



Asesorías Nacionales

Mission, Principle,
Organic and Methodology

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2. MISSION AND LINES OF ACTION

Asesorías Nacionales is a legal entity, under private law, independent and collaborative, made up of evaluators, teachers and professionals with experience in academic management, quality assurance and institutional strategic analysis, whose purpose is to provide services to educational institutions, thus contributing to the improvement of the same and, through them, of education as a whole. at its different levels and modalities.

Its mission provides for the development of studies and research on the mechanisms, policies and processes of quality assurance in education, generating well-founded opinion regarding the regulation applicable to this sector and the relevant technical or curricular background.



In the same sense, this mission contemplates that National Consultancies carry out training for evaluators, researchers, academics and professionals in relation to academic management, linkage with the environment, quality assurance and institutional strategic analysis, as well as the facilitation for accreditation processes and licensing and the installation of good practices in educational institutions.

The only expert consultant in quality assurance that has developed its services both inside and outside the Chilean territory, corresponding to advise Higher Education Institutions belonging to both the University and Professional Technical subsystems.

In this context, National Advisories has initiated, in compliance with its Strategic Development Plan 2023 – 2030, a process to give effect to the International Standards and Guidelines for Quality Assurance in Tertiary Education (ISG) of INQAAHE.

Asesorías Nacionales commits its actions in the context of the experience and professionalism of its evaluators and consultants, seeking to maintain at all times respect for the internal culture and the diversity of institutional missions, as well as for the educational objectives and purposes and educational models applicable in the different local realities. At the same time, it recognizes the different requirements of the educational communities and the heterogeneous needs of the multiple contexts in which educational institutions are immersed, from whose perspective the support, cooperation, services and resolutions that it formulates to them are involved and nuanced, in favor of the continuous improvement of education



3. ADDRESSES



EXECUTIVE MANAGEMENT

She is in charge of the academic and administrative management of National Consultancies, legally representing them in administrative and financial matters. It constitutes the communication link with the Educational Institutions and Establishments for the purpose of coordinating the work carried out there by the Directorate of Evaluation and Management and the Associated Evaluators and Consultants. This directorate is responsible for carrying out the tasks entrusted and contracted in an efficient, timely, rigorous and joint manner with these institutions and establishments.

CHIEF EXECUTIVE OFFICER



Mr. Carlos Reyes S., with more than twenty-nine years of experience in regulatory systems and normative bodies applied to regulated sectors, served as sectoral legal advisor in the Undersecretariat of Telecommunications and in the National Economic Prosecutor's Office. With this knowledge, for more than twenty years he has been linked to higher education and for more than fourteen years he has been related to the assurance of the quality of Education, corresponding to him being in charge of the Coordination of Processes and then of the General Directorate of Processes of an important accreditation agency. carrying out and managing more than 600 accreditation processes both nationally and internationally, to then participate as a consultant in institutional accreditation processes, filing appeals and reconsideration before regulatory entities, curricular reformulation of undergraduate careers and postgraduate programs, training workshops for managers, peer evaluators, counselors and academics of educational institutions and establishments, among other procedures and actions entrusted and contracted.



EVALUATION AND MANAGEMENT DIRECTORATE

It is responsible for the coordination of the evaluations and procedures under its responsibility and the verification of all the processes and technical and methodological actions carried out by the Teams of Evaluators and Consultants, for the fulfillment of the tasks entrusted by the Educational Institutions or Establishments. Their work, in association with the Executive Directorate, allows them to adequately direct and meet the requirements arising from the execution of evaluations and procedures, providing feedback to the Teams of Evaluators and Consultants on the adjustments and suggestions required for the success of the tasks entrusted to them.

EVALUATION DIRECTOR



Ms. Maritza Laffertte: With more than thirty years as an Academic of Universities, both State and Private, she is and has been Director of Quality Assurance; Academic Vice-Rector; and Academic Director of higher education institutions, both in the University Subsystem and Technical and Professional Training. With extensive professional and management experience, she has twice been Regional Director of the National Tourism Service, and International Consultant of the United Nations Development Program, and has participated on several occasions in the APEC Women Leaders Mission. Likewise, in her capacity as peer evaluator of the National Accreditation Commission and Accreditation Agencies, she has been president of Peer Evaluation Commissions in multiple undergraduate and postgraduate accreditation processes. He is a Commercial Engineer and has a degree in Administrative Sciences from the University of Tarapacá, a Master's Degree in Business Administration and a PhD candidate in Advanced Management of International Business from the University of Lleida, Spain

4. EXPERIENCE AND DEVELOPMENT

The National Advisory Office has a team of evaluators that is composed of 13 Doctors, 22 Master's Degrees, 22 national evaluators, 9 international peers, 7 researchers, 5 specialists in Professional Technical Education, 3 specialists in Virtual Education, 15 experts in institutional management, 8 specialists in academic and curricular management, all with experience in accreditation processes and being part of the registry of evaluators of the National Accreditation Commission.

In addition to the above, there is a management team made up of coordinators and analysts who carry out support and monitoring work with Higher Education Institutions, especially with respect to the fulfillment of their improvement and development plans, which is made up of, in addition to the Executive Directorate and the Directorate of Evaluation and Management, a Curricular Expert, who analyzes the aspects related to this subject, and two analysts, young professionals, an anthropologist and a political scientist, in charge of the operational actions and execution of the consultancy and three academics with extensive experience in management and direction of Higher Education Institutions, who not only provide knowledge but also provide guidance and proposals for problem solving based on their experience and knowledge empirical.

In this way, National Consultancies has been responsible for working with twenty Higher Education Institutions, such as Technical Training Centers (CFT Los Lagos, CFT School of Commerce, CFT French Culinary School, among others); Professional Institutes (IP Los Leones, IP Carlos Casanueva, IP Chamber of Commerce of Santiago, IP Diego Portales, among others); Universities (University of Talca, SEK University, Miguel de Cervantes University, Academy of Christian Humanism University, Federico Santa María University, Federico Santa María Technical University, University of Santiago de Chile, among others); and Institutions of Education of Order and Security (Higher Academy of Police Studies, the School of Police Research, among others), both public and private, national and international (San Antonio Abad University of Cusco of Peru, University of Nuevo León of Mexico, Fresno City College of the United States) with which it has provided services in the field of quality assurance, institutional management, filing of replacement and appeal appeals, strategic planning, survey of operating conditions, regulatory diagnosis, curricular innovations and creation of new postgraduate programs and continuity of studies, to name a few areas of action.

It has also participated in public tenders of the Institutional Development Fund, of the Ministry of Education, awarding four projects, the last one, and in execution, for two hundred and eighty million pesos.

4. CONSULTING TEAM

ASSOCIATE EVALUATORS AND CONSULTANTS

An academic body, permanent and stable over time. It is made up of expert evaluators and professionals with the highest trajectory and knowledge in matters of quality assurance, strategic planning, academic and curricular management, evaluation and accreditation.

Currently, the associate evaluators and consultants are

Sergio Araya	Academic, with more than 20 years in undergraduate and postgraduate teaching; PhD in Business Information Systems, Polytechnic University of Madrid, Spain; Civil Engineer in Computer Science, University of Bío-Bío; Bachelor of Science in Computer Engineering, University of Bío-Bío and Execution Engineer in Electricity, University of Bío-Bío. He was Director of Quality Assurance, Universidad del Bío-Bío, for eleven years, with 100% of accredited careers, 73% of accredited postgraduate programs and for institutional accreditation periods of 5 years. Extensive experience in career accreditation, with more than 80 external verification processes in our country and processes in Peru, Mexico, Paraguay and Spain, directing a Training Program for Evaluators at the National University of San Antonio Abad in Cusco, Peru. He was responsible for establishing and directing the Quality Assurance Network of Universities of the Council of Rectors of Chile (CRUCH)
Sergio Becerra	Cabinet Advisor of the General Education Division at the Ministry of Education of Chile. He was a Consultant in Educational Management for said Ministry and also for the Ministry of Education of Peru. He has extensive experience in academic management in his performance as Dean of the Faculty of Administration and Business and Rector of the Iberoamerican University of Sciences and Technology; Director of Planning and Development; Dean of the Faculty of Engineering and Administration, Director of Planning and Academic Vice-Rector of the Bernardo O'Higgins

	University; peer evaluator at national and international level. He is a Business Engineer and holds an MBA from the University of Tennessee and a Diploma in Management of Higher Education Institutions.
Marcela Benito	Academic Director of the Mampower Technical Training Center. He was in charge of the Teaching Directorate at the Universidad del Pacífico and at the Esucomex Professional Institute. He has participated in institutional accreditation processes with the National Accreditation Commission in both Professional Institutes and Technical Training Centers. He was in charge of the School of Administration and Business, the Career Directorate of the School of Natural Resources and the Coordination of the Agricultural Technology Center, at the DUOC Professional Institute. He is an Agricultural Engineer from the Pontificia Universidad Católica de Chile and has a Master's Degree in Educational Management.
Regina Díaz	Director of the Law Degree at the Autonomous University of Chile. Academic at the Católica, del Desarrollo, San Sebastián and Mayor Universities and the Judicial Academy. She was Director responsible for the Legal Review; Director of the Department of Public Law; Director of the School of Law; and Director of Quality Assurance at the Bernardo O'Higgins University. Researcher in the area of International Human Rights Law, with a Regular Fondecyt on Legal Protection of Migrants. She holds a PhD in Law, a Master's Degree in Legal Science, a Bachelor's Degree in Law and a Bachelor's Degree in Social Sciences and Humanities, from the Pontificia Universidad Católica de Chile.
Claudio Elórtégui	An undergraduate and postgraduate academic at the School of Journalism of the Pontificia Universidad Católica de Valparaíso, he has been Director of that School, and also its Head of Teaching and Academic Secretary. In addition, he has been a peer evaluator on numerous occasions and an Accreditation Counselor. Professionally, he has served as News Anchor of the Central Edition 24 Hours TVN Red Valparaíso, Editor and Host of the Central News and Midnight UCV Television, Presenter of Conversation Programs, among many other activities. He has a degree in Social Communication and Journalism from the Pontificia Universidad Católica de Valparaíso and a Master's degree in Communication Sciences and Journalism and a PhD in

	Journalism and Communication Sciences from the Autonomous University of Barcelona, Spain.
Victoria Espinosa	It is currently part of the Public Registry of Pedagogical and Technical Support Persons or Entities (ATE), providing advisory services to educational establishments, in accordance with the provisions of Law No. 20,248 of the Preferential School Subsidy. She has a long academic and management career of more than thirty years, she has been Career Coordinator, Research Coordinator of the Faculty; Director of the Department of Languages, Dean of the Faculty of Humanities; Postgraduate Coordinator, Director of Research and Academic Vice-Rector, University of Tarapacá. She has been a peer evaluator in multiple accreditation processes since 2009, Accreditation Counselor. In 2016 she was appointed a full member of the Chilean Academy of Language. She holds a PhD in Human Sciences, with a major in Linguistics and Literature, from the Universidad Austral de Chile, a Master's degree in Linguistics with a mention in Spanish Language and a Professor of Spanish, from the University of Chile.
Rodrigo Fuentealba	National Director of Research and Postgraduate Studies of the Faculty of Education Sciences of the Universidad San Sebastián and undergraduate and postgraduate academic at the Pontificia Universidad Católica de Chile. He was Dean and Academic Director of said Faculty. He was also Dean of the Faculty of Education of the Autonomous University of Chile and Academic Vice-Chancellor of the Silva Henríquez Catholic University. He has participated as a peer evaluator in more than a dozen processes, also carrying out the tasks of Accreditation Advisor. PhD in Educational Sciences from the Pontificia Universidad Católica de Chile and Professor of Differential Education with a mention in Learning Disorders from the Metropolitan University of Education Sciences.
Carlos González	Academic with more than 40 years of experience; Researcher in the Bacterial Pathogenicity Laboratory of the Department of Microbiology of the University of Concepción. He has been Director of the Department of Microbiology, Vice-Dean, Dean of the Faculty of Biological Sciences and Vice-Chancellor of Research and Development of the University of Concepción. He has been a peer evaluator in more than fifteen processes, both in our country and abroad, and is also a member of the Advisory Committee on Undergraduate Accreditation of the National Accreditation Commission.

	<p>He holds a PhD in Science with a major in Biology from the University of Chile, a Master of Science with a major in Microbiology and Biochemistry, from the University of Concepción.</p>
Oscar Herrera	<p>He is currently the Director of the Department of Physical Education at the University of Concepción. He has been Head of the Pedagogy Career in Physical Education and Academic Secretary of that house of studies. He is a Physical Education Teacher and has a Master's Degree in Educational Administration. He is a long-time academic at the University of Concepción, where he has taught physical conditioning, handball, biokinetic qualities and motor performance, diagnosis and evaluation of the sports training process, among others. He is a member of the National Council of Physical Education; the Quality Assurance and Accreditation Commission of the Faculty of Education of the University of Concepción; of the Commission of the MECESUP Project on Multidisciplinary Educational Model and on the Design and Implementation of Competency-Based Curriculum for the Training of Physical Education Teachers. Author of the book "Strength Training and its Planning for Sport: Strength Training Planning". He has been a Visiting Professor and Advisor to the Department of Sports and Education at Southern Wesleyan University, South Carolina, United States, in the seminars on Sports Physiology and New Trends in Strength Training, Bodybuilding, Applied to Sports Training. He has also done an internship at the Universities of Lleida, Barcelona, Ramón Llull INEF and the High Performance Center of Barcelona. He has been a Peer Evaluator of the CNA and Accreditation Agencies, for more than ten years, so he has extensive experience in quality assurance and accreditation.</p>
Renato Hunter	<p>Vice-Rector for Research and Postgraduate Studies at the Universidad de La Frontera, academic of the Department of Mechanical Engineering at that University. He has been Director of the Doctoral Program in Engineering; Director of the Master's Program in Engineering Sciences and Director of the Civil Mechanical Engineering Program at said university. He has been in charge of more than 15 Research and Development Projects (Fondecyt, Fondef, and Innova Corfo). He has been a peer evaluator in accreditation processes at the national level, also occupying the position of Accreditation Advisor. He holds a PhD in Industrial</p>

	Engineering from the Polytechnic University of Madrid, and a degree in Industrial Mechanical Engineering from the Federico Santa María University.
Humberto León	Director of Quality Assurance at the Bernardo O'Higgins University, responsible for two Institutional Accreditation processes and the accreditation of 19 careers and programs. He served in the Chile Army for thirty-four years, where he was responsible for developing various administrative, teaching and management tasks, exercising different responsibilities in command of units, project management and technical consulting. He is a peer evaluator of the CNA with experience in Educational Institutions of the Armed Forces. He holds a Master's degree in Business Administration and Management (MBA), from the University of Tarapacá and a Master of Science, Cranfield University, England, and a Polytechnic Engineer, mention in Electronics.
Carlos Lüders	Vice-Rector for Research and Postgraduate Studies at the Catholic University of Temuco. Academic with more than twenty-five years of teaching, both nationally and internationally. He has been Director of the Animal Clinic Department; Director of the School of Veterinary Medicine and Secretary of the Faculty of Aquaculture and Veterinary Sciences of said University, also corresponding to be Director of Research of the Vice-Rectorate of Research and Postgraduate Studies of said house of studies. Peer national and international evaluator in accreditation processes of undergraduate and graduate careers and programs, from 2011 to date. Member of the Committee of the Veterinary and Livestock Sciences Area of the National Accreditation Commission Chile (CNA-Chile) for more than five years. PhD in Veterinary Sciences, from the National University of the Litoral, Argentina; PhD in Biological Sciences, from the National University of Río Cuarto, Argentina; Master of Science with a mention in Animal Health, from the Universidad Austral de Chile and Veterinary Doctor, National University of Río Cuarto, Argentina.
Gloria Herrera	Permanent member of the Registry of Peer Evaluators of the National Accreditation Commission. She is a Preschool Educator, PhD in Curriculum Design and Educational Evaluation from the University of Valladolid. She has been Director of the Center for Observation and Study of the Child of the University of Chile, Coordinator of the Early

	<p>Childhood Education Career of the Universidad de la Frontera, Deputy Director of the Greenhouse School of the city of Temuco, Director of the School of Pedagogy in Early Childhood Education of the University of Bío-Bío, Member of the Chilean Society of Early Childhood Educators, Member of the World Organization of Preschool Educators, Member of the College of Early Childhood Educators, Coordinator of the Technical Committee for Institutional and Career Accreditation of the University of Biobío, member of the Commission for the Creation of Curricula of the Pedagogy Careers of the Faculty of Education and Humanities of said University. For 13 years she has been responsible for being evaluators of accreditation processes, both with agencies and with the CNA, and has been in charge of leading quality assurance actions in various universities.</p>
<p>Alfonso Padilla</p>	<p>Academic with 40 years in different educational institutions such as the University of the Americas; Technological University of Chile-INACAP and Pontificia Universidad Católica de Chile. Expert in Curriculum, Evaluation and Didactics. He is in charge of the training modules for school principals, in the context of the CPEIP Principals Training Plan of the MINEDUC, through the Technological University of Chile. He has been a Professor and Teacher-Administrative at the Colegio Hispano Americano, where he developed the functions of Professor in the subject of Arts; Head Teacher, Inspector of Secondary Education and Academic Person in Charge of Secondary Education; Technical-Pedagogical Coordinator at the Calasanz School; Pedagogical Advisor at the Isabel La Católica School; Pedagogical Advisor and Coordinator of the Technical-Pedagogical Department at the Las Condes School of the Teresian Association; Member of the Commission for the Review and Development of the Curricula of Scientific-Humanistic Basic and Secondary Education, in the MINEDUC of Chile; International Consultant on the determination of competencies in Education of the Secretary of State for Education of the Dominican Republic; Technical Assistance to the Culture Education Section of the Department of Citizenship and Culture of the National Council for Culture and the Arts in the Project "Construction of the proposal for specific accreditation criteria for undergraduate artistic careers"; Pedagogical Advisor of the Gabriela Mistral Educational Foundation, San</p>

	<p>Juan Bautista School, San Enrique Educational Foundation, Las Acacias Educational Foundation, San Andrés Educational Foundation and San Ramón Educational Foundation. 2018, Jugendland School of the Kinderland Educational Society Ltda. Peer evaluator from the time of the CNAP until today in the CNA, carrying out more than 30 accreditation processes, being President of an Accreditation Council. PhD in Philosophy and Education Sciences. University of Barcelona. Spain; Master in Education Sciences with a mention in Evaluation from Pontificia Universidad Católica de Chile and Professor of Basic General Education with a mention in Plastic Arts, from that house of studies.</p>
Miguel Reyes	<p>Clinical Psychologist and Psychoanalyst associated with the New Lacanian School (World Psychoanalytic Association), Director of the Clinical and Psychoanalytic Intervention Postgraduate Degree, at the Center for Studies and Research in Psychoanalysis (CEIP). She was part of the founding team of the Postgraduate Program "The Psychoanalytic Discourse" and later of the Master's program in Clinical Psychology, mention Psychoanalysis – which was sponsored by the Collège International de Philosophie. He has been General Coordinator of the Psychoanalytic Clinic Unit of the Psychiatry Service, Hospital del Salvador; Undergraduate and postgraduate academic at the School of Psychology of the Diego Portales University and Andrés Bello University, where he was also Coordinator of the Psychological Clinic; Head of the Psychology Career; Director of the Psychology Career; Director of the Psychological Clinic. National and international peer evaluator and Accreditation Advisor, with more than 20 accreditation processes. Doctorat Sexualités, Procreation et Périnatalité, Ecole Doctorale « Recherches en Psychanalyse » UFR Sciences Humaines Cliniques Université Paris, France; Master in Philosophy and Psychology, Diego Portales University.</p>
Ernesto Toro	<p>Academic of the Universidad Mayor, carrying out teaching activities in the Directorate of Continuing Education and in the Office and in the Office of Education in Health Sciences, he has been General Academic Director of IP Chile; Coordinator of Evaluation and Monitoring of the Universidad Mayor; Director of Quality, Vice-Rector for Quality and Innovation and Director of the School of Education of the University of the Americas; Advisor to the</p>

	<p>Head of the General Education Division and Coordinator of the Mercosur-Chile Program, of the Ministry of Education. He has been an academic with an extensive teaching career, since since 1978 he has been linked to the classroom, in different national institutions, in relation to pedagogical training, such as the Pontificia Universidad Católica de Chile, the Universidad de La Frontera, Universidad de Chile, Universidad Diego Portales, Universidad Tecnológica Metropolitana, among others. At the international level, he has taught at the Normal School of Durango, Mexico and in the Master's Program in Curriculum and Evaluation, Catholic University of Asunción, Encarnación Campus, Paraguay. He has been an Education Consultant for the World Bank, UNESCO, the Organization of American States, among others. Regarding quality assurance, he was a member of the leading team of the international accreditation process at the Universidad Mayor with the Middle States Commission on Higher Education (MSCHE). In addition, he has been a peer evaluator in multiple external evaluation processes and Accreditation Advisor. He holds a Master of Education, Graduate School of Education, Harvard University, a Diploma in Institutional Evaluation, SCUP, Society for College and University Planning and Professor of Education at the Pontificia Universidad Católica de Chile.</p>
Ana Elena Schalk	<p>Member of the Directors Training Program of the Organization of Ibero-American States (OEI) and Consultant of the Escalae Institute for the Quality of Teaching-Learning, Barcelona, Spain. With a long career in management positions, in distance teaching and training and in learning assessment; she has been Director of e-learning Teaching at the Universidad del Pacífico, designing and initiating the Virtual Campus of that University, and Director of Development and Entrepreneurship of that house of studies; Consultant at Fundación Chile, leading the Digital School Program; participated in the preparation of the "Latin America and Caribbean Teacher Strategy Report", of the UNESCO Regional Bureau for Education in Latin America and the Caribbean; she was Director of Quality Assurance and Distance Education at the Providencia Professional Institute (IPP), then Academic Vice-Rector, later she was Deputy Rector of said Institution, later joining the Board of Directors of the same; she was National Coordinator of the</p>

	<p>Program for the Strengthening of Public Education of the Ministry of Education and was in charge of the innovation processes related to the Evaluation of Learning Outcomes, being a member of the Committee of the Center for Innovation for Learning of the Adolfo Ibáñez University. Peer Evaluator from 2008 to date, with participation in multiple accreditation processes, being part of the first accreditation of a career in distance mode in Chile, also integrating the National Technical Committee of the National Accreditation Commission (CNA) for the development of the accreditation model of distance and virtual programs. She has participated as an international peer evaluator in the validation of the quality assurance model of programs and institutions that offer distance and virtual education in Costa Rica, being a peer evaluator of SINAES, the technical regulatory body of Quality Assurance in that country. She has a degree in Education Sciences and a PhD in Education Sciences from the University of Seville, Spain.</p>
<p>Georg Spee</p>	<p>He is an auditor accountant and commercial engineer from the University of Santiago, Master of Business Administration in Business Administration, mention in Finance, from the University of Chile; PhD in Administration from the University of Seville- Spain. With a long academic career in Higher Education Institutions, such as the Universidad del Desarrollo, Diego Portales, Universidad de Santiago, among others. He has been Rector of the Universidad del Pacífico; Dean of the Faculty of Administration and Business and Director of the Commercial Engineering career, at the Iberoamerican University of Sciences and Technologies; he was also Director of the Evening School and of the Commercial Engineering Career at the Finis Terrae University; he has also been Vice-Rector of the Headquarters and Academic Director of the Autonomous University of Chile; Director of the Graduate School of the Faculty of Administrative Sciences, Director of the School of Business and Dean of the Faculty of Administrative Sciences, becoming Director of Planning and Vice-Rector of Corporate Development, all at the Diego Portales University; he is also responsible for being General Administrator of the University Credit Fund, Director of Finance, Vice-Rector for University and Student Services, and Vice-Rector for Administration and Finance of</p>

	<p>the University of Santiago de Chile. He has been an institutional and career peer evaluator of the CNA, since 2009, chairing the Committee of Evaluators as President on repeated occasions, both in external verification visits to Professional Institutes and Universities.</p>
Renzo Piazze	<p>He is a Civil Constructor, Bachelor of Science, Construction from the Federico Santa María University, Master in Business Management from the University of Chile. With an important career in teaching in Higher Education Institutions, especially at the Federico Santa María University. Currently, and since 2011, she is part of the Registry of Institutional and Career Peer Evaluators of the CNA. He is currently Director of the Construction Engineering Career and the Director of Outreach to the Environment of that university. He has been Director of the Construction Technician Career, Counselor, Director of the Construction and Risk Prevention Department, and Chief Director of the Construction Engineering Career at the Federico Santa María University. He has extensive experience in accreditation processes, participating in multiple opportunities as an Institutional Peer Evaluator in processes carried out by the National Commission for Accreditation in Higher Education Institutions, both in the Professional Technical subsystem, such as Technical Training Centers and Professional Institutes, as well as in Universities. Likewise, he has been on several occasions Peer Evaluator for undergraduate careers or programs, also integrating, for several years, the Accreditation Council in the Technological Area in an important Accreditation Agency.</p>

5. POLICY, MECHANISMS AND WORKING METHODOLOGY



KNOWLEDGE BASED ON EXPERIENCE

National Consultancies has had as a special criterion to have teachers who have had experience in academic management, both in the institutional and curricular aspects, and in quality assurance, which guarantees, on the one hand, the finding of situations that hinder good institutional performance and, on the other, that the solutions that are formulated effectively serve to address such difficulties. saving fruitless efforts, reducing the failure rate and saving important resources for the institution, by making proposals that contain, from their origin and core, an accurate diagnosis of the institutional reality and resolutions in accordance with the internal culture of the institution.

PROMOTION OF SELF- REGULATION

National Advisories has established as a policy and operating mechanism to tend to develop in institutions the capacity for systematic and continuous improvement, so that they are autonomous in their determinations to achieve their purposes, so that National Advisories discourages behaviors or cultures of obedience, which, from a place of comfort, they tend to leave initiative and tenacity to an external entity, instead of cultivating and generating actions from within the institutions themselves.



CREATING EDUCATIONAL COMMUNITIES

THE COURAGE TO THINK





CIRCULATION OF KNOWLEDGE AND SOCIALIZATION OF IMPROVEMENT DECISIONS

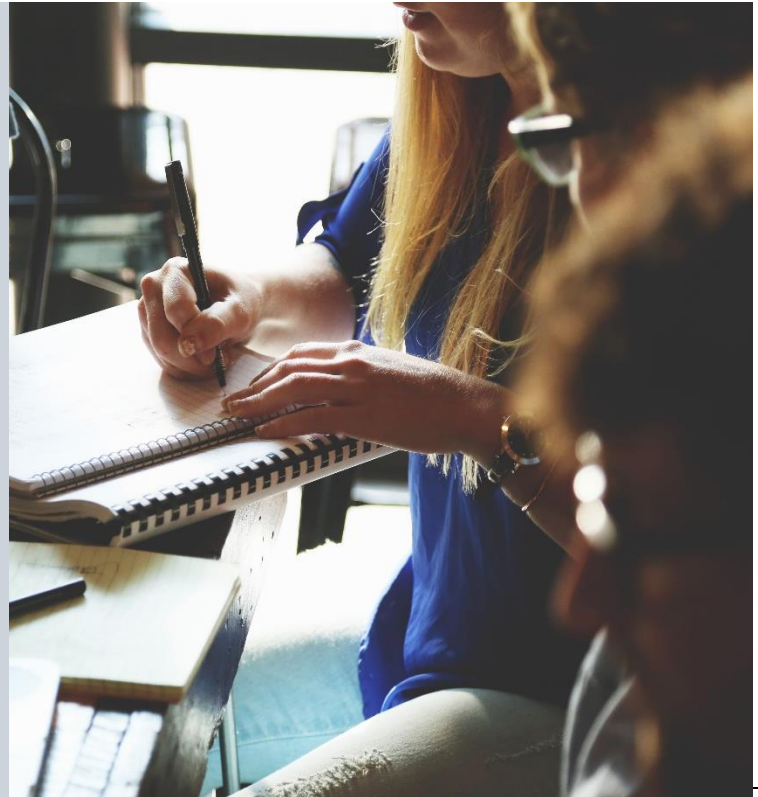
To the extent that there is greater participation of the members of the educational community, the analyses and diagnoses that are carried out will be more accurate to the institutional reality, facilitating that the improvement is more successful, both in its implementation and its management.





PARTICIPATION AND COLLABORATIVE WORK

We add complementary competencies, to exchange knowledge and visions, and thus address a mosaic of institutional complexities, derived from organizational practice, ignorance or inadequate learning, which requires a resolution based on a vision of multiple knowledge and transversal application, so that intervention strategies are not limited to the mere collection and compilation of antecedents, but to the generation of measures that are permanently evaluated and adjusted according to periodic analyses.



KNOWLEDGE TRANSFER AND PROCESS FACILITATION

If knowledge is not transferred, the processes that the institution must face will have shortcomings, since there will be no basis for the actions adopted.

That is why National Advisories will always explain the reasons for the statements that are made, and will give an account of the reasoning by which a certain conclusion is reached, expressing the consequences and effects caused by an action that is observed as good or inconvenient.

6. PRINCIPLES OF ACTION



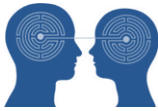
THOROUGHNESS

We believe in doing the job well, adhering to technical knowledge, to what is provided by experience, precise and exact, according to the fundamentals and evidence in view, meticulous, taking care of all the demanding details in the analysis.



DUCTILITY

We consider that being rigorous does not imply being inflexible and narrow, because we believe that every task cannot be limited to preconceived or dogmatic ideas, since it is necessary to be open and plain to what reality itself delivers and dictates.



EMPATHY

Improving quality is not achieved through coercion or imposition, it is necessary to identify with those who are operating and managing academic tasks, in order to provide proposals that can be effectively applied.



COMPLEMENTARITY

We believe that there is no single and exclusive truth, we do not possess it nor have we witnessed its revelation. On the contrary, we know from experience that only by collaborating with each other can we arrive at the best solution. We are all builders of knowledge.



IDEATION

We believe in forming, developing, deploying, shaping the ideas, the best ideas, that allow, in a specific, applied and specific case, to arrive at the measures that most help to solve the problem we face.



ACCOMPANIMENT

We think that the most convenient way to address complexities is by attending, forming a team, being a collaborator, who shares and cooperates in the difficult task of moving forward in order to achieve the stated purposes.



ASSERTIVENESS

We believe that, above all, facing challenges is fundamental, because from there improvement begins, since from the judgment of reality, of what the facts clearly are, no matter how hard they may be, it is necessary to face them to overcome them.