

## THEMATIC ASSESSMENT COMMITTEES (TEC)

The high number of study programmes, in some scientific areas, requires the constitution of several External Assessment Teams (EATs), a generally complex process, due to the diversity of the elements composing them, the need to ensure the coherence of their work and decisions, and the need to guarantee the conditions defined by A3ES for the constitution of those teams.

In scientific areas that include a high number of study programmes in operation submitted to evaluation procedures (ACEF and PERA), Thematic Evaluation Committees (TECs) may be created. These TECs will always be constituted within a given scientific area and should include a small number of EAT Chairs appointed by the Management Board. Thematic Assessment Committees' role is to advise the A3ES Management Board, contributing to the creation of a (tendentially) homogeneous guiding framework in the evaluation procedures and suggesting the appointment of external professors/evaluators for the composition of the remaining EATs. Although the TECs are meant to support the evaluation of the study programmes in operation (ACEF/PERA), they can also, at times when the procedures prove to be overlapping, cover the new study programmes as well (NCE).

Each TEC should exercise its functions in collaboration with the Management Board, while benefiting from the support of the respective Project Coordinator.

Project Coordinators will keep contact with the EATs, namely in the liaison with their members, in the programming of visits and in the preparation of Evaluation Reports and Decision proposals.

Thematic Assessment Committees' attributions, in their advice to the A3ES Management Board, include:

- Advice on the assessment schedule for study programmes inserted in their respective scientific area.

- Suggestions for the constitution of the various EATs<sup>1</sup> of their scientific areas, proposing elements with recognized and solid *curricula*<sup>2</sup>, overcoming any conflict of interest and ensuring geographical and gender balance, an obligatory principle of rotation and taking into account the experience accumulated in A3ES in terms of their performance.
- Identification of guidelines and criteria, to be proposed to the Management Board, which may be adopted by the EATs in the assessment procedures, bearing in mind the key aspects mandatorily contemplated in the current legislation<sup>3</sup> and in the various chapters of the Self-Assessment and Evaluation Reports.
- Drafting of critical reflections following the assessment procedures and aimed at possible reformulations of the assessment guidelines in their respective scientific areas.

Approved in the Management Board's meeting, of 19 January 2022.

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<sup>1</sup> <https://www.a3es.pt/en/accreditation-and-audit/assessment-handbook/norms-appointment-and-conduct-external-assessment-team>

<sup>2</sup> Including links to *cienciavita*e and/or ORCID iD.

<sup>3</sup> <https://www.a3es.pt/en/accreditation-and-audit/assessment-handbook/qualification-criteria-teaching-staff>