

INQAAHE REVIEW REPORT

Consejo Nacional de Educación (CNED)

**Santiago, Chile**

March 8 - 11, 2015

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## A Executive Summary

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The Consejo Nacional de Educación (CNED) requested that the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) conduct an “adherence review” of the agency. The review was conducted by a panel of three highly experienced international evaluators and assessed the policies and practices of CNED against INQAAHE’s “Guidelines of Good Practice in Quality Assurance.” Based on an informative and analytical self-evaluation report submitted by CNED, the external team visited its offices located in Providencia, Chile, on March 8 -11, 2015. There, the panel was able to meet with representatives of every group that is involved in the activities and decision-making of CNED, including students and stakeholders. The review schedule with specific interview groups and individuals is attached to this report as Annex 1 (Agenda).

The team determined that CNED met fully four of the INQAAHE Guidelines and seven were considered substantially compliant. As for the transnational and cross-border higher education subjects the review team was able to ascertain from the interviews with the Ministry of Education that CNED has not the legal authority to deal with them and, therefore, could not be assessed. **The review team believes that CNED is overall in substantial compliance with the INQAAHE Guidelines and identifies strengths and improvement areas for each standard.**

As for the **agency’s governance**, the CNED has a firm legal foundation; its mission and functions are written, public and well defined. The decisions about evaluations are taken rigorously and independently. Nevertheless, panel recommends that at least a part of the Board members have a full-time or broader dedication and considers that should implement actions to increase student participation in the decision-making process.

With regard to **resources**, the review panel concludes that the budget is balanced and that the CNED is well financed and able to carry out its activities with no budget limitations. The CNED's premises and staff are also adequate for the appropriate development of its activities. Even so, the review team recommends that in forthcoming updates of the staff position profiles the agency should introduce the knowledge of quality assurance systems and procedures.

On the subject of **quality assurance**, CNED has a suitable planning of the processes of licensing and appealing to the decisions of accreditation. It carries out risk management audits aimed at identifying, assessing, measuring and reporting threats and opportunities that could influence institutional goals. Nevertheless, it is strongly advisable for CNED to take into account the opinion of the HEI in order to improve the quality of its processes. The external committee appraises positively all the actions carried out by CNED that have the main objective of avoiding errors. However, it is necessary to implement a transversal quality assurance policy focused on the continuous improvement of its processes. The review team believes that CNED could do more to comply with this standard and to formalize and improve its internal quality assurance.

CNED **publishes information** that is accurate, complete and up-to-date on the characteristics of its activities and the outcomes achieved. That information is easily accessible to all stakeholders. In accordance with the Principle of Transparency stated in the Chilean law on Access to Public Information any natural person or legal entity can ask CNED to deliver any document related to its activities. The review panel finds very positive the INDICES section that presents some key indicators about Chilean higher education at the system level (aggregate data) and institutional level.

Concerning the **relationship between the CNED and HEI**, it is implicit in CNED's guidelines and criteria that institutional and programmatic quality and quality assurance are primarily the responsibility of HEI. Thus the CNED's processes are focused on the quality control and verification of the compliance of minimum operating conditions. However it lacks the necessary continuous improvement orientation. Up to a point, standards and criteria applied to licensing process have been subject to consultation with stakeholders. It is very positive that specific criteria for TTC (separated from IP criteria) were established in 2011 with the participation of those institutions. The technical secretariat is currently reviewing the assessments criteria for universities and professional institutes, in force since 1992. The review panel encourages CNED to carry out this revision with the participation of HEI.

With respect to the **requirements for institutional and program performance**, CNED has a well establish criteria system that are, in general, appropriate for each type of HEI assessed. The standards address all areas of institutional activity that fall within the scope of the licensing process. In spite of that, it should make explicit reference values and thresholds for each type of institution in the criteria for the licensing process; increase consultation with HEI in the criteria for renewal process ;and enhance benchmarking.

About the **requirements for institutional self-evaluation and reporting to the agency**, the review team was able to ascertain that CNED has an extensive and well-developed set of documents to guide HEI through both the licensing and appeals processes. The documents are clear and the guidelines include full explanations of the purposes, procedures, process and expectations in the evaluation process. The documents also include the standards used, the decision criteria, the reporting format, and other information needed by the higher education institution. The review panel considers the clear and extensive documentation of CNED commendable.

Properly speaking, the CNED does not have a set of documentation written specifically for peer reviewers about the **evaluation of the institution or program**. These use the documentation that the CNED provides to HEI as a guide for the external evaluation. Luckily, the review team was able to read a draft of a peer reviewers' handbook that is designed specifically for verification visit commissions and it is currently being revised. CNED has an internal document that fixes the profile and the selection criteria of the evaluators. The selected evaluators fulfill the established profile and the regime of incompatibilities. CNED's project coordinators play a key role in site visits and in the whole process of licensing and they are very appraised by the HEI. PI and TTC representatives showed some disagreement with the composition of the review panels. They think that there is a bias towards academics from universities and in some cases they lack the specific expertise to assess technical and professional HEI. The review panel strongly recommends working with HEI to address the problem. The CNED could also consider the inclusion of professionals and students in such commissions. External site visit reports are clear, well-structured and meet the standards of the licensing process. However, actions should be taken so that the reports could reflect better site visit observations.

The requirements and processes related to **CNED's decisions** seem to be clearly written and available to institutions. CNED has mechanisms to guarantee the impartiality of Board decisions and to avoid the existence of conflicts of interest or any other situation that may detract from impartiality and its decisions are supported by evidence. Moreover, the decision-making process is completely transparent and all the related documentation can be found in the website.

## **B Glossary**

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CNED	Consejo Nacional de Educación (National Council of Education)
CNA	Comisión Nacional de Acreditación (National Accreditation Commission)
CRUCH	Consejo de Rectores de las Universidades Chilenas (Council of Rectors of Chilean Universities)
CSE	Consejo Superior de Educación (Higher Council of Education)
GGP	INQAAHE's Guidelines of Good Practice
HE	Higher Education
HEI	Higher Education Institution(s)
INQAAHE	International Network of Quality Assurance Agencies in Higher Education
OECD	Organization for Economic Co-operation and Development
PI	Professional Institutes
QA	Quality Assurance
RIACES	Red Iberoamericana para la Acreditación de la Calidad de la Educación Superior (Ibero-American Network for Quality Assurance in Higher Education)
SINACES	Sistema Nacional de Aseguramiento de la Calidad en la Educación Superior (National System for Quality Assurance in Higher Education)
TTC	Technical Training Centers

## C Introduction

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### **Background of the review**

The Chilean Consejo Nacional de Educación (National Council of Education, Spanish acronym CNED) has commissioned the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) to coordinate an external evaluation of agency. The INQAAHE Secretariat conducted the preparatory negotiations, which included, among others, the Terms of Reference and the review service contract with CNED. INQAAHE set a team of international experts that CNED reviewed and approved. The review panel studied the self-evaluation report and the related evidence and on March 8-11, 2015 it visited CNED's offices in Providencia, Chile.

All members of the review team had extensive and international experience in quality assessment and quality assurance. The Curricula Vitae were provided to the INQAAHE Secretariat and to CNED. The review team members were as follows:

- Gemma Rauret Dalmau, Chair, Emeritus professor of Analytical Chemistry in the University of Barcelona
- Doris Maraví Gutarra, academic expert in quality assurance in higher education, Perú.
- Josep Manel Torres Solà, Secretary, coordinator of institutional and program assessments in the Quality Assurance Agency for Higher Education in Catalonia

The interviews were held in Spanish. The team met with CNED's Board and staff, the person in charge of Chilean Higher Education and other staff of the Ministry of Education, peer reviewers, rectors and quality managers of HEI undergoing the licensing process, rectors and quality managers of HEI who alleged to the CNA accreditation decision, and students. Annex 1 contains the list of people interviewed by the team during its evaluation.

After the visit, the review team Secretary drafted the review report based on the discussions and conclusions of the team. This report describes and analyses CNED's compliance with each of the INQAAHE's Guidelines of Good Practice (GGP) standards. Review team members then contributed to the draft and agreed on the final version.

The self-evaluation documents and evidence and the site visit permitted the team to conduct a thorough and objective review of CNED's compliancy with GGP. The self-evaluation report contains both descriptive and analytical parts and reflections of CNED's strengths and weaknesses. At the end of the self-evaluation report, CNED provides an overview of what it sees to be its strengths and opportunities for improvement

The review panel wishes to state and thank the excellent support provided by CNED. The site visit was carried out in a good working environment for the team at the CNED offices were suitable for holding conversations with groups of various sizes. The coordination of the entire schedule was effective and the review panel had an excellent staff support with quick responses to team queries.

### **Context of the review: CNED and the Chilean Higher Education**

CNED is an autonomous agency of the Chilean government and has the legal authority over quality assurance from PreK-12 to Higher Education together with the Agency for Quality, the

Ministry of Education Division of Curriculum and Evaluation and the respective Superintendence (PreK-12) and the Ministry of Education Division of Higher Education and CNA (Higher Education). Established in 2009 by The General Law of Education (Law No. 20.370), CNED is successor in its functions to its legal predecessor, the Consejo Superior de Educación (CSE) (Higher Council of Education), agency created in 1990. CNED inherited from CSE its functions and powers, though the composition of its governing Council underwent significant changes.

In accordance with the system for quality assurance in higher education, the CNED's participation is associated with four areas: a) the licensing process (which includes approval of the institutional project, and verification of its development); b) the appeals process, for appeals submitted within the framework of institutional accreditation which have been resolved by the National Accreditation Commission (institutional, programs and other voluntary areas); c) membership in the Coordination Committee in the National System for Quality Assurance in Higher Education (SINACES Committee), and d) processes for the closure of autonomous institutions of higher education.

In matters of higher education, CNED's functions are as follows:

- Administrate the licensing process for new HEI.
- Approve or reject the institutional projects submitted by new HEIs for their official recognition by the Ministry of Education.
- Verify development of the institutional projects for new HEIs approved by the Ministry of Education.
- Establish procedures, henceforth-selective examination systems, for evaluating student achievement and compliance with the curriculum and degree programs offered by HEIs in the licensing process.
- 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 that have not meet minimal standards of quality.
- Administrate the revocation of official recognition of aforementioned HEI that have not met minimum standards of quality, with particular attention to ensuring the continuity of enrolled students' studies.
- Support and report the Ministry of Education in the administration of processes to close autonomous HEIs, who likewise have failed to meet minimal standards of quality.
- Serve as instance of appeal in relation to decisions by the CNA.

CNED is overseen by a Board that is comprised of ten members, elected in the following manner:

- The President, who must be an academic or professional of renowned experience, appointed by the President of the Republic.
- Two education professionals that practice teaching in the public (municipal) and private systems, respectively, appointed by the President of the Republic, with prior consultation, in the case of at least one of these, with the most representative union or education professionals organization.

- Four academics and/or professionals of recognized standing proposed by the President of the Republic to be ratified in the Senate by two thirds of the senators in a single vote; two of these with recognized standing in the area of preschool, primary, or secondary education.
- Two appointed academics, one by the Council of Rectors of Chilean Universities (CRUCH), and the other elected by the rectors of accredited private autonomous universities, at a meeting convened for this purpose by the Head of the Ministry of Education Division of Higher Education.
- One academic appointed by accredited professional institutes and technical training centers, at a meeting convened for this purpose by the Head of the Ministry of Education Division of Higher Education.

To carry out its functions, CNED has a Technical Secretariat, responsible for carrying out all of the activities and tasks entrusted to it by the Board. The Technical Secretariat is directed by the Executive Secretary, who is responsible for its operation. The work of the Technical Secretariat is carried out by departments, responsible for fulfilling the various duly defined institutional functions. The departments are:

- Department of Higher Education
- Department of PreK-12 Education
- Department of Research and Public Information
- Department of Legal Affairs
- Department of Finance and Management

Higher Education in Chile is not compulsory, but requires completion of the secondary education degree as a condition for access. Programs are classified as ISCED 6 if the academic track is chosen, as 5A if the professional track is selected, and as ISCED 5B for a technical track. Universities and some IP provide mainly ISCED 6 and 5A, while some IP and TTC provide ISCED 5B. Masters and doctoral programs are offered by comprehensive universities, and lead to either ISCED 7 or ISCED 8<sup>1</sup>.

38% of young Chilean adults (25-34 year-olds) attained tertiary education in 2010, the same percentage as the OECD average. Although the overall population percentage is still below OECD average (27% in Chile versus 31% OECD average)<sup>2</sup>.

The three types of HEI in Chile are:

- **Universities.** There are 60 universities (2012) that can grant the three kinds of qualifications. They are the only ones that can deliver academic degrees and teach those professions regulated by law. Universities also offer post-graduate diplomas, Master's degrees and medical specializations. By law all universities have non-profit status.
- **Professional Institutes.** There are 47 PI and can award professional and technical degrees. All IP are private, self-financed and can be either for-profit or non-for-profit.

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<sup>1</sup> OECD (2013), Reviews of National Policies for Education: Quality Assurance in Higher Education in Chile 2013, OECD Publishing, Paris. DOI: <http://dx.doi.org/10.1787/9789264190597-en>

<sup>2</sup> OECD (2012), Education at a Glance 2012: OECD Indicators, OECD Publishing. doi: 10.1787/eag-2012-en.

- **Technical Training Centers.** There are 68 TTC and they are only allowed to provide technical programs (ISCED 5B), which usually last between 2 and 2.5 years of study. They are all private institutions and can be either for-profit or non-for-profit.

## S1 1. The Governance of the EQAA

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The EQAA has a written mission statement or set of objectives that takes into account the cultural and historical context of the EQAA. The statement explicitly provides that external quality assurance is a major activity of the EQAA, and it requires a systematic approach to achieving the mission or objectives of the EQAA. There is evidence that the statement of objectives is implemented pursuant to a practical management plan that is linked to EQAA resources. The ownership and governance structure is appropriate for the objectives of the agency.

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Not compliant     Partially compliant     Substantially compliant     Fully compliant

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**The *Consejo Nacional de Educación* (Spanish Acronym, CNED) is an autonomous agency of the Chilean government and stands on a firm legal foundation.** It was established in 2009 by The General Law of Education (Law No. 20.370) as successor in its functions to the *Consejo Superior de Educación* (CSE) (Higher Council of Education), agency created in 1990. In respect of Quality Assurance of Higher Education the CNED inherited from CSE the process of licensing newly created private universities, professional institutes and technical training centers and the appeals procedure of resolutions passed by the CNA concerning either institutional or degree programs accreditations, as well as appeals challenging sanctions imposed on private accrediting agencies (in charge of accrediting undergraduate study programs).

**The CNED has a written mission statement** which is also enunciated in the Law and provides that **external quality assurance is a major activity**. On that score, CNED's mission is to safeguard and promote the quality of preschool 5, primary 6, secondary, and higher education, within the framework of quality assurance systems for both PreK-12 and post-secondary education, through the assessment of various educational proposals by government agencies and education institutions, and the timely provision of information to students, faculty, and the community at large.

The CNED is governed by a Board (Consejo) of ten members. The review panel was able to ascertain that all the agents interviewed considered appropriate the designation procedure and the members appointed. This system ensures the representativeness of the main actors of the Education in Chile and their independence. Nevertheless, as far as Higher Education (HE) is considered, the Board lacks in student representation. The participation of students in the decision-making process (Boards, committees, etc.) is progressively seen as compulsory in HE quality assurance, especially in Europe. **CNED should consider implementing actions to increase student participation in the decision-making process.**

The Board is designated to be the sole authority to steer and control CNED Technical Secretary, to approve the assessment procedures, and to make all of the evaluation decisions for the CNED.

The Board members are appointed for a period of six years and their designation cannot be renewed. All of them are part-timers but, due to the large number of topics and dossiers to be examined, **the panel recommends that at least a part of the Board members have a full-time or broader dedication.**

As for Higher Education the CNED is a constituent of the Chilean National System for Quality Assurance in Higher Education (SINACES) together with the Ministry of Education —Division of Higher Education— and the National Accreditation Commission (CNA). The law 20,129 approved in 2006 established the SINACES. There is a Coordinator Committee that meets, at least, three times a year. Nevertheless, Ministry representatives and CNED's Board members both agreed that the coordination does not work properly. Their meetings are not regularly convened and the topics discussed lack in the strategic vision such a Committee should have, for instance, how the HE quality assurance should evolve in Chile. Even so, the Committee has made positive contributions to the INDICES system of indicators and to the regulation of the institutional closure.

CNED chooses an Executive Secretary who manages the Technical Secretariat.

CNED has an annual plan of activities but the panel missed a strategic plan to guide the institution in the medium term.

**Strengths:**

- *The CNED has a firm legal foundation. Its mission and functions are written, public and well defined.*
- *The composition, appointment (designation) and the term of office of the Counselors are very well established by law.*
- *The members of the CNED have a high ethical and technical profile that has allowed the enrichment of the decision-making process. All of this gives legitimacy to the system, which it is evident in the positive perception that the society has about CNED activity.*
- *The preservation and quality assurance of Higher Education is one of its main duties.*
- *The decisions about evaluations are taken rigorously and independently.*
- *The objectives are put into effect following a management plan linked to resources.*

**Areas for improvement:**

- *The legal framework should consider increasing the Board members dedication.*
- *The CNED Board members' dedication to supervising internal development and management activities and to establishing mid/long-term policies and strategies, as well as to studying the impact of CNED activities.*
- *The mechanisms and scope of the Coordination Committee of SINACES.*

## S1 2. Resources

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The EQAA has adequate and accessible human and financial resources to conduct external evaluation effectively and efficiently in accordance with its mission statement and its methodological approach. The EQAA's resources are also adequate for the appropriate development of the agency.

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Not compliant       Partially compliant       Substantially compliant       Fully compliant

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The CNED's budget is comprised of funds from the Ministry of Finance (90%) and from fees—regulated by law—for the licensing process and appeals challenging CNA resolutions (10 percent). Its budget is included in the Ministry of Education's annual budget and approved by Congress. The review team was provided with CNED's budgets for 2014 and its evolution since 2009. **The budget has increased by 160% since 2009**, from \$1,625,000 to \$4,224,000. That significant increase is linked to the assumption of additional functions as a result of legal amendments or activities not previously contemplated, such as the closure of an autonomous university. For the year 2015, CNED has estimated total revenue of \$308,163.84 for fees charged to institutions of higher education undergoing the licensing process or appealing CNA accreditation. Taking into account that data and the opinion of CNED Board members and staff, **the review panel concludes that the budget is balanced and that the CNED is well financed and able to carry out its activities with no budget limitations.**

**The CNED's staff is also adequate for the appropriate development of its activities.** The staff of CNED (Technical Secretariat personnel) consists of 40 people. 73% are professionals with a university degree, of whom 28% hold either a master or doctoral degree. The Technical Secretariat is directed by the Executive Secretary appointed by the Board, who is responsible for its operation. The appointment of the Executive Secretary is performed by an external pre-selection process which is a good practice. However, the description of the professional profile of the Executive Secretary should be made public. The work of the Technical Secretariat is organized by departments.

One of the main values of CNED is the competence and professionalism of its staff, stressed by all the people interviewed by the panel. It is a strong point the definition of position profiles that CNED has carried out and the fact that each available position is covered by an individual who fulfills the established criteria. Nevertheless, **in forthcoming updates of the position profiles, it would be advisable to introduce the knowledge of quality assurance systems and procedures.** The evaluation system of staff performance was discontinued in 2012.

Staff is paid according to the scale in force for Chilean civil servants. Board members, are not paid fees, but only get an allowance for each meeting attended.

The CNED has a dedicated office in Providencia, in the Metropolitan Area of Santiago. It has room enough to carry out its activities properly. In the next weeks it will undergo a renovation of the first floor.

### Strengths:

- *Dedicated, competent and committed personnel.*
- *Adequate financial resources backed by the State.*

- *Internal procedure costs are well established and known.*
- *Adequate dedicated office to fulfill its functions.*

**Areas for improvement:**

- *The position profiles do not take into account sufficiently the specificities of a quality assurance agency.*
- *Staff continuing training on quality assurance.*

## S1 3. Quality Assurance of the EQAA

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The EQAA has a system of continuous quality assurance of its own activities that emphasizes flexibility in response to the changing nature of higher education, the effectiveness of its operations, and its contribution towards the achievement of its objectives.

The EQAA conducts internal self-review of its own activities, including consideration of its own effects and value. The review includes data and analysis.

The EQAA is subject to external reviews at regular intervals. There is evidence that any required actions are implemented and disclosed.

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Not compliant     Partially compliant     Substantially compliant     Fully compliant

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**CNED has a suitable planning of the processes of licensing and appealing to the decisions of accreditation.** Throughout the last years different actions directed to watch over the quality of these processes have been carried out: adaptation of the criteria of evaluation of the Centers of Technical Formation with the participation of the concerned stakeholders, workshops on specify subjects related to the licensing process, updating of guides, review of instructions to HEI, etc. Nevertheless, most of these actions are not systematic enough and the implanted procedures do not contemplate the continuous improvement and the meta-evaluation. **It is strongly advisable for CNED to take into account the opinion of the HEI in order to improve the quality of its processes.**

Annually, CNED carries out risk management audits aimed at identifying, assessing, measuring and reporting threats and opportunities that could influence institutional goals. These audits are compulsory for all the governmental agencies in Chile and follow a standard methodology fixed by the Administration. The responsibility of the audits falls on the Executive Secretary who counts with designated employees of the Secretariat. CNED does not have a specific unit or person in charge of quality assurance and/or internal and risk management audits.

The main risks detected in 2013 audits are related to deadlines (resolutions of decisions, receiving reports by consultants, etc.), not processing a request and/or reporting erroneous data, not following the legal and internal procedure and other aspects related to the meetings of the Council (lack of quorum, missed meetings, etc.).

During the last years different CNED's processes have been audited: appeals to the decisions of accreditation, the process of licensing, verification visits, etc. Another important activity regarding the quality assurance system is the assessment of the information security, also compulsory for the governmental agencies.

The external committee appraises positively all these actions carried out by CNED that have the main objective of avoiding errors. However, **it is necessary to implement a transversal quality assurance policy focused on the continuous improvement of its processes.** The review team believes that CNED could do more to comply with this standard and to formalize and improve its internal quality assurance.

### Strengths:

- *Clear and appropriate planning design of licensing and appeals processes.*

- *Risk management and internal audits.*
- *CNED has carried out many activities to ensure the quality of its processes.*
- *Positive attitude towards the external review.*

**Areas for improvement:**

- *Formalization of a quality assurance system encompassing all the CNED processes and activities.*
- *Reinforcement of the staff designated to quality assurance / creation of a dedicated unit on quality assurance.*

## S1 4. Reporting Public Information

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The EQAA informs and responds to the public in accordance with applicable legislation and the cultural context of the EQAA. This includes full and clear disclosures of its relevant documentation such as policies, procedures and criteria.

The EQAA also demonstrates public accountability by reporting 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.

If the external evaluation leads to a decision about the higher education institution or program, the procedures applied and the criteria for decision-making are public, and the criteria for review are transparent, public, and ensure equality of treatment.

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

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Not compliant       Partially compliant       Substantially compliant       Fully compliant

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**CNED publishes information that is accurate, complete and up-to-date on the characteristics of its activities and the outcomes achieved.** All the information is available through its website (<http://www.cned.cl>). It presents the legal role, mission, operation, and structure of CNED as well as the official documents: circulars, minutes, agreements on licensing and appeals, criteria for the assessment of Higher Education Institutions (HEI) undergoing licensing, guidelines and forms and legal documents, resolutions and administrative acts. Therefore, **relevant information on CNED activities and resolutions is easily accessible to all stakeholders.**

**In accordance with the Principle of Transparency stated in the Chilean law on Access to Public Information any natural person or legal entity can ask CNED to deliver any document related to its activities.**

As stated above, CNED publishes the Board's agreements on licensing that are based on the visiting team reports. Those reports are sent to the HEI that may present any supporting arguments or representations regarding the preliminary report for consideration by the external panel. These reports, nevertheless, are not public.

In addition, the website provides access to the CNED Annual Report and documents describing the position of the Council in relation to relevant education topics and also provides information about the higher education system. The review panel finds very positive the INDICES section that presents some key indicators about Chilean higher education at the system level (aggregate data) and institutional level. The Ministry of Education created in 2007 a similar platform called *Sistema Nacional de Información de la Educación Superior*, SIES (Higher Education Information System, in English). While participation in SIES is mandatory, participation in INDICES is voluntary except for the HEI undergoing the licensing process. Representatives from HEI interviewed by the review panel expressed concern about duplicated efforts to provide information to both platforms at different periods in the year. That leads, for example, to not matching values for the same indicator on both platforms. **Coordination between CNED and the Ministry of Education is key to attain a successful information system and must therefore be reinforced.**

The same assessment applies to the CNED initiative *Elige Carrera* (<http://www.eligecarrera.cl>) and Ministry's *Mi futuro* (<http://www.mifuturo.cl>) both with the aim to provide information to students and families to facilitate their educational choices.

**Strengths:**

- *CNED publishes reliable, complete and up-to-date information on the activities carried out and outcomes in accordance with the law on Access to Public Information of the Republic of Chile.*
- *Criteria for review are transparent, public, and ensure equality of treatment.*

**Areas for improvement:**

- *The information on the licensing review panels and the selection of reviewers.*
- *The public access to the review panel reports that lead to give autonomy to HEI.*
- *Website information should be customized and designed specifically for each of the different stakeholders.*
- *Improve the coordination between INDICES and SIES and include in the former outcome indicators.*

## S2 5. The Relationship Between the EQAA and Higher Education Institutions

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The EQAA:

- recognizes that institutional and programmatic quality and quality assurance are primarily the responsibility of the higher education institutions themselves;
- respects the academic autonomy, identity and integrity of the institutions or programs;
- applies standards or criteria that have been subject to reasonable consultation with stakeholders; and
- aims to contribute to both quality improvement and accountability of the institution.

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Not compliant     Partially compliant     Substantially compliant     Fully compliant

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CNED has relations with the HEI through two processes regulated by law: licensing (Art. 87 (a) DFL 2-2009; Law No. 20.129, Art. 2), and appeals to decisions on accreditation issued by the CNA (Art. 23).

The licensing process has represented the core activity of CNED since 1990 (as CSE). Licensing leads to autonomy, the authorizing administrative act passed by the Ministry of Education with regard to institutions of higher education. When the autonomy is granted, the HEI achieve the capacity of self-regulation in the academic, financial, and administrative fields and therefore they can autonomously award the degrees and/or professional titles.

Licensing can last from six to eleven years and begins as soon as an HEI opens its doors to students. During this time, the HEI must develop all of the attributes that CNED considers essential to have, in order to be granted full autonomy. When the licensing process has reached the maximum duration of eleven years, the HEI must receive full autonomy or its official recognition will be revoked and therefore, it must close.

CNED faces this process from a dual perspective. On the one hand it helps the new HEI achieve the capacity of self-regulation and on the other hand it must certify the HEI has reached that capacity. So both, guidance and control are present in the process. The apparent contradiction between guidance, control and autonomy has been highlighted throughout the external evaluation. A key question arises, **to what extent is an institution so tightly guided able to remain a self-governing HEI once the autonomy is granted**. Somehow, the process is overprotective, an opinion shared by the HEI and the CNED itself.

This means these institutions are continuously receiving a list of actions to be corrected and carried out, an approach conducive to significantly improving their initial processes in terms of quality, but at the same time, heteronomously rectifying the inexperience and/or little competence of institution sponsors and their leadership teams, may lead to granting an underserved autonomy.

**It is implicit in CNED's guidelines and criteria that institutional and programmatic quality and quality assurance are primarily the responsibility of HEI.** Thus the CNED's processes are focused on the quality control and verification of the compliance of minimum operating conditions. However it lacks the necessary continuous improvement orientation.

Up to a point, standards and criteria applied to licensing process have been subject to consultation with stakeholders. It is very positive that specific criteria for TTC (separated

from IP criteria) were established in 2011 with the participation of those institutions. The technical secretariat is currently reviewing the assessments criteria for universities and professional institutes, in force since 1992. The review panel encourages CNED to carry out this revision with the participation of HEI.

**Strengths:**

- *CNED provides guidelines and procedures to support the initiation and feasibility of the development of institutions of higher education, according to the type of institution (universities, TTC and IP), emphasizing academic, financial and administrative processes.*
- *CNED has an organizational structure with specific objectives to guide institutions in their growth. At the same time verifies compliance with the requirements established for licensing.*
- *Upgrading of criteria and indicators and the use of different mechanisms for the monitoring and supervision of the HEI's progress which contributes to accountability.*

**Areas of improvement:**

- *HEI training or guidance on implementing internal quality assurance systems.*
- *The involvement of higher education institutions and stakeholders in the development and revision of the criteria and standards for licensing.*
- *Creating mechanisms to address the current perceptions on the licensing process that HEI see as a hierarchical bureaucratic process.*

## S2 6. The EQAA's Requirements for Institutional / Program Performance

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The EQAA has documents that indicate clearly what the EQAA expects of the institution. Those expectations (which may for example be called standards or factors or precepts) are appropriate for the core activities of an institution of higher education or program. The standards should explicitly address all areas of institutional activity that fall within the EQAA's scope, such as teaching, learning, research, community work, etc. and necessary resources such as finances, staff/faculty, and learning resources. Standards may refer to specific areas, levels of achievement, relative benchmarking and types of measures, and may provide general guidelines. They may also include specific learning goals.

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Not compliant       Partially compliant       Substantially compliant       Fully compliant

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**CNED has a well establish criteria system that are, in general, appropriate for each type of HEI assessed.** The criteria fix the level of performance to be achieved by an HEI in its various areas and functions. Those same criteria are used by the Board to assess the achieved degree of capacity for self-regulation.

**The standards address all areas of institutional activity that fall within the scope of the licensing process.** In the case of universities, twelve dimensions are assessed: a) institutional integrity; b) institutional goals; c) institutional administration, governance, and self-regulation; d) student progress and learning achievements; e) student services; f) faculty and teaching processes; g) degree programs; h) artistic and research activities; i) out-reach and community services; j) educational resources; k) financial administration and resources; and l) building infrastructure and other facilities. Letters h and i do not apply to PI and TTC. All of these criteria are applied in terms of compliance with minimal standards.

The criteria have almost remained unchanged until 2011 when the TTC criteria were updated. The review panel had the chance to check with representatives from HEI (Rectors and quality managers) how they argue for and against the relevance and adequacy of such criteria. As stated before in this report, it would be worthwhile to increase collaboration with HEI in the process of criteria revision that the Technical Secretariat has already initiated.

The review team agrees with CNED that it would be necessary for CNED to have a specific operational definition about what an institution of higher education should or not be in order to achieve its autonomy, recognizing the specificity proper to a technical training center, professional institute, or university. A greater weight should be given to criteria related to student learning, faculty competence, and to quality assurance.

### **Strengths:**

- *The criteria cover all dimensions required in the licensing process. They are, therefore, complete and exhaustive. They give orientation to both HEI and assessment panels on the standard required in each dimension. The criteria include institutional (aims, governance, self, integrity, etc.), academic (programs, students, faculty, research, student support, infrastructure, etc.) and sustainability aspects (financial management, resources, infrastructure, etc.).*

- *CNED has established different requirements to ensure good performance of HEI starting their activities, comprising: a check of institutional development planning and project implementation.*

**Areas for improvement:**

- *Make explicit reference values and thresholds for each type of institution in the criteria for the licensing process.*
- *Increase consultation with HEI in the criteria for renewal process-*
- *Enhancing benchmark, the use of performance indicators and the inclusion of best practices.*

## S2 7. The EQAA's Requirements Institutional Self-Evaluation and Reporting to the EQAA

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The documentation concerning self-evaluation explains to the institutions of higher education the purposes, procedures, process and expectations in the self-evaluation process. The documents also include the standards used, the decision criteria, the reporting format, and other information needed by the higher education institution. Typically, an EQAA review process includes a self-evaluation through self-study by the institution or program, external peer review, and a follow-up procedure.

As necessary and appropriate, the EQAA guides the institution or program in the application of the procedures of the quality assurance process, such as self-evaluation, external review, or solicitation of assessment/feedback from the public, students, and other constituents.

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Not compliant       Partially compliant       Substantially compliant       Fully compliant

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The review team was able to ascertain that **CNED has an extensive and well-developed set of documents to guide HEI through both the licensing and appeals processes.** HEI have been provided with nine guidelines covering different phases and aspects of the licensing process, from submission of new institutional projects to the final report when a HEI is eligible to request full autonomy. **The documents are clear** and have been developed over the course of CNED and CSE twenty-five-year activity and have been refined several times. **Its guidelines include full explanations of the purposes, procedures, process and expectations in the evaluation process.** The documents also include the standards used, the decision criteria, the reporting format, and other information needed by the higher education institution. **The review panel considers the clear and extensive documentation of CNED commendable.** This is one of the aspects most positively appraised by the stakeholders.

CNED decisions are based on information provided by HEI. CNED provides institutions with forms to produce appropriate reports. The Institutional Analysis Report (IAR) is one of the most relevant reports a HEI undergoing the licensing process must submit to CNED. It is the final report prior to adopting a decision with regard to full institutional autonomy. The IAR must provide updated information about the development of the institutional project according to the assessment criteria and considering the mission statement and purpose of the institution.

CNED assigns a staff member to each HEI undergoing the licensing process. This person coordinates the whole process and acts as a reference person for the HEI, giving information and training when necessary. The coordinator also acts as the link between review panels and HEI. **The review team was able to ascertain from the interviews that HEI appraise that figure and the professionalism of the coordinators.** Nonetheless, they would appreciate a more frequent and regular contact with them.

**Strengths:**

- *The guidelines are clear, thorough and provide models for the presentation of information and preparation of self-assessment reports.*
- *CNED has clearly established guidelines and procedures to prepare and submit an Institutional Analysis Report (IAR) in order to verify that the HEI deserves the autonomy.*
- *There are mechanisms for the revision of the guidelines in order to make them more operational and more oriented to reflection and critical analysis.*

**Areas for improvement:**

- *Expand training programs about the development of institutional strategic plans and formulation of the General Development Program.*
- *Increase and strengthen the relationship between HEI and CNED through the coordinator figure.*

## S3 8. The EQAA's Evaluation of the Institution and/or Program

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The EQAA has clear documentation concerning the external evaluation that states the standards used, assessment methods and processes, decision criteria, and other information necessary for external review. The EQAA also has specifications on the characteristics, selection and training of reviewers. The EQAA's system must ensure that each institution or program will be evaluated in an equivalent way, even if the external panels, teams, or committees (together, the "external panels") are different.

The system ensures that:

- The external reviewers meet the EQAA specifications, and the external reviewers are adequate to the tasks to be accomplished.
- External reviewers have no conflicts of interest.
- External reviewers receive necessary training
- External reviewers' reports are evidence-based and clear, with precisely stated conclusions.

When practicable, the EQAA should include at least one external reviewer from another country or jurisdiction in the external panel.

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Not compliant     Partially compliant     Substantially compliant     Fully compliant

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In the process of licensing the peer reviewers act fundamentally in the phase of verification visits. Evaluation commissions are compounded exclusively of national peers. **Properly speaking, the CNED does not have a set of documentation written specifically for peer reviewers.** These use the documentation that the CNED provides to HEI as a guide for the external evaluation. This guarantees that the evaluators use the same criteria as HEI do when they have to elaborate its self-assessment reports. Nevertheless, the review team misses a Handbook for evaluators containing at least the process description, the reviewer profile, what is expected of them, their responsibilities, the requirements derived from each assessment process, and the criteria to be followed. Luckily, **the review team was able to read a draft of a peer reviewers' handbook containing all those aspects.** This handbook is designed specifically for verification visit commissions and it is currently being revised to reflect the suggestions from two external reviewers.

**CNED has an internal document that fixes the profile and the selection criteria of the evaluators.** This document was formalized in 2013 and considers relevant past institutional practices. It defines the reviewers profile, listing their responsibilities, the requirements derived from each assessment process, and the criteria to be followed in their selection for a particular task.

The procedure of external peer recruitment has evolved slightly along the years. The process combines the active peer application, co-optation, the research of evaluators by the technical staff (coordinators), etc. CNED has different software tools to manage peer reviewers and their evaluations. **The selected evaluators fulfill the established profile and the regime of incompatibilities fixed by CNED.** The coordinators of the CNED evaluate the peers and this assessment is taken into account whenever a new panel has to be created.

As for the peer reviewers training, it consists of a specific induction for the process conducted by the project coordinators. This induction includes the elements to be taken into account for the task. In September 2012 a training workshop for two groups of reviewers was also held. In order to gain efficiency CNED should consider the introduction of more group training thereby enabling better use of case studies and/or simulation.

**CNED's project coordinators play a key role in site visits and in the whole process of licensing.** Not only do they train peers but also prepare meetings for comprehensive and focused visits, assist the panels during site visits, coordinate the report writing, look after the coherence of the report, etc. Moreover they are the link between CNED and HEI. This figure is very appraised by the HEI as the review team was able to check with the representatives from those institutions.

**The review team was able to ascertain from the interviews that PI and TTC representatives showed some disagreement with the composition of the review panels.** They think that there is a bias towards academics from universities and in some cases they lack the specific expertise to assess technical and professional HEI. **The review panel strongly recommends working with HEI to address the problem.** The CNED could also consider the inclusion of professionals and students in such commissions.

**With regard to external site visit reports, they are clear, well-structured and meet the standards of the licensing process.** However, actions should be taken so that the reports could reflect better site visit observations.

Finally, the evaluators interviewed said that more information about the institution to be assessed and its context should be provided by CNED together with minimum requirements for certain procedures.

#### **Strengths:**

- *CNED has an internal document specifying the profile and the selection criteria of the consultants and has protocols to avoid the clash of interests.*
- *CNED has mechanisms to ensure an appropriate evaluators' performance through training and the standardization of the evaluation criteria.*
- *CNED's coordinators, who facilitate the process consistency and the fulfillment of the standards.*
- *Internal coordination mechanisms.*

#### **Areas for improvement:**

- *The inclusion of peers best suited to the type of institution being assessed, especially in the case of PI and TTC.*
- *Interaction mechanisms between peer reviewers and Board members.*
- *Interaction mechanisms between peer reviewers and quality managers in HEI.*
- *Strengthening the consistency of the external review reports.*
- *Approval of the evaluators' Handbook.*

## S3 9. Decisions

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The EQAA evaluations address both the higher education institution's own self-assessment and external reference points, such as judgments by knowledgeable peers or relevant legislation. An EQAA must be independent, i.e. it has autonomous responsibility for its operations, and its judgments cannot be influenced by third parties. The EQAA's decisions must be impartial, rigorous, thorough, fair, and consistent, even if the judgments are made by different panels. Consistency in decision-making includes consistency and transparency in processes and actions for imposing recommendations for follow-up action. The EQAA's reported decisions are clear and precise.

When the EQAA advises the government or other public bodies, the decisions made by each agency should be made as independently as practicable.

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Not compliant       Partially compliant       Substantially compliant       Fully compliant

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Decisions about licensing process are made by the Board. **The requirements and processes related to CNED's decisions seem to be clearly written and available to institutions.** CNED has mechanisms to guarantee the impartiality of Board decisions and to avoid the existence of conflicts of interest or any other situation that may detract from impartiality. **The review panel has no doubt that the Board makes its decisions impartially and HEI are of the same opinion.** However, at some extent, the panel considers that the clarity and precision of the Board's resolutions can be improved in order to produce resolutions that could be more useful for HEI.

CNED's Board decisions are made taking into account peer assessment and full antecedents made available to the Council by the Technical Secretariat. Therefore **its decisions are supported by evidence** gathered in accordance with criteria previously sanctioned by the Board and communicated to the institutions. Legal deadlines are met.

**The inclusion of a staff/technical report (minutes) in the materials for the Board constitutes an important effort to bring consistency into decision-making.** Those reports provide the Board, among others, with important types of benchmarking information related to similar Board decisions over the years. Moreover, the decision-making process is completely transparent and all the related documentation can be found in the website. Nevertheless the review team believes that the publication of the full visiting team report would add transparency to the process and provide HEI with full information about its development and quality.

Finally, on occasion, when the decision on granting autonomy must be made it would be useful and appropriate to hold a hearing session with representatives of the HEI being assessed.

### Strengths:

- *CNED has mechanisms to guarantee the impartiality of Board decisions and to avoid the existence of conflicts of interest*
- *Decisions are supported by evidence and analytical information from the Technical Secretariat.*

- *The inclusion of recommendations for monitoring, when appropriate.*
- *Decisions are based on a comprehensive technical work that respects legal deadlines.*

## S3 10. Appeals

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The EQAA has appropriate methods and policies for appeals. Appeals should be conducted by reviewers who were not responsible for the original decision and who have no conflict of interest, but appeals need not necessarily be conducted outside the EQAA.

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Not compliant     Partially compliant     Substantially compliant     Fully compliant

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As stated above, **CNED acts as the body for appeals of resolutions by the CNA** concerning either institutional or degree programs accreditations, as well as appeals challenging sanctions imposed on private accrediting agencies (in charge of accrediting undergraduate study programs) and, of course, appeals related to the licensing process. **Accreditation appeals are within the regulatory framework** of Law 20.129, CNA assessment criteria, and Instructions N° 12/2013, setting the procedure for processing appeals through CNED. In addition, the norms ruling CNED as a government body also apply.

For the resolution of appeals related to accreditation, the Board considers the self-assessment documents prepared by the HEI for the CNA process, the report of the peer reviewers and any other available documents that it may deem relevant. Moreover, the Board analyzes all appellant allegations, both in terms of compliance with the procedures and substantive observations. The Board must resolve the issue based exclusively on the information available. To better resolve the matter, CNED requires supplementary or clarification reports from the peer's commission reporting to CNA and, eventually, from the appealing institution.

**The review team welcomes the fact that in the decision-making process the Board holds hearing sessions with both the appellant HEI and CNA.** The review team was able to ascertain from the interviews with HEI representatives that **they have a high opinion of the CNED's appeals procedure and its results.**

With regard to CNED decisions on licensing, the regulation of appeals for reversal is provided under Law 19.880, which establishes the bases for the administrative procedures governing the acts by State Administration bodies. The Board works with the same external reviewers that participated in the process that give rise to the challenged decision, since the intention is to check if such antecedents exist that could result in a modification of the decision and thus not require having to repeat the entire evaluation process. In the great majority of cases, it is possible to conduct an internal review of the argumentations.

### **Strengths:**

- *Appropriate methods and policies for appeals.*
- *The impartiality of the decisions is safeguarded through predefined procedures, as dictated by law.*
- *HEI have a high opinion of the CNED's appeals procedure and its results.*

## S4 11. Collaboration

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The EQAA collaborates with other EQAAs, if possible, in areas such as exchange of good practices, capacity building, review of decisions, provision of transnational education, joint projects, and staff exchanges.

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Not compliant     Partially compliant     Substantially compliant     Fully compliant

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CNED is a full member of RIACES (Ibero-American Network for Quality Assurance in Higher Education) since March 10, 2006. Board members and staff of the Technical Secretariat have attended the RIACES' assemblies and have given a presentation.

CNED is a full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) since May 21, 1995 (as CSE) and has participated in the various INQAAHE conferences, either through attendance by Board members, the Executive Secretary, or members of the Technical Secretariat. In 1999, the CSE organized the network's 5th Conference in Santiago, Chile.

Other initiatives include a presentation in 2011 in Madrid, Spain, about the Regional Accreditation System for University Disciplines in the Member States of Mercosur and Associate States or ARCU-SUR System.

As stated earlier in this report, CNED is a constituent of the Chilean National System for Quality Assurance in Higher Education (SINACES) and collaborates with the Ministry of Education —Division of Higher Education— and the National Accreditation Commission (CNA).

### **Strengths:**

- *CNED's members continued participation in international networks (RIACES and INQAAHE)*
- *CNED participation in SINACES. .*

### **Areas for improvement:**

- *Promoting collaboration agreements and exchanging of personnel with other quality assurance agencies and organisms.*

## **S4 12. Transnational/Cross-Border Higher Education**

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The EQAA has policies relating to both imported and exported higher education. These policies may be the same as those for domestic providers and domestic provision. In formulating its policies and practices, the EQAA should consider relevant guidelines issued by international agencies and other associations. All EQAAs should consult with appropriate local agencies in the exporting or importing countries, although this might not be possible or appropriate in situations such as those involving distance learning or small enrollment.

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Not compliant       Partially compliant       Substantially compliant       Fully compliant

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The review team was able to ascertain from the interviews with the Ministry of Education that CNED has not the legal authority to deal with transnational or cross-border higher education subjects. Therefore, this standard does not apply to CNED and cannot be assessed.

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**Agency:** Consejo Nacional de Educación (Chile)

**Site visit date:** March 8-11, 2015

**Sending date of the draft review report:** April 15, 2015

**Reception date of Agency's comments of facts and emphasis:**

**Final review report sending date:**

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The secretary of the external evaluation panel states that this document constitutes the final evaluation report of the agency indicated above.

**Signature:**

**Barcelona, April 14, 2015**

# ANNEX 1. AGENDA

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## **Sunday, March 8, 2015**

Evening: **Meeting No. 0, Review panel first meeting**

## **Monday, March 9, 2015**

9.00 – 10.30

### **Meeting No. 1, CNED's Board**

Ignacio Irrarrázaval, President of CNED  
Lorna Prado Scott  
Pedro Pablo Rosso Rosso  
Pedro Montt Leiva  
Carmen Norambuena Carrasco  
Roberto Guerrero del Río

10.30 – 11.00

### **Coffee Break**

11.00 – 12.30

### **Meeting No. 2, CNED's staff (Department Heads)**

Fernanda Valdés Raczynski, Executive Secretary  
Carlos González Meza  
Anely Ramírez Sánchez  
Marta Gamboa Valenzuela  
Daniela Meneses Montero  
Daniela Fuentes Molina

12.30 – 14.00

### **Lunch**

14.00 – 15.50

### **Meeting No. 3, CNED's staff**

María José Ortúzar  
Pablo Carrasco Páez  
Mauricio Berrios Rodas  
Catalina Murillo Bianchi  
Regina Silva Parada  
Romina Bellemo Filonzi  
Consuelo Pacheco  
Rodrigo Ramírez Pérez  
Pilar Díaz Núñez

15.50 – 16.15

### **Coffee Break**

16.30 – 18.00

### **Meeting No. 4, Ministry of Education**

Francisco Martínez Concha, Head of the Higher Education Division  
Álvaro Cabrera  
Francisco Durán del Fierro  
Alejandra Arratia

## **Tuesday, March 10, 2015**

9.30 – 10.30

### **Meeting No. 5, Students**

Bárbara López Vega, Instituto profesional Projazz  
Mónica Saldaña, Centro de Formación Técnica Manpower  
Ricardo Izquierdo Cáceres, Centro de Formación Técnica Escuela Culinaria Francesa (École)  
Ana María Urriola Mora, Instituto Profesional Chileno Norteamericano  
Marisol Araya Medel, Universidad Chileno Británica de Cultura

10.30 – 11.00

### **Coffee Break**

11.00 – 12.15

### **Meeting No. 6, Rectors (HEI undergoing licensing)**

Ignacio Arriagada, Vice-Rector, Instituto Profesional Projazz  
Rosario Valdivia, Rector, Instituto Profesional Chileno Norteamericano  
Sergio Silva Alcalde, Rector, Instituto Profesional Internacional de las Artes Culinarias y Servicios  
Álvaro Arriagada, Rector, Universidad La Araucana

12.15 – 13.30	<p>Antonino Ballestrazzi, Rector, Instituto Profesional Escuela de Cine  Fernando León del Pedregal, Rector, Centro de Formación Técnica Finning  <b>Meeting No. 7, Rectors (HEI undergoing appeals process)</b>  Ulises Toledo, Vice-Rector, IPG  Claudio Ruff Escobar, Rector, Universidad Bernardo O'Higgins  Oscar Acuña Poblete, Rector Universidad Internacional SEK  Tomas Duval Varas, Vice-Rector, Universidad Iberoamericana de Ciencias y Tecnología  Aldo Giacchetti Pastor, Rector Universidad Gabriela Mistral</p>
13.30 – 14.30	<b>Lunch</b>
14.30 – 16.00	<p><b>Meeting No. 8, Peer reviewers</b>  Kiyoshi Fukushi Mandiola  Guillermo Escobar Alaniz  Eugenio Arratia Duque  Tatiana Salgado Saavedra  Gonzalo Puentes Soto  Viviana Reveco  Juan Pablo Castro Valdebenito</p>
16.00 – 16.15	<b>Coffee Break</b>
16.15 – 17.30	<b>Meeting No. 9, Review panel</b>

### **Wednesday, March 11, 2015**

9.00 – 10.00	<p><b>Meeting No. 10, Quality Managers (HEI undergoing licensing)</b>  Ignacio Hosaiasson, IP Projazz  Evelyn Córdova Villanueva, CFT Manpower  Mauricio Alarcón F., IP Chileno Norteamericano  Trinidad Riesco, IP. Internacional de las Artes Culinarias y Servicios  Víctor Orellana Saa, Universidad Chileno Británica de Cultura  Guillermo Salgado, CFT FINNING</p>
10.00 – 11.00	<p><b>Meeting No. 11, Quality Managers (HEI undergoing appeals process)</b>  Carlos Medrano Soto, Universidad Santiago de Chile  María Adriana Audibert, Universidad Católica de Valparaíso  María Claudia Ormazábal, Universidad UCINF  Jazmín Jadue, Universidad de los Andes  Johanna Torres, IP Los Lagos</p>
11.00 – 11.30	<b>Coffee Break</b>
11.30 – 16.00	<b>Meeting No. 12, Review panel</b>
16.00 – 16.30	<p><b>Meeting No. 13, Feedback</b>  Ignacio Irrarrázaval  Jorge Toro  Lorna Prado  María Francisca Dussailant Lehmann  Pedro Pablo Rosso  Pedro Montt  Carmen Norambuena Carrasco  Roberto Guerrero  Alejandro Mackay Barriga  Fernanda Valdés Raczynski  Carlos González Meza  Anely Ramírez Sánchez  Marta Gamboa Valenzuela  Daniela Meneses Montero  Pablo Carrasco Páez  María José Lagos Serrano  María José Ortuzar  Daniela Fuentes Molina</p>

Consuelo Pacheco  
Pilar Díaz Núñez

## **ANNEX 2. REVIEW PANEL MEMBERS**

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**Gemma Rauret Dalmau**, chair, Emeritus professor of Analytical Chemistry in the University of Barcelona

**Doris Maraví Gutarra**, academic expert in quality assurance in higher education, Peru.

**Josep Manel Torres Solà**, secretary, coordinator of institutional and program assessments in the Quality Assurance Agency for Higher Education in Catalonia