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Abstract

This article discusses the principles developed to assure the quality of international ranking practices for higher education, the so-called Berlin Principles, and the role given to them in the higher education community. While the principles are generally regarded as proper quality assurance principles, they are problematic both in their content and form. This study examines the process leading up to the principles as well as their use, thereby highlighting some legitimacy problems with these principles and the potential impact this may have on the further development of the higher education field. The study is based on official documents and published material. (HRK / Abstract übernommen)