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 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
How are students involved in the external QA processes?*

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

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

<table>
<thead>
<tr>
<th></th>
<th>I like it that way</th>
<th>It must be that way</th>
<th>I am neutral</th>
<th>I can live with it that way</th>
<th>I dislike it that way</th>
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7. Regarding quality assurance procedures. What is your opinion if a student *is not/has not* ...

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Results
Kano Evaluation Table

<table>
<thead>
<tr>
<th>Customer Requirements</th>
<th>Dysfunctional</th>
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<tbody>
<tr>
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<td>1. like</td>
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<tr>
<td>1. like</td>
<td>Q</td>
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<td>2. must-be</td>
<td>R</td>
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<td>3. neutral</td>
<td>R</td>
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<td>4. live with</td>
<td>R</td>
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<tr>
<td>5. dislike</td>
<td>R</td>
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</tbody>
</table>

Customer Requirement is:
- A: Attractive
- M: Must-be
- O: One-dimensional
- Q: Questionable result
- R: Reverse
- I: Indifferent

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

- Knows the Bologna Process
- Knows the system of higher education of a country
- Familiar with ESG
- Experience in organisation of study process
- Has knowledge of context
- Experience in internal quality assessment
- Knows procedure and rules

Legend:
- Attractive
- One-dimensional
- Must-be
- Indifferent
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).
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!