



kwalfikacje dla kaźdego

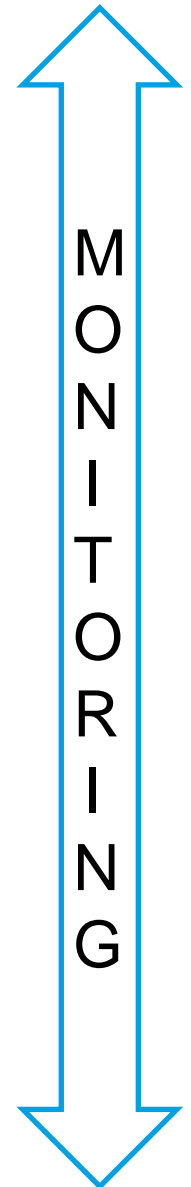
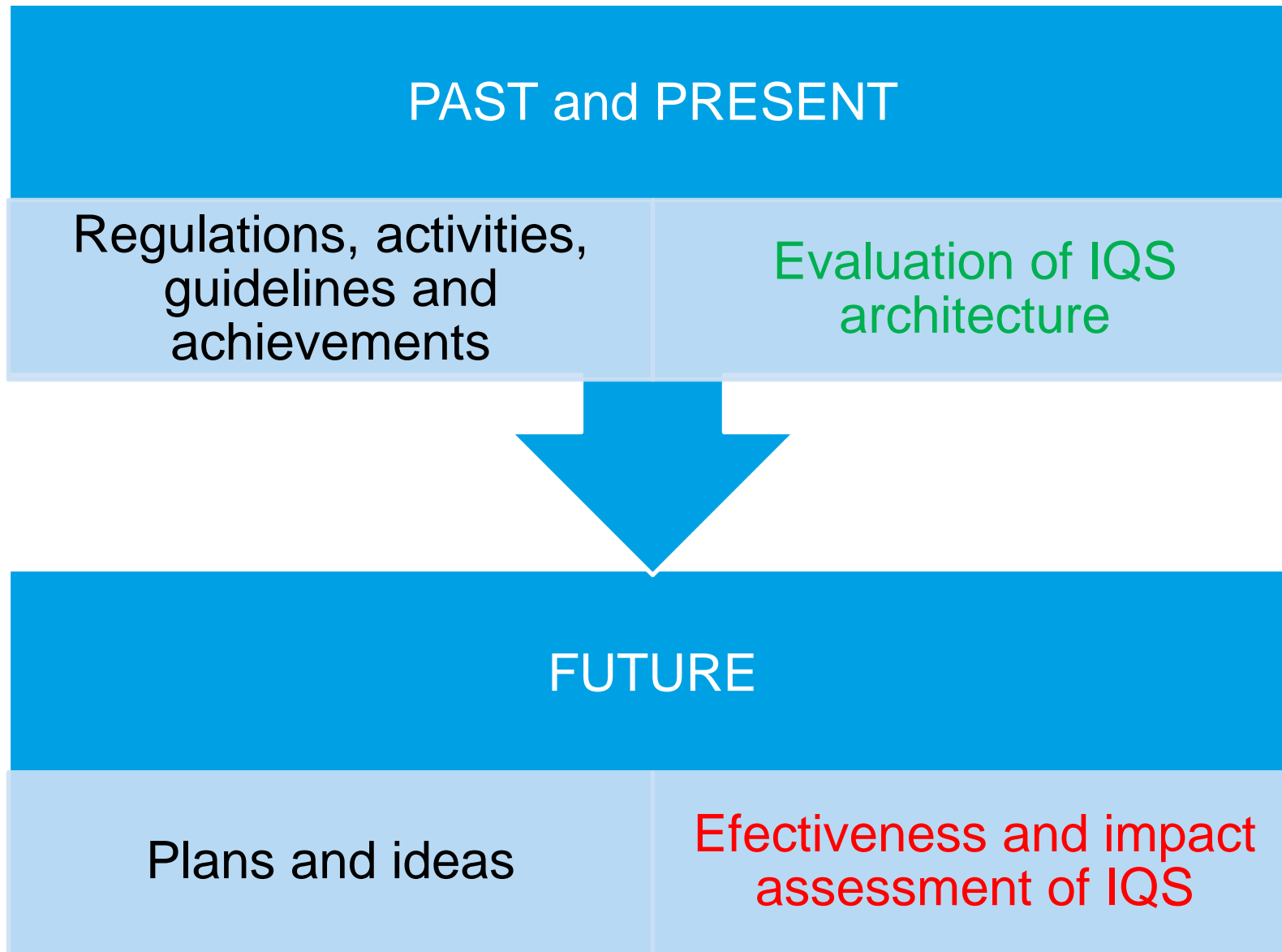
Measuring and evaluating NQFs – the Polish case

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Plan of the presentation

IQS based on PQF (for LLL)





Toward IQS

The Act on
IQS

January
2016
(came into
force)

Bologna
Qualification
Framework
(2006)

EQF → PQF
feasibility
assessment
(2008-2010)

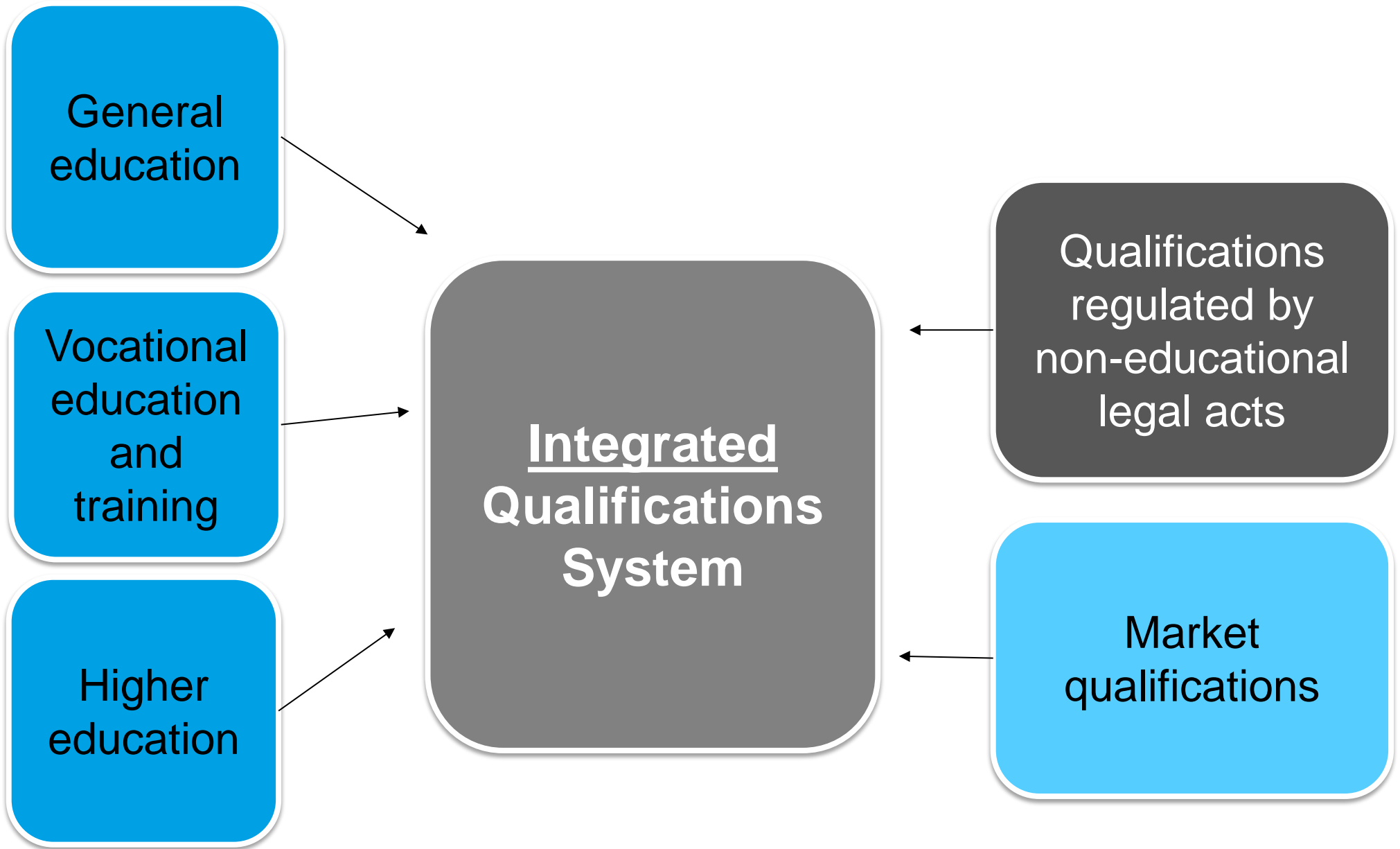
PQF → IQS
- debate
- strategy
- referencing
(2010-2013)

IQS
- testing
- legislation
- implementation
(2013-2016)



- Awareness of importance of **learning outcomes** (shift from course content approach to the approach based on LOs)
- Awareness that the **system enabling LLL** is needed
- Awareness of importance of **self-learning skills** (developed at each stage of PQF) to ensure effective LLL
- Awareness of need for flexible system allowing **adjusting competences to rapidly changing socio-economic situation** => full and partial qualifications (especially market ones)

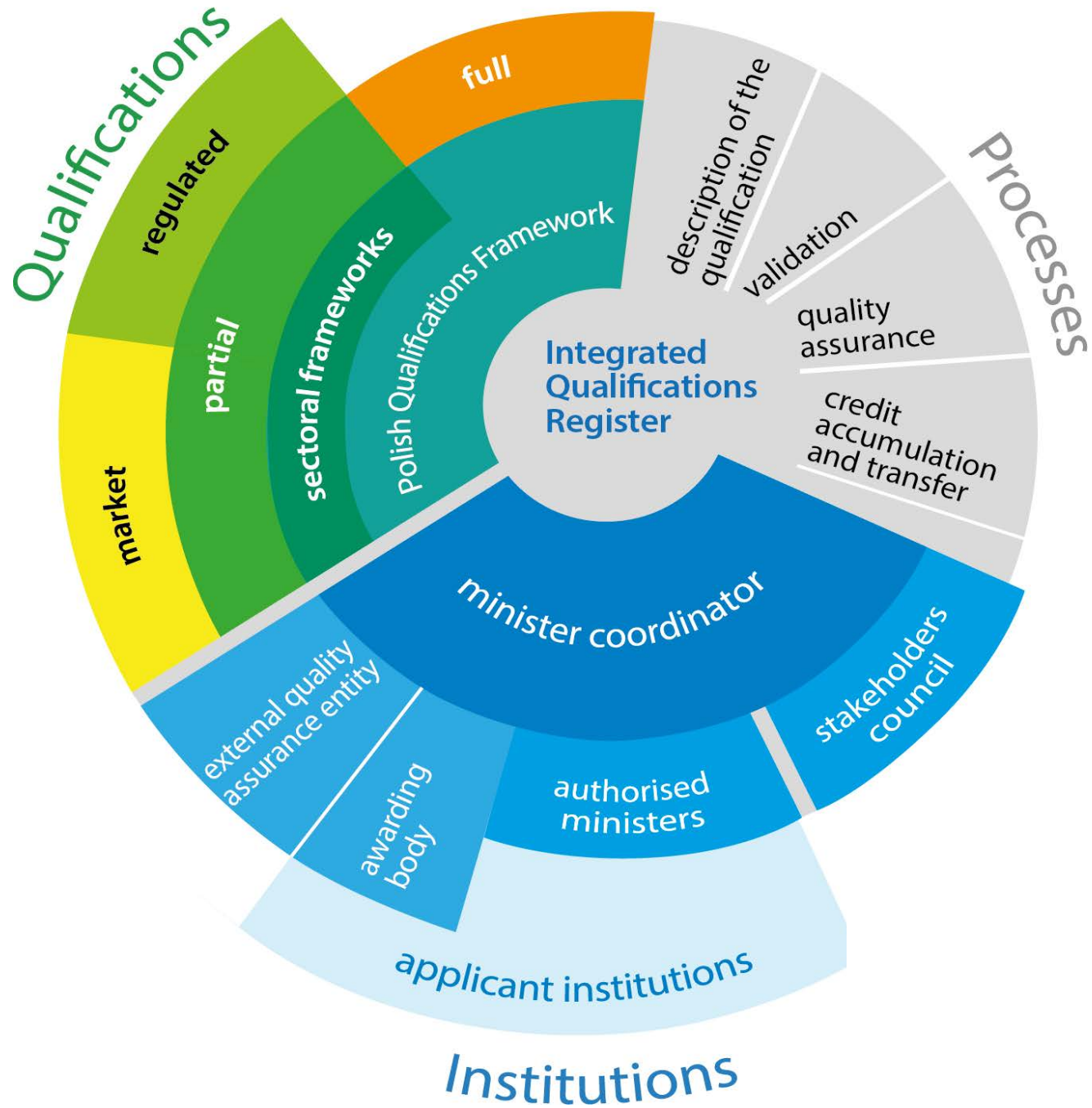
How we did it?



Reforms (2009-2012)
introducing LOs

Act on IQS (2016) – solutions on IQS, PQF, register etc.

Integrated Qualifications System





Evidences

on the purpose/role of NQF and to measure and evaluate the NQF in Poland





1) Legislation

- Number and importance of the acts related to the NQFs

2) Integrated Register of Qualifications [IBE role]

- Number of qualifications described using LOs and with PQF level assigned (of different types, from different levels)
- Number of applications
- Certifying institutions
- Boards of stakeholders





3) Qualifications

- Number of qualifications (different types) described and included into the register
 - Number of people involved in the proces of qualifications development and inclusion into IQS (needed time)
- Sectoral Qualifications Frameworks





4) Institutions

- **Ministries**

(played roles and gathered experiences, data collection)

- **Educational Research Institute**

(multifunctional but central; reports from activities; separate unit for monitoring of IQS implementation; data collection)





- Other institutions functioning in the system
 - **Certifying and validating institutions**
(numer of entities, numer of awarded qualifications, data on involved people)
 - **External Quality Assurance entities**
for certifying institutions





5) Dissemination

- Number and quality of publications
- Information centers – regional and central (planned)
- On-line information center for the register – number of calls (planned)

6) Trainings, seminars, workshops etc.

- Number and type of events
- Number of people involved / trained
- E-learning





Selected activities - summary

(08/2016 – 11/2017) – several examples for data basis:

- Trainings, seminars, consultation meetings: 58 for approx. 1500 participants
- 150 working meetings on description of qualifications
- Over 30 market qualifications developed
- 8 certifying institutions nominated and supported
- On-line basis: good practices in validation and QA (draft)
- Support for the external quality assurance bodies
- 2 SQF (drafts) for sector of trainings and sector of construction





What next? Agenda of planned activities within the IQS projects



- Cluster 1: projects supported the IQS implementation (including monitoring)
- Cluster 2: intervention projects





Selected planned activities

– several examples for developing data basis

- Number of partial qualifications (non-statutory) registered and to be registered (gradually) - total: 200
- Establishing in all “region capitals” networks of regional QF advisors
- Elaboration of the tools for diagnosis and verification of chosen “social competences”
- Upgrading the tools and methods for “competencies inventory”,
- Supporting 2 innovative sectors (industry and transportation) – description of 10 relevant qualifications, validation scenario and 2 sectoral QF





How we can measure the NQF effectiveness at the moment?

- We rather have to observe the process and progress
- On the basis of systematically gathered:
 - sets of relevant data (listed before)
 - opinions from stakeholders
 - feedback on procedures and rules
- Permanent monitoring/supporting the processes –
future IQS projects at Educational Research Institute (IBE)





**IQS is at the beginning of the operational stage,
it is too early for the impact assessment**

but...





Significant changes that reflect the importance of NQF and have to be taken into account while assessing NQF impact

- 1) Shift from teaching goals into learning outcomes.
- 2) Shift from educational system into qualifications system (LLL)
- 3) Emphasising social competences
- 4) Developing Sectoral Qualifications Frameworks (SQFs)
- 5) Implementing solutions and promoting the idea regarding validation of non-formal education and informal learning





EQF and PQF were impulses for building

Integrated Qualifications System

being a base for effectively functioning LLL

(by creating flexible learning pathways, and enabling adjusting citizens' competences to labour market that changes dynamically)





What kind of the European cooperation on NQFs impact assessment is possible and desirable?

- Horizontal comparison exercise continuation
- Networking of the quality assurance units
- Networking of national sectoral qualifications bodies
- NCPs annual report concerning the developments in the NQF implementation/impact
 - individual (adapted to national context) but together
 - common methodology?
 - common/similar report structure?
 - coordinated/supported at European level?





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Thank you!