What knowledge, skills, and values should evaluation experts hold?

Denis Berthiaume  
University of Applied Sciences and Arts of Western Switzerland

Caty Duykaerts  
Agency for the Evaluation of Quality in Higher Education, Belgium

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Introduction
- AEQES context and needs for expertise
- Preliminary findings

Presentation of the experts competences framework (repertoire of knowledge, skills and values)

Group work

Wrap-up discussion
objectives & intended learning outcomes

- Identifying key knowledge, skills and values for EQA experts

- Clarifying the kind of activities that could help fostering the development in would-be experts
Introduction: AEQES context and needs for expertise

- Programmatic approach (clusters)
- Various profiles of experts
- Evaluation
- Set of standards
Introduction: AEQES context and needs for expertise

- Student
- Academic
- Work place
- Chair
- QA specialist
- Educationalist
Research project (EQAF 2015)

Objective:

To obtain empirical evidence of the added-value of the presence of “transversal experts”, namely through testimonials from the various types of experts involved in evaluation committees.

Questions:

• How do “transversal” experts perceive their contribution to programme evaluation committees organised by AEQES?

• How do “non-transversal” experts perceive the contribution of their “transversal” colleagues to programme evaluation committees organised by AEQES?
Research findings (EQAF 2015)

- Similarities in the perception of the contribution of transversal experts by both non-transversal experts and transversal experts.

- First indication of the nature of the contribution of educational or quality management experts to evaluation committees.

- Regardless of which group formulated a response, the contribution of transversal experts is seen positively.

- They bring significant skills in areas such as:
  - interpersonal relations
  - critical thinking
  - leadership
  - distance taking
  - understanding
  - reflectiveness
WHY ?

- How to identify the needed expertise?
- How to select experts?
- How to train them?
- How to support them throughout their work?

HOW TO USE IT?
Small group work

In groups of 5 or 6 people

For both generic and specific standards, try to identify the knowledge, skills, and values that experts should have (make a list)

Think of ways to support the development of such knowledge, skills, or values in would-be evaluation experts
Knowledge (generic)
Knowledge (specific)
Skills (generic)
Skills (specific)
Values (generic)
Values (specific)
Development activities