Embedding quality: the challenges for higher education

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Abstract
This paper reviews recent research, literature and the views of a small sample of senior managers and academics in English higher education institutions on the challenges associated with embedding quality. When implemented by a university, quality enhancement models such as total quality management and the European Foundation for Quality Management need to be fitted in sympathetically with the organisation's culture and structures. If embedding is to occur, there needs to be a careful consideration of the opportunity costs of the various options that could bring about the necessary transformative change. The importance of transformative leadership and the creation of a conducive organisational culture are also explored, as are the major indicators of success. Senior managers and other change agents face major challenges but, by achieving the goal of embedding quality, students would receive greatly improved higher education and, as a consequence, their country's economy and society would also prosper.

Keywords: e-learning, higher education, academic challenges, e-learning in Middlesex University.

1. Introduction.
With the advent of e-learning technology, academics are facing the challenges of acquiring and implementing IT skills for the purposes of teaching. They concluded that the availability and access to computing technology, the quality and character of the institution leaders play an essential role to the success in E-Learning diffusion. However, very little research has been undertaken that discusses the perspective of the academic staff compared to students' perspective. Thus, education consists in developing not only personal but also social qualities; it is the development of social conscience: awareness of how society works, knowledge of how it is structured, and a sense of the personal agency which allow action. This agency, however, at the same time restricts our interventions and makes it is necessary to decide our personal degree of action.

According to the World Declaration on Higher Education for the 21st Century (1998), higher education is facing a number of important challenges at the global level. The European Maturity Model for Blended Education (EMBED), is a framework which can be used to assess conceptual or implementation issues regarding blended learning, teaching and education. It indicates which dimensions are relevant for lecturers and educators, but also institutions, policymakers and educational centres. Keywords: e-learning, higher education, academic challenges, e-learning in Middlesex University. 1. Introduction. With the advent of e-learning technology, academics are facing the challenges of acquiring and implementing IT skills for the purposes of teaching. They concluded that the availability and access to computing technology, the quality and character of the institution leaders play an essential role to the success in E-Learning diffusion. However, very little research has been undertaken that discusses the perspective of the academic staff compared to students' perspective. Thus, education consists in developing not only personal but also social qualities; it is the development of social conscience: awareness of how society works, knowledge of how it is structured, and a sense of the personal agency which allow action. This agency, however, at the same time restricts our interventions and makes it is necessary to decide our personal degree of action.
international, national and institutional levels. At the international level, there are two main challenges. The following are the challenges faced by universities and other institutions of higher education.