



MODERN MECHANISMS FOR APPLYING EDUCATIONAL QUALITY MANAGEMENT PRINCIPLES IN THE GOVERNANCE OF HIGHER EDUCATION INSTITUTIONS

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Abstract. This thesis examines modern mechanisms for ensuring and improving the quality of education in the governance of higher education institutions (HEIs). It highlights the importance of strategic planning, stakeholder engagement, data-driven decision-making, internal quality assurance systems, digital technologies, and continuous improvement principles in higher education quality management. The study also proposes several practical recommendations aimed at improving the institutional, organizational, and digital mechanisms for managing educational quality.

Key words: higher education, educational quality, quality management, governance, strategic planning, digitalization, internal quality assurance, monitoring, indicators, stakeholders.

Introduction

Contemporary transformations in the higher education sector require new approaches to ensuring and managing educational quality. The competitiveness of higher education institutions is determined not only by the content of academic programmes but also by the effectiveness of institutional governance, the professional capacity of academic staff, the learning environment provided for students, research performance, and the institution's ability to respond to labour market requirements.

Educational quality management is one of the strategic priorities of a modern higher education institution. In this context, quality should not be regarded merely as an outcome to be assessed at the end of the educational process; rather, it should be ensured throughout all stages of teaching and learning. Therefore, the systematic application of quality management principles in the governance of higher education institutions represents an important factor in improving educational effectiveness.

Main Body

Educational quality management can be defined as a continuous management process that encompasses the formulation of institutional goals and objectives, planning of educational processes, implementation, monitoring, evaluation of results, and continuous improvement based on identified deficiencies and opportunities.

Quality management in higher education institutions should be based on the following key principles:

- student- and stakeholder-centredness;
- strategic and systemic approaches;
- leadership responsibility for quality;
- active involvement of academic and administrative staff;
- evidence- and data-based decision-making;



- systematic process monitoring;
- continuous improvement;
- transparent assessment of outcomes and accountability to stakeholders.

The implementation of these principles requires the effective use of modern management mechanisms.

1. Strategic Governance Mechanism

Managing educational quality in a higher education institution primarily requires the formulation of clear strategic objectives. The institution's development strategy, academic programmes, research activities, human resource policies, and infrastructure development should be planned in an integrated and mutually coherent manner.

An important component of strategic governance is the establishment of measurable quality indicators. These may include students' academic performance, the alignment of academic programmes with labour market requirements, graduate employment rates, student and employer satisfaction, and research performance indicators.

2. Data-Driven Management Mechanism

Digital transformation is creating new opportunities to improve decision-making processes in higher education institutions. The collection, analysis, and visualization of large volumes of educational data enable institutional leaders to identify existing challenges in a timely manner and make more evidence-based decisions.

In this regard, the use of learning management systems, educational management information systems, student performance monitoring tools, electronic surveys, and digital analytical instruments is particularly important.

The major advantage of data-driven management is that managerial decisions are based not primarily on subjective perceptions but on measurable, verifiable, and systematically collected evidence.

3. Internal Quality Assurance Mechanism

Higher education institutions should not limit their quality activities to preparing for external evaluation or accreditation. Instead, they need to establish effective internal quality assurance systems capable of continuously monitoring and improving institutional performance.

An internal quality assurance system may encompass the following cycle:

planning → implementation → monitoring → evaluation → analysis → improvement.

The continuous operation of this cycle makes it possible to view educational quality not as a one-time outcome but as an ongoing process of institutional development and improvement.

4. Stakeholder Engagement Mechanism

The systematic involvement of students, academic staff, employers, graduates, and other stakeholders is essential for identifying and improving educational quality.

In particular, regularly assessing student satisfaction, consulting with employers, monitoring graduate outcomes, and incorporating stakeholder feedback



into curriculum development can contribute to improving the relevance of educational programmes to practical and labour market needs.

5. Digital Quality Management Mechanism

Digital technologies can significantly enhance the efficiency, transparency, and responsiveness of quality monitoring in higher education governance. For example, an integrated digital dashboard can be used to monitor student enrolment, academic performance, attendance, academic staff activities, and the effectiveness of educational programmes.

Furthermore, the application of artificial intelligence and intelligent data analytics can expand institutional capacity to identify potential risks in the educational process at an early stage and develop appropriate management responses. At the same time, issues such as data privacy, academic integrity, transparency, and algorithmic fairness should be carefully considered.

6. Academic Staff Development Mechanism

One of the key determinants of educational quality is the professional and pedagogical competence of academic staff. Therefore, higher education institutions should develop mechanisms for continuous professional development, the introduction of innovative pedagogical practices, support for research activities, and professional knowledge sharing.

In this context, academic staff performance should not be evaluated exclusively through quantitative indicators. Instead, a comprehensive assessment should consider teaching quality, student learning outcomes, the application of innovative teaching methods, research performance, and contribution to institutional development.

Recommendations for Improving Modern Quality Management Mechanisms

To enhance the effectiveness of educational quality management in higher education institutions, the following mechanisms are recommended:

1. Establishing an integrated system of quality indicators. Measurable indicators should be developed for each academic programme and organizational unit and aligned with institutional strategic objectives.
2. Developing digital monitoring systems. Educational data should be integrated into unified digital platforms, while analytical dashboards should be introduced to support institutional decision-making.
3. Integrating student feedback into governance decisions. Student satisfaction should be assessed regularly, and the findings should be systematically used to improve educational processes.
4. Strengthening cooperation with the labour market. Employers should be actively involved in the design, review, and updating of academic programmes.
5. Improving internal audit and self-assessment systems. The performance of academic programmes and organizational units should be systematically reviewed and evaluated.
6. Developing a culture of continuous improvement. Quality assurance should not be considered solely the responsibility of specialized quality assurance





units; rather, it should become a shared responsibility of academic staff, administrative personnel, students, and institutional leadership.

Conclusion

In conclusion, the application of educational quality management principles in the governance of higher education institutions is an important prerequisite for improving the effectiveness and competitiveness of the higher education system. Quality assurance should not be treated merely as an isolated monitoring activity; instead, it should be integrated into the strategic governance system of the institution as a continuous and systematic process.

The integration of strategic planning, data-driven decision-making, digital monitoring, stakeholder engagement, internal quality assurance, and continuous improvement can contribute significantly to enhancing the effectiveness of higher education governance. In particular, the use of digital technologies creates new opportunities for real-time monitoring of educational quality, early identification of emerging challenges, and improvement of the evidence base for managerial decisions.

From this perspective, the primary objective of quality management in a modern higher education institution should extend beyond identifying existing deficiencies. It should also involve analysing their underlying causes, preventing their recurrence, and establishing institutional mechanisms aimed at the continuous improvement of educational processes and outcomes.

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