

ESQA project

Template to describe status and reflect on the involvement of stakeholders in dialogue and in external QA activities

17th July 2019

This Template is to help the five quality assurance agencies in the project to document in a qualitative manner their involvement of stakeholders

- 1) in dialogues concerning quality assurance, and
- 2) in their specific quality assurance activities.

The intention is to identify strong and weak areas in what concerns the involvement of stakeholders.

This template also makes room to present examples of what the agency would see as examples of good practice.

This is a delivery to the ESQA project from the QA agencies.

The template is to ensure a certain level of comparability between the agencies, but the main focus is on allowing each agency to present what it would consider to be the most important experiences and observations based on the agency's current activities.

The template consists of two parts:

Part 1 is to give a short and factual overview regarding the status of the involvement of external stakeholders.

Part 2 is to be a more detailed self-evaluation and description of the historic involvement and actual activities regarding stakeholder involvement and reflections on good examples from selected activities.

Timeline of the work with the template.

The agencies will present the documentation at workshops in Bucharest and Copenhagen during the autumn of 2019.

Therefore, each agency is expected to work on filling in the template during August and September 2019.

Deadline for submitting the filled in template to ENQA is: **10th of October 2019.**

Presentation of findings and reflections will be taking place at the workshop in Bucharest 31st of October-1st of November 2019, and in Copenhagen, 2nd-4th of December 2019.

The Template is presented in the following pages.

PART 1: SHORT REVIEW/ SNAPSHOT

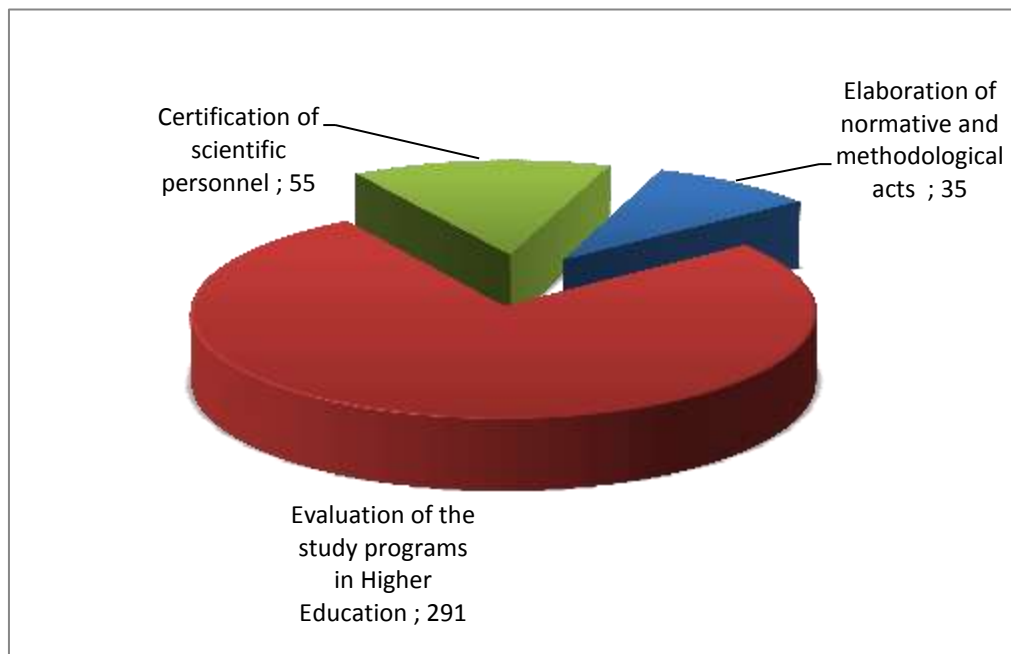
1. General description of the QA agencies

<p>a) Name of agency</p> <p>National Agency for Quality Assurance in Education and Research (ANACEC)</p>
<p>b) Number of employees</p> <p>38</p>
<p>c) Number of HEI in the country in question</p> <p>26 (17 public universities/9 private universities) Ministry of Education - https://mecc.gov.md/ro/content/institutiile-de-invatamant-superior</p>
<p>d) Number of students in HEI in the country in question</p> <p>2017-2018 – 65543 students 2018-2019 – 60600 students</p>
<p>e) Scope of Activities: How many quality assurance activities has your agency undertaken in the last two years?</p> <p>The National Agency for Quality Assurance in Professional Education (ANACIP) was established by Government Decision no. 191 of 22.04.2015, being initially responsible for external quality assurance activities in the field of vocational education and training, higher education, and continuous education. By the Government Decision no. 201 of 28.02.2018, ANACIP was renamed into the National Agency for Quality Assurance in Education and Research (ANACEC). Thus, ANACEC, as a new structure absorbed, by mergence, the National School Inspectorate (ISN) – an administrative authority of the Ministry of Education, Culture and Research (MECC) and the National Council for Accreditation and Attestation (CNAA), an autonomous administrative authority to the Government.</p> <p>As the successor of rights and obligations of National Council for Accreditation and Attestation (CNAA) and National School Inspectorate (ISN), the Agency carries out the following activities on the two new areas absorbed:</p> <ul style="list-style-type: none"> - elaboration of the normative and methodological framework for the evaluation of the general education level, in particular the draft of the Methodology of evaluation of general education institutions, elaborated and piloted by the National School Inspectorate. Also, the Agency elaborated two new documents: The methodology of evaluation of teachers from general and vocational education and training institutions and the Methodology of evaluation of managerial and administrative staff in general education; - evaluation (examination) of hundreds of files/dossiers in the field of accreditation and attestation of scientific and didactic staff submitted to the CNAA during the period 2017-March 2018, that had been previously on standby for a longer period of time. <p>In the last two years, ANACIP/ANACEC has undertaken the following major activities:</p>

I. Elaboration of normative and methodological acts – 35;

II. Evaluation of the study programs in Higher Education in order to authorize them for provisional operation and accreditation – 291: accreditation - 229, provisional operation 62;

III. Certification of scientific staff – 55.



ANACEC has focused its efforts on carrying out the following priority specific activities:

- 1) elaboration/development of the normative framework necessary to ensure the operation of the ANACEC and to carry out its own tasks and duties in all its areas of competence;
- 2) implementation of state policies in the field of quality assurance in general education, vocational education and training, higher education and continuous education;
- 3) applying its own methodology of external quality evaluation and accreditation of the institutions offering professional training programs in line with the European Standards and Guidelines (2015);
- 4) external quality evaluation upon request, on a contractual basis, of the institutions offering professional training study programs and educational services, in order to authorize the provisional operation, accreditation and re-accreditation in vocational education and training, higher education and continuous education;
- 5) evaluation of scientific and teaching staff;
- 6) ensuring the objectivity and validity of the results obtained in the process of external evaluation of the institutions offering educational services and their programs;
- 7) ensuring transparency in the process of external evaluation and evaluation of scientific and scientific-didactic staff by publishing the results of the evaluations;
- 8) strengthening the image of the Agency nationally and internationally.

1 Is your agency involved in quality assurance of higher education abroad?

ANACEC has strengthened and expanded its cooperation activities both nationally and internationally by participating in various international events, taking part in projects aimed at the capacity building of its human and material resources, intentions and actions to join relevant European institutions (ENQA – affiliate, CEENQA – full member, SICI – full member), promoting the image of ANACEC through the participation of its employees in seminars, conferences, workshops with reports and presentations and involvement in discussions, application to international projects.

ANACIP/ANACEC made also efforts to increase the visibility of agency on the portals of European partners, such as www.eupartnerssearch.com and www.up2europe.eu.

Activities carried out so far:

1. Establishment of new partnerships and renewing the existing ones – (partnerships between ANACEC-AUF; ANACEC-ARACIS; ANACEC - Association "Universul Prieteniei", Iasi, Romania; ANACEC – National Patrol Inspectorate);

2. Taking part in ENQA activities and events:

a. The seminar „Implementation of the European approach for QA of joint programs”, Bruxelles;

b. ENQA members forum and General Assembly, Zaragoza;

c. ENQA seminar for quality assurance agencies preparing for an initial external evaluation, Riga;

d. International Forum in Central Asia on quality assurance in education, Astana;

e. Participation at the 9th ENQA General Assembly;

f. Workshop on QA of student-centered learning, Glasgow;

3. Activities within international organizations;

a. The Eurasian Forum on Quality Assurance in Education, Astana;

b. Annual International Conference of the Eurasian Association on Quality Assessment in Education, Dushanbe;

c. Events organized under the auspices of the World Health Organization;

4. Activities undertaken to expand the field of internationalization.

ANACEC has expressed its intention to become a full member of:

a) The Association of National and Regional School Inspectorates in Europe (SICI - The Standing International Conference of Inspectorates) - ANACEC became a SICI full member in February 2019;

b) The European Network of Quality Assurance Agencies in Higher Education in Central and Eastern Europe (CEENQA - Central Letter of Quality Assurance Agencies in Higher Education) - letter of intent, application and status application form as a full member of this network – ANACEC became a full member of CEENQA in May 2019;

c) The International Network for Quality Assurance Agencies in Higher Education (INQA/AHE) - ANACEC

expressed its intention to join, for which it received a positive response. The draft action plan was prepared; the requirements regarding the preparation of the self-assessment report and the external evaluation standards applied by INQAAHE were translated and provided to the Agency's Department of Evaluation in Higher Education.

5. Participation as an international expert in the external assessment panels of study programs at other quality assurance agencies registered in EQAR – Andrei Chiciuc (Expert evaluator of IAAR - Independent Agency for Accreditation and Rating, Astana, Kazakhstan. Member of the external evaluation committees: November 2017: Evaluation of Bachelor's and Master's Degree Programs (Professional Education, Fundamentals of Law and Economics) of the National Pedagogical University named after Abai, Almaty; Institutional evaluation of the Kazakh State Women's Pedagogical University, Almaty). Since 2016, he has also been accredited expert of NAA - National Accreditation Agency of the Russian Federation (Россаккредитация), Moscow.

6. Participation as supervisor of ANACEC in the external evaluation of the State University of Medicine and Pharmacy "N. Testemițanu" - Lucia Sava.

2 Please fill in this table to further shed light on and explain the nature of your main activities with stakeholders. Please use the list of stakeholders in the *survey* as inspiration.

Stakeholder involvement (with whom?)	Activities (regarding what and how?)	Formal or informal?	Frequency?
Teaching staff	Institutional evaluation, study program evaluation, Governing Board of the Agency, development and revision of external QA standards and procedures, interviews during and after site visits, members in the external assessment panels, dissemination of results of external assessments.	Formal	Systematic
Students	Institutional evaluation, study program evaluation, Governing Board of the Agency, development and revision of external QA standards, interviews during and after site visits, members in the external assessment panels.	Formal	Systematic
Business representatives	Institutional evaluation, study program evaluation, Governing Board of the Agency, development and revision of external QA standards, and procedures, interviews during site visits, members in the external assessment panels, interviews after assessments	Formal	Systematic
National HE authority (Ministry of Education, Culture and Research – MECR)	Study program evaluation, development and revision of external QA standards and procedures, National regulatory framework, approval of Governing board decisions	Formal	Periodical
Others (National Council of Rectors)	Development and revision of external QA standards, procedures, dissemination of results of external assessments	Formal	Periodical
Others	Dissemination of results of external assessments,	Formal/	Periodical

(Civil society)	public discussion of QA tools: methodologies guidelines, procedures etc. (by publishing on agency's website, social networking sites, national public consultation website www.particip.gov.md)	Informal	
Higher education institutions	Development and revision of external QA standards, revision of QA tools: methodologies guidelines, procedures, interviews after assessments, organization of seminars, dissemination of results of external assessments etc.	Formal	Periodical

PART 2: SELF-EVALUATION

In this part of the template, you should describe in more detail your involvement with stakeholders.

Please describe and reflect on how stakeholders are involved in connection with the quality assurance activities of your agency. Please also describe and reflect on the dialogue and other ways of engaging with stakeholders that your agency may be facilitating or taking part in.

The reflections could also take into consideration how the involvement of stakeholders relates to and/or supports the specific character of your agency, its visions, objectives and challenges.

Please also discuss the strengths, weaknesses and potential of the involvement of stakeholders, as well as how you would like to continue to develop your work to involve stakeholders.

Finally, the self-evaluation should consist of selected examples that you would consider good practices of stakeholder involvement in your agency.

This part 2 should take up some 5 and maximum 10 pages.

The following tables can guide you in your self-evaluation exercise

1. Current status and assessment for involvement of external stakeholders

a) What is the main purpose of involving stakeholders today?

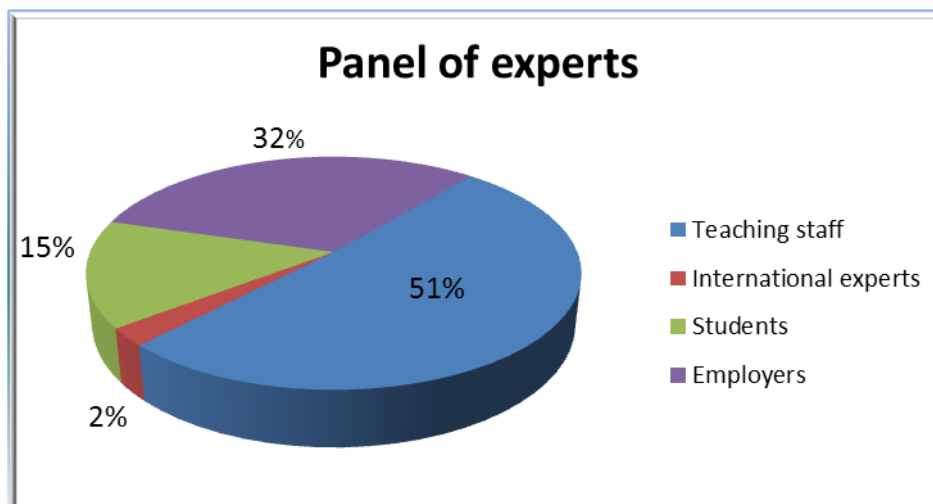
One of the major objectives of the Agency is to evaluate study programs and the capacity of organizations providing vocational education and training, higher education and continuous education in order to achieve the quality standards. In this sense, ANACEC developed, in accordance with the European Standards and Guidelines (2015) and national education standards, and made public its own *Methodology of external quality evaluation for provisional authorization and accreditation of vocational education and training, higher education and continuous education study programs and institutions* which was approved by Government Decision no. 616 of 18.05.2016, and subsequently amended by Government Decision no. 1270 of 26.12.2018.

According to the provisions of the *Regulation on the organization and operation of the National Agency for Quality Assurance in Education and Research*, approved by Government Decisions no. 201 of February 28, 2018 (subsequently amended by GD 248 of April 24, 2019) and the *Methodology of external quality evaluation for provisional authorization and accreditation of vocational education and training, higher education and continuous education study programs and institutions*, the study programs and higher education institutions will be evaluated by the external assessment panels formed by expert evaluators with competencies in the field of professional training of the study program, selected from Agency's own register of evaluators.

Agency's expert evaluators are recruited under open competition in a transparent manner through an electronic (online) platform, based on the methodology approved by the Governing Board, and criteria related to professional and scientific competencies, knowledge of the national legislation on quality assurance and evaluation in education, knowledge of the methodology, standards, national reference standards and performance indicators used in the evaluation of quality assurance in vocational education and training, higher education and continuous education applied by the Agency, the ability to implement and use this knowledge, and also taking into account their moral integrity.

The external assessment panel consists of a minimum of 3 members, selected from the Register of expert evaluators of the Agency and includes representatives of the academic environment, specialists in the evaluated field, student representatives, who have the student status at the time of the initiation of the external evaluation procedure, and representatives of employers who carry out their professional activity in the field subject to evaluation.

The Agency set up its own register of expert evaluators, on the basis of a transparent methodology and using the criteria of competence and competitiveness. According to the data from the register, in the period during 2016-2018, experts from the following categories were involved in the external evaluation process:



The members of the external assessment panels must:

- a. be independent,
- b. not to represent the interests of the organization they belong to or of other third parties,
- c. confirm the lack of conflicts of interest,
- d. keep the information confidential.

Also the members of the external assessment panels must meet the following conditions:

- 1) to know the education system and the legislation in force of the Republic of Moldova in the field;
- 2) to have activity or managerial experience in the assessed field;
- 3) to know the trends of education in the European Union;
- 4) to be trained on the external quality evaluation methodology and procedures;
- 5) to have, preferably, teaching experience in an educational institution;

6) to know the working language in the evaluation process.

According to the provisions of the *Methodology of external quality evaluation for provisional authorization and accreditation of vocational education and training, higher education and continuous education study programs and institutions*, point 43, „The educational institution subject to the external evaluation procedure has the right, only once, to present its point of view regarding the composition of the external assessment panel, within up to 5 working days of the date of informing the institution of its composition”.

Stakeholders’ involvement – How do you currently involve stakeholders in your quality assurance activities? Which stakeholders are systematically involved in your QA activities? How do you keep stakeholders motivated to be involved in your QA activities?

According to the provisions of the *Methodology of external quality evaluation for provisional authorization and accreditation of vocational education and training, higher education and continuous education study programs and institutions*, the Governing Board of the Agency, after making the decision to initiate the external evaluation procedure, designates the nominal composition of the members of the external assessment panel, composed of expert evaluators with competences in the field of professional training of the study program, according to the level of education, selected from its own register of evaluators, and appoints the evaluation coordinator from among its administrative staff. The following categories of evaluators are compulsorily included in the external assessment panels: representatives of the academic environment, specialists in the evaluated field; student representatives, who are students at the time of the external evaluation process; and representatives of the employers, who carry out their professional activity in the field subject to evaluation.

In order to motivate the experts to participate in the external evaluation process, the Agency encourages the activities of the evaluators and the evaluated institutions by awarding diplomas of recognition and the quality crystal for the outstanding ones in the respective academic year, systematic involvement of the expert evaluators in the external evaluation missions, training sessions of experts, dissemination on social networking sites, e.g. Facebook, Instagram, LinkedIn, the agency’s website, and also by encouraging, motivating and recognizing their expertise in the continuous improvement of both the quality of education and of the higher education system.

In order to disseminate the results of external evaluation, the following categories of stakeholders are involved: higher education institutions, the council of rectors, the Ministry of Education, Culture and Research of the Republic of Moldova, civil society (by consulting the Agency’s website).

How frequent are meetings and reflections with the different stakeholders? Are meetings on-going or one-time events? Are they formal or informal? Which types of stakeholders do they involve?

ANACEC organizes meetings with the following categories of stakeholders:

Category of the stakeholder	Number of meetings	Formal /informal	Activities carried out
Teaching staff Students Business representatives	2-3 sessions per year; Monthly (after the designation by the	Formal	Training sessions for expert evaluators; Training sessions with

	Agency's Governing Board of the component of the external assessment panels)		external assessment panels
National higher education authority(MECR)	2 times a year	Formal	After making the external evaluation decisions regarding the study programs; Dissemination of evaluation results (dissemination seminars); Amendment of the legal framework.
Others (National Council of Rectors)	1-2 times a year	Informal	Dissemination of evaluation results (dissemination seminars)
Others (Civil society)		Informal	Dissemination of evaluation results (seminars)
Higher education institutions	2 times a year	Formal	Training sessions; Results dissemination sessions; Amendment of the legal framework in force

The activities of external quality evaluation in order to authorize the provisional operation / accreditation of the Bachelor's degree studies / integrated studies / Master's degree studies, developed, coordinated and monitored by the Department of Evaluation in Higher Education of ANACEC, were carried out by 48 external assessment panels (among them: 33 panels - for the accreditation of Bachelor's degree study programs, and 15 panels - for the authorization for provisional operation of Bachelor's and Master's degree study programs or joint degree programs) consisting of 185 expert evaluators.

In order to identify potential expert evaluators from different fields of professional training and to involve them in the external evaluation activities of the Agency, several information seminars and training sessions were organized, during which the external evaluation procedure and stages were explained, as well as the tasks, rights and responsibilities of experts, etc. In order to ensure the dissemination of good practices regarding the external evaluation process, as well as to intensify the inter-institutional collaboration, ANACEC sought to identify and involve experts from as many higher education institutions as possible.

Taking into account that many study programs evaluated cover quite narrow areas of professional training (e.g., medicine, horticulture, agronomy, sports, veterinary medicine, architecture etc.), a feature of the external evaluation process was the creation of a larger number of assessment panels compared to the number of programs evaluated. At the same time, given the application of the external quality evaluation procedure for some higher education programs, which are provided by only one higher education institution (e.g. State University of Medicine and Pharmacy „Nicolae Testemițanu”, Technical University of Moldova, Agrarian State University, State University of Physical Education and Sport), it was a real

challenge to identify potential expert evaluators considering the fact that the market of educational services in the Republic of Moldova is very small.

Also, in the process of selecting the expert evaluators, ANACEC paid special attention to the students and business representatives, whose involvement contributes to the increase of the connection between the contents offered in the national higher education system and the demands of the labor market, to the development of the practical, applicative character of the study programs. In this regard, representatives of employers from several institutions were identified, selected and trained, such as: State Chancellery, Ministry of Economy and Infrastructure, Ministry of Foreign Affairs, Ministry of Health, Labor and Social Protection, research institutes subordinated to the Ministry of Education, Culture and Research (formerly subordinated to the Academy of Sciences of Moldova), state and private enterprises, etc.

Analyzing the composition of the external assessment panels from the perspective of the higher education institution in which the expert evaluators work, we can conclude that, in the external evaluation process organized by ANACEC, there were trained, as experts, teachers with scientific and scientific-didactic titles, and students from 20 universities, and representatives of employers - from more than 40 institutions in the country, including 8 international experts from the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The main objective of the Department of Evaluation in Higher Education, on this segment of activity, was to consolidate the database of expert evaluators, to diversify the evaluators according to the fields of professional training, so that they can cover as many study programs as possible, to motivate and promote the involvement of students with an active role in the external evaluation process, to set up ad-hoc assessment panels in order to avoid possible prior agreements or disputes, to promote professionalism, objectivity and the peer spirit in the external quality evaluation activities. As prospective actions, we aim to test the professional competences and award certificates to successful expert evaluators, and also to continuously complete and renew the Agency's Register of Experts.

During the 2016-2018 period, training sessions for the representatives of educational institutions (institutional managers in charge of the quality management, study program coordinators etc.) were planned and conducted with a focus on self-assessment files, explaining the working tools used by ANACIP / ANACEC in the external evaluation process; periods of submission of external evaluation applications for all study programs were scheduled.

The comparative analysis of the external quality evaluation process in higher education during the three years of activity of the Agency (2016-2019), allows us to conclude that the process has been constant, slightly increasing from one year to another.

Reflect on your activities in relation with stakeholders' involvement

Generalizing the activities of external quality evaluation carried out so far for the purpose of provisional authorization of operation and accreditation of Bachelor's and Master's degree study programs and institutions, we mention a number of challenges the Agency has been facing, in particular:

1. the last amendment of the legal framework with regard to the operation and activity of ANACEC (changing the Agency's status, reorganization of the Department of Evaluation in Higher Education by its optimization, a smaller number of employees in the respective Department – only 4 persons, passing the evaluation stages from the beginner civil servants to the evaluation of the professional performances of the civil servants) etc.;
2. modification of the external evaluation procedure (GD 1270 of 26.12.2018 on the amendment of the *Methodology of external quality evaluation for provisional authorization and accreditation of vocational education and training, higher education and continuous education study programs and institutions* which

stipulates the evaluation of the doctoral schools (in addition to the evaluations of study programs and institutional evaluations), the increase of the duration of visits to institutions of at least 3 days, provided that the 4 employees of the Department also coordinate, in parallel, the activities of 4 to 6 external assessment panels;

3. the lack of accurate statistical data regarding the total number of study programs provided by higher education institutions existing in the Republic of Moldova (e.g., we assume that the number of Master's degree programs provided by higher education institutions is higher compared to that of Bachelor's degree programs, and the impossibility to evaluate them by fields of professional training creates difficulties in designing the process of their external evaluation);

4. motivating and empowering the institutional representatives in charge of quality assurance, of the program coordinators in order to develop accurate and objective self-evaluation reports, to present the complete documentation, in accordance with the legal requirements;

5. periodic selection and training of potential expert evaluators in order to involve them in external quality evaluation missions in a restricted educational market;

6. effective communication with the beneficiaries of the external evaluation process (institutional representatives, expert evaluators, academic and social environment);

7. continuous monitoring of measures to improve the quality of educational services provided by higher education institutions;

8. monitoring of the student experts, taking into account the fact that this category of stakeholders has the respective status for a relatively short period of time;

9. lack of independent student associations (without political / institutional affiliation);

10. lack of professional associations.

SWOT-analysis

Here you should produce a qualitative "SWOT-analysis" of the current activities of external quality assurance to identify strong and weak areas. Your analysis should include concrete activities and not be a general description.

Strengths in the current level of activities (what do you succeed in and why?)

1. Awareness of the need for external evaluation by all higher education institutions by requesting the external evaluation of a large number of study programs during the submission periods of the self-evaluation files;
2. Increasing the satisfaction of the main stakeholders - educational institutions - for all categories of evaluators - the results confirmed by the answers to the biannually applied surveys;
3. Working tools (external evaluation guidelines, visit sheet) - facilitates the process and understanding of the particularities of the study program;
4. Recognition and validation of the results of the external evaluation of the assessment panels by the Governing Board of ANACEC and the Ministry of Education, Culture and Research;
5. Involvement of international experts in the evaluation of study programs (field of Education Sciences - ARACIS);
6. Permanent questioning of beneficiaries: evaluated institutions, evaluators, and undertaking measures

<p>to continuously improve the external evaluation process;</p> <p>7. The interest of the evaluated institutions in the delegation and involvement of their teaching staff in the external evaluation process;</p> <p>8. The positive impact of the involvement of the evaluators in the external assessment panels on the programs / institution of origin of the evaluator.</p>
<p>Difficulty in the current level of activities (what is not succeeding and why?)</p> <p>1. The content of the self-evaluation reports for the study programs by the higher education institutions is narrative, without the SWOT analysis of the performance indicators, the information partially meets the evaluation standards;</p> <p>2. Identification of experts / evaluators (representatives of teaching staff / students) for educational institutions in the fields of Medicine, Military, Arts, Cinematography, etc.;</p> <p>3. Gaps in the legal framework - the external evaluation methodology revised on 28.12.2018;</p> <p>4. The over-demanding workload of the employees of the Department of Evaluation in Higher Education as a result of the large number of evaluated study programs, coordinated assessment panels;</p> <p>5. The lack of student associations;</p> <p>6. The lack of professional associations.</p>
<p>a) The biggest challenges (obstacles)</p> <p>1. Involvement of experts from the private sector;</p> <p>2. Remuneration of expert evaluators;</p> <p>3. Improving the content of the external evaluation report;</p> <p>4. Proposals to improve the legal framework are partially taken into consideration by the decision makers;</p> <p>5. Involvement of ANACEC experts in evaluating study programs abroad at other Agencies.</p>
<p>Possibilities and opportunities (in a future perspective)</p> <p>1. Random questioning of students / teaching staff during the external evaluation visit to the institution;</p> <p>2. Identification and involvement of international experts in the external evaluation process;</p> <p>3. Continuous completion and renewal of the database of evaluators with different categories: employers from different fields, international experts;</p> <p>4. Participation in international projects with other quality assurance agencies;</p> <p>5. Ensuring visibility on the media channels of the Agency and in various events of the representatives of the business environment (“free marketing”).</p>

2. Prioritization and outcome

Here you should account for following:

<p>a) What is important to you regarding stakeholders’ involvement in quality assurance activities?</p> <p><i>Teaching staff:</i></p> <ul style="list-style-type: none"> • to know the provisions of the normative acts in the field, the national strategies in the field; • to be objective, impartial in the external evaluation process; • to have the relevant teaching and / or research experience in the evaluated field; • the results of the didactic and / or research activity to be recognized at national / international level. <p><i>Students:</i></p>
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- to have good academic results in the study program in which they study;
- to be objective in the process of external evaluation;
- to participate actively in projects of academic mobility, student scientific conferences, academic life.

Employers:

- to have relevant experience in the professional field;
- to know the features / peculiarities of the higher education system;

Higher education institutions:

- to prepare the self-assessment report in accordance with the requirements formulated in the agency's working instruments;
- to know the recommendations and provisions of the QA legal framework in force, both national and international.
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National authorities/MECR:

- to approve the decisions regarding the external evaluation of the study programs / educational institutions made by the Governing Board of ANACEC;
- to know and take into consideration the recommendations in the field of QA at European and international level in the development of national legal framework.

b) What would you describe to be your most successful activities of involving stakeholders in the last two years?

Teaching staff: active participation in the assessment of study programs, dissemination of good QA practices in their home institutions.

Students: active participation in the assessment of study programs, dissemination of results among peers, faculties.

Employers: good feedback in formulation of recommendations for improving the quality of study programs.

Higher education institutions: multiple requests for external evaluation in order to accredit, to authorize the provisional operation of the study programs, the desire to obtain maximum results in the evaluation, the desire to take up good practices during the evaluation, the continuous improvement of the quality of the studies and of the quality assurance processes.

National authorities/MECR: Approval of external evaluation results.

c) How could you make stakeholders' involvement (even) more relevant to the stakeholders?

Teaching staff: participation in more than one external assessment panels, involvement and participation in various events for disseminating good practices at institutional, local, national, regional, international level, recognition of their expertise.

Students: recognition of students as active actors with full and equal rights in the external evaluation process, involvement in more than one external assessment panels.

Employers: free marketing, development trainings.

Higher education institutions: dissemination of results to all departments / faculties, ranking of assessment results, revision of the external evaluation approach through the process of internalization.

National authorities / MECR: communication.

- d) Which areas of stakeholders' involvement would you like to look more into, or to develop more?

Teaching staff: familiarity with the general aspects specific to the evaluated field of studies.

Students: hesitation in formulating recommendations.

Employers: familiarity with general aspects specific to the field of studies.

Higher education institutions: dissemination of the evaluation results on the web page / media of the institution.

National authorities / MECR: improvement and alignment of the national legal framework in the field of education to European / international standards and recommendations.