

**COURSE DATA****DATA SUBJECT**

**Code:** 46951  
**Name:** Service Management and Programme Evaluation  
**Cycle:** Master's Degree  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

**STUDY (S)**

| Degree                                      | Center                                         | Acad. year | Period         |
|---------------------------------------------|------------------------------------------------|------------|----------------|
| 2276 - Master's Degree in Special Education | Facultat de Filosofia i Ciències de l'Educació | 1          | Second quarter |

**SUBJECT-MATTER**

| Degree                                      | Subject-matter  | Character |
|---------------------------------------------|-----------------|-----------|
| 2276 - Master's Degree in Special Education | Calidad de Vida | ELECTIVES |

**COORDINATION**

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CHIVA SANCHÍS INMACULADA

**SUMMARY****Course description**

The overall objective of this subject is to offer a coherent and well-founded training, which can serve as a conceptual and methodological scheme to adequately develop service evaluation processes and specific programs to improve the quality of life of people with functional diversity. The breadth and evolution of this concept and of the evaluation methods par excellence lead to propose, from this matter, a global training based on the methodological complementarity of evaluation, with solid theoretical references but with the ability to respond to the needs that the context itself need.

Thus, in this subject the learning of competences related to the management of services and evaluation of diversity care programs is developed, aimed at all those people who present one type or another of disability from a conception of inclusive education.

It is a subject where theory and practice are equally important, and are approached in a dynamic way, alternating conceptual elements with methodological ones. Based on these premises about the objectives, we assume that the best way to define the scope of the subject matter that corresponds to us is



summarized in its basic purpose: Offer training that helps the student to manage, design, develop and even coordinate evaluations in different areas, both at the formal and non-formal educational level.

In terms of academic-professional competences, it is proposed, in general, that at the end of the subject the students will be able to understand management and evaluation processes done by other people, design and develop evaluations, implement improvement processes over evaluations already carried out and to design evaluations that meet the specific educational needs of subjects with functional diversity.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

Not specified

## COMPETENCES / LEARNING OUTCOMES

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Apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education.

Be able to integrate knowledge and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on social and ethical responsibilities linked to the application of knowledge and judgements.

Be aware of social and labour integration measures, employment services and resources and training and guidance programmes for employment.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate knowledge and understanding of social inequalities based on sex and gender within the field of special education; integrate the different needs and preferences based on sex and gender into the design of solutions and problem solving.

Design, implement and evaluate programmes for transitioning to adult life and programmes for implementing autonomous and independent living for people with different disabilities to improve their quality of life.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know how to collaborate in academic and social environments with families, professionals and institutions.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the



situation and the audience.

Search for, manage and analyse scientific-professional information, technical reports, research and/or evaluation reports on educational actions, processes and results.

## DESCRIPTION OF CONTENTS

### 1. Block 1: SERVICES MANAGEMENT AND PROGRAM EVALUATION

Topic 1. Basic concepts of the course

### 2. Block 2: EVALUATION OF PROGRAMS.

Topic 2. The evaluation of diversity care programs

Topic 3. Planning and design of evaluation of diversity care programs

Topic 4. Evaluation strategies of diversity care programs

### 3. Block 3: MANAGEMENT OF SERVICES.

Topic 5. The management of diversity care services

Topic 6. Management strategies for diversity care services

### 4. Block 4: EVALUATION QUALITY: GOAL-EVALUATION.

Topic 7. Evaluation review guides

Topic 8. Challenges and methodological dilemmas in service management and evaluation of diversity care programs

## WORKLOAD

### PRESENCIAL ACTIVITIES

| Activity                          | Hours        |
|-----------------------------------|--------------|
| Theoretical and practical classes | 45,00        |
| <b>Total hours</b>                | <b>45,00</b> |

### NON PRESENCIAL ACTIVITIES

| Activity                       | Hours |
|--------------------------------|-------|
| Attendance at other activities | 0,00  |
| Individual or group project    | 40,00 |



|                                       |              |
|---------------------------------------|--------------|
| Independent study and work            | 16,00        |
| Preparation of lessons                | 7,00         |
| Preparation for assessment activities | 11,00        |
| Resolution of case studies            | 7,00         |
| <b>Total hours</b>                    | <b>81,00</b> |

## TEACHING METHODOLOGY

In the teaching-learning process that we are going to follow in this matter, the learning of the competences relevance, an approach in which the teaching modalities and methods are defined in parallel and integrally in learning these skills. For this reason, the teaching-learning methodology is based on a close link between a combination of different methodological strategies throughout the module. How can they be:

- The Participatory Master Lesson: for the development of the fundamental conceptual and theoretical contents participation strategies, alternating the exposition of the contents with techniques that make possible the exchange between the teacher and the students. The technique of effective handling of the question will always be used. processes in students is sought.
- Group or peer learning for solving tasks. (resolution of cases, practices, presentation of works). Teamwork or pair work.
- Autonomous Learning: for the resolution of tasks individually, such as reading articles, individualized reflection of students to demonstrate their capacity for self-learning. It also includes personal study such as preparing complementary reading, attending events related to content or the skills to be developed in the subject ...
- Individual face-to-face and / or non-face-to-face tutoring: personalized attention to students. It is a strategy that makes use of the role of mediators and guides in the teaching-learning process of the students. In addition to guiding one or more students in the subject that require more attention, help (in decision-making ...) or deepening. They will be offered in a planned way (to be planned and announced in class) and at the request of the students.
- Use of the virtual training platform of the University - Moodle, to facilitate the student's access to all the resources for the development of the teaching-learning process of the subject (Teaching guide, activities / tasks, syllabus, questionnaires, development of videoconferences, online chats, forums, as well as, to facilitate communication between students and teachers.



To point out that a crosscutting element, present throughout the subject, is going to be the use of computer resources for evaluation, nor do we address them in a specific topic, but we start from resources that have already been adapted and using them according to the needs derived from the development of the subject itself and specific tasks, such as: the Technological Platform of the University -Moodle-; Internet; Microsoft Office (Word, Excel, PowerPoint); Electronic resources (Databases, Catalog of Libraries of the Universitat de València Specialized magazines,...) specifically indicated in each learning activity.

## EVALUATION

The evaluation of the student's competences will be carried out through the Learning Portfolio. Said Portfolio will be formed from all the tasks carried out and their learning products and will be carried out through the Virtual Classroom platform.

### ASSESSMENT MODALITY WEIGHTING

## PORTFOLIO 90%

Activities proposed in the classroom during the development of the topics / contents (20%) Individual final work (70%)

## SELF APPRAISAL

Online questionnaire 10%

Rating system



- In this matter, each of the activities in the portfolio must be exceeded with a value of 5 points out of 10 so that the weighted average of all of them is carried out and the total credits of the subject can be exceeded.
- The qualification system will be expressed by numerical qualification in accordance with the provisions of the regulations (RD 1125/2003 of September 5), which establishes the European credit system and the qualification system for official university degrees. and validity throughout the national territory.
- There is no difference in the evaluation procedure between the first and the second call.

The evaluation sections are recoverable on second call.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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