

### **Target to quality assurance within european and ukrainian heis**

Among the targets set by the E.U. in the field of Higher Education the issues of quality assurance and quality assessment occupy rather important place. The following was envisaged to be the objectives:

1. The Council of the European Union recommends to Member States that they establish transparent quality assessment and quality assurance systems in the field of higher education.

2. The aim is to safeguard and improve the quality of higher education while taking due account of national conditions, the European dimension and international requirements.

The systems of quality assessment and quality assurance must be based on the following principles:

– autonomy and independence of the bodies responsible for quality assessment and quality assurance;

– relating evaluation procedures to the way institutions see themselves;

– internal (self-reflective) and external (experts' appraisals) assessment;

– involvement of all the players (teaching staff, administrators, students, alumni, social partners, professional associations, inclusion of foreign experts);

– publication of evaluation reports.

4. The Council recommends to Member States that they ensure that follow-up measures are taken at national or regional level in order to enable higher education institutions to implement their plans for improving quality and for integrating graduates into the labor market more effectively.

5. The Member States are also recommended to ensure that high priority is given by public authorities and by the management of higher education institutions to continuous exchange of experience with other Member States and with international organization's active in this field.

6. The Council also recommends to Member States that they should promote cooperation between the authorities responsible for evaluating quality in higher education and encourage their networking. This cooperation should concern:

– exchange of information and experience;

– fulfilling requests for expertise and advice from the authorities in the Member States and promotion of contacts with international experts;

– support for higher education institutes in the different countries which wish to cooperate.

But here the question arises what to assess in HE? Should we assess 'teacher performance' or 'students' performance' and also what is the amount of priority to be assigned to traditional lectures, especially in view of the new problems facing HE and the uncertainty of the job prospects for graduates in the future.

Over nearly three decades we have observed at first hand that academics in the UK and Ukraine have a great deal in common. Above all they are sincere and want to

perform well in their jobs, including their teaching roles, even when teaching is apparently less valued and less rewarded than other aspects of academic work. Some wish, others fear, to be seen and assessed in their teaching performance, while in the US institutional assessment of teaching via student questionnaires is no standard practice. In all cases individual academics would without question like to have or to build a self-image of performing well in the essential task of teaching.