

IBE



*kwalifikacje  
dla każdego*



**WOJCIECH STĘCHŁY**

**EDUCATIONAL RESEARCH  
INSTITUTE (IBE)**

# CONCEPTUAL SHAPING OF LEARNING OUTCOMES IN POLAND

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# Integrated qualifications system (IQS) in Poland

- Operates since 2017, on-going implementation;
- Integrates qualifications from different subsystems;
  - State regulated qualifications awarded in the education system
  - State regulated qualifications awarded outside the education system
  - **Non-state regulated qualifications**
- So far ca. 110 non-state regulated qualifications have been described and directly supported by IBE;
- System based on Polish Qualifications Framework – with 2 degrees of generic descriptors and with sectoral qualifications frameworks;

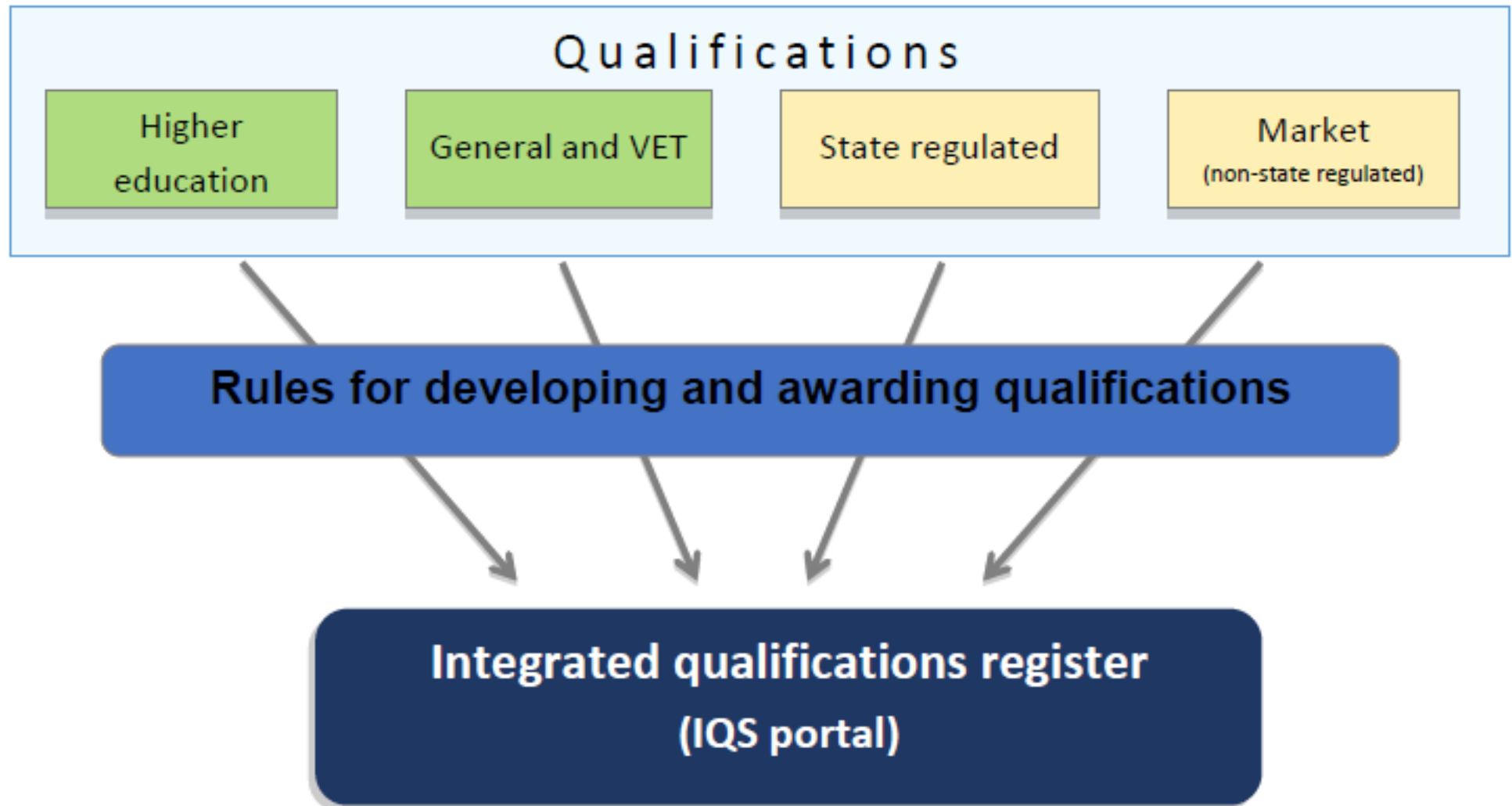
# Conclusions from IQS implementation

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

Polish experiences of introducing LO's in:

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

# Integrated qualifications system (IQS) in Poland



# „Qualification standard” for market qualifications’

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

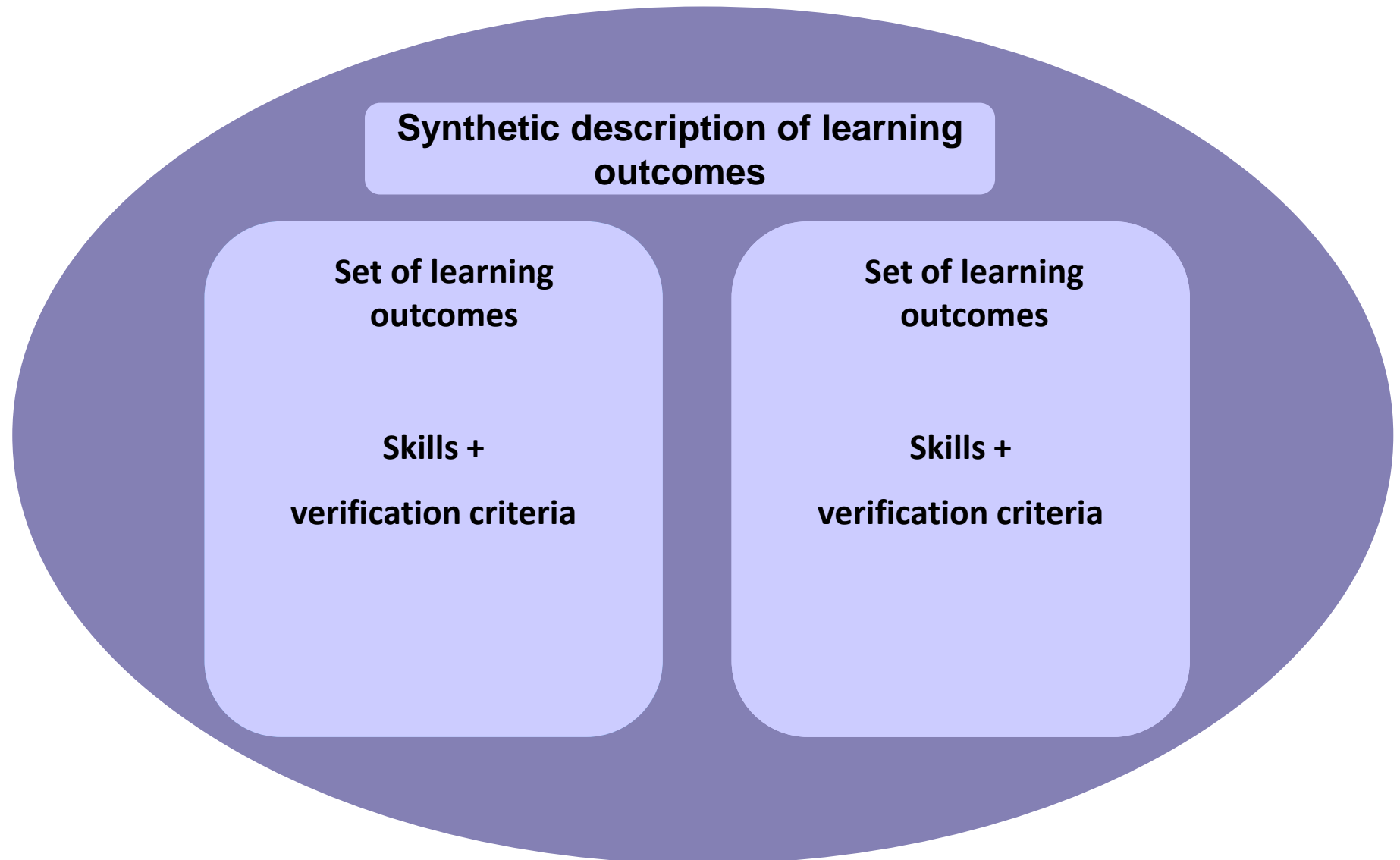
# „Qualification standard” for market qualifications’

- Structured to be communicative to learners and other users (e.g. employers, trainers);
- LO’s embedded in a lot of contextual information (assessment conditions, target group, possible use of qualification, notional workload etc.);
- Qualifications description developed by specialists in training, people with practical experience with the qualification;

# Approach to LO in market qualifications

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

# Describing LO's in market qualifications - structure

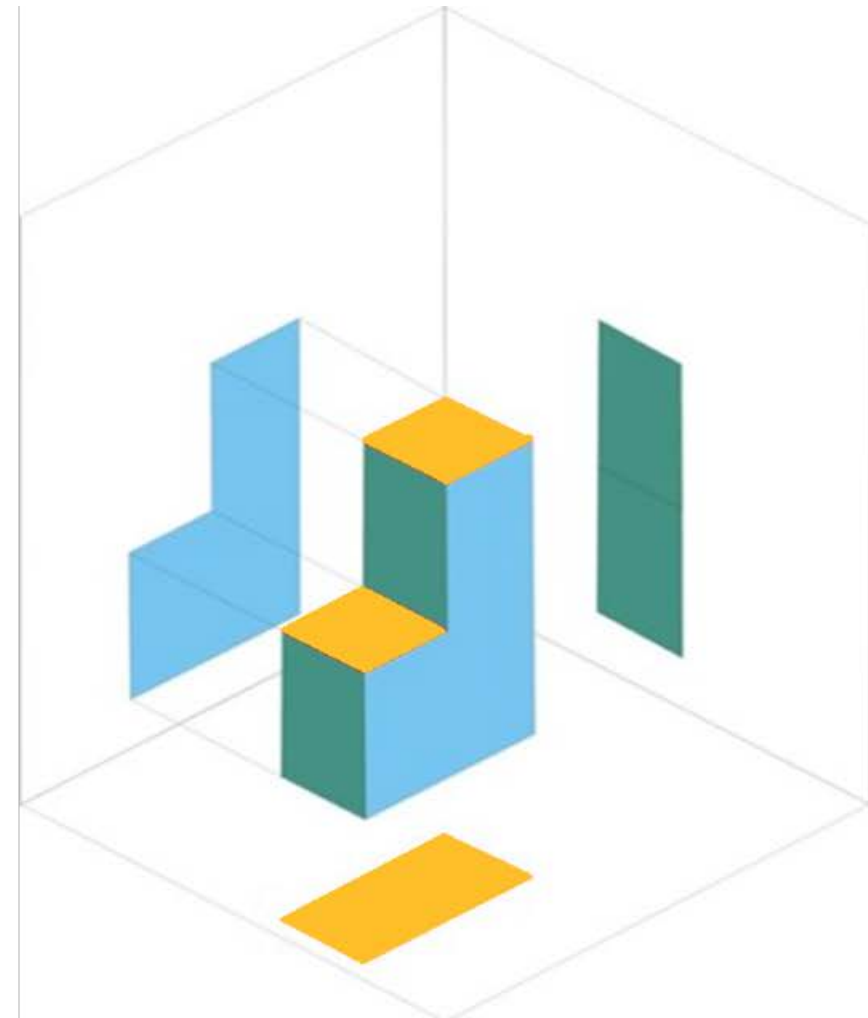
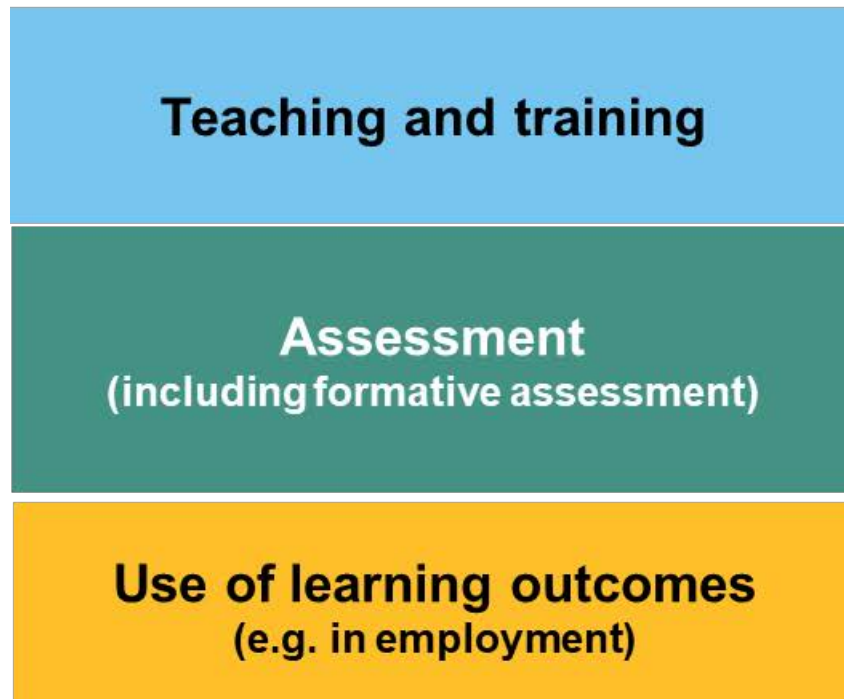




## Conclusions about describing LO's

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

# Describing LO - a graphic metaphore



## Conclusions about describing LO's (ctd.)

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

# Qualifications in Poland and the taxonomies

- Bloom's taxonomy – used for describing LO. Interchangably with Niemierko's taxonomy;
- Dreyfus taxonomy – not explicitly used, however in practice this approach is used for deciding on the character of qualification(s) needed (eg. entry qualification, certificate of competence, highest level of expertise);
- SOLO taxonomy – not used, but PQF level descriptors have some similarities, they are describing the complexity of understanding and relational aspects of knowledge;

# PQF level descriptions – descriptive categories

	<b>Descriptive categories</b>	<b>Basic aspects</b>
<b>Knowledge</b>	<b>Scope</b>	– Completeness of the cognitive perspective
	<b>Depth of understanding</b>	– Dependencies
<b>Skills</b>	<b>Problem solving and applying knowledge in practice</b>	– Complexity of the problem – Level of autonomy – Innovation in the approach – Conditions under which one acts
	<b>Learning</b>	– Autonomy – Methods
	<b>Communication</b>	– Scope of expression – Complexity of expression
<b>Social competence</b>	<b>Identity</b>	– Participation – Sense of responsibility – Conduct
	<b>Cooperation</b>	– Team work – Conditions under which one acts – Leadership
	<b>Responsibility</b>	– Consequences of one's own actions – Consequences of the team's actions – Evaluation

# PQF level descriptors – progression examples

## Knowledge – depth of understanding (PQF 3-7)

knows and understands:

(PQF 3) the elementary conditions of conducted activities;

(PQF 4) the basic conditions of conducted activities;

(PQF 5) the diverse conditions of conducted activities;

(PQF 6) the diverse, complex conditions of conducted activities;

(PQF 7) the diverse, complex conditions and axiological context of conducted activities;

## Skills – problem solving and applying knowledge in practice (PQF 1-8)

is able to:

(PQF 1) solve very simple, routine problems under typical conditions ;

(PQF 2) solve simple, routine problems most often under typical conditions ;

(PQF 3) solve simple, routine problems under partially variable conditions;

(PQF 4) solve moderately complex and somewhat non-routine problems often under variable conditions;

(PQF 5) solve moderately complex and non-routine problems under variable, predictable conditions;

(PQF 6) solve complex and non-routine problems under variable and not fully predictable conditions;

(PQF 7) formulate and solve problems with the use of new knowledge, also from other fields;

(PQF 8) identify and solve research problems as well as those related to innovative and creative activities;

## PQF level descriptors and describing LO's

- The first question is „which skills does the sector or organization identify as needed”, only after that are PQF descriptors being used for to fine-tune the level of requirements and the character of qualification;
- PQF has a visible, but limited influence on LO's – a „soft-power” – present in the discussions with experts designing / describing a qualification;
- The levelling of qualifications is based on „best fit” approach, there is no requirement for a qualification to „cover” all descriptive categories;

## Conclusions about QF's influence on LO's

- Similar / parallel categories to SOLO taxonomy can be found in the PQF (and possibly in other qualifications frameworks);
- There are opportunities for using Qualifications Frameworks, Taxonomies as well as Competence frameworks (eg. EntreComp) to better shape LO's;
- However the experience shows these are demanding tools – many stakeholders have limited interest / resources to find them, apply to their case (etc.);
- In Poland a group of experts/specialists support describing qualifications by organizations – who exchange know-how in an informal or semiformal manner.



# Looking ahead

- The existent typologies of qualifications refer to the „origin” (e.g. HE, IVET...), „mode of inclusion” (see NQF-IN Project) or goals of qualifications – is it possible to go further?
- Putting different qualifications in one register uncovers differences and creates new criteria for grouping/ clustering;
- Qualifications in PQS differ in many aspects/dimensions, eg.:
  - granularity of LO’s description;
  - narrow – wide skillsets;
  - novice – expert profile of certificate holder;
  - mode of assessment;
- A „typology” of qualifications could help understand how qualifications systems requirements shape qualifications;

# IBE



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*„Wspieranie realizacji I etapu wdrażania  
Zintegrowanego Systemu Kwalifikacji na  
poziomie administracji centralnej oraz instytucji  
nadających kwalifikacje i zapewniających jakość  
nadawania kwalifikacji”*

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