



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

Final report assessing the design of the internal quality assurance system

Blanquerna University School of Nursing,
Physiotherapy and Nutrition

Ramon Llull University

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

University	Ramon Llull University
Centre	Blanquerna University School of Nursing, Physiotherapy and Nutrition
IQAS scope	Degrees taught at the Blanquerna University School of Nursing, Physiotherapy and Nutrition
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 Blanquerna University School of Nursing, Physiotherapy and Nutrition.

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

1.0 Quality goals and policy	Satisfactory
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
1.4.a Management and improvement of services and material resources	Satisfactory
1.4.b 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 **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 Blanquerna

University School of Nursing, Physiotherapy and Nutrition is advised to take these aspects into consideration within an ongoing improvement process.

With regard to the design submitted by the Blanquerna University School of Nursing, Physiotherapy and Nutrition, the IQAS support structure is a prominent aspect and it exists on a twofold scale: firstly, it is established with scope covering the university as a whole and comprises the Teaching/Academic Innovation and Quality Unit (CCIAQ-URL) and the Technical Monitoring and Assessment Committee (COTSAQ); secondly, it is established for the specific centre and comprises the Management Team (ED) and the Quality Committee (CQC).

Likewise, it is worth highlighting the major endeavours made by the URL Office for Communication and Image working under the auspices of the Communications Committee. It constitutes a structure which is vital and serves to support the IQAS.

The IQAS has a process map with a strategic, operative and support area, which forms the basis for defining the processes corresponding to the guidelines set out in the AUDIT programme. Moreover, also noteworthy is the quality of the flowcharts.

With respect to **cross-disciplinary aspects**, of particular note are mechanisms regulating and assuring decision-making in most processes relating to guidelines 1.1, 1.2, 1.3, 1.4a and 1.6.

Of the guidelines set out in the AUDIT programme, the one that has been developed the best concerns the **quality assurance of training programmes** (guideline 1.1).

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), particularly noteworthy is the existence of procedures making it possible to define and approve the quality goals and policy.

As far as the **quality assurance of training programmes** is concerned (guideline 1.1), a positive assessment is made of procedures making it possible to design, monitor, plan, develop and review degrees, their goals and the associated skills. Likewise, the definition of criteria making it possible to be familiar with how the centre will ultimately deal with the suspension of degrees is also deemed pertinent.

In the case of the **quality improvement and assurance of academic and teaching support staff** (guideline 1.3.), particularly prominent is the existence of systems for compiling and analysing information to become familiar with the skills and results of teaching staff with a view to their assessment, promotion and acknowledgment, and these systems were positively assessed within the AQU Catalunya DOCENTIA programme.

In relation to the **analysis and use of results** (guideline 1.5), much value is placed on procedures making it possible to render account on the results of stakeholder satisfaction.

The **publication of information on degrees** (guideline 1.6) is positive owing to the fact that there is plenty of information on the centre's web page, which is well classified and is tailored according to the sections stated for this guideline.

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 Blanquerna University School of Nursing, Physiotherapy and Nutrition is advised to carry out an overhaul on these aspects in the short- or medium-term to ensure that the IQAS is smoothly implemented.

It is advisable to endeavour further with all procedures and mechanisms relating to the stage for the admission of academic and teaching support staff. Similarly, it is suggested that improvement processes be more systematically established.

The centre should reflect on the extent to which certain stakeholders (particularly teaching and research staff, services and administration staff, and students) should participate in processes directly related to them, as well as the manner in which they should be involved in the processes for designing, monitoring, planning, developing and reviewing the various guidelines.

The Assessment Committee considers that the flowcharts are good but could be improved with a view to implementation, dividing up the various responsibilities and setting a schedule for actions.

Given the length of the manual, in order to make it more reader-friendly, future versions of the document are advised to be reviewed prior to drafting.

Lastly, 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 future 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.

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