



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

Final report assessing the design of the internal quality assurance system

ESADE (Higher School of Business Management
and Administration and the Faculty of Law)

Universitat Ramon Llull (Ramon Llull University,
URL)

18 June 2008



Contents

I. DETAILS CONCERNING THE INTERNAL QUALITY ASSURANCE SYSTEM (IQAS) UNDER ASSESSMENT	3
II. ASSESSMENT OF THE DESIGN OF THE IQAS	3
III. Suggestions for implementing the IQAS	5
IV. Annex: members of the Assessment Committee	9

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

University	Ramon Llull University (URL)
Centre	ESADE (Higher School of Business Management and Administration and the Faculty of Law)
IQAS scope	Degrees taught at the Higher School of Business Management and Administration and the Faculty of Law
Call	2007 – Stage I

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 Higher School of Business Management and Administration and the Faculty of Law of Ramon Llull University.

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 systematically designed elements described in sufficient detail making it possible to assume they will be successfully implemented with a certain degree of assurance. Even so, the Higher School of Business Management and Administration and the Faculty of

Law is advised to take these aspects into consideration within the framework of an ongoing improvement process.

As far as **cross-disciplinary** aspects are concerned, elements strengthening the design of the IQAS include the highly specific nature of the manual submitted which, despite taking into consideration cross-disciplinary aspects for the URL as a whole, provides a detailed description of specific aspects relating to centres and the degrees falling within its scope. Moreover, a positive assessment is made of the systematic definition of the bodies managing each guideline. Lastly, mechanisms regulating and assuring decision making constitute another prominent aspect of the quality system.

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), a positive assessment is given to the implementation of this guideline, which is vital to subsequently defining the IQAS as a whole. In this respect, it is worth underlining the procedure for defining the quality goals and policy, the involvement of stakeholders on the body in charge of defining the quality goals and policy, as well as the application of a system for implementing the quality goals and policy.

In relation to the **quality assurance of training programmes** (guideline 1.1), a positive note is made of the specification given to the stakeholders involved in designing, monitoring, planning, developing and reviewing degrees.

Several positive areas have been identified with regard to the extent to which **teaching is student-oriented** (guideline 1.2). Specifically, aspects that strengthen the IQAS include: particular care lent to procedures aimed at encouraging external training and student mobility; professional guidance (with the exception of mechanisms for monitoring, review and improvement); the service for statements, claims and suggestions; the existence of mechanisms governing and informing about regulations affecting students; and the tutoring system, given that it shows a systematic follow-up on students and guides the area of focus of teaching.

The **quality improvement and assurance of academic and teaching support staff** (guideline 1.3) includes systems for compiling and analysing information making it possible to gain an acquaintance of aspects including the needs, competences and results of this group with a view to considering their admission, training, assessment, promotion and acknowledgment. Moreover, also viewed in a positive light is the existence of mechanisms aimed at monitoring, reviewing and improving admission and models for assessment, promotion and acknowledgment of said staff.

In relation to the **analysis and use of results** (guideline 1.5), identification is made of the mechanisms for access to the labour market, especially the compilation and analysis of

information and the monitoring, review and improvement of results on employment integration as aspects giving the quality system greater strength.

With regard to the **publication of information on degrees** (guideline 1.6), particularly prominent areas include the procedures for informing stakeholders on the range of training on offer, goals and the planning of degrees; policies for student admission and guidance; the teaching, learning and assessment methodology, and the mobility policy and external training programmes. Moreover, also given a prominent assessment are the mechanisms making it easier to compile and analyse information on the development of training programmes. Lastly, a satisfactory assessment has been made of the mechanisms making it possible to monitor, review and improve public information provided to stakeholders.

III. SUGGESTIONS FOR IMPLEMENTING THE IQAS

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 Higher School of Business Management and Administration and the Faculty of Law 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 design of the IQAS must consider basic aspects within the improvement cycle, ranging from the establishment of a competent body with clearly defined duties, to the rendering of accounts in order to provide feedback on planning and to supplement the improvement cycle in a manner that takes into consideration the following vital aspects:

- a. **Strategic planning**, which sets out the reality of the centre and the (training) goals that are hoped to be reached within a determined timeframe.
- b. **Process map of the centre**, defining the everyday activities of the centre, implemented according to procedures in association with each process.
- c. **A table of indicators**, that will make it possible to gauge the results of the centre's activities.
- d. **A review of the centre's IQAS**, whereby, on the basis of the results achieved in comparison to those envisaged, and following an analysis of said results, actions for improvement are defined and implemented.

Specifically for each guideline the following aspects are recommended for improvement.

The **quality assurance of training programmes** (guideline 1.1) must improve procedures enabling the design, monitoring, planning, development and review of degrees, as well as their goals and the associated skills.

It is necessary to conclude that monitoring is conducted on the improvements introduced and their level of effectiveness, which shall not solely be limited to a systematic review of the syllabus carried out every five or six years. In actual fact, the systematic review of degrees includes learning goals, associated skills, the suitability of content, admission criteria, the appropriateness of learning/teaching methods employed and the coherence of all these areas in accordance with previous experience and changes in terms of supply and demand nationally and internationally. Nonetheless, specific information must be provided on how to conduct this monitoring. Lastly, rendering of accounts is deemed to apply inasmuch as the summary of the most important data regarding each degree is public, although it is necessary to clarify whether this relates to an informational or management report.

With regard to the extent to which **teaching is student-oriented** (guideline 1.2), it is pertinent to include systems for compiling and examining information making it possible to gain an acquaintance of and assess needs which relate to the definition of admission and graduation profiles, entrance criteria and enrolment. In addition, it is advisable to include mechanisms making it possible to monitor, review and improve systems for student support and guidance, the teaching methodology and assessment of learning. Lastly, the need to establish mechanisms making it possible to monitor, review and improve professional student guidance systems has been identified.

This guideline describes the manner in which the centre deals with monitoring, reviewing and improving the definition of admission and graduation profiles, which basically involves “upholding close ties” with various stakeholders. Although this is a first step, the mechanisms or scheme for action are not set out. Even so, a clearer design is presented for the establishment of admission and registration criteria. Nonetheless, there is a need to show the involvement of stakeholders (in relation to the IQAS) in student support and guidance, the teaching methodology and its assessment. With respect to the monitoring, review and improvement of the teaching and assessment methodology, the information included is fundamentally descriptive without clearly addressing the mechanisms for compiling data and analysing results, which seem to be implemented by means of “informal meetings”. This aspect should be designed using systematic planning that records evidence on decision making aimed at bringing about improvements.

With regard to the **management and improvement of services and material resources** (guideline 1.4a), it is advised for there to be a more systematic and documented approach to this guideline. Firstly, the mechanisms according to which stakeholders become involved in the management of services and material resources show shortcomings. Likewise, it is necessary

to expand on the systems for compiling and analysing information making it possible to gain an acquaintance of needs and the suitability of services and material resources. Furthermore, also worth highlighting is the lack of evidence regarding mechanisms making it possible to render accounts on services and material resources, as well as the extent to which they are used by students. Lastly, it is suggested that mechanisms be included which make it possible to monitor, review and improve services and material resources.

The **management and improvement of the quality of services and administration staff** (guideline 1.4b) includes a number of opportunities for improvement. The first relates to the need to incorporate procedures for compiling and analysing information making it easier to become familiar with the needs of this group. Also, it is advisable to set up mechanisms making it possible to render accounts to services and administration staff about the results of the staff policy.

The IQAS identifies the stakeholders to whom the processes for the quality assurance of services and administration staff are addressed. Nonetheless, it would be appropriate to specify the mechanisms by which said groups should participate in a clearer manner. In addition to mentioning services and administration staff, the description of mechanisms should also include a definition of the channels via which this group shall become involved in defining and improving the staff policy, as described in aspects relating to training.

The compiling and analysis of information on the needs of services and administration staff and the sizing of said staff must be extended to other stakeholders, such as academic and teaching support staff. It would be pertinent to clarify evidence on the existence of mechanisms for rendering accounts on resources. A list of services may generally provide a clear definition of the mechanisms for compiling information on the services and for assessing, reviewing and improving them.

The rendering of accounts is carried out using a host of documents (annual report on training activities; the HR service annual management report; a statistical report on the structure and annual assessment of academic staff and services and administration staff). Even so, the rendering of accounts on academic staff and services and administration staff must include this group as a stakeholder.

With regard to the **analysis and use of results** (guideline 1.5), a more complete development is recommended for procedures for rendering accounts on learning outcomes. Moreover, with respect to the results on the satisfaction of stakeholders, it is advised for more meticulous details to be given on how they are involved in gauging, analysis and improvement processes. Similarly, it would be pertinent to include mechanisms making it possible to monitor, review and improve results on the satisfaction of stakeholders and the reliability of the data used, as well as strategies to improve said results. Lastly, the existence of procedures making it possible to

render accounts about the results on the satisfaction of stakeholders would constitute an area to take into consideration when implementing the IQAS.

The **publication of information on degrees** (guideline 1.6) requires the inclusion of procedures to inform stakeholders about the following: statements, claims and suggestions; admission, assessment, promotion and acknowledgment of academic and teaching support staff; use of services and material resources; and learning outcomes. Moreover, it is advisable to set up procedures making it possible to render accounts on the results regarding the satisfaction of stakeholders.

The IQAS shows a description of actions instead of defining procedures intended for informing stakeholders about certain areas considered for this guideline. Nevertheless, it does describe the practices established for the dissemination of this information. For instance, reference is made to management reports as a factor for dissemination. It is necessary to highlight the need to reflect on information that will be published, the publication channels and the groups who will be informed on the context of the European Higher Education Area. Along these lines, it is necessary to envisage the extent to which the reports drawn up will be accessible.

IV. ANNEX: MEMBERS OF THE ASSESSMENT COMMITTEE

Chair	Mr Ángel Ríos Castro Full professor at the University of Castilla-La Mancha
Academic member	Mr Alfonso Carlos Davalillo Aurrecoechea Head professor at the University of the Basque Country and member of the Chair on Quality
Academic member	Mr Celso Rodríguez Fernández Head professor at the University of Santiago de Compostela
Professional member	Mr Enric Guasch Llorens Internal quality consultant for Hewlett-Packard, S.
Clerk	Ms Núria Comet Señal Coordinator of projects and internal quality for AQU Catalunya
Observer	Ms Caterina Cazalla Lorite Project manager for AQU Catalunya