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## SYSTEMIC APPROACHES TO MANAGING EDUCATIONAL QUALITY IN CONTEMPORARY HIGHER EDUCATION

## СИСТЕМНІ ПІДХОДИ ДО УПРАВЛІННЯ ЯКІСТЮ ОСВІТИ В СУЧАСНІЙ ВИЩІЙ ШКОЛІ

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This article explores the theoretical and practical aspects of managing education quality in modern higher education. It highlights different interpretations of "quality" and its normative, procedural, and value-based dimensions. The authors emphasize the systemic nature of quality management, shaped by globalization, digital transformation, and societal demands. Key focuses include internal quality assurance, professional development of academic staff, and aligning education with labor market needs. The article advocates for a flexible, evidence-based approach to quality as a dynamic process, not just standard compliance. The study concludes by emphasizing the need for higher education institutions to develop a culture of quality, supported by transparent governance, stakeholder engagement, and innovation in teaching and learning.

**Keywords:** quality of education, higher education management, educational standards, systemic approach, educational innovation, strategic development.

У статті здійснено ґрунтовний аналіз теоретичних і практичних засад управління якістю освіти в сучасних закладах вищої освіти, з акцентом на багатогранність цього процесу. Поняття «якість» розкрито через нормативний, процедурний і ціннісний виміри, що сприяє глибшому розумінню підходів до створення ефективної системи забезпечення якості. Досліджено системний характер управління якістю, який інтегрує організаційні, педагогічні та соціально-економічні компоненти, враховуючи їхній взаємозв'язок. Особливу увагу приділено впливу глобалізаційних процесів, цифрових трансформацій і зростаючих суспільних очікувань на еволюцію освітніх стандартів, механізмів підвітності та процедур акредитації. У роботі детально розглянуто роль внутрішніх систем забезпечення якості, які є ключовими для підтримки високих стандартів освіти. Підкреслено значущість безперервного професійного розвитку педагогічного персоналу, що сприяє підвищенню компетентностей викладачів і адаптації до сучасних викликів. Окремо акцентовано на необхідності стратегічного узгодження освітніх цілей із запитами ринку праці, що забезпечує підготовку конкурентоспроможних фахівців. Ефективне управління якістю освіти вимагає комплексного, адаптивного підходу,

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який базується на принципах прийняття рішень, що ґрунтуються на доказах, використанні зворотного зв'язку від стейкхолдерів і системі показників результативності. Якість освіти інтерпретується не лише як відповідність стандартам, а як динамічний процес, що передбачає постійне вдосконалення, критичну рефлексію та швидке реагування на зміни у внутрішньому й зовнішньому середовищі. У підсумку обґрунтовано необхідність формування сталої культури якості у закладах вищої освіти, яка спирається на прозоре управління, активне залучення всіх зацікавлених сторін і впровадження інновацій у викладання та навчання. Така культура забезпечує інституційну конкурентоспроможність і успішну адаптацію до викликів глобалізованого освітнього простору, сприяючи сталому розвитку закладів освіти.

**Ключові слова:** якість освіти, управління вищою освітою, освітні стандарти, системний підхід, освітні інновації, стратегічний розвиток.

**Statement of the problem.** Managing education quality within the educational system reform context is a complex process that demands a systematic approach and consideration of numerous factors. In the face of current transformational changes in education, there is an increasing emphasis on developing effective mechanisms for assessing, monitoring, and improving the quality of educational services. The quality of education is directly tied to the level of professional training among teaching staff, the modernization of curricula, the integration of digital technologies into the educational process, and the creation of a conducive educational environment.

The relevance of studying education quality management stems from the growing demands for higher standards in educational services, which calls for new approaches to organizing the educational process, developing innovative educational strategies, enhancing the professional competence of teachers, and establishing an effective system for monitoring the quality of knowledge. Educational reforms occurring in many countries are aimed at integrating national educational systems into the global educational framework, which in turn necessitates the harmonization of educational standards and the adoption of unified approaches to assessing students' knowledge and professional skills. The forces of globalization and technological advancements in modern society require the adaptation of educational programs to new realities, demanding the integration of digital technologies, the development of innovative teaching methods, and the training of specialists who can function effectively in the information society.

**Analysis of recent research and publications.** V. Kremen [5] emphasizes the role of internal and external innovation environments in education management. Analyzing historical experiences with innovative technologies helps identify effective methods for implementing

innovations while minimizing risks that could negatively impact the management system.

I. Semenets-Orlova [11] stresses that effective education quality management requires a system ensuring accountability across all university units. Balancing authority and responsibility at every level enhances educational quality and supports sustainable development.

In modern conditions, effective education quality management relies on robust teacher performance assessment mechanisms. L. Pshenychna [9] highlights that in the information society, higher education institutions must go beyond internal research and actively collaborate with other scientific and educational entities. The concept of open innovation is key, enabling integration into the global scientific community, sharing research outcomes, and adopting cutting-edge technologies in education. This enhances educational quality and fosters the development of competitive specialists.

The quality of higher education ensures national competitiveness and trains specialists for modern societal and labor market needs. The Encyclopedia of Education [4] defines it as the informational potential developed through study, emphasizing its role in fostering innovative thinking and graduate competence.

State policy in the field of higher education in Ukraine is grounded in the legislative framework established by the Verkhovna Rada of Ukraine, the Cabinet of Ministers of Ukraine, and specialized executive bodies. The primary regulatory documents governing higher education are the Laws of Ukraine "On Higher Education," [6] and "On Scientific and Scientific-Technical Activities," [7] as well as a range of resolutions and orders from the Cabinet of Ministers of Ukraine that establish requirements for the quality management system in the educational sector.

The National Doctrine of Education Development [1] emphasizes that modernizing education requires a strategic approach,

prioritizing high-quality education as a matter of national security and international standards. This involves robust material, financial, personnel, and scientific support to effectively implement state education policy.

Monitoring education quality requires comprehensive measures like joint research, international conferences, academic mobility, student exchanges, and internships. M. Teravonesov [15] views higher education quality as multidimensional, shaped by contextual factors, institutional goals, operational conditions, and regulatory frameworks.

Ukraine's educational reform has transformed higher education, impacting management and quality assurance. Researchers highlight varied approaches to defining "education quality," reflecting its complexity and societal responsiveness. T. Shanskova [12] defines it as a social category, reflecting the educational process's effectiveness and alignment with civic, daily, and professional competency needs.

Researchers note an imbalance between societal demands, especially economic needs, and educational outcomes. L. Lisova [8] suggests addressing this through a comprehensive quality management system, integrating specialization, functional division, analytics, planning, and control, while developing mechanisms to enhance management effectiveness with a focus on quality and diversified functions.

O. Volkov defines quality management as a key function ensuring organizational competitiveness and sustainability [17]. It engages all employees across a product's life cycle. Education quality management is a multidimensional, dynamic process requiring an integrated approach and systematic analysis of quality parameters.

Thus, education quality management is a multidimensional and dynamic process that requires an integrated approach and systematic analysis of quality parameters at all levels of educational activity.

**Highlighting previously unresolved parts of the overall problem.** Despite progress in education quality assurance, challenges persist, including the lack of a unified quality definition, leading to inconsistent policies and criteria. Fragmented management structures, organizational resistance, and limited stakeholder involvement hinder progress. Gaps in integrating digital tools and ongoing professional development for staff further limit effectiveness. A more integrated, participatory, and adaptive quality management model is needed.

### **Formation of the objectives of the article.**

This article analyzes the structure and functions of higher education quality management systems, exploring their design, implementation, and maintenance for continuous improvement and alignment with standards. It examines strengths, limitations, and stakeholder roles in fostering a quality culture, focusing on the interplay of strategy, governance, and pedagogy to optimize quality through evidence-based approaches.

**Summary of the main research material.** The issue of quality management in higher education in Ukraine has become particularly relevant amid the global transformations occurring within educational systems. These changes necessitate the search for effective quality assurance models tailored to national characteristics. The diversity of approaches to regulating the educational services market globally, combined with the unique political, economic, socio-cultural, and academic environments of each country, makes it impossible to develop a universal quality management system that meets the requirements of all nations. However, understanding this phenomenon through general scientific approaches can provide a theoretical foundation for the formation of national quality assurance models.

Quality management in Ukraine's higher education balances state, institutional, and public demands. An effective system must align legislative requirements, public administration, and academic traditions with international standards, integrating internal and external assessments and fostering collaboration among institutions, employers, and society to enhance national education's global competitiveness. Modern scientific approaches to education quality management are based on integrating classical theoretical and methodological principles with cutting-edge technological and conceptual innovations. A key area of focus is the utilization of digital technologies and advanced big data analysis systems to monitor and predict trends in education. The application of artificial intelligence, adaptive learning systems, and feedback mechanisms enables the development of personalized educational trajectories, significantly improving the efficiency of the learning process and ensuring the quality of educational services.

Another crucial aspect is the application of a systematic approach that views education quality as a complex, multidimensional phenomenon shaped by socio-economic, political, cultural, and academic factors. Systemic quality

management entails developing comprehensive strategies that incorporate both internal and external assessment mechanisms, as well as the active participation of all stakeholders – students, teachers, administration, employers, and international partners.

Modern approaches emphasize open innovation, integrating education into global networks through international collaboration, academic mobility, dual degrees, and open platforms to boost quality and competitiveness. A competence-based approach prioritizes practical skills, critical thinking, and lifelong learning. For Ukraine's European integration, aligning quality management with international standards is vital to meet labor market needs and enhance global competitiveness.

According to researchers Sokolova and Sysoieva, effective quality management cannot be achieved solely through the control of learning outcomes, as such an approach fails to consider the dynamics of the educational process and the factors influencing the formation of graduates' professional competencies [14]. Therefore, there is a need to transition to an integrated model of quality assurance, which encompasses not only the standardisation of learning processes but also the development of mechanisms for monitoring, evaluation, and the continuous improvement of educational practices.

The development of a quality management system in higher education should be grounded in the principles of openness, innovation, and engagement with all stakeholders. In this context, it is crucial to involve not only the administration and faculty but also students, employers, and international partners in the quality assurance process, contributing to the formation of a synergistic model of quality management. The institutional mechanisms employed in EU countries can serve as valuable benchmarks for improving Ukraine's higher education system; however, their adaptation must consider national specificities and the unique characteristics of the country's educational sector.

Defining indicators of education quality remains one of the fundamental challenges in educational management, necessitating a systematic approach to monitoring and evaluating social development through relevant educational metrics. Viktorov [16] emphasises that the level of education within a country should be assessed in relative terms and from a global perspective, which requires active participation in international educational research. In the context of reforming the education quality assurance system, Ukraine

has established the National Agency for Higher Education Quality Assurance, which oversees key areas of assessment and development in the educational sector. A primary focus of the agency's activities is the implementation of accreditation procedures that ensure the effective functioning of internal quality assurance systems in higher education institutions, based on international best practices.

Maintaining research integrity through personnel certification and academic council oversight strengthens academic responsibility and scientific quality. Integrating Ukrainian higher education globally involves aligning programs with international standards, fostering cooperation, participating in global rankings, and recognizing foreign degrees to enhance quality management.

The issue of ensuring education quality remains pressing due to widespread dissatisfaction with the outcomes of educational activities among the state, non-governmental organisations, and labour market representatives. This situation necessitates the search for new, effective approaches to quality management that align with international trends and evaluation criteria.

In response to these challenges, we propose an innovative approach to quality management that integrates several key dimensions: technology, social change, and pedagogical innovation. This approach, referred to as the Digital Ecosystem Management of Higher Education Quality, envisions a concept that combines technology, data-driven decision-making, engagement with society, and interaction with the student environment. It aims to achieve continuous improvement in the quality of education through dynamic monitoring and adaptive change (Table 1).

The formation of an effective quality management system in higher education is a complex, multifactorial process that cannot be achieved without modernising the content of educational programmes, improving assessment technologies, and integrating into the international academic space. As the higher education system is part of the globalised world, it must adapt to new realities, making the unification of educational programmes and curricula an important trend.

The 2003 Berlin Conference of Education Ministers emphasised the need to "develop integrated curricula leading to universally recognised degrees" [10]. This statement addressed the current demands of educational systems, which are confronted by the pressures



Table 1

**Digital Ecosystem Management of Higher Education Quality**

<b>Components of the approach</b>	<b>Description</b>
<i>A digital ecosystem approach to quality management</i>	The concept is based on the creation of a <b>digital ecosystem</b> that integrates all elements of the educational process and external influences into a single, unified platform. This ecosystem operates on real-time data collected from a variety of sources, including student platforms, learning management systems (LMS), social networks, electronic journals, as well as assessment and feedback platforms. The aggregation and analysis of this data enable dynamic monitoring of educational quality, early identification of problems, and the implementation of adaptive strategies for continuous improvement.
<i>Interactive platform for monitoring and feedback</i>	An interactive digital platform is being developed to enable continuous monitoring and evaluation of all aspects of the educational process. The platform facilitates interaction with all participants involved, including: <ul style="list-style-type: none"> <li>– Students: have the opportunity to evaluate courses, instructors, and educational materials, and receive personalised recommendations for improving their competencies.</li> <li>– Lecturers: gain access to feedback on the effectiveness of their teaching methods, along with recommendations for the development of their pedagogical strategies.</li> <li>– Administration: receives aggregated data on the educational process, including performance statistics, trend analyses, and recommendations for enhancing the quality of educational services.</li> </ul>
<i>Intelligent algorithms and big data analytics</i>	The platform employs artificial intelligence (AI) to analyse large volumes of data collected from diverse sources. AI algorithms process information on student performance, interactions with educational content, the effectiveness of courses, and other elements of the educational infrastructure. This enables the identification of weaknesses within the learning process, the prediction of potential issues (such as declining performance at specific stages of a course), and the formulation of individualised corrective strategies.
<i>Approach to learning through personalised routes</i>	Students are provided with personalised learning paths, developed based on their interests, prior achievements, feedback, and real-time data. Through the use of adaptive learning algorithms, the platform is able to offer tailored options for courses, educational materials, and learning methods, thereby supporting the individual development of each student.
<i>Social inclusion and social responsibility</i>	This approach involves integration with social and public platforms, enabling the university to be more open to feedback not only from students and academic staff but also from alumni, employers, and the broader community. The institution fosters partnerships with non-governmental organisations, businesses, and government agencies to enhance the quality of education in accordance with the needs of society and the labour market.
<i>Mobility and global cooperation</i>	The platform enables integration with international educational networks, allowing students to select courses from universities around the world. This contributes to enhancing the quality of education and fostering the development of global competencies.
<i>Continuous improvement through dynamic feedback</i>	Instead of traditional one-time monitoring, the system operates through dynamic feedback, collecting data in real time and enabling continuous adjustments to curricula, teaching methods, and infrastructure based on results and feedback.
<i>Ethical control and data security</i>	Despite the active use of data, special attention is devoted to protecting personal information and addressing the ethical issues associated with data collection and analysis. The platform must comply with all requirements for data security and confidentiality, ensuring the protection of the rights of both students and teachers.

Source: own authors' studies

of globalisation and the increasing mobility requirements for students and researchers. The effective integration of degrees requires significant work on curriculum reforms to ensure international recognition of qualifications.

In particular, the 2005 Bergen Summit highlighted the insufficient efforts directed towards these reforms, stressing the need for "a significant number of examinations" to bring about qualitative structural changes in curricula and programmes [2]. This includes the adoption of innovative teaching approaches, the integration of advanced teaching technologies, the updating of instructional materials, and the development of new methods for assessing knowledge. These reforms are essential to enhance the competitiveness of higher education.

Overall, the discussions at international forums confirm that, to effectively manage the quality of higher education in the context of globalisation, it is necessary to continually update the content of educational programmes, implement new assessment technologies, and encourage participation in the international educational space. Only by doing so can we ensure a high level of education quality that meets international standards.

**Conclusions.** Given the defined role of the quality management system in higher education, it can be argued that it serves as the foundation for developing human potential, which, in turn, contributes to the overall progress of the country. Improving the quality of higher education is not only a strategic task for Ukraine but also a critical element of its economic and social development.

In this context, education is a strategic resource that not only enhances the welfare of citizens but also strengthens the country's competitiveness on the international stage.

The regulatory framework for quality management in higher education in Ukraine is currently well-developed, particularly through various standards and documents that outline quality assurance mechanisms and criteria. However, there is still a need for further enhancement of the legislative and regulatory orientation of higher education institutions (HEIs) to effectively address the current challenges in ensuring the quality of education. This requires a shift toward the continuous development and adaptation of state educational standards, taking into account the evolving demands of the labor market.

Improving the quality of education requires not only refining its regulatory framework but also implementing mechanisms that can effectively align educational processes with the needs of the modern labor market. Integrating these mechanisms into the higher education management system will help maintain the sector's competitiveness and ensure its sustainable development in the context of globalization. Therefore, the successful implementation of a modern quality management system in higher education institutions is not only essential for raising the standard of education in the country but also for ensuring its effective functioning in the future, ultimately contributing to the sustainable development of the national economy.

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