COMPETENCE APPROACH TO PROFESSIONAL TRAINING OF SPECIALISTS AT FACTORIES AND ENTERPRISES

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Summary
In work there is experience of the development and introduction of systems of quality management in organizations on the basis of educational-consulting projects. The project approach is considered to be the tool of optimization in administrative problems. The competitive advantages of consulting are discussed. Consulting is included in projects of additional vocational training and the particular realization of educational-consulting projects.

Keywords

Competence conforming to the ISO 10015:1999 standard, “Quality management – Guidelines for training”, is understood as application of knowledge, abilities and qualities in activities. In other words, specialists who were trained at an Educational Institution and who are not ready to show necessary knowledge, skills and abilities during their professional activities can’t be competent specialists even when they have documents with confirmation of education.

Very often such a situation occurs because educational institutions, when planning and implementing educational and consulting services, focus only on the demands of state educational standards.

A competence approach supposes understanding and the taking into account of the demands of the market during the professional training of the specialists in enterprises and companies. This approach allows us to make a precise project and to carry out educational and consultation services in the sphere of higher and additional education.

In this connection we should take into account the fact that demands as to the content and conditions of implementation of educational programmes are put forth by several concerned parties:
- Employers – consumers of the educational services in the sphere of professional training of the specialists;
- Government;
- Administrative staff of the educational institutions;
- Personnel of the educational institutions;
- Suppliers, partners and society.

Each concerned party, as a rule, makes its own demands regarding the professional training of the specialists. The list of these demands is not always full, and is not always agreed with the educational institutions which train specialists in the necessary specialization.

Conformance of Quality Management Systems to ISO 9000:2000 standards and their Russian equivalents, GOST R ISO, requires that the educational institution orientates, while projecting and implementing educational and consultation services, towards the demands of consumers and, as a result, carries out special work for the identification of these demands and taking into account during the work of the organization.

It is an executable task on the conditions of constant study of work experience of enterprises and factories, which correspond with the specialization of the university or institution. As a rule, it is possible to carry this out when the educational institution constantly carries out marketing activity. This activity is directed to the definite needs of certain parties – first of all, employers who are interested in certain knowledge, skills and abilities of the necessary specialization.

It is important to understand that the demands of the state standard are not enough in modern conditions of the professional training of the specialist. The maintenance of these requirements doesn’t limit universities and additional professional training with the definition of certain parameters:
- Content of the regional component of the basic educational programme for universities;
- Methods of training of the specialists;
- Conditions of implementation of educational programmes (infrastructure of the educational institution, including sufficiency and convenience of lecture rooms, teaching aids, software and others);
- Methodological support for implementation of educational programmes, including availability of workbooks, textbooks, technical means of education;
- Qualified personnel: professors and lecturers;
- Social sphere, including accommodation of students from other cities and towns, facilities for rest and medical services.

This is not the whole list of parameters which modern consumers focus on when they choose an educational institution. It must be mentioned that these parameters influence the quality of education which supposes taking into consideration a competence approach.

It is absolutely true that educational institutions of additional training easily undergo transformations and take into account the demands of employers and other interested parties when projecting and implementing educational and consultation services. This happens because management in the sphere of additional professional training has a more flexible structure, which initially is oriented towards the constantly changing demands of the education-services market.

A project approach is very often applied in the sphere of additional professional training. This approach is understood as a change in the content and management of a
study process which influences its quality, and first of all the satisfaction of the consumer who ‘ordered’ the knowledge. Such an approach promotes the training of the specialists who are capable of adapting to the work of the concrete enterprise or organization, and who not only have the necessary qualification, but who are also capable of solving certain problems of the enterprise.

Only a partnership between a customer of knowledge and a ‘performer’ of educational services permits the achievement of a certain success in the sphere of the professional training of specialists. This process supposes a joint project which includes both professional training and practice where students can apply their knowledge, skills and abilities.

It is important to mention that enterprises where students have a chance to undergo practical training can choose, from among those students, their future employees.

Such an approach is called innovational, and allows, in practice, the implementation of demands on modern management in enterprises and organizations. These demands are reflected in ISO standards.

Consumer orientation is the main principle according to which it is necessary to review the implementation approaches of educational programmes. This principle becomes apparent when an educational institution studies, and takes into account, the consumer’s needs in the sphere of educational services: both at the stage of curriculum and in the process of its implementation.

Of course, for universities it is more difficult to change their work and to implement elements of innovational and project approaches. It often happens that, when implementing quality management systems, the heads of institutes of higher education doubt the necessity of market research and of creating services which carry out such research.

As a rule, such things happen because the state and the government are considered to be the only ‘client’ of all higher educational institutions, and the only guideline for educational programme planning is a state standard.

Inability to see perspectives of its own development and improvement, or a desire to connect these perspectives only with state policy in the sphere of education and financing, impoverishes the innovational development of an institution. Its development can’t be perfect without understanding and close cooperation between employers as direct ‘consumers’ of education.

Thereby, a competence approach in professional training supposes changes in approaches to the planning and implementation of educational and consultation services in the sphere of higher and additional professional education. A competence approach includes study and a responsiveness to the demands of consumers and other parties who are concerned with the work of educational institutions.