

THE CONFORMITY OF UNIVERSITY EDUCATION TO THE EXPECTATIONS OF EMPLOYERS BY THE EXAMPLE OF NARVA COLLEGE OF THE UNIVERSITY OF TARTU

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Abstract

The conformity of education, including that of university, or tertiary education, to employers' expectations represents one aspect of society's expectations towards the whole education system. There is given an overview of the changes of personal expectations to university education and of the requirements to highly educated professionals. Educational policies are shaped under the influence of both of these subjects and find their outcome in universities curricula. It is important to quantify employers' valuations of university curricula on the level of particular learning outcomes and skills, based on which it is possible to make conclusions for implementing them in curricula. A research of master degree pedagogical curricula that was conducted in Narva College of Tartu University brings to a conclusion that by the estimation of the employers the general skills provided specifically by universities curricula are in need, regardless to the curricula's complete conformity to Bologna criteria and current professional standards.

Keywords: university education, curricula, educational outcomes, expectations of employers, professional competences, general skills

JEL: A13, E24, I23, I26, I28, J24

Introduction

The conformity of education, including that of university, or tertiary education, to employers' expectations represents one aspect of society's expectations towards the whole education system. By wishing to understand the relationship between tertiary education and employers in a wider context as seen from the employers' viewpoint and having it appropriately measured, so that later to treat the said relationship correctly, one should define the term 'education' accordingly.

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In approaching education as a complex phenomenon, towards which different subjects have unique expectations, the definition of education shall be given with the sufficient level of generalisation. For that, the approach of education by philosopher Walter Leirman (*Four Cultures of Education*, first edition in 1993, extended edition in Estonian in 2003) seems to fit well. In defining education, one has to consider its dualism, which is bound by the somewhat conflicting, but rather not fully overlapping interests of an individual and the society. Education policy has been called to mitigate and reconcile the disparity of interests. In that context, education is commonly understood as: "*the production of different cultural goods*, which are taught in an assembly and especially at school, and which makes it possible for "the educated" person to cope with personal and social problems (Leirman, 2003:11). Yet the definition of education should in addition encompass the teacher and the educator, that is, pedagogy (*op. cit.*), a school in a wider meaning; but in the context of this article, it shall refer to university's activities and its role, which is by and large the result of education policy.

Education policy expresses itself in conditions of education, that is, in law and in policy documents, such as development plans and programmes, which, in their turn, find expression in so-called main characteristics of university curricula, including their aims and outcomes. It should be noted, that in a post-modern society, which the Estonian education science also positions itself in (for example: Toots, Idnurm 2001:7, Ruus 2010:8), there is pluralism of educational models (*op. cit.*: 23); however, a society-oriented educational model is more general, with its inherent preference for integration and cooperation to separation and competition (*op. cit.*: 21) both at the level of outcomes and teaching methods.

The aim of the present paper is to explain the complicated input into university curricula given by the parties concerned: an individual with his or her career and life expectations, job market with the expectations of its particular organisations, and society as a tool for meeting different social needs, — in order to advice education policy makers and curricula designers. It is made using an example of assessment of Master's level teacher education curricula of Narva College of the University of Tartu.

The tasks of the paper were set as follows:

- 1) To analyse the approaches to the development of the theoretical points of views on individual expectations to university education in correlation with labour market needs, and those of the employers, or organisational point of view, as an input to educational policy at the university level for establishing a ground for an applied research.
- 2) To provide a methodology for assessment of university curricula and defining organisations needs for an employee qualification based on the assessment professional skills of its alumni.
- 3) To analyse and generalise the results of a study of employers' assessment of university curricula and of their needs for its development using a case of Bachelor's and Master's studies' curricula of a primary school of Narva College of the University of Tartu.

4) To draw conclusions and make recommendations for the development of curricula and for the possibilities of the implementation of the used methodology.

The theoretic overview is presented in the first chapter of the paper. The second part includes methodology and the results of applied study conducted for the development of teachers' curricula at the Narva College of the University of Tartu.

1. Theoretical Background and Research Overview

1.1. The Subjects of Education and Education Policy

In light of the contemporary meaning of education, individual's needs and interests are in the focus position. The objective of education policy is to develop such principles of education instruments' activities which ensure the fulfilment of both individual and societal needs and expectations, also those of the job market, as reflected in the Bologna declaration of 1999 (Bologna 1999). This applies to all levels of education. A philosophical introspection built on the analysis based on the Bologna process documents can, for example, be found in the exceptionally interesting work of Reindal (2012).

Schematically, the relations between the subjects of tertiary education and the subjects of tertiary education *policy* towards one another are shown in Figure 1. Yet, unlike institutions providing primary and secondary education, institutions that provide tertiary education, such as universities, have a special role in shaping education policy. As scientific establishments, then compared to other subjects, they possess more information about perspective educational needs, and their message to policymakers in education and to the society as a whole can be of instrumental importance in terms of successes to the future of a socium, such as that of a country. From examples of the research performed in this direction in Estonia, one can bring the analysis of accreditation of university curricula (Udam, et al., 2015), and research projects begun in 2014 and planned for the following five years about the changing context of teachers' qualifications (IUT... 2014), of which both only focus on educational outcomes in the pattern of a singular curriculum. These examples also illustrate the functioning of a university mostly as a self-regulating educational system, which reacts to external, or environmental, influence in a broader way than prescribed by education policy.

The education of a labour provider and an individual is reflected at the job market level in his or her choices of work, or career; and the expectations of the facilitator of work, i.e. the employer, are reflected in occupational, vocational and professional requirements set to a specific employment position. Inasmuch either the employee or the employer is satisfied with the employee's education at work, which depends on the education level. In case of high qualification requirements, the employer requires tertiary or higher education from the potential employee. Hence, to a large extent, much depends on a university, as to how much the employer's and the employee's expectations toward education are fulfilled.

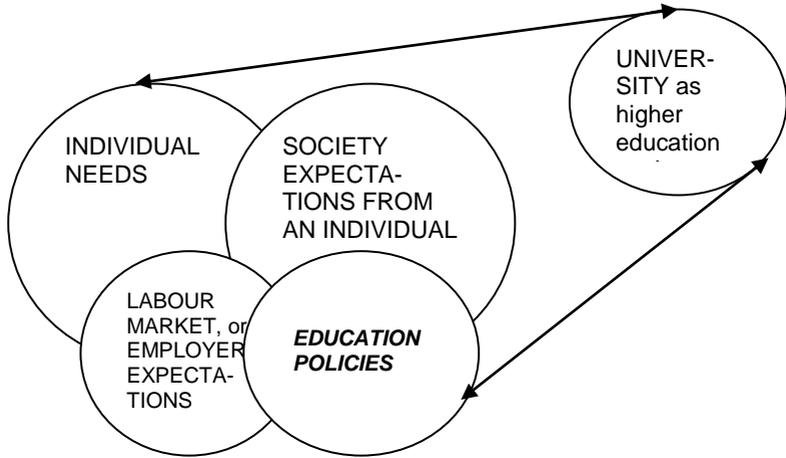


Figure 1. Subjects of higher education and higher education policies (completed by authors)

A university's retrospect to the achieved educational outcome from an employer's perspective offers one of the necessary inputs in shaping education policy and improving university's own functions. Yet from the point of view of an individual, the important additional component of education, which does not interest the employer, is an individual's capability to continue his or her work activities throughout the whole duration of his/her chosen work path, and that is with different employers. This is what the society is also interested in.

Therefore, an individual's expectations toward education are not limited — by also keeping in mind developments in the job market — to an employer organisation's current and strategically visible perspectives. Career choices must be made throughout the duration of the whole career path, which for most entrants to the job market is within the span of fifty years. This is generally a many times longer time span than the employer's actual vision on current employment length. Taking all that into account, the below content presents a short overview on contemporary treatment of career and work life from an educational perspective. This overview is a recognised method to gather substantiated feedback to education obtained from the university, and serves as a basis for implementing necessary changes (Gaebel et al., 2012:54).

In the article, there is made an attempt to demonstrate that the expectations of contemporary employers and individual expectations from university education have been developing into direction of consolidation at the level of general skills which meet both employers', individuals' and mutual social needs. It has to be taken into consideration by universities while developing their educational curricula. The

research of the subject is supported by the example of one of the curricula of Narva College of the University of Tartu which provides evidence for such a conclusion.

1.2. A Modern Understanding of a Career from an Educational Point of View

A career expresses an individual's continual choices of employment relationships throughout the whole time s/he has been active in the job market; it also means the creation of an employment relationship by the individual with one or more employers throughout his/her life. A person's employment history can also be called a career path. The choices made depend on the prevailing organisational environment; however, they do express an individual's attitude towards oneself and society in a wider social context. An individual's expectations from education, including tertiary education, comprise his/her preferences in the job market as one component of expectations, which is not though limited to them. Hereinafter, the development of a career as a phenomenon is examined in relation to expectations towards education of an organisational environment, and singularly derived from the latter, the same expectations of an individual.

Perceptions about a career, or the traversal of a person's professional journey — the career path, continually change. The first approaches date back to the first decade of the 20th century, to Frank Parsons' "vocational guidance" (Baltreniene, 2004:1). It is remarkable that it had been preceded at the end of the 19th century by the formation of *systematic scientific thought* on organisation and leadership, which in its turn until the mid -20th century focused on management of work (Üksvärav, 2008:56). The operation of the job market encounters an outcome on an individual level — that of a person and an organisation — in such a way, that a potential employee and employer meet directly and mutually compare one another's offer, both wishing that said offers would become mutually acceptable. Both parties are interested in being suitable to one another, and work towards achieving that. One can say that the study into careers, and the sciences of organisation and leadership developed hand-in-hand from the very beginning. The support of mutual suitability is also expected from education.

Due to the focus on organisation of work, a specialised education was held in the highest esteem. In a single-dominant hierarchical organisational structure (op.cit.: 519), a career was regarded a professional advancement, which is termed a vertical career or career path consideration (Barley, 1989:58). An employee could be active in one organisation and stay in the same position throughout his/her career path. Only a small number of employees changed their competence, thereby acceding to higher management levels of an organisation, but on these levels, too, the management professionals did play a role. A career — the question of a career path — was relevant only to a very small part of all employees. Both employee and employer expected from a university an education central to one scientific field; the kind of instruction that ensured continuous input for traversing the entire career path.

Already at the beginning of the 1960s in the process of organisational development there was growing the need for substantial reorganisations, which were accompanied by wide, but not predominant implementations of functional structure. Montana and Charnov (2000: 212) stress that changes in economic, social and technological spheres are affecting organizational flexibility and responsiveness in meeting competitive global market requirements. In an effort to trim cost and improve efficiency, organizations are now downsizing, restructuring and delivering their workforce. In an organisation, the emphasis moved from vertical to horizontal management levels. This was seconded by the change in perceptions of career — the term 'horizontal career' was added.

According to the horizontal career definition, the employee is a responsible expert; this description corresponds to a worthwhile position in an organisation (op.cit.) What also began to be regarded as a career was the change in the professional competence profile of an employee, which took place on the horizontal level of an organisation. Chin and Rasdi (2014:203) write that to the heretofore-prevalent professional development was then added as a new chance for a career. The first evidence of that appeared in the 1970s, and by now, the Protean career theory, authored by Douglas T. Hall, has become chrestomathic (2004, from the Sloan Work and Family Research Network).

The horizontal career with its career path choices became topical to an incomparably greater amount of workers. By the early 1980s, career research had been transformed into an independent scientific course. In addition to professional education, a horizontally-built organisational environment also demands from universities vocational education, which allows one to implement specialised knowledge in a certain direction.

Although Üksvārav considered (2008) that such kind of organisational behavior was dominant until the very end of the 20th century, the substantial changes were observed already during the 1990s. The 1980s–1990s are characterised by the formation of new organisational and management concepts: the management by results, quality management, customer relations management, concept of an intellectual capital and the knowledge management (Simson 2002:17-29). These are accompanied by in-organisation project management and a teamwork-based matrix structure required for that purpose (Gupta, 2009). For employees, the matrix structure sets new and substantial competence requirements that are tied with the need to fulfill an independent role in a team, and to fulfill different roles professionally. Support for such a development is also expected from universities. So, for example, within the framework of the Bologna process implemented in European tertiary education since 2012, already the three top levels of eight demand to "take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems," (The Framework... 2012) whereby the initiative stems from the year 2005 (From Berlin ... 2005). It is also somewhat surprising that to the fore of tertiary education there has not been set a curriculum in the field of productive communication, such as teamwork (op.cit.), which leaves

these to be formed and supported by other levels of education. One can surmise that this remains in the field of methods of ensuring expected results.

Already in the 1990s career-work researchers observed the need for a relatively frequent change of jobs, specialisations, vocations and occupations in an individual career path, [all of] which is borne out of changes and diversities of organisations incurred by the development of science and technology (Tepp, 2005:92). Turbin, Fullerb and Wintrupc (2014:159) note that “it is important to recognise the advent of new kinds of workers and organisational flexibility (e.g. the growth of the freelance, consultant or contract worker, or the development of key outsourcing functions), and the impact of globalisation on the differentiation of labour and skills at an international, rather than occupational or company level: the idea of different types of labour markets still helps to expose issues affecting workforce development and work organisation.”

In these conditions, for a worker to serve oneself, the need for the required knowledge and skills is becoming topical, for example, the need for remote work and self-employment, the need to work during a trip from one geographical point to another, to cope with different time zones, etc. — all that to which communication technologies offer individual solutions. It is particularly the new technology that has caused the formation of new fields of management, such as project- and knowledge-based management.

In the 21st century, the process of organisational changes diversifies even further, thus gaining more specific dimensions. It is expressed in many forms of boundless organisations, where the notion of a career may rather mean movement from one job to another either in different roles within an organisation, or organisations, and with all these changes also happening outside of a particular sector. After the beginning of the first post-graduate job, as submitted in 2008 by a research group from the University of Linköping, the following changes in the treatment of career are noted, “this has changed the perception of career from a notion of hierarchical progression to a multi-directional, dynamic and fluid career” (Nyström et al 2008: 217).

By 2006–2008, several modern career models had been formed. The most well-known and recognized of them is the Albert Bandura Social Cognitive Career Theory, the first wording of which dates back to the year 1977 (Hacket 2014:2). This [theory] has been developed by now for 40 years (e.g. Lent, et al. 1994; Betz, Hacket, 2006). In the developments of the social cognitive career theory, there are three interacting groups of factors: individual-related factors, organisational-related factors, and job-related factors. These find an expression in proximal motivation that focuses on satisfaction and learning, which one reaches through distal performance withdrawal through overcoming of creative stress, and appreciation of health and well-being, as expressed by the model of Grant et al (via Chin, 2010; Rasdi 2014:210).

In concluding career developments, one should note, that in shaping his or her career path, more career options shall appear for a person — either in terms of profession,

vocation, or occupation. Shaping a career depends more and more on the person him/herself, including his/her individual life cycle (Katus, 2005:15-16; Baruch, 2004 via Tepp, M., 2005:94).

Therefore, the expectations from university education in one or another way cover the entire career path (Tepp, 2005:91), which, in addition to universal academic base education, means acquisition of learning skills for lifelong learning, and specific abilities in shaping a career.

The more there are choices in the job market, the further comes to fore the requirement to study in the interests of a particular employer and at the workplace of an individual, with the acquisition of skills necessary for the essential expansion of existing competencies, and of new ones. In the same vein, the employer does also consider the fact that the occupational profile of each position changes constantly as does an organisation's need for competencies and the composition of workplaces. All that is often accompanied with a regular replacement of employees. Hence, the importance of general skills of new employees or existing employees in retraining must be attested by the employer. In line with other interest groups, employers have substantial influence on framing educational policy. The following sub-chapter gives an overview of some research directions that reflect upon the nature of feedback that nowadays employers give to tertiary education.

1.3. Tertiary Education Policy and its Research Based on the Requirements of the Job Market

Despite the fact that the treatment of contemporary education attests to and recognises the three intertwined objectives of tertiary education (OOO), the attention, then, of the society at large — including that of Europe — tends to focus on the field of satisfying the needs of the job market (Damian, 2010:5). The European Union tertiary education policy is — very specifically since 2006 — focused towards ensuring better conformance between job market needs and tertiary education (A new partnership ... 2009, Modernising ... 2012, Statement ... 2012:3–4).

In spite of the fact that EU member states acknowledge the educational outcomes of tertiary education as proscribed by the Bologna declaration (The framework... 2005), their policies on education differ from one another, and the interests of the Union tend to be undermined by local interests in the face of globalisation (Statement ... 2012:6). Although the need to orient tertiary education to the requirements of the job market is recognised, then differing aspects remain at the core of that interest. This is echoed in member states' research works concerning the tertiary education field.

For example, in the new member states those that joined in 2004 and later, like Poland, the focus of research on tertiary education is geared towards engaging of graduates' in employment in their field of specialty (Sasak, Saczyńska-Sokoł 2014). Whereas in Sweden the effect of tertiary education on the entire career (Nystrom, et

al., 2004) is seen as necessary, from which it is concluded that the purpose of tertiary education as a base element of lifelong learning is much more important than its immediate and direct effect on the job market. As a matter of example, this standpoint is agreed upon by the Finnish concept of education, which also covers tertiary education (Kiuru, 2013).

The conformance of tertiary education outcome to the requirements of the job market — along with the framing of tertiary education policy towards this — is the point of interest outside Europe, too. The employers' expectations and assessments towards outcomes of tertiary education are characterised by research carried out in the United States (for example, the work by Yarnall, 2014), Russia (the thorough treatise by Loginova and Murashova, 2013), the economically advanced and fast-developing countries of Asia and the Middle East (Saudi Arabia: Al-Nahdi, Katbakhna: 2014; India: Carnoy, Dossiani, 2014; South Korea: Byun, et al., 2013), and in Australia (Leigh, et al., 2015). At first sight, the common denominator of the listed works is their pursuit to provide universities with suggestions about how to satisfy employers' needs to the best possible extent, wherein the emphasis is on first-time employment of university graduates, right after they have finished their studies. At the same time, all these studies were seen to suggest a lower implementation of graduates in the native job market and their even higher-than-average unemployment.

As already noted, research works cover employers' opinions and attestations towards employees who are recent graduates and who acquired tertiary education, i.e., a certain university curriculum. Competence develops through completing a curriculum.

In the European Union, a university curriculum forms through reliance on learning outcomes, or alternately, criteria offered by the above-mentioned Bologna framework (Recommendation ... 2008).; the said criteria apply to the entire lifelong learning of an individual. The concrete indicators of competences are developed in the vocational [professional] standards system. In Europe, the said system is unified, and each state makes their existing standards even further specific. At assessing the quality of tertiary education curricula, conformance to the vocational standards is one of the most important criteria. Considering the nature of a modern organisation's functioning described above, it should also be considered, that the educational outcome attained at university requires timely expansion and updating. Therefore, the direct effect of university education on the job market can be assessed only within a relatively short time span. By rating a graduate's competence acquired at university, the employer actually rates the curriculum's applicability to the work offered by the job market. In this respect, the research that concentrates on querying recent graduates' professional performance from an employer's perspective, is correct, since this provides the most precise feedback on the formulation of university curricula.

In Estonia, all universities perform systematic surveys to receive feedback on many important aspects of the learning process. Yet, employer feedback has not been

researched much. As in other European countries, employer feedback in its general aspects is researched within the context of job market surveys, where both employment and unemployment rates, wage levels, and individuals' job satisfaction are in the focus of attention (Kruusell, 2014). Employers' satisfaction tends to reflect in the greater-than-average rate the employment and smaller unemployment of people with higher education, and their relatively higher salary (Kazjulja, Saar, 2014). Here, Estonia is somewhat different from other European countries. Specifically, Estonian employers do not prefer higher-educated specialists in positions where exactly that education is prescribed or even proscribed — as much as it is done in most other and very highly-developed European nations (op. cit.: 125). In that context, one could speculate, that Estonian universities do not ensure the learning outcome that would conform to employers' requirements. That is why research into conformance of employers' expectations with university-educated employees' competence acquired during completion of curricula is of great interest specifically in Estonia.

So far, not enough comprehensive introspection has been made in this field in Estonia; despite the fact that universities and employers alike continually conduct various surveys. Some of them are about employers' preferences based on particularities of different universities' curricula (University of Tartu ... 2001); there is also available an extended treatise on employing graduates (within the last five years; by Eamets, et al., 2011; Espenberg et al., 2011; Laan, et al. 2015; Raun, 2012); and university graduates' valuations of outcomes from education attained (Oras, et al., 2011). Some research focuses just on young graduates' behaviour in the job market (Krillo, et al., 2011), whereas the youth constitute only a part of all graduates. Udam and Vihand (2009) consider closely the topic of employers' valuations of tertiary education curricula, but unfortunately, their interesting work has remained at the level of a pilot research.

The following is an overview of the research conducted in Narva College of the University of Tartu. The said research attempts to quantify employers' valuations of university curricula on the level of particular learning outcomes and skills, based on which it is possible to make conclusions about conformance of curricula to employer requirements in the context of a modern organization.

2. Research into Employer Evaluations of Tertiary Curricula Taught by Two Lecturers in Narva College of the Tartu University

2.1 Solving Issues in Methodology and Measurement

Narva College of the Tartu University offers tertiary education in several majors, and for the most part in the field of teacher education, where there are three active curricula — two in studies for Bachelor's degree, and one for Master's degree. Each year, approximately 80 graduates will have attained teacher education. In-depth research into employer feedback on curricula began in 2013, when a conceptual approach and methodological basis were developed, after which specific methods were defined for the evaluating of each curriculum on the basis of particulars of the

learning process and its outcomes. The employee feedback methodology is based on one of the College's main objectives — that of preparing specialists with higher education, whose competence conforms to the requirements of the job market and employers' expectations. The fulfilment of employers' expectations is shown in their satisfaction with the make-up of curriculum outcomes and the graduates' ability to apply the said outcomes in their professional capabilities when performing work duties.

The applied outcomes of curricula manifest at their best during the first two years of work. Due to the acquisition of practical experience during work, in-service training, mentorship and further (or advanced) training, and after a certain time span it is no more possible to distinguish a competence attained at university from an expanded competence developed during work. To set the time span during which the effect [on competence] is distinguishable, expert evaluations given by graduates' employer organisations were used. All experts were unanimous; by taking into account the particulars of pedagogical activities and the year-long cycle of a school year, then evaluations of curricula on the basis of a graduate's work performance and results are feasible within the limit of two post-graduation years. After that, it is difficult to differentiate the effect of in-service and other trainings. With this factor taken into consideration, the research covered graduates who had been in employment for up to two years after graduation. Evaluations were taken with regard to the curricula with unchanged learning outcomes.

Getting trustworthy evaluations is hampered by the fact that using the quantitative method is constrained by several factors. The number of graduates per curricula is insufficient in order to create a sample that would ensure a reliable result; yet covering the whole set [of samples] is for many reasons difficult: not all graduates could contact be maintained with, some employers would not agree to participate in the survey, and the amount of work to conduct the survey turns out to be unreasonably high. Therefore, a decision was made in favour of the quantitative set.

For when creating the set consisting of graduates, it was proposed to take into account graduates' mostly qualitative properties:

- the level of academic success;
- the time it takes to pass a curriculum;
- the form of training: whether it is a day-time study or an open university;
- previous life experience: age;
- work: commitment to a vocation;
- organisational form: different types of organisations and educational facilities;
- geographical location: city, county cultural differences;
- the numerical composition of the set was to emerge from differences which had to be ascertained on the basis of the similarity discovery method in step with the characteristics of available data.

To gather data from employers, a contact interview was used, which assures both the validity of performing the interview and getting all the questions answered; it also

offers the possibility to explain educational terminology to the respondent (if needed); and it helps to acquire explanations to accompany the satisfaction rating — thus ensuring the elimination of the effect of a graduate's personal properties from evaluations of implementing learning outcomes. Employer representatives, also respondents, were the leader of an organisation and the graduate's direct superior, who gave a consensus-based evaluation.

The curriculum was evaluated in segments of learning outcomes. The list of learning outcomes was drawn directly from information specified in the curriculum. The conformance of a curriculum to employer expectations was evaluated on two aspects:

First, whether outcomes of a curriculum are needed in the work performed by graduates at their place of employment; this also includes their vocational and non-vocational work. For evaluation, a three-point scale was used, which consists of "Does use" (learning outcomes), "Uses partially", and "Does not use". The use of learning outcomes in the work of a graduate is the most important criterion in the evaluation of a curriculum. The greater the use of a learning outcome, the more effective a curriculum is.

Secondly, employers were asked to evaluate to what degree they are satisfied with how learning outcomes are applied, e.g. to which extent the performance and the result conform to requirements placed on a position, and to expectations of an employer. A two-point scale of positives was used, consisting of: The employer "Is satisfied" and "Is partially satisfied". A negative point was omitted, because it was assumed that the employee is not given regular tasks for which the employer thought the employee lacked competence.

In addition to quantitative evaluations, the respondents were asked during interviews in the form of an open question to substantiate their evaluation in order to help and support interpreting quantitative data. Furthermore, it was inquired, as to how much the competence attained via learning outcomes manifests itself at different stages of the work process and in different forms of work, and to which extent the work process in its entirety is endowed with relevant competences. The employers were asked to evaluate the need for supplementary training in the segments of work process stages and to reconsider work methods by using the list of skills that result from curricula outcomes.

The methodology in use for this research was developed in 2012 for a research work performed within the framework of an Educo analysis grant titled "The Transition to Partial Estonian-language Instruction" (Raik et al, 2013).

As this research covers pedagogical vocations, the learning process and the list of methods therein, as drawn from the curriculum, were used. The said curriculum is in turn based on [professional] vocational standards in force both in the European Union and Estonia (Teacher's standard 7-1 2013, Teacher's standard 7-2 2013, the Curriculum "Schoolteacher..." 2013). This permitted to evaluate the integrity of applying learning outcomes, and also allowed to determine the attained

competencies' contributory and combining effects; all of which provide useful information to universities for expanding the study processes, and also to employers and employees to thereon after draw for the latter a development plan. To determine dependencies in processing the data SPSS tools as cluster analysis, contingency analysis, the correlation coefficients and scattered charts of Pearson and Spearman were used; the correlation matrix method was also applied.

The following subchapter gives a detailed overview of employers' assessments of the Master's level teacher education curricula „Primary School Teacher in a Multilingual School“.

2.2. Employers' Assessments of the Master's Level Teacher Education Curricula

2.2.1. The Employers' Assessment of Learning Outcomes

The research was held out for the assessment of education quality of the integrated, Bachelor's and Master's studies' curricula „Primary School Teacher in a Multilingual School“ of Narva College of the Tartu University.

The methodology was developed in 2013. It was adopted to collect the quantitative and qualitative data about the professional implementation of the curricula's outcomes and to execute a coherent analysis of the two. An evaluation of the need for further professional training of alumni was held out to complement the output-based assessment of the curricula. There were offered the recommendations for the development of the evaluated curricula.

The research was carried out in the fall/winter period of 2014. The set, which was researched, included students, who had a) graduated in 2012, 2013 and 2014 and whose employment period did not exceed 2 years and b) began their studies between 2003 and 2009, when the outcomes of the curricula in use at the time were the same. The set was made up of 25 students.

The outcomes of the curricula should be directly related to the requirements of the specific profession's occupational standard, which in this case are Teacher V and VI. The analysis of the correlation based on the 2011 Curricula was conducted by Anna Dzhalalova in the analytical work „Curricula „Primary School Teacher in a Russian Language School“ (2393)“ as part of a project of Tartu University. The analysis demonstrates the correlation between that year's curricula and the occupational standards Teacher 7-1, Teacher 7-2, which were in effect at the time and by now have been updated (Teacher 7-1: 2013, Teacher 7-2:2013). In terms of learning outcomes the concurrence with the standard was complete; therefore the learning outcomes of the primary school teacher curricula could be considered as suitable criteria for the employer to give assessments. The qualitative sample was formed by using cluster analysis (Table 1).

Table 1. The clusters of alumni based on the data of the set's inner indicators

No.	Weighted Average Grade	Age of Starting Studies	Age of Graduating	Master Exam's or Thesis Grade (max 5)	Duration of Study	Cluster
17	2,83	19	27	3,5	nom+3	1
10	3,04	20	28	1,5	nom+3	1
1	3,18	18	26	2	nom+3	1
3	3,25	19	27	3,5	nom+3	1
15	3,27	18	24	3,5	nom+1	1
24	3,28	25	30	2,5	nom	1
19	3,57	35	42	3	nom+3	2
18	3,59	19	25	3,5	nom+1	2
20	3,66	18	23	4	nom	2
8	3,68	28	37	3,5	nom+4	2
11	3,74	36	39	3,5	nom-	2
16	3,82	18	23	4	nom	2
23	3,85	33	40	4	nom+2	2
21	3,91	19	26	5	nom+2	2
6	3,98	19	28	2,5	nom+4	2
25	3,99	27	32	5	nom	2
7	4,02	18	23	5	nom	2
4	4,11	18	23	3	nom	2
2	4,12	19	26	2	nom+2	2
13	4,26	24	32	4	nom+4	3
12	4,29	30	33	3,5	nom-	3
22	4,35	31	38	4	nom+2	3
14	4,38	41	45	4	nom-	3
5	4,53	38	44	5	nom+1	3
9	4,71	54	58	5	nom	3

Abbreviations: nom- graduated less than in nominal study period; nom graduated during nominal study period; nom+1, nom+2, nom+3, nom+4 graduated one, two, three or four years after nominal study period.

In the formation of clusters the graduates' academic results (weighted average grade), life experience (average age when starting studies), the result of the most significant independent project (Master thesis or Master examination's grade) and the duration of studies (nominal period or less and the years studied in addition to that), were considered. To ensure a proportionate representation based on the transpired clusters it was necessary to choose 3 graduates from the first group (weighted average grade 3,14), 7-8 from the second group (weighted average grade 3,85) and 3 from the third group (weighted average grade 4,42), a total of 14 graduates.

To form the sample, the following qualities describing the employers were added:

1) The relation of the job to the profession acquired by the graduate: s/he works in the specialty field, works partly in the specialty field and does not work in the specialty field. The specialty field was „Primary School Teacher in a Bilingual School“, not the additional specialties the alumni could obtain on the side. Working as a primary- or subject teacher in the first or middle level of the school was accounted as working in the specialty field. Working as a subject teacher in a kindergarten was accounted as working partly in the specialty field. Working somewhere other than in an educational institution or kindergarten was accounted as not working in the specialty field.

2) The geographical position of the work according to the region and population density: Ida-Virumaa county and Narva city (north east of Estonia) , Lääne-Virumaa county (west of Estonia), Tallinn and Harjumaa county (north of Estonia), Central Estonia, South Estonia.

Such representation was necessary for all the work and employer location indicators to be equally represented. Ten employers assessed the curricula according to the teachers-alumni jobs, four according to the other work done by the alumni. This reflects the proportions between the alumni, who are actively working in their specialty fields and those, who work in other fields.

Additional data from employers of the specialty fields – the employer's assessment of the necessity for additional training of the alumni's professional competence – were collected from nine out of ten employers offering work. One of the employers refused to cooperate, although the assessment of learning outcomes was fully executed.

Normally, each employer was represented by a school's principal and the head teacher curating the graduate's work; when working with mixed classes (the teacher works with pupils from different grades, e.g. 1st, 2nd, 3rd, in the same class) it was sometimes the principal alone; in kindergartens – the director and senior methodologist; with people in non-specialty work – the institution's director and, in some particular cases, the employer was represented by the head of personnel, who could approach the direct superior.

The use of learning outcomes in graduates' work shows an expectedly high correlation with the employers' assessment of the implementation of the learning outcomes (Figure 2).

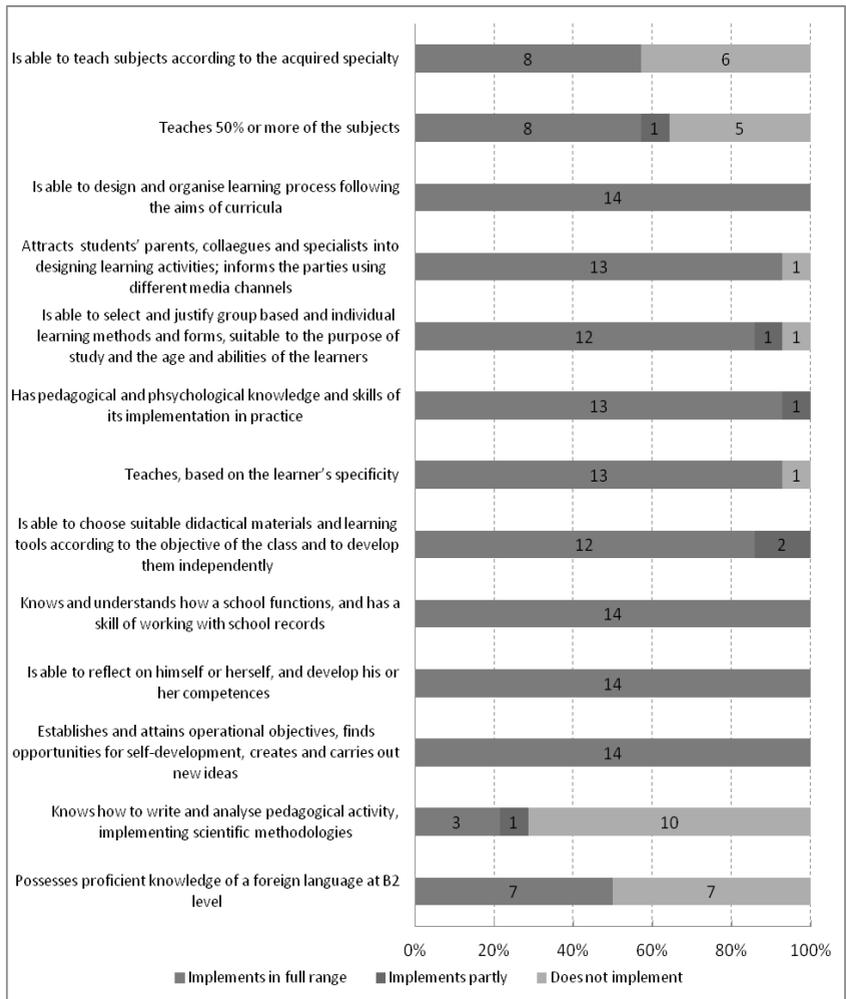


Figure 2. Implementation of learning outcomes of curricula in the job performance of employed graduates.

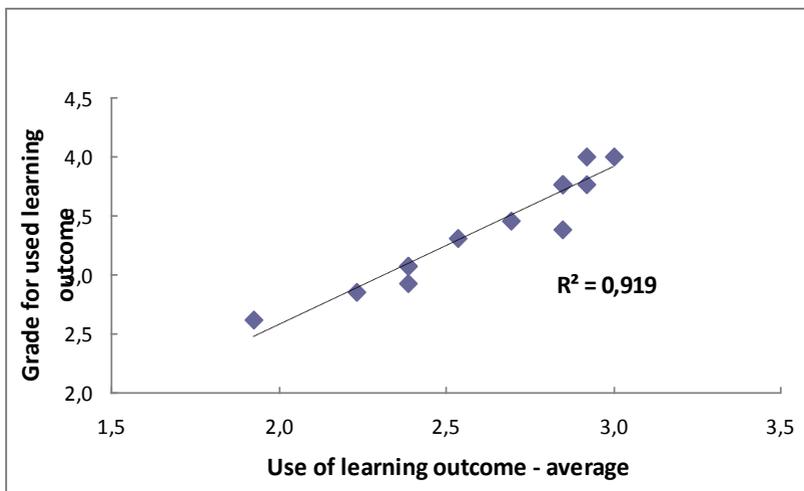


Figure 3. The correlation between the use of learning outcomes and the employers' assessments of their application in alumni's performance.

However, even having been completely satisfied with their practical application (Figure 3), it was repeatedly noted that there is „space for improvement“, which makes it necessary to investigate the working process of the alumni in greater depth.

2.2.2. The Employer's Assessment of the Need for Further Training

To complement and specify the employers' assessments of the expected performance based on learning outcomes, the employers were also asked to assess the need for complementing the professional pedagogical competences of the alumni. The employer (competent representatives of the employer) assessed the need for further training of teachers as an expert, drawing up a ranking of the teacher's professional competences that need complementing by means of training. The assessors were given a list of professional competences made up of 15 professional skills. At the first stage of the assessment, the assessors singled out the professional competences that needed further training and set aside the competences that at the moment of assessment, in their opinion, did not need further development. The professional skills that needed further training were drawn up in a ranking beginning with the competence that needed the most development, followed by the next one in need etc. The assessment was conducted in the section of the sample of alumni, which works in the specialty field. The subfield of the sample included 10 alumni and 9 of their employers. The results are presented in Table 2. One of the employers refused to give assessments and therefore the assessments of 8 employers of the need for further training of 9 alumni was used.

It appears from the data, that there is one distinct competence of which the employers see a need for a broader and more in depth training. It is mentioned in the cases of two thirds of the assessed alumni and the need holds highest priority (row 1 in table 2). The employers note in the interviews that this assessment result has to do with the diversification of special needs and the increase of children, who need to be approached individually („not only „diagnosed” special needs, but needs resulting from every child’s personality“, „in reality all children have special needs“, one must be able to „come down to the level of the student“). The need for acquiring and developing this competence in depth has been mentioned in the interviews with nearly all of the employers.

The competence next in priority and the number of mentions, of which the need is seen for further training, is maintaining order and discipline in the classroom (row no. 13 in Table 2). The representatives of the employers describe it as the ability to „control“, or „manage“ a class full of pupils, which is said to be developed with experience. The need for further training in the ability to give different tasks to different students or student groups to be performed simultaneously is also mentioned.

The group of competences in rows 3, 5 and 9 in Table 2 is mentioned by more than half of the alumni as in need for further training, though not being named as a priority. They are: arranging independent work for pupils in the class (this is linked with maintaining order and discipline: „if the pupil has not been given an assignment interesting to him, it is difficult to maintain order in the classroom“), the use of active teaching methods (including methods to meet pupil’s special needs), explaining what has not yet been understood.

Two competences mentioned by the third of alumni should be referred to as the fourth priority. They are considered necessary, but not of primary importance (rows no. 8 and 15 in Table 2). They are: establishing the objectives of the subject class and teaching new material. These competences were not specifically mentioned in the interviews.

The need for further training of the rest of the competences was mentioned in a few cases. Development of those competences was considered necessary, but not of primary importance. It may be assumed that those were the weaknesses of the alumni’s individual competence profiles.

Table 2. The Employers' Opinions on Needs in In-Service Teacher Training Short after Graduation

No.	Competences	Number of cases	Ranking of importance
1	The student-centered teaching approach	6	1,8
2	Checking and assessment of home assignments	2	5
3	Organisation of student's independent work in the class	6	3,3
4	Oral evaluation and assessment of knowledge in the class	2	3,5
5	Explanation of difficult material (the "I have not understood" situation solution)	5	4,0
6	Summing up of the lesson outcomes, conclusions	1	2,0
7	Revision and consolidation of the learned material	1	4,0
8	Presentation of a new topic	3	4,3
9	The use of active teaching methods in the class	5	3,6
10	Creating of visual aids	2	2,5
11	To conduct a warm-up introductory part of the lesson	-	-
12	Devising of class plans	2	2
13	Discipline and order management in the class	4	1,75
14	Class organisation for having all activities in the right tempo and speed	1	3
15	Setting of class aim/aims	4	3,5

There can be concluded that the competences in need of further training, which differ in significance, seem to form coherent groups. This fact prompted an in-depth study of those relations with other indicators that had been measured. The results of the study on those relations will be presented in the following subchapters.

2.2.3. Relations between Employers' Learning Outcomes, Assessments of Further Professional Training and Academic Results

To determine relations between learning outcomes, the need for further professional training and academic results (weighted average grade) a collection of the Spearman's correlations between them was compiled (Figure 4). It reflects the

relations of statistically meaningful coefficients. The correlations were calculated for the alumni on the basis of academic results (weighted average grade).

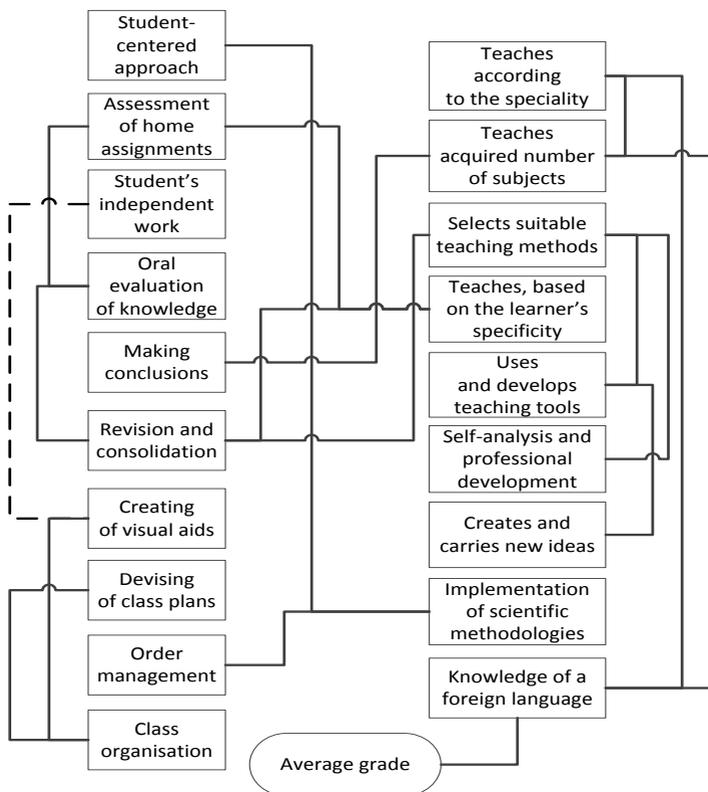


Figure 4. Relations between learning outcomes and the need for further professional training (abbreviated titles are used; the full titles of the factors – learning outcomes and competences - are given in Appendices 1 and 2).

The following groups of significant relations have been identified on that basis (Appendix 3). Some of the relations (groups 3, 4 and 6) are obvious. The appearance of such relations as a result of using statistical methods indicates that the chosen methodology is effective and that the other relations are meaningful in the content. The first, second, fifth and seventh group of relations are the most interesting.

The relations in the first group can be explained as follows. The learning outcome, which ensures independent analytical and research skills, gives the ability to set independent goals. Knowing how to do this, the teacher can likely pass this knowledge and skill on to the pupils and recognizes the acquired study method,

namely being competent in approaching the pupil individually. Contemporary pedagogy firstly recommends among the newest, the so-called future methods of teaching, the setting of the goal of study independently by the student himself, research-based learning and other. Setting the goal is an individual cognitive task and relates directly to the individual approach towards the pupil. Therefore, through teaching scientific research it is possible to deepen the teacher's orientation of values and skills necessary for approaching the pupils individually. The recommended learning method also resolves the question of maintaining order and discipline in the class, because the situation of managing the class will not arise in individual teaching.

The relations in the fifth group also link the learning outcome and the professional competence in need of further training. Through shaping the learner's capacity to notice and considering the specificity of the learner when teaching, the teacher is acquiring professional competence, which helps consolidate what has been learned.

Two of the teacher's professional competences are linked in the seventh group. The correlation is negative. It appears that the teacher's prominent skills in preparing exemplary learning tools do not foster the pupil's ability to arrange independent work in a subject class. This means that the teacher may be preparing too much ahead for the pupil and the pupil's contribution to learning is that much smaller. It is likely practical to consider developing the teacher's ability to offer the hook, so-to-say, instead of giving the already caught fish. Or at the very least, these abilities should be developed in a balanced way.

Three of the aforementioned groups of relations offer an interesting input for developing the curricula and syllabus for primary school teachers.

Conclusions

1. The result of the research presented above provides an insight into organisational needs for competences of a teacher with a Master degree in educational sciences. Though the expectations of an employer to educational outcomes as they stand in curricula are fulfilled in the most of the positions, some shortcomings still take place. They lay in the fields of reflection and scientific research, knowledge of foreign languages, and extension of a number of taught subjects. From the point of view of both an employer and university it is important to reveal which particular components of performance have to be corrected, and how different components of educational outcome are connected with the result which appears in performance.

While assessing needs in in-service teacher training of former graduates it is possible to discover lacks in competences; in the conducted research the curricula do not meet employers' expectations of the skills needed for the student-centered teaching approach, organisation of student's independent work in the class, explanation of difficult material (the "I have not understood" situation solution), presenting of a new topic, the use of active teaching methods.

Eventually there are possibilities to determine which particular outcomes of curricula have to be strengthened for providing higher competences, also how outcomes can support each other development. The conducted research suggests that the least developed competence - the student-centred teaching approach – should be supported and can be improved by the strengthening of the curricula's part which provides outcomes in reflection and scientific research. The same component of curricula supports the skill of management discipline and order in the class. Thus, the general skill of reflection and scientific research contributes to specific job competences of teachers.

The same trend appears in the next group of correlations: the general skill of knowledge of foreign languages as an outcome of curricula supports the ability to teach the required number of subjects and the competence of revision and consolidation of the learned material and summing up of the lesson outcomes, making conclusions. The skill of proficient knowledge of a foreign language at B2 level belongs to the group of general skills, not to the ones that are defined as specifically professional. Though, this general skill influences directly a specific teaching competence.

It is possible to conclude that general skills acquired in university education do not only have direct influence on specific professional competences, but they shall also be taken into consideration while correcting, developing and designing universities' curricula.

2. The question remains as to which extent educational policies take into consideration a wide range of personal and social attitudes and how much they are influenced by the third party, or employers.

All the three inputs have both short and long-term perspectives. From the personal point of view they range from the need in education which is necessary to fulfil the immediate need for a job to life-long learning that supports a 50 year or even longer career. Organisations tend to see their prospective with quite a high degree of reliability for shorter terms; social development programmes have also a shorter prospective.

The organisational change that has been taking place for a long time has resulted in changes in the employers' requirements to employees. Hence, there are changes in their expectations from education, and their message causes corresponding changes in universities' curricula.

The result of the research demonstrates that the vision of tertiary education outcomes as seen by employers includes and values general skills, not only specifically professional ones. The same skills are important at the personal level as a source for development of graduates' career as well. Organisational and personal visions of education outcomes intersect at the point of general skills – in our study they are learning outcomes of reflection (“Knows how to write and analyse pedagogical activity“) and of conducting scientific research („Implementing

scientific methodologies“), and also of „possessing proficient knowledge of a foreign language at B2 level”.

It creates a basis for mutual understanding at the level of job performance, its development and personal development of an employee. For an employer, it reveals means for personnel development programmes. For an individual who intends to design his or her proximal career, it suggests a course of life-long learning.

The crossing points in understanding of the need in learning outcomes create the mutual space of expectations from tertiary education, and it offers a mutual input into education policies. Such kind of mutual interests cover, to some extent, social expectations as well. Following the latest trends in development of the values and needs of all the three subjects of the educational process, the opportune changes have to be taken in the formal regulations of educational process in the universities, especially which list the priorities of required general skills and criteria of education.

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Appendices

Appendix 1. Learning outcomes and their abbreviations in Appendix 3

Learning outcome - The student:	Abbreviation of learning outcome - The student:
is able to teach subjects according to the speciality	teaches according to the speciality
teaches 50% or more of the subjects	teaches acquired number of subjects
is able to select and justify group based and individual learning methods and forms, suitable to the purpose of study and the age and abilities of the learners	selects suitable teaching methods
teaches, based on the learner's specificity	-
is able to choose suitable didactical materials and learning tools according to the objective of the class and to develop them independently	uses and develops teaching tools
is able to self-analyse and to develop professional skills	self analysis and professional development
creates and carries new ideas	-
possesses proficient knowledge of a foreign language at B2 level.	knowledge of a foreign language
knows how to write and analyse pedagogical activity, implementing scientific methodologies	implementation of a scientific methodology

Appendix 2. Competences and their abbreviations in Appendix 3

Competence	Abbreviation of a competence
The student-centered teaching approach	Student-centered approach
Checking and assessment of home assignments	Assessment of home assignments
Organisation of student's independent work in the class	Student's independent work
Oral evaluation and assessment of knowledge in the class	Oral evaluation of knowledge
Explanation of difficult material (the "I have not understood" situation solution)	Providing explanations
Summing up of the lesson outcomes, conclusions	Making conclusions
Revision and consolidation of the learned material	Revision and consolidation
Presentation of a new topic	Presentation of a new topic
The use of active teaching methods in the class	Active teaching methods
Creating of visual aids	Creating of visual aids
To conduct a warm-up introductory part of the lesson	Introductory part
Devising of class plans	Devising of class plans
Discipline and order management in the class	Order management
Class organisation for having all activities in the right tempo and speed	Class organisation
Setting of class aim/aims	Setting aims

Appendix 3. Relations between learning outcomes, further professional training and academic results

Groups of Relation	Learning Outcomes The student:	Competences in need	Average grade
1	knows how to write and analyse a pedagogical activity by implementing scientific methodologies.	<ul style="list-style-type: none"> • The student-centered teaching approach. • Discipline and order management in the class. 	No correlation
2	<ul style="list-style-type: none"> • possesses proficient knowledge of a foreign language at B2 level; • is able to teach subjects according to the acquired specialty; • teaches 50% or more of the subjects. 	Summing up of the lesson outcomes, conclusions.	Correlates
3	<ul style="list-style-type: none"> • is able to select and justify group based and individual learning methods and forms, which are suitable to the purpose of study and the age and abilities of learners; • is able to choose suitable didactical materials and learning tools according to the objective of the class and to develop them independently; • is able to self-analyse and to develop professional skills; • establishes and attains operational objectives, finds opportunities for self-development, creates and implements new ideas. 	<ul style="list-style-type: none"> • Revision and consolidation of the learned material. • Summing up of the lesson outcomes, conclusions. 	No correlation
4	No correlation	<ul style="list-style-type: none"> • Devising of class plans. Class organisation for having all activities in the right tempo and speed. • Creating of visual aids. 	No correlation <i>Seguel of table 3</i> <i>See next page for following</i>

5	teaches on the basis of the learner's specificity	<ul style="list-style-type: none"> • Revision and consolidation of the learned material. 	No correlation
6	No correlation	<ul style="list-style-type: none"> • Revision and consolidation of the learned material. • Oral evaluation and assessment of knowledge in the class. • Checking and assessment of home assignments. 	No correlation
7	No correlation	<ul style="list-style-type: none"> • Creating of visual aids. • Organisation of student's independent work in the class. <p>Negative correlation</p>	No correlation

ÜLIKOOLIHARIDUSE VASTAVUS TÖÖANDJA OOTUSTELE JA SELLE MÕÕTMISE PROBLEEMIDE LAHENDAMINE TARTU ÜLIKOOLI NARVA KOLLEDŽI NÄITEL¹

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Hariduse, sealhulgas ülikooli- ehk kõrghariduse vastavus tööandja ootustele kujutab endast üht aspekti ühiskonna ootustest haridusele tervikuna. Kui läheneda haridusele kui komplekssele nähtusele, millele on erinevatel subjektidel isepärased ootused, tuleb anda hariduse määratlus anda piisava üldistusastmega. Selleks tundub hästi sobivat haridusfilosoofi Walter Leirmani (*Four Cultures of Education* esmaväljaanne 1993, eesti keeles täiendatud väljaanne 2003) lähenemine. Tuleb arvestada hariduse dualismiga, mis on tingitud indiviidi ja ühiskonna mõneti vastuolulistest, pigem aga mitte täielikult kokkulangevatest huvidest. Huvide erinevust on kutsutud leevendama ja lepitama hariduspoliitika. Määratledes haridust vaimse hüvena, mille õpetamine aitab isikul toime tulla isiklike ja sotsiaalsete probleemidega, tuleb sellesse sisse tuua ka õpetaja kui olulise rolli täitja – hariduse professionaalne evija. Laiemas kontekstis esineb õpetaja rollis haridusasutus, ka ülikool. Hariduspoliitika väljendub haridus-tingimustes ehk seadusandluses ning poliitikadokumentides, nagu arengukavad ja -programmid, standardid. Need leiavad omakorda väljenduse haridusasutuste õppekavade põhidimensioonides, sh nende eesmärkide ja väljundite suundumuses.

Artikli eesmärgiks on selgitada, milliseid sisendeid annavad ülikooli õppekava kujundamisse erinevad huvigrupid: üksikisikud lähtudes oma karjääri- ja eluootustest, tööturg – konkreetsete tööandjate ehk organisatsioonid kaudu ning ühiskond kui osapool kes on kutsutud rahuldama erinevate sotsiaalsete gruppide vajadusi. Selle tulemused võivad aidata hariduspoliitikate kujundajaid ja ülikoolide õppekavade arendajaid. Illustreeriv rakendusuuring on läbi viidud Tartu ülikooli Narva kolledži klassiõpetaja magistriõppe õppekava näitel.

Eesmärgi täitmiseks püstitati järgmised ülesanded:

- 1) Analüüsida ja üldistada teoreetilisi seisukohti, mis kajastavad muutusi karjääri- ja eluplaanidest lähtuvates individuaalsetes ootustes kõrgharidusele, samuti organisatsioonilisel tasandil aset leidvatele muudatustele nõudmises kõrghariduse väljundile kui ülikooli õppekava sisenditele eesmärgiga luua alus läbiviidavale uuringule.
- 2) Pakkuda metodoloogiat hindamaks ülikooli õppekava väljundit tööandja poolt ja tema vajadustest lähtudes toetudes ülikooli lõpetajate praktikas kasutust leidnud pädevustele.

¹ Full text article “The conformity of university education to the expectations of employers by the example of Narva College of the University of Tartu” can be found on the CD attached.

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3) Analüüsida ja üldistada tööandja hinnangut ülikooli õppekavale Tartu Ülikooli Narva kolledži õpetajakoolituse bakalaureuse- ja magistriõppe integreeritud õppekava näitel ning selleks väljatöötatud metodoloogiat.

4) Teha järeldused, kuidas toetudes tööandja hinnangule ülikooli õppekava ja õppekava hindamise metodoloogiat arendada.

Artikli esimeses osas esitatakse teoreetiliste seisukohtade ülevaade, teises osas tutvustatakse väljatöötatud metodoloogiat ja uuringu tulemusi.

Kõigepealt tutvustatakse artiklis hariduspoliitika subjekte: üksikut indiviidi tema isiklike huvidega ning ühiskonda selle haridusvajadustega, sealhulgas tööturu vajadusi väljendavat riiki. Haridust reguleeritakse riigi tasandil, ent ka ühises kultuuriruumis riikide üleselt. Eesti ülikoolihariduse põhidimensioonid – kvaliteedinõuded ja korraldus – on reguleeritud Bologna kokkuleppega (1999). Selle kohaselt asuvad tänapäeva hariduses, ka ülikoolihariduses kesksel kohal indiviidi vajadused ja huvid. Hariduspoliitika eesmärgiks on töötada välja sellised haridusinstrumentide tegevuse põhimõtted, mis kindlustavad nii individuaalsete kui ka ühiskondlike, sh tööturu vajaduste ja ootuste täitmise. Haridusliku õppekava ülesanne on aga tagada parimad võimalikud tingimused kõrgema hariduse saamiseks kõigi osapoolte huve arvestades, ning seetõttu on haridussubjektiks ka ülikool.

Indiviidi ja ühiskonna, sh tööturu ehk tööandja ootused haridusele ei kattu kaugeltki mitte täielikult. Ent nende subjektide ühistes huvides on haridusootuste kokkulangevus tööturu tasandil. Indiviidi jaoks see leiab väljenduse hariduse vastavuses tema karjääriootustele, tööandja annab teada oma haridusootustes tööandjana, määratledes nõuded töökohtadele organisatsioonides, mille kaudu tänapäeval tööturg toimib.

Arusaamad karjäärist ja organisatsioonilisest arengust on kujunenud käsi käes. Tõsisem vajadus nende mõtestamise järele tekkis ligi sada aastat tagasi ning eriti olulised muutused on toimunud seoses tehnoloogiate arenguga alates 1980ndatest aastatest. Vastavalt on muutunud ka mõlema osapoolte ootused haridusele. Nii hariduselt tervikuna kui ka ülikoolihariduselt oodatakse enam mitte niivõrd ühe eriala spetsiifiliste vilumuste omandamise tagamist, kuivõrd kutse ja ametialaste oskuste väljaarendamise kestvat võimekust. Karjääri kujundamise tasandil on see leidnud väljenduse kaasajal valdavas vaheldusrikka ehk muutuva karjääri kontseptsioonis (ingl. k. *protein career*), mille kujundamisel on indiviidil otsustav roll. Tööandja ehk organisatsiooni tasandil on üha laiemat rakendust leidnud lamedad ja üha vähem formaliseeritud organisatsioonilised struktuurid, kus töötaja täidab mitmeid erinevaid rolle. Üha enam levivad mobiilsed, organisatsioonivälised töökohad. Neis tingimustes aktualiseerub näiteks indiviidi tööalaseks eneseteenindamiseks vajalike teadmiste ja oskuste vajalikkus (ingl. *self-service skills*), mis on seotud näiteks kaugtöö ja iseendale töö pakkumisega (ingl. *self-employment*). Seda arengut toetab ka Bologna protsess, rõhutades haridusülesandeid, mis annavad oskuse vastutada tööülesannete iseseisva kujundamise eest. Nii tekib haridusel kohustus kujundada alus indiviidi vastavate üldoskuste (ingl. k. *general skills*) kestvaks arendamiseks.

Selles kontekstis pakub ülikoolile huvi teadmine selle kohta, kuivõrd õppekava on suutnud kaasaja nõuetega kaasas käia ning millised muudatused on tarvis ette võtta, et nii indiviidi karjääriootusi kui ka tööandja vajadusi paremini rahuldada, seda nii

ülikooli kui ka hariduspoliitika tasandil. Seni on pole Eestis selles valdkonnas süvasisevaateid piisavalt tehtud, peamiselt on pakkunud uurijatele huvi ülikooli lõpetanute tööturul hakkamasaamine. Mitmeid tööandjate küsitlusi ka tööandjate hulgas läbi, ent ka nende fookuses on olnud eeskätt kitsama erialase ettevalmistuse aspekt, mitte niivõrd õppekava väljundite spekter ja selle tähendustervikuna.

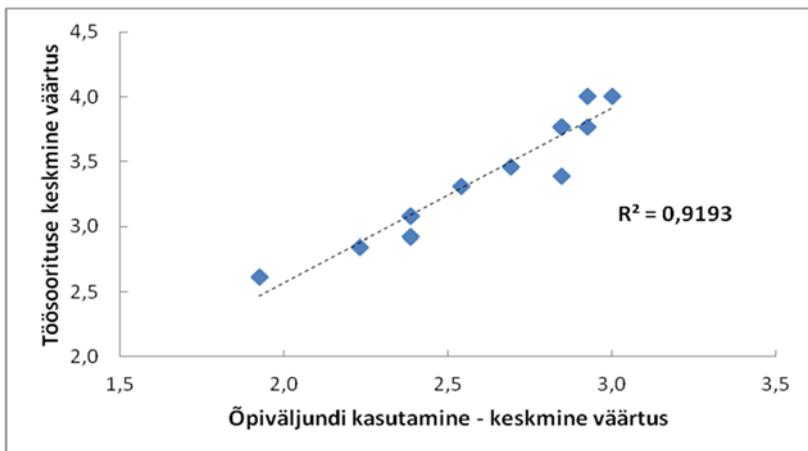
Tartu Ülikooli Narva kolledžis viidi läbi mitu uuringut selgitamaks välja tööandja hinnangut lõpetajate tööalase kompetentsile ning selle kaudu ka õppekavale, mis on kutsutud seda kompetentsi kujundama. Siinkohal esitatakse ülevaade uuringu tulemustest, mille eesmärgiks on hariduse kvaliteedi hindamine tööandjate huvidest lähtudes TÜ Narva kolledži bakalaureuse- ja magistriõppe integreeritud õppekaval „klassiõpetaja mitmekeelses koolis“ ning ettepanekute tegemine õppekava täiustamiseks. Uuring viidi läbi 2014. aasta sügisel.

Tööandjate tagasiside metoodika koostamisel lähtuti kolledži ühest peamisest ülesandest valmistada ette kõrgharidusega spetsialiste, kelle pädevus vastab tööturu vajadustele ehk tööandjate ootustele. Tööandja ootuste täitumist näitab tema rahulolu õppekava väljundite koosseisuga ning vilistlase oskusega rakendada neid teises tegevuses ametiülesannete täitmisel. Ajavahemiku määramiseks, mille jooksul on mõju eristatav, kasutati eksperthinnanguid, mille andsid vilistlaste tööandja organisatsioonide juhid. Arvestades pedagoogilise tegevuse iseärasusi ja koolihariduse aastast tsükli, tuleb hinnangu andmisel õppekavale vilistlase töösoorituse ja -tulemuse põhjal piirduda kahe aastaga pärast ülikooli lõpetamist. Hinnangud võeti muutumata õpiväljunditega õppekavale.

Vilistlaste kogumi väiksuse tõttu on statistiliselt usaldusväärse tulemuse saamine keeruline, seetõttu kasutati kvalitatiivset valimit. Lähtuti kogumi olulistest kvalitatiivsetest omadustest: õppeedukuse tase, õppekava läbimise aeg, õppevorm – statsionaarne või avatud ülikool, eelnev elukogemus – vanus, töö: erialaga seotus, organisatsiooniline vorm – erinevad haridusasutuste ja organisatsioonide liigid, geograafiline paiknevus – linn, maa, kultuurierinevused. Kogumisse kuulusid 25 üliõpilast ja nende tööandjat, kes lõpetasid ülikooli uuritaval õppekaval aastatel 2011-2014. Valim moodustati selgunud lõpetanute klastrite põhjal. Seejärel hindas tööandja, kuivõrd õpiväljunditega saavutatu avaldub tööprotsessi konkreetsetel etappidel ja erinevates töövormides 15 konkreetse kutsepädevuse lõikes täiendõppe vajaduse ranžeerimise abil. Selleks tuli tööandjatel hinnata lõpetanute täiendkoolituse vajadust tööprotsessi etappide ja vajalike töömeetodite lõikes, mis tulenevad kehtivast õpetaja kutsestandardist.

Andmete töötlemisel kasutati sõltuvuse kindlaksmääramiseks peamiselt SPSS võimalusi: Pearsons'i ja Spearman'i korrelatsioonikordajaid ja hajuvusdiagramme, samuti korrelatsioonimaatriksi meetodit ja korrelatsiooni plejaadi.

Uuringu tulemusena selgus, et eriala lõpetanud tervikuna, sõltumata sellest, millisel määral nad erialast tööd teevad, kasutavad õppekavaga ettenähtud õpiväljundeid üsna olulisel määral. See oli oodatud tulemus, ent niitööandjal kui ka ülikoolil on kasulik veenduda, et kutsestandarditel põhinev kõrghariduse õppekava valdavas osas toimib ning rahuldab tööandja vajadusi. Õpiväljundite kasutamine töös näitab oodatult kõrget korrelatsiooni tööandja hinnanguga õpiväljundi sooritusel (vt joonis). Ent sooritusega isegi täiesti rahul olles märgiti korduvalt, et „on arenguruumi“, mis põhjustab vajaduse lõpetanute töötamise protsessi süvendatumalt uurida.



Joonis. Seos õpiväljundite kasutamise ja tööandja hinnangutega vastavatele sooritustele.

Täiendamaks ja täpsustamaks tööandja õpiväljundite põhjal teostatavate soorituste hinnanguid tööandjail paluti hinnata vilistlase pedagoogiliste kutsepädevuste täiendamise vajadust. Need pädevused, mis täiendõpet esmajärjekorras vajavad, peavad ülikooli õppekavaga olema tulevikus tugevamalt toetatud. Pädevusi, mille täiendamine ei ole tööandja seisukohalt esmatähtis, kujundab aga õppekava tööandjat enam rahuldaval tasandil.

Tööandjate hinnangutest õpiväljundite avaldumisele pädevuste tasandil selgus, et selgelt eristub üks pädevus, mille puhul tööandjad näeksid laiemat ja süvendatuma ettevalmistuse vajadust. See on õpilasele individuaalse lähenemise oskus. Selgus vajakajäämisi ka teiste kutseoskuste osas. Ülikooli õppekava täiustamise seisukohalt on aga oluline teada saada, millised õpiväljundid oskuste kujundamist enim mõjutavad, kuivõrd mõjutab vajalike kutseoskuste kujunemist õppeedukus. Selgus, et õppeedukuse näitaja ei peegelda kutseoskuse omandatuse taset. Küll aga on olemas konkreetsed seosed õpiväljundite ja kutseoskuste vahel, ehk teatud õpiväljundid toetavad kindlate kutseoskuste väljakujunemist teistest õpiväljunditest enam.

Mõnede seoste olemasolu oli ootuspärane. Nende selgumine statistiliste meetodite kasutamise tulemusena viitab sellele, et valitud metoodika toimib. Ent selgusid ka seni teadmata seosed. Nende hulka kuuluvad järgmised.

Näiteks õpiväljund, mis kindlustab iseseisva analüüsioskuse ja teadustöö tegemise, seostub tugevalt lõpetanu oskusega rakendada individuaalset lähenemist õpilasele, mis oli nimetatud ka olulisimaks vajakajäämiseks kutsepädevuste tasandil. Kaasaegne pedagoogika soovib aga uusimate, n-ö tuleviku õpetamisemetodite hulgas kõigepealt õpilasepoolset õpieesmärgi iseseisvat seadmist, uurimisõpet jms, mis on õpilasele individuaalse lähenemise aluseks. Soovitatud õppeviis lahendab ka probleemi korra ja distsipliini hoidmisega tunnis, mis oli samuti nimetatud täiendamist vajavate pädevuste hulgas: klassi ohjamise situatsiooni ei tule individuaalsel õpetamisel ette. Õpilasele

individuaalse lähenemise pädevuse kujundamist toetab ka õpiväljund „võrkeele tundmine B2 tasandil“. Seevastu õpiväljund, mis kindlustab tulevasele õpetajale näitlike õppevahendite valmistamise pädevuse, õpilasele individuaalse lähenemise pädevust ei toeta - seos on negatiivne.

Selgus ka, et õpiväljund „võimekus märgata ja arvestada õpetamisel õppija eripära“ toetab tugevalt kutsepädevust, mis aitab pedagoogil kindlustada kooliõpilasel õpitu kinnistamisele.

Läbiviidud uuringu tulemust võib kokku võtta järgnevalt. Vaatamata sellele, et tervikuna ülikooli õppekava täidab tööandja ootusi õpiväljundite tasandil, nende rakendamise ehk kutsepädevuste tasandil esineb siiski ka olulisi puudusi. Analüüsitud õppekava näitel võib väita, et täiendamist vajavad kutsepädevused kuuluvad nende hulka, mis on kaasaja tööturul enim nõutud ning kuuluvad mõnes mõttes uusimate hulka, mis toetavad eeskätt individuaalset lähenemist õppeprotsessile tervikuna. Uuringu tulemus näitab ka seda, et täiendamist vajavate kutsepädevuste kujundamist saab toetada, kui pöörata ülikoolis enam tähelepanu teatud kindlate õpiväljunditele. Uuritud õppekava puhul selgub, et enim täiendamist vajava pädevuse kujunemisele aitavad kõige rohkem kaasa üldoskuste hulka kuuluvad õpiväljundid: võrkeelte oskus ning võime reflekteerida ning kasutada teaduslikke uurimismeetodeid. See on konkreetne järeldus, mida saab arvestada Tartu Ülikooli Narva kolledži pedagoogiliste õppekavade ja kogu õppeprotsessi täiustamisel.

Ülikooli õppekavade täiendamisel ja õppeprotsessi kujundamisel laiemas plaanis on tulevikus ilmselt otstarbekas arvestada üldoskuste mõju suurenemist kaasajal tööturul nõutavate pädevuste kujundamisel, samuti käia kaasas vajadusega muuta arusaamu üldoskustest ja nende õpetamise ulatuses ülikoolis. Nii saab ülikool kõige paremini vastata nii tööandja kui ka indiviidi, tervikuna aga kogu ühiskonna haridusootustele.