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Abstract

The argument made in this paper is that good quality is subsumed into the practices of skilful participants and that institutions should act upon their consciences. This is particularly important in the complex blending of the workplace and the academy, where codified quality may disrupt learning rather than support a flourishing environment for all stakeholders. Following Heidegger's notion of referential totalities it is proposed that what should be sought is concealment of quality and for its discovery only in times of genuine concern. Ultimately this means trusting the expertise of those involved, not the precepts to control activities. (HRK / Abstract übernommen)