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Professional Ethics Training in Higher Education

Abstract

Recent years have witnessed particular awareness of, and societal demand for, professional ethics. Increasing emphasis is being placed on the importance of including ethical considerations in university education, and on the decisive role played by universities in achieving rounded professional development. The ethical aspects of professional practice are seen to be essential for producing competent, effective professionals. The presented research addresses this issue in the context of aspiring professionals currently undergoing training, and aims to determine their attitudes and perceptions in response to certain key ethical issues. To this end, a mixed research methodology (first qualitative, and subsequently quantitative) was employed. The results reveal important pedagogical issues to be taken into account when designing professional training programmes, in line with the current trajectory of university didactics.

Keywords: *professional ethics, training, university*

Introduction

The presented paper is based on three prior assumptions. The first is that professional training for university students has been predominated by cognitive and technical content. This has led to a growing concern for providing a high quality education that should include, in addition, ethical training, which traditionally has been rather overlooked (Martínez, Buxarrais and Esteban, 2002) or at least has taken an implicit role, in deference to equipping students with technical