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Abstract

Interest in quality is well established within higher education. This paper will critically review the most commonly used definitions of quality: fitness for purpose and value for money. It will point out that these two definitions are important but they ignore the emancipatory power of higher education and the development needs of academics and students. This paper will propose a new understanding of quality as a virtue of professional practice, which can be used as a useful force for individual academics and students to increase their commitment to learning and teaching. A new model of quality evaluation will be outlined as a supportive mechanism to enhance academics' professionalism and to increase students' capability to learn.(HRK / Abstract übernommen)