Voluntary Evaluator
Peer Review - VEPR

An Introduction to the proposed UKES Pilot
Next step in enhancing professionalism

- Practice standards
- Practitioner skills
- Personal conduct
- Ethical guidelines
- Capability frameworks
- Knowledge base
- Developing the individual
- Professional application
VEPR is about development rather than designation

Reflective practice + Peer review → Accountability & professional development
Reflective practice

Methods

Bridges the gaps in evaluation

Theory

Interpersonal skills and values
Kolb’s reflective cycle

1. **Actual experience**
2. **Observe and reflect on experience**
3. **Draw out general principles and ideas**
4. **Plan action using general principles**
The process

Qualifying experience → Application for review → Follow-up after 3 years → Topics for the review → Selection of reviewers

Listing → Feedback - CPD → Face to face review
## Potential benefits

<table>
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<tr>
<th>Evaluation community</th>
<th>Institutional</th>
<th>Individual</th>
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<td>• Promoting the discussion of appropriate quality and ethical practice and standards across the evaluation profession</td>
<td>• Access to an endorsement process as an indicator of professional standards</td>
<td>• Impartial reflection and support for accountability &amp; professional development</td>
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A Charter of Principles

i. Voluntariness
   • Willing participation, no obligation

ii. Autonomy
    • Review by evaluation practitioners, for evaluation practitioners

iii. Legitimacy
    • Explicit capabilities framework endorsed by UKES members

iv. Pluralism
    • Responsive to different levels of experience and methodological preference

v. Transparency
    • Public access to review governance and guidelines

vi. Quality assurance
    • Impartiality
The pilot

Review design

- Reviewer skills
- Protocols
- Review reports
- Administration & management
- Forms and procedures
- Feedback
- Listing
Your Society needs you!

• Volunteers for the pilot:
• Experienced, with at least 8 years evaluation-related work experience within the last ten years - as a practitioner or as a commissioner or in a research/academic capacity.
• To attend a one-day introduction and briefing session on reflective practice and active listening skills.
• To take part in two pilot rounds of reviews, once as a reviewee and once as a reviewer
  • As a reviewee
    • Give time to complete the application process and indicate your experience,
    • Develop questions for the review based on recent work,
    • Take part in the review.
  • As a reviewer
    • Scrutinise the applicant’s material,
    • Prepare for and carry out a face to face review (as one of a pair of reviewers).
• For both, reflecting on the experience and contributing to feedback and lesson learning.
## A timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
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<tr>
<td>May 2015</td>
<td>Present broad approach at UKES Conference</td>
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<td>Open discussion feedback</td>
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<td>Seek volunteers</td>
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<td>June/July</td>
<td>Develop application materials</td>
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<td>Draft reviewer protocol</td>
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<td>September</td>
<td>One-day briefing session and RP training</td>
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<td>Pilot test Round 1, Applicants prepare Application Form</td>
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<td>October</td>
<td>Pilot test Round 1, Reviewers review Applicants – face to face or Skype</td>
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<td>November</td>
<td>Pilot test volunteers meet to review experience</td>
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<td>Adjustments to process and materials</td>
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<td>January 2016</td>
<td>Pilot test Round 2, Applicants prepare Application Form</td>
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<tr>
<td>February</td>
<td>Pilot test Round 2, Reviewers review Applicants</td>
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<tr>
<td>March</td>
<td>Pilot test volunteers meet to review experience</td>
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<td>Adjustments to process and materials</td>
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<td>April/May</td>
<td>Report on Pilot experience and lessons</td>
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<td>Recommendation to UKES Council</td>
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<td>Presentation at UKES Conference</td>
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Contacts

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The approach does not seek to judge a candidates' evaluation capabilities or competence, but rather their 
*willingness to submit to a professional review* structured around a capabilities framework.