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ФОРМУВАННЯ ТА РОЗВИТОК ЦІННІСНИХ ОРІЄНТАЦІЙ СТУДЕНТІВ ЗАКЛАДУ ВИЩОЇ ОСВІТИ УКРАЇНИ

Розкрито сутність феномену "ціннісні орієнтації", "формування ціннісних орієнтацій студентів". Обґрунтовано "професійні цінності" як комплексне багаторівневе утворення, систему координат і відповідних регуляторів процесу професійної діяльності фахівця. Встановлено, що професійні цінності студентської молоді уособлюють у собі професійну відповідальність, сутнісно-змістовне насичення педагогічної роботи, її моральний аспект, принципи та професійні стосунки. Визначено функції ціннісних орієнтацій та особливості їх формування у професійній підготовці майбутніх фахівців закладу вищої освіти України. З'ясовано особливості цінностей студентської молоді у закладах вищої освіти. Визначено критерії (когнітивний, мотиваційний, діяльнісний, особистісний) та рівні (низький, середній, достатній і високий) сформованості професійно-ціннісних орієнтацій студентів.

Розроблено модель та обґрунтовано педагогічні умови формування та розвитку ціннісних орієнтацій студентів в освітньому середовищі закладу вищої освіти: формування позитивної мотивації до професії та необхідності етичної регламентації власних професійних дій; оновлення навчально-методичного забезпечення та сутнісно-змістовного насичення фахової підготовки майбутніх фахівців (за рахунок розробки та впровадження спецкурсу та збагачення змісту фахових дисциплін аксіологічним компонентом); забезпечення системності та комплексності в самооцінці професійної діяльності, самопізнанні щодо набуття груп професійних цінностей.

Встановлено, що механізм формування ціннісних орієнтацій у студентській молоді закладу вищої освіти охоплює етапи: сприйняття; реагування (підпорядковане, добровільне, задоволення від реагування); засвоєння професійних цінностей (прийняття цінностей, реалізування професійних цінностей, переконаність); організації професійних цінностей (концептуалізація професійних цінностей, організація системи професійних цінностей); використання професійних цінностей (інтеріоризація професійних цінностей, використання професійних цінностей у діяльності).

Ключові слова: цінності, ціннісні орієнтації, професійно-ціннісні орієнтації студентів, модель формування ціннісних орієнтацій, педагогічні умови формування ціннісних орієнтацій студентів.

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

The article presents an analysis of external and internal assessment of the quality of higher education of Eastern European countries experience, namely Poland and Romania. These countries are close to Ukraine not only geographically, but also have a common socio-historical background. In particular, we consider it promising to introduce experience of these countries, since they have recently been successfully integrated into the European Higher Education Area, and Ukraine is still confidently following this path. The article presents the external quality assurance structure of higher education on the example of Romania, namely the organization, mission, tasks, activities of the Romanian Agency for Quality Assurance of Higher Education (ARACIS), is extremely relevant in the period of Ukrainian Agency for Quality Assurance of Higher Education formation. Concerning the assurance of internal quality of education, the article presents experience of Poland – analyzes the requirements for internal quality of education, standards, the activities of Polish Accreditation Commission.

Keywords: The European Higher Education, quality of higher education, Bologna Declaration, Poland State Accreditation Commission, Romanian Agency for Quality Assurance in Higher Education, Internal quality assurance of education, External quality assurance of education.

Formulation of the problem. The most important direction of the Bologna Declaration and corresponding tasks, implementation of which guarantees the reformation process of university education is to ensure the quality of education

and control over it. This is due to globalization of all spheres of life of individual particularly and society in general, in conditions of civilizational tendencies of the modern world, requires the higher education to provide young people the

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

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

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

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

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

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

There are three main criteria for assessment of educational activities of universities. *Organizational capabilities:* university has a coherent organizational, management structure and system administration, material base and financial funds, which are essential to guarantee stable operation in short and medium term as well as human resources to achieve the set goal. Institutional capacity means the ability to manage university and administration, it includes logistics and finance which are necessary to enable stable work for short and long-term periods as well as human resources to accomplish tasks and objectives. *Academic efficiency:* coordination of clearly identified goals of teaching, learning, upbringing, content of scientific research, methods and techniques. Selection of students, academic and research staff

with achievements, successful results of study or research. Academic and the educational effectiveness depends on organization of educational and research activities, methods, techniques, means, self-students studying and teacher control over these students. Educational efficiency criteria are direct on projecting goals and results as well as organization of study by means of improvement of educational programs, curricula, teaching methods and methods of student's evaluation. *Quality management:* availability of monitoring centers that evaluate quality of education activities, access to information about results of monitoring and ways to improve the quality of education. At the same time quality management links to strategy, structure, methods and operations to improve quality of study and science research.

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

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

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

The *evaluation* procedure also has its own features. Its criteria represent the main aspects of the organization from the functioning of education to the financial security of the institution. The value of the criteria allocated to any standard ranging from the minimum level to the appropriate standard each the institution accepts independently. The standard is formulated as performance criteria that define the minimum mandatory level for each activity in education to be considered completed. Each standard has a set of indicators and they are interconnected. The indicator is intended to determine these results, beginning from the minimum allowable level (minimum) to the maximum level of identification. Such interval from the minimum to the maximum is based on the experience of several universities from Romania and Europe. In order to obtain provisional operating permit or accreditation it is necessary to meet minimum required level of the indicator [2].

It worth to notice that evaluation procedure of universities rating is carried out by consortium which involve below listed institutions: Romanian Agency for Quality Assurance in Higher Education (ARACIS), representatives of students, National Research Council (NRC), National Council for Certification of University Titles, Diplomas and Certificates (CNATDCU) and international quality assurance agencies, members of The European Quality Assurance Register for Higher Education. Ranking of universities and curriculum rankings is carried out by consortium during the annual meetings based upon data submitted by Universities.

Ukrainian National Agency for Higher Education Quality Assurance was established in 2015 and its statute was approved. The election results of the Agency's members, held in June 2015, frustrated citizens of Ukraine, even the Ministry of Education and Science issued statement condemning the elections of Agency's members. The public was irritated by the procedure for electing members of the Agency and their qualitative composition, in which a number of preten- sion were made. The Law of Ukraine "On Education" dated September 5, 2017, changed the principles of forming Ukrainian National Agency for Higher Education Quality Assurance and powers of the entire previous body of the Agency were terminated. January 31, 2018 Government approved personal composition of the commission, which will select members of the Agency, which involved nine people, including European representatives. On December 5, 2018, at the meeting of the Content Commission, 22 members of the Agency were selected, and on December 27, 2018, the Cabinet of Ministers of Ukraine approved them by an ordi- nance. The same day Government approved new edition of the Statute of the Agency. February 13, 2019 Head of the Agency were approved by order of Cabinet of Ministers of Ukraine. In this context of statement of Ukrainian National Agency of Higher education Quality Assurance we find very important and useful to discover foreign experience and im- plement in our educational space. Especially we should pay attention to the neighboring countries who had this experi- ence of European Education Space integration not that long time ago and have the same historical and socio-economical background as we do.

The experience of Poland in organizing of internal quality assurance system in education will be interesting for devel- opment infrastructure of quality assurance in higher educa- tion of Ukraine.

Since the adoption of Lisbon Strategy in 2000 higher ed- ucation quality assurance has been one of the most im- portant issues concerning education in Europe. According to this document, the most important goal followed by Euro- pean Union was to build the most competitive knowledge- based economy by 2010. One of the key factors leading to its implementation is the improvement of the higher educa- tion system. In the field of higher education, activities aimed at supporting or improving the quality of the services pro- vided are called quality assurance. In the field of higher ed- ucation, activities aimed at supporting or improving quality of provided services called quality assurance. This term in- cludes assessment, accreditation or verification processes conducted by independent agencies that operate in a higher education environment (through final quality control), as well as self-assessment, student assessment and monitoring processes conducted at the university and its units (internal quality assurance).

One of the basic principles of internal quality assurance sys- tem in higher education is the autonomy of higher education institutions. According to this principle, each higher education institution develops its own internal quality assurance system based on its own needs and goals. At the same time, the audit is focused on the procedures that a particular university uses to support and develop the quality of its activities.

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

Standards and guidelines for quality assurance of Higher Education in European Union (ESG) were adopted in 2005, when proposals for the provision of higher education were

prepared by the European Association for Quality Assur- ance in Higher Education (ENQA) in cooperation with the European Students Union (ESU), European Association for Institutions in Higher Education (EURASHE) and European Universities Association (EUA).

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

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

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

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

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

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

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

1. Policy and procedures for quality assurance: Institu- tions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly

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

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

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

4. Quality assurance of teaching staff: Institutions should have 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.

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

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

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

The implementation of European standards in the area of internal quality assurance in higher education considered as one of effective means to improve education level that is offered to students as well as enhance and ensure culture of the quality of educational services provided.

Documents of fundamental importance for development and implementation in the area of internal systems of quality assurance in Polish universities listed below: Act of 27 July 2005 on Higher Education that contain information about Poland State Accreditation Commission (PAC); Regulations of the Minister of Science and Higher Education; Statutes and resolutions of the Poland State Accreditation Commission; internal university documents (acts, regulations, orders).

According to act on Higher Education Poland State Accreditation Commission is institution devoted to enhance higher education quality. Poland State Accreditation Commission evaluates quality of education in the area of teaching (Curriculum Assessment) as well as evaluates activity of university departments (institutional assessment).

Poland State Accreditation Commission conclusions and judgements considered as decision-making basement for Minister of Science and Higher Education in the area of establishing of university or granting a right on conducting a specific field of study [7].

After performing the analysis of documents of Poland State Accreditation Commission regarding evaluation criteria for programs and institutions it is possible to find specific requirements to internal system of quality assurance in higher education, to define more exactly: in order to manage education sector transparent structure has to be designed; perform ongoing assessment of consequences of education. Employees, students and other external interested parties participate in the processes of quality assurance, creating a culture of quality they influence of process of decision-making in the area of higher education quality. Ensure compliance with internal procedures of quality assurance that enables to verify and evaluate the effectiveness of all elements that influence the quality of education [6].

The final document of the quality assurance system at the university is regulated by internal documents in the university. Resolutions and orders contain information about objectives of system, its objects, quality assurance procedures, learning outcomes. It worth to notice that external quality assurance in different forms may prove effectiveness of the institution's internal quality assurance, act as catalyst for improvement and propose new prospects for institution. External quality assurances certify institution and inform public about quality of institution services.

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ЗОВНІШНЯ ТА ВНУТРІШНЯ ЯКІСТЬ ВИЩОЇ ОСВІТИ У КРАЇНАХ ЄС: ДОСВІД РУМУНІЇ ТА ПОЛЬЩІ

У статті представлений аналіз зовнішньої і внутрішньої оцінки якості досвіду вищої освіти країн Східної Європи, а саме Польщі та Румунії. Ці країни близькі до України не тільки географічно, але і мають загальний соціально-історичні передумови. Зокрема, ми вважаємо перспективним представити досвід цих країн, оскільки вони нещодавно були успішно інтегровані в європейський простір вищої освіти, а Україна все ще впевнено йде цим шляхом.

У статті представлена структура зовнішнього забезпечення якості вищої освіти на прикладі Румунії, а саме організація, місія, завдання, діяльність Румунського агентства щодо забезпечення якості вищої освіти (ARACIS). Ми вважаємо цей досвід надзвичайно актуальним в період формування Українського агентства забезпечення якості вищої освіти, оскільки історія створення Агентства починається з 1999 року, тому у нього є деякі хороші результати.

Еволюція всередині Європейського простору вищої освіти вимагає нового підходу до концепції і процедури оцінки і забезпечення якості освіти. Румунське агентство безпосередньо бере участь у забезпеченні якості вищої освіти (ARACIS) – автономна, аполітична, державна установа національного значення, з власним бюджетом, його доходами і витратами. На чолі з президентом і віце-президентом агентство складається з двох основних секторів. З вересня 2009 року ARACIS є членом Європейської асоціації забезпечення якості вищої освіти (ENQA) та зареєстроване в Європейському реєстрі якості вищої освіти (EQAR). Місія ARACIS описана і проаналізована в статті.

Аналізуються основні стратегічні документи ЄС щодо забезпечення якості. Також перераховані і аналізуються документи, що мають принципове значення для розробки і впровадження в області внутрішніх систем забезпечення якості в польських університетах. Що стосується забезпечення внутрішнього якості освіти, в статті представлений досвід Польщі – аналізуються вимоги до внутрішньої якості освіти, стандарти, діяльність польської акредитаційної комісії.

Ключові слова: Європейська вища освіта, якість вищої освіти, Болонська декларація, Польська державна комісія з акредитації, Румунське агентство забезпечення якості вищої освіти, внутрішнє забезпечення якості освіти, зовнішнє забезпечення якості освіти.