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QUALITY ASSURANCE SYSTEMS IN HIGHER EDUCATION AS A TOOL OF IMPROVEMENT OF THE EDUCATION PROCESSES

Fast changes are typical for the present days. Education services need to develop in order to fit the new learning environment. One of the most significant challenges of universities in Poland is to reach the European standards of education.

At the beginning of XXI century higher education sector must answer the following questions:

How to educate a young person to allow his/her to find a place in the labour market after graduation?

What kind of study program/content curriculum/should be provided for students to make them attractive on the labour market?

What forms of education should be put into practice to give students the knowledge and skills, which let them be competitive in the present surrounding.

Answers for these questions might be included in the following motto: effective and efficient management to assure the proper level of education. To assure the proper — what means — expected by a client — level of education quality is a very difficult and complex process. We made it clear during our mutual work within the Tempus JEP Project Team Approaches to Developing, Imple -
meriting and Disseminating Internal Quality Assurance Systems (SQUADDIES).

The project was accepted by the European Training Foundation Tempus Department in Turin to be worked on from December 1998 to March 2001 as a co-operation between the Silesian International Business School, University of Silesia and the University of Economics in Katowice.

The purposes of the projects were as follow:

To project complete and documented quality assurance system

To promote a routine of systematic analysis and evaluation of the education process quality as well as to inform all parties interested in the process about the conditions of education. This aims build the trust of University offered programme.

To make people aware about a possibility to use quality assurance system as a mechanism to improve performance excellence.

To make an education management process perfect.

The project allowed Universities to understand that the system can help graduates to win a placement, get a better job, as well helping the university to confirm its position and credibility in the education market.

There are several tasks that must be put into practice:

To reinforce the pro-market disposition of a University by:

reinforcement of education programmes promoting the use of marketing measures;

collecting data about the labour market to identify the demands and requirements of employers;

ensuring that graduate profiles meet the expectations of economic and social communities;

To ensure that existing selection criteria ensure the best candidates for a university.

To make curricula (programmes) and methods of studying more attractive.

To conduct continual monitoring and evaluation of the education process.

To invest in University human resources in such a way that encourages Academics to continuously improve their knowledge and competence.

To develop equipment and learning materials base (e.g. library) as well as to invest in the new specialist equipment and infrastructure. This goal is closely connected with fund raising (searching for funds).

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To research systematically levels of satisfaction of academic staff, students, graduates, employers.
To introduce training on education quality assurance for different groups working in the University.
This list of tasks will be developing during the Conference.

http://edoc.bseu.by/  

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XIБЫ ЗАТРАТНАГА НАВУЧАННЯ

Кадравая канструцця вышэйшай адукацый абстрагіруецца ад супрацці працэсаў, якая не залежаць ад эканомікі (рэлігія), альбо адзін-
на матэрыялізацый інтэрпрэтациі працэсаў, ініцыяраваных пры-
родай (Богам) і эканомікай (народам і ўладай). Гэта разыходжанне з’яўляецца прынціпальным. Прыроды кіруе працэсам самаідэнтыфіка-
цы ёнаўка. Эканоміка, наадварот, аддыругуе ад колькасных імператываў, якая стасуецца з кадравай (вузкафункцыйнай) сут-
насцю ёнаўка. Маніпуляцыйні тэрміновай занятасцю кадраў робіць
студзенцтва чыннікамі фальсіфікаваных іерархічных адносін. Студэн-
шту адводзіць ролю паўфабрыката, здольнага ў найлепшым выпад-
ку, заняць месца эфек тыўнага кадра. Сімвалізм эканамічнага парадку
патрабуе затратных тэхналогій навучання.

Таблица 1

<table>
<thead>
<tr>
<th>Параўнальная ацэнака энтраплійных працэсаў у прыродзе і эканоміцы</th>
<th>Категорыі і працэсы, ідэнтыфікаваныя прыродай</th>
<th>Категорыі і працэсы, ідэнтыфікаваныя эканомікай</th>
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