

Degree programme	Type	Course
Education Studies	OP	4

Contact lecturer

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Prerequisites

It is recommended to have passed other subjects related to assessment (*Design, Monitoring and Evaluation of Plans and Programs*) and (*Organizational Development of Educational Institutions*).

Group languages

You can consult this information at the [end](#) of the document.

Objectives

It is a 4th year subject that intends to complete the training of professionals to act in two big fields in a complementary way: training in organizations and directing and leading educational institutions.

For that matter, it answers the general objectives established in the profile of Pedagogy Bachelor's Degree, which are: assessing institutions, fostering development in organizations, managing resources and staff, applying strategic plans, designing and developing training activities.

It draws from the educational basis studied in previous years, and it has as references contents related to *Education and Educational Contexts*, *The Organization and Groups*, *Design, Monitoring and Evaluation of Plans and Programs*, *Organizational Development of Educational Institutions*, *Educational Innovation*.

Likewise, it is important to consider that this subject will be complemented with two other optional courses, which are: *International Quality Models* and *Educational Supervision and Inspection*.

Its general objectives are:

1. Thinking about concepts related to assessment of institutions and teachers.
2. Analyzing models of evaluation of institutions and teachers.
3. Identifying elements and parts that intervene in the assessment process.
4. Designing processes of differential evaluation (assessment of institutions and assessment of teachers)

Learning outcomes

1. Selecting and applying models, strategies and instruments of institutional evaluation.
2. Identifying areas of analysis in institutional evaluation.
3. Identifying areas of analysis in the evaluation of institutional projects and programmes.

4. Selecting and applying models, strategies and instruments for evaluating institutional programmes and projects.
5. Identifying areas of analysis in the evaluation of the teaching staff.
6. Selecting and applying models, strategies and instruments for evaluating the teaching staff.
7. Design plans for the evaluation of institutions and teachers.
8. Providing information on plans for assessing the institution and the teaching staff.
9. Apply the principles of professional ethics to the definition and development of proposals for evaluation.
10. Apply the principles of organizational ethics to the delimitation and development of proposals for evaluation.
11. Identify situations in which a change or improvement is needed.
12. Analyse a situation and identify its points for improvement.
13. Propose ways to evaluate projects and actions for improving sustainability.
14. Explain the explicit or implicit code of practice of one's own area of knowledge.
15. Critically analyse the principles, values and procedures that govern the exercise of the profession.
16. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
17. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
18. Communicate using language that is not sexist or discriminatory.

Contents

1.- Evaluation of centres

- Conceptualization and general features of institutional evaluation
- Evaluating to change and improve.
- Models for evaluating educational institutions
- Strategies and tools for institutional evaluation
- Issues and alternatives in institutional evaluation

2.- Evaluation of teachers

- Conceptualization and general features of teachers' evaluation
- Models for evaluating teachers

- Strategies and tools for teachers' evaluation
- Issues and alternatives in teachers' evaluation

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
On-site Seminars	30	1.2	1, 2, 3, 4, 9, 10
Practical exercise developed in groups and delivery through the virtual platform.	32.5	1.3	1, 2, 3, 4, 9, 10
On-site, big group (lectures)	12.5	0.5	1, 2, 3, 4, 9, 10
Dossier reading- teaching units, study and preparation of evaluation tests, development of practical exercises.	75	3	1, 2, 3, 4

The methodological approach of this subject centers the main activity in the students' learning process. In order to achieve this principle, students must be active and autonomous during the process, with the teacher's purpose of helping them in this task. In this regard, the teacher will 1) give support to students all the time giving them information and resources that they need to achieve learning, 2) look out for the students' autonomous learning, proposing them different teaching-learning activities (individual and group activities, theoretical and practical activities) under the principle of methodological multivariety.

In this approach, this subject is structured, in its design and development, in two kinds of teaching-learning activities, which we detailed and concretized in the following table:

- On-site, big group (lectures). This classes help to present contents and participate actively in their development at the same time. Despite being a type of activity where the spotlight is on the teacher, it is necessary to foster students' active participation, especially sharing their achieved (or in process to achieve) learning. At that moment, for example, it is when the practicalactivities are presented, which are part of the subject and will be developed individually or in groups.
- Seminars (small groups-workshops). This classes help to work in small groups to reinforce individual work and small group work (5 people approx.). At the same time, it is an adequate space to discuss and, without forgetting the whole group, customize learning through analysing documents, solving cases or varied activities. Here it is where we go deeper into contents and topics worked in big group.

Large group classroom activities should allow students to actively participate in the construction of professional knowledge. Although the spotlight falls mainly on the lecturer, it is important to encourage the students' active participation, not only in large group sessions, but also in working group sessions so as to resolve situations and / or specific problems that may arise in order to encourage the training of students.

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
project to evaluate a group school	20%	0	0	1, 2, 3, 4, 7, 11, 12, 13, 14, 15, 16, 17
1 theoretical-practical tests (individual assessment)	50%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Presentation of group achievement	20%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 15, 16, 17
Attendance, participation and involvement in big group classes (individual and group activities).	10%	0	0	2, 5, 9, 10, 11, 15, 17, 18

For the evaluation of the subject, we consider that there are three key moments: initial evaluation, continuous evaluation and final evaluation.

- The *initial evaluation* helps us to know the entry level of students regarding their knowledge about the subject and experience in group work, self-directed work, etc., with the purpose of adapting the program to their features.
- The *continuous evaluation* helps us to verify the level of learning achievements in order to respond to diversity and students' particularities, as well as making decisions about the pace of the program's development.
- The *final evaluation* helps us to verify the level of the learning achieved, taking into account the objectives and competences of the program, considering the adaptations that we have might introduced.

With these basic principles, we have that the student must submit three types of evidence: 2 practical tests of a group nature (1 from the first block (November 11, 2026), 1 from the second block (December 16, 2026), 1 theoretical test -Individual practice and an evaluation project of a center, of a group nature (December 16, 2026).

The individual theoretical-practical test will take place one week after finishing the two content blocks (January 13, 2027). The recovery will be done on January 20, 2027. In order to recover the theoretical-practical tests, it is necessary to have obtained a score of no less than 3.5.

The practices have a training purpose from the point of view of their evaluation, since they can be reviewed by the training group and depending on the task delivered. This review will be done in the seminars that are considered presenting the results of the group work to the rest of the classmates.

The evaluation project of an educational center has a summative purpose and must be a synthesis of the realization, discussion and reflection of the group work. Due to its nature, when a test is failed it can be recovered at the end of the course (January 20, 2027)

Completion of all practical and theoretical-practical tests is essential to pass the course. In the event that there are theoretical-practical or practical tests pending, they can be taken and/or delivered until December 16, 2026. In no case can it be recovered when no theoretical/practical test has been passed throughout the year. semester.

Feedback of every evaluation activity will be given in two weeks after their submission.

Attendance is compulsory. The supporting documents only serve to explain the absence, in no case do they exempt from attendance. Students who do not pass any of the written tests will have the possibility of recovery on the indicated date

The marks obtained in each of the evaluating activities will be delivered to the students by publishing results in Moodle or in the classroom. Once the grades have been delivered, the students will be able to review the grade in the hours that the teachers have for tutoring.

Attendance is mandatory. In no case can it be less than 80% of the sessions. The vouchers only serve to explain the absence; they are not an exemption for the attendance.

In the event that the student does not appear for the final individual written theoretical-practical test, neither submit the Evaluation Project of an educational center, it will be considered that he or she does not provide sufficient evidence for the evaluation, and the subject will be qualified as non-evaluable, as established in point 9 of article 266 of the UAB Academic Regulations. https://www.uab.cat/doc/oci_normativa_academica_enllac

Linguistic correction, writing and formal presentation aspects will be taken into account in all activities. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if teachers consider that it does not meet these requirements.

Copying or plagiarism, both in the case of work and in the case of exams, constitute a crime that may represent failing the subject:

- A work, activity or exam will be considered to be "copied" when it reproduces all or part of another person's work.
- A work or activity will be considered "plagiarized" when a part of a text by an author is presented as its own without citing the sources, regardless of whether the original sources are on paper or in digital format (more info at: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0_1.html).

It is recommended to follow the APA regulations (2019, 7th version). See: https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

Single evaluation. The student must hand in and take the written test on January 13, 2027. The recovery will be done on January 20, 2027:

- 2 practical tests (1 from the first block, 1 from the second block), with a weight of 20%
- Design and presentation of an evaluation project for an educational center, with a weight of 30%
- Passing an individual theoretical-practical test, in order to accredit and guarantee the achievement of the learning objectives and results, with a weight of 50%

The same recovery system will be applied as for the continuous assessment (January 20, 2027). The review of the final grade follows the same procedure as for the continuous assessment.

Artificial Intelligence

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. Specific validations will be carried out to guarantee authorship and the acquisition of skills in the event of suspicion of academic fraud. The lack of transparency in the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or greater sanctions in serious cases.

From the 2nd registration onwards, students who repeat this subject can request at the beginning of the course to take only one final synthesis test.

For more information on the general evaluation criteria and guidelines of the Faculty of Education Sciences,

you can consult the

link:<https://www.uab.cat/web/estudiar/graus/informacio-academica/avaluacio/en-que-consisteix-l-avaluacio-1345>

Every individual situation that doesn't fit with this guide must be communicated to the teacher responsible, to offer if it's pertinent, complementary evaluation without forgetting the evaluation's philosophy presented in this guide.

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Web links:

AGÈNCIA PER LA QUALITAT DEL SISTEMA UNIVERSITARI DE CATALUNYA, que té referències a l'avaluació de les institucions (<http://www.aqu.cat/universitats/index.html>) i del professorat (<http://www.aqu.cat/professorat/index.html>)

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN: <http://www.aneca.es/>

Software

No specific software is used in this subject.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	4	Catalan	first semester	morning-mixed