PROJECT AND PROGRAM MANAGEMENT

УПРАВЛІННЯ ПРОЕКТАМИ ТА ПРОГРАМАМИ

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FUNCTIONING PRINCIPLES OF THE INTERNAL QUALITY ASSURANCE SYSTEM OF EDUCATIONAL SERVICES

Г.О. Оборський, *Г.М. Голобородько*, *Л.М. Перпері*, *В.П. Гугнін*, *Ю.Г. Паленний*. **Принципи функціонування внутрішньої системи забезпечення якості надання освітніх послуг.** В умовах постійно зростаючих вимог ринку праці до фахівців (випускників вищих навчальних закладів) важливу роль відіграє перегляд підходів до забезпечення якості надання освітніх послуг. У відповідності до Європейських стандартів та рекомендацій щодо забезпечення якості вищої освіти (ESG) новою парадигмою вищої освіти є студентоцентрований підхід до навчання, викладання та оцінювання результатів. *Мета:* Метою дослідження є визначення принципів функціонування внутрішньої системи забезпечення якості надання освітніх послуг у ВНЗ. *Матеріали і методи:* Кожний навчальний заклад відповідно до контексту своєї діяльності має визначатися самостійно з принципами функціонування, їх обґрунтуванням та ступенями їх важливості. Авторами запропонована і описана модель циклу стратегічного управління ВНЗ з метою досягнення сталого розвитку. *Результати:* В роботі авторами наведені пропозиції щодо формування політики, місії та задач навчального закладу вищої освіти у сфері якості з метою реалізації студентоцентрованого навчання. Показано, що визначення принципів функціювання внутрішньої системи забезпечення якості надання освітніх послуг вищих навчальних закладів є стратегічно важливим рішенням, яке дозволить покращити їх діяльність, а також дозволить ініціювати та керувати їх сталим розвитком.

Ключові слова: якість освітньої послуги, міжнародні стандарти, студентоцентрована модель, політика та місія у сфері якості.

G.A. Oborsky, *G.M. Goloborodko*, *L.M. Perperi*, *V.P. Guhnin*, *Yu.G. Palennyi*. **Functioning principles of the internal quality assurance system of educational services.** With ever increasing demands of a labor market for specialists the important role played revision of approaches to quality of education. In accordance with the European standards and guidelines on quality of higher education (ESG) a new paradigm of higher education is student centered approach to learning, teaching and assessment of results. *Aim:* The aim of research is to determine the principles of the internal system of quality assurance of educational services in higher education institutions. *Materials and Methods:* Each educational institution according to the context of its activity has to independently manage the principles of operation, their justification and degrees of importance. The authors proposed and described the cycle model of strategic management of universities in order to achieve sustainable development. *Results:* In this paper the authors presented the proposals on policy, mission and objectives of the higher education institution in the field of quality in order to implement student centered teaching. It is shown that the definition of the principles of the internal system of quality assurance operation of educational services in higher education institutions is a strategically important decision that will improve their work and allow them to initiate and manage sustainable development.

Keywords: quality of educational services, international standards, student centered model, policy and mission in quality field.

Introduction. With ever increasing demands of the labor market for specialists (the university graduates) the important role played revision of approaches to quality of providing the educational services (ES) [1]. In accordance with the European standards and guidelines on quality assurance (ESG) a new paradigm of higher education is student centered approach to learning, teaching and assessment results.

To prepare competitive professionals we need of new methods and approaches for implementing educational training process. To achieve this goal for higher education institutions (HEI) the important issues are related with the improvement of internal quality assurance systems that should be aimed at coordinate activities in order to achieve sustainable development [2...4].

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The modern approach to the implementation of educational services quality is governed by the requirements and criteria of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area, ISO 9001, IWA 2: 2009 and ENQA.

Effective organization of educational processes can prepare the competitive professionals able to use knowledge, skills and modern technologies obtained within specialties [5]. Therefore, one of the factors that affect the quality of educational services is an effective management of educational processes.

Therefore, the actual task for universities is to define the principles of strategic development to increase effectiveness in the educational system of quality assurance. Defining the principles of strategic development will develop an effective management system that could quickly be changed with the ability to be adapted to specific conditions.

The aim of research is to determine the principles of the internal system of quality assurance of educational services in higher education institutions.

Materials and Methods. At present there are no unified and specialized structures in systems of HEI management. Each institution according to the context of their activities (with understanding of needs and expectations of stakeholders) must manage independently with the principles of functioning their justification and degrees of importance.

Fig. 1. Strategic Management Cycle

Higher educational institutions should monitor and analyze internal and external factors that are related to ensuring the quality of educational services. Universities must also determine the conditions under which functioning; understand their strengths and weaknesses, assess potential opportunities and risks. It is necessary to use strategic management. Its cycle is shown in Fig. 1.

Under internal factors we understand those that can strengthen the position of higher educational institutions by increasing its competitiveness. Under the external factors we understand those that help to realize the strengths of the university and its possibilities.

Weak internal factors are those that make the institution weak relative to competition. As risks are considered those factors which prevent the realization of the strengths of the institution, and which is the effect of uncertainty on the expected result.

There are examples of strengths, weaknesses, opportunities and risks when determining the context of the institution in the table.

A key aspect of quality assurance in accordance with the standards ISO 9000 is the continual improvement strategy, based on the Deming cycle – PDCA (Plan-Do-Check-Act – planning-action-check-correction).

Ongoing analysis of the work of universities and quantification of the efficiency and effectiveness of measures aimed at improving the quality of education, allow the identification of the most important elements that have a significant impact on the outcome.

The institution has to develop, implement and ensure the functioning of the internal system of education quality assurance with constant improvement.

It is necessary to describe the required processes, their relationship and the scope of their use in the internal system of education quality assurance.

To describe the process, it is necessary to determine:
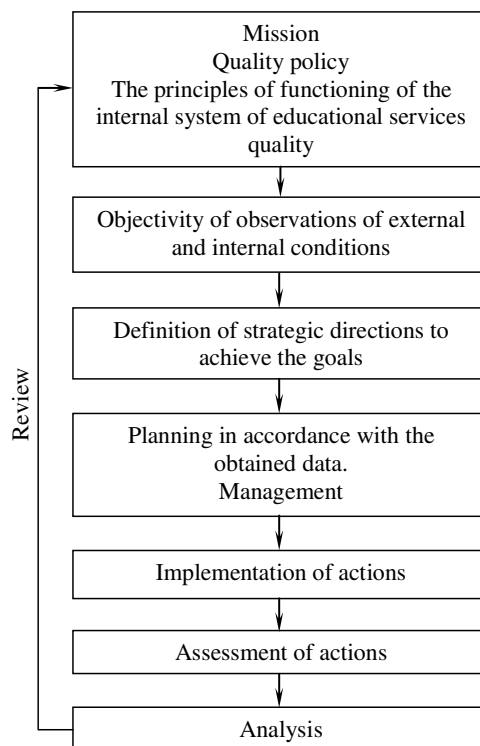
– necessary "inputs" and "outputs";

– consistency and interrelation of processes;

– criteria and methods for measuring the efficiency of processes;

– indicators of activity to ensure the effective functioning of higher educational institutions and management of processes;

– resources and their support;

– distribution of responsibility and powers;

– opportunities and risks in accordance with the internal and external factors;

– evaluation process to determine the results that have been achieved;

– opportunities to improve processes.

The mission, policy and objectives in the field of quality educational services should be taken into account when developing of evaluation criteria of educational processes. Mission statement must contain the essence of the institution, common methods and means to achieve the goals.

Strategy and policy of higher educational institutions in the quality of educational services should be aimed at improving its activities and should identify the main directions for setting the goals that management of universities develops.

The main and strategic area of activity of the institution is meeting the needs and expectations of stakeholders. Also, the quality assurance system of educational services must comply with national and international standards.

We can define the following priority tasks of the institution in the field of assuring quality of educational services to implement the student centered study:

– ensuring the continuous improvement of the educational process by analyzing the global labour market and modern requirements for graduates;

– implementation of current and the expected customer requirements to the graduates that meet national and international standards;

– certification of educational processes for each specialty within the established term;

– ensuring of flexible learning paths;

– development and revision of educational programs;

– update of procedure of training programs designing;

– process of providing educational services using innovative teaching methods.

Table 1

An example of strengths, weaknesses, opportunities and risks when determining the context of the institution

Strengths	Opportunities
1. Certified quality system. 2. A qualified scientific and pedagogical staff (permanent learning, advanced training for sustainable development). 3. Long-term relationships with companies, organizations, companies and others. 4. Modern technologies of training. 5. Qualitatively conducted market research.	1. Preparation of highly skilled professionals at modern level. 2. The acquisition and implementation of new programs, technology training, flexible learning paths. 3. Meeting the needs of all stakeholders in the process. 4. Getting by students several disciplines simultaneously.
Weaknesses	**Risks**
1. Obsolete equipment (laboratory facilities). 2. Age limit of scientific and pedagogical staff. 3. Unreliable partner. 4. Lack of knowledge of scientific and pedagogical staff in foreign languages. 5. Imperfect system of training of scientific and pedagogical personnel. 6. Lack of motivation of scientific and pedagogical staff.	1. The organizational and system changes. 2. Reducing the quality of training in certain specialties because of outdated laboratory facilities. 3. Dismissal of qualified scientific and pedagogical staff. 4. The weakening position in relation to the competing institutions. 5. Reduce the interest of students to certain specialties.

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Conclusions. Determining the operation principles of the internal system of quality assurance to provide educational services of higher education institutions is a strategically important decision that will improve their work and allow them to initiate and manage for their sustainable development.

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