

Subject	Maintaining Quality within the Institution
Module	Context and Approach
Topic	1.1 Overview

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1. Introduction



This module, *Context and Approach*, introduces the major social, political economic and technological changes that are driving the quality agenda in higher education. It also considers the institutional quality in terms of institutional values, policy, governance, committee structures, line management and reach. The final topic of this module discusses the institutional approaches to quality. It outlines the different phases of quality cycle.

2. Module Overview

Context and Approach – Overview

Let us review the topics we will cover in this module.

International and National Context

Institutional quality and quality assurance are affected by both international and national contexts. This topic, **International and National Context**, introduces the major social, political, economic and technological changes that are driving the quality agenda in higher education.

Institutional Context

This topic, **Institutional Context**, considers the institutional quality in terms of institutional values, policy, governance and committee structures, line management and reach (i.e.the extent to which these aspects apply within an institution).

Approach

This topic, **Approach**, discusses the institutional approach to quality in terms of the development of quality cycles, from their origins in social science research, through the Deming cycle to the modern cycle used by many institutions today. This forms the basis for subsequent topics outlining the elements of planning, acting, evaluating and improving.

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3. Objectives

Objectives: Context and Approach

Upon completion of this module, you should be able to

- identify the social, political economic and technology changes that drives the quality agenda in higher education
- explore the institutional context for quality in terms of institutional values, policy, governance and committee structures, line management and to which extent these aspects apply within an institution
- discuss the different approaches used to maintain quality within the institution

4. Reading

Reading: General Reading and References

- Amaral, A., Tavares, D. & Rosa, M. (2010). [Does the EUA institutional evaluation programme contribute to quality improvement?](#), *Quality Assurance in Education*, 18(3), 178 - 190.
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- Dill, D. & Beerkens, M. (2010). *Public Policy for Academic Quality: Analyses of Innovative Policy Instruments*. Dordrecht: Springer.
- OECD (2008). *Tertiary Education for the Knowledge Society: OECD Thematic Review of Tertiary Education: Synthesis Report*. Paris: OECD.
- Paradeise, C., Reale, E., Bleiklie, I., Ferlie, E. (2009). *University governance: Western European comparative perspectives*. Dordrecht: Springer.
- Senge, P. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.