

IBE



*kwalifikacje
dla każdego*



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USE OF **SECTORAL QUALIFICATIONS** **FRAMEWORKS** IN A DEVELOPMENT OF STUDY PROGRAMS





AGENDA

1

Context: qualifications frameworks and higher education in Europe

2

Sectoral qualifications frameworks – idea and design

3

Case studies of Polish universities





CONTEXT: QUALIFICATIONS FRAMEWORKS AND HIGHER EDUCATION IN EUROPE





EVOLUTION OF FRAMEWORKS

2005

- Framework for Qualifications of the European Higher Education Area (QFHE)

2008

- European Qualifications Framework

2011

- National Qualification Framework for Higher Education

2015

- Polish Qualifications Framework





ESG 2015

Standard 1.2:

”The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.”





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What does it mean to refer?

VET qualifications:



But in higher education usually:





SECTORAL QUALIFICATIONS FRAMEWORKS – IDEA AND DESIGN





SECTORAL QUALIFICATIONS FRAMEWORK

Description of levels of qualifications
functioning in a given sector or branch

(art. 2, pt 19 Law on Integrated Qualifications System)





SECTORAL QUALIFICATIONS FRAMEWORK – WHY?

EQF, level 6: “Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles”

QFHE, first cycle: „have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;





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POLISH EXPERIENCE – SQFB LEVEL DESCRIPTORS

3

- Is able to find and use basic legal, regulatory and economic information to perform professional tasks based on provided guidelines,

4

- Is able to collect and apply economic data in work, including information on financial markets, the business and household sectors

5

- Is able to analyse a complex set of indicators, including sectoral ones, and use the results of the analysis to develop an offer for a customer or synthetic reports for internal use in the bank

6

- Is able to analyse forecasts of important economic variables, including sectoral data, present them in a synthetic form and use them to build/restructure customers' portfolios or to properly manage the bank

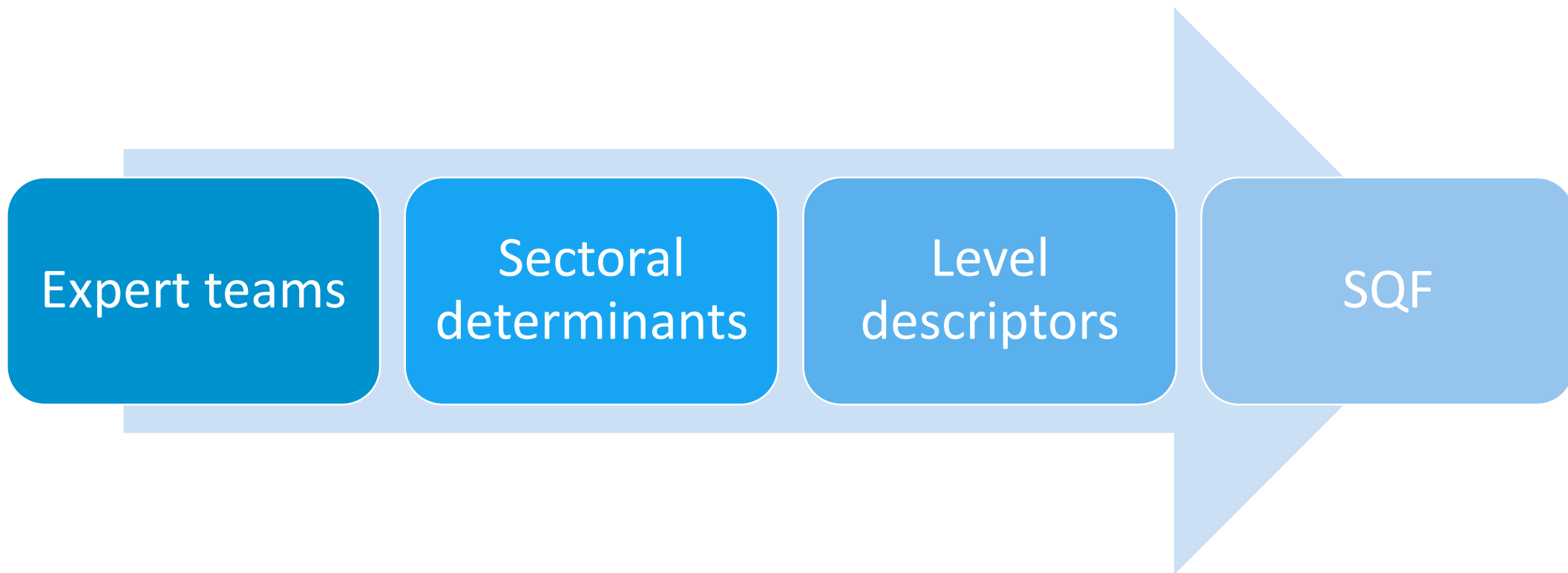
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- Based on a deep analysis of the economic and regulatory environment of the bank, prepares internal reports leading to the development of new solutions and strategies in an appropriate timeframe for the bank and its customers



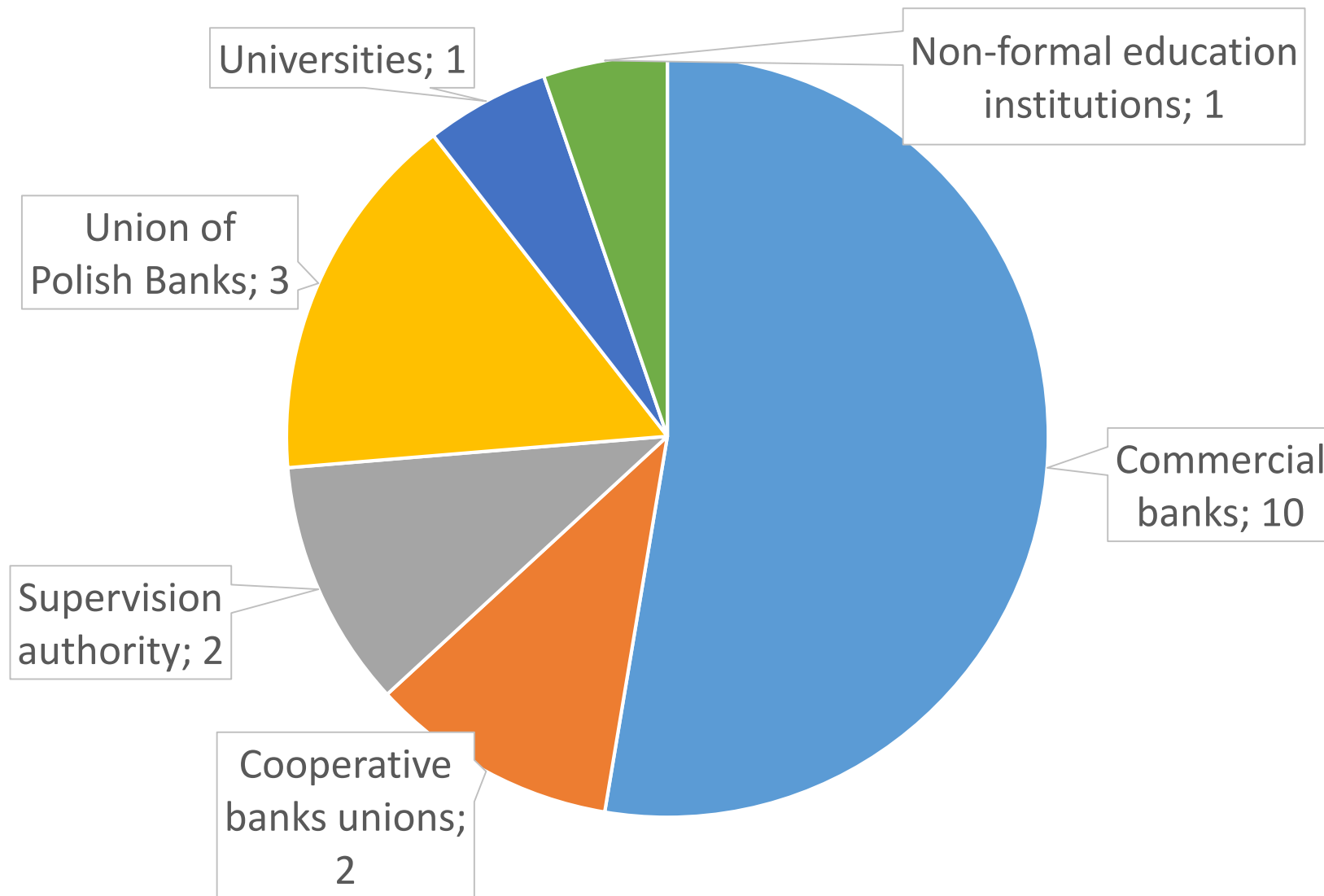


STAGES OF SQF DEVELOPMENT





SECTOR FOR THE SECTOR





WORK DONE SO FAR

- Banking;
- Tourism;
- IT;
- Telecommunication;
- Sports;
- Construction sector;
- Fashion industry;
- Development services;
- Trade;
- Public health





PLANS:

- Agriculture;
- Car industry;
- Chemistry;
- Mining;
- Social care;
- Education sector (SQF for teachers);
- ???





SOME INTERNATIONAL EXAMPLES:

- SQF for Border Guarding (Frontex);
- Triple-E Standard (European Banking Federation);
- Metalog Project (Logistics sector);
- CarEasyVET Project;
- European e-Competence Framework;
- Skills Framework for the Information Age
- ...





CASE STUDIES OF POLISH UNIVERSITIES





GDANSK UNIVERSITY OF PHYSICAL EDUCATION AND SPORT

Since 2017 all the learning outcomes of courses “Sports” and “Physical education” were reformulated and based on SQF for Sports

SQF for Sports descriptor	Learning outcome based on SQF for Sports
Can interpret and take into account test results (e.g. of physiological, biochemical, biomechanical, psychological medical exams) in his/her own occupational tasks relating to sports participation	Can perform and assess basic physical measurements, in particular anthropometric, biomechanical, physiological and diagnostic. Can diagnose effort capacities of the organism and training loads.





JAGIELLONIAN UNIVERSITY

TEMPUS PROJECT: food, environment and chemistry sectors;

Project held in countries of former Soviet Union;

New study programmes: Faculty of Chemistry;





WARSAW SCHOOL OF ECONOMICS

Department of Tourism:

- Participation in a development of SQF for Tourism Sector;
- Revision of study programme of course „Tourism” and curricula of related subjects in terms of SQF for Tourism;
- Conducting a sectoral human capital balance in order to identify labour market needs in area of tourism; methodology of the survey based on level descriptors of SQF for Tourism





WARSAW UNIVERISTY OF TECHNOLOGY

Department of Construction

- Participation in a development of SQF for Construction Sector;
- Cooperation in a development of Sector Skills Councils in Construction and IT sectors; skills surveys based on SQF (in particular construction);
- First formal works on the defining learning outcomes for post-graduate courses, with use of SQF level descriptors.





CONCLUSIONS AND DISCUSSION

- Are the qualifications frameworks useful at all? Do your institutions use them in the process of designing curricula and defining learning outcomes?
- What are the main obstacles of QFHE or EQF?
- How do you find the usefulness of SQFs?
- Would you rather look for international solutions standards (as SFIA) or regional frameworks, that can take into account a national context of the given sector?
- What sectors appear to be particularly interested in use of such tools? Why?
- How the universities can participate in a process of designing SQFs?



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dla każdego*

*„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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