UAB
Universitat Autònoma de Barcelona

Design, Monitoring and Evaluation of Plans and Programmes

Code: 101653
ECTS Credits: 12

2025/2026

Degree	Type	Year
Social Education	OB	2
Education Studies	OB	2

Contact

Name: Oscar Mas Torello

Email: oscar.mas@uab.cat

Teachers

Oscar Mas Torello

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

In order to course this subject we recommend to have previously taken the "El procés ensenyament-aprenentatge" (The teaching-learning process) subject.

Objectives and Contextualisation

- Analyse the concepts related to the Planning elaboration process and formative programme.
- Analyse the educational design models testing their positive and negative aspects. Identify the elements or components that intervene in the Planning process.
- Analyse the educational and formative needs with the purpose of design Planning and formative programme.
- Design planning, programmes, projects and activities to interfere with the educational and formative contexts.
- Analyse educational evaluation models that can be applied to diverse situations.
- Design distinctive evaluation processes (from the diagnostic evaluation to the impact evaluation).

Competences

Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.
- Develop processes to obtain, record, analyse and make decisions for educational action.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Use ICT to learn, communicate and collaborate in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

  Education Studies
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Design plans, programs, projects, activities and resources adapted to the education and training contexts, in the face-to-face and virtual forms.
- Diagnose people's development needs and possibilities to support the development of educational and training activities.
- Evaluate plans, programs, projects, activities and educational and training resources.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Make prospective and evaluation studies of the characteristics, needs and demands of training and education.
- Supervise education and training plans, programs, centres and professionals.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse a situation and identify points for improvement.
3. Analyse the impact of an assessment by verifying how needs have been met and specifying new educational demands.
4. Assess needs when founding training plans and programs.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Design plans and programs that are adapted to the educational and training contexts in face-to-face and virtual form.
7. Explain the explicit or implicit code of practice of one's own area of knowledge.
8. Form teams that are capable of carrying out activities effectively
9. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
10. Identify situations in which a change or improvement is needed.
11. Prepare a training assessment plan specifying all of its components (object, instruments, agents, moments).
12. Produce evaluation reports.
13. Produce monitoring reports.
14. Propose new experience-based methods or alternative solutions.
15. Propose new methods or well-founded alternative solutions.
16. Using ICTs in designing, developing and drawing up practical work.
17. Using virtual platforms as a communication and management tool for directed and supervised activities.

Content

1.Curricular Design and Theory: theoretical and applied aspects.

-Conceptualisation and characteristics of the curricular design.

-Curricular and design components.

-Planning models and curricular design.

2.Planning elaboration and formative programme.

-Curricular concreteness and contextualization.

-Identify the educational and formative needs.

2.Planning and formative programme follow-up and evaluation.

-Evaluation planning and programme dimensions.

-Evaluation programme models.

- Design a distinctive evaluation of planning and programmes (evaluation of needs until impact evaluation).

-Evaluation strategies, methods, techniques and tools.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face to Face Seminars	30	1.2	5, 3, 2, 8, 4, 6, 11, 12, 13, 7, 10, 14, 17, 16
Whole group, on-line	60	2.4	5, 3, 1, 4, 6, 11, 12, 13, 7, 10
Type: Supervised			
Collective evaluation and hand in via Virtual Platform, the 3 practical tasks	60	2.4	13, 17
Type: Autonomous			
Reading the dossier: didactical units, study and preparation for the exam evaluations	150	6	5, 3, 4, 6, 11, 12, 13, 10, 17, 16

The methodology of the subject begins with the learning process of the Student. In order to understand this principle, the Student will have to remain active and self-sufficient during the whole process, being the professor's mission to be helpful with this task. In this sense the professor's tasks will be:

1) To give support to the Student providing him at all time with all the information and the resources needed for a good learning process.

2) To assure the autonomous Student knowledge proposing different teaching-learning activities (individuals and collective, theoretical and practical) under the principle of methodical varieties.

Priority will be given to project-based learning methodologies, case studies, flipped classroom, and cooperative work techniques (puzzle).

Throughout the course, case studies that connect education/training and gender will be proposed, as far as possible, in order to address the gender perspective in the context of pedagogy and social education

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Presentation of group achievements, classroom activities, reflective activities on ad hoc material, etc. (group and/or individual)	10%	0	0	5, 8, 13, 14, 17, 16
Submission of 3 projects/practical exams: block 1, block 2 and block 3 (group assessment)	39% (13%+13%+13%)	0	0	5, 3, 1, 2, 9, 8, 4, 6, 11, 12, 13, 7, 10, 14, 15, 17, 16
3 written exams: block 1, block 2 and block 3 (individual assessment)	51% (17%+17%+17%)	0	0	3, 2, 4, 6, 11, 12, 13, 10, 14

CONTINUOUS ASSESSMENT

Students must submit three types of evidence:

• 3 group projects/practical exams (1 from the first block, 1 from the second block, and 1 from the third block).

• 3 individual written exams (1 from the first block, 1 from the second block, and 1 from the third block).

• High-quality presentation of group achievements, group and/or individual classroom activities, reflective activities on ad hoc material, etc. (throughout the course).

The projects/practical exams have a formative purpose from an assessment perspective, as they can be reviewed/retaken by the group based on the assignment submitted.

The theoretical exams for each of the content blocks have a summative purpose and should be an individual synthesis of the study, the implementation, discussion, and reflection on the group work, etc. Due to their nature, a exam that is failed can be retaken.

The presentation of group achievements, group and/or individual classroom activities, reflective activities on ad-hoc material, etc., are NOT recoverable by their nature.

Completion and passing of the three group practical projects/exams (and their presentations) and the three individual written tests are essential to pass the course. If students do not present any of these documents/exams, the course will be considered "non-assessable."

Please note that feedback and return of tests and assessment activities will be provided within a maximum of 20 business days.

The first practical project/exam will be submitted at the end of Block 1, and the first individual test will be held on November 19, 2025 for the Pedagogy degree and November 11, 2025 for the Social Education degree.

The second practical project will be submitted at the end of Block 2, and the second individual exam will be held on March 4, 2026 for the Pedagogy degree and on March 3, 2026 for the Social Education degree.

The third practical project will be submitted at the end of Block 3, and the third individual exam will be held on May 20, 2026 for the Pedagogy degree and on May 19, 2026 for the Social Education degree.

The practical projects and make-up exams for Blocks I, II, and III will be held/submitted on June 17, 2026 for the Pedagogy degree and on June 16, 2026 for the Social Education degree.

Involvement, initiative, and autonomy in the completion of the various activities will be assessed. Similarly, to pass this course, students must demonstrate good general communicative skills, both orally and in writing, and a good command of the language(s) of instruction listed in the course guide. Therefore, in all activities (individual and group), linguistic accuracy, writing, and formal presentation will be taken into account. Students must be able to express themselves fluently and accurately and demonstrate a high level of comprehension of academic texts. An activity may be returned (not assessed) or failed if the instructor considers that it does not meet these requirements.

In all cases where plagiarism is evident, the course will be considered failed.

In this course, the use of artificial intelligence (AI) technologies is not permitted in any phase. Any work that includes fragments, elements, etc. generated using AI will be considered a breach of academic honesty, and the course will be considered failed for all purposes.

SINGLE ASSESSMENT

Students must complete and submit three types of indivodual evidence:

• An individual written exam in person in the classroom (blocks 1, 2, and 3) on May 20, 2026 for the Bachelor's Degree in Pedagogy and on May 19, 2026 for the Bachelor's Degree in Social Education (51% of the grade).

• Completion (on time, and in the correct manner) and submission via Moodle and/or paper of 3 individual projects/practicalexams (and their multimedia presentations) on May 20, 2026 for the Bachelor's Degree in Pedagogy and on May 19, 2026 for the Bachelor's Degree in Social Education (39% of the grade).

• Completion (quality, on time, and in the correct manner) and submission via Moodle and/or paper of a individual portfolio that integrates ALL classroom activities, contributions/presentations from activities, reflective activities on ad hoc material, etc. on May 20, 2026 for the Bachelor's Degree in Pedagogy and on May 19, 2026.

Completion and passing of the three practical projects/exams (and their multimedia presentations) and the three written exams are essential to pass the course. If students do not present any of these documents/exams, the course will be considered "non-assessable."

The same retake process will be applied as for continuous assessment.

The retake of the written exam and the submission of the three practical projects/exam will take place on the same day as the retake of the continuous-formative assessment students: June 17, 2026 for the Pedagogy degree and June 16, 2026 for the Social Education degree.

The portfolio, which includes ALL classroom activities, contributions/presentations from activities, reflective activities on ad hoc material, etc., is NOT retakeable due to its nature.

The review of the final grade follows the same procedure as for continuous assessment.

Involvement, initiative, and autonomy in the completion of the various activities will be assessed. Similarly, to pass this course, students must demonstrate good general communicative skills, both orally and in writing, and a good command of the language(s) of instruction listed in the course guide. Therefore, in all activities (individual and group), linguistic accuracy, writing, and formal presentation will be taken into account. Students must be able to express themselves fluently and accurately and demonstrate a high level of comprehension of academictexts. An activity may be returned (not assessed) or failed if the instructor considers that it does not meet these requirements.

In all situations where plagiarism is evident, the course will be considered failed for all purposes.

In this course, the use of artificial intelligence (AI) technologies is not permitted. Any work that includes AI-generated fragments, elements, etc. will be considered a breach of academic honesty, and the course will be considered failed for all purposes.

ASSESSMENT WITH A FINAL SUMMARY EXAM. This course does not consider this possibility.

Bibliography

Cabrera F. (2000). *Evaluación de la formación.* Síntesis.

Gairín, J. (2010). La evaluación del impacto en programas de formación. *REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, 8 (5), 19-43.* https://doi.org/10.15366/reice2010.8.5.001

Gijón, J. (coord.) (2016). *Formación por competencias y competencias para la formación. Perspectivas desde la investigación.* Síntesis.

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Tejada, J. (2005). *Didáctica-Currículum. Diseño, desarrollo y evaluación curricular.* Davinci.

Sepúlveda, F. & Rajadell, N. (Coords.) (2002). *Didáctica general para psicopedagogos.* UNED.

Software

No software required

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	annual	morning-mixed
(SEM) Seminars	112	Catalan	annual	morning-mixed
(SEM) Seminars	211	Catalan	annual	morning-mixed
(SEM) Seminars	212	Catalan	annual	morning-mixed
(TE) Theory	1	Catalan	annual	morning-mixed
(TE) Theory	2	Catalan	annual	morning-mixed