



DIAGNOSTIC TOOLS FOR ASSESSING THE QUALITY OF VOCATIONAL TRAINING FOR SPECIALISTS IN ECONOMIC COLLEGES

Dmytro Nahlyi

PhD Student of the Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine, Kyiv, <http://orcid.org/0009-0004-1456-316X>, e-mail: dimadimanaglui@ukr.net

Abstract

Relevance. Assessing the quality of vocational training for specialists in economic colleges requires the development of effective diagnostic tools.

Aim: To substantiate the necessity of developing effective diagnostic tools that will contribute to improving the quality of education and ensure the training of highly qualified specialists capable of meeting the demands of the modern labor market.

Methods: This study applies a comprehensive approach encompassing literature analysis, empirical research, expert evaluation, modeling, and comparative analysis. These methods are employed to develop diagnostic tools for assessing the quality of vocational training for specialists in economic colleges.

Results: A model of the methodological system for assessing the quality of vocational training for specialists in economic colleges is presented. This model features a clear structure, including target, content, instrumental, organizational-methodological, diagnostic, and results-reflective blocks. The main functions of this quality assessment model are defined, and the specific characteristics of the methodological system for assessing the quality of vocational training for specialists in economic colleges are explored.

Conclusions: The developed methodological system is a comprehensive organizational and technological construct rooted in a hierarchical combination of interconnected components. These components include goals, objectives, educational content, stages, methods, forms, diagnostic tools, criteria, indicators, and assessment results. The successful implementation of this methodological system is achieved through the effective utilization of technologies for assessing the quality of specialist training in colleges.

Keywords: *diagnostic tools; quality assessment; vocational training; economic colleges; competencies; methodological system.*

Introduction. Sustainable development of the global economy and society is only possible with an improvement in the quality of human capital, which serves as the primary resource. A lack of adequate attention to its development can lead to significant losses, limiting the potential for economic growth and management effectiveness at all levels. As the Organisation for Economic Co-operation and Development (OECD) notes, "human capital is a key factor of productivity and economic growth" (OECD, 2022). In today's world,

characterized by rapid technological advancements, high-quality, mobile, and vocational education is becoming increasingly important. Global political, social, and economic trends stimulate the search for new ways to address the challenge of ensuring educational quality, and the development and implementation of new educational system management approaches.

The reform process of vocational pre-higher education has necessitated the introduction of many innovations, among the most important of which is

the implementation of a competency-based approach to interpreting the quality of educational outcomes. The problem of assessing the quality of vocational training for future specialists is one of the most pressing issues in modern vocational education. The current vocational education system aims to create a system for obtaining objective information about learning outcomes.

Economic colleges play a vital role in forming competent professionals capable of effective work across various economic sectors. Therefore, the issue of the quality of their vocational training takes on particular significance. Concurrently, a crucial element in ensuring this quality is the application of effective diagnostic tools. Such tools enable systematic analysis and monitoring of students' knowledge, skills, and abilities, as well as the effectiveness of curricula and methodologies. They encompass a variety of methods and means that provide a comprehensive assessment approach, considering both quantitative and qualitative indicators.

The development and implementation of diagnostic tools represent an important step towards improving the quality of vocational training for specialists in economic colleges. This will enable a systematic approach to assessment, enhance the effectiveness of the educational process, and prepare competitive specialists for the modern labor market.

Research Sources. The theoretical analysis of the problem was conducted based on scholarly works concerning vocational education quality assessment (S. Babinets, I. Bulakh, L. Dybkova, L. Hrynevych, S. Kretovych, O. Lokshyna, P. Luzan, N. Moiseyuk, I. Mosia, T. Pashchenko, O. Titova et al.).

In Western research, the issue of assessing educational outcomes is represented by a large number of studies. For example, the work of L. Darling-Hammond and L. Wentworth (Darling-Hammond, & Wentworth, 2010) includes an analysis of over 200 studies on the experimental effects of implementing assessment systems. The research topic "Advancements in Technology-Based Assessment: Emerging Item Formats, Test Designs, and Data Sources," initiated by *Frontiers in Psychology* journal, focuses on the latest achievements in technology-oriented assessments (*Frontiers in Psychology*, 2019). Among domestic

projects concerning assessment problems, it is appropriate to mention the applied scientific research "Methodological Principles of Assessing the Quality of Specialist Training in Institutions of Professional Pre-Higher Education," which is being implemented by the Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine (Luzan et al., 2021a; Luzan et al., 2024; Luzan, 2024; Luzan et al., 2021b).

It is worth agreeing with the recommendations of scholars that pedagogical assessment can be used for various purposes: to determine students' academic achievements; to establish the effectiveness of teaching methods and organizational forms; to determine the effectiveness of an educational institution's activities; to determine the effectiveness of a justified teaching method, didactic technology, etc. In our case, we will focus on assessment "for improvement" of students' competency achievements—their vocational training (Luzan et al., 2021b).

In the process of assessing competencies in a student/graduate of a vocational pre-higher education institution, it is important to consider cognitive, activity-based, and personal aspects. Taking these contexts into account, K. Baartman (Baartman, 2008) concludes that "assessment should go beyond measuring knowledge reproduction"; there is a need to develop a new generation of tools for assessing learning outcomes in general, and specific diagnostic tools for assessing intermediate results.

The **aim** of this article is to substantiate the necessity of developing effective diagnostic tools that will contribute to improving the quality of education and ensure the training of highly qualified specialists capable of meeting the demands of the modern labor market.

Research Methods: This article employs various research methods to develop diagnostic tools for assessing the quality of vocational training for specialists in economic colleges. The main research methods include: literature analysis – reviewing scientific papers, monographs, articles, and other sources related to educational quality assessment and vocational training to identify existing approaches and methodologies; empirical research – data collection through surveys and interviews with

students and teachers of economic colleges to obtain information about the current state of vocational training and identify problematic aspects; expert evaluation of the developed diagnostic tools (validation and reliability checks); modeling – creating models for assessing the quality of vocational training to predict results and evaluate the effectiveness of various teaching approaches; comparative analysis of different methods for assessing the quality of vocational training used in economic colleges to identify the most effective methods.

Results and Discussion. In today's rapidly changing economic environment, the quality of vocational training received by students of economic colleges is of paramount importance. Learning outcomes serve as a key system-forming component in ensuring the quality of vocational training, including the preparation of future junior bachelors in economic colleges. They are an integral part of a multi-level system of program requirements formulated in relevant educational and professional standards, and they also reflect the expectations and needs of all participants in the educational process. This very thesis underpins the design and implementation of the methodological system for assessing the quality of vocational training for specialists in economic pre-higher education institutions.

It is appropriate to emphasize that the methodological system for assessing learning outcomes should be developed and implemented directly within the educational environment of a specific educational institution (Nahlyi, 2024). Such a system must ensure objective, reliable, and valid measurement of the level of formation of key knowledge, skills, and competencies among learners (Luzan, 2021a, p. 38).

An effective assessment system not only allows for accurate recording of student achievements but also serves as a tool for monitoring the quality of the educational process, identifying its weaknesses, and facilitating further improvement. It promotes the adaptation of educational content to modern economic challenges and societal needs, activates feedback between students, teachers, and stakeholders, and stimulates the continuous professional development of teaching staff.

The qualitative analysis of scientific research dedicated to various aspects of assessment activities confirms the relevance of defining priority areas for modernizing the system of assessing student learning outcomes. Based on the semantic analysis and interpretation of the content of the proposed approaches, we have concretized the main strategies for assessment activities in vocational pre-higher education institutions, which allowed us to outline the essential characteristics of the methodological system for assessing the quality of vocational training for economic specialists.

The modular assessment strategy, based on the principle of modularity, enables a holistic assessment of vocational training outcomes, as well as the fixation of the intermediate level of student competencies after the completion of each module. As is known, competence is a complex integrative category encompassing cognitive, operational-activity, value, and reflective components; therefore, its formation and assessment cannot occur within the confines of a single discipline or a separate stage of practice. This necessitates the transition of educational and professional programs to a modular format, oriented towards the purposeful formation and assessment of a defined set of competencies within each module. At the same time, within each module, content elements (compulsory and elective academic disciplines, practical training, project activities) should be structured to ensure a logical, gradual transition from theoretical mastery of content to its practical application. To implement the modular assessment strategy, it is necessary to provide for the integral measurement of student learning achievements within the module, which involves the development of complex assessment tools that proportionally represent the contribution of each module element to the formation of target competencies. Such tools may include final portfolios, modular projects, situational tasks, integrated tests, and analytical reports based on the results of academic or industrial practice.

The formative assessment strategy, defined in scientific literature as "assessment for learning," plays a key role in improving the quality of the educational process. Its conceptual foundations are widely presented in the works of leading foreign researchers, including P. Broadfoot, R. Doherty, J.

Gardner, W. Harlen, M. James, H. Stobart (Broadfoot et al., 2002), and have found active support among domestic scholars (Hryvko, & Vashchenko, 2021), P. Luzan et al. (2021a). The essence of the strategy lies in the systematic monitoring of student learning progress at all stages of the educational process with the aim of timely adjustment of the learning trajectory. Formative assessment not only informs the teacher about the level of knowledge acquisition but also actively involves the learner in assessing their own achievements, which stimulates the development of reflective thinking and learning autonomy. In the software of the educational process of vocational colleges, this strategy is implemented by embedding current control tools into each structural component of the module—academic disciplines, elective courses, practical training, etc. Ongoing assessment is carried out on a regular basis: during lectures, practical and laboratory work, and in the process of project activities. Thus, formative assessment emerges not only as a tool for recording results but as a pedagogical technology that directly influences the quality of learning, promotes the individualization of the educational process, and develops professional reflection.

The authentic assessment strategy involves a shift from traditional academic assessment methods (testing, control works, theoretical questions on exams, etc.) to alternative, authentic methods, as well as self-assessment and peer assessment. Recent studies (Fyfe, & Rittle-Johnson, 2016; Reinholz, 2016; Seyfried, & Pohlenz, 2018) confirm that such methods promote cooperation, engage students in giving and receiving feedback on their work based on established goals and assessment criteria, increase motivation, academic development, and critical thinking skills, and account for students' talents and abilities. L. Partanen notes that "these types of assessment are known as genuine opportunities in which students participate in many interactive, reflective and outcome-oriented activities in the learning situation" (Partanen, 2020: 90). Furthermore, the use of innovative methods such as interactive journals, portfolios, project-based learning, modeling, case study solutions, reflective discussions, peer feedback, expert evaluation, self-assessment, etc., can significantly

impact competence acquisition: "authentic assessment is a formative practice" (Double et al., 2020, p. 483).

The automated assessment strategy defines the use of modern automated systems for creating an electronic bank of competence-oriented assessment tools, conducting computer testing, supporting a rating system for recording learning outcomes, conducting online surveys, forming and evaluating individual electronic student portfolios, organizing distance learning, etc. Modern authors believe that the most promising methodology for implementation in educational practice is Evidence-Centered Design (ECD). This innovative technology expands assessment capabilities and includes: integration of learning aspects that contain important information about the educational content to be assessed (which can be both specific skills and broader conceptual knowledge); a task model that measures competencies corresponding to real-life scenarios or situations an individual may encounter; a big data measurement model and procedures that enable the collection of reliable evidence of task performance (tests, interviews, project work, etc.); the ability to collect and evaluate information about student activity in the process of solving tasks, which will supplement and correct the assessment depending on significant indicators of their behavior. This technology enables the creation of design templates used for assessing various subject areas (Arieli-Attali et al., 2019; Michelle, Mislevy, & Corrigan, 2015). The main idea of ECD is to create a transparent and justified assessment system that allows for accurate and reliable determination of the level of knowledge and skills of learners.

The summative assessment strategy, unlike formative assessment, aims to summarize learning and evaluate the level of competence formed in a vocational college graduate. Its purpose is to assess learning at the end of a study unit by comparing it with the requirements of the educational program standard, taking into account the profile, specialization, and level of training. Summative assessments have high value and are implemented during state final certification (SFC) in the form of defending a final qualification paper and an interdisciplinary state examination. Scholars (L. Vashchenko, L. Dybkova, T. Kanivets, L.

Maksymova, L. Savchenko et al.) believe that it is advisable to use assessment methods and forms that are as close as possible to the conditions of the graduate's future professional activity (case tasks, mini-projects, demonstration of activity fragments, etc.). Such tasks make it possible to assess how a graduate uses acquired knowledge and skills to solve professional problems.

For the full implementation of the summative assessment strategy during SFC, considering limited time resources, it is advisable to use a digital portfolio. It should reflect all stages of competence formation, allowing the examination committee to obtain additional information about the graduate's competence acquisition process and form a holistic understanding of their level.

The systemic characteristics of each strategy generally define the direction of the educational institution's control and assessment activities, allowing for the determination of its structure. Ultimately, in the process of implementing each strategy and utilizing its potential capabilities, the application of a corresponding spectrum of quantitative and qualitative assessment methods is necessary.

The presented analysis made it possible to assess the scale of the process of creating a competence-oriented assessment system, which should not merely record the result but also reflect the consistent connections between competencies, as learning outcomes, and educational technologies, as means of forming competencies.

Our approach to pedagogical assessment is based on the activity-based approach, traditional for domestic pedagogy, which, in our opinion, fully allows for theoretical understanding and scientific design of assessment systems. Since direct study of the methodological system for assessing the quality of vocational training for specialists in economic colleges is quite problematic, we use the modeling method as a research tool to develop a model for assessing the level of professional competence acquisition with the aim of studying various aspects and properties of the educational process.

The model of the system for assessing the quality of vocational training for specialists in economic pre-higher education institutions should contain clearly formulated educational process goals

and requirements for the level of student training, substantiated assessment criteria, as well as a pre-defined and accessible list of competencies to be formed. An important condition is the compliance of assessment tools with educational standards, their validity, and reliability. The development of assessment tools should be carried out in partnership between teachers and representatives of the professional environment (employers), which ensures the practical orientation of the assessment. The assessment procedure should be transparent, understandable, and accessible to all participants in the educational process, and the process itself should be flexible and dynamic, capable of continuous improvement.

The priority function of the assessment system is to establish the level of professional competencies formed in students and to determine the correspondence of this level to the requirements of state standards. An effective model of the system for assessing the quality of vocational training for specialists should ensure: objective ranking of students by the level of professional competence acquisition; use of results from both formal and informal learning; systematic monitoring of progress in competence acquisition; formation of internal student motivation through assessment transparency and clarity; implementation of innovative assessment methods and forms that go beyond traditional approaches; individualization of assessment procedures taking into account the characteristics of each learner; stimulation of self-education and self-reflection abilities; development of graduates' professional mobility in the context of the modern labor market.

The main functions of the model of the system for assessing the quality of vocational training for specialists include: diagnostic, which involves scanning the level of competence acquisition; prognostic, which consists of determining the main trends in the level of competence acquisition and making a long-term forecast; coordination and correction, which involves identifying and solving problems; motivational, focused on encouraging participants in the educational process to self-improvement.

The features of the model of the methodological system for assessing the quality of

vocational training for specialists in economic colleges include several key aspects: a systemic approach to assessing educational outcomes (assessing the level of professional competence acquisition not only within the scope of mastering a professional module but also within the scope of mastering academic disciplines throughout the learning process); use of planned learning outcomes of the educational program as a substantive and criteria base for assessment; monitoring of the level of professional competence acquisition; combination of internal and external assessment as a mechanism for ensuring educational quality; use of personalized summative assessment procedures; level-based approach to the development of planned outcomes and tools; use of an accumulative assessment system in the form of a portfolio of professional achievements; criterion-referenced assessment; implementation of a differentiated approach; independence and objectivity of assessment achieved through expert evaluation; use of innovative methods alongside traditional ones: within the implementation of the formative (current) assessment strategy – peer review, essays, modeling and game tasks, tables, concept maps, diagrams, demonstration of simulations; within the implementation of the authentic assessment strategy

– interactive journals, observation protocols, portfolios, project activities, modeling, case study solutions, reflective discussions, peer feedback, expert evaluation, collegial assessment, self-assessment, etc.; within the implementation of the accumulative (cumulative) assessment strategy – reflective self-report (professional self-development program), portfolio method, electronic portfolio (e-portfolio), business and/or role-playing game, creative tasks; within the implementation of the automated assessment strategy – a bank of competence-oriented assessment tools, computer testing, online surveys, Evidence-Centered Design (ECD) methodology; within the implementation of the summative assessment strategy – case tasks, mini-projects, demonstration of activity fragments, complex practice-oriented tasks, as well as methods of self-analysis and self-assessment, observation, testing, etc.; ensuring effective feedback.

Within the scope of the study, a model of the methodological system for assessing the quality of vocational training for specialists in economic colleges was developed, which has a clear structure including target, content, instrumental, organizational-methodological, diagnostic, and results-reflective blocks (Fig. 1).

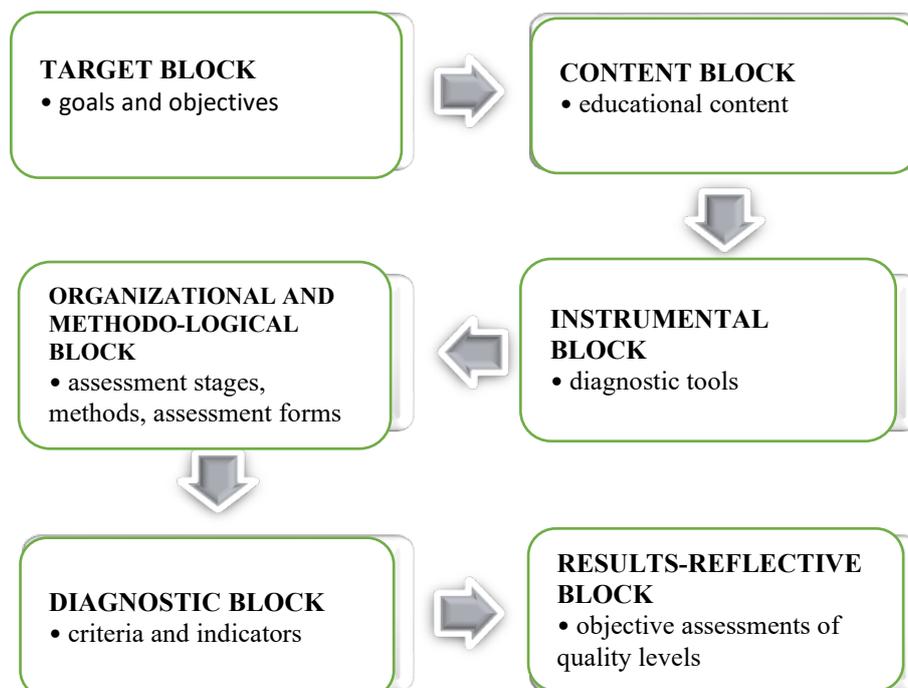


Fig. 1. Methodological system for assessing the quality of vocational training for specialists in economic colleges

The main purpose of the methodological system is the effective organization of stages, procedures, methods, and tools for assessing the quality of specialist training in colleges. It aims to provide pedagogical staff with clear, simple, valid, objective, and reliable methodologies and technologies that enable the determination of students' levels of mastering standardized learning outcomes.

Conclusions. The developed methodological system for assessing the quality of vocational training for specialists in economic colleges is a comprehensive organizational and technological construct based on a hierarchical combination of interconnected components (goals, objectives, educational content, stages, methods, forms, diagnostic tools, criteria, indicators, and assessment results). The implementation of this system is achieved through the use of technology for assessing the quality of specialist training in colleges. An effective assessment system not only allows for accurate recording of student achievements but also serves as a tool for monitoring the quality of the educational process, identifying its weaknesses, and facilitating further improvement. It promotes the

adaptation of educational content to modern economic challenges and societal needs, activates feedback between students, teachers, and stakeholders, and stimulates the continuous professional development of pedagogical staff. The developed system ensures objective ranking of students by the level of professional competence acquisition, the use of results from both formal and informal learning, systematic monitoring of progress in competence acquisition, the formation of internal student motivation through transparency and clarity of assessment, the implementation of innovative assessment methods and forms, the individualization of assessment procedures considering the specific characteristics of each learner, the stimulation of self-education and self-reflection abilities, and the development of graduates' professional mobility in the context of the modern labor market.

Prospects for further scientific research are seen in the development of a detailed technology for assessing the quality of vocational training for specialists in economic colleges, as well as in the study and application of best foreign practices regarding the formation and development of assessment systems.

List of references

Гривко, А., & Ващенко, Л. (2021). Поточне та формувальне оцінювання в базовій та старшій профільній школі. *Український Педагогічний журнал*, (2), 72–83. <https://doi.org/10.32405/2411-1317-2021-2-72-83>.

Лузан, П. Г., Каленський, А. А., Пащенко, Т. М., Мося, І. А., & Ямковий, О. Ю. (2021а). Методичні основи оцінювання якості підготовки фахівців у закладах фахової передвищої освіти: методичний посібник. Житомир: «Полісся». <https://lib.iitta.gov.ua/id/eprint/729577>

Лузан, П. Г., Лапа, О. В., Каленський, А. А., Пащенко, Т. М., Мося, І. А., Ваніна, Н. М., Остапенко, А. В., Ямковий, О. Ю., & Курок, Р. (2024). Методичні засади оцінювання якості підготовки фахівців у закладах фахової передвищої освіти: монографія. Інноваційна професійна освіта, 8(21). ІПО НАПН України, Київ, Україна. <https://lib.iitta.gov.ua/id/eprint/744027/>

Лузан, П. Г. (2024). Впровадження результатів прикладного наукового дослідження «Методичні засади оцінювання якості підготовки фахівців у закладах фахової передвищої освіти»: Наукова доповідь на засіданні вченої ради Інституту професійної освіти НАПН України, 18 березня 2024 р. *Вісник Національної академії педагогічних наук України*, 6(1), 1-11. <https://doi.org/10.37472/v.naes.2024.6144>

Лузан, П. Г., Тітова, О. А., Мося, І. А., & Пащенко Т. М. (2021b). Методика оцінювання якості підготовки фахівців у закладах фахової передвищої освіти. *Професійна педагогіка*, 1(22), 169-184. <https://doi.org/10.32835/2707-3092.2021.22.169-184>.

Наглий, Д. (2024). Методологічні аспекти оцінювання якості професійної підготовки фахівців в економічних коледжах. *Педагогічні науки: теорія, історія, інноваційні технології*, 4 (138), 84–96. Сумський державний педагогічний університет імені А. С. Макаренка. <https://pedscience.sspu.edu.ua/wp-content/uploads/2024/08/%D0%9D%D0%B0%D0%B3%D0%BB%D0%B8%D0%B9.pdf>.

Arieli-Attali, M., Ward, S., Thomas, J., Deonovic, B., & Davier, A. A. (2019). The expanded evidence-centered design (e-ECD) for learning and assessment systems: A framework for incorporating learning goals and processes within assessment design. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2019.00853>

Baartman, L. K. J. (2008). Assessing the assessment: Development and use of quality criteria for Competence Assessment Programmes. Dissertation for obtaining the degree of doctor at Utrecht University under the authority of the rector magnificus, prof. Dr. J.C. Stew. Supported by the Netherlands Organisation for Scientific Research (project no. PROO 411-02-363). https://www.researchgate.net/publication/27709638_'Assessing_the_assessment'_Development_and_use_of_quality_criteria_for_Competence_Assessment_Programmes

Broadfoot, P., Daugherty, R., Gardner, J., Harlen, W., James, M., & Stobart, G. (2002). Assessment for learning: 10 principles. Research-based principles to guide classroom practice. Assessment Reform Group. https://www.researchgate.net/publication/271849158_Assessment_for_Learning_10_Principles_Research-based_principles_to_guide_classroom_practice_Assessment_for_Learning

Darling-Hammond, L., & Wentworth, L. (2010). Benchmarking Learning Systems: Student Performance Assessment in International Context. Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education. <https://www.scirp.org/reference/referencespapers?referenceid=2008088>

Double, K. S., McGrane, J. A., & Hopfenbeck, T. N. (2020). The impact of peer assessment on academic performance: A meta-analysis of control group studies. *Educational Psychology Review*, 32, 481–509. <https://doi.org/10.1007/s10648-019-09510-3>

Frontiers in Psychology. (2019). Advancements in Technology-Based Assessment: Emerging Item Formats, Test Designs, and Data Sources. Retrieved from <https://www.frontiersin.org/research-topics/7841/advancements-in-technology-based-assessment-emerging-item-formats-test-designs-and-data-sources>.

Fyfe, E. R., & Rittle-Johnson, B. (2016). Feedback both helps and hinders learning: The causal role of prior knowledge. *Journal of Educational Psychology*, 108(1), 82–97. <https://doi.org/10.1037/edu0000053>

Michelle, R., Mislevy, M. J., & Corrigan, S. (2015). Evidence-centered design. In *Handbook of Test Development* (pp. 3-). Abingdon: Routledge. <https://doi.org/10.4324/9780203102961.ch3>

OECD. (2022). The importance of human capital for economic outcomes. Retrieved from <https://one.oecd.org/document/EDU/EDPC%282022%292/en/pdf>

Partanen, L. (2020). How student-centred teaching in quantum chemistry affects students' experiences of learning and motivation – a self-determination theory perspective. *Chemistry Education Research and Practice*, 21, 79-94. <https://doi.org/10.1039/C9RP00036D>

Reinholz, D. (2016). The assessment cycle: A model for learning through peer assessment. *Assessment & Evaluation in Higher Education*, 41(2), 301-315. <https://doi.org/10.1080/02602938.2015.1008982>

Seyfried, M., & Pohlenz, P. (2018). Assessing quality assurance in higher education: Quality managers' perceptions of effectiveness. *European Journal of Higher Education*, 8(3), 258-271. <https://doi.org/10.1080/21568235.2018.1474777>

Translated & Transliterated

Hryvko, A., & Vashchenko, L. (2021). Potochno ta formuvalne otsiniuvannia v bazovii ta starshii profilnii shkoli [Current and formative assessment in basic and senior profile school]. *Ukrainskyi Pedagogichnyi zhurnal*, (2), 72–83. <https://doi.org/10.32405/2411-1317-2021-2-72-83>. [in Ukrainian].

Luzan, P. H., Kalenskyi, A. A., Pashchenko, T. M., Mosia, I. A., & Yamkovyi, O. Yu. (2021a). Metodychni osnovy otsiniuvannia yakosti pidhotovky fakhivtsiv u zakladakh fakhovoi peredvyshchoi osvity: metodychnyi posibnyk [Methodological foundations of quality assessment of specialists' training in institutions of professional pre-higher education: methodological guide]. Zhytomyr: Polissia. [in Ukrainian].

Luzan, P. H., Lapa, O. V., Kalenskyi, A. A., Pashchenko, T. M., Mosia, I. A., Vanina, N. M., Ostapenko, A. V., Yamkovyi, O. Yu., & Kurok, R. (2024). Metodychni zasady otsiniuvannia yakosti pidhotovky fakhivtsiv u zakladakh fakhovoi peredvyshchoi osvity: monohrafiia [Methodological principles of quality assessment of specialists' training in institutions of professional pre-higher education: monograph]. *Innovatsiina profesiina osvita*, 8(21). IPO NAPN Ukrainy, Kyiv. [in Ukrainian].

Luzan, P. H. (2024). Vprovadzhennia rezultativ prykladnoho naukovooho doslidzhennia "Metodychni zasady otsiniuvannia yakosti pidhotovky fakhivtsiv u zakladakh fakhovoi peredvysshchoi osvity": Naukovyi dopovid na zasidanni vchenoi rady Instytutu profesiinoi osvity NAPN Ukrainy, 18 bereznia 2024 r. *Visnyk Natsionalnoi akademii pedahohichnykh nauk Ukrainy*, 6(1), 1-11. <https://doi.org/10.37472/v.naes.2024.6144>. [in Ukrainian].

Luzan, P. H., Titova, O. A., Mosia, I. A., & Pashchenko T. M. (2021b). Metodyka otsiniuvannia yakosti pidhotovky fakhivtsiv u zakladakh fakhovoi peredvysshchoi osvity [Methodology for assessing the quality of training of specialists in institutions of professional pre-higher education]. *Profesiina pedahohika*, 1(22), 169-184. <https://doi.org/10.32835/2707-3092.2021.22.169-184>. [in Ukrainian].

Nahlyi, D. (2024). Metodolohichni aspekty otsiniuvannia yakosti profesiinoi pidhotovky fakhivtsiv v ekonomichnykh koledzhakh [Methodological aspects of assessing the quality of professional training of specialists in economic colleges]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnologii*, 4 (138), 84–96. Sumskyi derzhavnyi pedahohichnyi universytet imeni A. S. Makarenka. <https://doi.org/10.24139/2312-5993/2024.04/084-096>. [in Ukrainian].

Arieli-Attali, M., Ward, S., Thomas, J., Deonovic, B., & Davier, A. A. (2019). The expanded evidence-centered design (e-ECD) for learning and assessment systems: A framework for incorporating learning goals and processes within assessment design. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2019.00853>, [in English].

Baartman, L. K. J. (2008). Assessing the assessment: Development and use of quality criteria for Competence Assessment Programmes. Dissertation for obtaining the degree of doctor at Utrecht University under the authority of the rector magnificus, prof. Dr. J.C. Stew. Supported by the Netherlands Organisation for Scientific Research (project no. PROO 411-02-363), [in English].

Broadfoot, P., Daugherty, R., Gardner, J., Harlen, W., James, M., & Stobart, G. (2002). Assessment for learning: 10 principles. Research-based principles to guide classroom practice. *Assessment Reform Group*, [in English].

Darling-Hammond, L., & Wentworth, L. (2010). Benchmarking Learning Systems: Student Performance Assessment in International Context. Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education, [in English].

Double, K. S., McGrane, J. A., & Hopfenbeck, T. N. (2020). The impact of peer assessment on academic performance: A meta-analysis of control group studies. *Educational Psychology Review*, 32, 481–509. <https://doi.org/10.1007/s10648-019-09510-3>, [in English].

Frontiers in Psychology. (2019). Advancements in Technology-Based Assessment: Emerging Item Formats, Test Designs, and Data Sources. Retrieved from <https://www.frontiersin.org/research-topics/7841/advancements-in-technology-based-assessment-emerging-item-formats-test-designs-and-data-sources>, [in English].

Fyfe, E. R., & Rittle-Johnson, B. (2016). Feedback both helps and hinders learning: The causal role of prior knowledge. *Journal of Educational Psychology*, 108(1), 82–97. <https://doi.org/10.1037/edu0000053>, [in English].

Michelle, R., Mislavy, M. J., & Corrigan, S. (2015). Evidence-centered design. In *Handbook of Test Development* (pp. 3-). Abingdon: Routledge. <https://doi.org/10.4324/9780203102961.ch3>, [in English].

OECD. (2022). The importance of human capital for economic outcomes. Retrieved from <https://one.oecd.org/document/EDU/EDPC%282022%292/en/pdf>, [in English].

Partanen, L. (2020). How student-centred teaching in quantum chemistry affects students' experiences of learning and motivation – a self-determination theory perspective. *Chemistry Education Research and Practice*, 21, 79-94. <https://doi.org/10.1039/C9RP00036D>, [in English].

Reinholz, D. (2016). The assessment cycle: A model for learning through peer assessment. *Assessment & Evaluation in Higher Education*, 41(2), 301-315. <https://doi.org/10.1080/02602938.2015.1008982>, [in English].

Seyfried, M., & Pohlenz, P. (2018). Assessing quality assurance in higher education: Quality managers' perceptions of effectiveness. *European Journal of Higher Education*, 8(3), 258-271. <https://doi.org/10.1080/21568235.2018.1474777>, [in English].

ДІАГНОСТИЧНИЙ ІНСТРУМЕНТАРІЙ ОЦІНЮВАННЯ ЯКОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ В ЕКОНОМІЧНИХ КОЛЕДЖАХ

Дмитро Наглий

аспірант Інституту професійної освіти Національної академії педагогічних наук України, Київ,
<http://orcid.org/0009-0004-1456-316X>, e-mail: dimadimanaglui@ukr.net

Реферат:

Актуальність оцінювання якості професійної підготовки фахівців в економічних коледжах потребує розроблення ефективного діагностичного інструментарію.

Мета: обґрунтування необхідності розроблення ефективного діагностичного інструментарію, який сприятиме підвищенню якості освіти та забезпечить підготовку висококваліфікованих фахівців, здатних відповідати вимогам сучасного ринку праці.

Методи: застосування комплексного підходу до дослідження, що охоплює аналіз літератури, емпіричні дослідження, експертне оцінювання, моделювання та порівняльний аналіз – для розроблення діагностичного інструментарію з оцінювання якості професійної підготовки фахівців в економічних коледжах.

Результати: представлено модель методичної системи оцінювання якості професійної підготовки фахівців в економічних коледжах, що має чітку структуру (цільовий, змістовий, інструментальний, організаційно-методичний, діагностичний та результативно-рефлексивний блоки); визначено основні функції моделі системи оцінювання якості професійної підготовки фахівців; розглянуто особливості моделі методичної системи оцінювання якості професійної підготовки фахівців в економічних коледжах.

Висновки: розроблена методична система є комплексним організаційно-технологічним конструктом, що базується на ієрархічному поєднанні взаємопов'язаних компонентів (цілі, завдання, зміст освіти, етапи, методи, форми, діагностичний інструментарій, критерії, показники, результати оцінювання); реалізація методичної системи здійснюється завдяки використанню технологій оцінювання якості підготовки фахівців у коледжах.

Ключові слова: *діагностичний інструментарій; оцінювання якості; професійна підготовка; економічні коледжі; компетентності; методична система.*

Manuscript received: 17.02.2025

Accepted for publication after peer review: 24.04.2025

Published: 29.05.2025