uc3m | Universidad Carlos III de Madrid

Master's Degree in Libraries, Archives and Digital Continuity

COURSE GUIDE "Quality Management Systems".

2022-2023 academic year

1. Introduction

The course is oriented to the student to know and learn the different perspectives of quality, the systems that are being applied in information services, their methodology and tools, as well as to understand the philosophy of quality and what it means to work with it to contribute, in the current hybrid information environment, to the Sustainable Development Goals of the United Nations.

2. Teachers involved in the course

— Carmen JORGE GARCÍA-REYES (Prof. Subject coordinator and group leader).

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3. Objectives. Knowledge, competences and skills. Relationship of the subject with other subjects of the Syllabus

The subject QUALITY MANAGEMENT SYSTEMS is part of the set of subjects of the subject ADMINISTRATION AND MANAGEMENT OF ARCHIVES AND LIBRARIES of the Master.

A) GENERAL DIDACTIC OBJECTIVES OF THE COURSE

1. To know and understand the principles, fundamentals and importance of Quality as a Management Philosophy in Information Services, from the organizational and systemic perspective of its operation.

2. To clarify the holistic role of evaluation as an essential management process in the achievement of organizational quality, understood as the ultimate criterion that legitimizes the performance of the information units/services.

3. To know the basic principles and characteristics of a Quality Management System and the different approaches and models from which the system can be articulated, in order to optimize the value provided to the user of information services.

4. To know the contributions that a Quality Management System can make to the organizational management of the Information Units so that it can contribute to the achievement of the Objectives of the United Nations Agenda 2030.

5. To identify and plan the stages involved in the implementation of a Quality Management System.

6. To know the characteristics of the main tools by which to analyze the needs and expectations of users related to electronic information services.

7. To understand the processes of accreditation and certification of the Quality Management Systems.

8. To obtain a practical view of the effective implementation of the main Quality Management Systems used in libraries and other information services/units.

9. Develop the skills necessary to implement a Quality Management System.

B) COMPETENCIES

Understood as "the set of skills necessary to perform a professional activity and to master the required behaviors", the competencies that this course aims to develop in the student are related to the acquisition of the competences that this course aims to develop in the student are related to the acquisition of::

B.1. Knowledge related to:

- The principles and theoretical foundations of Quality as a Management Philosophy.

- The characteristics of Quality in information units/services, as organizations of services and systems open to the environment, which perform work and economic activities in the exercise of their own functions and which are related to the collection, processing, organization, retrieval and dissemination of information in hybrid environments where ICT's dominate.

- The evaluation process, from a holistic and dynamic approach to organizational functioning, oriented to processes as a necessary requirement to achieve valuable results.

- The theoretical and practical foundations underlying a Quality Management System.

- The different approaches and models by which to articulate a Quality Management System and which can be applied to information services, their advantages and disadvantages.

- The contributions that a Quality Management System can make to the achievement of the United Nations Sustainable Development Goals.

- The main tools for analyzing user satisfaction with information services in the technological environment.

- The processes of accreditation and certification of Quality Management Systems.

- Some of the most significant strategies linked to the implementation of Quality Management Systems developed in the professional environment.

B.2. The **skills and abilities** necessary to ensure expert mastery of the methodological principles involved in the subject linked to:

- The ability to apply the knowledge inherent in the Philosophy of Quality and the knowledge and practices related to Quality Management Systems.

- The ability to evaluate and understand the importance of incorporating an evaluation culture in accordance with the search for continuous improvement postulated by the Philosophy of Quality Management.

- The ability to understand the complexity of implementing a Quality Management System in information units/services.

- The ability to conceive and implement a Quality Management System with all its components, applying the most appropriate methodology and tools to implement it.

- The ability to analyze the quality perceived by users, making use of technological tools.

- The ability to diagnose, define what is critical and plan improvement actions, as well as to undertake a certification process.

- The ability to make autonomous decisions with a critical spirit, to organize and plan one's own work and to work in a team.

- The ability to learn from the experiences and practices carried out in libraries and other information centers related to the application of Quality Management Systems.

c) *LEARNING OUTCOMES OF THE COURSE*

The student, summarizing all of the above, after passing the subject QUALITY MANAGEMENT SYSTEMS should:

- To know in the information units/services, as service organizations and systems open to the environment, the different perspectives from which to consider Quality and the principles and theoretical foundations that support it as a Management Philosophy and necessary response to the challenges of the digital world.

- To know, from a holistic and dynamic approach to organizational functioning, the evaluation process as a necessary requirement to achieve valuable results, and to understand the importance of incorporating a culture of evaluation in line with the search for continuous improvement postulated by the Philosophy of Quality Management.

- To know the theoretical and practical foundations underlying a Quality Management System and the quality models and quality management systems that can be applied, and are being applied, in information services/units, as well as the contributions that a Quality Management System can make to the organizational management of information units to contribute to the achievement of the Sustainable Development Goals of the United Nations Agenda 2030.

- Conceive and implement a quality system with all its components, applying the most appropriate methodology and tools to implement it.

- To know and apply the main tools to analyze the quality needs and expectations of users in the digital environment, and the processes of accreditation and certification of Quality Management Systems.

- To learn from the experiences and practices carried out in libraries and other information centers related to the implementation of Quality Management Systems, understanding the Quality Philosophy and what it means to work with it.

D) RELATION OF THE SUBJECT WITH OTHER SUBJECTS OF THE CURRICULUM

The nature of the contents of this course means that they are related to those related to planning, management and/or quality control of any program or process that, linked to a specific field of action, can be raised and/or developed in other subjects of the Master's Degree in Libraries, Archives and Digital Continuity (e.g. in the subject Digitization and Preservation). Likewise, and specifically, with the conceptual and practical foundations of the subject Information Services Management.

4. Teaching methodology

The Teaching Unit is the unit of programming and teaching action around which the subject is articulated.

Each Teaching Unit has specific learning objectives and includes, in addition to the corresponding theoretical contents and specialized readings and/or specific complementary materials, practical exercises to be carried out individually and/or in groups.

Aula Global will facilitate access to the materials, practical activities and teacher-student, student-student and student-teacher communication.

The face-to-face sessions related to the subject will be oriented to clarify theoretical and practical aspects of special complexity related to the Teaching Units and will facilitate the student the practical vision of the subject.

The learning planning is specified in the attached chronogram.

4.1. Study materials

A) Specific theoretical block of each Teaching Unit (formed by the teaching materials elaborated by the professor).

B) Compulsory and/or complementary readings selected as a formative complement [journal articles, digital proceedings of congresses...].

D) Complementary materials necessary to carry out practical activities, illustrate the theoretical discourse and/or reinforce the contents of a Teaching Unit [specific websites, self-evaluation guides, quality manuals, standards...].

E) Various practical activities to check the student's learning process in relation to each Teaching Unit (analysis of readings, URL's and specific documents from agencies and information units; experiences recorded in the professional field; case studies; concept maps; debates...).

4.2. Use of communication tools

Regardless of the fact that other tools may be enabled, the Forum is the basic communication tool foreseen in Aula Global for the course. A Forum will be enabled for teacher-student communication ("Notices" Forum) and a Forum for teacher-student, student-student and student-teacher communication ("Subject Forum").

4.3. Tutorials

As an action of support and advice from the teacher to the student (which complements his training process and development of competences), two types of tutorials are proposed::

A) *Collective tutorials*. They are intended to clarify doubts or general problems related to the theoretical-practical aspects of the subject, either at the request of the students or the professor himself if he considers it necessary. **They will be carried out in the classroom sessions established for the subject in the schedule and through the "Subject Forum"** (this forum will be attended by the professor, during the teaching period, from Monday to Friday).

B) *Individual tutorials*. Their purpose is to plan, to follow up the course work, to guide or reorient the activity developed.... They will be done at the student's request, either in person or through **Blackbooard Collaborate/Google Meet**, within the timetable established for tutorials.

5. Description of contents: programme

The course is divided into five Teaching Units:

1. **EVALUATION AND QUALITY**

1.1. Quality as a management philosophy in the hybrid environment of performance of the Information Units/Services as a necessary response to the challenges of the digital world.

1.2. The holistic approach to Evaluation and its role in the framework of quality oriented organizational functioning.

2. **QUALITY MANAGEMENT SYSTEMS**

2.1. The quality management system: principles and characteristics. 2.2.

2.2. Approaches and models - Methodology and Tools: TQM, ISO 9000 and Excellence Models.

2.3. The EFQM 2020 model and its contributions to the United Nations Agenda 2030

3. **PROCESS OF IMPLEMENTATION OF A QUALITY MANAGEMENT SYSTEM**

3.1. From the initial diagnosis and knowledge of user needs/expectations, to the evaluation and application of the continuous improvement cycle for the achievement and maintenance over time of a competitive brand image in the digital environment, which contributes to Sustainable Development.

4. **QUALITY FROM THE USER'S PERSPECTIVE**

4.1. Quality attributes from the perspective of the recipient of the information services.

4.2. Perceived quality: characteristics, implications and measurement models.

5. **CERTIFICATION**

Standards and reference models to demonstrate the conformity of the quality management system 5.2.

5.2. Certification agencies and bodies.

5.3. Certification as a process: Self-assessment, External Audit and External Recognition of Quality Management.

6. Basic bibliography of the subject

- ALONSO ARÉVALO, J. Evaluación de bibliotecas universitarias con el Modelo EFQM. [Conference Paper]. En, *Encontro das Bibliotecas do Ensino 1*, Lisboa (Portugal). 18-19 December, 2003

- ARRIOLA NAVARRETE, O. *Evaluación de bibliotecas: un modelo desde la óptica de los sistemas de gestión de calidad*. México DF: Alfagrama, 2006.
- ATKINSON, J. Academic libraries and quality: an analysis and evaluation framework. *New Review of Academic Librarianship*, Latest Articles (May 2017). **http://dx.doi.org/10.1080/13614533.2017.1316749**
- ATKINSON, J. (ed.) Quality *and the Academic Library: Reviewing, Assessing and Enhancing Service Provision*. Oxford: Chandos Publishing, 2016. **https://doi.org/10.1016/B978-0-12-802105-7.00028-2**
- ATKINSON, J.; WALTON, G. Establishing Quality in University Libraries: Role of External Frameworks. New Review of Academic Librarianship, 23 (1), 2017. Pp. 1-5. **https://doi.org/10.1080/13614533.2016.1271238**
- BABALHAVAEJI, F, ISFANDYARI-MOGHADDAM, A., AQILI, S.V., SHAKOOII, A. Quality assessment of academic libraries' performance with a special reference to information technology-based services: Suggesting an evaluation checklist. *The Electronic Library*, Vol. 28 (4), 2010, pp. 592-621.
- BARTON, J. L. Measurement, management and the Digital Library. *Library Review*, 53 (3), 2004. Pp. 138-141.
- BERTOT, J.C. Libraries and Networked Information Services: Issues and Considerations in Measurement. *Performance Measurement and Metrics*, 5 (1), 2004. Pp. 11-19.
- CULLEN, R. Does performance measurement improve organizational effectiveness? A post modern analysis. *Performance Measurement and Metrics*, 1 (1), 1999. Pp. 9-30.
- DASH, N.K., PADHI, P. Quality Assessment of Libraries. *DESIDOC Journal of Library & Information Technology*, Vol. 30 (6), November 2010, pp. 12-23
- GIMENO PERELLÓ, J. *Evaluación de la calidad en bibliotecas: compromiso con lo público*. Buenos Aires: Alfagrama,. 2009.
- FRANKLIN, B., KYRILLIDOU, M., PLUM, T. From usage to user: library metrics and expectations for the evaluation of digital libraries. En, Tsakonas, G. and Papatheodorou, C. (Eds), *Evaluation of Digital Libraries: An Insight to Useful Applications and Methods*, 2009, pp. 17-39. Chandos Publishing, Oxford.
- HERNON, P. &. ALTMAN, E. *Assessing service quality: satisfying the expectations of library customer*s. Chicago: ALA, 1998.
- HERRERA-VIEDMA, E.; LÓPEZ-GIJÓN, J. El Modelo LibQual+ y SECABA para la evaluación de calidad de bibliotecas universitarias basada en satisfacción de usuarios. En, *XVI Asamblea Anual de REBIUN*, Cádiz, 5-8 de noviembre 2008.
- JARVIS, A., & PALMES, P. C. *ISO 9001:2015 : understand, implement, succeed!*. Boston, etc.: Pearson, 2016.
- JORGE GARCÍA-REYES, C. Acreditación y certificación de la calidad en bibliotecas universitarias: la experiencia española. En, *Satisfacción de usuarios. Evaluación Integral de bibliotecas. Lau, Jesús (comp.). Xalapa (Ver.); México, D.F.; Buenos Aires (*Arg.): Universidad Veracruzana; Library Outsourcing Service; Alfagrama, 2011, pp. 137-151.
- LAKOS, A. Culture of assessment as a catalyst for organizational culture change in libraries. *Proceedings of 4th Northumbria International Conference*, Pittsburgh, PA, August 2001. Washington, DC: ARL, 2002. Pp. 311-319.
- MANO GONZÁLEZ, M. de la (coord.)*. Nuevos instrumentos para la evaluación de bibliotecas: la normativa internacional ISO*. Madrid: AENOR, 2014
- MUNDE, G.; MARKS, K. *Surviving the Future: Academic Libraries, Quality and Assessment*. Oxford: Chandos Publishing, 2009.
- NICHOLSON, S. A conceptual framework for the holistic measurement and cumulative evaluation of library services*. Journal of Documentation*, 60 (2), 2004. Pp. 164-182.
- NITECKI, D.A.; ABELS, E.G. Exploring the cause and effect of library value. *Performance Measurement and Metrics*, vol. 14 (1), 2013, pp. 17-24.
- PASSONNEAU, S.M. Library assessment activities. Using ISO 11620 to review the assessment data of academic libraries in North America. *Performance Measurement and Metrics, vol. 14 (3), 2013, pp. 175-196.*

- PACIOS, A.R. A customer orientation checklist: a model. *Library Review*, vol. 49 (4), 2000, pp. 173-178. https://doi.org/10.1108/00242530010325436
- PACIOS, A.R., SERNA, I. The Annual Report, Indicator of Library Transparency. *International Information & Library Review*, vol. 52 (4), 2020, pp. 253-262. https://doi.org/10.1080/10572317.2020.1728176
- PACIOS, A.R.; GUTIÉRREZ, J.M.; GARCÍA, F.; MORALES, A.M. User Charters, Instruments for Public Library Transparency and Communication. *Library Philosophy and Practice* (e-journal), 2021, 5569. https://digitalcommons.unl.edu/libphilprac/5569
- *PENACHO,* J.L. Vademécum de la Calidad en la gestión empresarial: Capítulo VI. Sistemas de indicadores de la calidad. *Forum Calidad*, Año 20, nº 194, 2008. Pp. 67-72.
- POLL, R. Performance, processes and costs: managing service quality with the balanced scorecard*. Library Trends*, 49 (4), 2001. Pp. 709-717.
- POLL, R. Benchmarking with quality indicators: national projects. *Performance Measurement and Metrics*, 8 (1), 2007. Pp. 41-53.
- POLL, R. Ten years after: Measuring Quality revised. *Performance Measurement and Metrics*, 9 (1), 2008. Pp. 26 - 37.
- SACCHETTI, L. ISO quality as a driver of continuous improvement. *Performance Measurement and Metrics,* 8 (2), 2007. Pp. 88 - 97.
- SELGA CRISTOBAL, A. Expectations on Library Services, Library Quality (LibQual) Dimension and Library Customer Satisfaction: Relationship to Customer Loyalty. *Library Philosophy and Practice (e-journal)*, 2018, 1706. https://digitalcommons.unl.edu/libphilprac/1706
- SAYED, E.N. Aligning planning with outcomes. *Performance Measurement and Metrics*, vol. 14 (2), 2013, pp. 100-117.
- YU, L.; HONG, Q.; GU, S.; WANG, Y. An epistemological critique of gap theory based library assessment: the case of SERVQUAL. Journal of Documentation, 64 (4), Pp. 511-551.

Complementary bibliography

— Will be made available as the course progresses.

Electronic resources

Basics

- EUROPEAN FOUNDATION FOR QUALITY MANAGEMENT (EFQM). *The EFQM Model* [en línea]. https://www.efqm.org/efqm-model
- ORGANIZACIÓN DE LAS NACIONES UNIDAS (ONU). La Agenda para el Desarrollo Sostenible. En, Objetivos de Desarrollo Sostenible [en línea]. https://www.un.org/sustainabledevelopment/es/development-agenda/

Complementary

— They will be made available as the course progresses..

7. Timing and Schedule

View the schedule available at Aula Global.

8. Assessment system

The final mark for the subject, which is the result of continuous assessment, will be determined according to the following scale:

— **Final Exam (on-site and compulsory passing) = 50%**

- Final paper + training activity on final work submitted ……………………… **20%**
- Onsite Final exam …………………………………………………………………………… **30%**

— **Practical activities = 50%**

- Individual or group work done during the course = **30%**
  - Individual / group activity: Quality: conceptual framework........ 0,75
  - Individual / group activity: Models of Excellence......... 0,75
  - Individual / group activity: Quality: Process management......... 0,75
  - Individual / group activity: Quality and service chartes...............0,75

- Questionnaires that can be evaluated and scored = **15%**
  - Self-assessment test (UD1-UD2-UD3) 0,75
  - Self-assessment test (UD1-UD2-UD3) 0,75

- Participation in forums and face-to-face sessions = **0'5%**

In the absence of specific University regulations for graduate studies, the terms and conditions of the Ordinary and Extraordinary Convocation will follow the provisions of the regulations governing the continuous evaluation process in undergraduate studies, approved by the UC3M Governing Council at its meeting of May 31, 2011, available at:

https://www.uc3m.es/ss/Satellite/UC3MInstitucional/es/ListadoNormativas/1371206706530/Estudios_de_Grado
(section "Exams").