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PROFESSIONAL TRAINING QUALITY ASSESSMENT SYSTEM IN SOCHI TOURIST DESTINATION

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Abstract

The article presents a method of assessing the quality of additional vocational education, taking into account the need for personnel in the post-Olympic period of development of the tourist destination of Sochi. The article includes: development of a model for assessing the quality of additional vocational training and development of technology to assess the level of learning (the training need index). The peculiarity of the presented model of assessment of the quality of education lies in its compliance with basic requirements: the possibility of rapid implementation into the existing infrastructure of the educational institution; the ability to make prompt changes in the event of a modification of the original training program; presenting the score result in a form that is understandable to the end user. The technology of assessing the quality of vocational training, based on the dynamics of knowledge and skills of students before and after the classes according to the indicator "index of learning needs" is presented. The advantage of the indicator is that it represents a model reflection of the dynamics of the student's needs in the teaching information in accordance with its importance to professional activities. It is shown that in the case of vocational education, the task of assessing the quality of learning is an iterative process of identifying deviations of the measured parameters of the learning process from the target values and the subsequent correction of the educational process.

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Keywords: Additional vocational training, training model, training needs index, quality assessment, technology.



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1. Introduction

The post-Olympic long period of development of the tourist destination of Sochi imposes completely new requirements for human professional activities (Kulishkin, 2017). In these conditions, it is not enough to form only professional literacy of the employee, it is necessary for a person with a life position, who knows how to defend himself, his organization and, in general, his country in the complex social perturbations of the modern globalized world. Today, the competitiveness of the organization is often achieved not on the margins of healthy economic and industrial competition, but on the margins of social clashes using various PR technologies to achieve its economic advantages “at all costs”. From the ability to win and defend the market, to make a timely decision on the strategy of socio-economic development in the face of social pressure of competitors, to create a reliable human resources potential, etc. largely depends on the very existence of the organization.

2. Problem Statement

Russia is trying to "reboot" the system of additional vocational education on the basis of a competent approach, using the scientific potential of foreign (Keen, 1992; McClelland, Koester, & Weinberger, 1990; Mirabile, 1997; Parry, 1996; Raven, 1984; Whiddett & Hollyford, 2006; Spencer & Spencer, 1993) and domestic (Bolotov & Serikov, 2003; Efremova, 2012; Frolov & Mahotin, 2004; Hutorskoj, 2013; Tatur, 2004; Zeer, 2005; Zimnjaja, 2003; et al.) researchers. However, there are many problems with the implementation of additional vocational education, one of which – the creation of a system of adequate assessment of the quality of vocational training of students – is the task of this study.

In modern management, the sociotechnical approach to the functioning of the organization (Meskon, Albert, & Hedouri, 2014) is more than ever demonstrated, when its competitiveness is seen as a synergistic effect derived from interconnected production management and human management (staff) (Vihanskij & Naumov, 2014). Production management and human management indicators as part of a holistic management process “allow us to present the degree of expression of the organization competitiveness in the form of a generalized integrative competitiveness index (Andreev, Bokov, Matjushhenko, Romanova, & Shapovalov, 2011, p. 30):

$$GIIC = F(PPC; PSC), \text{ or } GIIC = PPC * PSC,$$

where GIIC is a generalized integral index of competitiveness (probability of success); F is functional dependence; PPC is an indicator of professional competence; PSC is an indicator of the reliability of social competence”.

The formula shows that for the competitiveness of an organization, poor human management (low social competence) has the same devastating consequences as poor production management (low professional competence).

Thus, when organizing additional vocational training, it is necessary to take into account that social competences are one of the productive characteristics of the employee, as their weak or imperfect level can have a devastating effect on the effectiveness of the professional activities of both the employee

and the organization as a whole. It is this orientation of vocational education that is implemented in the Bologna model of education, which is actively being introduced into the modern system of continuing education in Russia (Bajdenko, 2009; Silkina & Kashnik, 2018).

Additional vocational education is a targeted process of educating citizens through the implementation of additional educational services outside the main educational programs. The system of additional vocational education is part of the general education system and includes educational institutions that implement additional educational programs, public organizations whose main statutory purpose is educational activities in the field of additional education, alliance (association and unions) of educational institutions of additional education, etc.

An important factor in the demand for professional programs is their quality and focus on the formation of professional competencies. The development of new systems for assessing and monitoring the quality of education is one of the current trends in education.

3. Research Questions

- 3.1. Development of a computer model for assessing the quality of additional vocational education.
- 3.2. Development of an indicator of the level of additional vocational training – the need for training.

4. Purpose of the Study

The aim of the study is to develop a method of comprehensive assessment of the quality of vocational training. The methodology being developed, being universal in terms of approach and methods, is created taking into account the peculiarities of the development of the tourism industry. The importance of the developed methodology is conditioned by the general task of reliable provision of qualified personnel tourist destination of Sochi, taking into account the peculiarities of the post-Olympic period of development of the region.

5. Research Methods

The structure of the model for assessing the quality of education. The evaluation model developed in this work is based on the recommendations of the Russian Ministry of Science and Education and must meet the following criteria.

1. Assessment of the level of mastery of the material of additional professional programs is made from the point of view of:

- the ability of an educational organization to achieve goals set in the context of a specific curriculum in the process of providing educational services;
- the strict compliance with the training process with the established requirements for the implementation of training programs;

- the compliance with the learned knowledge and skills stated goals of the supplementary vocational training program.

2. A qualitative assessment of the results of training in the implementation of additional professional programs is achieved in the following forms:

- internal monitoring carried out by the educational organization on its own method and on its own force;
- an external assessment of the quality of educational services carried out by an independent organization in accordance with state and industrial requirements and standards.

The development of the internal monitoring methodology is carried out by the organization independently, taking into account the features of current educational projects and the general situation in the educational services market. The requirements for internal monitoring are approved in accordance with the documentation of the educational organization itself. The results of such verification are taken into account by the organization in accordance with its internal standards.

The main and direct participants in the educational process are the teacher and the trainee; but in addition to them, there are a number of not-so-obvious but important objects in the structure of the educational system, the interaction between which also affects the effectiveness of the educational process. Such facilities are, for example: the administration of the educational institution, the human resources department, other departments and management positions, whose activities are not directly related to the training but greatly affects the effectiveness of the educational process as a whole. From a management perspective, these objects can be divided across multiple levels. Accordingly, the system of monitoring the quality of the educational process should be multi-level. The functioning of such a system can be divided into several general tasks:

- creating and maintaining a database of indicators that reflects the individual effectiveness of each trainee;
- information analysis
- reports generation with information about the learning process relevant to specific objects in the educational process, such as: the learner himself; teaching staff; school administration; human resources department; employment service, etc.

An important requirement for the construction of such an information system is the possibility of rapid introduction into the existing educational infrastructure of the educational institution. Another important requirement is the planned possibility of making iterative corrective changes aimed at correcting deficiencies and improving monitoring efficiency. The structure of such a system for assessing the quality of learning is shown in Figure 01.

The diagram illustrates the main objects and processes of the education quality monitoring system. The general route of the processed information from the source of the data to the final reports formed for specific participants in the educational process is shown. Typical feedback pathways are also shown to ensure that the main task of the monitoring system is to improve the quality of educational services.

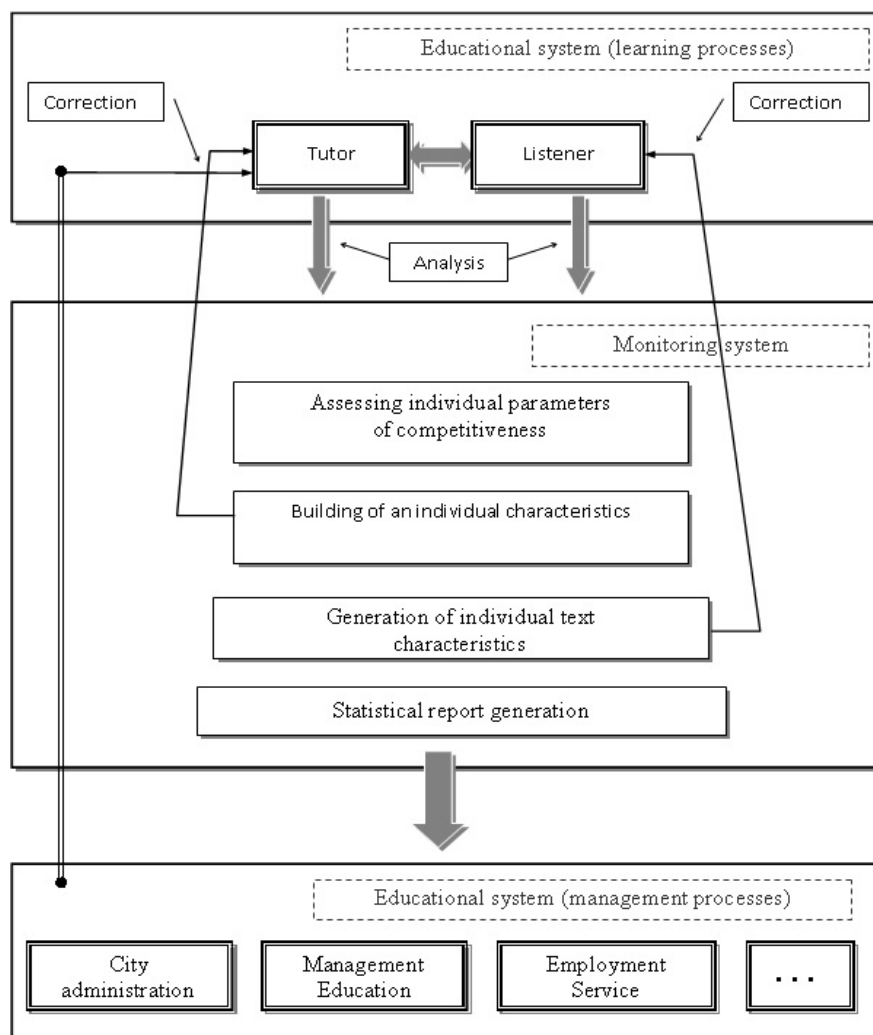


Figure 01. Evaluation system structure

The following basic aspects were taken into account in the development of approaches to the monitoring system:

1. The goal is to build a system and the tasks that the system should contribute to.
2. Objectivity and reliability of the information collected. Correct interpretation of the collected data. The ability to verify the validity of the created reports and conclusions.
3. Approaches to the analysis of the information received during the operation of the system. A methodology of creating individual recommendations based on monitoring data for each of the interest groups.
4. Analysis of approaches and possible problems in the implementation of the monitoring system.

Strategic requirements for the results of additional vocational training are:

- first of all, the development of professional competencies, as a system of professional knowledge, skills and skills, aimed at ensuring effective professional activities with high productivity; the ability to transform the knowledge, skills and competencies gained in the form of experience from one professional field to another;
- secondly, the development of social competences – the ability of the employee to successfully solve successfully the set production tasks in the system of professional and interpersonal interaction on the basis of mastered communication skills; the ability to create teams for specific tasks desire and ability to attach members of the team to their ideas, organizing professional interaction on the principle of synergy with the obligatory achievement of the planned result;
- thirdly, the formation of the competence of the employee as a new subjective situational education in the professional consciousness of the person, allowing the individual with a certain degree of probability to foresee the success of the future result activities and focus on it; competence is formed in the process of vocational training and is usually manifested in the implementation of specific activities related to the ability (readiness) of a person to organize the interaction of knowledge-skills on the principle synergies to solve a wide range of new unparalleled tasks (problems) in any probabilistic (unexpected) situations.

Formed professional and social competences create the holistic competence of the student's personality, acting as a basic, integral characteristic of educational performance in the vocational training system, which described through:

- the independence, implying the employee's ability to create funds for his own life and professional promotion and development;
- the initiative is the ability to develop and implement your own professional program;
- responsibility – the ability to make decisions about readiness to act in non-standard situations;
- reliability – the probability of successful completion of the task in the conditions of a rapidly changing production environment.

This determines the practical guidelines for the development of a system for assessing the quality of additional vocational training.

6. Findings

Technology to assess the quality of vocational training. For information on the quality of training in additional educational programs a “Questionnaire for students of courses” has been developed (Vetitnev, Verbin, & Shapovalov, 2017). The following considerations are the grounds for the objectivity and the content for monitoring needs. First, no one will be able to assess the quality of the presentation of

educational material more objectively than the students of the courses. Secondly, only students can adequately assess the information value of the content of disciplines both in accordance with the time requirement and in accordance with personal needs.

The quality of knowledge is assessed before and after the required discipline.

Fragment of the questionnaire (Table 01).

Table 01. Fragment of the questionnaire of additional vocational training (for the profession “Maid”)

Knowledge and skills	Before classes					After classes					Importance				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
OK 1*. Understanding of the mission and social significance of your own profession															
OK 1 Interest in the profession															
OK 2. The ability to search for the information needed to perform professional tasks effectively															
...															
GC 1**. Knowledge of the technical means to carry out professional activities															
GC 2. Knowledge of the standard of accepting and renting hotel rooms															
GC 4. Knowledge of the rules of transfer duty at the end of the shift															
...															
SC 1***. The ability to organize your own activities (find standard approaches and methods of implementation of the tasks, assess the effectiveness of the results)															
SC 2. The ability to make decisions in standard and non-standard situations															
SC 3. Knowledge of information and communication technologies in professional activities															

* – general competencies

** – professional competencies

*** – social competencies

Instructions: rate your knowledge and skills before and after classes on a 5-point scale: “1” point – lack of knowledge; “2” points – little knowledge; “3” points – general performances; “4” points – good enough concept; “5” points – full awareness of the subject.

As well as the importance of knowledge and skills in your daily work on a 5-point scale: “1” point – not significant; “2” points – significance at a low level; “3” points – significant depending on the situation; “4” points – usually significant; “5” points – high importance in everyday work.

The dynamics of the students' knowledge and skills before and after the classes are assessed by the "training need index" which is a model reflection of the learning subject's need for learning information in accordance with its importance to the professional activities. Here's the scale of the index (Figure 02).

Values of the Learning Need Index						
4.0 – 3.6	3.5 – 2.6	2.5 – 1.0	0	-1.0 – - 2.5	-2.6 – - 3.5	-3.6 – -4.0
Very high	High	Desired development	Situational need	Low	Very low	Missing
Learning needs						
←—————→						

Figure 02. Learning Needs Index Scale

In order to determine the need to correct for each indicator of professional activity, it is necessary to find a difference between the assessment of the current real level of knowledge and skills and the assessment of the importance of this indicator in everyday listener work. The greater the difference in values, the more this indicator needs development (correction). Accordingly, the lower the difference, the less this indicator needs to be developed. Thus, analyzing the results of the questionnaire, we identify the areas of knowledge and skills of the learner, that are in the first place to be trained.

The real state assessment is carried out before and after the training. Thus, for each indicator you get two indexes of need - before and after training. It is assumed that: if classes are conducted effectively, the training requirement index will decline; the measured index correlates with the level of knowledge and skills, and in general with the competence of the listener.

In the future, analyzing the data, it is possible to identify areas of activity of trainees who need organizational changes and development through a system of purposeful additional vocational education.

7. Conclusion

The article shows that the task of assessing the quality of education in the system of additional vocational education is to detect in a timely manner possible deviations from the given program in the implementation of the training, as well as timely measures to take measures to ensure their Eliminate.

For the purposes of strategic competency planning, a special scale has been developed that reflects the importance of acquired knowledge and skills for the professional activities of the trainee. The assessment scale is aimed at identifying the indicators that have the greatest impact on the competitiveness of the employee, the correction of which (through additional training) will further lead to an increase in professional competence and employee performance. In the long term this approach will allow to identify with a sufficient degree of reliability the possibilities of educational resource of working staff.

The ongoing information on staff training allows us to identify trends in the educational process. This provides a basis for managing the quality of education and improving its competitiveness at the regional and state level.

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