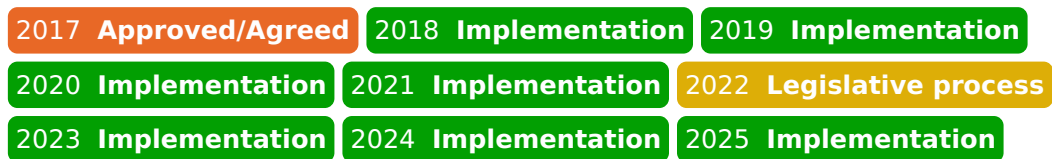


Classification of occupations and VET core curricula



Timeline



ID number 29982

Background

All occupations that can be attained through VET programmes in Poland are included in the classification of occupations for vocational education. The classification lists occupations in all sectors and defines the qualifications making up the occupation, assigned PQF levels, the ministry responsible for the occupation, schools/programmes where learning the occupation can take place and the additional conditions/requirements connected with the given occupation or qualification.

The core curriculum for vocational education provides the curricula for all VET occupations included in the classification of occupations. Additional conditions required to provide education in the occupation are also defined, as well as the minimal number of hours of education and training required for each qualification.

Description

The Regulation modifying the VET core curricula and the Regulation establishing the new classification of occupations were adopted in March 2017. They provide the occupations and curricula for the new structure of vocational education.

The classification of occupations defined 213 vocational education occupations, which could be offered from 1 September 2017. It covered first stage sectoral programmes, vocational upper secondary programmes, and post-secondary programmes. The Regulation introduced two new occupations, five new, so-called ‘ancillary’ occupations for people with minor intellectual disabilities and some occupations were withdrawn. Changes in the names and number of qualifications within occupations were also presented, reducing the number of qualifications taught in first stage sectoral schools to one, and in vocational upper secondary schools to two.

Many of the changes introduced were developed within the ESF jointly financed project Partnership for VET, which was implemented by the Centre for Education Development and aimed at adjusting VET to labour market needs by engaging employers in the education process. In the first phase of the project, a social partner forum was established – 25 sectoral teams of social partners (representatives of sectoral associations, employer

organisations and trade unions) were set up to better adjust VET to labour market needs, and particularly to recommend changes in the vocational core curricula and classification of occupations.

Centre for Education Development is responsible for tasks commissioned by the Minister, e.g. training and information activities on new occupations.

2017 Approved/Agreed

2018 Implementation

Stakeholders prepared changes in many VET curricula and developed new curricula. Teaching plans and programmes, career development paths, together with diplomas and qualification supplements in Polish and English, were also designed.

2019 Implementation

On 15 February 2019, a new Regulation on the general aims and tasks of vocational education and the classification of occupations for vocational education was introduced. It defines the key aims and tasks of VET and provides a list of 215 occupations (in 32 sectors) that can be taught in VET programmes in Poland. The latest classification of occupations introduced four new occupations, reinstalled one, and modified a number of other occupations and occupation names. The number and names of qualifications distinguished in occupations were also changed. Due to the new approach of generally assigning qualifications attained in vocational upper secondary schools and second stage sectoral schools to PQF level 4, and qualifications attained in post-secondary schools to PQF level 5, the new classification also introduced changes in the PQF levels of qualifications and the types of schools where certain occupations are taught.

On the same date, a new Regulation was introduced on the core curricula for occupations in VET in Poland. Changes to previous regulations were made in both the structure and content of the curricula. For example, detailed assessment criteria linked to the sets of expected learning outcomes were introduced.

The new Regulation also provides a list of additional vocational skills for selected occupations, which go beyond the core curriculum for a given profession (e.g. a student training to become a waiter can attain the additional qualification of bartender). Sets of expected learning outcomes and verification criteria are defined for each additional vocational skill (as for all occupations and distinguished qualifications).

The four new occupations added to the vocational education system were: welding technician (*technik spawalnictwa*), ceramics potter (*zdobnik ceramiki*), railway vehicle mechanic (*mechanik pojazdów kolejowych*) and railway vehicle technician (*technik pojazdów kolejowych*). The occupations were included in the classification of occupations for vocational education and their curricula were defined and included in the core curricula for occupations in vocational education. On this occasion, additional editorial changes were made in the Regulation on the general aims and tasks of vocational education and the classification of occupations for vocational education as well as Regulations on the core curricula for occupations in vocational education.

The introduction of the four new occupations is connected with identified labour market needs reported by employers and employer's organisations, such as shortages of employees in those professions.

2020 Implementation

On 11 March 2020, an amendment of the Regulation on the core curricula for occupations in sectoral education and additional vocational skills for selected occupations in sectoral education was approved.

The Regulation introduced the following professions to the classification of occupations in sectoral education: podiatrist (*podolog*), roofing technician (*technik dekarstwa*),

robotics technician (*technik robotyk*), stylist technician (*technik stylisty*) and changes in the profession of medical assistive personnel (*opiekun medyczny*).

In addition, the Regulation identified new additional professional skills: motor vehicle tyre servicing and operating an agricultural enterprise in accordance with the principles of modern management.

2021 Implementation

In January 2021, the following occupations were included in the education system: roofing technician (*technik dekarstwa*), robotics technician (*technik robotyk*), podiatrist (*podolog*) and stylist technician (*technik stylisty*). They will be available to learners from September 2021. Their introduction to the classification of occupations in sectoral education required the development of new core curricula. To this end, on 5 February 2021, the legislative process was initiated for new amendments on the regulation on the core curricula for occupations in sectoral education and additional vocational skills for selected occupations in sectoral education.

In addition, the core curriculum for the profession of medical assistive personnel (*opiekun medyczny*) will also be modified and new additional professional skills (*dodatkowe umiejętności zawodowe*) will be specified on operating an agricultural enterprise in accordance with the principles of modern management and on motor vehicle tyre servicing.

2022 Legislative process

The draft regulation of the Minister of Education and Science amending the regulation on the core curriculum for vocational education in sectoral education occupations and additional professional skills in selected occupations in sectoral education entered its legislative processing in February and came into force 1 September. The affected sectors and occupations were:

- (a) the construction industry: fitter of fair and exhibition structures (*monter konstrukcji targowo-wystawienniczych*), industrial insulation techniques (*technik izolacji przemysłowych*), joinery assembly and automation techniques (*technik montażu i automatyki stolarki budowlanej*), service technician for the fair and exhibition industry (*technik obsługi przemysłu targowo-wystawienniczego*); and
- (b) the water transport industry: ship electro-automation technician (*technik elektroautomatyk okrętowy*), yachting industry technician (*technik przemysłu jachtowego*).

It also defined a new additional vocational competence called 'Operating a farm in the organic farming system' (*prowadzenie gospodarstwa rolnego w systemie rolnictwa ekologicznego*).

The regulation entered into effect on 1 September 2022.

On 1 September 2022, the regulation of the Minister of Education and Science of 26 January 2022, amending the regulation on the general objectives and tasks of education in vocational education professions and the classification of vocational education professions, entered into force.

2023 Implementation

On 15 February 2023, a new amendment to the 2022 regulation on the core curriculum for vocational education in sectoral professions and additional professional skills for selected sectoral professions entered the consultation phase and was subsequently approved on 23 May 2023. The need to amend the regulation arose from changes introduced by the Regulation of the Minister of Education and Science of 18 January 2023, amending the regulation on general objectives and tasks of vocational education and the classification of vocational school professions (Journal of Laws, item 183). The changes included updates to the names of certain sectors, the introduction of new professions into the education system, and revisions in the classification of

certain occupations, reflecting the implementation of requests by ministers responsible for specific vocational sectors.

On 27 December 2023, a new amendment to the regulation on the general aims and tasks of education in sectoral education professions and the classification of sectoral education professions was published. The amendment was primarily driven by changes introduced by the Act of August 30, 2023, which established a new type of institution: Sectoral Skills Centres, replaced market qualifications with free-market qualifications, and introduced sectoral qualifications in the Integrated Qualifications System. Furthermore, the amendment took into account the Minister for Energy's request to introduce a new profession into the automotive sector: Electromobility Technician.

2024 Implementation

On 6 June 2024, a new amendment to the regulation on the core curriculum for vocational education in sectoral education professions and additional professional skills in selected professions was approved. The amendment responded to the introduction of the new profession 'Electromobility Technician' and the need to update selected professions in the following sectors: mechanical (machine tool operator, mechanical technician), automotive (vehicle electromechanics, automotive technician), and agricultural (veterinary technician).

The 23 Dec 2024 regulation amending the regulation on the core curriculum for vocational education in sectoral education occupations and additional professional skills in selected occupations makes minor, practical updates to two VET curricula. For 'medical caregiver', it broadens exercise content, clarifies infusion safety, and lists basic equipment for bedside work. For 'book market animator', extramural post-secondary schools are exempt from the minimum hours table.

Also in 2024, the consolidated text of the regulation on the general aims and tasks of education in sectoral education occupations and the classification of vocational education occupations entered into force (Journal of Laws 2024, item 611).

2025 Implementation

Two regulations were passed, amending the general aims and tasks of some occupations and the classification of vocational education occupations:

- (a) Regulation of 19 February 2025 (Journal of Laws 2025, item 230) reflected the shift to CNC machining. In the occupations of machine tool operator and mechanical technician, the former qualification MEC.05, 'Operation of machine tools,' was replaced by MEC.11, 'Operation of CNC machine tools'. Learners starting from 1 September 2024 followed MEC.11, while those who began earlier continued under the previous rules;
- (b) Regulation of 10 June 2025 (Journal of Laws 2025, item 771) introduced a new occupation, real estate management technician, under the economic-administrative branch. It established the qualification EKA.09 'Administrative and economic servicing of real estate' at PQF level 5, with training delivered in technical secondary schools and via adult VET courses (KKZ/skills courses). The change addressed labour market shortages in real estate support roles and was endorsed by employer organisations.

Two regulations amending the core curriculum for vocational education in sectoral education occupations and additional professional skills in selected occupations were published:

- (a) Regulation of 25 February 2025 (Journal of Laws 2025, item 262) updated VET curricula for the machine tool operator and mechanical technician to reflect the shift to CNC machining. This amendment follows the 2024 content change (less conventional machining, more CNC) and supports the timely preparation of examination guides and certifications;
- (b) Regulation of 8 July 2025 (Journal of Laws 2025, item 1024) established the core curriculum for the new VET occupation of Real Estate Management Technician.

This regulation also standardised the qualification title as 'Administrative and Economic Servicing of Real Estate' (following inter-ministerial clearance). It defined broad learning outcomes and the necessary training infrastructure in response to labour market demand in real estate management and brokerage, enabling adults to upskill via qualification courses.

Regulation of 29 July 2025 (Journal of Laws 2025, item 1050) updated the official list linking VET occupations to vocational fields. It added electromobility technician and, due to its interdisciplinary scope, assigned it to vehicle diagnostics and repair, electromobility, and the automotive industry. It also added real estate management technician and created a new field, real estate, for it. Finally, it renamed the field 'Underground mining and processing of hard coal' to 'Underground mining and processing of coking coal'. These system-level amendments (field-occupation mapping) were driven by labour-market needs and CoVEs (*Branżowe Centrum Umiejętności-BCU*) specialisation, streamlining and standardising the list.

Bodies responsible

- Ministry of National Education (until 2021)
- Centre for Education Development
- Ministry of National Education
- Ministry of Education and Science (from 2021 until 2024)

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)
Unemployed and jobseekers
Persons in employment, including those at risk of unemployment

Education professionals

Teachers
Trainers

Entities providing VET

Companies
Small and medium-sized enterprises (SMEs)
VET providers (all kinds)

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand

Osnabrück Declaration

Sustainability - a green link in VET

Subsystem

IVET CVET

Further reading

[Regulation of the Minister for National Education of 31 March 2017 on the core curriculum for training in individual occupations \(Journal of Laws 2017, item 860\)](#)

[Regulation of the Minister for National Education of 13 March 2017 on the classification of occupations for vocational education \(Journal of Laws 2017, item 622\)](#)

[Link to the proposed regulation changing the Regulation of the Minister for National Education on the core curricula for occupations in sectoral education and additional vocational skills for selected occupations in sectoral education](#)

[Regulation of the Minister for National Education of 15 February 2019 on general aims and tasks of vocational education and the classification of occupations for vocational education \(Journal of Laws 2019, item 316\)](#)

[Regulation of the Minister for National Education of 11 March 2020 amending the Regulation on the core curricula for occupations in sectoral education and additional vocational skills for selected occupations in \(...\) \(Journal of Laws 2020, item 635\)](#)

[Proposed regulation of 5 February 2021 of the Minister for Education and Science amending the Regulation on the core curricula for occupations in sectoral education and additional vocational skills for selected occupations in sectoral education](#)

[Regulation of the Minister for National Education of 16 May 2019 on core curricula for occupations in sectoral education and additional vocational skills for selected occupations in sectoral education \(Journal of Laws 2019, item 991\)](#)

[Consolidated text of the list of legislative works of the Minister for Education and Science in the field of education of 11 February 2021](#)

[Regulation of the Minister for Education and Science of 13 August 2021 amending the regulation on the core curriculum for education in industry education professions and additional professional skills \(...\) \(Journal of Laws 2021, item 1562\)](#)

[Regulation of the Minister for Education and Science of 28 May 2021 amending the regulation on the core curriculum for vocational education in sectoral education professions and additional professional skills \(...\) \(Journal of Laws 2021, item 1087\)](#)

[Regulations amending the regulation on the general objectives and tasks of education in the occupations of sectoral education and the classification \(...\) \(Journal of Laws\)](#)

[Regulation of the Minister for Education and Science of 22 April 2022 amending the regulation on the core curriculum for vocational education in sectoral education professions \(...\) \(Journal of Laws 2022, item 1109\)](#)

[Draft Regulation of the Minister for Education and Science of 15 February 2023 amending](#)

the regulation on the core curriculum for vocational education in sectoral education professions and additional professional skills in selected professions (...)

Regulation (...) of 6 June 2024 amending the regulation on the core curriculum for vocational education in sectoral education professions and additional professional skills in selected professions (...) (Journal of Laws 2024, item 993)

Regulation (...) of 23 May 2023 amending the regulation on the core curriculum for vocational education in sectoral education professions and additional professional skills in selected professions (...) (Journal of Laws 2023, item 1119)

Regulations of the Minister of Education amending the regulation on the core curriculum for vocational education in sectoral education occupations and additional professional skills in selected occupations (Journal of Laws)

Announcement of the Minister of Education of 19 March 2024 on the publication of the consolidated text (...) on the general aims and tasks of education in sectoral education occupations and (...) (Journal of Laws 2024, item 611)

Regulation of the Minister of Education of 29 July 2025 amending the regulation on the list of vocational fields together with the occupations assigned to them as specified in the classification of sectoral (...) (Journal of Laws 2025, item 1050)

Regulation of the Minister of Education and Science of 27 September 2023 on the list of vocational fields together with the occupations assigned to them as specified in the classification of sectoral education occupations (Journal of Laws 2023, item 2059)

Related policy developments

2021 Completed

Development of curricula for additional vocational skills in various occupations

The call for projects was announced in July 2019 and, up until the end of February 2020, seven rounds of the competition had been organised. It was planned to develop 174 curricula in 16 sectors of special importance for the economy.

 POLAND

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2018 Approved/Agreed

2018 law reforming VET

The new act:

 POLAND

Type of development

Subsystem

IVET CVET

2020 Completed

Structural changes in VET pathways

In December 2016, the education ministry introduced a structural reform of the education system, influencing progression routes within the education and training system. The changes aim to enhance responsiveness of VET to the needs of the modern economy and include:

 POLAND

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2018 Approved/Agreed

Supporting ancillary occupations for specific target groups

The Law of 22 November 2018 supports the setting up of the so-called 'ancillary occupations'. Ancillary occupations are targeted at people with minor intellectual disabilities.

 POLAND

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2025 Implementation

Initiatives supporting stakeholder involvement in VET development and delivery

The Polish Agency for Enterprise Development (PARP) implemented an ESF co-financed project to establish and support the functioning of Sector Skills Councils – SSCs (*Sektorowe Rady ds. Kompetencji*).

 POLAND

Type of development

Practical
measure/Initiative

Subsystem

“ … ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/29982>