QUALITY MEASURING AND QUALITY MANAGEMENT SYSTEM IN HIGHER EDUCATION INSTITUTIONS

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Abstract

The aim of this paper is to substantiate the theoretical provisions and methodological foundations of the organization of the management system and quality assurance of higher professional education focused on adaptation to market requirements and the development of recommendations. In this paper, we have considered the processes and characteristics of educational activities in higher education institutions. It is given the elements of external and internal values of quality of education. The quarantine mechanism of training quality of the specialists in higher school should become the management quality system. A significant stimulus to the development of a quality education system in higher education institutions can be a will to act the leaders of all university levels and their desire to improve themselves. Since the quality management system should become a corporate system, then as it develops, the entire staff of the university should be gradually involved in the sphere of improving the quality of education.

Keywords: quality management system, higher education, quality assurance, possessing approach, ESG

INTRODUCTION

In recent decades, higher education has grown and diversified in all countries of the world. In modern conditions quality of education is one of the most important components of competitiveness of higher educational institutions of any state. The Quality management system (hereinafter QMS) in an educational institution considers the entire technological chain of activities by processes. The process approach inherent in the international QMS standard clearly regulates research and analytical work, planning and quality control of educational services, internal audits, educational work, market analysis and customer satisfaction assessment, as well as complaints management. QMS is successfully built in the general control system of higher education institution. The purpose of this article is to review stages of formation, development, implementation of the QMS at HEIs and emerging difficulties. The most notable advantage of the quality management system is that the system covers all activities of institutions of higher education without exception.

Recently, the volatility of the educational services market places strict demands on educational institutions. In order to be competitive, it is necessary to quickly change, open up new demanded specialties and ensure the quality of education, introduce new teaching methods, update the regulatory and laboratory framework, and raise the level of competence of the teaching staff. At the same time, the issue of competition among educational institutions for each potential student is very acute. Since the main task of the educational policy of any country is to ensure a high quality of education on the basis of preserving its fundamentality and compliance with the current and future needs of the individual, society and the state.

We know that investment in higher education and research a positive effect on economic growth and regional competitiveness as well as on individual employment prospects and well-being. Stakeholders, including government, are becoming more demanding of evidence of the impact and relevance of the work of the higher education sector, regionally, nationally and globally.

Higher education plays a vital role in driving economic growth and social cohesion. If we look to the social and economic importance the social and economic significant of higher education is great, and it is growing. Throughout, the world, it is now understood that a high-quality system education is central to ability of nations to participate successfully in the global knowledge of social and economy.

International experience, primarily the experience of developing countries, shows that the formation of a nation is a key resource for the accelerated socio-economic development of a country. Investments in the economy with a low level of education of the population or with an education that does not meet modern requirements can only contribute to the creation of low-

efficiency technologically backward industries, the country's ever more lagging behind the world trends in the development of economies based on knowledge. Integration of the higher education institutions into the international scientific and educational space, using credit system of education, and process growth of autonomy of the organizations of the higher and postgraduate education, requirement of their partnership at world level cause need of use of modern approaches to quality management and social responsibility. The QMS has directed to the formation of an effective control system of quality of educational and scientific and technical services of higher education institution is developed and introduced.

An importance of using of QMS in higher education institutions is widely discussed among authors and experts in recent decades.

In the last decades, several factors have contributed to raising public concern over higher education institutions' quality, leading to the emergence of quality measurement and improvement devices such as performance indicators, accreditation, programme and institutional assessment and quality audits, and there have been attempts to import models from the private sector into higher education systems and institutions (Sarrico et al., 2010).

According to the Begley C. (2015) and Baker M. (2016) the QMS is often uneven and lacking in credibility, making it difficult to make a confident, concrete assertion or prediction regarding evidence for improving practice or consumer outcomes. While Pratasavitskaya and Stensaker, (2010: 38) assert that "quality management, at least theoretically, can have potential benefits; for example, with respect to identifying available options higher education institutions may choose from in order to respond to increasing external pressures for demonstrating academic output".

Although a number of authors argue on the important of QMS in higher education institutions the next group pf authors claim on the framing of the total quality management system in a higher education (TQS).

Campatelli et al. (2011: 696) claim that TQM is "an approach to management characterised by the definition of some general and inspiring guiding principles and core concepts that represent the way the organisation is expected to operate in order to obtain high performance." Both the ISO 9001 standard (ISO, 2005) and the European Foundation for Quality Management EFQM[1] Excellence model have established these principles and core concepts, which are usually used as the rationale to develop quality management systems within organizations. Sahney et al., (2004: 145) argue an identification and application of "the

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[1] The EFQM Model is a globally-recognised management framework which allows organisations to achieve success by measuring where they are on the path towards transformation, helping them understand the gaps and possible solutions available, and empowering them to progress and significantly improve their organisation's performance.

relevant concepts of TQM to each and every aspect of academic life. The EFQM Model is a globally-recognised management framework which allows organisations to achieve success by measuring where they are on the path towards transformation, helping them understand the gaps and possible solutions available, and empowering them to progress and significantly improve their organisation's performance, teaching, learning and administrative activities" appeared then as a viable solution.

As previously referred there is a long debate about quality in higher education. This debate has repeatedly shown the difficulty in reaching a consensus not only about what quality is, but also about its implications for higher education

Sarrico et al. (2010: 52) claim that "there are already some examples in the literature that account for the application of institutional quality assessment models that provide this integrated view on higher education quality, providing frameworks for better institutional management leading to continuous quality improvement. These are the cases of the EFQM Excellence Model, the Balanced Scorecard, Benchmarking exercises or the EUA Institutional Evaluation Programme. All these models propose to assess higher education institutions as a whole, including not only its teaching and research missions, but also other activities and, notably, institutional management."

A number of authors argue that a quality system is an organizational structure with responsibilities, procedures, processes, and resources which implement a management function to determine and enforce quality principles, while a quality control and quality assurance systems together constitute the key quality systems. Quality control and quality assurance are parts of quality management. Quality control is focused on fulfilling quality requirements, whereas quality assurance is focused on providing confidence that quality requirements are fulfilled. According to the ESG (ENQA, 2007: 16-19) there are seven standards for quality assurance within HEIs, complemented with guidelines for their implementation (see figure 1).

Figure 1 covers seven standards for quality assurance within HEIs the main and show that a QMS must ensure that the products/services conform to customer needs and expectations, and the objectives of the organization.

According to the Figure 1. institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality.
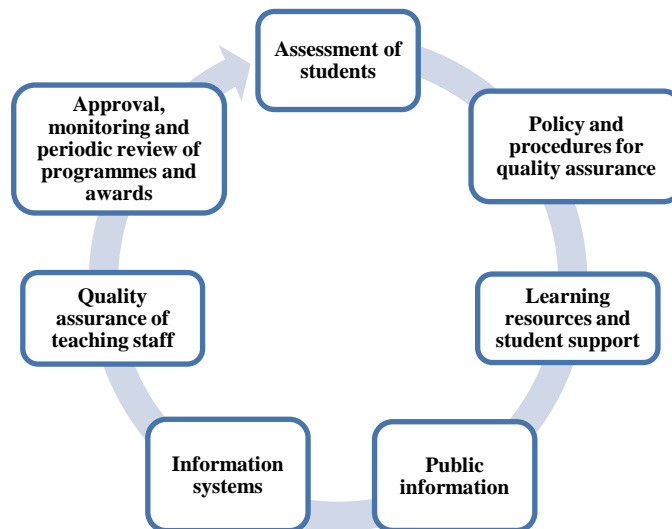
Figure 1. Standards for quality assurance based on ESG requirements

The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other. It should be noted that Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards. stakeholders. Moreover, institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports (see Figure 2).
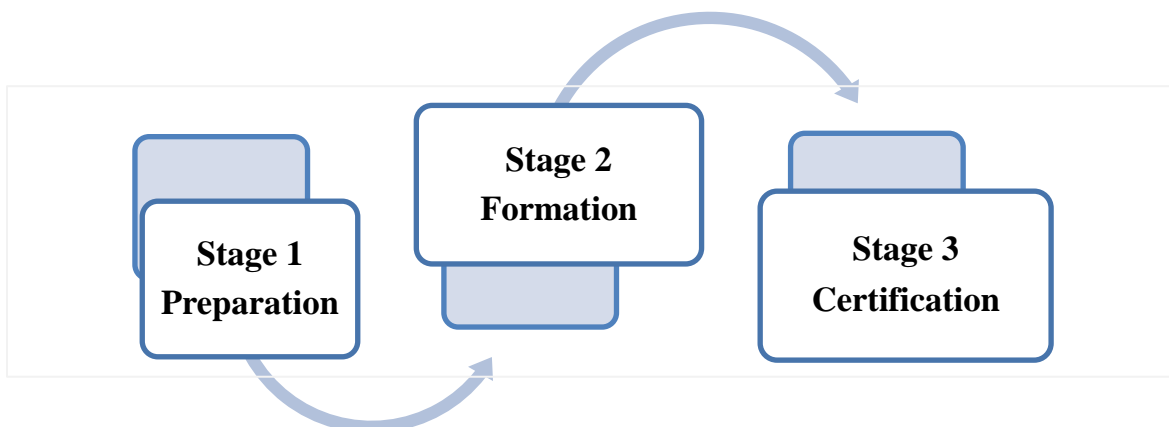

Figure 2. Stages for the creation of an effective QMS

Stage 1. Preparation:

📂 Development of a program for the formation of a system of internal monitoring of the quality of education;

- 📁 Organizational structure development quality management of an educational organization;
- 📁 Creation of a working group (team) for development and implementation;
- 📁 Definition of quality commissioners;
- 📁 Training of methodologists (members of the working group) on quality, training of internal auditors, training of top management.

Stage 2. Formation:

- 📁 Development of policy and goals in the field of quality of the university;
- 📁 Development of regulations for structural divisions of the university, job responsibilities of employees and work instructions;
- 📁 Identification of processes of the QMS;
- 📁 Development of QMS documentation;
- 📁 Introduction of the QMS documentation into the practice of the university;
- 📁 Analysis of the university QMS;
- 📁 Conducting internal audit;
- 📁 Preparation and implementation of an adjustment plan activities;

Stage 3. Certification:

- 📁 External audit of QMS;
- 📁 Elimination of minor inconsistencies and comments;
- 📁 Certification.

The formation of the QMS at the university is considered from the standpoint of general approaches to managing the quality of the provision of educational services. Therefore, the results of the research considered in the dissertation in relation to the university are representative for other educational organizations.

The quality of education is one of the most important problems in the modernization of Russian education, and the basic requirements for it are included in the Bologna Declaration. During the search for new approaches to education, innovations in the activities of educational institutions (organizations), coordination and effective

Having implemented a quality management system, the organization's management should be interested in how it functions, where failures occur in the system, and evaluate its effectiveness. The results of internal audits provide this kind of information for analysis by the

management of the organization, which allows you to develop corrective actions and identify opportunities for improvement, both individual processes and the system as a whole.

CONCLUSION

In conclusion, with implementing the quality management system, higher education institutions ought to consider clients' input and valorize it for the improvement of the educational process and output respectively (Macy, Neal, Waner, 1998). On the other hand, any client oriented organization needs to be aware that it shouldn't depend altogether on clients' declared needs, or at least not on only one client category. Moreover, it is worthy to note a strong quality culture no longer needs a quality assurance system, it relies on mutual trust among all partners in the educational act, it is no longer implemented, it is built step by step, action by action, until it becomes reality. Within auditing the quality of educational services, the compliance of actual indicators with the required level for the quality of educational services should be determined. At the same time, the monitoring system must continuously monitor the level of its quality at all stages of student training: enrollment, training and graduation of specialists. When auditing the state and efficiency of the QMS processes, their ability to meet the specified requirements should be assessed. Quality control of education is not a self-sufficient procedure; it must be integrated into a single whole with the general management policy of the university. An efficiently operating QMS should create a position of the university in which any external check will no longer be perceived as a natural disaster, but as another convenient excuse to prove the high level of its educational services.

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