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**Abstract**

The purpose of this article is to contribute to the debate on the notion of quality in higher education with particular focus on 'objectifying through articulation' the assessment of quality by professional experts. The article gives an overview of the differentiations of quality as used in higher education. It explores a substantial piece of evaluation research that was carried out between 2009 and 2011 by the authors at the Institute for Work Based Learning at Middlesex University. (HRK / Abstract übernommen)