THE POLISH QUALIFICATIONS FRAMEWORK

KNOWLEDGE
SKILLS
SOCIAL COMPETENCE

THE
POLISH QUALIFICATIONS
FRAMEWORK

Introduction

The modernization of Polish qualifications initiated with the enactment of the Act of 22 December 2015 on the Integrated Qualifications System (Journal of Laws 2016, item 64) is based on the adoption of common principles governing the qualifications operating in different areas. The integrated system consists of elements that already function in Polish society and its economy, as well as new instruments, to effectively integrate the entire system. Its most significant elements are the Polish Qualifications Framework (PQF) and the Integrated Qualifications Register (IQR), which is a compendium of all qualifications included in the integrated system. These qualifications are also assigned a level in the Polish Qualifications Framework (PQF level).

The first stage of work on the qualifications system began in 2008 with efforts to develop the Polish Qualifications Framework through the project „Development of the balance of competences and qualifications in the labour market in Poland and the National Qualifications Framework model". Experts working in the project proposed the first set of level descriptors for qualifications' levels, including universal descriptors, as well as PQF descriptors for general, higher and vocational education. Their proposal contained seven levels, as level 5 had not been initially developed. The proposal presumed a two-stage design of the PQF.

In the next phase of work on the experts' proposal, an eight-level structure was developed and verified both by experts and social partners with the organisation of a public debate on the Polish Qualifications Framework started in February 2011. The discussions, which took place in thematic groups, addressed such issues as:

- terminology and ensuring the consistency of the language used when describing elements of the qualifications system,
- issues relating to the structure of the PQF,
- ways of describing qualifications' PQF levels,
- describing individual components of qualifications' levels.

The comments and issues raised during these discussions contributed significantly to the shape of the Polish Qualifications Framework. They were the subject of the further work of experts at the Educational Research Institute. The following persons took part in this work: Dr. Agnieszka Chłoń-Domińczak, Prof. Ewa Chmielecka, Prof. Andrzej Kraśniewski, Dr. Stanisław Sławiński, with the assistance of Monika Parys. In addition, the results of the work were consulted with Horacy Dębowski, Prof. Zbigniew Marciniak, Dr. Tomasz Saryusz-Wolski, Wojciech Stęchły, Katarzyna Trawińska-Konador, Agnieszka Szymczak and Dr. Gabriela Ziewiec. The level descriptors typical for general and vocational education were inspired by the work carried out by Dr. Krystyna Lelińska and Maciej Gruza.

The version of level descriptors produced in mid-2012 was verified by working groups engaged in assigning PQF levels to qualifications (in 2012–2013) and then in the work on sectoral qualifications frameworks (in 2013–2014). The PQF descriptors for general education were verified by experts working on the core curriculum of general education.

The final version of the PQF is, therefore, the result of work carried out by many people over seven years. Such a long period was due to the need to develop solutions that took into account the specificity of the Polish qualifications system and the experiences of representatives from the worlds of education and the labour market. This enables the PQF to constitute a good basis for determining qualifications' levels in a system where they can be attained in both the formal and non-formal education systems, and as the result of informal learning.

The authors express their gratitude to all persons and the communities who contributed to the development of the Polish Qualifications Framework.

Structure of the Polish Qualifications Framework

The PQF has eight levels of qualifications, as does the European Qualifications Framework (EQF). Each PQF level has been characterized by general statements about the learning outcomes required for a given qualification level. In determining the PQF level, it does not matter whether a qualification's required learning outcomes are attained within a structured education system or in another way.

The PQF descriptors refer to the full range of required learning outcomes for a qualification in the categories of knowledge, skills and social competence. The descriptors of successive PQF levels reflect the increasing requirements in these areas.

A unique Polish solution for the PQF is the development of two stages of level descriptors. First stage level descriptors (universal) apply to all types of education. They are included as an appendix to the Act on the Integrated Qualifications System.

These are then further developed in second stage level descriptors:

- descriptors typical for general education, established by the regulation of the Minister of National Education of 13 April 2016,

- descriptors typical for qualifications attained after the awarding of full qualifications at PQF level 4, established by the regulation of the Minister of National Education and the Minister of Science and Higher Education of 17 June 2016,

- descriptors typical for qualifications attained in higher education, established by the regulation of the Minister of Science and Higher Education of 26 September 2016,

- descriptors typical for qualifications attained in vocational education, established by the regulation of the Minister of National Education of 13 April 2016.

The first and second stage descriptors should be read together.

Diagram of the structure of the Polish Qualifications Framework.
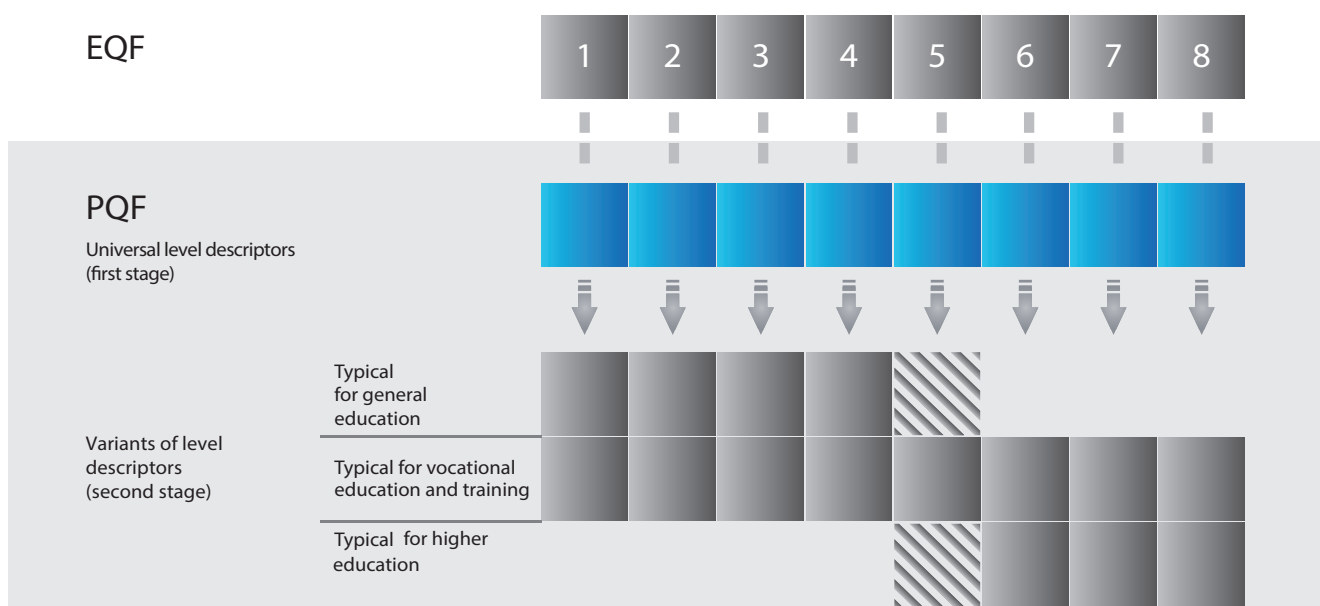
Source: IBE.

First stage generic descriptors (universal) of the Polish Qualifications Framework – levels 1–8

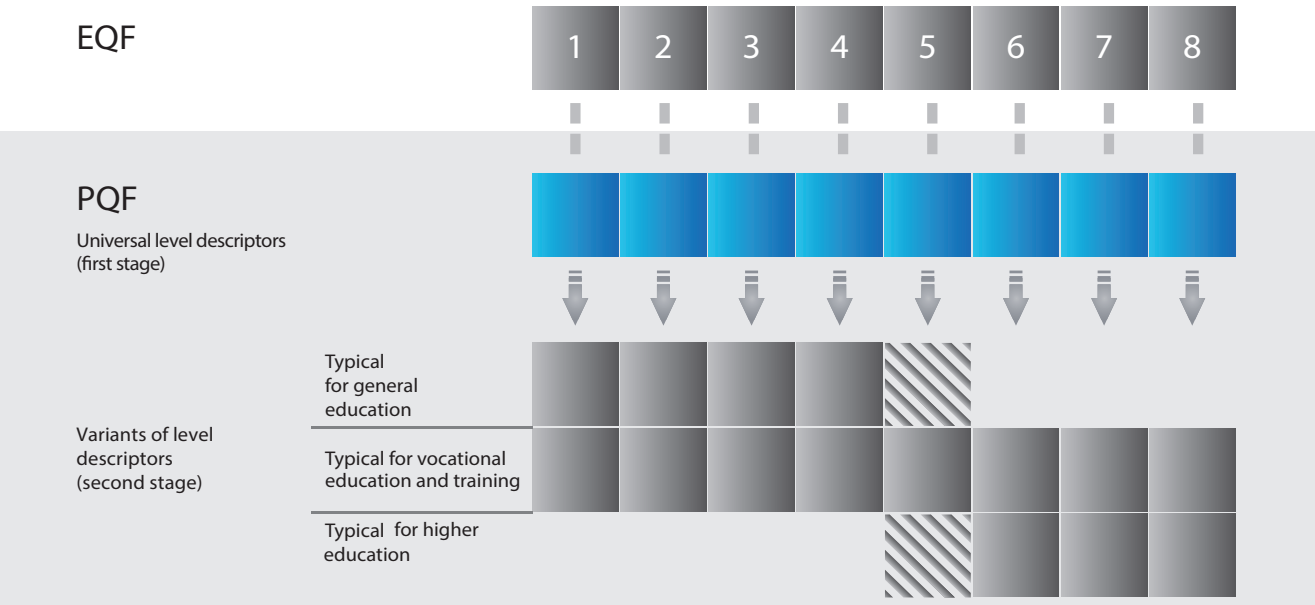## Descriptors of knowledge, skills and social competence should be referred to the specific field of learning or occupational activity

Descriptive categories and basic aspects	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
KNOWLEDGE (K)	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:	KNOWS AND UNDERSTANDS:
Scope — Completeness of the cognitive perspective; Dependencies	elementary facts and concepts as well as the dependencies between selected natural and social phenomena and the products of human thought	a broadened set of elementary facts, simple concepts as well as the dependencies between selected natural and social phenomena and the products of human thought	basic facts and concepts as well as the dependencies between selected natural and social phenomena and the products of human thought; furthermore, a broader scope of selected facts, concepts and dependencies in specific areas	a broadened set of basic facts, moderately complex concepts, theories and the dependencies between selected natural and social phenomena and the products of human thought; furthermore, a broader scope of facts, moderately complex concepts and theories from specific fields and the dependencies between them	a broad scope of facts, theories, methods and the dependencies between them	an advanced level of facts, theories, methods and the complex dependencies between them	an in-depth level of selected facts, theories, methods and the complex dependencies between them, also in relationship to other fields	the world's achievements in science and the arts and the resulting implications of this for practice
Depth of understanding — Completeness of the cognitive perspective; Dependencies			the basic conditions of conducted activities	the basic conditions of conducted activities	the diverse conditions of conducted activities	the diverse, complex conditions of conducted activities	the diverse, complex conditions and axiological context of conducted activities	
SKILLS (S)	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:	IS ABLE TO:
Problem solving and applying knowledge in practice — Complexity of the problem; Level of autonomy; Innovation in the approach; Conditions under which one acts	carry out very simple tasks according to detailed instructions under typical conditions; solve very simple, routine problems under typical conditions	complete simple tasks following general instructions most often under typical conditions; solve simple, routine problems most often under typical conditions	complete moderately complex tasks following general instructions under partially variable conditions; solve simple, routine problems under partially variable conditions	complete moderately complex tasks, partially without instructions, often under variable conditions; solve moderately complex and somewhat non-routine problems often under variable conditions	complete tasks without instructions under variable, predictable conditions; solve moderately complex and non-routine problems under variable, predictable conditions	innovatively complete tasks and solve complex and non-routine problems under variable and not fully predictable conditions	complete tasks as well as formulate and solve problems with the use of new knowledge, also from other fields	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
Learning — Autonomy; Methods	learn under direct guidance in a structured form	learn under guidance in a structured form	learn partially autonomously under guidance in a structured form	learn autonomously in a structured form	learn autonomously	autonomously plan one's lifelong learning	independently plan one's own lifelong learning and direct others in this area	independently plan one's own development as well as inspire the development of others
Communication — Scope of expression; Complexity of expression	understand simple statements and formulate very simple statements	understand moderately complex statements, formulate simple statements; formulate and understand the simplest statements in a foreign language	understand moderately complex statements, formulate moderately complex statements; understand and formulate very simple statements in a foreign language	understand complex statements, formulate moderately complex statements on a broad range of issues; understand and formulate simple statements in a foreign language	understand moderately complex statements, formulate moderately complex statements using specialised terminology; understand and formulate very simple statements in a foreign language using specialised terminology	communicate in one's environment, substantiate one's position	communicate with various target groups, appropriately substantiate one's position	participate in the exchange of experiences and ideas, also in the international community
SOCIAL COMPETENCE (C)	IS READY TO:	IS READY TO:	IS READY TO:	IS READY TO:	IS READY TO:	IS READY TO:	IS READY TO:	IS READY TO:
Identity — Participation; Sense of responsibility; Conduct	respect the obligations arising from membership in various communities	assume the obligations arising from membership in various communities	be a member of various types of communities, function in various social roles and assume the basic obligations ensuing from this	assume responsibility for participating in various communities and functioning in various social roles	assume basic professional and social responsibilities, evaluate and interpret them	cultivate and disseminate models of good practice in the workplace and beyond	establish and develop models of good practice in the environments of work and life	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
Cooperation — Team work; Conditions under which one acts; Leadership	act and cooperate with others under direct supervision in structured conditions	act and cooperate with others under direction in structured conditions	act and cooperate with others partially autonomously under structured conditions	act and cooperate with others autonomously under structured conditions	independently act and cooperate with others under structured conditions, direct a small team under structured conditions	make decisions independently; critically evaluate one's own actions, those of the team one directs and the organisations in which one participates; assume responsibility for the results of those actions	initiate actions, critically assess oneself as well as the teams and organisations in which one participates; lead a group and take responsibility for it	
Responsibility — Consequences of one's own actions; Consequences of the team's actions; Evaluation	evaluate one's own actions and take responsibility for the direct results of those actions	evaluate the actions in which one participates and take responsibility for the results of those actions	evaluate one's own actions and those of the team; take responsibility for the results of those actions	evaluate one's own actions and those of the persons one is directing; take responsibility for the results of one's own actions as well as those of the persons one directs	evaluate one's own actions and those of others and the teams one directs; assume responsibility for the results of those actions			

First stage generic descriptors (universal) of the Polish Qualifications Framework – levels 1–8

Descriptors of knowledge, skills and social competence should be referred to the specific field of learning or occupational activity

EQF

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

PQF
Universal level descriptors (first stage)

Variants of level descriptors (second stage)

Typical for general education

Typical for vocational education and training

Typical for higher education

Second stage generic descriptors of the Polish Qualifications Framework typical for general education – levels 1–4
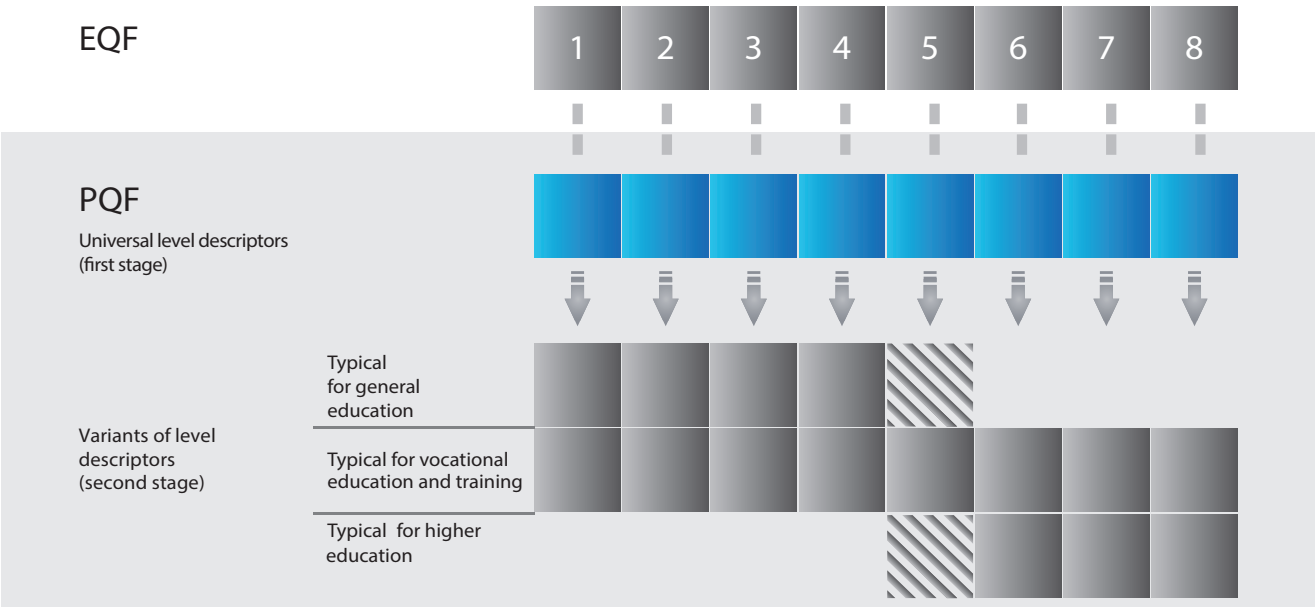## Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of general education

■ depending on the specificity of individual qualifications, the descriptor also refers to subsequent PQF levels

KNOWLEDGE (K)

KNOWS AND UNDERSTANDS:

Descriptive categories	Basic aspects	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Language and communication	Structure and principles of formulating statements	the structure of very simple statements and the principles of formulating them (L1G_KC)	the structure of simple statements and the principles of formulating them (L2G_KC)	the structure of not very complex statements and the principles of formulating them (L3G_KC)	the structure of moderately complex statements and the principles of formulating them (L4G_KC)
Mathematics and natural sciences	Concepts and dependencies	selected very simple mathematical concepts and dependencies; very simple descriptions of the surrounding material world as well as selected phenomena and processes in nature and technology (L1G_KM)	selected simple mathematical concepts and strategies as well as very simple mathematical reasoning; very simple descriptions of selected components of the material world as well as selected phenomena and processes in nature and technology (L2G_KM)	selected not very complex mathematical concepts, dependencies and strategies as well as simple mathematical reasoning and models; not very complex descriptions of selected components of the material world as well as selected phenomena and processes in nature and technology (L3G_KM)	selected moderately complex mathematical concepts, dependencies and strategies as well as not very complex mathematical reasoning and models; moderately complex descriptions of selected components of the material world as well as selected phenomena and processes in nature and technology (L4G_KM)
	Interpretation	very simple interpretations of selected phenomena and processes in nature and technology	simple interpretations of selected phenomena and processes in nature and technology	not very complex interpretations of selected phenomena and processes in nature and technology; the differences between a scientific and non-scientific understanding of reality ■	moderately complex interpretations of selected phenomena and processes in nature and technology as well as selected theories about the material world
Social functioning	Principles of functioning	the principles of functioning in various social groups (L1G_KF)	the basic principles of social order and the basic procedures of a democracy (L2G_KF)	the legal basis of governance relating to economic, social and political activities as well as family life (L3G_KF)	selected theories on social life and its development; basic mechanisms of the functioning of the economy, also in the global dimension (L4G_KF)
	Social roles	the basic social roles of a person in modern society	the basic responsibilities of a modern person in relation to his/her family, local community and nation	the basic principles of functioning in a place of learning, work as well as participating in public life ■	in an in-depth way, one's own identity as a legacy of the history and culture of his/her nation and participation in different types of communities
	Identity	the elementary determinants of one's cultural identity; the elementary characteristics of the communities to which one belongs	basic historical facts about one's country and region; basic principles of conduct resulting from one's own cultural identity and membership in communities	the most important elements of national heritage and the humanistic heritage of Europe and the world; the basic principles of the functioning of communities to which one belongs resulting from the values held by these communities	

SKILLS (S)

IS ABLE TO:

Descriptive categories	Basic aspects	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Language and communication	Understanding and formulating statements	understand simple statements about typical phenomena and situations; formulate very simple statements about typical phenomena and situations; use basic forms of politeness relevant to the situation; retrieve very simple information from simple texts (L1G_SC)	understand not very complex statements; formulate and present simple statements; differentiate the manner of communicating relevant to the situation; retrieve simple information from not very complex texts (L2G_SC)	understand moderately complex statements; formulate and present not very complex statements; differentiate the expression of statements relevant to the situation ■; retrieve and process not very complex information from moderately complex texts (L3G_SC)	understand complex statements; formulate and present moderately complex statements; analyse, select and link moderately complex information from various sources (L4G_SC)
	Using a foreign language	use a foreign language at the CEFR A1 level	use a foreign language at the CEFR A2 level	use a foreign language at the CEFR A2+ level	use a foreign language at the CEFR B1 level
Mathematics and natural sciences	Using tools, making observations and performing experiments	use very simple mathematical tools in routine situations of daily life; carry out very simple measurements, observations and experiments on objects, phenomena and processes in nature and technology using basic tools and materials in situations of daily life (L1G_SM)	use simple mathematical tools in various situations; carry out simple measurements, observations and experiments on objects, phenomena and processes in nature and technology; select and use relevant tools and materials (L2G_SM)	use not very complex mathematical tools; carry out not very complex measurements, observations and experiments on objects, phenomena and processes in nature and technology; select and use non-routine tools and materials in a manner consistent with their purpose and rules of use ■ (L3G_SM)	use moderately complex mathematical tools; carry out moderately complex measurements, observations and experiments in the field of natural sciences (L4G_SM)
Social functioning	Expressing membership in communities	acknowledge membership in a specific community in routine situations (L1G_SF)	behave appropriately in routine situations according to the customs of the specific community to which one belongs (L2G_SF)	become appropriately involved in the activities of a specific community depending on the situation ■ (L3G_SF)	(L4G_SF)
Learning	Organisation	undertake learning according to received guidelines without the ongoing supervision of a person directing learning activities (L1G_SL)	undertake individual learning according to received guidelines without the ongoing supervision of a person directing learning activities (L2G_SL)	undertake autonomous learning according to a defined plan (L3G_SL)	plan learning relevant to one's level of advancement in an implemented education programme from the perspective of personal development (L4G_SL)
	Planning	justify the need to learn	participate in decision-making relating to further learning	choose ways of attaining further learning, taking into account the basic factors influencing success in one's personal life and professional career	choose ways of attaining further learning from the perspective of personal development

SOCIAL COMPETENCE (C)

IS READY TO:

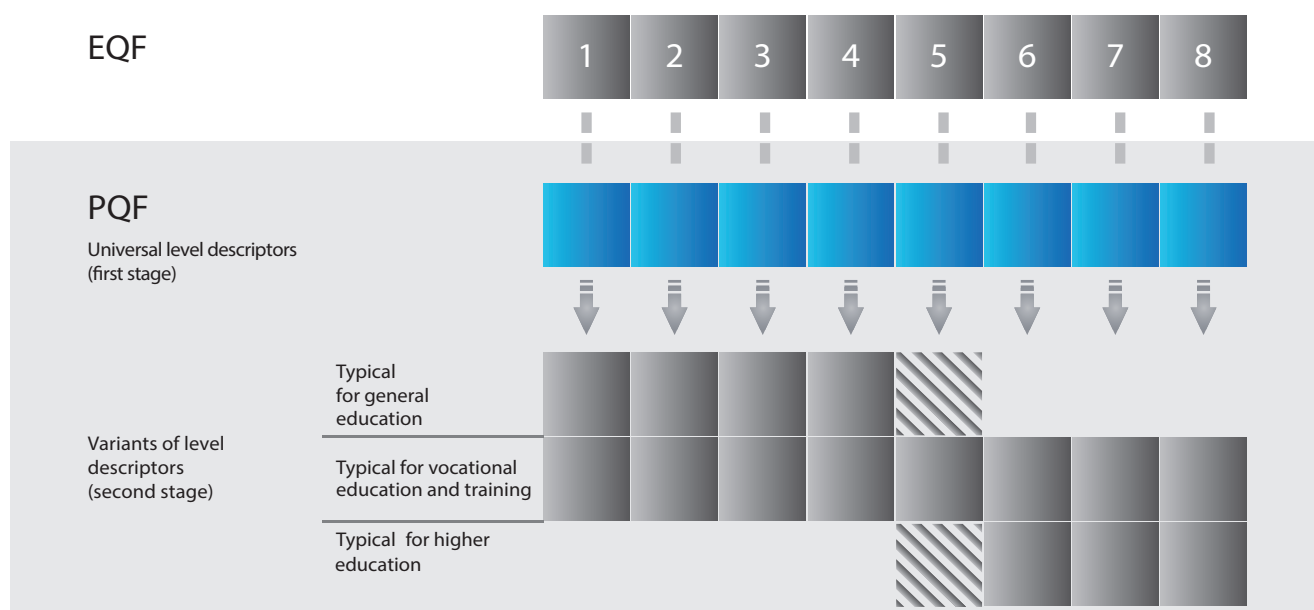| Descriptive categories	Basic aspects	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Language and communication	Culture of communicating	comply with elementary principles of communication in routine situations; refrain from lying (L1G_CC)	share information that one has in situations where it is needed; refrain from stating unsubstantiated opinions (L2G_CC)	comply with ethical principles and the etiquette of communication (L3G_CC)	cultivate a proper culture of communicating in various contexts (L4G_CC)
Health and the environment	Attention to health and safety	comply with basic principles of health and safety (L1G_CH)	comply with basic principles of caring for one's health and the safety of oneself and others (L2G_CH)	comply with the principles of caring for the health and safety of oneself and others in various contexts ■ (L3G_CH)	(L4G_CH)
	Attitude towards the environment	respect natural surroundings	respect the basic principles of environmental protection	react in situations when threats to the environment appear ■	
Social functioning	Cooperation	cooperate with another person in routine daily situations (L1G_CF)	cooperate in an informal group, respecting the rules of democracy (L2G_CF)	cooperate in an organised group, respecting its hierarchical structure (L3G_CF)	conduct a partnership form of dialogue and cooperation as well as submit to / lead in various hierarchical structures while taking into account the ethical aspects of this (L4G_CF)
	Involvement	actively participate in a group acting under the leadership of a supervisor; perceive and react to the needs of other group members	solve simple problems of cooperating in an informal group in routine situations; become involved in activities on behalf of the common good of the communities to which one belongs	solve not very complex problems of cooperating in a group; become involved in public affairs to the extent that is appropriate given the social roles one has	
	Assuming responsibility	behave in a manner appropriate to the customs adopted by the communities to which one belongs	act in defense of the good reputation of the communities to which one belongs and be respectful of other communities	assume the basic responsibilities relating to membership in a community	

Second stage generic descriptors of the Polish Qualifications Framework typical for general education – levels 1–4

Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of general education

EQF	1	2	3	4	5	6	7	8

PQF

Universal level descriptors (first stage)

Variants of level descriptors (second stage)

- Typical for general education
- Typical for vocational education and training
- Typical for higher education

Second stage generic descriptors of the Polish Qualifications Framework typical for qualifications attained after having been awarded full qualifications at level 4 – level 5

Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of higher education

EQF

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

PQF

Universal level descriptors (first stage)

Variants of level descriptors (second stage)

Typical for general education

Typical for vocational education and training

Typical for higher education

Second stage generic descriptors of the Polish Qualifications Framework typical for qualifications attained after having been awarded full qualifications at level 4 – level 5

Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of higher education

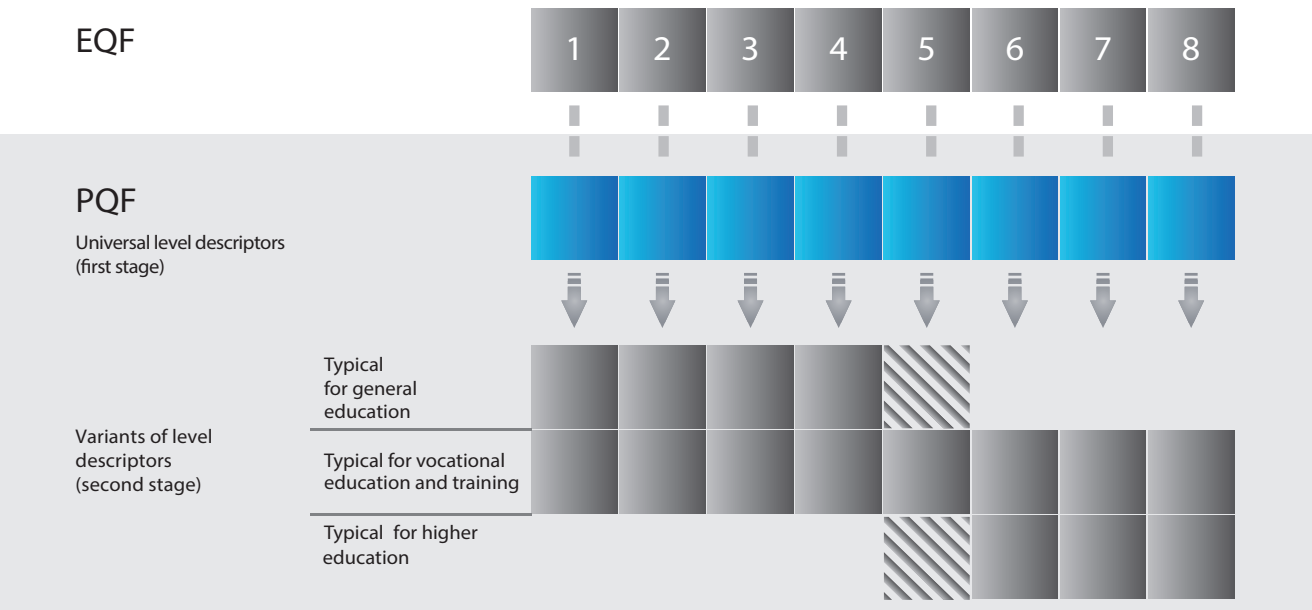|	Descriptive categories	Basic aspects		LEVEL 5
				KNOWS AND UNDERSTANDS:
KNOWLEDGE (K)	Depth and scope	Completeness of the cognitive perspective, dependencies	L5H_KS	in relation to the study programme – selected facts, objects and phenomena as well as associated methods and theories explaining the complex dependencies between them, from the field of basic general knowledge on which its theoretical foundations are based, and selected issues from the specific knowledge relating to the study programme
				in relation to the study programme – an advanced level of selected facts, objects and phenomena as well as associated methods and theories explaining the complex dependencies between them, from the basic general knowledge of the academic disciplines on which its theoretical foundations are based, and selected issues from the specific knowledge relating to the study programme
	Context	Conditions, effects	L5H_KX	the basic economic, legal and other consequences of various types of activities relating to the awarded qualification
				IS ABLE TO:
SKILLS (S)	Using knowledge	Solving problems	L5H_SU	use one's knowledge to solve moderately complex and non-routine problems under variable, not fully predictable conditions by: • selecting proper sources and information from them, • selecting and using proper methods and tools, including information communication technologies (ICT)
		Carrying out tasks		
	Communication	Understanding and formulating statements	L5H_SC	communicate in one's community using specialised terminology – understand moderately complex statements, formulate not very complex statements using specialised terminology
		Disseminating knowledge in the academic community		present and substantiate one's position
		Using a foreign language		use a foreign language at the CEFR B1+ level, utilising basic specialised vocabulary
	Organising work	Planning and team work	L5H_SO	organise one's work – individually and in a team
	Learning	Planning personal development and the development of others	L5H_SL	analyse and assess personal learning needs, autonomously take advantage of available learning opportunities
				IS READY TO:
SOCIAL COMPETENCE (C)	Evaluation	Critical approach	L5H_CE	recognize that one does not have full and certain knowledge
	Responsibility	Fulfilling social obligations	L5H_CR	fulfil social obligations
		Acting in the public interest		participate in activities on behalf of the public interest, act in an enterprising manner
	Professional role	Autonomy, development of an ethos	L5H_CP	responsibly fulfil professional roles and comply with the ethical principles of the profession

Second stage generic descriptors of the Polish Qualifications Framework typical for higher education qualifications – levels 6–8
Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of higher education

Descriptive categories	Basic aspects		LEVEL 6		LEVEL 7		LEVEL 8
KNOWLEDGE (K)			**KNOWS AND UNDERSTANDS:**		**KNOWS AND UNDERSTANDS:**		**KNOWS AND UNDERSTANDS:**
Depth and scope	**Completeness of the cognitive perspective and dependencies**	L6H_KS	in relation to the study programme – an advanced level of selected facts, objects and phenomena as well as associated methods and theories explaining the complex dependencies between them, from the basic general knowledge of the academic or artistic disciplines on which its theoretical foundations are based, and selected issues from the specific knowledge relating to the study programme	L7H_KS	an in-depth level of selected facts, objects and phenomena as well as associated methods and theories explaining the complex dependencies between them, consisting of: • advanced general knowledge of the academic or artistic disciplines on which their theoretical foundations are based • structured and expanded theoretical knowledge of key issues • selected issues from advanced, specific knowledge relating to the study programme the main scientific developments in the academic or artistic disciplines essential to the study programme	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
Context	**Conditions, effects**	L6H_KX	the fundamental dilemmas of modern civilization the basic economic, legal and other conditions of undertaking various types of activities relating to the awarded qualification, including basic concepts and regulations on industrial property rights and copyrights	L7H_KX	the fundamental dilemmas of modern civilization the economic, legal and other conditions of undertaking various types of activities relating to the awarded qualification, including regulations on industrial property rights and copyrights	L8H_KX	the fundamental dilemmas of modern civilization the economic, legal and other essential conditions of conducting scientific research
SKILLS (S)			**IS ABLE TO:**		**IS ABLE TO:**		**IS ABLE TO:**
Using knowledge	**Solving problems and carrying out tasks**	L6H_SU	use one's knowledge to formulate and solve complex and non-routine problems as well as carry out tasks under not fully predictable conditions by: • properly selecting sources and information from them; conducting an assessment, critical analysis and synthesis of this information • selecting and using proper methods and tools, including advanced techniques of information communications technology (ICT)	L7H_SU	use one's knowledge to formulate and solve complex and non-routine problems as well as innovatively carry out tasks under unpredictable conditions by: • properly selecting sources and information from them; conducting an assessment, critical analysis, synthesis and creative interpretation and presentation of this information, • selecting and using proper methods and tools, including advanced techniques of information communications technology (ICT)	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
Communication	**Understanding and formulating statements**	L6H_SC	communicate using specialised terminology	L7H_SC	communicate on specialised topics with various audiences	L8H_SC	disseminate research results, also to the general public
	Disseminating knowledge in the academic community		participate in debates – present and assess different opinions and positions and discuss them		lead debates		initiate debates participate in academic discourse
	Using a foreign language		use a foreign language at the CEFR B2 level		use a foreign language at the CEFR B2+ level and use specialised terminology at a higher level		use a foreign language at a level that enables participation in international academic and professional communities
Organising work	**Planning and team work**	L6H_SO	plan and organise work – individually and in a team	L7H_SO	direct the work of a team	L8H_SO	plan and implement one's own and a team's research or creative work, also in the international community
Learning	**Planning personal development and the development of others**	L6H_SL	autonomously plan and implement personal lifelong learning	L7H_SL	autonomously plan and implement personal lifelong learning and direct others in this area	L8H_SL	autonomously plan and act to achieve personal development; inspire and organise the development of others develop an education or training programme and implement it using modern methods and tools
SOCIAL COMPETENCE (C)			**IS READY TO:**		**IS READY TO:**		**IS READY TO:**
Evaluation	**Critical approach**	L6H_CE	critically evaluate one's level of knowledge recognize the value of knowledge in solving cognitive and practical problems	L7H_CE	critically evaluate received information recognize the value of knowledge in solving cognitive and practical problems	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
Responsibility	**Fulfilling social obligations**	L6H_CR	fulfil one's social obligations, co-organise activities on behalf of society	L7H_CR	fulfil one's social obligations, inspire and organise activities on behalf of society	L8H_CR	fulfil the social obligations of researchers and artists
	Acting in the public interest		initiate activities on behalf of the public interest think and act in an enterprising manner		initiate activities on behalf of the public interest think and act in an enterprising manner		initiate activities on behalf of the public interest think and act in an enterprising manner
Professional role	**Autonomy, development of an ethos**	L6H_CP	responsibly fulfil professional roles, including: • complying with the ethical principles of the profession and requiring this of others • attend to the achievements and traditions of the profession	L7H_CP	responsibly fulfil professional roles taking into account changing social needs, including: • further developing the achievements of the profession • upholding the professional ethos • complying with and developing the ethical principles of the profession and carrying out activities in accordance with these principles	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

Second stage generic descriptors of the Polish Qualifications Framework typical for higher education qualifications – levels 6–8

Descriptors of knowledge, skills and social competence should be referred to learning in the specific field of higher education
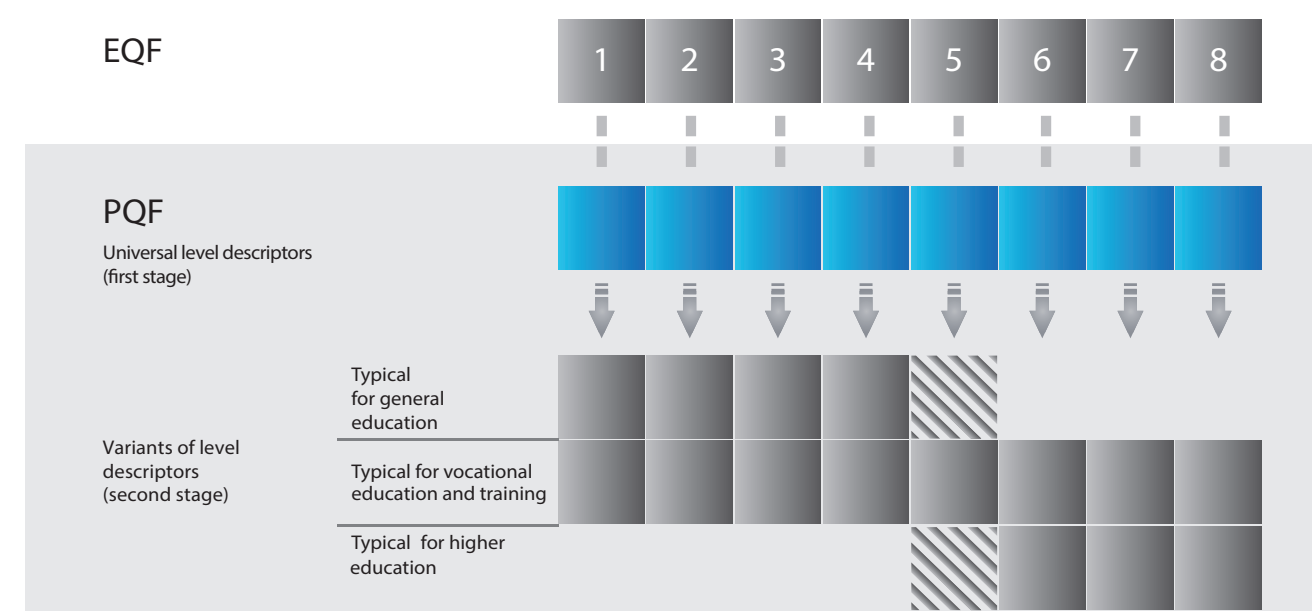
EQF

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

PQF

Universal level descriptors
(first stage)

Variants of level
descriptors
(second stage)

Typical
for general
education

Typical for vocational
education and training

Typical for higher
education

Second stage generic descriptors of the Polish Qualifications Framework typical for vocational education and training – levels 1–8
Descriptors of knowledge, skills and social competence should be referred to specific occupational activities

■ depending on the specificity of individual qualifications, the descriptor also refers to subsequent PQF levels

KNOWLEDGE (K) — KNOWS AND UNDERSTANDS: (Level 6: ZNA I ROZUMIE:)

Descriptive categories	Basic aspects	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Theories and principles	Methods and solutions		the most basic concepts and typical terminology relating to the occupational activities being carried out	basic concepts and terminology relating to the occupational task being carried out	the general theoretical foundations of the methods and solutions used in carrying out occupational tasks	the theoretical foundations of the methods and technologies used in the occupation	an advanced level of the theoretical foundations of the methods and technologies used in the occupation in association with other fields	an in-depth level of the theoretical foundations of the methods and technologies used in the occupation; the scientific developments of the occupational field ■	the newest scientific achievements on which the theoretical foundations of the methods and technologies of the occupation are based
	Business activity			elementary principles of individually operating a business and entrepreneurship	basic principles of operating a business and entrepreneurship	the principles of operating a business and entrepreneurship	the standards of operating a business and developing an enterprise ■		
	Ethics				basic ethical principles required in carrying out occupational tasks	the ethical principles of the occupation	the basic principles of industrial property rights and copyrights relating to the occupation	the principles of industrial property rights and copyrights relating to the occupation ■	
Phenomena and processes	Characteristics and conditions	the most basic phenomena and processes relating to elements of the occupational activities being carried out	basic phenomena and processes relating to the occupational activities being carried out	phenomena and processes relating to the occupational tasks being carried out	basic conditions affecting the phenomena and processes relating to the occupational tasks being carried out	selected theories explaining the phenomena and processes relating to the occupation	an advanced level of theories explaining the phenomena and processes relating to the occupation	an in-depth level of the theories on the phenomena and processes relating to the occupation, enabling limitations to be overcome, which result from the characteristics of the materials, methods and technologies being used	the most recent theories of phenomena and processes enabling new materials, methods, technologies, products and processes to be developed
Organising work	Methods and technologies	the methods of carrying out occupational activities at a work station	methods and technologies relating to the occupational activities being carried out	routine methods and technologies used in carrying out occupational tasks	routine and other often used methods and technologies utilised in carrying out occupational tasks	a broad scope of methods and technologies used in the occupation	various, complex methods and technologies used in the occupation	various, complex methods and technologies used in the occupation in the context of solutions utilised in other fields	the newest methods and technologies relating to the occupation used in the world
	Organisational solutions			routine organisational solutions used in carrying out occupational tasks	routine and other often used organisational solutions utilised in carrying out occupational tasks	a broad scope of organisational solutions used in the occupation	various, complex organisational solutions used in the occupation	various, complex organisational solutions used in the occupation in the context of solutions utilised from other field	the newest organisational solutions relating to the occupation used in the world
	Occupational health and safety	workplace health and safety rules relating to the elements of occupational activities being carried out	workplace health and safety rules and procedures relating to the occupational activities being carried out	workplace health and safety rules, procedures and norms relating to the occupational tasks being carried out	required workplace health and safety regulations relating to the occupational tasks being carried out ■				
Tools and materials	Use	the principles of the operation and use of tools, machines and equipment used at the work station	the principles of the operation and use of tools, machines and equipment used to carry out occupational activities	the principles of the operation and use of tools, machines and equipment used to carry out not very complex occupational tasks	the principles of the operation and use of tools, machines and equipment used to carry out not very complex occupational tasks	the principles of the operation and use of tools, machines and equipment used to carry out occupational tasks ■			
	Properties	the properties of the materials used at the work station and the principles of working with them	the basic characteristics of the materials used to carry out occupational activities	the basic characteristics of the materials used and products made	the characteristics of the materials used and products made ■				

SKILLS (S) — IS ABLE TO:

Descriptive categories	Basic aspects	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Information	Documentation		use basic documentation relating to occupational activities	use documentation relating to not very complex occupational tasks	develop elements of documentation and keep records relating to moderately complex occupational tasks		develop and keep records relating to the documentation required for the occupation		
	Calculating, analysing, synthesising and predicting	use very simple information and instructions relating to the elements of occupational activities, which are also available in electronic form	retrieve, compare and assess simple information required to carry out occupational activities, which is also available in electronic form	retrieve, compare, assess and analyse the information required to carry out occupational tasks	process information on moderately complex occupational tasks; follow new developments in the area of the occupational tasks being carried out	follow the developments of the given occupational field, its legal framework and local contexts	monitor the developments of the occupation and its national conditions and contexts	monitor the developments of the occupation and related fields as well as its international conditions and contexts ■	
			make simple calculations relating to the occupational activities being carried out	make not very complex calculations relating to occupational tasks	process quantitative data relating to moderately complex occupational tasks	analyse the performed occupation based on available quantitative data	diagnose the performed occupation based on available data about the internal situation and external environment	predict the development of the situation in the field of the occupation	create models of development for the occupation using relevant theories and the most complex information as well as draw conclusions from such models
Organising work	Planning and revising plans	plan very simple elements of occupational activities under the direction of a more experienced person	plan simple occupational activities under the direction of a more experienced person and revise the plan according to circumstances	prepare a plan of carrying out not very complex occupational tasks and revise it according to circumstances	prepare a plan of carrying out moderately complex occupational tasks under routine conditions and revise it according to circumstances for oneself and the team one is leading	prepare a plan of carrying out occupational tasks taking into account variable, predictable conditions and revise it according to circumstances for oneself and the team one is leading	prepare a plan of carrying out occupational tasks taking into account variable, not fully predictable conditions and revise it according to circumstances	develop a strategic plan for a work team / organisation relating to the work of the occupation	produce a development strategy relating to the work of the occupation, design the legal and organisational conditions to benefit the development of the occupation
	Doing	carry out very simple elements of occupational activities	carry out elements of simple occupational activities	carry out activities comprising not very complex occupational tasks	carry out moderately complex occupational tasks, often under variable, predictable conditions	carry out moderately complex occupational tasks under variable, predictable conditions	carry out complex occupational tasks under variable and not fully predictable conditions	carry out complex and non-routine occupational tasks under variable and unpredictable conditions ■	
				organise the work of a small work team carrying out not very complex occupational tasks	lead a small work team carrying out moderately complex occupational tasks under routine conditions	lead a small work team carrying out occupational tasks under variable but predictable conditions	lead a small work team / small organisation carrying out complex occupational tasks under variable and not fully predictable conditions	lead a work team / organisation carrying out complex and non-routine occupational tasks under variable and unpredictable conditions ■	
	Revising activities			solve simple problems that arise while carrying out not very complex occupational tasks	diagnose and solve one's own problems or those of subordinate workers arising in the process of carrying out moderately complex occupational tasks	analyse and assess the course of performing the occupation and its effects, solve non-routine problems and make appropriate corrections	analyse and assess the performed occupation in the context of national conditions	analyse and assess the performed occupation from the perspective of the field's scientific developments	solve the most complicated problems, develop innovative solutions, also with the use of research results
	Information flow			receive and transmit the information required to carry out not very complex occupational tasks	monitor the flow of information relating to the performance of moderately complex occupational tasks	manage the flow of information relating to the performed occupation	design the flow of information for a work team / small organisation		
					coordinate one's own work or that of a subordinate team with other persons or teams	cooperate with clients and cooperants	establish and maintain proper relations with clients and cooperants ■		
Tools and materials	Using and selecting	use the tools and machines required to carry out elements of very simple occupational activities in compliance with safety requirements	use the routine equipment of a work station for carrying out simple occupational activities in compliance with safety requirements	organise a work station for carrying out not very complex occupational tasks in compliance with safety requirements	design a work station for carrying out moderately complex occupational tasks	select the methods, technologies, procedures and materials required for the performed occupation	adapt simple methods and technologies as well as simple procedures in the performed occupation	modify methods and technologies as well as procedures for the occupation	develop new methods and technologies for the occupation
					develop one's own working conditions and those of a subordinate team in compliance with occupational health and safety regulations ■				
Learning and professional development	Personal development	work with a career advisor	identify appropriate job offerings for oneself	analyse job offers in the context of personal competences and professional development	plan personal professional development	analyse and assess one's own professional competences ■			
			present oneself to a potential employer	autonomously contact a potential employer		autonomously take advantage of available opportunities to update and broaden professional competences ■			
	Supporting the development of others				provide instruction and training in the occupational tasks being carried out	assess the training needs of subordinate workers	assess the possibilities for the professional development of subordinate workers	direct the development of the professional competences of subordinate workers ■	
						serve as the supervisor of an intern / mentor of a newly hired employee	provide training to workers in the field of the occupation	share professional knowledge in various ways	develop training programmes and materials in the field of one's occupation

SOCIAL COMPETENCE (C) — IS READY TO:

Descriptive categories	Basic aspects	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Following rules	Rules, instructions, laws	act according to received instructions	act according to the rules and instructions relating to occupational activities	act according to regulations relating to the performance of occupational tasks	comply with the requirements relating to technology and the principles of the organisation of work	comply with the principles of the occupation on guaranteeing the proper quality and safety of its performance	comply with the principles of the occupation on maintaining the quality of its performance as well as the culture of cooperation and the culture of competition	require that others comply with the principles of the occupation on maintaining the quality of its performance as well as the culture of cooperation and the culture of competition	develop principles of the occupation on maintaining the quality of its performance as well as the culture of cooperation and the culture of competition
		follow orders and heed advice ■		provide reliable information on issues relating to the occupational tasks being carried out	comply with the principles of loyalty in relationship to one's employer and co-workers ■				
				comply with agreements made relating to cooperation in carrying out occupational tasks ■					
Cooperation	Communication		establish and maintain essential contacts relating to occupational activities	communicate in the work environment in a way that does not impede information flow relating to the occupational tasks being carried out	communicate in the professional community in a way that ensures good cooperation in one's team and with other persons and teams				
	Professional relations	work with others while carrying out elements of occupational activities	work in a team to carry out occupational activities	work in a team to carry out occupational tasks	work in a team and work together with other persons and teams	maintain proper relations in the local professional community	maintain proper relations in the professional community	maintain and establish proper relations in the professional community	maintain and establish proper relations in the international professional community
Responsibility	Ethical norms	carry out elements of occupational activities with due diligence		reliably carry out assigned occupational tasks	act according to basic ethical principles while carrying out occupational tasks	promote ethical principles while carrying out the work of the occupation	promote the ethical principles of the performed occupation ■		
		take proper care of the work station, tools and materials	take into account easily foreseen, immediate or delayed consequences of the way one's work is being carried out	take into account the immediate or delayed consequences of the way one's tasks are being carried out	take into account the social and economic effects of the way occupational tasks are being carried out	take into account work quality, economic and social contexts as well as other significant effects of the performed occupation	participate in promoting a culture of quality in the occupation	promote a culture of quality in the performed occupation	cultivate a culture of promoting quality in the performed occupation
			control the quality of one's work using appropriate tools and control procedures	control the quality of the occupational tasks being carried out by the team one is working in	control the quality of the tasks being carried out by subordinate workers and take responsibility for leading small work teams ■				
				take responsibility for assigned occupational tasks	take responsibility for the autonomous occupational tasks being carried out	take responsibility for the performed occupation	make decisions in difficult situations	make decisions in high risk situations ■	

Second stage generic descriptors of the Polish Qualifications Framework typical for vocational education and training – levels 1–8

Descriptors of knowledge, skills and social competence should be referred to specific occupational activities

EQF

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

PQF
Universal level descriptors
(first stage)

Variants of level
descriptors
(second stage)

Typical for general education

Typical for vocational education and training

Typical for higher education

Polish Qualifications Framework

This publication presents the Polish Qualifications Framework (PQF) – one of the most important tools of the Integrated Qualifications System, developed over several years by the work of experts and a broad public debate. The PQF organises the qualifications awarded in the general, vocational and higher education systems and outside these systems. It enables qualifications to be compared to each other as well as to those functioning in other European countries. The PQF has eight levels, as does the European Qualifications Framework, which describe the requirements for each level in terms of the relevant learning outcomes for knowledge, skills and social competence.

The fold-out charts provided in this publication present the entire set of two stages of generic descriptors for each PQF level: first stage generic level descriptors, or universal descriptors, and second stage generic level descriptors for general education, PQF level 5, higher education and vocational education.

Educational Research Institute

The Institute conducts basic and applied research, analyses and provides consultancy with the aim of strengthening evidence-based education policy and practice in Poland.

The Institute employs researchers specialising in education: pedagogues, sociologists, psychologists, economists, political scientists and representatives of other scientific disciplines – outstanding specialists in their respective fields with a wide spectrum of experience in scientific research, teaching, public administration and the activities of non-governmental organisations.

The Institute conducts international research projects and systemic projects co-financed, among others, by the European Social Fund of the European Union.

This copy is free of charge.