Quality Assurance at Institutional Level

10 Assumptions and Hypothesis

Dr. Philipp Pohlenz

1. Autonomy

QA at institutional level increases self-responsibility and autonomy of the university.

QA at institutional level means that the university is implementing QA instruments independent of external control.

2. Competence

QA at institutional level requires the involved staff to be competent in (self-)evaluation, to have disciplinary field knowledge, and to be well accepted by the academia of the universitiy.

3. Professionalisation

QA at institutional level requires investments in quality assurance procedures and staff in order to perform relevant quality management procedures

4. Comitment

QA at institutional level requires the management to be highly committed to the establishment and maintenance of quality management infrastructure.

The top level management needs to stimulate the establishment of processes and infrastructure for QA as a prerequisite to the independent development of context-sensitive quality culture.

5. Flexibility

Universities are setting out quality criteria of relevance to them and their context.

QA instruments are flexibly aligned with these quality criteria. Universities are free to adjust the instruments to the "research questions" that are relevant to their specific problems.

6. Context Sensitivity

QA at institutional level appreciates different disciplinary contexts because it involves stakeholders from the academic disciplines. These are in charge of assuring the quality of their own provision.

7. Organisational Learning

QA at institutional level promotes organisational learning. Knowledge about quality problems can be transferred to multiple settings and be used to find remedies that are applicable in multiple contexts.

8. Quality Culture

QA at institutional level promotes quality culture. It emphasises local ownership and a quality enhancement perspective instead of a control perspective.

9. Acceptance

QA at institutional level is more likely to be accepted by the academia as an instrument of quality enhancement, because academics are owners of the processes involved.

10. Trust

QA – officers and the top level management need to create an environment of trust. Scholars (and stakeholders) need to trust in the nature of quality management as a tool for quality enhancement instead for contolling.