INQAAHE GUIDELINES OF GOOD PRACTICE (GGP)

EXTERNAL REVIEW REPORT

Organization	National Council of Education (Spanish Acronym, CNED)
Place	Santiago, Chile
Dates of the visit	Monday 13, Wednesday 15, and Thursday 16 December 2021.

Table of Contents

INTRODUCTION

INQAAHE's GGP external evaluation process

The National Council of Education (CNED) asked the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) for an external evaluation of its performance, in accordance with the Guidelines of Good Practice (GGP). It should be noted that the CNED obtained in 2015 the certification of alignment to the GGPs, this new evaluative instance constituting a request for renewal of such certification. To this end, the Council prepared a report on the self-assessment process carried out between August 2019 and June 2020 that was submitted to INQAAHE on July 30, 2021 including the following documentation:

1.   CNED Self-evaluation Report - Spanish version.
2.   CNED Self-evaluation Report - English version.
3.   CNED Specifications Document
4.   A virtual tour of the CNED facilities.

The external evaluation of the CNED was conducted in accordance with the GGP, updated by INQAAHE in 2018 (Annex 1. Guidelines of Good Practice - GGP) and was carried out by an independent review panel of international experts in evaluation and quality assurance in higher education (Annex 2. Composition of the GGP review panel).

The external evaluation review panel is composed of:
- **Dr. Guy Haug (President of the review panel):** Expert of European Higher Education Area (EHEA) and in Higher Education quality assessment and accreditation in Europe and Latin America.
- **Dr. Ariana De Vincenzi (Secretary of the review panel):** member of the Council of Rectors of Private Universities of Argentina, Academic Vice Rector of the Universidad Abierta Interamericana, expert in quality assurance in education.

- **Dr. Iring Wasser (Quality Assurance Expert):** Managing Director of the Accreditation Agency for Degree Programs in Engineering, Informatics/Computer Science, the Natural Sciences and Mathematics (ASIIN e.V.) in Germany.

Due to the health restrictions caused by COVID-19, the visit was held virtually during three days – Monday 13, Wednesday 15 and Thursday 16 December 2021. It featured an agenda that included a total of nine interviews with CNED authorities and management staff, rectors of higher education institutions, managers of the institutions' quality systems, peer evaluators, representatives of national and international organizations associated with CNED, and students. Annex 3 shows the agenda of the virtual visit and the interview sessions conducted by the review panel.

A final session was also held with the CNED authorities, during which the review panel provided a summary of the main results of the external evaluation process.

Based on the self-evaluation document and the information gathered during the virtual visit, the Committee drafted the first version of the external evaluation report, which was shared with the CNED for verification before being submitted to INQAAHE's Board of Directors for final approval.

About Chile's Higher Education System

The Higher Education Law in force in Chile No. 21,091/2018 establishes that the educational system is mixed and organized in two subsystems: university and professional technical. As of March 2021, a total of 150 institutions are registered (59 universities, 39 Professional Institutes and 52 Technical Training Centers) that enroll a total of 1,294,739 students of whom 60% are concentrated in universities.[1]

The university subsystem comprises 30 universities (state-run and private) belonging to the Council of Rectors (CRUCH) and 29 private universities recognized by the State. They are the only institutions of higher education authorized to grant academic degrees and to

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[1] Source: Report 2021. Matrícula de Educación Superior. *Servicio de Información de Educación Superior (SIES).* (Higher Education Information System) Ministry Division of Higher Education.

offer State-regulated degrees and postgraduate programs (specializations in the health area, master's degrees and doctorates).

The professional technical subsystem is composed of Professional Institutes (IP), state-run Technical Training Centers (CFT) and private Technical Training Centers (CTF) recognized by the State. The IPs offer four-year professional programs and technical programs of at least two years' duration. The CTFs offer only short-cycle programs oriented to the development of technologies and techniques.[2]

In 2006, through Law No. 20,129, the National System for Quality Assurance in Higher Education – SINACES – was created, whose current conformation is in accordance with the provisions of Article 81 of Law No. 21,091/18. SINACES includes the Ministry of Education through the Undersecretary of Higher Education, the National Education Council (CNED), the National Accreditation Commission (CNA), and the Superintendence of Higher Education.

Quality is one of the founding principles of Chilean higher education and is defined as the search for excellence, achievement of the stated goals, and compliance with the processes and results in the exercise of the functions of higher education institutions (HEIs) and the criteria and standards established by SINACES.

In order to assess compliance with quality criteria and standards regulated by the State, current legislation contemplates the following mandatory processes for HEIs[3]:

1. Licensing of new private institutions, which begins with the approval of their institutional project to obtain official recognition and its subsequent monitoring for a period of six years until they may achieve full autonomy.
2. Supervision of state-owned CFTs in the implementation and realization of their institutional development project for a period of six years from the beginning of their academic activities.
3. Institutional accreditation of autonomous HEIs.

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[2] Law No. 21091/18, art.3

[3] Law No. 21091/18, Art. 2 subsection c)

4. Accreditation of undergraduate programs provided for in Article 27 of the Higher Education Law[4] and of graduate programs.

5. Supervision of HEIs and undergraduate and graduate programs that are not accredited.

Since the licensing, oversight and supervision processes are managed by the CNED and the accreditation processes are conducted by the CNA, it is the function of the SINACES Coordinating Committee to "*promote consistency between the criteria and standards defined for the accreditation processes and the regulations governing licensing, as well as all other regulations governing the higher education system.*"[5]

About the National Council of Education (CNED)

The CNED is an autonomous public agency that has legal status and its own assets. It was created through Law No. 20370 in 2009[6] and has evaluation and control functions in kindergarten, elementary, secondary, and higher education. Its functions in the field of higher education are:

a) Administrate the licensing process for new institutions of higher education, in accordance with the norms established by law.

b) Give an opinion on the institutional projects submitted by new HEIs for their official recognition by the Ministry of Education.

c) Verify development of the institutional projects for new HEIs approved by the Ministry of Education.

d) Establish selective examination systems for the subjects or courses of the programs taught by the educational institutions that are part of licensing processes. The

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[4] Law No. 21091/18, art. 27: "Study programs leading to professional degrees of Medical Surgeon, Dental Surgeon, Elementary School Teacher, Secondary School Teacher, Teacher for Students with Different or Special Abilities, and Early Childhood Educators shall be mandatorily subject to the accreditation process..."

[5] Law 21.091/18, art.4° subsection e)

[6] The text of Law No. 20,370 was consolidated with other regulations and systematized in Decree with Force of Law No. 2 of 2009.

purpose of this examination is to assess compliance with curriculum and degree programs, and student achievement.

e) Make a substantiated request to the Ministry of Education to revoke the official recognition of universities, professional institutes, and technical training centers undergoing the licensing process.

f) Manage the revocation of official recognition of the HEIs that have not met minimum standards of quality, with particular attention to ensuring the continuity of the studies of enrolled students. It is also responsible for the administration of the pending degree processes, the granting of the applicable academic certifications, and the safeguarding of the curricular records and the plans and syllabuses of the institution's programs.

g) Support the Ministry of Education in the administration of processes to close autonomous HEIs, especially in relation to the graduation process of students who are at this stage of their studies.

h) Serve as instance of appeal in relation to decisions by the CNA, in conformity with Law N° 20.129.

i) Inform the Ministry of Education about the closure of autonomous institutions of higher education, their campuses, or programs, at its request, in accordance with the provisions of Law No. 20,129.

Law No. 20,910 introducing state-run Technical Training Centers in 2016, Law No. 20,903 creating the System for Teacher Professional Development in the same year, and the publication of Higher Education Law No. 21,091 in 2018, incorporated new complementary functions to the Council: oversight of state-run CFTs, supervision of non-accredited Pedagogy programs, supervision of HEIs that are not accredited or obtaining basic institutional accreditation in two consecutive periods, and supervision of non-accredited Medicine and Dentistry programs.

The CNED is governed by a board of ten members appointed for a period of six years and renewed in halves every three years. All of them must be academics, teachers, or outstanding professionals, with a broad experience in teaching and educational management, and with specializations in education, science, technology, management and administration, or in humanities and social sciences. The president of the Council is

appointed directly by the President of the Republic, while different public and private organizations participate in the appointment of the other councilors.

The Council has a Technical Secretariat, which is directed by an Executive Secretary. Its main functions are: to propose the agenda for the CNED's meetings; to prepare minutes of each meeting; to summon the members of the Council and other persons who must attend each meeting; to participate in the meetings with voice; to endorse the Council's documentation and communications; to plan and direct the operation of the Technical Secretariat's units; to propose to the Council the measures necessary for its proper operation; to prepare, for the Council's approval, the CNED's annual budget and strategic plan; and any other functions entrusted to it.

The Technical Secretariat is organized in four departments:
1. Department of Quality Assurance
2. Department of Quality Management
3. Department of Finance and Management
4. Department of Legal Affairs

EXECUTIVE SUMMARY

In 2019, the National Council of Education (CNED) started a self-assessment process in order to request from INQAAHE a review of its adherence to the GGPs updated in 2018. The first process of alignment of the CNED to the GGP was satisfactory fulfilled in 2015. The external evaluation was based on the analysis of self-assessment documents produced by the CNED between August 2019 and June 2020, and on the information collected in interviews with authorities and representatives of social interest groups as part of the Council's virtual visit in December 2021.

The CNED is a public institution created in 2009 with autonomy, legal status and its own budget. It has an organizational structure, infrastructure and equipment that allow it to fulfill the functions conferred to it by law. The regulatory framework that governs its operation includes policies for the prevention and sanctioning of conflicts of interest that apply to board members and a Code of Ethics that regulates the performance of board members and CNED staff. It has control, evaluation and supervision competencies at all educational levels in Chile. Its functions at the higher education level are:

- To administrate the licensing process of new HEIs.
- To serve as an instance of appeal regarding the decisions of the National Accreditation Commission.
- To manage the process of revocation of the official recognition of HEIs that are part of the licensing process, ensuring the continuity of enrolled students' studies, and to support the Ministry in the administration of the closure of autonomous HEIs.

In 2016, it assumed new functions associated with the oversight of state-run CFTs (Law No. 20.910) and the supervision of non-accredited Pedagogy programs (Law No. 20.903), with the addition, as of 2018, of the supervision of non-accredited HEIs and of programs leading to non-accredited degrees of Medical Surgeon and Dental Surgeon, as provided for in Law No. 21.091. All this implies a review of the dedication of the authorities and professional staff of the Council to meet the diversity of functions attributed to it.

The CNED is a constituent of the National System for Quality Assurance in Higher Education (SINACES) together with the Ministry of Education Division of Higher Education, the Superintendence of Education, and the National Accreditation Commission (CNA). The management of the accreditation processes of autonomous HEIs and undergraduate and graduate programs is a function of the CNA, so not all quality assurance procedures of the higher education system fall under the CNED. This implies the need to guarantee consistency between the evaluation criteria for accreditation processes and those for licensing and other higher education evaluation processes, which is the responsibility of SINACES.

The mission and strategic objectives of the CNED place quality assurance as its main area of focus. Its contribution to the improvement of the quality of HEIs is positively appraised by the different actors of the higher education system who were interviewed during the virtual visit. The current strategic plan is only for a three-year period, and it is necessary to foresee a medium and long-term plan to consolidate the strategic guidelines in progress. The CNED manages the evaluation processes with transparency and integrity and prepares public reports on its achievements and challenges every year.

Its relationship with the HEIs takes place in the following processes: licensing, supervision of HEIs that do not meet the minimum standards, supervision of courses that do not meet minimum standards, appealing to the decisions of accreditation, oversight of state-run CFTs, and closure of autonomous HEIs.[7] There is a high degree of satisfaction among the rectors and those responsible for the quality management units of the HEIs with respect to the support offered by the CNED to the institutions. On the other hand, the students interviewed stated that they were not familiar with CNED's processes.

Already in the 2015 INQAAHE external evaluation report, the Council was recommended to implement actions to increase student participation in the decision-making process. In the present external evaluation, the recommendation is taken up again, emphasizing the need to get students involved in the process of defining evaluation criteria for HEIs and their academic programs.

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[7] **Self-assessment report, CNED, 2020 page 42.**

The external evaluation process of HEIs is based on public evaluation criteria adjusted by type of institution. The CNED recognizes the need to increase the involvement of representatives of various stakeholders in their definition and assumes the commitment to promote a participatory process to review the current evaluation criteria for licensing, in order to ensure their consistency with the new evaluation criteria proposed by the CNA. There is an internal appeal procedure available to HEIs seeking the reconsideration of a CNED decision. However, there exists no external appeal instance against CNED's decision, due to the regulatory framework that governs the National Quality Assurance System.

The CNED has a website where it publishes its regulatory framework, organizational chart, minutes of sessions, Council Agreements or decisions, annual reports of its achievements and challenges ("*Cuenta Pública*", "Public Account") and the INQAAHE external evaluation report conducted in 2015. In addition, the Council manages INDICES, which is a system of indicators and reports on the Chilean higher education system, the *Elige Carrera* Portal that provides information and guidance about the academic offer available in the Chilean higher education system, and a scientific journal called "*Calidad en la Educación*" (Quality in Education).

The active participation of the CNED in international quality assurance networks, in the development of cooperation activities with other agencies, in international research projects, and in the annual organization of an international seminar with quality assurance experts from different parts of the world is to be noted.

The CNED does not include in any of its evaluative processes criteria and indicators to promote and evaluate transnational or cross-border education, arguably because it has no legal attributions to do so. Nevertheless, the development of cross-border education is a reality that poses quality imperatives in a globalized social context, which implies for the CNED the need to promote internationalization policies that include the dimension of transnational education.

ASSESSMENT OF COMPLIANCE WITH INQAAHE GUIDELINES OF GOOD PRACTICE

I. The structure of the External Quality Assurance Agency (EQAA)

The EQAA is a recognized, credible organization, trusted by higher education institutions and the public. It has adequate mechanisms to prevent conflicts of interest in the decisions it makes; its staff has the needed skills to carry out the functions associated with external QA. The EQAA has the needed resources to carry out its mission.

☐	☐	■	☐
Not compliant	Partially compliant	Substantially compliant	Fully compliant

1.1 Legitimacy and recognition

CNED was established in 2009 by the General Law of Education No 20,370 whose text was merged with other regulations and systematized in the Decree of the Ministry of Education with Force of Law No. 2 (DFL No. 2-2009). It is an autarchic and autonomous state body, with legal entity, which is related to the President of the Republic of Chile through the Ministry of Education. It succeeds the Higher Council of Education in its functions and assumes new functions in both school education and higher education, the latter already mentioned in the Introduction section. The policies of the CNED and its management as a body for the evaluation of HEIs have been guided by RIACES' principles and INQAAHE's Guidelines of Good Practice.

CNED's operations are regulated[8] and there are different national legislative frameworks defining mechanisms for the prevention of conflicts of interest that apply to the Board members. DFL No. 2/09 regulates the incompatibilities to serve as a Board member and the duty to abstain from any situation that affects their impartiality or objectivity. Law

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[8] Decree of the Ministry of Education No. 0359/2012

No. 20,880 on probity requires the authorities and professionals who work at the CNED to make their sworn statement of interests and declaration of assets. For its part, CNED has its own Code of Ethics, adopted in 2016, that applies to all members and staff of said body.

The CNED is a constituent of the National System for Quality Assurance in Higher Education (SINACES) together with the Ministry of Education Division of Higher Education—, the Superintendence of Education, and the National Accreditation Commission (CNA). The management of the processes of accreditation of HEIs and undergraduate and postgraduate courses is a function of the CNA, so not all the quality assurance mechanisms of the higher education system fall on the CNED. The Coordination Committee of SINACES – made up of the authorities of the four organizations that comprise it – has among its functions defined in the law "*to promote consistency between the criteria and standards defined for the accreditation processes and the regulations that govern licensing, as well as any other in the higher education system*" (Art. 81 of Law No. 21,091).

1.2 Mission and objectives

The mission of the CNED is to "guide the institutions and those responsible for educational policies in Chile, evaluating and providing feedback on their work and proposals, in order to ensure the country's students a quality educational experience that promotes life-long learning." In accordance with this mission and in order to place students and their learning at the center of the education system, the CNED reformulated its strategic objectives for the 2019-2021 period:

1. To contribute to the quality of learning and the development of the country's students, effectively advising and providing feedback to the relevant actors.
2. To contribute to public debate and decision-making in education by generating, disseminating, articulating, and integrating expert knowledge and relevant and reliable information.
3. To collaborate with national and international organizations, sharing best practices or innovative experiences, in order to contribute to student learning and their trajectories.
4. To strengthen our technical and management capacities to respond to the demands and challenges of education in Chile, developing a work style focused on

quality and continuous improvement, as well as commitment to students and their learning.

Both the mission and the objectives explicitly provide that external quality assurance is a major activity of the CNED. The new strategic objectives are consistent with the mission and with international trends in quality assurance.

The CNED's contribution to the improvement of the quality of HEIs is valued positively by the different stakeholders of the higher education system who were interviewed during the virtual visit.

1.3 Governance and organizational structure

The Board is comprised of ten members who serve a six-year term and may not be reappointed for a new term. The Board is renewed by halves every three years, through a system of alternation. In 2021, five memberships were renewed, two of which were pending appointment at the time of the virtual visit. The Board members are professionals and academics with outstanding careers who participate in international educational networks.

In the external evaluation report of the CNED produced by INQAAHE in 2015, the review panel recommended to increase the level of dedication of board members as a response to the diversity of functions entrusted to this body by law. To remedy this, the Board increased the number of sessions and their duration.

However, as of 2016, the legislation in force attributed to the CNED new functions in higher education[9], in addition to a change in the Agency's governance model, as provided for in its strategic guidelines. In order to meet such diverse objectives, a new increase in Board members' dedication is required; hence, the recommendation made in the external evaluation of the CNED in 2015 is taken up again in this report.

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[9] Supervision of CFTs, non-accredited pedagogical programs, and non-accredited HEIs. Likewise, according to the Higher Education Law, new programs are incorporated for accreditation which, if a favorable result is not achieved, must be supervised by the CNED.

The new governance model implies a collaborative work style that is positively appraised by the members of the Technical Secretariat interviewed during the visit, while at the same time they warn about some of the difficulties that this change entails. In the interview held during the virtual visit, they mentioned that the ongoing transition process towards a new governance structure requires more time, both to enhance the interaction between the actors that make up the different Departments and to consolidate a systemic vision of the HEIs. Furthermore, the addition of new functions to the CNED (supervision of HEIs and courses that are not accredited by the CNA) entails new responsibilities to the Technical Secretariat, which could reduce the time they may invest in adjusting to the new style of work.

According to INDICES, a total of 43 HEIs that are not accredited[10] are neither supervised by CNED, because they are scheduled to seek their accreditations from the CNA until 2024. On the other hand, a change in the Higher Education Law makes accreditation mandatory for programs leading to the degrees of Medical Surgeon and Dental Surgeon as of 2020, which also means that those not achieving accreditation will have to be supervised by the CNED.

This new challenge that the CNED is facing, mainly due to the management of new functions and an organizational restructuring, requires greater dedication not only from the Board members – as mentioned in the first GGP certification process – but also from the professionals assigned to the Technical Secretariat. In order to prepare the professional teams to dealing with the demands of the new governance model, the 2019-2021 Strategic Plan foresees:

> Objective: Manage organizational change that promotes collaborative work styles among the different teams through strategic people management actions.
> Action: "Implement a performance management system that generates feedback and individual performance improvement plans".

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[10] There are 55 non-accredited HEIs listed in INDICES https://www.cned.cl/indices/contexto-institucional-anos-2007-2020 but five have been closed although they continue to appear in the statistics (Universidad Chileno-Británica de Cultura, IP vertical, IP Hellen Keller, IP Karen Connolly Performing Arts, CFT del Maule), five are in licensing and two CFTs are under supervision.

While these decisions are very conducive to achieving the desired organizational change in the CNED, their implementation also requires more effort and time from the professional staff of the Technical Secretariat.

A noteworthy aspect of the organizational restructuring is its focus on quality assurance through the creation of two new Departments that complement each other: the Quality Management Department and the Quality Assurance Department. While the role of the former is to process the data provided by HEIs and other sources, the latter analyzes the information in order to interact with the heads of the HE institutions and with the evaluation experts hired to visit the HEIs -and finally produce the evaluation reports to be submitted to the Board.

The entire staff of the Technical Secretariat participates in training mainly related to new regulatory frameworks, digital tools, rights and duties of employees and gender perspective. In 2021, as mentioned above, training was offered in order to promote the development of labor competencies associated with collaborative work and foster the management of individual plans for performance improvement. Since the personnel assigned to the new Departments come from the previous organizational structure, it will be particularly important to strengthen their specific and personalized training plan and thus adapt their performance to the new work style.

The CNED has developed, with the support of a consultancy, a strategic plan for the three-year period 2019-2021 that is consistent with its mission and with international trends in quality assurance. However, CNED needs to further develop new strategies to achieve the desired impact. In this regard, it is important for the Agency to expand its strategic plan with medium and long-term objectives and goals, accompanied by a monitoring system that allows it to act proactively, not just providing reactive responses to foreseeable situations.

1.4 Resources

The CNED has its own three-story building, which is technologically equipped for the development of its staff's activities. Ninety-two percent of the CNED's budget is funded by

the fiscal contribution allocated annually by the Ministry of Finance, while the remaining 8% corresponds to fees for licensing and appeals.

In terms of human resources, in addition to the ten Board members and the Executive Secretary, the CNED has 27 professional and administrative staff working in the four Departments that make up the Technical Secretariat. In an interview with the Executive Secretary, she mentioned that during the pandemic vacancies opened up, which possibly explains the difference of 38 professionals and administrative staff declared in the self-assessment report of June 2020 (p.18) with the list provided in the framework of the virtual visit in December 2021 that reports a total of 27 professionals and administrative staff.

Commendations

1. The review panel **commends** the CNED for moving towards new strategic objectives that place the quality of students' learning at the center of the education system, consistent with international trends in quality assurance.

2. The review panel **commends** the CNED for the high degree of satisfaction noted among the different stakeholders of the higher education system interviewed during the virtual visit, regarding the impact of the evaluation processes on the improvement of the quality of the HEIs.

3. The review panel **commends** the CNED for the creation of a Quality Management Department and a Quality Assurance Department that strengthen its primary objective of contributing to the continuous improvement of the quality of HEIs.

Recommendations

1. The review panel **recommends** that the CNED increase the number of the board members and that it raises the number of full-time professionals in the Technical Secretariat, in order to meet the new functions to be performed and the new demands resulting from the organizational restructuring.

2. The review panel **recommends** that the CNED develop a specific training program on quality assurance with a focus on student learning, aimed at the professionals involved in related departments.

3. The review panel **recommends** that the CNED design a medium and long-term strategic plan, accompanied by a monitoring system that will allow it to act proactively and avoid reactive responses to foreseeable situations.

Conclusion of the review panel

The review panel determines that the CNED is overall **substantially compliant** with the Guidelines of Good Practice associated with section 1: The Structure of the Quality Assurance Agency.

II.   Accountability of the EQAA

The EQAA has in place policies and mechanisms for its internal quality assurance, which demonstrate a continuing effort to improve the quality and integrity of its activities, its response to the changes to the context in which it operates and its links to the international community of QA.

☐	☐	■	☐
Not compliant	Partially compliant	Substantially compliant	Fully compliant

2.1 Agency's Quality Assurance

The CNED operates with transparency and integrity. Each year it prepares a report of achievements and challenges called "*Cuenta pública*" (Public Account), which is published on its website. In addition, the CNED complies with the mechanisms of public accountability coordinated by the Ministry of Education and the Budget Office of the Ministry of Finance. The Board annually defines management commitments, the results of which are evaluated and thus serve as incentives for the Technical Secretariat staff. These commitments refer to quantitative indicators (percentage of queries answered within the committed period, average time to resolve appeals, among others) and qualitative indicators (e.g. to develop instruments to provide feedback to external evaluators on their performance, or to develop a proposal of criteria for the evaluation of new institutional projects, among others).

In the meeting with the Technical Secretariat staff, the participants mentioned that their performance assessment was subject to incentives coordinated by the State. In addition, according to the current Strategic Plan, the CNED mentions that it has begun to "*implement a performance management system that generates feedback and individual performance improvement plans*".

On the other hand, in the 2015 external evaluation report for the certification of the CNED's adherence to INQAAHE's GGP, the review panel recommended CNED to take into account HEIs' views about how the quality of the processes could be improved. In this

regard, the CNED acknowledges in the 2020 self-assessment report (p. 83) that it should improve the involvement of a diversity of stakeholders in its processes. In the surveys administered in the context of the self-evaluation, HEI rectors and peer evaluators indicated a low perception of having been consulted by the CNED for the definition of the evaluation criteria. In this connection, it will be important for the CNED to systematize the participation of various social interest groups in the definition and the evaluation of its quality criteria. This will contribute to making its processes more transparent and better adapted to the changing contexts in which HEIs are operating.

Risk management is implemented in CNED under the supervision of the General Internal Government Auditing Council. It should be noted that the CNED has a Risk Auditor who defines the priorities to be addressed according to the results obtained in the risk matrix. However, the latest available risk matrix corresponds to 2017 and, as indicated in the self-assessment report (p.31), it was not updated since, due to the organizational restructuring of CNED.

Finally, the Review Panel wants to point out the quality of CNED's self-assessment report prepared in 2020 as part of the request for recertification of the Agency's compliance with INQAAHE's GGPs. The document is exhaustive and denotes a critical and proactive approach to the processes managed by the CNED.

2.2. Links with the Quality Assurance Community

In 2018, Law 21,091 created the National System for Quality Assurance in Higher Education (SINACES) which, as mentioned in section 1.1, consists of the Ministry of Education Division of Higher Education, the Council of National Education (CNED), the National Accreditation Commission (CNA), and the Superintendence of Higher Education. SINACES has a Coordinating Committee chaired by the Undersecretary of Higher Education and composed of the highest authorities of each of its member agencies.

In compliance with the provisions of the legislative framework, SINACES must meet every two months in order to define policies for the improvement of the quality of higher education and to foster the consistency between the processes of the different agencies.

However, in the context of the pandemic, SINACES met weekly during 2020 and twice a month in 2022 to order to improve the coordination of the system.

The members of the Coordinating Committee interviewed agreed that one of the greatest difficulties they face is the lack of consistency between the evaluation criteria used to manage the licensing processes and those used for the accreditation of HEIs. It was mentioned that this situation affects the confidence in the country's quality assurance system and that efforts are in progress for the revision of the evaluation criteria for licensing, based on the new evaluation criteria and standards for accreditation adopted by the CNA[11] and validated by the SINACES Coordinating Committee.

The rectors of the HEIs and the peer evaluators interviewed during the virtual visit agreed that the lack of consistency between the evaluation criteria of the CNED and those of the CNA is a weakness that affects the quality of higher education in Chile. Although it is not the exclusive responsibility of the CNED to reverse this weakness, the revision of the evaluation criteria for the licensing processes in accordance with the new criteria and standards approved for the accreditation of HEIs would clearly contribute to enhancing the integrity of the SINACES.

The CNED is one of the public agencies that carry out quality assurance functions for higher education in Chile, but -contrary to most quality assurance agencies in other countries- it does not carry out accreditation processes. However, it has built cooperative relationships with international quality assurance agencies by integrating and actively participating in networks such as RIACES and INQAAHE. In addition, the CNED organizes every year an International Seminar with the participation of experts in educational quality assurance from different parts of the world and directs a Journal on Quality in Higher Education where it systematizes international trends in the subject.

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[11] The Higher Education Law 21.091 mandates the CNA to review the criteria and standards for accreditation purposes. This process was concluded, and the new criteria and standards will be applied as of 2022. The criteria and standards for licensing managed by the CNED are still under review.

Commendations

1. The review panel **commends** the CNED for the implementation of an annual process of evaluation of its management through quantitative and qualitative indicators that contribute to the identification of results achieved and the recognition of pending challenges.

2. The review panel **commends** the CNED for the critical and proactive nature of the self-evaluation report prepared in the context of the recertification process of its compliance with INQAAHE's GGPs.

Recommendations

1. The review panel **recommends** CNED to consolidate the mechanisms it has begun to implement for the evaluation of CNED staff and authorities, fostering the improvement of each staff member's unique skills and the promotion of collaborative work.

2. The review panel **recommends** CNED to systematize the participation of students and other social interest groups in the design and evaluation of the quality criteria used in the processes it manages.

Conclusion of the review panel

The review panel concludes that CNED is **substantially compliant** with the Guidelines of Good Practice associated with Section 2: Quality Assurance Agency's Accountability.

III. The Agency's Framework for the External Review of Quality of Higher Education Institutions (HEIs)

The main concern of the EQAA is the promotion of quality education and student achievement. In doing this, it recognizes that quality is primarily the responsibility of the higher education institutions themselves and supports this principle in its criteria and procedures. These promote internal quality assurance (IQA) and provide higher education institutions with clear guidance on the requirements for self-assessment and external review.

☐	☐	■	☐
Not compliant	Partially compliant	Substantially compliant	Fully compliant

3.1. Relations between the agency and the HEIs

Since its creation in 2009, the CNED has been responsible for the licensing of new private HEIs not created by law, according to a set of public evaluation criteria and with the support of procedural guidelines that walk the institutions through this process. The licensing process begins with the approval of the HEI's institutional project, which will be evaluated in its development over six years of operation of the institution, or nine years if the evaluation process is extended. During this period, the CNED undertakes to accompany the HEI through visits by peer reviewers, document review, selective examination of subjects and financial analysis. At the end of the process, the HEIs are expected to demonstrate their capacity for self-regulation, the effective development of their substantive functions and the implementation of internal quality assurance mechanisms, all in accordance with the original institutional project approved by the CNED. If these strengths associated with the management of its institutional project are evidenced in the licensing process, the HEI obtains full autonomy to grant academic diplomas and degrees.

A second process that the CNED conducts in relation to HEIs is the supervision of non-accredited institutions or those that do not obtain at least advanced accreditation in a

second instance of institutional accreditation before the CNA[12]. This supervision process lasts for three years, during which time the CNED offers support and evaluation actions to accompany the HEIs.

The CNED is also responsible for serving as an instance of appeal for some decisions adopted by the CNA, such as the rejection of institutional accreditation, the rejection of the accreditation of graduate programs or of programs for which the accreditation is mandatory. In the appeal process, the CNED Board considers the self-evaluation report, the peer reviewers' report, and additional or clarifying reports that may be requested from the CNA, the peer commission or the HEIs themselves. In the 2015-2019 period, 61 appeals for non-accreditation by the CNA were recorded, of which 61% were accepted.

In the interview with the members of the SINACES Coordination Committee, they referred to "the discomfort" experienced by the CNED in having to manage the appeals against non-accreditation decisions adopted by the CNA; they also said that they have conveyed this perception to the Courts of Justice. In this interview, it was also mentioned that "these crossed functions between the CNED and the CNA challenges the consistency and objectivity of the decision-making process and affects the confidence in Chile's quality assurance system."

The review panel understands that the tensions identified are not the responsibility of the CNED. However, it is necessary to emphasize that these tensions bring to light dysfunctionalities in the Chilean Higher Education Quality Assurance System, affecting its credibility and its consolidation as a public guarantor of quality. Therefore, it is necessary for the CNED to promote the greatest possible consensus with the CNA regarding the management of the evaluation processes of the HEIs, and the periodic meetings of the Coordination Committee of SINACES are a favorable context to achieve this.

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[12] As of the enactment of the Higher Education Law No. 21,091 of 2018, institutional accreditation before the CNA became mandatory for all autonomous HEIs that comprise the higher education system.

Since 2016, the CNED has been managing two new processes in relation to HEIs: the monitoring of state-run CFTs, and the supervision of non-accredited Pedagogy programs. The former is a process of supervision of the implementation of the institutional development project and the evaluation of its progress for six years. After this period, the CFT must present itself for institutional accreditation. The latter consists of accompanying the pedagogical (teacher training) programs that did not achieve accreditation, with a view to helping them meet the minimum standards required for their accreditation by the CNA.

In order to conduct the aforementioned processes, the CNED proposes in the 2019-2021 strategic plan that its management focus on "*contributing to the development of capacities for the continuous improvement and self-regulation of the HEIs that are under any of the control/supervision/support mechanisms under the responsibility of the Board*". CNED Board members interviewed during the virtual visit stressed that the main role of the Agency in licensing, supervision and monitoring processes is to help the HEIs to develop the required attributes that allow them to implement their institutional project.

Consistent with this intention, the rectors and the persons in charge of the quality management of the HEIs expressed a high degree of satisfaction with the support offered by the CNED to the institutions. They highlighted the dialogic nature of CNED's evaluative instances, their respect for autonomy, for the diversity of educational projects and types of HEI, and "the vision of a process" that the CNED builds through its sustained interaction with each institution. On the other hand, the students interviewed stated that they were not familiar with the processes managed by the CNED.

The members of the SINACES Coordination Committee mentioned in the virtual interview that the complexity of the National Quality Assurance System makes it difficult for both students and the general public to understand. In addition, students have a low perception of their involvement in the evaluation of the quality of higher education. In this context, the need for CNED to systematize mechanisms aimed at increase student participation and commitment to the improvement of higher education acquires real relevance.

Already in the 2015 INQAAHE external evaluation report, the Board was advised to increase student participation in the decision-making process. In this external evaluation, the recommendation is taken up again, emphasizing the need to involve students in the definition of the evaluation criteria of the HEIs and their academic programs.

3.2. The definition of criteria for external evaluation

There are evaluation criteria differentiated by type of HEI, they are available on CNED's website and are publicly available. The CNED's institutional self-evaluation report (2020: p. 91) states that "*among external stakeholders there is a deficit in the perception that the criteria were developed with adequate consultation processes*"

CNED's evaluation criteria are currently under revision with a view to ensuring their consistency with the new criteria for accreditation of HEIs recently developed by the CNA and validated by SINACES, in accordance with the provisions of the Higher Education Law in force. CNED acknowledges that this review process offers an opportunity for the involvement of HEI representatives, peer evaluators and other stakeholders in quality assurance.

3.3. The external evaluation process

The external evaluation process of the HEIs embraces a new management model as a result of the organizational restructuring of the CNED. The figure of the "coordinator" of a licensing, oversight or supervision process, which in the previous management model was the responsibility of a professional – a member of the Technical Secretariat – responsible for managing the whole process and gathering all the information, is now the responsibility of a team of professionals. This collaborative team considers information and data analysis from different areas of expertise (legal, financial, statistics processing, among others) when carrying out the corresponding external evaluation process.

The Technical Secretariat designates a professional responsible for the HEI under evaluation, who assumes the role of "counterpart" of the process and interacts with the commission of peer reviewers in charge of the verification visits of the HEI's operations. With this change, the CNED seeks to promote a comprehensive view of the HEIs as a

result of the contributions of the different Departments and to avoid the concentration of information in a single professional.

The transition from a HEI monitoring model centralized in a coordinator to a collaborative evaluation model was analyzed in the interviews held with the Heads of Departments and with the Technical Secretariat staff. In these interviews of the different actors involved, some contradictory opinions emerged and there was a lack of clarity regarding the new role assumed by the professional who operates as a "counterpart" of the HEI under evaluation. For these reasons, the CNED would be well advised to review the roles and functions assumed by the different professionals involved in the new management model of the external evaluation processes, in order to avoid an overload of responsibility among the heads of Departments and professional teams of the Executive Secretariat.

The CNED has a network of national and international consultants to carry out verification visits within the context of the external evaluation process of the different HEIs. The consultants or peer reviewers are professionals, technicians, researchers, teachers or authorities in the field of higher education with qualifications, experience or track record to carry out evaluations of the different processes. Eligibility criteria of evaluators include: eight years of professional experience, of which at least four must be in the specific area of knowledge requested for each process, and experience in the same type of institutions or in institutions of a higher education level.

The Technical Secretariat is responsible for hiring and evaluating their performance in accordance with three dimensions: timeliness, quality and formality. There are mechanisms in place to avoid conflicts of interest between peer reviewers and the HEIs evaluated. The peer evaluators interviewed requested that the training offered by the CNED be increased.

3.4. Self-assessment requirements

The requirements of the self-evaluation process are explicit and are developed in instructions. Likewise, the CNED provides opportunities for dialogue with the institutions to guide them in the collection of evidence for the preparation of the reports and the visits of the peer reviewers.

Commendations

1. The review panel **commends** the CNED for the support it offers to the HEIs so that they can meet the required evaluation criteria and build internal quality assurance systems.

2. The review panel **commends** the CNED for its commitment to a management model that promotes the self-management of HEIs, following their development process and providing feedback on their results for continuous improvement.

3. The review panel **commends** CNED for the quality of the materials and support resources available to guide the self-evaluation of HEIs.

Recommendations

1. The review panel **recommends** the CNED to prioritize the necessary construction of a greater consensus with the CNA regarding the management of the evaluation processes of the HEIs in order to overcome the dysfunctionalities that are observed in the National System for Quality Assurance in Higher Education.

2. The review panel **recommends** the CNED to systematize mechanisms to involve students in the definition of quality criteria for HEIs and their academic programs, as well as to increase their participation in the evaluation processes it manages.

3. The review panel **recommends** the CNED, within the framework of the change towards a collaborative model of management of the external evaluation processes of the HEIs, to review the roles and functions assumed by the different professionals of the Technical Secretariat.

Conclusion of the review panel

The review panel concludes that CNED is **substantially compliant** with the Guidelines of Good Practice associated with Section 3: the Agency's Framework for the External Review of Quality in Higher Education Institutions HEIs.

IV.   The EQAA and its relationship with the Public

The main concern of the EQAA is the promotion of quality education and student achievement. In doing this, it recognizes that quality is primarily the responsibility of the higher education institutions themselves and supports this principle in its criteria and procedures. These promote internal quality assurance (IQA) and provide higher education institutions with clear guidance on the requirements for self-assessment and external review.

☐	☐	☐	■
Not compliant	Partially compliant	Substantially compliant	Fully compliant

4.1. Public reports on quality assurance policies and their decisions

The CNED has a website where it uploads its organizational chart; strategic objectives and work guidelines; the legal framework that governs the evaluation processes under its responsibility; the minutes of the Board's regular meetings; the Agreements reached by the Board, including the reports that support its decisions; the guidelines that help the HEIs in the evaluation processes; and documents prepared by the Board that contribute to the development of public policies. The good navigability of the website allows access to all the resources without difficulty, evidencing transparency in the processes managed by the CNED.

In addition, the CNED manages INDICES, which is a system of information and key indicators about Chilean education built according to data voluntarily submitted by HEIs, except for data provided by institutions in the licensing process, who must submit it on a compulsory basis. INDICES provides access to higher education statistics for the period 2005- 2021 on various indicators: enrollment in the higher education system, enrollment broken down by HEI and program of study, academic staff, infrastructure, libraries and student retention. It also provides access to reports on trends in higher education enrollment by undergraduate and graduate degrees and by gender.

It should be noted that the Ministry of Education Division of Higher Education manages the *Servicio de Información de la Educación Superior, SIES* (Higher Education Information System), which is the national higher education system provided for by Law. In the 2015 INQAAHE evaluation report, the recommendation was made to the CNED to coordinate efforts with the SIES to avoid HEIs having to provide the same information to two State agencies.

4.2. Other public reports

In order to communicate the achievements and challenges faced by the CNED each year, the "Public Account" (*Cuenta pública*) reports can be accessed through the link "*vinculación*" (connection). The same section also features the external evaluation report produced by INQAAHE in 2015 on the compliance of the Board with the GGP.

Finally, the biannual edition of the journal *Calidad en Educación* (Quality in Education), which is aimed at disseminating innovations, debates, and experiences in the field of education, stands out.

Commendations

1. The review panel **commends** the CNED for the accessibility and adequacy of the information available on its website, evidencing transparency in the management of its processes.

Conclusion of the review panel

The review panel concludes that CNED is **fully compliant** with the Guidelines of Good Practice associated with Section 4: the Quality Assurance Agency and its Relationship with the Public.

V. Decision-Making

The EQAA has policies and procedures in place that ensure a fair and independent decision-making process in the final review of the institution or the program. It provides effective procedures to deal with appeals and complaints.

☐	☐	☐	■
Not compliant	Partially compliant	Substantially compliant	Fully compliant

5.1. The decision-making process

Decisions on the processes conducted by the CNED are made at Board meetings by majority vote of all Board members. When there is a conflict of interest that could undermine the impartiality of a member's decisions, as provided for in the regulatory framework, he/she must abstain from intervening in the procedure and the Executive Secretary must record this in the minutes of the session.

The scheduling of each session is defined by the Executive Secretary with the Chairperson of the Board. Each Board Member has access to the materials to be analyzed in a session through a digital platform, in addition to receiving these documents by e-mail before each meeting.

The decisions reached by the Board are recorded in Agreements that are notified to the HEIs and other stakeholders (Ministry of Education or CNA) and published on the institutional website. These agreements include not only the resolution but also the evaluation report of the process. For decision-making, the Board considers information from various sources, including institutional reports and those produced by external peer reviewers; these reports are based on the evaluation criteria defined and published by the CNED and known by the HEIs.

In the process of licensing a HEI or supervising a state-run CFT, the CNED's decisions are based on the reports produced by the institution during the relevant period of implementation of its institutional project; the reports of the external peer reviewers

appointed to carry out the verification visits of the project's progress; the analysis of all the academic, financial and administrative documentation processed by the Technical Secretariat; and the specific evaluation criteria according to the type of HEI in question.

CNED's decisions on an appeal filed by a HEI are based on the points made by the HEI and any new material that may be presented by it for the reconsideration of the decision adopted by the CNA.

Decisions concerning the supervision process of a non-accredited Pedagogy programs are made under specific criteria that consider evidence concerning the achievements during the supervision process, the existence and implementation of self-regulation mechanisms and their capacity to improve the academic management of the program. The supervision process includes support and evaluation actions. The support is provided by experts in basic teacher training who, at the request of the program, take part in follow-up meetings defined in cooperation with the CNED. The evaluation is conducted every year according to a work plan designed by the program, approved by the CNED.

In order to issue decisions about Appeals against CNA's decisions of non-accreditation, the CNED takes into account the self-evaluation report submitted by the HEIs in the accreditation process, the external evaluation report and any other type of documentation recorded during the process or that the CNED requests from the CNA (including the report of the acting peer review commission) or from the HEI.

Finally, with regard to autonomous HEIs facing the revocation of their official recognition, the CNED is responsible for supporting the Ministry of Education's revocation of an institution, site or degree program, in particular with regard to the administration of the closure process, in order to ensure the continuity of enrolled students' studies. The CNED has developed academic and operational management criteria for such closing processes of institutions, sites, or degree programs.

5.2. The agency's process for appeals and grievances

As mentioned above, there is an internal "appeal for reconsideration" that allows HEIs to ask CNED to reconsider its decision. In addition, in the case of new information, there is an "extraordinary appeal for review" that is common to all public agencies in Chile.

However, in accordance with current legislation, CNED's decisions are final. The regulatory framework of the National System for Quality Assurance in Higher Education does not consider any instance to which the HEIs may submit an appeal against a CNED decision. The Evaluation Committee considers that the existence of such a mechanism would be beneficial for the Chilean higher education system but is fully aware that this would require a change in the current legislation.

Commendations

1. The review panel **commends** the CNED for the rigor and transparency with which it manages the decision-making processes for each of its functions.

Conclusion of the review panel

The review panel concludes that CNED is **fully compliant** with the Guidelines of Good Practice associated with Section 5: Decision-making.

VI.   The QA of Cross-Border Higher Education

The EQAA has policies relating to both imported and exported higher education. These policies take into account the characteristics of the providers and the receivers, and refer to all types of transnational higher education.

☐	☐	■	☐
Not compliant	Partially compliant	Substantially compliant	Fully compliant

6.1 Criteria for cross-border education

The CNED does not include any criteria and indicators aimed at promoting the quality and evaluation of cross-border education in any of its procedures for the evaluation of courses, programs and HEIs. In the self-evaluation report, CNED refers to its not having any legal authority to deal with transnational higher education.

However, the development of transnational education is a quality imperative in a globalized social context, where academic mobility and networked training experiences get consolidated throughout the world. In this sense, CNED should capitalize on the experience of other countries with the promotion and evaluation of the quality of cross-border education and should include this dimension in its own evaluation processes.

The CNED has not the legal authority to deal with transnational or cross-border higher education subjects. Therefore, section 6.1 does not apply to CNED and cannot be assessed.

6.2 Collaboration between agencies

CNED actively participates in international networks of quality assurance agencies such as INQAAHE and RIACES. This participation has allowed it to carry out international research projects, receive international delegations and manage its annual international seminar where it brings together experts in educational quality assurance from all over the world. However, as mentioned in the previous section, it does not participate in cooperation activities with quality assurance agencies from other countries in the field of transnational educational quality assessment.

Recommendations

1. The review panel **recommends** the CNED to promote the incorporation of policies to promote and evaluate the quality of higher education at the transnational level.

Conclusion of the review panel

The review panel concludes that the CNED **substantially complies** with the Guidelines of Good Practice associated with section 6.2: Collaboration between agencies.

GENERAL CONCLUSIONS OF THE REVIEW PANEL

The CNED is a governmental institution responsible for managing external quality assessment processes of HEIs and is a constituent of Chile's National Quality Assurance System (SINACES). It is a challenge for the CNED and the other SINACES agencies to improve the coherence between the processes conducted by each of them, as well as the consistency between the evaluation criteria for licensing by CNED and those defined for the accreditation by the CNA.

Since its certification of compliance with INQAAHE's GGPs in 2015, the CNED has shown an evolution both in the responsibilities assigned to it by Law and in its organizational restructuring in order to improve its performance. In the interviews conducted during the virtual visit, it was clear that these new challenges entail intensified work demands, not only for the board members but also for the teams of professionals that make up the Technical Secretariat. Therefore, the recommendation already made in the external evaluation of the CNED in 2015, for broader dedication of its members, is now extended to these professionals.

The mission and strategic objectives of the CNED place student learning and the quality of the educational process at the center of the system. The Board promotes a management model based on the evaluation and feedback of the HEIs, seeking their self-regulation, the implementation of an internal quality assurance system and the implementation of their institutional projects. The high degree of satisfaction of the rectors and other representatives of the HEIs with regard to the support offered by CNED and its impact on the improvement of institutional quality is commendable.

CNED still faces the challenge of consolidating the objectives, strategies and goals defined in its 2019-2021 strategic plan within the framework of a more medium and long-term plan. This new plan should contemplate, among others, a greater involvement of representatives of various social interest groups, including students, in the development

and revision of evaluation criteria for HEIs and in the consolidation of internationalization processes of the institutions under its supervision. The CNED does not formally contemplate policies for the promotion and evaluation of the quality of cross-border education, an objective that is not included in the tasks entrusted to it by Law but should nonetheless become part of its vision of educational quality.

The CNED has demonstrated transparency and integrity in the management of the processes it conducts, including through the annual publication of accountability reports on its achievements and challenges, the publication of the minutes of its meetings and of the documents underpinning the decisions it reaches. Likewise, the critical and prospective stance evidenced in its self-assessment report for the purpose of the recertification of INQAAHE's GGPs is also to be commended.

From the evidence gathered in this evaluation, it emerges that its compliance with the INQAAHE 2018 Good Practice Guidelines (GGP) is substantial (see the summary table below); therefore, the review panel recommends to the INQAAHE Board of Directors to recertify the CNED's compliance with the GGP.

Summary Table: Assessment of Compliance with INQAAHE Guidelines of Good Practice (GGP)				
GGP Sections	Not Compliant	Partially Compliant	Substitutional Compliant	Fully Complaint
Section I: The structure of the External Quality Assurance Agency (EQAA)			✓	
Section II: Accountability of the EQAA			✓	
Section III: The EQAA's framework for the external review of quality in Higher Education Institutions			✓	
Section IV: The EQAA and its relationship to the public				✓
Section V: Decision making				✓
Section VI: The QA of cross border				

Summary Table: Assessment of Compliance with INQAAHE Guidelines of Good Practice (GGP)				
GGP Sections	Not Compliant	Partially Compliant	Substitutional Compliant	Fully Complaint
higher education				
GGP 6.1 Criteria for cross-border education	N/A			
GGP 6.2 Collaboration between agencies			✓	

ANNEX 1. INQAAHE Guidelines of Good Practice (GGP)

I.   The structure of the External Quality Assurance Agency (EQAA)

The EQAA is a recognized, credible organization, trusted by the higher education institutions and the public. It has adequate mechanisms to prevent conflicts of interest in the decisions it makes; its staff has the needed skills to carry out the functions associated to external QA. The EQAA has the needed resources to carry out their mission.

1.1. Legitimacy and recognition

1.1.1   The EQAA has an established legal basis and is recognized by a competent external body.

1.1.2   The EQAA takes into consideration relevant guidelines issued by international networks and other associations, in formulating its policies and practices.

1.1.3   The EQAA has a clear and published policy for the prevention of conflicts of interest that applies to its staff, its decision-making body, and the external Reviewers.

1.2 Mission and purposes

1.2.1   The EQAA has a written mission statement and a set of objectives that explicitly provide that external quality assurance of higher education is its major concern, describe the purpose and scope of its activities and can be translated into verifiable policies and measurable objectives.

1.3 Governance and organizational structure

1.3.1   The EQAA has a governance structure consistent with its mission and objectives, and adequate mechanisms to involve relevant stakeholders in the definition of its standards and criteria.

1.3.2   The composition of the decision-making body and/or its regulatory framework ensure its independence and impartiality.

1.3.3 The EQAA's organizational structure makes it possible to carry out its external review processes effectively and efficiently

1.3.4 The EQAA has a strategic plan that helps assess its progress and plan for future developments

1.4 Resources

1.4.1 The EQAA has a well-trained, appropriately-qualified staff, able to conduct external evaluation effectively and efficiently in accordance with its mission statement and its methodological approach.

1.4.2 The EQAA has the physical and financial resources needed to fulfil its goals and carry out the activities that emerge from its mission statement and objectives.

1.4.3 The EQAA provides systematic opportunities for the professional development of its staff.

II. Accountability of the EQAA

The EQAA has in place policies and mechanisms for its internal quality assurance, which demonstrate a continuing effort to improve the quality and integrity of its activities, its response to the changes to the context in which it operates and its links to the international community of QA.

2.1 Quality assurance of the EQAA

2.1.1 The EQAA operates with transparency, integrity and professionalism and adheres to ethical and professional standards.

2.1.2 The EQAA has in place mechanisms that enable it to review its own activities in order to respond to the changing nature of higher education, the effectiveness of its operations, and its contribution towards the achievement of its objectives.

2.1.3 The EQAA periodically conducts a self-review of its own activities, including consideration of its own effects and value. The review includes data collection and analysis, to inform decision-making and trigger improvements.

2.1.4 The EQAA is subject to external reviews at regular intervals, ideally not exceeding five years. There is evidence that any required actions are implemented and disclosed.

2.2 Links to the QA community

2.2.1   The EQAA is open to international developments in quality assurance and has mechanisms that enable it to learn about and analyze the main trends in the field.

2.2.2   The EQAA collaborates with other QA agencies where possible, in areas such as exchange of good practices, capacity building, and review of decisions, joint projects, or staff exchanges.

III. The EQAA's framework for the external review of quality in Higher Education Institutions

The main concern of the EQAA is the promotion of quality education and student achievement. In doing this, it recognizes that quality is primarily the responsibility of the higher education institutions themselves and supports this principle in its criteria and procedures. These promote internal quality assurance (IQA) and provide higher education institutions with clear guidance on the requirements for self-assessment and external review.

3.1 The relationship between the EQAA and higher education institutions

3.1.1   The EQAA recognizes that institutional and programmatic quality and quality assurance are primarily the responsibility of the higher education institutions (HEIs) themselves, and respects the academic autonomy, identity and integrity of the institutions and programs.

3.1.2   The EQAA promotes the development and appropriate implementation of IQA processes in accordance with the understanding that the primary responsibility for assuring quality resides with the institutions and its programs.

3.1.3   The EQAA bears in mind the level of workload and cost that its procedures will place on institutions and strives to make them as time and cost effective as possible.

3.2 The definition of criteria for external quality review

3.2.1 The EQAA recognizes and values institutional diversity and translates this valuation into criteria and procedures that consider the identity and goals of higher education institutions.

3.2.2 The standards or criteria developed by the EQAA have been subject to reasonable consultation with stakeholders and are revised at regular intervals to ensure relevance to the needs of the system.

3.2.3 Standards or criteria take into consideration the specific aspects related to different modes of provision, such as transnational education, distance or online programs or other non-traditional approaches to HE as relevant to the context in which they operate.

3.2.4 Standards or criteria explicitly address the areas of institutional activity that fall within the EQAA's scope, (e.g., institutional governance and management, program design and approval, teaching and learning, student admission, progression and certification, research, community engagement) and on the availability of necessary resources (e.g., finances, staff and learning resources).

3.2.5 Criteria or standards and procedures consider internal follow up mechanisms, and provide for effective follow up of the outcomes of the external reviews.

3.2.6 The EQAA procedures specify the way in which criteria will be applied and the types of evidence needed to demonstrate that they are met.

3.3 The external review process

3.3.1 The EQAA carries out an external review process that is reliable and based on published criteria and procedures. It follows a self-assessment or equivalent, and includes an external review (normally including a site visit or visits), and a consistent follow up of the recommendations resulting from the external review.

3.3.2 The EQAA has published documents, which clearly state what it expects from higher education institutions, in the form of quality criteria, or standards and procedures, for self-assessment and external review.

3.3.3 The external review process is carried out by teams of experts consistent with the characteristics of the institution/program being reviewed. Experts can provide

input from various perspectives, including those of institutions, academics, students, employers or professional practitioners.

3.3.4   The EQAA has clear specifications on the characteristics and selection of external Reviewers, who must be supported by appropriate training and good supporting materials such as handbooks or manuals.

3.3.5   External review procedures include effective and comprehensive mechanisms for the prevention of conflicts of interest, and ensure that any judgments resulting from external reviews are based on explicit and published criteria.

3.3.6   The EQAA's system ensures that each institution or program will be evaluated in a consistent way, even if the external Panels, teams, or committees are different.

3.3.7   The EQAA carries out the external review within a reasonable timeframe after the completion of a self-assessment report, to ensure that information is current and updated.

3.3.8   The EQAA provides the higher education institutions with an opportunity to correct any factual errors that may appear in the external review report

3.4 The requirements for self-evaluation

3.4.1   The EQAA provides clear guidance to the institution or program in the application of the procedures for self-evaluation, the solicitation of assessment/feedback from the public, students, and other constituents, or the preparation for external review as necessary and appropriate.

IV. The EQAA and its relationship to the public

The EQAA makes public its policies and decisions about institutions and programs, discloses the decisions about its own performance and disseminates reports on outcomes of QA processes.

4.1 Public reports on EQAA policies and decisions

4.1.1   The EQAA provides full and clear disclosure of its relevant documentation such as policies, procedures and criteria.

4.1.2   The EQAA reports its decisions about higher education institutions and programs. The content and extent of reporting may vary with cultural context and applicable legal and other requirements.

4.1.3   The EQAA has mechanisms to facilitate the public a fair understanding of the reasons supporting decisions taken.

4.2 Other public reports

4.2.1   The EQAA discloses to the public the decisions about the EQAA resulting from any external review of its own performance.

4.2.2   The EQAA prepares and disseminates periodically integrated reports on the overall outcomes of QA processes and of any other relevant activities.

V. Decision making

The EQAA has policies and procedures in place that ensure a fair and independent decision-making process in the final review of the institution or the program. It provides effective procedures to deal with appeals and complaints.

5.1 The decision-making process

5.1.1   The EQAA decisions take into consideration the outcomes of both the institution's self-assessment process and the external review; they may also consider any other relevant information, provided this has been communicated to the HEIs.

5.1.2   The EQAA decisions are impartial, rigorous, and consistent even when they are based on the reports of other quality assurance bodies.

5.1.3   The EQAA decisions are based on published criteria and procedures, and can be justified only with reference to those criteria and procedures.

5.1.4   Consistency in decision-making includes consistency and transparency in processes and actions for imposing recommendations for follow-up action.

5.1.5   The EQAA's reported decisions are clear and precise.

5.2 The EQAA's process for appeals and complaints

5.2.1   The EQAA has procedures in place to deal in a consistent way with complaints about its procedures or operation.

5.2.2   The EQAA has clear, published procedures for handling appeals related to its external review and decision-making processes.

5.2.3   Appeals are conducted by a Panel that was not responsible for the original decision and has no conflict of interest; appeals need not necessarily be conducted outside the EQAA.

VI. The QA of Cross-Border Higher Education

The EQAA has policies relating to both imported and exported higher education. These policies take into account the characteristics of the providers and the receivers, and refer to all types of transnational higher education.

6.1 Criteria for cross border higher education

6.1.1   The EQAA in a sending country makes clear that the awarding institution is responsible for ensuring the equivalent quality of the education offered, that the institution understands the regulatory frameworks of the receiving countries, and that the institution provides clear information on the programs offered and their characteristics.

6.1.2   Students and other stakeholders receive clear and complete information about the awards delivered.

6.1.3   The rights and obligations of the parties involved in transnational education are clearly established and well known by the parties.

6.2 Collaboration between agencies

6.2.1   The EQAA cooperates with appropriate local agencies in the exporting and importing countries and with international networks. This cooperation is oriented to improve mutual understanding, to have a clear and comprehensive account of the regulatory framework and to share good practices.

6.2.2   The EQAA seeks ways to cooperate in the external quality assurance in transnational education provision, for example through mutual recognition.

ANNEX 2. COMPOSITION OF THE GGP REVIEW PANEL

INQAAHE GGP review panel

Dr. Guy Haug **Chairman of the panel** Expert in the European Higher Education Area and in the evaluation and accreditation of Higher Education in Europe and Latin America. France-Spain	**Dra. Ariana De Vincenzi** **Secretary of the panel** Member of the Council of Rectors of Private Universities of Argentina, Academic Vice-Rector of the Inter-American Open University, expert in quality assurance of education Argentina	**Dr. Iring Wasser** **Quality Assurance Expert** Chief Executive Officer Accreditation Agency Specialized in Accrediting Degree Programs in Engineering, Informatics, the Natural Sciences and Mathematics (ASIIN) Germany

Report signed by the GGP review panel

Date: March 14, 2022

GGP Project Coordinator

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ANNEX 3. SCHEDULE OF THE VIRTUAL VISIT

Day 1: Monday 13 December 2021		
Hour (Chile)	**Interview**	**Number of participants**
8:30 a.m. 9:00 a.m.	Internal Meeting of the GGP review panel	3
9:00 a.m. 10:00 a.m.	Session 1: Presidency and Executive Secretariat	2
10:10 a.m. 11:10 a.m.	Session 2: CNED's Board members	5
11:20 a.m. 12:20 p.m.	Session3: National Quality Assurance System: 1. Ministry of Education Division of Higher Education 2. Superintendence de Higher Education 3. National Accreditation Commission	6
1:10 PM – 2:00 PM	Session 4: Heads of Departments ST-CNED	5
2:10 p.m. - 3:00 p.m.	Session 5: CNED Technical Secretariat staff	7

Day 2: Wednesday 15 December 2021		
Hours (Chile)	**Interview**	**Number of participants**
8:30 a.m. 9:00 a.m.	Internal Meeting of the GGP review panel	3
9:00 a.m. 9:50 p.m.	Session 6: Rectors – highest authorities of higher education institutions (public and private)	7
10:10 a.m. 11:00 a.m.	Session 7: peer reviewers	7
11:20 a.m. 12:10p.m.	Session 8: Quality Assurance Coordinators (Higher Education Institutions)	6
1:10 p.m. 2:00 p.m.	Session 9: Student representatives	5

	Day 3: Thursday 16 December 2021	
Hour (Chile)	Interview	Number of participants
8:30 a.m. 9:00 a.m.	Internal Meeting of the GGP review panel	3
9:00 a.m. 9:50 p.m.	Session 10: National and International Alliances	5
10:00 a.m. 11:30 a.m.	Preparation for final session	3
11:30 a.m. 12:00 p.m.	Final session: Oral Exit Report, external evaluation feedback and closing of the visit	7