



BFUG_SK_ME_52_15d ENQA
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HIGHLIGHTS OF ENQA'S ACTIVITIES SINCE THE AMSTERDAM BFUG MEETING

1. Statutory issues: ENQA Board and membership

The ENQA General Assembly took place on 20-21 October 2016 in Gloucester, United Kingdom. On this occasion, Caty Duykaerts (AEQES, Belgium), who was re-elected as Board member for a second term of three years, and Christoph Grolimund (AAQ, Switzerland) were re-elected as ENQA vice-presidents. Nora Skaburskienė (SKVC, Lithuania), who had been elected in April for the replacement of Daisuke Motoki's (FIBAA, Germany) term, and Eva Ferreira García (Unibasq, Spain) were elected to their first full term of three years on the ENQA Board. Teresa Sánchez Chaparro (CTI, France) was reappointed as Treasurer.

Including also activities from the Members' Forum in April 2016, the General Assembly endorsed the renewal of membership of three agencies and the admission of one new agency: the Aragon Agency for Quality Assessment and Accreditation (ACPUA), Spain.

Since April, ENQA's General Assembly has endorsed the Board's decision to admit three new affiliates, the National Agency for Quality Assurance in Professional Education (ANACIP, Moldova), the Danish Evaluation Institute (EVA, Denmark) and the Valencian Agency for Strategic Assessment and Forecasting (AVAP, Spain), and to transfer affiliation for the following three agencies: from The European League of Institutes of the Arts (ELIA) to Enhancing Quality in the Arts (EQ-Arts); from the Council of Educational Evaluation-Accreditation (CEEAA, Cyprus) to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DIPAE); and from the European Association of Conservatories (AEC) to Music Quality Enhancement, the Foundation for Quality Enhancement and Accreditation in Higher Music Education (MusiQuE). Furthermore, at its October meeting, the ENQA Board granted affiliate status to the Association for Dental Education in Europe (ADEE), thereby bringing ENQA's number of affiliates to 49 and that of its members to 48.

The recent decisions on membership are based on external reviews that have been conducted in line with ENQA's revised procedure, the main principles of which (considering the ESG 2015) have been laid out in the recently published [Guidelines for ENQA Agency Reviews](#). The guidelines, which also function as a practical handbook for agencies and reviewers, include a convenient timeline which was created in cooperation with EQAR, and it is supplemented by additional materials available on the [ENQA website](#). ENQA has finished, or has nearly finished, eleven ENQA Agency Reviews against the ESG 2015 since its rollout at the end of last year.

2. ENQA projects

TeSLA project for assuring e-assessment processes in online and blended environments

ENQA is involved as a partner in a Horizon 2020 project called "[An Adaptive Trust-based e-assessment System for Learning](#)" (TeSLA) which aims to develop a system that facilitates online examinations in such a way that guarantees authentication (the correct student has logged in) and authorship (the correct person has completed the test). In order to achieve this aim, new technologies will be combined - for example technologies in the field of face and speech recognition, analysis of keyboard touch, etc. The project will analyse the educational, technological, and ethical (privacy) issues involved in the development of such a system and will formulate a workable solution consisting of a mix of techniques that can be applied within the learning environments of the project partners. ENQA is currently involved with forming and facilitating the work of external experts who will evaluate TeSLA's pilot systems and in coordinating a December event, during which participants will discuss how the quality assurance of e-learning could help those non-traditional students (for example, part-time students, employed students, refugee students, disabled students, etc. – groups especially targeted by the TeSLA project) who are best served by digital education provision.

IQM-HE handbook for competence-based higher education

ENQA is involved as a partner in an Erasmus+ project called "[Internal Quality Management: Evaluating and Improving Competence-Based Higher Education](#)" (IQM-HE) which aims to support those institutions which have - as a result of the shift from a focus on teaching and input measures to a focus on students and their learning outcomes - started to explore and use new pedagogical methods that are more student-centred and to implement competence-based approaches to teaching and learning. Within this scope, the IQM-HE project consortium has published "[The Handbook for Internal Quality Management in Competence-Based Higher Education](#)", which includes a procedure designed to help institutions reflect on the best way to implement an internal quality management system suited specifically to competence-based learning and teaching through a comprehensive approach which addresses different elements of a competence-based teaching and learning process such as curriculum, teaching and assessment methods, and students' learning strategies.

The handbook is just one part of the larger European Toolkit for Internal Quality Management in Competence-Based Higher Education, a later outcome of the project.

SHARE project on QA in the ASEAN

ENQA continues its work as a partner in the large-scale, EU-funded "[Support to Higher Education in ASEAN Region](#)" (SHARE) project, which aims to enhance the harmonisation of the ASEAN higher education area through the formulation of ASEAN higher education frameworks, taking into account the EU experience and work already under way across the ASEAN area through international partnerships and to support mutual recognition and student mobility among higher education institutions in the ASEAN area. ENQA has recently contributed to two policy dialogues and to site visits in Cambodia, Malaysia, Myanmar, and the Philippines.

HAQAA initiative to support QA in Africa

ENQA has continued its capacity-building work in Africa, with the EU-funded [Harmonising African Quality Assurance and Accreditation](#) (HAQAA) initiative. The HAQAA initiative aims to contribute to and support the harmonisation of higher education programmes and the creation of a revitalised African higher education area, through enhanced intra-African collaboration and, more specifically, to support the development of a harmonised quality assurance and accreditation system at the institutional, national, regional, and Pan-African continental level. In this framework, ENQA oversees the technical working group, which has recently begun devising the African Standards and Guidelines for Quality Assurance.

In addition to these projects, ENQA continues its work in various other EU-funded projects.

3. New ENQA working groups

Key considerations for cross-border quality assurance

Earlier this year, the E4 Group (ENQA, ESU, EUA, EURASHE) and EQAR formed an ad hoc working group to formulate key considerations that higher education institutions and QA agencies should take into account when engaging in cross-border quality assurance activities. These considerations were thus outlined in a draft document which was circulated among ENQA members and affiliates for comment and discussed during a parallel plenary session at the recent European Quality Assurance Forum in Ljubljana (17-19 November). The document will be finalised in spring 2017 following further consultation with stakeholders.

Quality assurance and e-learning

ENQA has recently established a working group on quality assurance and e-learning, the members of which intend to formulate a set of recommendations for the improved quality of online education provision. The working group aims clarify how non-traditional, online education can be better evaluated by QA agencies, by providing more neutral, reality-based, concrete examples - bearing in mind the diverse user profiles and forms of e-provision and that online education comes with its own specific competencies - and by making explicit reference to the ESG.