



Describing learning outcomes for qualifications in Poland

Wojciech Stęchły,
Educational Research Institute in Warsaw (IBE)

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POLISH QUALIFICATIONS SYSTEM

A QUICK OVERVIEW



PQF and Integrated Qualifications System – key dates (1)

- 2006 – launch of the work on the development of the Polish Qualifications Framework
- 2013-2015 – development of the key assumptions of the integrated qualifications system, developing and piloting methods of levelling, describing qualifications, validation, selected procedures in the register.
- Amendments to the HE legislation, supporting the implementation of the PQF, including introduction of RPL.
- December 2015 – adoption of the Law on Integrated Qualifications System

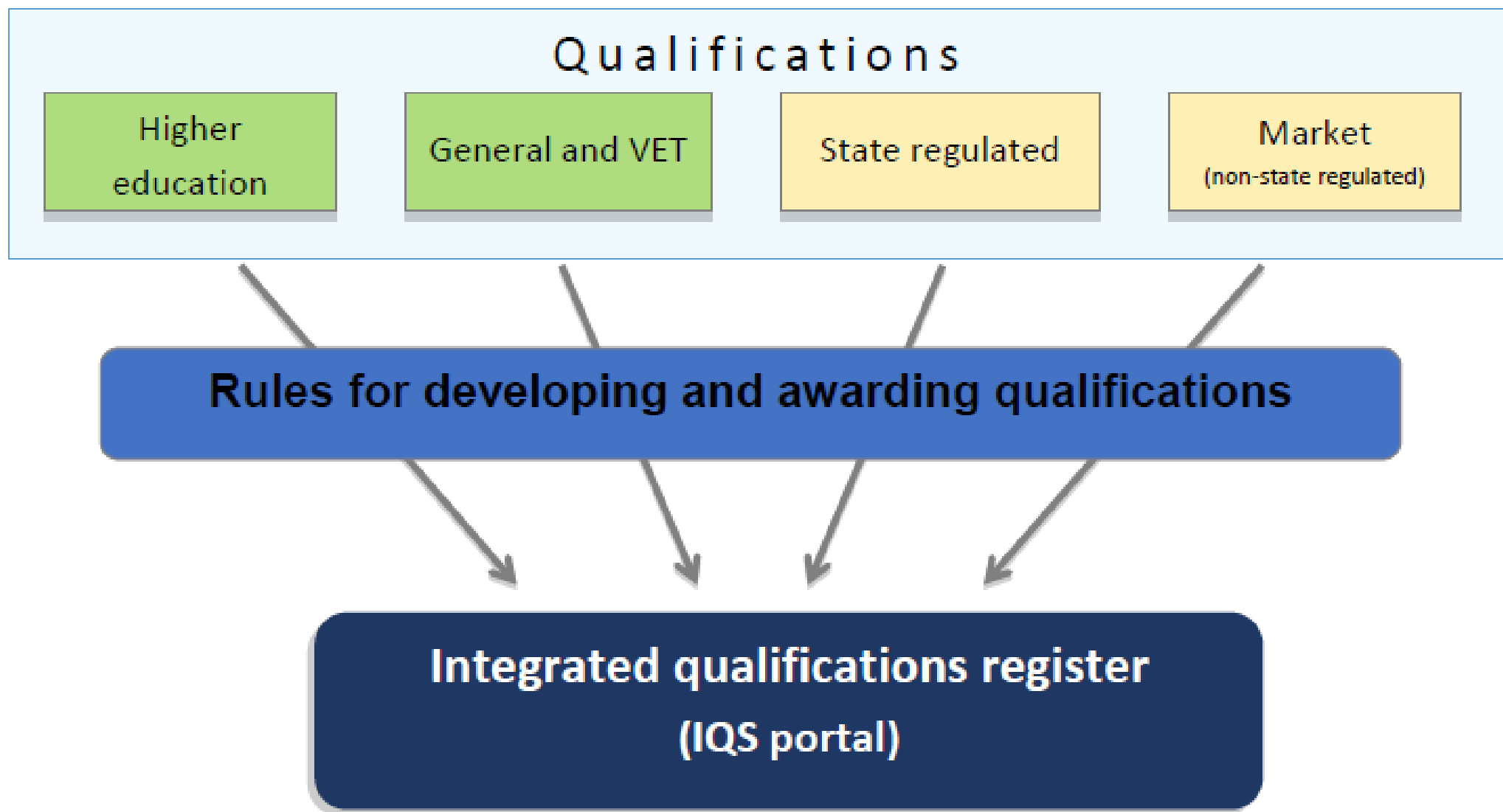


Integrated qualifications system (IQS) in Poland

- System based on Polish Qualifications Framework – with 2 degrees of generic descriptors and with sectoral qualifications frameworks;
- Integrates qualifications from different subsystems;
 - State regulated qualifications awarded in the education system
 - State regulated qualifications awarded outside the education system
 - **Non-state regulated qualifications (market qualifications)**
- So far over 300 market qualifications have been described and directly supported by IBE;



Integrated qualifications system (IQS) in Poland



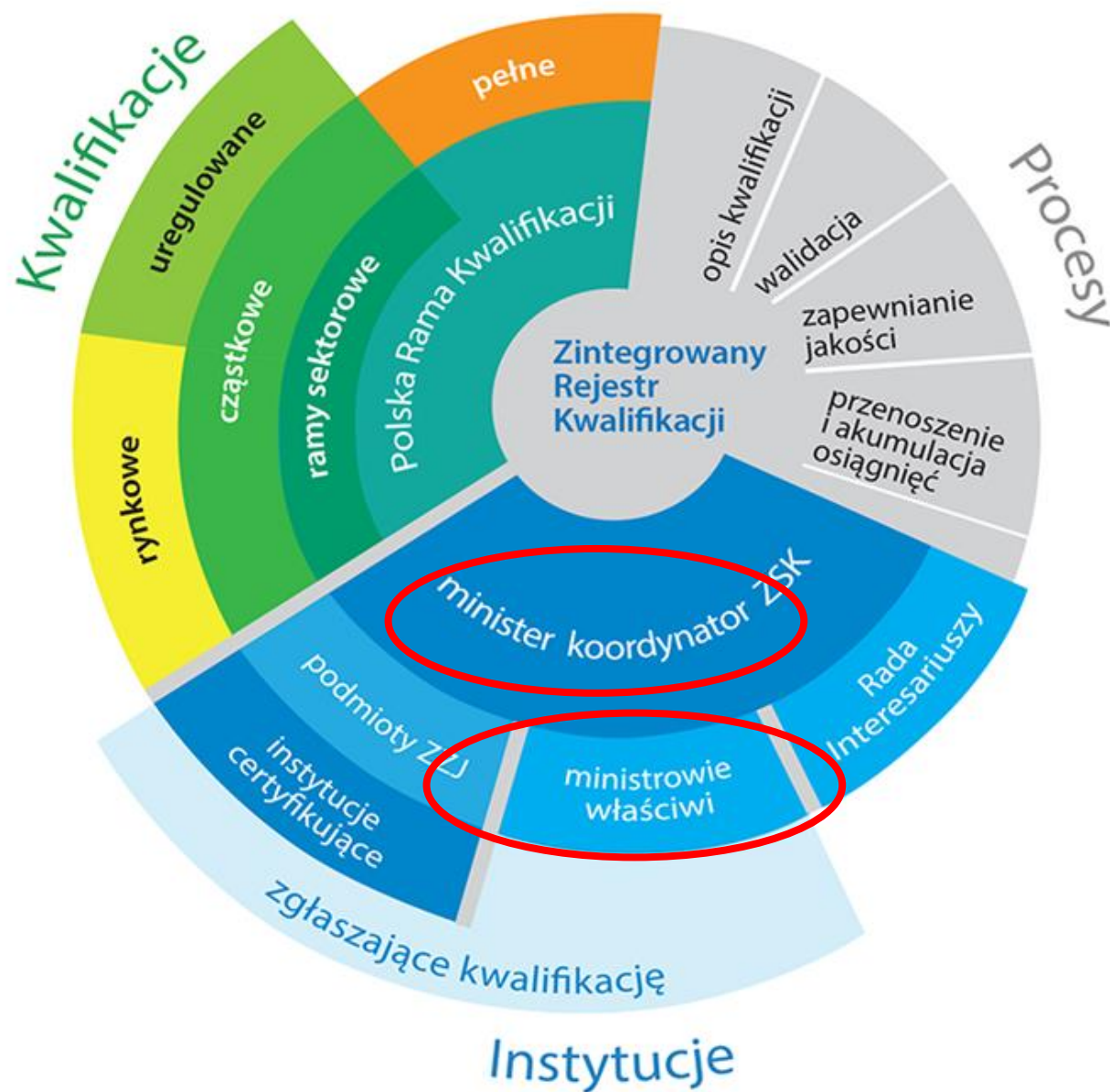


PQF and Integrated Qualifications System – key dates (2)

- January 2016 – the Law comes into force
- July 2016 – Qualifications Portal and Integrated Qualifications Register are launched. The register includes qualifications from the general and higher education
- December 2016 – Almost all relevant legal acts (including government decrees) are in place, first 7 qualifications requested to be included
- 24th June 2019
 - 49 market qualifications included
 - 272 requests for inclusion of market qualifications



Main components of the Integrated Qualifications System in Poland





LEARNING OUTCOMES AND QUALITY ASSURANCE – A POLISH PERSPECTIVE



A market qualification 'standard'

- A publicly available description of a qualification (including i.a. target group, learning and employment opportunities, learning outcomes, assessment and validation conditions);
- No private ownership of the qualification (available for new awarding bodies);
- Basis for (comparable) assessment by different awarding bodies – includes verification criteria;
- Open for validation of non-formal and informal learning;
- Says nothing about the training;



A market qualification 'standard'

- Structured to be communicative to learners and other users (e.g. employers, trainers);
- LO's embedded in a lot of contextual information (assessment conditions, target group, possible use of qualification, notional workload etc.);
- Qualifications description developed by practitioners in the field, teachers&trainers, assessors and sectoral or professional bodies representatives;



The concept of the quality for market qualifications

Shift from:

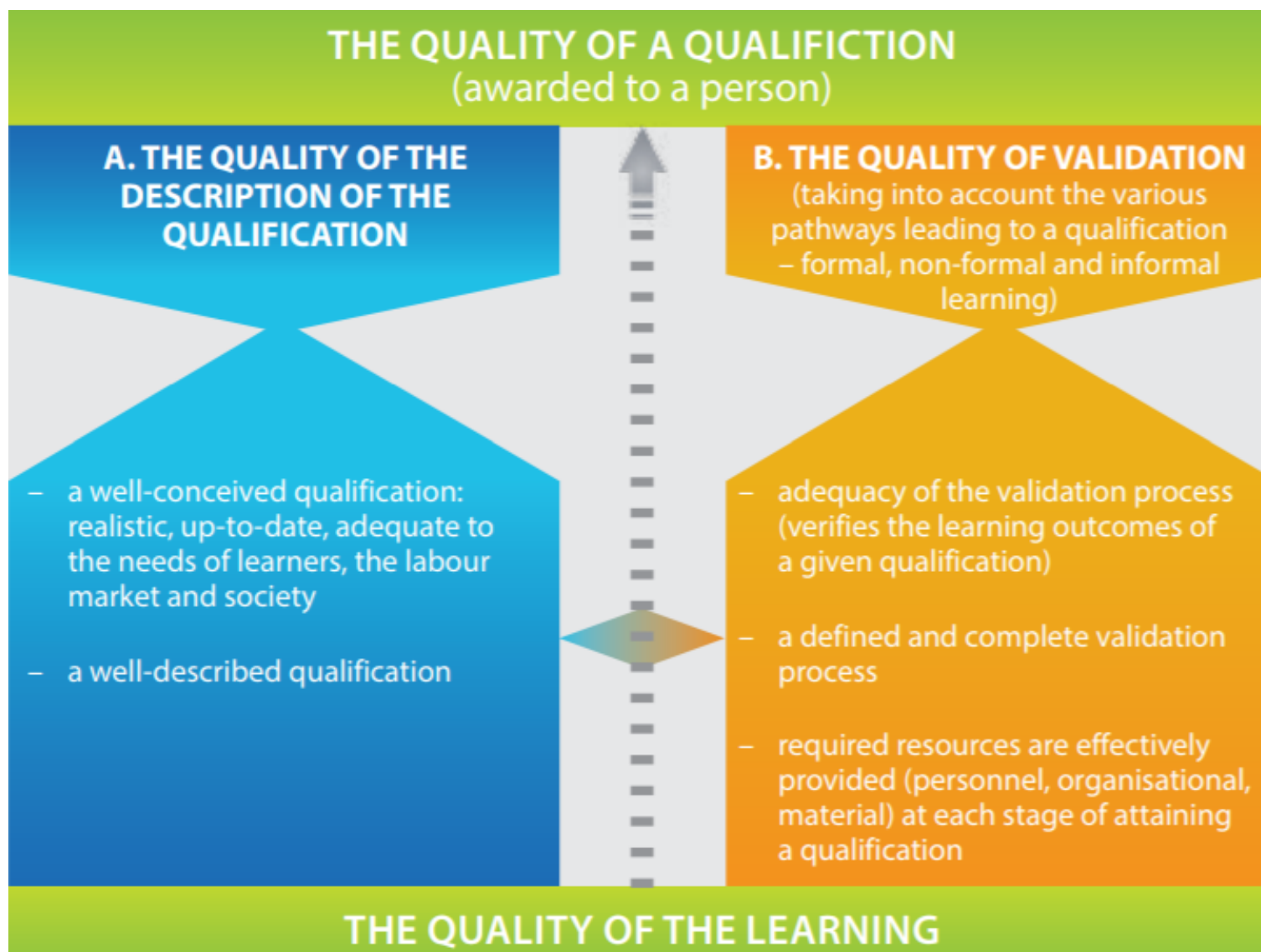
- Quality and quality assurance of education and training (and study programme)

To:

- Quality and quality assurance of qualification awarded to a person



The concept of the quality for market qualifications



Read more: The quality assurance of qualifications in the Integrated Qualifications System ([link](#))



Conclusions from IQS implementation

- The approach to LO must match the qualification and its' institutional setting;

Polish experiences of introducing LO's in:

- Education-process-oriented HEIs show, that the practice of using LO's leads sometimes to writing „intended teaching goals”;
- General education curricula show, that when tradition of detailed defining of teaching / learning contents is vivid, the granularity of learning outcomes tend to be very high;
- Capacity building for stakeholders of LO's needed (e.g. teachers, examiners, qualifications / curricula experts...);

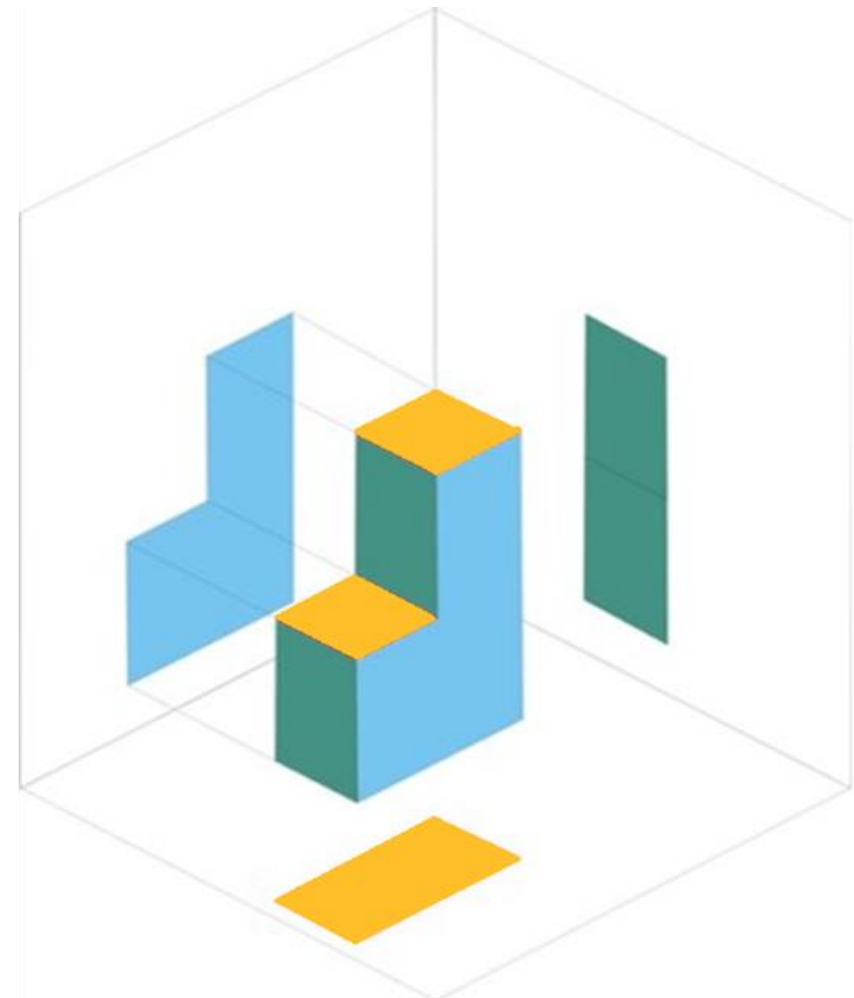
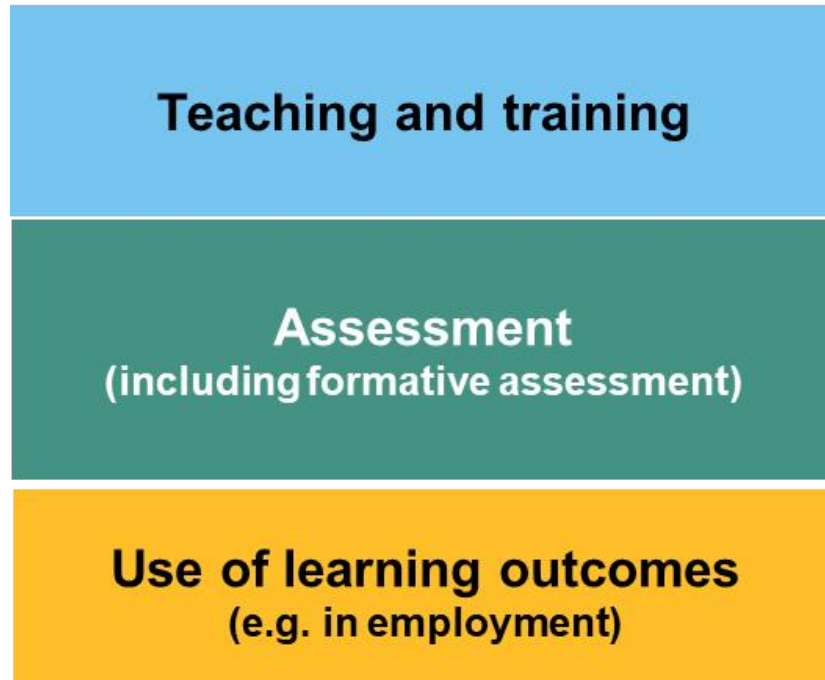


Approach to LO in market qualifications

- LO's are the main part of a qualification description;
- Semantics: we describe learning outcomes, as opposed to writing learning outcomes;
- We use group of statements to describe a learning outcome;
- LO's in market qualifications are intended for:
 - Assessment / validation;
 - Employers and employees matching / communication;
 - Basis for programming training and for self-directed learning;

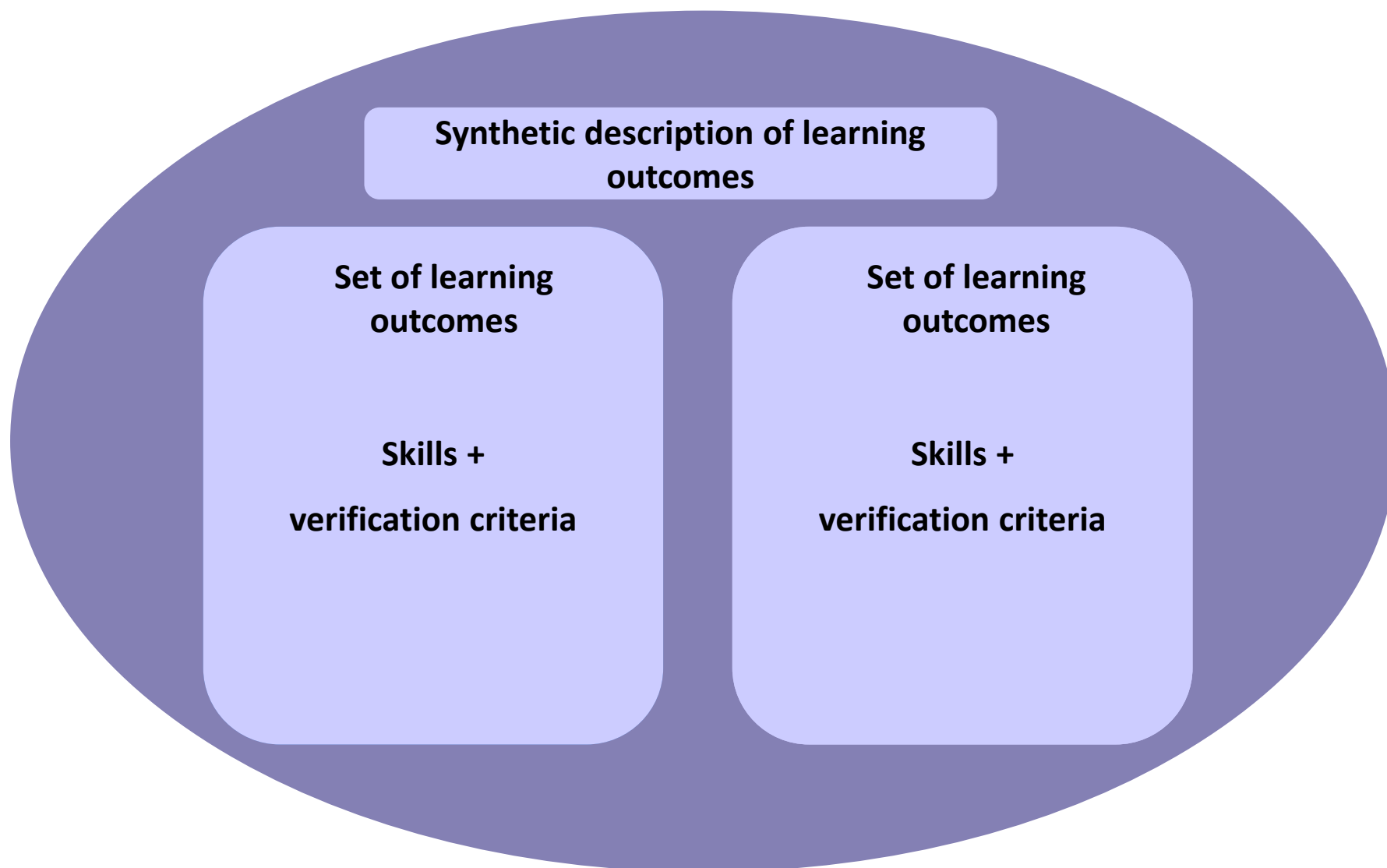


Describing LO - a graphic metaphore





Describing LO's in market qualifications - structure



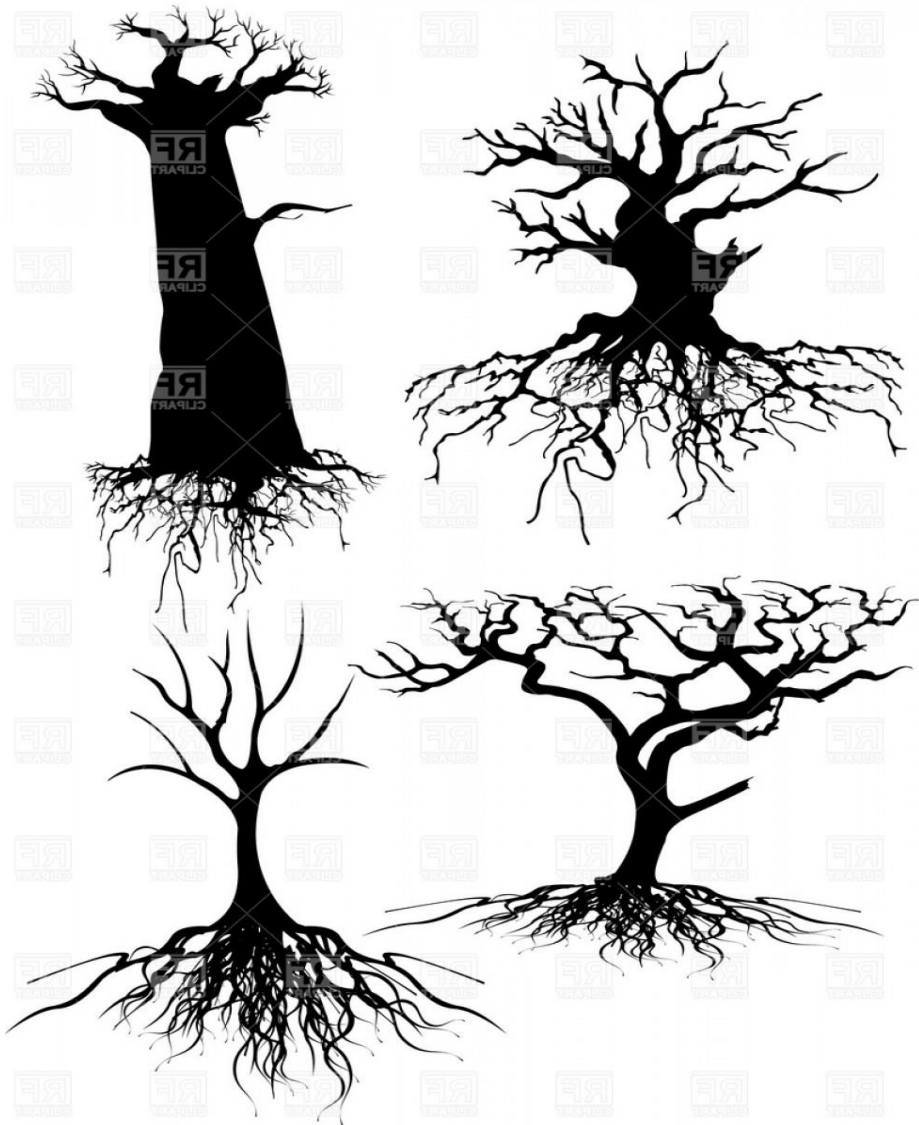


Conclusions about describing LO's

- The description of learning outcomes involves more than one „type of statement”;
- Relevant information is embedded in the interrelation of statements – only the whole description gives an accurate picture;
- Tasks / activities as basis for grouping statements – hence the ‚skills’ organizing role in the sets of learning outcomes;
- Verification criteria refer to knowledge, skills and social competences relevant for tasks / activities;



A metaphor for a balanced description of LO's



- Practical skills is what we usually see and what people often look for;
- Every practical skill needs to be rooted in proper understanding and supported by other (e.g. transversal / general) skills and social competences;
- There is no universal ratio, shape – the qualification needs to fit the „climate“.



Conclusions about describing LO's (ctd.)

- The teaching perspective for describing LO's is discouraged:
 - Is/will be developed at training provider level – depending on the mode of training and learner needs;
 - (although it is sometimes the „default” perspective);
- Every qualifications' consistency is examined for its' coherence, e.g.:
 - Completeness of LO's for the indicated actions / tasks;
 - LO's difficulty / requirements vs. intended target group and typical use of a qualification.





Thank
You!

w.stechly@ibe.edu.pl

Educational Research Institute

IQS Project Office

Górczewska 8, 01-180 Warsaw, Poland

phone: +48 22 24 17 100, +48 22 24 17 111

e-mail: rejestr@ibe.edu.pl

<http://rejestr.kwalifikacje.gov.pl> | <http://www.ibe.edu.pl>