



Training versus Competency Evaluation. An Overview of the University Students

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Abstract

Today's university has as a challenge the fact that the process of changing the methodology, based on the "know-how" is addressed, primary, to the development of the contents, training activities and teaching resources which will favor students, during their learning process, to assimilate in an efficient way their own knowledge of their degree, but also to develop different skills, both specific and transverse, which are demanded by the professional environment in which they will be inserted, understood this as an additional measure of the universities successful training.

The present work is motivated by the evaluation of the asymmetry observed between the requirements in the labor market of graduates with strong skills development and the grade in which they are developed in the current training process. Is, primarily, analyzed the perception of the students regarding these asymmetries taking in count their previous professional experiences, their expectations and their knowledge of the working environment. Secondly, it tries to open the debate regarding how active learning can reduce slants detected between the degree of development that students claim to have about their respective competencies and the degree of development that they think they need to face the labor market.

This paper offers a descriptive study of the results of the survey applied to students who were enrolled in 4th and 5th year of the degrees in Economics and Business Administration in 2009-10 in the Faculty of Economics and Business from the Universidad Complutense de Madrid and Universidad de Alcalá de Henares, about the perception they have regarding their own level of skills development and their assessment of how relevant they think it can be in the labor environment. The information is segmented according to whether or not the student has previous professional experience, gender, the specialty that the student attends, the degree or the course in which the student is enrolled.

It should be noted as a general rule, and as a summary, which is confirmed by the different proposed segmentations, that the average score for students of the importance they grant to the different competence in the work is clearly greater than the level of skills development that they declare to have, with average differential that in some cases are between 1 and 2 in a valuation range of 1 to 5. Also, in the course in which the student is enrolled segmentation, the overall average rating of level of development or training is higher among the students attending fifth year than the ones attending fourth year, while for the importance in the work is the opposite.

Separating the sample by degree, it appears that the overall average score for students attending LADE is slightly less than the LECO attending both when the question concerns the degree of development or college preparation, and the importance they consider to have at work. In this last case, the signaled relationship is regularity with the exception of "oral and written language, finding information from various sources, ethical commitment to work, motivation for quality, dissemination of economic ideas and empathy."