From ANACIP to ANACEC: selecting and training the experts

External Evaluation Committee

External Evaluation Steps

1 Submission of the self-evaluation dossier (maximum 45 working days)
- *The preliminary examination*
- *Payment of the examination fee*

2 Formation of external evaluation committee (maximum 20 working days)
- *Evaluation committee*
- *Coordinator of ANACEC*

3 Contraction and payment of services (maximum 10 working days)
- *Contract to provide services*
- *Payment of evaluation services*

4 External evaluation (maximum 50 working days)
- *Examination of self-evaluation report*
- *Preparation and realization of the evaluation visit*

5 External evaluation report
- *Elaboration of external evaluation report*
- *Submission of the external evaluation report to the institution and the Governing Board of ANACEC*

6 Final decision
- *Decision of the Governing Board of ANACEC*
- *MECR / Government*

Rights and responsibilities of experts

Rights:

1) to participate in the evaluation of higher education institutions and / or their study programs;
2) to act under the legislation in force and apply correctly the quality assurance procedures;
3) to use professionally, objectively and with honor their professional skills and academic expertise in the evaluation missions.

Responsibilities:

1) to be independent;
2) to keep the confidentiality of the information;
3) to examine carefully the information and data provided by the institution under review;
4) to make conclusions/ judgments on the data presented in the report and during the visits.

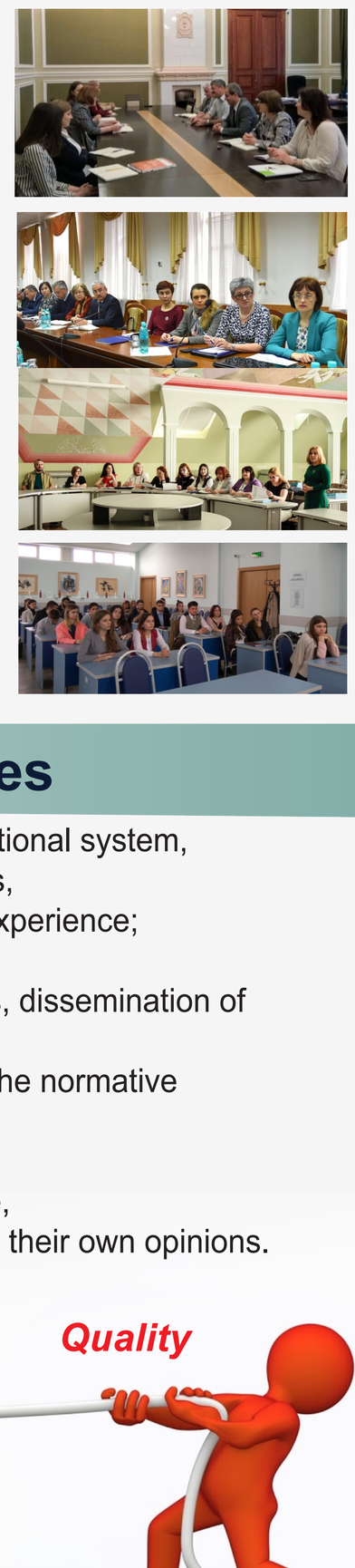
Working tools

- Methodology of external evaluation;
- Guide for external evaluation of study programs;
- Self-evaluation report;
- Visit sheet;
- External evaluation report.

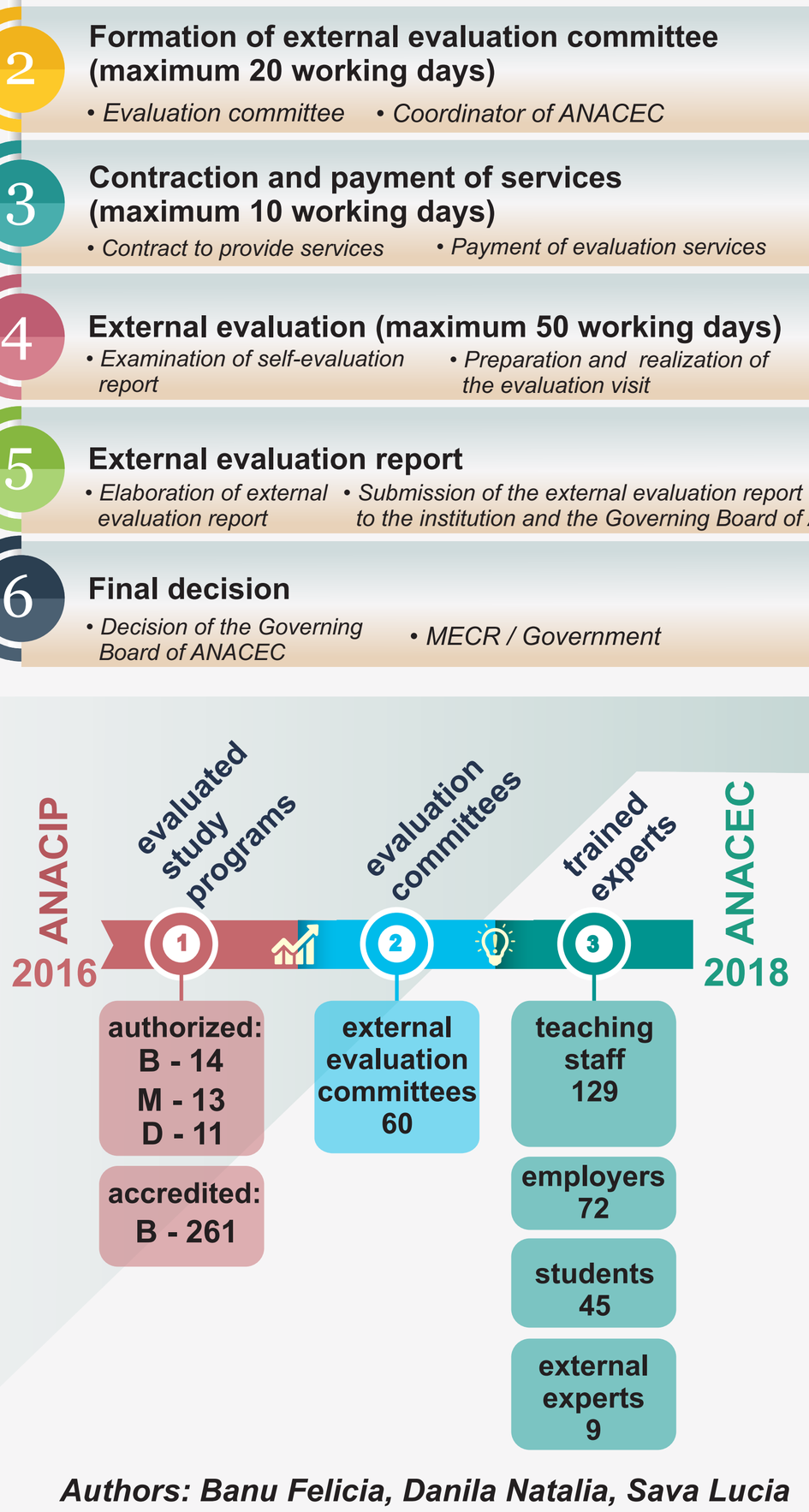
External evaluation visit

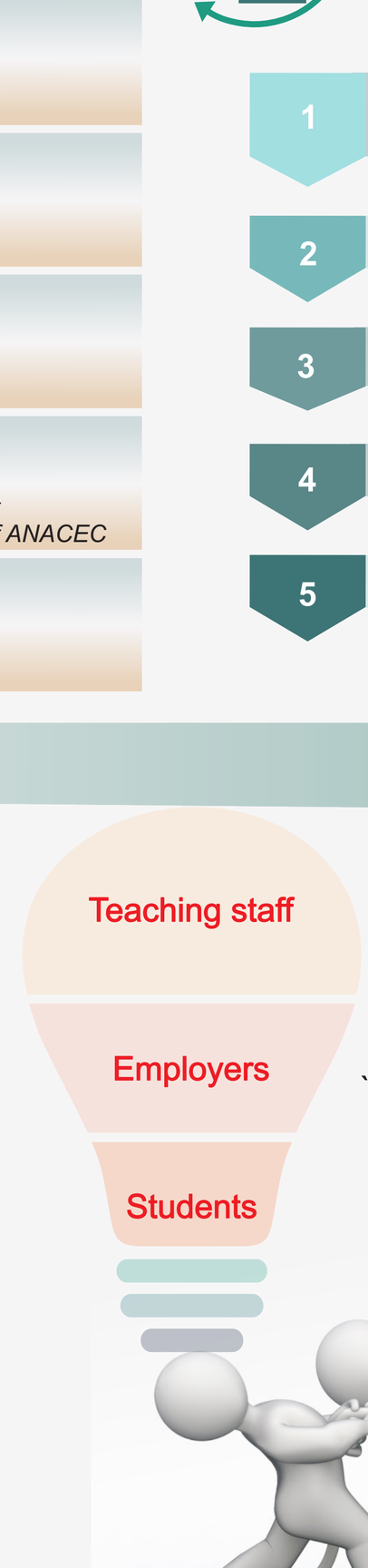
Interview with:

1. Representatives of the institution's management team
2. Coordinators of the study program
3. Teaching staff
4. Employers
5. Students and graduates



Results and challenges

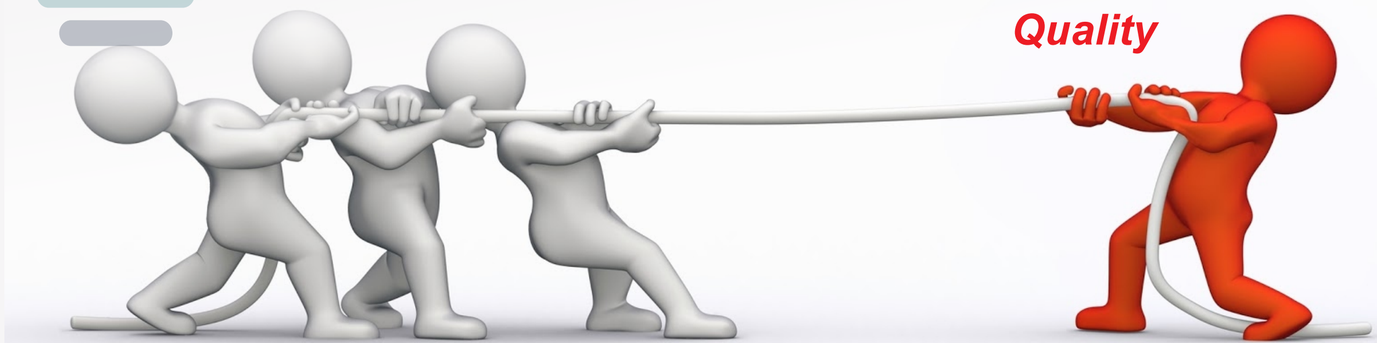




1. Knowing the peculiarities of the educational system, increased interest in becoming experts,
2. The tendency to impose institutional experience;

1. Connection to the educational process, dissemination of practices from labour market,
2. Inadequate knowledge sometimes of the normative framework in the field of education;

1. Openness, activism, desire for change,
2. Hesitation in formulating and exposing their own opinions.



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