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## DIRECTIONS OF THE IMPLEMENTATION OF THE SWEDISH EXPERIENCE FOR QUALITY ASSURANCE OF HIGHER EDUCATION IN UKRAINE

*An important aspect of the methodology of scientific research, that involves the study of foreign experience, its comparison and contrast, is the problem – how and in what forms it is possible to use / implement the learned experience. The expediency of applying to the experience of different countries, in our research – the Swedish experience in ensuring the quality of higher education – is beyond doubt. In the present circumstances, no developed country can afford to isolate itself from the international community. This fully applies to education.*

*Investigating the problem of the quality of higher education, the analysis of normative documents regulating various areas of quality assessment category; foreign experience of this problem makes it possible to state that the quality of education is an urgent problem in many countries. Separate directions of the implementation of the experience of organizing the quality assurance system in Sweden in the practice of the work of domestic institutions of higher education are proposed in the article. The quality of education, as a pedagogical category, reflects the level of preparedness of educational institutions to provide educational services to different categories of the population.*

*The author clearly describes the areas of creative application of the Swedish experience in quality assurance of higher education in Ukraine, in particular: voluntary and motivational interest of each educational institution in conducting an independent expert assessment of quality; involvement of students in the evaluating the quality of higher education as an integral part of the higher education quality network; establishment of independent agencies evaluating the quality of higher education; the introduction of a single university test in institutions of higher education in Ukraine; the availability of necessary practical work experience (especially for students who study part-time or distance learning); the obligatory introduction of university rankings in the system of external quality evaluation. It is noted, that the indicated directions of implementation the Swedish experience are possible under the condition of implementation a number of tasks, which are formulated by the author in the article.*

**Key words:** *educational services; institutions of higher education; quality of education; ratings; system of evaluation; Sweden.*

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**Introduction.** Today's European education is a degree training of specialists, a strong university science, participants' mobility in the educational space, as well as an extremely high responsibility to society for a qualitative component controlled by the public and its own authority. The creating a common European educational space changes the function of education, making it a crucial role in the social and economic development of European countries and provides higher education quality. In general, the issue of quality of higher education is the cornerstone of European education. The main measure of quality is whether the consumers of educational services are satisfied with training programs and, whether, as a result, they are integrated into the labor market, ideally, on the scale of the entire European continent.

In the context of holding foreign studies in the field of education, it is worthwhile comparing such national educational systems, which, along with the specific differences are also characterized by common features. At the same time, we consider that ineffective results will be the comparison of those national educational systems

that have nothing or nothing to do with each other. Therefore, in the context of investigating the foreign experience, we consider it appropriate to compare the features of formation of the quality assurance system of higher education in Sweden and the stages of formation of the identified system in Ukraine.

**The purpose of the article** – to distinguish the directions of implementation of foreign experience in the practice of higher education institutions in Ukraine on the basis of theoretical and methodological analysis of the formation and development the system of quality assurance of higher education in Sweden.

The problem of evaluating the quality of higher education in Ukraine has become extremely important today. And this trend in education is a global and European one. According to Andreas Schleicher, the international comparative analysis shows that it is possible in the educational sphere in terms of quality, equality and efficiency of the services provided by world leaders in the educational sector. Such an analysis will help the politicians to set achievable targets based on measurable indicators. It will also help to understand how various educational systems solve such problems.

The international perspective enables policy makers and practitioners to develop a clearer idea of educational systems and better understand the concepts and structures, the strengths and weaknesses behind these systems. Before changing and improving the educational system, it needs to be understood (Schleicher, 2018, p. 39).

The quality category is one of the central in the conceptual analysis of the education system. The philosophers, economists, managers, sociologists and educators are actively using it. The quality of education becomes a key concept in the arsenal of consumers of educational services – employers, students, society as a whole.

The quality of education is a complex of characteristics of the educational process, that determine the consistent and practically the effective formation of competence and professional consciousness. This is a certain level of knowledge and skills, mental, physical and moral development, which the graduates of the educational institution have achieved in accordance with the planned goals of education and upbringing (The Ministry of Education and Science of Ukraine. Official website).

**Directions of the implementation of the Swedish experience for quality assurance of higher education in Ukraine.** We will formulate the prospects of creative application the ideas of the Swedish experience in quality assurance of higher education in Ukraine in the context of presenting the characteristic features of the higher education system itself and the peculiarities of its qualitative assessment.

One of the aspects of higher education is the peculiarities of the organization of admission to higher education institutions. The analysis of the results of our research make it possible to state that one of the grounds for admission to higher education institutions in Sweden can be a 4-year work experience, provided that the applicant is at least 25 years old, and that his/her knowledge of Swedish and English corresponds to the requirements of the program of the senior high school (Karpenko, 2005, p. 192–193). We find that the *availability of the necessary practical work experience* can be a valid basis for enrollment of students to study (within the chosen specialty), especially when it concerns the part-time study form.

Another aspect of higher education is the enrollment of entrants in the number of students, when the number of applicants far exceeds the number of seats offered by the University. In Sweden, if the number of places proposed by the institution is less than the number of those willing to study there, then a competition is being conducted, the criteria of which are: school grades, sometimes the work experience, as well as the results of a single university test that was introduced after the reform in 1977 in order to provide access to higher education for young people who do not have the certificate of secondary education. Since 1991, the university test is made up of everyone who wants to study at the higher education institutions of Sweden, which is held twice a year, in April and in October. We consider it appropriate to review the possibility of introducing a *single test in institutions of higher education of Ukraine*, as the results of the tasks of

the applicants to indicate the level of formation of general competencies that characterize the level of development of the applicant (Karpenko, 2005, p. 192–193).

An important direction of quality assurance of higher education is *the introduction of university ratings* in the system of quality assurance in higher education, which contributes to the improvement and implementation of significant changes in the domestic university ratings. First of all, it should be noted that the world's most popular rating assessment systems of HEIs are: The Shanghai Rating (The Academic Ranking of World Universities), the QS (The QS World University Rankings), Times Higher Education (Podolianchuk, 2012, p. 8–9). Being on the lists of these ratings is considered a sign of the success of a certain higher education, and therefore, it is ensured by an appropriate number of students, and contributes to the effective qualitative selection of teachers, and the improvement of financing, and the preparation of competing professionals, etc. The domestic institutions of higher education of all the tops, unfortunately, do not participate. The main reasons for these are: inadequate funding, low qualification of the teaching staff, inadequate support by the employers. These factors usually cause certain imprints at the level of recognition of our HEIs.

We believe that the situation with the involvement of leading domestic higher education institutions needs to be corrected based on the main evaluation criteria used by the universities and colleges in Sweden, in particular: the reputation among scholars, citation of scientific publications by the representatives of the university, the ratio of the number of teachers and students, the attitude of employers to graduates, as well as the relative number of foreign teachers and students, etc.

It is worth mentioning another indicator of quality and quantity in the ratings of representatives of certain states, which indicates good support from the state side. In particular, the majority of ratings are dominated by the representatives from the UK and USA. For example, in the Shanghai ranking in the first 10, we see 9 representatives of the United States and 1 of England. If we take a look at the Times Higher Education ratings this year, then there are some differences: 6 representatives of US, 3 representatives of UK and 1 representative from Switzerland.

The formation of world and domestic ratings is complex and controversial. However, the introduction of university rankings in the quality assurance system of higher education contributes to the improvement and introduction of significant changes in the domestic university rankings, namely: the presence of a relatively large number of domestic professional editions in various scientometric databases, citation systems; the high activity of university teachers regarding the publication of the results of their own scientific research in foreign scientific publications and the interest of leading domestic higher education institutions in high places in world rankings. It should be noted that the experience of using the indicators and criteria of world university ratings is necessary for improving, specifying, refining and modifying approaches, methodology, criteria and indicators for the compilation of domestic university ratings. Such experience can be the primary factor that will enable our universities to get

to the first hundred of the world's leading universities in the near future. An important direction of creating a system of quality of higher education in Sweden is the involvement of students in the system of evaluation. The student community is actively involved in the internal evaluation of quality assurance and is an important part of the organization of the educational process at the university. The internal evaluation is carried out using various evaluation processes, in particular: a survey of first-year students which aims to take into account the experience of students who have just begun studying and their path to university and higher education; a survey of first-year students are conducted on-line and addressed to students of all faculties. The results can be presented within faculties, and throughout the university. The first-year students' surveys are conducted and coordinated by the Quality and Evaluation Office in cooperation with the faculties.

There are also subject surveys that relate to a particular field of study or education perspective. These studies are conducted on a regular basis and the method varies depending on the direction of the survey; the obtained results are aimed at improving the different levels and directions of education within the university. Of great importance are the questioning of graduates, which is carried out within the framework of documentation required in the integrated quality assurance system, taking into account the experience of former students and doctoral students. One of the aspects of the internal quality system is the active involvement in the assessment system the students, which is expedient to introduce in the domestic institutions of higher education. We believe that in this way, students will be able not only to control the organization of the educational process in a particular university, but also to be active participants in updating the content of educational programs, the selection of the most optimal forms and methods of training, the creation of practical training programs. Therefore, we note that *involving students in the evaluation of the quality of higher education should be an integral part of the higher education quality network.*

The theoretical and methodological analysis of the problem we have studied suggests that the system of evaluating the quality of higher education in Sweden is developed at a high level and is represented by a network of independent experts.

The first is an independent body, the former Swedish National Agency for Higher Education (NHAЕ), currently the Swedish Higher Education Authority, which evaluates all subjects and educational programs offered at all educational institutions for the Government's appointment (Swedish Government Bill, 2000).

The Swedish National Agency for Higher Education, in order to ensure the quality of higher education, carries out the evaluation at the level of the results of educational programs and the results of training courses. According to the researchers, the learning outcomes are described through descriptors: knowledge and understanding, competence and skills, the formation of judgments. The role of the National Agency is to coordinate the evaluation process and ensure its transparency and equivalence. The

evaluation should provide a framework for HEIs the right to award qualifications and distribution of public funding (Zolotareva, 2015, p. 25).

The second expert is Urank, a private commercial association that produces four broad ratings in four sectors (technology, science, humanities / social sciences and medicine), and three specialized subject rankings (business and economics programs, social worker programs and psychologists). Its goal is to highlight the quality of higher education on an annual rating based on surveys and comparisons of the guaranteed quality of quantitative data. Information about quality in education is aimed at prospective students, the labor market, the public and other stakeholders interested in the field of higher education. Urank emphasizes that the grades relate exclusively to the bachelor's degree. Taking into consideration research resources are prerequisites for education based on research, these aspects are included in the main quality criteria (Forneng et al, 2014).

Third – Chamber of Commerce of Southern Sweden (the Sydsvenska Industri-och Handelskammaren) is quite traditional rating, which reflects the international and Anglo-Saxon ratings, the system evaluates and ranks the quality of higher education and research aimed at industry and commerce.

The fourth expert – Svenskt Näringsliv (Confederation of Swedish Enterprises) – is conducted by a business federation of the Swedish Enterprise Confederation (Svenskt Näringsliv). This is a ranking of higher education programs, not institutions, and focused on the people who are going to choose where and what to study. Developers have tried to include all programs leading to a degree at the basic or elevated level. The rating does not try to capture the quality of entire institutions, but classifies individual programs. One of the drawbacks is that it assumes that all students adhere to the programs, without paying attention to the fact that the degree can be achieved in various ways (Svenskt Näringsliv, 2014; Bergseth et al., 2014, p. 333).

Active activity of the network of independent experts provides an opportunity for an objective evaluation of the system of higher education, the quality of educational programs and the quality of training of specialists at various educational levels. A characteristic feature of the evaluation of various experts is *the voluntary and motivational interest of each educational institution in particular.* This means that the service for the assessment of the quality of higher education is not ordered by the Ministry of Education or the municipal authority, and the university itself is declared to pass the procedure for assessing the quality of education (in terms of our national system of higher education – is scheduled accreditation, which runs at intervals of 5–10 years).

It should be noted that the general procedure for assessing the quality of the system of higher education is preceded by a one-two-year system of training-counseling. This implies that a consultant-expert is established at the educational institution (after submitting an official appeal by the university administration on the desire to be accredited), who provides all the necessary advisory assistance within the specified time in preparing all the

necessary materials and systematizing data that should reflect different aspects of the quality of higher education. The criteria for evaluation are set for accreditation and the areas to be evaluated are identified. The peculiarity of assessing the quality of higher education at the universities of Sweden is that one accreditation procedure can cover several areas of assessment (e.g. the quality of educational programs, teacher training, student progress), and only one direction of assessment is clearly stipulated: e.g. the quality of preparation of bachelors of a particular specialty).

Accreditation agencies – the mechanism of «external» quality evaluation. Their formal criteria, which must meet the university is money, staff, certificates, Diploma Supplement and the building of the university. In turn, «internal» quality assessment is an individual assessment of seminars and lectures, assessment of curricula, and assessment of the curriculum structure.

If the examination is an internal affair of a higher education institution, then accreditation should be carried out, while hiring an appropriate agency. Accreditation is provided by the external agencies that are selected and paid by the universities. At the same time, they do not check the institution of higher education, but its specific educational programs.

The results of evaluating the quality of higher education by external experts are presented on the website of the Swedish National Agency for Higher Education. A higher education institution with a very high quality receives a grant. If the assessment determines lower quality score, the institution must undergo a second monitor. If a reassessment in a year indicates that these shortcomings still remain, the Swedish National Agency for Higher Education may decide to revoke the right to award qualifications, relevant government decisions are made on the basis of the general conclusions of the

Swedish National Agency for Higher Education. The distribution of financing based on the evaluation result was started in 2013.

The quality assurance system of higher education in Sweden is systematically developing and improving. This system used the experience of the national quality assurance systems of other countries, which positively affected its formation. The problem of the quality assurance system of higher education remains one of the most important issues in the field of higher education in Sweden. However, the introduction of a national quality assurance system for higher education promotes the improvement and implementation of significant changes in the structure of higher education of the country itself.

**Conclusion.** Based on the theoretical analysis, we consider the prospects for creative application the ideas of Swedish experience in quality assurance in Ukraine through the implementation of relevant tasks:

- creation the necessary resources (personnel, financial, material, informational, scientific, educational-methodical, etc.) in order to improve the quality assurance process of higher education;
- organization of educational process, which most adequately corresponds to modern tendencies of the national and world economy and education development;
- control over the educational activities of higher education institutions by the quality of specialists training at all stages of training and at all levels – educational institution, state and international (European).

**Prospects for further scientific research** are considered in the methodological recommendations development at the higher education institution level, regarding the possibilities of implementing certain measures for improving the quality of higher education, assessing the level of professional training of specialists of different specialties and different educational levels.

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## НАПРЯМИ ІМПЛЕМЕНТАЦІЇ В УКРАЇНІ ШВЕДСЬКОГО ДОСВІДУ ЩОДО ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ

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*Важливим аспектом методології наукового дослідження, що передбачає вивчення зарубіжного досвіду, його співставлення та порівняння, виступає проблема – яким чином і в яких формах можливе використання / впровадження вивченого досвіду. Доцільність звернення до досвіду різних країн, у нашому дослідженні – шведського досвіду щодо забезпечення якості вищої освіти – не підлягає сумнівам. В умовах сьогодення жодна розвинута країна не може дозволити собі ізолюватися від світового співтовариства. Це повністю стосується і сфери освіти.*

*Дослідження проблеми якості вищої освіти, аналіз нормативних документів, що врегульовують різні напрями категорії оцінювання якості; зарубіжний досвід означеної проблеми дають можливість констатувати, що якість освіти виступає актуальною проблемою у багатьох країнах. У статті запропоновано окремі напрями імплементації досвіду організації системи забезпечення якості у Швеції в практику роботи вітчизняних закладів вищої освіти. Якість освіти, як педагогічна категорія, відображає рівень підготовленості освітніх закладів до надання освітніх послуг різній категорії населення.*

*Автором схарактеризовано напрями творчого застосування ідей шведського досвіду щодо забезпечення якості вищої освіти в Україні, зокрема: добровільність та мотиваційна зацікавленість кожного навчального закладу у проведенні незалежного експертного оцінювання якості; залучення студентів до оцінювання якості вищої освіти як обов'язкова складова мережі якості вищої освіти; створення незалежних агенцій з оцінювання якості вищої освіти; упровадження єдиного університетського тесту у заклади вищої освіти України; наявність необхідного практичного досвіду роботи (особливо для студентів, які навчаються за заочною чи дистанційною формами навчання); обов'язкове упровадження університетських рейтингів у систему зовнішнього незалежного оцінювання якості. Зазначено, що означені напрями імплементації досвіду Швеції можливі при умові реалізації низки завдань, які сформульовано автором у статті.*

**Ключові слова:** заклади вищої освіти; освітні послуги; рейтинги; система оцінювання; Швеція; якість освіти.

## НАПРАВЛЕННЯ ІМПЛЕМЕНТАЦІЇ В УКРАЇНІ ШВЕДСЬКОГО ОПИТА ПО ОБЕСПЕЧЕННЮ КАЧЕСТВА ВЫСШЕГО ОБРАЗОВАНИЯ

Цюк Оксана, преподаватель кафедры иностранных языков, Львовский торгово-экономический университет, ул. Туган-Барановского, 10, 79000 Львов, Украина, [anaskoangel@i.ua](mailto:anaskoangel@i.ua)

*Важным аспектом методологии научного исследования, который предполагает изучение зарубежного опыта, его сопоставление и сравнение, выступает проблема: каким образом и в каких формах возможно использование / внедрение изученного опыта. Целесообразность обращения к опыту разных стран, в нашем исследовании – шведского опыта по обеспечению качества высшего образования – не подлежит сомнению. В современных условиях ни одна развитая страна не может позволить себе изолироваться от мирового сообщества. Это полностью касается и сферы образования.*

*Исследование проблемы качества высшего образования, анализ нормативных документов, регулирующих различные направления категории оценивания качества; зарубежный опыт данной проблемы дают возможность констатировать, что качество образования является актуальной проблемой многих стран. В статье предложены отдельные направления имплементации опыта организации системы обеспечения качества в Швеции в практику работы отечественных высших учебных заведений.*

**Ключевые слова:** качество образования; образовательные услуги; рейтинги; система оценивания; учреждения высшего образования; Швеция.

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