

Sense and sensibility of evaluators

Assessing Quality

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University Assessment

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Items

1. Standards and guidelines for quality assurance of evaluators.
2. The importance of evaluators in an *external* evaluation process.
3. Who are evaluators in external processes?
4. For whom do evaluators work?
5. What is the evaluators role?
6. How can we make sure appropriate evaluators?
 1. Selection.
 2. Training.
 3. Appointment.
 4. Monitoring.
 5. Substituting.

Standards and guidelines for quality assurance of evaluators (ENQA).

Basic principles: The use of external expertise in quality assurance processes is **important**.

External Quality Assurance Processes

2.4. PROCESSES FIT FOR PURPOSE:

- Insistence that the experts undertaking the external quality assurance activity.
- Have appropriate skills and are competent to perform their task.
- The exercise of care in the selection of experts.
- The provision of appropriate briefing or training for experts.

Standards and guidelines for quality assurance of evaluators (ENQA).

External Quality Assurance Agencies

2.6.6. INDEPENDENCE

- The nomination and appointment of external experts.

2.6.8. ACCOUNTABILITY PROCEDURES :

- The agency has in place, and enforces, a no-conflict-of-interest mechanism in the work of its external experts.
- External feedback mechanism (i.e. means to collect feedback from experts and reviewed institutions for future development).

Cyclical review of External Quality Assurance Agencies:

- The involvement of international experts with appropriate expertise and experience.

Standards and guidelines for quality assurance of evaluators (ENQA).

Process of external review:

2.3.3 An account of the role of the external expert group:

- Procedures for nomination and appointment of experts, including criteria for the use of international experts, and representatives of stakeholders such as employers and students;
 - Methods of briefing and training of experts;
 - Meetings between experts: number, scope and time schedule in relation to the overall evaluation process;
 - Division of labour between agency and experts;
 - Role of the agency's staff in the evaluations;
 - Identification and appointment of the member(s) of staff at the agency to be responsible for the evaluation.

INQAAHE Guidelines of Good Practice

❑ EQAA's Evaluation of the Institution and/or Program:

The system ensures that:

- ❑ The external reviewers meet the EQAA specifications, and the external reviewers are adequate to the tasks to be accomplished.
- ❑ External reviewers have no conflicts of interest.
- ❑ External reviewers receive necessary training.
- ❑ External reviewers' reports are evidence-based and clear, with precisely stated conclusions.

The importance of evaluators in an *external* evaluation process

- Evaluators don't establish evaluation criteria, but they apply them.
- Evaluators influence the way an evaluation procedure is applied.
- Evaluators don't take decisions, but evaluators write reports in which decisions are based on.
- Evaluators determine almost 50% success of evaluation process.

Who are evaluators?

- Experts (quality assurance, institutional government and management or in a relevant area, research/academic management...).
- Students
- People who represent the work market.
- International experts.

Who are evaluators?

- ❑ Academics, students, employers... who evaluate occasionally.
- ❑ *Preconceptions* of evaluators:
 - ❑ Evaluation processes, higher education institutions, programmes of study...
- ❑ *Misconceptions* of evaluators:
 - ❑ Objectivity, evaluator's role, the best perspective ("the world is as I see"), independence of criteria (to do it my way!).

For whom do evaluators work?

For Themselves.

- “Professional evaluators” (regular evaluators).

 - Connoisseur (*Eisner, 1979, 1985*): are unquestioned, their perspectives are the perspectives.

- “Non professional evaluators” or temporary evaluators (students, employers, academics).

 - Are interesting in putting on the table the perspective of their reference group, they haven't got a global comprehension.

For External Quality Assurance Agencies.

- They aren't staff of EQAA: It is difficult to oblige them to carry out the procedures establish by EQAAA.

For Society in general.

- They are citizens: Their most important role is to reveal which is the diagnosis of higher education.

What is the evaluators role?

- ❑ If evaluation studies are to influence educational policy and practice, then, evaluators must become **educators**.
- ❑ The Evaluator as an Educator:
 - ❑ Evaluators must make explicit their conceptual frameworks.
 - ❑ Evaluators must get to know decision makers.
 - ❑ Evaluators must use the language of the decision maker.
 - ❑ Evaluators must be aware of the role that timing plays in accepting and using the results of evaluation studies.
 - ❑ Evaluators must clearly show the connection between their data and their recommendations.

How can we make sure appropriate evaluators?

1. Selection.
2. Training.
3. Appointment.
4. Monitoring.
5. Substituting.

ECA Principles for the Selection of Experts Procedures

- ❑ Any decision regarding the expert panel should be based on the policies, procedures and criteria of the accreditation organisation or on relevant legislation.
- ❑ Panel members must be independent and in a position to make unbiased judgments. Any possible conflict of interest must be disclosed.
- ❑ The selection criteria for expert panels must be established and published by the accreditation organisation.
- ❑ Applicants undergoing accreditation are given the opportunity to comment on the selection of panel members.
- ❑ The accreditation decisions should be made by the relevant authority and not by the group of experts themselves.
- ❑ Panel members must be committed to treat all material and findings as strictly confidential.
- ❑ Panel members are briefed adequately by the accreditation organisation on the context within they are operating (national legislative environment, criteria, procedures and guidelines).

How can we make sure appropriate evaluators?

Selection

- ❑ Selection based on criteria, not at random.
 - ❑ Experience is important, but not a *sine qua non condition*.
- ❑ Selection of external experts are undertaken autonomously and independent from governments, HEIs and organs of political influence (ENQA, 3.6).

How can we make sure appropriate evaluators?

Training

- ❑ *To analyze* preconceptions and misconceptions, as a part of training.
- ❑ *To Listen* mean can ask. *Asking before listening*
- ❑ *To argue* considering purpose and context of evaluation, it is not a natural o spontaneous skill it should be learned.
- ❑ *To review* previous activities of evaluators, as part of a training.

How can we make sure appropriate evaluators? *Appointment.*

- ❑ Appointment means *commitment*.
 - ❑ Signing the good practices code of EQAA.
 - ❑ Signing a protocol that includes the main steps of an evaluation procedure, above all to make possibility to review the evaluation activities of evaluators.
- ❑ Appointment means evaluators are temporary *members* of EQAA.

How can assurance appropriate evaluators? *Monitoring.*

- Training.
 - *Within-Site Analysis*
- Appointment.
 - *Within-Site Analysis*
- Development of external quality assurance processes.
 - *Within-Site Analysis*
- Reporting and evaluation results.
 - *Cross-Site Analysis*
- Training (review).
 - *Within-Site Analysis*

Monitoring *Within-Site Analysis*

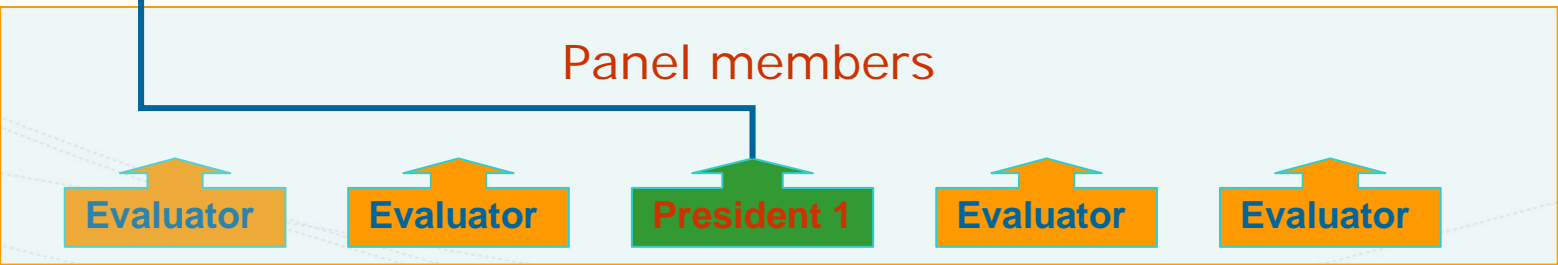
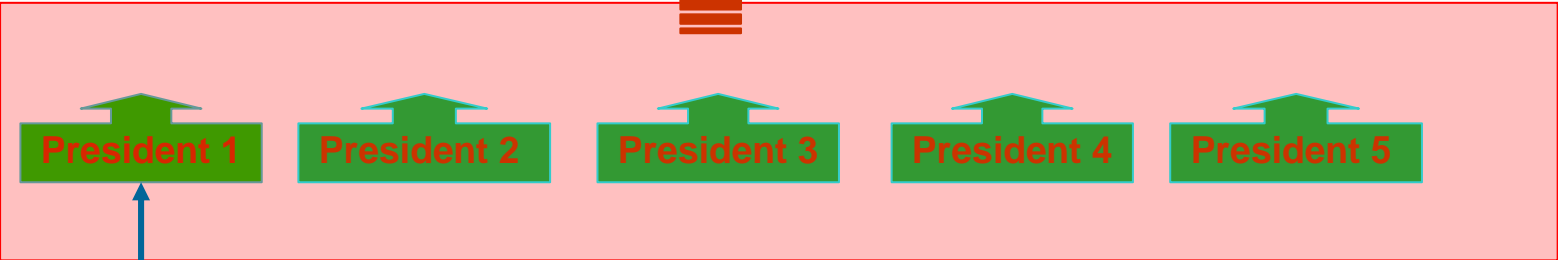
	<u><i>Criteria, Procedures, Good practices code and Protocols</i></u>			
	↓	↓	↓	↓
	Training	Appointment	EQA processes	Training
Evaluator				

Monitoring *Cross-Site Analysis*

	<p><i>Criteria, Procedures, Good practices Code, protocols</i></p> <p>↓</p> <p><i>Reporting and <u>evaluation results</u>.</i></p>
Evaluator 1	
Evaluator 2	
Evaluator 3	
Evaluator n-1	
Evaluator n	

How can assurance appropriate evaluators? *Monitoring.*

Accreditation organisation



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How can assurance appropriate evaluators? *Substituting.*

- ❑ Being expertise doesn't mean to *be essential*.
 - ❑ Nobody is indispensable.
- ❑ Panel of experts should be *substituted periodically*.
 - ❑ Academics, students and employers should not have *evaluation as a profession*.
 - ❑ Periodically, academics *should stay well away from* evaluation processes.
- ❑ *Follow-up* of evaluators' selection procedure.



AGENCIA NACIONAL DE EVALUACIÓN
DE LA CALIDAD Y ACREDITACIÓN

TO SUM UP.....

To sum up

- Evaluators are still neglected in evaluation procedure.
- QAA trust in our procedure enough, as if we could control or reduce evaluators influence in the success.
- Evaluation procedures make methodological sense of evaluation.
- Evaluators represents the sensibility of evaluation.
- Is it possible to sense without sensibility?