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CREATING QUALITY CULTURE

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Що таке якість

Ця стаття стосується теми «Що таке якість?» Продовжуючи первісну дискусію про витoki дебатів про якість, враховуються концептуальні та означувальні джерела. Далі у статті розкривається створення якісної культури та управління якістю. У висновках статті робиться спроба описати якість культуру якості, управління якістю та якісне страхування загалом та у вищій освіті.

Ключові слова: якість, гарантія якості, менеджмент якості, ККМ, культура якості.

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Что такое качество

В статье рассматривается тема «Что такое качество?» Продолжая дискуссию о дебатах про качество, используются концептуальные и определенные источники. Далее в статье раскрывается создание качества культуры и управление ею. В заключении статьи делаются попытки описать качество, культуру качества, управление культурой качества и качественное страхование в общем и высшем образовании.

Ключевые слова: качество, гарантия качества, менеджмент качества, ККМ, культура качества.

Quality is a Journey, not a Destination

I. WHAT IS QUALITY?

Quality is “fitness for use”

(Joseph Juran)

Quality is “conformance to requirements”

(Philip B. Crosby)

Quality of a product or services is its ability to satisfy the needs and expectations of the customer. Quality is excellence that is better than a minimum standard. It is conformance to standards and ‘fitness of purpose’ ISO 9000:2000 definition of quality:

It is the degree to which a set of inherent characteristics fulfills requirements. "Quality is 'fitness for use 'of the product'" according to Joseph Juran.

Total quality management, a collection of principles, methods and best practices was aimed at reducing waste and increasing the quality of the product. Based on the success of Lean Production and TQM in the manufacturing industry, it was implemented in the service industries such as healthcare, human resources, and telecommunication and so on. But there were some service categories where the application of TQM was more difficult than others - the field of higher education being one of these categories. The first step in quality assurance is identifying the criteria that determine the quality of the service.

II.ORIGINS OF THE QUALITY

Where did quality come from?

As Vroeijenstijn (1995) expressed it: "The concept of quality is not new: it has always been part of the academic tradition. It is the outside world that now emphasizes the need for attention to quality. It is the relationship between higher education and society which has changed".

By the end of the 1990s, concern for quality and standards was global. From a UK perspective this was viewed in terms of "the withdrawal of trust" (Trow, 1994) and the 'drive towards managerialism" (Kogan, 1989).

For Becher (1989), quality was 'a creature of political fashion'. For Neave (1986), it was 'elusive', a sentiment echoed by Harvey and Green (1993) who saw it as 'slippery' and 'value-laden'. Scott (1994) was quite clear that: 'No authoritative definition of quality in higher education is possible', reflecting the 'Lack of theory of quality in higher education literature' referred to by another commentator (Westerheidjen, 1999).

Those who read Pirsig's *Zen and the Art of Motorcycle Maintenance* in the 1990s will have learned that while "there is no definition...of quality...you know it when you

find it!” (McConville, 1999). So, as Green (1994) concluded: “In the last resort, quality is a philosophical concept”. [1]

Difference between quality and standards

Quality relates to process, for example, the quality of the educational process experienced by students.

Standards refer to outcomes, or achievement.

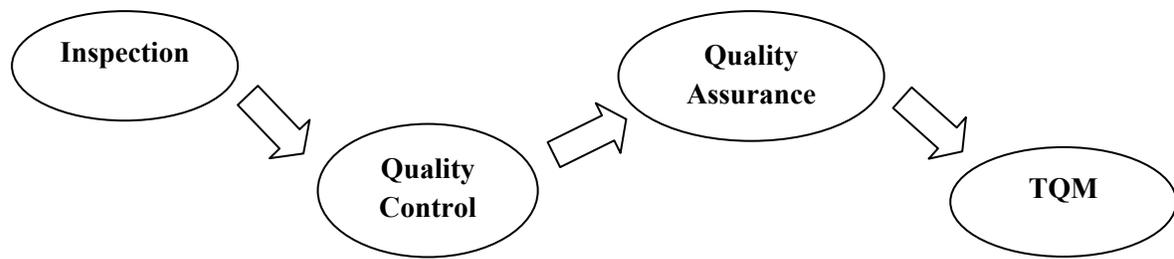
The link between them can be expressed in terms of the contribution of the educational process (or ‘quality’), to the attainment of a defined standard of higher education. And in education, standards relate to three areas of activity: academic standards measure ability to meet a specified level of academic attainment; service standards assess service provided; while quality standards can be described as norms or expectations expressed in formal statements about desired practice, for example the ENQA Standards and Guidelines.[1]

III. QUALITY MANAGEMENT

According to **W. Edwards Deming**’s, origins, evolution and key elements of quality management in general;

Evolution of Quality Management

- Salvage, sorting, grading, blending, corrective actions, identify sources of non-conformance
- Develop quality manual, process performance data, self-inspection, product testing, basic quality planning, use of basic statistics, paperwork control.
- Quality systems development, advanced quality planning, comprehensive quality manuals, use of quality costs, involvement of non-production operations, failure mode and effects analysis, SPC.
- Policy deployment, involve supplier & customers, involve all operations, process management, performance measurement, teamwork, employee involvement.



According to **Uludağ University Report** on *Quality Culture: Implementing Bologna Reforms*, the key feature of quality management is:

to acknowledge that a university is a self-critical academic community striving to enhance the quality of its entire teaching and learning environment as well as the quality and capability of the graduates. The quality management system should therefore aim to assess and improve the content of the lectures, the project works as well as the entire education environment that is seen as the basic engine for constant renewal and improvement. Quality management systems should also aim the development of professional and pedagogical level of academic staff.

UU acknowledges the importance of staff involvement at all levels in the institutional quality management and policy determination. Therefore, academic staff survey is a must in order to obtain their views and comments on quality improvement as well as to involve them in the realization of the quality development process as an initial step towards the creation of ‘alive’ quality management systems.

With all these in mind, for almost two years, UU has been trying hard to create the most effective quality management and improvement system which would ensure that the profile and quality of programs, academic staff and the standard of its graduates are in line with the academic demands of higher education as well as expectations and needs of the trade and industry. [3]

IV. QUALITY CULTURE

Quality culture is a multi-dimensional concept that depends upon and relates to the contextual setting towards achieving excellence in education in line with the mission and vision of the individual programs. The establishment and management of a quality

process is constantly monitors, evaluates and renews itself is the very core of creating and maintaining a quality culture.

To this end, UU puts every effort to establish feedback loops that reflect the opinions of all stakeholders. UU believes that the involvement of all stakeholders in quality enhancement procedures, an open and honest communication among these stakeholders, and ensuring everyone has access to all information on all quality improvement operations are the integral elements of creating quality culture in the 'heart' of the institution.[3]

V. CREATING A QUALITY CULTURE

Quality assurance refers to the means by which an institution satisfies itself that the standards and the quality of its educational provision can be maintained and enhanced. An important aspect is the cultural context in the organization with its capacity to either facilitate or suppress local quality initiatives. A strongly formalized and centralized quality assurance system will be complex. Complex systems might be difficult to manage and to control; and a centralized system may foster bureaucracy which will delay necessary local changes and which may restrain the development and implementation of adequate quality assurance measures at work or at school. The educational system demands flexibility in planning and development.

In the report of Uludag University, there is a brief summary of *the Action Plan for Quality Culture Deployment*;

1. Ensuring the support of senior leadership
2. Determining stakeholders' views and comments on quality management and culture through surveys
3. Establishing the necessary steering committees to design and facilitate the quality framework as well as subcommittees to ensure two-way communication throughout the institution
4. Revising institutional mission and vision
5. Establishing strategic planning committees in order to

- a. Perform institutional and departmental SWOT analysis by surveys
 - b. Define main objectives
 - c. Determine the priorities
6. Developing mechanisms to monitor and improve the quality of education
- a. By creating student, alumni and labour market feedback loops
 - b. By benchmarking with competitive higher education institutions
 - c. By regular preparation and renewal of course material
 - d. By student involvement in curriculum design and governance
 - e. By prompt implementation of some Bologna tools by simple procedures
7. Developing mechanisms to monitor and improve the quality of staff
- a. Strengthening sets of criteria for staff employment and promotion
 - b. Introducing continuous staff development programmes (pedagogical, professional and IT-related)
8. Developing mechanisms and providing budget to monitor and improve physical facilities
9. Developing quality control mechanisms
- a. Internal evaluation and review
 - b. External evaluation and review preferably by ‘a European Quality Assurance System’[3]

What are the components of an effective quality system?

For the design and development requirements of quality systems, an effective quality assurance system:

- is clear specification of roles, responsibilities and procedures;
- enables institutional aims and objectives to be achieved;
- informs decision making;
- is free from individual bias;
- is repeatable over time;
- involves all staff;

- includes the specification of standards and acceptable evidence;
- prompts continuous improvement [4]

In a similar vein, the development of a ‘quality culture’ to underpin a successful quality system requires:

- an open and active commitment to quality at all levels;
- a willingness to engage in self-evaluation;
- a firm regulatory framework; clarity and consistency of procedures;
- explicit responsibilities for quality control and quality assurance;
- an emphasis on obtaining feedback, from a range of constituencies;
- a clear commitment to identifying and disseminating good practice;
- prompt, appropriate, and sensitive managerial action to redress problems, supported by adequate information [4]

As can be seen from our argumentation above, the whole quality process has to be accompanied by trust and active building actions. All researches and analyses state the importance of information for developing a quality culture. It is necessary to acknowledge and consider the historical, political and social characteristics of a certain quality culture and to develop strategies that are adequate for such conditions. It is only then that the quality culture approach will have a chance to achieve good results.

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Creating quality culture

This article addresses the topic ‘What is quality?’ Following an initial discussion of the origins of the quality debate, conceptual and definitional issues are considered. The article then turns to creating of quality culture and management of quality. The article concludes with an attempt to describe quality, quality culture, quality management and quality assurance in general and in higher education.

Key Words: quality, quality assurance, quality management, TQM, quality culture.

Відомості про автора

Ugur Tetik – викладач турецької мови кафедри практики мовлення Луганського національного університету імені Тараса Шевченка. Основні наукові інтереси зосереджені навколо проблематики якості освіти в вищих навчальних закладах.

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