AUDIT PROGRAMME

Guide for assessing
the design of the internal quality assurance system for university education

Document 04

Version applicable to centres/universities within the Catalan university system

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Introduction

Once a centre[1] has designed its internal quality assessment system for university education (IQAS) [stage 1 in the AUDIT programme], the assessment stage gets underway (stage 2) in order to ensure the quality of the design of the IQAS proposed according to the guidelines and criteria set out in the AUDIT programme reference documents as a prior step to implementation and ultimate certification (stage 3).

This *Guide for assessing the design of the internal quality assurance system for university education* (document 04) has the following aims:

- To help universities gain an in-depth familiarity with the assessment process so they can act accordingly and strengthen aspects considered to be especially important in the design of the IQAS.

- To serve as a working tool for assessors to carry out their evaluation duties on the IQAS designed by the centres with the utmost objectivity in a homogenous manner.

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[1] Hereinafter, the word "centre" shall refer solely to a specific centre or faculty, or to the university as a whole.

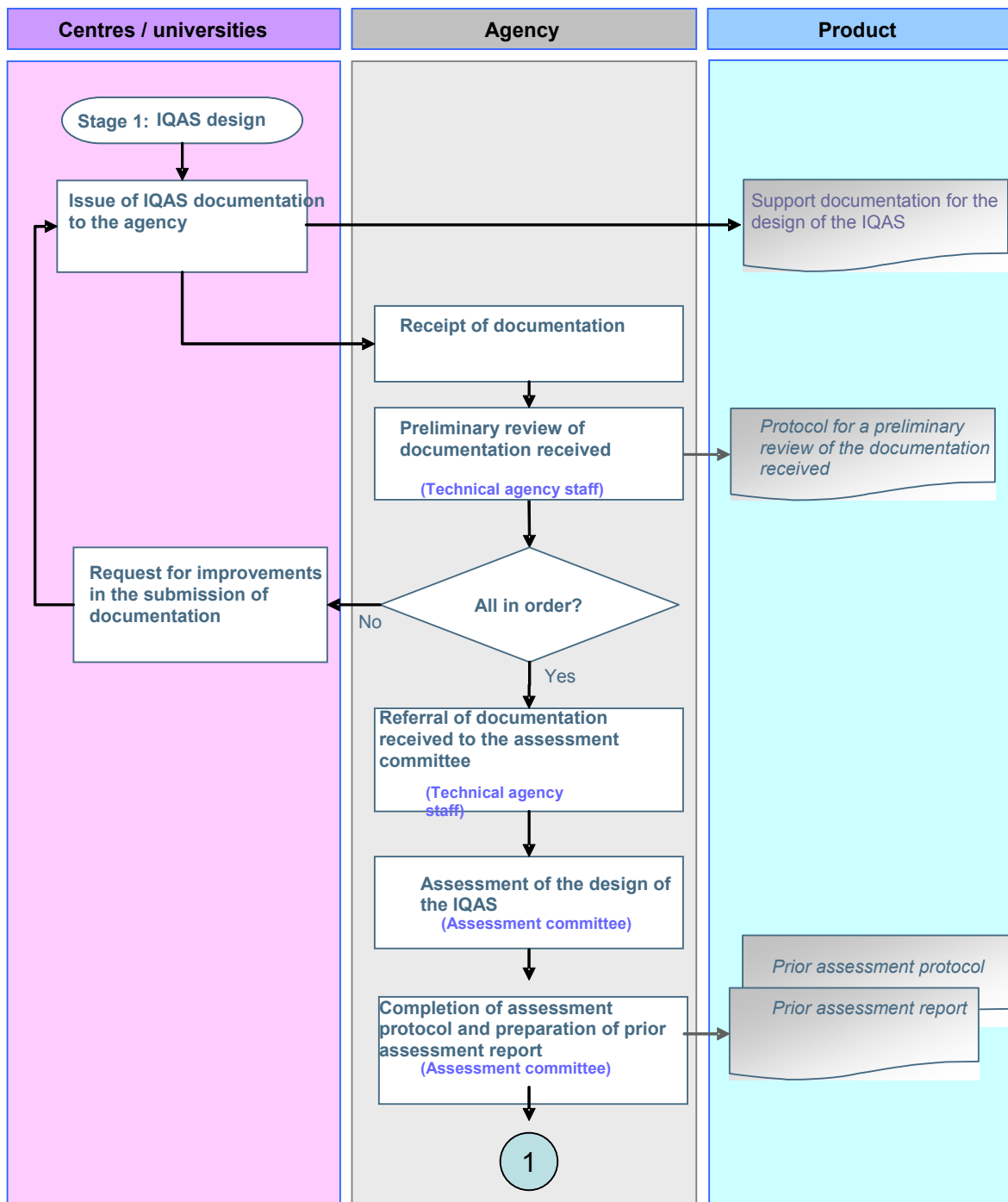# 1. Assessment of the design of the internal quality assessment system (IQAS)

In the assessment stage (stage 2) of the AUDIT programme, the assessing agency will issue a decision on the suitability of the design of the IQAS prepared by a centre. The IQAS assessment process includes a host of activities in sequence, summed up in figure 1.
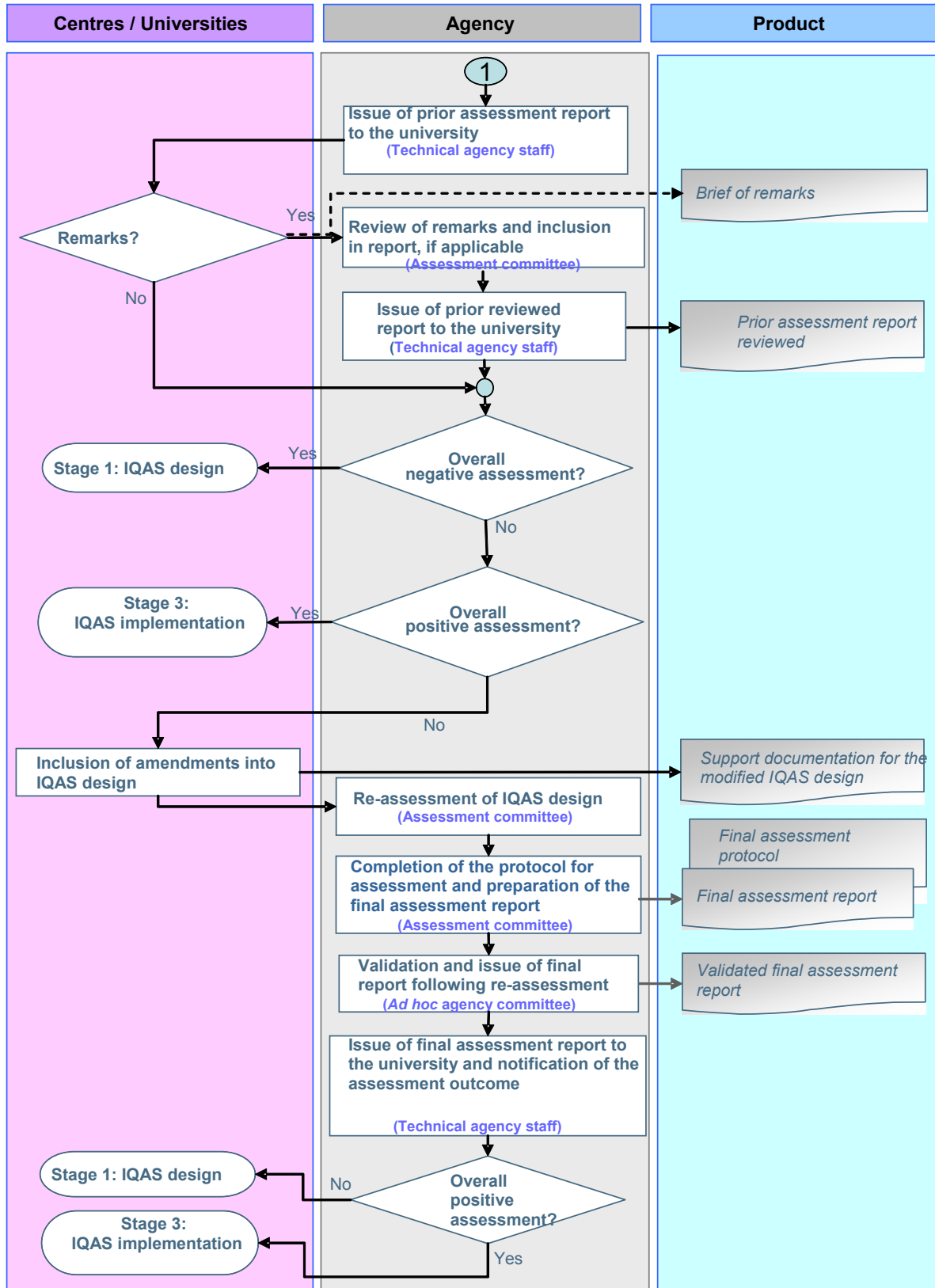
1.1 General criteria

The main goal of the assessment stage is to verify the extent to which the IQAS design and documentation meet the assessment criteria and guidelines set out in document 02 of the AUDIT programme (*Guidelines for the design of internal quality assessment systems for university education*). In general, the assessor will verify whether the IQAS:

- Is organised in a clear, coherent manner.
- Compiles all the guidelines set out in document 02 within its content.
- Shows an explicit commitment to supporting the IQAS, its implementation and its continual improvement from the management of the centre.
- Specifies the individuals in charge of the implementation, maintenance and continual improvement of the IQAS.
- Determines how monitoring will be carried out on amendments to the IQAS during its implementation.

Figure 1. Flowchart on the stage for assessing the design of the IQAS (stage 2 in the AUDIT programme).

Centres / universities	Agency	Product

Stage 1: IQAS design

Issue of IQAS documentation to the agency

Support documentation for the design of the IQAS

Receipt of documentation

Preliminary review of documentation received

(Technical agency staff)

Protocol for a preliminary review of the documentation received

All in order?

No

Yes

Request for improvements in the submission of documentation

Referral of documentation received to the assessment committee

(Technical agency staff)

Assessment of the design of the IQAS
(Assessment committee)

Prior assessment protocol

Prior assessment report

Completion of assessment protocol and preparation of prior assessment report
(Assessment committee)

1

Centres / Universities	Agency	Product

(1)

Issue of prior assessment report to the university
(Technical agency staff)

Brief of remarks

Remarks? — Yes → **Review of remarks and inclusion in report, if applicable**
(Assessment committee)

No

Issue of prior reviewed report to the university
(Technical agency staff)

Prior assessment report reviewed

Overall negative assessment?

Yes → **Stage 1: IQAS design**

No

Overall positive assessment?

Yes → **Stage 3: IQAS implementation**

No

Inclusion of amendments into IQAS design

Support documentation for the modified IQAS design

Re-assessment of IQAS design
(Assessment committee)

Final assessment protocol

Completion of the protocol for assessment and preparation of the final assessment report
(Assessment committee)

Final assessment report

Validation and issue of final report following re-assessment
(Ad hoc agency committee)

Validated final assessment report

Issue of final assessment report to the university and notification of the assessment outcome

(Technical agency staff)

Overall positive assessment?

No → **Stage 1: IQAS design**

Yes → **Stage 3: IQAS implementation**

1.2 Stages in the assessment process

1.2.1.   Issue of IQAS documentation to the assessing agency

During stage 1 of the AUDIT programme the centre will have drawn up the support documentation for the IQAS. The criterion for organising IQAS documentation will be decided on by the centre itself. Even so, it is advisable to use a process map linked to the guidelines set out in the AUDIT programme, developed in the form of process files, procedures, instructions, flowcharts, and so on. The documentation must conform to the following rules:

- Documentation should include general information about the centre designing the IQAS:
    o   Centre name and address.
    o   Scope of the IQAS: official educational programmes at the centre.
    o   Organisational chart of the centre and individuals in charge of designing and developing the IQAS.
    o   Statements of commitment. IQAS documentation must be accompanied by authorisation from the top director at the university and the director of the centre, and shall be approved by means of their signature.
    o   Any other useful information.
- The centre shall clearly state how the documentation on the IQAS is organised, what kinds of documents it includes and what relationship there is between them.
- An index will set out all the documents forming part of the IQAS, including the titles and identifying codes for each document, as well as the status of each document (draft, definitive document, etc.).
- It is advisable for documentation to be organised according to the order in which it appears in the general guidelines of document 02. Failing this, it will be necessary to include a cross table with correspondences linking each of

the guidelines to the process in which the fulfilment of the guideline is referred to.

- It is necessary to specify how the centre manages IQAS documentation.

Once the documentation has been drawn up, the centres will send it online using a computer application or they shall provide a link to a website where the documentation has been posted. Centres opting to use this method shall be responsible for the operability of the link.

1.2.2. Preliminary review of documentation received

Once the documentation has been received, the assessing agency will carry out a preliminary general review according to the protocol set out in annex I. The aspects verified in this initial review include whether the documentation is complete (in other words, ensuring it contains all documents listed in the index prepared by the centre itself), whether it is ordered according to the index, and whether it is legible.

If any shortcomings are observed, the assessing agency will contact the centre in question and will provide written details about defects identified, giving the centre a deadline to resubmit the documents. Next, the assessing agency will forward the documentation to the assessment committee.

1.2.3. Analysis of documentation received and assessment of IQAS design

The assessment committee will evaluate the IQAS design according to an analysis of the documentation received and the subsequent completion of an assessment protocol (annex II) based on the evaluation of elements stemming from the guidelines set out in document 02 of the AUDIT programme.

1.2.4. Assessment of the IQAS and assessment reports

Each assessment committee shall jointly draw up a prior assessment report (annex III), which will set out the final outcome of the assessment of the IQAS design, a consensus on the valuations made and justifications for them.

The agency will issue the prior report to the centre in question, which will be given a period to submit any remarks relating to the report. These remarks will be examined by the assessment committee which, if applicable, will examine the prior report. The reviewed prior assessment report will be resubmitted to the centre by the agency's technical staff.

When the prior report sets out a "negative" assessment of the IQAS submitted, the system will not be deemed as suitable to go on to the implementation stage (stage 3) which is prior to its certification. If the outcome of the assessment is "positive", the centre may go on to the IQAS implementation stage, although there may be scope for improving the IQAS design by incorporating the proposals for improvement set out in the prior assessment report. The outcome of the IQAS assessment may also be "pending". If this is the case, it will be mandatory to include changes in the IQAS design as called for in the prior assessment report in order to amend the aspects likely to pose a risk for smooth implementation of the IQAS; it may also be possible to include proposed improvements set out in the prior assessment report. The centres will send the modified documentation to the assessing agency and the assessment process will be resumed by the assessment committee.

Following a reassessment of the modified documentation as sent by the centre, or following acceptance of the prior reports in the event of direct "positive" or "negative" assessments, the assessment committee will prepare a final assessment report (annex IV), which will be validated by the technical committee from the pertinent agency. The final assessment reports will be

published on the website of the assessing agency once they have been submitted to the respective centre.

2. Description of the protocol for assessing the design of the IQAS

The assessment protocol sets out the guidelines to be considered when designing the IQAS as associated with those already shown in document 02 (*Guidelines for the design of internal quality assessment systems for university education of the AUDIT programme*). Each guideline is unfolded into a range of elements deemed to be relevant aspects, which assessors will use for the evaluation. A detailed analysis of each element is fundamental, though it is also essential to gain an overall perspective of the proposal drawn up by the centres for issuing an overall assessment on the IQAS design.

2.1. Assessment of the guidelines and the elements forming part of them

Each assessor will rate the extent to which the guideline has been met overall and, once all of the elements comprising the guideline have been assessed, he will provide reasoning on the judgment made. The assessment of the elements and guidelines will be based on a four-level qualitative scale:

- **Good (A)**: there are records to support the assumption that actions have been carried out in an orderly, systematic manner in relation to the element and/or guideline and there is evidence to indicate that the actions will be carried out effectively, in accordance with well-defined responsibilities.

- **Satisfactory (B)**: there are records to show that activities have been carried out in relation to the element and/or guideline making it reasonable to assume that the basic elements of these activities will be carried out in an orderly, resourceful fashion, even though there may be unforeseen secondary aspects.

- **Poor (C)**: certain evidence is available as to the existence of content in the IQAS documentation related to the issue raised in relation to the element and/or guideline, but either it does not fully meet the criteria set, it is incorrectly defined or it is not systematically considered.
- **Unknown (D)**: there are no records relating to fulfilment of the issue raised in relation to the element and/or guideline.

2.2. Overall assessments of the IQAS design

During the prior assessment stage, the overall assessment of the IQAS design will include three categories according to the partial assessments for each guideline:

- **Positive**: the IQAS is deemed suitable for implementation by the centre. For instance, if all guidelines are given a "satisfactory" or "good" assessment, the overall assessment of the IQAS design will be positive, even if the IQAS design could benefit from scope for improvement as indicated by the assessment committee.
- **Pending**: if certain guidelines receive a "poor" assessment, the IQAS design may be considered unsuitable for implementation. The prior assessment report will need to incorporate mandatory changes to improve the IQAS design, as well as setting out the scope for improvement of the system itself.
- **Negative**: the IQAS is not considered suitable for implementation, and given the nature of the shortcomings identified, it is not considered that it can be rectified in the short term.

During the final assessment stage, the IQAS evaluation will only be classified as "positive" or "negative".

3. Assessment committees

3.1. Assessor profile and requirements

Members on assessment committees must have the following profiles and meet the requirements set out below:

- Academic assessor

- University lecturer and researcher with acknowledged prestige as a PhD lecturer.
- Experience in assessment processes for degrees, institutions or teaching staff and experience in quality assurance systems.
- It is advisable to have held a position of responsibility on the university's governing bodies.
- To not be related to the university system under assessment.

- Non-academic assessor

- A professional with experience in quality assurance systems, having knowledge on the university system and assessment expertise.

- Technical staff from the quality agency and/or from university quality technical units

- Preferably possessing experience in quality assurance systems and in assessing the quality of degrees, institutions or teaching staff.

- Student

- Undergraduate and/or postgraduate student, preferably having experience in quality assurance systems.

3.2. Selection of assessors and formation of assessment committees

The selection and appointment of members on the assessment committees will be conducted in line with the internal criteria applicable for the assessing agency, ensuring independence, objectivity, a commitment to ethics and confidentiality as well as no conflicts of interest. In line with a criterion of transparency, the assessing agency will publish the names of the members forming the committees.

The assessing agency will set up a suitable number of assessment committees according to the IQAS to be assessed for each call. Each assessment committee will be formed by 6 members:

- **Chair:** generally, the full professor with the greatest seniority will preside over the committee.
- **Members:** assessors with an academic (2), professional (1) and student (1) profile.
- **Clerk:** member of the technical staff of a quality agency or university quality technical unit.

Where possible, academic staff belonging to different universities will comprise the same committee. If any assessment committee member stands down at the last minute, an assessment may be carried out by a committee having less members following approval in this regard from the chair.

Where possible, an equal number of men and women will be on the assessment committees.

All assessment committee members will look at the IQAS documentation assigned to them and will complete the respective assessment protocols. Individual evaluations of assessment protocols will be brought to the attention

of all committee members. Once the assessment protocols have been individually completed, the chair will organise the pooling of them with those of the remaining assessors on the committee to ensure coherence in assessments and the reasoning given. The action carried out by assessment committees shall be joint and all members will take part in assessing the IQAS assigned to their committee. Moreover, they shall reach a consensus on the content of the prior assessment report and the final assessment reports.

ANNEX I

PROTOCOL FOR THE PRELIMINARY REVIEW OF DOCUMENTATION RECEIVED

Centre/university:

Call:

Documentation submission date:

Documentation review date:

Preliminary review of **documentation** on the internal quality assurance system

	Yes	No	Remarks
1. General information on the centre designing the IQAS has been included: • Name and address • IQAS scope • Organisational chart of the centre • IQAS manager • Statements of commitment			
2. The centre points out how the IQAS documentation is organised, the kinds of documents forming it and the link between them.			
3. The centre includes the title and identifying code for each document.			
4. All documents are paginated and the centre and/or university is identified on each one.			

ANNEX II

PROTOCOL FOR ASSESSING THE DESIGN OF THE INTERNAL QUALITY ASSURANCE SYSTEM FOR UNIVERSITY EDUCATION

PROTOCOL FOR ASSESSING THE IQAS DESIGN

DETAILS OF THE IQAS UNDER ASSESSMENT	
University	
Centre	
IQAS scope	
Call	
Documentation submission date	

0. General aspects concerning the internal quality assurance system

The following aspects must be considered in a cross-disciplinary, overall manner with respect to the internal quality assurance system:

a) The existence of a process map with clear links between the processes into which the IQAS is structured and the guidelines of the AUDIT programme.

b) Explanation from the individual in charge of each process.

c) Existence of a scorecard of indicators, generally for the IQAS or specific to each guideline/process.

d) The manner in which IQAS documentation is managed.

e) The manner in which the IQAS is reviewed overall and the improvements are implemented.

By responding to a series of guidelines, the IQAS must ensure the quality of educational programmes in a global manner and make it easier to monitor them. While freedom is adhered in the IQAS design, the structure may be based on the guidelines set out in the AUDIT programme or on a series of processes relating to the guidelines. Interdependence between processes and guidelines must be clearly established.

The centre must state the individuals in charge of each process as well as the individuals who are in charge of executing them. It is considered necessary to divide up areas of authority and responsibilities in the various IQAS processes to reduce the risk of the centre's managerial team becoming overwhelmed.

The IQAS structure must make it easier to manage the IQAS in a swift manner, whilst ensuring it is easy to update effectively in line with reviews conducted on each process.

0. General aspects concerning the internal quality assurance system

	A	B	C	D
1. Existence of a process map.				
2. Explanation from the individual in charge of each process.				
3. Existence of a scorecard of indicators, generally for the IQAS or specific to each guidelines/process.				
4. A description is given of IQAS document management.				
5. A specification is made as to how the IQAS is reviewed overall and how improvements are implemented.				

In accordance with the individual assessment of elements, the overall assessment of this guideline is:

Good	A	Satisfactory	B	Poor	C	Unknown	D

Analysis of the assessment of general aspects of the IQAS design (aspects lending strength to the IQAS and scope for improvement).

1. Education quality policy and goals

In order to develop this guideline in the IQAS, the centre in question must specify aspects including the following:

a) The body (structure, duties and decision-making) in charge of the education quality policy and goals.

b) The stakeholders involved and their means of taking part in the education quality policy and goals.

c) The manner in which the education quality policy and goals are defined, approved and implemented.

d) The manner in which information is compiled and analysed for review with a view to improving the education quality policy and goals.

e) The manner in which improvements stemming from the review of the education quality policy and goals are implemented.

The establishment of a quality culture must be based on an education quality policy and goals that are publicly accessible and known – i.e., included in the quality manual – and they must be reviewed and improved on a regular basis.

The centre must consider whether the education quality policy and goals are general for the university as a whole or specific to each centre.

1. Education quality policy and goals

	A	B	C	D
1. There is a body (structure, duties and decision-making) in charge of the education quality policy and goals.				
2. The stakeholders involved and their means of taking part in the education quality policy and goals is identified.				
3. The manner in which the education quality policy and goals are defined, approved and implemented is specified.				
4. The manner in which information is compiled and analysed for the review with a view to improving the education quality policy and goals is specified.				
5. Specification is given as to the manner in which improvements stemming from the review of the education quality policy and goals are implemented.				

In accordance with the individual assessment of elements, the overall assessment of this guideline is:

Good	A	Satisfactory	B	Poor	C	Unknown	D

Analysis of the overall assessment of the guideline (aspects lending strength to the IQAS and scope for improvement).

2. Quality assurance of education programmes

In order to develop this guideline in the IQAS, the centre in question must specify aspects including the following:

a) The bodies (structure, duties and decision-making) in charge of the education programmes.

b) The stakeholders involved and their means of taking part in the education programmes.

c) The manner in which the education programmes are defined, approved and implemented.

d) The manner in which information is compiled and analysed for review with a view to improving the education programmes.

e) The manner in which improvements stemming from the review of the education programmes are implemented.

f) The manner in which the ultimate disappearance of education programmes is addressed according to specific, predetermined criteria.

The maintenance and renewal of the range of educational courses and programmes on offer must be founded on the development of methodologies for the design, approval, implementation, review and improvement of education programmes and even, if applicable, for the elimination of them.

The centre must have information regarding the needs and expectations of stakeholders and on the education outcomes. It must also benefit from information stemming from the national and international settings, making it possible to ensure education goals are met and enabling the range of educational courses and programmes on offer to be maintained and renewed.

2. Quality assurance of education programmes

	A	B	C	D
1. There are bodies (structure, duties and decision-making) in charge of the education programmes.				
2. The stakeholders involved and their means of taking part in the education programmes is identified.				
3. The manner in which the education programmes are defined, approved and implemented is specified.				
4. The manner in which information is compiled and analysed for a review of education programmes is specified.				
5. Specification is given as to the manner in which improvements to education programmes are implemented.				
6. Specification is given as to the manner in which the ultimate disappearance of education programmes is addressed.				

In accordance with the individual assessment of elements, the overall assessment of this guideline is:

Good	A	Satisfactory	B	Poor	C	Unknown	D

Analysis of the overall assessment of the guideline (aspects lending strength to the IQAS and scope for improvement).

3. Development of education programmes to encourage student learning

In order to develop this guideline in the IQAS, the centre in question must specify aspects including the following:

- a) The bodies (structure, duties and decision-making) in charge of developing actions linked to education programmes encouraging student learning, such as:
    1. admission/graduation profile definition, entrance and professional guidance;
    2. student support and guidance;
    3. assessment and teaching methodology;
    4. external training placements and mobility;
    5. statements, claims and suggestions; and
    6. regulations affecting students (registration, validations, exams, etc.).
- b) The stakeholders involved and their means of taking part in the development of the aforementioned actions.
- c) The manner in which the aforementioned actions are defined, approved and implemented.
- d) The manner in which information is compiled and analysed for a review aimed at improving the aforementioned actions.
- e) The manner in which improvements stemming from the review of the aforementioned actions are implemented.

The actions undertaken within the framework of the education programme must serve to encourage student learning. Some of these actions will be highly administrative in nature, while others will have a direct bearing on the design of the education programme.

The IQAS must allow for the design, development and continual improvement of actions such as an acquaintance with and correct definition of the admission profile (distinguishing circumstance stemming from undergraduate and postgraduate education programmes), the links between graduation profiles and professional guidance, management of external training placements and student mobility, implementation of tutorial action programmes, suitable timing for regulations affecting the development of the education programme, etc.

3. Development of education programmes to encourage student learning

	A	B	C	D
Admission/graduation profile definition, entrance and professional guidance				
1. There are bodies (structure, duties and decision-making) in charge of developing student admission/graduation and entrance profiles, and professional guidance.				
2. Identification is made of the stakeholders involved and their means of taking part in the development of student admission/graduation and entrance profiles, and professional guidance.				
3. Specification is given as to the manner in which student admission/graduation and entrance profiles, and professional guidance are defined, approved and implemented.				
4. Specification is given as to the manner in which information is compiled and analysed for a review of student admission/graduation and entrance profiles, and professional guidance.				
5. Specification is given as to how improvements will be implemented with respect to student admission/graduation and entrance profiles, and professional guidance.				
Student guidance and support, teaching methodology and learning assessment				
6. There are bodies (structure, duties and decision-making) in charge of developing student guidance and support, the teaching methodology and the learning assessment.				
7. Identification is made of the stakeholders involved and their means of taking part in the development of student guidance and support, the teaching methodology and the learning assessment.				
8. Specification is given as to the manner in which student guidance and support, the teaching methodology and the learning assessment are defined, approved and implemented.				
9. Specification is given as to the manner in which information is compiled and analysed for a review of student guidance and support, the teaching methodology and the learning assessment.				
10. Specification is given as to how improvements will be				

implemented with respect to student guidance and support, the teaching methodology and the learning assessment.

External training placements and student mobility

11. There are bodies (structure, duties and decision-making) in charge of developing external training placements and student mobility.

12. Identification is made of the stakeholders involved and their means of taking part in the development of external training placements and student mobility.

13. Specification is given as to the manner in which external training placements and student mobility is defined, approved and implemented.

14. Specification is given as to the manner in which information is compiled and analysed for a review of external training placements and student mobility.

15. Specification is given as to how improvements will be implemented with respect to external training placements and student mobility.

System for statements, claims and suggestions, and regulations affecting students

16. There are bodies (structure, duties and decision-making) in charge of developing the system for statements, claims and suggestions, and regulations affecting students.

17. Identification is made of the stakeholders involved and their means of taking part in the development of the system for statements, claims and suggestions, and regulations affecting students.

18. Specification is given as to the manner in which the system for statements, claims and suggestions, and regulations affecting students is defined, approved and implemented.

19. Specification is given as to the manner in which information is compiled and analysed for a review of the system for statements, claims and suggestions, and regulations affecting students.

20. Specification is given as to how improvements will be implemented with respect to the system for statements, claims and suggestions, and regulations affecting students.

In accordance with the individual assessment of elements, the overall assessment of this guideline is:

Good	A	Satisfactory	B	Poor	C	Unknown	D

Analysis of the overall assessment of the guideline (aspects lending strength to the IQAS and scope for improvement).

4. Quality assurance of academic and services and administration staff

In order to develop this guideline in the IQAS, the centre in question must specify aspects including the following:

a) The bodies (structure, duties and decision-making) in charge of the staff policy.

b) The stakeholders involved and their means of taking part in the staff policy.

c) The manner in which the staff policy is defined, approved and implemented in relation to the needs of staff (position profile, skills needed, staff, etc.).

d) The manner in which the admission, training, assessment, promotion and acknowledgment of staff is defined, approved and implemented.

e) The manner in which information is compiled and analysed for a review aimed at improving the staff policy in relation to staff needs.

f) The manner in which information is compiled and analysed for a review aimed at improving the admission, training, assessment, promotion and acknowledgment of staff.

g) The manner in which improvements stemming from the review of the staff policy are implemented in relation to staff needs.

h) The manner in which improvements stemming from the review of the admission, training, assessment, promotion and acknowledgment of staff are implemented.

The staff policy must be defined and implemented with due assurance regarding adequacy in terms of staff numbers, skills and qualifications. Even when the staff policy is defined for the university as a whole, the centre needs to consider the processes incumbent on it with which it can directly intervene.

This guideline may be related to other existing programmes (for instance, the ACADEMIA and DOCENTIA).

The administration and services staff referred to in this guideline are solely related to university education.

4. Quality assurance of academic and services and administration staff

	A	B	C	D
1. There are bodies (structure, duties and decision-making) in charge of the staff policy.				
2. Identification is made of the stakeholders involved and their means of taking part in the staff policy.				
3. Specification is given of the manner in which the staff policy is defined, approved and implemented in relation to the needs of staff.				
4. Specification is given of the manner in which information is compiled and analysed for a review of the staff policy in relation to staff needs.				
5. Specification is given of the manner in which improvements are implemented in the staff policy in relation to staff needs.				
6. Specification is given of the manner in which the admission, training, assessment, promotion and acknowledgment of staff is defined, approved and implemented.				
7. Specification is given of the manner in which information is compiled and analysed for a review of the admission, training, assessment, promotion and acknowledgment of staff.				
8. Specification is given of the manner in which improvements to the admission, training, assessment, promotion and acknowledgment of staff are implemented.				

In accordance with the individual assessment of elements, the overall assessment of this guideline is:

Good	A	Satisfactory	B	Poor	C	Unknown	D

Analysis of the overall assessment of the guideline (aspects lending strength to the IQAS and scope for improvement).

5. Quality assurance of material resources and services

In order to develop this guideline in the IQAS, the centre in question must specify aspects including the following:

a) The bodies (structure, duties and decision-making) in charge of material resources and services.

b) The stakeholders involved and their means of taking part in material resources and services.

c) The manner in which material resources and services are designed, approved and managed.

d) The manner in which information is compiled and analysed for a review aimed at improving material resources and services (need for setting up new material resources and services, and the management of existing ones).

e) The manner in which improvements stemming from the review of material resources and services are implemented.

The management of material resources and services includes managing facilities (classrooms, study rooms, computer rooms, laboratories, meeting rooms, libraries, etc.), scientific, technical, assistance and artistic equipment and material, among others.

It is necessary to assure that material resources and services are suitably designed, approved, managed, reviewed and improved in order to develop student learning in an appropriate manner.

Within the framework of the management of material resources and services, and with the particular aim of showing the need for setting up new resources and services, centres should consider incorporating indicators rating the extent to which the services and resources are used.

5. Quality assurance of material resources and services

	A	B	C	D
1. There are bodies (structure, duties and decision-making) in charge of material resources and services.				
2. Identification is made of the stakeholders involved and their means of taking part in material resources and services.				
3. Specification is given as to the manner in which material resources and services are designed, approved and managed.				
4. Specification is given as to the manner in which information is compiled and analysed for a review of material resources and services (need for setting up new material resources and services, and the management of existing ones).				
5. Specification is given as to the manner in which improvements of material resources and services are implemented.				

In accordance with the individual assessment of elements, the overall assessment of this guideline is:

Good	A	Satisfactory	B	Poor	C	Unknown	D

Analysis of the overall assessment of the guideline (aspects lending strength to the IQAS and scope for improvement).

6. Compiling and analysing results for the improvement of education programmes

In order to develop this guideline in the IQAS, the centre in question must specify aspects including the following:

a) The bodies (structure, duties and decision-making) in charge of compiling and analysing results associated with the education programme.

b) The stakeholders involved and their means of taking part in compiling and analysing results associated with the education programme.

c) The manner in which results associated with the education programme are compiled and analysed.

d) The manner in which improvements stemming from the analysis of results associated with the education programme are implemented.

e) The manner in which assurance is given as to the reliability and representativeness of results associated with the education programme.

The results of the education programme must be compiled and analysed for the purposes of reviewing and improving the programme. The results of the education programme refer to the outcomes of learning, access to the labour market and the satisfaction of stakeholders (extent to which needs and expectations are met), among others. The centre must decide on what extent to divide up results and which indicators should be calculated, although in any event they must be satisfactory in order to properly monitor education programmes.

As well as compiling and analysing results, centres must consider suitable design and continual improvement of the tools used to achieve the results in order to ensure their reliability.

This guideline is clearly cross-disciplinary in nature within the IQAS because information stemming from the results compiled must at least serve to improve aspects and actions set out in the guidelines *Quality assurance of education programmes, Development of education programmes to encourage student learning*, *Quality assurance of academic and administration and services staff* and *Publication of information and rendering of accounts on education programmes*.

6. Compiling and analysing results for the improvement of education programmes

	A	B	C	D
Learning outcomes				
1. There are bodies (structure, duties and decision-making) in charge of compiling and analysing results associated with learning.				
2. Identification is made of the stakeholders involved and their means of taking part in compiling and analysing results associated with learning.				
3. Specification is given as to the manner in which results associated with learning are compiled and analysed.				
4. Specification is given as to the manner in which improvements stemming from the analysis of results associated with learning are implemented.				
5. Specification is given as to the manner in which assurance is given on the reliability and representativeness of results associated with learning.				
Results of access to the labour market				
6. There are bodies (structure, duties and decision-making) in charge of compiling and analysing results associated with access to the labour market.				
7. Identification is made of the stakeholders involved and their means of taking part in compiling and analysing results associated with access to the labour market.				
8. Specification is given as to the manner in which results associated with access to the labour market are compiled and analysed.				
9. Specification is given as to the manner in which improvements stemming from the analysis of results associated with access to the labour market are implemented.				
10. Specification is given as to the manner in which assurance is given on the reliability and representativeness of results associated with access to the labour market.				
Results of satisfaction of stakeholders				
11. There are bodies (structure, duties and decision-making) in charge of compiling and analysing results associated with the satisfaction of stakeholders.				

12. Identification is made of the stakeholders involved and their means of taking part in compiling and analysing results associated with the satisfaction of stakeholders.

13. Specification is given as to the manner in which results associated with the satisfaction of stakeholders are compiled and analysed.

14. Specification is given as to the manner in which improvements stemming from the analysis of results associated with the satisfaction of stakeholders are implemented.

15. Specification is given as to the manner in which assurance is given on the reliability and representativeness of results associated with the satisfaction of stakeholders.

In accordance with the individual assessment of elements, the overall assessment of this guideline is:

Good	A	Satisfactory	B	Poor	C	Unknown	D

Analysis of the overall assessment of the guideline (aspects lending strength to the IQAS and scope for improvement).

7. Publication of information and rendering of accounts on education programmes

In order to develop this guideline in the IQAS, the centre in question must specify aspects including the following:

a) The body (structure, duties and decision-making) in charge of the publication of information and rendering of accounts on education programmes and related aspects.

b) The stakeholders involved and their means of taking part in the publication of information and rendering of accounts on education programmes and related aspects.

c) How information is given and, if applicable, how rendering of accounts is carried out on the following aspects:

1. the education quality policy and goals;
2. education programmes;
3. the development of education programmes to encourage student learning;
4. academic and services and administration staff;
5. services and material resources; and
6. the results of education programmes.

d) The manner in which reviews are carried out on the up-to-date status, the objectivity and accessibility of information and rendering of accounts on education programmes and related aspects.

e) The manner in which improvements stemming from reviews on the up-to-date status, the objectivity and accessibility of information and rendering of accounts on education programmes and related aspects are implemented.

It is necessary to ensure up-to-date information is published regularly and that accounts are rendered on the education programmes provided and related aspects. Specifically, the IQAS must consider making public the operational planning of its programmes, as well as the results and indicators associated with the monitoring of its education programmes.

7. Publication of information and rendering of accounts on education programmes

	A	B	C	D
1. There is a body (structure, duties and decision-making) in charge of the publication of information and rendering of accounts on education programmes and related aspects.				
2. Identification is made of the stakeholders involved and their means of taking part in the publication of information and rendering of accounts on education programmes and related aspects.				
3. Specification is given as to the manner in which information is provided and, if applicable, the manner in which rendering of accounts is carried out on the education quality goals and policy.				
4. Specification is given as to the manner in which information is provided and, if applicable, the manner in which rendering of accounts is carried out on education programmes.				
5. Specification is given as to the manner in which information is provided and, if applicable, the manner in which rendering of accounts is carried out on the development of education programmes to encourage student learning.				
6. Specification is given as to the manner in which information is provided and, if applicable, the manner in which rendering of accounts is carried out on staff.				
7. Specification is given as to the manner in which information is provided and, if applicable, the manner in which rendering of accounts is carried out on services and material resources.				
8. Specification is given as to the manner in which information is provided and, if applicable, the manner in which rendering of accounts is carried out on the results of education programmes.				
9. Specification is given as to the manner in which reviews are carried out on the up-to-date status, the objectivity and accessibility of information and rendering of accounts on education programmes and related aspects.				
10. Specification is given as to the manner in which improvements stemming from reviews on the up-to-date status, the objectivity and accessibility of information and rendering of accounts on education programmes and related aspects are implemented.				

In accordance with the individual assessment of elements, the overall assessment of this guideline is:

	A		**B**		**C**		**D**
Good		Satisfactory		Poor		Unknown	

Analysis of the overall assessment of the guideline (aspects lending strength to the IQAS and scope for improvement).

ANNEX III

PRIOR REPORT MODEL FOR ASSESSING THE DESIGN OF THE INTERNAL QUALITY ASSURANCE SYSTEM

PRIOR REPORT FOR ASSESSING THE DESIGN OF THE INTERNAL QUALITY ASSURANCE SYSTEM

DETAILS OF THE IQAS UNDER ASSESSMENT	
University	
Centre	
IQAS scope	
Call	
Prior report date	

OVERALL VALUATION OF THE IQAS DESIGN ASSESSMENT

Having reviewed the documentation relating to the IQAS design for the centre stated, the assessment committee issues the following overall assessment:

☐   **POSITIVE**

☐   **PENDING**

☐   **NEGATIVE**

JUSTIFICATION OF THE OVERALL ASSESSMENT (no more than 1500 words)
This section shall include an individual assessment of the guidelines.

ELEMENTS LENDING STRENGTH TO THE IQAS DESIGN (no more than 1500 words)

Elements the assessment committee considers give strength to the IQAS making it possible to assume that the IQAS will be successfully implemented.

ELEMENTS REQUIRING MODIFICATION (no more than 1500 words)

Description of elements that must be re-designed and re-assessed by the assessment committee for an IQAS assessment stating "PENDING" to be raised to "POSITIVE".

SCOPE FOR IMPROVEMENT (no more than 1500 words)

Aspects the assessment committee deems could be re-designed and completed in order to improve the IQAS design.
The centre may decide whether to include these improvements in the design stage or whether they should be incorporated during the implementation of the IQAS.

ANNEX IV

FINAL REPORT MODEL FOR ASSESSING THE DESIGN OF THE INTERNAL QUALITY ASSURANCE SYSTEM

I. Identifying details of the internal quality assurance system (IQAS) under assessment

DETAILS OF THE IQAS UNDER ASSESSMENT	
University	
Centre	
IQAS scope	
Call	

II. Assessment of the IQAS design

The Assessment Committee issues an overall **POSITIVE/NEGATIVE** assessment assessment relating to the design of the IQAS submitted by the (name of the centre) of the (name of the university).

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

This section will include a general justification of the assessment made on the respective IQAS describing the positive aspects identified in this design stage.

III. Aspects that lend the IQAS design its robust nature

This section will include the aspects that lend the IQAS design its robust nature, according to the Assessment Committee*.*

IV. Suggestions for improving the design of the IQAS

This section will include the scope for improvement relating to the IQAS design.

V. Annex: members of the assessment committee

Chair	
Academic member	
Academic member	
Professional member	
Student	
Clerk	