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**УСТОЙЧИВОЕ РАЗВИТИЕ ЭКОНОМИКИ:
МЕЖДУНАРОДНЫЕ И НАЦИОНАЛЬНЫЕ АСПЕКТЫ**

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II Международной научно-практической конференции,
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Устойчивое развитие экономики: международные и национальные аспекты
[Электронный ресурс] : электронный сборник статей II международной научно-практической конференции, посвященной 50-летию Полоцкого государственного университета, Новополоцк, 7–8 июня 2018 г. / Полоцкий государственный университет. – Новополоцк, 2018. – 1 электрон. опт. диск (CD-ROM).

Впервые материалы конференции «Устойчивое развитие экономики: международные и национальные аспекты» были изданы в 2012 году (печатное издание).

Рассмотрены демографические и миграционные процессы в контексте устойчивого развития экономики; обозначены теоретические основы, практические аспекты управления человеческими ресурсами; выявлены и систематизированы драйверы инклюзивного экономического роста в Беларуси и за рубежом; раскрыты актуальные финансовые и экономические аспекты развития отраслей; приведены актуальные проблемы и тенденции развития логистики на современном этапе; отражены современные тенденции совершенствования финансово-кредитного механизма; освещены актуальные проблемы учета, анализа, аудита в контексте устойчивого развития национальных и зарубежных экономических систем; представлены новейшие научные исследования различных аспектов функционирования современных коммуникативных технологий.

Для научных работников, докторантов, аспирантов, действующих практиков и студентов учреждений высшего образования, изучающих экономические дисциплины.

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THE ASSESSMENT OF STUDY QUALITY IN HIGHER EDUCATION AREA

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The quality of education includes both evaluation of the study process and the result in order to optimally plan the strategy of its development with the goal to ensure competitive studies in the space of world.

The central element of education is the study process, its organization, not denying the importance of other elements. Therefore, when assessing the activities of a higher education institution, special attention is paid to the quality analysis of the study process (scientific, study work, its management and organization, study technologies, etc.) during the current stage.

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders [1].

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available. Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports:

- the organization of the quality assurance system;
- departments, schools, faculties and other organizational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;
- academic integrity and freedom and is vigilant against academic fraud;
- guarding against intolerance of any kind or discrimination against the students or staff;
- Involvement of external stakeholders in quality assurance [1].

The aim of the implementation of assessment of study quality and control system is to ensure the planning and placement of university resources (academic staff, infrastructure, finance) in order to develop competitive education, including lifelong learning.

The quality of education is a set of educational parameters that characterizes the conformity of educational process implemented at the university with the principles of the state education policy and development strategy of the university.

The quality of studies is the state of the study system, which reflects the correspondence of the process of study activities with the educational objectives.

Quality indicators are units of information (statistics, statements) that characterize the level of achievement of university quality characteristics or requirements.

The results of the study quality assessment are reflected in the regular reports and used to ensure the development of the university.

Areas and indicators of quality assessment:

- the quality of the academic staff;

- the quality of cooperation with university entrants;
- the quality of cooperation with university entrants;
- the quality of cooperation with graduates;
- the quality of the study process.

An essential condition for the study process and quality of education is to inform the society about the management and course of the study process, as well as regular external evaluation of the study quality.

Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public. Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information [1].

There are several ways of informing the public and informing different target groups:

- potential students;
- existing students;
- potential and existing employers;
- state institutions;
- and others.

In order to ensure quality it is important to ensure the availability of objective and comprehensive information in the public space, such as web pages, etc.

External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities. Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organizational levels (such as programme, faculty or institution). Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one [1].

The evaluation of external quality is the responsibility taken by the government and education sector of each country. One of the most essential aspects is to ensure the quality assessment function to be separated from the education policy-making function. Human resource migration and the circulation of information on the World Wide Web also create a precedent for national higher education institutions to become international and compete not only at the national level, but also in the world space of higher education. Consequently, the objective and international evaluation of universities is inevitable, which certainly contributes to the quality of education.

Bibliography

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ОЦЕНКА КАЧЕСТВА ОБРАЗОВАНИЯ В ОБЛАСТИ ВЫСШЕГО ОБРАЗОВАНИЯ

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Качество образования включает в себя как оценку учебного процесса, так и результатов для оптимального планирования стратегии обучения и его развития с целью обеспечения конкурентоспособности в мировом пространстве. Оценка внешнего качества – это ответственность правительства и сектора образования каждой страны. Одним из наиболее важных аспектов является обеспечение того, чтобы функция оценки качества была отделена от функции разработки политики в области образования. Миграция людских ресурсов и распространение информации во Всемирной паутине также создают прецедент для национальных высших учебных заведений, которые становятся международными и конкурируют не только на национальном уровне, но и в мировом пространстве высшего образования. Следовательно, объективная и международная оценка университетов неизбежна, что, безусловно, способствует качеству образования.