

INQAAHE GGP

GUIDELINES OF GOOD PRACTICE



EXTERNAL REVIEW REPORT



Organization	National Accreditation Commission (CNA) - Chile
Place	Santiago, Chile
Days of the Visit	Wednesday 16 and Thursday 17 August 2023

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Introduction

External Evaluation Process (INQAAHE GGP)

The National Accreditation Commission (Spanish acronym CNA) - Chile asked the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) for an external evaluation of its performance, in accordance with the INQAAHE Guidelines of Good Practice (GGP). It should be noted that in 2017 the CNA-Chile obtained the certification of alignment to the GGP, constituting this a new evaluation request for the renewal of such certification. To this end, CNA-Chile prepared a self-assessment report that was presented to INQAAHE on June 6, 2023, which included the following documentation:

- The self-assessment report for the purpose of recertification of INQAAHE
- Appendices to the self-assessment report.

The external evaluation of CNA-Chile was conducted in accordance with the GGP, updated by INQAAHE in 2018 (Guidelines of Good Practice - GGP) and was conducted by an independent review panel of international experts in evaluation and quality assurance in higher education.

The review panel of the external evaluation was comprised of:

- MA. Rafael Llavori (Chair of the review panel): Expert of the European Higher Education Area (Spanish acronym EEES) and in evaluation and accreditation of quality of Higher Education in Europe.
- Dr. Karen Belfer (Secretary of the evaluation panel): Expert in quality assessment and accreditation in Canadian Higher Education.
- MSc. Ma. Eugenia Bolaños (member of the evaluation panel): Expert in evaluation and accreditation of quality in Higher Education, from FIMPES-Mexico.

Appendix 1 contains the biographies of the members of the external evaluation review panel.

After a thorough analysis of the self-assessment report and appendices by the panel members for the purpose of renewal of INQAAHE certification, the visit was conducted virtually over two days, Wednesday, August 16 and Thursday, August 17, 2023. It had an agenda that included a total of eight interviews with authorities and management staff of CNA-Chile, rectors of higher education institutions, managers of the quality systems of the institutions, peer evaluators, representatives of national organizations associated with CNA-Chile, and students. Appendix 2 shows the agenda of the visit and the interview sessions conducted by the review panel.

The interviews were conducted in an atmosphere of cordiality and cooperation that allowed the panel to have a broader and deeper understanding and answer any outstanding questions. The panel greatly appreciates CNA-Chile's disposition towards the evaluation process and its concern for the overall development of higher education in Chile. The panel would like to thank all the participants gathered during the visit for their openness, patience, and positive attitude towards all the issues raised by the panel members.

The panel would also like to thank CNA-Chile for its willingness to provide the additional information requested one month prior to the visit, to complete the necessary evidence, as well as for the effective

organization and management of the virtual visit.

However, the panel wishes to point out that during the interviews there was no opportunity to meet with representatives of the business world. When requesting a meeting with this interest group, CNA-Chile responded that employers and representatives of productive sectors do not currently correspond to a direct interest group it was decided that within the framework of this evaluation it was not necessary to include them in the interviews. Notwithstanding, CAN-Chile is encouraged to work towards converting employers into a direct group of interest.

The visit concluded in a session with the authorities of CNA-Chile, during which the chair of the panel on behalf of all members presented a preliminary summary of the main results of the external evaluation process.

After the visit, the secretary of the panel prepared the report taking into consideration all the available documentation, the information gathered in the interviews conducted during the visit and the conclusions of the panel. All members of the panel reviewed and contributed to the report. The final version of the report was agreed among the panel members and sent to CNA-Chile for verification before being submitted to the INQAAHE Board of Directors for final approval.

Evaluation of the quality of the documents submitted for the external evaluation review process and the organization of the visit

The self-assessment report submitted by CNA-Chile for the purpose of recertification by INQAAHE was presented to the panel in a digital form. The organization of the document aligned with the Guidelines of Good Practice (GGP), which facilitated its reading and evaluation. Regarding its content, the members of the panel agree that the report is honest and complete. Citing observations from the 2017 report and responding to the situation in which CNA-Chile finds itself since the 2018 decree. The report includes observations as well as analytical and critical aspects of the CNA-Chile's current challenges.

The organization of the visit was finalized with enough time to allow the panel to review the agenda and request certain adjustments, which were attended to diligently and effectively. The list of attendants to each of the sessions was distributed to the members of the panel in good time.

The panel had the necessary time to prepare the *debriefing* for CNA-Chile.

To conclude, in general terms, the agenda met the expectations of representation established by INQAAHE and the documentation and information collected in the interviews was sufficient to carry out the evaluation.

Chile's Education System

The Law No. 21,091 of 2018 establishes that the educational system in Chile considers four types of higher education institutions: universities, professional institutes, technical training centers and training schools of the Armed Forces, Order and Security. As of December 2022, a total of 152 institutions (58 universities, 32 professional institutes, 50 technical training centers and 22 training schools of the Armed Forces, Order and Security) were registered, enrolling a total of 1,301,925 students, of which 59.3% were concentrated in universities, 30.5% in professional institutes and 10.1% in technical training centers.

Chile has grown significantly in the last decade; Access to higher education increased by 12.26% and the group of students between 18-24 years grew by 3.91%. A strong point of growth has concentrated in people over 24 years old, already inserted in the labor market seeking higher certifications.

The university subsystem includes universities (state and private) belonging to the Council of Rectors (CRUCH), private universities recognized by the State, and some institutions of the Armed Forces, Order and Security. The authorization to grant academic degrees (doctorates, master's, and bachelor's degrees) resides in this subsystem.

The technical-vocational subsystem is composed of Professional Institutes (Spanish acronym PI), State Technical Training Centers (Spanish acronym CFTs) and private Technical Training Centres recognised by the State. The Professional Institutes offer four-year professional programs and technical programs of at least two years duration. The Technical Training Centers offer only short-cycle programs aimed at developing techniques and technologies.

In summary, the university subsystem offers programs at UNESCO CINE level 5 and above (professional degrees), and the technical-vocational subsystem at level 5 and part of level 6 (higher level technical qualifications).

State institutions are created by law, while private institutions are created through a mechanism called 'licensing' carried out by the National Council of Education (Spanish acronym CNED), which involves a process of six (6) to nine (9) years, which when successfully completed grants autonomy to the institution or the alternative, which is the closure of it.

It should also be noted that the Chilean university system is characterized by its great diversity (in size, venues, placement in the territory, public or private character, etc.), a value that was noted and raised in the Law of 2018. The recognition and handling of this diversity is one of the main challenges facing external quality assurance processes in Chile.

The National System for Quality Assurance in Higher Education (Spanish acronym SINACES)

In 2006, the Law No. 20,129, defined the National System of Quality Assurance in Higher Education (Spanish acronym SINACES), its current composition is in accordance with the provisions of Article 81 of Law No. 21,091 of 2018.

SINACES is comprised of:

- **Ministry of Education- Department of Higher Education**, develops, coordinates, executes and evaluates policies and programs for higher education and the continuous improvement of Higher Education Institutions (Spanish acronym IES).
- **National Accreditation Commission (Spanish acronym CNA-Chile)**, executes and promotes the continuous improvement of the quality of the Higher Education Institutions (HEI) through the establishment and application of criteria and standards for the evaluation and accreditation of the HEIs, and the schools and study programs they teach.
- **The National Council of Education (Spanish acronym CNED)** safeguards and promotes the quality of higher education through the licensing of new private HEIs and supervises non-accredited institutions.
- **Superintendence of Higher Education (Spanish acronym SES)** is responsible for auditing and supervising compliance with the legal and financial provisions that regulate the HEIs.

Quality is one of the founding principles of higher education in Chile and is defined as the pursuit of excellence, the achievement of established goals, and compliance with processes, and results in the exercise of the functions of higher education institutions (HEIs) and the criteria and standards established by CNA-Chile.

In order to evaluate compliance with the criteria and quality standards regulated by the State, current legislation contemplates the following mandatory processes for HEIs¹:

1. Institutional accreditation.
2. Accreditation of undergraduate schools and programs.
3. Accreditation of postgraduate programs.
4. Supervision of HEIs and non-accredited undergraduate and graduate programs.

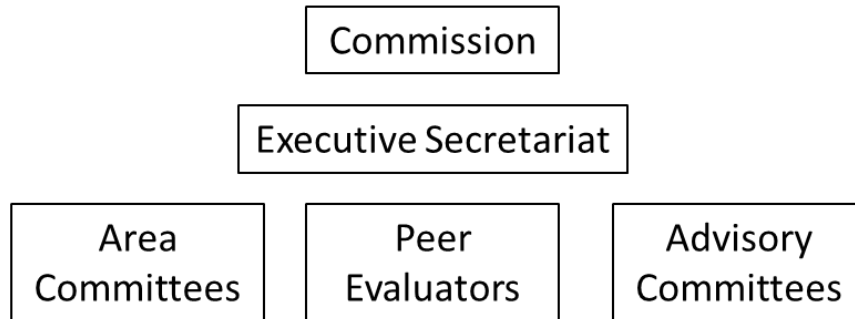
The quality system for HEIs in Chile is valued and in response to the Law of 2018, the steps for the transition towards its full application have been successfully completed.

The National Accreditation Commission CNA- Chile

The National Accreditation Commission CNA-Chile as part of the National System of Quality Assurance of Higher Education (SINACES) focuses on promoting, evaluating, and accrediting the quality of higher education institutions (HEIs) in Chile, as well as their undergraduate schools and graduate programs.

The structure of the CNA-Chile is as follows:

¹ Law No. 21.091 of 2018



- a) The Commission is composed of twelve Commissioners representing the different training, university, and professional technical subsectors, as well as the academic and productive sector:
- Five are university academics of recognized prestige (four representing management, undergraduate or postgraduate teaching and one with extensive experience in scientific or technological research).
 - Five are teachers or professionals of recognized prestige (four in technical-professional training or management and one in innovation).
 - Two student representatives from accredited autonomous HEIs.

Apart from student representatives whose terms are of two years, the terms of the other ten members last six years and as of 2019 their application to be a commissioner is made through a public contest of a system called "Senior Public Management."

Its task is to govern the CNA-Chile and issue the final reports or results of the evaluations.

- b) The Executive Secretariat supports the Commission in the development of its functions, and manages the accreditation processes, the analysis of data and studies on the accreditation processes, as well as the dissemination of the importance of accreditation.

The Executive Secretariat has the following bodies: a) The Direction of Evaluation and Accreditation, b) The Direction of Promotion and Quality, and c) the Direction of Internal Management.

This unit is led by the Executive Secretary, who is appointed by the Commission following a contest developed under the "Senior Public Management" system.

The Executive Secretary is directly responsible for several areas of coordination and the Head of People Management and Development.

- c) Area Committees are established by the Commission to advise the external evaluation process. These committees analyze the information provided by the schools and programs, as well as the peer evaluators and present the results of their review to the Commission. There are 19 Area Committees at the graduate level and seven at the undergraduate level.
- d) The Peer Evaluators are individuals recognized because of their expertise in an area of specialty and are responsible for carrying out the external evaluation of the different accreditation processes, providing key information for the decisions of the Commission. The incorporation to the Bank of Peer Evaluators is done through a public competition.

- e) The Advisory Committees are made of expert professionals or academics and are responsible for analyzing the information provided to them within the scope of their competences. For example, the definition and revision of the new evaluation criteria and standards that will take effect in October 2023.

CNA-Chile has five advisory committees, constituted in 2019 through a public competition, with a term of four years.

Recent changes in the CNA-Chile

A significant change in the functions of the CNA-Chile derives from the fulfillment of the objectives and functions established by the Law No. 21.091 of 2018. Such as:

- i) To administer and resolve institutional accreditation processes.
- ii) To elaborate and establish the criteria and quality standards for institutional accreditation.
- iii) To maintain public information systems that contain the relevant decisions related to the accreditation and authorization processes, and to provide the National Higher Education Information System (Spanish acronym SIES) with the required information.
- iv) To develop essential activities for the fulfillment of its functions.

This law establishes that as of January 1, 2020, institutional accreditation is mandatory for all autonomous higher education institutions and that the CNA-Chile is the only agency with the power to carry out accreditation processes, ceasing the operation of private accreditation agencies, leaving the CNA-Chile as the only entity legally recognized to certify the quality of institutions, undergraduate schools, and graduate programs.

The strategic objectives of CNA-Chile are the following:

1. Promote the Quality of Education
 - 1.1 Increase the knowledge, validation, and legitimization of the Higher Education Quality Assurance System of Chile, through the analysis, research, promotion and dissemination of its benefits, scope, and limitations.
 - 1.2 Support and strengthen the culture of quality within HEIs as a fundamental strategy to obtain better results.
 - 1.3 Define and implement a community relations policy and agenda (work plan) to engage and collaborate with the civil society and other relevant actors of the higher education quality assurance system in Chile.
2. Evaluation and Accreditation Processes
 - 2.1 Optimize the accreditation processes and procedures, strengthening their ability to reflect relevant information and background about the HEIs, to make better informed decisions.
 - 2.2 Communicate and disseminate to the HEIs and other invested parties the implementation of new accreditation criteria and standards, as well as the current procedures and tools made available by the CNA-Chile to them for that purpose.
 - 2.3 Design and implement a procedure for the analysis, review, update and implementation of

accreditation criteria and standards, ensuring the engagement of the invested parties of the system.

3. Internal Management

3.1 Continue to process of innovation for the Agency, towards a cutting-edge public organization, characterized by technology, flexibility in its ability to adapt and develop processes, systems, and results, that ensure quality to its users and the public.

As it was corroborated throughout the interviews, the implementation of the accreditation reform stated in the Law of 2018 impacts the present and future objectives and functions of CNA-Chile. It clearly marks, in the eyes of all the *stakeholders* interviewed, the direction to be followed by the CNA-Chile in the coming years; this panel considers this legal development the *background* of this evaluation. While the process is still in the first phases of its implementation, the panel has been able to find clear indications of the benefits, notwithstanding the ability of the Agency to show evidence of its full accomplishments and impact when a follow-up is carried out or when the next evaluation of the Agency takes place.

EXECUTIVE SUMMARY

In 2023, the National Accreditation Commission (CNA)- Chile initiated a self-assessment process to request INQAAHE to renew its 2017 recognition. The external evaluation was based on the analysis of self-evaluation documents prepared by CNA-Chile, and on information gathered in interviews with authorities and representatives of social interest groups as part of the virtual visit carried out by the evaluation panel in August 2023.

CNA-Chile is a public institution created in 2006. It has an organic structure, infrastructure and equipment that allow it to fulfill the functions attributed to it by law. The regulatory framework that governs its operation includes policies for the prevention and sanction of conflicts of interest that apply to the members of the Commission and a Code of Ethics that regulates the performance of the Management and staff of CNA-Chile.

The National Accreditation Commission (CNA-Chile) as part of the National System of Quality Assurance in Higher Education (SINACES) focuses on promoting, evaluating, and accrediting the quality of higher education institutions (HEIs) in Chile, through the following processes:

- Institutional accreditation.
- Accreditation of undergraduate schools and programs.
- Accreditation of graduate programs.
- Supervision of HEIs and non-accredited undergraduate and graduate programs.

The mission and strategic objectives of CNA-Chile place quality assurance as its main area of focus. Its contribution to improving the quality of HEIs is positively valued by the different actors of the higher education system interviewed during the visit. The current strategic objectives have no expiration date, and it is necessary to provide a medium and long-term plan to consolidate the strategic guidelines underway. CNA-Chile manages evaluation processes with transparency and integrity and annually prepares public reports on its achievements and challenges.

There is a high degree of satisfaction among the rectors and heads of the quality management units of the HEIs with respect to the support provided by CNA-Chile to the institutions. The recognition of the leadership and guidance role of CNA-Chile in the development of the quality of higher education in Chile is unanimous.

Already in INQAAHE's 2017 external evaluation report, it was recommended to the Agency to implement actions to increase the participation of students and representatives of the business world in the decision-making process. In this external evaluation, the recommendation is taken up, emphasizing the need to involve these stakeholders in the process of defining the evaluation criteria of the HEIs and their academic programs.

The external evaluation process of HEIs is based on public evaluation criteria. CNA-Chile collaborates

closely with a variety of stakeholders in defining the evaluation processes, quality criteria and standards.

Higher education institutions have two opportunities to express objections to the Commission's decisions. The "reinstatement", available to HEIs seeking reconsideration of a decision which is made directly to the Commission and the "appeal" which is made to the National Council of Education (CNED).

CNA-Chile has a public website where it publishes its regulatory framework, minutes of meetings, guides, procedures, and the results of the evaluation reports.

It is worth mentioning the participation of CNA-Chile in quality assurance networks, and its efforts to collaborate with other Latin American agencies.

CNA-Chile does not include in any of its evaluation processes criteria or indicators to promote and evaluate transnational or cross-border education, possibly because it has no legal authority to do so.

CNA-Chile is currently undergoing an important transformation in response to the legal framework of 2018 for external quality assurance in higher education. This new framework clearly modernizes the evaluation processes (including follow-up procedures and increased flexibility to recognize the diversity and plurality of Chile's higher education system), thus ascertaining a concrete plan of action for the CNA-Chile during the coming years. CNA-Chile is currently going through a transitional phase, full of expectations, towards an improved quality model.

GGP COMPLIANCE

1. THE STRUCTURE OF THE EXTERNAL QUALITY ASSURANCE AGENCY

The EQAA is a recognised, credible organisation, 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.

<input type="checkbox"/> Does not comply	<input type="checkbox"/> Partially complies	<input type="checkbox"/> Substantially complies	<input checked="" type="checkbox"/> Fully compliant
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1.1 Legitimation and recognition

1.1.1. The legal basis of the National Accreditation Commission (CNA-Chile) is clearly defined in Law No. 20,129 of November 17, 2006, as part of the National System for Quality Assurance of Higher Education (SINACES) and more significantly with the publication of Law No. 21,091 of May 29, 2018, which establishes structural changes in the quality assurance system in Chile. It designates CNA-Chile as the only body in the country legally authorized to evaluate and accredit the quality of Higher Education Institutions (HEIs), their undergraduate schools and programs, and graduate programs as well as Medical and Dental Specialties. Work that was previously shared with other private accreditation agencies.

CNA-Chile is the main actor in the National System of Quality Assurance of Higher Education (SINACES). The results of their evaluations are recognized by the Ministry of Education.

The reform of the national accreditation framework introduced by the Law No. 21,091 of 2018 reinforces the central role of CNA-Chile as the official accrediting body for institutions and academic programs of higher education in Chile. In addition, the new law clearly defines its functions, distinguishing them from those of other quality assurance bodies operating at other levels such as the National Education Council (CNED).

During the visit, the unanimous recognition enjoyed by CNA-Chile by universities and other interest groups was evident. It is considered a leader in the quality of higher education in the country, and there are numerous benefits, direct and indirect, derived from this activity that were listed during the interviews: awareness of the importance of quality tasks within universities (especially the value of institutional accreditation), promotion not only of a language but also of the culture of quality.

1.1.2. This is the second evaluation that CNA-Chile has requested from INQAAHE, the first external evaluation of its performance was carried out in 2017 based on the Guidelines of Good Practice (GGP).

In this area, the effort made by CNA-Chile to consider the recommendations prescribed in the 2017 evaluation and to present observations responding to the progress made in each of them in this self-assessment report, should be highlighted.

CNA-Chile has participated in the Network of National Accreditation Agencies (Spanish acronym RANA)

since 2012 and in the context of the MERCOSUR higher education space, but its participation in recent years has been limited, as the country has not formally ratified the 2008 agreement.

1.1.3. In addition to the constitutional mandate and the rules concerning the prevention of conflicts of interest that apply to all public bodies, CNA-Chile has issued its own Code of Ethics. The Code is applicable to the Commission, advisory committees, area committees, peer evaluators and, in general, to any person who works with the CNA-Chile. Its purpose is to ensure that the decisions and actions of the Agency are adopted and executed with impartiality, by clearly stating what could qualify or not as a conflict of interest.

1.2 Mission and purpose

1.2.1. The mission of CNA-Chile is "to promote, evaluate and accredit the quality of Chile's higher education institutions, as well as their schools and programs."

This definition includes the following concepts as indicated below:

- a) **Quality.** This is achieved as a result of an internal process, typical of each HEI, which is carried out permanently and systematically. It seeks to develop actions and achieve results that are consistent with its purposes and institutional statements, formulated in the exercise of its full autonomy, and evidence of due consideration of the expectations and demands of its relevant environment, as well as current legislation and regulation.
- b) **Evaluate.** It consists of the evidence-base knowledge, the internal process of searching for quality, its actions, results, and assessments in accordance with a set of standards, criteria, and indicators previously established, the degree to which HEIs seek and achieve quality.
- c) **Accredit.** The accreditation is a consequence of the previous evaluation and consists of issuing an expert and well-founded judgment of the quality and state of development that a HEI, school or program has reached and that, through this accreditation (for a certain period), public trust is achieved, showcasing the institution's results and influence in the higher education system.
- d) **Promote.** This translates into making known and guiding the national community -and in particular the HEIs and other actors of the higher education system- in the concepts, innovations and best practices present in the processes of search for quality in higher education, promoting their permanent application and the scope of new and better advantages for society.

The vision of the CNA-Chile is "to be a national guarantor and international benchmark of quality in higher education".

The values that inspire CNA-Chile are:

- a) **Excellence:** Results recognized for their internal quality and contribution to society, obtained through processes with high ethical compliance.
- b) **Transparency:** Consistency between the rationale and the decisions, facilitating access to the corresponding information.
- c) **Diversity:** Respect and promotion of diversity and inclusion.

The quality assurance model applied by CNA-Chile rests on its academic nature (respect for university autonomy and scholarly condition of the evaluation process), its promotion, dissemination, and support for higher education institutions.

This model undoubtedly has its strengths, as previously mentioned in this report, during the interviews the institutions and different stakeholders reported the benefits of the accreditation system, to the point that they allow the CNA-Chile to be the beacon or guide of quality in the Chilean higher education system.

In relation to the concept of promotion, as part of its mission, the effort made by CNA-Chile in recent years to attend to the plurality and diversity of HEIs is evident. From the interviews carried out, it was well stated and clear to the panel (and it values it positively) that these characteristics of the system must be respected and managed by the CNA-Chile in its quality processes. Therefore, CNA-Chile is encouraged to continue the activities of reviewing and analyzing its accreditation processes, encouraging feedback from interested parties to ensure that its processes consider and respond to the characteristics, typologies, disciplines, and institutional uniqueness of the HEIs throughout their national territory.

1.3 Governance and organizational structure

1.3.1. CNA-Chile is an organization composed essentially by individuals coming from an academic background that carries out external evaluations for the accreditation of programs, schools, and institutions. It is governed by a Commission composed of twelve commissioners, ten of them academics or professionals belonging to IES, and two student representatives. The ten academics or practitioners serve a six-year term and are appointed on the basis of a public competition. Student representatives serve a two-year term and are elected based on regulations issued by the Ministry of Education convening student federations or student representative bodies.

This appointment system has the dual advantage of being impartial and allowing the best candidates to be chosen. During the visit, the panel was able to verify the diversity of profiles represented in the Commission, an essential condition for the proper functioning of an accreditation system. It became very clear to the panel that the diversity of the members is an essential asset for CNA-Chile, and it is because of it that applauds the demanding selection process.

The power to appoint commissioners seems sufficiently counterbalanced by a demanding prior selection process well anchored in the principles of merit and ability. The CNA-Chile has done a great job of convening and consulting in the development of mechanisms to evaluate the academic quality of HEIs and their programs and consequently the elaboration of their accreditation criteria and standards. In the interviews, emphasis was placed on the good cooperation and feedback between the CNA-Chile and the HEIs to which these protocols will potentially be applied.

However, CNA-Chile is invited to consider other models of student engagement. The indirect relationship that CNA-Chile has with external interest groups (employers, professionals, etc.) in several of its activities can be appreciated but improved. And this hegemony of the academic figure was shifted to the interviews

the panel had, where, although there was a presence of the student body, there was none of entrepreneurs, professionals, or agents of the Chilean socio-productive fabric. Interviews with representatives of universities, but especially of professional institutes and technical training centers whose programs are closely linked to the productive sector, showed that those higher education institutions do have dialogue with employers as a fundamental tool to inform their everyday activities.

1.3.2. During the visit, the panel was able to verify that CNA-Chile has the technical autonomy needed to carry out the evaluation activities assigned to it. The panel of experts found that the stakeholders interviewed during the visit consider that CNA-Chile, through the decisions of its Commission, acts in a truly impartial manner.

It was clear to the panel from interviews conducted that the Commission responded positively to the 2018 changes in legislation. The members of the plenary no longer feel the obligation they previously had to be accountable to the institutions from which they came, since the model for selection switch to one done by a public competition and/or Senate appointment, the members of the Commission have greater freedom of action and independence in decision-making based on their knowledge and experience of the system.

CNA-Chile has four reports or sources of information that instruct the Commission's decision-making for each of the evaluation and/or accreditation processes: the self-study of the institution, the report of the peer evaluators, the report of the Rector of the Institution being reviewed and the report of the Area Committee. The coverage, diversity and breadth of the information collected is an element that feeds and fosters impartiality.

1.3.3. The panel was able to verify that CNA-Chile has expanded and restructured its organizational composition considering the new challenges it faces and the day-to-day evaluation activities that must be managed effectively and efficiently. The Commission, the Executive Secretariat, the Area Committees, the Advisory Committees, and the Peer Reviewers are all heavily involved in the accreditation processes and effectively fulfil their role.

1.3.4. CNA-Chile has a strategic planning document that was approved in 2020, which consists of seven objectives linked to the three regulatory changes required by the Law of 2018: Promotion of the Quality of Education, Evaluation and Accreditation Processes and Internal Management. Each of these strategic objectives is assigned activities and projects in a coherent way. The developments and progress made are clearly documented (in detailed progress reports that were included in the appendices of the self-assessment report). Accountability is mainly recorded in the annual report, which is presented by strategic objective. The tools developed for the periodic review of objectives, the establishment of indicators, and the reports presented to the panel, provided the necessary evidence to verify and measure the scope and result of the activities carried out by CNA-Chile.

1.4 Resources

1.4.1. The evaluation processes of the CNA-Chile are carried out by peer evaluators appointed on the basis of very strict criteria, with the aim of ensuring that they are professionals of recognized prestige in the national or international academic community. CNA-Chile designates peers for external evaluation visits of academic schools, programs, and institutions. Some accreditation processes include international peer evaluators, thus adding a very valuable perspective to the evaluation process. CNA-Chile has a "Training Plan for Evaluators" that summarizes the results of the consultations carried out by CNA-Chile in the development of a peer evaluator training model. According to the peer evaluators who participated in the pilot, the new training model is fulfilling its objectives. However, this project is under development, and key parts of the evaluation and peer feedback were not operationalized at the time of the visit.

During the visit, the representatives of the HEIs spoke highly of the contribution of peer evaluators. In the meeting with representatives of the peer evaluator group, the panel was impressed by their high level of commitment to the new accreditation processes and to CNA-Chile.

1.4.2. The financial resources of CNA-Chile come from the State (40%) and from the fees charged for the accreditation processes (60%).

The promotion and government's mandate towards accreditation have led to an increase in the number of new and renewed applications for schools, programs, and institutions. On the other hand, the Law of 2018 is still under implementation. This necessarily brings with it the need to mobilize resources for peer training, alignment, support, and promotion of the new consolidated model. That is why CNA-Chile has reviewed in detail the processes and procedures, streamlined activities, and increased the number of staff necessary to respond to the request of the HEIs in a timely manner.

The increase in the number of accreditation processes of schools, programs, and institutions in innately affects the viability of the resources (technology and document management) available. The panel noted that there have been undoubted advances in this area, such as the Correspondence System (Spanish acronym SIC) and the Academic Identification and Registration System (Spanish acronym SIRA) to provide technological support to the specific accreditation processes of the CNA-Chile.

1.4.3. During the visit, the panel did not have the opportunity to interview CNA-Chile staff in a setting independent of the interviews with their supervisors, while not attributing this absence to CNA-Chile. CNA-Chile staff don't seem to have training opportunities directly related to quality assurance in higher education.

It would also be desirable for CNA-Chile to resume the training exchanges of its staff with that of other agencies in the region, perhaps through the networks on which the entity participates (RANA and MERCOSUR).

Strengths

- There is a general recognition by all interviewees of the excellent work carried out by CNA-Chile and its leadership role, which includes its ability to convene and dialogue on the accreditation model and the different initiatives that are aimed at its development and improvement, based on the important reform undertaken in 2018.
- The quality and commitment of the members of the Commission, the Peer Evaluators, and the Area Committees.
- The promotion and encouragement of accreditation have led to an increase in the number of applications for accreditation of schools, programs, and institutions.

Recommendations

- Therefore, CNA-Chile is encouraged to continue the activities of convening stakeholders and analyzing its accreditation processes, encouraging feedback from all stakeholders to ensure that its processes consider and adjust increasingly to the characteristics, typologies, disciplines, and institutional uniqueness of the HEIs throughout their national territory.
- The panel recommends CNA-Chile create a mechanism that allows it to harmonize/rationalize accreditation processes to reduce the number of accreditations and reaccreditations that the current model creates.
- The panel recommends CNA-Chile to develop quality assurance training and professional development opportunities for staff, as it seems that there are not enough provided at this time.

Conclusion

The panel has concluded that the CNA-Chile **is fully compliant** with section 1 of the INQAAHE Guidelines of Good Practice.

2. ACCOUNTABILITY OF THE EXTERNAL QUALITY ASSURANCE AGENCY

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.

<input type="checkbox"/> Does not comply	<input type="checkbox"/> Partially complies	<input checked="" type="checkbox"/> Substantially complies	<input type="checkbox"/> Fully compliant
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2.1 Quality assurance of the Agency

2.1.1. CNA-Chile operates with transparency and integrity. All its decisions are public and accessible through its website, including the minutes of the Commission's meetings and resolutions, as well as procedures and activities. The election of the commissioners is carried out by public call in which it establishes the conditions for being a member, the length of the term, the role, and responsibilities, as well as the reasons one would not be qualified, compatible and could be in a conflict of interest with the objectives of the Agency. Likewise, it has a Code of Ethics that all members of the Commission and Peer Evaluators must follow which reiterates the principles and guidelines that govern the behavior that is expected of all the actors during the accreditation processes.

The independence of CNA-Chile and its peer evaluators from political, institutional, or corporate influence has been a central element of its credibility. The accreditation decision to recommend or not a school, program or institution is done in consensus by the Commission when in full session, using as a reference the inputs of the process and the social and academic responsibility entrusted in the Commission.

The panel was able to confirm that the agency operates with transparency, integrity, and great professionalism.

2.1.2, 2.1.3. The impression gained by the panel during the visit is that at this time the CNA-Chile is fully aware of the changing nature of higher education, and that it is making remarkable efforts to adjust its activities and operations to these challenges. The attitude of the Agency is vibrant, dedicating their efforts to the definition and implementation of a system for continuous improvement, trying to receive adequate *feedback* from the institutions, starting with the revision of the norms and procedures, the quality criteria, and standards for evaluation. The need to insist on these issues was invoked throughout the interviews, as well as the need to secure the timelines and results for the evaluations be kept in line with the new times and avoid delays (too much time passes between the evaluation of the CNA-Chile and the formal decision of the Ministry of Education).

In the self-assessment report received, CNA-Chile describes the activities it carries to involve the community in discourse about quality assurance, which allows for various interest groups to participate

in the definition and evaluation of its quality criteria and standards. People interviewed during the visit mentioned these opportunities for dialogue enthusiastically, acknowledging their educational and supportive value.

2.1.4. The CNA-Chile as an accrediting agency, and aware of its responsibility as the only body responsible for ensuring the quality of higher education in Chile, has taken important steps since the last evaluation from INQAAHE; this is the second time (2017, 2023) that the CNA-Chile undergoes through INQAAHE's external expert review.

The self-assessment report presented on this occasion for the alignment with INQAAHE's GGPs, specifies in addition to the required information areas of growth and strategies for review and improvement. The panel considers the report to be extensive, comprehensive and honest. The self-assessment report describes both the current reality of CNA-Chile, and the observations in respond to the recommendations from the 2017 report.

2.2 Links with the quality assurance community

2.2.1. The CNA has built alliances with quality assurance agencies in Latin American, such as RANA and SIACES. The panel acknowledges that the goal of participation and collaboration with each group serves a particular goal, but as a whole it moves the Agency closer to its strategic objectives.

In the Latin American space, one of the strategies is aimed at facilitating the validity of national accreditations at the regional level, facilitating the recognition of degrees and the mobility of students, especially through the affiliation with MERCOSUR.

Through these initiatives, CNA-Chile staff have had the opportunity to learn from international experiences.

CNA-Chile has actively participated in national and international events and forums on accreditation and quality assurance, especially with INQAAHE, creating spaces for conversation to contribute to the formulation and implementation of its internal quality assurance systems during the pandemic and post-pandemic.

The panel encourages CNA-Chile to intensify its commitment to these networks, getting involved in their governance and facilitating the exchange of staff and expert peer evaluators. Likewise, and since the challenges in terms of educational quality today are more than ever global, it encourages CNA-Chile to develop a strategy to collaborate with associations and networks in the other regions of the globe.

Strengths

- Thanks to Law No. 21.091 of 2018, CNA-Chile now has an operating framework (regulations, functions, and integration) that constitutes an excellent model to review and improve evaluation processes.

- The independence of CNA-Chile and its peer evaluators from political, institutional, or corporate influence has been a central element of its credibility.
- Alliances with quality assurance agencies in the Latin American region with SIACES, RANA and MERCOSUR.
- Educational institutions recognize the leadership of CNA-Chile.

Recommendations

- The panel encourages the Agency to increase the participation of peer evaluators in the definition and evaluation of the CNA-Chile's quality criteria. This will help make their processes more transparent and better adapted to the changing contexts in which HEIs operate.
- The panel recommends CNA – Chile continue its commitment to develop links to Ibero-American quality assurance networks, and networks from other regions of the globe.

Conclusion

The panel has concluded that the CNA-Chile **substantially complies** with section 2 of the INQAHE Guidelines of Good Practice.

3. THE EXTERNAL QUALITY ASSURANCE AGENCY'S FRAMEWORK FOR EXTERNAL QUALITY REVIEW IN HIGHER EDUCATION INSTITUTIONS

The main concern of the EQAA is the promotion of quality education and student achievement. In doing this, it recognises 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.

<input type="checkbox"/> Does not comply	<input type="checkbox"/> Partially complies	<input checked="" type="checkbox"/> Substantially complies	<input type="checkbox"/> Fully compliant
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3.1 The relationship between the Agency and higher education institutions

3.1.1. Law No. 21,091 proclaims the principle of full autonomy, expressly specifying that this tenet includes the right of institutions to freely define their academic offerings. However, the Law of 2018 added an exception to that rule which requires HEIs that have a Basic accreditation level to request authorization from CNA-Chile when they want to make changes in their program offerings, create new programs, open new venues, and increase their vacancies.

The Chilean system of higher education has been characterized by two elements that make it unique: respect for academic autonomy and diversity. The panel was able to appreciate in the interviews a wide variety of institutions that responsibly exercise their autonomy, with different vocations, vision, and mission perspectives.

The accreditation model of the CNA-Chile is based on these constitutional premises. It respects the right of autonomy, institutional self-regulation, and promotes a culture of self-evaluation under the prelude that each institution develops quality assurance mechanisms in accordance with its nature and incorporates the processes of continuous improvement to advance its academic offerings and its institutional environment, guaranteeing the fulfillment of its mission and strategic objectives.

This principle of respect for university autonomy, which the panel realized is deeply rooted in the culture of quality of the higher education system in Chile, also inspires the choice of an accreditation model based on peer evaluation.

During the visit, it was possible to witness the commitment of all the parties involved (CNA-Chile and institutions) to the principle that quality is the primary responsibility of the HEIs and, consequently, the functions of support and promotion of quality those of the CNA-Chile.

3.1.2. Therefore, under this regulatory framework, the essential function of CNA-Chile is to ensure that HEIs action processes, through the design, implementation and monitoring of robust and mature internal quality assurance systems. To fulfill this purpose, CNA-Chile has implemented standards and procedures to accompany HEIs during the different stages of the accreditation process.

In the interviews, the rectors, responsible for the quality management of the HEIs, and the students, highlighted the role played by CNA-Chile as an accrediting institution, promoting quality assurance as a public policy. The authorities of the HEIs interviewed agreed that the evaluation processes are socialized with openness and opportunity for dialogue, within a framework of respect for the academic autonomy of the HEIs and institutional diversity. They then expressed a high degree of satisfaction with the approach and support offered by CNA-Chile to the institutions. They highlighted the openness to dialogue, and the commitment to quality that CNA-Chile develops through its sustained interaction with each institution.

3.1.3. The cost of accreditation processes, "tariffs", for HEIs are determined by the Budget Executive of the Ministry of Finance, under the proposal of CNA-Chile. The fees are determined taking into consideration the characteristics of the institution: number of venues, number of students and the areas it will present for accreditation. It is noteworthy to mention that the tariffs have not been revised in several years. The tariffs correspond to 60% of the CNA-Chile's budget. However, the investment of resources made by institutions to meet the quality conditions necessary to obtain the accreditation of schools, programs and institutions has a significant cost of time and resources. In this way, and so that all HEIs in Chile assume and reaffirm their responsibility, autonomy, commitment to quality, and social accountability, CNA-Chile must consider how to harmonize/rationalize the evaluation and accreditation mechanisms it manages. CNA-Chile is therefore encouraged to implement as soon as possible an action plan aimed at simplifying its evaluation processes. This will also limit the problems that the agency will face in the future by not having the capacity to assume all the institutional, school and program accreditations that the law and society require.

3.2 The definition of criteria for external quality review

3.2.1. Diversity is one of the aspects that is becoming increasingly important in accreditation. Diversity integrates three dimensions: (i) Type of institution, (ii) Program level, and (iii) Modalities. Thus, institutions are free to use their own instruments for collecting information and to define new characteristics to regulate their self-evaluation processes and to reflect their uniqueness and that of their programs; if that individuality is embedded in the context of the quality criteria, standards, and processes of the CNA-Chile's model.

However, and as it has already been pointed out in this report, the richness and diversity of institutional profiles within Chile's higher education system are great and significant, so that current times surely demand an accrediting response as flexible and pluralistic as possible. In this sense, CNA-Chile included the entire system in the development of new criteria and standards in order to respond to this diversity. It will be of great interest to evaluate the effectiveness of these once they are applied to the reality of the HEIs. Bearing in mind that the CNA-Chile is at the beginning of the implementation of the institutional accreditation procedure, and it is not until October 2023 that the external evaluation procedures of programs and schools will begin as stated in page 30 of CNA-Chile's self-assessment report.

3.2.2. CNA-Chile systematically convened HEIs in the development of new standards and evaluation criteria, to ensure full representation.

During the visit, the panel heard of the participation of the institutions in the design of the quality standards and evaluation criteria, emphasizing the consultations that were held during the development phase. The interview with the Rectors showcased the degree of expectation (and hope) that the new criteria arouse in them.

3.2.3. The accreditation model developed by CNA-Chile seeks to articulate universal connections of higher education with indicators uniquely defined by the HEI's mission, programs, and projects. The quality criteria and standards created by the CNA-Chile, account for the complexity of any institution in their unique area of responsibility (training, management, research, innovation and / or creation, and link with the environment). In addition, to support the institutions in the procedural aspects of the accreditation model, CNA-Chile has developed guidelines and procedures for each stage of the process.

The evaluation standards and criteria designed for academic programs and institutions guide peer evaluators to conduct the external evaluation at all levels.

3.2.4. The new criteria and standards for accreditation that will start to be used in October 2023 address the areas of programmatic and institutional activity that fall within the scope of CNA-Chile, such as governance and institutional management, program design and approval, teaching and learning, student admission, research, innovation-development, and connections with the ecosystem.

3.2.5. Article 9f of Law No. 21,091 of 2018 included the assignment of new responsibilities to the Commission as follows, the need to request information from the HEIs regarding the progress of the action plans, as stated in their respective accreditation resolution. This new attribution was included in the strategic plan of 2021. In this context, a project for monitoring accreditation decisions was included; one that examined the implementation of the recommendations for accredited institutions, schools, undergraduate and postgraduate programs since 2023.

3.2.6. The procedures of the CNA-Chile specify clearly and sufficiently how the criteria and standards will be applied. It should be noted that they incorporate a section called "conceptual orientations" composed of definitions developed to guide the contextualization of key terms.

3.3 The external review process

3.3.1, 3.3.2. The accreditation processes of programs and institutions conducted by CNA-Chile include all the phases required by international quality standards: self-evaluation, external evaluation with visit and final report. This journey of the evaluation process is guided by "Rules and Procedures" and is conveniently published on its website. The clarity of the documents prepared by CNA-Chile to guide the evaluation processes, as well as the training provided by CNA-Chile within the framework of each accreditation call,

was particularly valued by the academic representatives of the HEIs who were interviewed during the visit.

3.3.3, 3.3.4. CNA-Chile has a bank of Peer Evaluators to carry out external evaluations of the different HEIs. The peer evaluators are integrated into the bank according to their academic profiles and/or discipline; all are exemplary members of the national and international academic and scientific community in which they work. As has already been said, the selection of peer evaluators to participate in an external evaluation process is demanding and is carried out through a public call. Once selected, the Commission is responsible for assigning the peer evaluators who will carry out the external evaluation visit of academic program and/or institution. The functions and duties of peer evaluators are established by the accreditation model itself.

The CNA-Chile does some orientation, information and training for the peer evaluators, this panel recommends CNA-Chile strengthen the orientation and training processes of their peer evaluators to improve their participation in the evaluation process. The panel recommends that the CNA-Chile include in this training the risk implied in a biased evaluation of a panel of peer evaluators that would neglect the economic and social relevance of the various HEIs (for example, the differences between Technical Training Centers and Universities).

From the interview held by the panel with the peer evaluators, it appears that CNA-Chile should increase the feedback offered to peers once the evaluation process has been concluded and the institution has provided comments on their performance. This recommendation is also formulated considering that the final decision of accreditation for an academic program or institution is taken by the plenary of the Commission on the results of the self-evaluation, the visit report prepared by the panel of peer evaluators, and the report of the Area Committee. The fact then is that this decision is the result of a comprehensive evaluation, which takes into consideration other evidence and documents, such as the comments that the institution makes to the report of the peer evaluators that reach the Commission directly, which makes it especially important to increase the channels of feedback with the peer evaluators.

3.3.5. As explained earlier in this report, CNA-Chile has mechanisms for the prevention of conflicts of interest. In addition to the ethical standards applicable to those who exercise a public function in Chile, peer evaluators are subject to behavioral guidelines that are previously made known to them and that are included and published in the Code of Ethics.

3.3.6. The parameters on which the evaluation is based are defined, documented, approved, and published, the evaluation process is known both by the peer evaluators and by the Institutions, which guarantees that they are carried out in a systematic and consistent manner, regardless of the personal factor or any eventuality that may arise during the process.

3.3.7. The panel is aware that the CNA-Chile, in recent years, has managed to give structure and consistency to the timing of the evaluation process, including the visits.

3.3.8. The evaluation procedures include mechanisms for the detection of factual mistakes and provide channels for institutions to report to CNA-Chile errors that they have noted in the reports. In this sense, it should be noted that the procedure includes sending the Commission receiving a written letter from the Rector of the institution commenting of the evaluation exercise and report, which is an element considered in the judgment made when issuing the final resolution.

3.4 Requirements for self-assessment

There are documents prepared by CNA-Chile to carry out the self-assessment processes and these documents are available on their website. The documents are clear and provide direction about each of the stages of evaluation.

The process and formalities for accreditation are clearly described and documented in the norms and procedures. Likewise, CNA-Chile has Guidelines to steer institutions in the collection of evidence for the preparation of reports and visits by peer evaluators.

Strengths

- Clarity of the documents prepared by CNA-Chile to guide the evaluation processes.
- Opportunities provided for dialogue with institutions to inform evaluation criteria and standards.

Recommendations

- The panel recommends the agency to advocate with the Ministry of Education to speed up the final resolution of the accreditation process.
- The panel recommends the agency continue to develop processes to support institutions in their accreditation, to include institutions that are going to begin their first accreditation exercise.
- Establish and plan the deployment of accreditation procedures for schools and programs in the university and technical-professional subsystem, in addition to doctorates, taking into consideration the impact of the direct cost (tariffs) and indirect cost (mobilization of human resources) to the HEIs.

Conclusion

The panel has concluded that the CNA-Chile **substantially complies** with section 3 of the INQAAHE Guidelines of Good Practice.

4. THE EXTERNAL QUALITY ASSURANCE AGENCY AND ITS RELATIONSHIP WITH THE PUBLIC

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

<input type="checkbox"/> Does not comply	<input type="checkbox"/> Partially complies	<input checked="" type="checkbox"/> Substantially complies	<input type="checkbox"/> Fully compliant
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4.1 Public reports on evaluation policies and Agency decisions

4.1.1. All documentation, rules, procedures, criteria and standards of the accreditation process are published on the CNA-Chile website. The good navigability of the website allows access to all resources without difficulty, evidencing transparency in the processes managed by CNA-Chile.

4.1.2. The CNA-Chile website contains a search engine for programs and institutions with current accreditation, which is updated permanently. This search engine allows access to material on every accredited program and Institution, it also includes access to the Resolutions of the Commission that contain information on the strengths and areas of improvement that, in each case, led to the decision.

4.1.3. CNA-Chile takes special in keeping information duly updated. Information about the system's accreditation results is publicly available and updated daily. In fact, the advanced search engine on the CNA-Chile website is the main web resource used by the public.

4.2 Other public reports

4.2.1. On its website, CNA-Chile publishes reports on the work carried out during the year under the title "Public Account". In its 2022 publication it describes the self-assessment process conducted for INQAAHE, and while CNA-Chile did publish the 2017 Self-Assessment report on its website, there is no public evidence of the results of this external evaluation outside of the INQAAHE website.

4.2.2. On its website, CNA-Chile provides access to academic papers that analyze components related to internal and external quality assurance, and regularly publishes reports on indicators related to accreditation factors.

CNA-Chile has a locator of the various external evaluation reports issued by CNA-Chile which are accessible to the public.

CNA-Chile publishes calls and workshops at the national level. For example, CNA-Chile regularly convenes regional meetings that have emerged as a space conducive to reflection, discussion and socialization of issues related to accreditation and quality assurance processes in Chile's higher education system.

Strengths

- Public access on the website to the search engine of accredited programs/institutions.
- Positioned as a reference of key information in the system with updated accreditation data of Chilean higher education.

Recommendations

- The panel recommends CNA-Chile to make more accessible to the public the results of their external evaluation reports to increase transparency.

Conclusion

The panel has concluded that the CNA-Chile **substantially complies** with section 4 of the INQAAHE Guidelines of Good Practice.

5. 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 programme. It provides effective procedures to deal with appeals and complaints.

<input type="checkbox"/> Does not comply	<input type="checkbox"/> Partially complies	<input checked="" type="checkbox"/> Substantially complies	<input type="checkbox"/> Fully compliant
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5.1 The decision-making process

5.1.1. CNA-Chile has clear statutes and procedures for decision-making at the different stages of institutional evaluation and accreditation of programs. The comprehensive evaluation of academic programs and institutions is carried out by the CNA-Chile Commission, based on a critical analysis of the information obtained in the different stages of accreditation (internal self-evaluation report, the external evaluation report by the peer evaluators, the observations of the Rector of the Institution to the external evaluation, and the report of the Area Committee). The Commission, by majority, decides autonomously and without influence from third parties, to propose to the Ministry of Education whether or not to grant (duration) the accreditation of a program or institution. The deliberations and agreements of the CNA-Chile on the results of the accreditation are written in minutes, which are approved by the Plenary and signed by them.

The peer evaluators who participated in the interviews during the visit confirmed that CNA-Chile acts with transparency, integrity, and professionalism in accordance with the established code of ethics.

5.1.2. The panel recognizes as a good practice the presentations that the peer evaluator panel and the Rector of the Institution do Infront of the Commission before the decision-making process. These presentations, together with all the documents that are submitted to the Commission for analysis, discussion and decision, lead to coherent, consistent, impartial, and transparent decision-making.

5.1.3. CNA-Chile is responsible for making public the information related to the accreditation model: laws, regulations, rules, and procedures, so that they can be easily consulted through its website.

5.1.4 and 5.1.5. The CNA-Chile as of 2021 has a team that reports to the Executive Secretary, responsible for the managing the minutes, to standardize the writing, analysis of information and presentation of the resolutions of each accreditation process. In such a way, that of the resolutions of the Commission that are presented to the public are clear and precise.

5.2 The EQAA procedure for appeals and complaints

5.2.1 The Chilean Quality Assurance System provides two means for handling complaints and appeals. The first is the ordinary process of reversal and the second is a special appeal, established in Law No. 20,129. Both stipulate the admissibility and time limits for each procedure.

5.2.2. The CNA-Chile has a "reposition" process that allows HEIs to appeal Commission decisions, with the objective to modify the number of years of accreditation to a program or institution, or to partially alter the content of the resolution without affecting the years of accreditation.

5.2.3. The appeal processes presented to the National Council of Education (CNED) are against the decision of non-accreditation of institutional or graduate programs, or any decision made by the Commission (accreditation or not of undergraduate programs).

The CNED is a body distinct from the presenter of the contested assessment, to ensure impartiality, independence, and objectivity.

Strengths

- The information available to HEIs and peer evaluators related to accreditation processes.
- The presentation of the peer evaluator panel and the Rector of the Institution to the Commission in the decision-making process.
- The clear and published procedures for handling 'repositions' and appeals to review decisions made.

Recommendations

- The CNA-Chile has implemented many of the requirements stated in the Law No. 21,091 of 2018. Notwithstanding, there are still elements that need to be released and tested. The panel recommends CNA-Chile to continue the work in the implementation and evaluation of these components.

Conclusion

The panel has concluded that the CNA-Chile **substantially complies** with section 5 of the INQAAHE Guidelines of Good Practice.

6. THE QUALITY CONTROL 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.

<input type="checkbox"/> Does not comply	<input type="checkbox"/> Partially complies	<input checked="" type="checkbox"/> Substantially complies	<input type="checkbox"/> Fully compliant
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6.1 Criteria for cross-border higher education

The main objective of this INQAAHE guideline is to ensure that students enrolled in cross-border education programs are properly informed and that their rights are protected.

The CNA-Chile declares that it has no competence to evaluate programs offered by HEIs within other regulatory frameworks or for Chilean HEIs operating in other countries, so it does not include criteria or indicators to promote the quality and evaluation of cross-border education in any of its evaluation and accreditation processes.

Considering the above, numeral 6.1 does not apply to CNA-Chile and cannot be evaluated.

However, the development of cross-border education is a reality that poses quality imperatives in a globalized social context, which implies for CNA-Chile will need to promote internationalization policies that include the dimension of transnational education.

6.2 Inter-agency collaboration

CNA-Chile participates in a limited way at the international level, with other quality assurance agencies, as well as with international networks. These participations have included the exchange of good practices, exchange of staff experiences, research projects, and agreements for the recognition of degrees. CNA-Chile has implemented collaboration programs with agencies in other countries in relation to the training of experts, technical and administrative personnel on accreditation and quality assurance processes.

Although CNA-Chile is not responsible for quality assurance in cross-border higher education, as a member of several networks it works together with other agencies (for example, the Network of National Accreditation Agencies (RANA) and the Ibero-American System for Quality Assurance of Higher Education (SIACES) and has made efforts to participate in certification projects of the Southern Common Market (MERCOSUR). However, their participation is limited as there is a legal impediment.

The positioning of CNA-Chile in the regional framework mentioned above should be completed with the definition of an internationalization policy that shows priorities, objectives and identifies indicators of achievement of these objectives.

Strengths

- Participation in projects and activities of cooperation and exchange of good practices that are developed within the framework of some regional spaces, RANA and SIACES.
- Participation of members of the CNA-Chile in international scenarios.

Recommendations

- The panel recommends CNA-Chile explore the ramifications of the of external quality control in the provision of transnational education by Chilean HEIs through mutual recognition.
- The panel recommends CNA-Chile develop a cooperation strategy that allows the Agency to establish strategic lines with international partners to systematize good quality assurance practices.

Conclusion

The panel has concluded that the CNA-Chile **substantially complies** with section 6 of the INQAAHE Guidelines of Good Practice.

CONCLUSIONS OF THE PANEL

Based on this conviction that CNA-Chile is seriously complying with its external evaluation activities, which enjoy the general recognition of institutions and stakeholders and are significantly increasing the quality of higher education in Chile, this panel recommends that the INQAAHE Board certify that the CNA complies with the Guidelines of Good Practice (GGP).

REVIEW SUMMARY

GGP SECTIONS	RESULTS
1. The structure of the external quality assurance agency	Fully Compliant
2. Accountability of the external quality assurance agency	Substantially Compliant
3. The external quality assurance agency's framework for external quality review in higher education institutions	Substantially Compliant
4. The external quality assurance agency and its relationship with the public	Substantially Compliant
5. Decision making	Substantially Compliant
6. Quality control of cross-border higher education	Substantially Compliant

APPENDIX 1. COMPOSITION OF THE EXTERNAL EVALUATION PANEL



Rafael Llavori de Micheo, President, International University of La Rioja (UNIR), Quality Expert, and former board member of INQAAHE, Spain



María Eugenia Bolaños, Expert, Director of the Accreditation System of the Federation of Private Mexican Institutions of Higher Education (FIMPES), Mexico



Karen Belfer, Secretary, Executive Director, Ontario College Quality Assurance Service (OCQAS), Canada

INQAAHE GGP Project coordinator: Concepción Herruzo Fonayet, AQU Catalunya

Agency: National Accreditation Commission (CNA) - Chile

Days of the visit: Wednesday 16 and Thursday 17 August 2023

Date draft report was sent for review: September 18, 2023

Date of response from Agency: October 12, 2023

Date final report was sent to INQAAHE: November 2, 2023

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

APPENDIX 2. AGENDA FOR THE VISIT

DAY 1 - Wednesday, August 16 - 8:00 -9:00 h

Meeting 1: Members of the Commission (Commissioners)

- Andrés Bernasconi (President).
- Erika Castillo (Vice President – Appointed by the Senate).
- Felipe Commentz (Appointed by the Corporación de Fomento de la Producción).
- Daniela Torre (Appointed by the Senate).
- Juan Cristóbal Silva (Appointed by the President of the Republic).
- Fabián Jaksic (Appointed by the National Agency for Research and Development of Chile, ANID).
- José Guillermo Leay (Appointed by the Senate).
- Sergio Antonio Bravo (Appointed by the Senate).
- Leonor Adán (Appointed by the President of the Republic).
- Juan Luis Urzúa (Appointed by the President of the Republic).
- Jazmyn Alvarado Mundaca (Student Representative).
- Stephanie Contreras de Freitas (Student Representative).
- Renato Bartet, Minister of Faith (Executive Secretary)

DAY 1 - Wednesday 16 August - 9:20 -10:20 h

Meeting 2: Members of the Coordination Committee (SINACES)

- Luz María Budge (President of the National Council of Education, CNED).
- María Elisa Zenteno (Head of the University Education Division, Undersecretary of Higher Education).
- Mauricio Rifo (Chief of Staff of the Superintendent of Higher Education).

DAY 1 - Wednesday 16 August - 10:40 -11:40 h

Meeting 3: Members of the Executive Secretariat

- Renato Bartet (CNA Executive Secretary).
- Claudio Bahamonde (Finance, CNA).
- Carolina Olea (Director of Internal Management, CNA).
- Sonia Muñoz (Director of Evaluation and Accreditation, CNA).
- Natalia Orellana (Director of Promotion of the Quality of Education, CNA).
- Claudio Cantillana (Head of People Management and Development, CNA).
- Julio Villalobos (Internal Auditor, CNA).
- Alonso Nuñez (Coordinator of the Directorate for the Promotion of the Quality of Education, CNA).
- Mauritz Fuentes (Coordinator of the Directorate of Evaluation and Accreditation, CNA).
- Javier Palacios (Coordinator of the Directorate of Evaluation and Accreditation, CNA).

DAY 1 - Wednesday 16 August - 12:00 -13:00 h

Meeting 4: Rectors of Institutions accredited by CNA Chile

- Carlos Sáinz López, Technical Training Center CEDUC – UCN.
- Anamari Martínez Elórtégui. Professional Institute of Chile.
- Colonel Julio Jaramillo Vivero, School of Carabineros de Chile, of General Carlos Ibañez del Campo.
- Osvaldo Corrales Jorquera, University of Valparaíso.
- Cristhian Mellado Cid, Catholic University of the Most Holy Conception.
- Julio Castro Sepúlveda, Universidad Andrés Bello.
- Claudia Peirano, Santo Tomás University.

DAY 2 - Thursday 17 August - 8:40 – 9:40 h

Meeting 5: Quality assurance managers of HEIs accredited by CNA Chile

- Francisco Pastén, Juan Bohon Technical Training Center.
- José Cancino, Instituto Profesional Inacap.
- Roxana Muñoz, Military Polytechnic Academy.
- Pamela Leal, University of La Frontera.
- Carlos Mujica, University of the Americas.
- Claudia del Campo, Universidad del Desarrollo.
- Paulo Solari, Pontifical Catholic University of Valparaiso.

DAY 2 - Thursday 17 August - 9:50 – 10:50 h

Meeting 6: Peer Reviewers

- Carlos Cáceres, University of Chile, institutional.
- Ingrid Lazen, Santo Tomás Technical Training Center, institutional.
- Cristián Opazo, Pontificia Universidad Católica de Chile, postgraduate.
- Patricia Muñoz, Universidad Diego Portales, postgraduate.
- Jaime Jamett, University of Valparaiso, undergraduate.
- Ivette Norambuena, University of Playa Ancha, undergraduate.
- Pilar Molina, Catholic University of Temuco, institutional.

DAY 2 - Thursday 17 August - 11:00 – 12:00 h

Meeting 7: Student Representatives

- Julian Díaz, PhD Student in Business Economics, Universidad del Desarrollo.
- Natalia Osega, Medical Technology Student, Universidad Santo Tomás.
- Javiera Cavassa, Social Work Student, Pontificia Universidad Católica de Chile.
- Krishna Lorca, Student of Pedagogy in Language and Communication, Universidad OHiggins.
- Francisco Rocca, Sociology student, Universidad de Chile.

DAY 2 - Thursday 17 August - 12:10 – 13:10 h

Meeting 8: Directorate of Evaluation and Accreditation of CNA with involvement in the accreditations of the Pedagogy and Doctorate programs

- Sonia Muñoz, Director, Evaluation and Accreditation Directorate (DEA), CNA.
- Mauritzza Fuentes, DEA Coordinator, CNA.
- Myriam Gutierrez, Specialist, DEA, CNA.
- Paloma Torres, Specialist, DEA, CNA.
- Rodrigo Perelló, Generalist, DEA, CNA.
- Valeria Aceituno, Generalist, DEA, CNA.
- Rodrigo Díaz, Generalist, DEA, CNA.
- María José Palacios, Generalist, DEA, CNA.
- María Loreto Molina, Generalist, DEA, CNA.
- Jonathan Marín, Generalist, DEA, CNA.

DAY 2 - Thursday 17 August - 13:15 – 13:45 h

Feedback Meeting (Members of the Executive Secretariat)

- Renato Bartet (CNA Executive Secretary).
- Claudio Bahamonde (Finance, CNA).
- Carolina Olea (Director of Internal Management, CNA).
- Sonia Muñoz (Director of Evaluation and Accreditation, CNA).
- Natalia Orellana (Director of Promotion of the Quality of Education, CNA).
- Claudio Cantillana (Head of People Management and Development, CNA).
- Julio Villalobos (Internal Auditor, CNA).
- Alonso Nuñez (Coordinator of the Directorate for the Promotion of the Quality of Education, CNA).
- Mauritzza Fuentes (Coordinator of the Directorate of Evaluation and Accreditation, CNA).
- Javier Palacios (Coordinator of the Directorate of Evaluation and Accreditation, CNA).