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Abstract

This is the second part of the review of the papers published in Quality in Higher Education from its inception in 1995 to the present day. This part of the review focuses on internal quality assurance, improvements in learning and teaching and assessments of the impact of quality assurance. In doing so, the review also examines papers about quality enhancement instruments such as student feedback surveys, which have played an increasingly prominent role in quality processes since the early 1990s. The review suggests that quality assurance has resulted in clearer documentation and transparency although external processes could be better aligned to everyday academic activity. Quality assurance has become an international concern and procedures have become increasingly standardised across national boundaries. Significantly, the consumerist approach to higher education quality that is driven by governments and senior management, has not met with enthusiasm from contributors to the journal and there appears to be a strong commitment to autonomy and academic freedom. However, papers indicate that academia is prone to inertia and compliant indifference. Ultimately, the review suggests that it is still not clear that, even after 15 years, quality assurance systems have really enhanced higher

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education. (HRK / Abstract übernommen)