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Abstract

During the 15 years that Quality in Higher Education has held a focal position in the field of higher education assessment, the concept of quality has evolved from a debatable and controversial concept to an everyday matter in higher education. The author takes a personal look into the development of the field by first tracking the discursive changes in the debate, and then reflecting on the shift of the quality discussion from a matter of political substance debate to a matter of technical implementation. The article finishes with a look into possible futures of the quality revolution. (HRK / Abstract übernommen)