On Educational Practice Dissemination of Multidisciplinary University as a Regional Support Higher Educational Institution in Terms of Public-Private Partnership

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Abstract

Creating a new quality of higher education in Russia at the second phase provides a new structural policy towards the network of universities. As a result of the first stage of the higher education reform, federal, national research universities and other higher educational institutions were established. Since 2012 at the federal level the work is in progress aimed at consolidation of the higher education system, creation of a modern infrastructure for interlinkage of scientific, educational and productive activities. Today, the higher education starts a new stage – the creation of multidisciplinary universities – regional support universities, whose main task is personnel training to meet the needs of the country real economy and being in-demand in the first place in the labor market of their region. The article uncovers the issues of creating the regional educational space of the support university and educational practice dissemination of the subject of teaching and professional activities. A reflexive position of management activities at university contributing to the improvement of high education quality gains significance in this process. Fundamental importance for the development of a multidisciplinary university as a support higher educational institution in the region suggests finding ways of interlinking the world of work and vocational education in new social and labor relations in education based on the legal documents: The National Qualifications Framework, occupational standards and federal state educational standards. The demand for highly qualified professionals meeting requirements of the regional economy, possessing competences aimed at generating new knowledge and creating new technologies provides changes in the scientific, educational and industrial component of the university’s educational practices. The expansion of the resource base of professional personnel training for the region actualizes public-private educational infrastructure.

Keywords: Dissemination, Educational Practice, Educational Services, Public-Private Infrastructure, Public-Private Partnership, Strategic Model of Integration Ties of the Support University in the Region

1. Introduction

Higher education as the most important social institution, with its adequate reflection on the changes taking place in modern society has led to the special importance of integration processes of multidisciplinary university as a support university in the region. Sustainability of professional training of personnel for the regional economy can be achieved by the integration of both existing and prospective resources: social, economic, administrative, technological, etc. In domestic pedagogical science the problem of integration is presented wide enough since the end of the last century at the methodological, theoretical and practical levels. Institutional integration in the development of vocational education as a comprehensive problem, individual sides of which are insufficiently

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Dissemination of educational practice results is the embodiment of the integration processes at the regional and international levels. Changes in social and labor relations in education on the basis of a national framework of qualifications, occupational standards, federal state educational standards, uncover the interaction of world of work and world of education, determine the content of the next phase of improving the quality of higher education in the new institutional integration conditions in the activity of a multidisciplinary university as a regional support university.

Disseminative objectives and mechanisms of this institutional integration in a regional support university indicate actions on the cultivation of a new educational practice and the dissemination of ideas, values and products, and the results of this practice.

The indicated realities actualized the need to resolve the basic contradiction: Between the spread of strategic, project, program-oriented management at the university in the institutional integration and the necessity of cultivating the whole cycle of new educational practices taking into account regional resources – objects of dissemination at a multidisciplinary university as a support university.

In areas of institutional integration, the content, organizational, technological, social and educational ones, there are the following gaps:

- Weak accounting of new strategic and local formats of interaction between educational organizations with engaged enterprises, business structures.
- Bachelor and master training was introduced, “but in professional qualifications parlance bachelors and masters are not brought to the labor market; the so-called educational qualifications – Bachelor and Master – have no systematic description for the different types of economic activity and are not transparent for the employers”.
- Crudity of scientific approaches as to the design and implementation of regional models of public-private partnership taking into account modern trends of specific industries.
- Not full reflection of the dynamics of regulation of social and labor relations in the conduct of a national qualifications framework, occupational standards, Federal State Education Standards (hereafter FSES).

The identified contradiction and gaps requiring solution defined research problems, which are to implement the search for an answer to the question what are the trends and premises, mechanisms and conditions for the development of a multidisciplinary university as a regional support university.

All this was the original premise determining the target vector of the study. The objective need for designing of coupling the scientific and educational potential of regional practices defined the research objective.

The objective of the study is to identify trends in the implementation of substantive legal framework of coupling the world of work and world of education, the creation and study of administrative actions to build a multi-educational practice of regional support university taking into account regional resources – dissemination objects.

This goal defined objectives of the study:
- Substantiation of disseminative mechanisms of growing the entire cycle of a new educational practice.
- Determination of the regulation conditions of new social labor relations in the vocational training of personnel in-demand for socio-economic development of the region based on the national framework of qualifications, occupational standards, the FSES.
- The description of the experience of dissemination of administrative actions at Trans-Baikal State University as a regional support university.
- The researchers suggest the following sequence of processes: the analysis (review) → transformation → restructuring and basic categories: A new educational practice, professional standard, qualification of employees, levels and indicators of qualification levels and education service.

The basic concepts used in the study are:
- Dissemination of educational practice results is the process starting with creating acquisition candidates for their distribution and presentation in the educational market till the further selection, development, implementation and thereafter relaying to consumers in the region.
- Strategic model of integration ties in the regional support university is a particular combination of promising university cooperation contacts with environment subjects.
- Public-private partnership in the field of vocational training is “a system of long-term mutually beneficial relations between the state (subjects representing it), subjects of economic and educational activity (educational organizations of various forms of ownership) and individuals (students) to develop mechanisms to
coordinate their resources with the needs for personnel with different levels of qualifications and competences)\(^a\)\(^\).

- Public-private educational infrastructure in the form of sharing of equipment, tools, workshops, laboratories, farms.
- An order for the training of qualified labor is regulation of staffing needs and advancing the formation of demand for graduates.

The main relatively stable and regularly reproducible element of modern vocational education is the educational practice. Certain competitive advantages of a multidisciplinary university as a regional support university are structural arrangements for the organization and implementation of educational practices, dissemination mechanisms and include:

- Strategic management with account of new forms of strategic integration of interaction both in the domestic and international labor markets.
- Quality Management System (ISO 9001) which serves for the integration of certain directions of quality assurance of Basic Educational Programs (BEP), innovative forms of educational practice\(^a\)\(^\).
- Positioning of a multidisciplinary university as a support university of the regional economy through the identification and implementation of the mission, vision, policy, goals, objectives of educational programs and certification of QMS, which contributes to create conditions for corrective action on the coupling of world of work and world of higher education.

The basic activity mission of the multidisciplinary university is a set of actions for the dissemination of ideas, values, products and dissemination of the results of educational practice. The idea of growing new educational practices in the region, and not just “seeding” new information has become the dominant idea of dissemination. The organizers of dissemination process create a new image of their own system and contribute to the development of vocational education, some sectors of the economy and different segments of society. Participants of dissemination process raise professional competencies that make them attractive to employers and labor market.

The basic foundation of educational practice includes: The Federal Law “On Amendments to the Labor Code of the Russian Federation” and Article 1 of the Federal Law “On Technical Regulation” from 03.12.2012; Government Decree of 22.01.2013 No.23 which approved the “Rules of the Development, Adoption and Application of Occupational standards”; Order of Ministry of Labor and Social Protection of the Russian Federation of 04.12.2013, No.148n, determined qualification levels in which normative legal documents for the provision of educational services in terms of coupling scientific and educational potential of the multidisciplinary university and regional resources – dissemination objects of educational practice are defined\(^10\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(^\)\(}\end{verbatim}
Researchers in\(^7\) consider that “... the educational service is the result of educational, managerial and financial and operational activities of the educational institution aimed at meeting the production demand for training, retraining and advanced training of the labor force and the demand of individuals for a profession or qualification and requalification”.

In decision of the Russian Federation No. 23 from January 22, 2013 “Rules of the Development, Adoption and Application of Occupational standards” it is determined that occupational standards are applied by\(^10\):

- Employers in formation of human resources policy and managing staff, organization of training and certification of employees, developing job descriptions, pricing works, awarding wage categories to employees and establishing pay systems with account to the peculiarities of production organization, labor and management.
- Educational institutions of vocational education in the development of vocational training programs.
- Development of the established procedure of the federal state educational standards of vocational education.

In this connection, the special importance of strategic management of educational services quality assurance provided by professional educational programs is the appearance of the possibility of accelerating adaptation of educational services to the characteristics of the labor market. Modern instability factors of external and internal environment of vocational education, the analysis of economic and political situation of the regional labor market, studying the possibilities of industry marginal enterprises in the competition put in the study the problem of finding possible forms of strategic integration interaction as a particular combination of promising cooperation contacts of university with the environment subjects. The forms of strategic integration interaction are presented in the following public-private infrastructure:

- Coordinating Council for the youth and population vocational guidance (university – Institute for Educational Development of Zabaykalsky Krai – educational organizations – the Board of Trustees, parents’ committees).
- Research Alliance (Central Research Laboratory of Priargunsky Industrial Mining and Chemical Union – Mining Department of the University).
- Socio-political alliances of expert and scientific plan (the Public Council for the independent evaluation of the quality of services of the Ministry of Industry – graduate university chairs).

The necessity of holding of the strategic scenario planning session as an important general educational structure for formulating strategic objectives for the area; adopting a decision on necessary adjustments to the system of university management and designed to harmonize questions for coupling fields of labor and vocational education. Strategic Scenario Planning Session (hereinafter SSPS) is a technology of intellectual resources integration on the basis of co-organization of independent members, offering a practical solution to the problem based on different approaches, as well as coordination of agencies, aimed at deploying the most likely tendency for the turning point in the situation on the basis of ad hoc scenario planning events\(^18\).

Novelty and urgency of SSPS project consist primarily in the integration of measures aimed at ensuring the development of educational programs based on the interaction of high school with key stakeholders, in terms of spreading the use of best practices in the field of education quality assurance.

In comparison with the traditional management projects the following content issues of strategic management in the support university of the regional economy were discussed at SSPS:

- Employers’ requirements for the quality of graduates\(^19\).
- The formation of clusters and new production facilities in Zabaykalsky Krai and new professions and specializations.
- Centre for Technology Transfer activities in including ZabGU graduates in new practices.
- Project forms of teachers’ advanced training in ZabGU for cooperation with corporations.
- ZabGU international activities for the implementation of the Guiding principles of UNESCO and ECO assuring quality in cross-border higher education\(^20,21\).

This session was diagnostic. Its mission was to identify the potential of the university necessary to formulate a strategy for interaction with the university world of work. Methodological basis of unification and coordination of the interaction of high school with the basic enterprises under SSPS ideology is pragmatist and meta-subject approaches, containing a “scenario-dramatic moment”\(^22\) which allows holistically “grabbing” and henceforth solving a number of tasks:

First, modeling the integrative knowledge system, positioning scheme framework as the frame-principle for the development of the basic professional educational program; the introduced framework determines the
method (endowment-fund, cluster, “dual training”, etc.) and positions (didactic, methodological, administrative) coupling the world of work and vocational education\textsuperscript{23}.

Secondly, the search for connectivity of theoretical knowledge with their practical needs allows identifying a well-defined version of the content of educational programs, with account of the needs of employers, and by including them in the real activity practice of teaching, which allows renewing and redefining a well-established educational content;

Third, the development of assessment tools fund for disciplines brings us to the need to develop and control methods according to which the effectiveness of the educational program can be assessed.

SSPS significantly intensified work to improve the mechanisms of self-government for the development of educational programs, influenced positively the intensification of joint actions of the world of work subjects and world of vocational education and projects related to the solution of real actual problems in different industries.

Complicated socio-economic conditions of coupling the world of work and world of higher education determine the need to find adequate methods of managing university, its educational programs that meet the challenges of the time and the realities of the requirements for the training of graduates and their willingness to meet the demands of consumers.

Under the conditions of transition to market relations modern economic approaches for good management of training in-demand personnel for social and economic development of the region are necessary. The active use of Quality Management implemented in ISO 9001, allowed the university to quickly master the method of process approach of management, to create a foundation for the dissemination of control actions of the multidisciplinary university as a regional support university\textsuperscript{24}.

The quality management system of the university\textsuperscript{25} is understood as a system used for the organization administration and management with regard to quality, i.e., as the totality of the organizational structure of the university, the documentation (internal regulations, procedures, documented procedures, guidelines, and work instructions), processes and resources necessary to implement the general quality management.

One of the dissemination indicators of the university educational practices is the recognition of Russian diplomas abroad and certification of Quality Management Systems (QMS) of educational institutions by independent bodies, certifying that the quality management system as a set of innovative ideas, organizational structures, technologies, social, administrative, economic and other events is established, is operating and improving\textsuperscript{14}. The modern reality is such that the presence of the university QMS certificate indicating the successful educational practice, today, is not a criterion for the consumer when choosing an educational institution, but it is a short term perspective. For example, the quality management system of the Transbaikal State University is certified by the Association of French standards (AFNOR), which is recognized by PROGERTU, the European leader of standardization, one of the developers of the EU project for teachers’ certification. The No.2009/34874 certificate states that in high school the following processes are tested and found to comply with the requirements of ISO 9001: 2008: The development and provision of services in the field of higher and further education, educational and scientific work, the implementation of international activities.

The parameter of objective quality evaluation of the results of any high-tech products or services also includes these services provision quality, i.e., to which extent it is perfect, ordered, organized, stable, secure, aimed at preventing the occurrence of abnormalities and inconsistencies\textsuperscript{26}. Consequently, the quality of the performance of institutions of higher education should be provided through the basic workflow management of the university.

The process-oriented approach, which is being created to meet the requirements, principles and recommendations of the International Organization for Standardization (ISO) and contains a number of advantages in contrast to the functional one, is in the basis of the whole cycle of a new educational practice:

- Ease of optimization of processes realization in terms of their organization and inter-consistency.
- Planning and implementation of quality improvement activities.
- Monitoring progress to ensure quality at every stage.
- Rational use of resources consumed by the process, especially human resources.
- Orientation for the end result, which is estimated by the consumer (in high schools consumers of education are students, applicants, their parents, students, audience, post-graduate students)\textsuperscript{26}.

In its turn, the process-oriented approach actualized techniques, methods of descriptions, classification and
identification processes within the university, for example, in the form of a text, block diagrams, tables, process maps, matrices, or their combinations, organization standards. One of the conditions of the new regulation of labor relations, the development of quality assurance of educational programs that promote coupling of the world of work and the world of higher education in the Transbaikal State University is the development and implementation of Internal Audit University Standard.

Internal audit for coupling of the world of work and world of higher education, as a specific procedure in University Standard is regarded as a form of monitoring for design and implementation of vocational training programs for receiving independent information on the degree of implementation of the quality policy, the implementation of procedures and requirements of documents of the QMS, on the impact of planned activities and opportunities for continuous improvement of practical training of future specialists in separate sectors.

Internal audit can improve the accuracy of the information about the processes, to identify strengths and weaknesses in strategic and local forms of interaction of high school with the engaged companies, business structures. This information is intended for use by the leadership at all levels when making decisions to improve or revise the qualifications and selection of appropriate measures to enhance the adequacy of ongoing educational programs of vocational training in the region.

As one of the normative legal documents of the university QMS, the world of work and world of higher education coupling standard has the following characteristics: The requirements of international standards are the key; the requirements of national standards include, in addition to the requirements of international standards, additional industry standards (in this case – statutory enactments on education) and organizations standards (educational institutions). In this University Standard for Internal Audit of coupling of world of work and world of vocational education requirements for the modularization of the educational process are defined as well: The procedure for the development of training modules as a unit of the educational program, as part of the practical training in coupling of world of work and world of higher vocational education.

Activities of multidisciplinary university as a regional support university are aimed at improving the quality of educational programs that promote coupling the world of work and world of vocational education. The positioning processes of the university at the regional level aimed at increasing the attractiveness of educational institution both in the eyes of potential consumers of educational services (students) and in the eyes of key customers (employers and key stakeholders). Al Ries and J. Trout, who introduced the term “positioning” into scientific use, write that this is the operation in the mind of potential customers. That is, you are positioning the product in the minds of your customers. For the purpose of positioning the university as a support university of regional economy; Transbaikal State University held an educational forum, participated in the competitions.

The forum as the interaction of high school teachers and employers was organized in the following areas: Presentation and exhibition of the best modernization practices of vocational education in Russia, China and Mongolia and the scientific-practical conference “Modernization of the vocational education of the sector based on integration with the sectoral research” as well, in the framework of which the following round tables are planned: Round Table on Vocational Education of Coordinating Board of Education of the Siberian Agreement Interregional Association, Modernization of Vocational Teacher Education: the State, Problems and Prospects; Multi-standard Approach to Independent Evaluation of the Quality of Education and Socio-professional Accreditation; The Formation of a Network of Industry and Resource Centers of Primary, Secondary and Higher Vocational Education as Units of Service Infrastructure of Vocational Education System in Trans-Baikal Region, Quality of Life and Social Security as Factors of Modernization of Vocational Education in Modern Conditions, University Book and Scientific Journals: Citation Index of University Faculty and Introduction of Foreign Journals in the Bibliometric Database. Along with the organization of round tables, the following sections conducted their work: Bringing the content and structure of vocational education to meet the needs of the labor market, Occupational health and security of the person, Social policy and vocational training. Through out forum the following internships were held: Institute of Educational Content NRU-HSE – "Monitoring and evaluation of the quality of the secondary, higher, additional vocational training"; Federal Institute for Educational Development FSII – “Training of developers and experts of the main educational programs of HPE, PVE/SVE, general education and FVE”; Russian State Social University FSFEI HPE – “Modern approaches to manage education quality and their effectiveness” and

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The internships for graduate students and young teachers “Improving the system of training of scientific and teaching staff”.

During the forum the project sessions for the following areas were organized: Prospects for the development of vocational education in accordance with the Federal Law on Education in the Russian Federation of December 29, 2012 No. 273 – FL (Federal Institute for Education Development), Development of the cluster approach in the implementation of strategic partnership of the university (National Training Foundation), The development of independent evaluation of the education quality and socio-professional accreditiation (Agency for Higher Education Quality Assurance and Career Development).

In “Quality training systems of educational institutions of vocational education graduates” competition of the Ministry of Education and Science ZabGU became an award winner. Program and institutional accreditation conducted by Russian Agency for Higher Education Quality Assurance and Career Development (AHEQACD), which is a member of the majority of the most respected European and global networks on evaluation and quality assurance of education. Certificates received from AHEQACD at the program and institutional accreditation on Multi-standard approach, which takes into account the European Standards and Guidelines for Quality Assurance ENQA, ISO standards, EFQM approaches, the best national and international practices (benchmarking) confirms that the accredited educational programs and activities of the university itself are in line with international requirements and they are a brand of high school, providing the desired competitive advantage.

The essence of the concept – dissemination of the results of education, the strategic model of integration ties of support university, a public-private partnership in the field of vocational education, public-private educational infrastructure and disclosure of categories – a new educational practice, professional standard, skills of employees, levels and indicators of qualification levels, educational service of problem-solving in studies from methodological and theoretical points of view include accounting and understanding of the following characteristics of the multidisciplinary university as a regional support university:

- Integrity of university on the conceptual and regulatory level of higher education in Russia, implementa-

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