

TEACHING GUIDE EARLY ASSISTANCE

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 26-06-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	1 course, 2Q semester
Nº of credits	6
Language in which the subject is taught	English

II.-Presentation

The subject "early care", belonging to the degree in early childhood education, aims to present its most relevant aspects: objectives, rationale, levels of intervention and professionals involved in its implementation. The main purpose is to teach the student the role of the early childhood educator as an active agent, being the professional who works the longest with the child population from 0 to 6 years old, the framework of action of early care. The student will know his function in detection, referral and intervention in the classroom, as well as coordination with other professionals.

The subject "early care", belonging to the first year of the degree in early childhood education, aims to introduce students to the objectives, rationale, levels of intervention and professionals involved in its implementation.

The main purpose of this subject, within the degree, is to teach the student the role of the early childhood educator as an active agent, being the professional who spends the most time with children from 0 to 6 years old, the framework of action of early care. The student will know his function, as an early childhood educator, when detecting, referring and intervening in the classroom with children who have any difficulty and/or risk of suffering it, as well as the procedure to follow to coordinate with other professionals involved in this field.

Previous knowledge is not necessary to follow this course, although it will be advisable to read the documents suggested by the teachers throughout the term, since the terminology and other aspects related to the content of the course will probably be new to the student.

III.-Learning outcomes

CGI2. Organisation and planning skills

CGI3. Oral and written communication in the mother tongue

CGP1. Teamwork

CGP3. Interpersonal Relations Skills

CGP4. Recognition of diversity and multiculturalism

CGP5. Critical reasoning.

CGS1. Self-directed learning

CGS7. Creativity.

CE2 Knowledge of the course contents to be taught, understanding their epistemological singularity and the specificity of their didactics.

CE3 Solid scientific, cultural and technological background

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).

CEGEI4 Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic skills, knowing the biological, psychological, social and creative factors that determine learning. (early learning perspective and play methodology)

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)

CEGEI12 Encourage and facilitate the acquisition of healthy habits in relation to hygiene, health and food. (Health and hygiene)



- 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

THEMATIC BLOCK I: FOUNDATIONS OF EARLY CHILDHOOD INTERVENTION.

Fundamentals of Early Childhood Intervention (ECI).

Fields of action and professionals in ECI. Inter-and intra-institutional coordination.

ECI Centers: Coordination with the nursery school.

THEMATIC BLOCK II: ASSESSMENT AND DETECTION IN EARLY CHILDHOOD INTERVENTION.

Child development (0-6 years).

Main pathologies in early assistance

Detecting delays in normal development.

THEMATIC BLOCK III: EARLY CHILDHOOD INTERVENTION.

Intervention in 0-6 years old children development.

Environment relevance.

Family-focused intervention.

IV.B.-Training activities

Type	Title
Test and/or exams	Theoretical exam of the contents of the subject.
Individual work	Case studies and text/short films analysis about certain syllabus topics.
Group work	Works in group: preparation, presentation and defense.
Oral presentations	Individual topic presentation and defense about a pathology and/or any childhood circumstance related to the subject

V.-Student workload	
Theoretical sessions	38
Resolution of exercises, problems, case studies, etc.	20
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	30
Related activities: conferences, seminars, etc.	18
Preparation of theoretical sessions and self-study	25
Preparation of practical tasks, exercises, case studies, projects, etc.	25
Preparation for tests and/or exams	22
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 15	Thematic block I, II and III Development of theoretical classes in face-to-face format
Resolution of exercises, problems, case studies	Week 1 to Week 15	Description of real cases, practical approaches.
Tests and/or exams	Week 1 to Week 15	Mandatory on-site continuous evaluation activities
Group work	Week 10 to Week 15	Presentation and defense of group work in person.
Academic tutorials	Week 1 to Week 1	Resolution of doubts



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



EVALUATION SYSTEM	EXTRAORDINARY REASSESSABLE	WEIGHING	EVALUATION ACTIVITY	MINIMUM GRADE	CONTENT	DATE
SE1	Yes, individually.	40%	Objective theoretical, in-person written test.	5	Objective evaluation of the theoretical content of the subject	Ordinary evaluation period.
SE5	Yes, individually with a similar job/task.	10%	Individual work.	5	Carrying out an individual test in the classroom.	During the school term
SE6.	Yes, individually with a similar job/task.	40%	Presentation and defense of a group work (20%)	5	Completion of a job, in the indicated format	During the school term
			Group work (20%)	5	Resolution of practical case(s)	
SE7.	Yes, individually with a similar job/task.	10%	Solo exhibition	5	Presentation and defense of group work, in the requested format.	During the school term

In grading university activities, assignments, and exams, not only the content will be assessed, but also all aspects that contribute to correct written expression, such as formal presentation, structure and organization of ideas and content, correct spelling, punctuation, etc. Ultimately, the evaluation will ensure that the written expression corresponds to a university level.

Regarding writing and presentation, the following criteria will be taken into account: 0.4 points will be deducted for each spelling mistake in each test; 0.2 points will be deducted for each accentuation error; and 0.5 points will be deducted for every 10 punctuation errors.

Written tests, problem-solving, and practical case studies will be conducted in person in the classroom, while practical work will be submitted through the Virtual Classroom.

University students must participate responsibly in university activities and cooperate in their normal development, respect members of the university community, and properly care for and use university property, equipment, and facilities.

Specifically, for the development of classes, the teacher will establish rules regarding punctuality, participation, and any other aspects deemed necessary. The teacher will ensure proper compliance with these rules. Students' continued attendance in the classroom is conditional upon compliance with these rules.

If he/she considers that the minimum requirements established for the normal development of the class are not met, he/she will immediately **stop** the teaching activity to inform the teaching committee of the department.

CALCULATION OF THE FINAL OR OVERALL GRADE

- The final grade is calculated as the weighted average of the grades for the assessment activities according to the indicated percentages, provided the minimum grade for the reassessable activities has been exceeded. To pass the course, the weighted average must be at least 5.
- If one or more assessment activities have not been passed with the minimum grade, the final grade for the subject will be the average grade obtained from all the assessment activities completed, taking into account that it cannot exceed 4.
- If you have not taken any evaluable test, the final grade will be "Not presented."



EXTRAORDINARY CALL

In the extraordinary session, students will only be required to take the assessment activities for the tests they failed. Therefore, the final grade for this session will be based on the grades for the assessment activities passed in the ordinary session and the grades obtained in the re-evaluated activities.

The revaluation of the activities corresponding to SE1 will be carried out on the official date indicated for the extraordinary call.

To pass the course, the grade on each of the re-evaluable tests must be 5 or higher.

ACADEMIC CONDUCT

The teaching team may use automated plagiarism detection tools for submitted work. All work submitted for the course must be original, and solutions created by individuals other than those stated in the work's authorship may not be used. The instructors reserve the right to require in-person defense of all or part of the authors' work if they deem it necessary.

It is also recalled that, in accordance with article 8.g). of the Regulations on Coexistence of the Rey Juan Carlos University (<https://www.urjc.es/images/Universidad/Presentacion/normativa/normativa%20convivencia%20universitaria.pdf>), academic fraud in any assessment activity is considered a very serious offense. The sanctions corresponding to very serious offenses, according to article 11 of the aforementioned regulations, are temporary expulsion from the University and, where applicable, the loss of tuition fees.

Regulations applicable to the conduct of tests and academic conduct

For all assessment tests, students must have identification (ID, passport, driver's license, or URJC student ID), which may be requested at any time.

The use of any bibliographic materials, as well as electronic or communication devices such as smartwatches , tablets , PCs , mobile phones, e-books, etc., or any other type that the teaching staff deems inappropriate, will not be permitted. Only students with special needs may use these types of devices, provided the teaching staff expressly authorizes it.

Students with academic exemption

The granting of an Academic Exemption from Class Attendance (DAAC) does not automatically exempt the student from participating in continuous assessment activities or in-person training activities requiring mandatory attendance as established in the teaching guide. Once the exemption has been granted, the student must contact the instructor, who may propose any adaptations they deem appropriate, provided they guarantee the acquisition and adequate assessment of the intended learning outcomes.

The student must maintain fluid communication with the teacher throughout the course to provide information on the dates on which these training and assessment activities will take place, in the event that their programming was not already established and available to the students at the time the exemption was granted.

Subject with the possibility of exemption: Yes

The method of evaluation of students of advanced convocation will be the same as that established in general, except that the group work will be an adapted individual work.

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

- Libro Blanco de Atención Temprana, G. (2019). Libro blanco de la atención temprana.
- Díaz, Á. P., Ramírez, J. F. G., & Gómez, H. R. (2005). *El niño sano*. Ed. Médica Panamericana.
- Extremera, Á. R., & Vizcaíno, C. R. (2004). *Niños de riesgo: programas de atención temprana*. Ediciones Norma-Capitel.
- FERNÁNDEZ BATANERO, J. O. S. É. (2015). *Atención a la diversidad en el aula de educación infantil*//Colección: *Didáctica y Desarrollo*. Ediciones Paraninfo, SA.
- Jové, R. (2017). *La escuela más feliz: Ideas para descubrir el don de cada niño y estimular su educación. La revolución secreta de las aulas*. La Esfera de los Libros.
- Lucena, M. V., & Curiel, J. D. (2015). *Atención temprana: guía práctica para la estimulación del niño de 0 a 3 años*. Cepe. Atención temprana: prevención, detección e intervención en el desarrollo (0 a 6 años) y sus alteraciones. Pilar Gutiez Cuevas. Editorial Complutense 2005.
- Palacios, J., & Paniagua, G. D. (2005). Educación infantil. *Respuesta educativa a la diversidad*. Madrid: Alianza.
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- Vázquez, S. C., García, C. P., & Esteban, J. M. C. (2004). *Motricidad: fundamentos y aplicaciones*. Dykinson.
- Zukunft-Huber, B. (1997). *El desarrollo sano durante el primer año de vida: Guía para observar el correcto desarrollo del bebe a travez de sus movimientos naturales*. Paidós.

Consultation bibliography

- Bower, T. (1984). El mundo perceptivo del niño (Vol. 5). Ediciones Morata.
- Cancela, M. J. B. (2012). Manual de atención temprana. Síntesis.
- Case-Smith, J. (1998). Pediatric occupational therapy and early intervention (pp. 3-27). J. Case-Smith (Ed.). Woburn, MA: Butterworth-Heinemann.
- Cuevas, P. G., & Veerman, E. R. (2012). Orígenes y evolución de la atención temprana. Una perspectiva histórica de la genesis de la atención temprana en nuestro país. Agentes contextos y procesos. Psicología Educativa. Revista de los Psicólogos de la Educación, 18(2), 107-122.
- Gómez Tolón, J. (1999). Rehabilitación psicomotriz en la atención precoz del niño. Zaragoza: Mira Editores.
- Gutiez Cuevas, P., Jiménez Astudillo, M., Toro Alonso, V. D., & López Guinea, C. (2020). Atención temprana e inclusión educativa. Atención temprana e inclusión educativa, 255-271. <http://www.madrid.org/bvirtual/BVCM014105.pdf> Atención temprana paso a paso.
- Jiménez, M., & López, M. (2003). Deficiencia Auditiva. Evaluación, intervención y recursos psicopedagógicos. Madrid: Cepe.
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- l'Ecuyer, C. (2013). Educar en el asombro. Plataforma.
- López, J. P., & de la Nuez, A. G. B. (2004). Manual de atención temprana. Pirámide Ediciones.
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- Ponte, J., Cardama, J., Arlanzón Francés, J. L., Belda Oriola, J. C., González, T., & Vived Conte, E. (2011). Guía de estándares de calidad en Atención Temprana.

IX.-Professors

Name and surname	DAVID MAZOTERAS DELGADO
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Department	Fisioterapia, Terapia Ocupacional, Rehabilitación y Medicina Física
Campus	Madrid - Vicálvaro
Category	Profesor/a Asociado/a
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docencia	0

