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Systematic evaluation in an international context: A small country perspective

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1. Introduction

1.1 The problem

This paper addresses the considerations to be taken into account when designing a systematic evaluation approach as a quality assurance agency in a small country, and in an environment that is more complex than when evaluation was first introduced in Denmark ten years ago. At that time, it was appropriate first and foremost to take national considerations into account when setting up evaluation systems. International development in general, and the Bologna process in particular, changed the operating conditions. In the light of this new situation, the Danish Evaluation Institute initiated from 1999 several experimental evaluations in order to arrive at informed decisions regarding future evaluations of Higher Education in Denmark. This paper will present and reflect upon these experimental evaluations and provide an answer to the following question:

How to develop a systematic approach to evaluation of higher education that combines assurance and improvement in the light of recent years of international development within the higher education community?

To address this question, the paper opens with a brief introduction to the history and methods of the Danish evaluation institute. Thereafter, international development since the early 1990's is discussed, focusing on the implications for national quality assurance agencies in smaller countries. Subsequently, different conceptions of systematic evaluation are presented, followed by an introduction to the experimental projects conducted by EVA. The paper is finalized by some concluding remarks on future evaluation systems for higher education.

1.2 Presentation of EVA

In the late 1980's, evaluation of higher education became an important item on the political agenda in Denmark. Evaluation was regarded as the natural consequence of a number of parallel developments in higher education in Denmark, as well as in many other European countries.

In Denmark, the demand for evaluation, which arose in the beginning of the 1990's, was closely related to political efforts to increase the competence and the responsibility of higher education institutions.

The first evaluations were carried out from 1990 to 1992. The National Education Council for Social Sciences evaluated three programmes, and the National Education Council for Technical Sciences, the National Education Council for Natural Sciences and the National Education Council for Humanities evaluated one programme each. In addition, individual educational institutions carried out a variety of less extensive evaluations of programme structures and teaching methods. They were not part of a broader scheme, were varied in form and objectives and were to a large extent dependent upon individual initiatives.

In 1992, the Centre for Evaluation and Quality Assurance of Higher Education (EVC) was established. The establishment of EVC was thus based upon the intention of the government to provide the necessary organisational resources to develop a systematic, reliable and impartial framework for the external evaluation of higher education programmes. The establishment of EVC was related to the University Act passed by the Danish parliament in 1992, which granted more autonomy to the universities. EVC was established for a five-year period from 1992 to 1997. In 1996 the Centre's mandate was extended to 1999. An early and constitutive decision taken by the Centre was to apply the same methods in all evaluations.

In the summer of 1999, the Danish Evaluation Institute (EVA) was established and given permanent status under legislation passed by the Danish parliament. EVC was integrated into EVA.

The mandate of EVA is broader than that of its predecessor, EVC. EVA initiates and conducts evaluations of teaching and learning – from primary school to higher education, and adult and post-graduate education - whereas EVC only covered higher education.

With the integration of EVC into EVA, the agency was also given a new responsibility as the Danish centre of knowledge for the evaluation of teaching and learning, with the task of compiling, producing and communicating national and international findings within the field of evaluation of education.

Since 1992, EVA has completed a cycle of programme evaluations encompassing almost all higher education programmes in Denmark. The basic model for these evaluations has been an approach with a relatively strong emphasis on fitness-for-purpose, accompanied by self-evaluation, an external team of experts, a user survey, a site visit and a public report. This process corresponds to the European pilot project recommendations.¹

In addition to evaluations that have applied the model used during the first eight years, EVA has for the last two years been experimenting with other forms of evaluations, including the use of explicit criteria, international evaluation, evaluation of a faculty and a follow-up evaluation. These evaluations have been selected on the basis of their relevance in a national as well as an international context. These experimental evaluations have strived to gain experiences with other methods besides programme evaluation, and they will form the basis for future decisions on how to systematically evaluate higher education.

In summary, EVA builds on experiences from the first cycle of programme evaluations of higher education and continues to employ the same methodological core elements. In this respect, the consequences of becoming an institute have been relatively insignificant. The main consequences of the transformation from EVC to EVA have been a strengthened independence in relation to the Ministry of Education, which is due to the formal right of EVA to initiate evaluations and methodological freedom in terms of evaluation type and scope.

2. International development and the implications for small countries

Within the last decade conditions have changed with a considerable pace. These developments are briefly accounted for below, with focus on quality assurance under the headings of *Europe wide evaluation, Bologna and beyond* and the potential *Global educational market*. Thereafter, international development is analysed in the light of the implications for small and large countries.

2.1 Europe wide evaluation

The last decade has placed higher education and the evaluation of higher education within a new international environment. When the Danish Centre for Evaluation and Quality Assurance of Higher Education was established in 1992 only few other European countries had external quality assurance agencies, and most of those that were established were rather young. Since then, virtually all European countries have established agencies for quality assurance.²

This should be seen in the light of a recommendation by the Council of the European Union to support and establish transparent quality assurance systems within a framework of common features and to establish a European Network for Quality Assurance.³ This recommendation led to the establishment of The European Network for Quality Assurance of Higher Education (ENQA). ENQA has established a set of provisions for membership that must be subsequently perceived as descriptions of good practise for its members.⁴ These provisions, among other things, prescribe that agencies must:

- undertake external quality assessments (at institutional or discipline level) on a regular basis;
- be independent of individual higher education institutions and government;
- be recognised as a national or regional quality assurance agency by the competent public authorities;
- have established their own internal quality assurance mechanisms;
- be able to provide documentation for the quality of their evaluations;
- be in compliance with the recommendations made following the European pilot project of 1995. These include self-assessment; external assessment by a peer-review group (group of experts), site visits, and report publication.
- work on the basis of transparent methodological procedures.

In summary, the establishment of quality assurance agencies in all countries and the establishment of ENQA has resulted in an established European concept of good practise that any agency must take into account if it wants to be considered a member of the European society for quality assurance.

2.2 Bologna and beyond

The Bologna Declaration introduces the “Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies”.⁵ This commitment was confirmed in the Prague-communicé, which also linked ENQA formally to the Bologna-process.⁶

However, while the Bologna process does not explicitly focus on quality assurance, it does have implications in this regard. Firstly, it contributes to greater convergence within the European educational structure, for instance by specifying a two tier educational structure. This means that quality assurance agencies in Europe will be operating in a more homogeneous structure. This might also facilitate cross-border cooperation on external quality assurance.

Secondly, the Bologna process has set a European agenda in the higher education community and has led to several spin-off activities. These include:

- A project on accreditation conducted by The Association of European Universities (CRE), which contained in depth discussions of a common system of quality assurance in Europe under the heading of accreditation.
- Tuning Educational Structures in Europe. The Tuning project is particularly marked by the context of the Bologna-Prague-Berlin process, which has provoked debate on the nature of educational structures.
- The Joint Quality Initiative which, among other things, has put in to light the commonalities of the descriptions of Bachelor and Master degrees in different European countries.
- A range of pilot projects carried out by ENQA, ESIB and EUA respectively, including a pilot project on transactional evaluations.
- A pilot project on mutual recognition carried out by quality assurance agencies in Denmark, Finland, Norway and Sweden.

These initiatives contribute to a Europe wide quality assurance community. For national evaluation agencies, it emphasises the conclusion derived above, namely, that there is a manifest European setting that must be taken into consideration when developing future evaluation systems.

2.3 Global educational market

From a global perspective, trans-national higher education has become a noticeable development that must also be considered, even though its impact, for the time being, is of differing significance for agencies in Europe.⁷ In Denmark, for instance, trans-national education still has a rather limited intake of students, whereas the situation in other European countries is rather different. However, it should be mentioned that transactional education and the inclusion of education in the General Agreement on Trade in Services (GATS) could change the worldwide provision of higher education with critical implications for the adequacy of quality assurance of the programmes offered. Trans-national education challenges national quality assurance agencies as they are not regulated or controlled by the national framework of higher education that constitutes the basis for national quality assurance.

2.4 Implications of international development for small and large countries

The developments outlined above challenge national quality assurance agencies on a more fundamental level with a demand for internationally comprehensible and compatible evaluation processes and results. Even though this is true for every country that wishes to have a compatible higher education system, the consequences for smaller countries are not the same as for larger countries. Therefore, it is worthwhile considering some implications of being a small country compared to being a large country from both a national and an international perspective.

From a **national perspective**, it seems advantageous to be small, especially in relation to the evaluation of programmes. In small countries all programmes within a given field can be evaluated in one evaluation by the same team of experts. This ensures that apparent differences between programmes are not caused by differences between expert groups. At the same time, it is possible to apply a modified fitness-for-purpose approach without formal criteria. This can be done because experts can form their opinion on the basis of the

accomplishment of the purposes established in the programmes and the results provided from the other institutions.

This is more difficult in larger countries because the number of programmes makes it impossible for one group of experts to visit and evaluate all programmes within a specific field. This necessitates a set of criteria that serve to minimise the differences in assessments by different expert groups.

The maximum number of programmes that one expert group is able to evaluate is hard to set. Nevertheless, if Denmark is compared to UK or the US, the picture is rather clear. If the comparison is made between Denmark and Sweden, the conclusion is less obvious. It should be noted that some recent Swedish programme evaluations draw on multiple expert teams within the same subject areas.

From an **international perspective**, the situation is rather different.

Larger countries can pursue a strategy of “branding” their own quality assurance systems. The USA, for instance, can assume that its accreditation system will be well known, so a more formal compatibility is unnecessary. The same is true for Great Britain to some extent. These two countries both have a long history of quality assurance of higher education, they are established as suppliers of higher education on the global market, and the BA/MA structure that is now being implemented in continental Europe, is generic to their systems of higher education.

Smaller countries, especially those that constitute a small linguistic community, cannot hope to follow this path. In order to be “recognisable” internationally, it is necessary to have a degree structure that is comprehensible to foreigners, as well as a quality assurance system that is comprehensible and compatible. Without quality assurance systems that fulfil these requirements, countries cannot expect to participate fully in the international higher education community in the long run. In the present European situation, comprehensibility and compatibility are primarily offered by the Bologna-declaration (e.g., with the two-tier degree structure) and by ENQA (e.g., by complying with the membership provisions). Supplementary measures might be international evaluation procedures such as the mutual recognition process conducted in the Nordic countries (see below).

As an agency in a small country, EVA acknowledges the need for international cooperation with regard to quality assurance, since such an agency cannot expect nationally specialised systems to be comprehensible and compatible internationally. This implies that EVA must develop an approach to evaluation that is transparent within the international community of higher education institutions and evaluation agencies.

On a more operational level, the issues of achieving comprehensibility and compatibility can be analysed in relation to three well-known consideration balances in quality assurance:

- Systematic evaluation designs optimised to provided the highest degrees of comprehensibility vs. evaluation tailored to the object evaluated in order to be as useful as possible;
- Fitness-for-purpose vs. criteria based evaluations;
- International cooperation designed to provide the highest degree of comprehensibility vs. international cooperation designed to allow for national differences.

These balances will be analysed below in the light of the experimental evaluations conducted during the last three years by EVA.

3. The Danish cases

Since the establishment of The Danish Evaluation Institute and the finalisation of the first cycle of programme evaluations, the strategy of EVA has been to test new methods in order to gain experience which can then be a basis for formulating future strategies. The backbone of such future strategies are the implications of the international developments mentioned above.

This section will include a short introduction to EVA’s evaluations and the background for conducting the individual experimental evaluations. The evaluations can be perceived as variations of the general approach set

out in the recommendations of the European pilot project: Self-evaluation, expert panel, site-visit and a public report.

4.1 Pilot projects

- *An international comparative evaluation.* EVA is about to publish an evaluation of programmes in agricultural science in The Netherlands, Ireland, Germany and Denmark.⁸ The evaluation strives to develop common general criteria for bachelor programmes. The evaluation is a pilot project reflecting the fact that experiences with international comparative programme evaluations within higher education are very limited at present. Consequently, no comprehensive method is available which is directly applicable for an international comparative evaluation. Programmes in agricultural science are, from a methodological point of view, relevant to an international comparative evaluation because of basic similarities across countries concerning core elements of the curricula.
- *An evaluation based on criteria.* EVA has conducted an evaluation of three mid-career master programmes sharing common traits.⁹ The aim of the evaluation has been to generate practical experience with evaluations based on criteria and thereby to generate experience with accreditation-compatible evaluations thus far not utilized by EVA. The methodological implications will be analysed with focus on the formulation of the criteria (in co-operation with the involved institutions), the practical use of the criteria during the evaluation process and the criteria as a basis for long-term quality assurance. At all stages, focus will be on value-added.
- *A faculty evaluation:* The faculty evaluation is a medium-level evaluation with the purpose of combining a general subject focus with an organisational perspective, including quality assurance and improvement at faculty level. The evaluation can be seen as a response to the challenge of developing a follow-up model for the programme evaluations conducted in the 1990's. The evaluation focuses on aggregated results and resources as well as structure and processes, including strategy, organisation, management and quality assurance.¹⁰
- *Evaluation utilizing benchmarks.* EVA is currently evaluating the Danish Academies of Music on behalf of the Ministry of Cultural Affairs. On the basis of the evaluation, the Ministry of Cultural Affairs wishes to compare the quality of the Danish academies of music with the quality of academies in other countries. The evaluation is, therefore, based on criteria of excellence derived from three well-reputed European academies of music. From a methodological point of interest, there will be a survey at the termination of the evaluation to acknowledge the consequences of utilizing a benchmarking system.
- *Mutual Recognition project.* For about ten years, representatives from the national higher education evaluation agencies in the Nordic countries have convened annual network meetings in order to share experiences and discuss current issues. This project aims at developing a system for the establishment of international transparency and legitimacy that builds on existing systems of national quality assurance agencies, and is embedded in the context of national regulation and financing of higher education. This is achieved by testing a model for mutual recognition of evaluation procedures between two Nordic countries.¹¹ The model used includes self-study conducted by the agencies, site-visits and a feedback report. The ENQA membership provisions were used as criteria.

4. What can be learned from experience with regard to international challenges

In this section, the Danish experiences from the last three years of experimental evaluation are analysed in the light of the three consideration balances mentioned above.

4.1 A systematic vs. a tailored approach

An ongoing discussion in the evaluation community is the balance between an evaluation approach tailored to the specific evaluated object and an evaluation approach that is generally systematic to a high degree. The argument for the tailor made approach has been that it facilitates improvement by making the evaluation useful and relevant for the evaluated unit. The argument for the systematic approach is that it enables comparison between different units evaluated and that it reviews all objects evaluated on the same basis.

That evaluation including those conducted by national evaluation agencies must be systematic, is almost self-evident. However, it is much less self-evident what systematic evaluation should mean in this respect. This section will present four dimensions of the concept 'systematic' as derived from discussions at EVA on the topic:

- *mode of scrutiny*. This dimension is related to the mode of the inquiry. An evaluation is systematic in this regard if data is collected in a competent and transparent way.¹² This dimension is related to the individual evaluation.
- *inclusiveness*. This dimension is related to the scope of evaluation. The more inclusive, the more systematic - with the inclusion of all programmes or institutions as the most systematic approach. This dimension is related to the evaluation system as a whole.
- *standardized approach*. Evaluations can also be systematic in the sense that they all employ the same approach. Systematic in this regard is the same as standardized. This dimension is also related to the evaluation system as a whole.
- *systematic over-all strategy*. In this regard, systematic means that evaluations are conducted with different approaches to form a coherent body of knowledge. This dimension is also related to the evaluation system as a whole.

The different dimensions are not mutually exclusive, nor is the list exhaustive. They nevertheless point to important aspects of what the word systematic might imply. All the dimensions have implications for the level of quality assurance and the possibility of quality improvement at the higher education institutions, as well as the possibility of international comprehensibility. For instance, for an evaluation that is highly systematic, the mode of scrutiny has a high level of accountability in relation to the individual evaluation, but does not automatically not have a high level of accountability on the level of the evaluation system as such. A high level of accountability on system level can be attained if a high level intensity of scrutiny is combined with inclusiveness.

Another example could be the trade off between a standardized approach and a more differentiated approach in terms of improvement. The standardized approach might be very systematic in the sense that it employs the same model for evaluation, but it might be costly in the sense that a more tailored approach probably facilitates a higher degree of institutional ownership and thus quality improvement.

It can be argued that in the light of the international developments described above, the need for transparency calls for evaluations that are systematic in every dimension. An evaluation model that is systematic in its way of enquiry, has a full and comprehensive inclusion of all relevant units, employs a totally standardised approach and is based on a systematic over-all strategy can be expected to be comprehensible in an international context and therefore attractive to small countries. However, it is important to stress that external quality assurance must be careful not to be seduced by the argument of international development. It might be just as dangerous to ignore these developments as it is to sacrifice some of the most important goals of the first ten years of external quality assurance in Europe, namely, quality improvement and the provision of accountability to national government (and ultimately taxpayers). There seems to be a genuine contradiction between making an evaluation model systematic, and thereby internationally comprehensible, and preserving a commitment to improvement and, to some extent, fulfilling the mission of providing national accountability.¹³

EVA's experimental evaluations have to a large extent been designed in the light of the object being evaluated, which means that they have been systematic in their mode of enquiry and in their over-all strategy. Some of the involved parties have stressed the need for tailor made evaluation designs.

4.2 Fitness for purpose vs. criteria

This section discusses strengths and weaknesses of a criteria based approach to evaluation compared to a fitness for purpose approach. The focus is on the possibility of international comprehensibility and compatibility in the light of the gained experiences from the Danish experimental evaluations.

Fitness-for-purpose evaluation is often put forward as a way of emphasising quality improvement rather than control by evaluating the institutions against their own purposes. On the one hand it is tempting to opt for a fitness-for-purpose approach when talking about international quality assurance. In this way there would be no need for agreeing on common international criteria. Yet, on the other hand, the fitness for purpose approach has some difficulties. This approach presumes that there are specific aims for the evaluated activities. In practise

this is not always so. Furthermore, in an international context, the fitness-for-purpose approach has two critical disadvantages. Firstly, fitness-for-purpose has a built-in disadvantages in terms of (international) transparency. It is difficult to form an opinion from the result of a fitness-for-purpose evaluation without detailed knowledge of the educational system of a specific country. This is because a fitness for purpose evaluation only reports whether or not a program or an institution meets its own objectives. Secondly, fitness for purpose gives no guarantee for students and employers that a program is at a certain level. Again this is especially a problem for people without knowledge of the educational system of specific countries.

Evaluation systems using predefined criteria do not have these built in disadvantages. Such evaluations provide explicit statements about whether or not certain criteria are met. Thus it is easier for a person without knowledge of the specific educational context to form an opinion on the quality of a certain program or institution.

Yet again, this argument of internationalisation must not be allowed to conceal the risks of criteria based evaluations. The main reservation towards criteria based evaluation schemes (e.g., accreditation) has been that it can lead to an unintended harmonisation and a lack of development of the evaluated area.¹⁴ The degree of detail in the criteria is essential here. Too detailed criteria might lead to problems in allowing for experiments and improvement, whereas too broad criteria might cause problems in providing sufficient transparency. Finally the question of who should determine – and occasionally improve - criteria for higher education is not an easy one.

It has been EVA's experience that the choice between evaluation based on fitness-for-purpose and criteria does not need to be either/or. It seems possible to design a set of criteria that simultaneously allows for institutional difference and a more comprehensible basis for the assessments made in the evaluations. This is partly achieved by incorporating criteria that specify a need for specific targets (such as a mode of instruction) to be fit for the purpose of the programme. Even though more analysis is needed (including analysis of the feedback from the institutions involved), there seems to be a case for turning towards a criteria based approach that incorporates fitness-for-purpose elements.

4.3 International cooperation: High degree of standardisation vs. allowing for national differences

As mentioned above, national evaluation agencies have become universal in all European countries, at least with regard to higher education, and ENQA has been established as a European level platform for the exchange of experience. However, there have been several calls for a more institutionalised type of international cooperation. Within the project initiated by CRE (now EUA) it was suggested - as one alternative amongst others - that a European scheme of meta-accreditation should be established.¹⁵ A concept based on similar ideas has been suggested by a working group convened on the initiative of the IAUP Commission on Global Accreditation. It has been suggested that a World Quality Label should be established in order to certify that minimum criteria are met by quality assurance agencies that have been awarded this label.¹⁶

Such institutionalised international meta-evaluation schemes would probably enhance international comprehensibility in terms of quality assurance systems by certifying that certain criteria for good evaluation are met. As discussed, smaller countries could be expected to desire a higher degree of international comprehensibility and compatibility in order to participate as equal partners in the international education community. Thus it should be expected that smaller countries, such as Denmark, would be interested in establishing such highly systematic institutionalised schemes for meta-evaluation in order to win international esteem and visibility.

However, the very same balance that was relevant in terms of designing national quality assurance schemes is also relevant when the issue is quality assurance of quality assurance. The more systematic and rigid these schemes become, the easier they are to explain. At the same time, the more systematic and rigid they become the more difficult it will be to take into consideration the national context and to adapt to national development. It should be noted that as long as higher education in Europe is primarily financed and regulated by national governments, the national context is of considerable importance. The importance of the national context is also clear when the present level of diversification in European higher education, as well as in European quality assurance of higher education, is taken into consideration. Even though some of the differences are removed by the Bologna process (e.g., in degree structures), there are still considerable differences in terms of, for instance,

the overall evaluation strategy (e.g., institutional evaluation vs. programme evaluation) and the system of financing higher education. Therefore, it seems to be premature to implement a formal and standardised framework for cooperation on a European level.

This leads to the conclusion that what is needed is a framework that enhance comprehensibility and compatibility and at the same time allows for national differences. Mutual recognition (or other similar evaluative approaches based on agreed procedures and space for differences) might balance the contradiction that exists between a high degree of standardisation and the need to allow for national differences. The experiences with the mutual recognition project conducted within the Nordic network show that there are major advantages to be achieved within a framework of mutual recognition, such as transparency, monitoring of the fulfilment of ENQA membership provisions and learning from best practise.

5. Concluding summary

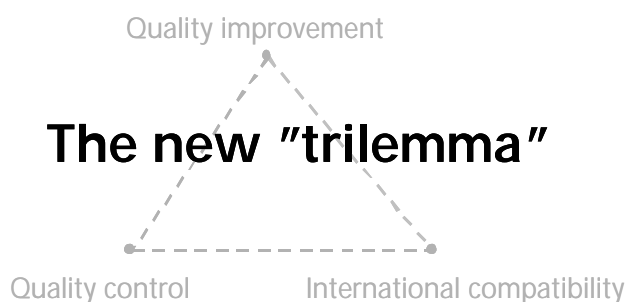
This paper has tried to answer the question of how to develop a systematic approach to the evaluation of higher education that combines assurance and improvement in the light of recent years' international development within the higher education community.

It has been demonstrated that international and European development in the field of higher education challenges national quality assurance agencies. These challenges consist of a general need for an internationally transparent and compatible system for the evaluation of higher education. Even though all national quality assurance agencies face these challenges, they are even more manifest for evaluation agencies in small countries because these cannot expect a national quality assurance brand.

These challenges were discussed in the light of three consideration balances:

- Systematic evaluation designs optimised to provided the highest degrees of comprehensibility vs. evaluation tailored to the object evaluated in order to be as useful as possible;
- Fitness-for-purpose vs. criteria based evaluations;
- International cooperation designed to provide the highest degree of comprehensibility vs. international cooperation designed to allow for national differences.

These three balances can be seen as aspects of an overall dilemma of improvement and control. Tailor made, fitness-for-purpose evaluations validated by loosely defined international meta-evaluation schemes can be seen as giving priority to improvement, whereas highly systematic criteria based evaluations validated within a standardised international meta-evaluation scheme can be seen as the most control oriented. However, international development seems to have established itself as a third angle in its own right within quality assurance of higher education. Thus the dilemma might have turned into a "trilemma":



On the one hand there is a dilemma between quality improvement and international compatibility and comprehensibility, because international compatibility and comprehensibility require highly systematic, criteria

based evaluations. In this way the international angle and the control angle of the trilemma reinforce each other leaving little space for quality improvement. On the other hand, the requirements needed in order to gain national accountability (quality control) are not necessarily consistent with the international requirements. In Denmark, for instance, the evaluation system must fit into a national quality assurance scheme that also includes particularities such as ministerial orders on specific programmes and extensive use of external examiners. In the UK, the national quality assurance system must fit into the characteristics of that system, including the universities right to award degrees. Thus, both in terms of quality improvement and in terms of national accountability (quality control), there is a requirement for the "tailoring" of the evaluation design to a specific national context.

Finding equilibrium in the trilemma cannot be expected to be easy. The only thing that seems clear is that an equilibrium must be reached in the cooperation between higher education and quality assurance as well as other interested parties such as students and governments.

6. Notes

¹ The Danish Centre for Evaluation and Quality Assurance of Higher Education: **Evaluation of Higher Education: A status report, 1998.**

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⁴ Regulations of the European Network for Quality Assurance in Higher Education, approved by the Third Network General Assembly on 27 May 2002, <http://www.enqa.net/texts/regula.lasso>, 2002.

⁵ The European Higher Education Area, Joint declaration of the European Ministers of Education Convened in Bologna on the 19th of June 1999, http://www.esib.org/prague/documents/bologna_declaration.htm, 1999.

⁶ Towards The European Higher Education Area, Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001, http://www.esib.org/prague/documents/prague_communique.htm, 2001

⁷ Sérgio Machado dos Santos: Introduction to the theme of Transnational education, <http://www.esib.org/calendar/tne/seminar/IntroductionTNE.pdf>, 2000.

⁸ The evaluation will be available at http://www.eva.dk/publika/publ_eval.htm.

⁹ The evaluation is available in Danish at <http://www.eva.dk/publika/evalrapp/DVU/master.pdf>.

¹⁰ The evaluation is available in Danish at <http://www.eva.dk/publika/evalrapp/DVU/Fakultetsrapport.pdf>.

¹¹ The report will be published by ENQA and will be available from <http://www.enqa.net>.

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¹⁴ Kristoffersen, Dorte: *Critical remarks to the concept of accreditation*, The Danish Evaluation Institute, presented at AQAS-Konferenz zur Qualitätsprüfung und Akkreditierung in Europa, 2002

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¹⁶ Towards a Worldwide Quality Label for Quality Assurance and Accreditation Agencies, WQL Paper – version 4.1, 9 January 2002.