

## Quality Assurance in Training Graduates: Priority Strategy Fields

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**Abstract:** Rapidly changing social and economic conditions of the modern world tend to new objectives in higher education. They are not comparable on a scale and complexity to the tasks that face the University of the 20th century. The present situation leads to a need to revise not only the traditional management methods in the system of higher education but also to the continuous improvement of the activity efficiency. The used methods of investigation (analytic-synthetic, analog, inductive-deductive) allowed the authors of the given paper to assert the relevance of the Strategy to ensure the guarantee of the quality of training of graduates, provide such priority fields of its realization as ensuring the quality of training graduates through employers and ensure the competence of the teaching staff. The grounds for the development of the Strategy are the increasing demands on the state, society, family and individual to the quality of education, their discontent with the time and adequacy of the changes. In practical implementation the identified priority fields were included in the strategy to ensure the guarantee of the quality of training of graduates NRU “BSU” in 2013-2017.

**Key words:** Graduates training, quality assurance, strategy, priority fields, Russia

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### INTRODUCTION

Contemporary education should provide each person with individual life strategy building tools to enhance the generally and properly, including industrial, personal, social and other spheres. On this basis it is obvious the encouragement of quality management and guarantee of the quality of education as a part of the Federal State Educational Standards (FES) which has become a key aspect in the activities of institutions of higher education due to the international educational space.

The arrangement of educational process in high school has got credit and modular nature. The high school is obliged to provide any person with an individual educational trajectory which prepares a new type of personnel with in-depth special and fundamental knowledge in the proper field, as well as the formation of general cultural and professional competences.

Federal state educational standards define ways to ensure quality assurance of graduates training which in turn requires the development and implementation of appropriate strategies. The Strategy aims at graduates competence as a learning result; the use of ECTS credit system (credit units) to assess the competencies, as well as didactic units of the program to ensure their achievements; accounting requirements of international standards ISO 9001: 2008, the European standards and guidelines for quality assurance in higher education

(ESG, Standards and Guidelines for Quality Assurance in the European Higher Education Area) within the framework of the Bologna Process as well as national and international quality criteria for educational programs.

### MATERIALS AND METHODS

A complex study has been performed through complementary methods that are adequate to the nature of the phenomenon under study. The used approaches helped to increase the knowledge for a better understanding of the priority areas. In the given work analytic-synthetic, analog, inductive-deductive methods have been used.

Analytic-synthetic method allowed, firstly, to transform one form of knowledge to another in order to determine characteristics of the identified priority areas of the strategy to ensure the guarantee of the quality training of graduates; secondly, to ensure the increase of new knowledge as a result of the conversion to synthetic analytical judgments that led to a new theory.

The analog approach in the study was used as a logical method to obtain new knowledge about the priority directions of strategy that assure the training quality based on likening it to another knowledge, seeking similarities with the previously studied stuff in terms of properties, attributes, relationships.

Inductive-deductive method was the way to obtain general propositions which are mainly based on theoretical laws and generalizations; prompting disclosure “mechanism” of the emergence of new knowledge. The deduction approach guarantees the truth of certain knowledge, in other words, the resulting study conclusion on the priorities of the strategy guarantees to the quality of training graduates.

The methods of studying the psychological and educational literature and research activities have also been used in the study.

The above mentioned methods allowed developing a strategy to guarantee the quality of training graduates in NRU “BSU” in 2013-2017.

## **RESULTS AND DISCUSSION**

First of all the priority areas of quality assurance of training highly qualified specialists of the corresponding level and profile, competitive in the labor market are to ensure the quality of training graduates through employers and competence of the teaching staff.

Guidelines interaction between employers and departments are: monitoring and forecasting of labor market needs; joint development of educational programs and professional requirements for graduates; joint implementation and resource provision for educational programs; employment assistance to graduates after their graduation.

At the level of monitoring and forecasting of labor market there is a need to let the departments conduct marketing studies demand for educational services provided by the university, allowing to plan training needs by defining the needs of the region in various professional personnel; use data on the labor market to develop their own business planning and preparation of graduates in the directions needed in the region. Employers provide information on the need for highly qualified personnel.

During the joint development of educational programs and professional requirements to the graduates the departments stimulate the activity of scientific methodical councils of special and/or training areas to coordinate the interaction of the departments and the institutions of employers; determine and agree with the scientific and methodological councils of special and/or areas of training and other forms of representatives of employers, training organization methods, curricula, academic disciplines and practices, in accordance with the requirements of the FES and the needs of the labor market; monitor the requirements of employers for

graduates in various fields. Employers are involved in determining the goals and objectives of the educational programs, the development of competence-oriented graduate model, examination of educational programs, practices in terms of their practical orientation and focus on the future professional activity in the formation of the requirements for university graduates in the labor market.

Joint implementation and resource provision of educational programs is expected the departments to attract leading experts to hold workshops, micro teach and lectures; supervision of practices that are carried out in the places of future employment of graduates; development and supervision (co-supervision, consultancy) of the cause and graduate works. Employers delegate leading experts for the implementation of the educational process; provide the basis for practical training of students for the purpose of vocational guidance; participate in an independent expertise of the quality of textbooks and teaching aids in the disciplines of professional competence of graduates that are offered by university lecturers.

In assisting graduates in finding employment after graduation the departments take part in the selection of employers who are interested in attracting graduates to work with the help of a survey questionnaire in contracting students practice, providing targeted recruitment to the relevant structures; in the formation of a single vacancies bank and students resume the employers participate in the specialized high school job fairs and other events to inform the graduates about the current state in the labor market; establish grants, nominal scholarships to support gifted students; teach students the basic study for participation in the competition: resume, characteristics, a reference letter, self presentation.

One of the most important priorities in the implementation of the basic professional educational programs is to ensure the teaching quality assurance which is determined by the scientific and teaching staff which satisfy the requirements of the FES that has as a rule, basic education, corresponding to the profile taught discipline and systematically engaged in scientific and (or) scientific and methodical activities; system of training and professional development of the teaching staff of the university; the involvement of the scientific staff and practitioners from a number of existing managers and employees of specialized organizations, enterprises and institutions and so on.

The “person of interest” in the changes taking place in higher education, is the teacher. The strategy, the real action “to achieve a new quality and efficiency in higher education must be close to the teacher”. Its modernization

“without the active, creative, concerned participation of a critical mass of teachers is impossible” (Plaksiy, 2005). The essential point is the realization of subject-subject of the trajectories in the teaching of a discipline due to the fact that in today’s teaching preference is still given to the substantive component, sometimes supplemented by some simple mechanism for psychological and pedagogical support to students: stimulation, motivation, transfer of some ways of training activities.

The results of the analytical review of existing approaches to quality assurance of teaching in the university indicate that the Russian high schools perform the works on creation and implementation of a system to ensure the quality of educational services of higher education, through the implementation of principles of the European Quality Assurance Association-European Association for Quality Assurance in higher education (ENQA) “Standards and Guidelines for Quality Assurance in higher education in the European region”, developed by the European network (Association) quality assurance (of ENQA) in the field of higher education.

MS ISO 9001: 2008 requires to determine the needed competence for the personnel who perform the work that affects compliance with the requirements for the product; provide, where appropriate, training or take other actions to achieve the necessary level of competence; evaluate the impact of the measures taken; inform the personnel about the relevance and importance of activities and contribution to the achievement of quality objectives.

The university should be provided for the use of intellectual assets, including teaching materials for educational programs, innovative educational technologies that include active and interactive methods and forms of education, science and publishing activities and so forth. Teaching materials, ensuring the realization of the basic professional educational programs are applications in the form of educational content: lectures and workshops (training modules) in the discipline; educational materials for lectures, seminars and workshops on the subject; didactic materials: demo electronic resource tasks for self-governing work of students; home assignment, electronic atlases; guidelines for course work on the use of laboratory equipment for the discipline, for self-governing work; assessment tools (tests) on the subject and so forth.

The implementation of competence-based approach involves the widespread use of active and interactive forms of activities (seminars, scientific discussions, university and intercollegiate video conferencing and so on) in the educational process; appointments with employers; the usage of authors research program courses when teaching disciplines, taking into account regional and professional specific features.

The classification of certain styles (or teaching types) on the basis of “binding” of some methods of teaching or behavior in certain groups (Ramsden, 1992) is urgent in the modern development of higher education system. An important factor in the quality of teaching is along with the style of teaching, the learning style (Myers, 1987; Butler, 1987; Entwistle, 1988). However, the teacher must take into account other variables-temporary or permanent that affect the learning process or use them as a “self-fulfilling prophecy”. Learning styles can help teachers understand more fully the problems that the students face and determine appropriate teaching strategies to support learners. In teaching everything is important and the level of qualification, the activities and an understanding of the changes taking place and a positive attitude to finding something new and, of course, professionally significant traits of the teacher (Myers, 1987).

The solution of quality assurance of graduates training problems will accelerate the optimization of existing approaches to developing an appropriate strategy. The priority areas identified in the study are included in the Strategy to ensure the guarantee of the quality of graduates training in NRU “BSU” in 2013-2017.

## CONCLUSION

Russia’s entry to the Bologna process imposes certain requirements on both a national system of quality assurance of education and the mechanisms of internal quality assurance of educational institutions, implemented through the system of quality management of educational institutions.

These requirements are specified at present standards and guidelines for quality assurance in higher education in the European region, are the basis for building the internal systems and external evaluation and quality assurance and accreditation agencies in the European education quality assessment.

Quality assurance means constant evaluation for the process (assessment, monitoring, supporting and improving) of the quality system of the educational institution or individual educational programs of higher education. Promoting quality assurance of education depends on the availability of effective institutional mechanisms, underpinned by robust quality culture. Quality management, quality assurance, quality improvement, quality control and quality assessment the means to guarantee a quality of education in high school. The purpose of quality assurance is to ensure the coordination of services and products, reliability of delivery and quality (reduction of variability and unpredictability). It aims to make transparent the

processes and procedures for people (to reduce the uncertainty of staff) and as a result avoid failures (Robinson and Bernadette, 1995).

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