

TEACHING GUIDE

DEONTOLOGY: ETHICS AND SOCIAL RESPONSABILITY OF EDUCATION

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 24-06-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	1 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

Through this subject, the students will know the moral foundations and its application in the professional field. The contents of the subject are focused both in the present and in the future, trying to analyze the ethical problems that may arise in professional life and their solutions.

This course presents an overview of General Ethics and of Educational Ethics and the Deontology of Education. That includes the people working at institutions devoted to educate citizens professionally competent and ethically responsible. Thus, not only is the final objective of the course the transmission of concepts, definitions, duties and obligations, but also educating the ethical and social awareness of future teachers.

III.-Learning outcomes

CG01. Acquire and understand the necessary knowledge of the different areas included in the Pre- primary Education degree in order to qualify students to be teachers of Pre-primary Education.

CGP5. Critical reasoning.

CGP6. Ethical commitment

CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.

CE3 Solid scientific, cultural and technological background

CE5 Respect for cultural and personal differences of students and other members of the educational community.

CE7 Ability to carry out the tutorial function, guiding pupils and parents and coordinating the educational action concerning their group of students.

CE8 Commitment to enhancing pupils' academic achievement and their progress in school, within the framework of a holistic education.

CE9 Ability to collaborate with different sectors of the educational community and with the environment.

CEGEI2 Effectively approach to an early childhood learning situations from a globalising and integrating perspective of the different cognitive, emotional, social, motor, linguistic and self-regulation dimensions. (globalising perspective)

CEGEI3 Create learning environments that favour empathy, social behaviour, autonomy and multicultural coexistence by systematically observing the social, family and school environment. (Contextual and social-natural perspective).

CEGEI6 Detect possible difficulties that pupils may present and to elaborate didactic strategies and curricular adaptations that take into account the diversity of students, promoting their educational and social inclusion. (Attention to diversity perspective)

CEGEI7 Design didactic actions related to understand the space and time in schoolchildren. (space-time perspective)

CEGEI9 Apply and use appropriately the new Technologies as a vehicle of information, communication and introduction in the world of mass media.

CEGEI11 Designing experiences to get to know the natural world through sensory perception. (Sensorial and experiential development)

CEGEI14 Encourage the daily coexistence in the classroom and outside it, solve discipline problems and contribute to the peaceful resolution of conflicts. Stimulate and value the effort, perseverance and personal discipline in students.

CEGEI15 Reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students

CEGEI5 Acquire strategies, based on coordinated work between different professionals to guide families in matters related to the development and education of pupils from 0 to 6 years old (perspective of coordination with other professionals and attention to families).

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.

- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

I. Introduction to Ethics and Deontology

Topic 1. Person, work and Ethics. Deontology and Professional Ethics.

- Ethics, Deontology, Responsibility

Topic 2. Approach to Ethics.

- Ethics as a science, its mission and ethical models. The place of Ethics in the professional field.

II. Professional Ethics

Topic 3. Professional Ethics in Education

- Education as an ethical action. The teachers' social role and their ethical training.

Topic 4. Education's Social Responsibility

- The social responsibility that training has. Good practices in education

III. Professional Deontology

Topic 5. Professional Ethics and codified Deontology

- General principles of Professional Deontology. Codes of Deontology in Education.

Topic 6. Ethics and Law.

- Fundamental rights and human values. The relationship between Ethics and Law.

IV.B.-Training activities

Type	Title
Practical sessions	Skill development and content theory and knowledge
Test and/or exams	Test
Academic tutorials	Academic advising
Lectures	Theoretical knowledge and achievement



V.-Student workload	
Theoretical sessions	37
Resolution of exercises, problems, case studies, etc.	19
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
Academic tutorials	30
Related activities: conferences, seminars, etc.	18
Preparation of theoretical sessions and self-study	22
Preparation of practical tasks, exercises, case studies, projects, etc.	30
Preparation for tests and/or exams	20
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Academic tutorials	Week 2 to Week 15	Academic tutorials will be arranged according to the day and time set by the lecturer, upon request of the student.
Practical sessions	Week 1 to Week 15	Practical tasks
Seminars	Week 2 to Week 15	Talks, seminars, etc attendance
Active methodologies or innovative teaching	Week 1 to Week 15	Normative Case Studies on Educational Ethics
Practical sessions	Week 1 to Week 15	Book Club and Cinema Club
Theoretical sessions	Week 1 to Week 15	Lectures
Theoretical sessions	Week 1 to Week 15	Independent study of the topic and lectures based on this work.
Practical sessions	Week 1 to Week 15	3-phase project



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

• **Written multiple choice test (or another objective test).** This test is worth 60% of the final grade. It will be up to the lecturer's discretion whether or not to establish a reduction coefficient for failures. There will be a reassessable exam during the second call period. These exams have a minimum passing grade. Specifically, each one must be passed with a minimum grade of 50%.

• **Individual work.** This part is worth 30% of the final grade. It is re-assessed in second calls. This individual work will be reassessable during the second call period. The individual work has a minimum passing grade; specifically, each one must be passed with a minimum grade of 50%.

• **Group work.** This part is worth 10% of the final grade. Group work will not be re-assessed in second calls. It has not a minimum passing grade.

In order to pass the course, it is mandatory to separately achieve at least 50% in each of the theoretical and practical sections. Students who do not pass the regular call period may retake the reassessable sections during the second call period.

Advance Call: The assessment method for the advance call will be the same as that applied in general, with the exception of the group work, which will become an individual assignment.

GENERAL ASPECTS TO TAKE INTO ACCOUNT:

1. **PLAGIARISM:** The activities and assignments presented by the students must be original. When using fragments of other people's work, they must be properly cited. Cases of total or partial plagiarism will be penalized with the non-evaluation of the work nor the possibility of reevaluation. The unauthorized use of artificial intelligence tools in any activity, such as ChatGPT, will be penalized with grading 0 and the impossibility of reevaluation.
2. **COEXISTENCE AND DISCIPLINE:** Students must meet assignment deadlines, comply with the URJC University Conduct Regulations (Normativa de Convivencia Universitaria), and use the forums respectfully. Likewise, students must comply with the rules established by the faculty for the proper development of the course.

VII.B. Assessment of students with academic exemption from class attendance



Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

VIII.-Teaching resources and materials

Basic bibliography

GENERAL ETHICS

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Consultation bibliography

IX.-Professors	
Name and surname	GABRIEL ALFARO
E-mail address	gabriel.alfaro@urjc.es
Department	Ciencias de la Educación
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	0



No. of positive evaluations by Docencia	2