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## **The quality of education at the strategic development of higher education institutions**

Quality has multifold ratings. Regarding quality of education one can use an approach of standard to manage the quality of production and to determine it as a set of properties which stipulates the ability of services to satisfy necessary needs according to their functions<sup>22</sup>. But in this definition the limited understanding of the extremely important problem of the increase of the quality of educational services is reflected in accordance with the international quality standards.

The experience of the preparation of enterprises to the certification of the systems of quality ISO 9001: 2000 bears evidence about the complexity of this task, and especially related to educational institutions.

In order to achieve this it is necessary to assess acting structure of the quality system with a purpose of the possibility to implement and identify the improvement of the processes management and to direct on the management of such process to this formation. Changes, which are brought into structure and requirements of the system of quality, and provision of its transformation into the system of quality management, embody the process approach.

The main change of the ISO 9001:2000 standards is that the system of a quality management is no more considered as a purely subsystem, but as a whole system of high school internal management, which is functioning with focus on the quality criterions of education as multifunctional activity.

The goal is reached with the usage of the following principles of quality management: orientation for the student, leadership, attraction of teachers and personnel, process approach, system approach, continuous improvements, the decision-making process which is based on current developments and cooperation with students.

<sup>22</sup> Управление качеством продукции: Основные понятия. Термины и определения: ГОСТ 15467-79.- М.: Из-во стандартов, 1979.- 18 с.



Processes which usually take place in an organization within the scope of its operations are in interaction that is their network. In order to reveal the character of these interactions which occur in cross points of the processes, the square matrix - a matrix of interfaces is being used that is constructed based on the set of processes, which are carried out by an educational institution while providing educational services.

The structure of elements of this set, which is the basic list of educational processes, complies with the structure of concrete and special functions, which are carried out by faculties and departments of an educational institution. The structure of processes which comply with concrete functions is established on the basis of the organization of substructures, and structure of special functions, which are the parts of concrete functions, established by decomposition / the logic analysis of activity of direct executors.

The basic list of processes, generated accordingly, is documented. Under conditions of documenting the proprietors of the processes are appointed among qualified professionals, namely the professors who completely master the processes and who have authority over the personnel, which means that the proprietors of the processes are assigned, the principle of a quality management - **leadership** is realized.

In the system of higher education there is a tendency of increasing of a number of students in higher educational institutions. Compared with 1990/1991 the number of students in Ukraine has increased almost for 40%. The net parameter of coverage of the population by higher education makes almost 60%, till 2015 it can be close to EU and reach a level of 67%<sup>23</sup>. Improvement of the quality of education complies with the National doctrine of development of education of Ukraine that is determined as the national priority and as the initial condition of national safety of the state, compliance with the international norms and requirements of the legislation of Ukraine concerning realization of the right of citizens for education.

#### **Ways of improvement of the quality of education:**

- \* harmonization of operating statutory-legal base of Ukraine in the field of education with the legislation of the countries of EU;
- \* deepening of integration processes, development of partnership and cooperation between Ukraine and EU in the field of education;
- \* introduction of modern information technologies;
- \* provision of quality improvement of preparation of candidates and doctors of sciences in leading higher educational institutions and scientific institutes;
- \* provision of expansion of the cooperation with the international organizations;
- \* increase of the portion of operating state standards for education which meet the requirements of EU.

23 Цілі розвитку тисячоліття: Україна.- К.: Міністерство економіки та з питань європейської інтеграції України, 2003.- 24 с.



In tab. 1 the forecast of an index of the quality of education level is presented.

**Table 1 Index of the quality of education level**

Year	2001	2004	2007	2011	2015
Values of a parameter	0,92	0,93	0,95	0,96	0,97

As shown in tab. 1, in Ukraine it is necessary to bring the quality of education almost to 1.00 that is being the highest international level during 10 years. It is a pragmatic task as according to the United Nations data in 2002 this parameter in Ukraine already exceeded corresponding parameter in some countries of the East Europe and the CIS.

Entering the international educational space by the Ukrainian educational institutions is the major component of education modernization within the framework of innovative model of development according to Bologna process<sup>24</sup>. According to the article 43 of the Law of Ukraine „On higher education” **self-studying** is one of the forms of the organization of educational process, therefore its **quality** should be provided as other forms, namely educational classes.

Significant improvement of the quality of education due to improvement of its methodological and financial security is one of the objectives of Bologna process. Presently, there is a gradual transition from reproductive, authoritative education to education of humanistic, innovative type with preservation of the Ukrainian cultural and historical tradition. Higher educational institutions should act in the process not as the objects, but as the subjects of post-bologna area formation<sup>25</sup> as later on within borders of „the European zone of higher education” their responsibility for quality of higher education will raise. Ministers of higher education of the countries of Europe have addressed to the *European network of quality of higher education acknowledgement* with the offer concerning the coordination of standards, procedures and recommendations on issues of the quality assurance.

So, the University „Ukraine” has agreed to adjust curriculums with the Supreme social and economic school of Warsaw on the basis of the European standards ECTS in order to allow students of the two higher educational institutions obtain Ukrainian and Polish diplomas at a time<sup>26</sup>.

The European zone of higher education is grounded on **knowledge** which quality determines the academic level of an expert which he receives in an educational institution, and the received **qualification** determines a rating of

24 Головатий М. Визначальна сфера суспільного буття // Урядовий кур'єр. – 2004. – № 107. – С.10.

25 Сидоренко С. У Європу Знать – через Болонський процес // Урядовий кур'єр. – 2003. – № 216. – С.11.

26 Єднання через дистанційну освіту // Урядовий кур'єр. – 2005.- № 111.- С.5.



the applicant for employment. For the coordination of these components of professional trainings the important role should be played by self-studying, its organization should establish necessary transformation of the received knowledge to qualifying skills.

With this purpose innovative means and methodical techniques for provision of quality of educational process are introduced. Experts distinguish three components of **the quality of education**: knowledge and ways of the tasks solution; methods of training and education; erudition of a person. In tab. 2 ways of innovative development of self-studying in system of the quality of education assurance are presented.

Provision of quality of education by perfection of self-studying system is reached through the improvement of *quality of life and widening of the access to higher education*<sup>27</sup> with the purpose of creation of competitive advantages at the European labour market on conditions that up-to-date technologies of strategic management are available. Controlling as a system – “to be aware” plays its coordinating role in strategic management as the **high quality** educational achievements is the main strategic goal of a higher educational institution, and it is achieved due to the usage of this particular system.

Table 2 Innovative approaches for self-studying according to the provision of quality of education stipulated by Bologna process

Quality components	Structure of quality components for self-studying	Approaches to innovative development
Education	Receiving knowledge	Purposeful increasing of implementation of <b>information systems</b> in education (Internet, distance learning, computer based training programs)
	Ways of finding solutions	Development of professional individual tasks on conditions that different solutions are being searched for, <b>interdisciplinary</b> research approaches
Methods of education and training	Establishment of cognitive activities	Usage of latest <b>training technologies</b> : business play, case studies, basket-methods
	Implementation control on educational activities	Design of system of reporting for the implemented tasks with participation of <b>employers and students' associations</b>
Erudition of a personality	Mastering knowledge, skills, ethic norms	Education and <b>research unity, humanity</b> , keeping of cultural and historical <b>traditions</b>

27 Журавський В. Ми прагнемо ввійти в єдиний європейський освітній простір // Урядовий кур'єр. – 2004. – № 154. – С.8.

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The prerequisite of controlling for strategic management of a higher educational institution was a pilot project of the Ministry of Economics and on European integration of Ukraine concerning development of strategic conceptual bases for regional development<sup>28</sup>. The chosen methodology of the strategic development was used by a higher educational institution in Poland<sup>29</sup>.

Taking into account, that controlling had several stages of its formation in the West within the enterprises' activity, and is barely spread within the functioning of higher educational institutions, things that are taught are necessary to be implemented in the development of higher education<sup>30</sup>.

The prerequisites of the interest for strategic development of higher educational institutions are as follows:

1. 2005 – the attention is focused on the up-to-date technologies not only in Ukraine due to its joining Bologna process, but also the variety of the educational institutions of Europe are invited to participate in the process;
2. Significant strengthening of a competition in the market of educational services;
3. Transition from marketing the client (student) to strategic planning.

In order to hold leading positions in the market of educational services, for example, in Ukraine<sup>31</sup> when 2005 - is the year of the greatest discrepancy of personnel provision of **high-quality education** and number of students of higher educational institutions, the need for functioning of controlling services grows. It is considered as an important subsystem of finance management in order to achieve the defined goal<sup>32</sup>.

A system of public accreditation<sup>33</sup> offered by the Ukrainian Association of Management Development and Business Education to the big extend corresponds to the German controlling experience. Therefore, such tool can be introduced into educational institutions as a „strategic map of results” where the main educational strategy should be determined. This is the provision of **the quality of education of an expert**.

The strategy of a higher educational institution directed on preparation of candidates and doctors of sciences and strengthening of publishing is con-

28 Концептуальні засади стратегії розвитку Харківського регіону. - Х.: ВАТ „Модель Всесвіту”, 2001.- 64 с.

29 Wnukowa N. Konceptualne zasady strategii rozwoju uczelni // Poszukiwanie modelu wyzszej szkoly niepanstwowej, - Legnica: WSM, 2003. - S.249-253.

30 Менеджмент та бізнес-освіта України у глобальному конкурентному середовищі: Матеріали Шостої щорічної міжнародної конференції „Розбудова менеджмент-освіти в Україні”. - Дніпропетровськ, 2005.- С.3.

31 Про утворення Міжвідомчої комісії з питань участі України в Болонському процесі: Постанова Кабінету Міністрів України // Урядовий кур'єр. - 2004.- № 169.- С.22.

32 Внукова Н.М., Ковалюк Р. Особливості стратегічного контролінгу у менеджменті діяльності вищого навчального закладу // Менеджмент та бізнес-освіта України у глобальному конкурентному середовищі: матеріали Шостої міжнародної конференції „Розбудова менеджмент-освіти в Україні”. - К., 2005.- С.108-119.

33 [www.uamdbbe.org.ua](http://www.uamdbbe.org.ua)



sidered to be fallacious. It considerably narrows leadership missions. Besides directing the strategy to a position in a rating - is not effective strategy for development of a higher education institution. Using a **method of the analysis of hierarchies** will resolve in consideration of building a development strategy as a system under the certain mission.

The Polish experts suggest involving the broadest layers of existing and future process participants, who are all „stakeholders”, in the formation of the vision for development of a higher educational institution. In order to define a mission the most acceptable is the qualitative criterion - **the highest success**. The following should certainly be reflected: the best conditions for self-realization of a person; the highest level of preparation of the qualified experts; the optimum satisfaction of demands of a society.

In order to reach the strategic goals **financial resources** are needed. Within the present conditions higher educational institutions of non-state ownership have much more methods of **financial regulations** for strategic development that was evidently shown by the experience of Poland, and Ukraine.

In financial prospect it is possible to indicate two levels of objectives:

- current - optimum financial solvency of a higher educational institution;
- strategic – increase of its market cost.

According to the economic aspect<sup>34</sup>, the most effective way to achieve the **quality** of educational services should be based upon provision of its consumer cost and competitiveness within the internal and external markets.

34 Лазаренко Т.В. Якість вітчизняної продукції: поліаспектність проблеми // Вісник Технологічного університету Поділля: Економічні науки. – 2004.- № 6. – С.211-217.