QUALITY ASSURANCE OF UNIVERSITY EDUCATION IN EU COUNTRIES: ROMANIAN AND POLISH EXPERIENCE

The article presents an analysis of external and internal assessment of the quality of higher education of Eastern European countries experience, namely Poland and Romania. These countries are close to Ukraine not only geographically, but also have a common socio-historical background. In particular, we consider it promising to introduce experiences of these countries, especially Poland and Romania. These countries are close to Ukraine not only geographically, but also have a common socio-historical background. In particular, we consider it promising to introduce experience of these countries, since they have recently been successfully integrated into the European Higher Education Area, and Ukraine is still confidently following this path.

The article presents the external quality assurance structure of higher education on the example of Romania, namely the organization, mission, tasks, activities of the Romanian Agency for Quality Assurance of Higher Education (ARACIS), is extremely relevant in the period of Ukrainian Agency for Quality Assurance of Higher Education formation. Concerning the assurance of internal quality assurance of education, the article presents experiences of Poland – analyzes the requirements for internal quality of education, standards, the activities of Polish Accreditation Commission.

Keywords: The European Higher Education, quality of higher education, Bologna Declaration, Polish Accreditation Commission.
opportunity to integrate into different societies, to self-determine in life, to act, to be competitive in the global labor market. The solution of this problem is directly related to improving the quality of education. For any country, it provides a solution to the question of HEI presence on the world market of educational services, training of competitive specialists and leadership in the field of innovative development.

Research presentation. Realizing this, Romanian educators pay special attention to this segment not only of the university, but also of education in general. Assessment of education quality in Romanian universities is carried out on the basis of external and internal indicators. External aspect is described in "Bologna Declaration" program document. In Romania, an external assessment is carried out by the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

History of creation of the Agency bring us to Romania's participation in Bologna Process, as of 1999. The evolutions inside the European Higher Education Area required a new approach on the concepts and procedures of quality evaluation and assurance. Thus, ARACIS was established in 2005, in compliance with Government Emergency Ordinance no. 75/2005 approved with modifications by Law no. 87/2006. Although, according to the law, ARACIS took the patrimony and all rights and obligations, logistic infrastructure, technical staff and database of the National Council for Academic Evaluation and Accreditation, the new institution's mission and way of operation are defined in compliance with the European trends established by higher-education ministers in the conferences carried out every two years, as of 2001 [5].

The Romanian Agency is directly involved in quality assurance of higher education (ARACIS) is an autonomous, apolitical, state institution of national importance, with its own incomes and budget expenditures. Led by the president and vice president, has two main sectors: accreditation and external quality assessment, consisting of a consultative commission of 15 people.

Since September 2009, ARACIS is a member of the European Association for the Quality Assurance of Higher Education (ENQA), registered in the European Register for the Quality of Higher Education (EQAR).

ARACIS' mission is to carry out the quality external evaluation of education provided by higher education institutions and by other organisations providing higher education study programmes, which operates in Romania with the aim of: certifying, according to quality standards, the capacity of education providing organisations to fulfil the beneficiaries' expectations; contributing to the development of an institutional culture of higher education quality; assuring the protection of direct beneficiaries of study programmes at higher education level by producing and disseminating systematic, coherent and credible information, publicly accessible, about education quality; proposing to the Ministry of Education, Research and Innovation strategies and policies of permanently improving higher education quality, in close correlation with pre-university education [5].

There are three main criteria for assessment of educational activities of universities. Organizational capabilities: university has a coherent organizational, management structure and system administration, material base and financial funds, which are essential to guarantee stable operation in short and medium term as well as human resources to achieve the set goal. Institutional capacity means the ability to manage university and administration, it includes logistics and finance which are necessary to enable stable work for short and long-term periods as well as human resources to accomplish tasks and objectives. Academic efficiency: coordination of clearly identified goals of teaching, learning, upbringing, content of scientific research, methods and techniques. Selection of students, academic and research staff with achievements, successful results of study or research. Academic and the educational effectiveness depends on organization of educational and research activities, methods, techniques, means, self-students studying and teacher control over these students. Educational efficiency criteria are direct on projecting goals and results as well as organization of study by means of improvement of educational programs, curricula, teaching methods and methods of student's evaluation. Quality management: availability of monitoring centers that evaluate quality of education activities, access to information about results of monitoring and ways to improve the quality of education. At the same time quality management links to strategy, structure, methods and operations to improve quality of study and science research.

These three indicators are complementary and in accordance with the legal provisions, it is compulsory to use them. Every university has to correspond to these three indicators taking into consideration its type, mission and goals. Rector of the university is responsible development and implementation of strategies of educational quality monitoring. Educational quality monitoring is carried out by means of establishing commission. The commission takes into account all three of the above-mentioned indicators when perform quality control of education.

In accordance with current legislation only higher education institutions accredited or authorized to operate provisionally may pursue higher education activities and may use "university" [2, Art. 29, p. 4 a and b] Art. 35, p. (1)]. The accreditation of institutions is promoted by the Government, upon the initiative of the Ministry of Education, and approved by ARACIS [2, Art. 31, p. g].

ARACIS evaluates quality based on periodically draws up the methodology and standards for different types of university programs, which have to be confirmed by National Ministry of Education and approved by government decision. After, based on these the standards and methodology on demand of University or on its own initiative ARACIS evaluates study programs, educational services and issue them authorization or accreditation. On its basis and its assessments, the Ministry of Education promotes regulations to establish relevant structures of higher education.

The evaluation procedure also has its own features. Its criteria represent the main aspects of the organization from the functioning of education to the financial security of the institution. The value of the criteria allocated to any standard varies from the minimum level to the maximum level of identification. Such an indicator is intended to determine these results, beginning from the minimum allowable level (minimum) to the maximum level of identification. Each standard has a set of indicators and they are interconnected. The indicator is intended to determine the experience of several universities from Romania and Europe. In order to obtain provisional operating permit or accreditation it is necessary to meet minimum required level of the indicator [2].

It worth to notice that evaluation procedure of universities rating is carried out by consortium which involve below listed institutions: Romanian Agency for Quality Assurance in Higher Education (ARACIS), representatives of students, National Research Council (NRC), National Council for Certification of University Titles, Diplomas and Certificates (NATDCU) and international quality assurance agencies, members of The European Quality Assurance Register for Higher Education. Ranking of universities and curriculum rankings is carried out by consortium during the annual meetings based upon data submitted by Universities.
Ukrainian National Agency for Higher Education Quality Assurance was established in 2015 and its statute was approved. The election results of the Agency's members, held in June 2015, frustrated citizens of Ukraine, even the Ministry of Education and Science issued statement condemning the elections of Agency's members. The public was irritated by the procedure for electing members of the Agency and their qualitative composition, in which a number of pretension were made. The Law of Ukraine "On Education" dated September 5, 2017, changed the principles of forming Ukrainian National Agency for Higher Education Quality Assurance and powers of the entire previous body of the Agency were terminated. January 31, 2018 Government approved personal composition of the commission, which will select members of the Agency, which involved nine people, including European representatives. On December 5, 2018, at the meeting of the Content Commission, 22 members of the Agency were selected, and on December 27, 2018, the Cabinet of Ministers of Ukraine approved them by an ordinance. The same day Government approved new edition of the Statute of the Agency. February 13, 2019 Head of the Agency were approved by order of Cabinet of Ministers of Ukraine. In this context of statement of Ukrainian National Agency of Higher education Quality Assurance we find very important and useful to discover foreign experience and implement in our educational space. Especially we should pay attention to the neighboring countries who had this experience of European Education Space integration not that long time ago and have the same historical and socio-economic background as we do.

The experience of Poland in organizing of internal quality assurance system in education will be interesting for development infrastructure of quality assurance in higher education of Ukraine.

Since the adoption of Lisbon Strategy in 2000 higher education quality assurance has been one of the most important issues concerning education in Europe. According to this principle, each higher education institution develops its own internal quality assurance system based on its own needs and goals. At the same time, the audit is focused on the procedures that a particular university uses to support and develop the quality of its activities.

The analysis of works on this issue indicates the authors' common interest in adapting the specifics of the educational system of Poland with the requirements and principles of the Bologna process, on internal quality assurance in Polish higher education institutions, but the issue of internal quality assurance of higher education remains uncovered and requires detailed consideration.

Standards and guidelines for quality assurance of Higher Education in European Union (ESG) were adopted in 2005, when proposals for the provision of higher education were prepared by the European Association for Quality Assurance in Higher Education (ENQA) in cooperation with the European Students Union (ESU), European Association for Institutions in Higher Education (EURASHE) and European Universities Association (EUA).

Since 2005, significant progress has been made in ensuring higher education quality, as well as in other areas of the Bologna process, such as qualification frameworks, recognition of qualifications and promotion of learning outcomes use that affect the paradigm shift towards student-centered learning and teaching.

Internal quality assurance in higher education that implemented in Polish universities is a result of Polish participation in the Bologna process. European standards that were published in 2005 year and guiding principles of quality assurance in higher education considered as strategic document in this area. A condition for development of internal quality assurance in higher education includes certain country legal regulations and documents that composed at the university level or its organizational units.

Given this changing context, in 2012 the Ministerial Communiqué invited the E4 Group (ENQA, ESU, EUA, EURASHE) in cooperation with Education International (EI), BUSINESSEUROPE and the European Quality Assurance Register for Higher Education (EQAR) to prepare an initial proposal for a revised ESG "to improve their clarity, applicability and usefulness, including their scope'.

The revision included several consultation rounds involving both the key stakeholder organisations and ministries. The many comments, proposals and recommendations received have been carefully analysed and taken very seriously by the Steering Group (SG). They are reflected in the resulting version of the ESG. Moreover the proposal also reflects a consensus among all the organisations involved on how to take forward quality assurance in the European Higher Education Area and, as such, provides a firm basis for successful implementation [4].

According to European standards student-centered learning is an important element of internal quality assurance of higher education. Student-centered learning and teaching play an important role in stimulating students' motivation, self-analysis and involvement in the educational process. This means a thorough discussion of the development and implementation of educational programs and the evaluation of learning outcomes.

Providing the conditions and support necessary for students to achieve progress in their academic career is in the interests of each student, programs, curricula and systems. It is necessary to have appropriate procedures for enrollment, recognition of qualifications and completion of education, especially when students are mobile, both within and between higher education systems.

Since 1999, the Bologna process has been implemented in Europe, as A. Buchner-Jeziorska notes, "is an attempt to restructure the higher education system in Europe so that it becomes widespread and trustworthy, but remains diverse, or even boasts its diversity" [1, s. 220]. One of the requirements given by the states participating in the Bologna process is cooperation in the field of quality assurance in higher education. The strategic document in this area is the 2005 report (also known as the Bergen Report) entitled "Standards and guidelines for the quality of education in the European Higher Education Area". This document contains the conditions for internal quality assurance in higher education institutions include seven groups of standards:

1. Policy and procedures for quality assurance: Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly
to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

2. Approval, monitoring and periodic review of programmes and awards: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

3. Assessment of students: Students should be assessed using published criteria, regulations and procedures, which are applied consistently.

4. Quality assurance of teaching staff: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

5. Learning resources and student support: Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

6. Information systems: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

7. Public information: Institutions should regularly publish up-to-date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering [3].

The implementation of European standards in the area of internal quality assurance in higher education considered as one of effective means to improve education level that is assessed using published criteria, regulations and procedures for programmes and awards. Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards [4].


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Надійшла до редколегії 12.09.19

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 Zacisniecia ta wewn jniki jakosci wsioci oswiety u krajin es: dosvid rumunii ta polsji

U статтi представленi аналiz зовнiшньої i внутрiшньої оцiнки якостi досвiдченої вiщої освiти в країнах Європи, в особі Польщi та Румунiї. Цi країни блiзкi до України не тiльки географiчним, але i мати зв'язки соцiально-історичнi передумови. Зокрема, ми вважаємо перспективним представити досвiд цих країв, оскiльки вони неодноразово були успiшно інтегрованi в європейський простор вiщої освiти, a Україна все ще вiдведенa gde цiм шляхом.

У статтi представлена структура зовнiшнього забезпечення якостi вiщої освiти на прикладi Румунiї, a також органiзацiя, мiсiя, завдання, функцiї Румунського агенства щодо забезпечення якостi вiщої освiти (ARACIS). Ми вважаємо це досвiд надзвичайно актуальним в перiод формування Українського агенства забезпечення якостi вiщої освiти, оскiльки iсторiя створення Агенства пiдсунулася з 1999 року, тому її важливо з докiнцiв результатiв.

Евгiнiян iєвi iєвi Европейського простору вiщої освiти вимагає новoго пiдходу до концепцiї i процедури оцiнки i забезпечення якостi вiщої освiти. Румунськi iєвi iєвi забезпечення необхiдно бiльш активно вiдповiдати забезпечення якостi вiщої освiти (ARACIS) – автономна, апоптiчна, держава успiшна iєвi значення, з власним бюджетом, своїм думками i вибiрками. На чолi з президентом i вiд-президентом агенства скiдається з двох основних секторiв. З вересня 2009 року ARACIS є членом Європейської асоцiацiї забезпечення якостi вiщої освiти (ENQA) та зареєстроване в Європейському реєстрi якостi вiщої освiти (EQAR). Мiсi ARACIS описанi i проаналiзованi в статтi.

У румунськi iєвi iєвi забезпечення якостi вiщої освiти є важливими для товаровицьких спiлок та стандартних органiв.

Ключова слоvа: Європейська вiща освiта, якiсть вiщої освiти, Болонська декларацiя, Польська державна комiсiя з акредитацiї, Румунське агенство забезпечення якостi вiщої освiти, внутрiшнi забезпечення якостi вiщої освiти, забезпечення якостi вiщої освiти.