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Features of the Implementation of the Management System Qualities in the Department

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ANNOTATION: This paper describes the implementation of the quality management system in the departments and based on our implementation experience, the developed methodology and a package of documents, it is possible to actually adapt the created QMS model to the specifics of other structural divisions of the university. This will allow, firstly, to intensify the process of developing the QMS of the Institute and, secondly, to increase the competitiveness of the graduating departments and the institute as a whole in the market of educational services.

KEYWORDS: development of a quality management system model in an educational institution, education design, a comprehensive SWOT analysis of the department's activities AssociationUztekstilprom (Uzbekistan)

I. INTRODUCTION

The educational institution should determine the scope of the quality management system and the areas included for its application. Examples are departments in a large educational institution, an entire educational institution, or all educational institutions in a given state [1,2].

The educational institution shall define and manage the processes for the quality management system. Processes related to the purpose of the organization should be connected during and after the provision of educational services:

- a) education design;
- b) curriculum development;
- c) education;
- d) Assessment of knowledge.

The organization's structure, responsibilities, resources and services should contribute to the improvement of the quality management system.

Educational institutions must determine and ensure compliance with statutory, regulatory and accreditation requirements, and other regulations applicable to them [3].

The purpose of document control is to ensure that the documentation from the quality management system is constantly updated and available for use only in the current version [4]. The educational institution should establish documentation processes for:

- a) editing, revision and approval of internal documents, including their designation and revision status;
- b) control of external documents, mainly important regulatory documents, which must be constantly updated;
- c) ensuring the availability of documentation to employees of the institution;
- d) manage and control the student's legal documents;
- e) ensuring the traceability of educational services;
- f) verification of compliance with the requirements at the established stages of the educational process.

Educational institutions should determine which documents define, guide and control teaching and support activities; these documents must be controlled. Internal documents should be reviewed and approved for sufficiency and compliance with the quality management system [5].



Information on the publication of textbooks or training material, additional texts, workbooks or other educational sources should be controlled and traced to the design and development processes [6].

The document control system should include provisions for the control of external documents such as legislation, regulations, government circulars, accreditation rules, and business relationships with interested parties.

The presence of the QMS at the department, as well as at the university, has basically the same positive aspects, but I would like to highlight some features of the creation of the QMS on the example of the Department of Textile Materials Science of the Tashkent Institute of Textile and Light Industry [7].

To get acquainted with the main provisions of the ISO series standards and the specifics of developing a model of a quality management system in an educational institution, all employees of the department (20 people) were trained, both with the involvement of third-party organizations and on their own [8].

To develop and certify the QMS at the department, a project working group "Certification" was created, which included ten employees of the department "Textile materials science". The basis of the group was made up of teachers responsible for the scientific, career guidance and educational and methodological activities of the department, as well as for information support and logistics. These employees subsequently became heads of working groups in the areas listed above [9].

II. METHODOLOGY

To implement the identified provisions of the policy and goals in the field of quality, the organizational structure of the department was formalized, within which 9 permanent working groups were created in all main areas of activity. Each working group has a provision regulating their activities, which describes the goals, objectives, functions, rights and obligations, leadership and organization, information links with other working groups and divisions of TITLP. The motivation of the employees of the working groups for more active and high-quality work in the selected areas of activity is carried out on the basis of the provision on stimulating the teaching and teaching support staff of the department "Textile materials science" [10].

III. EXPERIMENTAL RESULTS

At the stage of developing the QMS, the leadership of the department carried out a comprehensive SWOT analysis of the activities of the department (in the field of personnel, educational and scientific work), on the basis of which the mission, policy and goals in the field of quality were formulated, communicated to all employees and approved.

For the effective management of the department, a process approach was applied, which made it possible to determine the mechanisms for the qualitative management of the selected processes: the main process is scientific and educational activities, auxiliary processes:

Measurement, analysis and improvement;

Resource support, as well as management processes.

For all identified processes, process passports were developed, as well as mandatory and additional standards. In order to establish unambiguous responsibility for the performance and efficiency of processes, a responsibility matrix was developed.

The final stage in the development of documentation was the development of a quality manual, which is the fundamental document in the QMS.

To control the effectiveness of the activities of the working groups, the leaders of the working groups annually, at the beginning of the academic year, draw up plans that are brought to the attention of the employees at the meeting of the department and approved by the head of the department.

All job descriptions of employees were revised taking into account the specifics of the department. The new instructions communicated to employees clearly outline their rights and responsibilities.

In order to obtain information from consumers about the quality of graduates, educational services and scientific developments, periodic monitoring is carried out through surveys and questionnaires of employers and students.

An annual analysis of the effectiveness of the QMS provides the management of the department with objective information about the quality of the functioning of all processes separately and the work of the QMS as a whole. All received primary and secondary information is constantly analyzed by the management of the department and used to form policy and quality goals for future periods of time.



IV.CONCLUSION

Thus, the effective implementation of the QMS at a separate department of the institute is visible. Based on our implementation experience, the developed methodology and a package of documents, it is possible to actually adapt the created QMS model to the specifics of other structural divisions of the university. This will allow, firstly, to intensify the process of developing the QMS of the Institute and, secondly, to increase the competitiveness of the graduating departments and the institute as a whole in the market of educational services.

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