



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

## **Final report assessing the design of the internal quality assurance system**

Blanquerna Faculty of Psychology, Education and  
Sport Sciences

Ramon Llull University

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

<b>University</b>	Ramon Llull University
<b>Centre</b>	Blanquerna Faculty of Psychology, Education and Sport Sciences
<b>IQAS scope</b>	Degrees taught at the Blanquerna Faculty of Psychology, Education and Sport Sciences
<b>Call</b>	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 Faculty of Psychology, Education and Sport Sciences.

**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	Good
1.2 Extent to which teaching is student-oriented	Good
1.3 Quality improvement and assurance of academic and teaching support staff	Good
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	Good
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 Blanquerna Faculty of Psychology, Education and Sport Sciences is advised to take these aspects into consideration within an ongoing improvement process.

With regard to the design submitted by the Blanquerna Faculty of Psychology, Education and Sport Sciences, 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), the Technical Monitoring and Assessment Committee (COTSAQ) and the Technical Team of the Quality Unit (formed by representatives for internal and external agents and a division for action in assessment, innovation and foresight); secondly, it is established for the specific centre and comprises the Quality Unit (UQ-FPCEEB) and incorporates all sectors of the community and two representatives from training placement centres (employers).

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.

Other aspects lending the IQAS its strength include the quality of flowcharts, key elements for launching any quality assurance system, as well as the heightened extent to which guidelines 1.1 and 1.2 have been developed concerning training programmes and processes relating to teaching being student-oriented.

As far as **cross-disciplinary aspects** are concerned, elements lending strength to the IQAS design include the in-depth description of systems for compiling and analysing information within most processes and the development of mechanisms regulating decision-making.

As well as the four guidelines receiving a good assessment (1.1, 1.2, 1.3 and 1.4b), **specifically for each guideline** various 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 made of the procedure for defining and approving the quality policy and goals as well as its public disclosure and publication in writing.

With regard to the **management and improvement of services and material resources** (guideline 1.4a), particularly noteworthy are the mechanisms for rendering account on services and material resources as well as the extent to which they are used by students.

In relation to the **analysis and use of results** (guideline 1.5), much value is placed on the mechanisms allowing for monitoring, review and improvement, as well as the procedures for rendering account on said results.

With respect to the **publication of information on degrees** (guideline 1.6), especially prominent are the procedures for informing stakeholders as to the range of educational courses and programmes on offer, student guidance, the mobility policy and satisfaction outcomes.

### 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 Faculty of Psychology, Education and Sport Sciences is advised to carry out an overhaul on these aspects in the short- or medium-term to ensure that the IQAS is smoothly implemented.

Firstly, it is advisable to draw up a comprehensive scorecard making it possible to analyse the organisation's development based on the IQAS model established, which will provide mechanisms for review and improvement.

Moreover, 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.

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

<b>Chair</b>	Mr Juan Ramón González Velasco Full professor at the University of the Basque Country
<b>Academic member</b>	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
<b>Academic member</b>	Ms María José León Guerrero Vice-rector for quality assurance at the University of Granada
<b>Professional member</b>	Mr Enric Guasch Llorens Internal quality consultant for Hewlett-Packard, SA
<b>Clerk</b>	Ms Felisa Arbizu Bacaicoa Director of the Teaching Assessment Service at the University of the Basque Country