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Abstract

Three definitions of "quality" have entered the quality assurance (QA) debate: quality as a value for money, quality as fit for the purpose of the institution, quality as transforming. The first is pivotal for retrospective QA, which sees QA in terms of accountability, and conforming to externally imposed standards. The last two are pivotal for prospective QA, which sees QA as maintaining and enhancing the quality of teaching and learning in the institution. In this paper, the reflective practitioner is taken as the model for prospective QA. Three stages are involved in institutional reflective practice: articulating an espoused theory of teaching, the quality model (QM); continually improving on current practice through quality enhancement (QE), in which staff development should play an important role; and making quality feasible (QF), by removing impediments to good teaching, which often arise through distorted priorities in institutional policy and procedures. These three stages, QM, QE, and QF, are essential ingredients in prospective QA. (HRK / Abstract übernommen) Biggs, John, E-mail: jbiggs@bigpond.com