

## **Ethical Reasoning in the Engineering Curriculum**

Although implicit in the Code of Conduct of the Engineering Institutions, the teaching of Ethics appears in engineering curricula as patchy and sometime sporadic, despite being considered an essential component (e.g ., “The Washington Accord”, 1989).

The talk explores the teaching of ethics in terms of four main components: course content, course delivery, course assessment, and course accreditation. Reference is made to the personal experience of the author and to the work undertaken by the UK Royal Academy of Engineering (RAEng) that brought to the development of “An Engineering Ethics Curriculum Map”. The “Map” is presented as a dynamic and evolving framework which could be used for the inclusion of ethics into the curriculum. The “Map” is based on location, content, learning outcomes and process: those aspects will be explored in the context of developing an ethical reasoning within the engineering curriculum.