

ACCREDITATION OF THE UNIVERSITY EDUCATION AS A GUARANTEE OF THE COMPETENCIES QUALITY IN THE LABOR MARKET

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ABSTRACT

Development of the effective education systems and their constant improvement lays a basis for stable function of any state. Economic strategy of Russia and achievement of high living standard for majority of population possible only when educational system in the country will reach international levels.

It is well known, that in Russia any University must pass the rigid system of accreditation to satisfy and match federal the educational standards. The main aim of such accreditation is to test quality and depth of the already available education. Nevertheless, current rules of accreditation are quite controversial and the raise many question both for secondary (professional) and higher education. Changes in the work market will lead to the changes in educational process itself. Importance of such changes are confirmed by professional community and resulted in creation of the new National qualification system and advanced professional standards.

The aim of this paper is to develop an algorithm that describes relation between the state and social (professional) accreditation of education programs in geo-specialities. We describe an approach that allows to minimize differences between state and professional accreditation approaches and maintains conformity of standards to state qualification standard.

Keywords: professional accreditation, state accreditation, high educational system.

INTRODUCTION

Socio-economic policy of Russia is aimed at the development of domestic industry through the elaboration of modern technologies for the competitive goods production. To achieve these goals there is a need in engineering personnel, IT-specialists who are ready and able to work in new production and high-tech conditions. Today, the country's leading technical universities carefully approach the selection of applicants, preparing specialists for modern engineering activities in the conditions of digitalization of all business and production processes. It is clear that the labor market needs such

graduates, but it is not sufficiently filled with proposals, and the reason for this phenomenon is either low qualification of applicants or their little experience [1]. Today, the quality of training in educational institutions is established through the state accreditation, which was developed in the distant 90-s.

METHODS AND MATERIALS

Analyzing the retrospective of the accreditation procedures formation in the higher education system of Russia, we came to the conclusion that this phenomenon was caused by the weakening of state control in education and increase in the autonomy of universities, which was characteristic of the late 90-s, early 2000-s. The Head of Rosobrnadzor S. S. Kravtsov in his speech points out that higher education in the 1990-s acted as a social institution, the purpose of which was not only to train specialists, but also to give young people the opportunity to get education and socialization tools in the absence of jobs. This was especially true for small towns of the country. One could observe the emergence of the private sector in higher education, extra-budgetary admission of students to study at public universities, the opening of branches of state and non-state universities almost all over the country. All these activities led to an uncontrolled increase in the number of educational institutions providing poor-quality higher education, as a result of the emergence of a huge number of low-skilled professionals, unclaimed by the labor market [2].

At that time there was no expert community, and accreditation as a phenomenon. Over these years, in fact, more than 20 years, accreditation as a social phenomenon has passed certain stages of its development, and in our opinion, it will be transformed as well as the system of higher education and the labor market. The procedure of state accreditation is prescribed and regulated by Article 92. of Federal law "On education in the Russian Federation" as of 29.12.2012 no 273-FL (latest version) [3]. State accreditation of educational activities is carried out according to the main educational programs implemented in accordance with the Federal state educational standards and is a very important process for any educational organization. In Russia this procedure is carried out every five years and gives the right to issue documents of the sample established by the Ministry of education and science, and also confirms the quality of the provided services in the realized educational programs. Naturally, the presence of accreditation indicates to all participants of the labor market, whether it is an employer, a University graduate, his parents about the state's trust in this University in terms of training specialists necessary for the region, the country as a whole.

Nowadays, no one will argue about the necessity not only for internal audit, self-assessment of the quality of education, but also the external evaluation. In Russia, a highly qualified expert community has already been formed, which owns the tool and modern technologies of assessment in relation to the establishment of compliance of the students' training content (curriculum, schedule, work programs of disciplines (modules), practice programs, evaluation tools, teaching materials) and the conditions of each level of education to the requirements of Federal state educational standards.

The expert should determine the quality of students' training, assess the degree of achievement of the planned results of the educational program development, which ensure the implementation of educational standards by the University, even if the University has its own educational standards. During the accreditation, the students'

achievements are also analyzed, the possibility of using modern learning technologies, including in the conditions of the educational process in the remote mode is studied.

The authorized specialist in the process of conducting the examination develops a characteristic of the content and quality of students' training on the basic educational program with a detailed description of all the procedures carried out by him and establishes the necessary compliance with the FSES (Federal State Educational Standards), which acts as a model, rod, base, the need for which is dictated by the state to guarantee the quality of education provided by the University.

It should be noted that the Federal state educational standard of higher education is a set of requirements mandatory for the implementation of the basic professional programs of Bachelor's and Master's degrees. It clearly spells out the characteristics of the training direction, professional activity of graduates who have mastered the program, the requirements to the results of development, to the structure, to the conditions of the program in order to ensure the quality of education. However, we observe contradictions between the existing content of educational programs and the level of specialists' training in the field of technology, on the one hand, and the new requirements of production in a globalized economy and the internationalization of the engineering profession, on the other hand.

Understanding the importance of accreditation carried out by the state, the University community is actively making proposals for the development and updating of this procedure. After all, the University is preparing for it not for a month or a year, but it presents all the achievements for five years. These are the results of grant, research, teaching and creative activities.

We have analyzed the problems that the country's universities face with in the form of contradictions that arise between the requirements of the Federal state educational standards of Bachelor and Master levels. So in the direction of training "Applied Hydrometeorology", there was a mismatch in some positions between the University and the state control and supervisory bodies, as well as representatives of the professional community. It was in the fact that the graduates of this direction differ significantly in their functionality, for example, graduates of applied meteorology, or oceanology will solve different professional problems in relation to aviation meteorologists. Despite the fact that the educational standards for undergraduate and graduate levels do not have clear requirements for the monotony of the content of the basic part, experts believed that the basic part of the programs should be the same both in terms of disciplines and in the complexity and results of their development, which does not suit employers of future graduates of a certain profile. For example, graduates of the program related to aviation meteorology, must know English at a very high level, respectively, this discipline in the basic part of the curriculum should be given more credits than in the program where such a requirement for the level of language doesn't exist. This feature does not allow having the uniqueness, on the contrary sometimes causes tension as preparation in this direction is carried out at different faculties and departments of University. This, in turn, creates social tensions within the University itself. As a contradiction is the fact that the elective courses, from the point of view of experts, should form the same competence, then the question of selectivity arises. Another feature is that Federal state standards clearly define the names of practices, their types and types, for example, "Educational practice. Practice to obtain primary

skills". However, employers do not understand this name in the document on education, what exactly the student studied and what skills he received, that's what in fact wants to know the labor market. The subjectivity of the evaluation system based on the opinion of one expert is often noted [4].

The analysis of information sources showed that up to a certain point the State accreditation was actually the only procedure for assessing the quality of education provided by universities. But in December 2009, the national center for social and professional accreditation was established, which is dynamically developing as the accreditation Agency of Russia. This is evidenced by the full membership in international associations of accreditation agencies CEENQA (network of agencies of quality assurance in higher education in the countries of Central and Eastern Europe), INQAAHE (international network of agencies of quality assurance in higher education), APQN (Asia-Pacific network of quality assurance), CEENQA. Today, the current model of state accreditation of educational activities has received its international recognition. "National accreditation agency in the field of education", which provides organizational, technical, information, methodological and analytical support of the procedure of state accreditation of educational activities, is now a full member of the European association for quality assurance in higher education (ENQA) [5].

However, the system of state accreditation today is a controversial issue that raises a deep layer of problems of higher education. The situation in the labor market is changing; the requirements for educational organizations are changing. The emergence of a National system of qualifications, professional standards, and the inclusion of the professional community in the solution of complex problems of the labor market indicate to the seriousness of the changes. With the introduction of the national system of qualifications in Russia, which in turn appeared as an urgent necessity that was activated by the processes of globalization of the economy, the improvement of universal competencies needed in the labor market, the gaps between training programs and the requirements of employers became even more urgent. We draw attention to the contradiction that there is the need to ensure high quality training of specialists in the field of technology today and there exist the insufficient participation of the professional community in the training.

The national system of qualifications acts as a set of interrelated normative legal and methodological documents, state and public institutions and measures to ensure the management of the life cycle of qualifications aimed at improving the quality of labor resources, optimization of labor processes. This system is an indisputable interaction between the spheres of vocational education and labor in order to ensure the quality of training of workers and their competitiveness in the national and international labor markets and acts as a tool for harmonizing supply and demand for qualifications [6].

The national system of qualifications (NSC) forces the opening of Qualification Assessment Centers (QAC), which, having passed all the necessary examinations, will be empowered by the state to carry out the procedure for confirming the applicant's qualification to the provisions of a professional standard or qualification requirements established by Federal laws and other regulatory legal acts of the Russian Federation. A professional standard is a document that defines the characteristics of the qualifications required for an employee to carry out a certain type of professional activity. The content of this document is aimed at improving the quality of the workforce, increasing

the professionalism of employees. In fact, it is a package of necessary competencies, the presence of which in the applicant indicates to the qualification of a specialist. For reference it should be noted, more than 1100 professional standards have been developed for all activities of the country's economy [7].

It is the NSC that is a factor that increases the role, importance, and ability of the employer to participate in professional and public accreditation of educational programs (PPA). Its mission is to recognize the quality and level of training of graduates who have graduated from the University, meeting the requirements of professional standards, the labor market to specialists, workers and employees of the relevant profile (Part 3 of Article 96 of the Federal law as of 29.12.2012 no 273-FL "On education in the Russian Federation"). Accreditation of professional educational programs implemented by an organization engaged in educational activities may be carried out by employers, their associations, as well as organizations authorized by them. Despite its popularization, the PPA does not have such preferences as the state. After all, only the state ultimately decides whether the educational program, direction or level of training in each particular institution should exist or not. And in contrast to it, accrediting organizations, which consist of a number of experts recommended by the professional qualifications Councils, who confirmed their high level of professional training, passed special training, enable the University to improve its future development. The PPA is not a punitive procedure, but its mission is rather to see the University's strengths and weaknesses, newly discovered competitive advantages. Here, of course, the reputation and substantive expert evaluation of the accreditation body are important.

RESULTS

Thus, the presence of FSES and Professional standard may lead to misunderstanding of what exactly the subject of expertise is. The presence of many authorized organizations, tools to establish and confirm the quality of education, whether it is the state control, professional, public, international accreditation will also put the University in the situation of the choice of what a priority will be. We agree with our colleagues that it is very doubtful from a legal point of view that the state provides educational services and assesses their quality at the same time. On the other hand, if educational standards are developed by the state, then it is necessary to check the quality of the received competencies [5]. We see a scenario in which the University will strive to demonstrate its worth and be interesting for the applicant, the employer in the first place, by defining the forms and ways of integration of accreditation varieties.

How significant are accreditation procedures for all participants of the socio-economic system? It seems that the ratings of educational programs that will be formed on the basis of the results of professional and public accreditation by employers will allow having a pool of leading universities, colleges, whose graduates will meet the expectations and requirements of the business. And the business itself will be a direct participant in the formation of the specificity of the necessary competencies, an important participant in the education system.

CONCLUSION

In conclusion, it can be stated that the accreditation of universities will undergo its change. The instruments will be not only the procedures carried out by the state today, but also specialized professional associations, public organizations, industry unions, Councils for professional qualifications of the country will take an active position in relation to the quality of training. Professional and public accreditation is becoming increasingly popular. We are confident that due to the transformation of the University's views on new forms of education, interaction with practitioners, the emergence of new expert communities, we will achieve the growth of highly qualified specialists. They are so necessary for the development of new fields of the country, especially in its Northern part, the development of transport infrastructure, increasing gold production, oil refining, the creation of a complex of enterprises for the production of aluminum products of high conversion and in general the entire industry, it is possible to change the structure of GDP, increase productivity, confirm the reputation of the company, which employs qualified personnel. The existing accreditation of the University will act as a guarantee of the competencies quality in the labor market.

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