Agència
per a la Qualitat
del Sistema Universitari
de **Catalunya**

Final report assessing the design of the internal quality assurance system

School of Tourism and Leisure
Rovira i Virgili University

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Contents

I. DETAILS CONCERNING THE INTERNAL QUALITY ASSURANCE SYSTEM (IQAS) UNDER ASSESSMENT

University	Rovira i Virgili University
Centre	University School of Tourism and Leisure
IQAS scope	Degrees taught at the University School of Tourism and Leisure
Call	2007 – 2nd stage

II. ASSESSMENT OF THE DESIGN OF THE IQAS

Having examined the report drawn up by the Assessment Committee, the AQU Catalunya Specific Committee for the Quality Assessment of University Centres and Activities issued an overall **POSITIVE** assessment relating to the design of the IQAS for the University School of Tourism and Leisure.

The final assessment given for each of the guidelines is as follows:

1.0 Quality goals and policy	Good
1.1 Quality assurance of training programmes	Satisfactory
1.2 Extent to which teaching is student-oriented	Satisfactory
1.3 Quality improvement and assurance of academic and teaching support staff	Satisfactory
1.4a Management and improvement of services and material resources	Satisfactory
1.4b Management and improvement of the quality of services and administration staff	Satisfactory
1.5 Analysis and use of results	Satisfactory
1.6 Publication of information on degrees	Satisfactory

The overall **POSITIVE** assessment given to the IQAS is based on the **good** or **satisfactory** assessment given to the guidelines set out in the AUDIT programme, and it is likewise founded on the identification of specific, cross-disciplinary positive aspects that lend the design of the IQAS its robust nature.

With respect to the design of the IQAS and the assessment prior to its implementation, **positive aspects** refer to elements described in sufficient detail making it possible to assume they will be successfully implemented with a certain degree of assurance. Even so, the University School of Tourism and Leisure should take these aspects into consideration within an ongoing improvement process.

The experience and learning of Rovira i Virgili University in areas relating to quality assurance (ISO certifications, awards, etc.) has led the institution to design an IQAS which meets an overall university model. Accordingly, the university provides all centres with a framework document that includes guidelines for quality assurance and defines a set of processes deemed as constituting the minimum to be applied to all centres. In the first stage, this helps to ensure the design adopts a clearly general nature. In this respect, with a view to the IQAS implementation, the centre (the University School of Tourism and Leisure in this instance) should address and develop the catalogue of general and specific quality procedures taking into consideration the particular characteristics, and it should supplement and/or improve those procedures in line with their unique characteristics.

The framework document ("Context document") is well structured and provides information, tools and mechanisms for centres to easily and swiftly deal with the concepts needed to prepare their own IQAS. It is deemed that this document forms a highly valid tool to outlining the Rovira i Virgili University IQAS. Furthermore, the format of the files compiling the various processes within the aforesaid system is also pertinent and clear. Although it seeks to be more specific for each centre, the second document is also generally entitled the "URV teaching quality assurance model" and barely carries any difference from the documents submitted by each centre (University School of Tourism and Leisure and School of Chemistry) with the exception of occasional signs.

As far as **cross-disciplinary aspects** are concerned, elements lending strength to the IQAS design include the organisational chart on responsibilities in relation to teaching quality; the table of instruments for disseminating and publishing information; the process map structured according to strategic, fundamental and support processes; the system of classified indicators for each process; the process manual structure (coding, specific sections on process files and flowcharts); the internal information service with various support tools (SINIA, DOC-net-Qualitat, GISI, etc.); and the quality system support structure (Unit for Quality and Planning).

Additionally, and **specifically for each guideline**, different aspects are identified which ensure successful implementation of the IQAS.

With regard to the **quality goals and policy** (guideline 1.0) excellent developments have been made with this guideline.

As far as the **quality assurance of training programmes** is concerned (guideline 1.1), a positive assessment is made of mechanisms regulating the decision-making process with respect to the range of educational courses and programmes on offer, the design of degrees and their goals. Similarly, it is worth highlighting that a suitable definition has been given to criteria making it possible to determine how the centre would ultimately deal with suspension of degrees.

In relation to the extent to which **teaching is student-oriented** (guideline 1.2), a positive assessment is made of the development of aspects relating to external training placements and mobility, as well as student support and guidance, the teaching methodology and learning assessment.

In the case of the **quality improvement and assurance of academic and teaching support staff** (guideline 1.3), particularly prominent is the presence of mechanisms regulating and ensuring decision-making on the training of academic and teaching support staff, and on staff assessment, promotion and acknowledgment models.

With regard to the **analysis and use of results** (guideline 1.5), highly noteworthy is the existence of mechanisms making it possible to gather information on the needs of various stakeholders in relation to the quality of teaching.

III. SUGGESTIONS FOR IMPROVING THE DESIGN OF THE IQAS PRIOR TO IMPLEMENTATION

The assessment conducted on the design of the IQAS has led to the identification of a number of opportunities for improvement in certain areas. As a result, the University School of Tourism and Leisure is advised to carry out an overhaul on these aspects in the short- or medium-term to ensure that the IQAS is smoothly implemented.

The following **cross-disciplinary opportunities for improvement** have been identified in the university's overall approach:

- Specification should be given to mechanisms relating to the defining, compiling of information, monitoring and improvement of graduation profiles.

- It would be pertinent to develop the student occupational guidance process beyond simple consultations on access to the labour market outcomes. The compilation and analysis of information on occupational guidance needs must be founded on the definition of graduation profiles, the demands of employers regarding skill development and the patent needs of students.

- Generally speaking, the centre should consider direct stakeholder participation in the definition and development of the processes with which they are directly associated. In other words, it is necessary to distinguish when stakeholders should take part in design (direct participation) or when they are the intended recipients of the process (indirect participation).

- The publication of information on degrees is carried out on the website and includes reports and annual summaries relating to academic results, employment integration and stakeholder satisfaction, which are drawn up by the individuals in charge of each degree. Nonetheless, shortcomings are observed concerning the monitoring, review and improvement of the information published and provided to stakeholders.

With a view to the IQAS implementation, it is advisable to set up mechanisms making it possible for the individuals in charge of each procedure to keep a check on documentation and establish the methodology for making changes to the various versions (who will draft the document, who will review it, who will approve it, who should possess the documentation for its application, etc.). Similarly, it is recommendable to carry out checks on records and indicators stemming from the development of processes and procedures in order to ensure the IQAS is smoothly implemented.

Lastly, the Assessment Committee deems that application of the common model to each centre would envisage the development of distinguished, specific actions adapted to each centre. This may bring about problems when it comes to re-considering the general URV model and, accordingly, may change the manner in which the IQAS manual is prepared.

IV. ANNEX: MEMBERS OF THE ASSESSMENT COMMITTEE

Chair	Mr Juan Ramón González Velasco Full professor at the University of the Basque Country
Academic member	Mr Miguel Ángel Lope Domingo Director of the Quality Division for the Vice-rector's Office for Planning, Quality and Resources at the University of Zaragoza
Academic member	Ms María José León Guerrero Vice-rector for quality assurance at the University of Granada
Professional member	Mr Enric Guasch Llorens Internal quality consultant for Hewlett-Packard, SA
Clerk	Ms Felisa Arbizu Bacaicoa Director of the Teaching Assessment Service at the University of the Basque Country