

Khrykov Ye. M.

**EUROPEAN, NATIONAL AND INSTITUTIONAL DIMENSIONS
OF QUALITY MANAGEMENT AND ITS DEVELOPMENT
IN HIGHER EDUCATION IN UKRAINE**

Quality assurance in education at creating the European higher education area is the key to attractiveness, trust, mobility, student motivation, and compatibility of the European higher education.

History of creation, features, lines of further development of the European quality assurance system is important for Ukraine from the methodological point of view. That is why the study of the European experience, as well as its comparison with the Ukrainian realia is of topical significance.

There is no universal quality assurance system in Europe; however, some general approaches have been developed and accepted by most of the specialists. The academic community acknowledges that the following is of special importance for quality assurance:

- entry-level training of the university students;
- conformity of the curricula to the tasks of education;
- high qualification of the faculty and staff;
- compliance of available resources and educational environment with the tasks of the educational process and the content of the curricula offered by an educational establishment;
- teaching/learning organized according to the modern trends of national and international economy and education; and
- compliance of university graduates with the objectives of education.

European experts and quality assurance agencies recommend taking the following factors into consideration as well:

- autonomy in programs' implementation;
- effectiveness of education;
- effectiveness of quality assurance;
- protection of intellectual property;
- openness to external recommendations;
- professional experience; and
- financial security.

There are external and internal mechanisms of institutional quality assurance in the European countries, with the external quality assurance becoming more popular.

The English, German, and French models represent traditional quality assurance models in Europe. The British model centres on academic self-assurance. There is a multilevel accreditation system in Great Britain, which deals with the universities and their programs under the aegis of the Quality Assurance Agency (QAA). Some higher educational institutions perform mutual evaluation of the academic programs using the criteria suggested by the QAA. The Open University (OU), in its turn, founded the Open University Validation Services (OUVS) in 1992 to accredit foreign educational institutions and their programs.

Internationalisation of education and emergence of different educational levels led to the foundation of certain accreditation bodies in Germany. Ministerial meeting in 1998 marked the creation of the Accreditation Council for Master's and Bachelor's programs evaluation. This Council prepared general standards and criteria for the accreditation agencies. At present, the Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences, and Mathematics (ASIIN) evaluates academic programs in Technologies, Informatics, Natural Sciences and Mathematics, as well as other agencies that specialize in a variety of subjects.

The French model accents external evaluation and focuses mostly on higher educational establishments' responsibility in front of the society.

Analysis indicates that, in Europe, there is no universal system of the institutional performance assessment of HEIs, which would be similar to the U.S.

Accreditation system. Nevertheless, the European Network of Quality Assurance (ENQA) in higher education was created in 2000.

The above-mentioned characteristics determine the European dimension of quality assurance for Ukraine. In order to clarify the nature of its influence on the Ukrainian higher education, we will analyse the national and institutional dimensions.

The national dimension of quality assurance is comprised of state mechanisms and social situation, which has a considerable impact on the functioning and development of the higher education.

Ukrainian system of higher education is characterized by a high level of centralization. That is why professional education in certain fields is largely determined by state mechanisms and means. These mechanisms comprise law making, elaboration of legally enforceable enactments and state programs of educational development, licensing procedures, accreditation, standards development, state support for research development, education and advanced training of faculty members, educational institutions financing, promotion of educational and research publications, periodicals, development of information technologies and libraries. Nowadays, the state defines even the technology of academic process organization, which is universal for all higher educational institutions.

The state higher education management in Ukraine is characterized by the following features:

Ø *Formalization of licensing and accreditation procedures and spread of their corrupt practices.* Accreditation agencies do not exist in Ukraine. Accreditation is carried out by the university faculty, who are not properly trained or motivated.

Ø *Absence of effective quality control system for higher educational institutions.* This control is confined to the analysis of annual reports submitted by higher educational institutions to the Ministry of Education and Science.

Ø *Insufficient financing of higher educational institutions.* The government of the country finances faculty's salary, scholarships for budget undergraduate, graduate and post-graduate students, and universities' utilities. The maintenance and development of universities' resource base is not provided for by the state.

Ø *Non-existence of effective mechanisms for regulating the quantity of higher educational institutions.* As a result, the number of such institutions exceeds country's needs. It makes adequate financing of higher educational institutions impossible and creates the situation when universities enroll everyone who applies without any selection. For these reasons, the level of such students does not comply with the requirements of high-quality education.

Ø *Lack of conformity between the academic programs (concentrations) and licensed quotas with the labor market demands.* This situation is caused by the lack of feedback between higher education and business, the centralized character of educational management, inadequate development of the market mechanisms of higher education regulation.

Ø *Archaic mechanisms of selecting CEOs of higher educational establishments and organizing their activity.* It creates the situation when a university's administrative position can be taken by someone who does not measure up to the contemporary requirements. In the situation when the university's CEO is not accountable to the personnel and can take decisions based solely upon his/her opinion or discretion, the university faculty are primarily concerned not about the quality of education, but about the CEO and his/her directions. Subjective factor abuse by some university CEOs (individual rule, unlimited term of service, lack of effective performance evaluation and control system) changes the quality assurance mechanisms dramatically. The individual power of the CEO becomes of paramount importance, but, being subjective by nature, it may secure quality assurance system as well as fail to do so.

The impact of the social situation on quality assurance can be negative to a considerable degree. It can be characterized by the following:

- A higher education diploma does not always assure that a graduate will be able to take the appropriate position in the professional domain. Even if a graduate is offered such position, not everyone is willing to take it, due to low salaries or difficulties connected with the necessity to move to a new place of residence.
- Public opinion that supports quality education is underdeveloped.

- The majority of population is oriented towards getting a diploma versus obtaining quality education.
- The practice of buying term papers, diploma papers, master's papers, as well as doctoral dissertations is widely spread and accepted by the public opinion.
- Traditions of sponsorship in higher education are not formed.
- The population has low income, which is the result of the condition of the Ukrainian economy.

It is possible to evaluate the influence of state mechanisms on the development of higher education in Ukraine by comparing them with the features of the major groups of the inner factors of quality assurance in higher educational institutions. Among these groups are the most typical characteristics of the academic process, students, professors, and management of the Ukrainian higher educational institutions.

The academic process in the Ukrainian higher educational institutions is characterized by the following:

∅ *Orientation of the majority of higher educational institutions towards admitting anyone willing to be enrolled as a student without considering their level of training.* This is caused by the inadequate financing of higher educational establishments and low tuition fees.

∅ *Absence of elective courses in the curricula and students' personal development plans.* Their introduction will require additional financial resources, academic premises, as well as experience in organizing the academic process in the new conditions, which most higher educational establishments lack.

∅ *Chasm between curriculum content and international standards in the majority of specialities.* This can be explained by the low level of autonomy of the Ukrainian HEIs, which are to take national standards as their guidelines, lack of cooperation with foreign HEIs, as well as limited participation in international projects on the development of educational programs/curricula.

∅ *Organization of the academic process according to the yearly and group principle of distributing students, which makes it impossible to individualize*

education. Preservation of the Soviet principle of the organization of the academic process is determined not only by the traditions, but also by the underestimation of the distinctive value of each individual.

Ø *Tenuous connections of the academic process with business and industry.* There are several reasons for that. Among them are the following: the absence of traditions of having such connections, non-existence of their established forms, as well as the lack of interest in having such connections from businesses, as the system of commissioning HEIs to train certain specialists for companies is underdeveloped. The establishment of such connections is optional for HEIs.

Ø *Isolation of the academic process from science.* This situation is brought about by the predominant in Ukraine system of determining professors' workload, absence of scientific departments in the majority of the Ukrainian HEIs, structure of curricula, lack of the equipment necessary for scientific research.

Ø *Plagiarism/cheating when testing students' performance, with students and some of the faculty supporting this situation.*

Ø *Absence of the system of objective evaluation of students' academic performance, corruption in the evaluation process, prevalence of the principle "the one who teaches, tests the quality of learning outcomes".*

Ø *Discrepancy between available material resources of the academic process and its tasks.* This is due to the insufficient state financing of HEIs, limited resources of HEIs, policy of the administration of HEIs, reluctance of business representatives to take part in the development of the material infrastructure of HEIs.

Students of Ukrainian higher educational establishments are characterized by the following:

Ø *Predominantly low level of learning motivation.* This is prompted by numerous factors: personal make-up of prospective students, possibility to get a degree without learning hard, lack of support of students' diligence in the public eye, absence of guarantees of employment upon graduation, low salaries of graduates.

Ø *Tolerance of cheating, plagiarism, corruption in grading system.* The main reasons for these are low public morals, permissiveness of the faculty and staff, non-existence of the technologies to eradicate these negative phenomena.

Ø *Underdevelopment of the professional interests of prospective and current students.* This situation is determined by the economic situation in the country, the attitude of modern youth to higher education, the system of their life priorities, shortcomings of career-guidance activities.

Ø *Low entry-level preparation of the majority of applicants, lack of the necessary learning skills and inadequate knowledge base.*

Ø *Poor knowledge of foreign languages, which makes securing of international grants and international mobility impossible.* This is determined by the low entry-level foreign language proficiency, dominant teaching/learning practices in higher educational establishments, lack of situations in which students could apply their knowledge of a foreign language, e.g. lectures in foreign languages, communication with foreigners, participation in international grants and mobility within the Bologna process.

Professors of Ukrainian higher educational establishments demonstrate the following characteristics:

- a large amount of in-class sessions that is determined by the Law on Higher Education, approaches of higher educational establishments to assigning the teaching load, financial resources and financial policies of educational establishments;

- low salaries, their level being dependent on the level of financing of higher educational establishments by the government; inadequate reimbursement for teaching fee-paying students; and financial priorities of educational establishments;

- poor knowledge of foreign languages, which makes securing international grants and international mobility impossible. Most higher educational establishments do not consider the knowledge of foreign languages as a necessary prerequisite for the employment of a professor and prolongation of his/her contract; the number of courses taught in foreign languages is insufficient;

- lack of teaching experience in higher educational establishments of other countries, which is connected with the poor international relations of Ukrainian higher educational establishments, incoherence of the curriculum content, unsatisfactory language proficiency of Ukrainian professors;

- debasement of research as a result of teaching overload and lack of necessary personal qualities in the majority of professors.

Administration of Ukrainian higher educational establishments is characterized by:

- the absence of professional managers within governing body on all levels;

- centralization of the university management, which causes the accumulation of all power into the hands of rectors and removal of mid-level administrators and faculty from taking administrative decisions;

- dependence of structural subdivisions, absence of true autonomy;

- limitedness of the rights of collegiate organs – scientific councils, committees, which debases their activity;

- underdevelopment of the majority of administrative processes, which produces a manual mode of management;

- absence of the evaluation system of executive officers on all levels;

- upholding the tradition of the unlimited term of service for executives of all levels;

- orientation of the university management towards solving financial problems, but not towards the quality of education;

- deficiency of the system of selection, evaluation, promotion, development of administrative and teaching staff;

- lobbyism of important administrative decisions.

Introduction of the quality system model stipulated by the international ISO 9000 series standards can be named among the urgent means of overcoming the majority of the listed above institutional deficiencies, especially in Ukraine. There are several higher educational institutions in Ukraine that have already had their quality

systems certificated according to the international standards, with some more creating such systems but not intending to certify them. The importance of introducing ISO standards for Ukraine is determined by the fact that the corresponding quality system allows to minimize the influence of the negative institutional factors of higher education owing to a more effective implementation of organizational tasks, increasing the role of normative regulation of the higher educational institution's activity, and decreasing the manual mode of management.

The experience of creating the quality assurance system according to the ISO 9000 series standards at the Institute of Continuing Education of Luhansk National University demonstrates that such system ensures:

- more effective implementation of organizational tasks;
- transformation of the majority of managerial situations from “exquisite”, i.e. requiring personal participation of CEOs and considerable time resources, into 'standard', which have ready solution procedures;
 - enhancement of the organizational culture of higher educational institutions;
 - development of the personnel owing to the formation of modern views on managerial work and new competences;
 - more time-efficient organizational problems resolution due to the formation of the quality assurance system's key elements, ;
 - improvement of the microclimate in the organization owing to the organizational culture enhancement;
 - higher level of customers' satisfaction with educational and other services provided by the higher educational institution;
 - improvement of the higher educational institution's image;
 - democratization of the higher educational institution management owing to the fact that the leading role is given to the defined procedures of collective work and not the personal power of the CEO;
 - higher level of validity of managerial decisions;

- consistency in resolving the managerial problems of the higher educational institution;
- increase in legal validity of HEI administration due to the fact that the majority of managerial tasks are resolved with reference to defined and approved procedures;
- increase in purposefulness of HEI activity owing to the defined procedures of monitoring, analysis, and decision-making;
- introduction of the quality assurance system leads to the decentralization of management at HEIs, since it waives the necessity to bring the majority of the managerial decisions to the 'top level';
- introduction of the quality assurance system conditions the process of delegation of certain managerial functions from the CEOs to other employees;
- introduction of the quality assurance system increases the transparency level of HEI management. It means that the majority of managerial processes are defined and their procedures are well known to the employees;
- creation of quality assurance system promotes formation of a more effective system of assessment and motivation of employees' performance. This effect is related to the fact that there exist direct and indirect mechanisms of realization of this feature. The direct mechanisms are related to the fact that quality assurance system presupposes the development of assessment and motivation processes of employees' performance. The indirect mechanisms imply modeling numerous aspects of employees' activity in the form of job requirements, instructions, and methodological recommendations. These documents make the assessment of the employees' performance more comprehensible and motivate them;
- the documents developed in the process of quality assurance system creation constitute so-called "orienting chart", which facilitates employees' performance and increases its efficiency;
- realization of the tasks of creating quality assurance system enhances the efficiency of the process of professional development, improvement, and self-improvement of the employees. It is related to the fact that requirements to the

activity content, knowledge, and skills of the employees become more precise. Such situation provides a better connection between the improvement of employees' qualification and self-development and the objectives of HEIs, on the one hand, and the content of the employees' activity, on the other hand;

- introduction of quality assurance system reduces the number of conflict situations and psychological barriers in the relations between the employees. This improvement is expected due to the fact that the administrative employees will learn to rely on the defined and approved activity procedures rather than on the orders of the top management ;

- introduction of quality assurance system facilitates the fundamental change in the content of the activity of those HEI employees' who are involved in organizational activity. Traditionally, the content of such activity is determined by the range of the employee's official duties, subjective ideas of senior administrators and ordinary staff members about it, as well as current situations. In the presence of quality assurance system, the content of the employees' activity is determined by the topical managerial tasks tested by the international experience, the completion of which considerably diminishes appearance and influence of current situations on the management efficiency;

- introduction of quality assurance system leads to the decrease in possible negative influence of the human factor on the efficiency of the employees' management. The efficiency of the organizational activity typically depends on the knowledge, skills, and subjective attitudes of employees. If quality assurance system operation is in place, the leading role in ensuring the efficiency of management is played not by the subjective factors, but by the clearly defined procedures of activity;

- creation of quality assurance system signifies the transition to the new philosophy and the new HEI management paradigm characterized by the contemporary concepts of aim, content, means, principles, patterns, and results of the management activity. Philosophy of the quality assurance system corresponds to the master vector of the general civilizational development;

- introduction of quality assurance system increases the role and influence of individual employees on the achievement of the higher educational institution's goal. In the modern context, HEIs are significant in size social systems; therefore, hierarchical relations and centralized formations are not able to ensure their effective functioning. Under quality assurance system, horizontal relations play a more important role than hierarchical. The employees' authority expansion as a result of decentralization and delegation of authority stimulates the increase in self-evaluation and responsibility for the overall impact. Attainment of independence and responsibility ensures the proper conduct of the employees, which is now to a larger extent based on their personal ways and attitudes and defined processes rather than the instructions of the administration;

- a noteworthy feature of quality assurance system is its constant improvement and development. It is in line with the tendencies of the modern society development, when, as V.G.Kremen says, "we have entered the period, when ideas, technologies, and knowledge change more rapidly than generations..." (Kremen, 2007)

The given above characteristics of the European, national, and institutional dimensions of the higher education quality management allow to draw certain conclusions. The problem of creating the quality assurance system is both complex and multifaceted. It requires an integrated solution. Experience in quality management accumulated in Europe is an example for Ukraine to follow; however, unreflecting application of this experience in Ukraine can fail to yield the expected results. This is due to the fact that higher education in the European countries has a long history and can be characterized by a number of features, which make up the basis of the modern system. These features are natural for the European higher education; therefore, they may not be even regarded as compulsory conditions for quality assurance. However, these conditions are very important for Ukraine: democratic traditions of higher education organization, approaches to the organization of the faculty activities (appointment procedure, standardization of teaching and research structure, arrangement of working conditions, professor's

performance assessment, reimbursement), individualization of academic activity, techniques for promoting higher education and community cooperation, techniques for resolving managerial tasks, etc. For this reason, creation of the quality assurance system within the higher education of Ukraine is impossible without finding solutions to these issues.

The second group of such problems includes those connected with the neutralization of the aforementioned negative features of the Ukrainian higher education. Since the strategy of creating the quality assurance system cannot be based only on the eradication of the negative effects, the third group is comprised of the tasks connected with the development of positive qualities and introduction of the innovative quality assurance technologies.

Creation of the quality assurance system presupposes determining not only the structure of the tasks, but also the ways of finding solutions to them. Among the most important means are the modernization of the regulatory framework of Ukraine, which would allow implementing the necessary reforms in higher education; creation of the agencies to assess the performance of higher educational establishments; implementation of ISO 9000 series standards, which would help to solve current problems; substantial versus formal implementation of the Bologna reforms; employment of the European experience in the field of quality assurance.

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Khrykov Y. N. European, National, and Institutional Dimensions of Quality Management and Its Development in Higher Education in Ukraine

The article provides the analysis of the three dimensions of the quality assurance system – European, national (Ukrainian), and institutional. Due to the fact that there is no universal quality assurance system in the European countries, the author reviews its most important features for the modern stage of the development of Ukraine. The national dimension of the quality assurance system is comprised of the state management mechanisms and the peculiarities of the social situation in Ukraine. Students, scholars, organization of the academic process, and management of educational establishments comprise the institutional dimension. Their characteristics mostly negatively influence the performance quality of higher educational institutions to a large extent. The article outlines the following procedure of creating the quality assurance system in Ukraine: elimination of negative and development of positive factors of the higher education in the country; formation of features characteristic of the European higher education; introduction of modern European experience in the field of quality assurance. Modernization of the regulatory framework, creation of the HEI's performance assessment agencies, implementation of ISO 9000 series standards for finding solutions to the current problems, substantial versus formal introduction of the Bologna reforms are suggested as means for realization of the aforementioned tasks.

Key words: higher education, quality assurance system, Bologna reforms, regulatory framework, performance assessment agencies.

Хриков Є. М. Європейський, національний та інституційний контексти розвитку менеджменту якості вищої освіти в Україні

У статті наведено аналіз трьох контекстів системи гарантії якості – європейського, національного – українського, інституційного. У зв'язку з тим, що в Європейських країнах немає загальноприйнятої системи гарантії якості, то наведено найбільш важливі для сучасного етапу розвитку України її властивості. Національний контекст системи гарантії якості для України

складають державні механізми управління та особливості соціальної ситуації в країні. Інституційний контекст складають особливості студентів, викладачів, організації навчального процесу, управління навчальними закладами. Ці особливості здебільшого негативно впливають на якість діяльності ВНЗ. У статті запропоновано логіку створення системи гарантії якості в Україні: подолання негативних та розвиток позитивних чинників вищої освіти країни; формування властивостей, притаманних вищій освіті Європи; запровадження сучасного європейського досвіду гарантій якості. Засобами реалізації цих завдань запропонована модернізація законодавчої бази, створення агенцій оцінки діяльності ВНЗ, реалізація для вирішення певних проблем ідей стандартів ISO серії 9000, змістовне, а не формальне запровадження Болонських реформ.

Ключові слова: вища освіта, контекст, менеджмент.

Хриков Е. Н. Европейский, национальный и институциональный контексты развития менеджмента качества высшего образования в Украине

В статье приведен анализ трех контекстов системы гарантии качества – европейского, национального – украинского, институционального. В связи с тем, что в Европейских странах не существует общепринятой системы гарантии качества, то приводятся наиболее важные для современного этапа развития Украины ее особенности. Национальный контекст системы гарантии качества для Украины составляют государственные механизмы управления и особенности социальной ситуации в стране. Институциональный контекст составляют особенности студентов, преподавателей, организации учебного процесса, управления учебными заведениями. Эти особенности в значительной степени негативно влияют на качество деятельности ВУЗ. В статье предлагается логика создания системы гарантии качества в Украине, которая состоит в следующем: преодоление негативных и развитие позитивных факторов высшего образования страны; формирование

особенностей, присущих высшему образованию Европы; внедрение современного европейского опыта гарантии качества. В качестве способов реализации этих задач предложена модернизация законодательной базы, создание агентств оценки деятельности вуза, реализация для решения накопленных проблем идей стандартов ISO серии 9000, содержательное, а не формальное проведение Болонских реформ.

Ключевые слова: высшее образование, контекст, менеджмент.

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