



COURSE DATA

DATA SUBJECT

Code: 44545
Name: Professional ethics applied to planning and management of educational institutions
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2216 - Master's Degree in Policies, Administration and Management of Educational O	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2216 - Master's Degree in Policies, Administration and Management of Educational O	Methodology for assessment and intervention in the education system	COMPULSORY

COORDINATION

HERREROS MARTINEZ PEDRO JOSE

SUMMARY

Deontology, etymologically has its root in *Deon (duty). It is defined as the knowledge or discipline that is responsible for determining those obligations or responsibilities of an ethical or moral nature that arise in the practice or exercise of a profession. That is, the rights and duties that management practice entails. It refers to the values and ethical principles that must govern the exercise of a certain profession. In our case in the Management and Direction of Teaching Institutions.

This subject deals with the values and ethical principles of the profession of Management and Direction of Educational Organizations, which translates into knowledge not only of what can or cannot be done in professional practice, but also of why and for what it is done, which is finally resolved in the knowledge of "what and who I am" and "I have to be" to dedicate myself to this task and not another. For this reason, it deals with the values, profile and professional skills of those who are responsible for its exercise. Of the principles that govern professional ethics and their application to teaching and Direction and Management activities understood to the fullest extent in the professional function in order to create a deontological culture in the organization (innovation, leadership, mediation, etc. .)

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

To have a technical vocabulary of basic words related to the subject: courage, ethics, moral, democracy, authority, heteronomy, leadership, mobbing, etc.

COMPETENCES / LEARNING OUTCOMES

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Que los estudiantes sean capaces de diseñar, aplicar y evaluar proyectos y planes de mejora por medio de metodologías de evaluación relacionadas con la investigación y la acción

Que los estudiantes utilicen y analicen de forma crítica los conceptos y métodos avanzados implicados (diseño y uso de indicadores, pruebas matriciales, estándares-juicio-empíricos) para el diseño y planificación de la evaluación de las organizaciones (sistemas e instituciones educativas de diversos tipo), tanto a nivel nacional como internacional

Ser capaces de establecer un compromiso ético deontológico a través de una vinculación consecuente con los valores éticos de la institución e institucionales y gestionar el centro de acuerdo con los principios éticos coherentes con un sistema democrático.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

DESCRIPTION OF CONTENTS

- 1.1. Definition of professional ethics in the educational context.
- 1.2. The values and ethical principles of educational professionals.
- 1.3. The ethics of educational institutions: mission, vision and values.



1. Individuals and educational institutions as subjects of professional ethics.

- 1.1. Definition of professional ethics in the educational context.
- 1.2. The values and ethical principles of educational professionals.
- 1.4. The role of ethics in institutional culture.

2. The commitment of educational agents to the Project and Design of the educational institution.

- 2.1. Definition and importance of the Center Educational Project (*PEC).
- 2.2. The participation of educational agents in the definition of the *PEC.
- 2.3. The alignment of individual objectives with institutional objectives.
- 2.4. Strategies to promote the commitment and involvement of educational agents.

3. The principles of professional ethics (beneficence, autonomy, justice and non-maleficence) as basic regulators of the quality of the educational institution.

- 3.1. Charity: Promotion of the well-being of students and the educational community.
- 3.2. Autonomy: Promotion of independence and responsibility of students and professionals.
- 3.3. Justice: Equity in access and treatment within the educational institution.
- 3.4. Non-maleficence: Prevention of harm and ethical actions in institutional management.

4. The management team and the cooperative work of the teaching staff.

- 4.1. The role of the management team in the ethical management of the educational institution**
- 4.2. Models of ethical leadership in education**
- 4.3. Strategies to promote cooperative work among teachers.
- 4.4. The resolution of ethical conflicts within the management team and the teaching staff.

5. Collaboration, coordination and loyalty between education professionals, families and educational administration

- 5.1. Importance of collaboration between teachers, families and administration.
- 5.2. Models and strategies for effective collaboration.
- 5.3. The role of communication in coordination and loyalty between educational actors.
- 5.4. Ethics in relationships and interactions with families and administration.

- 6.1. Definition of public responsibility in the educational context.
- 6.2. Transparency and accountability of educational institutions.
- 6.3. The relationship with the community and the social environment.



6. The public responsibility of educational institutions.

6.1. Definition of public responsibility in the educational context.

6.2. Transparency and accountability of educational institutions. 6.4. Social impact of educational institutions and responsibility in the face of contemporary challenges.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	4,00
Theory	7,00
Group work	5,00
Classroom practices	5,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	44,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

- Participatory master class.
- Study of cases
- Problem resolution.
- Project management.
- Individualized and/or group attention.
- Collaborative learning.
- Final theoretical-practical test.

EVALUATION

¿ Portfolio (will include the different works carried out by the students): 45%.

¿ Presentation in class of the work done: 15%.

¿ Participation: 10%.

¿ Exam. Taking an oral and/or written test: 30%.

Fraudulent conduct in assessment tests and plagiarism in assessment work will



be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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