



BASIC COMPETENCE MODEL

RUSSIAN FEDERATION

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1. COMPETENC BASED APPROACH IN RUSSIA: GENERAL PROVISIONS

Higher education is aimed at ensuring the training of highly qualified personnel in all major areas of socially useful activity in accordance with the needs of society and the state, satisfying the individual's needs for intellectual, cultural and moral development, deepening and expanding education, and scientific and pedagogical qualifications.

The reforms of higher education in Europe, based on the principles of the Bologna Declaration, have made it extremely urgent to prepare competitive and competent specialists, taking into account the needs of the developing economy. This task fully characterizes the processes taking place in the Russian education, thereby declaring the international character of the professional education of Europe and Russia. The idea of internationalization of education is currently being updated in studies of competence and competence, and in Russia, in the context of the adoption of a new version of the Law on Education and the need to move to federal state educational standards, these studies are no longer only theoretical but also applied. This situation even more actualizes the problem of analyzing the competence approach from the point of view of its didactic possibilities, developing potential, significance and prospects for human vocational education.

In the past few years, the problems of higher education (HE) have been especially sharply discussed in Russia. The separation of the knowledge gained from the training process from the ability to use them, the acute shortage of qualified and competent personnel, the information becoming more rapid than the natural cycle of student education in higher education is completed - all this is the circle of problems of the traditional HE. To date, the solution is: the transition of the higher education system to the Federal State Educational Standards (FSSES) of a new generation, the basis of which is the competence model. As a result of modernization of the HE system in the Russian Federation, a new list of training directions was adopted. In modern educational practice, competence is a central concept. The competence approach is considered as a method for modeling the learning outcomes and their presentation as standards for ensuring the quality of higher education.

The federal state educational standard (FSSES) is the aggregate of mandatory requirements for the formation of a certain level and (or) the profession, specialty and direction of training, approved by the federal executive body, which exercises the functions of elaborating state policy and normative and legal regulation in the sphere of education.

To date, the main provisions of the competence approach have been formulated quite clearly in the FSSES. The general principles and methodological principles stated in them find their confirmation in various developments. Such applied developments include designing a graduate model in which the final requirements for graduates of educational institutions of different levels are presented in the form of competences.



Thus, we can talk about the transition of the competence approach from the stage of self-determination to the stage of implementation - the development of a competence model of the future specialist.

Competence is understood as a person's ability to achieve effective results in his professional activity by applying knowledge, skills, practical experience and mobilizing the necessary personal qualities for this. The term "competence" came to us from the English language. The English-speaking people have a term similar to the Russian abbreviation "PVK - professionally-important qualities". This is Knowledge, Skills, Aptitudes (Abilities, Attributes), and other characteristics, abbreviated as KSAO. In translation, this literally means - "knowledge, skills, abilities and other characteristics," and in fact - the knowledge, skills, abilities and other characteristics of the individual that affect the effectiveness of his activities. If you look closely at the definitions given, it turns out that competence is any quality of an individual that affects the effectiveness of his activities.

In the Russian education, the development of a competence approach takes place in line with global trends. To date, it is not enough for a qualified specialist to simply have knowledge, skills and skills, today a specialist with a pre-prepared baggage of abilities is in demand in any professional activity: design, production, technological, organizational, managerial, research or other special Activities. It is the competence approach that radically changes the existing educational process. Mainly, the new approach should focus the educational process on the creation of such pedagogical conditions that would contribute to the development of the personal potential and the preparation of the graduate for productive independent action in the professional sphere and in everyday life.



2. COMPETENCE MODEL OF THE GRADUATE

Back in 1996, the Council of Europe named several groups of core competencies that modern people should possess for optimal intercultural, social, social, political and interpersonal communications. These are political and social competencies that presuppose the ability to assume responsibility, participate in joint decision-making, participate in functioning and in improving democratic institutions; These are competencies related to life in a multicultural society, based on an understanding of differences, respect for each other, the ability to live with people of other cultures, languages, religions; These are the competences that determine the communicative culture - knowledge of the language of verbal and non-verbal communication, oral and written speech, knowledge of foreign languages. Important in this series were the competencies associated with the emergence of a society of information: the possession of new technologies, an understanding of their application, their strengths and weaknesses, the ability to criticize information. And, finally, one of the most important competencies is the ability and the desire to lifelong learning. It determines the development of all the above-mentioned competencies and is the basis of personal and professional development of a person.

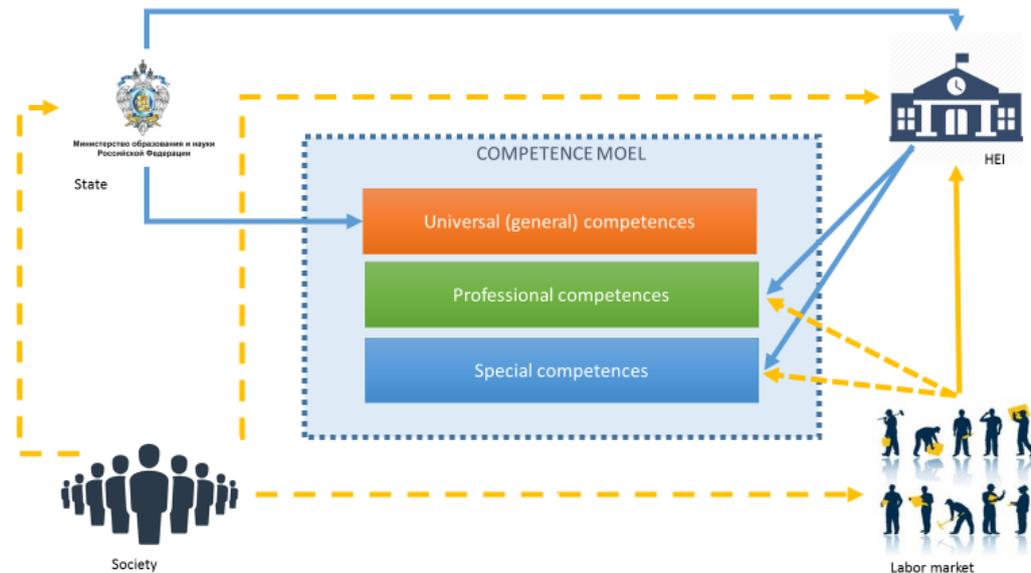
Note that the basis for the development of these competencies is responsibility, independence, tolerance, the ability to dialogue, the ability to form and express critical evaluation, self-actualization, self-education, etc. - quality, inherent in a man civilized and enlightened.

In the new generation educational standards developed in the Russian education, this classification of competencies is proposed, which defines two fundamental groups: universal and professional competences. There is also such a category as special competencies. The composition of universal competencies, in turn, includes three types of competences: general scientific, social-personal and general cultural, instrumental. Professional competences are made in a separate group and are based on specific knowledge and skills inherent in this type of professional activity, and take into account the practical experience in this type of activity.

This division of competences does not mean that in general professional education general scientific competences of student will be formed by the theoretical courses, and professional ones by the special disciplines and practices only. This understanding would lead to the alienation of fundamental knowledge from the actual professional ones and would mean a gap in the formation of a holistic professional thinking. In addition, it should be noted that both domestic and foreign studies of the competence of the modern professional have always been oriented toward the interdisciplinary, integrative, value character of its manifestation.



Competence model of the graduate (CMG) is a set of planned educational goals and results of mastering the basic educational program, including a list of universal and professional (as well as special) competencies and a description of their structure.



With the change in our life, the requirements for the competence model of the graduate of the university change: first, a reflection in the system form of the standard of the results of education that meet the demands of the labor market, society and the individual; Secondly, the formation of the results of education as signs of readiness to perform the basic types and tasks of professional activity; Third, the verifiability of competences; Fourth, the validity of the set (composition) of competencies.

Modern trends dictate special requirements for the quality of the model being developed. First, the model must meet the requirements of all interested parties. Secondly, for the model to remain relevant, it should not only include high quality standards, it is necessary to take into account the expected changes in the external environment in the future, taking into account the development of science, culture, economy and other spheres. Thirdly, the competence model is an important document intended for a wide range of stakeholders.

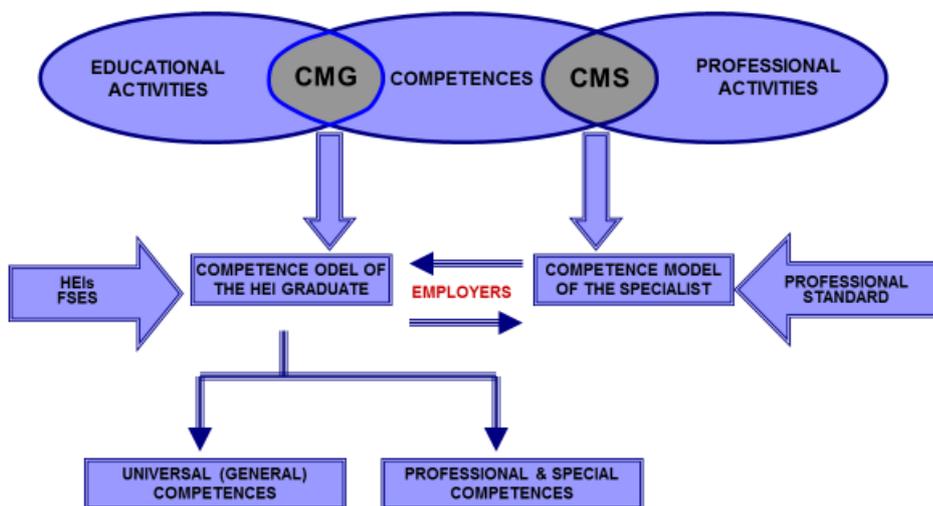
The graduate's competence model is the result of a collective efforts

Participants in the development of CMG:

- Teachers of the department
- Representatives of the main employers
- Teachers of profile departments involved in the implementation of this SP



COMPETENCE MODEL OF THE HEI GRADUATE (CMG)



The starting point in the creation of the model is the clarification of the system of competences, taking into account the requirements of society, the state, employers. The competence system should determine the structure and content of the basic study program (BSP): the list and scope of the study of disciplines, the terms and directions of the practices, the forms of the final attestation. Correctly formulated competence model of the graduate will allow to preserve the unique experience of training the specialist, take into account the specificity of the profile, justify the necessity of introducing innovations.

Study program - a set of basic characteristics of education (volume, content, planned results), organizational and pedagogical conditions and in the cases provided for by this Federal Law, forms of attestation, which is presented in the form of a curriculum, calendar curriculum, Subjects, courses, disciplines (modules), other components, as well as evaluation and methodological materials; Educational programs are developed in accordance with federal state educational standards and taking into account relevant exemplary basic educational programs.

The description of the set of competences for the graduate of the university and the development of the model is the responsibility of each graduating department of the university. The basis for the development of the CMG is federal standards and the existing approximate basic study program.



Sample basic study program is the educational and methodological documentation (an approximate curriculum, an approximate curriculum, exemplary work programs of study subjects, courses, disciplines (modules), and other components) that determine the recommended volume and content of a certain level of education And (or) a certain orientation, the planned results of mastering the educational program, the approximate terms of educational activity, including approximate calculations of the standard costs of providing public services for the implementation of the educational program.

The most mobile part of the CMG is its profile-specialized competencies, since they determine the profile of graduate training and are in many respects original. Since such FSES competencies are not regulated, it is necessary to supplement the list.

The peculiarity of FSES of the new generation is that specific types of professional activity should be determined not only by the content of the basic educational program developed by the university, but also in conjunction with the students themselves, scientific and pedagogical workers and associations of employers.

The study showed that the formulation of competencies makes for employers a serious problem. First of all, we are talking about the socio-personal and organizational and managerial competencies characterizing the interaction of a person with society and other people, his ability to plan his activities, and make managerial decisions. In the context of shortening the terms of study in a bachelor's degree, such an approach allows to ensure a minimum set of competencies, that is, to optimize the training process and to provide ample opportunities for self-improvement in the course of studying additional disciplines. Thus, on the one hand, conditions are created for the formation of individual educational trajectories of the student, on the other - there is the possibility of deepening professional training due to some minimization of general knowledge.

The CMG is less rigidly tied to a specific object and subject of work, which ensures the mobility of graduates in changing labor market conditions.



3. PROFESSIONAL STANDARDS AND COMPETENCE MODEL

The professional standard is the basis for determining the professional level and improving the professional competencies of employees and their certification. From July 1, 2016, employers are obliged to apply professional standards in terms of the qualification requirements necessary for an employee to perform certain labor functions, if such requirements are established by the Labor Code, federal laws or other regulatory legal acts of the Russian Federation.

A professional standard is a characteristic of the qualification necessary for an employee to perform a certain type of professional activity, including the performance of a certain labor function.

Professional standards also apply to the compilation of educational standards and curricula and teaching materials, as well as the choice of forms and methods of education in the system of vocational education and internal corporate training.

Qualification level / Qualification level - 1) generalized requirements to the knowledge, skills and broad competencies of employees, differentiated in terms of complexity, non-standard operation, responsibility and independence; 2) the criteria for the result of training, which at present becomes the dominant principle, since only on its basis can a comparable framework of qualification be built.

Qualification - 1) willingness of the employee to perform qualitative performance of specific functions within a certain type of work activity; 2) official recognition (in the form of a certificate) of mastering competencies that meet the requirements for the performance of work in a particular profession (professional standard requirements).

Competence - a body of knowledge, skills, experience and attitudes / values.

Structurally, each professional standard consists of units, each of which correlates with a certain labor function and a certain level of qualifications and contains requirements for the performance of a specific labor function, in terms of necessary knowledge, skills, levels of responsibility, self-sufficiency and complexity. Each unit of the professional standard should clearly describe the following parameters:

- *the name of the labor function / unit of the professional standard;*
- *actions to ensure the fulfillment of this function;*
- *characteristics of the qualification level,*
- *Required knowledge and skills.*



In turn, the required knowledge and skills should cover three groups of competencies:

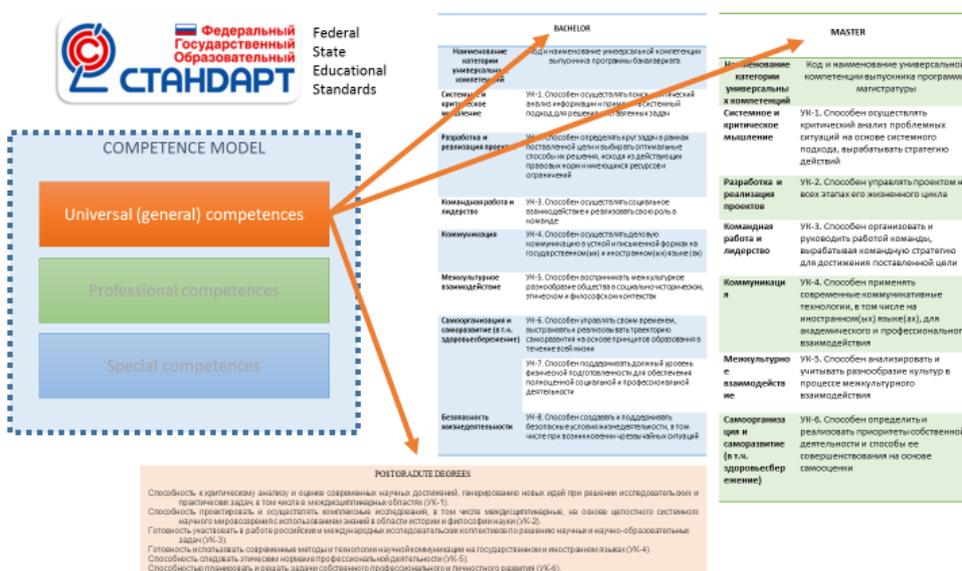
- **professional competence** - relating to the field of professional activity proper;
- **overprofessional (or cross-cutting competencies)** relating to occupational safety and the environment, professional communication and improvement of the working environment and workplace;
- **key / core competences** related to all types of activities, which include the employee, and assuming his ability to acquire new knowledge and adapt old ones to new contexts, and also to adapt to the changing situation of one's own professional and personal growth and development (intellectual , Social and interpersonal, entrepreneurial).

Thanks to this structure, each professional standard can be fairly transparently and consistently projected into the requirements of educational standards and vocational study programs (each unit of the professional standard can be transformed into a training module, with the result of training for each unit of the professional standard, which is subject to development).



4. UNIVERSAL (GENERAL) COMPETENCES

Unlike general cultural competences, the universal competences in the new edition of the FSES are unified for each of the levels of vocational education and are formulated taking into account continuity and differences in the levels of higher education. They are established by the uniform list for all directions of preparation (specialties) of each of levels of vocational training. **The modification of the wording of universal competencies by the universities is not allowed.**





BACHELOR DEGREE	
<i>Name of category of universal competences</i>	<i>Code and name of the universal competence of the bachelor program graduate</i>
Systemic and critical thinking	UC-1. Is able to search for, critically analyze information and apply a systematic approach to solve set tasks
Development and Implementation of projects	UC-2. Is able to determine the range of tasks within the framework of set goals and choose the best ways to solve them, based on existing legal norms and available resources and constraints
Teamwork and leadership	UC-3. Is able to implement social Interaction and realize his/her role in the team
Communication	UC-4. Is able to carry out business communication in oral and written forms in the state (s) and foreign (s) language (s)
Intercultural interaction	UC-5. Is able to perceive intercultural diversity of society in the socio-historical, ethical and philosophical contexts
Self-organization and Self-development (incl. Health preservation)	UC-6. Is able to manage his/her time, build and implement the trajectory of self-development based on the principles of lifelong learning
	UC-7. Is able to maintain the proper level of physical readiness to ensure full social and professional activities
Security of life	UC-8. Is able to create and maintain safe living conditions, including in case of emergencies



MASTER DEGREE	
<i>Name of category of universal competences</i>	<i>Code and name of the universal competence of the master program graduate</i>
Systemic and critical thinking	UC-1. Is able to carry out a critical analysis of problem situations on the basis of a systematic approach, develop an action strategy
Development and implementation of projects	UC-2. Is able to manage the project at all stages of its life cycle
Teamwork and leadership	UC-3. Is able to organize and supervise the work of the team, developing a team strategy to achieve the goal
Communication	UC-4. Is able to apply modern communication technologies, including in foreign language (s), for academic and professional interaction
Intercultural interaction	UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction
Self-organization and self-development (including health preservation)	UC-6. Is able to identify and implement the priorities of their own activities and ways to improve it based on self-assessment



3 rd CYCLE DEGREE	
1	Ability to analyze critically and evaluate current scientific achievements, generate new ideas for solving research and practical problems, including in interdisciplinary areas (UC-1).
2	Ability to design and implement complex research, including interdisciplinary, on the basis of a holistic systematic scientific worldview using knowledge in the field of history and the philosophy of science (UC-2).
3	Willingness to participate in the work of Russian and international research teams in solving scientific and scientific and educational problems (UC-3)
4	Willingness to use modern methods and technologies of scientific communication in the state and foreign languages (UC-4).
5	Ability to follow ethical standards in professional activity (UC-5).
6	Ability to plan and solve the problems of their own professional and personal development (UC-6).



5. BASIC COMPETENCE MODEL FOR THE FUNCTIONING OF THE UNIVERSITY CENTER FOR COMPETENCE AND EMPLOYABILITY DEVELOPMENT

To achieve the COMPLETE project objectives, an analysis was made of the specifics of employment in the Russian Federation at the national, regional and university levels, the social conditions, labor market conditions and their problems were described, and the regulatory framework for the development of the model and concept of the Competencies and employability.

Regarding the possibility of developing within the COMPLETE project individual university competence models that include the competences that increase the employability, as well as the application of the competence based approach and the introduction of the European model as a whole, the following conclusions were drawn.

1. At present the competence model for each area of training (specialty) in the Russian Federation is set at the state level by FSES.
2. Competencies that are necessary for employers are fixed in professional standards (PS), on the basis of which FSES are formulated.
3. The university has the ability to modify a specific competence model for a specific training area (within the specific training profile) only in the part of adding special professional competencies that can be formulated together with a specific employer.

Thus, for the purposes of the COMPLETE project, we can talk about a common competence model, as a three-element scheme. The CCEDs should create opportunities for both the correct formation and actualization of the competence models of the graduate within the framework of a study program (profile) and the development of all three groups of competences through the use of different forms of work with different target Groups.

Taking into account the existing conditions and based on the generalization and analysis of the results of the large-scale questioning conducted within the COMPLETE project in 2016, a core competence model has been developed in partner universities for the CCEDs. This basic competence model of the graduate includes categories of competences that, on the one hand, derive from the data of the current survey of students, graduates and employers conducted within the framework of the project and reflecting the generalized request for a changing labor market, and on the other hand, correlate with the competencies defined in the legislative level as universal for a modern graduate (regardless of the level and direction of training), determining his potential for employment. Thus, the basis of the activities of the newly created CCEDs should be precisely the activities to promote the development of competences included in this basic model.



BASIC COMPLETE COMPETENCE MODEL

This is a generalized vision of which categories of competencies at the present stage provide the ability of students to graduate high school to find and retain a decent work or ability to self-employment, as well as the ability to mobility in the labor market (regardless of the level and direction of training).

CATEGORIES OF KEY COMPETENCES:

- *Systemic and critical thinking*
- *Development and implementation of projects*
- *Teamwork and leadership*
- *Communication*
- *Intercultural interaction*
- *Self-organization and self-development*

TOP-3: EMPLOYABILITY COMPETENCES

- *the ability to conduct business communication in oral and written forms in the state and foreign languages, as well as apply modern communication technologies;*
- *the ability to carry out social interaction and realize their role in the team, and organize and manage the work of the team, developing a team strategy to achieve the goal;*
- *the ability to manage time, build and implement a self-development path based on the principles of lifelong learning.*

IMPORTANT!

In addition to basic (universal) competencies, the employability is certainly determined for each specific graduate / group in a particular region by professional (and special) competences, which are defined and formulated in accordance with professional standards And the requests of specific employers. CCEDs established in the partner universities in cooperation with departments and faculties, as well as employers' organizations, can carry out various activities aimed at developing such separate competencies.