

PQF Level 8 Descriptors

KNOWS AND UNDERSTANDS:			IS ABLE TO:			IS READY TO:					
First stage generic descriptors (universal)			First stage generic descriptors (universal)			First stage generic descriptors (universal)					
L8U_K	the world's achievements in science and the arts and the resulting implications of this for practice		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; independently plan one's own development as well as inspire the development of others; participate in the exchange of experiences and ideas, also in the international community		L8U_C	conduct independent research which contributes to existing scientific and creative achievements; assume professional and public challenges taking into consideration: • their ethical dimension • responsibility for their results and develop models of good practice in such situations				
Second stage generic descriptors typical for higher education		Second stage generic descriptors typical for vocational education and training	Second stage generic descriptors typical for higher education	Second stage generic descriptors typical for vocational education and training	Second stage generic descriptors typical for higher education	Second stage generic descriptors typical for vocational education and training					
L8H_KS	the world's achievements relating to: • theoretical foundations • general 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	L8V_KT	the newest scientific achievements on which the theoretical foundations of the methods and technologies of the occupation are based	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: • to define the aim and subject of the research, formulate a research hypothesis • develop research methods, techniques and tools and use them creatively • draw conclusions on the basis of research results transfer the results of research studies to the economic and social spheres	L8V_SI	create models of development for the occupation using relevant theories and the most complex information as well as draw conclusions from such models	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	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
L8H_KX	the fundamental dilemmas of modern civilization; the economic, legal and other essential conditions of conducting scientific research	L8V_KP	the most recent theories of phenomena and processes enabling new materials, methods, technologies, products and processes to be developed	L8H_SC	disseminate research results, also to the general public; initiate debates; participate in academic discourse; use a foreign language at a level that enables participation in international academic and professional communities	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; solve the most complicated problems, develop innovative solutions, also with the use of research results	L8H_CR	fulfil the social obligations of researchers and artists; initiate activities on behalf of the public interest; think and act in an enterprising manner	L8V_CC	maintain and establish proper relations in the international professional community
		L8V_KO	the newest methods and technologies relating to the occupation used in the world; the newest organisational solutions relating to the occupation used in the world	L8H_SO	plan and implement one's own and a team's research or creative work, also in the international community	L8V_SM	develop new methods and technologies for the occupation	L8H_CP	uphold and develop the ethos of the research and artistic communities, including: • conducting research in an independent manner • respecting the principle of the public ownership of academic research results, taking into account intellectual property rights	L8V_CR	cultivate a culture of promoting quality in the performed occupation
		L8V_KM		L8H_SL	autonomously plan and act on behalf of personal development; inspire and organise the development of others; develop an education or training programme and implement it using modern methods and tools	L8V_SL	develop training programmes and materials in the field of one's occupation				

Relevant legal acts and publications

Legal acts

1. The Act of 22 December 2015 on the Integrated Qualifications Framework (Journal of Laws 2016, item 64).
2. Regulation of the Minister of National Education of 13 April 2016 on second stage descriptors of the Polish Qualifications Framework typical for qualifications of a general character – levels 1–4.
3. Regulation of the Minister of National Education of 13 April 2016 on second stage descriptors of the Polish Qualifications Framework typical for qualifications of a vocational character – levels 1–8.
4. Regulation of the Minister of National Education and the Minister of Science and Higher Education of 17 June 2016 on second stage descriptors of the Polish Qualifications Framework typical for qualifications attained after having been awarded full qualifications at level 4 – level 5.
5. Regulation of the Minister of Science and Higher Education of 26 September 2016 on second stage descriptors of the Polish Qualifications Framework typical for qualifications attained in higher education after having been awarded full qualifications at level 4 – levels 6–8.

Supplementary publications

1. Sławiński S. (2016). *Słownik Zintegrowanego Systemu Kwalifikacji* [Glossary of the Integrated Qualifications System]. Warsaw: Instytut Badań Edukacyjnych.
2. Ziewiec-Skokowska G., Stęchły W. (2016). *Przypisywanie poziomu PRK do kwalifikacji nadawanych poza systemami oświaty i szkolnictwa wyższego* [The alignment of PQF levels to qualifications awarded outside the formal general, vocational and higher education systems]. Warsaw: Instytut Badań Edukacyjnych.

Annex. Definitions of selected terms relating to the Integrated Qualifications System

QUALIFICATIONS

Qualification – a set of learning outcomes (knowledge, skills and social competence acquired through a learning process), corresponding to established requirements, whose attainment has been assessed (validation) and formally confirmed by an authorised awarding body (certification).

Full qualification – a qualification awarded exclusively within the systems of formal general, vocational and higher education upon completion of a certain stage of learning, e.g. a certificate of completing primary school, an upper secondary school leaving certificate (*matura*), a diploma certifying the completion of first cycle studies (*licencjat*); all full qualifications are included in the Integrated Qualifications System (IQS).

Partial qualification – a qualification included in the IQS, which is not full, e.g. a certificate confirming qualifications in a given profession issued by a regional examination board, an accounting certificate, a certificate confirming the qualifications of an auditor, a certificate confirming the qualifications of a patent attorney.

QUALIFICATIONS SYSTEMS

National Qualifications System (NQS) – the mandatory policies and procedures in Poland on the confirmation of learning outcomes needed by the labour market, civil society and the individual development of learners, as well as on the institutions developing, awarding or recognising qualifications. An important element of the national qualifications system are the mechanisms of the quality assurance of qualifications.

Integrated Qualifications System (IQS) – the basic component of the national qualifications system (NQS) integrated by:

- introducing consistent national standards on the procedures of developing and awarding qualifications serving to ensure their quality;
- aligning all qualifications included in the IQS to their relevant PQF level;
- including all qualifications in one register (Integrated Qualifications Register – IQR).

The Integrated Qualifications System includes all full qualifications awarded in the formal general, vocational and higher education systems, partial qualifications awarded in the formal education system and partial qualifications awarded outside the formal education system that have been integrated into the system on the basis of individual decisions taken under the provisions of the Act on the IQS.

Integrated Qualifications Register (IQR) – a public register operating in an IT system listing the qualifications that can be attained in Poland and are incorporated in the IQS; the data on qualifications in the IQR are available to the public through the IQS portal.

QUALIFICATIONS FRAMEWORKS

European Qualifications Framework (EQF) – the structure of qualification levels adopted in the EU to which all national qualifications frameworks are referenced, enabling the comparison of qualifications attained in different EU countries.

Polish Qualifications Framework (PQF) – the structure of qualification levels included in the IQS. PQF levels correspond to EQF levels.

The alignment of a PQF level to a given qualification – a decision taken pursuant to the Act on the IQS on the PQF level for a given qualification and made by comparing the learning outcomes required for that qualification with PQF level descriptors.

AWARDING QUALIFICATIONS

Validation – assessing whether – regardless of the learning method used – the competences required for a given qualification have been attained. A positive result of validation is the basis for issuing a document (certification) confirming the awarding of the qualification by an authorised institution (awarding body).

LEARNING OUTCOMES

Knowledge – a set of descriptions of objects and facts, principles, theories and practices assimilated in the learning process that relate to the field of learning or occupational activity.

Skills – the ability to complete tasks and solve problems specific to the field of learning or occupational activity acquired in the process of learning

Social competence – the ability to participate autonomously and responsibly in professional and social life and to shape personal development, taking into account the ethical context of one's own conduct.

The division of learning outcomes into *knowledge*, *skills* and *social competence* adopted in the qualifications framework does not mean that there are clear boundaries between the different types of learning outcomes. Learning outcomes defined as *knowledge*, in practice, always include a component of skills. *Skills* always contain a certain element of knowledge, and *social competence* always includes some skills and knowledge.