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S.M.Jumasheva¹, V.V. Maslennikov²¹Narxoz University, Almaty, Kazakhstan;²Plekhanov Russian University of Economics, Moscow, Russiasulushash.jumasheva@narxoz.kz**FOREIGN EXPERIENCE OF ASSESSMENT
AND ENSURING QUALITY OF EDUCATIONAL SERVICES
IN HIGHER EDUCATIONAL INSTITUTIONS**

Abstract. Evolution of systems of assessment of quality of higher education finds the reflection in variety of approaches, functions, purposes, principles, forms and methods of assessment. Analysis of systems of assessment of quality of higher education in foreign countries directed to identification of features of existing models of assessment is provided in the article. The absence of uniform standard approach to assessment of quality of education in the European countries in various regions is explained by the developed traditions of educational system. Dependence of systems of ensuring quality of education on current trends of development of society and reforms in education is noted.

Keywords: quality of education, system of assessment of quality of education, state control, accreditation, external assessment, self-assessment, evaluation criteria.

At present stage of development of higher educational institutions the structure of methods of assessment of educational activity, functions, principles and purposes of assessment often become universal and with certain degree of frequency are basically used in all existing systems of quality assurance. The major factor allowing to classify these systems is the nature of distribution of powers in ensuring quality at managerial levels: state - higher educational institution.

All variety of systems of assessment in higher school can be divided into two types [1]:

- European system: the system of assessment of higher education is based on priorities of public authorities and result-oriented approach to assessment. The system is widespread in those countries where the corresponding government institutions regulating development of higher education (European countries, CIS countries) work;

- American system: assessment of higher education is based on reputational approach, internal process of control and self-regulation, as well as external, expert assessment of quality (USA, Taiwan, Philippines).

The main difference of these systems lies in powers of the state on control under quality assurance and identification of the most prioritized aspects of quality assessment.

In countries where issues of quality of higher education are centrally regulated, the system of external assessment of educational process has been developed. Within the European system the emphasis is made on external control which is the main mechanism of quality assurance.

In France the educational activity of higher educational institutions is evaluated by the committee of national assessment which reports to president of France. The main task of the committee is the assessment of activity of higher educational institutions and presentation of the report on the state of the higher education to the president. The positive moment in the system of state control over quality of education in France is the broad publicity of results of evaluation of universities' activity that gives the chance to estimate the quality of education in higher educational institutions not only for the government, but also for society.

The organization of control and assessment of higher educational institutions' activity in Scandinavian countries was traditionally considered as function of the government and remarked by the big variety of assessment methods. In Sweden the system of state regulation of higher school is generally directed to the assistance to educational institutions in development of corresponding infrastructure. In Denmark assessment of higher educational institutions' activity is also carried out by the external organizations financed by government upon results of self-assessment by higher educational institutions. At the same time self-assessment is based not on information from higher educational institutions themselves, but on information from external experts [2].

Since 2003 the Netherlands also accepted accreditation as the main approach to quality assurance for all educational programs. The system of accreditation evaluates educational programs (degree-awarding ones) on compliance to certain qualitative criteria. High-quality education and research work are mainly the responsibility of higher educational institutions. In Dutch higher educational institutions a tradition of tracking of position of graduates on labor market by means of conducting annual surveys of graduates has been observed for a long time [3].

In Norway the system of quality assurance includes the internal systems of quality assurance, external audits of quality assurance systems, institutional accreditation of educational programs and external accreditation. Here accreditation is not obligatory for the universities and specialized educational institutions to launch educational programs, except for cases when external assessment revealed problems with quality of educational services.

Decentralized management and market regulation characterize the system of higher education in the USA whereas in other countries the system of higher education is controlled mainly by the state.

Educational quality management is a priority of higher educational institutions in the USA. The real administrative and financial power in American universities belongs to the Boards of trustees which control activity of higher educational institutions [2]. Since the end of 19th century the formal system of quality assurance in the USA includes accreditation and institutional processes. Accreditation in the USA is a process of self-control created by higher educational institutions and programs for the purpose of ensuring and increasing the academic quality. It has two forms: institutional accreditation which is carried out by regional bodies for accreditation and specialized accreditation which is carried out by the professional organizations conducting assessment of programs for the whole country. It is important to note that in the USA professional public organizations such as associations of physicians or lawyers play an important role in ensuring quality. They strictly evaluate programs of universities since they are interested in raising a prestige of professions and accepting the specialists who are professionals in their field of activity.

Institutional assessment is mainly used by the US universities for assessing quality of educational programs and decision-making process. After carrying out a self-assessment the higher educational institution is visited by the team of external experts which makes the decision on compliance of the quality of programs to the adopted standards and on possibility of participation of higher educational institution in distribution of federal subsidies and loans for students. During self-assessment the specifics of higher educational institution are considered according to which the priority directions of development as well as accreditation indicators are elaborated.

In the structure of ensuring quality of higher educational institutions in India three approaches are used: accreditation, assessment and academic audit. The purpose of accreditation is the quality of institutions of higher education. During assessment there is a classification of higher educational institutions by a nine-mark scale related to their position in a quality continuum. The team of external experts inspects the quality followed by preparation of report for the public.

The main approach to ensuring quality in Great Britain is the audit of institutional quality. Audit and assessment are used as approaches to quality control and as a guarantee that the universities provide educational services at appropriate level. Each higher educational institution has an internal system of quality assurance. Main elements of this system are: assessment of students' knowledge and use of procedures on designing and approval of educational programs and control over their content.

In Australia the quality audit is the main approach to quality assurance. In addition, the following methods of assessment of educational quality are applied in Australian universities: assessment of

educational programs, assessment of teaching quality by students, external assessment by experts, surveys of graduates and employers, use of efficiency indicators.

The main direction in ensuring quality in higher educational institutions of China is assessment of teaching quality. This type of assessment in each educational direction is carried out by supervisory committees. In China there are governmental and non-governmental authorities on quality assurance. Since 2008 higher educational institutions in China are obliged to create the internal system of quality assurance [4].

According to experts, the analysis of international experience of control and assessment of higher education's quality shows that currently the trends related to transformation of mechanisms of assessment, functions and maintenance of systems of quality assurance take place.

In the last decade in European countries trends of wide use of mechanisms of internal assessment of educational activity are observed. This trend is explained by the interest of higher educational institutions in more objective assessment of quality.

Public sector carried out a number of innovative procedures in the field of quality control of higher education as a result of which the universities transferred to "self-control concept". The governments of European countries provided autonomy to higher educational institutions in development and implementation of educational programs. Thus, connections in an interrelation "state – university" chain have changed from traditional model of strong centralized public administration to market model of management.

In this regard, the most advanced system of assessment of higher educational institutions among European countries is in Great Britain. It has three aspects: state control, independent audit, assessment of quality and compilation of rating of higher educational institutions by public councils of experts, self-assessment which is carried out by internal divisions of the universities. Shift of focus towards involvement of higher educational institution itself in the process of assessment and increase in the responsibility for quality management of own activity is also observed in the number of Scandinavian countries.

The features of European system of quality assurance are most characteristic for countries of Eastern Europe and CIS countries. Main procedures of quality control of education from the state are licensing, certification and accreditation (Estonia, Russia, Czech Republic and Latvia) [5]. According to the law, in Poland a three-level assessment of quality is offered to higher educational institutions at their discretion: accredited status, basic level of quality and the highest level of quality. Control and assessment of quality are under authority of the Polish Council for higher education.

An objective of improvement of educational quality is mentioned in the National Doctrine of education of Russian Federation and it is proposed that the public policy in the field of education has to guarantee the necessary conditions for full-fledged quality education, to consider interests and abilities of the personality, to provide achievement of competitive level at all stages of education. The state approach includes two assessment procedures of educational quality: "licensing for the right of conducting educational activity; state accreditation as guarantee of qualitative education". Also Russian higher educational institutions aimed at inclusion into the top lists of international ratings of universities and winning western scientific journals [6].

It should be noted that the processes of transformation of assessment methods in higher education concerned the American system of quality assurance to a lesser extent.

The analysis of systems of control over educational quality shows that the complex of implemented goals and tasks of organizations dealing with quality assurance includes: providing and/or improvement of quality of educational activity in an economic, social, cultural and historical context of countries; support to higher educational institutions in improvement of educational quality; sharing good practice and exchange of information on problems with quality.

Since 1999 the European concept of quality of higher education was strongly influenced by the process which began after the Bologna Declaration in which Ministers of Education of European Union called for bigger presentation, transparency and comparability of assessment procedures.

Main objectives of Bologna Process are: expansion of access to higher education, further improvement of quality of higher education, expansion of opportunities for mobility of students and

faculty and ensuring successful employment of university graduates because all academic degrees have to be focused on labor market [7].

Creation of well -organized European control system of quality of higher education demanded elaboration of unified approaches to assessment and quality assurance, generalization and distribution of best practices. In this regard, “Standards and recommendations for quality assurance of higher education in the European area” containing requirements to self-assessment (internal examination), external examination and activity of accreditation agencies were developed.

In majority of European countries specialized, autonomous organizations which are responsible for assessment and quality assurance in the universities work actively: European Network for Quality Assurance; European University Association; Quality Assurance Agency, Great Britain; Akkreditierungsrat (Germany); Comite Nationale d’Evaluation (France) and others [8, 9].

In recent years there is a shift to broad coverage of all estimated levels of assessment of university education: disciplines, programs and educational institutions in general. Therefore, the sphere of activity of organizations for assessment of educational quality extends.

Changes happen not only in scales and content of process of quality assurance, but also in methods of its assessment.

It should be noted that types of assessments used by European organizations dealing with issues of ensuring quality are much wider than in USA.

European tools of quality assurance include:

- Audit – an assessment of quality of educational institution, its programs and its faculties;
- Benchmarking – a comparison of quality of various higher educational institutions in a certain sector or discipline;
- Accreditation – compliance to the established standards of quality;
- Superiority (excellence) – assignment of “quality marks” which define indicators of the increased quality.

Despite of variety of types of assessment in European system of quality assurance, accreditation and assessment of programs are the main ones in the structure. Especially the concept of ranging of educational institutions receives a new justification.

Organizations involved in the system of quality assurance define “assessment” as a method of evaluation of educational activity, widely using the term “type of assessment” as the complex definition characterizing options of combination of objects and methods of assessment.

Accreditation is the main method of assessment in American system of quality assurance and one of the methods which are widely applied in the European system of quality assurance [6]. Educational institutions (institutional accreditation), and educational programs (specialized accreditation) can act as objects of assessment. The main property of institutional accreditation is achievement of goals and tasks of the university by means of performance of parts of objective by separate divisions of higher educational institution. Compliance of the educational programs estimated for the university in general is the characteristic of specialized accreditation.

As method of assessment of European system of quality assurance, accreditation of educational programs is actively used in Holland, Scandinavian countries, German speaking countries. Accreditation takes the second position in the rating of methods of assessment, however, by results of research by ENQA, many European countries more often come to a conclusion that accreditation has to become a main method of ensuring quality of higher education [2].

Audit is considered as a method by means of which weaknesses and strengths of mechanisms of ensuring quality of education accepted in certain educational institution come to light and that allows to carry out systematic monitoring of activity of higher educational institution and to conduct work on its improvement [10]. Indicators of possible variables necessary for assessment of quality of educational institution, so-called indicators of efficiency, can be qualitative or quantitative.

In the USA and countries adhering to traditions of American higher school, external audit is not so popular: here internal audit of activity of higher educational institutions and teaching according to educational programs is widely used.

Ranking can be considered as an independent method of assessment, as well as assessment element. As assessment method ranking is directed to comparison of achieved results of programs, higher

educational institutions, disciplines and separate subjects that allows revealing and extending positive experience of higher educational institutions making their activity more transparent, helps society to orient in the academic quality of higher educational institutions [11].

Analysis shows that methods of quality assessment differ within the European area of higher education by goal-setting, object, type of assessment and some other parameters.

The basic principles on which assessment process abroad is based now are the independence of the state and other higher educational institutions in the right to choose assessment procedures, application of institutional self-assessment, external assessment of results of activity by experts and publication of reports following the results of assessment.

In various systems of quality assurance it is possible to allocate a number of the trends of its development general for all systems:

- aiming at continuous improvement of quality and competitiveness (dynamic development);
- procedure of accreditation as one of the main processes of assessment of the higher education;
- multilevel nature of assessment;
- orientation of assessment directly on activity of educational institution from the point of view of quality of trained specialists;
- involvement of all interested parties into assessment of educational activity;
- responsibility of higher educational institution to all parties interested in its work;
- frequency of assessment and reporting its results.

Western scientists claimed that “external ensuring quality is focused on the reporting (accountability-oriented), is more superficial representing only certain “snapshot” of quality; while internal quality assurance is more creative by the nature, can lead to continuous efforts on improvement of quality (improvement-oriented) and cultural development of quality in educational institutions” [12].

Irrespective of the applied approaches, the purposes of quality assurance include elements focused on “reporting” and “improvement of quality” in higher educational institutions in the majority of countries considered. Focus in assessment of quality of education is generally made on quality of teaching and training, quality of knowledge of students and scientific research. The “American” and “European” models have similar features. Thus, in certain European states high significance is given to self-assessment or “internal” approach that more is characteristic to American model [6].

D. Lim defined six conditions under which the systems of quality assurance will successfully function in universities:

- competent faculty staff with experience in teaching and research activity;
- full employment of faculty in one higher educational institution;
- presence of resources;
- appointment and advancement of employees taking into account of their academic merits;
- understanding importance of creation of quality assurance systems by top management of the university;
- certain degree of academic freedom [13].

Thus, comparative review of systems of assessment of higher education abroad shows that there are various approaches to how and on what basis to conduct assessment of activity of higher educational institutions. International experience shows that assessment of the university can be carried out with the different purposes, but anyway has to have a specific academic focus to be directed to improvement of quality of education.

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ЖОО-ДАҒЫ БІЛІМДІК ҚЫЗМЕТ КӨРСЕТУ САПАСЫН БАҒАЛАУ ЖӘНЕ ҚАМТАМАСЫЗ ЕТУДІҢ ШЕТЕЛДІК ТӘЖІРИБЕСІ

Аннотация. Жоғарғы білім сапасын бағалау жүйелерінің эволюциясы әр түрлі көзқарастарда, функциялар, максаттар, принциптер, нысандар мен бағалау әдістерінде көрініс табады. Мақалада автор қазіргі бағалау модельдерінің ерекшеліктерін анықтауға бағытталған шет елдердегі жоғары білім сапасын бағалау жүйесін талдайды. Еуропалық елдерде білім сапасын бағалауға бірыңғай көзқарастың болмауының себебі - түрлі аймақтардағы білім беру жүйесінің қалыптасқан дәстүрлері. Білім беру сапасын қамтамасыз ету жүйелерінің қоғам дамуындағы қазіргі заманғы үрдістерге және білім беру саласындағы реформаларға тәуелділігі байқалады.

Тірек сөздер: білім беру сапасы, білім беру сапасын бағалау жүйесі, мемлекеттік бақылау, аккредиттеу, сыртқы бағалау, өзін-өзі бағалау, бағалау критерийлері.

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ЗАРУБЕЖНЫЙ ОПЫТ ОЦЕНКИ И ОБЕСПЕЧЕНИЯ КАЧЕСТВА ОБРАЗОВАТЕЛЬНЫХ УСЛУГ В ВУЗАХ

Аннотация. Эволюция систем оценки качества высшего образования находит свое отражение в многообразии подходов, функций, целей, принципов, форм и методов оценки. В статье приводится анализ систем оценки качества высшего образования в зарубежных странах, направленный на выявление особенностей действующих моделей оценки. Объясняется причина отсутствия в европейских странах единого стандартного подхода к оценке качества образования сложившимися традициями образовательной системы в различных регионах. Отмечается зависимость систем обеспечения качества образования от современных тенденций развития общества и реформ в сфере образования.

Ключевые слова: качество образования, система оценки качества образования, государственный контроль, аккредитация, внешняя оценка, самооценка, критерии оценки.

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