



Accommodating differences in institutional reviews

Our preliminary considerations for round 3

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Differentiation in the second round of accreditation

The Accreditation Council

Four ambitions for the second round

- I. Continuity
- II. Simplification
- III. Differentiation
- IV. Development

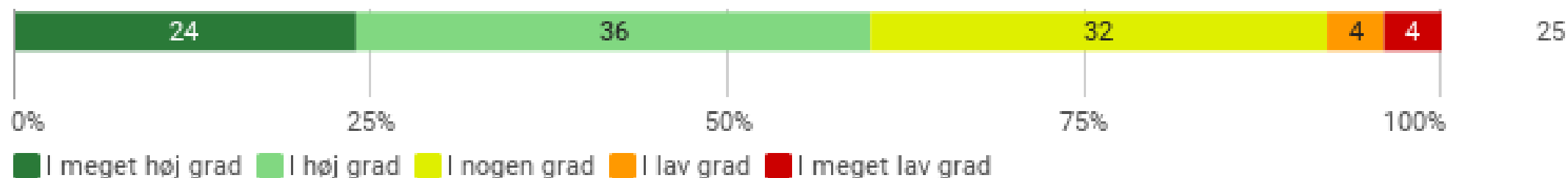
We have worked with differentiation:

- Setting up the accreditation panel
- Choice of audit trails
- Different expectations in the Guidelines for institutional accreditation – in some areas
- Included in the panel's analysis and assessment

Differentiation in the second round of accreditation

In our evaluation, we have asked:

To what extent has the accreditation process taken into account the specific features and characteristics of your institution?



Differentiation in the third round of accreditation

The Accreditation Council

Four ambitions for the third round

- I. Accreditation must be based on the institutions' established quality assurance systems
- II. Accreditation must be differentiated
- III. Accreditation must work well in conjunction with ministerial governance of institutions and study programmes
- IV. Accreditation must support the institutions' continuous updating and simplification of quality assurance work

II. Accreditation must be differentiated

→ The accreditation criteria must be translated into differentiated expectations to the different study programmes

TEXT FROM THE EXECUTIVE ORDER

The institution has an effective practice that ensures the following:

- that the provisions of programmes are linked to relevant academic environments so that the programmes are always based on updated knowledge relevant to programmes of the given type and at the given academic level, see the legislative provision concerning knowledge base of education programmes,

Expectation - vocational and higher maritime programmes

Expectations for effective quality assurance include that:

- The institution has considered and set priorities for the knowledge base for new and existing provisions of programmes, including how such knowledge base for the provision is to be provided through external sources of knowledge and external collaboration and possibly through the institution's own practice-oriented and applied research and development activities.
- The institution has a well-considered and systematic practice for teacher groups to keep themselves up-to-date on knowledge within the areas in which they teach, through external sources (e.g. knowledge from practice and articles) and external collaboration and possibly through the institution's own research and development activities.
- Through systematic information about knowledge activities, the relevant management levels gain insight, enabling them to assess whether individual provisions of programmes are based on updated and relevant knowledge.
- The relevant management levels take responsibility for the knowledge base of individual provisions of programmes, act on the basis of information about any issues, and follow up on initiatives launched.

Expectations - university programmes

Expectations for effective quality assurance include that:

- The institution has considered and set priorities for how new and existing programmes should be research-based.
- The institution has a well-considered and systematic practice for how to ensure that key subject components are research-based.
- The institution systematically and regularly monitors that the key subject components of individual programmes are research-based.
- The relevant management levels have information and insight enabling them to assess whether key subject components of individual programmes are research-based.
- The relevant management levels take responsibility for the research base of key subject components on individual provisions of programmes, act on the basis of any issues, and follow up on initiatives launched.

II. Accreditation must be differentiated

→ The accreditation process must allow for variations based on the characteristics of the institutions:

- The number of panelmembers
- The number of selected educational programmes
- The number of visiting days

II. Accreditation must be differentiated

→An accreditation agreement, which deals with:

- The institution's desired profiles for panel members
- Duration of the site visit and location
- Approximate period for the visit
- Whether the institution wishes for the panel to provide feedback on a specific quality assurance theme of the institution's own choosing. If so:
 - how the feedback is conveyed

We are in the proces

