
Alberto M.S.C. Amaral
President of the Management Board
Praça de Alvalade, nr. 6 – 5º Frente
1700-036 Lisbon, Portugal

Dublin, 27 June 2014

Subject: Full membership of A3ES in ENQA

Dear Alberto M.S.C. Amaral,

I am pleased to inform you that, at its meeting of 18 June 2014, the Board of ENQA agreed to grant A3ES Full membership of ENQA for five years from that date.

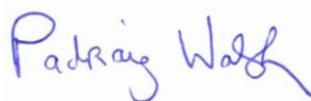
On the basis of its scrutiny of the final review report, the Board agreed that A3ES met the necessary requirements for being granted ENQA Membership.

Though the ENQA Board concluded that A3ES is in substantial compliance with the European Standards and Guidelines, the Board would like to receive a follow-up report on the recommendations in the panel report (as outlined in the attached annex) within two years of its decision, i.e. by June 2016.

If you have any further queries, please do not hesitate to contact me or the ENQA Secretariat.

Please accept my congratulations to A3ES for the positive review outcome and I look forward to a fruitful future cooperation.

Yours sincerely,



Padraig Walsh
President of ENQA

Annex: Areas for development

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The ESG where only substantial compliance has been achieved are:

- 2.1 Use of internal quality assurance procedures – since most higher education institutions do not yet have fully developed internal quality assurance mechanisms in place;
- 2.4 Processes fit for purpose – since the review team encourages the agency to do more to involve students in the procedures;
- 2.5 Reporting – since reports could be more geared to the general public with respect to their readability and accessibility on the agency website.

The agency is recommended to take appropriate action, so far as it is empowered to do so, to achieve full compliance with these criteria at the earliest opportunity.

A3ES is encouraged to progress the issues it has identified as challenges and is in particular recommended it to:

- continue actively supporting higher education institutions to develop their internal quality assurance mechanisms in an effective but self-critical manner
- reconsider the structure and accessibility of its reports to ensure that a broader audience, in particular students and their parents, are informed and, indeed, sensitised to the significance of quality and its assurance
- continue developing the engagement of students in the external evaluation teams.