

**QUALITY IN EDUCATION AS THE GUARANTEE OF GRADUATES'
EMPLOYMENT**

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Abstract: *The given article deals with the results achieved in the Institute of International management and education in Krasnoyarsk state agrarian university due to the accreditation of the European Council for Business Education (ECBE) in the sphere of graduates and undergraduates employment.*

Key words: *employment, ECBE, graduates and undergraduates, cluster, Institute of International management and education.*

**КАЧЕСТВО ОБРАЗОВАНИЯ КАК ГАРАНТИЯ ТРУДОУСТРОЙСТВА
ВЫПУСКНИКОВ**

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Аннотация: *В данной статье рассматриваются результаты, достигнутые в Институте Международного менеджмента и образования Красноярского государственного аграрного университета в связи с аккредитацией Европейского совета по бизнес-образованию (ЕСВЕ) в сфере трудоустройства выпускников и студентов.*

Ключевые слова: *трудоустройство, ЕСВЕ, выпускники и студенты, кластер, Институт Международного менеджмента и образования.*

Institute of International management and education in Krasnoyarsk state agrarian university was created in the Krasnoyarsk state agrarian university in 1998 as the international faculty. Institute of International management and education works on the implementation of the Bologna process requirements into its work constantly. The institute together with the university joined this process in 2005. According to the requirements of the Bologna Declaration the University implemented 2 level system of education- Bachelor and Master degrees, introduced the system of credits, European supplement to the diplomas, providing the quality of education, development of the students' and faculty mobility.

To correspond to the requirements of the Bologna process better in May, 31st, 2014 the Institute received the Accreditation of the European Council for Business Education for the period of 3 years, till May, 31st, 2017.

The accreditation was received for 2 programs – 080200.62(38.03.02) Bachelor in Management, and 080200.68 (38.04.03) Master in Management.

Employment of students is the most important indicator of the Institute activity. We consider it to be the part of the socialization process. As Shmeleva Zh.N.

mentions: “The ultimate goal of the process of socialization is a physically and mentally healthy person and harmonious development, satisfaction with life in general and its various aspects, the ability to quickly and efficiently respond to any changes in the environment, as well as have an impact on the environment” [5, p. 229]. Only the fact that the graduates find good places of work can motivate applicants’ parents send the children to this or that Institute or University. The university has achieved positive results in this field.

In December 2015 we received the results of the research in the sphere of graduates’ employment that has been conducted for 5 years by the IIA “Russia today” in the project “Social navigator”. These results were presented on the site <http://www.dela.ru/news/169130/>. As the research showed, in the sphere of agrarian education Krasnoyarsk state agrarian university occupies 7th place among 56 Russian agrarian education institutions and is the only one among the Krasnoyarsk Krai Universities which was included into the group of TOP 10. The universities’ evaluation was done taking into consideration such indicators as:

- share of graduates who received the employment certificate after finishing professional training as full-time students;
- share of income that has been received from the scientific and research work done for other organizations in the region;
- index of university staff citations (www.kgau.ru, page - English version)

In general the system of graduates’ employment implemented in the Institute of International includes the following clusters that are of great importance:

1. Providing information for graduates and employers;
2. Interaction of the Institute with the regional enterprises and organization;
3. Interaction with the authorities and other state structures;
4. Analysis of labor market and employment effectiveness;
5. Increase of graduates’ qualification quality and their competitiveness

The 1st cluster (Providing information for graduates and employers) includes the following components:

- constant updating of the database about graduates;
- constant renovation of the University web-site and Institute page for employers;
- publishing students’ C.V. on the web-site of the University for the period of their studies and after graduation;
- organizing different events for presentation of different regional organizations and enterprises who are looking for new employees;
- inviting to the University the representatives of the Employment Agencies as specialists who can provide information about vacancies in the region;
- placing in the halls of the University special information machines that provide information about job vacancies free of charge for students

The 2nd cluster (Interaction of the Institute with the regional enterprises and organization) includes the following components:

- signing agreements with the enterprises and organizations about students' employment after graduation;
- signing contracts with the enterprises and organizations about targeted contract students training on special terms;
- signing agreements with the enterprises and organizations about students' practical training;
- organizing special professional classrooms at the enterprises where students can get professional knowledge while having practical training;
- organizing special events with the enterprises for activity presentation

The 3rd cluster (Interaction with the authorities and other state structures) includes the following components:

- organizing Human Resources Forum together with the Regional Ministry of Agriculture and agricultural producers who are looking for employees;
- providing information about regional financial support for those students who are ready to go to work in the rural territories using regional funds and funds of the best agricultural entities;
- organizing different events together with the Regional Center for employment, inviting their specialists to the lectures;
- organizing different events together with the City Center for employment

The 4th cluster (Analysis of labor market and employment effectiveness) includes the following components:

- monitoring of graduates employment;
- analysis of supply and demand on the labor market;
- questioning of students and graduates;
- questioning of employers and finding out their requirements to the graduates

The 5th cluster (Increase of graduates' qualification quality and their competitiveness) includes the following components:

- elaborating the new forms of additional education according to the employers requirements;
- utilizing gathered data and information for the introduction of new courses such as "Fundamentals of entrepreneurial activity", "Technologies of job search" etc.;
- giving special attention to learning English as the means of international communication and the way to easier adaptation on the international labor market
- implementing subjects in English into the Curriculum.

The English language has acquired great popularity among the students of the Institute, due to the fact that teachers working in the institute do their best to prepare the students to the work in the foreign business environment. Different communicative techniques are used by the faculty member, for example Shmeleva Zh.N. considers "Chunks" to be a productive strategy for learning [4]. The subjects

such as Business English, English for professional purposes, External economic activity, Country-study gives both cultural and business information in an easy and interesting way that arises interest not only to the language, but also to the country and its way of life and business.

Many faculty members constantly upgrade qualification in the sphere of English language; in 2015-2016 the following of them have done that to do their subjects more attractive to students:

1. Dalisova N.A. Intensive course of the English language “English of the teachers of special subjects for conducting classes in English”, October 2015, certificate № 560.

2. Dalisova N.A. Work in the information and educational environment to support the educational process with the use of distant learning technologies, October 2015, certificate № 242402146680

3. Chepeleva K.V. Intensive course of the English language “English of the teachers of special subjects for conducting classes in English”, October 2015, certificate № 567.

4. Sochneva E.N. The use of cross –platform cloud services in the system LMS MOODLE, certificate №26-1, June 2015

5. Konovalova A.J. Practical training with business processes and economic activity in the company Deutsche Werkstätten Hellerau GmbH, June 2015

6. Antonova N.V. “Personnel management”, Spring, 2016, certificate № 717

7. Chudinov O.O. Intensive course of the English language “English of the teachers of special subjects for conducting classes in English”, October 2015, certificate № 568

8. Ilyin A.S. Intensive course of the English language “English of the teachers of special subjects for conducting classes in English”, October 2015, certificate № 624

Greater importance is given today also to the practical training. Only the students that know their place of work well can pass the job interview successfully and get a desired job.

That is why we increased the work load for getting the job experience. The tables below demonstrate it for the program **Masters in Management:**

-Educational practice with 3 credits

	Total	Distribution by terms			
		1	2	3	4
Work load, credit units	3			3	
Work load, hrs.	108			108	

- The scientific and research work (seminars) is at the level of **15 credits**

	Total	Distribution by terms			
		1	2	3	4
Workload, credit units	15	0	9	6	0
Workload, hrs.	540	0	324	216	0

- The scientific and research practice with **3 credits**

	Total	Distribution by terms			
		1	2	3	4
Workload, credit units	3	3			0
Workload, hrs.	108	108			0

- The technological practice was added **with 3 credits**

	Total	Distribution by terms			
		1	2	3	4
Workload, credit units	3				3
Workload, hrs.	108				108

- Graduation (pre-diploma) practical training is introduced with **9 credits**

	Total	Distribution by terms			
		1	2	3	4
Workload, credit units	9				9
Workload, hrs.	324				324

- Pedagogical training is with **3 credits**

	Total	Distribution by terms			
		1	2	3	4
Workload, credit units	3			3	
Workload, hrs.	108			108	

- Organizational – managerial practice is **with 6 credits**

	Total	Distribution by terms			
		1	2	3	4
Workload, credit units	6				6
Workload, hrs.	216				216

In addition to it we have 9 credits for graduation paper writing (Master dissertation) – 324 hours. So, we have the 4th semester in Master program as the period of practical training and dissertation writing – 26 weeks.

The employers give the following feedback papers to our graduates:

- **Poluyanova Tatiana** – graduate of 2016. She has been working in LLC ‘DIVA’ since May 15, 2015. She is characterized by the employer as responsible manager who is ready to increase her knowledge in the professional field. She is a

good employee and is able to do big volume of work in a very limited time period. She is hard working, honest, and punctual and is able to work in a team.

- **Karpunina Anna** – graduate of 2016. As the Front Office Manager of the Hilton Garden Inn Krasnoyarsk., I feel that I know Ms. Anna Karpunina quite well. She began working 26.06.2015 as an Administrator in our company. In this role, she had a considerable amount of responsibilities, and she handled them effortlessly. She showed her skills to communicate with both guests and the staff, and due to her dedication and attention to detail, our company saw an increase rating and good service during this period.

We promoted her to the role of Front Desk Supervisor, as we felt that she had already proven her management and communication skills and would be suitable for this position. She proved us right, and she has become an important, effective, and: integral part of our management team.

Ms. Anna Karpunina takes the initiative to identify problems and devise solutions. Her role requires strong communication skills, and she has shown that she not only; has these skills, but that she also has the ability to inspire respect and cooperation in teammates, she has shown that she is a very intelligent person with a mind we l-suited to the world of business and management.

Ms. Anna Karpunina has informed me that she hopes to pursue or to improve her knowledge about her field of profession by continuing to study, to attain a high level of education, and I feel that this is an appropriate choice for her. Based on my observation, she clearly has the interest to excel in this field, and based on her performance, she clearly has the ability to achieve success.

- **Dadashova Nika** works in Alfa-bank in the group of direct sales. She is an initiative specialist, is very responsible and reliable. She can take decisions in the complex situations and be fully responsible for the decisions she has made. She has all the necessary knowledge to make the decisions in span of her control.

All these things have positive effect on the undergraduates' and graduates' employment and allow to keep the level of their employment rather high – 75-78 % annually.

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