

CLASSIFICATION OF TYPES OF SUPERVISION (CONTROL) OVER THE QUALITY ON PROVIDING EDUCATIONAL SERVICES BY HIGHER EDUCATIONAL INSTITUTIONS WITH SPECIFIC LEARNING CONDITIONS

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Review article

Abstract. Special attention is focused on the fact that supervision (control) over the quality of providing educational services in higher educational institutions, including those with specific learning conditions, can be internal or external, based on the content of legislative norms. The internal one is implemented within the framework of a higher educational institution by the structural divisions and their officials authorized to carry it out. External supervision (control), in turn, is divided into state and public. State control, in turn, is also not homogeneous, its differentiation according to certain types directly depends on the powers of the subject of its implementation. However, it is noted that such a classification is not exhaustive.

It is grounded that the main types of supervision (control) over the quality of providing educational services by higher educational institutions with specific learning conditions should include the following: 1) by subjects of implementation: a) external; and b) internal. External, in turn, is divided into state and public. State supervision (control), in turn, can be differentiated according to the specifics of the powers and competence of the entities that carry it out, the consequences of the decisions made by them based on the results of supervision (control); 2) by the time of implementation: a) permanent, which is mostly carried out by subjects of internal supervision (control); b) temporary, carried out periodically, or in case of the facts indicating the need for an inspection; 3) in accordance with the implementation of the principle of transparency, supervision (control), which: is carried out openly, and which is carried out without informing the object of surveillance, which is especially important in higher educational institutions with specific learning conditions; 4) by determining the level of activity of participants in the educational process: supervision (control) over the quality of education, learning outcomes; according to the level of quality of pedagogical and scientific-pedagogical personnel; 5) by orientation, supervision (control) over: the quality of formation of professional knowledge, skills and abilities; the quality of compliance with official discipline as a factor in the formation of a responsible attitude to the performance of official duties in further official and professional activity; 6) by the scope of issues considered during supervision (control): comprehensive, covering all areas of educational activity; and selective, covering one or more related fields, for example, the organization of scientific work of the applicants.

Key words: classification, types, supervision, control, quality of education, higher educational institutions, specific learning conditions.

1. Introduction

Ensuring the quality of the provision of educational services by higher educational institutions with specific learning conditions depends on many factors, where the supervision (control) over the relevant field occupies an important and independent place. Herewith, it is worth emphasizing the heterogeneity of supervision (control) over the quality of the provision of educational services by the specified higher educational institutions, which is stipulated by the duality of their subordination to the Ministry of Internal Affairs and the Ministry of Education and Science of Ukraine. At the same time, the types of supervision (control) in the specified area are quite extensive, and it is appropriate to consider them in this regard. We

believe that analysis of the types of supervision (control) will allow to form a comprehensive approach to understanding the essence and content of this institution.

2. Review of the literature

Certain problematic issues related to the implementation of supervision (control) over the quality of the provision of educational services by higher educational institutions with specific learning conditions were considered in their scientific works by: V.L. Hroholskyi, B.V. Derevianko, V.Yu. Kobrynskyi, O.M. Kornilova, I.I. Lytvyn, O.M. Muzychuk, V.O. Neviadovskyi, V.V. Pakhomov, M.F. Stepko, I.M. Shorobura and many others. However, despite significant

theoretical achievements, there are no actually theoretical approaches in the scientific literature regarding the classification of types of supervision (control) over the quality of providing educational services by higher educational institutions with specific learning conditions.

3. Research purpose and objectives

The purpose of the article is to classify the types of supervision (control) over the quality of providing educational services by higher educational institutions with specific learning conditions. In order to achieve the specified purpose, the following tasks must be solved: to carry out analysis of the norms of the current legislation, which establishes the principles of supervision (control) in the relevant field; to summarize the scientific views of scholars regarding the classification of supervision (control).

4. Scientific novelty of the research

The scientific novelty of the article is the fact that the classification of the types of supervision (control) over the quality of providing educational services by higher educational institutions with specific learning conditions was elaborated in the work.

5. Results

It should be noted that the current legislation in the field of regulating activities of higher educational institutions with specific learning conditions is quite limited in the differentiation of the types of supervision (control), only certain norms can formulate a conclusion about the attitude of legislators to this issue. Thus, the Art. 41 of the Law of Ukraine "On Education" refers to the components of the education quality assurance system: the system of quality assurance in educational institutions (internal system of education quality assurance), the system of external quality assurance of education, as well as the system of quality assurance within the activities of management agencies and institutions that carry out external quality assurance of education [1]. Thus, we can draw a conclusion about the legislative establishment of external and internal types of supervision (control) over the quality of providing educational services, including by higher educational institutions with specific learning conditions. The Art. 48 of the same law also provides the introduction of internal and external monitoring of the quality of education [1].

The Law of Ukraine "On Higher Education" establishes two types of control in the field of higher education: state and public. State supervision (control) over the compliance with legislation in the field of education and science and standards of educational activity by higher educational institutions regardless of the form of ownership and subordination is carried out by the central agency of executive power, which ensures the implementation of the state policy in the field of education through the implementation of state supervision (control) over the activities of ed-

ucational institutions. Public control is carried out by public associations and citizens based on the principles of openness and transparency [2].

State control in the field of higher education can be defined as one of the forms of implementing state power, which ensures the compliance with the requirements of the legislation in the specified field, ensuring the execution of the rights and freedoms of citizens, and the fulfillment of the duties by subjects of educational activity given to society and the state. V.M. Tsependa distinguishes the following types of state control: according to the scope of the researched activity, there are the following types of control: general and special. The scope of control powers of the controlling subject, their nature and consolidation in the regulatory legal act regulating the activities of the subject of control is important under such a classification. General control involves examination of a whole set of issues of activity of the subordinated subject. Special control involves an examination of the activity of the subordinated subject on a clearly defined issue. Control is classified into abstract and concrete depending on the method of control. Abstract control is carried out without connection without the relationship to any fact of deviation from norms, rules, standards. Specific control is carried out only in relationship to the available information about the violation. The author distinguishes between compulsory and optional taking into account the mandatory nature of the conduction. Mandatory control is carried out by a competent entity in the manner and in cases directly provided by law or other regulatory legal acts. Optional control is carried out only at the initiative of an authorized entity or individual in case of doubts about the legality of the activity of any agency or the legal norms themselves. Advisory and based control are distinguished according to legal consequences. Advisory control is an activity carried out by control agencies whose decisions are of a recommendatory nature (for example, control carried out by the Commissioner for Human Rights). Based control is the control of agencies whose decisions establish certain legal consequences for the subordinated subject, which have legal force [3]. The listed criteria with certain features reveal different aspects of state control related to the characteristics of the powers of the subjects exercising it.

The Art. 41 of the Law of Ukraine "On Education" provides the implementation of public supervision as a separate element of the system of external assurance of the quality of education. Public supervision in the education system is carried out by public associations whose founding documents provide for activities in the field of education, professional associations of pedagogical and scientific-pedagogical employees, associations of education seekers, associations of parents' committees and agencies, where they delegate their representatives [4, p.118].

Public control in the field of higher education in accordance with the Art. 78 of the Law of Ukraine "On

Higher Education" is the right of society and citizens, employees in the field of higher education, persons studying, public self-government agencies, professional unions, employers' organizations and their associations, public organizations to receive access to information in accordance with the procedure established by law at all decision-making stages in the field of higher education and science, to make suggestions and comments on them, to agree on the adoption of decisions defined by law [2]. At the same time, the norms of the indicated law do not specify the forms and means of public control. However, the mechanisms of public control within higher educational institutions, according to P.V. Redina, are revealed in the Art. 36 of the Law of Ukraine "On Higher Education". These functions, in the author's opinion, are assigned to collective assembly (public self-government body) and to the academic council (collegial governing body of a higher educational institution). The general assembly (conference) of the labor personnel, including elected representatives from among students (cadets) is the highest collegial body of public self-government of a higher educational institution. The charter of a higher educational institution is approved at the assembly, the head's report is heard and the issue of his / her early dismissal is considered, the internal procedure is approved, etc. The academic council, which is formed from managers of various levels, heads of self-government, elected representatives of the student body, has real powers regarding the appointment to key positions, approval of curricula, approval of financial plans, etc. The public self-government body of an educational and scientific institute (faculty) is an assembly (conference) of the labor personnel of an educational and scientific institute (faculty), including elected representatives from the number of persons studying at a higher educational institution. An integral part of public self-government is student self-government, the highest body of which is the general assembly (conference) of students (cadets) [5, p.181].

Internal supervision (control) over the quality of providing educational services by higher educational institutions with specific learning conditions is directly related to the functioning of the internal system of ensuring the quality of higher education, which, according to N.V. Salnikova, is based on the following principles: the need to develop a strategy, policy and quality assurance procedures for curricula; making informed management decisions regarding the improvement of the quality of educational activities; taking into account the requirements for ensuring the quality of higher education of all stakeholders; implementation of European experience in domestic realities [6, p.163].

Internal supervision (control) over the quality of providing educational services by higher educational institutions with specific learning conditions is carried out as a permanent one, on the basis of internal, local regulatory legal acts by specially authorized entities.

As an example, we can cite the activities of the Council for Quality Assurance of Educational Activities of Kharkiv National University of Internal Affairs, which plays a leading role in the system of internal quality assurance of educational activities and the quality of higher education of the University, ensures the formation and implementation of the policy of quality assurance of higher education. The policy of ensuring the quality of higher education is an activity aimed at fulfilling the tasks provided by the strategy for the development and formation of the culture of the quality of education at the University, which is based on the following principles: "compliance with national and European standards of the quality of higher education; promoting the integration of the higher education system of Ukraine into the world educational and scientific space; the autonomy of the University, which is responsible for ensuring the quality of educational activities and the quality of higher education; ensuring academic freedom and integrity during the implementation of scientific-pedagogical, pedagogical, scientific and / or innovative activities; etc. [7].

Structural divisions similar in their functional purpose are created in other higher educational institutions with specific learning conditions. Thus, the Dnipropetrovsk State University of Internal Affairs has the Department of Quality Assurance of Educational Activities, the purpose of which is to solve the tasks of informational and analytical nature of internal quality assurance of educational activities in accordance with state and international standards. The functions of this Department include: analysis of the availability of necessary resources for the organization of a high-quality educational process for each curriculum, including independent work of students, informing the rector in case of non-compliance of resource provision with licensing and accreditation requirements; formation of expert groups for monitoring the quality of education, involvement of the main stakeholders of the region in the groups, provision of organizational and methodical assistance in the work of experts; formation of academic integrity promotion groups, participation in groups of curricula guarantors by specialties, preparation of recommendations for the development of mechanisms for the compliance with the principles of academic integrity; studying and generalization of domestic and international experience on education quality issues; studying students' satisfaction with curricula, content and organization of education, resource provision, and its results; implementation of the system for ensuring the quality of educational activities through the development of effective internal quality standards; conducting an online survey of higher education applicants on issues of the compliance with the principles of academic integrity, etc. [8].

Thus, based on the analysis of the content of the cited regulatory legal acts, supervision (control) over the quality of educational services in higher edu-

cational institutions, including those with specific learning conditions, can be internal or external. The internal one is implemented within the framework of a higher educational institution by the structural divisions and their officials authorized to carry it out. External supervision (control), in turn, is divided into state and public. State control, in turn, is also not homogeneous, its differentiation by certain types directly depends on the powers of the subject of its implementation.

It is appropriate to point out that the theory of administrative law regarding control as a type of management activity contains a significant number of approaches to distinguishing criteria for its classification, for example: depending on the purpose of control we distinguish general (comprehensively covers the activity of the subject under control) and specialized (control of a certain area); depending on the subject we distinguish state control (performed by state administration agencies) and non-state control (performed by non-state organizations); control by the field of activity, which is subject to control, is divided into intra-departmental (control within one department), inter-departmental (applied to objects that are organizationally subordinated to the executive authority) and extra-departmental (applied to objects that are not organizationally subordinated to the executive authority); depending on the purpose and time, when control is carried out, there are preliminary (aimed at predicting problems and preventing them in the future), current (intended to support the established scheme of interaction of subjects) and final control (which is used to improve the operation of the entire system); depending on the frequency and predictability, the control can be systematic, i.e. periodically carried out, and single (unscheduled), which is carried out when necessary; the following types of control are distinguished by the subject: financial, export, anti-dumping, etc.; according to the forms of implementation, the following types of control are distinguished: analysis, audit, monitoring, supervision, accounting, evaluation, inspection, revision, surveillance [9, pp.34-35].

According to V.O. Neviadovskyi, the classification of quality control of higher education includes types that directly correspond to the groups of subjects of its implementation, which include state authorities, higher educational institutions, and subjects of international law. Therefore, the author refers to the types of control over the quality of higher education in Ukraine: 1) state control; 2) self-government and public control; 3) international control in the form of the participation of subjects of international law in the assessment of the quality of higher education in Ukraine [10, p.208]. V.O. Neviadovskyi considers the self-government control as a special type of control over the quality of higher education in Ukraine, the implementation of which takes place in the context of organizational and managerial activities of higher educational institutions and is aimed at forming

and ensuring a high level of quality of educational activities there, as well as a high scientific and pedagogical level of its employees. This type of control is characterized by the following features: first of all, it takes place in the system of current organizational and management activities of higher educational institutions and is ensured by its management, namely directly by the head and collegial management body; secondly, self-government control has a double regulatory basis, which consists of both legislative and sub-legal regulatory acts and local documents issued within the limits of a certain higher educational institution; thirdly, the methods of self-government control are aimed at ensuring the quality of higher education in various sectors of the work of higher education institutions and, in particular, are related to increasing the scientific and pedagogical potential of its employees [11, pp.165-166]. In fact, self-government control acts as an internal control over the quality of educational services.

6. Conclusions

Thus, quite diverse approaches to the classification of the types of supervision (control) in various spheres of social life have been formed in the scientific literature, which, in turn, confirms the multifacetedness of this phenomenon. At the same time, highlighting the main types of supervision (control) over the quality of providing educational services in higher educational institutions allows for a more detailed understanding of the essence of this activity.

Therefore, it is most expedient to attribute the following types of supervision (control) over the quality of providing educational services by higher educational institutions with specific learning conditions to the main ones:

- by subjects of implementation: a) external; and b) internal. External, in turn, is divided into state and public. State supervision (control), in turn, can be differentiated according to the specifics of the powers and competence of the entities that carry it out, the consequences of the decisions made by them based on the results of supervision (control). Internal is carried out in accordance with local regulatory legal acts by the subdivisions of the relevant institutions;

- by time of implementation: a) permanent, which is mostly carried out by subjects of internal supervision (control); b) temporary, carried out periodically, or in case of facts indicating the need for an inspection;

- according to the implementation of the transparency principle, supervision (control), which: is carried out openly, and which is carried out without informing the object of surveillance that is especially important in higher educational institutions with specific learning conditions;

- by determining the level of activity of the educational process participants: supervision (control) over the quality of education, learning outcomes; according to the level of quality of pedagogical and scientific-pedagogical personnel;

- by the orientation, supervision (control) over: the quality of the formation of professional knowledge, skills and abilities; the quality of compliance with official discipline as a factor in the formation of a responsible attitude to the performance of official duties in further official and professional activity;

- by the volume of issues considered during supervision (control): comprehensive, covering all are-

as of educational activity; and selective, covering one or more related fields, for example, the organization of the scientific work of the applicants.

The listed types can be supplemented with other classification criteria, in particular: the number of subjects performing supervision (control); the grounds for executing the act of supervision (control), etc.

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