics, professional ethics                     | 1                         |
| 3  | Teleological ethics: end of the social virtues of education and social educator | 1                         |
| 4  | Deontological ethics: Code of the social educator                               | 1                         |
| 5  | Ethical and professional educator / social principles                           | 1                         |
| 6  | Moral Dilemmas  | 1                         |

## Addendum to the Teaching Guide of the subject PROFESSIONAL ETHICS AND DEONTOLOGY

### PEDAGOGY DEGREE

Given the exceptional situation caused by Royal Decree 463/2020, of March 14, declaring the state of alarm for the management of the health crisis situation caused by COVID-19, the appropriate modifications are presented in the teaching guide to ensure that students achieve their learning results of the subject.

#### 1. FACE-TO-FACE TRAINING ACTIVITIES

All the activities planned to be carried out in a classroom in this section of the teaching guide, as well as personalized and group tutorials, will be carried out through the telematic tools provided by the university. In the specific case of this subject, through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

#### CLARIFICATIONS ON THE PRACTICAL SESSIONS

The practical sessions are being carried out normally. These are group works of which we have the corresponding pooling via Microsoft Teams.

#### 2. ASSESSMENT SYSTEM FOR THE ACQUISITION OF SKILLS AND QUALIFICATION SYSTEM

Regarding the evaluation instruments:



No changes will be made to the assessment instruments. In the case of not being able to carry out the assessment tests in person, they will be done electronically through the UCVnet campus.



The following modifications will be made to adapt the evaluation of the subject to non-contact teaching.

**According to the teaching guide****Adaptation**

| Assessment instrument | Percentage awarded % | Description of proposed changes | Platform to be used |
|-----------------------|----------------------|---------------------------------|---------------------|
|                       |                      |                                 |                     |
|                       |                      |                                 |                     |
|                       |                      |                                 |                     |

The rest of the evaluation instruments will not be modified with respect to what appears in the teaching guide.

**Observations to the evaluation system**

The evaluation, as stated in the Teaching Guide, is continuous. The assessment instruments are: 1) An essay (20%) 2) Three group work (40%) 3) A reflective journal (40%) of the entire subject. The expected learning outcomes emerge from these three instruments. The reflective journal is considered as a final synthesis test.