



## METHODS BASED ON THE MODEL OF EDUCATIONAL INSTITUTION IMPROVEMENT OF THE EDUCATIONAL QUALITY CONTROL SYSTEM

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Article history:	Abstract:
<b>Received:</b> May 1 <sup>st</sup> 2021 <b>Accepted:</b> May 20 <sup>th</sup> 2021 <b>Published:</b> June 17 <sup>th</sup> 2021	The article provides information on the mechanisms of internal control over the quality of education in the process of professional development of public educators, in particular, the system of quality assessment based on the model of improving the performance of the educational institution.
<b>Keywords:</b> Quality management, quality audit, internal audit, external audit, quality assessment, self-assessment, improvement, model, criteria, opportunity, result, level of improvement, in-service training institution (MOTM).	

### INTRODUCTION

The principles of quality management require regular internal and external audits of individual work processes and the entire quality system.

Quality audit (quality control, analysis) is a systematic and objective analysis of the activities in the field of quality and its results in accordance with the planned activities, as well as the effectiveness of the implementation of measures and their suitability for the objectives. The quality audit examines the effectiveness of all activities that ensure quality in the educational institution. As a result of the quality audit, deficiencies are identified, measures are taken to correct them, the effectiveness of previous decisions on correction is monitored, and, in general, the appropriateness of all processes carried out in the quality assurance educational institution.

Internal audits are conducted by the educational institution.

Audits may also be conducted by organizations interested in the activities of the educational institution (ministry, or other higher organization) and consumer organizations. These are called external audits.

Quality audit is based on a systematic and objective assessment of the activities of the educational institution and its quality management.

### MATERIALS AND METHODS

Today, the main direction in the field of quality assurance in education is the transfer of the main weight of quality assessment from external control based on the national certification system to the internal self-assessment system based on one or another model of quality management. This implies that the responsibility for quality and quality assessment rests with the educational institution. The Standards and Guidelines for Quality Assurance in Higher Education in Europe state that self-examination or self-assessment by an educational institution is the starting point for effective quality assurance.

### RESULTS AND DISCUSSION

Self-assessment involves examining all aspects of an educational institution's activities, and based on the results of the examination, comments on the effectiveness and efficiency of the educational institution and its processes are discussed in detail by all staff. Self-assessment is usually carried out under the direct guidance and participation of the management of the educational institution.

An effective system of monitoring the quality of education in an educational institution based on self-assessment provides self-assessment and confidence in the institution and saves money and time spent on external expertise.

Today, there are many models of self-assessment that are part of a quality management system. The European Foundation for Quality Management (EFQM) model of self-assessment and the Model for Improving the Performance of Higher Education Institutions developed by experts from St. Petersburg State Electrotechnical University of Russia are based on the analysis of their suitability for use in educational institutions. »Was selected. The following advantages of the selected model were taken into account

- is fully consistent with the objectives of self-assessment, ie diagnostics of the current state of the educational institution and the definition of key areas for its improvement;
- may be one of the first steps in the introduction of a quality management system, as it takes into account the basic requirements of the family of ISO 9000 standards of the International Organization for Standardization;

**Table 1. A model for evaluating the performance of an in-service training institution (a form of the model without minor criteria).**

Evaluation criteria	
Criterion 1. Leadership role (consists of 4 sub-criteria)	
Criterion 2. Policy and strategy (consists of 4 sub-criteria)	
Criterion 3. Personnel Management (consists of 5 sub-criteria)	
Criterion 4. Resources and partners (consists of 5 sub-criteria)	
Criterion 5. Process Management (consists of 3 criteria)	
5.1	The Institute's activities for the development, implementation and improvement of quality systems (ST) consist of 8 sub-criteria)
5.2	Basic processes of educational and scientific activity (consists of 8 sub-criteria)
5.3	Auxiliary processes of the institute (consists of 8 sub-criteria)
Criterion 6. Consumer satisfaction (consists of 2 criteria)	
6.1	Audience satisfaction (consisting of 2 small criteria)
6.2	Customer satisfaction (consists of 2 sub-criteria)
Criterion 7. Employee satisfaction (consists of 2 sub-criteria)	
Criterion 8. Influence of the institute on the society (consists of 2 small criteria)	
Criterion 9. Results of the institute (consists of 3 sub-criteria)	

- does not require much time and money for training;
- promotes the active involvement of staff in the process of self-assessment;
- can quickly and comprehensively present the results of self-assessment, reflecting the strengths and weaknesses of the institution of advanced training;
- In-service training encourages the application of the principles of the General Quality System (GQS) in the educational institution and the continuous improvement of the quality management system.

Based on the above-mentioned model of self-assessment, a model for evaluating the activities of public educational institutions of the country was developed and introduced at the Central Institute for Retraining and Advanced Training of Public Education named after A. Avloni. In this case, the model means a certain set of criteria that describe the main components of the educational institution in terms of quality management, as well as descriptions of "levels of improvement" (in tabular form) of all processes existing in the quality system of the educational institution. The model consisted of 9 criteria and 53 sub-criteria (Table 1).

The 9 criteria of this model are 2 groups called "Opportunities" (criteria 1–5) and "Results" (criteria 6–9). Criteria included in the group "Results" are evaluated by means of feedback. Based on the results of the assessment, measures will be taken that will lead to new actions and improvements. Thus, in each criterion of the model there is a cycle of E. Deming (Plan – Do – Check – Act), ie a process of continuous improvement.

Each criterion that makes up the model consists of sub-criteria. This list of criteria is formed as a result of the analysis of management models in the field of quality management, the main activities and processes that affect the quality of educational services provided by educational institutions.

Assessment of the "level of improvement" of the quality system of the educational institution on all criteria that make up the "Model of improvement of educational institutions" is carried out on the basis of the following 6 "dimensions" in accordance with the basic principles of TQM:

- 1) the degree of focus on meeting the needs of consumers and other stakeholders (from the minimum satisfaction of "government requirements" to the consideration of the needs of all stakeholders);
- 2) the systemic level of the applied approach (from short-term random measures to long-term policy and strategy planning);
- 3) the degree to which the applied approach is applied to the various links, divisions and processes of the management of the educational institution;
- 4) the degree of involvement of employees of the educational institution in the relevant processes;
- 5) the degree of documentation of process procedures (from informal execution to fully documented processes);
- 6) the degree of focus on the prevention of imbalances and continuous improvement, rather than the correction of emerging problems.

Qualimetric (quality) scales developed on the basis of benchmarking technology are used to assess the "level of improvement" of all criteria, taking into account the "dimensions" listed above. Qualimetric scales describe in words the 5 ordered "levels of improvement" or stages of development of the criteria. This allows us to move from qualitative assessment of criteria (activities and types of work) to quantitative assessment of the "level of improvement" on a 10-point scale, expressed in numbers from 1 to 5. In this case, one of the following assessments

can be made based on the completeness of the requirements of the relevant "level of improvement" on a particular sub-criterion:

- for level 1 of improvement - 1-2;
- for level 2 of improvement - 3-4;
- for level 3 of improvement - 5-6;
- for level 4 of improvement - 7-8;
- for level 5 of improvement - 9-10.

Qualimetric scales were developed to evaluate 9 criteria and 53 sub-criteria included in the model.

The following algorithm is used to evaluate small criteria on a qualimetric scale:

- 1) for each sub-criterion of the model, a description of each "level of improvement" from top to bottom is considered and the highest level whose requirements are partially or fully met is determined;
- 2) if the educational institution meets all the requirements of the "level of improvement" in a particular area of activity (sub-criterion), then the sub-criterion is considered a high score of this level (for level 1 - 2; for level 2 - 4; 3- for degree - 6, etc.), ie even numbers are put;
- 3) if the educational institution meets only a few (less than half) requirements of the considered "level of improvement" in a particular area of activity (sub-criterion), then the sub-criterion in question is the lower value of this level (for Level 1 - 1; Level 2). for - 3; for level 3 - 5, etc.), ie an odd number is put.

Thus, using qualimetric scales, each sub-criterion (53 in total) is evaluated, and this assessment is placed in the calculation formulas of the assessment model based on the "Model of Improvement of Educational Institutions" to determine the value of all criteria (9 in total).

An algorithm for self-assessment of the activities of the in-service training institution based on the above-mentioned data (model, its criteria and sub-criteria, qualimetric scales) on the evaluation model based on the "Model of Improving Educational Institutions" was developed. used.

Following the decision of the management of the in-service training institution to conduct a self-assessment, a number of preparatory measures will be taken.

1. Form a working group to carry out self-assessment processes and implement the division of tasks.

Heads of departments, experienced specialists, professors and assistants of the in-service training institution (hereinafter - MOTM) to assess the criteria and sub-criteria of "Levels of Excellence", analyze the results, formulate conclusions and develop proposals for further improvement a working group of employees will be formed. At the same time, the main focus is on the fact that the specialists involved in the working group have sufficient information and competence on the assessed criterion (sub-criterion), as well as the real situation with the implementation of this criterion in MOTM.

Once the composition of the working group is determined, the responsibilities of each of its members are defined: who evaluates which criterion (sub-criterion), and how their assessments are generalized when a criterion is evaluated by different experts. Often, only a limited number of experts (heads of MOTM and its divisions) have sufficient knowledge on some aspects of the ongoing assessment, so they have the primary responsibility for organizing and conducting self-assessment processes.

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6. Determining the value of "levels of perfection" of the model criteria.

Once the final forms for self-assessment are completed, the values of the "improvement levels" of the model criteria are calculated. This takes into account the weight coefficients that are appropriate for each sub-criterion of the model (which criterion is determined by which role plays the most role).

The formulas for calculating the "degree of perfection" values of the model criteria are also given in the model itself.

Based on the values of the model criteria "levels of improvement" determined as a result of the calculation, a leaflet diagram showing the current state of the quality system of the educational institution and the directions of its improvement on 9 criteria is constructed.

### CONCLUSION

In summary, the use of methods based on the above-mentioned educational institution improvement model in quality assessment in the system of retraining and advanced training of public educators is effective in the system and is important.

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