
INTERNAL QUALITY ASSURANCE (IQA) SYSTEM AT MYKOLAIV V. O. SUKHOMLYNSKYI NATIONAL UNIVERSITY



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Abstract. *The article analyzes the problem of ensuring the quality of higher education. Ukraine aims to be in the European trend towards modernization of higher education, Ensuring the quality of higher education is much planned and at the same time the availability of the necessary resources (academic and administrative staff, students, academic and administrative leaders; financial, material, informational, scientific, educational resources etc.); organization of educational process that most adequately reflect modern trends in the development of national and world economy and education; the control of educational activities at the higher education sector and the quality of training of specialists at all stages of training and at all levels: the higher education institution, for higher education in different national and international (European) level. Quality assurance requires a lot of preparatory work. This is an extended process that requires continuous improvement of the achieved performance. Key components of the internal quality assurance system of higher education at the university is to ensure the quality of education at the university, processes of quality assurance in education teaching and learning; approval monitoring and periodic review of programs for assessing the quality of teaching staff, educational resources and support for students of information systems. The Concept of University Development is based on developed student-centered approach in education, which is a condition of the Bologna process.*

Key words: *ensuring the quality of higher education; international experts; national system of education; organization of educational process; principles and procedures for ensuring the quality of higher education; quality of education, the system of internal quality assurance.*

INTRODUCTION. PROBLEM STATEMENT

Dynamic changes in science, production, and social life in many countries of the world require an update of the education system that will help overcome the crisis of human spiritual development and which is a barrier to the intellectual development of the individual in the

21st century. Education is a factor in social stability, economic well-being of the country, its competitiveness and national security (Kremen, 2009). That is why the fundamental issue of ensuring the quality of higher education has become global and, in particular, the European trend. Ukraine aims to be in the European trend towards modernization of higher education, which, given its quality, is in a state of stagnation and necessary reformation in the context of European integration and globalization (Lugovy, 2016).

Ensuring the quality of higher education is much planned and at the same time the availability of the necessary resources (academic and administrative staff, students, academic and administrative leaders; financial, material, informational, scientific, educational resources etc.); organization of educational process that most adequately reflect modern trends in the development of national and world economy and education; the control of educational activities at the higher education sector and the quality of training of specialists at all stages of training and at all levels: the higher education institution, for higher education in different national and international (European) level.

Joining the Bologna process Ukraine has undertaken to carry out work on the quality of national education in accordance with European standards.

However, in solving the problem of improving the quality of higher education there is a contradiction between ensuring access to high-quality higher education and the inability to ensure the proper quality of its results.

An increase in the first indicator almost automatically results in the fall of the second. Therefore, the losses of not only participants in the educational process, which receive poor quality training and society as a whole, will suffer (Vorobyova, Grytsenko, Lugovy et al., 2016).

Consequently, overcoming this contradiction can be solved by improving the quality of education, which plays a decisive role in the formation of each individual.

LITERATURE REVIEW

The development of national education is the center of attention of domestic scientists, in particular such aspects: the philosophy of education in the context of globalization changes (Andrushchenko, 2019; Kremen, 2009; Ognevyyuk, 2018), theoretical and methodological principles of continuous professional education (Sysoieva, 2011); providing and improving the quality of education (Lugovy, 2016; Slusarenko, 2016; Talanova, 2016), the essence of Europeanization of higher education, European benchmarks for the development of higher education (Lokshyna, 2018).

Outstanding conceptual provisions for ensuring the quality of higher education on the basis of its modernization are reflected in the legislative and regulatory framework.

METHODOLOGY

Outstanding conceptual provisions for ensuring the quality of higher education on the basis of its modernization are reflected in the legislative and regulatory framework. The internal quality assurance (IQA) at Mykolayiv V.O. Sukhomlynjsyi National University is analysed through the prism of the state policy on quality assurance system for higher education in Ukraine and the principles based on the European standards and quality assurance recommendations.

MAIN RESULTS

1. State Policy on Quality Assurance System for Higher Education

The adoption of the Law of Ukraine “On Higher Education” (2014) is a new stage in the field

of quality assurance in the higher education in Ukraine. Thus, in Article 16 “Quality Assurance System for Higher Education” it is stated that the system of ensuring the bone quality of higher education in Ukraine consists of:

- 1) the system of providing instituton of higher education institutions the quality of educational activity and the quality of higher education (the system of internal quality assurance);
- 2) the system of external quality assurance of educational activities of institutions of higher education and quality of higher education;
- 3) quality assurance systems of the National Agency for Quality Assurance in Higher Education and independent institutions for the assessment and quality assurance of higher education.

The system of providing higher education institutions with quality of educational activities and higher education (quality system of internal quality assurance) provides for the following procedures:

- 1) definition of principles and procedures for ensuring the quality of higher education;
- 2) monitoring and periodic review of educational programs;
- 3) the annual assessment of higher education graduates, scientific and pedagogical and pedagogical staff of a higher educational institution and the regular publication of the results are assessed on the official website of the institution of higher education, on information stands and in any other way;
- 4) provision of professional development of pedagogical, scientific and scientific and pedagogical staff;
- 5) ensuring the availability of the necessary resources for the organization of the educational process, including independent work of students for each educational program;
- 6) ensuring the availability of information systems for the effective management of the educational process;
- 7) provision of public information on educational programs for higher education and qualifications;
- 8) ensuring the academic integrity of the higher education institutions and students of higher education, including the creation and maintenance of an effective system of preventing and detecting of academic plagiarism;
- 9) other procedures and activities.

The implementation of regulatory and control functions (accreditation of higher education institutions and educational programs, functioning of the system of obtaining academic degrees) is assigned to the *National Agency for the Quality Assurance of Higher Education*. It has developed the Regulation of the Sectoral Expert Councils (SEC) (permanent bodies of the National Agency for the Quality Assurance of Higher Education). The main task is to introduce a new, effective system of accreditation of educational programs based on European standards and best practices.

The functions of the Sectoral Expert Councils comprise:

- preparation of an expert opinion on the possibility of accreditation of the educational program;
- preparation of a proposal to improve the requirements for a system of quality assurance in higher education, criteria for assessing the quality of educational programs and educational activities of higher education institutions
- participation in the approval of higher education standards in the manner established by the National Agency, forms proposals for improving the standards of higher education in the relevant field of knowledge;
- ensuring interaction of the National Agency with representatives of higher education institutions, organizations and associations of employers, professional associations, national associations of students, other stakeholders in matters within their competence;

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- participation in conducting research on the quality of higher education and educational activities;
 - development of recommendations for institutions of higher education to improve the quality of educational programs within the respective branches;
 - participation in organization and holding of conferences, seminars, and other events on higher education quality assurance held by National Agency;
 - participation in the preparation of a report on the quality of higher education in Ukraine, a report on the activities of the National Agency;
 - involvement of international experts in their activities;
 - exercise of other powers provided by the current legislation.

A deep understanding of the essence of a systematic approach to ensuring the quality of higher education requires the study of world practices. In particular, the experience of quality management of the higher education system of the countries of the European Union and other advanced countries of the world.

2. Principles based on European standards and quality assurance recommendations.

The European Higher Education Quality Assurance Association has been successfully operating in the European Higher Education Area. The National Education Glossary: Higher Education defines (*the European Association for Quality Assurance in Higher Education (ENQA)*) as a European body that promotes the implementation of best practices in ensuring higher education quality and as one of the main advisory members in support of the Bologna Process.

European Quality Assurance Register for Higher Education (EQAR): A register established by the European Higher Education Quality Assurance Association, the European Association of Universities, the European Association of Higher Education Institutions, the European Student Union, and includes acknowledged European and national higher education quality assurance agencies. EQAR is introduced to agencies that meet the requirements of the Standards and Recommendations for Quality Assurance in the European Higher Education Area.

According to the International Standard ISO 9000: 2005, Quality Assurance (QA) is the process or result of the formation of the required properties and characteristics of products as they are created, as well as the maintenance of these characteristics.

The international standard ISO 9000: 20058 defines eight principles of quality assurance:

- 1) consumer orientation;
- 2) the role of administration;
- 3) involvement of employees;
- 4) process approach;
- 5) system approach;
- 6) continuous improvement;
- 7) making informed decisions;
- 8) mutually beneficial conditions with consumers.

3. Internal monitoring of the quality of education at Mykolaiv V.O. Sukhomlynskyi National University

The content of education today does not adequately meet the needs of society and the labor market, not aimed at acquiring the necessary competencies. In recent years, university education in Ukraine was aimed at providing students with the necessary knowledge, skills for skills that led to the attraction of curricula to the actual. Very often there is a controversial process of learning knowledge, mismatching the professional training of specialists to the needs of the market and society. The answer to the challenge facing higher education and its alignment with is modern needs, integration into the European and world educational spaces, orientation of training programs for the acquisition of key competencies and the establishment of effective mechanisms for their implementation.

Consequently, today's realities require graduates of universities to use information and communication technologies, to think critically, to speak foreign languages, to be able to work in a team (while revealing individual abilities), to resolve conflicts, to orient themselves in the labor market, to make correct and prompt decisions, etc.

Quality assurance at Mykolaiv V.O. Sukhomlynskyi National University is the decisive mission of an educational institution

The renewal of education aims to educate a harmonious and creative person capable of thinking and acting in accordance with an innovative type of progress. The task of higher education is not only to attract the student to knowledge, to form the necessary competencies in him, but above all to teach him to be a moral, spiritual person.

Now active work is under way to develop a draft standards and recommendations on the internal quality assurance system at the university. Based on these standards, an internal quality assurance system is being developed; self-analysis and self-assessment of their own activities are carried out.

It includes:

- strategy (policy) and procedures for ensuring the quality of education;
- system and mechanisms for ensuring academic integrity;
- development of criteria, rules and procedures for assessing educational attainment;
- development of criteria, rules and procedures for assessing pedagogical (scientific and pedagogical) activities of pedagogical and scientific and pedagogical staff;
- development of criteria, rules and procedures for evaluating the management activities of the educational staff of the educational institution;
- provision of the necessary resources for the organization of the educational process, including for the independent work of education applicants;
- ensuring the availability of information systems for the effective management of educational institutions;
- creation of an inclusive educational environment, universal design and reasonable accommodation in an institution of education;
- other procedures and measures determined by special laws or documents.

The Concept of University Development, which is based on it, is developed student-centered approach in education, which is a condition of the Bologna process. The concept takes into account the specifics of the institution, its system of values, its role in the economic environment.

The procedure for ensuring the quality of higher education is based on the following conditions:

- high level of qualification of the faculty;
- motivation of all participants in the educational process to improve the quality of education;
- transparency of information at all levels of structural subdivisions;
- fair distribution of resources among faculties based on the quality of higher education;
- flexibility of educational content;
- mobility of professors and students;
- academic freedom and autonomy.

Key components of the internal quality assurance system of higher education at the university is to ensure the quality of education at the university, processes of quality assurance in education teaching and learning; approval monitoring and periodic review of programs for assessing the quality of teaching staff, educational resources and support for students of information systems.

Internal documents have been developed, monitoring and certain procedures provided for in the Regulations on accreditation for the quality of education (Development Strategy of Mykolaiv V.O. Sukhomlynskyi National University).

Increasing the requirements for candidates for the positions of the faculty or promotion of the nominees of the proposed direction will include a portfolio or essay in which the philosophy of teaching is presented. Modern studies offer a range of approaches to building a philosophy of teaching. Although these resources provide practical utility, there is generally a lack of conceptual models that provide clear operational definitions and a comprehensive framework for the process of creating or evaluating teaching philosophy. However, this literature illustrates the complexity of the task. Each approach reflects not only personal beliefs about teaching and learning, but also disciplinary cultures, institutional structures and cultures, as well as the expectations of stakeholders. This synergy between discipline and institutional context is able to guide the development of a conceptual model for constructing a teaching philosophy. On the basis of the study of the authors of literature, a conceptual model is developed, and then perfected by a series of seminars for graduates, faculty and faculty leaders. As a result, the conceptual framework includes six dimensions of the philosophy of teaching: the purpose of teaching and learning; the role of the teacher; the role of the student; methods used; assessment of teaching and learning; as well as the influence of specific factors on the teacher's decision making.

If in the standard teaching paradigm the emphasis is often placed on the amount of information, then the training paradigm – on the effectiveness of the learning process about what students know and what they can do with new information. Accordingly, the basis for assessing the activities of teachers should be what exactly graduate can and can do, which will be really used in their work with employers.

Do not stay out of the attention such aspects of the University's activities as the competitiveness of graduates in the labour market, the demand of graduates, achievements of graduates.

It is ensured:

- all teachers receive compulsory certified pedagogical training;
- the introduction of a system of counseling, mentoring and student support in higher educational institutions;
- implementation of a comprehensive strategy of internationalization, guaranteeing the possibility of academic and other mobility, the correspondence of curricula to foreign counterparts, the introduction of compulsory study of English and a second foreign language, the development of intercultural skills, etc.;
- the introduction of cross-cutting, trans-disciplinary and interdisciplinary approaches to teaching, training and assessment in higher education institutions, helping students develop an entrepreneurial and open minded way of thinking;
- the introduction of support for teachers in online skills and other forms of teaching and learning, the use of all the opportunities for improving the quality that opens up with the new technologies;
- facilitating the establishment of the European Academy of Teaching and Learning in the EU.

CONCLUSIONS

The challenges facing society require a solution to the problem of higher education quality in Ukraine. Without proper education and science, culture and education, real prospects for the development of the state will not take place. Higher education should change its own organizational and substantive essence.

Quality assurance requires a lot of preparatory work. And in this process, both the result and the way it is achieved is important. This is an extended process that requires continuous improvement of the achieved performance.

An important role in the internal quality assurance of higher education is to play, firstly, the updating of educational programs, which include a large proportion of independent work, which requires information support courses. Secondly, all kinds of correct evaluation. Thirdly, the issue of the quality of conducting training sessions involves both teaching staff and students and employers.

The quality of knowledge is determined by their fundamental, depth and demand in the further professional activity of the person. In the open education, the organization of monitoring the graduates' career can be addressed by the heads of structural units. For this purpose it is advisable to create a database of graduates. The quality of education can be distinguished from the internal and the standing position of monitoring.

The results of the work on improving the quality of education at the university provide grounds for asserting that quality can be managed.

Internal quality assurance is a dynamic system that gives answers not only to the current demand, but also to the future. So, the functions of a higher educational establishment will be reviewed, taking into account the requirements of a constantly changing society. And therefore, the question of determining the strategic priorities, on which the future depends.

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