

THE POLISH QUALIFICATIONS FRAMEWORK

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THE POLISH QUALIFICATIONS FRAMEWORK

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This publication was co-financed by the European Social Fund of the European Union through the "Support to central government administration, awarding bodies and quality assurance institutions in implementing stage I of the Integrated Qualifications System" Project.

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Introduction

The modernization of Polish qualifications initiated with the enactment of the Act of 22 December 2015 on the Integrated Qualifications System (Journal of Laws 2016, item 64) is based on the adoption of common principles governing the qualifications operating in different areas. The integrated system consists of elements that already function in Polish society and its economy, as well as new instruments, to effectively integrate the entire system. Its most significant elements are the Polish Qualifications Framework (PQF) and the Integrated Qualifications Register (IQR), which is a compendium of all qualifications included in the integrated system. These qualifications are also assigned a level in the Polish Qualifications Framework (PQF level).

The first stage of work on the qualifications system began in 2008 with efforts to develop the Polish Qualifications Framework through the project „Development of the balance of competences and qualifications in the labour market in Poland and the National Qualifications Framework model”. Experts working in the project proposed the first set of level descriptors for qualifications’ levels, including universal descriptors, as well as PQF descriptors for general, higher and vocational education. Their proposal contained seven levels, as level 5 had not been initially developed. The proposal presumed a two-stage design of the PQF.

In the next phase of work on the experts’ proposal, an eight-level structure was developed and verified both by experts and social partners with the organisation of a public debate on the Polish Qualifications Framework started in February 2011. The discussions, which took place in thematic groups, addressed such issues as:

- terminology and ensuring the consistency of the language used when describing elements of the qualifications system,
- issues relating to the structure of the PQF,
- ways of describing qualifications’ PQF levels,
- describing individual components of qualifications’ levels.

The comments and issues raised during these discussions contributed significantly to the shape of the Polish Qualifications Framework. They were the subject of the further work of experts at the Educational Research Institute. The following persons took part in this work: Dr. Agnieszka Chłoń-Domińczak, Prof. Ewa Chmielecka, Prof. Andrzej Kraśniewski, Dr. Stanisław Sławiński, with the assistance of Monika Parys. In addition, the results of the work were consulted with Horacy Dębowski, Prof. Zbigniew Marciniak, Dr. Tomasz Saryusz-Wolski, Wojciech Stęchły, Katarzyna Trawińska-Konador, Agnieszka Szymczak and Dr. Gabriela Ziewiec. The level descriptors typical for general and vocational education were inspired by the work carried out by Dr. Krystyna Lelińska and Maciej Gruza.

The version of level descriptors produced in mid-2012 was verified by working groups engaged in assigning PQF levels to qualifications (in 2012–2013) and then in the work on sectoral qualifications frameworks (in 2013–2014). The PQF descriptors for general education were verified by experts working on the core curriculum of general education.

The final version of the PQF is, therefore, the result of work carried out by many people over seven years. Such a long period was due to the need to develop solutions that took into account the specificity of the Polish qualifications system and the experiences of representatives from the worlds of education and the labour market. This enables the PQF to constitute a good basis for determining qualifications’ levels in a system where they can be attained in both the formal and non-formal education systems, and as the result of informal learning.

The authors express their gratitude to all persons and the communities who contributed to the development of the Polish Qualifications Framework.

Structure of the Polish Qualifications Framework

The PQF has eight levels of qualifications, as does the European Qualifications Framework (EQF). Each PQF level has been characterized by general statements about the learning outcomes required for a given qualification level. In determining the PQF level, it does not matter whether a qualification's required learning outcomes are attained within a structured education system or in another way.

The PQF descriptors refer to the full range of required learning outcomes for a qualification in the categories of knowledge, skills and social competence. The descriptors of successive PQF levels reflect the increasing requirements in these areas.

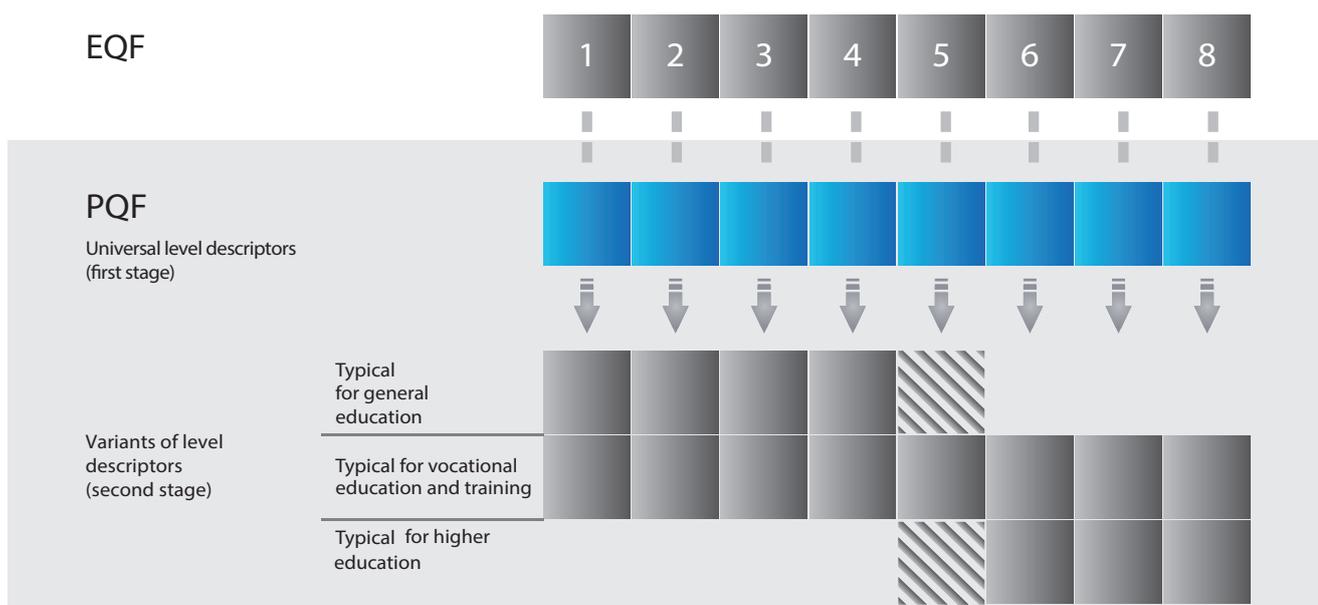
A unique Polish solution for the PQF is the development of two stages of level descriptors. First stage level descriptors (universal) apply to all types of education. They are included as an appendix to the Act on the Integrated Qualifications System.

These are then further developed in second stage level descriptors:

- descriptors typical for general education, established by the regulation of the Minister of National Education of 13 April 2016,
- descriptors typical for qualifications attained after the awarding of full qualifications at PQF level 4, established by the regulation of the Minister of National Education and the Minister of Science and Higher Education of 17 June 2016,
- descriptors typical for qualifications attained in higher education, established by the regulation of the Minister of Science and Higher Education of 26 September 2016,
- descriptors typical for qualifications attained in vocational education, established by the regulation of the Minister of National Education of 13 April 2016.

The first and second stage descriptors should be read together.

Diagram of the structure of the Polish Qualifications Framework.



Source: IBE.

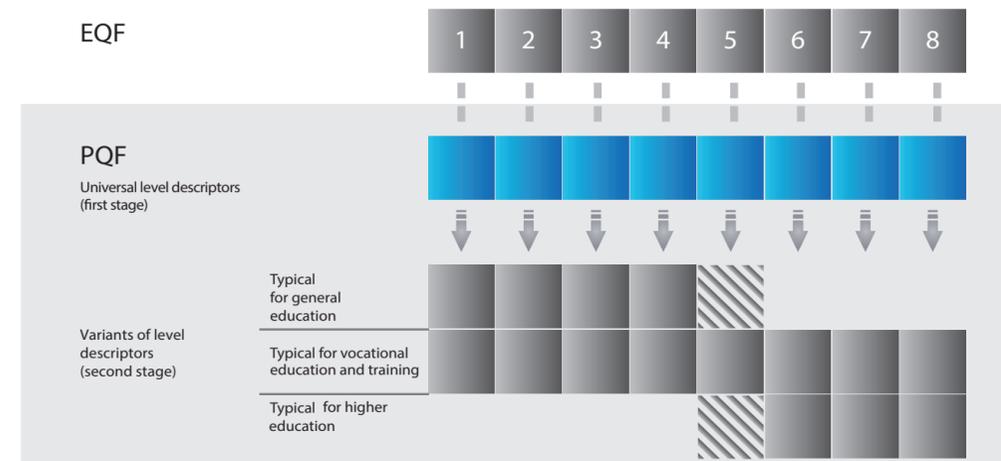
First stage generic descriptors (universal) of the Polish Qualifications Framework – levels 1–8

Descriptors of knowledge, skills and social competence should be referred to the specific field of learning or occupational activity

Descriptive categories and basic aspects		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
		KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:
KNOWLEDGE (K)	Scope Completeness of the cognitive perspective Dependencies	L1U_K elementary facts and concepts as well as the dependencies between selected natural and social phenomena and the products of human thought	L2U_K a broadened set of elementary facts, simple concepts as well as the dependencies between selected natural and social phenomena and the products of human thought	L3U_K basic facts and concepts as well as the dependencies between selected natural and social phenomena and the products of human thought; furthermore, a broader scope of selected facts, concepts and dependencies in specific areas	L4U_K a broadened set of basic facts, moderately complex concepts, theories and the dependencies between selected natural and social phenomena and the products of human thought; furthermore, a broader scope of facts, moderately complex concepts and theories from specific fields and the dependencies between them	L5U_K a broad scope of facts, theories, methods and the dependencies between them	L6U_K an advanced level of facts, theories, methods and the complex dependencies between them	L7U_K an in-depth level of selected facts, theories, methods and the complex dependencies between them, also in relationship to other fields	L8U_K the world's achievements in science and the arts and the resulting implications of this for practice
	Depth of understanding Completeness of the cognitive perspective Dependencies			the basic conditions of conducted activities	the basic conditions of conducted activities	the diverse conditions of conducted activities	the diverse, complex conditions of conducted activities	the diverse, complex conditions and axiological context of conducted activities	
SKILLS (S)	Problem solving and applying knowledge in practice Complexity of the problem Level of autonomy Innovation in the approach Conditions under which one acts	L1U_S carry out very simple tasks according to detailed instructions under typical conditions solve very simple, routine problems under typical conditions	L2U_S complete simple tasks following general instructions most often under typical conditions solve simple, routine problems most often under typical conditions	L3U_S complete moderately complex tasks following general instructions under partially variable conditions solve simple, routine problems under partially variable conditions	L4U_S complete moderately complex tasks, partially without instructions, often under variable conditions solve moderately complex and somewhat non-routine problems often under variable conditions	L5U_S complete tasks without instructions under variable, predictable conditions solve moderately complex and non-routine problems under variable, predictable conditions	L6U_S innovatively complete tasks and solve complex and non-routine problems under variable and not fully predictable conditions	L7U_S complete tasks as well as formulate and solve problems with the use of new knowledge, also from other fields	L8U_S analyse and creatively synthesise scientific and creative achievements to identify and solve research problems as well as those related to innovative and creative activities; contribute new elements to these achievements
	Learning Autonomy Methods	L1U_S learn under direct guidance in a structured form	L2U_S learn under guidance in a structured form	L3U_S learn partially autonomously under guidance in a structured form	L4U_S learn autonomously in a structured form	L5U_S learn autonomously	L6U_S autonomously plan one's lifelong learning	L7U_S independently plan one's own lifelong learning and direct others in this area	L8U_S independently plan one's own development as well as inspire the development of others
	Communication Scope of expression Complexity of expression	understand simple statements and formulate very simple statements	understand moderately complex statements, formulate simple statements formulate and understand the simplest statements in a foreign language	understand moderately complex statements, formulate moderately complex statements understand and formulate very simple statements in a foreign language	understand complex statements, formulate moderately complex statements on a broad range of issues understand and formulate simple statements in a foreign language	understand moderately complex statements, formulate moderately complex statements using specialised terminology understand and formulate very simple statements in a foreign language using specialised terminology	communicate in one's environment, substantiate one's position	communicate with various target groups, appropriately substantiate one's position	participate in the exchange of experiences and ideas, also in the international community
SOCIAL COMPETENCE (C)	Identity Participation Sense of responsibility Conduct	respect the obligations arising from membership in various communities	assume the obligations arising from membership in various communities	be a member of various types of communities, function in various social roles and assume the basic obligations ensuing from this	assume responsibility for participating in various communities and functioning in various social roles	assume basic professional and social responsibilities, evaluate and interpret them	cultivate and disseminate models of good practice in the workplace and beyond	establish and develop models of good practice in the environments of work and life	conduct independent research which contributes to existing scientific and creative achievements; assume professional and public challenges taking into consideration: • their ethical dimension • responsibility for their results and develop models of good practice in such situations
	Cooperation Team work Conditions under which one acts Leadership	L1U_C act and cooperate with others under direct supervision in structured conditions	L2U_C act and cooperate with others under direction in structured conditions	L3U_C act and cooperate with others partially autonomously under structured conditions	L4U_C act and cooperate with others autonomously under structured conditions	L5U_C independently act and cooperate with others under structured conditions, direct a small team under structured conditions	L6U_C make decisions independently; critically evaluate one's own actions, those of the team one directs and the organisations in which one participates; assume responsibility for the results of those actions	L7U_C initiate actions, critically assess oneself as well as the teams and organisations in which one participates; lead a group and take responsibility for it	
	Responsibility Consequences of one's own actions Consequences of the team's actions Evaluation	evaluate one's own actions and take responsibility for the direct results of those actions	evaluate the actions in which one participates and take responsibility for the results of those actions	evaluate one's own actions and those of the team; take responsibility for the results of those actions	evaluate one's own actions and those of the persons one is directing; take responsibility for the results of one's own actions as well as those of the persons one directs	evaluate one's own actions and those of others and the teams one directs; assume responsibility for the results of those actions			

First stage generic descriptors (universal) of the Polish Qualifications Framework – levels 1–8

Descriptors of knowledge, skills and social competence should be referred to the specific field of learning or occupational activity



Second stage generic descriptors of the Polish Qualifications Framework typical for general education – levels 1–4

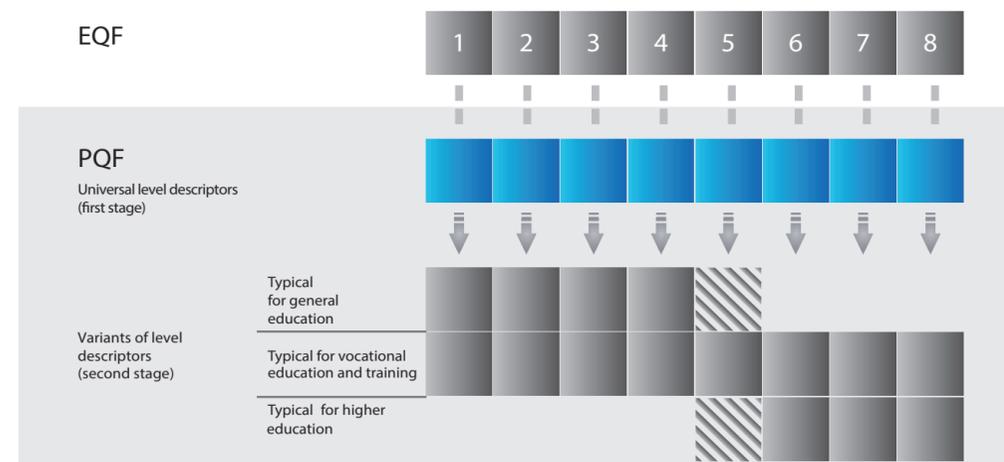
Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of general education

■ depending on the specificity of individual qualifications, the descriptor also refers to subsequent PQF levels

	Descriptive categories	Basic aspects	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		
			KNOWS AND UNDERSTANDS:		KNOWS AND UNDERSTANDS:		KNOWS AND UNDERSTANDS:		KNOWS AND UNDERSTANDS:		
KNOWLEDGE (K)	Language and communication	Structure and principles of formulating statements	L1G_KC	the structure of very simple statements and the principles of formulating them	L2G_KC	the structure of simple statements and the principles of formulating them	L3G_KC	the structure of not very complex statements and the principles of formulating them	L4G_KC	the structure of moderately complex statements and the principles of formulating them	KNOWLEDGE (K)
	Mathematics and natural sciences	Concepts and dependencies	L1G_KM	selected very simple mathematical concepts and dependencies very simple descriptions of the surrounding material world as well as selected phenomena and processes in nature and technology	L2G_KM	selected simple mathematical concepts and strategies as well as very simple mathematical reasoning very simple descriptions of selected components of the material world as well as selected phenomena and processes in nature and technology	L3G_KM	selected not very complex mathematical concepts, dependencies and strategies as well as simple mathematical reasoning and models not very complex descriptions of selected components of the material world as well as selected phenomena and processes in nature and technology	L4G_KM	selected moderately complex mathematical concepts, dependencies and strategies as well as not very complex mathematical reasoning and models moderately complex descriptions of selected components of the material world as well as selected phenomena and processes in nature and technology	
		Interpretation	L1G_KM	very simple interpretations of selected phenomena and processes in nature and technology	L2G_KM	simple interpretations of selected phenomena and processes in nature and technology	L3G_KM	not very complex interpretations of selected phenomena and processes in nature and technology the differences between a scientific and non-scientific understanding of reality ■	L4G_KM	moderately complex interpretations of selected phenomena and processes in nature and technology as well as selected theories about the material world	
	Social functioning	Principles of functioning	L1G_KF	the principles of functioning in various social groups	L2G_KF	the basic principles of social order and the basic procedures of a democracy	L3G_KF	the legal basis of governance relating to economic, social and political activities as well as family life	L4G_KF	selected theories on social life and its development basic mechanisms of the functioning of the economy, also in the global dimension	
Social roles		L1G_KF	the basic social roles of a person in modern society	L2G_KF	the basic responsibilities of a modern person in relation to his/her family, local community and nation	L3G_KF	the basic principles of functioning in a place of learning, work as well as participating in public life ■	L4G_KF	in an in-depth way, one's own identity as a legacy of the history and culture of his/her nation and participation in different types of communities		
Identity		L1G_KF	the elementary determinants of one's cultural identity the elementary characteristics of the communities to which one belongs	L2G_KF	basic historical facts about one's country and region basic principles of conduct resulting from one's own cultural identity and membership in communities	L3G_KF	the most important elements of national heritage and the humanistic heritage of Europe and the world the basic principles of the functioning of communities to which one belongs resulting from the values held by these communities				
			IS ABLE TO:		IS ABLE TO:		IS ABLE TO:		IS ABLE TO:		
SKILLS (S)	Language and communication	Understanding and formulating statements	L1G_SC	understand simple statements about typical phenomena and situations formulate very simple statements about typical phenomena and situations use basic forms of politeness relevant to the situation retrieve very simple information from simple texts	L2G_SC	understand not very complex statements formulate and present simple statements differentiate the manner of communicating relevant to the situation retrieve simple information from not very complex texts	L3G_SC	understand moderately complex statements formulate and present not very complex statements differentiate the expression of statements relevant to the situation ■ retrieve and process not very complex information from moderately complex texts	L4G_SC	understand complex statements formulate and present moderately complex statements analyse, select and link moderately complex information from various sources use a foreign language at the CEFR B1 level	
		Using a foreign language	L1G_SC	use a foreign language at the CEFR A1 level	L2G_SC	use a foreign language at the CEFR A2 level	L3G_SC	use a foreign language at the CEFR A2+ level	L4G_SC		
	Mathematics and natural sciences	Using tools, making observations and performing experiments	L1G_SM	use very simple mathematical tools in routine situations of daily life carry out very simple measurements, observations and experiments on objects, phenomena and processes in nature and technology using basic tools and materials in situations of daily life	L2G_SM	use simple mathematical tools in various situations carry out simple measurements, observations and experiments on objects, phenomena and processes in nature and technology select and use relevant tools and materials	L3G_SM	use not very complex mathematical tools carry out not very complex measurements, observations and experiments on objects, phenomena and processes in nature and technology select and use non-routine tools and materials in a manner consistent with their purpose and rules of use ■	L4G_SM	use moderately complex mathematical tools carry out moderately complex measurements, observations and experiments in the field of natural sciences	
	Social functioning	Expressing membership in communities	L1G_SF	acknowledge membership in a specific community in routine situations	L2G_SF	behave appropriately in routine situations according to the customs of the specific community to which one belongs	L3G_SF	become appropriately involved in the activities of a specific community depending on the situation ■	L4G_SF		
Learning	Organisation	L1G_SL	undertake learning according to received guidelines without the ongoing supervision of a person directing learning activities	L2G_SL	undertake individual learning according to received guidelines without the ongoing supervision of a person directing learning activities	L3G_SL	undertake autonomous learning according to a defined plan	L4G_SL	plan learning relevant to one's level of advancement in an implemented education programme from the perspective of personal development		
	Planning	L1G_SL	justify the need to learn	L2G_SL	participate in decision-making relating to further learning	L3G_SL	choose ways of attaining further learning, taking into account the basic factors influencing success in one's personal life and professional career	L4G_SL	choose ways of attaining further learning from the perspective of personal development		
			IS READY TO:		IS READY TO:		IS READY TO:		IS READY TO:		
SOCIAL COMPETENCE (C)	Language and communication	Culture of communicating	L1G_CC	comply with elementary principles of communication in routine situations refrain from lying	L2G_CC	share information that one has in situations where it is needed refrain from stating unsubstantiated opinions	L3G_CC	comply with ethical principles and the etiquette of communication	L4G_CC	cultivate a proper culture of communicating in various contexts	SOCIAL COMPETENCE (C)
	Health and the environment	Attention to health and safety	L1G_CH	comply with basic principles of health and safety	L2G_CH	comply with basic principles of caring for one's health and the safety of oneself and others	L3G_CH	comply with the principles of caring for the health and safety of oneself and others in various contexts ■	L4G_CH		
		Attitude towards the environment	L1G_CH	respect natural surroundings	L2G_CH	respect the basic principles of environmental protection	L3G_CH	react in situations when threats to the environment appear ■			
	Social functioning	Cooperation	L1G_CF	cooperate with another person in routine daily situations	L2G_CF	cooperate in an informal group, respecting the rules of democracy	L3G_CF	cooperate in an organised group, respecting its hierarchical structure	L4G_CF	conduct a partnership form of dialogue and cooperation as well as submit to / lead in various hierarchical structures while taking into account the ethical aspects of this	
Involvement		L1G_CF	actively participate in a group acting under the leadership of a supervisor perceive and react to the needs of other group members	L2G_CF	solve simple problems of cooperating in an informal group in routine situations become involved in activities on behalf of the common good of the communities to which one belongs	L3G_CF	solve not very complex problems of cooperating in a group become involved in public affairs to the extent that is appropriate given the social roles one has				
	Assuming responsibility	L1G_CF	behave in a manner appropriate to the customs adopted by the communities to which one belongs	L2G_CF	act in defense of the good reputation of the communities to which one belongs and be respectful of other communities	L3G_CF	assume the basic responsibilities relating to membership in a community	L4G_CF			

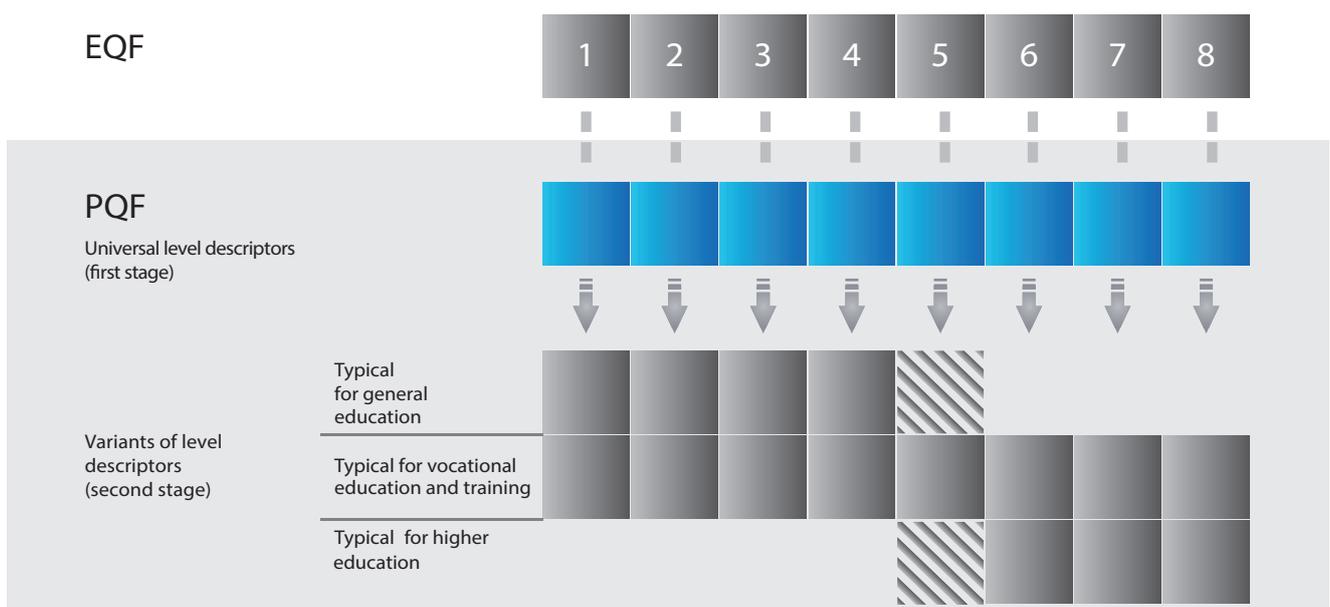
Second stage generic descriptors of the Polish Qualifications Framework typical for general education – levels 1–4

Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of general education



Second stage generic descriptors of the Polish Qualifications Framework typical for qualifications attained after having been awarded full qualifications at level 4 – level 5

Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of higher education



Second stage generic descriptors of the Polish Qualifications Framework typical for qualifications attained after having been awarded full qualifications at level 4 – level 5

Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of higher education

		LEVEL 5	
Descriptive categories		Basic aspects	
KNOWLEDGE (K)	Depth and scope	Completeness of the cognitive perspective, dependencies	<p>L5H_KS</p> <p>in relation to the study programme – selected facts, objects and phenomena as well as associated methods and theories explaining the complex dependencies between them, from the field of basic general knowledge on which its theoretical foundations are based, and selected issues from the specific knowledge relating to the study programme</p> <p>in relation to the study programme – an advanced level of selected facts, objects and phenomena as well as associated methods and theories explaining the complex dependencies between them, from the basic general knowledge of the academic disciplines on which its theoretical foundations are based, and selected issues from the specific knowledge relating to the study programme</p>
	Context		Conditions, effects
		IS ABLE TO:	
SKILLS (S)	Using knowledge	Solving problems	<p>L5H_SU</p> <p>use one's knowledge to solve moderately complex and non-routine problems under variable, not fully predictable conditions by:</p> <ul style="list-style-type: none"> selecting proper sources and information from them, selecting and using proper methods and tools, including information communication technologies (ICT)
		Carrying out tasks	
	Communication	Understanding and formulating statements	<p>L5H_SC</p> <p>communicate in one's community using specialised terminology – understand moderately complex statements, formulate not very complex statements using specialised terminology</p> <p>present and substantiate one's position</p> <p>use a foreign language at the CEFR B1+ level, utilising basic specialised vocabulary</p>
		Disseminating knowledge in the academic community	
		Using a foreign language	
Organising work	Planning and team work	<p>L5H_SO</p> <p>organise one's work – individually and in a team</p>	
Learning	Planning personal development and the development of others	<p>L5H_SL</p> <p>analyse and assess personal learning needs, autonomously take advantage of available learning opportunities</p>	
		IS READY TO:	
SOCIAL COMPETENCE (C)	Evaluation	Critical approach	<p>L5H_CE</p> <p>recognize that one does not have full and certain knowledge</p>
	Responsibility	Fulfilling social obligations	<p>L5H_CR</p> <p>fulfil social obligations</p>
		Acting in the public interest	<p>L5H_CR</p> <p>participate in activities on behalf of the public interest, act in an enterprising manner</p>
Professional role	Autonomy, development of an ethos	<p>L5H_CP</p> <p>responsibly fulfil professional roles and comply with the ethical principles of the profession</p>	

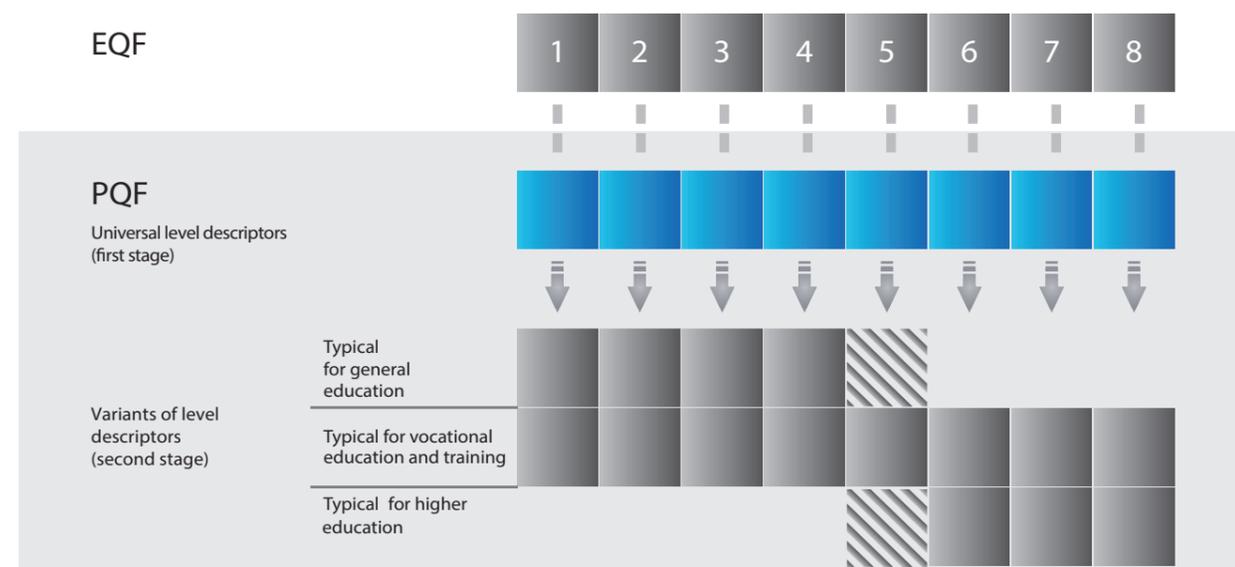
Second stage generic descriptors of the Polish Qualifications Framework typical for higher education qualifications – levels 6–8

Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of higher education

	Descriptive categories	Basic aspects	LEVEL 6	LEVEL 7	LEVEL 8
			KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:
KNOWLEDGE (K)	Depth and scope	Completeness of the cognitive perspective and dependencies	L6H_KS in relation to the study programme – an advanced level of selected facts, objects and phenomena as well as associated methods and theories explaining the complex dependencies between them, from the basic general knowledge of the academic or artistic disciplines on which its theoretical foundations are based, and selected issues from the specific knowledge relating to the study programme	L7H_KS an in-depth level of selected facts, objects and phenomena as well as associated methods and theories explaining the complex dependencies between them, consisting of: • advanced general knowledge of the academic or artistic disciplines on which their theoretical foundations are based • structured and expanded theoretical knowledge of key issues • selected issues from advanced, specific knowledge relating to the study programme the main scientific developments in the academic or artistic disciplines essential to the study programme	L8H_KS the world's achievements relating to: • theoretical foundations • general and selected specific issues of the academic or artistic discipline at a level enabling the revision of existing paradigms the main scientific developments in the academic or artistic disciplines essential to the study programme the methodology of scientific research
	Context	Conditions, effects	L6H_KX the fundamental dilemmas of modern civilization the basic economic, legal and other conditions of undertaking various types of activities relating to the awarded qualification, including basic concepts and regulations on industrial property rights and copyrights	L7H_KX the fundamental dilemmas of modern civilization the economic, legal and other conditions of undertaking various types of activities relating to the awarded qualification, including regulations on industrial property rights and copyrights	L8H_KX the fundamental dilemmas of modern civilization the economic, legal and other essential conditions of conducting scientific research
SKILLS (S)	Using knowledge	Solving problems and carrying out tasks	L6H_SU use one's knowledge to formulate and solve complex and non-routine problems as well as carry out tasks under not fully predictable conditions by: • properly selecting sources and information from them; conducting an assessment, critical analysis and synthesis of this information • selecting and using proper methods and tools, including advanced techniques of information communications technology (ICT)	L7H_SU use one's knowledge to formulate and solve complex and non-routine problems as well as innovatively carry out tasks under unpredictable conditions by: • properly selecting sources and information from them; conducting an assessment, critical analysis, synthesis and creative interpretation and presentation of this information, • selecting and using proper methods and tools, including advanced techniques of information communications technology (ICT)	L8H_SU take advantage of knowledge from different academic or artistic fields to creatively identify, formulate and innovatively solve complex problems or perform research activities, especially: • to define the aim and subject of the research, formulate a research hypothesis • develop research methods, techniques and tools and use them creatively • draw conclusions on the basis of research results transfer the results of research studies to the economic and social spheres
	Communication	Understanding and formulating statements	L6H_SC communicate using specialised terminology	L7H_SC communicate on specialised topics with various audiences	L8H_SC disseminate research results, also to the general public
		Disseminating knowledge in the academic community	L6H_SC participate in debates – present and assess different opinions and positions and discuss them	L7H_SC lead debates	L8H_SC initiate debates participate in academic discourse
		Using a foreign language	L6H_SC use a foreign language at the CEFR B2 level	L7H_SC use a foreign language at the CEFR B2+ level and use specialised terminology at a higher level	L8H_SC use a foreign language at a level that enables participation in international academic and professional communities
	Organising work	Planning and team work	L6H_S0 plan and organise work – individually and in a team	L7H_S0 direct the work of a team	L8H_S0 plan and implement one's own and a team's research or creative work, also in the international community
	Learning	Planning personal development and the development of others	L6H_SL autonomously plan and implement personal lifelong learning	L7H_SL autonomously plan and implement personal lifelong learning and direct others in this area	L8H_SL autonomously plan and act to achieve personal development; inspire and organise the development of others develop an education or training programme and implement it using modern methods and tools
SOCIAL COMPETENCE (C)			IS READY TO:	IS READY TO:	IS READY TO:
	Evaluation	Critical approach	L6H_CE critically evaluate one's level of knowledge recognize the value of knowledge in solving cognitive and practical problems	L7H_CE critically evaluate received information recognize the value of knowledge in solving cognitive and practical problems	L8H_CE critically evaluate the achievements of one's academic discipline critically evaluate one's contributions to the development of that field recognize the value of knowledge in solving cognitive and practical problems
	Responsibility	Fulfilling social obligations	L6H_CR fulfil one's social obligations, co-organise activities on behalf of society	L7H_CR fulfil one's social obligations, inspire and organise activities on behalf of society	L8H_CR fulfil the social obligations of researchers and artists
Acting in the public interest		L6H_CR initiate activities on behalf of the public interest think and act in an enterprising manner	L7H_CR initiate activities on behalf of the public interest think and act in an enterprising manner	L8H_CR initiate activities on behalf of the public interest think and act in an enterprising manner	
Professional role	Autonomy, development of an ethos	L6H_CP responsibly fulfil professional roles, including: • complying with the ethical principles of the profession and requiring this of others • attend to the achievements and traditions of the profession	L7H_CP responsibly fulfil professional roles taking into account changing social needs, including: • further developing the achievements of the profession • upholding the professional ethos • complying with and developing the ethical principles of the profession and carrying out activities in accordance with these principles	L8H_CP uphold and develop the ethos of the research and artistic communities, including: • conducting research in an independent manner • respecting the principle of the public ownership of academic research results, taking into account intellectual property rights	

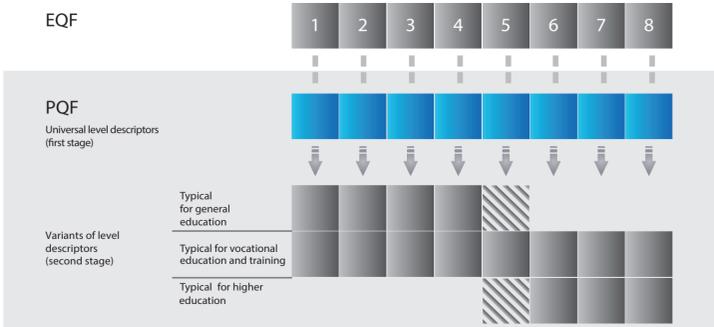
Second stage generic descriptors of the Polish Qualifications Framework typical for higher education qualifications – levels 6–8

Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of higher education



Second stage generic descriptors of the Polish Qualifications Framework typical for vocational education and training – levels 1–8

Descriptors of knowledge, skills and social competence should be referred to specific occupational activities



Polish Qualifications Framework

This publication presents the Polish Qualifications Framework (PQF) – one of the most important tools of the Integrated Qualifications System, developed over several years by the work of experts and a broad public debate. The PQF organises the qualifications awarded in the general, vocational and higher education systems and outside these systems. It enables qualifications to be compared to each other as well as to those functioning in other European countries. The PQF has eight levels, as does the European Qualifications Framework, which describe the requirements for each level in terms of the relevant learning outcomes for knowledge, skills and social competence.

The fold-out charts provided in this publication present the entire set of two stages of generic descriptors for each PQF level: first stage generic level descriptors, or universal descriptors, and second stage generic level descriptors for general education, PQF level 5, higher education and vocational education.

Educational Research Institute

The Institute conducts basic and applied research, analyses and provides consultancy with the aim of strengthening evidence-based education policy and practice in Poland.

The Institute employs researchers specialising in education: pedagogues, sociologists, psychologists, economists, political scientists and representatives of other scientific disciplines – outstanding specialists in their respective fields with a wide spectrum of experience in scientific research, teaching, public administration and the activities of non-governmental organisations.

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This publication is co-financed by the European Social Fund of the European Union.

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