



Accreditation in higher education in Chile: results and consequences

Oscar Espinoza Luis Eduardo González

Article information:

To cite this document: Óscar Espinoza, Luis Eduardo González, (2013), "Accreditation in higher education in Chile: results and consequences", Quality Assurance in Education, Vol. 21 Iss: 1 pp. 20 - 38

Permanent link to this document:

<http://dx.doi.org/10.1108/09684881311293043>

Downloaded on: 22-01-2013

References: This document contains references to 37 other documents

To copy this document: permissions@emeraldinsight.com Quality Assurance in Education Vol. 21 No. 1, 2013 pp. 20-38 q Emerald Group Publishing Limited 0968-4883 The current issue and full text archive of this journal is available at www.emeraldinsight.com/0968-4883.htm DOI 10.1108/09684881311293043

Abstract

Purpose – The purpose of this paper is to analyze and discuss the results that the accreditation system implemented in Chile has brought to higher education institutions and undergraduate and graduate programs, taking into account both its positive and negative implications.

Design/methodology/approach – The examination of the Chilean accreditation regime relies on descriptive statistics based on official data from several sources.

Findings – It appears that the Chilean accreditation regime has helped to establish permanent procedures for quality assurance in higher education institutions which has resulted in improving its internal processes, but still the system faces a series of challenges that have to be addressed in order to improve the higher education system as a whole.

Originality/value – The Chilean accreditation experience is placed within the discussion and context of accreditation systems around the world, and lessons which can be relevant to other countries are drawn.

Keywords Institutional accreditation, Program accreditation, Quality assurance, Undergraduate studies, Graduate studies, Chile, Higher education Paper type Case study

1. Introduction

Studies show that there are a set of common factors that significantly affect the development of tertiary education systems such as the growth and diversification of higher education, the introduction of competition and market logic in the sector (Teixeira, 2006), the need to respond to the demands of globalization (Woodhouse, 2006), the technological innovation and the rapid change of knowledge (Becker and Round, 2009; Brennan and Shah, 2000; El-Khawas et al., 1998; Harvey, 2002; Middlehurst and Woodhouse, 1995).

In this context of transformation, the modern university faces the challenge of adjusting to a complex world with new demands for professions and skills associated with the knowledge society. To this there has to be added new tasks, such as knowledge management and greater demands for accountability and efficiency (Neu