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Five-Dimensional Classification of Quality and Its Reflections on Police Higher Education Institutions

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Abstract

In this article, which was planned as a qualitative research, document analysis method was used. In the context of purposive sampling, the current quality processes and practices of 15 Police Higher Education Institutions, which are members of INTERPA (International Association of Police Academies) and AEPC (European Association of Police Academies) and included in this study by using the criteria of being able to access content in Turkish or English on their websites, are discussed and evaluated in terms of five-dimensional quality classification, and policy recommendations are made for these and similar institutions. The findings showed that the institutions analysed within the scope of the study did not adopt processes and practices corresponding to all five quality dimensions, but they existed in at least one of these dimensions. It is expected that the findings and results of the study will encourage other Police Higher Education Institutions towards the quality phenomenon and increase their awareness of quality assurance processes and practices.

Keywords: Quality, Police Higher Education Institutions, Accountability, Accreditation

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1. Introduction

The need for quality, which is an important part of human nature (Hoyer et al., 2001, p. 54), is a phenomenon that has been given importance in almost every field since prehistoric times. The emphasis on quality, which determined the framework of qualified work and labour in Hammurabi's laws, has formed its roots in most cultures as a mechanism that controls the processes of trade unions and determines standards. It was only in the early 1990s that quality processes and practices, which were intensively emphasised in the industry, business and health sectors in the following periods, became an understanding and priority that started to show its effect in the field of higher education (Harvey, 2006). In this context, in recent years, we have witnessed the spread of quality culture in higher education institutions in the world and the introduction of different quality assurance systems.

This certainty and consensus regarding the historical development of quality disappears when it comes to the definition of quality. In the literature, there is a wide variety of definitions of what exactly quality is. Pirsig (1974) stated that it is impossible to define quality whereas Crosby (1979) claimed that quality has as many definitions as the number of people who define it. Unlike these relative approaches to the concept of quality, it is essential to agree on the definition of quality when it comes to ensuring it in professional work and practices (Glasser, 1990).

When evaluated in terms of educational processes, quality education in its most common sense can be expressed as a holistic and systematic evaluation and improvement cycle (Özdemir, 2015, p. 192). In a more focussed approach, quality in higher education - according to the United Nations World Declaration on Higher Education - is defined as a multidimensional concept that covers all missions and practices of higher education institutions, from processes related to education and training, students and teaching staff to infrastructure and facilities (Friend-Pereira et al., 2002, p. 13). In other words, quality in higher education is a multidimensional concept that necessitates a continuous improvement cycle through a holistic and regular evaluation of the systems and requires stakeholder participation. The Final Declaration of 2009 World Conference on Higher Education (New Dynamics of Higher Education and Research for Social Change and Development) published by the Department of International Relations of the Council of Higher Education (CoHE) includes the following statements on quality in higher education in Articles 19 and 20 (CoHE, 2009):

'Quality assurance is an essential function of contemporary higher education and all stakeholders should be involved in the process. Quality requires both the establishment of quality assurance systems and the promotion of a quality culture within institutions...Quality assurance mechanisms should be spread throughout the higher education sector.'

Furthermore, as Eriçok (2023) states; for educational institutions to function effectively, they must use existing resources efficiently, maintain high performance among staff, and carry out all processes according to the plan. Therefore, it is important to regularly monitor and evaluate how well they fulfill their expected functions. Similarly, Hatipoğlu (2022) claims advancing university quality systems will significantly benefit education socially and scientifically, while also speeding up their transformation into high-quality institutions. Quality assurance in higher education is also shaped by the demands for accountability, ongoing improvement, and meeting stakeholder expectations, and it includes structured internal and external procedures (Pramono & Vidiyanto, 2024; Ryan, 2015). Another factor that fosters quality assurance in higher education institutions is neoliberalism. Quality is increasingly measured by market-driven indicators such as employability, student satisfaction, and institutional rankings (Raaper, 2016; Tate & Glazzard, 2024). As it can be understood from these statements, the phenomenon of quality has become a component of higher education systems and cannot be ignored. Police Higher Education Institutions, which train supervisors, officers and managers for police forces and undertake a very important mission all over the world for the protection of public order, carry out quality assurance practices with different approaches, tools and make them visible on their official websites, just like other higher education institutions. In this article, the five-dimensional quality classification introduced by Harvey and Green (1993) is examined in detail. This classification represents different approaches to quality in higher education. The study also analyzes how each of these dimensions is reflected in 15 Police Higher Education Institutions that are members of INTERPA (International Association of Police Academies) and/or AEPC (European Association of Police Academies). Based on these reflections, the article offers evaluations and policy recommendations. This

categorisation implies that quality is related to both processes and outputs and that quality in higher education can be examined in terms of these five different conceptualisations. There are some aspects that make this study different and valuable. First of all, previous studies have generally focused on the organisational structure (Delice, 2015), historical processes (İmga, 2017) or educational activities (Cohen, 2021; Werth, 2011) of Police Higher Education Institutions and have not directly addressed the quality processes and practices of these institutions. In addition, when it comes to quality assurance practices in higher education institutions, universities usually come to mind, and other higher education institutions such as Police Academies are generally not addressed in such studies. Therefore, this study is expected to draw attention to the efforts of Police Higher Education Institutions to provide quality education within the focus of these five classifications and to provide awareness to all relevant stakeholders of higher education in this context. This study seeks to answer the following research question:

"*How are the five quality dimensions reflected in the 15 Police Higher Education Institutions that are members of INTERPA and/or AEPC?*"

Methodology

This study was designed as a qualitative research. In the study, the 'document review' method, which is used as frequently as observation and interview methods in qualitative research and is also expressed as the examination of written materials (Karataş, 2017), was used. Document review involves the analysis of materials related to the phenomenon to be investigated (Yıldırım & Şimşek, 2016). Bailey (2008) listed the strengths of document analysis as subjects that are not easily accessible, lack of reactivity, long-term or time-spanning analysis, sample size, individuality and originality, relative low cost and quality.

Scope and Limitations

The study included 15 higher education institutions out of 124 determined within the scope of purposive and criterion sampling. The criteria were that the websites of these institutions were active and the content related to these quality dimensions could be accessed in English. Within the scope of the study; the quality documents, mission-vision statements and the quality policies on the websites of the relevant higher education institutions were examined in detail and content analysis was carried out on the elements related to quality dimensions. Since the information and data obtained from the sites that do not require membership in the internet environment are publicised, shared and no person or group will be harmed by the use of the information and there will be no private data, no permission was obtained from the site owners and responsible persons and this situation was considered within the scope of presumptive approval (Eysenbach & Till, 2001).

Police Higher Education Institutions

The Police Higher Education Institutions analysed in this study with a wide sample from Europe to Asia are shown in the table below. Since these higher education institutions are organised in different countries with different administrative and academic structures, the names of the institutions vary. The list is alphabetical.

Table 1. Police Higher Education Institutions Analysed

No.	Name of the Institution
1.	Academy of the Ministry of Internal Affairs of the Republic of Belarus
2.	Police Academy of the Czech Republic
3.	Educational Complex of the Ministry of Internal Affairs of the Republic of Armenia
4.	National Police Academy of the Philippines
5.	Police University of Finland
6.	Cambodia Police Academy
7.	Karaganda Academy of the Ministry of Internal Affairs of the Republic of Kazakhstan
8.	Kosovo Academy of Public Security
9.	Mongolian Ministry of Internal Affairs University
10.	Norwegian Police University
11.	Portugal Higher Institute of Police Sciences and Internal Security
12.	Sharjah Academy of Police Sciences
13	Criminal Police University of Serbia
14.	Slovakia National Police College
15.	Turkish National Police Academy

Data Collection and Analysis

The data of the study were collected between January 2024 and March 2024. The data obtained is limited to the statements in the quality policies and the documents related to quality assurance of the institutions on their websites. It was not possible to confirm whether there were any gaps between the documents and statements provided by the institutions on their websites and their actual practices. After the stage of accessing context-specific documents, the relevance of these documents to the purpose and design

of the study was assessed (Corbette, 2003) and the quality indicators and practices of the relevant organisations were read meticulously and repeatedly.

Creativity and flexibility are very necessary when analysing data in qualitative research (Yıldırım & Şimşek, 2016). Because it is considered that standardised analysis approaches in these studies will limit the researcher (Strauss, 1987). In this study, the content analysis process was applied and it was aimed to enable the reader to reach the depth of the study by defining the data in a comprehensive manner after they were understood and analysed in detail. This approach is also similar to the data analysis process listed by Wolcott (1994) as description, analysis and interpretation. The themes for the content analysis were created at the beginning of the study. Accordingly, the quality processes, practices and approaches of the institutions included in the study were analysed under five basic quality themes: 'exceptional quality, quality as excellence or consistency, quality as fitness for purpose, quality as economic value and quality as transformation'. Throughout this process, the data collected was faithfully analysed and distortions, fabrications and exclusion of data from the scope of the study were carefully avoided. In the last stage, all findings were reported.

Validity and Reliability

In qualitative research, there are a number of measures taken regarding validity and reliability. Validity in qualitative studies means observing the situation being studied as it is and as objectively as possible (Kirk & Miller, 1986). In order to ensure the external validity of the study, detailed description and purposive sampling methods were used. Efforts were made to describe in detail the higher education institutions of the study, their selection within the scope of certain criteria, and the processes such as data collection and analysis. In-depth data collection (Erlandson et al., 1993) and independent researcher review were utilised to ensure the internal reliability of the study. As a result of the expert review, it was determined whether the study had a consistent structure as a whole. At the last stage, in order to ensure the external reliability of the study, the data collected within the scope of the study were submitted to the control of another researcher and the consistency and control of the study were carried out. The collected data were reported in detail and how the results were reached were explained in detail.

Findings

Within the scope of the documents examined in the study, the findings under five basic quality themes which are the five-dimensional quality classification introduced by Harvey and Green (1993), namely (1) exceptional quality, (2) quality as excellence or consistency, (3) quality as fitness for purpose, (4) quality as economic value and (5) quality as transformation, are given below.

Quality as Exceptional

The exceptional quality dimension, which is the first of this five-dimensional classification, which is a compilation of different quality conceptualisations, expresses that quality is a special quality and basically deals with quality under three sub-headings. According to the first heading, 'traditional quality', a quality product, service or organisation gives status to top management and service recipients. In this dimension where quality means privilege, there is no need to determine or use any criteria for quality control. This understanding of quality is unattainable for most organisations. In this context, the traditional approach in the field of higher education is that some higher education institutions already embody quality and therefore do not need to prove quality

with criteria. In this system, where there is no need for any external evaluation, all the values required for quality processes are internalised by academic, administrative and other institutional staff.

The Turkish Police Academy (2024b) has adopted the goal of becoming a leading police education, training and development system in the world in terms of increasing the operational effectiveness of national and international police organisations and institutions in cooperation with them, and has made this vision visible on its website under the title of vision. In addition, the Turkish Police Academy, which has a long-established history, strengthens its position in the world day by day and draws attention as an exemplary institution with its qualified educational practices, emphasis on continuous development, national-international cooperation and leadership, and strong research and publication potential as a higher education institution. Similarly, the National Police Academy of the Philippines (2024), in its 'quality vision' statement, has set a goal in the direction of traditional quality understanding with the ideal of becoming a world-class centre of excellence in public safety education, training professional, community and service-oriented public safety leaders by 2050.

Another element of the exceptional quality dimension is the emphasis on 'exceeding high standards' and 'the best'. Accordingly, the recruitment of the most qualified human resources and the inclusion of the best students and facilities are prerequisites for achieving the best results. As the quality of the input determines the output, the selection of qualified prospective students and the creation of good environments and facilities in higher education institutions are of great importance. The Kosovo Academy of Public Security (2024), in its document 'Quality assurance in the Academy', emphasises building human resource capacities to meet the needs, improving the quality of services provided according to the standards and criteria of local and international accreditation systems, and improving services, equipment and infrastructure in accordance with international standards and educational needs. Similarly, the content published by the Norwegian Police University (2024) under the title 'quality area' emphasises the quality of applicants and students, as well as the quality of resources, environment and infrastructure. The Mongolian University of Internal Affairs also endeavours to ensure quality input and strives to build the human resources of the university from the best lecturers and researchers who are socially responsible and produce new knowledge. The institution is also committed to developing the infrastructure, methods, technology and environment that meet the standards of a research university. Sharjah Academy of Police Sciences (2024), under the heading of 'quality policy', sets out the goal of developing the skills of human resources by using the best practices and training them in order to ensure the delivery of its services with high professionalism; it wants to provide the highest level of cultural, artistic, sporting, medical and social opportunities. In addition to these; under the relevant heading, the provision of the highest quality transport, security, landscaping, cleaning and maintenance services is also emphasised.

The last component of the exceptional quality dimension is quality improvement through 'having basic standards and continuously improving them' in all processes. In the link between 'strategy and quality', the Finnish Police University (2024) states that they continuously evaluate their strategies, operations, processes and resources through working groups and improve them with the information obtained from feedback. They structure this with the PDCA cycle (Plan-Do-Check-Act), which enables data-driven planning, implementation, evaluation and improvement. They also state that sound self-assessment, feedback and continuous evaluation practices are an important part of their quality system. Similarly, the Academy of the Ministry of Internal Affairs of the Republic of Belarus (2024) aims at continuous improvement within the scope of the activities of the

'Training process quality control department' and thus increase the competitiveness of the organisation in national and global markets.

Quality as Perfection or Consistency

The key words for this second dimension of quality are 'zero defects' and 'doing things right the first time' in relation to organisational quality culture. The emphasis on zero defects is on processes rather than on input quality, which is discussed in detail in the previous dimension. In a sense, this is a sensitivity towards the realisation of everything correctly, flawlessly and error-free. In this dimension, where it is believed that processes and routines in organisations also affect quality, quality culture is a very important variable and requires monitoring throughout the process without waiting for the process to be completed.

Especially in the police profession, it is of great importance that some sensitive subjects are fully learnt and fully specialised in these areas. The goal of developing professional excellence in the vision statement of the Turkish Police Academy (2024b) is one of the most concrete examples of this. Periodic follow-up and monitoring of students in all kinds of training practices of the Karaganda Academy in Kazakhstan, monitoring the quality of postgraduate education at the Academy of the Ministry of Internal Affairs of the Republic of Belarus (2024), planning the training process, collecting information on its results, systematically recording, processing and analysing this information are also examples of this.

The last element of the emphasis on quality as excellence is quality culture. Kottmann et al. (2016) defined quality culture as an organisational culture that aims to increase quality permanently. In this cultural structure, there are cultural-psychological elements consisting of common values, beliefs, expectations and commitment to quality, and defined processes that aim to coordinate individual efforts to improve quality. In other words, quality culture is a culture in which everyone in the organisation is responsible for quality (Crosby, 1986) and in the context of this cultural understanding, it is important to ensure that all work and operations in the organisation are done right the first time (Crosby, 1979).

The aim is to 'democratise' quality by ensuring that everyone involved in the creation and delivery of a product or service is responsible for ensuring quality at every stage. At this point, it is not necessary to compare police higher education institutions with each other. What is important is that all institutions do a very good job, strive to produce the best graduates and that this continues as an organisational culture. In order to build this culture, Sharjah Academy announces its quality policy to all stakeholders and ensures that it is periodically reviewed in managerial analysis meetings. In the Police University of Finland (2024), it is stated that quality processes and practices are an integral part of management, operations and their evaluation, and that quality is a part of all organisational activities. In addition, in Finland, service users and stakeholders are given the opportunity to participate in planning, evaluation and development processes and the construction of this culture is carried out in a participatory manner.

Quality as Fitness for Purpose

This dimension, which is a functional approach to quality, fulfils the most common definition of the concept of quality today. According to this definition, quality is fitness for purpose. Therefore, quality is evaluated according to the extent to which products and services fulfil their purpose. A particular product or service must serve its purpose

before it can be exceptional or perfect. Different sub-dimensions of fitness for purpose are discussed below.

The first sub-heading addresses quality from the perspective of service recipients and emphasises that quality is 'the process of achieving the right balance between knowledge, skills and understanding'. At this point, it should be mentioned that there is an acceptance that the service recipients of higher education institutions are mainly students (Ushantha & Kumara, 2016). In this context, the Mongolian Ministry of Interior University (2024), under the title of 'quality policy', has set the goal of educating competitive and flexible professionals who meet the needs of society and have a scientific attitude, while the Philippines has expressed its commitment to providing quality, responsive education and training to its students through continuous improvement and good management practices.

The second sub-heading of this dimension is closely related to the mission of organisations. It is important to have a clear mission specific to the organisation and to control and evaluate the extent to which the requirements of this mission are fulfilled. In quality practices, this control is generally possible through quality assurance systems. Quality assurance is a systematic approach to doing the right things in the right way. It is closely related to making sure that systems are in place to meet the needs of service users (Sallis and Hingley, 1991, p. 14). In other words, quality assurance is the process of determining whether the quality control mechanisms, processes and procedures necessary for the realisation of the mission declared and adopted by the organisation are in place. The aim of the quality control department of the educational process at the Academy of the Ministry of Internal Affairs of the Republic of Belarus (2024) is to improve the quality of education and training and to ensure compliance of educational standards with the requirements of the legal acts in force in the Republic of Belarus. A similar structure can be observed in Kazakhstan. The Group for Monitoring and Control of the Quality of Education established within the institution continues its work to ensure quality assurance. In the Kosovo Academy of Public Security, the quality assurance unit is operationally independent and operates under the General Directorate of the Academy of Public Security. This unit aims to improve quality by putting into practice all institutional policies and quality assessment tools contained in the quality manual, which is regularly revised in accordance with current changes.

In some institutions, mission-related assessments are also carried out through voluntary accreditation processes. Today, there are Police higher education institutions that have adopted accreditation processes and are accredited at institutional and/or programme level, such as the Police Academy of Cambodia, the Police Academy of the Czech Republic, the Criminal Police University of Serbia and the National Police College of Slovakia. The IADLEST Accreditation Body (2024) lists the benefits of participating in accreditation processes for Police academies as follows

'The greatest beneficiaries of having an accredited Police organisation are the officers themselves and the communities they serve. Through accreditation processes, it is possible to receive quality, targeted training. Through these practices, the community can be assured that police candidates are receiving the highest level of training with exemplary practices and standards. The organisation confirms that it complies with the highest national and international standards in police training. Accreditation also ensures accountability. It helps to improve documentation and record-keeping processes. It offers guidance and co-operation in addressing issues and implementing best practice in identified areas.'

The last sub-heading of this dimension is the fulfilment of expectations and satisfaction of service users. Higher education institutions are therefore expected to be careful to base their quality standards not only on their own definitions but also on an assessment of students' needs (Sallis and Hingley, 1991, p. 3). The University of Mongolia (2024) has adopted the vision of valuing quality and keeping the satisfaction of service users at the highest level at all times, while the Portuguese Institute of Police Sciences and Internal Security (2024) has emphasised the promotion of regular assessments and discussions on the needs and satisfaction levels of students and other relevant stakeholders.

Quality as Value for Money

In this dimension of the classification, the concepts of effectiveness, efficiency and accountability come to the fore. The importance of the accountability of a vital phenomenon such as education and public service to the legal supporters of the process and to the society is emphasised. Ishikawa (1985) stated that quality is a social responsibility towards family, country, employees and humanity and underlined that organisations have both national and universal responsibilities. The Turkish Police Academy provides the Police Force with professional, community service-oriented leaders and police officers who are aware of their authorities and obligations. In addition, it supports the development and improvement of security processes in the national arena and contributes to the accumulation of universal knowledge through qualified scientific studies and publications. In this context, the University of Mongolia prioritises the public interest within the framework of law, creates an infrastructure that meets the demands of all interested parties and contributes to the development of science and technology in the fields of security, law and internal affairs.

Quality as Transformation

According to Harvey and Knight (1996), if higher education institutions want to play an active role in education in the 21st century, they should aim to do this by focusing on transformative learning processes. In other words, the goal should be to transform students so that they can take initiative when necessary and gain the ability to work independently. However, it should not be forgotten that in order for an effective transformative process to take place, higher education institutions themselves must transform in accordance with the requirements of the age and the best practices in the world. The Turkish Police Academy (2024a); continues its efforts to put developments in the field of education into practice with its membership in the Bologna Process, international collaborations, student and instructor exchange programs and projects, postgraduate programs, scientific studies and active role in international police education institution associations, and is becoming a much stronger structure in every respect in line with the requirements of the age and in line with the education systems in developed democratic countries. Similarly, the Kazakhstan Academy strives to transform the academy into an innovation-focused university through the integration of education, science and practice.

According to the quality dimension as transformation, education has a participatory nature. Students are active and natural participants in the learning process. Students fully participate and contribute to the learning processes in a way that they assume the responsibility of producing products, promoting and evaluating them (Müller & Funnell, 1992, p. 175). In this context, education is a process of transforming students. Therefore, quality education develops and empowers the student. This dimension also asks students to take responsibility for their own learning. The student is aware of himself, his strengths and weaknesses, and has full self-confidence. In addition, it is of great

importance for him to have more control and develop his critical skills while structuring his own learning process. In addition, Wiggins (1990, p. 20) recommended that students learn to justify their own ideas and be able to self-assess and self-criticize. The Norwegian Police University (2024) defines "quality education-teaching process" as; It has been described as preparing students to understand the social mission required by the police profession, contributing to the acquisition of qualified learning and competence in working life, and has adopted the ideal of raising a learning police force. The Finnish Police Academy (2024) has set a goal in this context by saying that we are building a culture that meets the needs of stakeholders and creates value and well-being for them.

According to this dimension of quality, which particularly emphasizes qualitative change, education is a process of ongoing transformation of the participant. Education should provide added value to students while developing their knowledge, skills and abilities. During the transformation process, feedback should be received from students, opportunities should be provided to evaluate the education given to them, their critical thinking skills should be developed and, if possible, some "choice" opportunities should be provided. It should not be forgotten that in appropriate situations in learning processes, the initiative of choice adds quality to the chosen thing. Zineldin et al. (2011, p. 231) stated that receiving feedback from students regarding their lives and experiences has become one of the cornerstones of the concept of quality in higher education. Kosovo Academy applies surveys aimed at evaluating the different education it provides and focuses on the student and the participant. The Education Complex of the Ministry of Internal Affairs of the Republic of Armenia (2024) conducts surveys including graduates and reconsiders the education processes in line with this feedback.

Discussion

While the 20th century was the era of productivity, the 21st century will be the era of quality (Juran and Godfrey, 1998, p. 387). Quality has become one of the most important requirements and foundations for the success of individuals and all kinds of organizations today. It is also a decisive factor for market differentiation and competitive advantage. Organizations have to prioritize quality to meet rising customer expectations and to stand out in increasingly crowded markets (Goran & Petar, 2021; Stancu, 2025). Firms, companies and educational institutions make great efforts to provide quality products and services to service recipients and to meet their needs. Mishra (2007), who explains why we need quality in education, programs and institutional levels and recommends that we have a high awareness that we need to worry about quality, lists the reasons for this as competition, ensuring the satisfaction of service recipients, maintaining standards, accountability, increasing employee morale and motivation, reputation, status, image and visibility.

Educational institutions and universities need quality infrastructures focused on evaluation and improvement in order to instill confidence in society, stakeholders and service recipients that they meet the necessary requirements for their products and services. One of the primary goals and issues that the Bologna Process focuses on is quality in higher education, which is the systematic management and evaluation processes adopted to ensure that qualified outputs are obtained. In order for quality processes to be successful, all individuals in the organization must believe in the necessity of development. Because quality is the result of a carefully constructed cultural environment and each individual in the organization must understand his or her personal role very well in order to ensure quality. Deming (1998), who said that

transformation is everyone's responsibility, drew attention to the importance of a system in which all stakeholders work together to achieve goals.

When the first finding of the study, the "exceptional quality" dimension, is evaluated in general; it is seen that a limited number of higher education institutions have a vision of being pioneers and leaders in the world in the context of the traditional quality understanding, which is the first component of the dimension. However, in the other components of the dimension, the emphasis on "the best" and the subheadings of "having basic standards and continuously improving them", it is clear that a large number of institutions make efforts in this direction and internalize quality. This finding also coincides with the approach that "quality assurance" in higher education has reached an international dimension (Özçiçek and Karaca, 2019).

In the theme of quality as excellence or consistency; zero error, doing things right the first time, professional excellence and quality culture sub-dimensions were highlighted and the importance of all these elements for Police Higher Education Institutions was emphasized. In this context, it was understood that some higher education institutions made efforts to monitor quality and students, but it was seen that very few institutions made attempts to spread quality culture and spread it as a philosophy throughout the organization. Sursock (2011), who reached similar results, suggested that internal and external stakeholders should be included in the processes in an appropriate manner as an important principle for building a quality culture in institutions.

In the quality dimension as fitness for purpose, it was evaluated that higher education institutions generally provide products and services that are fit for purpose. In the accreditation practices sub-dimension, it was concluded that very few higher education institutions are accredited.

In the quality as economic value theme, the emphasis on accountability, effectiveness and efficiency came to the fore, and it was emphasized that the quality education to be provided in institutions would benefit humanity as well as countries. Similarly, it has been clearly stated in the literature that quality assurance practices support accountability (Kis, 2005; Randall 2008).

The last dimension of the study, the theme of quality as transformation, drew attention to both organizational and individual transformation, innovation and a participatory approach, and emphasized the efforts and practices of different higher education institutions in this direction. Asunakutlu (2017) similarly listed the current mission of universities in this context as; developing society, being the driving force of social activities, educating and developing young people and providing them with the qualifications required by the business world. In a sense, higher education institutions cannot be content with following change. At the same time, they have to be the pioneers of change and transformation.

As a result, it is important to address the quality phenomenon, which is difficult to define with a single conceptualization, in different dimensions and to evaluate various stakeholder perspectives. Therefore, the 5 (five) dimensional quality approach, which is the subject of this study, allows us to understand different quality perceptions that determine the preferences of different stakeholders. Today, some Police Higher Education Institutions around the world set quality-oriented goals for the spread of quality in their organizations and attach importance to system quality, human quality, equipment quality, as well as the leadership quality that will provide these. This tendency is also related to the process in which the concepts of quality assurance and

internationalization gained importance in higher education institutions as a result of the phenomenon of globalization as of 1995 (Tantekin Ersolmaz, 2018). It is important for this approach to spread in all other institutions, to start the process as soon as possible without forgetting that quality is a long journey, and to adopt a systematic approach that aims for perfection in products and services.

In doing so, benchmarking, which is an important learning and research process, can be put into practice and thus, a method of examining, comparing and identifying results that will increase success in the activities of successful institutions in the field can be adopted. In addition, quality assurance processes can be initiated or existing practices can be accelerated through accreditation practices in institutions. Accreditation offers higher education institutions the opportunity to improve documentation and communication, become more efficient and productive, reorganize their policies and improve their image (Akbaba Altun and Bulut, 2022). In addition, the "planning, implementation, control and precaution" (PUKÖ) cycle, which is an important component of quality assurance in organizations, should be applied in all institutional processes. In other words; the planning, implementation, control and precaution (taking action) cycle should be applied to all areas of the institution.

The methods and approaches of admitting prospective students to institutions directly affect institutional quality and can lower or increase the quality level. Therefore, the criteria required for student admission should be determined with serious evaluations. Finally, it should not be forgotten that a number of positive outputs are obtained as a result of effective quality processes. These outputs can be expressed as student quality, faculty quality, positive social and community results, contribution to stakeholders and scientific results. It seems difficult for higher education institutions that cannot provide quality inputs and carry out quality processes to achieve these outputs.

Finally, new studies on this subject may be aimed at the criteria and indicators used by accreditation bodies in different countries to evaluate Higher Police Education Institutions. It is evaluated that such studies will draw attention to the accreditation activities in these institutions and provide an opportunity to compare the indicators used in the accreditation processes of other higher education institutions.

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