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## **QUALITY OF HIGHER EDUCATION IN UKRAINE AND POLAND: COMPARATIVE ASPECTS**

### **ABSTRACT**

*The article considers European standards for education quality assessment. The effectiveness of the network of national agencies, in particular ENQA, which includes 40 agencies from 20 countries is described. The European association for quality assurance in education comparing with Ukrainian is described. The ways of introduction of high-quality education in higher educational institutions (hereinafter the HEI) in order to increase the importance of getting education in our state are offered. The key responsibility of the National Agency for Higher Education Quality Assurance (hereinafter the NAHEQA) in Ukraine according to the internal and external evaluation of the quality of higher education institutions is justified. The Law of Ukraine "On Higher Education" and the Law "On Higher Education and Science in Poland" concerning the powers, composition and main tasks of the NAHEQA and the Polish Accreditation Commission (hereinafter the PAC) are analyzed in the comparative aspect. A great attention is paid to the composition of the National Agency for Higher Education Quality Assurance in Ukraine. The criteria for evaluating the programs, subdivisions, and fields of study in Polish higher educational institutions from the highest rating to "no evaluation from 01.11.2011" which are set on the web-portal are described. You should choose the course with the base of all the Polish higher educational institutions. It is estimated that the following indicators such as missions and strategies of the university development and educational standards; teachers qualifications and other people who train students; the interaction with the environment of the socio-economic situation in the learning process; the effectiveness of the internal system of education quality assurance; internationalization of the educational process; accreditation and certificates of*



*institutions, national and international; the infrastructure which is used for implementing learning outcomes, etc during the evaluation of the programs of Polish higher educational institutions are taken into account. The authors of the article give recommendations on ensuring the quality of national higher education as essential for trust in it and European recognition.*

**Keywords:** *European Association for Quality Assurance, “English” model of education quality, “French” model of education quality, the Law “On Higher Education and Science in Poland”, the Law of Ukraine “On Higher Education”, the National Agency for Higher Education Quality Assurance, the Polish Accreditation Commission, web portal Wybierz Studia.*

#### АНОТАЦІЯ

*У статті розглядаються Європейські стандарти системи оцінювання якості освіти. Описується ефективність мережі національних агентств, зокрема ENQA, в яку входить 40 агенцій із 20 держав. Описана європейська система якості освіти у порівнянні із українською. Пропонуються шляхи впровадження якісної освіти у вищих закладах освіти (ВЗО) з метою підвищення вагомості здобування освіти у нашій державі. Обґрунтовується ключова відповідальність Національного агентства із забезпечення якості вищої освіти (НАЗЯВО) в Україні по внутрішній та зовнішній оцінці якості освіти у ВЗО. Проаналізовано в порівняльному аспекті Закон України «Про вищу освіту» та Закон «Про вищу освіту та науку в Польщі» що стосується повноважень, складу та основних завдань НАЗЯВО та Польської Акредитаційної комісії (ПАК). Акцентується увага на складі Національного агентства із забезпечення якості вищої освіти України. Описані критерії оцінювання програм, підрозділів, напрямів навчання у ВЗО Польщі від найвищої оцінки до «не відбувалось оцінювання від 01.11.2011 р.», які проставляються на веб-порталі Вибери напрямок із базою усіх ВЗО Польщі. Встановлено, що при оцінюванні програм ВЗО Польщі враховуються наступні показники: місії і стратегії розвитку університету та освітні стандарти; кваліфікації викладачів та інших осіб, які ведуть заняття зі студентами; взаємодія з навколишнім середовищем соціально-економічної ситуації в процесі навчання; ефективність внутрішньої системи забезпечення якості освіти; інтернаціоналізація процесу освіти; акредитація та сертифікати установ, національних та міжнародних; інфраструктура, яка використовується для реалізації результатів навчання та ін. Авторами статті даються рекомендації щодо забезпечення якості вітчизняної вищої освіти як необхідної умови довіри до неї і європейського визнання.*

**Ключові слова:** *європейська система якості освіти, «англійська» модель якості освіти, «французька» модель якості освіти, Закон «Про вищу освіту та науку в Польщі», Закону України «Про вищу освіту», Національне агентство із забезпечення якості вищої освіти, Польська Акредитаційна комісія, веб-портал Wybierz Studia, якість освіти.*

#### INTRODUCTION

Unfortunately, in Ukraine, the system of higher education needs improvement. In fact, the quality of education in Ukrainian educational institutions is checked mainly by line ministries, and not by customers of educational services. “The main task of educational institutions is not to increase their own quality and efficiency, but the success of formal reporting to the state control bodies ...” ( the team of Trust project “dovira.eu”). At the same time, highly developed countries such as the USA, Canada, European countries contribute



to the quality of education in higher education institutions, as it is an indicator not only for the ranking of higher education institutions, but also for the state in the whole.

#### **THE AIM OF THE STUDY**

To analyze the European quality education system (“English” and “French”), the role of national agencies in their network. On the basis of the analysis, the components of the international rating of the results of the world universities should be distinguished. To analyze the main documents on education in Ukraine - the Law of Ukraine “On Higher Education”, in Poland – “the Law on Higher Education of the Republic of Poland”. On this basis the activities of the National Agency for Higher Education Quality Assurance and the Polish Accreditation Commission in Ukraine should be organized. To elicit the importance of the conclusion about the educational institution for the head of the Polish higher educational institutions.

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

Many achievements are devoted to the improvement of the education quality in Ukrainian higher education institutions of scientists, held conferences of regional and international levels. In particular, according to I. Ivanova (2016), an effective system for monitoring and evaluating the quality of higher education in Ukraine will be better if we use European experience. N. Sidorenko (2016) believes that the internal quality assurance of higher education in Ukraine should be a social and educational priority. O. Yuzyk (2013) argues that the education quality is one of the conditions for the modernization of the education system in Ukraine within the Bologna process.

The quality of education in higher education institutions in Poland was studied by Grzegorz Mazurkiewicz and Jolanta Kamińska. The implementation of quality is provided by Anna Zalewska, the Minister of National Education of Poland. Grzegorz Mazurkiewicz (2012) in his scientific collection "Quality of Education. Multidisciplinary aspects" described Polish scientists' views on the quality of education in such aspects as: values, vision, priorities; the process of study and teaching; cooperation and partnership; system, policy and organization.

Jolanta Kamińska (2016) describes the implementation of reforms in Poland related to the quality of education, that were discussed at the meeting of the Governmental Committee and local self-government bodies. In fact, they relate to the development of software, guidance, and changes in the field of vocational education.

At the conference Anna Zalewska (2016), the Minister of National Education of Poland, raised the issue of high quality education at primary and secondary schools. It is interesting to know that since 1982 Polish teachers have received a real commission, a disciplinary measure that protects their rights, protects parents and children. We are currently discussing these items.

The Ministry of Education and Science of Ukraine also works with determination on ensuring that higher education institutions are aimed at increasing the education quality of higher education institutions. UNIAN (2018). We believe that state educational laws play a key role. Therefore, the main method of our study is an analytical and synthetic analysis of the Law of Ukraine “On Higher Education” and the Law on Higher Education of the Republic of Poland. Content analysis of media texts of Web-portal on quality assurance of Ukrainian higher education is done with the support of Tempus IV of the European Union (*Portal zabezpechennia yakosti*, 2016; Wybierz Studia, 2018; UNIAN, 2018).



## RESULTS

Nowadays, all the countries of Europe want to have conscious students, students with deep knowledge that will contribute to the increase of the level of knowledge in higher education. It will enable the state to compete with other states, to take care of socio-economic, political and cultural development. The quality of education as an object of management is one of the most important indicators and according to it the effectiveness of the education system of any state and the effectiveness of management in the international community is determined.

In the countries of the European Union, a network of national agencies that share their own experience in providing education quality is working effectively. The European Network of Quality Agencies, the so-called ENQA, which has been operating since 2000 is central among supranational institutions that provide education quality. This network consists of 40 agencies from 20 countries.

The European association for quality assurance in education, in contrast to ours, is based on European Standards and Recommendations (ESGs), which consist of three parts: 1) internal quality assurance in higher education institutions; 2) external quality assurance in higher education; 3) quality assurance in the activities of agencies for external quality assurance education (Ivanova, 2016).

It is interesting to know that there are two models of education quality in Europe: “English” and “French”. During the introduction of the “English” model, the education quality is based on the internal self-evaluation of the academic community. The “French” model is based on an external evaluation of the higher education institutions according to its relevance to society.

When carrying out the international rating of the results of the universities of the world, the following criteria are taken into account: the reputation of the HEI in the academic environment, the citation of the scientific publications of the teachers of the HEI, the ratio of the number of teachers and students, the employers attitude towards graduates, the number of foreign teachers and students in HEI.

In Ukraine, the state is responsible for the control and quality assurance in education. In our opinion, Ukrainian universities make confident steps to improve the quality of educational services in HEI, but S. Ivanova (2016) observed the imperfection of the institution of state accreditation of higher education institutions.

When the Ukrainian Ministry of Education and Science was held in 26.11.2018, Lilia Grinevich who is the Minister of Education and Science of Ukraine said that the Ministry of Education planned to improve the education quality of the HEI through integration into the European space of higher education and scientific research. In the same publication, L. Grinevich offers ways of having better students in higher education institutions: introduction of the results of external independent evaluation, a single professional test for master's degree programme, the targeted placement of the state order. UNIAN (2018).

The implementation of the quality assurance system of the National Agency for Higher Education Quality Assurance and independent institutions for the assessment and quality assurance in education are also important for better quality of Ukrainian higher education. In our opinion, the main tasks of the National Agency for Higher Education Quality Assurance is: 1) the formation of requirements for the system of quality assurance of higher education, the development of regulations on the accreditation of educational programs and submission of them for approval by the central executive body in the field of



education and science; 2) analysis of the quality of educational activities of higher education institutions; 3) Institutional accreditation and other powers provided for by law. Law of Ukraine “On Higher Education” (new edition). N. 2145–VIII. §chapter V. st. 18 (2017).

The NAHEQA annually prepares and publishes a report on the quality of higher education in Ukraine, its accordance with the tasks of sustainable innovative development of society, a report on its activities, formulates proposals on legislative provision of higher education quality and sends these documents to the Verkhovna Rada of Ukraine, the President of Ukraine, the Cabinet of Ministers of Ukraine and higher education institutions for their discussion and proper response.

The composition of the National Agency for Higher Education Quality Assurance is formed with the provision of representation of no more than one person from the field of knowledge and includes:

1) three persons elected from representatives of all-Ukrainian associations of employers' organizations;

2) two persons among the postgraduate students from the first or second level;

3) not less than one representative from the number of people who have the main workplace at: the Ukrainian National Academy of Sciences; national branch academy of sciences (one representative from each academy);

- higher education institution of state ownership;
- higher education institution of communal ownership;
- higher education institution of private ownership.

A person may be nominated as a candidate for the NAHEQA membership by subjects that are mentioned in part two of this article, or by self-nomination (the Law of Ukraine “On Higher Education” (new edition) N. 2145–VIII §chapter. V. st. 18 (2017).

In Ukraine the team of Trust project offers their National Web-portal on quality assurance in Ukrainian higher education, with the support of Tempus IV of the European Union (*Portal zabezpechennia yakosti*, 2016). The portal contains five main menu tabs: Home Page, Educational Resources, Set of Values, Ratings, Help.

The portal provides an open reporting of participants of educational processes to society about their own academic and scientific achievements. It might be a good idea. However, this portal, in our opinion, is not fully filled.

The Republic of Poland is confident about the education quality. At present (August 2018), there are 393 universities, 2949 faculties and 5154 courses in Poland. (Wybierz Studia, 2018).

Having analyzed the Law on Higher Education in the Republic of Poland (Prawo o szkolnictwie wyższym), adopted on July 27, 2005, it is possible to make the following conclusions that there is another approach to the formation of commissions on education quality, their composition and activities in this European state. In particular, the Polish Accreditation Commission is being set up during accrediting universities and checking their education quality. Its term is four years. Chapter VI of the article 48 of the same law agrees the name of the commission (in Poland, the Polish Accreditation Commission appoints the competent minister for higher education) and its members: at least eighty and no more than ninety members are appointed through the Minister of Higher Education; the President of the student parliament of the Republic of Poland, who is a member of the Commission in accordance with the law. The members of the Commission are appointed from the number of the candidates represented by the Council, the Conference of the rectors of the Academic Polish Schools, the Conference of Professional Polish Schools, the Parliament of the



Students of the Republic of Poland, the National College of Postgraduate Students, as well as the main scientific associations and employers' organizations. Any teacher who has at least a Ph.D. degree, works in HEI as the main workplace (this requirement does not apply to representatives of employers' organizations) can be a member of the Commission. The requirement of the Minister of Education is taken into account by the Commission. So there are representatives of all fields of education and at least 30 % of women in its composition. There is an interesting requirement, which we do not have – the members of the Commission are not allowed to have on the day of commencement of the term of office of the Commission more than seventy years. The term of the Commission begins on January 1 and lasts for four years.

A rector may, at the request of a member of the Commission who is a teacher of the HEI, release him completely or partially from the obligation to hold classes. The Law on Higher Education of the Republic of Poland clearly defines the main tasks of the Polish Accreditation Commission:

1. The Commission is a body that acts independently and for the benefit of improving the quality of education.

2. The Commission is guided by the principle of fairness, impartiality, transparency and aspirations for equal rights of women and men in participation in its work.

3. The Commission carries out an assessment of the quality of education in educational areas (program evaluation), which implies: 1) training programs taking into account the mission and strategy of the university development; 2) educational standards specified in the regulation issued on the basis of Art. 9b and 9c; 3) the qualification of teachers and other persons conducting classes with students; 4) interaction with the environment of the socioeconomic situation in the learning process; 5) the effectiveness of the internal system of the quality assurance in education; 6) functioning of learning effects confirmation; 7) internationalization of educational process; 8) accreditation and attribution of certificates of institutions, national and international ones; 9) infrastructure used to implement the learning outcomes; 10) student support in the learning process.

4. The Commission evaluates the program on its own initiative or at the request of universities, as well as in cases specified in Article 11 paragraph 3, Article 49, paragraph 4, at the suggestion of the Minister of Higher Education.

5. For members and experts of the Commission the rules of Article 24 of 14 June, 1960. – Administrative Procedure Code. The exclusion of a member of the Commission or an expert is exercised by the chairman of the Commission.

6. The Minister of Higher Education will determine, through regulation, the general criteria for evaluating the software taking into account the need to ensure a high quality education.

7. The Commission may evaluate the program at the request of the university concerned.

8. The Commission, when evaluating the program, applies a rating scale: bright, positive, conditionally negative.

9. Opinions on the issues referred to in paragraphs 1, 3 and 4 together with the justification of the Commission are submitted within no more than three months from the date of application. In justified cases the chairman of the Commission may make a statement to extend this term.

10. The results of the evaluation of the program together with the justification are submitted by the Commission to the Minister of Higher Education within fourteen days from the date of taking a decision.



11. The Commission may process personal data of teachers and other persons conducting classes with students as well as students, the rating of universities in the amount necessary for the performance of the tasks specified in paragraphs 1–4. Prawo o szkolnictwie wyższym. Ustawa z dnia 27 lipca 2005 r. § VI. Article 48.




Article 50 of the same law defines the bodies of the Polish Accreditation Commission: 1) teams operating within the education sector; 2) protection team. The team consists of at least four members of the Commission who are representatives of the education sector, including at least three members who have the academic rank of a professor or a doctoral degree in the fields or disciplines associated with this education sector, as well as at least one representative of the employers' organization.

Experts from the Commission who participated in the first analysis of the case cannot participate in the evaluation of the conclusion of the Higher Education Institution activity or its separate structure.

As for the protection team, the head of the group of legal protection takes part in voting at the meetings of the presidium which makes decisions on issues, applications for review of the case. Prawo o szkolnictwie wyższym. Ustawa z dnia 27 lipca 2005 r. § VI. Article 50.

The new Law on Higher Education and Science in Poland adopted on July 20, 2018 also contains sections and articles that contribute to the quality of higher education in the Republic of Poland. In particular, section VI “Assessment of the quality of education, assessment of doctoral schools and assessment of the quality of scientific activity”; Section VII “Disciplinary Liability”, Article 1 “Disciplinary Liability of Scientists”; Article 2 “Disciplinary liability of students”; Section XIII “Control over the system of higher education and science”. Warszawa, dnia 30 sierpnia 2018 r. Poz. 1668 USTAWA z dnia 20 lipca 2018 r. Prawo o szkolnictwie wyższym i nauce. Where is the conclusion about the educational institution provided by the Polish Accreditation Commission used? In Poland applicants can use the web portal Choose Education (portal Wybierz Studia), which has the base of all Higher Education Institutions in Poland. The portal was prepared by the Ministry of Science and Higher Education of Poland (Fig. 1).

Portal zawiera oficjalne informacje o kierunkach studiów oraz zewnętrzne oceny ich jakości.

NAZWA UCZELNI 	LOKALIZACJA 
KIERUNKI STUDIÓW 	PRZEDMIOTY MATURALNE* 
STUDIA DZIENNE I ZAOCZNE 	UCZELNIE PUBLICZNE I NIEPUBLICZNE 

\* Uwaga! Wynik wyszukiwania ma charakter orientacyjny. Oficjalną listę wymaganych przedmiotów można znaleźć na stronie rekrutacji uczelni.

SZUKAJ

Fig. 1 Interface of the “Choose Education” portal



The portal is intended for every person interested in the offers of higher education institutions in Poland, first of all, for graduates of schools and candidates for studying.

The portal contains information about all higher education institutions in Poland, information on the directions of study that one can choose, the assessment of the directions of study at a particular university. The directions are assessed by experts from the Polish Accreditation Commission. When the cursor is over each direction, an evaluation of the program appears: bright, positive, conditionally negative. There is a legend of estimates in different colors opposite the scientific subdivision of a higher education institution: blue – bright, the highest assessment; green – positive assessment; yellow – conditional assessment; red – negative assessment; gray – refusal of assessment; bright yellow – assessment in progress; no color – no evaluation since November 1, 2011.

The portal contains information about the preparation of bachelors, masters, as well as institutions of postgraduate education. The portal has a search engine which is easy to use.

The “Choose Education” portal contains only verified information, as it is the official portal of the Ministry of Science and Higher Education of Poland. The data are constantly updated in the information system on higher education, the directions of training are evaluated by the Polish Accreditation Commission, and the scientific activity is evaluated by the Evaluation Committee of the scientific divisions (Wybierz Studia, 2016).

Hence, the head of the higher education institution in Poland is interested in obtaining the highest education quality assessment of his institution by the Polish Accreditation Commission.

This information was published by Ph.D., associate professor of the Department of Natural and Mathematical Sciences Yuzyk Olha at the International Conference on “Development of managerial competence of the head as an important resource for ensuring the quality of work of the educational institution” in Rivne, Ukraine, October 18, 2018.

#### CONCLUSIONS

So the research topic is relevant. HEI should work to ensure the quality of domestic higher education as essential for trust in it and European recognition. The activity of the “English” and “French” models of quality of education and the work of the portal on the quality assurance of higher education are to be further implemented; the official websites of the HEI provide information on the evaluation of courses and training programs in colors (as is the case in Poland).

Of course, the article does not cover the issues related to the increase of quality of education indicators through external indicators of the activities of the HEI in Ukraine and in Poland. The following studies may relate to the specifics of the use of the election of members of the National Agency for Higher Education Quality Assurance on the use of the experience of the PAK; assessment of the quality of education of the HEI based on the assessment of the quality of education of the PAK and others.

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