

Boyko Mariia. Criteria and indicators of quality assessment of future professionals training in the system of Ukrainian higher education. *Journal of Education, Health and Sport*. 2019;9(11): 323-330. eISSN 2391-8306. DOI <http://dx.doi.org/10.12775/JEHS.2019.09.11.030>
<https://apcz.umk.pl/czasopisma/index.php/JEHS/article/view/JEHS.2019.09.11.030>
<http://dx.doi.org/10.5281/zenodo.3609156>

The journal has had 5 points in Ministry of Science and Higher Education parametric evaluation. § 8. 2) and § 12. 1. 2) 22.02.2019.

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The authors declare that there is no conflict of interests regarding the publication of this paper.

Received: 06.11.2019. Revised: 14.11.2019. Accepted: 29.11.2019.

CRITERIA AND INDICATORS OF QUALITY ASSESSMENT OF FUTURE PROFESSIONALS TRAINING IN THE SYSTEM OF UKRAINIAN HIGHER EDUCATION

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Abstract

The article presents the analysis of the main approaches to the assessment of the quality of education and the factors that influence the process of its provision in modern higher education institutions. The investigation outlines the peculiarities of the criteria for quality assessment of higher education. These criteria give freedom for universities to form educational programs and curricula; provide continuous monitoring and review educational programs in order to improve their quality, stimulate the introduction of innovations in educational standards. The determinants of effectiveness in quality assurance at higher education institutions have been determined and the indicators by which it can be objectively evaluated have been discussed.

Key words. Quality; professional training; higher educational institution; future specialist; approaches; criteria; indicators.

КРИТЕРІЇ ТА ПОКАЗНИКИ ОЦІНКИ ЯКОСТІ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ У СИСТЕМІ ВИЩОЇ ОСВІТИ УКРАЇНИ

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Анотація

У статті висвітлено основні підходи до оцінювання якості освіти та чинники що впливають на процес її забезпечення в сучасних закладах вищої освіти. Окреслено особливості критеріїв оцінювання якості вищої освіти, які надають свободу для університетів у формуванні освітніх програм, навчальних планів; передбачають постійний моніторинг та перегляд освітніх програм з метою підвищення їх якості, стимулюють впровадження інновацій в освітніх стандартах. Визначено критерії оцінювання якості професійної підготовки майбутнього фахівця та обґрунтовано показники за якими можна об'єктивно її оцінити.

Ключові слова. Якість; професійна підготовка; заклад вищої освіти; майбутній фахівець; підходи; критерії; показники.

Problem Statement. The development of a global knowledge economy increases the urgency of the problems associated with training professionals capable of generating innovative ideas, ensuring the quality and safety of social development. The success of a modern university depends on the effectiveness of three integrated processes: quality management, innovation management, non-material assets management [3].

The high quality of educational services is of interest to the applicant, the employer and the national authorities, which ensure and guarantee national interests. The quality of education depends on the activity of the learner, the desire to develop and improve themselves, the ability and willingness to use the acquired knowledge in practice [5, с. 67]. At present, the question of determining the criteria and quality indicators for the professional training of future specialists who do not have sufficient scientific, pedagogical and practical substantiation yet remains relevant.

Analysis of recent researches and publications. Foreign and native researchers, including V. Viktorov, O. Bodnar, V. Oliynyk, I. Kinash, S. Kalashnikova, Y. Dresher,

M. Kisil, I. Stankevich, M. Murashko, Z. Ryabova, O. Kalinina, Y. Yakimenko, T. Finikov have devoted their problems to the quality of modern higher education. According to the scholars, the quality of education is a generalized indicator of the development of society in a certain time dimension, so it should be reflected in the dynamics of those changes that characterize the state's progress in the context of global trends: it moves to consolidate or integrate into, or oppose, the world community taking into account own interests.

The purpose of the article is to define and explain the main criteria and indicators for assessing the quality of training of specialists in modern higher education institutions.

Discussion and Results. The dominant tendency in the development of interaction between education and the labor market is related to the importance of evaluating learning outcomes in the process of diagnosing the quality of training of modern professionals. The problem under study is cross-cutting, which is implemented both at national, regional, sectoral levels, and in higher education institutions in particular. The results of the theoretical analysis of studies, publications, official documents reveal that, in the scientific community, quality assurance of education is highly important for all stakeholders (educational institutions, applicants and employers) as it is the central task of institutional changes in the field of education.

There are three main approaches to effectiveness in quality assurance of education in the world: reputational (on the basis of expert evaluation), effective (on objective indicators) and general (overall). The number of approaches can be greater: traditional (prestige of higher education institution), scientific (compliance with standards), managerial (customer satisfaction), consumer (the consumer defines quality), democratic (the benefit of higher education institutions for society) [6]. The system of assessing the quality of higher education, covering six indicators of the activity of higher education institution [3, c.112]: the individual level of knowledge of graduates; all graduates in general; potential of first-year students; teaching staff; organization of the educational process; improvement of education and prospects of its development. Professional requirements for the level of training of specialists are demonstrated in the normative documents, which define the subject, aims, professional competences and results of training. These documents contain the requirements for the personality of the specialist and prospects of his professional training.

Standards are the basis for evaluating the quality of higher education and vocational training, as well as the quality of activity of higher education institutions in Ukraine. They include: state standard, industry standards, higher education institution standards. The practical implementation of these standards should be the quality system of education, which

is seen as the set of organizational structure, methods, processes of resources required for quality management [2]. The peculiarities of the modern criteria for assessing the quality of education are the fact that they provide freedom for universities to form educational programs and curricula; provide continuous monitoring and review of educational programs to improve their quality; stimulate the introduction of innovations in educational standards.

The Law of Ukraine “On Higher Education” provides the following definition: “Quality of higher education is a set of qualities of a person with higher education, which reflects their professional competence, value orientation, social orientation and determines the ability to satisfy both personal moral and material needs as well as the needs of the society. The quality of educational activity is a set of characteristics of the higher education system and its components, which determines the ability to meet the identified and foreseen needs of an individual or (and) society” [1]. Thus, the quality of education is understood as a set of certain ideological, behavioral and professionally important qualities and characteristics of a person, which determine their ability to satisfy both personal moral and material needs as well as the needs of the society.

In general, the problem of the quality of training of specialists is related to the solvation of complex issues by the higher education institution. These issues include the introduction of a system of collecting information about the quality of training throughout the educational cycle, starting from the stage of the applicant and ending with the qualified specialist; the problem of assessing the level of competitiveness of training specialists and developing mechanisms for its improvement; contradiction between qualification characteristics of the specialist and the requirements of the labor market and employer; the problem of involving employers in making adjustments in the process of future specialists training; ensuring the continuity of two-level specialist training in higher education [4]

The determinants of effectiveness in quality assurance at higher education institutions are divided into four groups: fact criteria (quantitative indicators); quality criteria (understanding of the depth and effectiveness of processes inside a personality); attitude criteria (motives for behavior, actions); time criteria (stability of professional competence in time dimensions). This investigation has also defined that the personal direction of education determines the need to assess the quality of education in unity with individual characteristics of the individual, pedagogical indicators of the organization of the educational environment and social parameters of the functioning of educational systems [6]. The Bologna Agreements offer the following educational quality criteria: qualified training, building trust among the subjects of education, relevance to the European education market, mobility of students and

teachers of higher educational institutions, enhancing the competitiveness of the national education system. Currently, it is mandatory to have internal and external state and public quality control systems for education [5]. To evaluate the quality of vocational training in the modern higher education system, the following criteria are used: level of fundamental theoretical training; level of professional competence; personal qualities of a specialist (intellectual, creative abilities, interpersonal communication skills, etc.). Another important step is the creation of a higher educational institution with its own criteria system, which would give an opportunity to evaluate the quality of its graduates. For this purpose it is necessary to use a set of indicators, by which it is possible to objectively assess future specialists, their ability to be a professional and work effectively [4]. Getting a high-quality education depends on the personnel (human), financial, material, informational, scientific, educational and methodological resources directly.

Assessment of the quality of future specialists training contains a system of procedures that comprehensively covers the four main components of quality assurance in higher education: the formation and implementation of educational programs, quality assurance in teaching and research, learning outcomes evaluation, and academic integrity promotion. The main characteristic features of the quality of education of a modern higher education institution graduate that meets the requirements of the European labor market are indicators of intellectual and creative ability; indicators of reflexive abilities; the level of liberal education; the level of basic training and the level of social training [3, c. 27].

According to the recent Ukrainian studies [5], the main indicators that ensure the quality of education are the following:

- the reputation of a higher education institution in society, the entry competition data, the entrants preparation level;
- financial resources of a higher education institution;
- the quality of requirements (quality of standards, norms and goals);
- the quality of resources and processes (professionalism of the teaching staff; quality of the educational process organization);
- the introduction of scientific achievements in the education process (involvement of students in research activities; facilities with training equipment, textbooks, manuals);
- the use of information technologies, the use of modern educational technologies - interactive teaching methods, Internet technologies, etc.);
- the existence of a system of control and evaluation of teaching;
- the quality of the monitoring system;

- the employer satisfaction with the quality of specialists' training, student satisfaction with the quality of professional training and the educational process organization, contacts with leading foreign specialists, communication with employers and graduates;
- stimulation of independent work of students, motivation of students to quality education.

A modern employer is interested in a competent employee who possesses professional and personal qualities, in particular:

- adapts flexibly in life situations, acquires knowledge independently, skillfully applies them in practice while solving various problems;
- thinks critically, is able to see problems and find ways to overcome them;
- clearly understands where and how the gained knowledge can be applied;
- is able to generate new ideas, think creatively, work with information competently;
- works independently on the development of his own morality, intelligence, cultural level, is sociable, comes in contact in different social groups, is able to work together in various fields of activity.

We consider professional independence and professional mobility the main qualities of a modern specialist. Professional independence is based on the readiness for any independent activity, responsibility, ability to make independent decisions. By professional mobility we mean the level of development of thinking, the willingness to solve various production problems, the willingness to self-education and self-improvement, the ability to act quickly and flexibly according to the situation. To the indicators of a specialist's high-quality training we can also refer the amount of time a graduate of a higher education institution needs to adapt in the workplace due to his major; the number of "related" fields in which a graduate can work not spending significant time and efforts to master them.

In a market economy, the main criterion in assessing the quality of specialists' training is their professional competitiveness, whose modern model includes the following basic features: integrity of goals and value orientations; determination; creative attitude to the case; ability to take risks; independence in decision-making; the ability to be a leader; the ability for lifelong self-development. Competitiveness should be interpreted as a relative and generalized characteristic that reflects certain differences from another competitor by the degree of a consumer's (employer's) needs satisfaction and the amount of costs to meet them. It manifests itself in professional activity, is projected on all spheres of human life; is defined as a multi-level personal education that integrates individual characteristic features and the quality of a specialist's training.

The second criterion of a specialist's training is his competence, which has the

following characteristic features: competence is the possession of competency, which manifests itself in effective activity and involves personal attitude to the object and product of the activity; competence is an integrative personality formation that integrates knowledge, skills, experience, and personal qualities that determine the desire, ability and willingness to solve problems and tasks that arise in real life situations; competence is a clear awareness of the relevance of the subject and the result of the activity; “competence” is a systemic concept that has its structure, levels, functions, peculiar characteristics, properties; you can become competent by mastering certain competencies and implementing them in the particular field [5, c. 125].

Thus, for the future specialist to be competent and competitive, the higher education institution must independently determine the forms of education, organize the educational process on the basis of student-centered approach, develop, improve and implement educational programs, provide additional educational services, as well as to develop academic mobility, to monitor the quality of educational services, to apply to higher education authorities to initiate amendments to the current legislation in the field of education. The development of its organizational structure, the improvement of educational services, and the perfection of the information space will provide an opportunity to respond promptly to changes in the competitive environment.

Conclusions. Therefore, it is impossible to improve the quality of higher education and its management process without a modern, comprehensive evaluation system. It is a necessity stipulated by the need of all stakeholders of the education market (students, academicians and professors, employers, the state and society) in the competitive quality of higher education. The more accurate the assessment, the more successful the education quality management will be. Issues of assessing the quality of specialists’ training, the selection of criteria and indicators, the establishment of the assessment system by higher education institutions in general, require the development of new promising directions for the justification of evaluation criteria and monitoring the quality of higher education. Effectiveness of the specialists training quality assessment system will allow assuring consumers of educational services that a higher education institution is able to graduate qualified specialists, improve management structure, improve productivity, optimize the costs, strengthen image and strengthen positions in the market of educational services.

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