Teaching guide

IDENTIFICATION DETAILS

Degree:	Architecture

Scope	Architecture, construction, building and urban planning, and civil engineering

Faculty/School:	Higher Polytechnic School

Course:	PROFESSIONAL ETHICS AND DEONTOLOGY

Type:	Compulsory	ECTS credits:	6

Year:	3	Code:	3735

Teaching period:	Sixth semester

Subject:	Humanities

Module:	Direction and Leadership

Teaching type:	Classroom-based

Language:	Spanish

Total number of student study hours:	150

SUBJECT DESCRIPTION

The objective of the subject of 'Professional Ethics and Deontology' is for students to know and reflect on the social dimension of the person, on the meaning and meaning of society, on the reality of today's society, and on the relevance of work and business as an element/actor that partly structures global society. Basically, this analysis is carried out from the perspective of the moral dimension of social and professional reality.
The general framework of the subject is based on the decline of the great paradigms of meaning and on how relativism and hedonism affect the daily realities of our lives.

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GOAL

The final objective of the course is ultimately to inform the student and to encourage them to reflect on those aspects that determine ethical behavior in the personal and professional practice of architecture, contributing to the acquisition of the values necessary to carry out this exercise.

The specific aims of the subject are:

-Achieve on the part of the student a mastery of ethical and deontological vocabulary.

-Study the main aspects and contents of deontology.

-Know and analyze in detail the 'Code of Ethics for Architects', approved by the CSCAE in 2015, and which came into force on November 20, 2016.

PRIOR KNOWLEDGE

In addition to a university capacity on the part of the student to read, analyze and understand, fundamental knowledge of anthropology, the basis of ethics and deontology, is already assumed.

COURSE SYLLABUS

THEME 1: The Anthropological Basis of Ethics.
THEME 2: Ethics and Morals.
THEME 3: Moral experience.
THEME 4: The personal and professional vocation.
TOPIC 5: Natural Law
THEME 6: The service of beauty.
THEME 7: The cardinal virtues.
THEME 8: The Code of Deontology of Architects.
[The contents will be developed in the classes through case studies, theoretical exhibitions, presentations and debates]

EDUCATION ACTIVITIES

-Exhibition classes. The teacher will present the topics synoptically through master lessons.
-Inverted class: Using different materials provided by the teacher, students work as a team in the classroom solving different problems and developing exercises that can be evaluated by the teacher.

-Informal cooperative learning: Questions and doubts in the classroom.Formal cooperative learning: During the subject period, students must prepare a group work, which will be presented in the classroom to other classmates.
-Personalized tutoring: Individual and group tutoring.
-Final evaluation: the student must demonstrate understanding of what they have learned throughout the semester through theoretical and theoretical-practical exercises carried out in the classroom, as well as a final exam, to show if they have achieved the objectives and competencies set out in the subject.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Capacity for oral and written expression.

Ability to solve problems and to take decisions.

Capacity for interpersonal communication.

Ability to understand the relationships between people and buildings and between buildings and their surroundings, and the need to associate buildings and the spaces in between them to meet human needs and on a human scale.

Ability to appreciate the architect's profession and its function in society, particularly with regard to the design of projects that involve social factors.

General Skills

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Specific skills

Ability to analyze and synthesize the main ideas and contents of all types of texts; to discover the theses contained in them and the issues they raise, and to judge critically about their form and content.

Capacity to understand the meaning and foundation of human dignity, the fundamental dimensions of the human being, the evolution of different anthropologies throughout history and their practical implications.

Ability to identify the anthropological and metaphysical foundation of ethics and define moral experience, its specificity and its essential characteristics.

Ability to apply ethical principles and values in personal life and in the professional field and to acquire an ethical commitment to the improvement of society.

Ability to develop criteria for problem solving and decision-making both in the professional and personal spheres.

Ability to cultivate attitudes of leadership and social responsibility in personal and professional performance.

LEARNING RESULTS

It asks questions and shows interest in the meaning of actions and the integration between the architectural and the humanistic||recognizes both in discussions and in written exercises the need for architects to apply moral and deontological principles during their personal and professional actions

Respond creatively to questions in comments, exercises and presentations, using in an orderly manner the vocabulary and content seen in class

Analyze and argue clearly and precisely both your own position and the positions of other authors or colleagues.

Show commitment to the issues raised, always trying to ensure that debates are organized and fruitful.

He is always respectful of other people's opinions, even if he doesn't share them.

It integrates all participants in the search for a common solution or conclusion reached.

LEARNING APPRAISAL SYSTEM

CONTINUOUS EVALUATION SYSTEM:
-Objective in-person content test: written questionnaire/text commentary: 40%.
-Formal cooperative learning: group development and class defense of a work: 30%.
-Continuous evaluation system: inverted classes, informal cooperative learning and classroom exercises: 30%.
Class attendance is 80% mandatory and an indispensable condition for continuous evaluation. Finally, it is required that the exercises, case studies and proposed works be delivered on the date set by the teacher.
The criteria for continuous evaluation will be applied in the ordinary call, according to the academic calendar, which can be consulted on the web, while in the extraordinary call, according to the academic calendar, which can be consulted on the web, there will be an objective content test.
Students who are not first enrolled, those on the Erasmus plan or with some type of exemption should contact the teacher who teaches the subject at the beginning of the semester.
Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with the University's Evaluation Regulations and Coexistence Regulations.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
d) The results obtained through AI systems or services must always be verified. As the author, the student is

responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

José Ángel Agejas (coordinator), José Luis Parada, Isaac Oliver. The task of being better [Electronic resource]: ethics course/Madrid:Francisco de Vitoria University, 2018

(José Ángel Agejas (coordinator), José Luis Parada, Isaac Oliver. The task of being better [Electronic resource]: ethics course/Madrid:Francisco de Vitoria University, 2018 , ||Robert Adam The Seven Deadly Sins of Architects 1)

CSCAE Code of Ethics for Architects (Virtual Classroom Subject).

Aristotle Ethical Reflections. Selected tickets 1

(Aristotle Ethical Reflections. Selected tickets 1 , Barcelona: Ariel, 2025)

Additional

G. E. Moore... [et al.]; edition by Carlos Gómez. Twelve fundamental texts of 20th century ethics/2nd ed. Madrid:Alianza, 2014

(G. E. Moore... [et al.]; edition by Carlos Gómez. Twelve fundamental texts of 20th century ethics/2nd ed. Madrid:Alianza, 2014 , ||Josef Pieper. The Fundamental Virtues/12th ed. Madrid:Rialp, 2020)