

THE POLISH QUALIFICATIONS FRAMEWORK

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THE POLISH QUALIFICATIONS FRAMEWORK

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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 Chłóń-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.

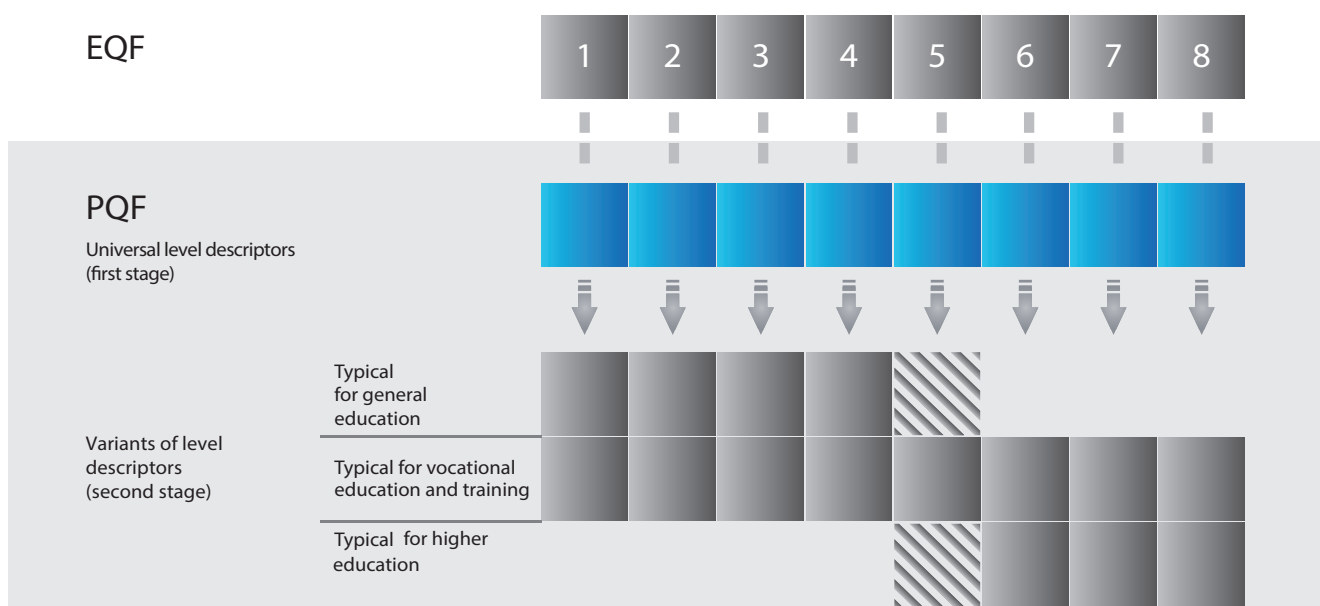
A unique Polish solution for the PQF is the development of two stages of level descriptors. First stage level descriptors (universal) apply to all types of education. They are included as an appendix to the Act on the Integrated Qualifications System.

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.



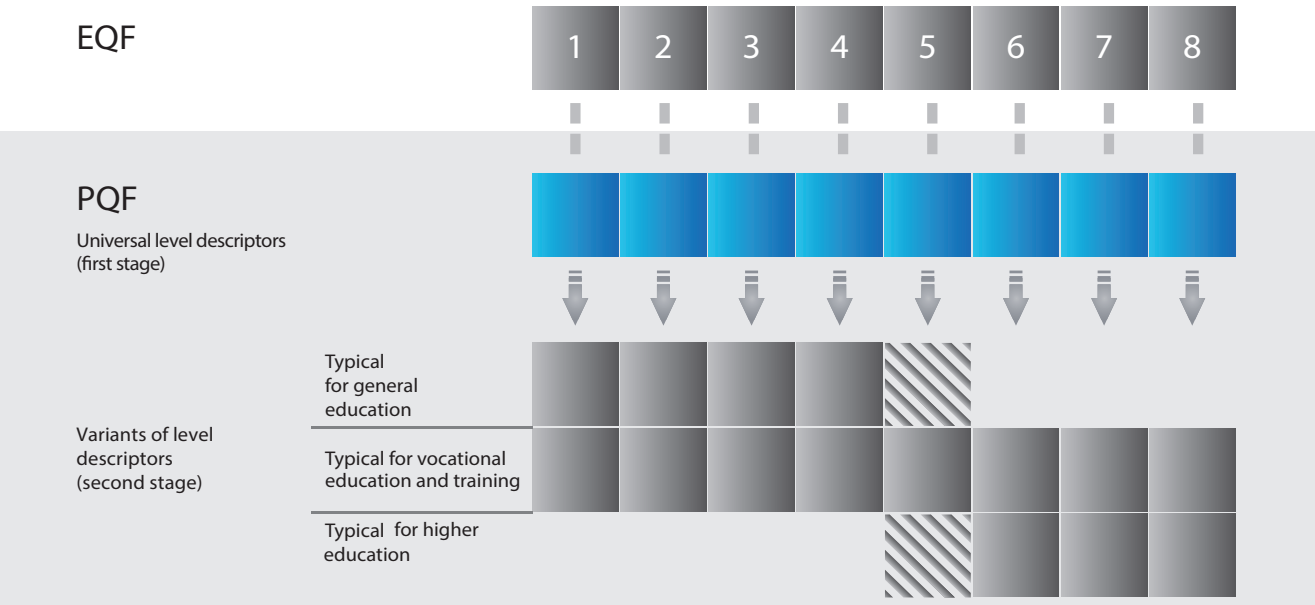
Source: IBE.

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:	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	KNOWLEDGE (K)
	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)	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	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 in accordance with 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	L1U_S understand simple statements and formulate very simple statements	L2U_S understand moderately complex statements, formulate simple statements formulate and understand the simplest statements in a foreign language	L3U_S understand moderately complex statements, formulate moderately complex statements understand and formulate very simple statements in a foreign language	L4U_S understand complex statements, formulate moderately complex statements on a broad range of issues understand and formulate simple statements in a foreign language	L5U_S understand moderately complex statements, formulate moderately complex statements using specialised terminology understand and formulate very simple statements in a foreign language using specialised terminology	L6U_S communicate in one's environment, substantiate one's position	L7U_S communicate with various target groups, appropriately substantiate one's position	L8U_S participate in the exchange of experiences and ideas, also in the international community	
SOCIAL COMPETENCE (C)	IS READY TO:	IS READY TO:	IS READY TO:	IS READY TO:	IS READY TO:	IS READY TO:	IS READY TO:	IS READY TO:	IS READY TO:	SOCIAL COMPETENCE (C)
	Identity Participation Sense of responsibility Conduct	L1U_C respect the obligations arising from membership in various communities	L2U_C assume the obligations arising from membership in various communities	L3U_C be a member of various types of communities, function in various social roles and assume the basic obligations ensuing from this	L4U_C assume responsibility for participating in various communities and functioning in various social roles	L5U_C assume basic professional and social responsibilities, evaluate and interpret them	L6U_C cultivate and disseminate models of good practice in the workplace and beyond	L7U_C establish and develop models of good practice in the environments of work and life	L8U_C conduct independent research which contributes to existing scientific and creative achievements; assume professional and public challenges taking into consideration: <ul style="list-style-type: none">• 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	L1U_C evaluate one's own actions and take responsibility for the direct results of those actions	L2U_C evaluate the actions in which one participates and take responsibility for the results of those actions	L3U_C evaluate one's own actions and those of the team; take responsibility for the results of those actions	L4U_C 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	L5U_C 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

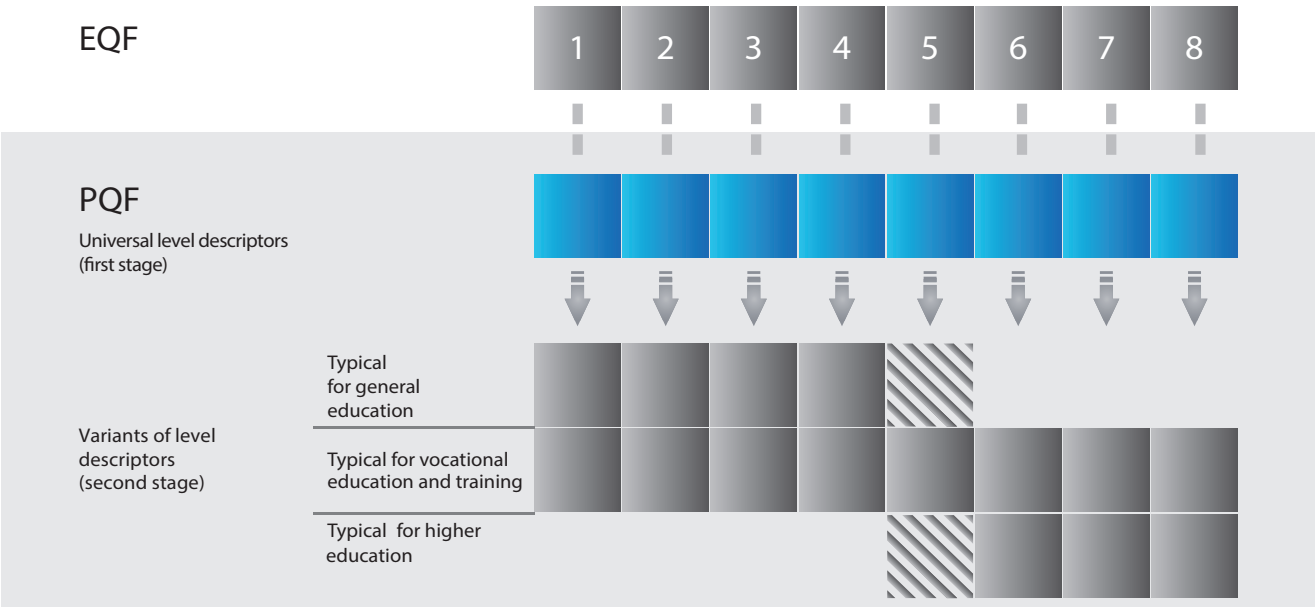
Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of general education

■ 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	
	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		very simple interpretations of selected phenomena and processes in nature and technology		simple interpretations of selected phenomena and processes in nature and technology		not very complex interpretations of selected phenomena and processes in nature and technology the differences between a scientific and non-scientific understanding of reality ■		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		the basic social roles of a person in modern society		the basic responsibilities of a modern person in relation to his/her family, local community and nation		the basic principles of functioning in a place of learning, work as well as participating in public life ■		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		the elementary determinants of one's cultural identity		basic historical facts about one's country and region		the most important elements of national heritage and the humanistic heritage of Europe and the world					
		the elementary characteristics of the communities to which one belongs		basic principles of conduct resulting from one's own cultural identity and membership in communities		the basic principles of the functioning of communities to which one belongs resulting from the values held by these communities					
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	
		Using a foreign language		use a foreign language at the CEFR A1 level		use a foreign language at the CEFR A2 level		use a foreign language at the CEFR A2+ level		use a foreign language at the CEFR B1 level	
	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		justify the need to learn		participate in decision-making relating to further learning		choose ways of attaining further learning, taking into account the basic factors influencing success in one's personal life and professional career		choose ways of attaining further learning from the perspective of personal development	
	SOCIAL COMPETENCE (C)			IS READY TO:		IS READY TO:		IS READY TO:		IS READY TO:	
		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
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		respect natural surroundings		respect the basic principles of environmental protection		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		actively participate in a group acting under the leadership of a supervisor perceive and react to the needs of other group members		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		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			behave in a manner appropriate to the customs adopted by the communities to which one belongs		act in defense of the good reputation of the communities to which one belongs and be respectful of other communities		assume the basic responsibilities relating to membership in a community			

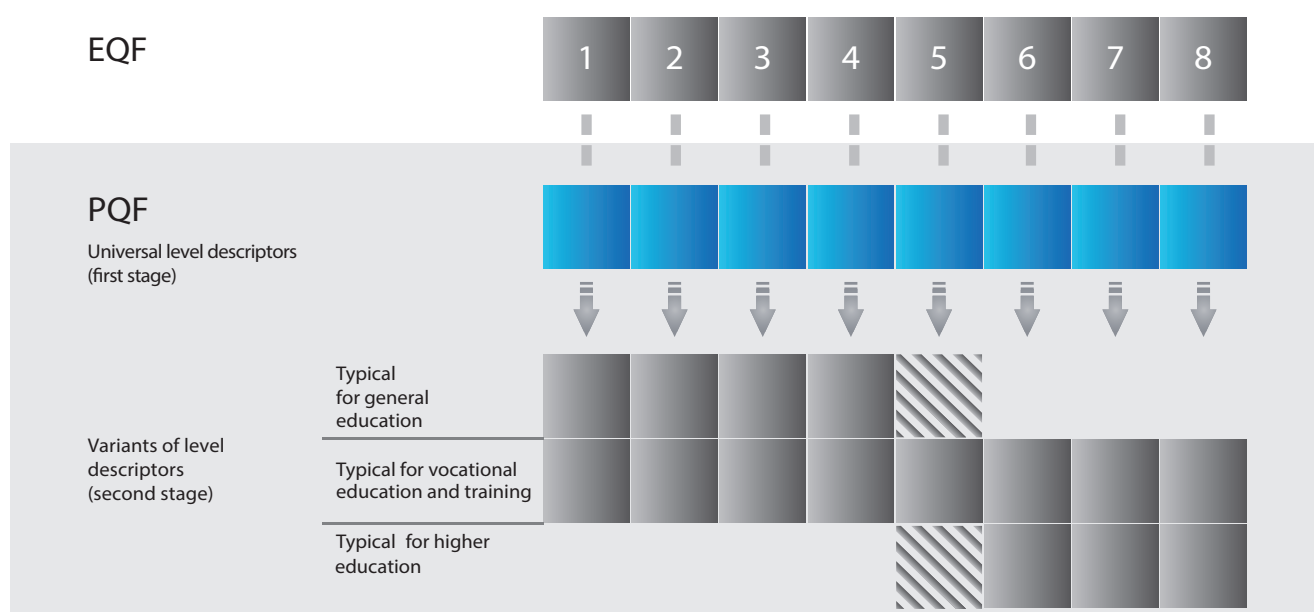
Second stage generic descriptors of the Polish Qualifications Framework typical for general education – levels 1–4

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

	Descriptive categories	Basic aspects	LEVEL 5	
			KNOWS AND UNDERSTANDS:	
KNOWLEDGE (K)	Depth and scope	Completeness of the cognitive perspective, dependencies	L5H_KS	<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	L5H_KX	the basic economic, legal and other consequences of various types of activities relating to the awarded qualification
SKILLS (S)			IS ABLE TO:	
	Using knowledge	Solving problems	L5H_SU	use one's knowledge to solve moderately complex and non-routine problems under variable, not fully predictable conditions by:
		Carrying out tasks		<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)
	Communication	Understanding and formulating statements	L5H_SC	communicate in one's community using specialised terminology – understand moderately complex statements, formulate not very complex statements using specialised terminology
		Disseminating knowledge in the academic community		present and substantiate one's position
		Using a foreign language		use a foreign language at the CEFR B1+ level, utilising basic specialised vocabulary
	Organising work	Planning and team work	L5H_SO	organise one's work – individually and in a team
	Learning	Planning personal development and the development of others	L5H_SL	analyse and assess personal learning needs, autonomously take advantage of available learning opportunities
SOCIAL COMPETENCE (C)			IS READY TO:	
	Evaluation	Critical approach	L5H_CE	recognize that one does not have full and certain knowledge
	Responsibility	Fulfilling social obligations	L5H_CR	fulfil social obligations
		Acting in the public interest		participate in activities on behalf of the public interest, act in an enterprising manner
	Professional role	Autonomy, development of an ethos	L5H_CP	responsibly fulfil professional roles and comply with the ethical principles of the profession

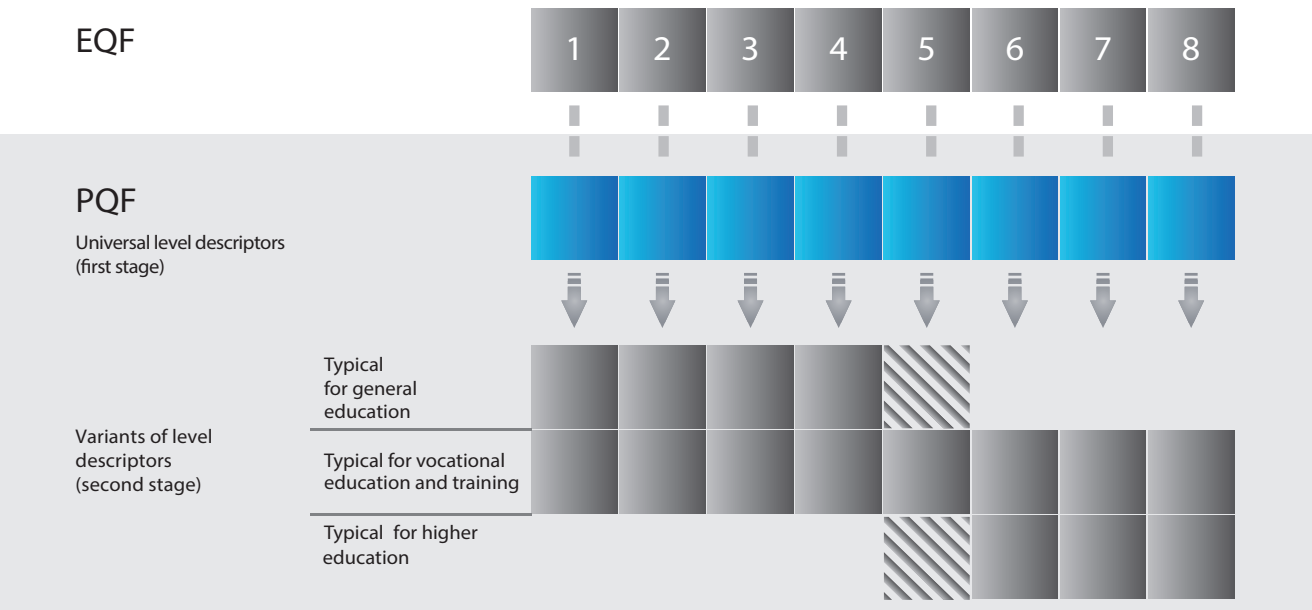
Second stage generic descriptors of the Polish Qualifications Framework typical for higher education qualifications – levels 6–8

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: <ul style="list-style-type: none">advanced general knowledge of the academic or artistic disciplines on which their theoretical foundations are basedstructured and expanded theoretical knowledge of key issuesselected 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: <ul style="list-style-type: none">theoretical foundationsgeneral 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)			IS ABLE TO:		IS ABLE TO:		IS ABLE TO:	
	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: <ul style="list-style-type: none">properly selecting sources and information from them; conducting an assessment, critical analysis and synthesis of this informationselecting 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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">to define the aim and subject of the research, formulate a research hypothesisdevelop research methods, techniques and tools and use them creativelydraw 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		participate in debates – present and assess different opinions and positions and discuss them		lead debates		initiate debates participate in academic discourse
		Using a foreign language		use a foreign language at the CEFR B2 level		use a foreign language at the CEFR B2+ level and use specialised terminology at a higher level		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
			IS READY TO:		IS READY TO:		IS READY TO:	
SOCIAL COMPETENCE (C)	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		initiate activities on behalf of the public interest think and act in an enterprising manner		initiate activities on behalf of the public interest think and act in an enterprising manner		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: <ul style="list-style-type: none">complying with the ethical principles of the profession and requiring this of othersattend to the achievements and traditions of the profession	L7H_CP	responsibly fulfil professional roles taking into account changing social needs, including: <ul style="list-style-type: none">further developing the achievements of the professionupholding the professional ethoscomplying 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: <ul style="list-style-type: none">conducting research in an independent mannerrespecting 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

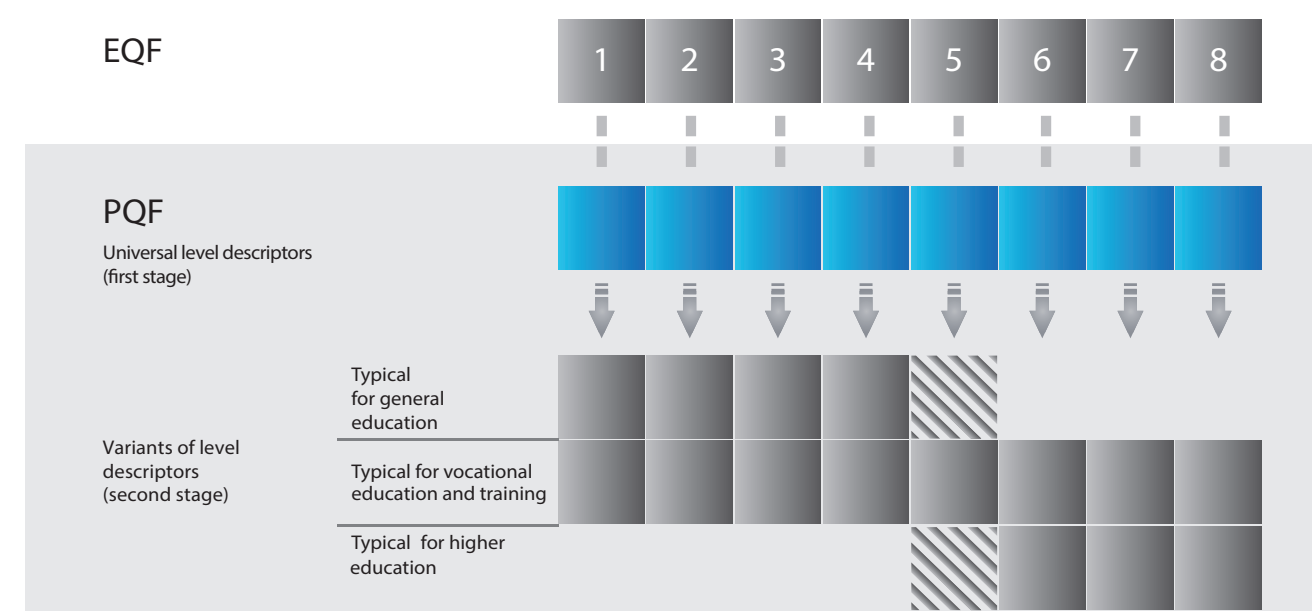
Descriptors of knowledge, skills and social competence should be referred to specific occupational activities

■ 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		LEVEL 5		LEVEL 6		LEVEL 7		LEVEL 8	
			KNOWS AND UNDERSTANDS:		KNOWS AND UNDERSTANDS:		KNOWS AND UNDERSTANDS:		KNOWS AND UNDERSTANDS:		KNOWS AND UNDERSTANDS:		ZNA I ROZUMIE:		KNOWS AND UNDERSTANDS:		KNOWS AND UNDERSTANDS:	
KNOWLEDGE (K)	Theories and principles	Methods and solutions	L1V_KT		L2V_KT	the most basic concepts and typical terminology relating to the occupational activities being carried out	L3V_KT	basic concepts and terminology relating to the occupational task being carried out	L4V_KT	the general theoretical foundations of the methods and solutions used in carrying out occupational tasks	L5V_KT	the theoretical foundations of the methods and technologies used in the occupation	L6V_KT	an advanced level of the theoretical foundations of the methods and technologies used in the occupation	L7V_KT	an in-depth level of the theoretical foundations of the methods and technologies used in the occupation in association with other fields the scientific developments of the occupational field ■	L8V_KT	the newest scientific achievements on which the theoretical foundations of the methods and technologies of the occupation are based
		Business activity						elementary principles of individually operating a business and entrepreneurship		basic principles of operating a business and entrepreneurship		the principles of operating a business and entrepreneurship		the standards of operating a business and developing an enterprise ■				
		Ethics								basic ethical principles required in carrying out occupational tasks		the ethical principles of the occupation		the basic principles of industrial property rights and copyrights relating to the occupation		the principles of industrial property rights and copyrights relating to the occupation ■		
	Phenomena and processes	Characteristics and conditions	L1V_KP	the most basic phenomena and processes relating to elements of the occupational activities being carried out	L2V_KP	basic phenomena and processes relating to the occupational activities being carried out	L3V_KP	phenomena and processes relating to the occupational tasks being carried out	L4V_KP	basic conditions affecting the phenomena and processes relating to the occupational tasks being carried out	L5V_KP	selected theories explaining the phenomena and processes relating to the occupation	L6V_KP	an advanced level of theories explaining the phenomena and processes relating to the occupation	L7V_KP	an in-depth level of the theories on the phenomena and processes relating to the occupation, enabling limitations to be overcome, which result from the characteristics of the materials, methods and technologies being used	L8V_KP	the most recent theories of phenomena and processes enabling new materials, methods, technologies, products and processes to be developed
	Organising work	Methods and technologies	L1V_KO	the methods of carrying out elements of occupational activities at a work station	L2V_KO	methods and technologies relating to the occupational activities being carried out	L3V_KO	routine methods and technologies used in carrying out occupational tasks	L4V_KO	routine and other often used methods and technologies utilised in carrying out occupational tasks	L5V_KO	a broad scope of methods and technologies used in the occupation	L6V_KO	various, complex methods and technologies used in the occupation	L7V_KO	various, complex methods and technologies used in the occupation in the context of solutions utilised in other fields	L8V_KO	the newest methods and technologies relating to the occupation used in the world
		Organisational solutions						routine organisational solutions used in carrying out occupational tasks		routine and other often used organisational solutions utilised in carrying out occupational tasks		a broad scope of organisational solutions used in the occupation		various, complex organisational solutions used in the occupation		various, complex organisational solutions used in the occupation in the context of solutions utilised from other field		the newest organisational solutions relating to the occupation used in the world
	Occupational health and safety		workplace health and safety rules relating to the elements of occupational activities being carried out		workplace health and safety rules and procedures relating to the occupational activities being carried out		workplace health and safety rules, procedures and norms relating to the occupational tasks being carried out		required workplace health and safety regulations relating to the occupational tasks being carried out ■									
	Tools and materials	Use	L1V_KM	the principles of the operation and use of tools, machines and equipment used at the work station	L2V_KM	the principles of the operation and use of tools, machines and equipment used to carry out occupational activities	L3V_KM	the principles of the operation and use of tools, machines and equipment used to carry out not very complex occupational tasks	L4V_KM	the principles of the operation and use of tools, machines and equipment used to carry out not very complex occupational tasks	L5V_KM	the principles of the operation and use of tools, machines and equipment used to carry out occupational tasks ■	L6V_KM		L7V_KM		L8V_KM	
		Properties		the properties of the materials used at the work station and the principles of working with them		the basic characteristics of the materials used to carry out occupational activities		the basic characteristics of the materials used and products made		the characteristics of the materials used and products made ■								
				IS ABLE TO:		IS ABLE TO:		IS ABLE TO:		IS ABLE TO:		IS ABLE TO:		IS ABLE TO:		IS ABLE TO:		IS ABLE TO:
SKILLS (S)	Information	Documentation	L1V_SI		L2V_SI	use basic documentation relating to occupational activities	L3V_SI	use documentation relating to not very complex occupational tasks	L4V_SI	develop elements of documentation and keep records relating to moderately complex occupational tasks	L5V_SI	develop and keep records relating to the documentation required for the occupation ■	L6V_SI		L7V_SI		L8V_SI	
		Calculating, analysing, synthesising and predicting		use very simple information and instructions relating to the elements of occupational activities, which are also available in electronic form		retrieve, compare and assess simple information required to carry out occupational activities, which is also available in electronic form		retrieve, compare, assess and analyse the information required to carry out occupational tasks		process information on moderately complex occupational tasks; follow new developments in the area of the occupational tasks being carried out		follow the developments of the given occupational field, its legal framework and local contexts		monitor the developments of the occupation and its national conditions and contexts		monitor the developments of the occupation and related fields as well as its international conditions and contexts ■		create models of development for the occupation using relevant theories and the most complex information as well as draw conclusions from such models
						make simple calculations relating to the occupational activities being carried out		make not very complex calculations relating to occupational tasks		process quantitative data relating to moderately complex occupational tasks		analyse the performed occupation based on available quantitative data		diagnose the performed occupation based on available data about the internal situation and external environment		predict the development of the situation in the field of the occupation		
	Organising work	Planning and revising plans	L1V_SO	plan very simple elements of occupational activities under the direction of a more experienced person	L2V_SO	plan simple occupational activities under the direction of a more experienced person and revise the plan according to circumstances	L3V_SO	prepare a plan of carrying out not very complex occupational tasks and revise it according to circumstances	L4V_SO	prepare a plan of carrying out moderately complex occupational tasks under routine conditions and revise it according to circumstances for oneself and the team one is leading	L5V_SO	prepare a plan of carrying out occupational tasks taking into account variable, predictable conditions and revise it according to circumstances for oneself and the team one is leading	L6V_SO	prepare a plan of carrying out occupational tasks taking into account variable, not fully predictable conditions and revise it according to circumstances	L7V_SO	develop a strategic plan for a work team / organisation relating to the work of the occupation	L8V_SO	produce a development strategy relating to the work of the occupation, design the legal and organisational conditions to benefit the development of the occupation
		Doing		carry out very simple elements of occupational activities		carry out elements of simple occupational activities		carry out activities comprising not very complex occupational tasks		carry out moderately complex occupational tasks, often under variable, predictable conditions		carry out moderately complex occupational tasks under variable, predictable conditions		carry out complex occupational tasks under variable and not fully predictable conditions		carry out complex and non-routine occupational tasks under variable and unpredictable conditions ■		
		Revising activities						organise the work of a small work team carrying out not very complex occupational tasks		lead a small work team carrying out moderately complex occupational tasks under routine conditions		lead a small work team carrying out moderately complex occupational tasks under variable but predictable conditions		lead a small work team / small organisation carrying out complex occupational tasks under variable and not fully predictable conditions		lead a work team / organisation carrying out complex and non-routine occupational tasks under variable and unpredictable conditions ■		
		Information flow						solve simple problems that arise while carrying out not very complex occupational tasks		diagnose and solve one's own problems or those of subordinate workers arising in the process of carrying out moderately complex occupational tasks		analyse and assess the course of performing the occupation and its effects, solve non-routine problems and make appropriate corrections		analyse and assess the performed occupation in the context of national conditions		analyse and assess the performed occupation from the perspective of the field's scientific developments		solve the most complicated problems, develop innovative solutions, also with the use of research results
	Tools and materials	Using and selecting	L1V_SM	use the tools and machines required to carry out elements of very simple occupational activities in compliance with safety requirements	L2V_SM	use the routine equipment of a work station for carrying out simple occupational activities in compliance with safety requirements	L3V_SM	organise a work station for carrying out not very complex occupational tasks in compliance with safety requirements	L4V_SM	design a work station for carrying out moderately complex occupational tasks	L5V_SM	select the methods, technologies, procedures and materials required for the performed occupation	L6V_SM	adapt simple methods and technologies as well as simple procedures in the performed occupation	L7V_ST	modify methods and technologies as well as procedures for the occupation	L8V_SM	develop new methods and technologies for the occupation
	Learning and professional development	Personal development	L1V_SL	work with a career advisor	L2V_SL	identify appropriate job offerings for oneself	L3V_SL	analyse job offers in the context of personal competences and professional development	L4V_SL	plan personal professional development	L5V_SL	analyse and assess one's own professional competences ■	L6V_SL		L7V_SL		L8V_SL	
		Supporting the development of others				present oneself to a potential employer		autonomously contact a potential employer		provide instruction and training in the occupational tasks being carried out		autonomously take advantage of available opportunities to update and broaden professional competences ■		assess the training needs of subordinate workers		direct the development of the professional competences of subordinate workers ■		develop training programmes and materials in the field of one's occupation
SOCIAL COMPETENCE (C)			IS READY TO:		IS READY TO:		IS READY TO:		IS READY TO:		IS READY TO:		IS READY TO:		IS READY TO:		IS READY TO:	
	Following rules	Rules, instructions, laws	L1V_CF	act according to received instructions	L2V_CF	act according to the rules and instructions relating to occupational activities	L3V_CF	act according to regulations relating to the performance of occupational tasks	L4V_CF	comply with the requirements relating to technology and the principles of the organisation of work	L5V_CF	comply with the principles of the occupation on guaranteeing the proper quality and safety of its performance	L6V_CF	comply with the principles of the occupation on maintaining the quality of its performance as well as the culture of cooperation and the culture of competition	L7V_CF	require that others comply with the principles of the occupation on maintaining the quality of its performance as well as the culture of cooperation and the culture of competition	L8V_CF	develop principles of the occupation on maintaining the quality of its performance as well as the culture of cooperation and the culture of competition
		Cooperation		Communication		L1V_CC				L2V_CC		establish and maintain essential contacts relating to occupational activities		L3V_CC		communicate in the work environment in a way that does not impede information flow relating to the occupational tasks being carried out		L4V_CC
	Professional relations		work with others while carrying out elements of occupational activities		work in a team to carry out occupational activities			work in a team to carry out occupational tasks			work in a team and work together with other persons and teams							
		Responsibility	Ethical norms	L1V_CR	carry out elements of occupational activities with due diligence	L2V_CR	take proper care of the work station, tools and materials	L3V_CR	reliably carry out assigned occupational tasks	L4V_CR	act according to basic ethical principles while carrying out occupational tasks	L5V_CR	promote ethical principles while carrying out the work of the occupation	L6V_CR	promote the ethical principles of the performed occupation ■	L7V_CR	promote a culture of quality in the performed occupation	L8V_CR
							take into account easily foreseen, immediate or delayed consequences of the way one's work is being carried out		take into account the immediate or delayed consequences of the way one's tasks are being carried out		take into account the social and economic effects of the way occupational tasks are being carried out		take into account work quality, economic and social contexts as well as other significant effects of the performed occupation		participate in promoting a culture of quality in the occupation		promote a culture of quality in the performed occupation	
			control the quality of one's work using appropriate tools and control procedures		control the quality of one's work using appropriate tools and control procedures		control the quality of the occupational tasks being carried out by the team one is working in		control the quality of the tasks being carried out by subordinate workers and take responsibility for leading small work teams ■		take responsibility for the performed occupation		make decisions in difficult situations		make decisions in high risk situations ■			
						take responsibility for assigned occupational tasks		take responsibility for the autonomous occupational tasks being carried out										

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.

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