

Degree	Type	Year	Semester
2500261 Education Studies	OT	4	0

## Contact

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## Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

## Prerequisites

Having passed the subject "Organizational Development in Educational Institutions" is recommended before enrolling this course.

## Objectives and Contextualisation

This is an optional subject that is included in the specialty "Management of Training and Social-educational Institutions ". The objective is to approach the student to the concept of quality and to certification models of quality that are currently the most applied.

## Skills

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Foster improvement process on the basis of the results of research or needs assessment processes.

## Learning outcomes

1. Develop the process of applying ISO and EFQM standards.
2. Discriminate publicly disclosed information from confidential information
3. Understand the ISO and EFQM models.

## Content

- General features of quality systems
- Scientific -technological approaches that endorse all different external processes of assessment.
- Advantages and disadvantages of scientific-technological approaches
- ISO and EFQM quality models

## Methodology

The main actor in the teaching-learning process is the student, and it is under this logic that the methodology of the subject has been planned, as it is shown in the following table.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Participative oral presentations on the part of teachers, activities related to the theoretical parts, advising during the development of the case study	45	1.8	3, 2
<b>Type: Supervised</b>			
Monitoring the case study proposed	25	1	3, 1, 2
Tutoring and monitoring students	5	0.2	3, 1, 2
<b>Type: Autonomous</b>			
Developing a case study.	50	2	3, 1, 2
Expanding the theoretical part of lectures given in class	25	1	3, 1, 2

## Evaluation

The evaluation of this subject will be developed along the academic course through the activities explained in the table above. The attendance in the on-site classes is compulsory. Student who don't attend a minimum of 75% of these activities will not passed the course and they will be considered as "absent".

To compute the final grade, we will average out the three evaluation activities. The study case is an activity developed in a group of three, but their monitoring is individual. In order to passed the course, students must get a mark higher than 4 in each of the activities, and they must average out higher than 5.

When evaluation activities have finished, students might have a second chance examination of the activities marked less than 4. Also, they could have a second chance examination of the activities that even though they get a 4, it wasn't enough to get an average of 5 in the overall assessment.

The grades of each evaluation activities will be published in the virtual platform "Campus Virtual" within the 8 following days of their delivery. Students who want to review the mark should ask for it within the following 10 days of their publication, during the tutoring hours that teachers have established for this subject, which are settled in their program.

To pass this course, students must show a good oral and written communicative competency, and good command of Catalan language.

Plagiarism and copy are intellectual theft and, thus, it is a criminal offence that will be sanctioned with failing the complete subject. (see the UAB's documents about plagiarism [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html))

## Evaluation activities

Title	Weighting	Hours	ECTS	outcomes
Group work (Group of three). Presentation of the initial approach of the study case	30%	0	0	3, 1, 2
Group work (Group of three). Study case resolution	30%	0	0	3, 1, 2
Individual monitoring	40%	0	0	3, 1, 2

## Bibliography

AA.VV. (2008). Calidad e innovación docente en el marco de la convergencia europea. Madrid: Dykinson

ARÓSTEGUI, J.L. y MARTÍNEZ RODRÍGUEZ, J.B. (coords.) (2008). Globalización, posmodernidad y educación: la calidad como coartada neoliberal. Madrid: Akal

ARRANZ VAL, P. (2004). Los sistemas de garantía de calidad en la educación superior en España: propuesta de un modelo de acreditación para las titulaciones de grado en empresas. Burgos: Universidad de Burgos

GAIRÍN, J. y CASAS, M. (2008). La calidad en educación. Madrid: Walters Kluwer

GONZÁLEZ RAMIREZ, T. (coord.) (2000). Evaluación y gestión de la calidad educativa. Un enfoque metodológico. Archidona (Málaga): Aljibe

LÓPEZ CAMPS, J. (2005). Planificar la formación con calidad. Madrid: Walters Kluwer

MULA, A. (et. al.) (2004). La calidad como reto en los centros de enseñanza superior: las normas ISO 9000 y el modelo EFQM. San Vicente (Alicante): Club Universitario