

# QA AGENCIES' PERSPECTIVES ON THE FEATURES OF QA REPORTS

## FINAL CONFERENCE

23. SEPTEMBER 2014

---

Stephanie Hering, OAQ

TRANSPARENCY OF EUROPEAN HIGHER EDUCATION THROUGH PUBLIC QUALITY ASSURANCE REPORTS  
(527137-LLP-1-2012-1-BE-ERASMUS-EMGR)

WORK PACKAGE 3 – SURVEY ON “PUBLICATION OF QA RESULTS: PURPOSE, STRUCTURE AND CONTENT” – RESULTS

o a q

swiss center of accreditation and  
quality assurance in higher education



QQI  
Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



agency for science and higher education croatia



Lifelong  
Learning  
Programme

1. Work Package 3: „Publication of QA results: purpose, structure and content“
2. Methodology
3. Respondents
4. Results of the survey
  - 4.1 Type of assessments conducted and reports published
  - 4.2 Publication and readership
  - 4.3 Editing and publication of reports
  - 4.4 Structure of reports
  - 4.5 Content of reports
  - 4.6 Usability and utility of reports
  - 4.7 Perspectives
5. Conclusions

# 1. WORK PACKAGE 3: „PUBLICATION OF QA RESULTS: PURPOSE, STRUCTURE AND CONTENT“



The purpose of the **survey on “publication of QA results: purpose, structure and content”** was to analyse the current practice in reporting the outcomes of quality assurance procedures. The analysis of the reports focuses on three elements: the purpose, structure and content of the reports.

The survey consisted of 2 parts:

- A questionnaire for all ENQA agencies (was sent during summer 2013 via ENQA to 86 bodies: 41 full members; 45 affiliates – number of responses: 50).
- In-depth-analysis of a sample of approximately 20 reports, conducted during autumn/ winter by ENQA and the involved agencies along a common analysis grid – to consolidate and frame the findings of the questionnaire.

To present first results and to frame and consolidate the findings of the survey, a workshop with agency representatives was organised in January 2014 in Zurich.

## 2. METHODOLOGY



Some questions in the questionnaire turned out to be irrelevant or not significant. In the following section, only relevant and significant results are pictured.

The survey distinguished between **institutional** and **programme** assessment reports; and the focus lay on published, publicly available reports.

We are well aware of the diversity of practices in writing and publishing reports across the EHEA. Accordingly, we **distinguished** between **comprehensive report** and **summary report(s)**, defining the two options as follows:

## **Comprehensive report:**

An extensive review report which documents the full analytical outcomes of a given external QA assessment procedure, be it at institutional or programme level, be it written by academic experts, agency employees or an external technical secretary; an in-depth analysis upon which the main findings are based is made explicit and is a key characteristic of this type of report. Often this is the primary report.

## **Summary report(s):**

Any summarising form of reporting the outcomes of an external QA assessment procedure, be it a summary, a description, a table of comparative data, a final procedural report, web text or other possible types and forms of descriptive or schematic reporting. All kinds of derivative forms of a primary comprehensive report are included here (except exclusively yes/no assessment results).

# 3. RESPONDENTS OF THE QUESTIONNAIRE



- Accreditation Association for Medical Education Turkey
- Accreditation Commission Czech Republic
- Accreditation Organisation of The Netherlands and Flanders
- Akkreditierungs-, Zertifizierungs- und Qualitätssicherungs-Institut (ACQUIN)
- Agencia para la Calidad del Sistema Universitario de Castilla y León (ACSUCYL), Spain
- Agence d'évaluation de la recherche et de l'enseignement supérieur (AERES), France
- Agence pour l'Evaluation de la Qualité de l'Enseignement supérieur (AEQES)
- Agência de Avaliação e Acreditação do Ensino Superior (A3ES)
- Agencia nacional de Evaluación de la Calidad y Acreditación (ANECA), Spain
- Agency for Development of Higher Education and Quality Assurance
- Agency for Quality Assurance in the Galician University System (ACSUG)
- Agency for Science and Higher Education
- Agenzia per la Certificazione di Qualità e l'Accreditamento EUR-ACE dei Corsi di Studio in Ingegneria (QUACING), Italy
- Agency for Higher Education Quality Assurance and Career Development (AKKORK), Russia
- Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen (AQAS e.V.)
- Agenția Română de Asigurare a Calității în Învățământul Superior (ARACIS)
- Agència per a la Qualitat del Sistema Universitari de Catalunya (AQU Catalunya), Spain
- Associazione Italiana per la Formazione Manageriale - Italian Association for Management Development (ASFOR ), Italy
- Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften und der Mathematik e.V. (ASIIN e.V.), Germany
- Austrian Quality Assurance and Accreditation Agency (AQ), Austria
- Center for Quality Assessment in Higher Education (SKVC), Lithuania
- Central Evaluation and Accreditation Agency (ZEVA)
- Commission for accreditation and quality assurance (CAQA)
- The Commission for Technology and Innovation (CTI)
- Estonian Higher Education Quality Agency (EKKA)
- European Accreditation Agency for the Life Sciences
- European Association for Public Administration Accreditation (EAPAA)
- European Council for Business Education (ECBE)
- European Council on Chiropractic Education (ECCE)
- Evaluationsagentur Baden-Württemberg (evalag)
- Foundation for International Business Administration Accreditation (FIBAA)
- Finnish Higher Education Evaluation Council (FINHEEC)
- Hungarian Accreditation Committee
- Institutional Evaluation Programme (IEP)
- Kosovo Accreditation Agency (KAA)
- National Accreditation Agency of the Russian Federation
- National Centre for Public Accreditation
- National Center for Professional Education Quality Assurance, Armenia
- National Evaluation and Accreditation Agency to the Council of Ministers of the Republic of Bulgaria
- Norwegian Agency for Quality Assurance in Education (NOKUT)
- Organ für Akkreditierung und Qualitätssicherung (OAQ), Switzerland
- Polish Accreditation Committee
- Public Agency for Accreditation of Higher Education, Albania
- The Quality Assurance Agency for Higher Education, UK
- Quality and Qualifications Ireland (QQI)
- The Council for Higher Education (CHE), Israel
- The Danish Accreditation Institution

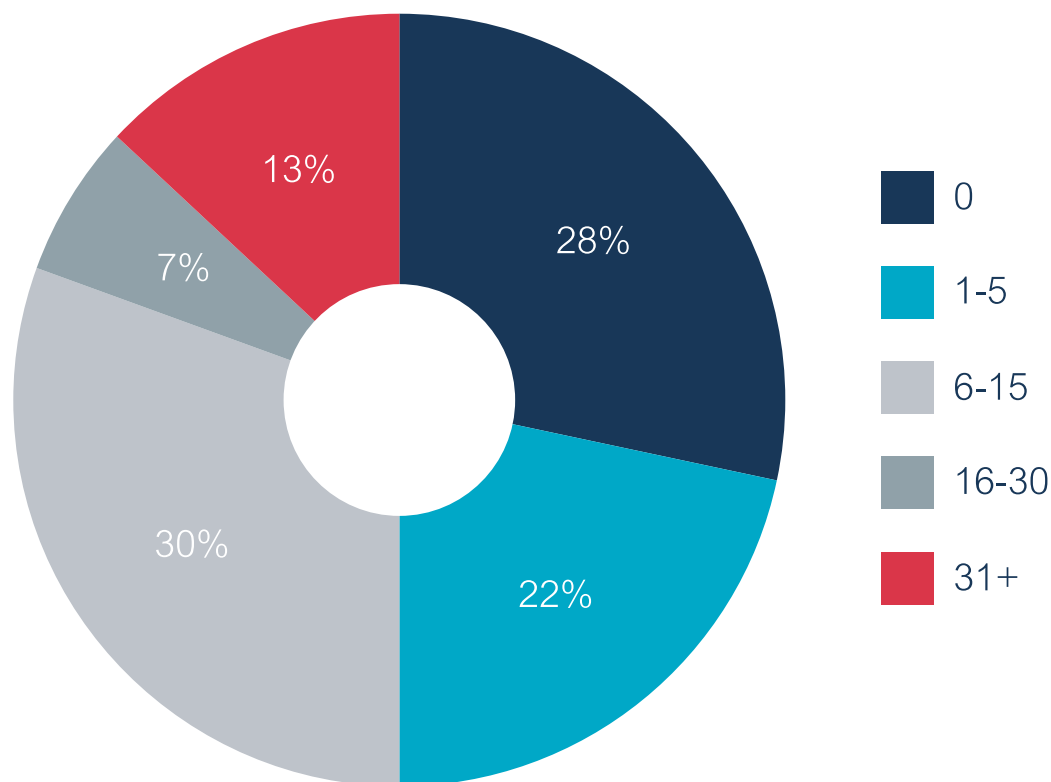
# 4. RESULTS OF THE SURVEY



31 questions relating to:

- Type of assessments conducted and reports published
- Purpose of publication and intended/desired readership
- Editing and publication practices
- Structure
- Content
- Usability and utility
- Perspectives

### Q 4. How many institutional reviews / assessments does your agency conduct on average per year? (n = 46)

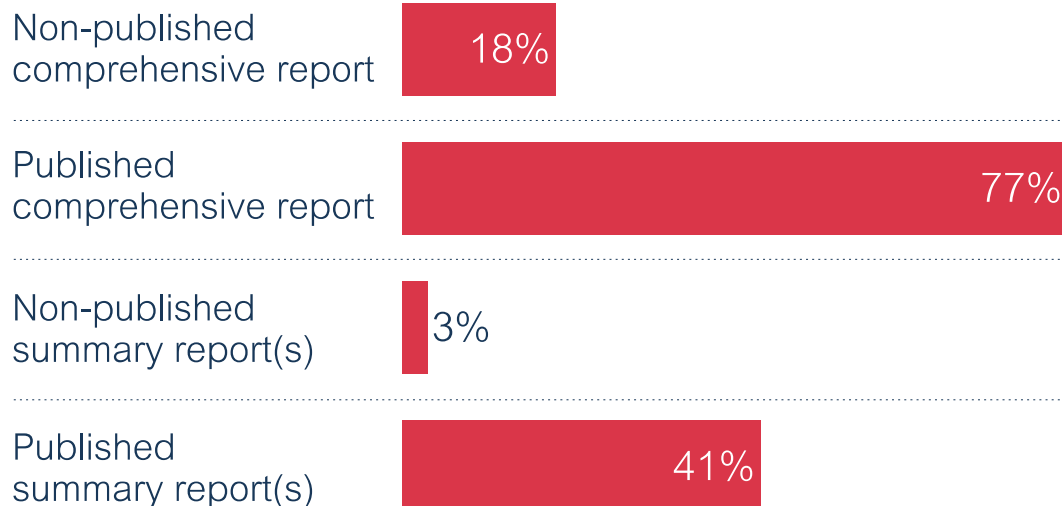


The variation in the number of publications of institutional reviews / assessments per year is high.

- 30% of the agencies conduct 6 – 15 institutional reviews / assessments per year.
- 28% realise not even one review /assessment per year (this can be explained by the fact that not all respondents were agencies and some of the agencies are specialised in programme assessments and/ or are new agencies just about to start their work).
- 13% conduct more than 31 reviews / assessments per year.



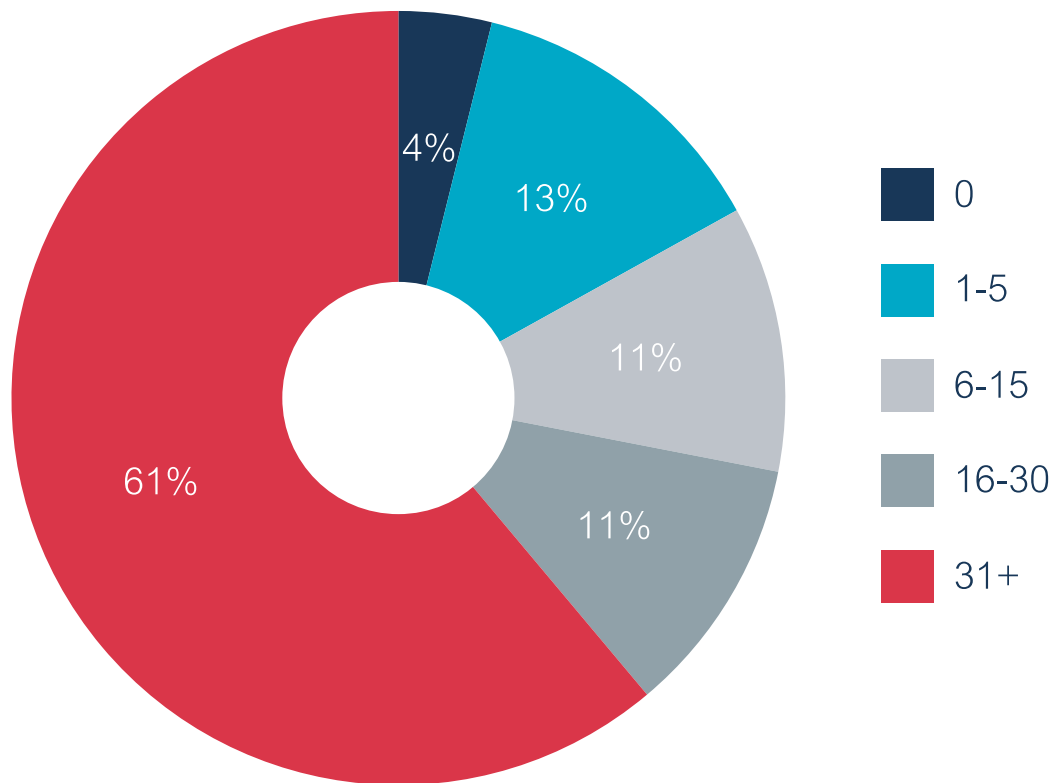
### Q 5. What kind of report is issued for the institutional review / assessment? (multiple answers, n = 34)



Published comprehensive reports are the most common form to present the results of institutional reviews / assessments.

- 77% of the agencies issue published comprehensive reports.
- 41% report on the results of the institutional reviews / assessments in published summary reports.
- Only 3% issue non-published summary reports.

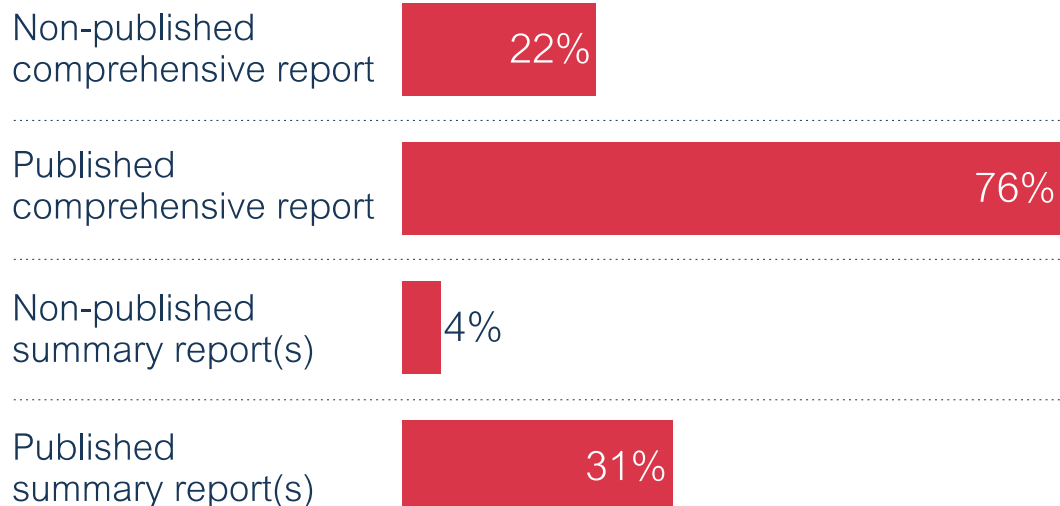
### Q 7. How many programme reviews / assessments does your agency conduct on average per year (span of 5-7 years, n = 46)?



Programme reviews / assessments are more common than institutional ones.

- More than 60% of the agencies conduct over 30 programme reviews / assessments per year.
- Only 4% do not execute any programme reviews / assessments.
- 45% implement between 1 and 30 programme reviews / assessments.

### Q 8. What kind of report is issued for the programme review / assessment? (multiple options, n = 45)

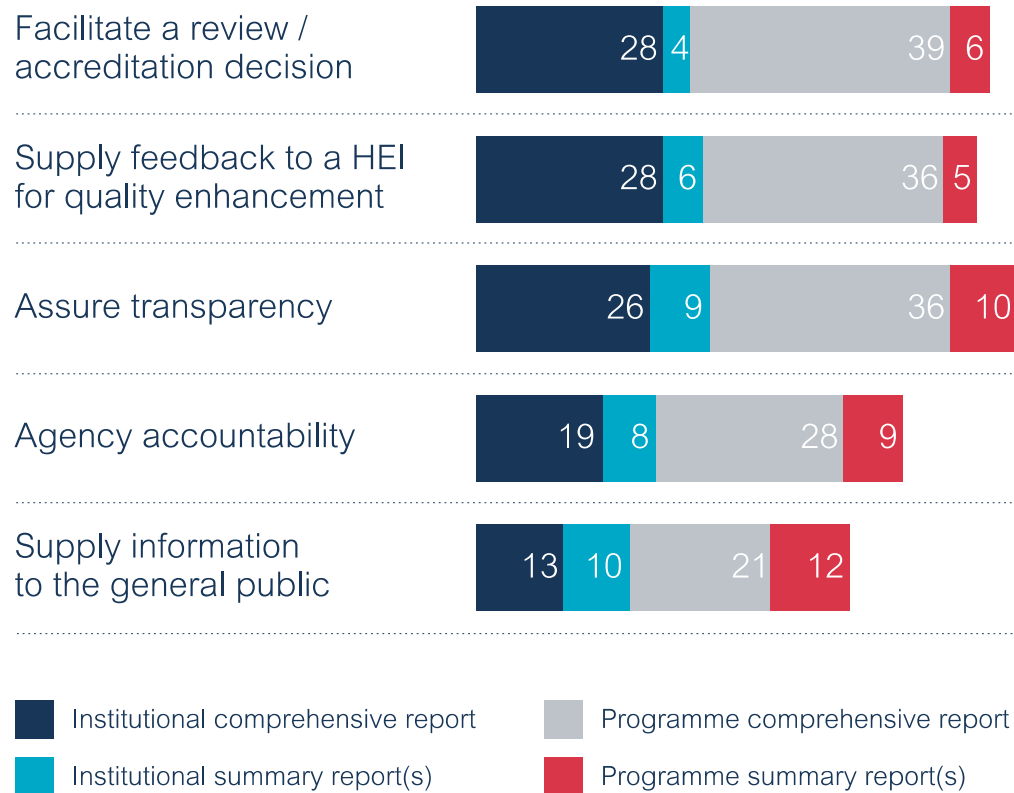


Published comprehensive reports inform usually about programme reviews / assessments.

- 75% of the agencies issue published comprehensive reports.
- 31% inform about the results of the programme reviews / assessments in published summary reports.
- Only 4% issue non-published summary reports.

## 4.2 PUBLICATION AND READERSHIP (1)

### Q 10. What is the main purpose of the reports? (multiple options, n = 48)

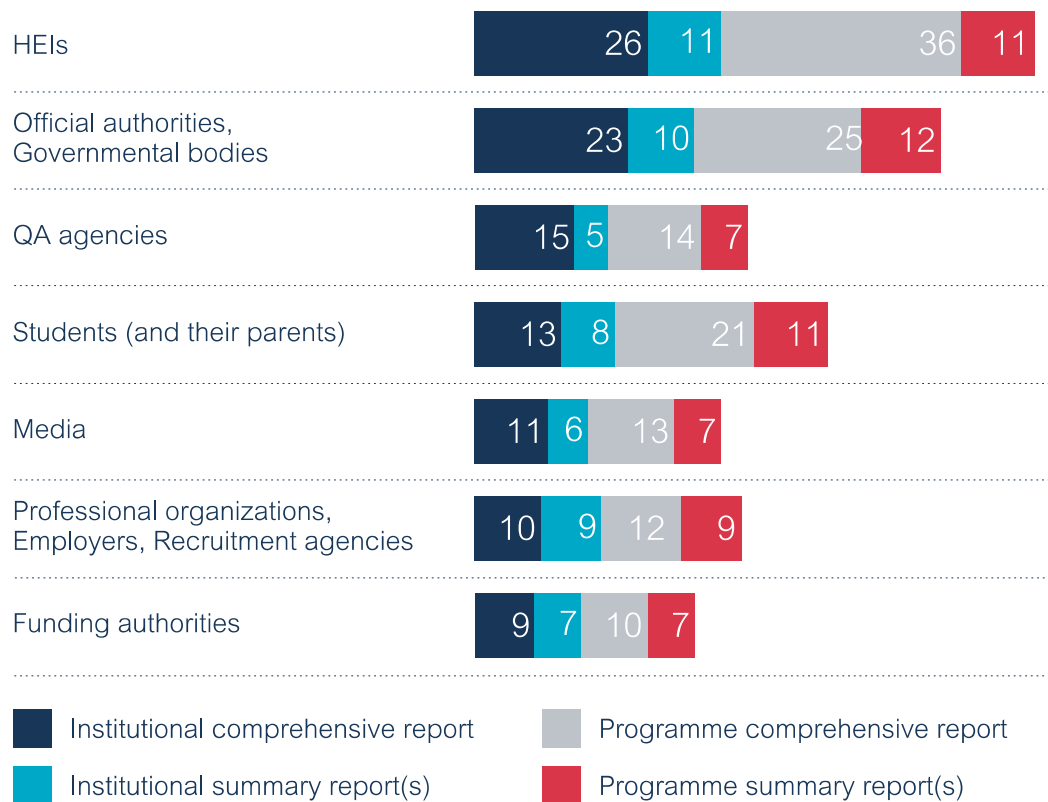


Reports meet different goals:

- Institutional comprehensive reports facilitate reviews / accreditation decisions and supply feedbacks to a HEI for quality enhancement.
- Institutional summary reports as well as programme summary reports are mainly published to supply information to a general public and to assure transparency.
- Programme comprehensive reports have the primary objective to facilitate a review / accreditation decision.

## 4.2 PUBLICATION AND READERSHIP (2)

### Q 11. In your opinion, which stakeholder groups currently tend to use your published reports? (multiple options, n = 48)

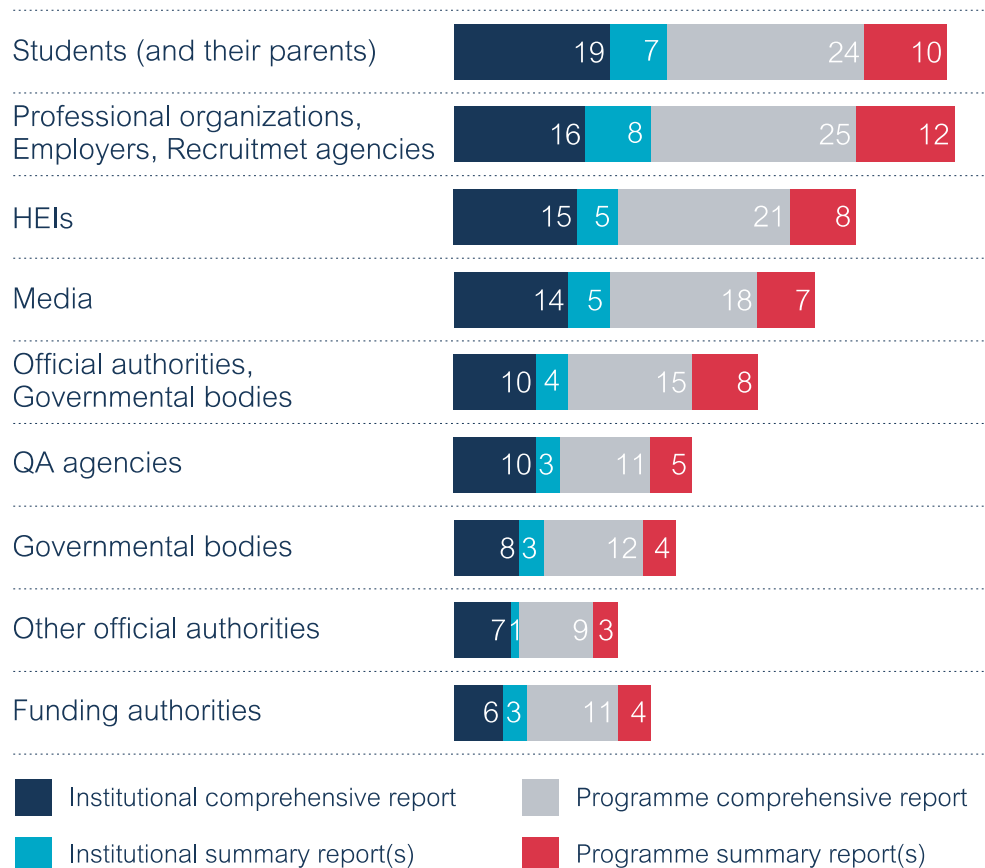


Different stakeholders use different reports:

- HEIs and official authorities / governmental bodies use published reports most frequently.
- Overall, comprehensive reports are more frequently used than summary reports.
- Programme and institutional comprehensive reports are very important to HEIs and official authorities / governmental bodies.
- The highest impact on students have programme comprehensive reports.
- QA agencies often use institutional and programme comprehensive reports.

## 4.2 PUBLICATION AND READERSHIP (3)

### Q 12. Who might be your potential or future readership? Which stakeholders would you like to use your reports more? (multiple options, n = 47)



Reports should be read more often - by all stakeholders.

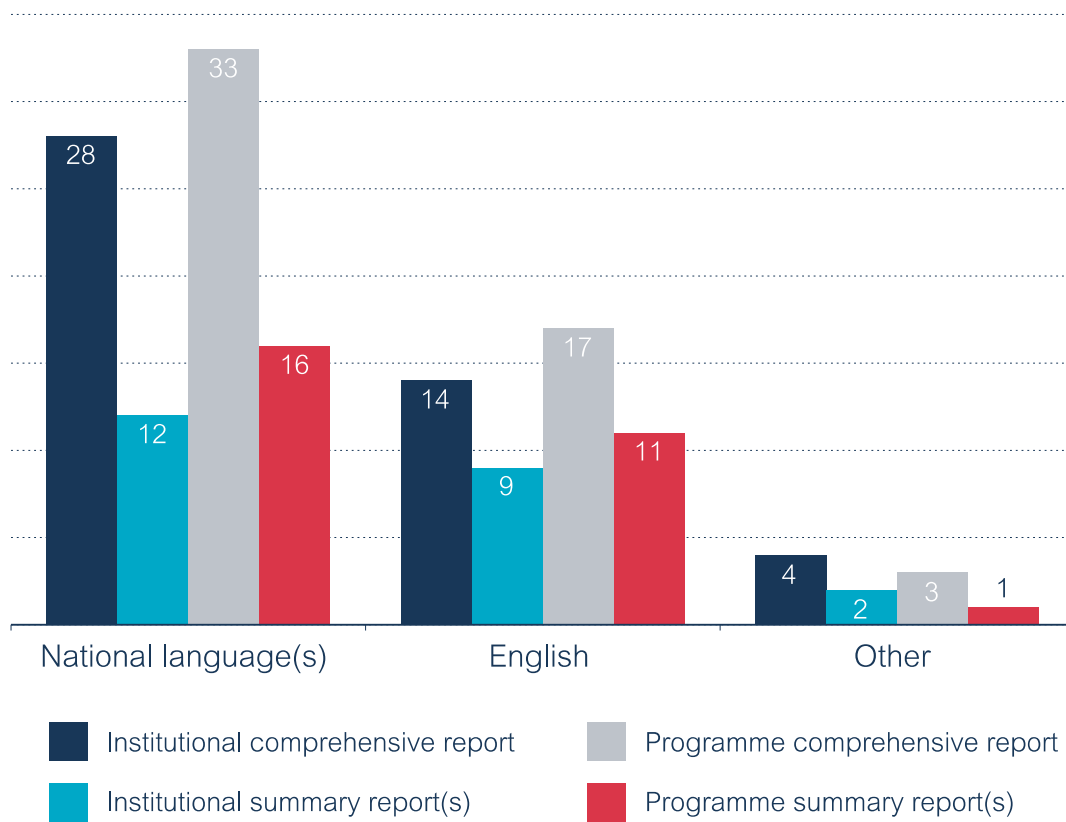
- Agencies would like to have more students and professional organizations / employers / recruitment agencies amongst their readership.
- HEIs and media are important as future readership.
- Comprehensive reports should be read more often than summary reports.

### Q 13. Publication and readership – additional comments and answers - quotes

- ✓ *Currently, the reports are read mainly by HEIs and students. Media are also interested, but there is still very low interest of employers to learn more about the quality programmes, from which their future employees graduate.*
- ✓ *In our opinion, all stakeholder groups should use published reports. HEIs, students and professional organisations, employers, recruitment agencies need to use reports more – HEIs to improve QA, students to know what to study, employers to know what they can expect from graduates.*
- ✓ *We have only one kind of report for institutional and programme assessment, but different stakeholders might be interested in different parts of the report.*
- ✓ *Comprehensive reports are reports for experts. With another target group than HEI, another kind of report is needed.*
- ✓ *When there is a recognition of excellence or when there are relevant handicaps to achieve expected targets, the agencies need to make bigger efforts in communication. In my opinion, agencies should facilitate a frame of security and quality assurance to the users.*
- ✓ *Official authorities already use the reports, according to the law.*
- ✓ *We currently consider to change our format of reporting to make the outcomes of institutional level reviews more accessible to prospective students and the public audience.*

## 4.3 EDITING AND PUBLICATION OF REPORTS (1)

### Q 14. In which language(s) are your reports available? (n = 48)



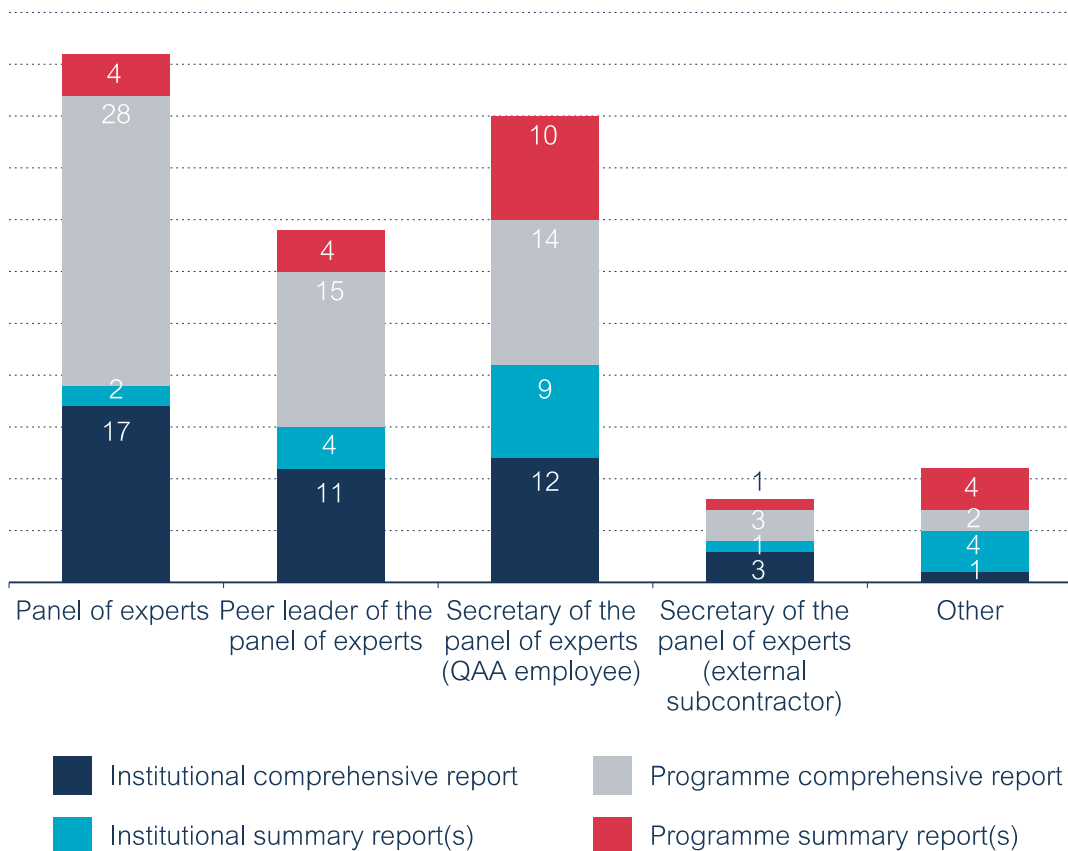
Reports are mainly published in national languages.

- English is also an important publication language, comprehensive reports are often written in English.
- Other languages than the national one(s) and English are not relevant.



## 4.3 EDITING AND PUBLICATION OF REPORTS (2)

### Q 15. Who writes the reports? (n = 48)

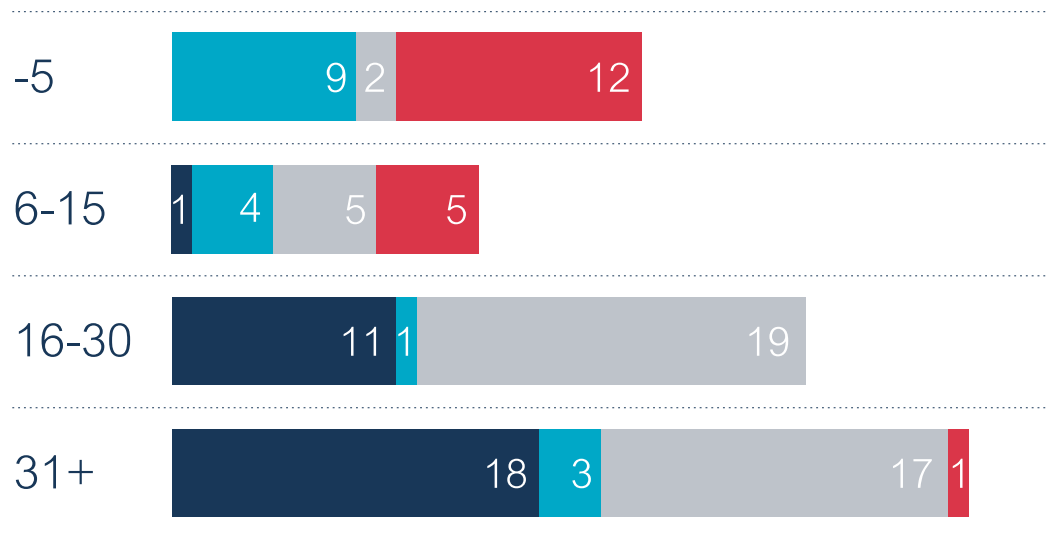


A panel of experts writes most of the reports.

- The panel of experts, the peer leader of the panel of experts and the secretary of the panel of experts (QAA employee) are the main authors of reports.
- Comprehensive reports are mainly written by the panel of experts.
- The secretary of the panel of experts (QAA employee) is often editing the summary reports.

### 4.3. EDITING AND PUBLICATION OF REPORTS (3)

**Q 16. How much time on average does it take to complete a report (summing up the time invested by all authors\* )? (n = 48)**



Institutional comprehensive report
  Programme comprehensive report  
 Institutional summary report(s)
  Programme summary report(s)

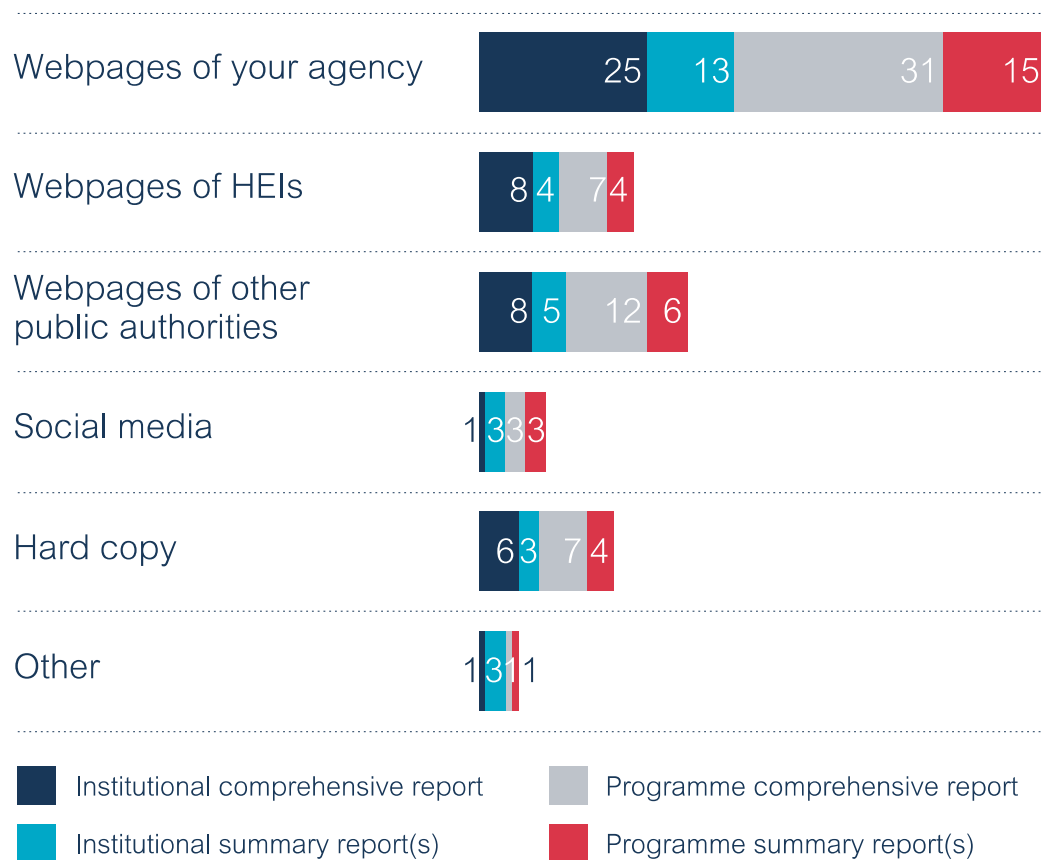
\*(please provide the approximate number of working hours)

Institutional comprehensive reports require the highest time investment.

- Most of the agencies need 16 hours and more to write an institutional comprehensive report.
- The publication of programme comprehensive reports is nearly as time consuming.
- Summary reports are normally written in less than 15 hours, often even in less than 5 hours.

## 4.3. EDITING AND PUBLICATION OF REPORTS (4)

### Q 17. Where are the reports published? (n = 47)



Webpages are the most common medium for publications.

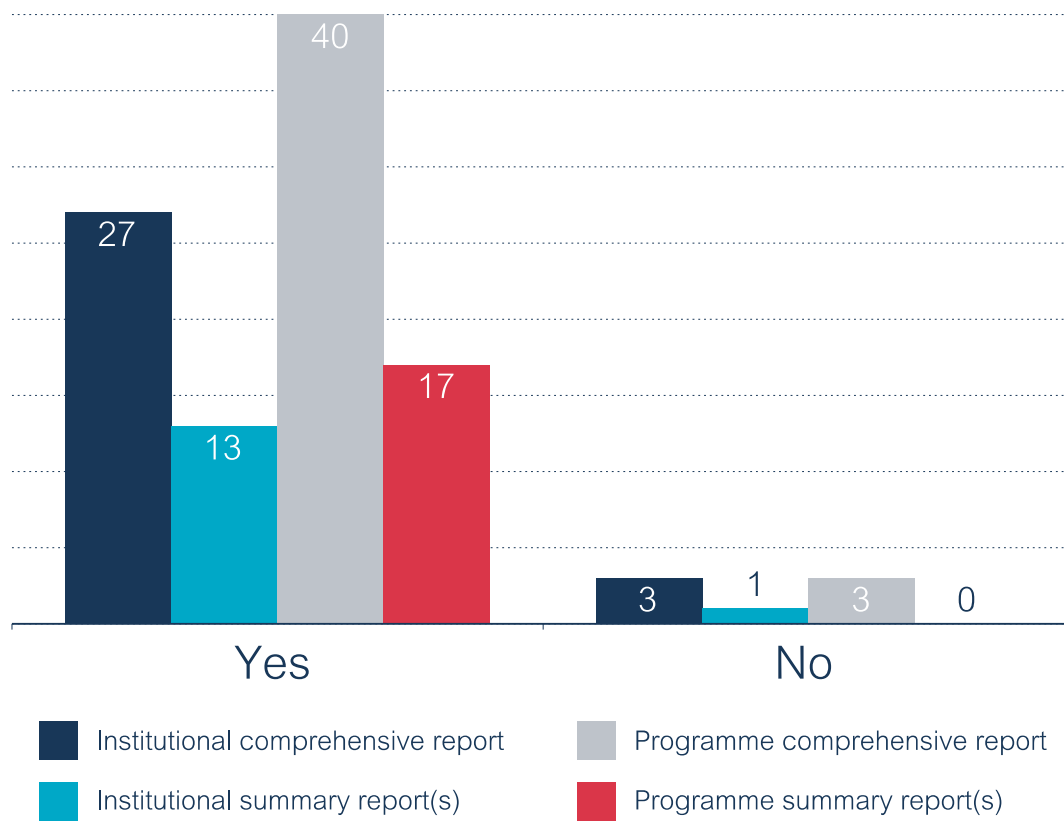
- The webpages of the agencies are the most important channel for the distribution of reports.
- Webpages of other public authorities and of HEIs are of less interest.
- Hard copies are not relevant.

### Q 18. Additional comments or further explanations to section 3 - quotes

- ✓ *HEI often publish the institutional evaluation report on their own website.*
- ✓ *It is up to institutions to publish their reports.*
- ✓ *Sporadically, institutions publish our reports on their website.*
- ✓ *Due to high costs, hard copies are published only when additional funding is provided.*
- ✓ *The results of the external QA assessment procedures are published annually in an official journal.*
- ✓ *Answers to the institutional reports are given on the basis of programme reports.*
- ✓ *English may be a complementary language for the summary reports depending on the national language, e.g. Italian. English may also be the language of the comprehensive reports depending on the internationality of the experts. We have no data on how many HEIs publish the reports on their website.*
- ✓ *The reports are deemed to belong to the institution, some (relatively few) of whom will put the whole or the majority of the report on their own website.*
- ✓ *HEIs publish programme evaluation reports differently: some publish comprehensive report, others summary or just accreditation decisions.*

## 4.4 STRUCTURE OF REPORTS (1)

### Q 19. Does your agency have a template for the writing of reports? (n = 47)

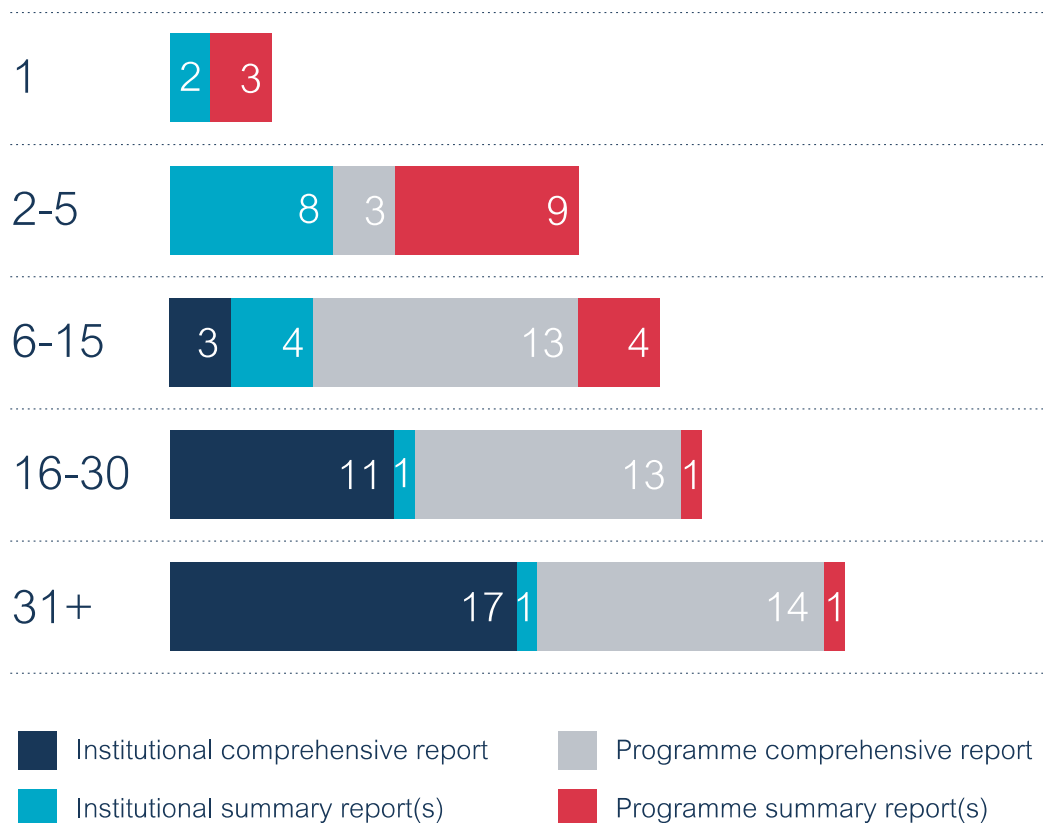


Agencies use templates:

- Nearly all agencies have templates available for writing reports.
- All types of reports are published on the base of templates.
- Templates have the greatest importance for writing programme comprehensive reports.

## 4.4 STRUCTURE OF REPORTS (2)

**Q 20. What is the average length of the reports (please provide the indicative number of pages)? (n = 48)**



Comprehensive reports often have 31 pages and more.

- Summary reports are short, they seldom exceed 15 pages.
- Institutional comprehensive reports have nearly always more than 16 pages.
- The volume of programme comprehensive reports lies above 6 pages.

## 4.4 STRUCTURE OF REPORTS (3)

### Q 21. In which format is the report information presented? (Please choose as many options as applicable, n = 46)

Discursive detailed information



Format	Count
Institutional comprehensive report	22
Programme comprehensive report	29
Institutional summary report(s)	1
Programme summary report(s)	1

Discursive condensed information




Format	Count
Institutional comprehensive report	10
Institutional summary report(s)	9
Programme comprehensive report	19
Programme summary report(s)	12

Presentation of key data



Format	Count
Institutional comprehensive report	13
Institutional summary report(s)	6
Programme comprehensive report	21
Programme summary report(s)	8

Schematic comparative data



Format	Count
Institutional comprehensive report	3
Institutional summary report(s)	1
Programme comprehensive report	8
Programme summary report(s)	3

Table(s) of numerical data



Format	Count
Institutional comprehensive report	9
Institutional summary report(s)	1
Programme comprehensive report	11
Programme summary report(s)	2

Synthetic web text



Format	Count
Institutional comprehensive report	1
Institutional summary report(s)	1
Programme comprehensive report	1
Programme summary report(s)	1

 Institutional comprehensive report

 Programme comprehensive report

 Institutional summary report(s)

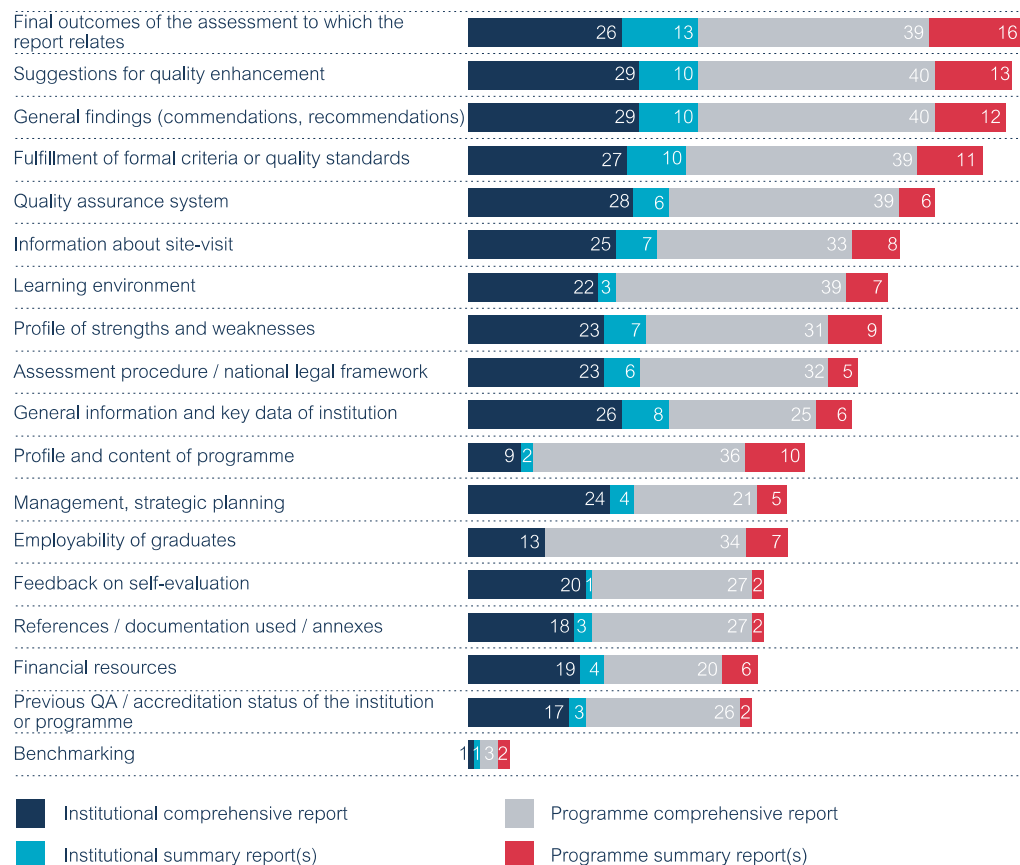
 Programme summary report(s)

Reports use a variety of formats to present information:

- Discursive detailed information is mainly published in comprehensive reports.
- All types of reports use discursive condensed information.
- Key data is important in programme comprehensive reports.
- Summary reports use nearly no tables of numerical data and schematic comparative data.

## 4.5 CONTENT OF REPORTS (1)

### Q 23. What information does your agency systematically provide in the reports? (n = 47)



Reports provide a wide range of information and address different requirements.

- Agencies want to inform about the final outcomes of an assessment, propose suggestions for quality enhancement and publish general findings in their reports.
- The description of formal criteria, quality standards and quality assurance systems is of great importance. The same applies to the information about site-visits and the learning environment.
- Overall, comprehensive reports contain more information than summary reports.

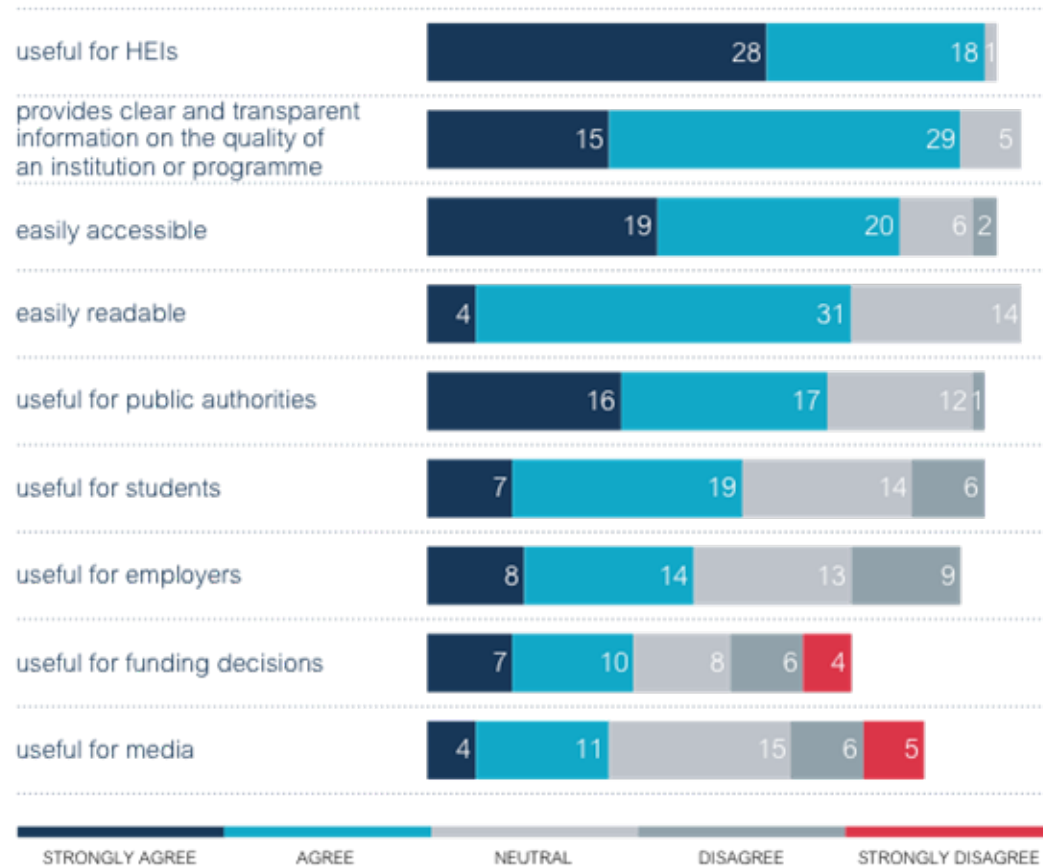


### Q 24. Additional comment or further explanation to section 5 - quotes

- ✓ *Depending on the kind of evaluation (verification prior to the implementation/follow-up/accreditation) one or other information is included. For instance, information about site-visit will be only included in the accreditation reports. ACSUCYL also includes information about the name of the programme, the University, the date of the report...*
- ✓ *AKKORK is constantly altering the report contents following the recommendations of reviewers and universities.*
- ✓ *"The Agency gives recommendations to competent education authorities on accreditation of a higher education institution, i.e. a programme of study, on the basis of the opinion of the committee of experts." (Framework law on Higher Education in Bosnia and Herzegovina)*
- ✓ *The legal framework explicitly forbids the use and publication of figures that would permit to rank the HEIs Ranking, quotes the AEQES decree. We do not use any sort of scoring either.*
- ✓ *References to previous QA will only be used in the next round (this is the first accreditation cycle). Institutional reviews will be initiated after completing the first round of programme accreditation.*

## 4.6 USABILITY AND UTILITY OF REPORTS (1)

### Q 25. How would you best describe your comprehensive reports? (n = 47)

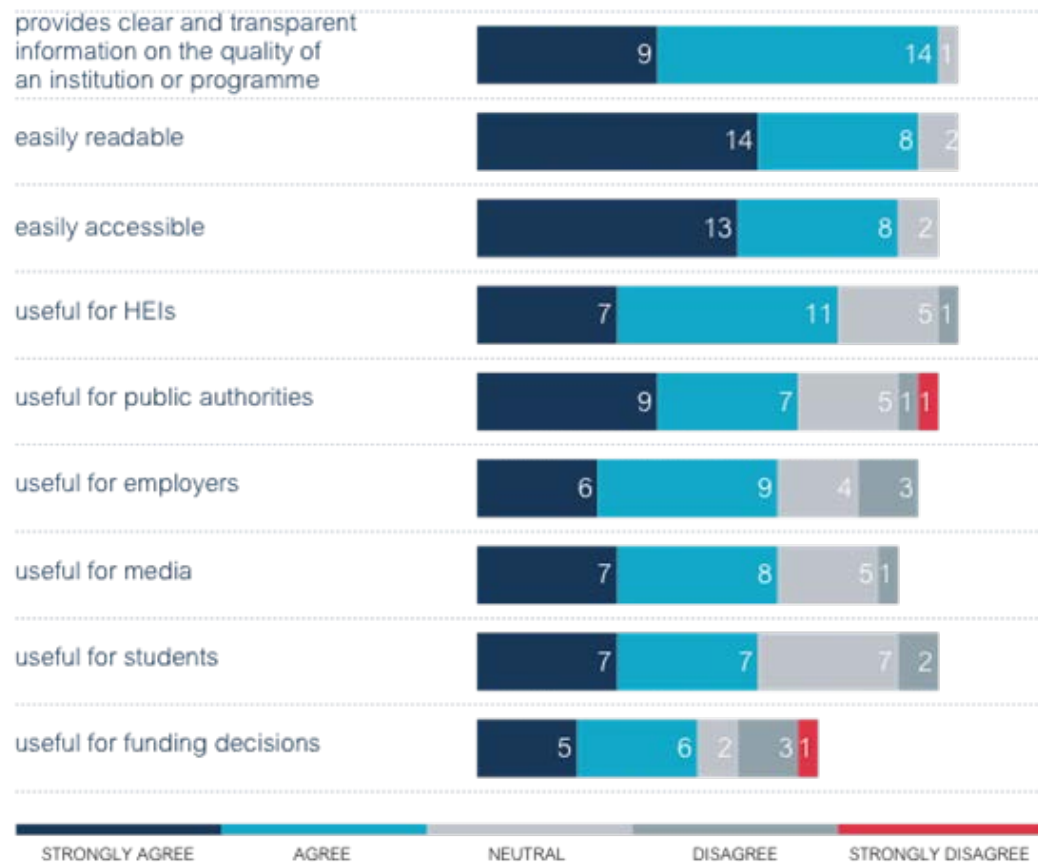


Most important criteria: comprehensive reports are useful for HEIs.

- Nearly all agencies think that comprehensive reports shall be useful for HEIs.
- Clear and transparent information on the quality and an easy access to the reports are also crucial.
- Other basic criteria: readability and the usefulness for public authorities.
- Of less importance are the usefulness for funding decisions and media.

## 4.6 USABILITY AND UTILITY OF REPORTS (2)

### Q 26. How would you best describe your summary reports? (n = 23)



Most important summary criteria: clear and transparent information.

- Agencies want their summary reports to be easily readable and accessible as well as useful for HEIs.
- Other important criteria: useful for public authorities, employers and media.

### Q 27. How do you get external feedback on the quality and usefulness of your reports?

Feedback procedure vary from agency to agency and is quite broad. HEIs are as crucial as the evaluated institutions and programmes in the feedback procedure.

- ✓ *HEI (14)*
- ✓ *Institutions and programmes (8)*
- ✓ *National authorities (4)*
- ✓ *Student organisations (4)*
- ✓ *Panel members (3)*
- ✓ *User feedback on website (2)*
- ✓ *All stakeholders (2)*
- ✓ *Quality Assurance Committee*
- ✓ *Academic community*
- ✓ *No specific feedback procedure*
- ✓ *Media*
- ✓ *Employers*
- ✓ *Advisory boards*
- ✓ *Comparative analysis of reports*

### Q 29. In general, what do you think are the main strengths and weaknesses of the published reports of your agency? (1)

The agencies identify transparency and recommendations for quality improvement as the main strengths of the published reports. However, the format and consistency of the reports as well as the complicated language could potentially be improved.

Strengths:

- ✓ *Transparency, open to the public (7)*
- ✓ *Recommendations for quality improvement (6)*
- ✓ *Easily readable (5)*
- ✓ *Quality and level of information (4)*
- ✓ *Useful information for HEIs (4)*
- ✓ *Format (3)*
- ✓ *Easy access (3)*
- ✓ *Clear structure*
- ✓ *Covers a wide area of subjects*
- ✓ *Available in the national language and in English*
- ✓ *Full information on the members of expert panels and their expertise*
- ✓ *Visualisation of information*

### Q 29. In general, what do you think are the main strengths and weaknesses of the published reports of your agency? (2)

Weaknesses:

- ✓ *Format and consistency of the reports changes, depends often on the experts (4)*
- ✓ *Complicated language (3)*
- ✓ *Reports are only in English (2)*
- ✓ *Complexity of information provided*
- ✓ *Not enough information on evaluation procedures*
- ✓ *Delays in finishing the reports due to experts being late in submitting their parts*
- ✓ *Delay between decision and publication of the report*
- ✓ *Only available in the national language*
- ✓ *Little use for students and employers*
- ✓ *Summaries do not include the key data of the institution*
- ✓ *HEI do not publish the reports on their webpage*

### Q 30. Please name some elements that, from your professional perspective, would increase the quality and usefulness of reports in the EHEA.

- ✓ *Possibility to compare in general (6)*
- ✓ *Clear and good language (5)*
- ✓ *European template / guidelines for reports (5)*
- ✓ *Clear terminology (4)*
- ✓ *Available for the public (4)*
- ✓ *Good structure (3)*
- ✓ *English reports (3)*
- ✓ *Reports should be more clearly targeted (3)*
- ✓ *Outlining best practice in the HEIs; Opinion of foreign expert/s (3)*
- ✓ *Recommendations (2)*
- ✓ *General description of the programme and the main weaknesses and strengths*
- ✓ *Easily searchable*
- ✓ *Training of the authors*
- ✓ *Publication of expert's reports without interference by agencies*
- ✓ *Comparability of evaluation methods by agencies in EHEA Engagement of only international experts*
- ✓ *Focus on quality of the programme and measures for quality enhancement*

### Q 31. What do you think are possible challenges and risks in trying to increase transparency and comparability of reports? (1)

- ✓ *Comparison of reports will turn QA into another form of ranking. Reports should never be comparable, only the procedure and/or the decision making should be comparable, i.e. consistent. (4)*
- ✓ *Reports content an excessive amount of data, that makes the use of them difficult or even lead to speculation and unfair competition. (3)*
- ✓ *Universities could perceive the process as an exercise of “revealing it all”. It can show particular weaknesses that could make some students think to choose another option. (2)*
- ✓ *The publication of the reports will improve transparency. (2)*
- ✓ *Risk: To give simple answers to complicated questions. (2)*
- ✓ *Basically misreporting or partial reporting by the press. (2)*
- ✓ *Good comprehensive reports in both national language and English require a lot of work and expertise and well established agencies. Publishing reports thus reveals not only the quality of HEI, but also of the agency.*
- ✓ *Comparability will lead to discussions and so most probably to improvements.*
- ✓ *Transparency is not always in the HEIs best interest, as the reports also show their weaknesses. Thus, greater transparency would lead to more protests against publication.*
- ✓ *Comparability of reports written by different agencies should not be a scope in itself: I would rather wish comparability of presenting the conclusions on how internal quality assurance systems and procedures work.*
- ✓ *Increasing experts' work quality.*



### Q 31. What do you think are possible challenges and risks in trying to increase transparency and comparability of reports? (2)

- ✓ *Legal frameworks might limit the way reports are published.*
- ✓ *To make reports more comparative, all QAAs will need to change their current practices.*
- ✓ *Policy, resistance to change conditions and procedures.*
- ✓ *The risk of misunderstanding will always be possible, but the stakeholders need to have as much data about the higher education system as possible.*
- ✓ *QA reports deal with very complex issues. Oversimplifying the content is not appropriate. We should distinguish between HEI as addressees and other addressees.*
- ✓ *Possibilities of manipulating the results.*
- ✓ *The decision to publish, or not to publish, has to be consistent across all institutions based on the model of review. It is hard to compare reports across different models of review (different approaches, different criteria).*
- ✓ *Bureaucracy: too many rules and requirements that are not essential for a discipline-specific accreditation.*
- ✓ *Creates unnecessary discussions.*
- ✓ *Agencies are dealing with a large number of processes every year and use a large number of experts. It will be difficult to ensure full consistency of the reports which will be available.*
- ✓ *The (national) systems are very diverse, also at different development stages. So are the needs and aims of different QA systems.*

## 5. CONCLUSIONS: KEY FINDINGS (1)



- Published comprehensive reports are the most common form to present the results of institutional reviews / assessments.
- The variation in the number of publications of institutional reviews / assessments per year is high.
- Reports meet different goals:
  - Comprehensive reports facilitate reviews / accreditation decisions and supply feedbacks to a HEI for quality enhancement.
  - Summary reports intend to supply information to a general public and to assure transparency.
- Different stakeholders use different reports.
- QA reports are mainly written by panel of experts and require a lot of work.
- Webpages are the most common medium for publication.
- The majority of agencies have templates available for writing reports.
- Comprehensive reports often comprise 31 pages and more.

## 5. CONCLUSIONS: KEY FINDINGS (2)



- Reports provide a wide range of information and address different requirements
- QA reports vary greatly between countries and agencies, but also between programme and institutional reports. In addition, comprehensive and summary reports and even editing practice, structure, content, length, readability, accessibility etc. within a single agency differ considerably.
- QA reports are – at the moment – not comparable.

## 5. CONCLUSIONS: VIEWS ON THE QUALITY



Essential qualities of a good and useful QA report to publish:

- Clear structure
- Introduction to the framework and standards / guidelines
- Information on procedure / review and team / author(s)
- Detailed information about HEI / programme
- Adequate complexity-reduction (without oversimplification)
- Careful use of terminology / language
- Pleasant layout
- Easily accessible

## 5. CONCLUSIONS: RISKS AND CHALLENGES



Possible risks and challenges in trying to increase transparency and comparability of reports:

- Transparency itself: misuse or manipulation of information
- Comparability / benchmarking
- Loose sight of the actual purpose of the reports
- Overrating the potential value and interest for wider public / lay reader
- Oversimplification
- Standardisation: Comparing apples with oranges
- Language issues

## 5. CONCLUSIONS: ON THE WAY TOWARDS...?



Due to the differences in quality assurance systems of higher education and the specific needs of stakeholders and authorities relating to the particular political framework a common European template for QA reports does not seem to be a reasonable suggestion.

However, common European guidelines and recommendations for writing and editing reports and their content, structure and layout could be useful.

THANK YOU!

o a q

swiss center of accreditation and  
quality assurance in higher education



QQI  
Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



agency for science and higher education croatia



Lifelong  
Learning  
Programme