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Quality Control of Education in the Universities of Ukraine

Introduction

According to the final decision of the boards of the Ministry of Education and Science of Ukraine “Higher Education in Ukraine – European dimension: progress, problems and prospects” (2008) and “The goal of reform in higher education – the quality and accessibility of education” (2009), Resolution of the Cabinet of Ministers of Ukraine dated 14 December 2011 № 1283 “On approval of monitoring of the education quality”, and with the main principles of the Bologna Process by HEI activity is a system of maintenance and control of the quality of educational services [Ridei 2011].

Monitoring and control of the quality of education is based on the principles of the Law “On Higher Education”, “Regulations on the organization of the educational process in higher education,” the order of Ministry of Education and Science of Ukraine “On the introduction of credit-modular system of educational process”, corresponds to the main goals and objectives of training of highly qualified professionals.

Results and discussion

Ukrainian system of education quality assurance has its roots from Soviet-era when control of the quality of education was carried out by the administrative-command methods. This is logical, because the state was the main consumer of educational services in the system.

In pedagogy [Луговий 1994; Ляшенко 2005: 5–12] the term “quality” is the system methodological category. It reflects the degree of accordance to the result of proclaimed goal. Due to the World Declaration on Higher Education, dated at International Conference on Higher Education in November 1998, higher education quality is multidimensional concept that encompasses all aspects of the institution of higher education: teaching and academic programs, training and research, teaching staff and students, curriculum base and resources [Вишча освіта... 2004]. In the a broad sense the quality of education is seen as a balanced compliance with process, outcome and the educational system designed to, needs and social norms (standards) of education [Суберто 2000]; in the narrow as a list of dimensions to personality, educational medium and to the system of education that realizes them at certain stages of human’s education, to which some set of indexes corresponds.

In the modern Ukrainian educational system elements that were created due to administrative management are constructed logically. It means formal processes and procedures because universities funding (except of the private ones) is possible only from the state budget (with the exception of paid educational services). And essence of the Ukrainian education system has not changed. And an Ukrainian external environment is not a planned economy, as well wild market from times of primitive accumulation of capital. In addition, the rapid globalization of the world of education and student mobility have led to diversification of suppliers of educational services, were creating a necessity to strengthen the quality of higher education. The main customers of educational services and their quality controller now is society, not the state.

Verification of the quality of training at any stage is both a quality control of the activities of the teacher and the quality of the educational process, the main result of which is a graduate professional competence.

The main components of quality education are: knowledge, skills, ways of solving problems; quality of teaching methods and education; quality of education of the individual, namely the assimilation of knowledge and skills, ethical standards; quality of staff, logistics and information support, etc. The criteria for the quality of the educational process are: the availability approved in the prescribed manner work and educational planes and curriculum, schedules of educational process; compliance with curriculums and work programs of quality and program requirements of state standards; logical sequence of teaching subjects; methodical discipline, including their elements of lectures, seminars, laboratory classes and more.

Control of knowledge and skills of students is conducted at the level of the teacher. Evaluation of students requires consistent use of published criteria, regulations and procedures; it should be conducted professionally, taking into account existing knowledge about the processes of testing and examination. The assessment procedure must provide diagnostic, current or final evaluation, grading criteria for promulgation, the rules governing the cases of student absence due to serious circumstances; guarantee the security of testing process. They are clearly informed about the procedure of conducting of evaluation of their curriculum.

Quality assurance of teaching staff is achieved by certain procedures and criteria that certify appropriate qualifications of teachers, high professional level to carry out their duties. Persons involved in external verification of the institution should evaluate them in the final report. It is important teachers to know and to understand their subject, have the necessary skills and experience to effectively transfer knowledge to students as well; also have access to information on other assessments of their work. In case of recruitment of teachers educational institution should ensure that the teacher has at least a basic level of competence [Ridei 2011].

Educational institutions should ensure that the resources that provide the learning process is sufficient to match the content of the programs offered by the institution. Students use a variety of resources: library and computers, are turning to consultants, and these resources should be easily accessible to students, tailored to their needs and able to respond to comments and suggestions of those who use them [Ridei 2011].

Institutions should possess the means of gathering and analysis of information about its own activities for better understanding of its effectiveness, and to collect, analyze and use relevant information for the effective management of its educational programs and other activities. Educational institutions regularly publish and inform training programs and qualifications they offer; are responsible for the accuracy of information on programs and qualification procedures for teaching, learning and assessment. Information should be accurate, impartial, objective and accessible.

Educational institutions should identify policies that would ensure the quality of their training programs and diplomas, openly declare their intention to predict the participation of students and other stakeholders in the process of quality assurance. Institutions should have formal mechanism of approval, periodic review and monitoring of their curriculum and qualifications that demonstrate their quality assurance, policy, educational and skill building programs, the availability of appropriate learning resources, also reflect monitoring progress and achievements of students and their work in ensuring of quality regular review of programs.

The system of quality management in the sphere of education should be understandable in the context of educational program, the system of educational processes, organization structure, compliance, processes and recourses that guarantee the quality of education of professionally competent experts.

Literature

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Abstract

There are main criteria and components of education quality, the system of control of the quality of providing educational services on different levels: student – teacher – university represented in the article. The main provisions of carrying out quality assurance due to the nowadays dimensions by higher educational institutions are revealed.

Key words: education quality, criteria, indicators, educational institutions.