
Internal quality assurance systems are expected to improve the institutions’ core mission of teaching and learning. Using data gathered through an online survey, distributed in 2014/2015, to the teaching staff of all Portuguese private and public higher education institutions, this paper examines the impact of internal quality assurance systems on teaching and learning from the perspective of academics. Findings suggest that Portuguese academics feel that, despite the positive contribution of internal quality assurance towards an increased awareness of teaching quality issues at their institutions, the practical effects of these systems have been more related to increasing bureaucracy than to substantive improvements in teaching and learning. The use of information with a view to improvement and teaching staff involvement in the development of quality assurance were found to induce positive changes in teaching and learning, in academics’ perceptions. Based on the findings, the paper makes recommendations for institutional practice.