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Abstract

Quality management in higher education is generally discussed with reference to commendable outcomes such as success, best practice, improvement or control. This paper, though, focuses on the problems of organising quality management. It follows the narrative of the seven deadly sins, with each "sin" illustrating an inherent trade-off or paradox in the implementation of internal quality management in teaching and learning in higher education institutions. Identifying the trade-offs behind these sins is essential for a better understanding of quality management as an organisational problem. (HRK / Abstract übernommen)