UPDATE FROM ENQA

Highlights of ENQA's activities since the Gozo BFUG meeting

1.   ENQA Board and President

The ENQA 2017 General Assembly meeting took place on 26-27 October in Sevres, France. On this occasion, the Assembly elected three Board members: Sofija Pekic Quarrie from **CAQA, Serbia and François Pernot** from **HCERES, France** were elected for the first three-year term, and Christoph Grolimund from AAQ, Switzerland, for his second three-year term.

Padraig Walsh left the ENQA Board and his position as the ENQA President, a position he held for the past four years, at the end of his second full terms in the ENQA Board. The General Assembly elected Christoph Grolimund as the new ENQA President. Consistent with his term in the Board, Christoph will hold this position for the next three years.

The ENQA vice-presidents for 2017-2018 are Caty Duykaerts, from AEQES, Belgium, and Nora Skaburskiene from SKVC, in Lithuania.

2.   ENQA membership and ESG compliance reviews

The ENQA General Assembly endorsed also the renewal of membership of seven agencies. The recent decisions on membership are based on external reviews on compliance with the ESG that have been conducted in line with ENQA's revised procedure, the main principles of which have been laid out in the Guidelines for ENQA Agency Reviews.

In addition, the General Assembly endorsed the Board's decision to admit one new affiliate body: **HEFCE** - Higher Education Funding Council, United Kingdom.

3.   ENQA projects

Quality Assurance and Recognition

ENQA's Working Group VII on Quality Assurance and Recognition published its final report, entitled *Current practices on external quality assurance of academic recognition among QA agencies*. The report presents the findings of the group's research into determining the state of the art where QA agencies and issues of academic recognition are concerned, a topic of importance since the adoption of the ESG 2015.

The report reveals that 60 percent of ENQA's member and affiliate QA agencies have only occasional or no contact whatsoever with their relevant ENIC-NARIC centre. Concerning the agencies' external quality assurance methodologies, 23 percent have an explicit focus on recognition, 12 percent focus on outcomes and metrics, and 65 percent have no explicit focus or are in transition. The working group's survey and subsequent interviews have revealed that recognition is not currently a priority for most QA agencies – and in cases where it is – there are integration challenges. The report includes some final recommendations, and further work on the topic has been taken up by the EU-funded LIREQA project, in which ENQA is a partner.

SHEILA Assists Universities to Become Better Users and Custodians of Digital Data

ENQA is involved as a partner in the Erasmus+ project "Supporting Higher Education to Incorporate Learning Analytics" (SHEILA) since November 2015.

So far, one of the challenges identified in the project which higher education faces in the adoption of learning analytics (LA) is the limited availability of policies to address issues of privacy and ethics. LA is understood as the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs.

In this regard, SHEILA partners are working on a policy development framework to assist European universities to become more mature users and custodians of digital data concerning their students. The team has performed a series of activities to identify current practices and issues on the matter, including a group concept mapping study conducted with LA experts; a survey about institutional readiness which was distributed to 46 higher education institutions; and interviews with 64 senior leaders from 51 different higher education institutions.

Results from these activities have so far indicated that numerous higher education institutions are either observing the development of LA or have engaged with it, but most institutions are at an exploratory stage without a defined strategy or monitoring framework for LA. Early adopters, however, are likely to elevate the culture and encourage dialogue around LA among researchers and practitioners.