Connecting institutional quality assurance and quality in teaching and learning – the institutional perspective

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Problem

- Educational development is concerned with quality issues in teaching and learning

- Current approaches and activities which concern the establishment of quality management systems in higher education institutions (and activities towards quality enhancement and assurance) adhere to educational development most often in a superficially or general manner.

Background – Developments in Higher Education

- Massification of higher education
- Changes in public funding and steering of HEI
- Public mistrust in the performance of HEI
- Implementation of the Bologna-Process
- Changes in the role, function and tasks of professors/lecturers

evalag

Foundation under public law (since 2000)

- Evaluation at the request of the Ministry or HEIs
- Development and application of quality assurance systems in the academic sphere
- Advise HEI and other research bodies on questions of quality assurance and enhancement
- Other activities supporting and promoting research and academic achievement
- Since 2009 accreditation agency

Audit of institutional quality assurance

- **evalag**-approach: key points on institutional quality assurance
- Audit – stock-taking of existing quality assurance and level of quality management
- Starting point for the establishment of quality management
- Preparation for the system accreditation

Special features of the audit procedure

- Context-sensitive, takes into account the diversity of HEI
- Improvement-oriented with regard to the follow-up activities as well with regard to their design
- Seeks to develop creative instruments which pay attention to the culture of the institution and
- Based on an inclusive approach to quality assurance and quality enhancement with a special emphasis on teaching and learning

Findings and Conclusions

- No system of quality assurance/management will ever be perfect
- Interaction of internal and external quality assurance is crucial
- Field of conflict between requirement of formalisation and informal quality culture - each institution has to find its own way
- Range of quality assurance procedures and instruments, but a lack of systematic relationship and use
- Issues of educational development are hardly visible

Analysis of causes

- Focus of the audit is the formalised system of structures, processes and procedures of quality assurance
- Focus is on the whole institution – depth of field does not touch the individual level
- Realisation of audits is the responsibility of quality assurance officers – often no competence in educational development
- Often scepticism of lecturers against management tools

Proposals for improvement

Differentiation of actors and levels of action:

- Politicians – political/societal level
- Leaders of the HEI – internal HEI-level
- HEI-internal quality assurance staff – internal HEI-level
- Quality assurance agency – external HEI-level
- Professors/lecturers – individual /cooperative level

Thank you for your attention!