



Deliverable Title: Desktop Research National Report

Country: **Poland**

Work Package/Deliverable Number: WP2

Delivery Date:

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Project Number: 2012-1-PL1-LEO05-27444

Agreement Number: 2012-1-PL1-LEO05-27444



This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Part 1: Status of the introduction of EQARF Recommendation in (Partner Country)

1. Developments at national level

What are the developments at national level, regarding the above European initiatives?

The European Framework of Key Competences

The *Key Competences for Lifelong Learning – A European Framework* is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the *Official Journal of the European Union* on 30 December 2006. The Recommendation is one of the outcomes of the joint work of the European Commission and the Member States within the Education and Training 2010 Work Programme. The Work Programme is the over-arching framework for policy cooperation in the area of education and training, and is based on commonly agreed objectives, indicators and benchmarks, peer- learning and dissemination of best practice.

In 2012 Poland implemented Framework of Key Competencies to university and college education (Ministry Recommendation dated 4th November 2011). This meant that a new list of college and university fields of study was planned to be implemented in 2012. It also stated that the effects of learning were to be defined in a new way. The effects are now divided into three categories: effects of knowledge, effects of skills/competencies, and effects of social competencies . Among them key competencies are defined.

Key competencies are as follows:

- 1/communication in native language,
- 2/ communication in foreign languages,
- 3/Mathematical competencies and basic technical competencies,
- 4/ basic software and computer competencies (information technology),

- 5/ ability for self-learning,
- 6/ social and community competencies,
- 7/ initiative and resourcefulness competencies,
- 8/ culture expressiveness and awareness.

In Poland “key competencies” policy is realised through school curricula and selection of appropriate school techniques and methods of learning.

The European Qualification Framework for lifelong learning (EQF)

On 23 April 2008 the European Parliament and the Council endorsed the *Recommendation on the establishment of the European Qualifications Framework (EQF) for lifelong learning* 2008/C 111/01/EC (hereinafter referred to as “the Recommendation”). One of the key goals of the Recommendation is to establish mechanisms using the EQF as a common reference tool, which would facilitate issuance and international recognition of all qualification levels, including general education, vocational education and training and higher education, thus promoting territorial and professional mobility of individuals. One of the first steps on this road is reliably relating qualifications issued within the national qualification systems of all the states to the EQF levels. In order to achieve that, the document mentioned above, recommends the member states:

- 1/ to relate their national qualifications systems to the European Qualifications Framework by 2010, in particular by referencing, in a transparent manner, their qualification levels to the levels set out in Annex II, and, where appropriate, by developing national qualifications frameworks in accordance with national legislation and practice. The next step in the Recommendation deals with the practice of issuing qualifications by relating all qualifications of the member states with the EQF:
- 2/ to adopt measures, as appropriate, so that by 2012 all new qualification certificates, diplomas and Europass documents issued by competent authorities contain a clear

reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level.

In Poland, the National Centre for Supporting Vocational and Continuing Education (KOWEZIU) is responsible for implementing European Long Life Learning recommendations. National Centre for Supporting Vocational and Continuing Education is a central, public, national-level institution providing professional development services for teachers subject to the Ministry of National Education. The mission of the Centre is to:

- 1/ inspire, prepare and coordinate activities related to professional development of teachers from vocational schools and schools for adults.
- 2/ prepare and execute educational ventures related to the stages of educational transformation in Poland.

The Centre cooperates with other central government and educational institutions as well as non-government organizations from Poland and abroad. The Centre collects, processes and disseminates pedagogical information related to vocational and continuing education. The information published in the magazine concerns vocational and continuing education and new initiatives taken on by the Ministry of Education. The National Centre for Supporting Vocational and Continuing Education is also the publisher of the e-magazine 'Edukator Zawodowy'.

One of the most crucial tasks of KOWEZiU is realisation of 4 EFS projects supporting EQF recommendations:

- 1/ School and Educational Centres curricula improvement as a key factor to modernize vocational education (2008-2013),
- 2/ Support for modules of educational programmes implementing into vocational institutions (2009-2013),
- 3/ Model of implementing system for Long Life Learning and Distance Learning (2009-2014),

4/ Model of professional advisory and assistance for vocational institutions (2007-2013)

5/ Web access to educational and professional information for every citizen in Poland (2007-2013)².

The European Quality Assurance Reference framework for Vocational Education and Training (EQAVET)

EQAVET, which was adopted by EU Member States in June 2009, is a reference tool for policy-makers based on a four-stage quality cycle that includes goal setting and planning, implementation, evaluation and review. It respects the autonomy of national governments and is a voluntary system to be used by public authorities and other bodies involved in quality assurance. Member States are encouraged to use the framework, and develop, by mid-2011, a national approach to improving quality assurance systems that involves all relevant stakeholders. This approach should include the establishment of national reference points for quality assurance, as well as active participation in the relevant European-level network. The European Commission supports Member States in this process, particularly through initiatives that support co-operation and mutual learning, testing and by developing and providing guidance material and other information. The Commission will also ensure follow-up through a report every four years to the European Parliament and the Council.

The Diploma Supplement (DS)

New qualifications proliferate worldwide and countries are constantly changing their qualification systems and educational structures. With an increasing number of mobile citizens seeking fair recognition of their qualifications outside their home countries, the non-recognition and poor evaluation of qualifications is now a global problem. Since original credentials alone do not provide sufficient information, it is very difficult to gauge the level and function of a qualification without detailed explanations.

The Diploma Supplement is a response to these challenges, aiding mobility and access to lifelong learning opportunities. It promotes transparency in higher education and fair and informed judgements about qualifications. It also accommodates rapid changes in qualifications. National higher education institutions produce the supplement according to a template jointly developed by the European Commission, the Council of Europe and UNESCO.

It has eight sections of information identifying the holder of the qualification; the qualification, its level and function; the contents and results gained; certification of the supplement; details of the national higher education system plus any additional information.

A description of the national higher education system within which the individual named on the original qualification graduated has to be attached to the Diploma Supplement. This description is provided by the National Academic Recognition Information Centres (NARICS).

In Poland the diploma supplement is issued by Central Exam Commission or by the institution that the graduate actually graduates. It contains precise information on educational skills and competencies received by graduating person. First page of the diploma contains information on: skills, competencies and the job profession(s) the receiver can undertake; the second page of the diploma contains the information about 1/the institution that issues the polish diploma, 2/ the level of the education completed, 3/ purposes for which the diploma can be used, 4/requirements for applying to higher level of education and 5/country information points.

Europass

Europass can be described as a set of documents. These are 5 documents to make EU citizens skills and qualifications clearly and easily understood in all Europe: Two of these documents are freely accessible, completed by European citizens:

1/the Curriculum Vitae (CV) helps you present your skills and qualifications effectively and clearly. You can create your CV online using tutorials or download the template, examples and instructions.

2/the Language Passport is a self-assessment tool for language skills and qualifications. You can create your Language Passport online using tutorials or download the template, examples and instructions.

-The other three documents are issued by education and training authorities:

3/the Europass Mobility records the knowledge and skills acquired in another European country;

4/the Certificate Supplement describes the knowledge and skills acquired by holders of vocational education and training certificates;

5/the Diploma Supplement describes the knowledge and skills acquired by holders of higher education degrees.

A network of National Europass Centres - the first point of contact EU citizens want to learn more about Europass. Its objectives are:

1/to help citizens communicate their skills and qualifications effectively when looking for a job or training;

2/to help employers understand the skills and qualifications of the workforce;

3/to help education and training authorities define and communicate the content of curricula. *****

The National Academic Recognition Information Centres (NARIC)

2. Legislation

Is there any legislation or legal framework that governs Quality assurance in education and/or VET?

Law regulations providing quality solutions in vocational education and training in Poland are as follows:

- Act of constitution dated 19. 06. 2011 on education system change;

The aim of the act is to improve the efficacy and effectiveness of vocational education and training and to harmonize it to job market demands,

- Additional acts of law being issued by:

Ministry of National Education – for **all types** of vocational schools

Ministry of Culture and National Heritage for **art** vocational schools,

Ministry of Agriculture - for **agricultural** vocational schools

Ministry of Environment Protection for **forestry** vocational schools.

3. Regulatory and institutional arrangements

Which are the regulatory bodies or institutions that govern or regulate Quality assurance in education and/or VET?

1/ New classification of vocational professions list was implemented by Polish government on 01.09.2012,

2/ New elements in school curricula were added. The key aim of this change is practical education and training orientation – 60 % of the time is devoted for practical training,

3/ New act of constitution and its implementing in 2012/2013

- To improve the quality and the effectiveness of vocational education and training as the response to job market expectations to make it more tributary and attractive,

4/National Frame for Vocational Qualifications is under construction.

4. Stakeholders involvement

Who are the key players/institutions that are involved in Quality assurance in education and/or VET?

In Poland the following bodies are key players in quality assurance:

- 1/Ministry of National Education, with its local departments of education,
- 2/ Ministry of Science and Higher Education,
- 3/ National Center of Vocational and Lifelong Education (KOWEZiU),
- 4/Department of Vocational and Lifelong Education,
- 5/Central Exam Commission,
- 6/ Bureau for Academic Recognition and International Exchange.

5. Methods and practices developed

What are the good practices or methods that can be reported in your country?

Poland is a new partner in EU vocational education quality assurance. Many ideas are being implemented. Among them European Union projects are especially important. These are examples:

1. EU Project (2010-2012) „Vocational School – the School of Good Choice” – improving quality and attractiveness of vocational schools,
2. EU Project (2009-2012) „ The Development of Occupational Advisory Model and Net integrated system of Educational and Vocational Information” – implementing the ideas of lifelong education.

3. EU Project (2009-2013) „Supporting System for Educational Institutions Implementing Modules of Vocational Education” – quality of education improvement, curriculum and educational tools improvement,
4. EU Project (2009-2014) „Model of e-learning and Distance Education System and its Spreading in Lifelong Education” – providing efficient systems in distance (e-learning) education.
5. EU Project (2008-2013) „Changes in National Curriculum – the Key Component of VET Modernization” – quality improvement in vocational education.

6. Results and future trends

What are the results of such methods and practices in your country and what are the foreseen future trends?

Projects (completed by 2012) focused on quality improvement and implementation are very helpful in creation of future changes and initiatives but most of them are under realization (to be completed by 2013/2014) – thereby the results are hard to estimate,

- Surely they will help in: 1/ Defining vulnerability groups, 2/ working on mechanisms focused on prevention and defining job market needs and training needs, 3/ providing systems to be used to promote better education and VET access and its quality improvement.

Part 2: Qualifications relevant for the quality manager in VET institutions in the partner countries.

1. A list of qualifications specific quality assurance qualifications

What are the qualifications related to quality management that can be reported in your country (i.e. Quality management standards, National Quality Assurance Qualifications' Framework etc)?

According to Ministry of Education demands VET teachers and managers qualifications are as follows:

For vocational schools (3 years long with a job profession programme) theoretical subjects teachers:

1. College degree (B.D),
2. Pedagogical entitlements

For vocational schools (5 years long with A-level exams and a job profession programme) theoretical subjects teachers:

1. M.A. degree,
2. Pedagogical entitlements

Professional training providers (teachers of practical subjects)

1. At least high school degree,
2. Pedagogical entitlements.

Some number of schools provide training for their teachers or managers what usually depends on school financial condition, its needs and supervising authorities demands. No certificates except above mentioned are needed.

2. A list of qualifications from education and training, business and administration that may be relevant to VET quality managers

What are the QA qualifications related to training and education that can be reported in your country?

According to ISO standards and Polish Center for Research and Certification recommendation QA qualifications related to training and education are as follows:

- 1/Continuous development,
- 2/Continuous improvement,
- 3/Efficacy improvement,
- 4/Effectiveness improvement.

3. A list of units of learning outcomes that can be transferred.

What are the units of learning outcomes (i.e. Quality assurance courses in all levels of training) that can be transferred while practicing Quality Assurance?

Qualifications relevant to VET quality managers in Poland are as follows:

- 1/Pupil/student oriented approach,
- 2/Efficient management,
- 3/Staff involvement,
- 4/Process approach,
- 5/Management systems in institution,
- 6/Continuous improvement,
- 7/Efficient decision process.

This can provide in future:

- 1/Better integration in vocational schools curriculum – job and training curriculum and general educational curriculum,
- 2/Flexibility in educational effects to fit job market needs and employees needs,
- 3/A new list of jobs offer (in VET) as a feedback to job market and employees demands.

References

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