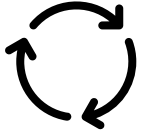# Competences and Qualities for Student Experts: a View from QA Agencies

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Reasons for the Study

QA as important part of higher education

Students as vital stakeholders

Experts as QA message bearers

So we want **good** experts *(in this case student-experts),* but **what** it is a good expert?

with certain [ ], but [ ] is limited, so [ ] is needed

*To the best of knowledge we **couldn't find research** on what competences/qualities are needed and on what level*
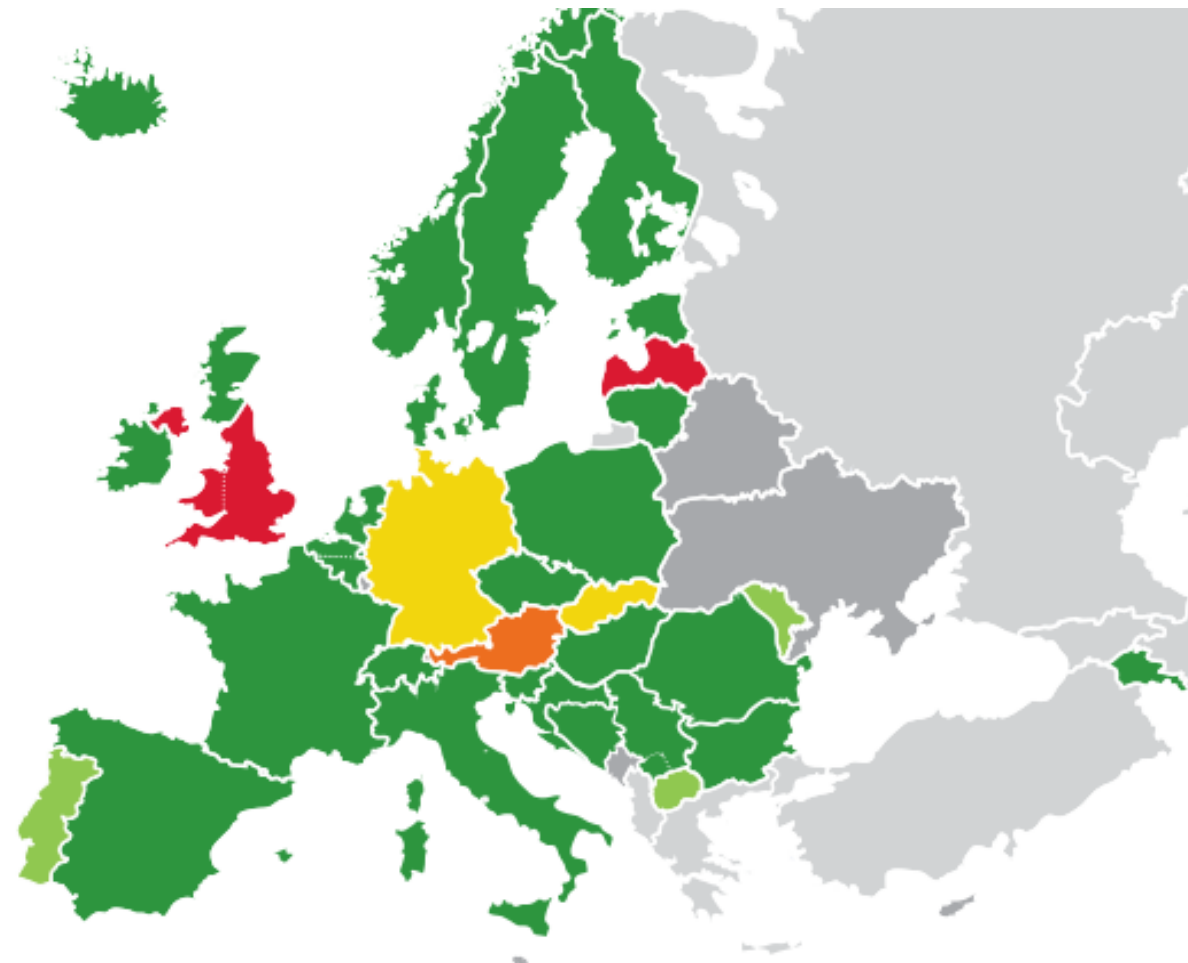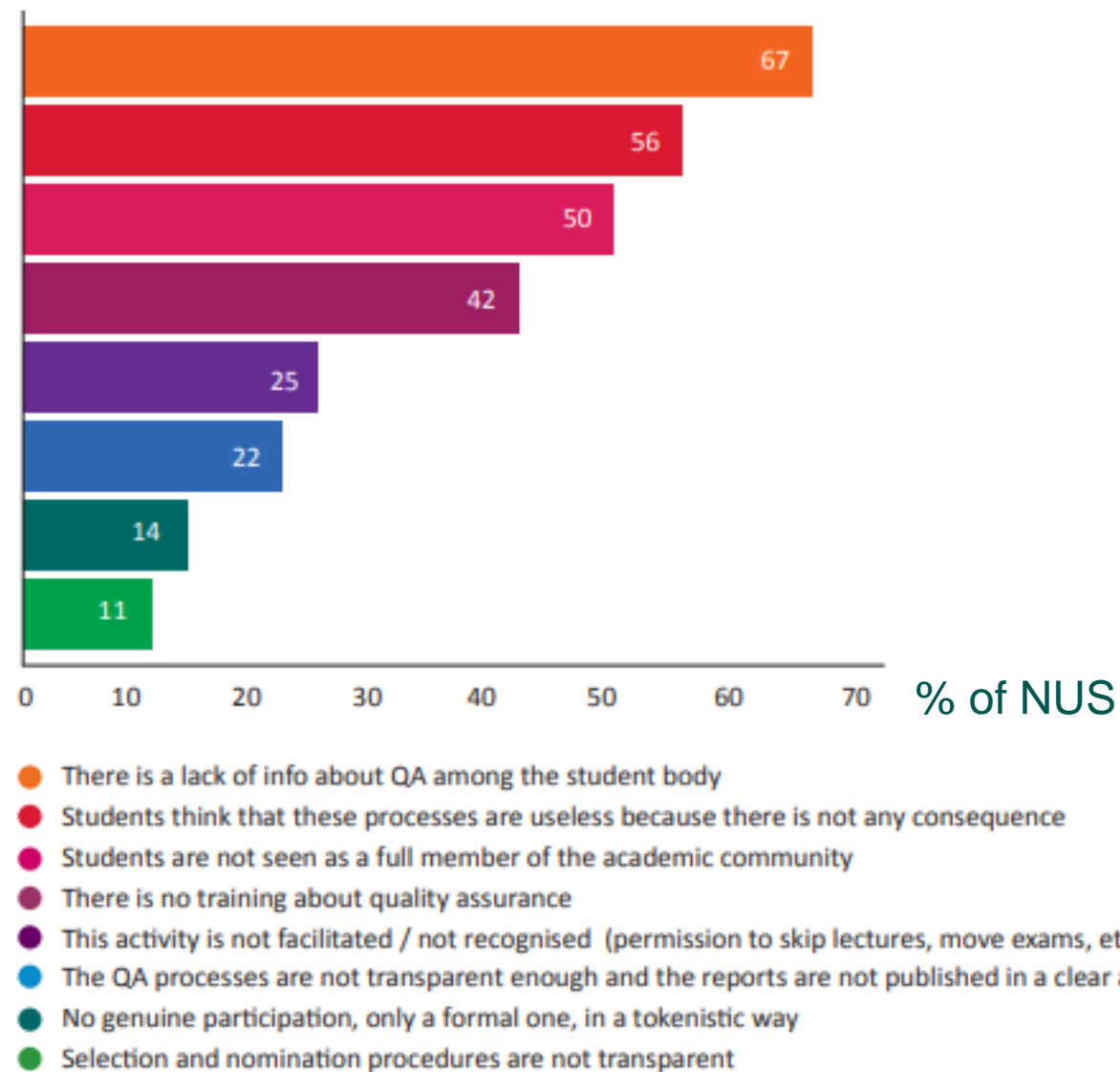
Status Quo of Students Experts

Fig. 6.3: How are students involved in the external QA processes?

- ○ EHEA country with no ESU member
- ● Not applicable
- ● As full-members within the external review panel
- ● As an information source (as in interview during external reviews, etc)
- ● As observers within the external review panel
- ● Students can take the position chair/secretary of the external review panel
- ● Other

How are students involved in the external QA processes?*

* (Bologna with Student Eyes 2018) (European Students' Union, 2018)

% of NUS

- 🟠 There is a lack of info about QA among the student body
- 🔴 Students think that these processes are useless because there is not any consequence
- 🔴 Students are not seen as a full member of the academic community
- 🟣 There is no training about quality assurance
- 🟣 This activity is not facilitated / not recognised (permission to skip lectures, move exams, etc)
- 🔵 The QA processes are not transparent enough and the reports are not published in a clear and accessible way
- 🟢 No genuine participation, only a formal one, in a tokenistic way
- 🟢 Selection and nomination procedures are not transparent

What are the main barriers that students find in their involvement in QA (Multiple Choice)?*

* (Bologna with Student Eyes 2018) (European Students' Union, 2018)

Methodology of Research (I)

- Qualities and competencies obtained in ESU and LSA student-expert training session *(divided in 3 groups);*

- Kano model used for determining:
  - Attractive quality attributes;
  - One-dimensional quality attributes;
  - Must-be quality attributes;
  - Indifferent quality attributes;
  - Reverse quality attributes.

- 5 QA agencies answered the questionnaire.

Kano model*

* The Wow Factor (David Muncaster , 2019)
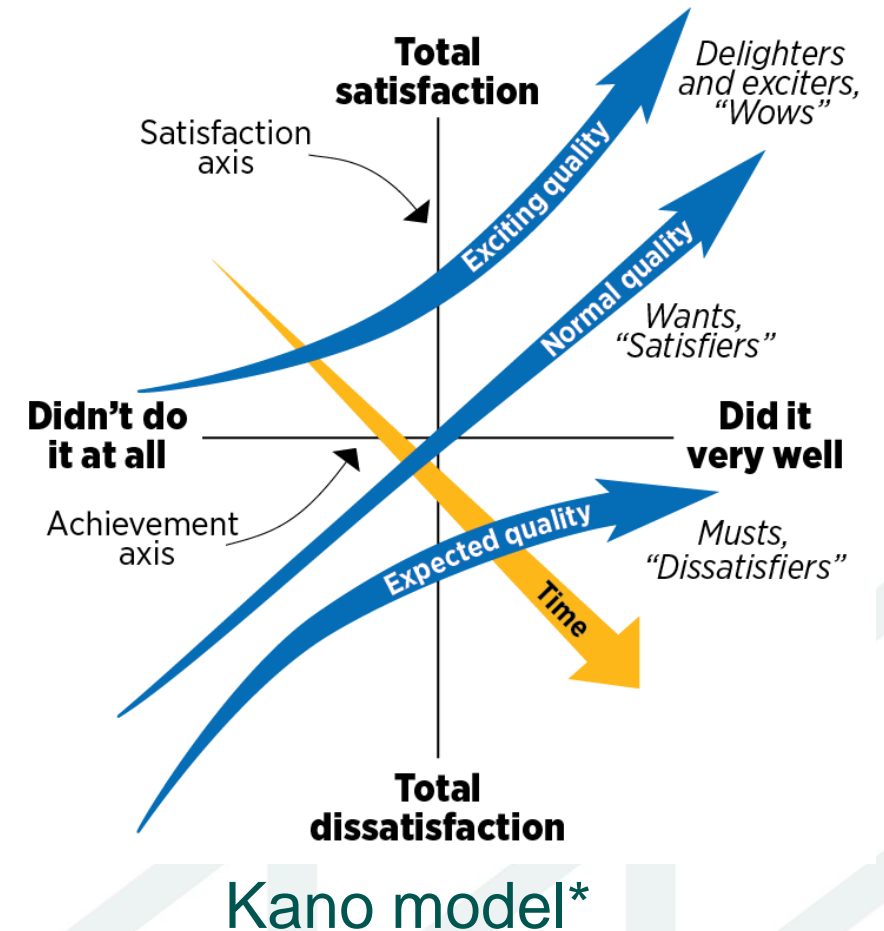
Methodology of Research (II)
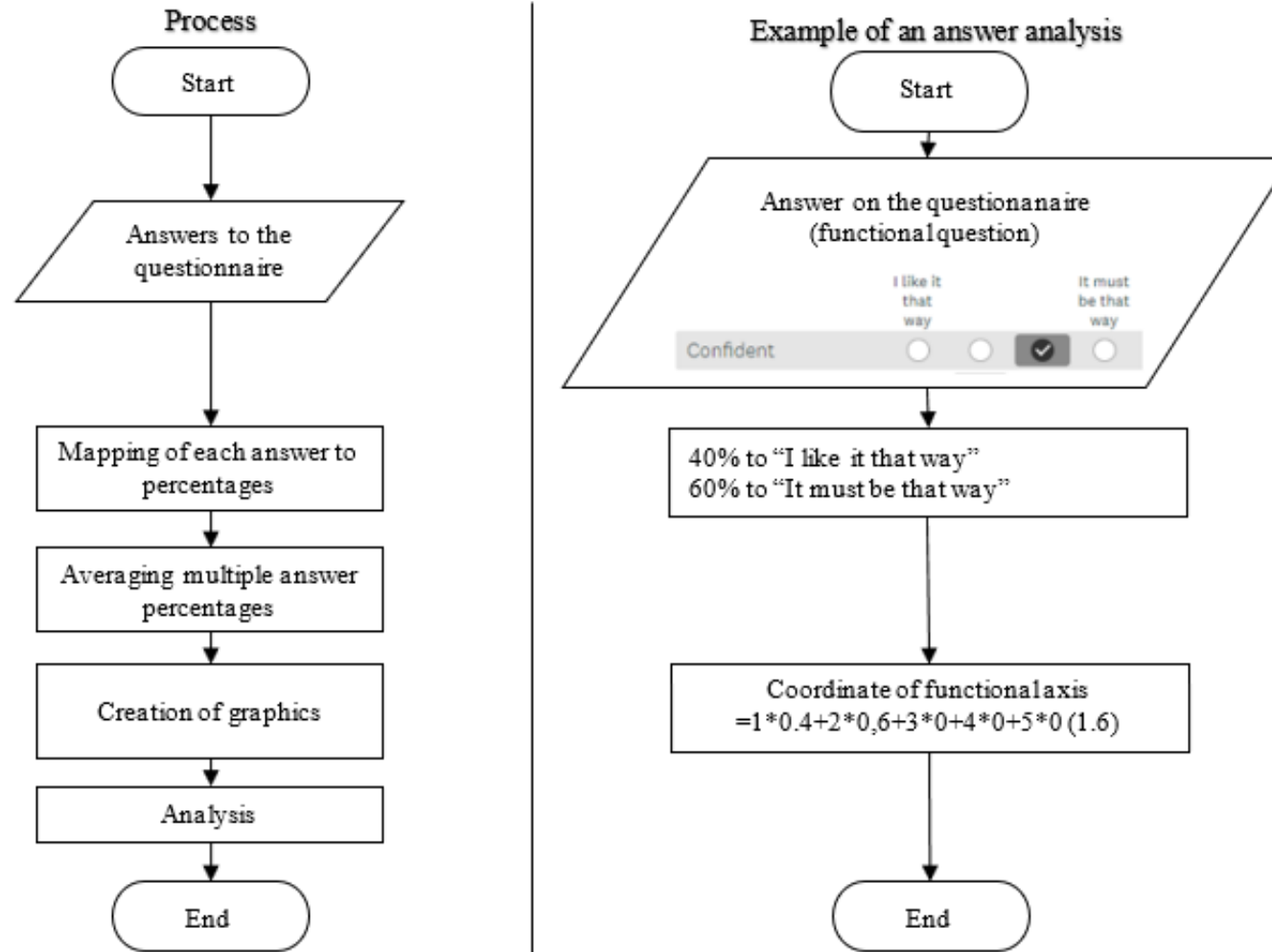
Methodology with an example how to calculate which category the competence or quality is in

Positive question

* 6. Regarding quality assurance procedures. What is your opinion if a student is/has …

	I like it that way			It must be that way			I am neutral			I can live with it that way			I dislike it that way
Motivated	○	○	○	○	○	○	○	○	○	○	○	○	○
Communicative	○	○	○	○	○	○	○	○	○	○	○	○	○
Confident	○	○	○	○	○	○	○	○	○	○	○	○	○
Presentable	○	○	○	○	○	○	○	○	○	○	○	○	○
Critical	○	○	○	○	○	○	○	○	○	○	○	○	○

Negative question

* 7. Regarding quality assurance procedures. What is your opinion if a student **is not/has not** …

	I like it that way			It must be that way			I am neutral			I can live with it that way			I dislike it that way
Motivated	○	○	○	○	○	○	○	○	○	○	○	○	○
Communicative	○	○	○	○	○	○	○	○	○	○	○	○	○
Confident	○	○	○	○	○	○	○	○	○	○	○	○	○
Presentable	○	○	○	○	○	○	○	○	○	○	○	○	○
Critical	○	○	○	○	○	○	○	○	○	○	○	○	○

Results

Kano Evaluation Table

Customer Requirements →		Dysfunctional				
		1. like	2. must-be	3. neutral	4. live with	5. dislike
Functional	1. like	Q	A	A	A	O
	2. must-be	R	I	I	I	M
	3. neutral	R	I	I	I	M
	4. live with	R	I	I	I	M
	5. dislike	R	R	R	R	Q

Customer Requirement is:

A: Attractive   O: One-dimensional

M: Must-be   Q: Questionable result

R: Reverse   I: Indifferent

* Kano's Methods for Understanding Customer-difined Quality (Boger et al; 1993)

Research and social competences

Assessment competences

Dysfunctional

Functional

- Knows the Bologna Process
- Knows the system of higher education of a country
- Familiar with ESG
- Knows procedure and rules
- Experience in organisation of study process
- Has knowledge of context
- Experience in international assessment visits
- Experience in internal quality assessment
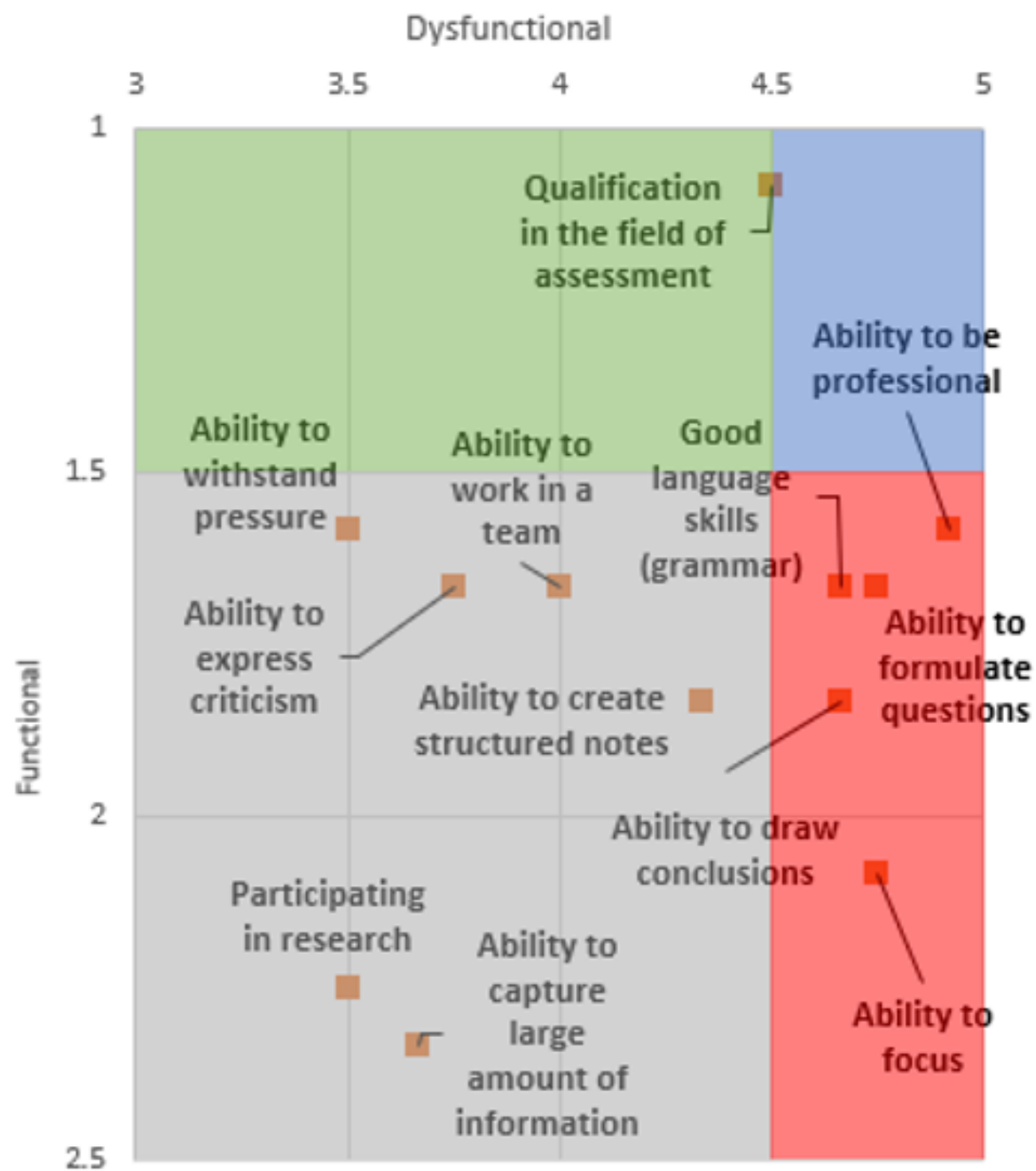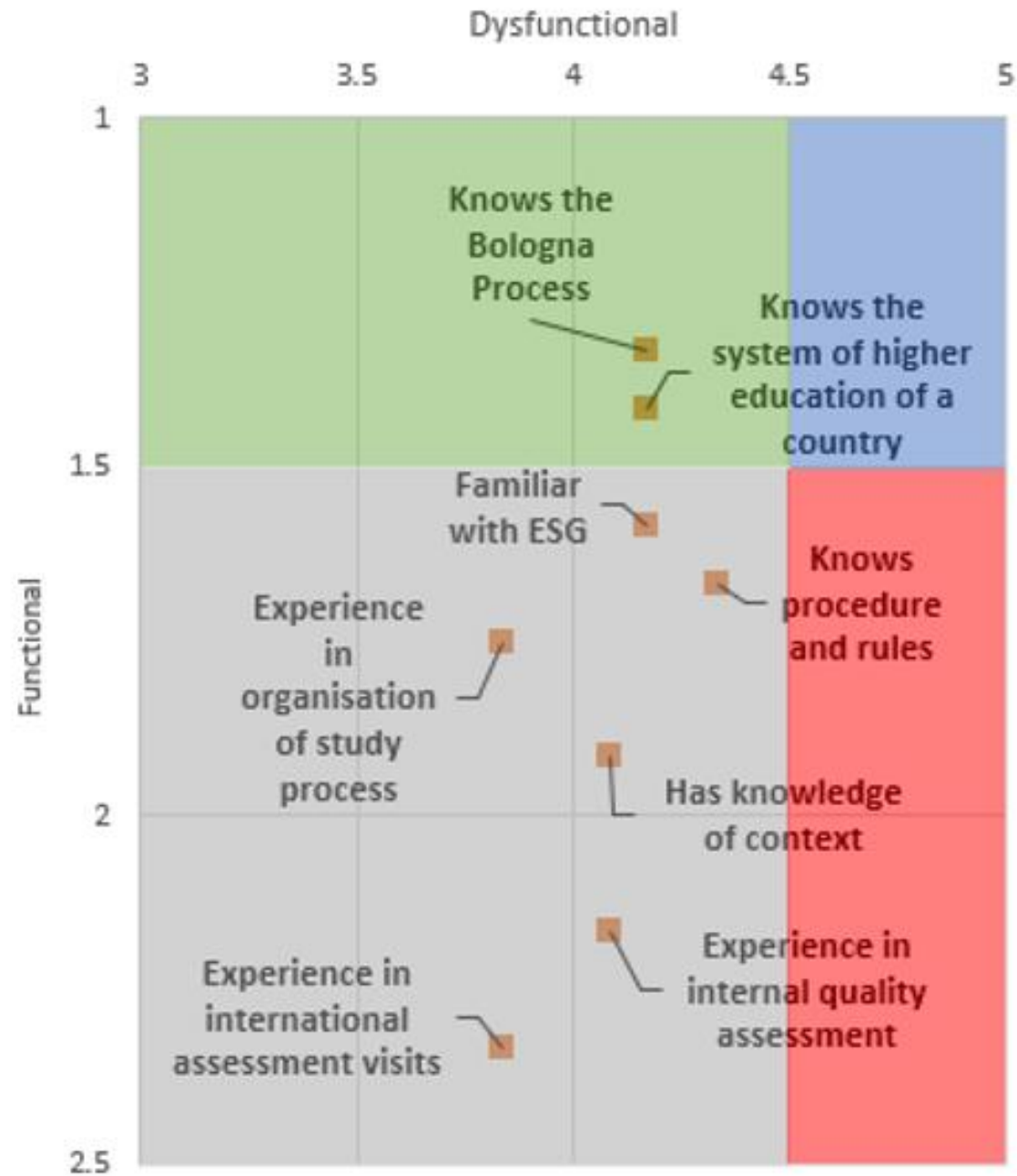
Legend:
- Attractive
- One-dimensional
- Must-be
- Indifferent
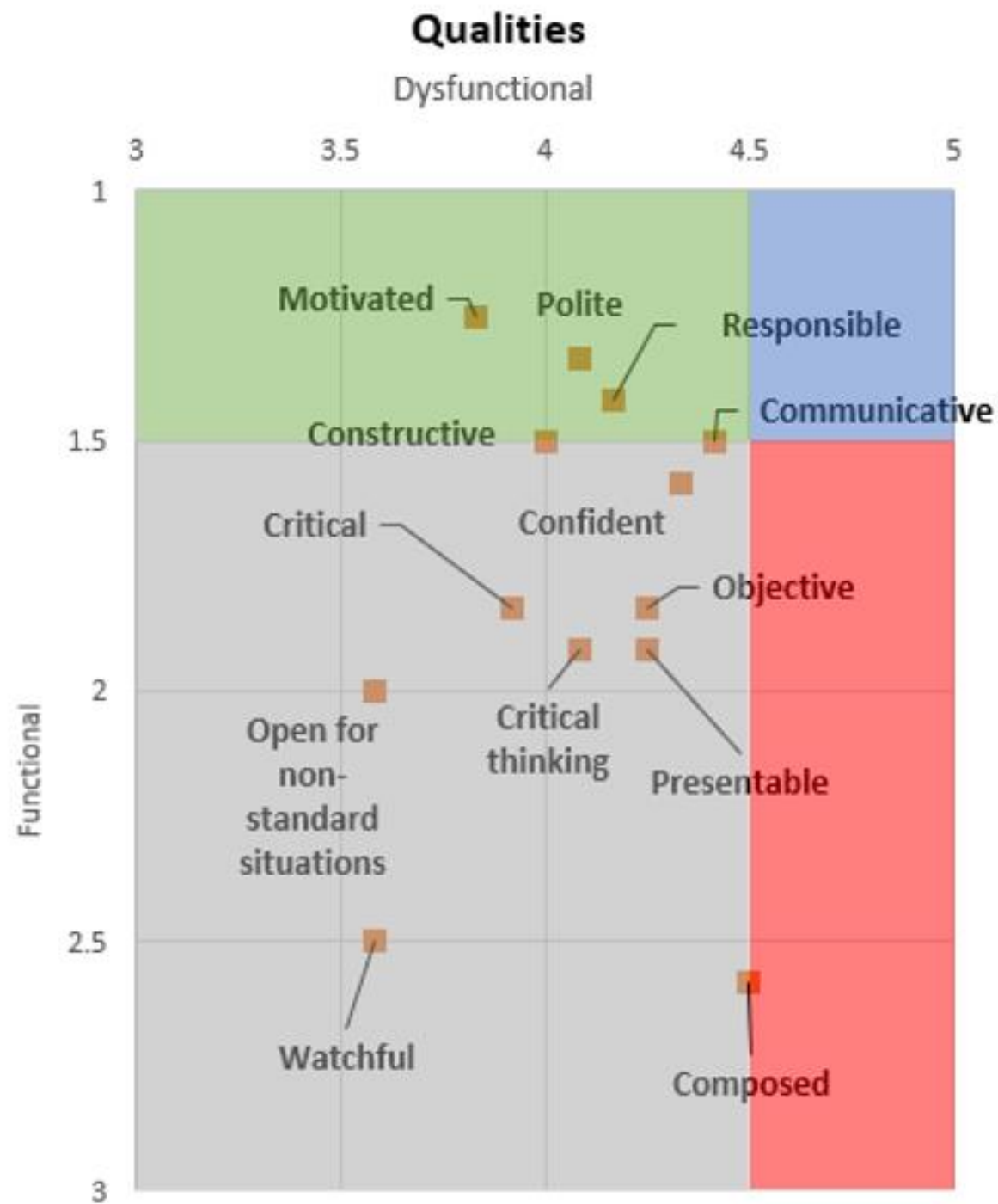
Qualities

Conclusion (I)

From 33 qualities and competences:

- 5 must-be quality attributes;
- 5 attractive quality attributes;
- 19 indifferent quality attributes;
- 2 attractive/ indifferent quality attributes;
- 1 must-be/ indifferent quality attribute;
- 1 attractive/ one-dimensional quality attribute

Must-be:
- Ability to focus;
- Ability to be professional;
- Ability to formulate questions;
- Ability to draw conclusions;
- Good language skills;
- Composed (or indifferent)

Attractive:
- Motivated;
- Polite;
- Responsible;
- Knows the Bologna Process;
- Knows the system of HE of a country;
- Constructive (or indifferent);
- Communicative (or indifferent).

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Conclusion (II)

- What QA agencies await from student-experts?
- What QA agencies do not await from student-experts?
- What is the role of students in external QA?
- More research needed.

Thank you!