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Abstract

This paper addresses a challenge that is often referred to in quality assurance processes: the involvement in these processes of teaching staff. The authors suggest that this challenge can be approached effectively by creating a common language based on a concept of quality culture, which addresses both (artistic) standards and educational quality. Furthermore, an understanding of a diversity of disciplines and the need for a diversity of quality assurance tools supporting this understanding are described as essential elements to increase the relevance of quality assurance processes to teachers. (HRK / Abstract übernommen)