Current issues in governance and standardization of VET teacher training in Ukraine

PAGOSTE

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training

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Accreditation of the educational program: requirements

Accreditation of the educational program
-assessment of the quality of the educational program and educational activity of the university for compliance with the standard of higher education

-the ability to meet the requirements of the state standard, as well as the achievement of the declared results of training in accordance with:
        the criteria of evaluation of the quality of the educational program
        occupational standards
        recommendations for quality assurance in the European Higher Education Area.

Regulations on the accreditation of educational programs
(*Order of the Ministry of Education and Science of Ukraine No. 977 of July 11, 2019, which defines the basic principles and procedure for accreditation of educational programs as a tool for external quality assurance of higher education in Ukraine*).

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Criteria for evaluation the quality of the educational program:

1. **Design and objectives of the educational program**
   - The goals of the educational program and program learning outcomes are determined by the positions and needs of the stakeholders.

2. **Structure and content of the educational program**

3. **Access to the educational program and recognition of learning outcomes**

4. **Training process**

5. **Assessment, evaluation of applicants and academic integrity**

6. **Human resources**
- University engages employers in organization and implementation of educational process.
- University enroll practitioners, industry experts, employers' representatives to the process of training.
- How does the University involve employers in organizing and implementing the educational process?
- In what way does the University involve professionals, practitioners, industry experts, and employers' representatives in the classroom?

Criteria for evaluation the quality of the educational program:

7. Educational environment and material resources

8. Internal quality assurance of the educational program
- Employers involved directly and / or through their associations in the process of periodically reviewing the educational program and other quality assurance procedures as partners
- *How are employers involved, directly or through their associations, in the periodic review process and other quality assurance procedures?*

9. Transparency and publicity

10. Learning through research

The defined criteria are based on 3 **basic principles**:

1. The **principle of respect for the autonomy** of the University

Decisions taken within autonomy should have a rational explanation, with reference to stakeholder positions, context, or other factors taken into account by the University at the time of their adoption, in particular within their own internal quality assurance system.

2. **The principle of context**
The criteria are designed to apply in different contexts.

3. The **principle of taking into account the positions and needs of stakeholders**

Criteria can only be filled with specific content in the context of stakeholder positions. Stakeholder involvement allows the University to identify the context and to determine specific requirements.

Involvement of Stakeholders: experience of IVET

Stakeholders:

1.Students.

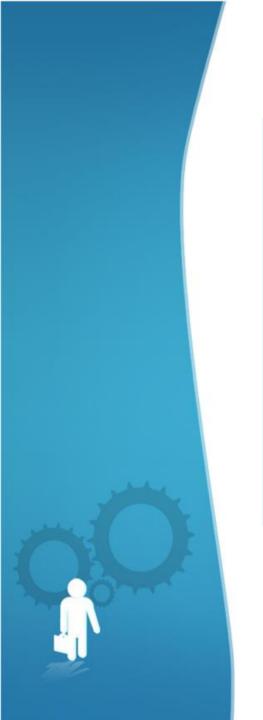Interviews were conducted to identify their needs in the context of individual pathway of training.

As a result, a **list of disciplines** has been formed:
-communication practices in vocational education
-modern university education
- pedagogical diagnostics of quality of education in educational institution
-comparative pedagogy of high school
-professional culture of vocational teacher.

A list of competencies were also defined, in particular:
-the ability to create an innovative educational environment
-the ability to apply innovative pedagogical technologies
-the ability to use ICT.

The results of the survey were taken into account in the process of design the curriculum, work curricula and syllabuses.

Stakeholders:

2. Employers.

The opinion of employers (representatives of educational institutions) regarding the **design of goals and outcomes** of EP was taken into account by involving them in the discussion of the EP project and survey (held in 2017; 2019).

The respondents made the following suggestions:

-to specify in the EP the development of social competencies,

-to emphasize the provision of practical-oriented training,

-to strengthen the student-centered approach.

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Employers: SURVEY

1. Does the EP meet the requirements set out in the National Qualifications Framework?
2. Evaluate the content of the EP on a 10-point scale of clarity of structure
3. Evaluate the content of the EP on a 10-point scale logical relationship between its components
4. Evaluate the content of the EP on a 10-point scale, the reach of the declared program results, according to available resources
5. Evaluate the content of the EP on a 10-point scale the reality of the requirements stated in the EP to the system of internal quality assurance of the University
6. What general competencies do you think have the greatest impact on the professional's performance and career growth?
7. Assess the relevance of the general competencies mentioned in the EP to the goals and objectives of your institution / institution.
8. What professional competencies do you consider to have the greatest impact on the professional's performance and career growth?
9. Assess the suitability of the competencies listed in the EP with the goals and objectives of your institution / institution.
10. Evaluate expected learning outcomes by relevance to build a successful career for future VET and University teachers.

Employers: SURVEY

11. Assess the relevance of the learning outcomes and competencies identified in the EP.

12. Assess the appropriateness of learning outcomes with the relevant components of the EP.

13. How does the content of the EP fit the learning and/or activity object?

14. Assess how the content of the EP is consistent with the theoretical content of the subject area (to what extent are the stated concepts, principles able to explain the predicted results)?

15. Assess how the content of the EP is in line with the stated methods, techniques and technologies that should be mastered by the student for use in future teaching activities?

16. Evaluate how the content of the EP provides the acquirer with the tools, equipment, etc. necessary for future pedagogical activities?

17. Does the EP enable the formation of the student's individual educational trajectory?

18. Does the EP provide the practical training for the students necessary to develop the stated competencies and achieve program outputs?

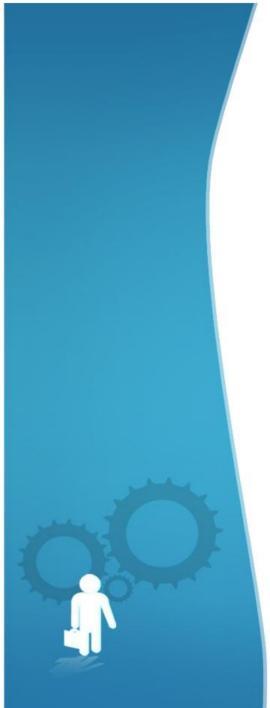19. Evaluate the extent to which EP provides social skills for students.

Stakeholders:

2. Employers.

The Institute systematically engages stakeholders in the **organization and implementation of the educational process**.

The **Scientific Council** of the Institute is composed of the Head of the Department of Higher Education of the Ministry of Education and Science of Ukraine, the Director of the Professional Colledge and the Director of Vocational School.

Contacts with employers take place in the process of **joint organization and participation in annual events** (conferences, seminars, webinars, exhibitions, etc.), where issues relevant for the educational field are discussed.

To take into account the views of industry experts and employers' representatives, the Institute has introduced annual event aiming prediction of holistic vision of trends and problems in VET - the **Foresight Session "VET Road 2020"** with participation of VET teachers and other stakeholder groups.

3. Academic community

Proposals of the academic community (representatives of scientific institutions of the National Academy of Pedagogical Sciences of Ukraine, institutions of vocational, higher vocational and higher education, methodological and scientific centers of VET, Secretariat of the Committee of Verkhovna Rada of Ukraine on Science and Education, Main Department of Vocational Education of the Directorate of MES of Ukraine, etc.) were implemented:

- to strengthen the role of **social skills** and to ensure that they are properly represented in the curriculum of work programs
- to focus on the **practice-oriented nature** of training
- to focus on the **student-centered approach** to it organization.

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Standardization of VET teachers training

Standardization of teacher training process

In accordance with regulatory documents:
1. ***Occupational standards*** are created and approved (this is the competence of the Ministry of Social Policy; today there are 25 professional standards approved - electric train driver, wagon inspector, state expert of the directorate, directorate general of the directorate, social worker, public procurement specialist, etc.).

Legal basis:
- Cabinet of Manasters Resolution "On Approval of the Procedure for Development and Approval of Professional Standards" (No. 373, 31.05.2017)
- Order of the Ministry of Social Policy of Ukraine "On Approval of the Methodology for the Development of Professional Standards" (No. 74, 01/21/2018).

2. On this basis, the ***State Educational Standards*** are developed and approved by the Scientific and Methodological Council of the Ministry of Education and Science of Ukraine

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Standardization of VET teachers training

1 Vocational training teacher

2 Master of Industrial Training

3 Methodist of vocational education institution

Working group:

- representatives of the **Ministry of Education and Science of Ukraine**;

- representatives of **scientific institutions**: Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine, The State Scientific Institution "Institute for the Modernization of the Content of Education";

- representatives of **educational institution**s: Kyiv Anton Makarenko Vocational Pedagogical College; The State Educational Institution "Khmelnytsky Center for Vocational Education of the Service Industry"; Pedagogical College of Glukhiv National Pedagogical University named after Alexander Dovzhenko; The Central Institute of Postgraduate Education of the State Higher Education Institution "University of Management of Education" of the National Academy of Pedagogical Sciences of Ukraine; Higher School of Economics "Vadim Hetman National Economic University of Kiev"; State Vocational Technical Institution "Vinnytsia Interregional Higher Vocational School"; Kyiv Anton Makarenko Professional and Pedagogical College; The State Vocational Technical Institution "Vinnitsa Higher Professional School of Services"; Board of Directors of Higher Education Institutions I-II accreditation levels of Ivano-Frankivsk region; Nadvirna College of the National Transportation University;

- representatives of **Scientific-methodical and Educational-scientific centers for Vocational Education**;

- **NGO**: Deputy Chairman of the Union of Education and Science Workers of Ukraine; Executive Vice-President of the NGO "All-Ukrainian Association of Vocational Education Workers";

- **Enterprise**: Director HR Department of PJSC "Ukrainian Railways".

Stages of development

At the **first stage** it was conducted functional analysis, and the working group collected information on:

- work functions performed by employees for a certain type of professional activity;

- the list of objects and means of labor, equipment, products, materials and tools used in professional activity;

- the provisions of the applicable normative legal acts and normative-technical documents, which determine the requirements for the content and quality of professional activity;

- general competences (social, communicative, personal, ethical, environmental, etc.);

- professional competences (specific to a defined professional field);

- requirements for the knowledge, skills and other competences of employees;

- requirements for employees regarding the level of qualification, medical contraindications for work, experience, level of education, certificates of professional qualifications, additional requirements for the performance of work functions, etc.

Stages of development

At the **second stage**, the working group formed a **list of job functions** and work operations connected with them. Work operations were grouped by similarity, complexity, interconnection into job functions.

At the **third stage**, the working group conducted an expert survey to evaluate the **frequency of use** and the importance of each job function in order to possibly supplement this list.

At the **forth stage**, the working group formed the **final version of the list of job functions** through their sequential placement. After that, for each job function, a list of items and means of labor needed to perform labor functions was formed.

At the **fifth stage**, the working group identified the **professional competences**, knowledge, skills and competences for each competency needed to perform the respective job function.

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List of job functions

№	Job functions	Professional competences (by job function or group of work)	Code
A	Planning the educational process.	1. The ability to study, analyze and apply educational, scientific, legal, etc. information on planning the educational process.	A1
		2. The ability to carry out calendar-thematic planning of the content of academic disciplines, to plan training sessions, independent and individual work of students, educational work in a student group and individual educational work with students.	A2
Б	Implementation of the educational process.	1. The ability to choose appropriate methods, forms, tools, technologies of teaching, training and development of students in accordance with the specific tasks and individual characteristics of students.	Б1
		2. The ability to select and structure the content of training in disciplines in accordance with the requirements of educational standards.	Б2
		3. The ability to provide vocational training for students on individual curricula.	Б3
		4. The ability to carry out the educational process in an inclusive environment.	Б4
		5. The ability to apply the innovative forms, methods, techniques, innovative pedagogical technologies.	Б5
		6. The ability to apply the latest production technology in the professional field.	Б6
В	Implementation of self-educational activity.	1. The ability to learn, apply and disseminate innovative pedagogical experience.	В1
		2. The ability to design and follow one's career growth.	В2
		3. The ability to acquire additional qualifications.	В3
Г	Implementation of methodological work.	1. The ability to participate in the work of the methodical office, the methodological commission of the VET institution, to organize "subject weeks", etc.	Г1

Thank for your attention

IVET Team