The role of the European educational area in ensuring the quality of higher education

Роль європейського освітнього простору у забезпеченні якості вищої освіти

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Abstract

The European educational space combines national features with the main task of ensuring the quality of higher education – modernization of methods for evaluating the training of an education seeker, and monitoring his achievements, where the main evaluator is the customer and the labor market. The role of the European educational space in ensuring the quality of higher education is clarified. The priority value of higher education is shown. Let's highlight the means that ensure the implementation of such a strategy. The main basis for ensuring the quality of higher education is academic integrity, compliance with the rules of the educational process, creating an atmosphere that is favorable for the education of all categories of students of the educational process, and providing equal opportunities for all students to obtain a quality education. The definition of academic integrity is given. The most typical models of professional training to

Анотація

Європейський освітній простір поєднує в собі національні особливості разом з головним завданням у забезпеченні якості вищої освіти – модернізація методів оцінки підготовки здобувача освіти, моніторинг його досягнень, де основним оцінювачем є замовник та ринок праці. З'ясовано роль європейського освітнього простору у забезпеченні якості вищої освіти. Показано пріоритетне значення вищої освіти. Виокремимо засоби, що забезпечують реалізацію такої стратегії. Головним підґрунтям при забезпеченні якості вищої освіти є академічна доброчесність, дотримання правил освітнього процесу, створення атмосфери, що є сприятливою для освіти всіх категорій здобувачів освітнього процесу, надання рівних можливостей для всіх студентів з метою отримання якісної освіти. Дано визначення академічної доброчесності. Показано найтиповіші моделі фахової

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ensure the quality of higher education in the countries of the European Union are shown. The factors that ensure the quality of higher education in the countries of the European Union and increase the chances of employment of specialists are singled out. The functions of the European Higher Education Area are listed.

Keywords: European educational space, quality assurance of higher education, academic integrity, quality education, high education institutions.

підготовки для забезпечення якості вищої освіти в країнах Європейського Союзу. Виокремлено фактори, що забезпечують якість вищої освіти в країнах Європейського Союзу та підвищують шанси працевлаштування фахівців. Перераховано функції Європейського простору вищої освіти.

Ключові слова: Європейський освітній простір, забезпечення якості вищої освіти, академічна доброчесність, якісна освіта, заклади вищої освіти.

Introduction

Higher education institutions in the European educational space are increasingly aware of the prospects associated with new innovative transformations in higher education, in particular with the creation of corporate and virtual universities. Realizing at the same time the need of higher education institutions in ensuring the quality of higher education, many European universities are implementing various programs of academic cooperation in partnership with prestigious universities. In this context, there is an opportunity to achieve a balance between the academic and institutional aspirations of European higher education institutions and the needs for international cooperation and solutions to the problems that arise worldwide in the face of dynamic competitors (Biletska et al., 2018).

The further development of modern education aims to give the educational process a creative character and overcome the educational space's closedness. Modern education creates opportunities for the openness of the European educational space to the future, which requires a new model of education that would satisfy the realities of post-industrial society and contribute to global changes in all spheres of human life. For example, changes caused by rapid integration processes in society and information and communication technologies of the modern educational space.

The international experience of the European educational space in ensuring the quality of higher education is important and essential for any country since an unformed national strategy for the internationalization of education will ensure a low volume of educational services and become impossible for their export, which will lead to low quality of international educational programs and their impossibility of development, which accordingly complicates the effective integration of the educational sector into the world, and in particular, the pan-European

educational space (Sysoieva & Krystopchuk, 2012).

Literature Review

O. Vlasiuk & T. Daragan (2022) considered in the context of the European experience of university autonomy the possibilities of introducing the autonomy of Ukrainian institutions of higher education, showed the ways of establishing university autonomy in domestic and European institutions of higher education; analyzed the principles of university autonomy in European education; conducted an online survey among higher education graduates and domestic scientific and pedagogical workers. Scientists have researched and proposed the following four-digit positions of types of autonomy: academic, organizational, personnel, and financial. In domestic institutions of higher education, the conditions for the formation of university autonomy are comprehensively defined; a comparison is made with the conditions and rules in Europe, according to which universities work there. The main factors were identified and the level of application of the main types of university autonomy was assessed. In European countries, the content of university autonomy, and ways of success were analyzed, and progressive ideas were identified for their implementation in domestic institutions of higher education. The possibility of introducing autonomy for domestic institutions of higher education was assessed. The concept of university autonomy has been analyzed, the ways of ensuring implementation by higher education institutions of independent regulation of the educational process, powers to make intra-educational independent management decisions, and the involvement of highly qualified scientific and pedagogical workers have been determined; opportunities for participation in grants, conducting research, analysis, and publicity of

one's activities, cooperation with international organizations were clarified.

O. Lokshyna (2018), within the framework of the Association Agreement between the European Union and Ukraine, revealed the European orientation of the Ukrainian educational space. The European orientations of higher education and its development are shown, the essence of higher education in the conditions of Europeanization is substantiated, the peculiarities of higher education in the European Learning Area are highlighted, the challenges that take place in Ukraine in synchronizing the quality assurance system of higher education related to European standards are described, recommendations are given to ensure the quality of education in the European space.

T. Dyman, O. Bonkovskyi & A. Vovkogon (2017) revealed the content of the higher education systems in European countries, showed the tasks, outlined the main principles and regulatory documents adopted as part of the Bologna process, revealed the methods and means of their application in the higher education system of Ukraine. In European countries, scientists analyzed higher education systems, showed the importance of Bologna process documents, and emphasized the features of international summits that reduce the problems of higher education development; the strategies of student-centered education are shown, the principles and stages of the main tasks of the formation of the European higher education zone are highlighted. The main aspects of lifelong education are revealed in the features of ECTS – the European Credit Transfer and Accumulation System are shown.

T. Kuchai & O. Kuchai (2019) showed the means that will allow the implementation of the EU strategy, revealed the main features of the implementation of the quality of higher education in the European educational space; showed effective directions in innovative approaches to the internal functioning of higher education, characterized ways of reforming educational programs and using ICT. Ways to achieve a balance between academic and institutional aspirations and necessary needs in international cooperation of European higher education institutions are revealed. The main models of teaching staff training in the countries of the European Union are considered, and the task of education is highlighted in the European space.

O. Totska (2020) disclosed the theoretical principles, performed analysis, forecasting and showed the methodological conceptual principles of managing the development of higher education, determined the strategic directions of the development of higher education in the European space; substantive, organizational, procedural activity of the quality of higher education by management bodies are highlighted; procedures and general approaches to quality assurance are characterized; the possibilities of national agencies for ensuring the quality of higher education are described; the internal systems of quality assurance in higher education institutions operating under the methodological support and the guidance of national bodies are characterized.

I. Sokolova (2020), following the strategy of the formation of the European space of higher education, analyzed the reforms of higher education in the countries of Southern Europe, using a wide source base and presented the national context of Greece, Italy, Spain, Portugal; found out that these countries demonstrate the successful implementation of education in the European area of higher education, although there are differences in the field of higher education in national features of institutional transformations, taking into account national priorities and historical traditions. The trends of qualitative implementation of the concept of quality assurance of higher education in Europe are determined, where the emphasis is on quality assurance procedures focused on teaching, learning, and research; dynamic procedural and organizational changes are shown in national systems of higher education: institutionalization of systems, harmonization of European standards, internationalization of activities of agencies for quality assurance of higher education, modernization of indicators and criteria for quality assurance of higher education. In the countries of Southern Europe, specific and general procedures for internal and external assurance of the quality of education have been characterized. Practices of European modernization of innovative quality systems of higher education are proposed.

S. Zaskalyeta (2019) showed the basis, the search for ways of effective development of the higher education system. The general trend in the countries of the European area of professional training of competitive specialists is highlighted and the internal quality assurance of higher education is shown, which most reflects the current trends in the development of world and national education and the economy. The author

justified the problem of ensuring the quality of higher education in connection with the modernization of all education. Ensuring the quality of higher education involves: control of educational activities in the higher education sector; organization of the educational process, availability of necessary resources; quality at all stages of training in the training of specialists. The main components of the internal system of quality assurance of higher education are singled out (assessment of the quality of knowledge of teaching staff; monitoring of quality assurance of higher education; periodic review and approval of programs; support of students with information systems and monitoring of educational resources.

The purpose of the article: to find out the role of the European educational space in ensuring the quality of higher education.

Methodology

The basis of research methods is a systematic approach. Within its limits, the following methods are applied: comparison and systematization, induction and deduction, in order to investigate the main characteristics and concepts of research; analysis and synthesis – for the purpose of studying the main internal and external foundations of clarifying the role of the European educational space in ensuring the quality of higher education; statistical non-parametric – in order to characterize the current activity of higher education institutions and show the role of the European educational space in ensuring the quality of higher education; comparisons and systematic analysis – during the formation of the hierarchical influence of internal and external threats; expert analysis – to determine the role of the European educational space in ensuring the quality of higher education; morphological analysis – to clarify the conceptual and categorical apparatus for the problem of the role of the European educational space in ensuring the quality of higher education; abstract and logical – for drawing conclusions and theoretical generalizations of the role of the European educational space in ensuring the quality of higher education.

The study is based on the provisions of pedagogical literature as the emergence of a synthesis of the role of the European educational space in ensuring the quality of higher education, its formation as a value-humanistically oriented multifactorial process, to reflect the role of the European educational space in ensuring the quality of higher education, to achieve the strategic goals of the European educational space in ensuring quality higher education. The specified orientations led to the development of essential principles of the study, which require substantiation of the role of the European educational space in ensuring the quality of higher education at the methodological, theoretical, and technological levels of our research.

The methodological concept of clarifying the role of the European educational space in ensuring the quality of higher education reflects the relationship and interaction of the main approaches to the study of the investigated problem: synergistic; competence; activity; integrative; axiological; personal; acmeological; sociocultural.

The theoretical concept enables a qualitative definition of the essence of the leading research concepts.

The methodological concept provides for the justification of the system of the European educational space in ensuring the quality of higher education.

Results and Discussion

According to the requirements of the European Union's "Education and Training 2020" initiative, the European vector of education and economic development determines the reform of higher education and the need to modernize the management of its development. Studying the characteristic features of the European educational space in ensuring the quality of higher education and the main directions of European integration at all levels of education management is important for the integration of higher education into the European educational space and the formation of its national strategy (Totska, 2020).

The European area of higher education is an international troublesome cooperation on issues of higher education and the result of the will of countries with different cultural, political, and academic traditions, which, during the last twenty years, built the European educational area in ensuring the quality of higher education, a sphere that implements a common set of obligations by making structural reforms and using joint instruments. As part of this process, stakeholders of the European space, countries, institutions are constantly improving their higher education systems and strengthening their mechanisms for ensuring the quality of higher

education. The goal of these countries is to ensure the quality of higher education in the European educational space, increase the mobility of personnel and students of education, and promote the employment of competitive specialists (Yerevan communiqué, 2015).

Education and professional training are necessary factors for the development of the modern economy and society in general and are a priority area of development for the governments of all EU member states. From the standpoint of research by modern scientists, the EU development strategy in this direction speaks of the need for cooperation between all countries, the exchange of research and discoveries between them. The modern world requires more skills and new knowledge, experience in intercultural communication, and mastery of foreign languages from teachers and students of education – future competitive specialists. All this speaks of the priority importance of higher education and emphasizes the importance of activities both with neighboring and more distant countries within the framework of cooperation. The work of the European Commission is aimed at the development and implementation of new and improvement of developed educational programs, with the help of which scientists and students of education can receive scholarships and participate in grants for conducting research in European countries and further professional training. Thanks to this, thousands of teachers, students, and scientists in different countries of the world work, study, and teach within international academic programs.

The task of educational policy in the European context is to use the positive dynaimics of cooperation in the educational sphere, to promote the development of civic consciousness, the basis of which are such values as democracy, solidarity, mutual respect, equality, and the prospects for the introduction of the Bologna process. Important elements of education that created a fundamentally new situation on the European continent are respect for ethnic and cultural identity and the fight against various forms of xenophobia and chauvinism. That is why the main elements of educational policy are the possibilities and prospects of realizing the European integration aspirations of any country at the current stage, learning foreign languages, and gaining knowledge about the role of the European educational space in ensuring the quality of higher education. A major focus of this approach is to focus on transnational cooperation between separate education systems (Kraievska, 2011).

The European educational space combines national features with the main task of ensuring the quality of higher education – modernization of student training evaluation methods, and monitoring of achievements, where the main evaluator is the customer and the labor market.
Let's highlight the means that ensure the implementation of such a strategy:

– use of information and communication systems and analysis of the influence of the EU on their use;
– application of open educational resources in all educational contexts and analysis of EU influence on their use;
– systematicity in increasing the role of the European educational space in ensuring the quality of higher education, pedagogical qualification of teaching staff;
– strengthening ties between education and employers to ensure the quality of higher education;
– application of theoretical and practical training at the workplace;
– the introduction of new standards of the European educational space in ensuring the quality of higher education about the management of the development of entrepreneurship in education.

The use of information and communication technologies (ICT) in the European educational space in ensuring the quality of higher education contributes to the acquisition of civic and entrepreneurial skills in a person, which is the main thing for training young people and is of fundamental importance when working in a modern professional environment (Myskiv, 2013).

One of the main problems of the countries of the European Union, which is on the agenda, is ensuring the quality of higher education. In the educational and scientific activities of every institution of higher education today, it is necessary to systematically introduce high standards of quality education, which are the basis for the positive development of the consciousness of humanity. With this approach, during the educational process in the institution of higher education, the fight against academic dishonesty acquires the main importance. The experience of the developed countries of the world in the systematic application of approaches to the academic integrity of students of higher education indicates the need for its public definition and the mandatory adoption of the principles of academic integrity for quality

education (National Agency for Quality Assurance of Higher Education, 2019).

The main basis for ensuring the quality of higher education is academic integrity, compliance with the rules of the educational process, creating an atmosphere that is favorable for the education of all categories of students of the educational process, and providing equal opportunities for all students to obtain a quality education.

In every institution of higher education, with the help of creating appropriate conditions, there is a struggle for academic integrity. Academic integrity is defined as a set of ethical principles and rules that should be followed by participants in the educational process during learning, teaching, and carrying out scientific and creative activities to ensure trust in the results of studies and scientific achievements (Kravchenko et al., 2022).

Adherence to the principles of academic integrity in higher education institutions of Ukraine will contribute to: the competitiveness of classical domestic education; development and implementation in the educational and scientific space of university-wide standards in the conditions of growing demand for practical orientation of educational programs; development of information and communication technologies, globalization processes in the modern educational space. When observing the principles of academic integrity, each person must start with himself. The measure of a person's internal culture is a virtue.

We will highlight the possibilities of implementing academic integrity in the universities of the European Union, which we will present according to the following characteristics:

– legislative level – universities of the European Union consider academic integrity as the main component of the quality of the educational process, which is written in the Bucharest Declaration of Ethical Values and Principles of Higher Education in Europe and declared in all international projects;
– the content of the training of future competitive specialists – in the professional training of education seekers, the need for worldview disciplines, and updating of statistical data is emphasized. In the content of the training of future specialists, the fight against academic fraud has been going on for many years, and the universities of the European Union consider dishonest education as the main threat to public security;
– university level – regulations are prescribed in every university of the European Union and a system of sanctions and punishments has been created. The general trends in the development of academic integrity as the main component of the quality of the educational process of future specialists, which is characteristic of the universities of the European Union, include globalization, the introduction of professional ethics, deontology, and informatization into the educational process.

In the countries of the European Union, the creation of commissions headed by the management of higher education institutions for the settlement of violations of the academic integrity of education seekers has been approved at the national level.

Academic integrity is important for all countries of the European Union. This important process is facilitated by the ENRIO association, whose work contributes to the solution of all issues in the field of academic integrity. ENRIO became an officially registered association in 2020. This allowed her to develop an effective strategy for solving all issues in the field of academic integrity, which is long-term for the future of all countries of the European Union to promote the integrity of research in Europe, which is the main task in ensuring the quality of higher education. The activities of the European Network of Academic Integrity (ENAI) are of great importance for the development of world education and for ensuring the quality of higher education.

The main direction in the innovative approach to ensuring the quality of higher education and to the internal high-quality functioning of higher education is the reform of the use of ICT and educational programs. To ensure the quality of higher education, today many educational programs aim to become student-oriented. Such a student-oriented approach requires the active participation of education seekers in the educational process, radical reform of educational programs, and the use of ICT. To ensure the quality of higher education, individual, flexible, interdisciplinary educational programs are introduced in the learning process.

To ensure the quality of higher education, the use of platforms is of great importance, which allows a student to change a university or country, or discipline, and this approach is increasingly

recognized by EU countries (Biletska et al, 2018).

Scientists determine the trends in the development of the quality of higher education in European countries in the following areas: the creation of a European innovation space, a comparative aspect, the formulation of new educational goals to ensure the quality of higher education, monitoring the quality of education, changes in the financing of the education sector, new management models, multilingualism, a combination of traditional structures and new media, development of standards, the opening of innovative educational institutions. Education systems at the beginning of the 21st century in the countries of the European Union, despite the ideological and political differences in the activities of various governments, underwent a general movement towards further deregulation and decentralization of state control.

According to T. Krystopchuk (2012), T. Kuchai & O. Kuchai (2019), the most typical models of professional training to ensure the quality of education in the countries of the European Union are:

- a parallel model that exists throughout the entire period of specialist training based on the principle of parallelism and creates conditions for mastering all components of the educational program;
- an integrated model, with the help of which the components of the educational program are offered to students for study not only simultaneously, but also in a relationship due to the integration of practice with theory;
- the sequential model offers priority study of special and general disciplines and study of professional disciplines and educational practice at the final stage.

The standards for ensuring the quality of higher education in the countries of the European Union are divided into three parts:

- internal quality assurance of higher education in the countries of the European Union;
- external quality assurance of higher education in the countries of the European Union;
- quality assurance agencies of higher education in the countries of the European Union.

Standards and recommendations for ensuring the quality of higher education in the countries of the European Union have become a supranational tool that strengthens the Europeanization of higher education to ensure the quality of higher education. The European Commission's European Higher Education Area 2018 Report on the Implementation of the Bologna Process highlights the importance of ensuring the quality of higher education in a sector that is constantly developing dynamically. The standards of higher education are being dynamically improved and an institution is being created to ensure the quality of higher education, the introduction of systems of internal quality assurance of higher education, and external quality assurance of higher education (European Commission/EACEA/Eurydice, 2018). The report shows the problems that exist in ensuring the quality of higher education in the countries of the European Union:

- insufficient involvement of the countries of the European Union as equal partners of education seekers in the procedure for ensuring the quality of higher education;
- the dominance of control of external quality assurance of higher education in the countries of the European Union over the improvement-oriented model;
- restriction of higher education institutions to control the quality of higher education in the countries of the European Union only by choosing a national quality assurance agency (European Commission/EACEA/Eurydice, 2018);
- quality assurance of higher education institutions does not depend on state funding of institutions and their attractiveness in the eyes of applicants, there is no motivation to introduce internal quality assurance systems (Dluhopolskyi, 2017).

In 2017, the European Commission published the "EU Program on Higher Education Inquiries", which focuses on ensuring the quality of higher education in the countries of the European Union:

- synchronization of skills formed by the system of higher education while ensuring the quality of higher education in the countries of the European Union, to meet the needs of the labor market;
- transformation of higher education into a more comprehensive, accessible one to increase its social contribution;
- improving the quality of higher education through innovative capacity;

- increasing the effectiveness and efficiency of higher education (Lokshyna, 2018).

The term employability is becoming popular, which characterizes a set of skills, abilities, and knowledge while ensuring the quality of higher education for possessing approaches to solving the production situation, as well as the desire and ability for improvement and professional development during life (Plakhotnik et al., 2022). Suitability for employment with high-quality provision of higher education in the countries of the European Union covers the following competencies: literacy, mastery of information technologies, ability to work in a group, level of self-organization, ability to perform assigned tasks, and mastery of communication skills. etc. These general competencies are present to all specialists and do not depend on the profile of the chosen profession. A survey was conducted among European employers. The research conducted mainly among representatives of business and industry showed that the possibilities of obtaining a suitable place in the labor market depend on:

- acquired skills while providing high-quality higher education in the countries of the European Union, which characterize the suitability for employment of a specialist – 78%;
- conscientious attitude to the specialist's work – 72%;
- gained practical experience as a specialist and industrial practice during training – 54%;
- the direction of qualification or education – 41%;
- the level of success of the student in ensuring the quality of higher education in the countries of the European Union – 28%;
- the prestige of the institution of higher education – 8%.

The same surveys were carried out within the framework of the HEGESCO European project. The survey covered more than 20,000 graduates of higher education institutions. Among the factors that ensure the quality of higher education in the countries of the European Union and increase the chances of employment of specialists, the following were named:

- level of cultural development – 13%;
- availability of higher education – 11%;
- intellectual capital – 16%;
- presence of contacts with stakeholders and experience – 25%;

- grade level (average over 4.0) – 13%;
- having a driver's license – 11%;
- experience of professional work in ensuring the quality of higher education 9%.

So, as conclusion, we see the existence of an absolute necessity for cooperation between the main stakeholders to increase the role of the European educational space in ensuring the quality of higher education: employers, the academic community of higher education institutions, graduates, and students of education. The European Higher Education Area (EHEA) is an intergovernmental structure created to strengthen the role of the European educational area in ensuring the quality of higher education and cooperation. Such a structure was officially founded at the Conference held in Budapest and Vienna in March 2010 and gathered all the ministers of the countries participating in the Bologna process. The purpose of the European Higher Education Institution is the development of high-quality higher education, a role in the European educational space that:

- is based on the academic freedom of the European educational space, the participation of students and teachers in the management of higher education, the institutional autonomy of the institution;
- promotes economic attractiveness, the role of the European educational space in ensuring the quality of higher education, and social cohesion;
- encourages students and teachers to be mobile;
- improves the social dimension of higher education;
- promotes the employment of education seekers and lifelong learning;
- students and employees are active members of the academic community;
- cooperates with quality higher education and is open to the whole world.

The functions of the EPPO consist of the coordination between governments of structural reforms:

- mandatory system of comparable and understandable degrees (bachelor (three-cycle system), master, doctor of philosophy (Ph.D.));
- ensuring transparency of the role of the European educational space in ensuring the quality of higher education through the accumulation of credits (ECTS), credits of

the European transfer system, and supplement to the diploma;
− recognition of degrees and periods of study (qualifications);
− creating a common European understanding of the role of the European educational space in ensuring the quality of higher education;
− introduction of the Higher Education Qualifications Framework of the EPVO.

In light of the agreements reached within the framework of the EPPO, the governments are introducing changes in the legislation (Dyman et al., 2017).

In the European educational space, the European Association for Quality Assurance in Higher Education (ENQA) was created. ENQA promotes European cooperation and plays a significant role in ensuring the quality of higher education and dissemination of information and knowledge acquisition among education seekers, interested parties (stakeholders) to develop, use best practices, and joint assistance in ensuring the quality of higher education. The mission of the European Association for Quality Assurance in Higher Education is to represent the agency at the international level, stimulate the development of the education quality assurance system, support education at the national level, and provide networking opportunities and educational services. ENQA contributes to the development of a culture of quality in higher education, provides an opportunity to obtain qualifications, contributes to the improvement of the quality of education, and ensures the access of education seekers to high-quality education.

Involvement in the processes of ensuring the quality of higher education, the role of the European educational space, allows the system of higher education to increase transparency, demonstrate quality, which contributes to better recognition of qualifications, building mutual trust, improving programs and other services (European Association for Quality Assurance in Higher Education et al. (2015). The recommendations of the European educational space in ensuring the quality of higher education explain the importance of certain standards and outline possible ways of their implementation. They provide practical guidance in the relevant areas involved in the processes of ensuring the quality of education (Zaskalyeta, 2019).

Among the most significant changes that have taken place in the European educational space, in ensuring the quality of higher education in the last decade, we include the following: the development of the private sector in higher education; the gradual introduction of degrees of a shorter cycle; paying attention to the effective activities of universities in ensuring the quality of higher education; knowledge transfer, research; internationalization of higher education; introduction of all ECTS components into the educational space as an effective way to ensure the quality of higher education (Shchyrbul et al., 2022).

Common for national agencies of the European educational space are values in the implementation of the main areas of activity, fair financing of higher education, social dimension, in ensuring the quality of academic staff; integrity, professionalism, evidence, trust, transparency, impartiality, and partnership. Mechanisms of quality assessment and accreditation are perceived by the agencies of the European educational space as providing specialists with information about the higher education market, means of consumer protection, and the quality of educational services. Therefore, the activity of national agencies of the European educational space in ensuring the quality of higher education contributes to the achievement of the goal of forming a positive image of countries in the European and world spaces of higher education; introduction of a dual system of high quality; continuous improvement of training; development of international cooperation of higher education. higher education institutions (Quality assurance, QA) bear the main responsibility for the quality of education. Consequently, national QA systems respond to procedural and organizational changes in university quality assurance policies; on society's expectations; support the development of a culture of quality education at all levels of education; take into account the needs and expectations of education seekers of the European educational space in ensuring the quality of higher education and all stakeholders (Sokolova, 2020).

Despite the importance of expanding the institutional autonomy of the European educational space in ensuring the quality of higher education, the success of its implementation differs significantly in European countries. According to the results of the analysis, the highest level of development of organizational autonomy is observed in Great Britain, Denmark, Finland, Estonia, and North Rhine-Westphalia (100%, 94%, 93%, 87%, and 84%, respectively) (Pruvot & Estermann, 2017). The development of higher education in Europe is open, based on academic freedom, and

institutional autonomy, promotes the quality of training of highly qualified personnel, social cohesion, and economic attractiveness, and cooperates with higher education in other countries of the world. University autonomy in Europe is considered clear and transparent; considered as decentralization and optimization of higher education management; identified as "responsible independence"; one that contributes to responsibility and strengthening control over the quality of educational services is accountable to higher education seekers, management bodies, and society.

The analysis of the European educational space in ensuring the quality of higher education shows that the administration and management of a higher education institution should be based on the principles of responsibility to society, transparency, academic freedom, respect for university autonomy, openness (Vlasiuk & Daragan, 2022).

Conclusions

The role of the European educational space in ensuring the quality of higher education is clarified. The priority value of higher education is shown.

The main basis for ensuring the quality of higher education is academic integrity, compliance with the rules of the educational process, creating an atmosphere that is favorable for the education of all categories of students of the educational process, and providing equal opportunities for all students to obtain a quality education.

Academic integrity is defined as a set of ethical principles and rules that should be followed by participants in the educational process during learning, teaching, and carrying out scientific and creative activities to ensure trust in the results of studies and scientific achievements.

The most typical models of professional training to ensure quality education in the countries of the European Union are listed. The standards for ensuring the quality of higher education in the countries of the European Union are divided into three parts: internal quality assurance of higher education in the countries of the European Union; external quality assurance of higher education in the countries of the European Union; quality assurance agencies of higher education in the countries of the European Union. The most significant changes that have taken place in the European educational space are listed and the problems that exist in ensuring the quality of higher education in the countries of the European Union are pointed out.

Prospects for further research consist in the study of a set of ethical principles and rules that should be guided by participants in the educational process during training.

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