

ANALYSIS OF THE QUALITY ASSURANCE SYSTEM IN THE HIGER EDUCATIONAL ESTABLISHMENT

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Abstract

The purpose of this article is to reveal the opportunities to improve the quality of the higher education at three levels: state, higher educational establishment and a teacher, which are interconnected. Thus, a teacher plays the leading role in formation of quality improvement.

The article discusses the impact of globalization processes that influences higher educational establishments and teaching quality assurance criteria.

The main idea is to analyze different requirements for quality of higher education according the level of control.

Keywords: quality assurance, quality of education, quality of higher education criteria

Introduction

Quality of education became crucial factor in this development. First of all, it is connected with Bologna process. So, in the Bergen declaration (2005) it is said, that: «it is necessary for higher educational institutions of countries-participants of Bologna process to continue improving the quality of their activity by means of regular representation of the internal mechanisms of the quality assurance and by the direct correlation of internal schemes with external system of the quality assurance». The developed system of education nowadays, even in the midterm perspective has a defining role in the competitive struggle between states. The relevancy of the question grows with the increase of the role of private higher education in the countries of Eastern Europe and the CIS. The role of international organizations increases in the sphere of education as well as in other areas. Representatives of the majority of European countries have signed a number of declarations, essentially influencing the further development of higher education, including the Bologna declaration. Improvement of quality of higher education is not only the world tendency, but also a part of the state educational policy, as well as the possibility of high schools to raise the competitiveness in the world market of educational services.

Research problem and relevance

The system of quality assurance system of higher education is effective only with an active interaction of subjects of educational policy on international, state and institutional levels. Development of the teacher inside the quality assurance system at high school level is the defining factor in the general system.

Research aim

Analysis of the quality assurance system in the higher educational establishment

Research tasks

Analysis of the newest literature concerning the higher education quality assurance
Analysis of the tool kit of higher education quality assurance
Comparison of formal criteria of the teacher's work quality at the state and international levels.

Research methodology

Analytical, comparative, monographic, abstract-logic methods

Research results

The system of quality assurance of higher education, as well as any other system, is

characterized by integrity, structuring, connection with the area, hierarchy and plurality of descriptions.

The problem of quality of education can be considered by various concepts of quality

- Quality as constant improvement
- Quality as a point of starting the development of norms and criteria
- Quality as a development where the basic attention is turned on a trainee
- Quality as conformity to the purposes
- Quality as absence of mistakes
- Quality as difference
- Quality of education is considered as its conformity only with the state standards, attestation and accreditation requirements, being a unique reference point in this area for today [28]. The problem of quality of higher education consists not only in conformity with the formal state requirements, but much more in potential and creative dedication of the teacher on the one hand and the student on the other.

To raise the quality of higher education it is necessary to have the set of standards and criteria for measurement of the quality level. Under «the norm of quality of higher education (or as it is also named, social norm of quality of higher education) is understood the revealed, conventional and documented system of requirements for quality of higher education, which corresponds to the needs of society and personality [28].

Assurance, enhancement, assessment, audit and control of the quality of higher education are not identical concepts. The following definitions are the commonly accepted ones [8]:

Quality assurance. The means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced.

Quality Enhancement is the process of positively changing activities in order to provide for a continuous improvement in the quality of institutional provision.

Quality Assessment is the process of external evaluation undertaken by an external body of the quality of educational provisions in institutions, in particular the quality of the student experience.

Quality Audit is the process of examining institutional procedures for assuring quality and standards and whether the arrangements are implemented effectively and achieve stated objectives.

Quality control refers to the verification procedures (both formal and informal) used by institutions in order to monitor quality and standards to a satisfactory standard and as intended. Quality control of the higher education exists as interconnected system, as shown in scheme 1.

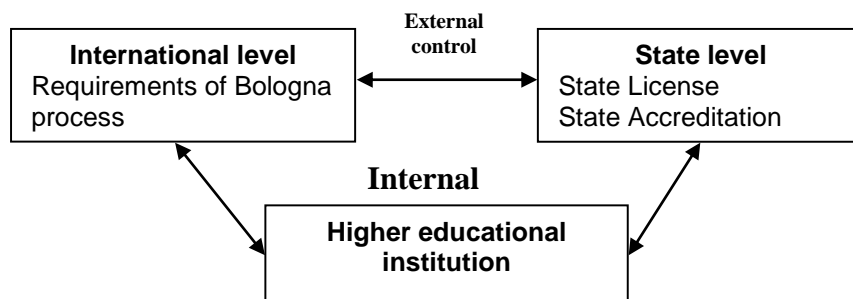


Figure 1: System of external and internal quality control of higher education

Academic audit evaluates the systems, which institutions claim to have in place to assure quality and standards [9].

The problem of quality of higher education in the Bologna declaration is formulated in the following way: «Assistance to the European cooperation in the field of assurance of quality with the purpose of development of comparable criteria and methodologies». Despite the European accent of the given formulation, cooperation in the field of quality of higher education occurs at a global level.

In 2003 at the Berlin conference of ministers of the countries-participants of Bologna process three levels of system of higher education quality assurance have been identified: at the level of high school, state and Europe. It is possible to complement the hierarchy with the international and personal level. However «the personal level» means "the teacher". The system of quality assurance of the teacher occurs inside the system of quality assurance of the high school. The quality assurance system should provide [25]:

1. Definition of the degree of responsibility and duties of all interested organizations and high schools
2. Estimation of programs or high schools, including an internal self-estimation, external examinations, participation of students in estimation procedures and the publication of their results
3. Presence of system of accreditation
4. International partnership, cooperation and participation in the international networks.

Mukherjee mentions four characteristics of a quality system. A system should be able to [12]:

- identify its long-term and short-term objectives (sometimes differentiated as goals and objectives) as well as a strategy to achieve these objectives;
- ensure a structure in terms of job differentiation;
- establish clear lines of communication within itself to take care of inter-group or collective aspects of the goals and objectives as well as the environment (comprising the government, the market and society);
- audit its content, structure and communication regarding their effectiveness (doing the right things) as well as efficiency (doing the things right), and modify or control one or more of these as and when necessary.

The minimal requirements to quality of higher education are established at the state level according to the educational policy.

Speaking about European countries, their educational policy is focused on the increase of educational and teaching levels and level of erudition of population. The purpose of such policy is preparation of qualified personnel, which will provide significant percent of the qualified workforce in the labour market in the future. Taking into account the high mobility of inhabitants of these countries nowadays the necessity of integration of education systems and vocational training with a purpose to increase the quality, a variety of professions and creation of favourable conditions for using the right to education is born. In Latvia «The Strategy of activity of the Ministry of Education and a science till 2009» [16] was developed with the purpose of management of higher education and of its quality increase.

The creation of the international formulas of higher education quality assurance is observed. According to the first formula the international standards are developed by the special transnational structure (for example, worldwide federation of industrial therapy, including representatives of 51 countries). The second formula is based on the situation, when the legal department which issues certificates in the country "A" agrees to certificate experts of the countries "B", "C", etc. according to its norms and requirements [19].

In opinion Dr.Uwe Schmidt, due to the fact that all higher education institutions aim at

high quality in all of their areas of activity, their direction inherently involves information and quality management, strength and weakness analyses and assessments. Inversely, quality development is dependent on having access to the relevant information of the management of the respective higher education institution in order to assess appropriately the decisions made and the general philosophy of that management, and be able to integrate this information into the quality development concept.

Quality assurance and the management in higher education should also be independent of each other. While the management of higher education institutions has the aim of decision-making, quality development has to a great degree consultative and supportive function [18].

The state acts as regulator (legislative power), principal financier and, in some cases, as direct producer (manager of university institutions). But also the state intervention is also subject to criticism ('failures of the state'), due to the risk that bureaucracy is accompanied by inefficiencies on the one hand and the 'regulative capture' phenomenon (influence of interested groups) on the other hand. Today the role of government is changing because of the decentralization of the decision-making processes regarding autonomous universities. Therefore, the State plays a more marginal role (modest state) in the production of education but it is also believed that the state should continue to play a role in the funding of institutions and of students and in the regulation of the sector—e.g. through 'managed competition'. In reality, as emerges from this study, the state continues to play a consistent role, sometimes clearly predominant, in the funding of the institutions [17].

Since the 1980s, the introduction of managerial approaches of university governance has affected the traditional power balance of academic self-organization and government regulation. The growing demand for higher education and the increasing relevance of higher education in the knowledge society, as well as decreasing public budgets have led to the efficiency and accountability of universities becoming key concerns of higher education policy. The long standing public trust in the general ability of universities to contribute to national welfare, be responsive to societal needs and adapt to change has eroded. Rather, the consensus principle, which characterizes academic decision-making, in combination with state bureaucracy, seemed to hinder the adaptation of universities to changing national and international frameworks. Thus, like other public sector institutions, universities were subjected to reforms inspired by the New Public Management concept. An increasingly 'off-loading state' redefined its role from supervision to guidance.

By minimizing bureaucratic procedures and state influence on institutional structures, the state increased the decision-making power of university leadership. Together with this, it promoted more hierarchical structures for intra-university decision-making. Governments focused their own role on setting priority development objectives and monitoring universities' progress in their achievement (output control) [1].

The state plays a significant role in the determination of the system's strategic objectives, thus limiting universities' autonomy. The state evaluates the use of public resources and the extent to which objectives are achieved. The results obtained by the institutions are therefore subjected to evaluation and control processes [17]. Management of education from the part of the state represents the activity of authorities, i.e. assurance and the external control, finally aimed to improve the quality of education. Licensing and the state accreditation represent the external obligatory control. In both cases the estimation of quality has the internal level – a self-estimation, and the external one – from the part of experts [6].

The legal regime of accreditation represents a procedure of the state official recognition of the accreditation subjects (the separate academic program or high school) and possibilities of performance by them certain functions established by the state on behalf of specialized accreditation body. The formal mechanisms of higher education quality assurance and related

procedures of the external reporting are created in the majority of European countries (irrespective to the order of creation, financing and specialization of high schools).

The standards are covering **internal quality** assurance of higher education institutions and **external quality** assurance of higher education (Table 1) [14]

Table 1: Standards for Quality Assurance in the European Higher Education Area

European Standards []	
for the external quality assurance of higher education	for internal quality assurance within higher education institutions
<p>1. Use of internal quality assurance procedures: External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in the European Standards and Guidelines.</p> <p>2. Development of external quality assurance processes: The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.</p> <p>3. Criteria for decisions: Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.</p> <p>4. Processes fit for purpose: All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.</p> <p>5. Reporting: Reports should be published and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.</p> <p>6. Follow-up procedures: Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.</p> <p>7. Periodic reviews: External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.</p> <p>8. System-wide analyses: Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments etc.</p>	<p>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 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.</p> <p>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.</p> <p>3. Assessment of students: Students should be assessed using published criteria, regulations and procedures which are applied consistently.</p> <p>4. Quality assurance of teaching staff: Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.</p> <p>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.</p> <p>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.</p> <p>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.</p>

For example, in Latvia, accreditation of higher education institutions takes place according to the Law on Higher Education Establishments (HEI). Only those higher educational establishments who have received credence (been accredited) and which offer state accredited study programmes (SP) have the right to issue certificates of higher education recognised by the state to its graduates. The accreditation proceeds in accordance with the regulations on accreditation approved by the Cabinet of Ministers on October 3, 2006 and changed on June 25, 2009. Normal accreditation of SP is for 6 years, for HEI – permanent. Should substantial shortcomings be found in the process of assessment of a higher educational establishment or

study programme, it shall be temporarily accredited for two years. Subsequently a second accreditation shall be performed which cannot end in a temporary accreditation in the case of a study programme.

Credentials of higher educational establishments established by legal entities are recognised by the state and they receive the right to use the state emblem of the Republic of Latvia in the credentials after the respective higher educational establishment and the programme of studies has been accredited and its statute has been approved by the Cabinet of Ministers (for the main part of HEI), by the parliament (for universities) or by the Ministry of Education and Science (for colleges). In Latvia 34 higher education institutions, 25 colleges and more than 800 study programmes were accredited for 6 years. In 2008, 150 programmes were accredited, including 138 programmes accredited for six years and 12 programmes for two years. In 2008, 51 study programmes were licensed, 20 of them were new for the corresponding higher education institution, but two of them are new for Latvia [34].

In order to organize evaluation of a specific higher educational establishment and/or study programme a non-profit organization "Higher Education Quality Evaluation Centre Ltd." [15].

The basic resource providing quality of programs and as a whole of high school is a teacher. For example, in Latvia the special commission has the right to cancel the license or accreditation of the high school if the academic personnel have no corresponding qualification. In the academic programs should be involved not less than 30 % of teachers having the Doctor scientific degree. At university type high schools doctors should constitute not less than a half from the teachers involved in the program. Along with this, the high school has the right to consider only those teachers who have passed the procedure of election in the given high school (for the period of 6 years). The management of the high school is obliged to care about the improvement of professional skills of the academic personnel for all positions. Formal criteria of teachers' quality according to occupied positions according to the Latvian legislation are the following [30]:

1. The assistant and the lecturer must have a Doctor's or a Master's degree. If the assistant does not have a Doctor's degree, the election for 6 years is possible for no more than two times. It is possible to work in the professional program without a scientific degree, but is necessary to have the five years of corresponding practical experience. The tasks regarding these positions are established by the Constitution of the High School.

The senior lecturer must have a Doctor's degree. It is allowed to work in the professional program without a scientific degree if there is a practical experience in corresponding branch for not less than seven years. The main tasks are conducting research activity, lecturing, and management of students' works.

In Latvia the right to select on a post from the assistant up to the senior lecturer is given to high schools. But the state control over the quality of applicants for election on a post of associated professor and professor is carried out through election procedure by special professorial council. The estimation criteria provide some qualifications in combination: scientific, pedagogical and organizational [31].

Scientific qualification of the applicant is proved by the edition of the scientific publications, included in the certain list of editions, approved by the Science Council of Latvia, participation in the international conferences in Latvia and abroad. The management or participation in national either international research projects or programs, local or international level expert activity, management or participation in realization of the international exhibitions or competitions, the received patents and licenses are estimated.

Pedagogical qualification should be confirmed by the management of master's or doctor's works, lecturing, as well as abroad lecturing, conducting seminars, developing the programs

of training courses, participation in conferences, edition of textbooks or manuals, improvement of professional skills abroad.

The organizing competence is another criterion of the applicant. The latter confirms the participation in the scientific and academic commissions, in the organization of the international conferences and editorial council of the scientific edition, in the management of high school, faculty, laboratory. Advisory work in the state, municipal or enterprise structure is considered as well. It is necessary for the teacher not only to have a higher education in the appropriate branch, but also to obtain the pedagogical preparation program «Perfection of the high school personnel / Innovations in system of higher education/management of education » before the end of the term of his/her election at the high school [33].

The similar pedagogical programs for the personnel development are used in various European high schools [5]. The State has fixed a minimal size of wages for the academic personnel corresponding to the post and pedagogical load (from 600 up to 1000 class periods per year) [32]. However, planning, distribution and maintenance of this load lay on the high school. Therefore, creation and maintenance of the conditions motivating the teacher to carry out his/her duties at the top-level is not only a task of the state, but also of the high school.

The estimation of academic programs and high schools quality can be carried out at the level of independent systems of accreditation. The accreditation of a high school by such associations as EQUIS (European Quality Improvement System) or AACSB (The Association to Advance Collegiate Schools of Business) is prestigious because of a high level of requirements and complexity of its passage. The most known program in the European region appeared in 1997, is the EQUIS program of accreditation.

Being integrated, it takes into account the high school's position in the national system of higher education. It also includes the high school management, the analysis of resources of high school, its teaching structure, students, scientific researches and publications, its external communications and internationalization of its educational programs. In the EQUIS Standards are included requirements on research activity of the academic personnel [7], the operating personnel and students; since research work considerably influences the image of high school, its ability to attract financing and to provide its clients with the new knowledge and methodology, including the state itself. Standards EQUIS define "research" as a wide spectrum of intellectual activity, classifying it in three categories:

1. The academic researches. It is supposed, that in the mission of high school there is already the task to make the new knowledge. Different countries may have different requirements to such researches. However, the recognition by the international academic community partially depends on quality of these researches. It is possible to estimate them by frequency of mentioning of their publications or by quantity of editions in the international reviewed academic magazines.

2. Practical researches. Activity in the field of researches should not be limited only with the theory. In this case the estimation of quality is based on quantity of publications in professional magazines, quantity of research projects or special courses financed by an organization or corporation.

3. Pedagogical development. Achievements in this area will be estimated by quantity of persons or high schools, which used pedagogical materials or methods developed by the high school. For example, quantity of textbooks published by the high school, and also sold for the specific period. Certainly, depending on type of the high school any of these categories will prevail.

During the EQUIS accreditation, the high school should show, that its basic resource - the academic personnel devotes time to researches, and the high school supports them with resources. Participation of each teacher is not only a personal development. Management in

the high school can be directed to support individual researches. At the same time EQUIS does not set unreal goals before the high school, everything depends on possibilities of personnel and financing. In any case, the high school should show the aspiration to development through the contribution of talented teachers to the program and through the quality of researches. Both external attitudes with the corporate world, and internal strategic management of high school should contribute to the development of all three categories (table2).

Similarity of criteria of both national and international estimation emphasizes the necessity of progress of all three qualifications of teacher as absolutely indispensable mean for improving quality of high school activity in whole. Availability of internal system of progress and quality assurance will encourage creation of conditions for the international recognition of a high school. Quality assurance is an organic part of high school's culture.

According to Knjazev E.A., «the state should share powers with high schools because of the inability to provide their proper financing. Therefore, the high school has the opportunity to take a part of the responsibility for its further existence» [21]. It is necessary to take into account, that without the internal management aimed to development, neither the state high school, nor the private one, cannot exist.

There is a basic tendency in the area of quality management nowadays: the accent from the external influence is transferred to the internal management of high school. The topicality of the efficient control system creation is defined by various factors: conformity of the high school activity to the requirements of the state and to the consumers' demands, decrease in charges on higher education from the state, competition between high schools, necessity of transformations according to the world tendencies, change of technologies and expansion of the international cooperation.

The means of effective organization and management are quite comprehensible to high schools, in particular, «strategic management and professional administration». The quality assurance of education is the criterion of the high school effective strategy [20]. According to G.Mintzberg, the concept of strategy - the uniform integrated model of acceptance of the common decisions for the whole organization simply loses sense. Considering an original autonomy of each professional (teacher), it is supposed, that the expert has an individual strategy [24]. P. Lorange considers, that the high school needs the elaborated strategy, as «continuous balance between the short-term and the long-term objectives with the maximal reduction of rupture between the strategy of adaptation and the strategy of initiative» [11].

The transfer of some systems of product quality assurance to the sphere of education is considered by certain researchers as a hopeless approach, as in the educational process, which «is not a product or a service, but something greater», it is necessary to have a special approach of understanding the quality, and of managing the processes of its formation. Other researchers emphasize not only the opportunity, but also the necessity of such system application.

The internal system of the quality management can be constructed according to the requirements and recommendations of the international standards of the series ISO 9001:2008, with the principles of Total Quality Management (TQM), realized on the basis of model of the European Foundation for Quality Management (EFQM), on the basis of other quality management models adapted for education. All these models have a great degree of coincidence, mutually supplement each other and differ only with completeness and depth of scope of working processes of the organization and with the degree of conformity of the quality management system to the general system of management of the organization [29]. Thus, in addition to the state quality assurance of education, high schools must have their own control systems of quality management.

Table 2: Classification of scientific research activity (EQUIS)

	Objectives	Target Audience	Target Production	Target Outlets	Characteristics Key Words
Academic Production	<ul style="list-style-type: none"> • Advance theory • Create new knowledge • Devise new methodologies • Sustain a doctoral programme • Underpin up-to-date and innovative teaching programmes 	<ul style="list-style-type: none"> • Other Academics • Graduate Students • International Market (necessarily in English) 	<ul style="list-style-type: none"> • Articles • Conference Presentations • Papers • Research Monographs • Scholarly Theses 	<ul style="list-style-type: none"> • Scholarly Journals • Conferences • University Presses 	<ul style="list-style-type: none"> • Discipline-based • Academic • Scholarly • Pure • Refereed • Rigorous
Practice-Oriented Production	<ul style="list-style-type: none"> • Inform practitioners • Educate students • Targeted research for specific companies or organizations • Improve Management Practice • Understanding of the environment • Updating of course content • Faculty Development 	<ul style="list-style-type: none"> • Students • Executive Education Participants • Companies/organizations • Practitioners • National & International Markets 	<ul style="list-style-type: none"> • Books • Studies • Reports • Articles 	<ul style="list-style-type: none"> • Text books • Specialised publications • Practitioner Journals 	<ul style="list-style-type: none"> • Relevance • Useful knowledge • Applied • Practice-oriented • Field Work
Pedagogical Development	<ul style="list-style-type: none"> • Create new course materials • Create new programmes • Define new learning methodologies • Create new learning tools 	<ul style="list-style-type: none"> • Programme Directors • Other teachers • Students • Executive Education Directors 	<ul style="list-style-type: none"> • Case Studies • Software • Innovative Programmes 	<ul style="list-style-type: none"> • Case Clearing Houses • Commercial Software Outlets 	<ul style="list-style-type: none"> • Transferable • Innovative • Tailor-made

Quality depends on with what and whom to compare, and even more, on what each concrete high school claims. The degree of quality depends on the high school's mission, and for this reason the formulation of this mission is «the basic declaration of self-understanding» [22]. K.J. Rainhartsen has expressed the tasks for modern high schools [27]:

1. to direct, according to the needs of society
2. to report for non-quantitative results
3. to be traditional in changing conditions;
4. to be guides of changes in traditional conditions;
5. and, by the way to carry out all these tasks in the conditions of lack of resources

The sequence of actions on quality assurance in high school considerably influences the speed and efficiency of the internal system implementation:

- Definition of the purposes, tasks, directions and indicators in the field of quality from the part of founders of educational policy.
- Combination of requirements for quality (including the desire of the involved parties), requirements of the legislation and requirements of the high school itself.
- Creation of the high school's own systems of quality, having defined the organizational structures, procedures, processes and means.
- Assurance of processes, the control and continuous improvement within the limits of quality system.
- Revaluation of priority directions and further development.
- An external estimation and offers for the activity improvement.
- The analysis and the comparison of results of the high school activity, carried out by founders of educational policy, with consideration of the further objectives and priorities in the field of quality.

Quality assurance and development of management system are divided in stages:

Firstly, the internal estimation of situation through the personnel survey, the necessary educational level is defined, the estimation of possible candidates for carrying out an audit and estimation of motivation level of the personnel;

Secondly, it is necessary to choose and prove the specific model of quality system, and then to define the policy of quality at the top management level, to create the general structures of the system, to define the purposes of activity and strategy of realization, to reveal the necessary improvements and to define the content of the personnel's educational level;

Thirdly, it is necessary to train the personnel according to the main principles of quality improvement, standards of the system, documentation and legislation requirements. It is important to define the policy of quality, actions of quality support and specific responsible persons. Besides, it is necessary to create the description of procedures, documenting the passage of internal processes, sharing the responsibility, information streams and mechanisms of management. Fourthly, at the stage of practical application it is important to track the conformity of process and approved documentation, to make the analysis of internal management and to correct it if necessary.

Qualification, competence and human characteristics of teaching staff play the leading role in the education quality assurance. Concepts «criteria of the teacher» and « criteria of activity of a teacher » are not identical. Therefore, one of the main tasks for the high school is the estimation of teaching staff quality of activity. In fact, the student of the high school is taught by the teacher, not by the high school.

It is possible «to perceive your duties differently, to perform the work differently (formally or creatively, inefficiently or successfully in the scientific and practical aspect, without taking

into account socially-psychological and pedagogical factors, or being guided by development of students skills)» [23]. And if the teacher is incompetent, no plan and no rector or the state orders will improve his/her knowledge and skills. When changes and innovations are necessary for the high school, and teachers meet them with resistance, it is only possible to appeal to their feeling of social responsibility. Or in order to predict such reaction it is possible to implement the mechanism of expulsion from the program of the teachers not willing to develop themselves.

In opinion of J.Brennan and T.Shah the implementation of the regular testing of teaching, a wide practice of students surveys, new forms of the reporting to the state, are really necessary for "consumers" and for the academic community [3]. Means of estimation of the teacher's activity are sociometric measurements and the research of documents. Ranking of teacher's work by analyzing opinions of students is one of the types of sociometric measurements [23].

The participation of students in such estimation of the main factor of educational process quality, the increase of responsibility of the teacher, the opportunity of more effective analysis of lacks in the teaching work, the motivation of self-improvement of the teacher are quite positive aspects. The negative aspects are: possible deterioration of the socially-psychological atmosphere among the teaching staff, danger of decrease in demand level between a teacher and a student, the general doubt in opportunities of clear estimation of the teacher by the student, imperfection of questionnaires for students survey, discrepancy of results in the estimation of the same teacher in different groups, averaging of estimations.

It is necessary to use this kind of teaching activity estimation in the high school to adjust the "feedback" especially about "weak" teachers whose quality of work needs to be lifted up to an acceptable level, and also to make selection of teachers using the results of students' estimation of quality (taking into account the consumer's opinion) and to differentiate the salaries of teachers. The estimation of teachers by each other is also important. The analysis of regular survey by various criteria within the discipline, chair, faculty and the high school will lead to increase the quality of the teaching level.

As well as the estimation by students, the internal control system of quality can include:

1. Estimation of the teacher by colleagues (council of the program, mutual visiting of lectures, etc.)
2. Estimation of the teacher by administration (pro-rectors, heads of programs, etc.)
3. Estimation of the teaching level in the specific high school by graduates
4. Self-estimation (results of the individual development plan performance, coordinated with the pro-rector)
5. Estimation of work by heads of academic programs, department chairmen, etc., and also by teachers.

The various kinds of estimation demand from high school various efforts. The most difficult is to collect the information from graduates of the high school. This kind of estimation is the most objective, as realization of the graduate in the labour market evidently shows the quality of the received higher education in the concrete high school. But the amount of graduates employed in specialities and the average income for the first years of work can be considered as parameters of the teaching efficiency only with the operating state policy of employment of graduates according to their qualifications.

The received results of estimations will allow improving quality of teaching and quality of the teacher.

There are various stages in the production of a qualification for an individual. The principal stages are design and development; delivery; assessment; and certification. These stages are frequently coordinated within a vertically integrated organisation (say, a

university). The stages are technologically separable and they can be and are, at times, performed by independent, separate organizations. Whether performed collectively or individually,

it is arguable that both the organizations involved, and their clients, have a significant interest in credible (internal and external) processes of quality assurance of each of these stages of production. A person may be qualified but may not possess a corresponding qualification. A reliable, relatively cheap way(s) by which individuals can convince others that they possess certain 'qualities' is clearly vital to the efficient operation of labour markets. A qualification is one of these ways, and can be thought of as a believable signal, usually conveyed in some form of certificate, to the effect that a person possesses the qualities which they claim to possess [2].

Thus, the high school does not only have to estimate and supervise the work of the teaching staff, but also to create the most suitable working conditions, as the revealing of lacks of work and punishment for them should not be the purpose of estimation. The main task of this procedure is the improvement of work quality of the specific person and achievement of wider purposes, and through this –the improvement of the academic programs quality in which the estimated people are involved, as well as the achievement of new work quality of organization as a whole. The aspiration to improvement of quality of the own work should be obligatory. Only such motivation guarantees, that the self-estimation will not turn to preparation of the formal report on the achievements, which purpose is to deserve a positive estimation from the management.

The self-estimation should represent constant, continuous process in which besides representation of quantitative criteria (publications, participation in conferences, etc.) opinions and estimations of colleagues, students, heads, experts from the outside, etc. should be presented, as well as the analysis the successes and failures, etc.

Self development is a self attributing characteristic that develops in one's professional life. Self-management includes environmental analysis, planning and affiliating, developing and directing, implementing, evaluating and monitoring. A self managed teacher will be able to enhance his career by assuming leadership skills that enriches his personal mindset and professional life [10].

It is necessary to consider the personal qualities of teachers, their values, forming their attitude to work in high school and desire to self-development.

Good teachers also have principles to share with students: [4]

1. **Touch the Lives of Others**
2. **Exhibit Energy and Enthusiasm for Your Subject**
3. **Always Be Ready To Adapt and Learn New Things**
1. **Cooperate and Collaborate With Students and Colleagues**
2. **Have Humility – A Valuable Trait of Outstanding Teachers**
3. **Encourage Ethical Behavior**
4. **Recognize the Steadfast Principles of Effective Communication**

Brian (1995) focused on four essential qualities that distinguish exceptional teachers: knowledge, communication skills, interest, and respect for students. He classified teacher qualities into two groups: "core qualities" that students recognize in good teachers, and a set of specific skills that are developed by good teachers. Brian (1995) emphasized that a good teacher can help make course materials clear to the students, whereas a bad teacher can take that same material and make it impenetrable. Weaver (1990) defined a good teacher as a dynamic teacher who reveals energy, vigor, and force. He identified six essential characteristics of the dynamic teacher: liking students, confident, desire to share information, attitude, enthusiasm, and effective illustration [13].

Working out and introduction in high school of the motivational subsystem connected with qualitative performance of duties and conformity to obligatory criteria, certainly, will accelerate personnel development. After all, «creation of constructive pressure, i.e. some competitiveness, approachability at open possibilities of advancement for everything, deduces motivation of the majority of the personnel on a highest level» [26].

The development and the implementation in high school of the motivational subsystem connected with qualitative performance of duties and conformity to obligatory criteria, certainly, will accelerate the development of the personnel. In fact, «creation of a constructive pressure, i.e. some competitiveness, approachability with the open opportunities of promotion for everyone, deduces the motivation of the majority of personnel on a highest level ».

Conclusions

It is possible to draw the following conclusions using the research results of possibilities of creation the effective control system of higher education quality:

1. Quality control of the higher education exists as interconnected system.
2. For creation of the effective quality control system as a general strategic priority, active interaction of subjects of educational policy at three levels is necessary: national, over-national and institutional.
 - Tools for Higher Education quality assurance:
 - Observance of requirements of Bologna process, international accreditation and various international unions of higher education
 - State Accreditation (higher educational establishment and programmes)
 - Institutional Audit
3. Performance of requirements for a system of internal quality assurance in HEI (policy, structure, assessment and etc.)
4. The possibility to receive the higher education, financing and its quality increase, is carried out through the development of the educational policy, providing a complex of measures to improve the quality of education not only by the control and supervision, but also by maintenance with means of encouragement for stimulation of corresponding improvements from the part of high schools, the equality of possibilities for the state and private high schools.
5. Due to the increase of requirements to quality of education from the state, the internal management of high schools is reinterpreted. The development of high school is realizable with the precise organizational strategy and coordinated execution.
6. In the Eastern Europe countries within the nearest future period it is impossible to provide the quality of higher education without external control, at the same time the defining role in this process belongs to the high school's internal systems of quality assurance.
7. The quality of higher education can be provided only with qualified teachers, capable to carry out the mission of high school aimed to improve the quality of education and quality of high school as a whole.
8. The quality of the teacher and the quality of teaching cannot be achieved without desire of the teacher to self-development in the personal and professional aspects.
9. Administrative growth of the teacher is connected with a recognition of personal achievements and provides quality of education in the high school.

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