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Редакційна колегія:

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І. А. Чистякова – кандидат педагогічних наук, доцент (відповідальний секретар)
(Україна)

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РОЗДІЛ І. ПРОБЛЕМИ ПЕДАГОГІКИ ВИЩОЇ ШКОЛИ

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Hanna Bilokonenko

Simon Kuznets Kharkiv National University of Economics

ORCID ID 0000-0002-7858-1461

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EXTERNAL RATING EVALUATION AS A TOOL FOR INTERNAL QUALITY ASSURANCE SYSTEM IN HIGHER EDUCATION INSTITUTION

The analysis and generalization of scientific research, project materials, and recommendations in the field of external rating evaluation of the education quality were conducted. The system of indicators has been further developed in order to determine the level/status of the internal quality assurance system at the institutional level in accordance with the ESG standards (in terms of implementation of the ESG 1.10 standard). The elements of organizational-methodological and informational-analytical support of formation of the system of internal quality assurance (in the part of implementation of the ESG 1.10 standard according to the process of "External rating evaluation") have been developed.

Key words: *ESG standards, internal quality assurance system, processes for external evaluation of quality of educational activities and quality of higher education in HEI; indicators for determining the status and level of the internal quality assurance system, approaches to external rating evaluation, procedures for assuring the HEI's participation in external rating evaluation.*

Introduction. Functioning of the system of internal quality assurance in higher education institutions (hereinafter – HEI) in accordance with national requirements (Law of Ukraine on Higher Education, 2014) and the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) on quality assurance requires regular external evaluation of the quality of educational activities and the quality of higher education (through mandatory and voluntary procedures).

Analysis of relevant research. The possibilities of external rating of higher education institutions as a mechanism for assessing the quality of higher education are the subject of constant attention of both foreign (Clarke, 2002; Dill, Soo, 2005; Altbach, 2006; Marginson, van der Wende, 2007; Taylor, Braddock, 2007; Editor, 2008; Federkeil, 2008; McCormic, 2008; Hazelkorn, 2011; Lee, 2013) and domestic (Vitlinskyi, Obolenska, Zhygotska, 2000; Zgurovskyi, 2009; Olendr, 2010; Balatskyi, Yekymova, 2011; Mykhailychenko, 2011; Valenkevych, Finkilstein, 2013; Tatarynov, Herasymov, 2013; Kotsiurubenko, Ihoracheva, 2016, Kurbatov, 2016, Malyshko, Yaremenko, 2016, Ostapiovskyi, Ostapiovska, 2018; Ponomarenko, 2018) scientists.

The cyclical external quality evaluation is an integral part of the quality assurance system (according to the ESG standards). External rating evaluation, which is part of a cyclical external quality evaluation, requires development of

appropriate organizational, methodological, informational and analytical support for participation in the ratings, which determines the relevance of the study.

The aim of the article is to describe the approaches to external rating evaluation as a tool for internal quality assurance in the HEI and to formulate organizational, methodological, informational and analytical support for the participation of HEIs in world and national rankings (as part of the system of internal quality assurance (according to ESG 1.10) .

Research methods. In order to accomplish this goal, the analysis and generalization of domestic and foreign scientific research, project materials, methodological recommendations on external rating evaluation are used.

Research results. The system of internal quality assurance of educational activities and the quality of higher education of the HEI must correlate both with the national (Law of Ukraine “On Higher Education”, 2014) and the international (Standards and Guidelines for Quality Assurance in European Higher Education Area, 2015) documents. Unlike foreign experience of the use of Standards and Guidelines for quality assurance, there are no clearly defined quality criteria in Ukraine at the national level. This prompts the HEI to create its own systems of internal quality assurance (QUAERE. *Звіт про результати опитування ВНЗ України щодо стану розвитку внутрішньої системи забезпечення якості освітньої діяльності та якості вищої освіти*, 2016), indicators oriented towards external institutional quality requirements.

Thus, according to the standard 1.10, the HEI must pass external quality assurance according to ESG on a cyclic basis (Fig. 1).

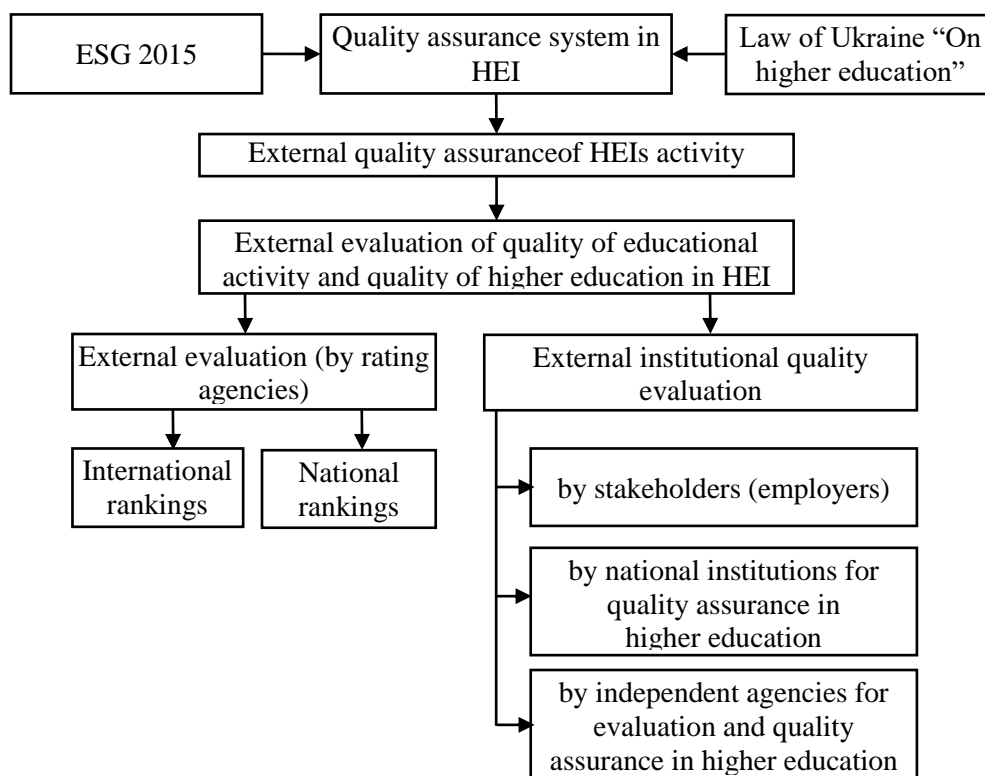


Fig. 1. External rating evaluation in HEI quality assurance (a fragment of the system).

Taking into account the restrictions on the volume of publication, in Fig. 1 a fragment of HEI quality assurance system is presented, where the place and content of the external rating evaluation is determined.

Accordingly, external evaluation of the quality of educational activities and the quality of higher education in Ukrainian HEIs in the framework of the process approach can be realized through:

- process 1.10.1. “Mandatory external quality evaluation” (licensing and accreditation procedures) (*Постанова КМУ «Про затвердження Ліцензійних умов провадження освітньої діяльності»*, 2015); *Наказ МОН України «Про затвердження Державних вимог до акредитації напряму підготовки, спеціальності та вищого навчального закладу»*, 2012);

- process 1.10.2. “External evaluation of the quality of educational program/programs by an independent higher education quality assurance agency”;

- process 1.10.3. “Self-assessment (monitoring) of fulfillment of the criteria for the provision of the HEI with the status of national” (as part of the procedures for participation in the contest for confirmation of the status of national HEI) (*Постанова КМУ «Про затвердження Порядку та критеріїв надання ЗВО статусу національного, підтвердження чи позбавлення цього статусу»*, 2017);

- process 1.10.4. “External rating evaluation” (procedures for ensuring participation in world and national rankings).

In the framework of this publication, the process of 1.10.4. “External rating evaluation” (and in particular, the procedures for ensuring participation in the world and national rankings) will be considered in detail.

Each system of external rating evaluation is considered as one of the tools for monitoring, (self) assessment of the quality of educational activities and the quality of higher education of the HEI. The process of ranking can be diverse, depending on the purpose, scope, the number of selected criteria (attributes, factors, parameters, indicators), procedures and methods of conducting, the target audience, and directions of application of the results of the rating. With proper understanding and interpretation, the ratings contribute to defining the “quality” of the HEI in every country, completing scientific approach to quality evaluation performed by government agencies and independent accreditation agencies (*Berlin Principles for Ranking of Higher Education Institutions*, 2006).

Generalization of characteristics of the international (Academic Ranking of World Universities, *Methodology*; QS World University Rankings, *Methodology*; U-Multirank; The Times Higher Education World University Rankings), and national rankings (academic ranking of HEIs “Top-200 Ukraine”; Salary ranking of Ukrainian HEIs, (conducted by Moneymagazine), consolidated ranking of universities in Ukraine, DOU ranking (among those working in IT industry, having acquired or acquiring technical education), namely criteria and indicators of ranking (positioning) of universities, their strengths and weaknesses as tools of external

evaluation of the quality of educational activities and the quality of higher education of the HEI, the importance and influence of the subjective component of the rating (a survey conducted by the rating agency for further ranking of universities (presented respectively in Table 1 and Table 2), emphasizes once again that any system of ranking and its results (high ranking) is not an absolute and objective, but most likely relative measurement of quality.

The advantages of using the results of international rankings should include:

- rankings provide incentives for improving the quality of education and the effectiveness of scientific research of the HEI;
- rankings improve the quality of choosing indicators for self-assessment of the HEI performance;
- rankings give an opportunity to monitor the results of the HEI activity.

The disadvantages of using results of rankings include:

- results of the rankings may partly determine the quality of educational services and the effectiveness of the HEI, since the set of indicators is dictated not by their relationship with the quality of education, but availability of information;
- importance of the subjective component of the ranking, but not always survey is conducted specifically among students (users of educational services).

HEIs are both objects and “users” of academic rankings. These rankings can have an impact on the key activities of the HEI, including teaching, research, as well as strategic planning of the HEI, improving the quality of education and international cooperation, academic reputation, increasing the level of recognition of the HEI, trust in the HEI from the target audiences This is reflected in the Guidelines for Stakeholders of Academic Rankings (IREG. *Guidelines for Stakeholders of Academic Rankings*, 2015) provided by the IREG Observatory for Academic Ranking and Excellence.

However, unlike foreign experience, the use of Standards and guidelines for quality assurance, there are no clearly defined quality criteria at the national level in Ukraine. This prompts the HEI to create its own internal quality assurance systems (QUAERE. *Звіт про результати опитування ВНЗ України щодо стану розвитку внутрішньої системи забезпечення якості освітньої діяльності та якості вищої освіти*, 2016), and indicators oriented towards external institutional quality requirements.

In particular, in the internal quality assurance system (QUAERE. *Система індикаторів та показників для визначення рівня/стану системи внутрішнього забезпечення якості на інституційному рівні відповідно до стандартів ESG*, 2018), developed by the participants of the international project QUAERE it was suggested in addition to the implementation of the standard ESG1.10, to assess additionally according to the following processes of external evaluation of the quality of educational activities and the quality of higher education in the HEI:

Table 1

**Possibilities of international rankings as the tools for external
evaluation of the quality of educational activities and the quality of higher education of the HEI**

Name of ranking	Criteria and indicators of ranking (positioning) of the HEI	The strengths and weaknesses of the ranking as a tool for external evaluation of the quality of educational activities and the quality of higher education of the HEI	Subjective component of the ranking (poll conducted by the rating agency for further ranking (positioning) of the HEI)
1	2	3	4
Academic Ranking of World Universities (ARWU)	<p>Quality of education: 10 % (Alumni of an institution winning Nobel Prizes and Fields Medals (Alumni) – 10 %)</p> <p>Quality of Faculty: 40 % (Staff of an institution winning Nobel Prizes and Fields Medals (Award) – 20 %; Highly cited researchers in 21 broad subject categories (HiCi) – 20 %).</p> <p>Research Output: 40 % (Papers published in Nature and Science (over the past 5 years) – 20 %; Papers indexed in Science Citation Index-expanded and Social Science Citation Index over the last year (PUB) – 20 %)</p> <p>Per Capita Performance: 10 % (Per capita academic performance of an institution (PCP) – 10 %)</p>	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> - transparency and openness of information sources to determine the criteria for ranking. <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> - disparity of indices; excessive focus on assessing the quality of research activity (effectiveness) of the HEI; - one-dimensional ranking using different indicators in one aggregate indicator 	<p>Academic Excellence Survey is conducted among 3,500 professors from TOP 100 universities representing various subject areas.</p> <p>The survey contains 2 sets of questions, none of which are compulsory questions:</p> <ol style="list-style-type: none"> 1) list the top tier journals in their primary subjects; 2) identify the most influential and credible international awards in their primary subjects; 3) researchers in computer science and engineering are asked to name the top tier conferences in this subject
QS World University Rankings	<p>Academic Reputation (40 %).</p> <p>Employer Reputation – 10 %</p> <p>Faculty/Student Ratio – 20 %</p> <p>Citations per Faculty – 20 %</p> <p>International Student Ratio – 5 %</p> <p>International Faculty Ratio – 5 %</p>	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> - is composed according to the results of activity of the HEI, based on the assessment of a fairly large number of objective indicators of the HEI; - a combination of formal data and expert evaluation; <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> - insignificant informational and methodological openness, which complicates the use of the results of participation in international ratings for the self-assessment of the HEI; - only aggregated estimates according to the relevant indicators, leaving out the possibility of comparing the absolute indicators on the basis of which the university ranking is based; - the level of coverage of universities is constantly changing; - a significant part of subjective expert assessments 	<p>QS Global Academic Survey – among the members of the academic community to identify the best universities in each research area and the best universities in those regions with which they are familiar.</p> <p>QS Global Employer Survey – among representatives of employers' companies to identify the best universities that train the best specialists in their fields</p>

<p style="text-align: center;">U-Multirank</p>	<p>Teaching and learning (Bachelor graduation rate, Masters graduation rate, Graduating on time (bachelors), Graduating on time (masters)).</p> <p>Research (External research income, Research publications in Web of Science Core Collection, Art related output, Citation rate, Top cited publications, Interdisciplinary publications, Post-doc positions).</p> <p>Transfer of knowledge (Income from private sources (from cooperation with industrial partners), Co-publications with business partners, Patents awarded, Co-patents with industrial partners; Spin-offs, established by universities for the transfer of knowledge, Publications cited in patents, Income from continuous professional development).</p> <p>International orientation (Foreign language bachelor programs; Foreign language master programs; Student mobility; International academic staff; International doctorate degrees; International joint publications in Web of Science Core Collection;</p> <p>Regional Engagement (Bachelor graduates working in the region, Student internships in the region, Regional joint publications, Income from regional sources, Master graduates working in the region)</p>	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> - covers various dimensions of the HEI (the results of the rating give a multidimensional scores according to different criteria); - evaluates all types of HEI and research institutions; - meets the needs of various stakeholders; - there is a possibility to compare higher education institutions in general or by subject ; - there are no fixed weights for individual indicators, that is, the ranking is interactive; - provides an objective external evaluation of the quality of educational, scientific and international activities of the University in comparison with other domestic and foreign HEIs; <p>According to the results of participation in the ranking the dynamics of development of the HEI in priority areas is determined, the priorities of development of the HEI in subsequent periods are selected.</p> <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> - the advantages of being able to participate in the U-Multirank ranking every year have classical universities with educational programs in different fields of education and training, unlike professionally oriented ones; - according to the institutional ranking previously registered participant can update the information on the HEI (through the Institution-Data-Questionnaire) annually, by subject (through the Fieldbased-Data-Questionnaire) - only if there are higher education programs among those that participate in the current year evaluation; - orientation of sources of information on the coverage of research results (Web of Science, PATSTAT) on the research activities of research universities in humanities and technical sciences 	<p>UMultirank Student Survey – among students (bachelors students of 2,3,4 years of study, all master’s students) current year’s ranking fields of education and training for positioning universities according to the criterion of “teaching and learning”</p>
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1	2	3	4
<p>The Times Higher Education World University Rankings (THE)</p>	<p>Teaching (the learning environment): 30 % Reputation survey (teaching) – 15 % Staff-to-student Ratio – 4,5 % Doctorate-to-bachelor’s Ratio – 2,25 % Doctorates-awarded-to-academic-staff Ratio – 6 % Institutional income per capita – 2,25 %</p> <p>Research (volume, income and reputation): 30 % Reputation survey (research) – 18 % Research income – 6 % Research productivity (scientific publications that are indexed in Scopus) – 6 %</p> <p>Citations (research influence): 30 % (Number of citations for the last 6 years (2013–2018) for publications that are indexed in Scopus over a period of 5 years (2013–2017).</p> <p>International outlook (staff, students, research): 7,5 % Proportion of international students – 2,5 % Proportion of international staff – 2,5 % International collaboration (proportion of a university’s total research journal publications that have at least one international co-author in Scopus) – 2,5 %</p> <p>Industry income (knowledge transfer): 2,5 % Research income Income from research in industry (based on the employment of academic staff) – 2,5 %</p>	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> - covers various dimensions of the HEI activity; - combines formal data and expert evaluation (stakeholder interviews). <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> - the rating does not include HEIs that deal with specific areas of research, as well as HEIs, which publish very few works; - the results of the teaching survey are based on the opinions of experienced scholars (authors of journals from the Elsevier database) instead of the thoughts of students studying at these universities 	<p>THE Academic Reputation Survey – among the most experienced scientists (journal authors from the Elsevier database) to identify no more than 15 universities that they think are best in each category (research and teaching) based on their own experience. However, the opinion of students studying at these universities is not taken into account</p>

Table 2

Possibilities of national rankings as external tools of evaluation of the quality of educational activities and the quality of higher education of the HEI

Name of ranking	Criteria and indicators of ranking (positioning) of the HEI	The strengths and weaknesses of rating as a tool for external evaluation of the quality of educational activities and the quality of higher education of the HEI	Subjective component of the rating (poll conducted by the rating agency for further ranking (positioning) of the HEI)
1	2	3	4
Academic ranking of HEIs	<p>The activity of the HEI is estimated using the integrated index – I_g. This index contains three complex components: $I_g = I_{sp} + I_e + I_{ir}$, where I_{sp} is the indexes of the quality of scientific-pedagogical potential, I_e is the index of quality of education, I_{ir} is the index of international recognition.</p> <p>The total weight of the indicators of direct measurement is 80 %, the weight factor of expert evaluation is 20 %</p>	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> - quantitative indicators used by this rating are easy to collect, do not require complex calculations, have a clear interpretation, can be easily verified; - rating conducts both a general assessment of higher educational activities and HEI in the fields of education; - methodology of the rating is adapted to changes in the system of higher education of Ukraine; - participation in the rating allows HEI to consider the quality of the teaching staff more thoroughly, as an important component of the educational process of HEI. <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> - evaluation methodology is largely closed; - excessive focus on quantitative indicators of quality of education against qualitative (in particular, increased proportion of indicators of quality of scientific-pedagogical workers); - scale of the HEI affects the overall ranking; - insufficient attention is paid to the assessment of the quality of educational and international activities 	<p>Expert evaluation according to the following criteria: level of basic, general education of students, level of professional training of students, level of practical knowledge of information technologies, the demand for graduates of higher education in the labor market</p>
Salary ranking of Ukrainian HEIs, conducted by Money magazine	<p>The rating of the HEIs, places in which are determined by employers willing to hire graduates of this or that institution immediately after graduation.</p> <p>The list of participating universities is based on the recommendations of reputable companies-employers, HR agencies, as well as applications from universities themselves.</p>	<p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> - absence of a reasonable sample of enterprises (as a result of which it is impossible to speak of the representativeness of the received data); - absence of recognized leaders in the field of training in the list of universities during the last 5 years 	<p>An expert survey among representatives of employers' companies about the readiness to recruit graduates of one or another HEI in the first place and how much they are ready to pay</p>

1	2	3	4
<p>Salary ranking of Ukrainian HEIs, conducted by Money magazine</p>	<p>The assessment is carried out in six following categories (specialties) – economics, law, humanities, technical and construction specialties (since 2007), agrarian studies (from 2013). Employers evaluate each of HEIs with one of four scores (or with own intermediate value). Scores range from “0” to “10”. Minimum – “0”, which means “I will not hire, most likely”. “2”, which testifies for the agreement to accept for a job with a lower than average market salary for this category of specialists, if there is no alternative. “5” – if the employer does not oppose such a nominee and can give a salary equal to the average market for this category of specialists. The highest value is "10", which is equivalent to the willingness of the employer to hire a graduate for a salary higher than the average market for this category of specialists</p>	<p><i>Weaknesses:</i> - geographic location of the HEI, which can play a significant role both for applicants when choosing a place of study and for employers when building a system of cooperation with HEI (however, individual ratings for different regions are not composed); - in fact, the ranking of the image of HEI is carried out, which is not quite identical with the notions about the quality of education</p>	<p>Expectations of employers from graduate students: <i>in economic specialties:</i> basic professional training; <u>additional skills:</u> knowledge of foreign languages; scientific-practical works in the specialty; knowledge of the nuances of document circulation at the enterprise; knowledge of the basics of taxation, business regulation, ability to navigate in profile law, and ability to refrain from attacks by controllers; ability to quickly get involved in the workflow; ability to work with large volumes of data; ability to work in a team; readiness to develop. <i>in technical specialties (including IT):</i> the necessary set of technical knowledge (basic professional training for graduates – IT specialists, or specialized courses and/or self-education – for switchers (candidates who come from other occupations); knowledge of a foreign language; experience of participation in own implemented projects; internship during training (potentially with subsequent employment). <i>in humanitarian specialties (including marketing and advertising):</i> <u>professional knowledge and skills:</u> good theoretical training; professional skills; skills in establishing communication; ability to negotiate; <u>personal qualities of applicants:</u> activity beyond teaching (practical experience, volunteering experience); sociability; ability to work in a team; stress resistance; industry; the ability to respond adequately to criticism; interest</p>

1	2	3	4
Consolidated ranking of universities in Ukraine	<p>As the initial data for the consolidated rating of universities in Ukraine, the most authoritative experts and mass media have used the national rankings of the HEIs of Ukraine: TOP-200 Ukraine, HEIs ranking (based on Scopus database indicators), HEIs ranking (based on admissions campaign results). “Highest Score at EIE among entrants with funding from individuals and legal entities” (from 2018), each of which uses different evaluation criteria. The consolidated rating of universities in Ukraine summarizes the overall rankings of universities according to these ratings</p>	<p><i>Strengths:</i> Integral result of rating assessment of HEIs</p> <p><i>Weaknesses:</i> From 2018, instead of the international component – Webometrics ranking), ranking organizers began to use one more national component – “Highest Score at EIE among entrants with funding from individuals and legal entities”</p>	<p>Taken into account indirectly (as part of “Top-200 Ukraine”)</p>
DOU ranking	<p>The rating is compiled on the basis of the results of an annual survey among those working in IT, having got technical education or still studying.</p> <p>The purpose of the ranking is to assess the quality of training in IT areas in different domestic HEIs, to determine their strengths and weaknesses according to students’ and graduates’ assessments.</p> <p>Criteria for the quality of IT education, which was rated:</p> <ul style="list-style-type: none"> - general assessment: readiness to recommend the department/chair; image of the obtained IT education; administration of the educational process; quality of studying for an educational program; technologies that have been studied; quality of the teaching staff; technical condition of the educational process; community of IT students and graduates; science in IT education; financial side of IT education; corruption; cooperation with IT companies; employment assistance; “second chance” in gaining IT education. <p>Respondents were asked to evaluate various aspects of their studies at the university on a scale from 1 to 10, where 1 is the lowest score, and 10 is the highest. The rating included data from those universities that were evaluated by 40 or more respondents. Other HEIs are analyzed together in the “others” group. Whenever possible, the departments of HEIs are analyzed separately</p>	<p><i>Strengths:</i> The age of the respondents and the time passed since graduation are not limited, so the sample is very diverse: there are those who are still studying (but already working in IT), and those who graduated 10 years or more. This made it possible to compare the answers of graduates of different years to understand where the higher IT education in Ukraine moves</p>	<p>An expert survey among specialists who are currently working in IT and who have studied at Ukrainian universities, regardless of whether they received a diploma or not</p>

Table 3

Indicators and evaluation scores for determining the status and level of the system of internal quality assurance of the educational activity and higher education of HEI (according to ESG 1.10, by process “External rating evaluation”)

Procedures	Indicators	Evaluation scores
Self-assessment (monitoring) of positioning in world and national rankings and external evaluation by international and national rating agencies	Quality of educational activity and quality of higher education according to HEI's results in world rankings	Place in QS World University Rankings
		Place in QS EECA University Rankings
		Place in QS Graduate Employability Rankings
		Place in U-Multirank (according to the performance scores of institutions)
		Place in U-Multirank University Ranking by Subject
		Place in Webometrics Ranking of World Universities
		Place in UniRank University Ranking
	Quality of educational activities and quality of higher education according to HEI's results in national ratings	Place in Consolidated ranking of universities in Ukraine
		Place in academic ranking of HEIs “TOP-200 Ukraine”
		Place in Salary ranking of Ukrainian HEIs, conducted by Money magazine
		Place in DOU ranking (for getting higher education and job in IT industry)
		Place in HEIs ranking (based on admissions campaign results)
		Place in HEIs ranking (based on Scopus database indicators)
Ensuring participation in world and national rankings	Degree of correspondence of information support for HEI participation in rankings (according to terms and requirements set by rating agencies)	Availability of topical methodology and documentary support of participation in the rankings
		Availability of internal procedures related to the collection, analysis, and preparation of the relevant statistical (based on the results of annual activity) and public information on educational activities of the HEI (in accordance with the requirements and terms set by rating agencies)
		Completeness and timeliness of submission of actual information (in accordance with the requirements and terms established by rating agencies)
		Regularity and systematic feedback of the HEI with rating agency's office to resolve problematic issues
Providing publicity about HEI's position in rankings of HEI	Degree of publicity about HEI's position in world and national rankings	Availability of up-to-date information on the results of participation in international and national HEI rankings (current year) for preparation of information materials
		Inclusion of information on the results of participation in international and national HEI rankings in the rector's report for the calendar (academic year)
		Placement of informational materials on the results of participation in the world and national rankings of HEI on official resources of the HEI
Responding to current information HEI's position in world and national rankings	Degree of correspondence of measures for advance HEI in world and national rankings	Participation of internal stakeholders (administration, departments, chairs, structural subdivisions) in the implementation of the Target Program of Measures to improve positioning of higher education institutions in world and national rankings
		Taking into account by processing actual strategic and current plans of the structural units, the strategic development plan of HEI indicators that are important for HEI positions in world and national rankings
		Positive dynamics in of positioning of HEI in world and national rankings (as a result of implementation of updated strategic and current plans of structural units, strategic development plan of HEI)

- process 1.10.3. “Self-assessment (monitoring) of fulfillment of the criteria for the provision of the HEI with the status of national” (as part of the procedures for participation in the contest for confirmation of the status of national HEI);

- process 1.10.4. “External rating evaluation” (procedures for ensuring participation in world and national rankings).

This publication details the process of 1.10.4 “External rating evaluation” (and in particular, the procedures for ensuring participation in the world and national rankings) (Table 3), with provision of organizational-methodological and informational-analytical support for the formation of an internal quality assurance system (in accordance with ESG1.10) (Table 4).

The developed evaluation tool for determining the state and level of the internal quality assurance system (standard ESG 1.10 process “External rating evaluation”), and organizational-methodological and informational-analytical support for procedures for ensuring participation in the rankings were approved at Simon Kuznets Kharkiv National University of Economics.

Conclusions. An analysis of approaches to external evaluation (by rating agencies) (as one of the main processes of external evaluation of quality of educational activities and quality of higher education in HEI) made it possible to consider the possibilities how to improve HEI’s activity in the world and national educational areas (based on HEI positions in rankings). The external rating evaluation process (and in particular, the procedures for ensuring participation of HEIs in world and national ratings) is considered in detail in the publication, and organizational-methodological and informational-analytical support for designing internal quality assurance system (according to ESG 1.10) is proposed.

Further research will be directed at: formation of the necessary organizational-methodological and informational-analytical support of external cyclic quality assurance (as a component of internal quality assurance system (in all processes of external evaluation); creation of methodological recommendations for determining the state and level of the system of internal quality assurance for educational activities and higher education in the HEI (according to ESG 1.10 by process “External rating evaluation”) on the basis of a qualimetric approach.

Table 4

Description of procedures in order to ensure an institutional participation in external evaluation (by rating agencies)

№	The name of the procedure, its components	Description of the procedure, its components	Name of document regulating the procedure in order to ensure University participation in external evaluation (by rating agencies)
1	2	3	4
10.4.1.	Self-assessment (monitoring) of HEI positioning in world and national rankings/external evaluation by international and national rating agencies	1) monitoring of the possibility of participation in world and national rankings in the current year (according to the schedule of rating); 2) in-depth analysis of the results of participation in world and national rankings and informing officials (rectors, heads of departments, heads of the chairs) about the success of university positioning in institutional rankings and subject rankings (according to educational programs)	Development strategy / strategic development plan of HEI
10.4.2	Ensuring HEI participation in world and national rankings		
10.4.2.1	Ensuring HEI participation in world rankings (QS World University Rankings, U-Multirank, Webometrics Ranking of World Universities, World universities web ranking)	<p>In QS World University Rankings:</p> <p>1) information provision of the 1st stage of participation in QS World University Rankings – documentary support and consulting support for forming databases with contacts of experts (from academic community and employers);</p> <p>2) information provision of the 2nd stage of participation in QS World University Rankings – preparing statistical information (based on results of HEI’s activity) and submitting QS CORE platform;</p> <p>3) informational-methodological support of the 3rd stage: organizing the collecting and processing information for providing the participation of HEI in QS Graduate Employability Rankings;</p> <p>4) informational-methodological support of the 4th stage: preparing statistical information and submitting to QS CORE platform for providing the participation in QS Emerging Europe and Central Asia (EECA) University Rankings.</p> <p>In U-Multirank:</p> <p>1) information support for pre-survey registration of HEI on the U-Multirank portal with educational programs in selected fields of study;</p> <p>2) information provision of the 1st stage “Institutional Data Collection Questionnaire” – documentary support, formation and filling of the Institutional Questionnaire on the U-Multirank portal based on the results of HEI activity during the last 3 years;</p> <p>3) information provision of the 2nd stage “Field-Based Data Collection” – documentary support, creation and completion of the Field-Based Questionnaire on the U-Multirank portal based on the results of HEI in current field of study (for educational programs) during the last 3 years ;</p> <p>4) organizational-informational support for the 3rd stage of the rating (U-Multirank survey) – documentary support for participation of students from current fields of study</p>	<p>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015)</p> <p>Development Strategy / strategic development plan of HEI</p> <p>Regulations on internal quality assurance of educational activities and quality of higher education in HEI</p> <p>Schedule of world and national rankings</p> <p>Templates of documentary support of HEI participation in relevant rankings (hosted by rating agencies on official webresources)</p> <p>Sets of templates of internal documentary support providing participation of HEI in relevant rankings</p>

1	2	3	4
10.4.2.1	Ensuring participation of HEI in world ranking (QS World University Rankings, U-Multirank, Webometrics Ranking of World Universities, World universities web ranking)	In Webometrics Ranking of World Universities: 1) technical support for the stable work of the site of HEI and ensuring the openness of all web-pages in the domain of the institution (according to Webometrics requirements); 2) informational-methodological support for the publishing activity of scientists, creation and administration of the profiles of scientists in Google Scholar (as required by Webometrics)	
10.4.2.2	Ensuring participation of HEI in national ranking (consolidated ranking of HEIs in Ukraine, academic ranking of HEIs “TOP-200 Ukraine”, HEIs ranking (based on Scopus database indicators)	In “TOP-200 Ukraine”: 1) information provision of participation in “TOP-200 Ukraine” – preparation and submission of actual statistical information (based on results of HEI annual activity) and public information on educational activities. In HEIs ranking (based on Scopus database indicators): 1) information provision for participation in the HEI Ranking on Scopus indicators - filling/updating the institutional profile on the SciVerse Scopus platform; 2) informational-methodological support of the research activity of the scientists (regarding the preparation, presentation and promotion of publications in SciVerse Scopus, creation and administration of profiles of scientists)	Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) Development strategy / strategic development plan of HEI Regulations on internal quality assurance of educational activities and quality of higher education in HEI Schedule of world and national rankings Templates of documentary support of HEI participation in relevant rankings (hosted by rating agencies on official webresources) Sets of templates of internal documentary support providing HEI participation in relevant rankings
10.4.3	Providing publicity about HEI positions in rankings of HEI	Current information about participation of HEI in world and national rankings is published: 1) 2 times a year in rector’s report; 2) on official HEI website, in the section “University in national and international rankings”, on official HEI accounts in social networks	
10.4.4	Responding to current information about HEI positions in world and national rankings	1) formation of proposals and drafting of regulations, implementation of the Target Program of Measures to improve the positioning of higher education institution in national and international rankings, preparation of methodological materials on the inclusion/promotion of the higher education institution in national and international rankings; 2) inclusion in the strategic and current plans of structural subdivisions (departments, chairs) of indicators on the priority areas of activity in the world and national rankings, with periodic self-assessment and reporting on the results of implementation	A program of measures to improve the HEI positioning in world and national rankings Strategic plans of structural subdivisions (faculties, departments), updated in accordance with priority directions of HEI activity

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РЕЗЮМЕ

Белоконенко Анна. Внешнее рейтинговое оценивание как инструмент внутреннего обеспечения качества образования в ЗВО.

Проведен анализ и обобщение научных исследований, проектных материалов, рекомендаций в области внешнего рейтингового оценивания качества образования. Получила дальнейшее развитие система индикаторов и показателей для определения уровня/состояния системы внутреннего обеспечения качества на институциональном уровне в соответствии со стандартами ESG (стандарт ESG1.10, процесс «внешнее рейтинговое оценивание»). Разработаны элементы организационно-методического и информационно-аналитического сопровождения формирования системы внутреннего обеспечения качества в соответствии со стандартами ESG (стандарт ESG 1.10, процесс «внешнее рейтинговое оценивание»).

Ключевые слова: *стандарты ESG, система внутреннего обеспечения качества, процессы внешнего оценивания качества образовательной деятельности и качества высшего образования в ЗВО, индикаторы и показатели оценки для определения состояния и уровня системы внутреннего обеспечения качества ЗВО, подходы к внешнему рейтинговому оцениванию, процедуры обеспечения участия ЗВО во внешнем рейтинговом оценивании.*

АНОТАЦІЯ

Білоконенко Ганна. Зовнішнє рейтингове оцінювання як інструмент внутрішнього забезпечення якості у ЗВО.

Мета статті полягає в описі підходів до зовнішнього рейтингового оцінювання та розробці необхідного організаційно-методичного, інформаційно-аналітичного супроводу участі ЗВО у світових і національних рейтингах (як складової системи внутрішнього забезпечення якості (відповідно до стандарту ESG 1.10).

Методи дослідження: аналіз і узагальнення наукових досліджень, проектних матеріалів, рекомендацій у галузі зовнішнього рейтингового оцінювання.

Дістала подальшого розвитку система індикаторів та показників для визначення рівня/стану системи внутрішнього забезпечення якості на інституційному рівні відповідно до стандартів ESG (стандарт ESG1.10, процес «зовнішнє рейтингове оцінювання»). Розроблено елементи організаційно-методичного та інформаційно-аналітичного супроводу формування системи внутрішнього забезпечення якості відповідно до стандартів ESG (стандарт ESG 1.10, процес «зовнішнє рейтингове оцінювання»).

Практичне значення дослідження. Запропоновані індикатори й показники дозволяють поглиблено проводити оцінку стану та рівня системи внутрішнього забезпечення якості ЗВО (стандарт ESG 1.10, процес «Зовнішнє рейтингове оцінювання»). Представлений організаційно-методичний і інформаційно-аналітичний супровід процедур із забезпечення участі вишу в зовнішньому рейтинговому оцінюванні стане в нагоді для ЗВО, які наразі планують брати участь у зовнішньому рейтинговому оцінюванні.

Висновки та перспективи подальших розвідок. Перспективними напрямками подальшого дослідження будуть: формування необхідного організаційно-методичного, інформаційно-аналітичного супроводу зовнішнього циклічного забезпечення якості (як складової системи внутрішнього забезпечення якості (за всіма процесами зовнішнього оцінювання); створення методичних рекомендацій щодо визначення стану й рівня системи внутрішнього забезпечення якості освітньої

діяльності та вищої освіти вишу (стандарт ESG 1.10, процес «Зовнішнє рейтингове оцінювання») на засадах кваліметричного підходу.

Ключові слова: стандарти ESG, система внутрішнього забезпечення якості, процеси зовнішнього оцінювання якості освітньої діяльності та якості вищої освіти у ЗВО; індикатори й показники оцінки для визначення стану і рівня системи внутрішнього забезпечення якості ЗВО, підходи до зовнішнього рейтингового оцінювання, процедури забезпечення участі ЗВО в зовнішньому рейтинговому оцінюванні.

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Мар'яна Буряк

Тернопільський національний педагогічний
університет імені Володимира Гнатюка

ORCID ID 0000-0003-2692-7325

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МЕТОДИЧНІ ПЕРЕДУМОВИ ВЗАЄМОПОВ'ЯЗАНОГО ФОРМУВАННЯ ПРОФЕСІЙНО ОРІЄНТОВАНОЇ КОМПЕТЕНТНОСТІ В ГОВОРІННІ ТА ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ВИКЛАДАЧІВ АНГЛІЙСЬКОЇ МОВИ

Досліджено методичні передумови взаємопов'язаного формування професійно орієнтованої компетентності (ПОК) у говорінні та інформаційно-комунікаційної компетентності (ІКК) майбутніх викладачів англійської мови (МВАМ). ПОК у говорінні МВАМ розглядається як здатність здійснювати відбір вербальних і невербальних засобів комунікації під час реалізації професійних завдань, та успішно організувати власну усномовленнєву англійськомовну діяльність. ІКК МВАМ визначено як здатність незалежно використовувати інформаційно-комунікаційні технології у процесі професійної діяльності та особистісно-професійного розвитку. Доведено, що ефективно виконання професійних функцій, зокрема реалізації професійно орієнтованого говоріння, вимагає професійного рівня сформованості ІКК.

Ключові слова: професійно орієнтована компетентність, говоріння, інформаційно-комунікаційна компетентність, майбутні викладачі англійської мови.

Постановка проблеми. Сучасний викладач англійської мови має на високому рівні володіти не лише компетентностями у продуктивних і рецептивних видах мовленнєвої діяльності, зокрема – у говорінні, але й ефективно використовувати в навчальному процесі сучасні інформаційно-комунікаційні технології та новітні технічні засоби навчання.

Аналіз актуальних досліджень. Проблеми формування професійно орієнтованої компетентності в говорінні майбутніх викладачів англійської мови досліджували О. Бігич, Н. Бориско, Г. Борецька, І. Задорожна, С. Ніколаєва, Л. Сажко, В. Черниш та ін. Особливостям формування інформаційно-комунікаційної компетентності учителів суспільно-

СОДЕРЖАНИЕ

РАЗДЕЛ I. ПРОБЛЕМЫ ПЕДАГОГИКИ ВЫСШЕЙ ШКОЛЫ

Белоконенко Анна. Внешнее рейтинговое оценивание как инструмент внутреннего обеспечения качества образования в ЗВО	3
Бурак Марьяна. Методические предпосылки взаимосвязанного формирования профессионально ориентированной компетентности в говорении и информационно-коммуникационной компетентности будущих преподавателей английского языка	21
Варава Елена. Педагогические условия формирования профессиональной мобильности будущих бакалавров сестринского дела в профессиональной подготовке	31
Великжанина Дарья. Программа спецкурса по подготовке будущих социальных педагогов к формированию жизненной компетентности подростков в общеобразовательном учебном заведении	42
Голубев Станислав. Исследование рынка труда в системе внутреннего обеспечения качества в учреждении высшего образования.....	54
Гришко Юрий. Развитие двигательных качеств студентов технического университета средствами настольного тенниса во внеаудиторной деятельности	70
Коваленко Наталия. Формирование исследовательской компетентности будущего учителя в учебно-научном педагогическом проекте	81
Лола Юлия. Студентоцентризм и академическая добропорядочность как основа современной системы образования	92
Мовчан Татьяна. Научно-исследовательская компетентность в составе ключевых компетенций иностранных студентов-филологов	107
Моренко Ольга. Критерии, показатели и уровни сформированности готовности будущих социальных работников к профессиональному самосовершенствованию	119
Полякова Анна, Ачкасова Светлана. Оценка качества образовательной программы на основе квалиметрического подхода в учреждении высшего образования	131
Романюк Инна. Педагогически условия подготовки будущих социальных педагогов к организации культурно-досуговой деятельности	145

Педагогічні науки: теорія, історія, інноваційні технології : наук.
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