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Abstract

Conceptually, practically and rhetorically teaching is at the core of quality in higher education. University teaching preparation programmes (TPPs) are regularly advocated to foster enhancement of teaching but there remains limited evidence to demonstrate their effectiveness or impact as a quality improvement mechanism. Support for such programmes is largely a matter of faith amongst their advocates. This paper presents an analysis of the impact of one initial TPP to add to the body of evidence on the efficacy of such programmes. The results reinforce other research indicating that such programmes do have beneficial effects on individual academics. The benefits extend to work groups and have value to the institution. However, the transfer of learning by academics to practice takes time and is mediated by many factors. Nevertheless, where institutional and local departmental cultures value teaching, TPPs provide a useful strategy for quality enhancement in higher education..(HRK / Abstract übernommen)