



EDUCATIONAL RESEARCH INSTITUTE

## **Annual ECVET Forum 2017**

**The role of ECVET to further promote  
flexible vocational pathways**



EDUCATIONAL RESEARCH INSTITUTE

## **Workshop 9**

**Boosting employability by...  
transferring groups of learning  
outcomes between different  
qualification systems and levels**

Agata Poczmańska  
Malta, 19.10.2017



# Plan of the presentation

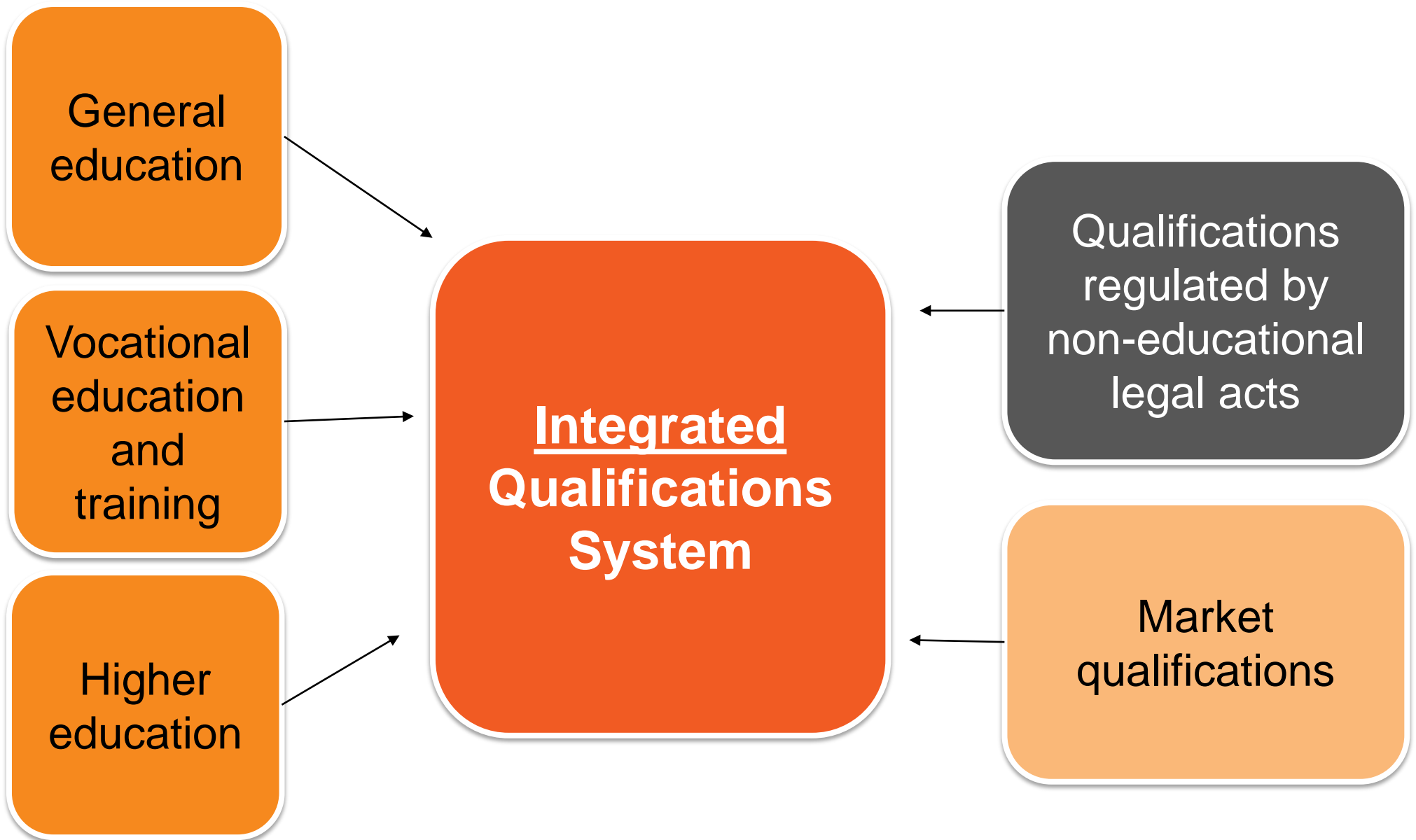
NATIONAL/SYSTEMIC LEVEL:  
reforms



LEVEL OF QUALIFICATIONS:  
practices in VET



ACHIEVEMENTS AND CHALLENGES  
on the way to flexible vocational pathways



Reforms (2009-2012)

Law on Integrated Qualifications System - IQS (2016)



## Law on IQS



1. Makes an order in the field of qualifications in Poland
2. Regulates **terminology** used in the field of qualifications
3. Defines the **common approach** to developing and describing market qualifications ensuring their quality and comparability
4. Defines share of tasks and responsibilities among institutions



## Law on IQS



5. Regulates requirements toward institutions responsible for validation and certification of market qualifications
6. Regulates the Polish Qualifications **Framework** and approach to assigning the PQF levels to qualifications
7. Regulates Integrated Qualifications **Register**
8. Implements **principles of accumulation and transfer of LOs** (credit framework, not system)



# Implementing Law on IQS in practice

- Using common terminology (IQS dictionary)
- Seminars to raise awareness among society (e.g. on QA)
- Workshops to train key stakeholders (e.g. on validation), ministries
- Developing qualifications and Sectoral Qualifications Frameworks
- Disseminating guidelines and information materials
- Promoting the concept of accumulation and transfer of LOs



## Construction of **market qualifications**

- Smaller than in formal education
- Consist of units of LOs
- **Common standard** for all market qualifications

(units of LOs, title, PQF level, requirements for validation, notional workload needed to achieve the LOs)





## Approach to developing description of market qualifications

- Using existing units of LOs
- Comparing drafted qualification description with parallel qualifications awarded abroad

### Challenges:

- Main and central element is qualification, not the unit of LOs
- allowing for searching the register by units of LOs; creating "library" of LOs units (including universal units)

# EXAMPLE of market qualifications (pilotage stage)

Real estate management (PQF level 7)	Real estate brokerage (PQF level 6)	Administration of real estate finances (PQF level 4)
1. Development of property management plans and programs (level 7)	1. Adoption of real estate offers (level 6)	1. Settle rental and real estate services (level 4)
2. Making real estate appraisals (level 7)	2. Real estate agency services (level 6)	2. Service of property owners in the field of finance regarding the exercise of property rights (level 4)
3. Securing and archiving documents (level 5)	3. Securing and archiving documents (level 5)	3. Securing and archiving documents (level 5)
...		



## Qualifications awarded within formal VET

- Full qualification (diploma) consists of partial (certificates)
- Full and partial qualifications have PQF level assigned
- Partial qualification consists of **units of LOs**



## EXAMPLE from formal VET

Technician for catering  
and food services

Cook

Organisation of catering  
and food services

Preparation of dishes  
and drinks

Preparation of dishes  
and drinks

Basic learning outcomes

Basic learning outcomes

Poland reforms the educational system (including VET) systematically

and builds the system (IQS) of supporting flexible pathways for lifelong learning (LL)



The aim of the Polish system (IQS) is to enable gaining and validating learning outcomes regardless the way, time and place of their achieving.



Further development and improvement of the system in cooperation with stakeholders is needed

*i*



## Qualifications awarded in the formal system of education

## Market qualifications

were included in the register automatically

are being included in the register systematically

awarded by public institutions

awarded by private institutions, associations etc., (they may propose the inclusion of qualifications)

regulated by educational laws

not regulated by the law



## **EXAMPLE – market qualification from implementation stage (draft)**

### Different qualifications:

- Conducting kiteboarding trainings
- Conducting shooting trainings
- Conducting volleyball trainings

### Common units of learning outcomes:

- Describing the basics of planning and implementing sports activities for everyone
- Promoting healthy lifestyles through physical activity



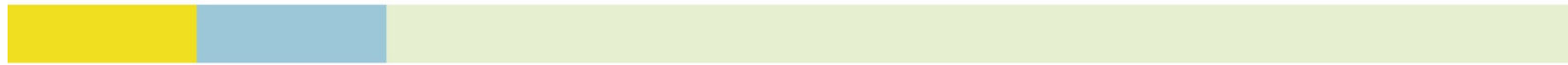


## **EXAMPLE from formal VET**

Units of LOs common for all professions (VET qualifications from formal education):

- health and safety
- conducting business activities
- foreign language, professionally oriented
- personal and social competence
- organisation of the work of small teams (only for technicians)

# NQF-in



Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks





Co-funded by the  
Erasmus+ Programme  
of the European Union



- Duration: 36 months (September 2015 - September 2018)
- Project website: [www.nqf-in.eu](http://www.nqf-in.eu)
- Partnership of 7 institutions



## Project Partners



- Educational Research Institute (IBE), **Poland** - Leader
- Dublin Institute of Technology (DIT), **Ireland**
- Educational Authority, **Hungary**
- University of Split, **Croatia**
- Centre for Research on Qualifications (Céreq), **France**
- National Institute for Education (NUV), **Czech Republic**
- Scottish Credit and Qualifications Partnership, **UK**



The **main goal of the NQF-IN project** is to provide evidence based support to national governments, EU agencies and key stakeholders in developing policies on including non-formal VET qualification into NQFs.

By **non-formal sector qualifications** we mean qualifications awarded outside traditional formal education systems (general, vocational, higher education).



The project goals will be achieved by:

- providing systematised knowledge on the organisational and financial solutions applied in seven EU countries on including non-formal VET qualifications into their NQFs,
- developing organisational and financial models related to the inclusion of non-formal qualifications to NQFs.



## **Conference:**

**Including non-formal sector qualifications  
in the national qualifications framework  
- the experiences and solutions of 7 European countries**

9 November 2017 (Thursday), Czech Republic, Prague



**The aim of the conference** is to present and discuss organisational and financial solutions regarding the inclusion of non-formal sector qualifications in the national qualifications frameworks (NQF) of seven European countries: Czech Republic, Croatia, France, Hungary, Ireland, Poland, Scotland.

**The conference is targeted to** national decision makers and stakeholders involved in the process of developing systemic solutions on including qualifications and developing national frameworks.





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