ANALYSIS OF THE PRACTICE OF USING STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN HIGHER EDUCATION MANAGEMENT

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*Abstrac*t. *In this article, the analysis of the practice of using ENQA, European Foundation for Quality Management Standards (EFQM) and ISO 9001:2015 series quality management standards in improving the management of non-state higher education institutions was studied. In addition, quality management guidelines aimed at establishing effective management for the organization and making management decisions have been developed.*

Key words: non-state higher education organization, management, efficiency, quality management, effectiveness of educational quality, self-management

Introduction

The increase in the share of non-state higher education institutions in the higher education market of Uzbekistan today and the fact that they are rapidly taking over the education market puts the issue of effective quality management in them on the agenda. It is in non-state higher education institutions that it is possible to solve a number of problematic issues today by increasing the efficiency of management. In particular, within regional and international trends, increasing the quality category of higher education and the competitiveness of personnel as the final product, establishing modernized corporate cooperation, establishing theoretical and practical trends, and creating an exchange practice of international educational methodological experience is an urgent issue of today.

Taking into account that the practice of establishing non-state higher education institutions is new, the inadequacy of the methodology for quality management and its effective organization that can be implemented in such organizations, taking into account local and foreign practices, requires the implementation of a number of extended analytical scientific fundamental studies in this direction. . In this process, it is important to have a scientifically based objective and multidisciplinary information base in time, the possibility of forming conclusions through their critical systematic analysis, and the continuous development of financial, economic and methodological control levers. In addition, if we take into account the need to effectively

organize anti-crisis management in the short term in the future crisis situations in the education market and to make decisions regarding the optimal solution of the higher education problems that have arisen, the relevance of the topic chosen for this research can be seen. Because it is important for higher education institutions to be able to predict different levels of risks in advance at all stages of crisis processes that may occur in the process of quality management, to develop short-term tactics and long-term strategies in order to reduce their impact, and to form mechanisms that allow for continuous assessment of the quality of education. From this point of view, in the process of digitalization of today's economy, the use of Higher Education Quality Assurance Standards and Guidelines (ENQA), European Foundation for Quality Management (EFQM) and ISO 9001:2015 quality management standards to increase the effectiveness of quality management in higher education institutions, especially non-state higher education institutions effective use of practice is important.

The development of the system of higher education of the Republic of Uzbekistan until 2030 provides for the achievement of the following results by fulfilling the tasks established within the framework of the Concept:

ensuring the level of enrollment in higher education of more than 50 percent based on the development of public-private partnerships in the field of higher education and the organization of the activities of branches of state and non-state, in particular prestigious foreign, higher educational institutions in the regions, the creation of a competitive environment in the field;

transformation of the National University of Uzbekistan and Samarkand State University into the flagships of the country's higher educational institutions;

achieving the inclusion of at least 10 higher educational institutions of the country in the first 1,000 positions of the list of higher educational institutions in the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Higher Education or Academic Ranking of World Universities), including the National University of Uzbekistan and Samarkand State university in the first 500 positions of this list;

phased transfer of the educational process in higher educational institutions to a credit-modular system;

introduction of advanced standards of higher education, in particular, a phased transition from education, the curricula of which are aimed at obtaining theoretical knowledge, to an education system aimed at developing practical skills based on international experience;

raising the content of higher education to a qualitatively new level, establishing a system for training highly qualified personnel who are able to take their place in the labor market, make a worthy contribution to the stable development of the social sphere and economic sectors of the country;

ensuring the academic independence of higher educational institutions;

phased introduction of the "University 3.0" concept, which provides for a close connection between education, science, innovation and commercialization of research results in higher educational institutions;

creation of technology parks, foresight centers, transfer technology centers, start-ups and accelerators in higher educational institutions by attracting foreign investment, expanding the scale of paid services and other non-budgetary funds, bringing them to the level of scientific and practical institutions for studying and forecasting socio-economic development relevant industries, areas and regions;

ensuring the publication of articles by professors-teachers, scientific applicants, doctoral students, undergraduate and graduate students of higher educational institutions in reputable international scientific journals with a high impact factor, increasing the citation rates of articles, as well as the gradual inclusion of republican scientific journals in the international database of scientific and technical data;

increasing the investment attractiveness of higher education, attracting foreign educational and scientific technologies;

development based on five initiatives, which include a set of measures aimed at creating additional conditions for the education and upbringing of student youth;

improving the infrastructure and material and technical base of higher educational institutions, including through the widespread attraction of concessional funds from international financial institutions, the gradual transfer of higher educational institutions to a self-financing system and ensuring their financial stability;

establishing mutually beneficial cooperation between education and industrial enterprises and research institutes;

increasing the level of coverage of higher education for those in need of social protection, including persons with disabilities, improving infrastructure conditions for them.

Literature review

The EFQM model (eng. European Foundation for Quality Management - European Foundation for Quality Management) was developed by the European Foundation for Quality Management (EFQM Excellence Model) and allows you to diagnose and improve the organization's activities. EFQM has long been used around the world, and its widespread use is due to its simplicity and efficiency, as well as the ability to apply in almost any organization, including the field of education[1].

The EFQM-2004 Improvement Model consists of 9 criteria, 32 sub-criteria detailing the model (in the Russian competition they are called <components>). For example, the first criterion "Leadership" includes 5 evaluation sub-criteria (in the Russian Quality Award (RPK) 2004, the first criterion of the model consists of four components):1a. Leaders define the mission of the organization, its development strategy and values, demonstrate their commitment to a culture of quality through personal examples.1b. Leaders are involved in the development, implementation and continuous improvement of the organization's management system.1c.

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[1]https://lala.lanbook.com/model-kachestva-efqm-v-vuzah-znachenie-primenenie-i-izmeneniya-v-2019-godu

Leaders are involved in working with consumers, partners and members of society.1d. Leaders foster a culture of excellence by involving employees in the process.1e. Leaders identify the need for change and contribute to its successful implementation[2].

Each of the 32 sub-criteria respectively has several areas of coverage (areas for evaluation/measurement). There are more than 300 such "application points" in the model. For example, sub-criterion 2a "Policy and strategy based on current and future needs and expectations of stakeholders" consists of the following zones or areas for assessment:2a1. Understanding the market and market segment.2a2. Understanding and anticipating the needs and expectations of stakeholders.2a3. Forecasting the development of the market and the actions of competitors[3].

The mission of EFQM in the field of benchmarking is to help organizations in Europe: systematize their approach to benchmarking; share knowledge and experience; learn the best approaches to solving management problems within your industry and beyond; to develop the exchange of information and communication through the global network[4].

The potential benefits to an organization from implementing a quality management system based on this International Standard are: a) the ability to consistently provide products and services that meet customer and applicable statutory and regulatory requirements; b) developing opportunities to improve customer satisfaction; c) taking into account the risks and opportunities associated with its context and objectives; d) the ability to demonstrate conformity with specified quality management system requirements. This International Standard can be applied by internal and external parties[5].

ISO 9001:2015 requirements for a quality management system specified in this International Standard are in addition to those related to products and services. This International Standard uses a process approach that incorporates the Plan-Do-Check-Act (PDCA) cycle and risk-based thinking. The process approach allows an organization to plan its processes and their interactions[6].

The requirements of the ISO 9001-2015 standard for a quality management system are arranged in a hierarchical order: first the most basic, then more specific, which clarify and supplement the basic ones. ISO 9001 requires the development, documentation, implementation of a quality management system and its operation[7].

An effective education quality system at a university, based on self-assessment, in itself

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[2]Дмитрий Маслов. Полезная модель EFQM: профилактика системы управления. https://quality.eup.ru/MATERIALY14/model_efqm.htm
[3]AnatoliySafonov. Новая модель EFQM 2020:инновационные темыи концепции в менеджменте. № 2 (1004) 2021 Г.
[4] Модель Совершенства EFQM. EFQM, Брюссель, 2013. — 34 с.
[5] Ильдар Инелеев, Марат Хабибулин, Риад Ибрагимов. Системы менеджмента качества требования. ISO 9001:2015 (E) от 23.09.15. Для учебных целей.
[6]Козлов, П.М. ИСО9001:2015. Пояснения. Интерпретация требований. Руководство по внедрению. — М.: KPMS, 2016. — 221 с.
[7]ГОСТ Р ИСО 9000-2015 Системы менеджмента качества. Основные положения и словарь (с Поправкой).

provides an objective assessment and confidence in the activities of the university and leads to significant savings in material and time resources allocated for external expertise. The results of self-assessment become, on the one hand, a mechanism for continuous internal improvement of the quality system, on the other hand, they can be presented to external auditors for their selective verification.

Analysis and discussion

Many of the world's leading universities have created a system of regular evaluation of the effectiveness of management, the quality of educational processes, the ability to achieve the goals of the institution, the reputation and attractiveness of the university, as well as the promotion of professors and teachers. In particular, ENQA, EFQM, ISO 9001:2015 standards are effectively used to evaluate and monitor the activities of universities in the USA, Germany, Great Britain, Japan, Korea, Russia, Kazakhstan and other countries. These standards are of practical importance for the university to make clear management decisions, allow managers to make informed decisions and avoid uncertainty, predict risks in advance. It helps to get rid of outdated training courses, introduce new standards, improve quality indicators, expand the corporate structure, and manage problems before they occur.

The introduction of the quality management system into the educational system is the main factor in the construction of the university management system. The main reasons that encourage universities to introduce and improve quality systems are to meet the requirements of all interested parties and to increase the efficiency of the higher education organization. The experience of the world's leading universities shows that the success of an educational institution is determined by the chosen strategy in the field of quality.

There are several common models of quality management systems in universities around the world, including the European Foundation for Quality Management (EFQM) model, national and regional quality award models; There are models that work based on the principles of total quality management (TQM) that meet the ISO 9000:2015 assessment method and a number of other requirements. According to scientists, the quality management system means the set of organizational structure, methods, processes and resources necessary for the implementation of total quality management[8].

Currently, it is possible to distinguish three main groups of quality models that form the basis of the quality assurance system at the international university. The first group is based on the TQM concept and the ISO 9000:2015 model. TQM is a comprehensive management system based on the introduction of quality principles to all organizational processes. Instead of control, TQM works on the basis of five main principles, such as error prevention, clear attention to customer needs, process-oriented management, continuous improvement, and quality assurance

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[8]Глухов В.В. Управление качеством: учебник для вузов / В.В. Глухов, Д.П. Гасюк. - 2-е изд. Стандарт третьего поколения. - СПб.: Питер, 2015. -384 с.

of internal processes. The working principles of this management system are focused on systematic problem solving by focusing on teamwork, employee participation, management and responsibilities of organizational leaders, facts and information.

The main management system of the ISO 9000:2015 model is a documented quality management system. The ISO 9000:2015 assessment method is based on a comprehensive study of the university's functional areas, self-assessment of activities and the adoption of certain measures based on their results. The ISO 9000:2015 assessment model is widely used during accreditation at universities in Western Europe, USA, Canada. In this model, management objects include personnel management, document management, logistics management, classroom fund management, student employment process management, library information management, etc. This model of quality management consists of identifying strengths and weaknesses based on a systematic analysis and developing strategies for solving existing problems or improving the situation.
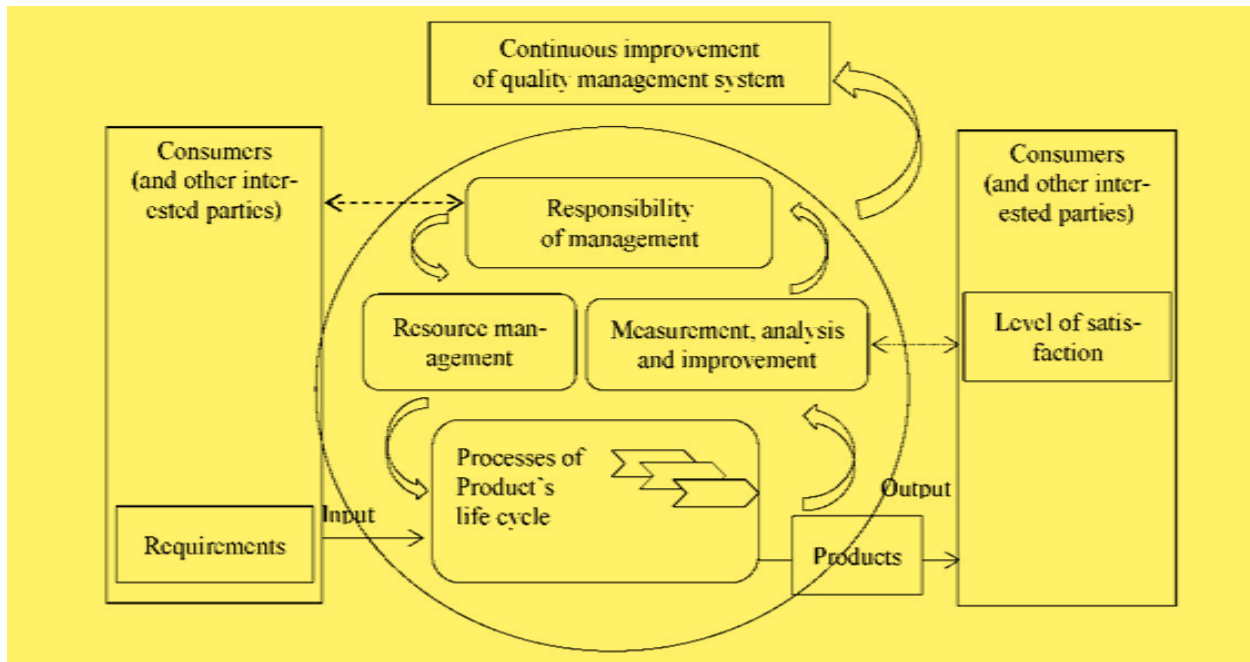

Figure 1. The model of quality management system based on the process approach[9]

The European Association for Quality Assurance in Higher Education (ENQA) in collaboration with the European University Association (EUA), the European Student Information Bureau (ESIB) and the European Association of Higher Education institutions (EURASHE) provides its guidance on higher education governance. goes ENQA's 2015 Berlin Communiqué calls for the development of "an agreed set of standards, procedures and guidelines for quality assurance" and "the development of an appropriate system of external review of quality assurance and/or accreditation agencies and organizations". presents actions to fulfill its

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[9]Internationalstandard ISO 900:2015.https://www.vyatsu.ru/uploads/file/1408/gost_r_iso_9001_2008.pdf.

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dual mandate. ENQA guidelines on aims and principles of modern management in higher education, standards for quality assurance, guidelines for quality improvement, external expertise system for quality assurance agencies, perspectives and challenges in higher education containing sections.

According to ENQA guidelines, policies and procedures for quality assurance in higher education institutions are described as follows:

- institutions should have standards for their quality assurance policies, procedures and programs and qualifications. They must recognize the importance of quality and quality assurance in their work. To achieve this goal, universities are required to develop and implement a strategy for continuous quality improvement. Quality assurance strategies, policies and procedures should be formal and publicly available. Students and other stakeholders should also be involved in this process.

- approval, monitoring and periodic evaluation of programs and qualifications. Higher education institutions should develop official regulations for the approval, periodic evaluation and monitoring of the programs and qualifications being implemented.

- assessment of students' knowledge level. Students must be evaluated through consistent procedures based on published criteria and rules.

- ensuring the quality of pedagogical personnel. Educational institutions should develop mechanisms and criteria for evaluating teachers' qualifications. These criteria should be submitted to external evaluation organizations and reflected in the reports.

- educational resources and student support system. Educational institutions must ensure that the available resources are sufficient to organize the educational process of students and meet the requirements of each program being implemented.

- information system. Educational institutions must ensure the collection, analysis and dissemination of information necessary for the effective management of educational programs and other activities.

- public information. Educational institutions should regularly publish up-to-date, unbiased and unbiased information about the quantity and quality of the programs and qualifications being implemented.

The European Standards for External Quality Assurance in Higher Education provide guidance on the use of external quality assurance procedures, extensive systematic review of higher education, and the development of external quality assurance procedures. In addition, the criteria for making management decisions, the procedures for the organization's goals, the instructions for drawing up reports and periodic evaluation of activities are as follows:

Use of external quality assurance procedures.	• External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Chapter 1 of the European Standards and Recommendations).
Development of external quality assurance procedures.	• The goals and objectives of quality assurance procedures should be defined by the responsible parties (including HEIs) before the procedures themselves are developed. They should be published together with a description of the procedures used.
Decision-making criteria.	• Every formal decision made as a result of external quality assurance activities should be based on carefully designed and formally approved criteria, applied consistently and uniformly.
Procedures for purposes.	• All procedures for external quality assurance should be developed in accordance with the goals and objectives set.
Reporting.	• Reports should be understandable, published and freely available to the intended readership. Any decisions and recommendations presented in the report should be easily accessible to the reader.
Periodic evaluation.	• External quality assurance of HEIs and/or programs should be carried out cyclically. The duration of the cycle and the assessment procedures used should be clearly defined and published in advance.
Subsequent procedures (follow-up).	• Quality assurance procedures that make recommendations for a subsequent plan should include previously defined procedures that are carried out consistently and uniformly.
System wide analysis.	• Accreditation agencies should periodically publish reports describing and analyzing the main findings of examinations, assessments, analyzes, etc.

Figure 2. European standards for external quality assurance in higher education[10]

The main and most important goal of private universities in the context of the new global environment is to implement sustainable and efficient management based on the balance of the ratio of market - product - potential - economic and social result. The focus of management should be on a project-based approach based on well-defined processes, personal accountability and performance measurement indicators.

Another organization for quality management is the European Foundation for Standards (EFQM). EFQM is to help organizations improve their products and management systems and thereby increase their competitiveness in the global market. The main concepts of the EFQM model have achieved the following sustainable results: creating sustainable development; increase value for the consumer; development of the organization's capabilities; use of creativity

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[10] Standards and Guidelines forQuality Assurance in theEuropean Higher Education Area (ESG). European Association for Quality Assurance in Higher Education (ENQA) report 2015.

and innovation; development of employees' abilities; leadership in policy, promotion and integration; managing adaptation to changes.

The European Foundation for Quality Management (EFQM) states that processes in higher education institutions should be aimed at improving student learning outcomes. That is, in order to achieve the expected results by students, preparation of educational materials, development of the structure and content of educational programs, selection of teaching methods and technologies, provision of educational programs by professors and teachers, educational the provision of resources to the programs should be directed first. The EFQM model has spread widely in Europe, Russia and Kazakhstan and many other countries.

EFQM standards and recommendations are based on the principles of external and internal quality assurance of higher education in the educational area, namely:
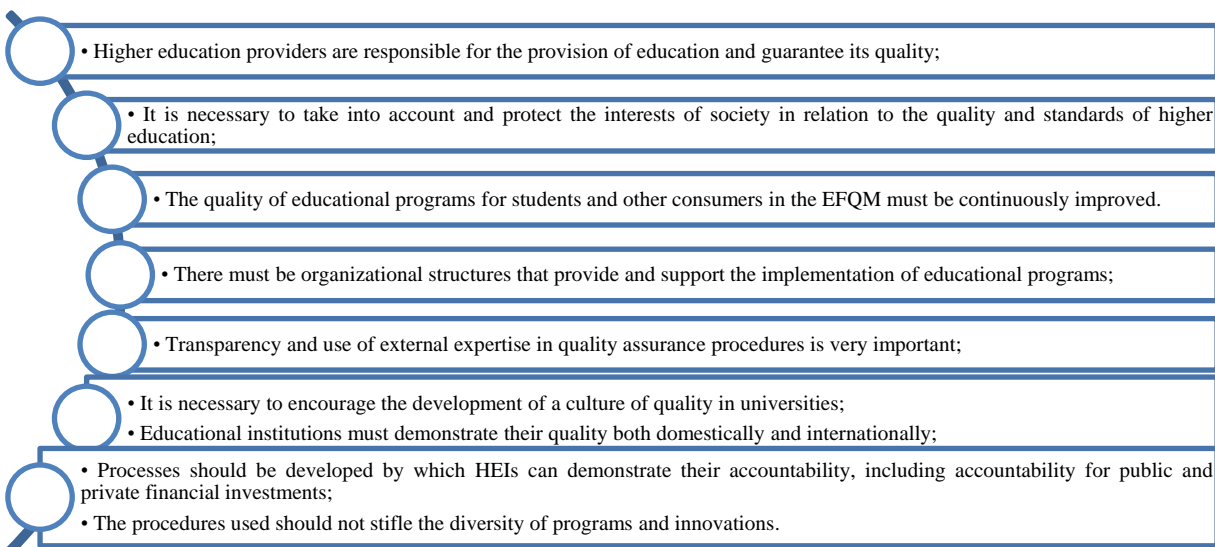
- Higher education providers are responsible for the provision of education and guarantee its quality;
- It is necessary to take into account and protect the interests of society in relation to the quality and standards of higher education;
- The quality of educational programs for students and other consumers in the EFQM must be continuously improved.
- There must be organizational structures that provide and support the implementation of educational programs;
- Transparency and use of external expertise in quality assurance procedures is very important;
- It is necessary to encourage the development of a culture of quality in universities;
- Educational institutions must demonstrate their quality both domestically and internationally;
- Processes should be developed by which HEIs can demonstrate their accountability, including accountability for public and private financial investments;
- The procedures used should not stifle the diversity of programs and innovations.

Figure 3. EFQM standards and recommendations are based on the principles of external and internal quality assurance of higher education[11]

In accordance with the challenges of the environment and the requirements that this environment places on the institution, the new model of university management of private universities should aim to turn the university into a "learning organization" and put an emphasis on the attitudes, values and expectations of all internal and external stakeholders. who participate in the activities of the university. With this method, desired outcomes and processes are brought about and realized through the attitudes, values and expectations of stakeholders. We are talking about the following structures: departments, institutes, centers; state policy and legislative decisions, criteria of accreditation agencies, which are important for the management of the university, but are not determining factors. Chancellors, academic administration, students and

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[11] Santos, Ricardo Simões; Abreu, Antonio Costa. Implementation of an EFQM model in a higher education institution in Portugal. Periodicity: Frecuencia continua. ISSN-e: 2446-9580. vol. 5, no. 1, 2019. Pp.18.

alumni should act as leaders who share a common vision of the characteristics of the new environment and work together to realize the priorities of their university.

Based on the experience and management model of the Free University of Varna, which has successfully established itself as the largest private university in Bulgaria, it can be argued that management processes should be based on the principles of high performance management - the perception of the concept of continuous and continuous improvement of the organization, that is, to apply a long-term approach to management , which systematically seeks and achieves small improvements in work processes in order to increase the efficiency of the organization and the quality of services. The strategic tasks of university management are related to the institutionalization of the results of projects in the main strategic areas, as well as the creation of an organization aimed at:

• changing the educational model for the formation of modern competencies;

• creation of a high-tech environment based on scientific achievements in the world in the relevant subject area and on the use of modern information, communication and digital technologies.

• a decisive increase in the share and quality of scientific research; Introduction to the European Research Area, work in networks and clusters;

• creation of a favorable environment for public-private partnership and cooperation between educational, scientific and economic activities;

• consolidation of academic potential and capacity building for the implementation of a new educational model and the creation of an innovative ecosystem;

• focus on creating and stimulating markets;

• guaranteeing the sustainability of the system by creating an adequate, international convertible academic potential, by purposefully providing the necessary resources and managing them on a project basis.

Conclusion

In conclusion, it must be concluded that the management of private higher education in a complex and dynamic global environment must reflect the concrete application of new institutional arrangements that offer universities new and greater opportunities to build the capacity to actively participate in an ever-expanding education and research ecosystem.

The main management system of the ISO 9000:2015 model is a documented quality management system. The ISO 9000:2015 assessment method is based on a comprehensive study of the university's functional areas, self-assessment of activities and the adoption of certain measures based on their results.

ENQA guidelines on aims and principles of modern management in higher education, standards for quality assurance, guidelines for quality improvement, external expertise system for quality assurance agencies, perspectives and challenges in higher education containing sections.

EFQM is to help organizations improve their products and management systems and thereby increase their competitiveness in the global market. The main concepts of the EFQM model have achieved the following sustainable results: creating sustainable development; increase value for the consumer; development of the organization's capabilities; use of creativity and innovation; development of employees' abilities; leadership in policy, promotion and integration; managing adaptation to changes.

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