

## **EXTENDED SUMMARY**

### **COMPETENCES IN UNIVERSITY STUDENTS**

#### **Introduction:**

We are currently facing different changes at the level of society, education, politics, technology, work and economy. Considering these transformations, the way of selecting the workers, especially the university graduates, must also be different. If we compare today with a few years ago, many people got a university degree, so the choice of these future workers must go beyond the demonstration of theoretical knowledge, it must have different competences.

The term competence comes from the workplace and consists of the effective acquisition of knowledge, skills and attitudes, complemented with each other and allowing to act effectively in different professional situations by providing wisdom (knowledge), know-how (skills) and a know how to be (attitudes) in each performance (Armengol et al., 2011).

In order to work on these competences in the university, it is the students practical training, which is the most relevant in the study plans of the different degrees (González and Fuentes, 2011). The students practical orientation reflects in more participatory theoretical classes, seminars and finally in external practices where they will become to develop their knowledge and skills in the business world.

#### **Results:**

Related to the above information, we have several studies that have investigated the acquisition of skills in university students. In a study conducted by the University of Granada (Martínez, 2002), it is observed employers look for professional skills rather than academic knowledge. He also explains that among the important competences for them is the adaptation to change, mobility, availability, involvement and commitment to work and organization. On the other hand, the several authors' works (García, 2006, Technological Institute of Monterrey, 2001, Livas, 2000, Marcelo 2005, Poblete and García 2006), the proposals of the Tuning Project and the proposals of various books, tell us the competences that university students must have for their subsequent incorporation into work are responsibility, self-confidence, problem solving, communication skills, critical reasoning, flexibility, teamwork, initiative, planning and creativity. We also found a study carried out by the Miguel Hernández University (UMH) of Elche (Alicante) (Gómez et al., 2006) where they determine the most valued professional competences by the students and by the managers of the companies, besides elaborating a questionnaire to assess the skills obtained and the degree of application of these, to the workplace by the students. This instrument was passed to the psychology 's students of the UMH. In addition, this research proposes a classification of competencies; first in general and specific, and then within each of them, we find another classification.

In order to end with the interesting research on the subject, we find the Faculty of Education of the University of Salamanca (USAL) studies the expectations of students about the skills they believe they will develop in external practices before starting and see if they are comply by assessing them once the practices are finished (that is, carrying out a per-test questionnaire and another post-test). The students that participated were from the USAL, of the 2014-2015 course of the Pedagogy degree.

The purpose of this study is to obtain information about students' perception of different competences and the level of acquisition of these during their external practices, resulting in expectations that are very close to reality (reflected in the post-test) except for creativity and decision making skills. The fact that these two skills decrease their assessment once the practices are done, can be because in the practice centers the work is very structured and therefore it is difficult to propose ideas and because the short duration of these, which can lead to not daring to propose creative ideas.

### **Conclusions:**

In conclusion, the companies' demands when they selected a person for a university-level job are changing, among other things, due to the fact that there are currently more graduates than there were years ago. Previously it was necessary for the worker to have theoretical knowledge, but now this knowledge is also required, skills to carry out the profession in the best way, working as a team, making decisions in complex moments, counting on creativity or communication skills to express the information in an appropriate way.

I believe that these competencies should be explained in the classrooms by university professors in addition to be developed both in class with techniques such as role-playing as in external practices. You could also pass a questionnaire to measure these skills so the students are aware of the importance of them, and can identify and develop them.

Finally, after reviewing the different articles, the necessary transversal competences for the university students are responsibility or commitment and team work. Although other similar skills are emphasized but with small nuances such as adaptation to change, problem solving and ability to learn.