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

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

## Faculty of Library and Information Studies
## Universitat de Barcelona (Barcelona University, UB)

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

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|---|---|
| **University** | Barcelona University (UB) |
| **Centre** | Faculty of Library and Information Studies |
| **IQAS scope** | Degrees taught at the Faculty of Library and Information Studies |
| **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 Faculty of Library and Information Studies at Barcelona University.

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

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| 1.0. Quality goals and policy | Satisfactory |
| 1.1. Quality assurance of the training programmes | Satisfactory |
| 1.2. Extent to which teaching is student-orientated | 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 degree programmes | 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 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 Faculty of Library and Information Studies and the Quality Agency of the UB are

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

The design of the IQAS highlights a systematic, exhaustive and structured character, in particular with regards to aspects concerning the start-up of the IQAS: definition of bodies and decision-making mechanisms.

The general framework approached by the UB is assessed satisfactorily inasmuch as it supports the design and the future development of the quality assurance model (SAIQFU, according to the UB's own nomenclature). Hence, the design of the IQAS answers to a **global university model** designed from the Quality Agency of the UB, as a cross-disciplinary body, in collaboration with three centres participating in this first phase, amongst them, the Faculty of Library and Information Studies. This aspect contributes to the fact that the design, in this initial phase, adopts a markedly generic character. In this sense, as is considered in the proposal, the centre needs to approach and develop the catalogue of general and specific quality proceedings according to their own characteristics.

In relation to the **cross-disciplinary aspects**, those strengthening the design of the IQAS include the systematic definition of the responsible bodies, as well as the definition of the mechanisms that regulate and assure decision-making. Moreover, the systematic reference to the applicable regulations is deemed adequate as are the documentary frameworks that should be considered both in the definition and in the implementation of each of the guidelines.

Additionally, and **specifically for each guideline**, different aspects are identified that assure a successful implementation of the IQAS.

With reference to the **quality goals and policy** (guideline 1.0), the specification of stakeholders involved in the design is given a positive assessment as is the monitoring, development and review of the teaching activities. Also assessed positively is the systematic in the design, planning, development and review of the teaching activities.

There have been observed different positive aspects related to the **extent to which teaching is student-orientated** (guideline 1.2). Specifically, these aspects are: the systems for the compilation and analysis of information that permit knowledge and assessment of the needs regarding the definition of admission and graduation profiles, admission and enrolment of students; the monitoring and review mechanisms and improvement of the definition of the admission and graduation profiles, admission and enrolment of students; the system planned for the management of statements, claims and suggestions; the mechanisms that regulate and provide information on policies that affect students.

As regards **the quality improvement and assurance of academic and teaching support staff** (guideline 1.3), noted positively are the systems for compiling and analysing information that make it possible to understand the training needs of the academic and teaching support

staff. Moreover, mechanisms are included that make it possible to revise and improve the training programme.

Two positive aspects are highlighted with regards to the **publication of information on degree programmes** (guideline 1.6). Firstly, the information procedures for stakeholders on aspects related to the teaching activities and secondly, the information procedures on actions that are carried out to favour the students' studies: admission and graduation profiles, entrance criteria, teaching and learning methodology, orientation, mobility, external training programmes and systems for statements, claims and suggestions.

## 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 Faculty of Library and Information Studies is advised to carry out an overhaul on these aspects on the short- or medium-term to ensure the IQAS is smoothly implemented.

The implementation phase of the design of the IQAS in the centres is a crucial time in which the design presented must be adapted, in a homogenous manner, to the realities of each centre, and said centres should assume their responsibilities as principle managers of their own internal quality assurance system.

Both for the IQAS in its entirety and for each individual guideline, in order to provide feedback for the planning stage and complete the improvement cycle, a centre's IQAS should include a global development of the following aspects:

a.  **Strategic planning**, a basic tool for the implementation of the policy and the quality goals aimed to be reached in the centre within the determined timeframe.

b.  **Process-based organisation/management of the centre's activities (process map)**, defining the everyday activities of the centre. This map of processes should be implemented within its pertinent procedures adapted to each particular centre.

c.  **Table of indicators.** Highlighted in the design presented are the general terms constituting the foundations on which the Quality Agency of the UB is defining the way to establish the indicators for each of the processes. To assure the correct implementation of the IQAS, it is advised to define the implementation of indicators as regards the centre and the way in which they are integrated, together with the existing programme contracts, in a global model of indicators that allows for the monitoring of results of the centre's activity.

d. **Review of the system.** The design of the IQAS defines the mechanism foreseen for the implementation of the possible improvements in the centres and in it, additionally, a monitoring plan is established with corrective and improvement actions. The centre should include this mechanism of review in each and every one of the processes designed that respond to the programme guidelines. Apart from this review of internal nature on behalf of the centre, contributing to the implementation of the culture of quality in its activities, the design of the IQAS in question also includes an external review on behalf of the Quality Agency of the UB. In the implementation phase, the mechanisms needed to carry out this review should be specified.

e. **Mechanisms for the rendering of accounts of the main stakeholders.** In the implementation of the IQAS, it is advised to go into depth as regards the set of processes associated to the mechanisms for the rendering of accounts. Hence, it is suggested to include in a more detailed manner the basic contents of the centre's annual quality report, with an aim to having a potential management tool, as evidence of the review of the system and rendering of accounts.

**Specifically for each guideline,** the following aspects are recommended for improvement in order to ensure the smooth implementation of the IQAS.

Defined in greater detail within the framework of the **extent to which teaching is student-orientated** (guideline 1.2) should be the systems for compiling and analysing information that provide knowledge of the needs of the student support and orientation systems, the teaching methodology and the learning assessment. Likewise, greater solidity to the quality system would be provided by a more detailed definition and development of the systems of analysis and information compilation that allow for the assessment of needs of the professional guidance systems for students.

As regards the **quality improvement and assurance of academic and teaching support staff** (guideline 1.3) it is suggested to describe in more detail the composition of the functional mechanisms of the teaching committee of the centre, as these aspects of the committee are only specified on a university level. On the other hand, it is advised to join the results of the teaching assessment processes with the design of the training programme.

In the framework of **management and improvement of services and material resources** (guideline 1.4a), it is advised to define, in a more systematic manner, the systems for the compilation and analysis of information for the design of the material resources and services, as well as their degree of suitability.

With respect to the **management and improvement of the quality of services and administration staff** (guideline 1.4b), it is suggested to define an administration and services staff policy, as the design does not reflect the evidence of the existence of a policy associated

to this collective, which leads to the conclusion that it is managed via the relation between positions and the labour legislation in force. Moreover, it is advised to specify the mechanisms through which the stakeholders may participate in the definition, review and improvement of the quality of services and administration staff. Lastly, it is advised to broaden and strengthen the systems of information compilation and analysis that allow for the understanding of the needs of this personnel (not only as regards training, but also, for example, as regards the unfolding of their functions in their positions).

Concerning the **analysis and use of results** (guideline 1.5), it should define how the stakeholders are involved in the processes of mediation, analysis and improvement of results on satisfaction and access to the labour market. It is suggested to outline in more detail the systems of compilation and analysis on the satisfaction of the stakeholders such as academic and teaching support staff and administration and services staff. Even when it is indicated that said competence falls on the university and not on the centre, the design of the IQAS should incorporate the descriptions of said systems, if needs be, as areas managed in a cross-disciplinary manner and to provide feedback through the results for the planning stage.

The **publication of information on degree programmes** (guideline 1.6) requires the strengthening of the information procedures to the stakeholders on the following areas: the procedures and results concerning academic and teaching support staff; the use of material resources and services; and learning outcomes, access to the labour market and the satisfaction of the stakeholders.

# IV. ANNEX: MEMBERS OF THE ASSESSMENT COMMITTEE

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