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Quality Assurance in Higher Education in the Context of Digitalization and Global Sustainability

This article examines the quality of higher education as it develops within the Bologna Process. Today, quality assurance has become more robust thanks to the experience universities have gained in accreditation and rankings. However, new challenges of the 21st century, such as digitalization (including online learning), AI, bots, machine learning, and more, are forcing education to transform and redesign the learning process. This article presents a comprehensive analysis of the transformation of the higher education quality assurance system in the context of digitalization and global sustainability. It explores the theoretical and methodological foundations of quality, analyzes international ESG standards, digital monitoring tools, and internal and external quality control mechanisms, and substantiates the need to transition to a predictive and strategic quality management model. An expanded institutional quality assurance model focused on university sustainable development is proposed. In this article, we discuss how universities can ensure sustainability and quality management in education while facing these challenges and continuing to improve. The analysis of quality requirements and new paradigms of higher education, the impact of new developments on quality, and ongoing convergence in the process of globalization are also considered.

Keywords: higher education quality, policy, development, digitalization, global sustainability, accreditation, monitoring, evaluation

Introduction

Modern higher education operates in the context of large-scale digital transformation, globalization of educational markets, and increasing competition between universities. Educational quality is becoming a strategic resource for institutional development and a factor in national competitiveness. Quality assurance is one of the effective methods of demonstrating development, progress, and sustainability of higher education. Therefore, it is important to establish quality assurance processes and systems, including institutional and programme quality. Besides, quality procedures must be also in place as well as processes and systems, so that it ensures an ongoing, continuously monitored process, providing improvement on an ongoing basis. It is important to know the dynamics of continuous improvement is first in assuring quality.

Digitalization not only changes the forms and methods of education but also requires a revision of the entire quality assurance architecture. The traditional model based on periodic accreditation and formal performance monitoring is giving way to a dynamic system for monitoring educational outcomes. Higher education is currently experiencing a tremendous global surge in development thanks to cutting-edge 21st-century technologies and the widespread use of digital technologies in education [1-3].

On the one hand, it is the trend that helps education to progress, on the other hand, the whole system of education is facing a transformation to digital technology-based learning. The change of teacher's role, LMS, online, cloud-based learning, software, apps, digital learning tools, AI, machine learning, and many other new paradigms influence the progress of education. Besides, it is a difficult task for academia to reconsider all the processes and systems of latest diffusion and apply them to the quality of education. However, it is not a dilemma, it is the reality of the present time to be responsible for both, quality and new challenges in education. To organize ourselves to these dynamic changes, we have to think about redesigning teaching and learning, develop in line with the global convergence in education. This approach will help to ensure sustainability in education and economic growth accordingly, as the role of human capital is of high priority for the job market. To achieve all this, universities have to look at the internal and external quality systems, and related procedures ensuring well organization and system-based approach of assuring and developing quality [4].

In the context of global sustainability, a university institution must demonstrate high adaptability to technological innovation, economic fluctuations, and social transformations, while strictly adhering to academic canons and ensuring a high level of professional training for graduates. In the context of global digi-

talization and the growing importance of sustainable development, quality assurance is acquiring strategic significance and requires the comprehensive integration of innovative digital tools, advanced international standards, and sustainable development principles [5-6].

Modern scientific approaches interpret the quality of higher education as a complex, multidimensional category that goes beyond the narrow understanding of compliance with established standards. In the scientific literature, quality is viewed simultaneously as a characteristic of educational outcomes, the effectiveness of organizational and managerial processes, the level of stakeholder satisfaction, and the university's contribution to the socioeconomic development of society. In this regard, at least four interrelated aspects of quality are distinguished: academic, managerial, social, and economic [7].

The academic aspect relates to the content of educational programs, the level of graduate preparation, the alignment of learning outcomes with stated competencies, the research activity of faculty, and the integration of research into the educational process. Quality in this dimension is determined by the depth of knowledge acquisition, the development of critical thinking, and the development of professional and universal competencies.

The management aspect reflects the effectiveness of internal quality assurance systems, strategic planning, monitoring, and analysis of educational indicators. Institutional quality policies, internal and external evaluation mechanisms, and transparency of decision-making and resource allocation are particularly important here. Quality is the result not only of teaching but also of sound academic management.

The social aspect of quality is reflected in the satisfaction of students, employers, and society as a whole, ensuring equal access to education, and fostering civic responsibility and an academic culture. The university is viewed as a social institution responsible for preparing competent professionals and active members of society.

The economic aspect is related to the efficient use of resources, the competitiveness of graduates in the labor market, their employment rate, and the university's contribution to the innovative development of the region and the country. In the digital economy, the quality of education directly correlates with the development of human capital and sustainable development.

In the European Higher Education Area, the regulatory framework for quality assurance is the Standards and Guidelines for Quality Assurance in the European Higher Education Area (*ESG*) [8]. This document enshrines the key principles that define the modern quality paradigm: transparency of procedures, focus on learning outcomes, student involvement in assessment processes, independent external review, and cyclical improvement. Particular attention is paid to the PDCA (Plan-Do-Check-Act) continuous improvement model, which involves planning quality goals, implementing them, evaluating the results achieved, and subsequently adjusting actions. This logic transforms quality assurance from a one-time procedure into an ongoing management process.

The use of a systems approach allows us to view the university as an open, dynamic, and self-developing system, functioning in interaction with its external environment—the government, the labor market, and the international academic community. Within this approach, quality is not developed in isolation within individual disciplines or programs, but rather as a result of the integration of educational activities, research, management, infrastructure, and digital technologies. Changes in one element of the system inevitably impact others, requiring comprehensive and strategic quality management.

Thus, the modern understanding of quality in higher education is based on its multidimensionality, institutional integrity, and continuous improvement. In the context of digitalization and global sustainability, it is the systemic integration of academic, managerial, and social mechanisms that ensures a university's long-term competitiveness and its ability to adapt to the challenges of the times.

Materials and methods

The methodological basis of the study rests on systemic, competency-based, and institutional approaches. Methods used include a comparative analysis of international quality assurance practices, a content analysis of university strategic documents, a structural and functional analysis of internal quality system mechanisms, and the definition of criteria for quality assurance methods.

Globally all universities have similar structures and study programs, and nowadays the competitiveness of higher education institutions is measured by ranking or accreditation. However, these methods such as university ranking and accreditation are not enough to ensure that the final product of education will fully respond to the needs and demands of the industry. It is important to produce thinkers, strategists, analysts

and developers. It seems that at present universities somehow live at a distance from reality and are more focused on the academic beauty of training.

In this regard, the key elements of the whole process of training should be well-designed logistics, processes, and system-based developments, under the roof of quality assurance. In education, like in any other system of material production, everything has to be measured. So, the issue is how to measure and to find an effective tool to measure quality processes and systems involved.

Different national systems have guidelines for defining criteria of quality of education and procedures. The system of quality assurance which starts with the concept of quality culture, including policies, procedures of internal and external quality reviews can help universities to create an ongoing system of QA leading to improvements and development through licencing and accreditation. It is important to point out that without evaluation of the quality of higher education institutionally and programme-based, universities may or may not be eligible for a licence as a higher education institution.

Accreditation is important in practice not only from the certification or formal recognition of the university on institutional level, but it is necessary to accredit programmes as the recognition of its quality which will guarantee learners' easy of employment and being competitive. So the procedure of accreditation should give the higher education institution to be eligible for the University status if accreditation criteria are established per degree programme or institutionally. One of the important criteria for programme accreditation is the learning outcomes, how learners know that they have developed required competences, knowledge, and skills. Learning outcomes are not easy to identify, as they are not formal outcomes of education, but the main target of each programme to be achieved. Each course delivered in the degree program needs to have clear learning outcomes together with learning outcomes of the whole study programme [9].

The other issue for consideration is the quality of teaching. What can be the ideal teaching methods, technique and strategy when technologies are aggressively integrating into education. How to measure teaching having well established teaching staff with high credentials? Another criterion for measuring quality is the infrastructure, what are the limits of resources required to assure quality is another challenge for different educational institutions as, it is not only about the number of computers, labs, and classrooms, but also software and webtools used, offering resources for different types of teaching modality, including online and blended. We also discuss a lot about teaching and research and its interrelation that will be used for better teaching and learning. Affiliation of the institution with international networks related to higher education and research can help to participate in international cooperation in teaching and research [10].

There are some additional criteria for the quality of programmes to be considered, however the problem is to define the right methodology for quality assurance in programmes we offer and institutional quality.

Another method of quality assurance is university ranking, where universities search for the place in top rankings which is important from institutional point of view, but the most crucial in ranking is the system leading to dynamic growth of the university, including developments in all criteria and improvements from year to year.

At this stage of pursuit of quality of education, it is not only eligibility and recognition of its status but deeper systems built in daily life of the institution. In this regard, I would like to continue the discussion of the research and give clear analysis of learning outcomes as judged by a successful employment rate of its graduates.

Accreditation and ranking as the methods of assuring quality can also include many other criteria, however universities need to construct appropriate system and methodology for measuring quality. The system consists of quality assurance, support (monitoring) and quality development or improvement. To implement this system we need to have a policy. The QA Policy contains the statements of intentions and the principles of QA by which the quality will be achieved. Procedural guidance can give detailed information about the ways in which the policy is implemented and provides a useful reference point for the practical aspects of carrying out the quality procedures.

Results and Discussions

Quality policy and procedures

Quality policy and procedures provides a framework through which the university develops and monitors the effectiveness of its quality assurance systems. The policy principles include establishing an active relationship between teaching and research, ensuring the organisation of the quality assurance system, defining the responsibilities of organisational units and individual employees for the assurance of quality, ensur-

ing the involvement of students in quality assurance, and ensuring a system where the policy is implemented, monitored and reviewed exists [11].

The University has a significant commitment at all levels of the University to ensure that its educational programmes have clear and explicit outcomes; and maintains standards for its programmes and awards. The staff are ready and able to provide teaching and learner support that will help our students achieve these outcomes. The University staff and faculty aspire to continuously improve and enhance the education offered to students.

The University employs formal mechanisms for the approval, periodic review and monitoring of its programmes and awards.

The confidence of students and other stakeholders is established and maintained through effective quality assurance activities which ensure that programmes are well-designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency.

The quality assurance of programmes and awards should include the development and publication of learning outcomes, curriculum and programme design and content, different modes of delivery, appropriate learning resources, programme approval procedures by an external body, monitoring of the progress and achievements of students, regular periodic reviews of programmes (both internal and external), regular feedback from employers, labour market representatives and other relevant organisations, and participation of students in quality assurance activities.

Digitalization is transforming traditional quality assurance mechanisms. An internal quality system should include digital analytics of educational outcomes, student participation in management, regular program monitoring, and assessment of teaching competencies. Graduate employment is considered an integral performance criterion.

Digital technologies significantly expand the capabilities of quality monitoring. The use of learning analytics, digital portfolios, and automated assessment systems enables the transition to real-time management of educational outcomes. Big data analytics enables the prediction of academic risks and the adjustment of students' educational trajectories.

Internal and External Quality

Universities must have a QA policy and associated procedures for the assurance and development of its internal and external quality. The university also commits itself explicitly to the development of a quality culture which recognises the importance of quality, and quality assurance, in all its activities.

To achieve this, the university develops and implements a strategy for the continuous improvement of quality through internal and external evaluation.

The internal quality system is a comprehensive framework encompassing policy development and implementation, program monitoring, faculty evaluation, and student and employer satisfaction analysis. Particular attention is given to digital transparency of all processes and the provision of a regular feedback mechanism.

External evaluation, accreditation, and participation in international rankings are essential elements of the modern architecture of quality assurance in higher education. They serve as an independent review of university performance, ensuring public recognition, institutional transparency, and the comparability of educational programs at the national and international levels. In the context of globalization of higher education, these mechanisms help strengthen trust among the government, applicants, employers, and international partners.

Accreditation, as an institutional and programmatic external evaluation procedure, confirms the compliance of educational activities with established quality standards, regulatory requirements, and academic criteria. It encourages universities to systematize internal processes, develop a clear quality policy, and formalize monitoring procedures and analysis of learning outcomes. However, the significance of accreditation extends beyond the formal acquisition of certification or status. Its true value lies in analytical self-assessment, identifying strengths and weaknesses, and fostering a culture of self-assessment and continuous improvement.

Similarly, participation in international rankings (QS, THE, ARWU, etc.) serves not only as a means of positioning a university in the global educational landscape but also as a tool for strategic assessment. Ranking indicators reflect a comprehensive assessment of academic reputation, research productivity, citation impact, internationalization, teaching quality, and graduate employability. With a sound management approach, analyzing ranking indicators allows for identifying areas for institutional growth, adjusting strategic priorities, and optimizing resource allocation.

However, there is a risk of reducing external evaluation to the formal fulfillment of indicators and focusing on quantitative metrics, neglecting substantive educational outcomes. In this case, accreditation and rankings become a bureaucratic burden, without having any real impact on the quality of the educational process. To prevent such formalization, external procedures should be integrated into the university's strategic management and aligned with its mission, vision, and long-term development goals.

Thus, external evaluation and participation in rankings should be viewed as elements of strategic quality management. Their effectiveness is determined not by the actual completion of the procedure, but by the extent to which the results are used for institutional transformation, digital modernization, faculty development, improvement of educational programs, and strengthening relationships with employers. In the context of digitalization and global sustainability, external evaluation mechanisms are becoming not a control tool, but a resource for strategic development and enhancing the university's competitiveness at the national and international levels.

Internal and External Evaluation results show how educational programmes are linked to the mission of the university and strategic objectives. Teaching staff needs to take through the programme details the deep meaning of the University vision, mission and values and describe them through learning outcomes of their courses.

Student's Involvement in QA

As major stakeholders, students in a rapidly developing system of a higher educational institution are the essential part of its quality assurance domain. Students can bring different perspectives and effective strategies to achieve excellence and quality. One of the key indicators in quality assurance is to ensure student participation in the governance of university, quality assurance events, such as, evaluation processes, as a team member or observer, in internal reviews and other quality events and decision-making processes. Students' involvement and enthusiasm in their education and their commitment to quality can be a great contribution to their personal growth and development of the university.

Through quality assurance students can directly influence the quality of their learning. Students, as equal partners, full members of the academic community in the educational process, can significantly influence the improvement of study programmes, teaching and learning, assessment, and create a critical mass in discussions of academic issues. Students are called equal partners in the governance of higher education; therefore their role can be defined both as a right and a responsibility.

The University's Student representation system is central to promoting the partnership of staff and students in enhancing the student experience. To identify a clear procedure of demonstration of students' involvement, the University has a mechanism, which allows them to express their views in a constant and systematic way. Active engagement of students' community to continuous improvement in students' survey helps gather their feedback and opinions. University gives students full trust to facilitate our partnership, breaking the differences, generation gaps and stereotypes. The University ensures that students are clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.

Active student participation in the management of the educational process is one of the key principles of the modern paradigm of quality assurance in higher education. Within the context of a student-centered approach, students are viewed not as passive consumers of educational services, but as equal participants in academic interactions and partners with the university in the process of quality assurance. This model of interaction fosters the development of an institutional culture of quality based on trust, responsibility, and openness.

Student involvement in managing the educational process is occurs via several organizational mechanisms: representation on academic and research councils, quality assurance committees, participation in internal audit procedures for educational programs, expert self-assessment groups, and curricula update working groups. Involving students in these processes allows their educational experiences, expectations, and needs to be taken into account when making management decisions.

Student participation in the development and modernization of educational programs is particularly important. Feedback from students contributes to the updating of course content, optimization of the teaching load, and improvement of assessment methods and teaching methods. Students can initiate the implementation of digital tools, interdisciplinary modules, and elective courses focused on developing soft skills and digital competencies. This creates a flexible and adaptive educational environment capable of quickly responding to changes in the external environment.

An important tool for student participation is the systematic assessment of the quality of teaching and educational services through surveys, focus groups, and digital feedback platforms. Regular analysis of student satisfaction allows us to identify problem areas, adjust teaching strategies, and increase the transparency of educational processes. It is crucial that survey results are not merely a formality but serve as the basis for real management decisions.

Student engagement in quality assurance processes fosters responsibility for their own learning, developing critical analysis skills, managerial thinking, and academic reflection. Thus, participation in quality management serves not only an institutional but also an educational function, enhancing students' personal and professional development.

In the context of digitalization, opportunities for student participation are significantly expanded through the use of online platforms, electronic surveys, educational trajectory monitoring systems, and digital tools for collaborative program development. This enhances the transparency of procedures and ensures more efficient communication between administration, faculty, and students.

Thus, the partnership model of interaction between the university and students fosters a sustainable quality culture, in which quality assurance becomes not an external obligation, but an intrinsic value of the academic community. It is this culture that creates the foundation for the continuous improvement of the educational environment and the university's competitiveness in the face of global transformation.

Teaching Quality

Full, timely, and tangible recognition of the contribution of staff who demonstrate excellence, expertise, and dedication. The University creates a system to evaluate that staff involved with the teaching of students are qualified and competent to do so. This system is available to external reviews and is commented upon in annual reviews and reports.

The University ensures that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance.

The University ensures that the staff recruitment and appointment procedures ensure all new staff have at least the minimum necessary level of competence. Teaching staff is given opportunities to develop and extend their teaching capacity and is encouraged to value their skills. The University provides teachers with opportunities to improve their skills to an acceptable level and have a system to remove them from their teaching duties if they continue to be demonstrably ineffective.

Teaching/Learning Resources

The University ensures that the resources available for the support of student learning are adequate and appropriate for each programme offered. In addition to the teachers, students have a range of resources to assist their learning. These vary from physical resources such as an academic library or computing facilities to human support in the form of tutors, counsellors, and other advisers. Learning resources are accessible to students, designed with their needs and responsive to feedback from students who use the services provided. The University routinely monitors, reviews and improves the effectiveness of the support services available to students on a regular basis.

Global sustainability

Currently, universities function not only as educational and research institutions, but also as key actors in sustainable societal development. Therefore, quality assurance in higher education cannot be limited to academic indicators and internal assessment procedures; it must take into account the principles of sustainable development, internationalization, and global responsibility [12].

Sustainable development principles require a balance between economic, social, and environmental priorities. For universities, this translates into the development of educational programs focused on training specialists capable of addressing complex global challenges — from the digital transformation of the economy to environmental safety and social inclusion. The inclusion of sustainable development topics in curricula, the development of interdisciplinary research, the implementation of green technologies in campus infrastructure, and responsible resource management are becoming indicators of institutional maturity and quality.

The internationalization of higher education is an important component of sustainability. This includes the development of international educational programs, participation in university network initiatives, joint research, and the involvement of international faculty and students. International cooperation facilitates the exchange of best practices in quality assurance, the harmonization of educational standards, and the development of a global academic culture. Furthermore, internationalization strengthens a university's competitiveness and expands opportunities for the academic and professional mobility of graduates.

Academic mobility — both incoming and outgoing — is viewed not only as a form of exchange but also as a mechanism for improving the quality of education. Participation by students and faculty in international exchange programs helps broaden their professional horizons, develop intercultural competence, improve language skills, and master innovative educational practices. Mobility enhances the flexibility of educational programs and encourages their adaptation to international requirements.

Universities' contribution to achieving the UN Sustainable Development Goals (SDGs) is particularly important. Higher education institutions are participating in the implementation of goals related to quality education (SDG 4), gender equality (SDG 5), sustainable economic growth (SDG 8), innovation and infrastructure (SDG 9), reduced inequalities (SDG 10), and responsible consumption (SDG 12). Universities are becoming hubs for knowledge generation, innovation, and social initiatives aimed at addressing global challenges [13].

Thus, integrating the principles of sustainable development, internationalization, and academic mobility into the university's strategy expands the traditional understanding of educational quality. Quality in this context is determined not only by the level of specialist training, but also by the university's ability to actively participate in global transformations, develop a socially responsible generation of graduates, and ensure long-term institutional sustainability in the face of global change.

Conclusion

The University collects, analyses, and uses relevant information for the effective management of their programmes of study and other activities. The quality-related information systems cover student progression and success rates, employability of graduates, students' satisfaction with their programmes, effectiveness of teachers, profile of the student population, learning resources available and their costs, the institution's own key performance indicators. The University should regularly publish latest impartial, objective data, both quantitative and qualitative, about the programmes and awards it offers.

In fulfilment of the public role, the University has a responsibility to provide accurate, impartial, objective and easily accessible information about the study programmes, learning outcomes, qualifications, teaching, learning and assessment procedures, learning opportunities available, alumni, employment destinations of past students and their feedback, and the profile of the current student population.

Thus, a modern model for quality assurance in higher education must be strategic, predictive, digital, and sustainable. Unlike the traditional approach, which focuses primarily on monitoring compliance with established standards, the new model envisions a transition to systemic management of educational outcomes and long-term institutional development.

A strategic quality system means its integration into the university's overall development strategy and alignment with the mission, vision, and priorities of institutional policy. Quality assurance ceases to be an autonomous function of a separate department and becomes part of strategic management, influencing human resources policy, research activities, international collaboration, and digital transformation.

A predictive approach involves the use of analytical tools to anticipate risks, assess the dynamics of educational indicators, and forecast labor market needs. A modern quality system should be based on big data analysis, monitoring academic performance, graduate employment rates, and changes in professional competencies in demand in the digital economy. This approach enables a transition from reactive to proactive management.

The model's digital nature stems from the active integration of information and communication technologies into the educational process and monitoring system. The use of LMS platforms, learning analytics, digital portfolios, automated feedback systems, and artificial intelligence tools ensures transparency, efficiency, and objectivity in quality assessment. Digitalization strengthens the evidence base for management decisions and forms the basis for continuous improvement.

The sustainable nature of the quality system reflects the university's focus on long-term development, taking into account social, economic, and environmental factors. The integration of sustainable development principles into educational programs, resource management, research, and international collaboration broadens the understanding of quality as a category of social responsibility. The university is becoming not only a center for training specialists but also an active participant in addressing global challenges.

The integration of digital tools, sustainable development principles, and a focus on achieving measurable educational outcomes form a new paradigm for quality in higher education. Within this paradigm, quality is viewed as a dynamic, continuously improving process based on partnership among all stakeholders, institution-

al transparency, and strategic flexibility. This model ensures the university's competitiveness, its resilience to external challenges, and its ability to adapt to a rapidly changing educational and socioeconomic context.

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Г. Сарсенбаева

Цифрландыру және жаһандық тұрақтылық жағдайында жоғары білім беруде сапаны қамтамасыз ету

Мақалада жоғары білім беру сапасы Болон процесі аясында дамып келе жатқаны қарастырылған. Бүгінгі таңда сапаны қамтамасыз ету университеттердің аккредиттеу және рейтингтерде жинақтаған тәжірибесінің арқасында күшейе түсті. Дегенмен, XXI ғасырдың жаңа қиындықтары, мысалы, цифрландыру (онлайн оқытуды қоса алғанда), жасанды интеллект, боттар, машиналық оқыту және т.б., білім беруді оқыту процесін өзгертуге және қайта жобалауға мәжбүрлейді. Мақалада жоғары білім беру сапасын қамтамасыз ету жүйесінің цифрландыру және жаһандық тұрақтылық контекстінде трансформациясының кешенді талдауы ұсынылған. Онда сапаның теориялық және әдіснамалық негіздері зерттелген, халықаралық ESG стандарттары, сандық мониторинг құралдары және ішкі және сыртқы сапаны бақылау механизмдері талданған және болжамды және стратегиялық сапаны басқару моделіне көшу қажеттілігі негізделді. Университеттердің тұрақты дамуына бағытталған кеңейтілген институционалдық сапаны қамтамасыз ету моделі ұсынылған. Автор университеттердің осы қиындықтарға тап болып, жетілдіруді жалғастыра отырып, білім берудегі тұрақтылық пен сапаны басқаруды қалай қамтамасыз ете алатынын талқылаған. Жоғары білім берудің сапа талаптары мен жаңа парадигмаларын талдау, жаңа әзірлемелердің сапаға әсері және жаһандану процесіндегі үздіксіз конвергенция да қарастырылады.

Кілт сөздер: жоғары білім сапасы, саясат, даму, цифрландыру, жаһандық тұрақтылық, аккредиттеу, мониторинг, бағалау.

Г. Сарсенбаева

Обеспечение качества высшего образования в условиях цифровизации и глобальной устойчивости

В статье рассматривается качество высшего образования на этапе его развития в рамках Болонского процесса. Сегодня обеспечение качества стало более четким благодаря опыту, накопленному университетами в процессе аккредитации и рейтингов. Однако новые вызовы XXI века, такие как цифровизация, включая онлайн-обучение, ИИ, боты, машинное обучение и многое другое, переводят образование в процесс трансформации и перепроектирования процесса обучения. В статье представлен комплексный анализ трансформации системы обеспечения качества высшего образования в условиях цифровизации и глобальной устойчивости. Раскрываются теоретико-методологические основания качества, анализируются международные стандарты ESG, цифровые инструменты мониторинга, механизмы внутреннего и внешнего контроля качества. Обоснована необходимость перехода к прогностической и стратегической модели управления качеством. Предложена расширенная институциональная модель обеспечения качества, ориентированная на устойчивое развитие университета. В данной статье мы обсуждаем, как университеты могут обеспечить управление устойчивостью и качеством образования, сталкиваясь со всеми этими вызовами и продолжая совершенствоваться. Также рассматривается анализ требований к качеству и новых парадигм высшего образования, влияние новых разработок на качество и текущая конвергенция в процессе глобализации.

Ключевые слова: качество высшего образования, политика, развитие, цифровизация, глобальная устойчивость, аккредитация мониторинг, оценка.

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