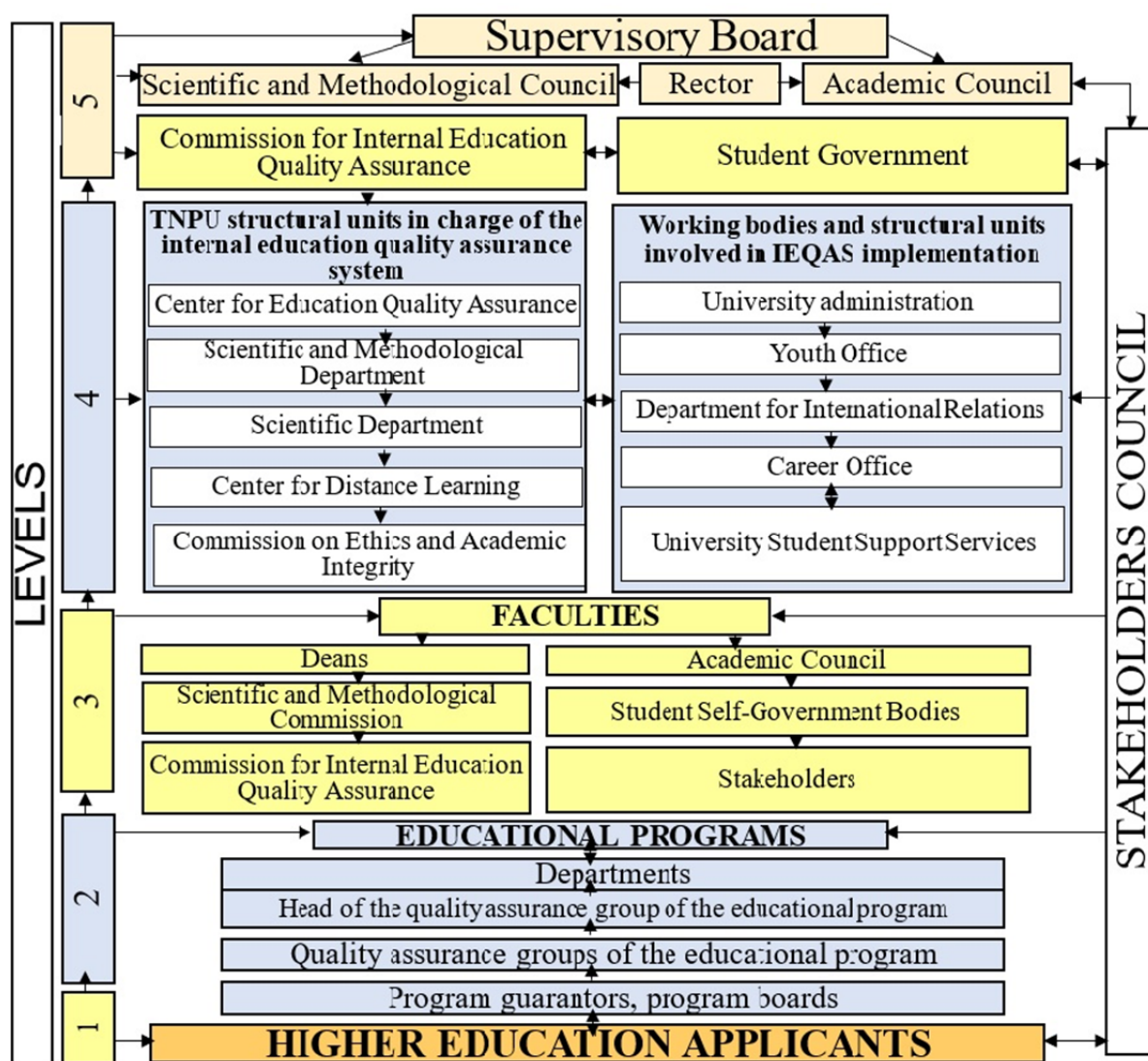


# Institutional Model of the Internal Education Quality Assurance System in Ternopil Volodymyr Hnatiuk National Pedagogical University

*(approved by the university academic council (minute No. 8 of 29<sup>th</sup> January, 2019), implemented by the rector's order No. 29-p of 29<sup>th</sup> January, 2019)*



**The institutional pattern of the internal system for education quality assurance** is a set of structural units that ensures the quality of educational activity and the quality of higher education through the implementation of functions assigned to them.

**The purpose** of the institutional structure is to create and implement the conditions for qualitative training of highly qualified experts in a certain field who are competitive in the labor market, competent and responsible, excel in their professions, are well-versed in related fields of activity, capable of effective professional activity due to the world standards, ready for professional development, social and professional mobility.

The institutional structure of the quality assurance system comprises five levels of implementation within the following main functions: analytical and predictive, planning, regulatory and advisory, control and diagnostic, etc.

**Level 5** – making decisions at the university level: Supervisory Board, Rector, academic council – the functions are defined by the Law of Ukraine “On Higher Education” and the Statute.

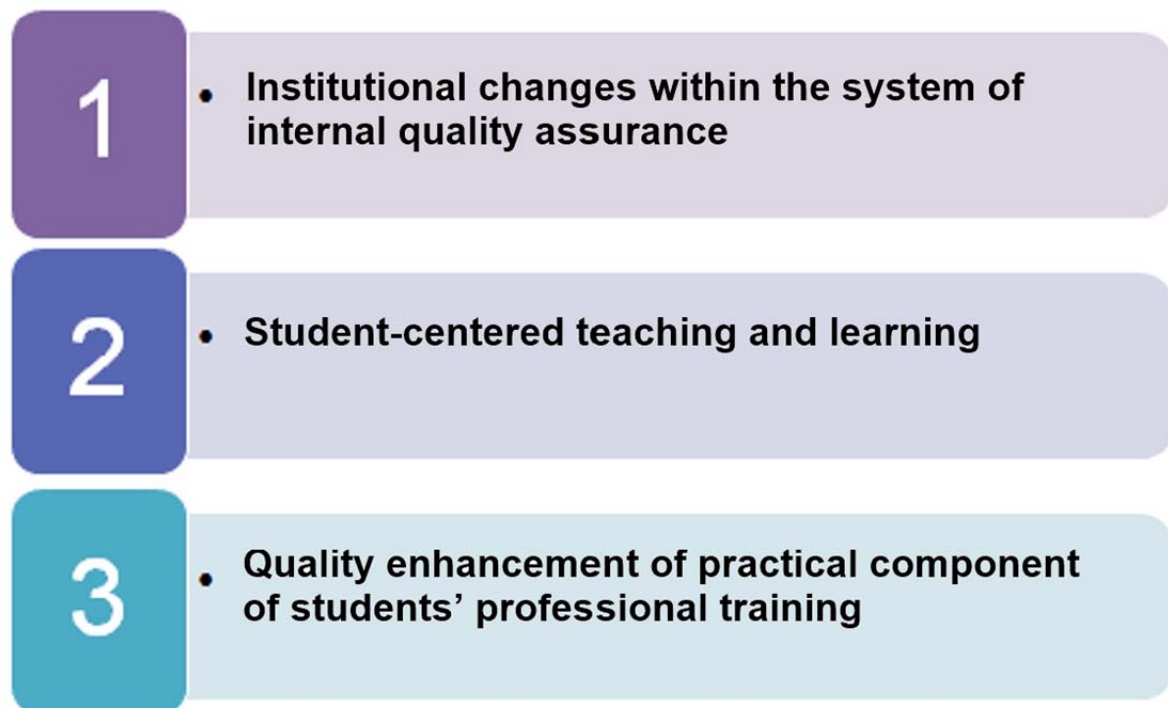
**Level 4** – the level of level of development, assessment, approbation, monitoring of academic policy, university decisions, documents, procedures, projects: structural units of the university, advisory and consultative bodies, student self-government bodies, united (regional) employers councils - functions and powers are defined by the Statute and the provisions approved in due course.

**Level 3** – the level of implementation management of education programs, annual monitoring of the programs and needs of the sectoral labor market: structural units that carry out educational activities (faculties, institutes), student self-government bodies, sectoral employers councils.

**Level 2** – the level of the ultimate implementation of educational programs, current monitoring: departments, program guarantors, program committees, teachers providing training within educational components, initiative student groups, employers.

**Level 1** – students of the university and student initiative groups.

## **Quality assurance strategic directions**



### **The first direction**

Institutional changes subject to the need for a systematic approach to educational activities modernization in line with quality requirements, thus demanding a clear management structure. Creation of a modern institutional model of higher education quality assurance system is of great importance.

### **The second direction**

Within this context a number of transformations concerning practical organization of training should be implemented:

1. Content and quality assessment of each discipline by students.
2. Free, rather than formal, choice of elective disciplines from curricula, which can be achieved through a full-scale transition to the Google Form online platform.
3. Introduction of new indicators of teaching staff ranking - those that measure the teaching and learning process etc.

### **The third strategic direction**

The practical orientation and orientation towards the demands of employers can be realized through the introduction of the dual form of higher education as a means to strengthen the practical component of educational programs.