



Universidad
**Católica de
Valencia**
San Vicente Mártir



Models of Quality Management Teaching Guide

TEACHING GUIDE

MODELS OF QUALITY MANAGEMENT

Year 2023-24



TEACHING GUIDE TO THE FIELD AND/OR SUBJECT

		ECTS
SUBJECT: Models of quality management		3
Field: Evaluation and Quality management processes		3
Module: Planning, management and strategic evaluation of programs and projects		15
Educational Model: Basic and compulsory education	COURSE 1st. Semester: 1 st.	
Instructors: D. Teófilo Peña Vidal	Departament: Education	
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MODULE ORGANIZATION

Planning, management and strategic evaluation of programs and projects				15 ECTS
Duration and temporal location within the curriculum: 1 st semester				
Fields and subjects				
FIELD	ECTS	SUBJECTS	ECTS	Course/ semester
Projects and PEC	12	Model projects	3	1/1
		Mission, vision and values of the school	3	1/1
		The educational project (dynamic agents and derived programs)	6	1/1
Evaluation and quality management processes	3	Quality Management Models	3	1/1

SUBJECT Quality Management Models
Prerequisites: Management teams at schools
GENERAL OBJECTIVES
GO.1. To teach in the culture of management and quality assessment in the Schools GO.2.To know the different Quality Management Models. GO.3.To define and to identify indicators of Quality in an Educational Centre GO.4.To define, identify and group processes: Process Map. GO.5.To understand and apply tools for solving problems for control and quality improvement.



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BASIC AND GENERAL COMPETENCES	Competence measuring scale			
	1	2	3	4
Possess and understand knowledge that contributes to find chances for being unique in the development and implementation of new ideas in an investigation context (BC 06).	X			
Students will know how to use knowledge and their skills for problem solving situations new or less known environments inside broader contexts (or multidisciplinary) related with their field of study (BC 07).	X			
Students will be able to integrate knowledge and to face up the complexity of telling opinions from information that includes reflections of social and ethical considerations related to their applications of knowledge and opinions (BC 08).	X			
Students can transmit their conclusions, knowledge and reasons to a specialised and non-specialised audience in a clear way (BC 09)		X		
Students will acquire learning skills that let them continue studying in a self-directed and independent way (BC 10).	X			
Ability to deal with information (GC 01)			X	
Ability to work in a team and efficient collaboration with other professionals (with the choice to develop in an interdisciplinary and international (GC 02)			X	
The ability to update their knowledge and competences (GC 03).		X		
The ability to solve problems and make decisions (GC 04).			X	
The ability to adapt to new situations (GC 05).			X	
The ability to assume duties (GC 06).			X	
Ability for oral and written communication (GC 07)			X	
Concern for the development of people and communities (GC 08)			X	
The ability to organize and plan (GC 09).			X	
Self-critical attitude, knowing their own competences and limitations, dismissing the importance of frustrations, showing interest for the teaching quality and developing systems that guarantee the quality of own services (GC 10).			X	
Ability to analyze and summarize (GC 11)			X	
Ability to share the academic and professional knowledge (GC 13)			X	

SPECIFIC COMPETENCES	Competence measuring scale			
	1	2	3	4
To lead assessments to improve the quality of the center. (EC 09)				X



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LEARNING OUTCOMES	COMPETENCES
<p>R06. Students show that they meet the principles and the mechanisms that allow to carry out, without falling into bureaucracy, the quality processes.</p> <p>R.6.1 The student sets out in an essay the arguments that underpin the need to implement quality management models. (30%).</p> <p>R6.2 The student classifies processes. (20%)</p>	<p>CB08, CB09, CG02, CG05, CG07, CG09, CG10, CE09.</p>
<p>R07. The students demonstrate that they know the dangers of non-adaptation of quality processes born in other organizational contexts and know how to adapt them with pedagogical criteria, analyzing and selecting the application of the different models of quality management, and their adaptation to the characteristics and needs of the Educational Center.</p> <p>R. 7.1 The student defines indicators (10%)</p> <p>R. 7.2 The students elaborate an improvement plan derived from the result of some key indicator (s): team identification, starting situation, objectives to achieve, actions, resources, managers and indicators. (40%).</p>	<p>CB10, CG01, CG02, CG05, CG06, CG08, CG09, CE09.</p> <p>CB06, CB07, CB08, CG02, CG03, CG04, CG07, CG10, CG11, CG13, CE09.</p>

CLASSROOM SESSIONS ACTIVITIES			
ACTIVITY	Teaching- Learning Methodology	Relationship With Learning Outcomes of The Subject	ECTS
MASTER CLASS	Presentation, exhibition and conclusions of the theme	R06, R07	0,2
PRACTICAL CLASSES	Group work sessions, case studies, dialogical gatherings		0,3



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ASSESSMENT	Set of oral and / or written tests used in the initial, formative or additive evaluation of the student. Self-assessment		0,1
Total			0,6

STUDENT'S AUTONOMOUS WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes of The Subject	ECTS
AUTONOMOUS WORK	Student study: Individual preparation of readings, problem solving, assignments, memories, etc. to expose or deliver in the theoretical classes, practical classes and / or small group tutorials Work done on the university e-learning platform (www.plataforma.ucv.es)	R06, R07	2,4
Total			2,4

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND GRADING SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Presentation on quality concepts and models Grading tool: rubric Description of Educational Center quality process Grading tool: rubric Definition and relationship between indicators	R06, R07	90%



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Grading tool: rubric Preparation of an improvement plan proposal based on the data obtained in the key indicators Grading tool: rubric		
Participation in learning circles and the involvement in classroom's proposals and how they have allowed Access to the learning outcome of the subject Grading tool: self-assessment checklist (2%) and questions (8%)		10%

MENTION OF DISTINCTION

The number of Distinctions granted will be one for every 20 students, with the exception of groups that are less than 20 students. In this case, only one Distinction may be granted.

The Mention of Distinction will be awarded to students who have achieved with excellence ALL the assessments.

From the obtaining of 9 on and providing that the obtained result is a consequence of an excellent academic progress together with an effort and interest for the subject.

DESCRIPTION OF CONTENTS	COMPETENCES
Quality Models in Educational Centers.	CE05,CE06,CE07,CE08,CE09
Processes and documents	CE05,CE06,CE07,CE08,CE09
Evaluation. Quality indicators	CE05,CE06,CE07,CE08,CE09
Improvement plans.	CE05,CE06,CE07,CE08,CE09



TEMPORAL ORGANIZATION OF LEARNING: (Pupils of first registration):

	BLOCK CONTENT / TEACHING UNIT	SESSIONS
1	Quality Models for Schools. ISO, EFQM	3
2	Processes and documents. Assessment. Quality Indicators. Improvement plans.	7

SCIENTIFIC LITERATURE

Blanco, L. (1993). *Autoevaluación modular de centros educativos*. Barcelona: P.P.U.

Braslavsky, Cecilia (2006). Diez factores para una educación de calidad para todos en el siglo XXI REICE: *Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 4, (2), 84-101.

Casanova, M. A. (2004). *Evaluación y calidad de centros educativos*. Madrid: La Muralla

Castelló Alfaro, E. (2011). *Calidad y gestión estratégica de los centros educativos*. Valencia: ACEIP

Cantón, I. (2004). *Planes de mejora en los centros educativos* Madrid: Aljibe

De Miguel, M. et al. (1994) *Evaluación para la calidad de los institutos de educación secundaria*. Madrid: Escuela Española.

Gairín, J. (1992) "La dinamización del centro escolar. Estrategias para la mejora de la calidad educativa". En ICE, *La dirección, factor clave de la calidad educativa*. Bilbao: Universidad de Deusto.

Gairín, J (1993) *La autoevaluación institucional como vía para mejorar los centros educativos*. Borden: Madrid.

Gairín, J. (1998) "La evaluación del contexto de aprendizaje". En Medina, A et al. *Evaluación de los procesos y resultados del aprendizaje de los estudiantes*. Madrid: UNED.

Gairín, J, (2002) "La evaluación de centros educativos". En Castillo, S. (Coord), *Compromisos de la evaluación educativa*. Madrid: Prentice Hall.



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- Lorenzo Delgado, M. (1997). *La organización y gestión del Centro educativo: análisis de casos prácticos*. Madrid: Universitas
- Lujan, J. y Puente, J. (1996). *Evaluación de centros docentes*. El Plan EVA. Madrid: Secretaría de Estado de Educación,.
- Maldonado, R. (2007). *Relevancia y pertinencia en educación*. Madrid: Huellas digitales
- Manes, J. M. (2004). *Gestión estratégica para instituciones educativas* Madrid: Ed. Granica,
- Martín Rodríguez, E. (2021). *Evaluación de centros y profesores*. UNED
- Martínez, C. y Riopérez, N. (2005). El modelo de excelencia en la EFQM y su aplicación para la mejora de la calidad de los centros educativos. *Educación XXI*, 8, 35-65.
- Mateo J. (1995). "Concepte i Tècniques d'avaluació educativa". En Curso de Directores de Enseñanza Primaria. Barcelona: Departament d'Ensenyament.
- Nevo, D. (1997). *Evaluación basada en el centro*. Bilbao: Ediciones Mensajero.
- Noriega, J. Y Muñoz, A. (1996). *Indicadores de evaluación del centro docente*. Madrid: Escuela Española,.
- Niven, P. (2003). *El cuadro de mando integral*. Barcelona: Gestión 2000
- Pérez Juste, R. (2005). Calidad de la educación, calidad en la educación. Hacia su necesaria integración. *Educación XXI*, 8, 11-33
- Santos Guerra, M.A. (1993). *Estrategias para la evaluación interna de centros educativos. Curso de formación para equipos directivos*. Madrid: Subdirección General de Formación del Profesorado, M.E.C.,
- Schargel, F.P. (1997). *Cómo transformar la educación a través de la gestión de la calidad total*. Madrid: Díaz de Santos.
- Sevillano García, M. L. (2004). *Estrategias innovadoras para una enseñanza de calidad*. Madrid: Pearson Educación.
- Toro, M. y López, R. (1995). La participación y la evaluación en la gestión de los centros educativos. *Forum Europeo de Administradores de la Educación de Andalucía*, Granada



Addendum to the Course Guide of the Subject Models of Quality Management

Master's Degree in Educational School Management

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.



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Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒

Microsoft Teams

☐

Blackboard Collaborate Ultra

☐

Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Blackboard Collaborate Ultra

☐

Kaltura



Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.



Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.



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