

REPORT

2022

ENQA Targeted Review Self-assessment report – September 2022

Norwegian Agency for Quality Assurance in Education
(NOKUT)



NOKUT (Norwegian Agency for Quality Assurance in Education) is an independent government agency under the Ministry of Education and Research.



NOKUT's social mission, tasks and role as an independent expert body are described in the University and University Colleges Act and are further specified in Ministerial Regulations. In addition, NOKUT performs administrative tasks on behalf of the ministry.



NOKUT's purpose is to ensure and promote quality in education by:

- supervising, providing information about and contributing to the development of quality in Norwegian higher education and tertiary vocational education.
- recognising and providing information about foreign education, as well as providing information about the opportunities for recognising foreign education and qualifications in Norway.



NOKUT's work is intended to contribute to the maintenance of public confidence in Norwegian higher education, tertiary vocational education and recognised foreign education.



Every year, around 900 experts are involved in quality assurance, evaluation, accreditation and recognition of foreign educational courses and projects on behalf of NOKUT.

For more information about our work, please go to our website: nokut.no.



NOKUT is Eco-Lighthouse certified

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Author(s)	Aslaug Louise Slette, Philipp Emanuel Friedrich, Kathrine Løvberg, Rita-Kristin Enoksen, Inger-Lise Kalviknes Bore, Katrine Kronen.
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Part I – Background

1 Preface

The aim of this targeted review of the Norwegian Agency for Quality Assurance in Education (NOKUT) is to enhance the quality of NOKUT's activities, renew NOKUT's membership in the European Association for Quality Assurance in Higher Education (ENQA) and continue NOKUT's registration in the European Quality Assurance Register for Higher Education (EQAR).

NOKUT has in the past been assessed three times against the Standards and Guidelines in the European Higher Education Area (ESG): twice by ENQA (2013, 2018) and once by NIFU STEP (2008) at the behest of the Norwegian Ministry of Education and Research. In line with the methodology of a targeted review, NOKUT will outline its work on quality assurance and enhancement based on selected standards from the ESG, as identified in the review's Terms of Reference. For this reason, the self-assessment report (SAR) of the targeted review must also be read in conjunction with the 2018 ENQA full review against all standards of Parts 2 and 3 of the ESG.

NOKUT is a strong supporter of the European dimension in higher education and has a long tradition of exchanging knowledge and expertise on quality development and enhancement with its European partners. Assessing our performance against the ESG is a self-evident part of our activities. We therefore welcome ENQA's and EQAR's ambition to modify previous review methodologies and offer new alternatives, such as targeted reviews.

This self-assessment report is divided into four parts and ten chapters:

- Chapter 2 (Part I) concerns the internal processes behind the development of the SAR.
- Chapter 3 (Part I) is about the general changes in the Norwegian higher education sector and the related changes in NOKUT's organisational structure since the last review in 2018.
- Chapter 4 (Part II) presents the standards with which EQAR found NOKUT to be in partial compliance in its last review and what measures have been taken to reach substantial compliance. Three standards are discussed (ESG 2.1, 2.4 and 2.7).
- Chapter 5 (Part II) presents how our new External Quality Assurance (EQA) activity, evaluation of quality in education, meets ESG standards 2.1 to 2.7.
- Chapter 6 (Part II) addresses our internal quality assurance procedures (ESG 2.1)
- Chapter 7 (Part II) is an elaborated presentation of NOKUT's work with ESG 2.3 "Implementing processes" since the last review in 2018.
- Chapter 8 (Part II) presents NOKUT's selected enhancement standard for this review.
- Part III consist of a SWOT analysis.
- Chapters 9 and 10 (Part IV) include a glossary of terms and an overview of the annexes.

NOKUT is looking forward to stimulating discussions with the review panel.

On behalf of NOKUT,



Kristin Vinje
Chief Executive

2 Development of the self-assessment report

The self-assessment report (SAR) has been written in line with the ENQA Guidelines for Targeted Reviews and the agreed Terms of Reference. This means in practice that NOKUT had the opportunity to focus on a selected number of standards. The SAR is based on input from internal workshops, and from the NOKUT Board. The Board discussed the SWOT analysis in-depth at a board seminar in June 2022 and approved the report formally in August 2022.

Day-to-day work on the SAR was carried out by a project team consisting of three senior advisers from the Department for Quality Assurance and Legal Affairs, two senior advisers from the Department for Evaluation and Analysis, as well as the Head of Finance and Business Management. Formal responsibility for the project was assigned to the Director of the Department for Evaluation and Analysis.

The project team started working on the SAR in December 2021. It was clear from the outset that management preferred a targeted review instead of an ordinary, full review. Hence, the project team began to prepare NOKUT's application for a targeted review. While the application was being processed, the project team involved staff members in several workshops in order to discuss how we should document how we had worked with those standards with which ENQA and EQAR found NOKUT to be in partial compliance in the 2018 review. Ideas and input were then analysed by the project team and fed into the SAR text. NOKUT also submitted a "substantive change report" on our new EQA activity "evaluation of quality in education" to EQAR.

In May 2022, EQAR found that NOKUT was eligible for a targeted review. The project team then proceeded to set the Terms of Reference in coordination with its assigned contact person from ENQA. In addition to the ESG standards found to be in partial compliance by EQAR in 2018 (2.1, 2.4, 2.7) and ESG 2.1–2.7 for NOKUT's new EQA activity "evaluations of quality of education", standards 2.3 and 2.2 are included in this targeted review. Whereas standard 2.2 presents our selected enhancement area, NOKUT decided to include standard 2.3, with which it was found to be partially compliant by ENQA only in 2018, due to changes that we consider relevant for a review by an external committee. In addition, we concluded that developments in this area should be documented thoroughly for the purpose of informing external stakeholders, including the Norwegian Ministry of Education and Research.

3 Changes since the last full review (2018)

3.1 Changes in higher education and quality assurance systems

The majority of higher education institutions in Norway are public and thus receive most of their funds from public sources. That means most students attend public institutions without tuition fees. The Norwegian higher education sector is characterised by a considerable variation in terms of student/staff numbers and some distinct geographical challenges. The smallest institutions, like the Sámi University of Applied Sciences, have around 200 students, whereas large institutions such as the Norwegian University of Science and Technology (NTNU) have over 42,000 students enrolled. As table 1 shows, the total numbers of students and teaching staff are rising, and public funding is increasing.

Table 1: Total number of students, teaching staff and public funding of Norwegian HEIs¹

Year	2019	2021	
Student and staff numbers (total)			
Number of students	283,660	312,220	
Number of teaching staff	23,638	25,117	
Financial resources (in NOK billion)			
Public institutions	Allocation:	34.9	39.3
	Total income:	44.2	50.5
Private institutions	Allocation:	1.5	1.9
	Total income:	3.5	4.6

Since the implementation of the structural reform in 2015, there have been a series of mergers and takeovers within the Norwegian higher education sector. As a result, the number of Higher Education Institutions (HEIs) has been reduced from 79 in 2012 to 48 in 2022. Of the 48 HEIs, there are ten universities, nine specialised university institutions, 13 university colleges, and 16 university colleges with accredited study programmes. Because Norway stretches over 1,700 km from north to south, physical distance has posed particular challenges for the merger of institutions based in different locations. A side effect of Norway's topography is that higher education institutions are constantly pulled between the logics of Norwegian regional higher education politics and maintaining the academic principle of institutional self-governance. The underlying motivation is to secure access to higher education across the whole country. This goal is also discussed in the present government's political platform².

The structural reform led to fewer middle-sized public university colleges, more merged multi-campus institutions that wish to apply for university status, and a relatively stable number of private institutions. The latter are currently under political pressure. The government has decided that all university colleges without accreditation must become accredited university colleges by 2025, or else they will lose their public funding. Quite a few of the small private university colleges receive public funding in addition to other income. For them, therefore, this is a win or lose situation. For NOKUT, it means that we receive an increasing number of applications to become an accredited university college, which we have listed as a threat in the SWOT analysis in Part III of this report.

¹ Students and staff numbers collected from the NOKUT portal ([NOKUT-portalen](#)) and financial numbers collected from the status rapport by the Norwegian Directorate for Higher Education and Skills ([Tilstandsrapport for høyere utdanning 2022](#), p. 1), both in Norwegian.

² See The Hurdal's platform ([Hurdalsplattformen](#)) (in Norwegian).

Moreover, Norwegian HEIs are not only affected by national initiatives, but also by European trends. Eight Norwegian HEIs are currently part of a European University Alliance, and the Norwegian government has recently stated its support of the goal of establishing 60 such European alliances by mid-2024. NOKUT is paying close attention to ongoing discussions on how these alliances should be subject to external quality assurance in the future, in which the [EUniQ Project](#) is central. In addition, NOKUT recently joined the working group on the QA of European Universities within the framework of the [Bologna Thematic Peer Group C](#) and the supporting project “Implementation and Innovation in QA through peer learning” (IMINQA).

3.2 Changes in NOKUT’s organisational structure

As part of the public administration, NOKUT is continuously subject to structural changes in the governance of Norwegian higher education, despite its relatively autonomous role in the sector. A noticeable change since 2018 has been the transfer of the Education Ministry’s unit for financial inspection of private universities, university colleges and vocational schools to NOKUT. At the same time, the section on NOKUT’s mandate in the University and University Colleges Act was slightly revised to underline NOKUT’s continuous decision-making autonomy on all matters concerning accreditation and quality assurance.

A major change in recent times has been the reorganisation of the agency structure in Norwegian higher education. In 2021, the Directorate for Higher Education and Skills (Norwegian acronym “HK-dir”) was established under the Ministry of Education and Research. The directorate is a result of the merger of different public agencies in the higher education sector. NOKUT’s entire department of foreign education will be transferred to The Directorate for Higher Education and Skills. The transfer will be formally completed in January 2023, following the Norwegian Parliament’s recent decision to remove recognition of foreign education from NOKUT’s mandate as stipulated in the University and University Colleges Act³.

In light of these organisational changes, NOKUT will have to redefine and adapt its role in the sector, although this redefinition will not affect our ESG-related activities. We will address some of the challenges in the SWOT analysis at the end of this report. The organisation chart below shows NOKUT as it stands in 2022.

³ See [the amendment of the University and University Colleges Act](#) concerning this matter (in Norwegian).

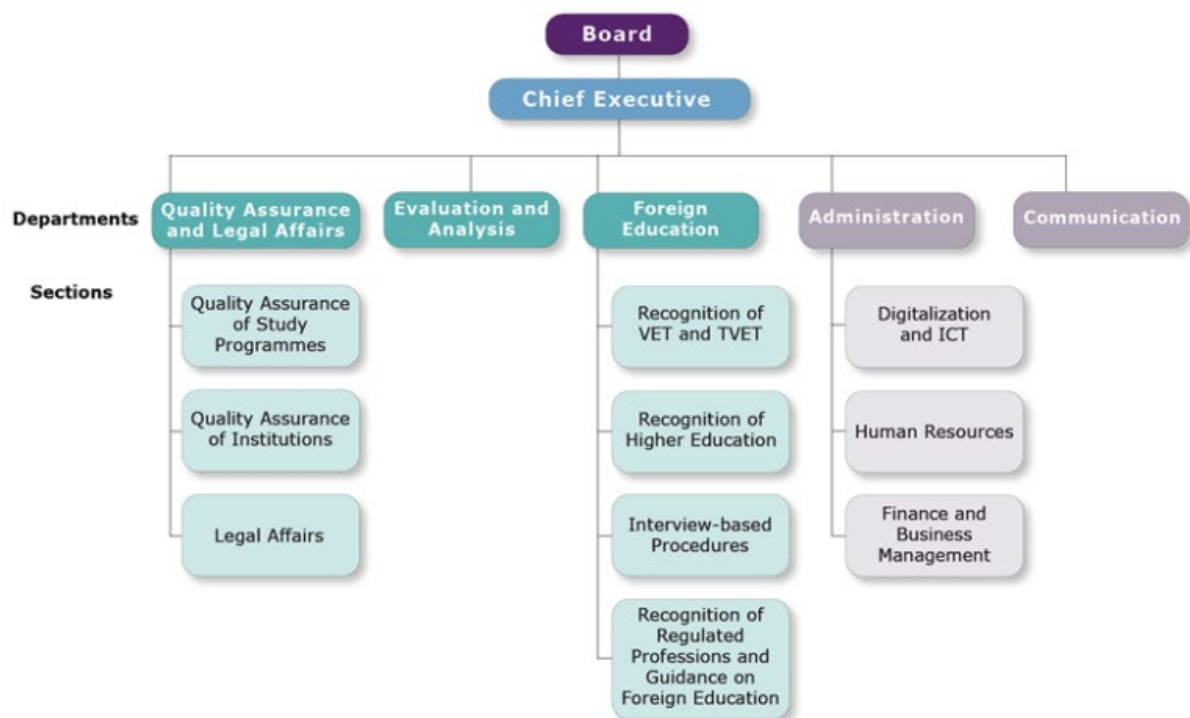


Figure 1: NOKUT's organisation chart, 2022

3.3 New external quality assurance activities

Since the last full review (2018), NOKUT has introduced “Evaluations of quality in education” as a new external quality assurance activity. Evaluations of quality in education now form an important part of NOKUT's EQA portfolio, particularly in relation to our mission of contributing to the enhancement of quality in higher education. Each evaluation examines a set of study programmes across HEIs, usually within a particular subject area. However, this EQA activity can also include thematic evaluations focusing on particular aspects of quality in study programmes across subject areas.

In the last full review, NOKUT described its work on the "Joint evaluations of research and education". This evaluation report had yet to be published when the ENQA review panel finalised their review of NOKUT, and so the Joint evaluations of research and education could not be fully scrutinized as an EQA activity. Since 2018, NOKUT has worked on further developing evaluations of quality in education as an EQA activity that fully complies with the standards of ESG. This has been an important goal for NOKUT.

The new methodology has been piloted in one evaluation, which is the “Evaluation of Integrated secondary teacher education”. The report from this evaluation is to be published in October. In 2022 NOKUT also started work on an evaluation of quality in primary and lower secondary teacher education. This evaluation will conclude towards the end of 2024.

3.4 NOKUT's quality assurance activities

NOKUT's external quality assurance portfolio covers a series of activities within and outside the scope of ESG. In this section, we address all activities *within* the scope of ESG, whilst the full portfolio can be found in annex 1.

These are NOKUT's EQA activities within the scope of ESG. All activities are carried out by expert committees appointed by NOKUT:

- **Accreditation of study programmes:** Institutions without or with limited self-accreditation rights must apply to NOKUT for accreditation of new study programmes. The assessment is concluded with a report about the programmes' compliance with the legal requirements. Accreditation is valid until specifically revoked.
- **Institutional accreditation:** Institutions can apply to NOKUT to extend their current authorisations, and thereby change the official status to either a university or an accredited university college. The assessment is concluded with a final report about the institutions' compliance with the legal requirements. Accreditation is valid until specifically revoked.
- **Periodic review of institutional quality assurance practices:** Every Norwegian higher education institution is subject to an external review of its quality work every six to eight years. An examination of the documentation is followed by a site visit, where institutional key actors are interviewed. The reviews are concluded with a final report about the institutions' compliance with the legal requirements.
- **Supervision of the accreditation of study programmes:** Based on indications of insufficient quality, NOKUT has the mandate to initiate a supervisory process of study programme accreditations, regardless of whether they were initially accredited by NOKUT or self-accredited by the institution. The process is concluded with a final report about the institutions' compliance with the legal requirements, and whether the institution's accreditation should be revoked.
- **Supervision of institutional accreditation:** An institutional accreditation is valid infinitely. Based on indications of insufficient quality, NOKUT has the mandate to initiate a supervisory process. A supervisory process that may result in revocation of accreditation is the most far-reaching measure available to NOKUT. The process is concluded with a final report about the institutions' compliance with the legal requirements, and whether the institution's accreditation should be revoked.
- **Evaluations of quality in education:** These are national, comparative evaluations designed to provide the institutions, NOKUT, the Ministry and other relevant parties with information about the quality of study programmes, and to facilitate further development. The evaluation design comprises both summative and formative elements. The evaluation process includes self-assessments, site visits and analysis of quantitative and qualitative data. It is concluded with a report that includes assessments and recommendations.

Part II – Focus areas

4 Standards with a partial compliance conclusion in the Register Committee’s last renewal decision

4.1 ESG 2.1: Consideration of internal quality assurance

Standard:

External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

Decision from the 2018 EQAR report

EQAR found NOKUT to be in partial compliance with this standard in 2018, due to the insufficient coverage of ESG 1.3, 1.4 and 1.5 in the activity “Institutional quality assurance audit” (periodic reviews of institutional quality assurance practices).

Actions taken by NOKUT

In its 2017 self-assessment report, NOKUT deemed programme and institutional accreditation to comply with standards 1.3 (student-centred learning, teaching and assessment), 1.4 (student admission, progression, recognition and certification) and 1.5 (teaching staff). However, EQAR found the level of compliance to be insufficient. EQAR explains this by stating that HEIs with self-accrediting power *only* undergo cyclical audits (periodic reviews). Hence, for a majority of the HEIs, the standards 1.3–1.5 are not regularly checked.

NOKUT acknowledges EQAR’s reasoning. Firstly, NOKUT only accredits a small fraction of Norwegian study programmes, because many HEIs have quite broad self-accrediting rights. Secondly, NOKUT seldom receives applications for institutional accreditation, meaning 1 or 2 per year (see chapter 3.1 for more information about changes related to an increase in applications).

It is therefore important for NOKUT to make sure that the periodic reviews *alone* cover as many standards as possible from ESG Part 1, since these reviews are cyclical and applied to all HEIs every 6–8 years. This is how NOKUT’s periodic reviews include checking of ESG standards 1.3–1.5:

1.3 Student-centred learning, teaching and assessment. This standard is monitored as part of the periodic review pursuant to section 4-1(3) of NOKUT’s regulations, which states:

Institutions should have procedures in place for systematically assuring that all study programmes comply with the requirements set out in sections 3-1 to 3-3 of the Regulations Concerning Quality Assurance and Quality Development in Higher Education and Tertiary Vocational Education (ministerial regulations) and chapter 2 of this regulation. [*Our translation*]

Consequently, by checking this regulation as part of the periodic reviews, we can verify whether the HEIs comply with regulations in chapter 2 of NOKUT’s regulations, both in their existing study programmes and when they accredit new study programmes. Chapter 2 states, among other things, that teaching, learning and assessment methods should be adapted to the learning outcomes, and that the institutions must facilitate student-centred learning processes (section 2-2(5)).

1.4 Student admission, progression, recognition and certification. The phases of a “student’s life cycle” are normally addressed through the HEIs’ local regulations. Admission, recognition and certification are also addressed in different national regulations. In many senses, this standard is mainly outside the scope of NOKUT’s mandate.

NOKUT has recently started monitoring numbers for admission and progression through its knowledge-based quality assurance and enhancement-methodology (see chapter 7.3 for more information). This means that if we uncover potential quality failures, we may initiate ad-hoc supervision or evaluation.

NOKUT has also approached this standard by offering a white paper called “Quality Areas for Study Programmes in Higher Education”. This was first launched in 2016 and was recently revised. [The new version can be found here.](#)

1.5 Teaching staff. The first sentence of this standard, concerning teacher competence, is partly monitored in the periodic reviews, under section 4-1(3) of NOKUT’s regulations. This provision is quoted above and ensures that the institutions consequently comply with chapter 2 in NOKUT’s regulations. Chapter 2 states, amongst other things, that a study programme must have an adequate number of teaching staff, that the teaching staff have relevant competence and pedagogical skills, that they conduct research and are actively engaged in relevant networks.

NOKUT has recently started monitoring compliance with respect to teaching staff through its knowledge-based quality assurance and enhancement-methodology (see chapter 7.3 for more information). This means that if we uncover potential quality failures, we may initiate ad-hoc supervision or evaluation.

The part concerning fair and transparent *recruitment* processes is addressed through institutional compliance with Norwegian legislation and institutions’ local regulations. The part concerning fair and transparent processes for the *development* of staff is monitored in our periodic reviews, both under section 4-1(3) as mentioned above and section 4-1(2), which focuses on whether the institution promotes quality culture(s).

Way forward

It is crucial that NOKUT continues to ensure that periodic reviews *alone* cover as many as possible of the standards in chapter 1. This is especially important now that we are about to renew this EQA activity for a fourth cycle – after the third cycle finishes in 2024 (see more about this renewal in chapter 8).

Documentation

The evidence of how NOKUT complies with standard 2.1, by covering standards 1.3, 1.4 and 1.5 sufficiently in our periodic reviews, lies in [all the review reports](#) covering expert committees’ assessments of, for instance, section 4-1(3). Furthermore, we suggest that chapter 7.3, on knowledge-based quality assurance and enhancement-methodology, and chapter 8, on methodological revisions, inform and complete the picture of our self-reflecting text above.

Overall status for ESG 2.1

As regards the rest of NOKUT’s work in relation to ESG standard 2.1, NOKUT has not made any significant changes to the methodologies or design of the EQA activities since the last full review in 2018.

4.2 ESG 2.4: Peer-review experts

Standard:

External quality assurance should be carried out by groups of external experts that include (a) student member(s).

Decision from the 2018 EQAR report

EQAR found NOKUT to be in partial compliance with this standard in 2018, due to the unsystematic inclusion of students in the expert committees for programme accreditation. Furthermore, the review panel noted that there were no students included in the pilot for “Combined Education and Research Evaluations” (evaluations).

Actions taken by NOKUT

Since the last ENQA review, NOKUT has worked systematically to include students in its expert committees also for study programme accreditation (see annex 2) and in its evaluations of quality in education. As a result, NOKUT now has a student representative on all its expert committees conducting EQA activities.

Way forward

Including the student perspective enhances the quality of NOKUT’s EQA activities. The knowledge and experience of the students differ from the knowledge and experience of the other experts, and NOKUT considers the students’ competencies to be highly relevant in all our processes. The student perspective is also greatly appreciated within the expert committees. However, students can sometimes struggle to fully appreciate the value of their role and their contributions, and so an important task for NOKUT is to pay particular attention to the support students may need to feel confident in their particular role as experts. NOKUT will continue to ensure student representation in all its EQA activities.

Documentation

Annex 2: A selection of expert appointments for study programme accreditation, 2021/2022 (in Norwegian)

Overall status for ESG 2.4

As regards the rest of NOKUT’s work in relation to ESG standard 2.4, NOKUT has not made any significant changes to the methodologies or design of the EQA activities since the last full review in 2018.

4.3 ESG 2.7 Complaints and appeals

Standard:

Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

Decision from the 2018 EQAR report

EQAR found NOKUT to be in partial compliance with this standard in 2018, due to a lack of clarity about NOKUT's complaints procedure.

Actions taken by NOKUT

We appreciate that the ENQA review panel of 2018 found that the *appeals* procedure was in line with the ESG. The appeals committee is appointed by the Education Ministry and is independent of NOKUT. The formal legal appeal process is well defined, and all institutions are informed of their opportunity to appeal a decision by NOKUT.

However, the review panel pointed out that the *complaints* procedure was "less clearly defined". The panel noted that a culture of dialogue implies that the institutions are aware of their opportunities to file complaints. Yet the procedures were not explicitly mentioned in the information sent to the institutions by NOKUT.

Due to institutional variety and different accreditation status, NOKUT prefers open and flexible communication with the institutions in all our EQA activities. A formal dialogue starts with an information meeting, as well as an opportunity to comment on NOKUT's suggestion for an expert committee. During an accreditation, review or evaluation process, NOKUT's contact person remains in close dialogue with an assigned contact person from the institution. In case of site visits, a programme for the site visit is developed in cooperation with the institution. The institution is also invited to comment on the report by the expert committee before it is made public. At the end of every procedure, NOKUT carries out a survey, in which the institutions are invited to provide their feedback, regardless of the outcome (positive or negative decision). The feedback from the institutions is used to improve our methodology, together with feedback from the experts and our internal evaluations.

In our experience, open and flexible communication, as presented above, helps us to prevent dissatisfaction on both sides. However, some institutions might be dissatisfied, especially if they receive a negative decision from NOKUT. Some of these institutions might use their right to formally appeal, but more often they only wish to raise a complaint. In these cases, NOKUT will organise a meeting between caseworkers from NOKUT and representatives from the institution, in which NOKUT's leadership participates if necessary. In these meetings, the institutions can raise questions and concerns about the assessment and the decision made by NOKUT and the expert committee. NOKUT will explain the reasons for a negative decision and advise the institution how to address critical remarks.

We agree with the ENQA review panel that the complaints procedure was previously not explicitly spelled out in relevant guidelines and information to the institutions. For this reason, NOKUT has now made information on the complaints procedure explicit in the guidelines for our accreditation processes (see documentation below). At the end of these guidelines, there is now a full description

of the accreditation process, including the different steps in the dialogue process and the opportunity to voice complaints. Moreover, complaints and appeals procedures for all our external quality assurance activities are included on NOKUT's website⁴ and in formal letters to the institution informing it of NOKUT's decisions.

Way forward

NOKUT will continue to raise awareness of appeals and complaints procedures in all our EQA activities. In our newest activity, evaluations of quality in education, we have already taken this matter into consideration (see chapters 5 and 8.3).

Documentation

[Guidelines for institutional accreditation as a university college](#) (in Norwegian)

[Guidelines for institutional accreditation as a university](#) (in Norwegian)

[Guidelines for study programme accreditation](#) (in Norwegian)

Overall status for ESG 2.7

As regards the rest of NOKUT's work in relation to ESG standard 2.7, NOKUT has not made any significant changes to the methodologies or design of the EQA activities since the last full review in 2018.

5 New EQA activity: evaluations of quality in education

In May 2022, NOKUT submitted a substantial change report to EQAR, with information on our new EQA activity: evaluations of quality in education. In chapters 5.1 to 5.7, this information is included, in accordance with the Terms of Reference.

5.1 ESG 2.1 Consideration of internal quality assurance

Standard:

External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

The ESG standards 1.1 to 1.10 are addressed through our external quality assurance activities (see table mapping our external quality assurance activities against the ESG Part 1 in chapter 6). In the following, we will outline how evaluations of quality in education address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

Evaluations of quality in education acknowledge that Norwegian universities and university colleges are responsible for ensuring their study programmes maintain a high level of quality. The evaluations complement NOKUT's other EQA activities by providing the institutions with data and information based on comparative assessments, including examples of good practice from other institutions. Evaluated institutions can use this information to support internal quality assurance and development. The evaluations produce recommendations for quality enhancement rather than

⁴ See for example [this website](#).

formal decisions, meaning that participating institutions are not required to carry out any recommended changes.

Depending on the evaluation's focus, institutions can be provided with information on student admission and drop-out (1.4 and 1.7), on staff and student experiences of research-based teaching (1.3 and 1.5) or student support activities (1.6), and on employer and graduate experiences of the programme learning outcomes (1.7 and 1.9). Information is provided both at a programme and national level, which enables institutions to compare their own study programmes with equivalent programmes elsewhere. By providing arenas for exchanging knowledge and experiences, institutions also have the opportunity to reflect on various issues related to educational quality between their own students/staff and peers from other institutions/relevant stakeholders.

In sum, NOKUT's evaluations support institutions with internal quality assurance and development in two regards: first, by providing information that is relevant for internal quality assurance practices, and second, by providing arenas for knowledge exchange both within and across institutions. In so doing, evaluations help the institutions to develop a quality culture in education, in which all internal stakeholders engage in quality assurance and assume responsibility for working with the quality of their study programmes (1.1).

5.2 ESG 2.2 Designing methodologies fit for purpose

Standard:

External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

NOKUT's evaluations of quality in education consist of two key elements:

1. First, the evaluations should provide HEIs, the Education Ministry and other relevant stakeholders with information about the quality of learning and teaching in study programmes at the programme level in a national perspective.
2. Second, the evaluations should facilitate quality enhancement.

To achieve these aims, each NOKUT evaluation incorporates a set of study programmes, usually belonging to a particular subject area. Due to this comparative approach, the evaluations can provide:

- information about quality in education at a programme level and in a national context;
- recommendations for quality enhancement addressed to the individual institution as well as recommendations addressed to other key stakeholders;
- arenas for the exchange of knowledge and experiences within and across institutions, supporting the development of quality cultures.

To ensure that evaluations are fit for purpose, NOKUT has adopted a flexible methodology that facilitates stakeholder involvement in the design of each evaluation. Each evaluation is based on NOKUT's policy document "[Quality Areas for Study Programmes in Higher Education](#)" and "[Principles for NOKUT Evaluations](#)" and is preceded by a mapping exercise. The mapping exercise examines existing data on the selected study programmes (such as admissions and completion data and results from NOKUT's National Student Survey and other relevant surveys). The exercise also includes a review of relevant published research in order to identify which quality areas the

evaluation should focus on, which key questions the evaluation should answer and which criteria the expert group should use. The proposed evaluation questions and criteria are then refined in dialogue with the expert group and key stakeholders. Typically, this includes internal stakeholders at the institutions that will be evaluated, as well as student organisations, organisations representing HEI staff and employers, the Ministry of Education and Research, and relevant government agencies.

As part of the dialogue with key stakeholders, NOKUT asks for their input on five key issues:

1. The composition of the expert group.
2. Evaluation questions and criteria.
3. The design of the self-assessment. Institutions are encouraged to take into account the workload and costs involved in the self-assessment when they propose changes to the design.
4. The incorporation of seminars and other events to facilitate reflection and knowledge exchange.
5. The format of the evaluation follow-up.

Information about the composition of the expert group, evaluation questions and criteria, self-assessment design, events for knowledge exchange and format of the follow-up evaluation is published on NOKUT's websites and communicated directly to HEIs and other key stakeholders.

5.3 ESG 2.3 Implementing processes

Standard:

External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include

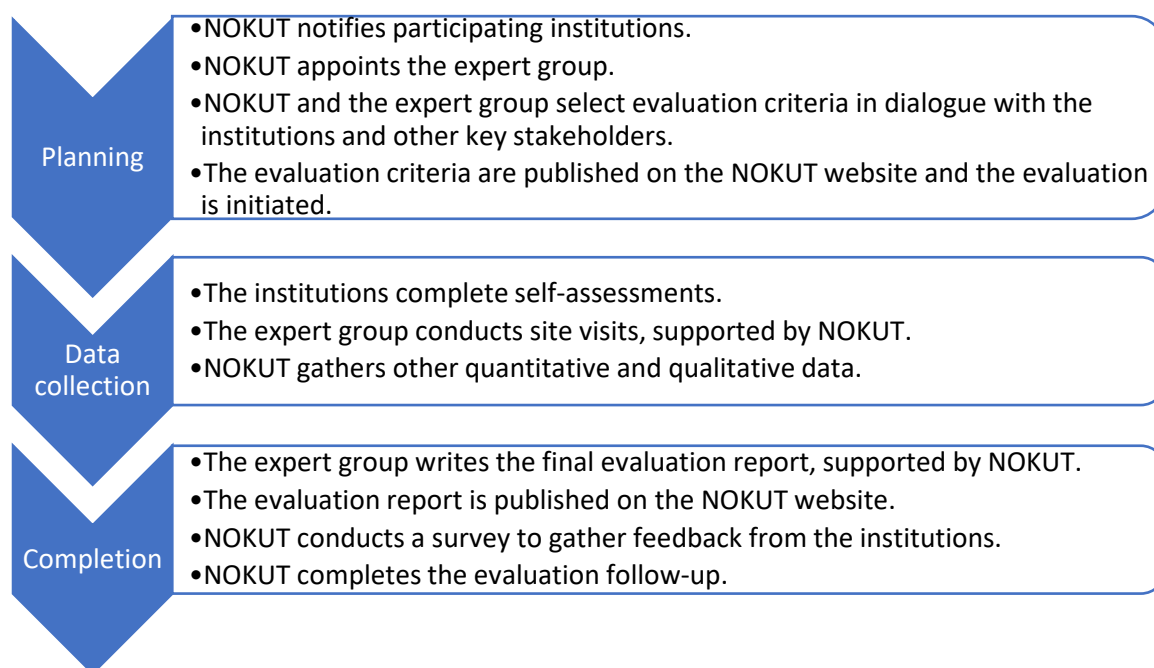
- a self-assessment or equivalent
- an external assessment normally including a site visit
- a report resulting from the external assessment
- a consistent follow-up

NOKUT's evaluations of quality in education include the following key elements, [as outlined on the NOKUT website](#).

- **A self-assessment:** The self-assessment is designed in dialogue with the expert group and the institutions that are being evaluated. This is to ensure that the self-assessment poses relevant questions, and that NOKUT, the expert group and the institutions all have a shared understanding of those questions.
- **A site visit:** The expert group conducts a physical or digital site visit, supported by NOKUT. The expert group uses the site visit to examine issues that have not been fully addressed in the self-assessment, and to gather the views and experiences of different groups (such as students, teaching staff, administrative staff, management and key external stakeholders). The programme for the visit is agreed with the institutions in advance, and each institution receives a list of topics the expert group would like to pay particular attention to in their meetings with participants.
- **Other quantitative and qualitative data:** NOKUT gathers and analyses other relevant quantitative and qualitative data to be used by the expert group. This includes admissions and completion data, and results from NOKUT's National Student Survey, but may also include data from other relevant sources.

- **A final report:** NOKUT and the expert group write a final report that outlines the evaluation themes, evaluation questions and evaluation process; presents findings from the comparative evaluation of the study programmes, with recommendations at a national level; and presents an evaluation of each participating programme with recommendations at an institutional level. [The report is published on the NOKUT website](#). The combination of chapters on evaluation findings at the institutional level and chapters offering comparative discussion and recommendations at a national level is designed to provide useful information for a range of stakeholders including NOKUT and the Education Ministry, the institutions themselves, organisations representing students and employers, and other key groups. It also enables each institution to see their own study programme in relation to those offered at other institutions, and to learn from quality enhancement initiatives that have been implemented in response to shared challenges.
- **A consistent follow-up:** Each evaluation has a two-part follow-up. The first follow-up activity is a seminar held within 6 months of the report’s publication. For this event, NOKUT invites the participating institutions to reflect on recommendations made in the evaluation report and their plans for quality enhancement. The plan for the second follow-up activity is made within 8 months of the publication of the evaluation report, and the activity itself takes place within 1–2 years. The follow-up is designed in dialogue with the participating institutions to ensure that it is fit for purpose. It revisits the discussion from the initial seminar and addresses the recommendations from the report and quality enhancements that have taken place since the evaluation.

The model below illustrates the evaluation process:



5.4 ESG 2.4 Peer-review experts

Standard:

External quality assurance should be carried out by groups of external experts that include (a) student member(s).

NOKUT's evaluations of quality in education are carried out by external expert committees. Each group includes a student member as well as academics from relevant subject areas. They may also include one or more employers or professional practitioners. NOKUT strives to include one or more international experts in each committee.

NOKUT gathers input from stakeholders (including representatives from each participating HEI and from relevant student organisations, employer organisations, professional bodies and trade unions) on the kinds of expertise, experiences and perspectives that should be included in the committee, and then selects the experts that, collectively, will give the committee the requisite competencies and skills to carry out that particular evaluation.

Each member of the expert committee completes a declaration form disclaiming any conflicts of interest. In cases where an expert has ties to an institution participating in the evaluation, that expert will not participate in any evaluation activities pertaining to that institution. As will be described in 5.7, the participating institutions are invited to raise concerns about the composition of the expert committee before the committee is appointed. Information about the expert committee, including institutional ties, will be published on NOKUT's website.

The expert committee works with NOKUT to develop evaluation questions and questions for the self-assessment, and to plan the site visit. The expert committee conducts the site visit and writes a final report supported by NOKUT. Because each evaluation runs over a period of around two years, NOKUT provides briefing / training for the committee at several key points. This includes:

- *Introduction:* Briefing about the principles for NOKUT evaluations, about the experts' roles and responsibilities as members of the expert committee, about the purpose of the evaluation, about the dialogue NOKUT has had with stakeholders so far, about the evaluation methodology, about the project timeline and key milestones, and about the support that NOKUT will provide in the evaluation.
- *Development of evaluation questions:* Briefing about the evaluation methodology, particularly about the development and use of evaluation questions.
- *Data collection:* Briefing about the data required to answer each evaluation question, about the availability and quality of data, and about NOKUT's plan for data collection. Training in the design of the self-assessment and in the planning and conducting of site visits.
- *Data analysis:* Briefing about the types and quality of collected data. Training in how to identify and use the available data systematically to answer the evaluation questions and apply the criteria consistently.
- *Report writing:* Training in the systematic write up of findings and recommendations to ensure that criteria are applied consistently throughout and that the report will be useful to stakeholders.

5.5 ESG 2.5 Criteria for outcomes

Standard:

Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

NOKUT evaluations include quality-enhancement recommendations. The institutions are, however, not obliged to carry these out.

In the final report, recommendations are made in response to evaluation questions and criteria. Evaluation questions clarify and operationalise what the expert group should examine and how. The expert group uses the evaluation criteria when answering the evaluation questions in the final report.

As outlined in 5.2, 5.3 and 5.4 above, evaluation questions and criteria are developed specifically for each new evaluation. The proposed evaluation questions and criteria are then refined in dialogue between the expert committee and relevant stakeholders. Once they are finalised, they are published on NOKUT's website, and the evaluation is initiated.

Evaluation criteria may be specific descriptive criteria linked to evidence-based indicators or prescriptive criteria based on evidence from research and professional practice. Their selection depends on the context of the included study programmes.

NOKUT supports the expert committee to ensure that the evaluation questions and criteria are applied consistently. Consistency is facilitated by NOKUT's comparative approach, in which the expert committee examines a set of study programmes that all belong to a particular subject area or share other key characteristics. Consistency is here ensured across institutions rather than across different evaluations.

Within each evaluation, NOKUT's support includes the provision of matrices that the committee members use to map data against evaluation questions and criteria for each institution, to provide an overview of findings. NOKUT also reads the report draft to check that evaluation questions and criteria are applied consistently and ensures that the committee revises the report to address inconsistencies.

5.6 ESG 2.6 Reporting

Standard:

Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

Each final evaluation report is [published on the NOKUT website](#). The report should be clearly written in language that is accessible to the stakeholder groups. The report is also sent directly to the participating institutions and other relevant stakeholders.

NOKUT hosts a report launch where the expert committee presents key findings and key stakeholders discuss the evaluation. The event is streamed.

NOKUT's evaluations of quality in education do not examine compliance with legal requirements. Final reports include recommendations for quality enhancement rather than any formal decisions.

5.7 ESG 2.7 Complaints and appeals

Standard:

Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

Higher education institutions that are subject to a review are invited to submit feedback on proposals and drafts at different key stages. They may, for example:

- review the proposed composition of the expert group and provide critical remarks.
- review and provide feedback on proposed evaluation questions and criteria. The expert group will examine the feedback and consider any proposed changes.
- review a draft of the assessment report and provide critical remarks on the representation of the institution and the recommendations made by the expert group. The expert group and NOKUT will examine any submitted concerns in light of existing data and evaluations made. Concerns that are deemed to be valid will be addressed in a revised version.
- submit a position statement that responds to the final version of the assessment report. The position statement is published together with the assessment report. Both are submitted to NOKUT's Board for approval.

Once the assessment report has been published, institutions are invited to complete a survey on how they have experienced the review process and how the assessment report has been received. NOKUT also gathers feedback from the experts on their experiences of the evaluation process, the report and their working relationship with NOKUT and within the committee. This feedback may be gathered through a survey or through an interview.

Appeals can be made on the basis of errors related to NOKUT's principles for evaluation. Appeals must be lodged with NOKUT no more than 15 working days after the report's publication. The appeal is reviewed by an Appeal Panel that includes three representatives from NOKUT's Board, including the HE student member. If the panel concludes that the appeal is valid, it can request that the assessment report is withdrawn and/or redrafted. The panel reviews the redrafted report before publication.

6 ESG 2.1 Consideration of internal quality assurance

Standard:

External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

A holistic view of Norwegian EQA

The overall aim of ESG standard 2.1 is that external quality assurance (EQA) should support institutional responsibility for internal quality assurance (IQA). EQA in Norway is conducted as part of our national framework for quality assurance, including both IQA and EQA, in which trust between institutions and public authorities is a central element. The EQA part of this framework involves different actors, with NOKUT playing a key role due to its broad mandate in monitoring and enhancing quality in higher education.

However, the Ministry of Education and Research is also an important actor, due to its political responsibility for both the HEIs and NOKUT. The Ministry funds both the public, and a large proportion of the private institutions. The Ministry's role in EQA is, amongst other things, to initiate development agreements with the HEIs, as well as setting the terms of reference for the HEIs' annual reports. Through these mechanisms, several parameters of educational quality are measured alongside governance quality and economic sustainability. Another central aspect of the Ministry's role in EQA is its legislative function. The Ministry is responsible for laws passed by the Norwegian Parliament, such as the University and University Colleges Act, and for [a number of statutory regulations](#), specifying how HEIs should conduct quality assurance, appointments to teaching and research posts, assessment procedures, requirements for master's degrees, admission, and more. In addition, the Ministry is responsible for the Norwegian qualifications framework for lifelong learning (NQF) and framework plans for different subject areas – all contributing to the regulation of the sector and thus ensuring trust in the provision of higher education.

There is a high degree of trust in the Norwegian system, and based on this trust, we have developed a system in which many of the HEIs have wide self-accrediting rights. Universities have self-accrediting rights for their whole portfolio of study programmes. Specialised universities and university colleges have self-accrediting rights at the bachelor and master level within disciplines where they offer doctoral education, as well as self-accrediting rights at the bachelor level for all academic disciplines. University colleges without institutional accreditation must apply to NOKUT for the accreditation of every study programme they plan to establish. A special feature in this system, is that an institution can apply for a more advanced institutional category, if they comply with all the standards. This means that university colleges or specialised universities may apply for status as a university, and that university colleges without institutional accreditation may apply for such an accreditation.

In conclusion, the above-mentioned conditions contribute to an EQA framework that provides a close and continuous follow-up of HEIs. The different laws, regulations, frameworks, development agreements and funding models are all features of a complex and mature higher education system, in which NOKUT plays a central role.

NOKUT's role

NOKUT's external quality assurance activities concern both the institutional and programme level, and include:

- Periodic reviews of institutional quality assurance practices (institutional level)
- Institutional accreditation and supervision (institutional level)
- Study programme accreditation and supervision (programme level)
- Evaluations of quality in education (programme level)

These activities are based on methodologies that cover Part I of the ESG in different ways. They also differ in terms of whether they directly or indirectly monitor educational quality, and whether they are initiated by NOKUT or the institutions themselves. Explained briefly, periodic reviews, supervisory activities and evaluations are initiated by NOKUT, while accreditations are initiated by the institutions themselves. In the following, we will describe in detail how NOKUT's EQA activities address Part 1 of ESG, and then summarise in a table.

Periodic reviews:

- 1.1 and 1.2 are thoroughly checked under sections 4-1(1) and 4-1(3) of NOKUT's regulations.
- 1.3–1.5: see chapter 4.1 of this report for further details.
- 1.6 is checked indirectly by NOKUT through periodic reviews. We do check how the HEIs work systematically with respect to learning environment quality, pursuant to section 4-3(5) of the University and University Colleges Act. However, funding is followed up by the Education Ministry and is not part of NOKUT's mandate.
- 1.7 is thoroughly checked under section 4-1(4), (5) and (6) of NOKUT's regulations.
- 1.8 is checked under section 4-1(3) of NOKUT's regulations. Furthermore, all public HEIs are subject to the Public Administration Act, demanding a very high degree of transparency for the public.
- 1.9 is directly addressed in section 2-1(2) of the ministerial regulations and checked by NOKUT in the periodic reviews.
- 1.10: periodic reviews play an important role in NOKUT's EQA system for higher education, and section 2-1(2) of the ministerial regulations states that no more than eight years shall elapse between reviews of a single institution.

Institutional accreditation and supervision:

- 1.1–1.3 are indirectly checked through the periodic reviews. Section 3-1(3) of NOKUT's regulations states that an institution's quality work must be approved by NOKUT.
- 1.4 is addressed through a series of provisions ensuring admission and progression (see section 3-1(4) of NOKUT's regulations and sections 3-5(3), 3-6(5) and (6) of the ministerial regulations, see also sections 3-7(5) and (6). Also checked indirectly through the periodic reviews.
- 1.5 is addressed through a series of provisions ensuring the competency of the teaching staff (see section 3-1(1) and (6) of NOKUT's regulations, and sections 3-5(1) and (2), 3-6(1) and (2), and section 3-7(1) and (2) of the ministerial regulations. Also checked indirectly through the periodic reviews.
- 1.6 is particularly addressed for institutional accreditation in section 4-3(3) of NOKUT's regulations, which state that the institutions' organisation and infrastructure shall be adjusted to its activities.
- 1.7 and 1.10 are indirectly checked through the periodic reviews.

Programme accreditation and supervision:

- 1.1 is checked for new applicants under section 2-1(1) of NOKUT’s regulations and checked for institutions with accredited programs through periodic reviews.
- 1.2 is checked under section 2-2(1–4) of NOKUT’s regulations.
- 1.3 is checked under section 2-2(5) of NOKUT’s regulations .
- 1.4 is checked under section 2-1(1–2) of NOKUT’s regulations and section 3-1(4) of the ministerial regulations.
- 1.5 is checked under section 2-3(1–6) of NOKUT’s regulations and section 3-2(1–3) of the ministerial regulations.
- 1.6 is checked under section 2-2(4) of NOKUT’s regulations.
- 1.7 is indirectly checked through the periodic reviews, but in accreditation applications, the applicant must show possible career paths.
- 1.8 is checked under section 2-1(2) of NOKUT’s regulations, and it is information available to potential students at the time of the accreditation application which is checked.

Evaluations of quality in education: For further details of how the evaluations address Part 1 of the ESG, we refer to chapter 5.2 of this report.

Overview: Table 1 concludes how NOKUT’s EQA activities address the standards in Part I of the ESG. The green columns indicate that the EQA activity *directly* checks a standard against Part 1 of ESG, while the blue columns marked with a star indicate that the EQA activity *indirectly* checks the standard. Columns marked with an “o” show no connection between the activity and the ESG standards. The stars and the o’s are included for readability in addition to the colours.

Table 2. NOKUT’s external quality assurance activities and ESG Part I

ESG Part 1 standards	Institutional level EQA		Programme level EQA	
	Periodic reviews	Institutional accreditation and supervision	Programme accreditation and supervision	Evaluations of quality in education
1.1 Policy for quality assurance		*		
1.2 Design and approval of programmes		*		
1.3 Student-centred learning, teaching and assessment		*		
1.4 Student admission, progression, recognition and certification				
1.5 Teaching staff				
1.6 Learning resources and student support	*			
1.7 Information management		*	o	
1.8 Public information		*		
1.9 Ongoing monitoring and periodic review of programmes		*	o	
1.10 Cyclical external quality assurance		*	o	o

7 ESG 2.3: Implementing processes

Standard:

External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include

- a self-assessment or equivalent
- an external assessment normally including a site visit
- a report resulting from the external assessment
- a consistent follow-up

7.1 Decision from the 2018 ENQA report

ENQA found NOKUT to be in partial compliance with this standard in 2018, due to the lack of consistent follow-up of periodic reviews and study programme accreditations. NOKUT has chosen to include this standard because we consider it relevant for a review by an external committee. In addition, we believe that developments in this area should be documented thoroughly for the purpose of informing external stakeholders, including the Norwegian Ministry of Education and Research.

According to ESG standard 2.3, external quality assurance must include consistent follow-up. The guidelines specify that EQA activities should not end abruptly with an assessment report. QA agencies should also have follow-up processes in place to evaluate actions taken by the institutions after an assessment has been conducted.

In this section, we will illustrate how NOKUT has responded to the two recommendations from the 2018 ENQA report regarding follow-up of periodic reviews as well as follow-up of study programme accreditations.

7.2 Follow-up of periodic reviews

Recommendations from the 2018 ENQA report

In the 2018 ENQA report, the review panel recommended that NOKUT should:

implement the plans for follow-up in the 3rd cycle of audits while making sure that there is some form of checking if and how the recommendations from the previous cycle had been implemented.

The panel was not entirely satisfied with the developmental role taken by NOKUT in the periodic reviews:

The developmental role of NOKUT, however, seems to be understood through the numerous analyses it publishes, and its supervisory role rather than a consistent follow-up of recommendations given to institutions and programs. The panel is concerned that this model does not focus sufficiently on the QA procedures implemented and the recommendations resulting from them.

Actions taken by NOKUT

In our follow-up report (2020) to ENQA, NOKUT outlined three steps in the periodic review process in which NOKUT makes sure that institutions comply with the regulations and reflect after the review. The third of these steps, the *development step*, is the one that mainly focuses on follow-up. We will now describe all three steps.

Three steps for compliance and follow-up

The accountability step: An important principle in NOKUT's periodic reviews is that if an institution does not comply with the legal requirements, the NOKUT Board will demand that it makes specific corrections in line with the expert committee's report. This is not optional, and the institution will not pass the periodic review until all legal requirements are met.

The enhancement step: The objective of the enhancement step is to provide the institutions with recommendations for further enhancement. All institutions must comply with the regulations, but in order to stimulate enhancement, expert committees often point out future avenues for improvement. These recommendations are non-compulsory for the institutions, which reduces the threshold for the expert committees to give recommendations, because it is up to the institutions to decide whether to implement those recommendations or not.

The developmental step: Follow-up seminars for institutions undergoing periodic reviews are designed to stimulate learning and reflection after the review process. Because institutions with similar profiles are placed together in a review group, we benefit from this in the follow-up seminars by continuing their group affiliation. The seminars take place 2–3 years after the NOKUT Board's decision, so that the institutions have time to work on the expert committee's recommendations. This timeline also allows for all institutions to fully comply with the standards, should they need to correct any deficiencies. For instance, the University of Stavanger was found not to be compliant and had a new review after 12 months. The subsequent follow-up seminar was pushed back slightly, so that the shared learning process could continue.

The follow-up seminars

The pilot: A follow-up seminar for the pilot institutions was carried out in 2020 – digitally due to the corona pandemic – and included five specialised universities. The seminar was planned in collaboration with the institutions, and all the institutions were asked to concentrate on a specific recommendation, and how they had worked on following it up. The last session of the seminar's programme focused on student involvement in QA work.

After the 2020 pilot seminar, NOKUT has carried out seminars for the subsequent groups of institutions undergoing periodic reviews. Digital follow-up seminars took place in June 2021 (group 1), and in February 2022 (group 2). In June 2022 (group 3), the follow-up seminar took place physically. Students have been present and involved in all follow-up seminars. See annex 3 for the seminar programmes for groups 1–3, and annex 4 for the summaries of recommendations for the same groups.

Group 1: In the June 2021 follow-up seminar, four institutions participated (two universities and two university colleges), all with widespread campuses. The format of the seminars – concentrating on how the institutions have followed up on the recommendations from the expert committee – remained the same, but the institutions' common features were also a topic during the seminar. Therefore, this particular follow-up seminar also focused on the recommendations concerning how to work across widespread campuses.

Group 2: In February 2022, it was the turn of four “recent” universities to have a follow-up seminar, and specific to this seminar was how the student representatives had experienced the review process.

Group 3: In June 2022, NOKUT arranged a follow-up seminar for five university colleges. For the first time since NOKUT started doing follow-up seminars, it was possible to arrange a physical seminar. One of the main topics for discussion was quality assurance of work placements

Effect of the follow-up procedure

A success factor of NOKUT’s follow-up procedure for periodic reviews is that the seminars are planned in collaboration with the institutions, and that the focus is on further development rather than them being a controlling mechanism. Representatives from the institutions are eager to share their experiences and learn from the review process. This is a consistent follow-up in the sense that NOKUT follows up on all the institutions, and that the seminars directly target the QA procedures they have enhanced on the basis of the expert committees’ recommendations. All the follow-up seminars are evaluated by means of a survey, and NOKUT uses the feedback to continuously improve the seminars.

Documentation

Annex 3: Programmes for the follow-up seminars of groups 1–3 (in Norwegian)

Annex 4: Summaries of recommendations for groups 1–3 (in Norwegian)

7.3 Follow up of study programme accreditation

Recommendations from the 2018 ENQA report

In the 2018 ENQA report, the review panel recommended that NOKUT:

should also consider introducing a follow-up procedure for programme accreditations.

The review panel elaborates on this by addressing the follow-up of both audits (periodic reviews) and programme accreditations at the same time. Firstly, they conclude that even though recommendations are non-binding for the institutions, they should be given the opportunity to comment on their implementation, or the reasons for not implementing them. They then suggest that NOKUT should consider introducing a follow-up procedure in audits and programme accreditations, and that this could be in the form of a public letter by the institution describing if and how the recommendations were implemented or any other method of follow-up. The panel then emphasises that this is especially important in the case of audits, which has been thoroughly discussed in the previous section of this report. We will now reflect on how our methodology for programme accreditation is surrounded by different kinds of follow-up schemes.

It is important to emphasise that NOKUT only grants initial accreditation to a small fraction of the higher education programmes in Norway, since most new study programmes are accredited by the institutions themselves. Because of this, NOKUT has been reluctant to tie up too much of its resources in a follow-up procedure for recommendations, since it will only cover this small fraction

of applicant programmes. In 2016–17, NOKUT tested out a follow-up three years after the decision, but evaluations uncovered that neither the institutions nor NOKUT found that this added valuable information. This is why NOKUT has applied a broader perspective to this task, as described below.

Actions taken by NOKUT

The 2018 ENQA report was quite specific that *recommendations* relating to programme accreditation should also be followed up. NOKUT does not conduct a follow-up of the expert committee's recommendations as such, which is a methodological choice closely connected to the design of our national QA framework. Firstly, we acknowledge that after a programme receives accreditation, it is part of the institution's internal quality assurance system and will be followed up systematically. Secondly, these internal systems are subject to external quality assurance by NOKUT.

It is also a methodological choice which acknowledges the difference between assessments, demands and recommendations in our accreditation reports. The assessments are the expert committee's reasoning around how the criteria are met, and the demands explain what the institution must do to comply. The recommendations are, however, of a different character, because they provide the experts with a less formal platform for giving advice. One should keep in mind that when the institutions receive recommendations, they must consider what is possible to implement. The contents of a study programme must be seen in relation to the other study programmes at the institution, and there might be strategic decisions for the whole study programme portfolio that may also have an impact on the study programme design.

When it comes to knowing whether the institutions follow up on the expert committee's recommendations, NOKUT always receives an official response on the accreditation decision, where the institutions often comment on how they plan to implement the recommendations as well as the demands. In the response, the institutions can also put forward arguments against implementing the recommendations. In this sense, the response can also be seen as a meaningful dialogue between the experts and the applicant institutions, which can foster learning by both the experts and the institutions.

As part of its efforts to comply with standard 2.3, NOKUT has previously launched the idea of renewing the accreditation process, inspired by changes made in the accreditation process for higher vocational education. Hence, in NOKUT's follow-up report (2020), some emphasis was put on "Project new accreditation process". NOKUT has decided that this approach is not applicable for higher education. For higher vocational study programmes, accreditation is carried out by expert panels that assess several applications within a certain subject area. Furthermore, only the most crucial criteria are assessed in the initial accreditation. Due to the much lower number of incoming applications for the accreditation of higher education study programmes, it is not possible to group applications by subject area. Reducing the number of criteria to be assessed is also something that we are extremely hesitant to do in the field of higher education.

We will now describe in detail the two procedures that NOKUT considers cover the follow-up of accreditations: 1) *periodic reviews*, in which NOKUT ensures and verifies that the institutions themselves have mechanisms in place to follow up accredited programmes, and 2) *knowledge-based quality assurance and enhancement*, in which we identify study programmes, institutions and academic fields that require follow-up through analyses and risk assessments.

In addition to this, NOKUT conducts audits and revisions of study programmes when we discover indications of non-compliance with the regulations. These procedures are carried out when a more urgent situation occurs.

Consistent follow-up through periodic reviews

Because most of the institutions have rights to accredit study programmes, one of the most important follow-up procedures for NOKUT is the periodic review of the institutional quality assurance practices. Section 4-1(3) of NOKUT's regulations states that the institutions must have schemes to systematically verify that all educational provision meets the criteria for study programmes and teaching staff. Section 4-1(3) is one of the nine legal requirements checked by NOKUT in the periodic reviews. The institutions show both the systems in place at the institutions to accredit study programmes, as well as which systems and routines they have in place to make sure that their study programmes comply with all regulations. They also need to have systems in place to revise studies. Since 2018, seven out of 28 institutions did not fulfil this criterion and have made corrections in order to comply. However, to give an example of compliance, we can look to Kristiania University College in Norway, with approximately 18,000 students:

Example of compliance with section 4-1(3)

Through NOKUT's periodic review in 2021, we discovered that the institution's scheme for systematic control was to put their programmes through an extended programme evaluation every fourth year. The purpose of these evaluations is to monitor how the programmes comply with the national standards, and then to assess any need for changes. In the evaluations, faculty committees with academic responsibility for the programmes collaborate with an administrative unit with expertise on the standards and legal framework.

For elaboration of this example, see pages 23–24 in the [review report for Kristiania University College](#) (in Norwegian).

Consistent follow-up through knowledge-based quality assurance and enhancement

In 2021/2022, NOKUT has worked on a risk-based approach to quality assurance. The aim has been to compare the quality of the study programmes against a pool of indicators chosen by NOKUT and thereby uncover potential quality deficiencies. The knowledge-based approach includes both a range of quantitative data, mainly from national student surveys and the Database for Statistics on Higher Education (both are public data), but also knowledge from accreditation, periodic reviews, reports of concern, etc. The monitoring includes the whole sector – all institutions and all study programmes within Norwegian HEIs. The follow-up tools are not limited to audits and revisions but also include evaluations, guidance and the sharing of experiences. This methodology was presented at the ENQA Member's Forum in June 2022 (see annex 5).

In 2021/2022, NOKUT piloted such a risk-based assessment, with the aim of listing objects considered to have *potential* quality deficiencies and objects considered to have good practices. The list was refined in a full-day seminar with representatives from different departments in NOKUT and resulted in a list of objects NOKUT should consider following up. Some of these have been selected for further follow-up. Note that the institutions have not been involved in developing the methodology, though the data NOKUT uses is the same data that the institutions themselves use to monitor internal quality.

The project group has consisted of representatives from different departments in NOKUT, and the work has in fact been successful in promoting collaboration across departments. Silo thinking is something that we have listed as a weakness in the SWOT analysis in Part III of this report, and this project is an example of how we work to address this weakness.

Way forward

The follow-up seminars succeeding the periodic reviews have been quite successful, and a good arena for the institutions to show their progress and to learn from each other. NOKUT will continue this experience sharing and build on the experiences with Project 7 (see chapter 8.2 in this report), where the planning of activities in collaboration with the institutions before and after the reviews has been a success.

Knowledge-based quality assurance and enhancement will continue, and NOKUT plans to perform a complete analysis of the data every second year. In line with NOKUT's way of working, the methodology will continuously be developed to ensure it is fit for purpose. A challenge in the long run is the possibility of finding more risks of quality deficiencies than NOKUT is able to follow up.

Note that EQAR found NOKUT to be in full compliance with standard 2.3. In its renewal decision, it pointed out that a lighter form of follow-up may be appropriate for (purely improvement-oriented) recommendations, since there is no obligation for the institutions to implement the recommendations.

Documentation

Annex 5: Poster at ENQA Member's Forum 2022: Knowledge based quality assurance and enhancement

8 Selected enhancement area

8.1 ESG 2.2: Designing methodologies fit for purpose

Standard:

External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

ESG standard 2.2 is essential in NOKUT's work on external quality assurance and is considered an important incentive in continuously adjusting NOKUT's organisational format and role in the sector. On a general basis, NOKUT aims to develop its work portfolio and review methodology continuously, while being at the forefront of European quality assurance in line with other agencies in the European Higher Education Area. NOKUT has therefore been closely following developments at the European level and reached out to other well-respected agencies in the field to discuss and consider future trends and challenges in external quality assurance. We also commissioned [a research report from NIFU](#) in 2020, discussing innovative practices in higher education quality assurance. Such input and discussions help to redefine and legitimise adaptations in NOKUT's review methodology, with the aim of achieving better integration between external quality assurance practices and the higher education sector in Norway. In that sense, NOKUT's ongoing dialogue with the institutions is considered a strength in solidifying the trust-based relationship with the institutions and designing a methodology fit for purpose, as outlined in the SWOT analysis.

As a result, NOKUT has introduced two main initiatives in recent years, in order to secure a continuous improvement of our review methodologies. The aim of these initiatives is to ensure relevance and feasibility for the institutions in internal and external quality assurance and development processes, as stipulated in the guidelines for this standard:

- bear in mind the level of workload and cost that they will place on institutions;
- take into account the need to support institutions to improve quality;
- allow institutions to demonstrate this improvement;
- result in clear information on the outcomes and the follow-up.

In the following, we will present two selected initiatives along these guidelines: methodological development of *periodic supervision of quality assurance practices* and the development of *evaluations of quality in education* as a new EQA activity. The aim has been to redesign methodologies that are considered fit for purpose. More information about our rationale for selecting standard 2.2 and our expectations for feedback from the review panel can be found in the abstract (annex 6).

8.2 Periodic review of institutional quality assurance practices

The first initiative relates to the periodic review of institutional quality assurance practices; in short, "periodic reviews". NOKUT has conducted a periodic review of higher education institutions (HEIs) in Norway every six to eight years since 2003. This means that all HEIs are about to undergo a third review in NOKUT's current review cycle (2017–2024). Institutions with similar profiles are placed together in one group and numbered accordingly (1 to 8).

Experiences from this third review cycle have been evaluated regularly and led to continuous adjustments of NOKUT's methodology for upcoming institutional reviews. These adjustments have been minor, to ensure the equal treatment of institutions under review. In order to prepare for the fourth review cycle after 2024 and have a review methodology that supports institutional quality work in an even more effective way in the future, NOKUT has decided to test more comprehensive methodological changes, while ensuring equal treatment.

Exploring new review methodology in Project 7

From 2017 and until today, NOKUT has conducted reviews with groups 1 to 6 (Project 1–6). Project 7 (the seventh group) is undergoing review in the autumn of 2022 and consists of four large, long-established and research-intensive universities in the Norwegian higher education landscape: the [University of Oslo](#), the [University of Bergen](#), the [Arctic University of Norway](#), and the [Norwegian University of Science and Technology](#). In preparing for the third round of periodic review with these institutions in 2022, NOKUT initiated measures to modify the present review methodology in cooperation with these institutions, thereby following the logic of designing methodologies that are fit for purpose for the institutions, and at the same time starting to prepare potential methodological changes in the fourth review cycle. The project has been supported by several internal and external reference groups, which have helped monitor and develop this initiative in a relevant and consistent way.

A guiding principle in this initiative has been to ensure a shared definition and understanding of the initiative's aims as this collaboration between NOKUT, the institutions and the reference groups evolved. In several meetings and workshops, attention was paid to the transparency and feasibility of the initiative's aims and to providing clear information about progress to both the institutions and the reference groups. The information provided to Project 7's international advisory group exemplifies how the initiative developed over time, and how various meetings and workshops with the institutions and other stakeholders resulted in clear information on the outcomes and planned follow-up measures of this initiative (see annex 7 and 8).

Another guiding principle has been to secure added value for future review processes without placing any additional administrative burden on the institutions. For example, a key element in Project 7 will be less and more tailored documentation on institutional quality assurance and quality work, which is expected to reduce the administrative workload for both NOKUT and the institutions. Second, by including the institutions earlier in the review process, it will be possible to put more emphasis on review elements that the institutions define as highly relevant, such as opening for more flexibility (submission of documentation, organisation of site visits, etc.) and facilitating the sharing of lessons learned between the institutions after the review has taken place. The decision note included in the report gives an overview of the suggested changes in the upcoming review methodology for Project 7 that were elaborated in collaboration with the institutions during several meetings (see annex 9). Special emphasis is given to how an adjusted methodology will allow the institutions to demonstrate improvement during a review (for example more focus on follow-up, sharing review experiences, closing feedback loops, etc.).

We do, however, also expect some challenges in implementing these changes, as the following considerations show. First, institutions might still tend to send comprehensive documentation to be on the "safe" side, despite earlier communication efforts and intentions of reducing the volume of documentation where possible. Second, balancing NOKUT's control and development function in this review round might be more challenging than before. One example is provided by the interviews carried out during site visits, where it would be necessary to clearly differentiate between questions

intended to verify compliance with existing regulations and questions intended to stimulate further development. Third, NOKUT's expert committees need to prepare differently for the upcoming reviews, in the sense that more focus must be given to documentation that highlights developmental aspects. Additional documentation from the institutions now serves a different purpose than before. These considerations are not exhaustive but exemplify the potential challenges NOKUT anticipates in the upcoming reviews. Taken together, these examples might intensify NOKUT's perceived weakness in clarifying its role vis-à-vis the sector with regards to controlling and promoting quality work.

Way forward

Experiences from this initiative will be continued in "Project 8", which simply refers to the next group of institutions that will undergo a periodic review. Institutions in this group are comparatively small, relatively new and with a rather specialised academic profile. Relevant and constructive adjustments from the review round with Project 7 institutions will be transferred to this review round, while also taking account of the particularities of these institutions. In other words, adjustments in review methodology that are considered useful will be continued, such as reduced and more tailored documentation, strengthened experience sharing between institutions and others, and complemented with input from Project 8 institutions.

Meetings between NOKUT and Project 8 institutions about the upcoming review round have already taken place. The meetings' agendas show how the institutions will be prepared for the review procedures and how institutional quality work must be assessed against the existing regulations in Norwegian higher education (see annexes 10 and 11).

Altogether, we believe that these measures will allow both NOKUT and the institutions to move beyond the logic of mere compliance with the existing regulatory framework and strengthen developmental aspects of institutional quality assurance and quality work in accordance with ESG standard 2.2.

We look forward to discussions with the review panel, and to hearing their input on some of our key challenges mentioned above, such as how to take care of NOKUT's two-fold mandate, as well as continuously ensuring that our methodologies are relevant and fit for purpose for different types of institutions.

Documentation

- Annex 6: Abstract on NOKUT's selected enhancement area
- Annex 7: Information to international Advisory Group I, 2021
- Annex 8: Follow-up to the international Advisory Group II, 2021
- Annex 9: Decision note for Project 7
- Annex 10: Agenda for a guidance meeting with Project 8 Institutions, 2021 (in Norwegian)
- Annex 11: Programme for a digital seminar, 2022: "Quality work for beginners", in which Project 8 institutions participated (in Norwegian)

8.3 NOKUT's evaluations of quality in education

The second initiative concerns NOKUT's evaluations of quality in education. The very first evaluation that NOKUT conducted was an evaluation of teacher training programmes in 2006. Since then, NOKUT has conducted seven evaluations commissioned by the Education Ministry on a range of topics, which have varied in scope and method.

“Joint evaluations of research and education – a pilot study” (2018) represents the first of NOKUT's evaluations of quality in education, which are designed in accordance with the ESG. This evaluation was addressed in the 2018 review. Following the completion of the pilot, the evaluation method was reviewed and revised for the Evaluation of Integrated Secondary Teacher Education (2020–2022). At the time of writing this SAR, a draft copy of the final report for this evaluation is available (see annex 12). The final version of the report will be published in October this year.

The methodology is also described in NOKUT's Quality Handbook.

Key revisions

NOKUT's evaluations are designed to provide the HEIs and other stakeholders with information about the quality of education and to facilitate quality enhancement. This is achieved by the comparative design that enables institutions to learn from each other's approaches, and by the expert group's recommendations for quality enhancements, both at a national level and at a programme level. However, NOKUT cannot insist that these recommendations be implemented, and usage of the reports depends on the extent to which institutions and other stakeholders perceive them to be legitimate, relevant and useful. The development of the method after the pilot has therefore been driven by a desire to facilitate acceptance of and encourage thoughtful engagement with findings and recommendations.

These were the three key revisions:

1. An increased emphasis on **stakeholder involvement** in the design of the evaluations, including the choice of evaluation themes and questions, and the design of the self-assessment and follow-up. [Information about how NOKUT involved stakeholders in the evaluation of integrated secondary teacher education can be found here](#). These changes are intended to ensure the relevance of the evaluation focus. Unlike NOKUT's institutional periodic reviews, evaluations are specifically designed to address the key strengths and challenges of a subject area in question, while paying attention to the institutional context.
2. An increased emphasis on **transparency** to facilitate legitimacy. This includes stakeholder involvement in deciding the composition of the expert group in order to ensure a shared understanding of what competencies this work requires. It also includes greater transparency in communication with the institutions and other stakeholders, with updates about the progress of the evaluation at key milestones and the sharing of interim findings. For example, NOKUT published [eight reports with findings from surveys](#) (in Norwegian) during its evaluation of integrated secondary teacher education. In the same evaluation, the institutions received a summary of findings as they were going to write their reflection notes, [as described on the webpage for the evaluation](#). Finally, the site visit can include an observer from another participating institution, which aids transparency in the evaluation process.
3. An increased emphasis on **improving learning and development**. The comparative design of NOKUT evaluations already facilitated the exchange of knowledge and experiences, but the revised method also includes the use of seminars and other stakeholder events, as well as

the inclusion of observers in site visits. Finally, the new method places greater emphasis on the self-assessment as an opportunity for local dialogue between different stakeholder groups. These additions provide richer opportunities for the sharing of knowledge and experiences and for developing a shared understanding of key strengths and challenges, as well as possible leverage points and opportunities for quality enhancement.

Way forward

Informal feedback from key stakeholders in the evaluation of integrated secondary teacher education indicates that the revised evaluation method has been positively received. However, the three revisions outlined above have also created more work for NOKUT, the expert group and the institutions. In particular, the involvement of all key stakeholder groups in the choice of evaluation themes and questions provides a comprehensive picture of key challenges and opportunities for development. However, it can also lead to a very wide evaluation scope. NOKUT should address this by including a prioritisation exercise in dialogue about the evaluation design. A narrower set of evaluation themes and questions will ensure a manageable workload for all parties. This is particularly important for the institutions, who need to have enough time to involve local stakeholder groups in work on the self-assessment.

Two of NOKUT's next evaluations are to be coordinated with the Research Council of Norway. This means that NOKUT's evaluations of quality in education will be conducted simultaneously with the Research Council's evaluations of the quality of research in that field. The NOKUT evaluations in question are the evaluation of medicine (2023–2025) and an evaluation focusing on a subject area in the humanities or social sciences (2025–2027). NOKUT's work on these evaluations will incorporate NOKUT's knowledge-based quality assurance and enhancement method.

Coordination with the Research Council of Norway will include the sharing of relevant data, which gives NOKUT greater access to data on the research environment of the participating study programmes. Moreover, simultaneous evaluations of quality in research and education will enable policymakers, HEIs, students and other stakeholders to examine the relationship between the two. However, the processes will require careful coordination, so that institutions experience these evaluations as useful and not unduly burdensome.

We look forward to discussions with the review panel, and to hearing their input on some of our key challenges mentioned above, such as identifying the scope of evaluations while remaining attentive to stakeholder input and being mindful of the workload for the institutions, the experts and NOKUT.

Documentation

Annex 12: Draft copy of the final report from the Evaluation of Integrated Secondary Teacher Education (in Norwegian)

Part III – SWOT analysis

This SWOT analysis is based on input from various NOKUT workshops during the spring of 2022. Staff from all departments, as well as the NOKUT Board was involved. Consequently, the analysis reflects internal strengths and weaknesses, as well as external opportunities and threats, covering NOKUT’s complete portfolio with an emphasis on ESG activities and higher education.

Strengths	Weaknesses
<ul style="list-style-type: none"> NOKUT has decision-making autonomy within all ESG activities. NOKUT considers itself as accountable, innovative and service-minded. Quality assurance in Norwegian education is a shared responsibility between NOKUT and the institutions, and the relationship is trust-based. Close dialogue with key stakeholders, such as students and the institutions, provides mutual insight and learning opportunities. NOKUT has highly educated and committed employees, who contribute their expertise and knowledge to NOKUT’s objectives and activities. NOKUT works continuously to improve its methods and digitalise its processes in order to adapt to changes in the sector, thereby ensuring that external quality assurance remains fit for purpose. NOKUT shares the United Nation's Sustainable Development Goals and has high awareness concerning environmental sustainability. 	<ul style="list-style-type: none"> NOKUT is aware that its organisational structure and work processes are, to some extent, still characterised by silo thinking. NOKUT sometimes faces challenges in clarifying its role in controlling and promoting quality work. The purpose of different activities can be unclear to the sector. When the department of foreign education is transferred to HK-dir, NOKUT will participate in fewer international projects. This could result in a decline in competence and experience in international matters. It is difficult to keep up with digitalisation, due to funding constraints and staff recruitment challenges. New and changing priorities both from the government and internally (within a limited one-year budget) cause challenges in managing medium- and long-term planning.
Opportunities	Threats
<ul style="list-style-type: none"> NOKUT’s knowledge is of considerable interest to its stakeholders and is highly relevant for policymaking in Norwegian education. NOKUT works continuously to make its knowledge base even more accessible to its stakeholders Fewer and more mature institutions, as a result of multiple mergers, may lead to fewer accreditation applications and additional resources for quality enhancement activities. The establishment of HK-dir gives NOKUT the possibility to redefine its profile externally, and to improve its internal organisation structure. Establishing close cooperation with HK-dir also gives NOKUT opportunities for more knowledge- and data exchange. NOKUT works continuously to increase its professionalism. There is a constant demand for accountability and transparency in NOKUT’s work. International initiatives, such as the establishment of European universities, will give NOKUT more opportunities for cross-border collaboration. 	<ul style="list-style-type: none"> A part of NOKUT’s mandate is about to be transferred to HK-dir. Given that NOKUT is publicly funded, the financial consequences of this change are still to be seen, including the resources NOKUT will have at its disposal for developing its digital infrastructure and other development tasks. There is a risk of high turnover in NOKUT due to the pandemic, the ongoing organisational changes and the relocation of NOKUT’s premises. Recruiting and onboarding new staff, while facing a tight labour market, might have consequences for NOKUT’s efficiency. During the upcoming transition period, there is a risk of unclear division of responsibilities between NOKUT and HK-dir. Furthermore, NOKUT expects fiercer competition in setting agendas for matters concerning educational quality, both nationally and internationally. Part of NOKUT’s mandate is to oversee that all study programmes and institutions comply with legal requirements. A rush of institutional and study programme accreditation applications may challenge this, due to resource constraints. Changes in society, due to migratory, political and digital changes, are accelerating. Is NOKUT well enough organised to adapt efficiently to such changes?

PART IV – Conclusions

NOKUT's ambition is to work continuously on improving our methodologies and cultivating our relationships with higher education institutions, public authorities, quality assurance agencies and other relevant stakeholders. Going through this targeted review has supported these efforts significantly. Firstly, because we have worked systematically to become fully compliant within the ESG standards that EQAR and ENQA found to be partially compliant in 2018, and secondly because the work of producing this self-assessment report has led to important discussions, reflections, and decisions within our organisation and our EQA activities.

The new EQA activity "evaluations of quality in education" contributes to complement NOKUT's portfolio of EQA activities within the scope of ESG, and they contribute in particular in relation to our mission of contributing to enhance quality in higher education.

NOKUT is looking forward to the panel's assessments.

9 Glossary of terms

Act relating to universities and university colleges	The Norwegian law on higher education. In this document also referred to “University and University Colleges Act”.
Evaluations of quality of education	Comparative evaluations at the programme level.
Expert committee	Group of scientists/professionals and students from the sector who are appointed by NOKUT based on specific selection criteria, with the mandate to accredit, review and evaluate institutions and study programmes.
External quality assurance (EQA)	Concerns quality assurance procedures and activities mainly of quality assurance agencies in relation to institutional procedures and activities, as understood by the ESG 2015, Part 2.
Higher education institutions (HEIs)	Refers to institutions offering tertiary/post-secondary education, including undergraduate and graduate credentials, such as public and private universities and university colleges; does not include tertiary vocational schools (<i>Fagskoler</i>).
Institutional accreditation	Initial accreditation determining an institutional status and granting associated degree-awarding powers.
Institutional status	Differentiation of different types of higher education institutions, based on the extent of self-accrediting rights, with implications for funding.
Internal quality assurance (IQA)	Concerns institutional quality assurance procedures and activities, as understood by the ESG 2015, Part 1.
Periodic review of institutional quality assurance practices	Cyclical audit of the effectiveness of internal quality assurance systems.
Regulations concerning quality assurance and quality development in higher education and tertiary vocational education	Statutory regulations set by the Ministry of Education and Research that specify certain aspects of the University and University Colleges Act. In this document referred to as the “ministerial regulations”.
Regulations on the supervision and control of the quality in Norwegian higher education	Regulations set by NOKUT that specify certain aspects of the University and University Colleges Act. In this document referred to as “NOKUT’s regulations”.
Review methodology	Set of (external) quality assurance techniques and procedures to assess institutional quality assurance and quality work against existing regulations.
Review panel	Refers to ENQA’s appointed experts for NOKUT’s review.
Study programme accreditation	Initial accreditation of study programmes in areas for which the institution does not have degree-awarding power.
Supervision of the institutional accreditation	Revision of the institutional or programme accreditation, initiated on an ad-hoc basis to verify the institution’s continuous adherence to the accreditation criteria.
Supervision of the programme accreditation	Revision of the institutional or programme accreditation, initiated on an ad-hoc basis to verify the institution’s continuous adherence to the accreditation criteria.
The Norwegian Directorate for Higher Education and Skills (HK-dir)	Recently established public agency, subordinate to the Ministry of Education and Research. Result of a merger of several agencies and mandate transfers (incl. NOKUT’s former responsibility for foreign education).

10 Annexes

- Annex 1: The full portfolio of NOKUT's activities within and outside the scope of ESG
- Annex 2: A selection of expert appointments for study programme accreditations 2021/2022 (in Norwegian)
- Annex 3: Programmes for the follow-up seminars of groups 1–3 (in Norwegian)
- Annex 4: Summaries of recommendations for groups 1–3 (in Norwegian)
- Annex 5: Poster at ENQA Member's Forum 2022: Knowledge based quality assurance and enhancement
- Annex 6: Abstract on NOKUT's selected enhancement area
- Annex 7: Information to the International Advisory Group, 2021
- Annex 8: Follow-up to the International Advisory Group, 2021
- Annex 9: Decision note for Project 7
- Annex 10: Agenda for a guidance meeting with Project 8 institutions, 2021 (in Norwegian)
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