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EUROPEAN FOUNDATION FOR QUALITY MANAGEMENT MODEL IMPLEMENTATION IN HIGHER EDUCATION SYSTEM OF KAZAKHSTAN

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ABSTRACT

The purpose of the present paper is to introduce a new quality management tool in higher education sector based on a foreign literature review and highlight important critical factors of the European Foundation for Quality management (EFQM) excellence model in quality management of education and performance improvement of higher education institutions.

The methodology of the paper is it applies the content analysis of the existing body of foreign literature related to the excellence model and its applicability in higher education. The paper analyzes in detail the European quality model, its structure and its critical factors. Moreover, the present study justifies the reliability and applicability of the EFQM excellence model in higher education based on foreign studies.

The originality / value of the research is that it can serve as a theoretical guideline for regional academics, scholars and university managers to formulate their quality management practices in accordance with the proposed conceptual model of excellence. The originality of the research is that it emphasizes the applicability of the excellence model as an effective quality management tool adopted from industry solely to higher education. In addition, the current study is the first attempt to investigate the issue of the EFQM quality model as an effective quality management tool applicable in higher education at the regional level.

Findings – the justification of reliability and applicability of the EFQM excellence model in higher education sector based on foreign practice.

Keywords: quality management, higher education, excellence model, EFQM model.

INTRODUCTION

With the rise of interest to the concept of quality management (QM) in higher education, there are wider theoretical and empirical studies in the global literature. The common trends in the available reviews are analysis and identification of common factors of QM implemented in different countries. The reviews suggest the following common factors of QM in the context of their application in business sector: leadership, information and analysis, people management, planning, process management, supplier management, stakeholder focus and design [1; 2; 3]. Namely, the existing literature reviews on QM approaches and methods in higher education mainly deal with identification of key QM dimensions [4], analysis of the main QM initiatives [5], review of current QM practices in higher education institutions [6] and evaluation of how principles of QM have been addressed [7]. Nevertheless, the recent systematic review paper, which analyses the key approaches to quality and topics of QM in higher education institutions, explores the divergences between approaches to quality management in industry and higher education [8].

In recent decades, higher education system in Kazakhstan has been encountering external pressures and competition for quality and funding. From 2010s, after joining the Bologna process, the higher education system of Kazakhstan has practiced various important policies to improve quality. Different approaches have been adopted for the introduction of quality management in universities such as ISO 9001:2015, self-assessment practices, external assessment procedures, participation in World University and national rankings, accreditation and certification systems and other practices based on Total Quality Management. There is a wide scope of studies about the positive impact of quality management principles and practices on quality improvement and performance of universities [9-13]. The common aspects of studies focus on the feasibility

and effectiveness of quality management for the quality improvement of HEIs in areas of planning, human resources, resource management, educational and administrative process management. As well as, there is a body of studies, which discusses practices of quality approaches in higher education discussed by Allen, Cullotta and Gonzales, Kosaku, Landesberg and Martin [14-18]. The works of Detert and Jenni, Evans, Farrar, Goldberg and Cole, Osseo-Asare and Longbottom, can be considered as examples of excellence models applied to the educational field [14-23].

In light of changes in the orientation of universities, with rising external pressures and competition, necessity for HEIs to reorient their management approaches emerged. In this regard, the rising competitiveness among universities, the external pressures for quality accountability and the latest reforms introduced in Kazakhstani higher education system have led university management to reconsider the current existing quality management practices. Indeed, there is a wide scope of research studies discussing the importance of quality management approaches in HEIs to promote competitiveness and to improve performance. Huq describes the problem of organizations to implement business quality management approaches is due to a poor focus on process, lack of shared information and not enough preparation of employees [24].

Acknowledging the importance of effective quality management development to ensure quality product, the research paper discusses the EFQM excellence model as a quality management tool in higher education, which brings continuous improvement and excellent performance of universities through achieving excellence in management, identifying strong and weak points in key areas of the university performance through focusing on key continuous improvement issues. The reliability and applicability of the model in higher education has already been justified by foreign practice. However, to our knowledge, this is the first study to deal with the possibility of implementing the EFQM model in regional studies from perspectives of its application in higher education. In this regard, the study encompasses the theoretical foundation of applicability of the excellence model in higher education based on foreign literature, discusses the structure of the model, develops key excellence model criteria in the context of higher education as well as justifies its reliability and applicability in higher education field.

MAIN PART

Admittedly, the EFQM excellence model is a widely popular approach to achieve excellence, to improve quality performance and to cope with the growing external challenges in the market. The EFQM model is easily understandable for managers in terms of quality management definition as has been stated by Coleman and Douglas, and description as well as in terms of continuous improvement of an organization according to Sandbrook [25; 26]. Samuelsson and Nilsson described the EFQM excellence model as the best-known practices of self-assessment, which has positive impact on the organization performance [27]. As for the global literature, the first qualitative empirical studies carried out by Davies, identified the role of leadership in quality improvement of higher education, analyzing the EFQM model as a possible tool for improvement of leadership in higher education [28]. As for the first quantitative empirical research, the study provided by Calvo-Mora et al. has analyzed reliability and validity of the EFQM model in higher education and concluded it as a 'reference framework' for the implementation, evaluation and improvement of quality in higher education [29].

There are several reasons why the current paper proposes the EFQM excellence model as a quality management tool for higher education.

- To begin with, the EFQM model is a holistic assessment tool, which can be applied to any type of an organization regardless of the size and sector, and helps to understand needs of stakeholders. Mainly it is 'the cause and effect relationship' between enablers and results.
- Secondly, the model has been applied in higher education and successfully tested [30].
- Third, the effectiveness of using the EFQM model has been justified by the comparative study conducted to compare an excellence model and ISO 9001 standards. The study has concluded the EFQM model to be effective, since it touches issues of internal efficiency and decision-making process improvement. Also, its positive impact on leadership, motivation and internal communication of organization members has been emphasized as well. In addition, it is worth to note the effect of internal members' engagement, improved attitude to work, improved teamwork and shared leadership, and improved communication as a result of the EFQM application [31].

- Furthermore, the peculiarity of the EFQM excellence model is that it encompasses interests and needs of all internal and external stakeholders. Since the excellence model is a non-prescriptive model, it does not require strict compliance with standards or rules. The goal of this model is to enable organizations to assess their own strength and weaknesses and develop a set of actions for effective management of organization.

- Last, it is assumed that the distinction of the excellence model from the current quality management system based on ISO standards is the EFQM model provides more competing approaches, rather than complementary one.

The philosophy of the EFQM model is that it is important to have a good management system. By analyzing the differences in the implementation of the EFQM model in private and public organizations, Tari concluded that HEIs should implement business techniques in compliance with the context of universities [32]. There is a group of scholars, who recommended the application of the EFQM excellence model in higher education as a quality management tool and found it as an appropriate business approach applicable in higher education context [28; 33]. In the same manner, there are many studies related to feasibility of quality management in academic institutions and its effectiveness for improvement of planning, staff, administration and educational / administrative processes [10]. Rozélia Laurett and Luis Mendes provided a broad overview of the main issues on the EFQM model application in higher education context through the systematic literature review [34]. The studies on the application of the EFQM excellence model in higher education point out the importance and usefulness of this quality management tool to identify the key strengths and improvement opportunities of an organization through focusing on key continuous improvement issues [35]. Besides, the EFQM model allows higher education managers to manage and to align priority fields of HEIs, as well as to improve and develop improvement plans. Equally important, there is a school of thoughts assuming that, success and effective performance of an organization lies not in the external environment, rather in effective management of an organization itself [36].

In addition, the findings of the qualitative empirical studies show that the EFQM model enables to create more customer-oriented culture in HEIs and to improve quality of educational services, which in its turn can bring outstanding outcomes such as students' satisfaction [37]. Moreover, studies highlight that strong commitment of top management and self-assessment processes facilitate learning about quality management and promote a quality culture within an institution [38]. Besides, Tari highlighted that the EFQM model is the most effective and efficient self-assessment tool to identify weaknesses and strengths of higher education institution, which requires appropriate knowledge about quality-related issues and knowledge sharing within an organization to implement EFQM-based quality management tool [32]. Tari et al. found out that EFQM-based quality management tool promotes more engagement of internal members in processes of analysis and changes, as well as helps to refocus staff's attention on quality [39]. Tóvölgyi defined the EFQM model as an innovative approach to improve competitiveness of HEIs and to gain 'customers' approval and satisfaction through sustained and objective decision-based processes and indicators [40]. As reported by Tóvölgyi, the findings of her study about successful application of the EFQM model in higher education, justify the increased level of students' satisfaction with quality of education and services, as well as organization of the educational process. The conceptual research of Zink and Schmidt pointed out that the criteria of the EFQM model are applicable in the context of higher education [41]. There is another conceptual study, which reports that it is necessary to adapt the EFQM model in the context of country environment as well. To illustrate, national language, culture, traditions and organizations of HEIs system play a significant role to apply effectively the model in universities [42; 43]. The authors believe that being the model pragmatic, practical, as well as focused on potential of future achievements of HEIs through leading indicators, without undermining the past achievements, it can be an effective quality management tool in higher education [42].

Summarizing scholars' discussions on the applicability of the EFQM excellence model in higher education, the most positive outcome of the EFQM model in higher education is identification of strengths and areas for improvement, as well as implementation of action plans and improvement projects.

RESEARCH RESULTS

Implementation of the EFQM-based quality management systems in higher education sector enables HEIs to acquire systematic overview of processes, to recognize how different processes interact with each other

in order to reach desired outcomes. Moreover, the new quality management tool allows all members of the institution to understand better their roles within an organization and to make better decisions [34]. Another key point about the EFQM model is its emphasis on development of quality culture, enhancement of people’s awareness about importance of quality, promotion of common sense of purpose for everyone and knowledge-sharing throughout the organization, which leads to efficient university management and better performance of academic staff [40; 44; 45]. Researchers also refer to the point, that early engagement of staff in key decision-making processes, improvement activities bring more benefits to the development of favorable working environment, and teamwork-based communication within an organization [40; 46; 47].

To discuss the structure of the model, there are key nine criteria in the EFQM model, which comprises ‘enablers’ and ‘results’. The ‘Enabler’ criteria deals with how organization behaves itself and how it manages its internal staff, resources, how it plans strategy and how reviews and monitors organization processes through focusing on leadership, people, policy and strategy, partnership and resources, processes. As for ‘Results’, this criterion refers to what organization achieves based on ‘Enablers’. Results cover satisfaction level of internal and external stakeholders, impact on the society and key performance outcomes of an organization. In the EFQM model, enablers and agents define the approach and the way organization do to achieve excellence. It is important to organize and manage activities related to leadership, human and technical resource management, as well as process management together, since quality management of organization is not the separate and isolated part of organization management (Figure 1).

Ultimately, the purpose of the EFQM excellence model is not solely continuous improvement; rather than it is the ability to manage ‘transformation’ and ‘disruption’, and to govern ‘change’ effectively in organizations. Russel Longmur, CEO from the EFQM claims that it is not an assessment tool; it is rather a management tool. According to him, the EFQM excellence model enables organizations to figure out the key shortcomings and possible solutions to improve its performance. The peculiarity of the excellence model is that it does not follow ‘*one fit size*’; it pursues changes and transformations for long-term sustainable future performance. Admittedly, the EFQM model is a globally recognized management tool, which helps organizations to manage change and to improve performance.

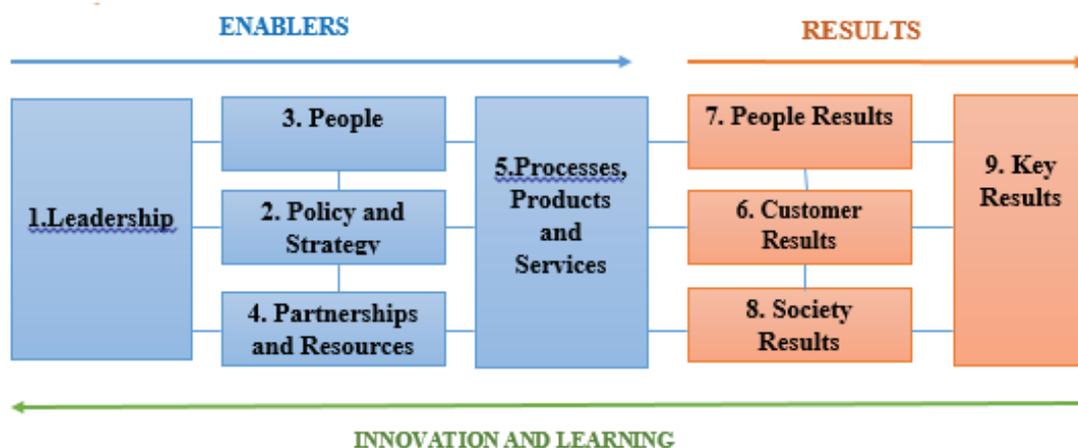


Figure 1 – The conceptual model of the EFQM

Note – source [21]

Furthermore, the research work analysed each criterion of the EFQM based on theoretical foundation of the EFQM model to align with higher education. According to the excellence model, the right leadership, the right people, the right strategy, partners and right processes enable the university to meet expectations of internal/external stakeholders and society needs and finally achieve an excellence [36].

Leadership. This criterion mainly deals with the top-level management and how they support and contribute to the realization of university mission, vision and values through development of quality culture.

Already available studies provide the following aspects of leadership, which are crucial for effectiveness and competitiveness of an organization:

- fulfillment of the mission and values by leaders;
- personal involvement of leaders to provide development, implementation and continuous improvement of the organizations' management system;
- involvement of leaders with the external stakeholders and society;
- reinforcement of quality culture among internal members of the university;
- motivation, support and recognition of people;
- stimulation of change.

According to Grant, competitive advantage of an organization depends not on the availability of resources, but on the ability of leaders to manage and coordinate them [5]. In the context of higher education, based on assumptions of Lado and Wilson, who discussed the managerial abilities of leaders, as enabler for an organization development, it is necessary for university leaders to promote and communicate a strategic vision of the university and empower all internal members to its implementation. As well as the managerial capacity to support, mutual relationship between an organization and its environment also plays the crucial role in development of organization performance [48].

Policy and strategy in alignment with current and future stakeholders' expectations. In this criterion, scholars discussed the positive impact of policy and strategy, which encompass the strength and weaknesses of an organization, keep balance between external and internal stakeholders' needs, and enable adaptability to change [49]. Development of policy and strategy based on information from performance measurement, research, learning as well as regular review and update of strategy in compliance with external and internal needs of an organization is crucial. Finally, policy and strategy of the university should be considered as an action plan to achieve long-term objectives in a consistent and integrated way. Equally important, strategy is based on the present and future needs and expectations of external and internal stakeholders as well as the basis of the strategy is research, learning and innovation.

People. This criterion mainly deals with the role of internal stakeholders, their knowledge, skills and professional competencies in organization improvement. The management of human resources is an organization capacity, which can ensure competitive advantage [50; 51; 52]. There is a broad set of studies, which concluded that since human factor is the main asset of an organization, it needs training, development and support to sustain a competitive advantage of an organization. Effective internal governance of human resources, as well as their professional competencies and knowledge can create quality service and value to external stakeholders [53; 54; 55]. The engagement of internal stakeholders in quality improvement and decision-making processes is a key aspect of organizational management as well. Key characteristics of 'people' enabler:

- planning, management, improvement of human resources;
- identification, development and preservation of the knowledge and skills of organization members;
- involvement and empowerment by the members of the organization;
- communication between the organization and its members;
- rewards, recognition and attention to the members of the organization.

Partnership and Resources. This criterion covers technical (as infrastructure, facilities), financial resources and management of partnerships with external partners (development of relationships, improvement of interaction processes). Management of external partnerships and development of cooperation with domestic and foreign HEIs enable universities to promote internationalization, to share the best practices, to enhance professional development of staff. Management of economic and financial resources effectively enables university administration to allocate resources accordingly, efficiently to attract more staff that are professional, and to update technical resources. As for knowledge and information management, it is important to focus on these criteria, since right information is crucial to communicate with external stakeholders and partners. As for knowledge management, it implies management of creation, development and dissemination processes and exploitation of knowledge to generate more capabilities of the organization [56]. Important features are:

- management of external partnerships;
- management of economic and financial resources;

- management of technical resources (infrastructure, facilities and materials);
- management of technology;
- management of knowledge and information.

Processes. It implies organizational routines, collective capabilities of an organization, which cover individual skills and resources. This criterion identifies design, management and improvement of organizational processes to promote policy and strategy of an organization ensuring the continuous improvement:

- Systematic management and design of processes is an important management tool to support development of an organization.

- Introduction of improvements into the processes is based on continuous improvement via innovation. The ability of an organization to respond to external changes quickly and accordingly, as well as to develop new forms of competitive advantage through development and rearrangement of core capabilities of an organization.

- Design and development of products and services.
- Production, distribution and delivery of products and services.
- Management and improvement of relationships with customers.

Customer Results. It encompasses the perception level and indicators used by external stakeholders to assess quality of perceived products or services.

People Results. This criterion deals with internal members of an organization. It measures the level of satisfaction, motivation and involvement of the employees. The authors highlighted human factor as a key asset of organizations, thus professional development, training, protection and appointment of the best professionals are important as well. Generally speaking, this criterion concerns internal organization aspects as corporate culture, internal communication, teamwork, internal environment and increased staff motivation [57; 58].

Society Results. This criterion assesses the positive and negative impact of an organization on society. It is believed that development of management system based on management of external stakeholders will benefit to long-term survival and success of an organization [59]. The positive relationship and cooperation with potential stakeholders is to strengthen confidence, trust and promote cooperative efforts, since each organization has a social responsibility.

Key performance Results. This criterion deals with gathering of objective data related to both non-economic (i.e. size, business growth) and economic and financial aspects to identify business success of an organization. The results are obtained by enterprises via business strategy (criterion 2). In a second analysis, the operative indicators used by enterprises to understand organizational processes (criterion 5) are identified. This criterion analyses the achievements of organization in all its main areas and criteria of the excellence model.

Considering the findings of the research work, in the following table, the research paper has summarized key critical success factors for the successful implementation of the EFQM based quality management model. Please refer to Table 1.

Despite existing drawbacks of the model discussed in the previous empirical studies related to complexity of administration processes such as lack of communication, knowledge and experience, as well as shortage of professional human resources and difficulties related to planning, monitoring, analyzing and improving, Laurett and Mendes pointed out that successful and effective adoption of the EFQM model in higher education depends on the existing quality culture of an organization, strong commitment of top management and on motivations of the whole organization for the excellence and for the whole quality improvement processes. Other key driving forces for successful implementation of the EFQM model highlighted in the literature is strong commitment of top management throughout different stages of the process, the effective commitment and collaboration of internal members of an institution, promotion of their professional development and training about quality management issues, sufficient communication and information systems, and external supportive environment.

Given these points, the adopted EFQM model could be a solution for the improvement of quality management in higher education. As reported by Laurett and Mendes, the principles of the model are grounded on achievement of sustainable excellence, adding value for customers, development of organizational capability, promotion of creativity and innovation and success through talents of people.

Table 1 – The key critical success factors of the EFQM-based quality management model implementation

| Critical success factors | Description |
|--|---|
| Leadership | Personal involvement of top management in daily processes, the ability to transform mission into values, principles of quality, policy, strategies, and support of staff engagement in decision-making processes and improvement actions, as well as coordination of the best practices of teaching and research |
| Staff's commitment and engagement | Staff's effective involvement and commitment in continuous improvement activities |
| Professional training and development of staff | Training about quality issues and quality management tools, as well as about self-assessment practices |
| Adequate communication and information systems | Shared information among all members of the university about the benefits of the quality improvement processes. |
| Follow-up processes | Follow-up activities enable development of quality culture and improvement actions through 'planning, doing, checking and acting cycle'. |
| External supportive environment | To develop the most effective, the EFQM-based quality management model, apart from commitment of internal members, it is crucial to engage external parties to identify the main strengths and opportunities of an institution through assessment procedures by experts and expertise bodies (like accreditation agencies). |
| Note – developed by Author based on [34] | |

Following continuous improvement tools, the research paper proposes the designed tool for assessment of achieved results and for sustaining continuous improvement of institution's performance. The model has been developed based on principles of 'Radar Cycle' applied in the EFQM excellence model derived from Deming Plan-Do-Check-Act (PDCA) cycle. During the research work, there has been an attempt to identify the cycle of activities as an improvement tool of organization. The presented model is designed for annual implementation of university administration to assure continuous improvement. As stated before, the RADAR cycle (which stands for results, approach, deployment, assessment and review) of the model similar to the Deming cycle is an excellent approach for self-assessment procedures of organizations [60]. The peculiarity of the designed model in Figure 2, is that it has been designed solely for higher education system. Besides, it is believed that it is important to introduce a quality culture and to constantly improve it taking into consideration both cultural/psychological and structural/managerial elements of quality culture, to have real quality in higher education, as presented in the model.

Returning to the model interpretation, once the strategy and policy of university are set, it is supposed that it is important to identify key procedures for planning, to have a plan for improvement through problem identification and idea proposal. It is worth to note that quality of education also depends on the quality of enrolled students and professional competencies of appointed academic staff. Equally important, investment of appropriate financial and technical resources to fulfillment of core missions of university is crucial as well. In the proposed conceptual model, they have been labelled as 'tangible assets' to make the process of planning more efficient. In the same manner, it is utmost important to consider 'intangible assets' of the university, which are – quality of designed degree programmes and their compliance with the needs of the labour market. The next phase of the model is implementation process of activities to respond to appropriate changes. The following stage is regular monitoring of impact of changes on quality improvement and identification of new problems. It is obvious, that the role of external stakeholders in shaping the present and future position of universities at the educational and labour markets is vital. Thus, evaluation of university performance and its achievements through external quality assurance mechanisms is as important as organization of internal quality assurance procedures to respond to demands of external environment. Finally, identification of shortcomings, problems, and organization of activities and measures to eliminate the obtained gaps and to evaluate the achieved results are crucial for quality management. However, the important point to consider is closing-up the loop of the circle every time before turning to the first stage of the cycle "Plan" as required.

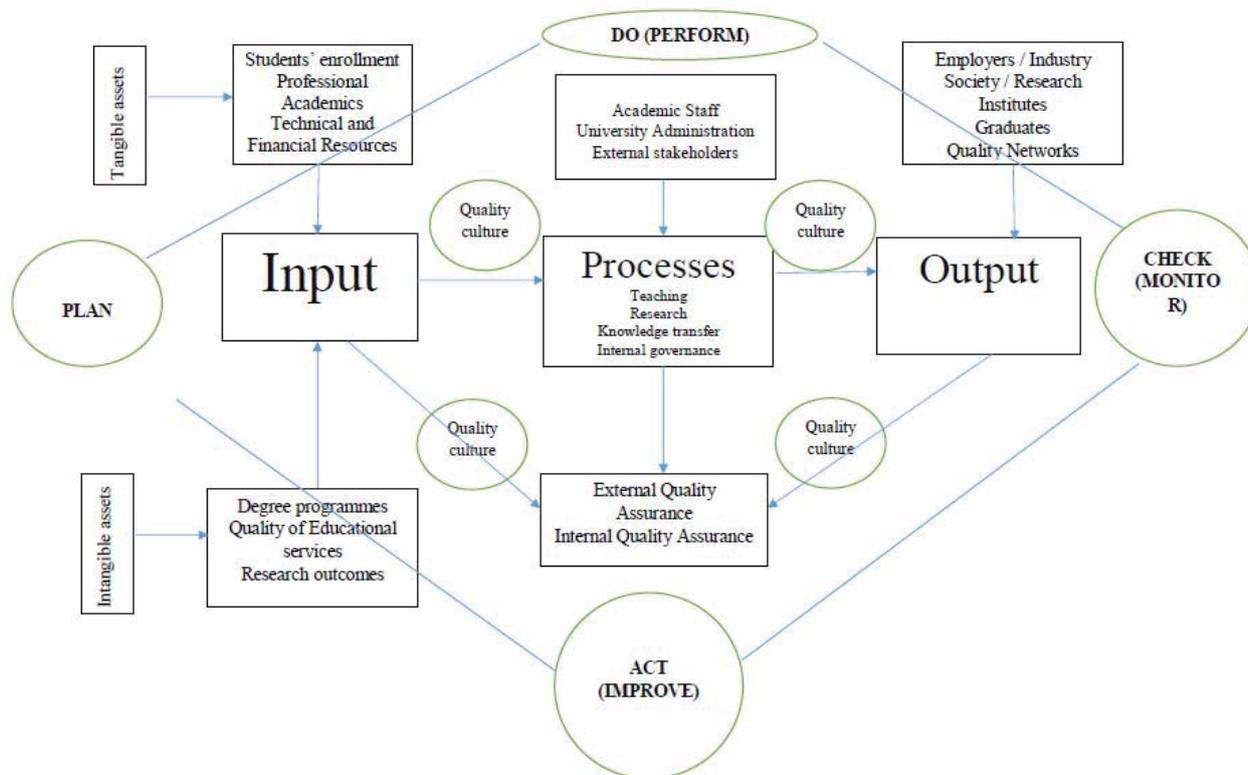


Figure 2 – Quality Management Model based on continuous improvement
Note – Author's own research

CONCLUSION

To summarize the paper, the philosophy of the proposed model is that, the excellence is achieved through involvement of all stakeholders. Thus, it can be concluded that it leads not only to continuous improvement, rather it creates more favorable working environment within an organization. Concluding the theoretical and empirical studies on the implementation of the EFQM excellence model in higher education, it is believed that the EFQM model is an effective quality management approach applicable in higher education, which brings more benefits in terms of development of environment and communication followed by quality and continuous improvement culture. In the same manner, the applicability of the EFQM model in higher education is that it concerns development of common improvement values, creation of favorable internal environment focusing on needs of key internal and external stakeholders of the university, which in turn leads to high quality educational services. Evidently, the excellence model is an innovative quality management approach, which develops a team-based working environment and aim-oriented inner atmosphere within an institution. Equally important, discussions of foreign literature on the applicability of the EFQM excellence model in higher education revealed that the best way of implementation of a quality improvement tool based on the EFQM model is not through adaptation process rather through adoption.

To conclude, a new instrument of quality management has been studied and analyzed based on foreign literature. The research paper highlights the importance of introduction of excellence model EFQM to improve performance and competitiveness of universities in Kazakhstan. In light of introduced reforms in regards to academic, financial and *managerial* autonomies in Kazakhstani HEIs, the discussed quality management practice can be a useful tool for university leaders and quality managers to design their quality management processes based on key criteria of the EFQM model.

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ҚАЗАҚСТАННЫҢ ЖОҒАРЫ БІЛІМ БЕРУ ЖҮЙЕСІНДЕ ЕУРОПАЛЫҚ САПАНЫ БАСҚАРУ ҚОРЫНЫҢ МОДЕЛІН ЕНГІЗУ

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АНДАТПА

Зерттеудің мақсаты – шетел әдебиеттеріне шолу негізінде жоғары білім беру саласында сапа менеджментінің жаңа құралын ұсыну және білім сапасын басқару мен жоғары оқу орындарының тиімділігін арттырудағы Еуропалық басқару сапасы қорының (EFQM) озықтық моделінің маңызды факторларын атап көрсету.

Әдіснамасы EFQM жетілдіру моделіне арналған және оның жоғары білім беру саласында қолдану мүмкіндігі туралы қолданыстағы шетелдік әдебиеттерді талдау болып табылады. Мақалада еуропалық сапа моделі, құрылымы және оның маңызды факторлары егжей-тегжейлі талданылады. Сонымен қатар, бұл зерттеу шетелдік зерттеулер негізінде жоғары білім берудегі EFQM excellence моделінің сенімділігі мен қолданылуын растайды.

Зерттеудің бірегейлігі /құндылығы. Ұсынылып отырылған жетілдіру моделі негізінде отандық академиктерге, ғалымдарға және университет басшыларына сапа менеджменті тәжірибесін қалыптастыруда теориялық нұсқаулық болып табылады. Зерттеудің ерекшелігі жоғары оқу орындарында өндірістен алынған сапаны басқарудың тиімді құралы ретінде EFQM моделін қолдануға болатындығына баса на-

зар аударарды. Сонымен қатар, бұл зерттеу EFQM сапа моделі мәселесін аймақтық деңгейдегі жоғары білім беруде қолданылатын сапаны басқарудың тиімді құралы ретінде зерттеуге арналған алғашқы әрекет болып табылады.

Зерттеу нәтижесі – шетелдік тәжірибе негізінде жоғары білім беру саласында EFQM excellence моделінің сенімділігі мен қолданылуының негіздемесі.

Түйін сөздер: сапа менеджменті, жоғары білім, озық модель, EFQM моделі.

ВНЕДРЕНИЕ МОДЕЛИ ЕВРОПЕЙСКОГО ФОНДА УПРАВЛЕНИЯ КАЧЕСТВОМ В СИСТЕМУ ВЫСШЕГО ОБРАЗОВАНИЯ КАЗАХСТАНА

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АННОТАЦИЯ

Цель исследования – представить новый инструмент управления качеством в секторе высшего образования на основе обзора зарубежной литературы и выделить важные критические факторы модели совершенства Европейского фонда управления качеством (EFQM) в управлении качеством образования и повышении эффективности высших учебных заведений.

Методология исследования заключается в применении контент-анализа существующей зарубежной литературы, посвященной модели совершенства и ее применимости в высшем образовании. В статье подробно анализируется европейская модель качества, ее структура и критические факторы. Более того, данное исследование подтверждает надежность и применимость модели совершенства EFQM в высшем образовании на основе зарубежных исследований.

Оригинальность / ценность исследования заключается в том, что оно может служить теоретическим руководством для региональных академиков, ученых и руководителей университетов в формулировании собственной практики управления качеством в соответствии с предлагаемой концептуальной моделью совершенства. А также оригинальность исследования заключается в том, что оно подчеркивает применимость модели совершенства как эффективного инструмента управления качеством, заимствованного из промышленности исключительно в сфере высшего образования. Кроме того, данное исследование является первым по изучению вопроса о модели качества EFQM в качестве эффективного инструмента управления качеством, применимым в высшем образовании на региональном уровне.

Результат исследования – обоснование надежности и применимости модели совершенства EFQM в секторе высшего образования на основе зарубежного опыта.

Ключевые слова: управление качеством, высшее образование, модель совершенства, модель EFQM.

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