**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

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| --- | --- |
| Course Code | ED 424 |
| Course Title | Quality Management in Schools |
| Resource Person(s) |  |
| Semester |  |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites |  |
| Counselling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research-oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description  |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’.  |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards.  |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

This course provides a comprehensive introduction to quality management principles and their application in educational settings. It explores the significance of quality management in enhancing the effectiveness and efficiency of schools, ensuring improved educational outcomes, and fostering continuous improvement.

Participants will examine foundational concepts of quality management, including Total Quality Management (TQM), Continuous Quality Improvement (CQI), and the Deming Cycle (Plan-Do-Check-Act). The course emphasizes the importance of stakeholder involvement, data-driven decision-making, and the creation of a culture of excellence within schools.

Through comparative analysis, the course highlights the applicability and challenges of implementing quality management systems in both developed and developing countries. In developed countries, examples such as the adoption of the ISO 9001 standard in Finnish schools illustrate the role of systematic processes in achieving high educational standards. Conversely, in developing countries, initiatives OECD quality frameworks to demonstrate how quality management can address infrastructural and pedagogical deficits, leading to significant improvements in student performance and operational efficiency.

Participants will engage in case studies and practical exercises to develop skills in designing and implementing quality management plans tailored to various educational contexts. By the end of the course, they will be equipped to lead quality improvement initiatives in their institutions, contribute to best practices , and foster environments where quality education thrives.

This course is ideal for educational administrators, practitioners, teachers, and anyone dedicated to enhancing the quality of education through systematic management practices.

**Course Learning Outcomes:**

Graduates will be able to:

1. explain key quality management principles such as Total Quality Management (TQM), Continuous Quality Improvement (CQI), and the Deming Cycle (Plan-Do-Check-Act), and discuss their relevance and application in educational settings. C2
2. critically analyze and compare quality management practices in schools from both developed and developing countries. C3
3. demonstrate the ability to design comprehensive quality management plans tailored to their own educational contexts, incorporating stakeholder involvement, data-driven decision-making, and continuous improvement processes. C2
4. assess the effectiveness of quality management systems in schools, identifying key success factors and potential challenges, and propose evidence-based recommendations for improvement. C6
5. develop leadership skills necessary to spearhead quality improvement initiatives within their institutions, fostering a culture of excellence and continuous improvement among staff and students. C5

**Teaching Methodology:**

The course will be taught using various techniques and modes including on-campus lectures, discussions, reading and writing assignments, presentations, group work, and research projects.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

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| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments  | 10% |
| Quizzes | 10% |
| Mid Term Exam | 20% |
| Attendance & Class Participation | 10% |
| Presentations  | 15% |
| Final Exam | 35% |
| Total | 100% |

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** |  **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | **Introduction*** One-to-one introduction
* Course Introduction,
* Discussion on Course Outline
* Setting up of Norms
* Dividing the class in Study Groups which will remain intact till the completion of the course
 | Outline |  |  |
| 2.  | **Introduction to Quality Management in Education*** Definition and importance of quality management in schools
* Overview of key quality management principles: TQM, CQI, and the Deming Cycle
* Historical development and evolution of quality management in education
 | Ch.1 | Assignment on History of Quality Management Movement in Education | 1 |
| 3. | **Quality Management Models and Frameworks (Session 3&4)*** Detailed exploration of TQM and its application in schools
* Introduction to Models and Frameworks
* The Deming Cycle (PDCA) and its implementation in school settings
 | Ch.2 | Class Activity -1 |  |

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| 4. | **Quality Management Models and Frameworks (Session 3&4)*** The Deming Cycle (PDCA) and its implementation in school settings
* ISO 9001 standards and their relevance to educational institutions
* ISO 21001:2018
 | Ch.2 | Class Activty-2 | 2 |
|  5. | **Global Perspectives on Quality Management Realism in education*** Case study: Implementation of ISO 9001 in Finnish schools
* Comparative analysis of quality management practices in developed and developing countries
* The context of Schools in Public and Private Schools in Pakistan

 | Ch 3 | Quiz-1 | 1 |
| 6 | **Stakeholder Involvement and Leadership in Quality Management*** The role of administrators, teachers, students, and parents in quality management
* Leadership strategies for fostering a culture of quality in schools
* Techniques for effective communication and collaboration among stakeholders
 | Ch 4 | Marked Discussion  | 4 |
| 7 | **Data-Driven Decision Making and Continuous Improvement*** Methods for collecting and analyzing educational data
* Using data to inform decision-making and drive improvements
* Continuous improvement processes and tools
 | Ch 5 | DemonstrationGroup Task | 1 |
| 8 | **Mid Exams** |  | Topics  |  |
| 9 | **Designing Quality Management Plans (Session 9&10)** * Components of an effective quality management plan
* Steps for developing and implementing quality management plans in schools
* Practical exercises: Designing a quality management plan for a hypothetical school
 | Ch.6 | Group Presentations | 2,3 |
| 10 | **Designing Quality Management Plans (Session 9&10)*** Components of an effective quality management plan
* Steps for developing and implementing quality management plans in schools
* Practical exercises: Designing a quality management plan for a hypothetical school
 | Ch.6 | Group Presentations | 3 |
| 11 | **Evaluation and Assessment of Quality Management Systems (Session 11&12)*** Techniques for evaluating the effectiveness of quality management systems
* Key performance indicators (KPIs) and metrics for assessing school quality
* Identifying and addressing challenges in quality management
 | Ch 7 | Quiz 3  | 3 |
| 12 | **Evaluation and Assessment of Quality Management Systems (Session 10&11)*** Techniques for evaluating the effectiveness of quality management systems
 | Ch 7 | Class Activity  |  |
| 13 | **Leading Quality Improvement Initiatives*** Building leadership skills for quality management
* Strategies for leading change and innovation in schools
 | Ch.8 | Case Study Presentation | 4 |
| 13 | **Students Presentation of Capstone Project** * Students will present on a comprehensive capstone project, applying the concepts and skills learned to design a quality management plan for their own educational context.
* Presentation and peer review of capstone projects.
 |  | **Project Presentations**  | **2** |
| 14 | **Future Trends and Innovations in Quality Management*** Emerging trends in quality management in education
* The role of technology and digital tools in quality management
* Future challenges and opportunities for quality management in schools
 | Ch 9 | **Class Activity** | 3 |
| 15 | **Course Review and Reflection*** Review of key concepts and learning outcomes
* Reflective discussions on the application of quality management in students' professional contexts
* Final assessments and course feedback
 |  | Recap and Reflection |  |
| 16 | **Final Exams** |  | Topics  |  |

**Mapping of CLOs to Direct Assessments**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Quiz 3 | Assignment | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 |  |  |  |  | ✔ |  |  | ✔ |
| 2 |  | ✔ |  | ✔ |  | ✔ | ✔ | ✔ |
| 3 |  |  | ✔ |  | ✔ | ✔ | ✔ | ✔ |
| 4 |  | ✔ |  |  | ✔ |  |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

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| --- | --- | --- | --- | --- |
| **CLO’s/****PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** |
| **PLO 1: Subject matter knowledge** | **✔** |  |  |  |
| **PLO 2: Human Growth and Development-** |  |  |  | **✔** |
| **PLO 3: Knowledge of Professional and Ethical Values** |  | **✔** |  |  |
| **PLO 4: Instructional Planning and Strategies** |  |  | **✔** |  |
| **PLO 5: Students’ Assessment-** |  | **✔** |  |  |
| **PLO 6**: **Learning Environment** |  |  |  | **✔** |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  |  |  |
| **PLO 8: Collaboration and Partnership** |  |  |  |  |
| **PLO 9: Continuous Professional Development and Code of Conduct-** |  |  | **✔** |  |
| **PLO 10: Teaching of English**  |  |  |  |  |

**Recommended Text Books:**

"Quality Management in Education: Sustaining the Vision through Action Research" by Pamela Bolotin Joseph and Sara F. Greer (2019)

**Recommended Reference Books:**

* **"School Leadership and Education System Reform"** by Peter Earley and Toby Greany (2021)
* **Total Quality Management in Education By Edward Sallis**

**Internet Resources**

* Effect of ISO 9001:2015 Quality Management Implementation in Education on School Performance
* The new management system ISO 21001:2018: What and why educational organizations should adopt it
* <https://books.google.com.pk/books?hl=en&lr=&id=fLtsOTowVQC&oi=fnd&pg=PP1&dq=quality+management+in+schools&ots=eqaAi6fOh0&sig=LMMOSVoY9dYr97sFMonZPsau0E8&redir_esc=y#v=onepage&q=quality%20management%20in%20schools&f=false>
* <https://www.emerald.com/insight/content/doi/10.1108/09513549710163943/full/html>