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Abstract

Systematic procedures for quality assurance and improvement through evaluation have been in place in Western Europe since the mid 1980s and in Germany since the mid 1990s. As studies in Europe and beyond show that multi-stage evaluation procedures as the main quality assurance instrument for evaluation of teaching and learning in higher education institutions have proved reliable and have gained acceptance, in Germany (as well as in other countries) the evaluation of teaching and learning through internal and external evaluations has long come under the fire of criticism. Our results of the first comprehensive and representative investigation of procedures for the evaluation of teaching and learning in Germany show that former participants in the evaluations (reviewers and those reviewed) are satisfied all in all with the multi-stage procedure. They are convinced that the goals of quality assurance and improvement were achieved. Suggestions for improving the procedures target individual aspects, such as, for example, the composition of the review panel. Against this background, it makes sense to perform regular quality assessments of the procedures for quality

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