

Teaching Quality Assurances in Higher Education Institution: Competence-Based Approach

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Abstract: Quickly changing social and economic conditions of the modern world set the new purposes and tasks for the higher school. They are incomparable on the scales and complexity with the tasks higher education institutions faced in the 20th century. Current situation results in need for the higher education system revision not only concerning traditional management methods but also the continuous activity efficiency increase. Use of research methods (analytic and synthetic, modeling, studying of psychology and pedagogical literature and products of activity) allowed researchers of the study to prove relevance of a problem of providing quality assurance of teaching in higher education institution on the basis of competence-based approach to be defined in concept of teaching quality assurance system to develop mechanisms, means, conditions, model of system realization. As the bases for development of teaching quality assurance system realization model the grounds of competence-based approach, the increasing requirements of the state, society, family and personality to education quality, their dissatisfaction with speed and adequacy of the happening changes act.

Key words: Teaching quality, quality assurance, competence-based approach, mechanisms, means, conditions, system realization model of teaching quality assurance in higher education institution on the basis of competence-based approach

INTRODUCTION

Processes of economy globalization, problem of inclusion of Russia in the international educational space require the solution of system questions ensuring quality of vocational training. Providing quality assurances of education becomes a strategic priority in activity of higher education institutions. At the same time one of key positions is occupied by teaching quality assurances. Requirements to them are defined by “Standards and Directives for a quality assurance of the Higher education in the European region”. Now the majority of higher education institutions of the world community introduce the modified models of teaching quality assurance system.

Becomes obvious that main “person involved” in the changes happening in the higher school is the teacher. Both strategy and policy and the real actions directed to achievement of new quality and efficiency of the higher education have to become focused on the teacher. Its any modernization without the active, creative, interested participation of critical mass of teachers is impossible. Internal consumers of educational services of the higher school, that is trained, also want to see in audiences the teachers who are qualitatively trained to have an

opportunity to choose an educational program independently from a huge set of courses with the minimum restrictions which is very difficult for higher education institution but is necessary for students.

Effective mechanisms, means, conditions and model of its realization are necessary for providing teaching quality assurance, in our opinion as well as teaching quality assurance system on the basis of competence-based approach.

MATERIALS AND METHODS

Performance of research was provided with a complex of the complementary methods adequate to the nature of the studied phenomenon. The methods which allowed to increase the volume of knowledge for deeper understanding of the teaching quality assurances investigated in research in higher education institution were used. In the course of work performance the analytic and synthetic method and modeling method were used.

The analytic and synthetic method allowed to transform, first, one form of knowledge to another for the purpose of defining the concepts “teaching quality”, “teaching quality assurances”, “teaching quality assurance system”; secondly to provide an increment of

new knowledge as result of transformation of analytical statements in synthetic that led to identification of the mechanisms, means and conditions providing teaching quality assurances in higher education institution on the basis of competence-based approach.

The method of modeling allowed to develop the model of teaching quality assurance system realization in higher education institution on the basis of competence-based approach as a form of reality representation of the studied system purpose of its simplification and abstraction. In research methods of psychology and pedagogical literature studying and activity products are also used.

RESULTS AND DISCUSSION

During research it was established that teaching quality as a theoretical basis of research is the integrated characteristic of the teacher professional activity and its results expressing a measure of its compliance to ideas, widespread in society, what has to be process of teaching and to what purposes, it has to serve.

System of the higher education in the conditions of modern development, classification of certain styles (or teaching types) on the basis of “binding” some methods of teaching or behavior in certain groups (Ramsden, 1992) is relevant. Important factor of teaching quality assurance is, along with style of teaching, style of training (Myers, 1987; Entwistle, 1988). However, the teacher needs to consider other variables as well temporary or constant which exert impact on training process or to use them as “the self-actualizing prophecy”. In activity of the teacher everything is important both skill level and the attitude towards activity and understanding of the happening changes and positive attitude to searching new and of course, existence of necessary professionally significant properties of the teacher identity (Myers, 1987).

The analysis of world and domestic practice allows to determine two main approaches to providing teaching quality improvement in higher education institutions. The first assumes initiation and implementation of measures for teaching quality improvement from above, i.e. the management of higher education institutions. The second approach is characterized by existence of an initiative of education quality improvement from teachers (Meshkova, 2010).

In system of the higher education expanded use and introduction in student teaching of the universal concept meaning continuous process of estimation (assessment, monitoring, support and improvement) of the teaching quality system, including separate educational programs is required. This concept is interpreted as quality assurance.

The purpose of quality assurance is ensuring coordination of services and products, reliability in their delivery and quality (decrease in variability and unpredictability). It is aimed at making processes and procedures transparent for the people using them (to reduce uncertainty of personnel) and as a result for avoiding mistakes (Robinson, 1995).

Teaching quality assurances in higher education institution represent process of providing quality training of graduates by means of the teacher professional activity and its results expressing a measure of its compliance to ideas widespread in society: what has to be process of teaching and to what purposes it has to serve.

Methodological basis of providing teaching quality assurance in higher education institution is competence-based approach in education as the principle of design of multilevel higher education at justification of domestic educational system transition need to a new qualitative state on the basis of its realization.

Transition of the Russian higher education institutions to federal state educational standards staticizes the possible ways of teaching quality assurance including along with others, ensuring competence of teaching structure.

In the conditions of modern education orientation to competences of graduates as result of training is represented necessary; use of the ECTS credit system (test units) for assessment of competences and also didactic units of the program providing their achievement; the accounting of requirements of the international ISO 9001: (2008) standards, the European standards and the managements for ensuring quality of the higher education (ESG, Standards and Guide lines for Quality Assurance in the European Higher Education Area) within Bologna Process and also national and international criteria of educational programs quality.

In the course of work the teaching quality assurance system in higher education institution on the basis of competence-based approach as set of the interconnected components united by an overall objective of providing process functioning of graduates training quality by means of the teacher professional activity and its results interacting with environment as the complete phenomenon is developed.

Results of the state-of-the-art review of the existing approaches to providing teaching quality assurance in higher education institution demonstrate that in the Russian higher education institutions works on creation and introduction of the system of quality ensuring for educational services of the higher education, including on the basis of the European Association for Quality Assurance in Higher Education (ENQA) the “Standards

and Directives for quality assurance of the Higher education in the European region” developed by the European Network (Association) of Quality Assurance (ENQA) in the sphere of the higher education are performed.

In the course of mechanisms development for providing teaching quality assurance system in higher education institution on the basis of competence-based approach two of the groups are revealed: in narrow and in broad meanings. They include: implementation of a set of personnel; advance of the faculty on service; innovative improvements of work with teachers; development of abilities and increase of teachers competence; encouragement and recognition of initiative and participation of teachers in activities for providing graduates training quality; ensuring social protection of teachers, etc.

As the major mechanisms in work of federal state educational standards of all education levels and independently established educational standards are submitted; assessment and self-assessment of teaching quality assurance system development takes place.

It already became a tendency that functioning above the designated mechanisms is based on philosophy of Total Quality Management (TQM) in the form of quality management systems. The solution of accreditation problems, both in the USA and in Europe is focused on need of balancing two vectors of accreditation procedures orientations on control (compliance) and on development of higher education institutions: achievement of priority creative potential accreditation.

Timely reaction to results of external examinations by improvement of management methods and structures, educational programs, re-distributions of material and financial resources, introductions to practice of encouragement system and sanctions is extremely important for higher education institution (Tsoi, 2010).

The self-assessment of educational structure (at the level of institution, faculty, program) plays an important role in development of teaching quality assurance system in structure development of education quality assurance system in general. The diagnostic self-assessment usually is understood as the activity assessment which is carried out by forces of the higher education institution staff, or with involvement of third-party experts which happens rather often, the key purpose of a self-assessment is improvement of the organization activity.

The means providing optimum performance of teaching quality assurance system in higher education institution on the basis of competence-based approach can be presented in a broad sense understanding of their

value: contents; methods and means for determining sufficient professional competence and qualification of the teachers involved in educational process; forms of providing quality assurance of teaching, etc. Along with it we established that a well-trying remedy is monitoring the quality system of educational institution or its separate components: monitoring satisfaction of consumers, monitoring educational process, monitoring educational services (ISO 9001-2008).

Organizational and pedagogical conditions of providing teaching quality assurance system in higher education institution represent the objective, independently existing, supplementing each other, transformed to pedagogical activity and generating in it subjective processes focused on improvement of teaching quality in higher education institution within realization of competence-based approach. Two groups of organizational and pedagogical conditions are allocated: the conditions directly depending on teachers and the conditions providing teaching quality assurances in higher education institution including social guarantees at the level of all system of professional higher education and objective conditions of specific higher education institution.

The first group includes such organizational and pedagogical conditions as: motivational readiness of the teacher for interaction in the course of development and realization program and an educational methodological support on specialties and training branches; use of modern educational technologies, active and interactive methods and tutorials; readiness of the teacher for development and realization of the monitoring training quality system of trainees (Traynev *et al.*, 2007).

The second group of organizational and pedagogical conditions of developing teaching quality assurance system in higher education institution includes: development of quality management system in higher education institution; program information support of educational process of higher education institution; assistance to the continuous advancing increase of the level of professional and psychology and pedagogical competence of the teacher of higher education institution; providing the teacher with possibility of inclusion in innovative activity of higher education institution; carrying out monitoring of teacher satisfaction with conditions of the professional activity.

Results of interpretation of the key concepts necessary for modeling allowed to define under teaching quality assurance system realization in higher education institution on the basis of competence-based approach interaction of educational process subjects from the point of interests view both their personality and higher

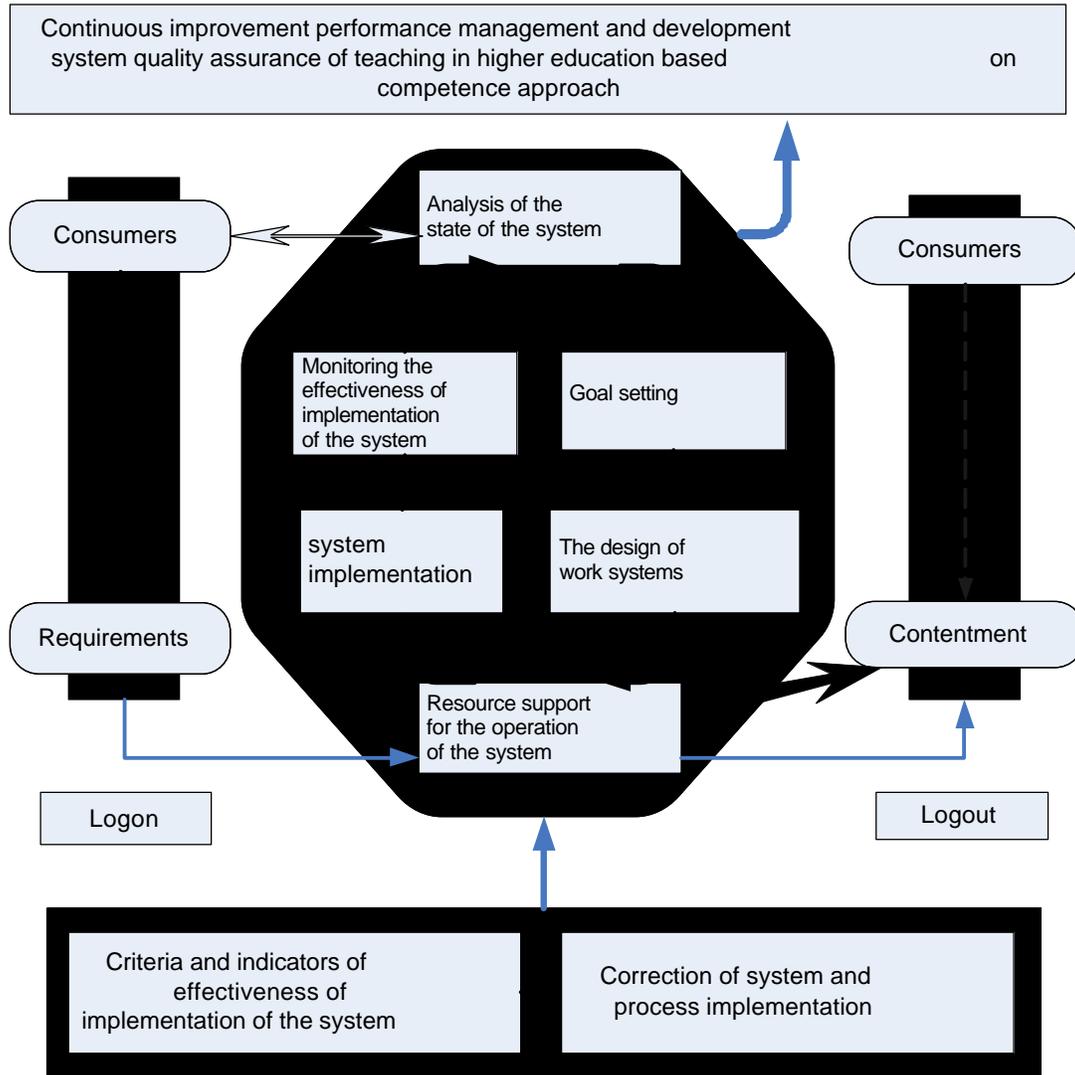


Fig. 1: Model of teaching quality assurance system realization in higher education institution on the basis of competence-based approach

education institution in which they work. The model of teaching quality assurance system realization in higher education institution on the basis of competence-based approach is understood as the project of subjects interaction in educational process from the point of interests view, both their personality and higher education institution in which they research within a certain set of various blocks defining all processes directed to achievement of the required results.

The model illustrates communications between the processes included in a control system of education quality: the analysis of system condition, goal-setting, design of work system, resource ensuring work system, realization of system, control of system realization efficiency (Fig. 1).

Such main units as “the analysis of system condition”, “goal-setting”, “design of work system”, “resource ensuring work system”, “realization of system”, “control of system realization efficiency”, “criteria and indicators of system effectiveness”, “correction of system and process of its realization” are part of the model. In other words, the model of teaching quality assurance system realization in higher education institution on the basis of competence-based approach includes the concepts interconnected among themselves: purpose, mechanisms, means, conditions, criteria and indicators for efficiency of teaching quality assurance system realization in higher education institution on the basis of competence-based approach.

CONCLUSION

As a result of research performance the following scientific production is received: new knowledge (about teaching quality assurance system in higher education institution on the basis of competence-based approach; mechanisms and means of its providing; about the organizational and pedagogical conditions promoting optimum performance of system); model of teaching quality assurance system realization in higher education institution on the basis of competence-based approach.

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