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How do quality assurance systems accommodate the differences between academic and applied higher education? / Michael L. Skolnik

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Abstract

Although the literature on institutional diversity suggests that quality assurance practices could affect institutional diversity, there has been little empirical research on this relationship. This article seeks to shed some light on the possible connection between quality assurance practices and institutional diversity by examining the arrangements for quality assurance in higher education systems that include two distinct sectors, one of which having a more academic orientation and the other a more applied orientation. The article explores the ways in which quality assurance structures and standards in selected jurisdictions provide for recognition of the differences in orientation and mission between academic and applied sectors of higher education systems. The research identified some features of quality assurance systems that recognize the characteristics of applied higher education, such as having different statements of expected learning outcomes for applied and academic programs or requiring different qualifications for faculty who teach in applied programs. It is hoped that the results might be of interest to policy makers and quality assurance practitioners who are concerned about the possible impact of quality assurance on institutional diversity.(HRK / Abstract übernommen) Skolnik, Michael L., E-Mail: mike.skolnik@utoronto.ca