



# O PAPEL DA AGÊNCIA NACIONAL PARA A AVALIAÇÃO E ACREDITAÇÃO ACADÊMICA NA GARANTIA DE QUALIDADE DO ENSINO SUPERIOR DE TIMOR-LESTE

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# CONTEÚDO

1. Introdução
2. Processos de avaliação e acreditação
3. Padrões e indicadores de qualidade
4. Metodologia da avaliação
5. Principais impactos previstos

# 1. INTRODUÇÃO

## Base legal

CONSTITUIÇÃO DA  
RDTL - Artigo 59, número  
3 & 4

- O estado reconhece e fiscaliza o ensino privado e cooperativo
- Garantia de acesso aos graus mais elevados do ensino, da investigação científica e da criação artística

*“Implementar um sistema forte regulador de garantia de qualidade através do desenvolvimento continuado do órgão nacional de garantia de qualidade, a Agência Nacional de Avaliação e Acreditação Académica (ANAAA), que será responsável por determinar padrões e critérios de garantia de qualidade para todos os cursos de ensino superior”*

Lei de Bases da  
Educação N.º  
14/2008 Art. 42 &  
43

- Avaliação do sistema educativo
- Acreditação

PEDN  
2011-2030



N.º 21/2010 &  
N.º 27/2014 (alt)  
N.º 63/2022 (ANAAA,IP)

Criação e Estatuto da  
ANAAA

N.º 26/2017

DECRETOS-LEI  
DA ANAAA

Regime de Avaliação  
e Acreditação

Regimento Interno da ANAAA  
de 1 de Julho de 2016

# A Agência Nacional para a Avaliação e Acreditação Académica (ANAAA)

## Visão:

- Construção da Nação através de uma Educação de Qualidade

## Missão:

- Assegurar a qualidade das instituições do ensino superior e os respectivos ciclos de estudo em Timor-Leste através da avaliação e acreditação

# A Agência Nacional para a Avaliação e Acreditação Académica (ANAAA)

## **Objetivos:**

- Assumir a avaliação institucional de todas as universidades em Timor-Leste, a acreditação de cursos de pós-graduação e cursos regulamentados;
- Fazer recomendações ao ME quanto ao licenciamento de novas instituições de ensino superior;
- Proceder à acreditação institucional de instituições do ensino superior já estabelecidas;
- Proceder à acreditação de programas em áreas identificadas;
- Monitorizar o progresso numa fase pós-acreditação, através de relatórios de progresso anuais;
- Monitorizar instituições em período probatório;
- Monitorizar o cumprimento do Sistema Nacional de Qualificações;
- Proceder a e participar na implementação de outras avaliações científicas, inclusive de instituições que integram o sistema nacional;
- Colaborar com parceiros internacionais na área da avaliação e acreditação nas tarefas que lhes são atribuídas;
- Avaliar instituições de ensino superior estrangeiro, conforme solicitado.

# EVOLUÇÃO DA ANAAA

2002

20 de Maio, restauração da independência da RDTL

2007

ME & Banco Mundial

Emergência de 30+ IES. Intervenção do Projeto de Apoio ao Setor Educacional (ESSP/PASE)

2008/2009

NCA3 / CNAAAA – Avaliação Institucional (AI) 1º ciclo

24 IES Avaliadas (acreditadas = 8; Probatório = 3)

2010

CNAAAA → ANAAA

Estabelecimento da ANAAA  
DL Nº 21/2010 de 1 de dezembro

2013- 2015

Consolidação da ANAAA

IES Acreditadas = 11  
Órgãos sociais eleitos

2015-2021

AI do 1º, 2º e 3º Ciclo  
Introdução da Acreditação Programática (AP) em 2016

Início da AP (2016) até 2021: **134 cursos avaliados**  
1º ciclo: 3 IES (2019)  
2º ciclo: 3 IES (2019)  
2º e 3º Ciclo: 8 IES (2015, 2021)

2022

IES ACREDITADAS = 13; NOVAS IES = 5; TOTAL = 18

**124/128** cursos acreditados (2021)

## 2. PROCESSOS DE AVALIAÇÃO E ACREDITAÇÃO

### 2.1. Avaliação e Acreditação Institucional

Para efeitos de acreditação das instituições de ensino superior, são considerados os seguintes critérios: (DL 27/2014 de 10 de Setembro, Artigo 23.º A.1.)

1. Visão e missão institucional;
2. Estrutura institucional;
3. Programa académico adequado à missão institucional;
4. Currículo conforme ao Currículo Mínimo Nacional para o Ensino Superior, desenvolvido pelo Ministério da Educação;
5. Corpo docente qualificado;
6. Recursos de aprendizagem;
7. Título de propriedade e instalações adequadas;
8. Recursos financeiros.

## 2.2.Registo de Novos Programas/Ciclos de estudo

Para efeitos de registo de novos programas e/ou ciclos de estudos em todos os níveis, são considerados os seguintes critérios: (DL 27/2014 de 10 de Setembro, Artigo 23.º A.2.)

1. Avaliação das necessidades do novo programa e/ou ciclo de estudos;
2. Programa académico;
3. Condições de admissão dos estudantes;
4. Currículo conforme ao Currículo Mínimo Nacional para o Ensino Superior, desenvolvido pelo Ministério da Educação;
5. Estrutura e pessoal docente qualificado;
6. Resultados da aprendizagem;
7. Instalações e equipamentos adequados;
8. Recursos de aprendizagem e biblioteca;
9. Avaliação de docentes e alunos;
10. Recursos financeiros.



## 2.3. Avaliação e Acreditação Programática

*Standards da Avaliação e Acreditação Programática (perguntas / indicadores):*  
(Manual da ANAAA, 2016)

1. Visão, missão, metas, objectivos e estratégias de implementação (3);
2. Governança, liderança, gestão e sistema de garantia de qualidade (8);
3. Currículo, ensino e aprendizagem, cultura académica (26);
4. Resultados de aprendizagem esperados (2);
5. Especificação, estrutura e conteúdo do programa (2);
6. Estudantes e graduados (16);
7. Recursos humanos (22);
8. Finanças, infraestrutura, recursos e sistema de informação (16);
9. Pesquisa, serviço comunitário e cooperação (11);
10. *Feedback* e satisfação das partes interessadas (2).

### 3. PADRÕES E INDICADORES DE QUALIDADE



*O que é avaliado dentro de um padrão?*

# PADRÃO 1º

Vision, Mission, Objective/targets and strategies for implementation

## Indicators

- Statements
- Dissemination

## Benchmark

- Clarity of content
- Realistic time frame
- Dissemination and comprehension by staff, lecturers and students

# PADRÃO 2º

## Governance, Leadership, Management and Quality Assurance

### Indicators

- Governance, Leadership & management system
- Quality assurance, Feedback, Sustainability of SP

### Benchmark

- Management is running smoothly and accountable
- Effective Planning  
Organizing Staffing  
Leading and Control (POSLC) & IQA system
- Existence of a feedback mechanism
- The program workflow is assured in aspects of student admission, faculty cooperation, grant competitions, etc.

# PADRÃO 3º

Curriculum, teaching, learning experience and academic culture

## Indicators

- Clear competence for Graduates
- The structure of the curriculum

## Benchmark

- The Curriculum meets the minimum requirements
- Curriculum development must conform to the VMOS
- > 50% assessment based on tasks.

# PADRÃO 3º

Curriculum, teaching, learning experience and academic culture

## Indicators

- Practicum
- Curriculum review
- Academic Advising
- Thesis/final project advising
- Efforts to improve the learning system in the last three years
- Efforts to improve the academic atmosphere/culture

## Benchmark

- Completeness of subject descriptions, syllabus and lesson plan for each subject = > 95%
- Adequacy of practicum handbook.
- The involvement of stakeholders in the review of the curriculum curriculum review.

# PADRÃO 3º

Curriculum, teaching, learning experience and academic culture

## Indicators

- Practicum
- Curriculum review
- Academic Advising
- Thesis/final project advising
- Efforts to improve the learning system in the last three years
- Efforts to improve the academic atmosphere/culture

## Benchmark

- Curriculum review vs Market analysis.
- The monitoring and evaluation of academic performance
- Collaborative approach for developing teaching materials.
- Linking Exam to the LOs.

# PADRÃO 3º

Curriculum, teaching, learning experience and academic culture

## Indicators

- Practicum
- Curriculum review
- Academic Advising
- Thesis/final project advising
- Efforts to improve the learning system in the last three years
- Efforts to improve the academic atmosphere/culture

## Benchmark

- The ratio of students per academic adviser ideally should be  $< 20$  students; and the number of meetings per semester ideally should be  $> 3$  x.
- Guidelines for student & projects, & its socialization



# PADRÃO 3º

Curriculum, teaching, learning experience and academic culture

## Indicators

- Practicum
- Curriculum review
- Academic Advising
- Thesis/final project advising
- Efforts to improve the learning system in the last three years
- Efforts to improve the academic atmosphere/culture

## Benchmark

- Ratio of students per adviser/supervisor (for thesis/final project) ideally should be  $< 12$ ; frequency  $> 8x$ ; and completed in  $< 6$  month
- Academic qualification of thesis /final project adviser should be at least S2 and with a compatible field of expertise.
- There are efforts to improve the learning system for five aspects (content, method of learning, technology, assessment and evaluation)

# PADRÃO 3º

Curriculum, teaching, learning experience and academic culture

## Indicators

- Practicum
- Curriculum review
- Academic Advising
- Thesis/final project advising
- Efforts to improve the learning system in the last three years
- Efforts to improve the academic atmosphere/culture

## Benchmark

- Scientific autonomy is guaranteed, conducive academic culture (interaction of lecturers and students, scientific activities, etc.).
- An effort to develop behavioral scientist

### Indicators

- Curriculum that promotes learning
- Embrace the critical inquiry,
- Development of study
- Skill development

### Benchmark

- Development of critical inquiry,
- Academic attitude and
- Commitment to life-long learning.

# PADRÃO 5º

## Program specification, structure and content

### Indicators

- Existence of program specification
- Dissemination and publication to stakeholder

### Benchmark

- Existence of program specification (printed documents)
- The program specification addresses three aspects of knowledge, skills and attitude
- Dissemination of program specification is made to all stakeholders.

### Indicators

- New regular student admission and procedures (absorption capacity, selection, pass, the number of graduates and minimum and maximum GPA, average GPA, and range)
- Non-regular students (absorption capacity, selection, passed exam)

### Benchmark

- Selection Criteria, ratio of:
  - Applicant (> 50 %);
  - Received/registered (> 95 %)
  - Ratio - transfer student & regular student (< 25 %);
  - Average GPA > 3.0;

## Indicators

- Students' academic and non-academic activities (seminars, workshops, research, sports, arts)
- Academic and non-academic activities:
  - Seminars
  - Workshops
  - Research
  - Sports
  - Arts

## Benchmark

- Award or achievements in national or international level
- Academic Services:
  - Academic advising,
  - Soft skills
- Non-academic Services:
  - interests,
  - talents,
  - scholarships,
  - health.

## Indicators

- Number of students per intake per year (during 7 years)
- Evaluation of graduates performance by the service user,
  - Results of a report,
  - rating of the performance,
  - follow-up
  - Method used

## Benchmark

- Lecturers load < 13 CP/semester
- Timely Completion > 50 %;
- Drop out rate < 6 %.
- Tracking results (the results against 7 parameters)
- Participation of alumni for the development of academic and non- academic matters (5 indicators of activity)

### Indicators

- Graduate waiting period for their first job
- Percentage who work in the related field with their field of study.
- The existence of alumni association & participation in the activities

### Benchmark

- < 3 months;
- Suitability job to their study > 80 %
- Participation of alumni in the 5 indicators:
  - 1. donations,
  - 2. donation of facilities,
  - 3. academic involvement,
  - 4. development of networking,
  - 5. Provision of facilities for academic activities)



### Indicators

- HR system; selection, development, monitoring and evaluation system.
- List of permanent lecturers with the expertise in accordance with the SP and from other field of expertise
- Permanent and part-time lecturers activity (teaching, research, service and management ) in credits

### Benchmark

- A complete written guidance on human resources and monitoring / evaluation
- Ratio of full-time lecturers with S2 / S3 > 90%; S3 > 40%; Associate Professor / Professor > 40%; Lecture certification > 40%
- The ratio of lecturers and students 27-33

### Indicators

- List of permanent lecturer with the expertise in accordance with the SP and from other field of expertise
- Permanent and part-time lecturers activity (teaching, research, service and management ) in credits

### Benchmark

- Average load of lecturer per semester: 11-13
- Subject taught is in accordance with their field of expertise.
- The level of attendance of lecturers > 95%
- Ratio of part-time lecturer and permanent lecturers should be <10%;
- In charge of subject according to their expertise, lecturers' presence rate > 95%

### Indicators

- *Experts (specialists)*
- The program to improve the qualifications of lecturers
- Scientific activities of lecturers (scientific seminars, workshops, demonstrations) with complete data of time, place, nature of participation)
- Achievement / lecturer reputation
- The participation of lecturers in professional organizations

### Benchmark

- The number of experts > 12
- The number of lecturers who are undergoing further study in S2 and S3 (coefficient S2 and S3 =  $0.75 = 1.25$ )
- The involvement of lecturers in the community networking > 30%

### Indicators

- Academic support staff (librarians, technicians, laboratory assistants, administration)
- Efforts to improve the qualification of human resources

### Benchmark

- The number and level of education of librarians (6), number, quality and adequacy of laboratory assistants / technicians (quality) and administrative personnel (4 or more).
- Pursuance of human resource development activities

# PADRÃO 8º

## Finance, infrastructure, resources and information system

### Indicators

- Financial management
- Acquisition and allocation / use of funds (budgeting)
- Allocation of funds for research and community service

### Benchmark

- Planning and budget allocation conducted autonomously by the SP
- The amount of budget per student \$...../year for each student.
- Research budget for 3 years, and for each lecturer is US\$ 300 each year.

# PADRÃO 8º

## Finance, infrastructure, resources and information system

### Indicators

- Infrastructure (number and area) consisting of lecturer's office, laboratories, libraries, offices, sports, alumni space, health, etc..
- Access to resources for academic and non-academic activities

### Benchmark

- Planning and budget  
Allocated space for each lecturer > 4m<sup>2</sup> (see calculation coefficient)
- Availability of offices, laboratories, libraries, sports, space alumni, health infrastructures.
- Library material: text book > 400 title, dissertation / thesis > 200 title,
- Access to a qualified external library.

# PADRÃO 8º

## Finance, infrastructure, resources and information system

### Indicators

- Infrastructure (number and area) consisting of lecturer's office, laboratories, libraries, offices, sports, alumni space, health, etc..
- Access to resources for academic and non-academic activities

### Benchmark

- Availability of laboratory, healthcare, greenhouses, etc..
- The existence of a reliable information system (connected to all lines of work), the library service is on-line, the e-learning program is available.
- Information system meets the standards: ( i ) computerized, ( ii ) WAN network system.

# PADRÃO 9º

Research, community engagement and cooperation

## Indicators

- Lecturer's productivity in research and other scientific activities.

## Benchmark

- The amount of research with internal and external funding (see calculation coefficient). Permanent lecturers functioned as a denominator.
- The involvement of students in research lecturers for thesis > 25 %.



### Indicators

- Lecturer in community service activities
- The number and quality of cooperation activities for the improvement of the three pillars of higher education.

### Benchmark

- The number of scientific articles written by professors with tiered weight (international, national, local). Permanent lecturers functioned as the denominator (NK = 6).
- The number of community service with internal and external funding. (See calculation coefficient) Permanent lecturer still functioned as denominator (NK = 1).

# PADRÃO 9º

## Research, community engagement and cooperation

### Indicators

- Lecturer in community service activities
- The number and quality of cooperation activities for the improvement of the three pillars of higher education.

### Benchmark

- Lecturers' involvement in the community service activity.
- Collaborative activities with other agencies at national and international and the program runs well.

### Indicators

- Report on stakeholder feedback
- Future planning to sustain the quality of the study program.

### Benchmark

- The availability of stakeholder report.
- Written documents on planning to sustain the quality of the study.

## 4. METODOLOGIA DA AVALIAÇÃO

INDICADORES POR CATEGORIA

QUANTITATIVO = 50

QUALITATIVO = 58

# Indicador Qualitativo

ELEMENTS OF ASSESSMENT	Descriptors	RATINGS				
		VERY GOOD	GOOD	SUFFICIENT	WEAK	VERY WEAK
		4	3	2	1	0
1.1. The structure of <b>governance</b> of the Tertiary Institutions are hierarchical consisting of, from the top to the bottom, 4 component/layers, i.e., the Rectors' cabinet, Deans of faculties, Study Programs and finally, the Academic Community, i.e., the community of the learned and learners - lecturers and students.	The management system and procedures will need to have a mechanism that is accepted and implemented by all to deal with aspirations, dynamics, and creativity of the "lowest" layer/component (academic community)	The system and mechanism of governance is found on four components of the HEI governance and it is accepted and implemented by all and yielding the expected result as described in the vision, mission and objectives	The system and mechanism of governance is found on four components of the HEI governance and it is accepted and implemented by all, however the governance could be improved	The system and mechanism of governance is found on two to three components of the HEI governance and however it is not able accepted and implemented by all.	The system and mechanism of governance is found only on one of the components of HEI governance	No zero score

# Indicador Cuantitativo

ELEMENTS OF ASSESSMENT	descriptors	RATINGS				
		VERY GOOD	GOOD	SUFFICIENT	WEAK	VERY WEAK
		4	3	2	1	0
5.1. Profiles of students The effectiveness of the recruitment and selection of prospective student is measured by the number of applicants, the proportion of applicants to capacity and the proportion that are received and registered.	5.1.1.(a) The ratio of students who participated in the selection $\text{ratio} = \frac{\text{Total Column (3)}}{\text{Total column (2)}}$	If the ratio of $\geq 5$ , then score = 4.	If $1 < \text{ratio} < 5$ , then Score = $(3 + \text{ratio}) / 2$	If the ratio $\leq 1$ , then Score = $2 * \text{Ratio}$		
	5.1.1. (b) The ratio of new regular students: Prospective students who pass the entrance exam and proceeded with registration $\text{Ratio} = \frac{\text{Total Column (5)}}{\text{Total Column (4)}}$	If the ratio $\geq 95\%$ , then score = 4.	If $25\% < \text{ratio} < 95\%$ , then score = $[(40 \times \text{ratio}) - 10] / 7$	If ratio $\leq 25\%$ , then score = 0.		
	5.1.1.(c) The ratio of new transfer student to new students non-transfer student.  This item is calculated in the following manner: $T_{MBT}$ = total new students transfer to regular S1 program and non-regular S1 $T_{MB}$ = total new students non-transfer for regular S1 and non-regular S1 $\text{RM} = \frac{T_{MBT}}{T_{MB}}$	If $\text{RM} \leq 0.25$ , then score = 4.	If $0.25 < \text{RM} < 1.25$ , then score = $5 - (4 \times \text{RM})$ .	If $\text{RM} \geq 1.25$ , then score = 0		

# Quantitativo

## TEMPLATE 1: QUANTITATIVE ASSESSMENT

YELLOW CELLS ARE THE ONES THAT NEED TO BE WRITTEN ON

No.	No. of Item	Descriptors	
12	2.1.2.4.a	(a) The percentage of subjects that in the final score considered the value of assignment (practicum / practice, homework or papers) $\geq 20\% \Rightarrow$ PASN	
		How to calculate: Total subject from columns 5-10 that are marked with (v) divided by the total number of compulsory subjects and options.	
		Total Subjects in column 5-10 that has (V) (from table 2.1.2.4)	4
		Total compulsory + optional subject	4
		PASN Percentage of Subjects with assignment $\geq 20\%$	100%
Score		4	
13	2.1.2.4.b	(b) Subjects are supported with subject descriptions, syllabus and Lesson Plan P DSL = Percentage of subjects that have a description, syllabus and SAP.	
		Total Number of subjects with SAP (from table 2.1.2.4). Total number of subject that has description of subject matter, syllabus and lesson plan (column 11,12,13)	45
		Total number of all subjects (from table 2.1.2.4)	45
		Percentage of subjects with SAP	100%
		Score	

# Qualitativo

## TEMPLATE 2: QUALITATIVE ASSESSMENT

NO.	NO. ITEM	Descriptors	
A	1.1.a	Clarity vision,mission, goals,objectives and Program	4
		Score	4
	1.1.b	Strategy for achievement with clear time frame and supported by documents.	4
		Score	4

# Processo de Moderação

No.	No. of item	Score*				Final score		
		Asr-1	Asr-2	Asr-3	Asr-4			
95	7.5.2	2	1.09	1.09	1.09091	1.3177275	0 - 4	
96	8.1.1	0	0	0	0	0	0 - 4	
97	8.1.2	0	0	0	0	0	0 - 4	
98	8.1.3	0	0	0	0	0	0 - 4	
99	8.1.4.	0	0	0	0	0	2 - 4	There is no Zero & One Score
100	8.1.5.	0	0	0	0	0	2 - 4	There is no Zero & One Score
101	8.2.1	1	1	1	1	1	0 - 4	
102	8.2.2	0	2	0	2	1	0 - 4	
103	8.3.1	2	2	4	3	2.75	1 - 4	No Zero Score
104	8.3.2.	0	1	4	2	1.75	1 - 4	No Zero Score
105	8.3.3.	2	2	1	1	1.5	0 - 4	
106	8.3.4.	1	1	0	2	1	0 - 4	
107	9.1	0		0	0	0		
108	9.1.1	0		0	0	0		Not to be assessed
109	92	0		0	0	0		
110	10.1	1	1	0.57	1	0.8925	1 - 4	No Zero Score
111	10.2	2	2	0	2	1.5	1 - 4	No Zero Score



# CLASSIFICAÇÃO DA ACREDITAÇÃO

CLASSIFICAÇÃO	PONTUAÇÃO	OBSERVAÇÃO
<b>A</b>	361 - 400	EXCELENTE (90-100%)
<b>B</b>	301 - 360	BOM (75-89%)
<b>C</b>	200 - 300	SUFICIENTE (50-74%)
NÃO ACREDITADO	< 200	NÃO ACREDITADO (0-49%)

# DIAGRAMA DO PROCESSO DE AVALIAÇÃO E ACREDITAÇÃO



## 5. PRINCIPAIS IMPACTOS PREVISTOS

- As instituições de ensino superior sensibilizadas sobre os critérios e indicadores de qualidade sobretudo da importância da educação baseada em resultados (*outcomes based education*) e da sua implementação conforme a lei;
- As instituições de ensino superior informadas e comprometidas a institucionalizar os procedimentos e mecanismos de garantia de qualidade, interna e externa;
- Os responsáveis dos cursos comprometidos a organizar, estruturar e apresentar os *dossiers* dos cursos juntamente com os relatórios de autoavaliação e a se submeterem periodicamente para a avaliação externa de qualidade da ANAAA no âmbito da acreditação programática/académica;
- Os responsáveis dos cursos e sobretudo os respectivos conselhos científicos e pedagógicos empenhados a atualizar os conteúdos curriculares alinhando as competências produzidas com as demandas do mercado;
- Os órgãos de governação das instituições de ensino superior comprometidos a angariar fundos e recursos de forma a reuinar todas as condições mínimas necessárias para atingir os objectivos estratégicos dos cursos e as suas metas institucionais;
- A capacidade técnica e institucional da ANAAA gradualmente desenvolvida para ser capaz de melhor desempenhar o seu papel como agência reguladora e promotora de qualidade académica.

## 4. PRINCIPAIS IMPACTOS PREVISTOS (*cont.*)

- A avaliação e acreditação como forma de estabelecer mecanismos adequados e credíveis para assegurar a melhoria contínua do subsistema de ensino superior nacional e que resulte/permita:
  - Mobilidade de estudantes, docentes e investigadores
  - Reconhecimento de graus e qualificações, nacionais e internacionais
  - Aumento do índice de competitividade dos egressos no mercado de trabalho
  - Ajuste de competências ao abrigo do SNQ-TL
  - Calibração da oferta e demanda de treinamento de habilidades de alto nível



# BRIGADO