

Postgraduate Certificate

Quality Models and Quality Assessment in Education





Postgraduate Certificate Quality Models and Quality Assessment in Education

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-certificate/quality-models-quality-assessment-education

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01

Introduction

Quality assessment in educational institutions is a means to verify the work is being done correctly, and to improve in those areas where there may be deficiencies, following the most effective quality models. This program offers students updated and 100% online education that will help them succeed as educators.





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Do not miss the opportunity to take this Postgraduate Certificate with us; you will notice you are better equipped to assist your students”

The main goals of this Postgraduate Certificate in Quality Models and Quality Assessment in Education are to promote and strengthen the competencies and capabilities of university professors by incorporating the most current teaching tools in higher education. Professors will be able to transmit to their students the motivation required to continue with their studies, always from a commitment to educational quality.

Throughout the course, they will review the fundamental knowledge of education and teaching to learn the best way to guide and orient students on a daily basis.

This training stands out for its order and distribution of theoretical material, guided practical examples in all its modules, and motivational and explanatory videos. This content will enable our students to conduct a simple and clear study of the education offered in higher education institutions, with special emphasis on quality models.

They will be explained the main methodologies used to ensure educational quality based on the main teaching techniques and tools to improve student learning, regardless of the field of action, since higher education students are the most interested in continuing their education.

All this without neglecting the knowledge of the skills professors must acquire to offer quality education to their students, putting into practice the most accurate innovation tools in each case.

Moreover, as it is an online program, our students will be able to choose where and when to take on the course load, which will allow them to balance their studies with their work and family life.

This **Postgraduate Certificate in Quality Models and Quality Assessment in Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical cases presented by experts in higher education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest news on quality models and quality assessment in education
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ A particular focus on innovative methodologies in quality models and assessment in education
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an internet connection



Add to your skills with this Postgraduate Certificate in Quality Models and Quality Assessment in Education. You will improve your skills, give your CV a competitive edge and increase the quality of your lessons and delivery”

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This Postgraduate Certificate is the best investment you can make in selecting a refresher program to update your knowledge of Quality Models and Quality Assessment in Education”

The teaching staff includes higher education professionals who contribute their work experience to this training, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the Postgraduate Certificate. To that end, they will be assisted by an innovative, interactive video system developed by recognized and extensively experienced experts in quality models and quality assessment in education.

If you want to train with the best teaching methodology and multimedia, this is your best option.

This Postgraduate Certificate is 100% online, which will allow you to balance your professional life with your private life, while expanding your knowledge in the field.



02

Objectives

This Postgraduate Certificate in Quality Models and Quality Assessment in Education is oriented to facilitate professional performance based on the latest advances and newest treatments in higher education.





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Our goal is to achieve academic excellence and we will help you achieve it too”



General objectives

- ♦ Encourage skills and competences in university professors
- ♦ Understand the most up-to-date tools to work as a professor in higher education
- ♦ Learn how to motivate students to take interest in continuing their studies and pursuing academic/scientific research
- ♦ Update on the changes taking place in higher education





Specific objectives

- ♦ Learn to improve your knowledge of the internal operations of an institution and the teaching-learning processes it employs
- ♦ Learn to collect information on whether they are achieving their learning objectives or not
- ♦ Know how to introduce timely measures to improve student performance and prevent underachievement and school failure



Seize the opportunity and take the step to get up to date on the latest developments in Quality Models and Quality Assessment in Education”

03

Course Management

The program includes in its teaching staff reference experts in University Teaching, who pour into this program the experience of their work. Additionally, other recognized experts have participated in its design and preparation, complementing the program in an interdisciplinary manner.



ACETONE

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Learn about the latest advances in Quality Models and Quality Assessment in Education from leading experts in the field"

Management



Ms. Jiménez Romero, Yolanda

- ◆ Psychopedagogue and Primary School Teacher with a major in English
- ◆ Director of the University Teaching and Educational Coaching programs at TECH Technological University
- ◆ Co-director of the programs in Language Didactics in Infant and Primary School, Language and Literature Didactics in Secondary and High School, Bilingual Didactics in Secondary and High School and Bilingual Didactics in Infant and Primary School at TECH Technological University
- ◆ Co-director and Professor of the Neurosciences Program at TECH Technological University
- ◆ Co-director of the programs in Emotional Intelligence and Vocational and Professional Guidance at TECH Technological University
- ◆ Lecturer of the Visual Skills and Academic Achievement program at TECH Technological University
- ◆ Teacher in the High Abilities and Inclusive Education program
- ◆ Educational psychologist
- ◆ Master's Degree in Neuropsychology of High Abilities
- ◆ Master's Degree in Emotional Intelligence
- ◆ Neurolinguistic Programming Practitioner



Professors

Ms. Álvarez Medina, Nazaret

- ♦ Degree in Educational Psychology Oberta University, Catalunya
- ♦ Degree in Elementary School Education with a Major in the English Language Camilo José Cela University
- ♦ Official Professional Master's Degree on Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language La Laguna University
- ♦ Degree in Educational and Executive Coaching from the Complutense University of Madrid
- ♦ Educational counselor, official in the body of secondary education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations

Mr. Gutiérrez Barroso, César

- ♦ Studying a PhD in History National University for Distance Learning (UNED) November 2018
- ♦ Degree in History (Castilla La Mancha University) 2001-2006
- ♦ Master's Degree in Multiple Intelligences for Secondary School (Alcalá de Henares University)
- ♦ Master's Degree in Museology Study Techniques Center (Madrid) 2007
- ♦ Middle School and High School Teacher at Liceo San Pablo School in Leganés Geography and History Teacher of 6th and 8th Grade and Senior year of High School (9/11/2018-11/09/2019)

Mr. Manzano García, Laureano

- ♦ Degree in Psychology from Autonomous University of Madrid, 1996
- ♦ Degree in Special Education from ESCUNI Madrid 2002
- ♦ Competitive examinations tutor in face-to-face and online classes, as well as distance tutoring for the specialist subjects of Special Education (teachers) and Educational Guidance (high school) Since 2002.
- ♦ Teacher at Victoria Middle School and High School, Kent Since 2012

Mr. Pattier Bocos, Daniel

- ♦ PhD in Education Complutense University of Madrid. 2017- present
- ♦ Degree in Elementary Education Teaching Complutense University of Madrid. 2010-2014
- ♦ Master's Degree in Research and Innovation in Education UNED. 2014-2016
- ♦ University Professor in Didactics and Curricular Innovation (bilingual in English) Complutense University of Madrid
- ♦ Creator of university materials and content UNIR, CEU Cardenal Herrera University
- ♦ Trainee University Lecturer Researcher in Education Complutense University of Madrid
- ♦ Finalist for the Best Teacher Prize in Spain, 2018

Mr. Fernández Cebrián, José María

- ♦ Degree in Teaching Complutense University of Madrid (2017-2010)
- ♦ Master's Degree in Education Center Management Antonio de Nebrija University (2012)
- ♦ Online Master's Degree in Secondary Teacher Training. Cardenal Herrera University (2018-2019)
- ♦ Online Trainer in Education Center Management CIESE-Comillas Foundation Since June 2019





Dr. Valero Moreno, Juan José

- ♦ Agricultural Engineer School of Agricultural Engineering Castilla - La Mancha University Albacete, 2000
- ♦ Master's Degree in Management of Occupational Risk Prevention, Excellence, Environment and Corporate Responsibility ESEA- Camilo Jose Cela University, 2014 Seville
- ♦ Master's Degree in Research and Innovation in Education Speciality: Quality and Equity in Education (100 ETCS) UNED. Madrid, 2014
- ♦ Master's Degree in Occupational Risk Prevention UNIR Online University, 2011

Mr. Visconti Ibarra, Martin Edgardo

- ♦ PhD in Education and Behavioral Sciences Vigo University Since 2015
- ♦ Degree in Elementary Education Teaching Faculty of Social Sciences, Education and Sports of Pontevedra (2009-2014)
- ♦ Master's Degree in Learning and Cognitive Processes Faculty of Social Sciences, Education and History of Ourense (2014-2015)
- ♦ Master's Degree in Education Center Management Cardenal Herrera University (Since May 2019)
- ♦ Director of European Bilingual Academy School (El Salvador) Since 2018

04

Structure and Content

The content has been designed and structured by the best professionals in university teaching, who have extensive experience and recognized prestige in the profession, backed by the volume of cases reviewed, studied, and diagnosed, and who also have extensive knowledge of new technologies applied to teaching.



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We have the most complete and up-to-date academic program in the market. Don't hesitate and join our student community!"

Module 1. Quality Models and Quality Assessment in Education

- 1.1. Nature and Evolution of the Concept of Quality
 - 1.1.1. Conceptual Introduction
 - 1.1.2. Dimensions of the Concept of Quality
 - 1.1.3. Evolution of the Concept of Quality
 - 1.1.3.1. Initial Stages
 - 1.1.3.2. Industrial Revolution
 - 1.1.3.3. Movement for Quality
 - 1.1.4. Basic Principles of Quality
 - 1.1.5. Total Quality and Excellence
 - 1.1.6. Concept of Quality Management
 - 1.1.7. Focus of Quality Management: Classification and Basic Characteristics
- 1.2. Quality in Education: Dimensions and Components
 - 1.2.1. Analysis of the Term Quality in Education
 - 1.2.2. Quality Assessment
 - 1.2.3. Dimensions and Components of a Quality Plan in Education
 - 1.2.3.1. Context
 - 1.2.3.2. Educational Concept
 - 1.2.3.3. Methods
 - 1.2.3.4. Results
 - 1.2.4. Quality Models Used to Appraise Organizations
 - 1.2.4.1. The Malcolm Baldrige Model
 - 1.2.4.2. The Excellence Model of the European Foundation for Quality Management
 - 1.2.4.3. The Ibero-American Model for Excellence Management
 - 1.2.4.4. Comparison between Excellence Models and ISO 9000 Standards
 - 1.2.4.5. Systemic Nature of the Principles and Practices of Total Quality Management (TQM)
 - 1.2.6. TQM Process: Adoption Grade
- 1.3. Design and Development of Educational Processes
 - 1.3.1. Educational Nature of the Objectives
 - 1.3.2. Validation and Process Changes
 - 1.3.3. Processes Where Stakeholders Are Involved
 - 1.3.4. Management Responsibility
 - 1.3.5. Promoting Participation
 - 1.3.6. Systemic Assessment as a Base for Continued Improvement
- 1.4. Measurement, Analysis and Improvement
 - 1.4.1. General Guidelines
 - 1.4.2. Monitoring and Measurement
 - 1.4.3. Data Analysis
 - 1.4.4. Continuing Improvement
 - 1.4.5. Classic Management and Quality Control Tools
 - 1.4.5.1. Data Collection Sheets
 - 1.4.5.2. Histogram
 - 1.4.5.3. Pareto Chart
 - 1.4.5.4. Fishbone / Ishikawa Diagram
 - 1.4.5.6. Correlation Diagram
 - 1.4.5.7. Control Charts
 - 1.4.6. New Management and Quality Control Tools
 - 1.4.6.1. Affinity Diagram
 - 1.4.6.2. Entity Relationship Diagram
 - 1.4.6.2. Tree Diagram
 - 1.4.7. Other Tools
 - 1.4.7.1. Modal and Failure Analysis
 - 1.4.7.2. Experiment Design
 - 1.4.7.3. Flow Chart
- 1.5. Quality Management Systems: ISO 9000 Standards
 - 1.5.1. Normative Standards in Quality Management
 - 1.5.2. The Familiar ISO 9000 Standards
 - 1.5.3. Structure of Quality Management Systems according to ISO 9001 Standards
 - 1.5.4. The Process of Implementation and Certification of Quality Management Systems

- 1.5.4.1. Management's Decision and Commitment
- 1.5.4.2. Planning and Organizing Projects
- 1.5.4.3. Preliminary Self-Diagnosis
- 1.5.4.4. Information, Awareness and Training
- 1.5.4.5. Preparing Documentation
- 1.5.4.6. Implementation
- 1.5.4.7. Monitoring and Improving Systems
- 1.5.4.8. Key Factors in the Process
- 1.5.5. Work Organization to Achieve Certification
- 1.5.6. Certificate Retention and Periodic Audits
- 1.6. EFQM Excellence Model - European Model of Excellence and Quality
 - 1.6.1. The Model and the European Quality Award
 - 1.6.2. Fundamental Concepts
 - 1.6.3. Structure and Criteria
 - 1.6.4. Assessing Processes: RADAR Logic
 - 1.6.5. Framework and Benefits
- 1.7 Ibero-American Foundation for Quality Management (FUNDIBEQ) Model of Excellence
 - 1.7.1. The Model and the Ibero-American Award for Quality
 - 1.7.2. Fundamental Concepts
 - 1.7.3. Structure and Criteria
 - 1.7.4. Assessment Processes
 - 1.7.5. Framework and Benefits
- 1.8. Application of Quality Management Models to University Tutoring
 - 1.8.1. Contextualization of Quality Management Models in University Tutoring
 - 1.8.2. Added Value for Recipients
 - 1.8.3. Sustainable Guidance
 - 1.8.4. Organizational Skills
 - 1.8.5. Management Agility
 - 1.8.6. Creativity and Innovation
 - 1.8.7. Leadership with Vision and Integrity
 - 1.8.8. Achieve Success Through Human Talent
 - 1.8.9. Maintain Outstanding Results
 - 1.8.10. Process Based Focus

- 1.9. Assessing Teaching Staff in University Quality Improvement Plans
 - 1.9.1. Contextualization of the Evaluation of University Teaching Staff
 - 1.9.2. Student Assessment of Teaching Staff
 - 1.9.3. Integrating Teaching Staff Assessment into Improvement Plans
 - 1.9.4. Questionnaires for the Evaluation of University Teaching Staff
 - 1.9.5. Enquiries and Disseminating Results
- 1.10. Self-Assessment Plans and Improvement
 - 1.10.1. Contextualization and Previous Considerations
 - 1.10.2. Designing and Developing Improvement Plans
 - 1.10.2.1. Building Improvement Teams
 - 1.10.2.2. Choosing Areas for Improvement
 - 1.10.2.3. Outlining Objectives
 - 1.10.2.4. Analyzing Areas for Improvement
 - 1.10.2.5. Executing and Monitoring of Plans
 - 1.10.2.6. Conclusions and Suggestions
 - 1.10.2.7. Monitoring and Accountability
 - 1.10.3. Development and Analysis of the Areas
 - 1.10.4. Elaborating Improvement Plan
 - 1.10.5. Drafting Reports



This training will be key to advance your career

05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method.

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then adapted in audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, students can watch them as many times as they want.



Interactive Summaries

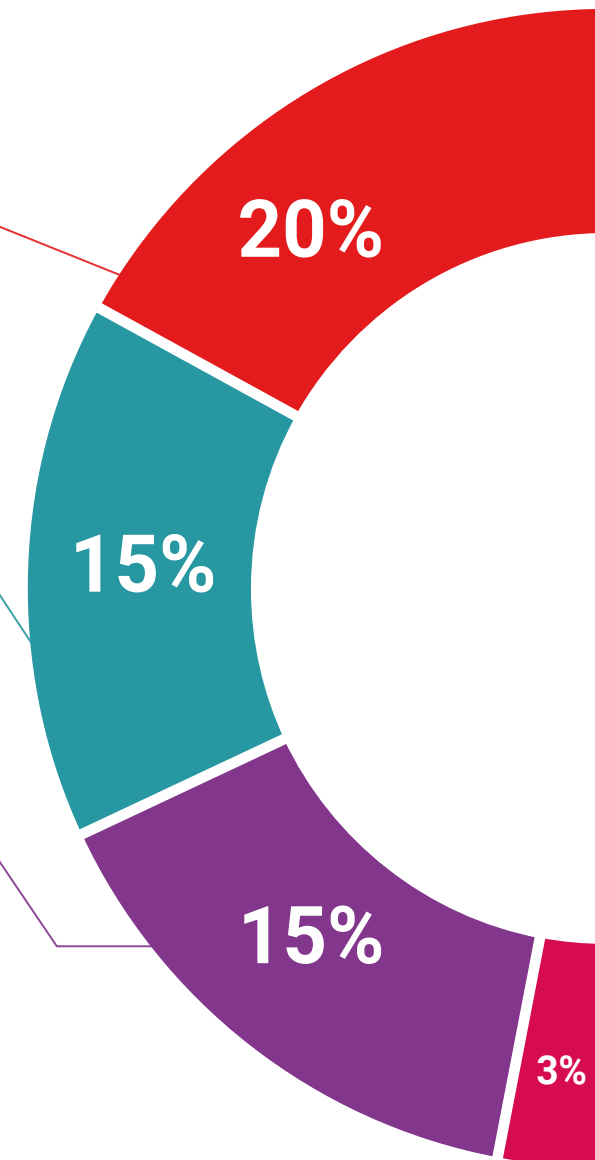
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

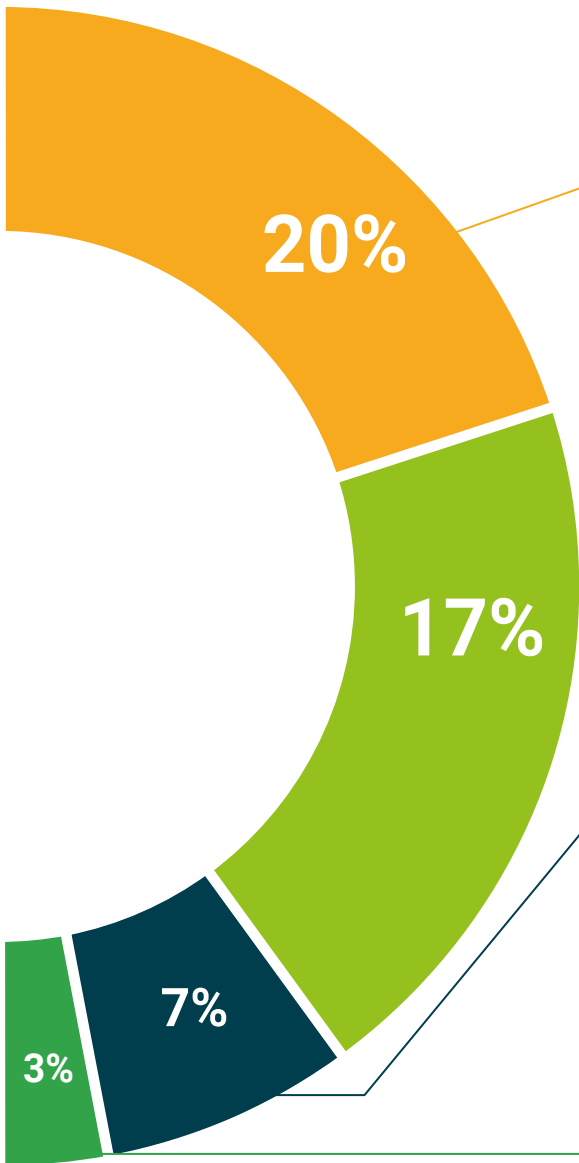
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Certificate in Quality Models and Quality Assessment in Education guarantees you, in addition to the most rigorous and updated training, access to a Postgraduate Certificate issued by TECH Technological University.



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*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

This **Postgraduate Certificate in Quality Models and Quality Assessment in Education** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Quality Models and Quality Assessment in Education**

Official N° of hours: **150 h.**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



Postgraduate Certificate Quality Models and Quality Assessment in Education

- » Modality: online
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- » Dedication: 16h/week
- » Schedule: at your own pace
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Postgraduate Certificate

Quality Models and Quality Assessment in Education

