

# Discussion on statements

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## Disclaimer


*The views and opinions expressed in the following statements do not necessarily reflect those of the moderator or NVAO.*




[Programme] Accreditation is highly political and is fundamentally about a shift of power [away from education] concealed behind a new public management ideology, cloaked in consumerist demand and European conformity.

(Lee Harvey, ENQA workshop 2003)







External quality assurance aims to cater (enhancement, accountability, information/transparency) to all stakeholders. Programme assessments provide the easiest way to achieve this goal.



It does not matter whether we use programme or institutional assessments, sooner or later it will be perceived as a bureaucratic burden anyway.



External quality assurance mainly by means of institutional assessments better fit systems where trust in higher education and its quality is widespread.



The shift from programme to institutional level assessments (“the mushrooming of institutional approaches”) is probably mainly the result of the financial crisis.



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1. All programmes
2. Random selection
3. Representative (guided) selection
4. Indicator-driven (risk-based) selection
5. A combination of 2, 3 & 4



Since joint programmes are a challenge for internal approaches & procedures and for institutional assessments, these programmes should be externally assessed.



External quality assurance cannot cultivate quality culture within programmes/institutions; it rather undermines quality culture by focusing on formal and explicit elements of the programme/institution.



“... the simple way is often the best ...”  
(Øystein Lund, NOKUT)



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