

Sectoral Qualifications Framework for
Development Services
(SQF DS)



**European
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Knowledge Education Development

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Introduction

An indispensable condition for modern, knowledge-based socio-economic development is the continuous improvement and adaptation of employees' skills to a dynamically changing labour market. In 2014, 80% of surveyed employers conducting recruitment activities reported problems with finding workers who met their expectations for the job positions offered (Kocór *et al.*, 2015). School and academic education is not enough to keep up with the pace of change, making life-wide lifelong learning all the more important today. The main principles of lifelong learning include an appreciation of learning in various forms and places at every stage of life, the validation of learning outcomes regardless of the way, place and time of their achievement, effective investments in learning opportunities and making such activities generally available (*Perspektywa uczenia się przez całe życie*, 2013).

This is the context for implementing Poland's Integrated Qualifications System (IQS) governed by the IQS Act of 22 December 2015 (Journal of Laws of 2016, item 64).

One of the main tools of the IQS is the Polish Qualifications Framework (PQF). *The PQF has eight levels of qualifications, as does the European Qualifications Framework (EQF). Each PQF level is characterised by general statements about the learning outcomes required for a given qualification level. These general statements are called "descriptors." In determining a qualification's PQF level, it does not matter whether its required learning outcomes are attained within a structured education system or in another way.*

PQF descriptors describe the full range of qualifications' required learning outcomes in the categories of knowledge, skills and social competence. The descriptors of successive PQF levels reflect the increasing requirements in these areas (Chłoń-Domińczak, Sławiński, Kraśniewski, Chmielecka, 2016).

The Integrated Qualifications System enables the various qualifications in Poland to be collected in one system and ordered. Because qualifications are awarded by different entities, institutions and organisations on the basis of various regulations and laws, it was difficult to compile them according to uniform criteria until now. The ability to include qualifications operating in the free market in the IQS is especially valuable, to have them described in the language of learning outcomes and their quality guaranteed by the state through the regulations on their inclusion and functioning, as well as through the principles of validation and quality assurance. The functioning of the IQS should therefore intensify the implementation of lifelong learning policies in Poland, making it easier to attain competences in line with one's own interests or the needs of the labour market.

Art. 11 of the IQS Act enables the further elaboration of PQF descriptors through the development of sectoral qualifications frameworks (SQF). A sectoral qualifications framework is defined in the IQS Act as a description of

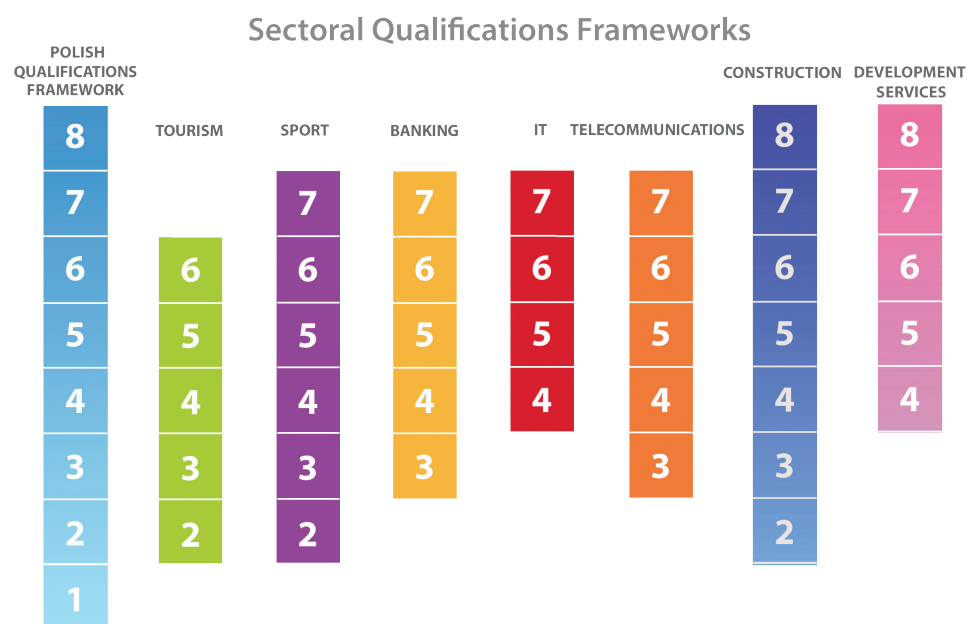
the levels of qualifications functioning in a particular sector or industry. SQFs are developed for those areas of activity where such a need arises.

The main principle adopted in establishing sectoral qualifications frameworks is that they be developed by the sector for the sector. This means the involvement of a wide range of stakeholders representing different entities functioning in the sector – companies, industry chambers and organisations, representatives of higher education and professional bodies, as well as regulatory authorities. Developing a framework is initiated by discussions on the competences and standards in a given sector, enabling an exchange of information among industry representatives and coming to agreement on contested issues. Industry stakeholders are therefore both the creators, as well as the recipients of the solutions developed for the sectoral framework.

A team of sectoral experts develops a draft SQF, which is then consulted with their professional stakeholders' community. One of the most important elements of the work on the SQF is defining the sectoral determinants, the key areas of the sector's activities. This then helps in determining the descriptors of each level which, similarly to the PQF, may be arranged into clusters.

SQF levels must match specific PQF levels, but the level descriptors should be sector specific. While it is theoretically possible for a sectoral framework to cover all PQF levels, past work indicates that the number of described levels depends on the specific nature of the industry. So far, seven SQFs have been developed: banking, IT, sport, tourism, telecommunications, construction and development services.

Figure 1. The levels of various sectoral qualifications frameworks



Sectoral qualifications frameworks are incorporated into the IQS by means of a regulation issued by the minister in charge for education. The inclusion process is initiated by a minister with jurisdiction over the sector, either at his/her initiative or at the request of an interested party. In the middle of 2017, the sectoral qualifications frameworks for sport and tourism were officially included in the IQS.

There are many benefits to developing a sectoral qualifications framework. First and foremost, the framework is the result of dialogue among industry representatives who work together to establish a common vision of their field of business and needed competence. Such cooperation allows many universal solutions to be developed. The framework also facilitates work on describing and including qualifications in the IQS, as it translates the language of the PQF into a language specific to the sector. With an SQF, it is easier to understand how to reference PQF descriptors to a particular sector. This, in turn, makes it easier to accurately align a PQF level to a specific qualification.

Work is currently under way at the Educational Research Institute (IBE) with the aim of developing additional sectoral frameworks. It is worth pointing out that the concept of developing multiple sectoral qualifications frameworks and integrating them into a national qualifications system is unique in Europe. Soon, SQFs could be a showcase for Polish industry in the European market.

This publication presents information on the development of the Sectoral Qualifications Framework for Development Services (SQF DS). It consists of three chapters presenting the general premises of the SQF DS, a description of project implementation and the methodology of the work on the sectoral framework, a description of the framework, along with instructions for using it and a glossary of relevant terminology. The SQF DS level descriptors are presented in the Annex.

1. Basic Information on the Sectoral Qualifications Framework for Development Services

1.1. Premises and Aims of the SQF DS

Sectoral qualifications frameworks are an industry's interpretation of the Polish Qualifications Framework. Using language that is sector-specific and closer to market practice, the frameworks facilitate recognition of qualifications within a sector, description of new qualifications resulting from market development and their alignment to PQF levels. The Sectoral Qualifications Framework for Development Services performs this role for the development services sector. It provides a well-ordered description of qualifications functioning in the sector by using descriptors expressed as learning outcomes for knowledge, skills and social competence, on levels and in a manner compliant with the Polish Qualifications Framework. Descriptors may also be a very useful tool for identifying the links between qualifications and specific tasks or professional roles, business processes or work positions. The sectoral framework is also a source of inspiration for authors designing an offer of development services in response to the sector's needs.

A starting point for understanding and interpreting the SQF DS level descriptors is the definition of the sector. The adopted definition results from a broader view on the area of development services, which is relating to creating conditions for the most effective learning and development of both individuals, groups and organisations, leading to the attainment of development goals and changes on the individual and collective level. It is worth noting that development services are delivered today not only by market entities and third sector organisations, but also by formal education entities, including schools and higher education institutions. The sector of development services also includes counselling services used for the attainment of goals that go beyond the typical range of educational activities. The unifying element is the modern paradigm of learning, which focuses on the person who is learning through various forms and modes, and who makes use of direct and indirect forms of support in the development process.

In effect of the adopted approach, the draft of the Sectoral Qualifications Framework for Development Services also includes relevant and specific learning outcomes, useful in supporting persons, groups and organisations in the development process. These are the learning outcomes typical and desired for all organisers and direct providers of such support, irrespective of other, diversified competences that they may have. Observance of the requirements of professionalism and high quality standards also depends on the activities relating to the preparation and organisation of development processes. Therefore, taking into account the significance of all elements of a development service, it has been assumed that the SQF DS level descriptors also encompass learning outcomes relating to the qualifications of persons

who provide supportive and organisational elements of the development support process, which exert a significant impact on its course and outcomes (managers, experts, methodologists, generally known as organisers).

Apart from the universal, first stage level descriptors of the PQF, the primary points of reference when formulating the SQF DS level descriptors were the second stage descriptors typical for vocational qualifications of levels 1-8 (Regulation of the Ministry of National Education, 2016). It was assumed that the descriptors of the sectoral framework will be formulated on levels 4-8. A decision was made that these levels are characterised by learning outcomes that are very important and, simultaneously, specific for activities in the development services sector. It was ascertained that learning outcomes on levels 1-3 are sufficiently elementary and universal that there is no need to formulate a sectoral extension for them; in practice, level 1-3 descriptors of the PQF will be directly applied to the sector. This manner of formulating level descriptors for the SQF DS guarantees consistency with the first and second stage level 4–8 descriptors typical for vocational qualifications, at the same time taking into account the current status of knowledge and technological progress in the area of development services.

The sectoral framework is aimed at facilitating the description of qualifications functioning in the development services sector and aligning them with a PQF level, which allows for a better understanding and comparison of sectoral qualifications, creates conditions for greater professional mobility of sector employees and allows for a more conscious and individual approach to the development of professional careers. It will also facilitate the use of the Polish Qualifications Framework by employees, institutions, clients and a broad range of stakeholders in the area of educational and consulting activities, used for adult learning, personal advancement and the development of organisations. The sectoral framework understood in this manner is, therefore, representative and significant for the sector of development services, as it relies on learning outcomes that are essential for conducting activities, which support development in various forms and methods through learning.

It should also be emphasised that the diversification of the forms and methods of delivering development-type services turned out to be a special challenge with respect to profiling the framework in the clearest manner and focusing it on specialised competences. By assumption, the SQF DS does not take into account all potential learning outcomes that may be identified in qualifications significant for the examined areas and forms of activity. The sectoral framework contains quite general provisions; nevertheless, they precisely describe the specific nature of the discussed area (sector).

The project of preparing the sectoral framework has required, since the very beginning, the active involvement of a diversified group of people and institutions of the broadly understood sector. This was the only way to foster a spirit of responsibility for the accuracy and usefulness of the framework and to ensure that it has been internalised and is considered worth using. Therefore, inclusion in the expert team of a representative group of various key

stakeholders of the SQF DS was an essential element of the project's success. Subsequent stages of consultations and verification of the sectoral framework served this purpose, expanding the range of impact of *Sojusz na rzecz rozwoju edukacji pozaformalnej* [*Alliance for the Development of Non-formal Education*], which promotes the idea of transparent qualifications in the sector. The *Alliance* consists of several organisations operating in the development services sector; it was established in 2016 during the Second Congress of Non-formal Education, with the aim of exchanging experiences and integrating activities relating to the IQS. It promotes the sectoral framework project in order to make it a tool encouraging investments in modern qualifications. These are the necessary conditions for reinforcing transparency and professionalism of the sector and increased trust on the part of all stakeholders.

Guaranteeing consistency and complementarity of the SQF DS in relation to the Polish Qualifications Framework was also an essential condition. The presented proposal of the sectoral framework, relying on the IQS Act and executive provisions thereto, also takes into account the accomplishments contained in documents and materials that are the outcomes of the work pursued by the Educational Research Institute in the recent years.

The SQF DS is focused on development, which means that its authors assume the necessity of its periodical updates. The updates are aimed at adjusting the contents of the framework to ongoing changes in the social and technological environment, which significantly impact the manner in which people and organisations develop in modern times. This also means that the sectoral framework fulfils expectations with respect to its creative role and can become an essential catalyst for ordering and remodelling existing sectoral qualifications, as well as shaping future ones. The authors of the proposed Sectoral Qualifications Framework not only identified existing competences, but also determined the standard of qualifications that is required by modern development processes.

The effect of the performed work is a consistent structure of SQF DS level descriptors, formulated in the language of learning outcomes, reflecting the diversified work environment of the sector and its specific language. One of the SQF aims is to facilitate interpretation of the more universal PQF level descriptors and, in the next stage, properly align PQF levels with qualifications characteristic for the sector which, after fulfilment of the relevant requirements, could be included in the Integrated Qualifications System. Thus, the framework should function as a legible and user-friendly reference tool for qualifications, which may be used both in the area of traditionally understood non-formal education and commercial services market, but also by professionals from the broadly understood area of formal education and by persons developing greater opportunities and tools for the development of non-formal education.

The conviction about the potential benefits of popularising modern, transparent qualifications in the area of development services provided the motivation for work on the sectoral framework. One can speak about professionalism and reliability when clients know which competences can be attained from the

providers and organisers of the process of development through learning. At the same time, the latter entities have a clear picture of what the market expects and requires from them.

Accordingly, the manner of perceiving the SQF DS described above had a decisive impact on the process of its development, consultations and verification. Nevertheless, the key premise for the success of the implemented project was the content-related quality of the framework, i.e. the accuracy of descriptors with respect to the learning outcomes and the sector's needs. Learning outcomes in the designed sectoral framework fulfil the following requirements:

- they reflect the major processes and refer to the key professional profiles in the sector;
- they include the most significant sectoral qualifications and require periodical updating;
- they constitute a useful, industry-specific elaboration of second stage descriptors of the Polish Qualifications Framework typical for vocational qualifications at levels 4-8;
- they are compiled into elements of level descriptors in a manner ensuring balance between a proper level of detail to capture what is specific for the sector and, simultaneously, the adequate level of generality, guaranteeing the universality of the SQF DS for the entire sector of development services.

1.2. Definition of the Development Services Sector

Formulation of the sector's definition was preceded by determining the definition of a development service, which could capture, in a universal and potentially most inclusive manner, the core of activities implemented in the defined sector. To this aim, *Guidelines for the implementation of projects with financing from the European Social Fund for 2014-2020 in the area of the adaptation of entrepreneurs and employees to change* of the Minister of Development of 28 June 2016 were used, where a development service is *a service aimed at the acquisition, recognition or expansion of the knowledge, skills or social competence of entrepreneurs and their employees, including the attainment of qualifications referred to in Art. 2 point 8 of the Act of 22 December 2015 on the Integrated Qualifications System or enabling their development.*

The definition presented above was prepared for projects implemented with the use of ESF funds, thus its restriction to entrepreneurs and their employees. In formulating a universal definition, it was necessary to take into account the fact that services may be addressed to persons, groups or entire organisations not only in relation to their activity in the labour market. Furthermore, development support processes may have a goal that goes beyond the attainment of learning outcomes. The formulated definition of a development

service shows the diversified, yet common nature of activities consisting of the provision of support in lifelong learning and the accomplishment of individual and collective development goals in this manner. It fully covers the definition of a development service prepared by the Ministry of Development, simultaneously taking into account the diversity of development services provided outside of the formal education area.

Definition of Development Service

A development service is a professional activity which aims to develop individuals, groups and organisations, in particular through the acquisition, validation or increase of knowledge, skills and social competence. The essence of the development service is the achievement of learning outcomes which lead to the attainment of development goals and a change on an individual and collective level, including at the level of an organisation.

Subsequently, the definition of the development services sector presented below was adopted, which determines the identity of the professional milieu and entities delivering professional development services outside of the area of formal education.

Definition of the sector of professional development services delivered outside formal education as defined in Art. 2 point 2 of the Act of 22 December 2015 on the Integrated Qualifications System

The sector is understood as all persons and professional entities which design, organise and deliver development support through the learning of individuals, groups or organisation within a development service.

The essence of a development service is an activity which supports stakeholders in attaining learning outcomes leading to a change consistent with established goals of development. The service includes diagnosis, defining needs and establishing development goals, designing and delivering development support activities, as well as designing and performing activities to implement and evaluate outcomes.

Respect for the subjectivity, autonomy and diversity of the learners is essential for the functioning of the sector, together with the recognition that the development of individuals, groups or organisations occurs in an environment that facilitates learning, which especially benefits from well-tailored development processes, forms, methods, techniques and tools.

1.3. Sectoral Determinants

Sectoral determinants were developed as a tool essential for developing the sectoral framework descriptors, but they may also be useful beyond this immediate purpose. Along with the definition of the sector, they define areas

of activity having common features, which can be jointly described as a “sector” with a distinct identity. Sectoral determinants:

- outline specific and significant areas of competence for the sector that characterise the sector’s qualifications and distinguish them from those of other sectors;
- are distinguished due to the specificity and significance for the area;
- together are representative for the overall learning outcomes of the sector’s qualifications;
- along with their descriptions, constitute an auxiliary tool in developing and using the SQF DS – they facilitate an assessment of the degree of order, adequacy of the structure and completeness of the description;
- should be analysed and used together, and the completeness of the description can be assessed for the set of determinants.

The following sectoral determinants were distinguished for the development services sector:

1. Orientation toward the client, his/ her needs and development goals;
2. Orientation toward creating services to support development;
3. Orientation toward the development proces;
4. Orientation toward managing the results of development.

These determinants are discussed in detail in Chapter 2.3.

2. Implementation of the SQF DS Project

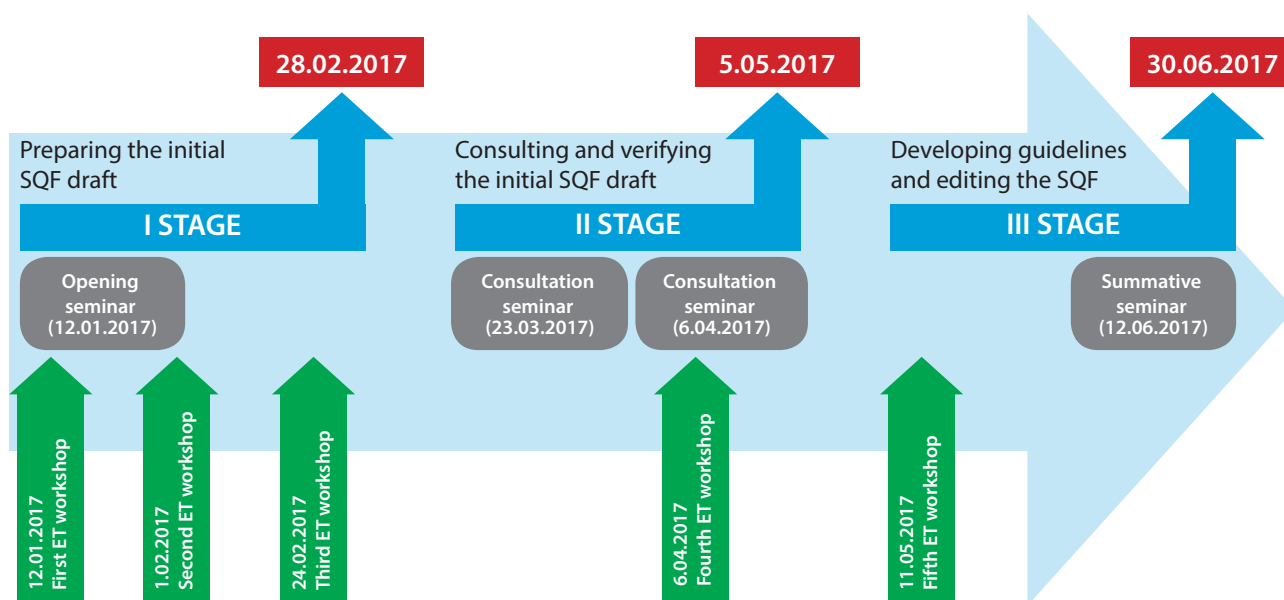
2.1. Project Stages and Division of Tasks

The work performed in the project was organised into three stages:

1. Preparing an initial draft of the Sectoral Qualifications Framework for Development Services;
2. Consulting and verifying the initial framework draft in the broad community of the sector;
3. Preparing guidelines for the implementation and use of the framework, as well as additional materials.

The course of work during the individual stages is illustrated in the figure below.

Figure 2. Project implementation stages



The first stage included the preparation of a detailed substantive concept of the SQF DS, recruitment and organisation of the Expert Team, holding an opening seminar and carrying out analytical and expert work. As a result of this work, the definition of development services sector, sectoral determinants and initial draft of the SQF DS level descriptors were prepared.

The second stage, in addition to consultations and the verification of the initial framework draft in the industry, consisted of organising two consultation seminars, conducting a quantitative survey and commissioning individual expert reviews of the initial framework draft. The effect of these activities was the preparation and adoption of the final version of SQF DS level descriptors, definition of the sector of development services and sectoral determinants.

The third stage was devoted to the preparing the final report and additional materials, consisting of an introduction, comments and clarifications to the SQF DS, explanations of the terms used in the framework and their meanings in various contexts, a guidebook on how to read the level descriptors of the SQF DS and how to use it, recommendations on the implementation and the use of the framework, as well as recommendation on developing sectoral qualifications frameworks in other sectors. Additionally, the draft descriptors of the framework, definitions of the sector and sectoral determinants were translated into English.

The project work was implemented by two mutually complementing teams: the Expert Team (ET) responsible for supervising, reviewing and directing further work on the SQF DS project, and the Substantive Work Team (SWT), which was involved in organising the work of the experts during project implementation, carrying out analytical work, preparing the initial proposals for the Expert Team, developing subsequent versions of the level descriptors and other products in line with the direction specified by the ET, as well as preparing the reports and documents delivered to IBE.

The scope of responsibilities of individual members of the Substantive Work Team and the Expert Team is described below.

- The Substantive Work Team was composed of the following persons: Marcin Budzewski (performance of analyses and surveys), Wojciech Drabko (project coordinator), Maciej Gruza (sectoral project manager), Andrzej Lech (coordination of the work of the Expert Team and Substantive Work Team and content-related supervision), Piotr Piasecki (leader of the work of the Expert Team), Mariola Szymańska-Koszczyk, Mateusz Trochymiak.

All members of the Substantive Work Team prepared materials needed by the Expert Team (including proposals of draft level descriptors of the SQF DS, definition of the sector, sectoral determinants and additional materials) and a version of the sectoral framework after verification. Furthermore, they ensured that all the work and project products were quality controlled and correct in terms of methodology and content. In this respect, the members of the Substantive Work Team assisted the Expert Team and conducted all seminars and meetings in the course of the project. The Substantive Work Team met in informal sessions throughout the period of project implementation.

- The Expert Team was composed of:
 - » representatives of companies operating in the development services sector (providing development services):

- Mariola Szymańska-Koszczyk (Warsaw Institute of Banking),
- Jarosław Ubysz (Altkom Akademia SA),
- Małgorzata Prochner (ACT Advanced Corporate Training);
- » representatives of industry organisations or business chambers:
 - Piotr Piasecki (Polish Chamber of Training Companies, Leader of the Expert Team),
 - Monika Zubrzycka-Nowak (Coaching Chamber);
- » representatives of industry associations:
 - Grzegorz Skibiński (Polish Mentoring Association),
 - Andrzej Szastok (Polish Society of Business Trainers);
- » representatives of institutions involved in formal education (universities):
 - Professor Marcin Krawczyński, Ph.D. (Chief Council for Science and Higher Education, School of Education in Sport),
 - Professor Andrzej Kraśniewski, Ph.D. (Conference of Rectors of Academic Schools in Poland, Warsaw University of Technology);
- » representatives of institutions involved in the non-formal education of employees of the industry, e.g. trainers' schools, etc.:
 - Iwona Sołtysińska (Wszechnica Uniwersytetu Jagiellońskiego Sp. z o.o.),
 - Małgorzata Czarnecka (NGO Trainers' Association),
 - Jacek Jakubowski (TROP Foundation).

The Expert Team was responsible for consulting the materials received from the Substantive Work Team and for the draft level descriptors of the SQF DS prepared on this basis, definition of the sector and sectoral determinants and for their acceptance before delivery to the IBE. The work of the Expert Team was supervised by the Leader, who took part in the work of the Substantive Work Team, set the direction of work and moderated the meetings of the Expert Team. The Expert Team worked throughout the project implementation period; major involvement took place during the preparation of the initial framework draft, verification and preparation of the final project of the SQF DS level descriptors.

2.2. Conceptual Work

The level descriptors of the Sectoral Qualifications Framework for Development Services were developed in several stages. First of all, competences typical for the sector were identified, specified in various types of documents and other source materials. The following sources were analysed:

- selected teaching programmes of leading universities in the area of pedagogical sciences;
- examination standard of the Polish Craft Association on the master craftsman level;
- industry certificates functioning in the sector of training (development) services;
- job descriptions;
- job offers: 25 job offers addressed to employees from the training/development services sector;
- reports and surveys:
 - » STOP Report *Bilans kompetencji w sektorze usług szkoleniowych (rozwojowych) w Polsce* [Balance sheet of competences in the Sector of Training (Development) Services in Poland],
 - » IARP Raport *Analiza popytu na kwalifikacje i kompetencje w branżach budowlanej i edukacyjnej w Polsce* [Analysis of Demand for Qualifications and Competences in the Construction and Education Sectors in Poland],
 - » *Jak wybrać odpowiednie szkolenie dla pracowników na zmieniającym się dynamicznie rynku?* [How to Choose the Right Training For Employees in a Dynamically Changing Market?] (publication developed as part of research project *Partnerstwo na rzecz adaptacyjności w regionie mazowieckim*, WND.POKL/02200/08/8.1.2, Polish Chamber of Training Companies, 2010),
 - » *Mentoring w praktyce polskich przedsiębiorstw* [Mentoring in the Practice of Polish Companies] desk research, Polskie Stowarzyszenie Mentoringu, PARP, Warsaw 2013, <https://badania.parp.gov.pl/files/74/75/726/19443.pdf>).

In the adopted work plan, an internal analysis was conducted, consisting of becoming acquainted with the content of every document, its proper understanding and clarification, including distinguishing their particular elements and the mutual ties existing among them. These activities were supplemented by an external analysis, consisting of determining the conditions and circumstances in which a given document was prepared, as well as its relation to the addressee (user) for whom it was prepared. Based on

the performed analysis of documents, an initial set of sectoral competences was prepared, described in the categories of knowledge, skills and social competence.

2.3. Sectoral Determinants and Key Competences

Preparing the initial set of sectoral competences enabled the sectoral determinants to be distinguished, understood as the requirements specific to the development services sector. The analysis of the main processes of organising and providing support for learning and of personal and organisational development, represented by key professional roles and job positions for such processes, provided the basis for specifying the sectoral determinants. The aim of specifying sectoral determinants was to guarantee the representative nature of sectoral competences, which forms the starting point for elaborating the level descriptors of the sectoral qualifications framework. They are the essence differentiating the qualifications of the development services sector from the qualifications of other sectors. The determinants show the specific nature of the expected competence profiles described by the level descriptors of the Sectoral Qualifications Framework for Development Services. They group those sectoral competences that exert a strong impact on work outcomes, and are specific and key to the activities conducted in the sector.

The following sectoral determinants were prepared for the development services sector:

1. Orientation toward the client, his/her needs and development goals

This orientation covers activities leading to the recognition of the development needs of individuals, groups and organisations. The development need may be expressed in the form of aspirations, change goals and learning goals. The “contract”, i.e. setting, agreeing and accepting the development goal and agreeing to the responsibilities of the stakeholders of the service, is also part of this determinant. The activities include, among others:

- a. building a relationship with stakeholders that enables the process of supporting development to be initiated,
- b. diagnosing development needs,
- c. setting development goals,
- d. defining learning outcomes,
- d. establishing roles, responsibilities, rules for support, cooperation and communication.

2. Orientation toward creating services to support development

This orientation covers the activities of designing, preparing and organising: a suitable learning environment, educational situations, content, methods,

means of supporting development, together with selecting and preparing the persons supporting development. These activities, in particular, are as follows:

- a. translating the needs and goals into the development process,
- b. translating the learning outcomes into the content, qualification and validation requirements,
- c. selecting and adjusting the methods, forms, techniques and tools of support, including information technologies,
- d. designing and planning individual actions to support development,
- e. preparing and engaging the stakeholders of service,
- f. preparing individual, group or organisational clients for the process of development,
- g. anticipating changes and threats, as well as modifications of the learning environment and development process.

3. Orientation toward the development process

These activities relate to implementing the development process of individuals, groups and organisations, and in particular:

- a. conducting classes, meetings, sessions, comprehensive programmes, exams, etc.,
- b. supporting the development process,
- c. providing supportive communication to facilitate reaching the development goals, including giving feedback,
- d. managing the work process of individuals and the group,
- e. managing the learning environment,
- f. supporting the development of other persons who professionally support the development of individuals, groups and organisations.

4. Orientation toward managing the results of development

These activities relate to evaluation, validation and use of the development results, especially:

- a. managing development programmes,
- b. transferring learning outcomes to practice,
- c. validating learning outcomes,

- d. recognising learning outcomes, including in the form of qualifications,
- e. monitoring and assessing the effectiveness and quality of support processes, confirming the compliance of the process with the accepted goals,
- f. improving services,
- g. recognising the learning outcomes of other persons working professionally in the development services sector.

Developing the sectoral determinants allowed further work to be performed, aimed at preparing a set of sectoral competences. The source material gathered at the earlier stage of work was very extensive, so it was necessary to aggregate it and select those items most useful from the point of view of a synthetic set of sectoral competences. Our work was guided by an adopted principle that one joint description would include related competences that refer to identical or similar learning outcomes. The material was aggregated separately for each individual determinant. Then, a selection was made from all of the material. Three groups were prepared as the result of this work:

- Group No. 1 includes sectoral competences in which repetitions, synonyms and insignificant terms were removed. This group was also edited with respect to linguistic and substantive issues, taking into account the correctness of the terms used in it.
- Group No. 2 included all the descriptions of sectoral competences that were incorporated as a result of the aggregation but were not included in their original form in Group No. 1. This group was not edited; it is maintained exclusively for the purpose of archiving the work performed.
- Group No. 3 includes the remaining competences (transferred in their original form, without editing), which were deemed as:
 - » non-specific, that is, not belonging to the development services sector with the assumption that a development service is not only training, but also counselling to improve an organisation/individual, the use and implementation of development outcomes, etc.; an example of a non-specific competence is “professional knowledge in the area of physiology”);
 - » insignificant, i.e. which does not contribute any important elements to the description of sectoral competences, e.g. “is capable of establishing cooperation” – this is an element relating to the establishment of relations/communication with clients/contractors, and;
 - » erroneous/not useful, e.g. the provision “knows the definition of the standard of performance”, which cannot be linked to any specific process or set of learning outcomes.

Group No. 1, containing specific and key sectoral competences, was submitted to the Expert Team. It was supplemented, edited and subjected to further aggregation. This group allowed us to specify which sets of learning outcome should be referenced to the SQF DS level descriptors in the specific categories of knowledge, skills and social competence. The result of this stage of work was a compilation of the sets of key competences for the most important areas of operation in the sector (sectoral determinants), presented below.

Table 1. Key competences for major areas of operation in the development services sector

Sectoral determinant:	Knowledge Knows and understands:	Skills Is able to:	Social competence Is ready to:
<p>Orientation toward the client, his/ /her needs and development goals</p>	<p>mechanisms of the economic and social processes important in the development processes of individuals, groups and organisations;</p> <p>management and organisation systems, including organisational culture;</p> <p>theories and practices on the learning and development processes of persons, taking socio-cultural, professional and organisational contexts into account, as well as the differences between individual, group and organisational development;</p> <p>categories and sources of information on learning and development needs;</p> <p>methods of specifying and analysing development needs and translating them into goals and forms of support for development, their properties and application.</p>	<p>recognise and take into account the specificity and preferences with respect to learning, work and other preferences pertaining to the cooperation and communication of individuals, groups and organisations with whom/ for whom one works or cooperates;</p> <p>perform the initial evaluation/ verification of learners, determine, among others, competences, levels of proficiency, experiences and other determinants influencing the performance of a development service;</p> <p>establish conditions conducive to the involvement of clients in the process of survey and/or identification of needs;</p> <p>by selecting proper tools and methods, evaluate the situation of an individual or a group; in an organisation/ community, formulate conclusions and proposals pertaining to the goal and range of support, adequate with respect to external and internal determinants of performance;</p> <p>agree with the client on goals and the range of activities/support, expected outcomes and priorities, as well as the range of roles and cooperation as part of the support service.</p>	<p>maintain objectivity and critical thinking with respect to the expectations and needs of clients and in the area of the evaluation of a development service, also with respect to one's own activities and the activities of others;</p> <p>promote the principles of cooperation that makes it easier for clients to identify, understand and accept needs, development goals and development activities;</p> <p>ensure the subjectivity and personal integrity of clients, respect diversity and be open to dialogue about values, convictions, visions and rules of cooperation with development service stakeholders;</p> <p>accept joint liability for the short and long-term effects of determining needs and development goals, along with recommended activities;</p> <p>constantly reflect on and correct one's own positions and behaviour in relations with the client, linked to development goals;</p> <p>manage content-related requirements, arrangements and mutual liabilities relating to the development support service;</p> <p>observe, apply and promote ethical and professional standards relating to the diagnosis of needs and reconciliation of goals;</p> <p>observe ethical rules and standards on confidentiality.</p>

Sectoral determinant:	Knowledge Knows and understands:	Skills Is able to:	Social competence Is ready to:
<p>Orientation toward creating services to support development</p>	<p>the rules, methods and mechanisms of learning processes and the development of individuals, groups and organisations;</p> <p>theories and practice important for designing, organising and delivering a development support service, its specific nature and application;</p> <p>principles and methods of managing a development support service, including risk management;</p> <p>principles and methods of designing and using materials and tools assisting development;</p> <p>sources and categories of knowledge and practice required for designing and delivering development services;</p> <p>principles and methods of using technologies to support development (fostering educational situations, transfer of content, presentation and verification of knowledge, organisation of the learning and development environment).</p>	<p>design the development service process by selecting forms, methods and tools of support relevant for diagnosis;</p> <p>prepare materials and tools to support recipients, assist with the achievement of development goals, choose their content, form and technology;</p> <p>prepare participants and providers of development services for conscious participation, in accordance with the objectives;</p> <p>organise and implement the agreed process of delivering a support service, taking substantive, organisational and economic determinants into account, as well as service risk.</p>	<p>cooperate with other persons involved in the process of designing and preparing the service;</p> <p>abide by ethical and professional standards and respect good practice relating to the design and preparation of a service;</p> <p>have an open approach toward new solutions, methods and tools to support the development of others and their popularisation, the implementation of changes and innovation;</p> <p>subordinate proposed solutions to the overriding interests of the client.</p>

Sectoral determinant:	Knowledge Knows and understands:	Skills Is able to:	Social competence Is ready to:
Orientation toward the development process	<p>factors impacting the learning environment and the learning process;</p> <p>principles of ensuring the quality of development services, including standards and best practice of the organisations of development services;</p> <p>approaches and methods used to build and maintain relations and communication with the participants of the development support service;</p> <p>technologies, tools and materials relating to the performance of the learning and development process;</p> <p>principles and mechanisms of dynamics of working in a group.</p>	<p>apply various methods, techniques and development support tools, adjusting them to client's goals and needs, paying particular attention to the high effectiveness and quality of the process;</p> <p>implement activities that support learning and development, in line with the adopted programme;</p> <p>establish an environment that fosters learning and development, refer to the resources of the individuals participating in the process, noting and respecting differences and individual preferences;</p> <p>manage the process of learning and development, applying strategies of conduct, methods and techniques of work with individuals and groups;</p> <p>handle difficulties during the process of delivering a development service, including difficulties relating to motivation and having clients take responsibility;</p> <p>perform an evaluation during the support process, react to appearing new needs and the potential need to modify the process;</p> <p>maintain development service records, including preparation of minutes, settlements and reports;</p> <p>plan and implement continuous learning, update one's own professional preparation to support the development of others, also within the scope of new technologies, solutions, methods and tools.</p>	<p>build relations with stakeholders for the purpose of understanding and implementing goals, mutual obligations and involvement in the development process;</p> <p>consciously recognize and respect the processes taking place between a service provider and a client as the ordering party, recipient as the direct beneficiary and other service participants;</p> <p>take responsibility for the process of the development service and the effects of one's own activities in the context of accomplishing goals and fulfilling needs;</p> <p>abide by ethical and professional standards pertaining to the delivery of a development service;</p> <p>distance oneself from one's own habits and acting patterns, go beyond one's point of view, be flexible and open to change that allows for the adequate modification of activities and modes of offering support;</p> <p>present an adequate level of empathic maturity and assertiveness with respect to one's role and relations with the client.</p>

Sectoral determinant:	Knowledge Knows and understands:	Skills Is able to:	Social competence Is ready to:
<p>Orientation toward managing the results of development</p>	<p>principles and methods of ensuring the transfer and implementation of outcomes of a development service to the client's environment;</p> <p>methods and techniques for the validation of outcomes accomplished by the clients of a development service;</p> <p>methods and techniques for the evaluation of learning and development processes;</p> <p>principles and methods of reporting the outcomes of learning and development, provision of feedback and formulation of development recommendations based on the performed evaluation;</p> <p>methods and techniques for examining the effectiveness of learning and development processes;</p> <p>various approaches and methods of improving development services based on evaluation results.</p>	<p>design and perform an evaluation of a development service with the use of purposefully selected methods and tools enabling the reliable measurement of outcomes;</p> <p>design and implement the validation of learning outcomes achieved by clients;</p> <p>design and apply activities used for the transfer and implementation of development service outcomes;</p> <p>communicate the results of the evaluation, guidelines and development recommendations to development service stakeholders;</p> <p>adapt, modify and improve a development service, based on data from an evaluation and feedback from the client;</p> <p>apply and develop good practices and methods ensuring the quality and effectiveness of development services, transfer of outcomes, validation and evaluation.</p>	<p>aim for the generation of practical outcomes for an individual, a group and an organisation;</p> <p>cooperate with stakeholders of a development service with the aim of performing its reliable evaluation;</p> <p>be guided by the transparent principles and criteria of evaluation, validation and examination;</p> <p>take responsibility for the effects of using recommended guidelines and activities;</p> <p>consistently seek feedback from the client, accept it and use it in a reliable manner in one's own work;</p> <p>critically evaluate one's own activities, the activities of teams, cooperants and organisations in which he/she participates, plan and support one's own development and the development of others;</p> <p>observe ethical standards and those relating to the validation of learning outcomes and the evaluation of services, including honesty, reliability and the avoidance of conflicts of interest.</p>

2.4. Development of Level Descriptors

The groups of key competences for major areas of operation in the development services sector presented above was the basis for producing an initial version of the SQF DS level descriptors. When preparing the level descriptors, specifying the levels of individual learning outcomes was of major importance. For this reason, the identified sectoral competences were arranged in descriptive categories and aspects of fundamental significance for the second stage descriptors of the Polish Qualifications Framework typical for vocational qualifications.

When developing the first version of the SQF DS level descriptors, the following premises guided the work:

- Components of the sectoral qualifications framework descriptors have to be sufficiently general (generic) to refer to qualifications of a given level functioning in the entire development services sector, and sufficiently detailed to ensure that the sector's specific nature and its differentiation from other economic sectors is maintained;
- The levels are defined in line with the second stage descriptors of the Polish Qualifications Framework typical for vocational qualifications.

The first version of level descriptors was prepared on the basis of the following guidelines:

- All descriptions of the framework levels are marked with codes. The code indicates the reference of a given element to a specific sectoral competence/ learning outcome identified in the course of prior work. The aim of this solution was to facilitate the monitoring of progress on subsequent levels of the initial version of the SQF DS.
- Initially, descriptors were defined for levels 3 – 7, with the assumption that in the course of further work, the preparation of descriptors of level 8 would be possible.
- On level 4, development support through learning appeared to a limited degree. The relevant competences of a trainer were included from level 5.
- Evaluation and validation were included from level 5.
- Descriptors of levels 4 – 6 were prepared in line with the assumption that on level 4, support for the learning of individuals appeared to a limited degree, support for the learning of groups appeared on level 5, and support of the learning of an organisation appeared on level 6.
- Level 7 was distinguished by the full knowledge and understanding of the theoretical bases of the processes relating to the support for learning, the ability to perform a synthesis of various areas of knowledge, the creative

use of elements of knowledge from various fields and a critical approach to occurrent knowledge.

2.5. Verification of the Initial SQF DS Draft

The initial SQF DS draft was verified by: (1) holding consultations with representatives of major groups of stakeholders in the form of seminars (two consultation seminars), (2) conducting a quantitative survey with the use of a questionnaire, (3) organising a summative seminar. The results of the consultations were taken into account in preparing the final draft of the framework. In line with the adopted premises, the most important groups of stakeholders of the SQF DS included in the verification process were:

- representatives of industry and professional organisations in the development services sector;
- employees and owners of companies in the development services sector, taking into account their position and role in a company's structure (project managers, specialists, HR division staff, external consulting companies specialising in the recruitment of employees in the development services sector, owners of companies, trainers, freelancers), the size of the company and its location;
- representatives of trainers' schools and other entities that educate specialists in the techniques and teaching methods of adults, including persons responsible for preparing training programmes for the needs of the development services sector;
- representatives of universities and academics representing education-related fields and methods of supporting learning;
- representatives of public institutions responsible for lifelong learning and the labour market, with special attention given to persons with experience in securing, organising and providing development services;
- experts in education, professional development and the labour market, conducting analyses and surveys on the development services sector, e.g. specialists in the development of professional competences, development of entrepreneurship in the development services sector in Poland, etc.

The verification process was divided into two parts: qualitative (seminars, reviews) and quantitative (CAWI). The sequential performance of work as part of the verification allowed for the gradual improvement of the framework draft. Each modification introduced by the Substantive Work Team to the initial SQF DS draft took place in accordance with the recommendations of the Expert Team, based on the conclusions worked out during the verification process.

Filtering questions were used in the questionnaire so that only those respondents who had become acquainted with the attached materials (definition of the sector, sectoral determinants, level descriptors) could complete the survey. Of the 392 persons who entered the website to fill out the questionnaire, 72 respondents were able to participate in the survey¹. Respondents were asked to specify the role that they perform in their organisations. Managers dominated (28.8%), along with trainers (23.6%) and training experts (19.4%). There were also roles which were not taken into account in the set of answers, i.e. sales director, career counsellors, etc. Representatives of companies offering development services dominated (51.4%). Among the other institutions that were not included in the set of answers, the respondents listed: science and research units, local government units and federations of scientific and technical organisations. The first question in the questionnaire pertained to the definition of development services sector.

A definite majority of the respondents (73.6%) decided that the proposed definition of the sector was, to a great degree, accurate. None of the respondents said that the definition was completely inaccurate, whereas persons who did not share the opinion about the high accuracy of the definition were not able to specify what should be changed.

The next question referred to the descriptors. Over 72% of respondents decided that the descriptions were comprehensible, and that the language used was simple (79%) and consistent with the adopted terminology (63%). It is worth emphasising that three times more men than women expressed negative opinions.

Below is an example of a critical comment referring to the language applied in the SQF DS project:

This is comprehensible for a person from the sector, but for a person outside of the sector, some terms might require clarification.

This statement shows that the level descriptors are terminologically accurate; nevertheless, the respondent drew attention to the slightly “hermetic nature” of the language used, which may not be clear for persons outside of the sector. To solve this problem, the respondents postulated the preparation of a glossary defining the basic terms applied in the level descriptors, which was a conclusion consistent with the recommendations resulting from the qualitative survey. There were also two answers referring to specific descriptors (with a reference to the designation of clusters). They were the subject of a separate analysis by the Expert Team.

In subsequent questions, the respondents assessed the potential practical significance of the SQF for:

¹ This means that out of 392 respondents who opened the questionnaire, 72 persons acquainted themselves with the attached materials. Only persons who reviewed these materials could provide significant input on the issues discussed in the questionnaire.

- developing competences in the sector: almost 80% of respondents agreed that the SQF DS may have such significance (including over 86% of women and 66% of men);
- increasing the trust and reliability of the sector: over 62% of respondents expressed a positive opinion (over 79% of women and over 48% of men);
- the professionalization of companies in the sector: over 68% of respondents agreed with this statement (over 74% of women and 60% of men);
- higher quality development services: over 58% of responses were positive (over 71% of women and 42% of men);
- increased interest in development services: over 45% of responses “I strongly agree” and “I agree”, but also over 34% of responses “I neither agree or disagree”, which may testify to the lack of conviction about the impact of the SQF DS on increased interest in the sector’s offer.

In the open-ended question, respondents pointed out other areas where the framework could be used, including:

Useful in the recruitment of trainers with a specific level of qualifications and determination of salaries.

Sectoral qualifications framework should be specified clearly and explicitly, in particular the qualification levels. [It is also necessary] to specify clearly and explicitly who is authorised and legally entitled to perform validation and issue certificates of professional competence.

To create new qualifications for the sector; to describe positions/functions of people working in the sector.

The respondents also pointed out factors that could determine the usefulness of the framework for the industry’s community. Most respondents emphasised that the main factor that may contribute to the SQF DS being known, used and commonly applied in the development services sector is the acceptance and use of the materials prepared in the project by the entities operating in the sector. The popularisation of information about the SQF DS, as well as its transparency and use of understandable language also turned out to be important factors. Open-ended responses also included: certification of services, the obligation to apply the framework, usefulness for clients (understood as the recipients of development services) and the validity of the SQF DS descriptors.

To summarise and generalise the results of the quantitative survey, attention should be drawn to the fact that a majority of respondents agreed both with the definition of the sector and the prepared level descriptors. The descriptions were predominantly understandable and transparent. The majority of respondents could also refer the existing certificates and competences, including their own ones, to the consulted version of the sectoral framework’s level descriptors. Survey participants also agreed with the need to incorporate

the most important sectoral qualifications in the IQS and to periodically update the framework.

The last question of the survey, in which respondents indicated the factors influencing the usefulness of the framework, indicated the direction of its further work. It is worth paying attention to the frequently mentioned necessity of accepting the SQF DS as a condition of its use by the sector. Along with popularising and ensuring the transparency of the framework, these conditions are critical to ensuring its usefulness.

An element supplementing the verification process of the initial SQF DS draft were reviews prepared by experts. In total, five reviews were prepared, including four commissioned reviews and one submitted in the form of an attachment to the questionnaire. The reviews referred both to terminological issues relating to the definition of the sector and sectoral determinants, as well as to the detailed components of the level descriptors in the initial draft.

2.6. Elaboration of the Final SQF DS Version

The results of the verification provided the basis for developing a final version of the SQF DS. Further work performed by the Expert Team focused on modifying, supplementing and editing the level descriptors in a manner that enabled all of the competence characteristics for the development services sector to be included. As part of this stage of work, components of the descriptors were also arranged in accordance with the logic of implementing a development service.

In the course of these activities, it was noticed that level 3 does not contain learning outcomes sufficiently specific for the development services sector. As a result, a decision was made to remove level 3 from the initial draft of the SQF DS, which was subsequently consulted with stakeholders. During the consultations, the possibility of preparing descriptors for level 8 was indicated, which resulted from the following premises:

- The sectoral competences identified during the analytical work indicated the possibility that level 8 SQF DS descriptors could be developed on their basis. In particular, this referred to competences in such areas as the theories and practices of development, the methods and tools for implementing development outcomes in practice, the technologies used to support development and the establishment of professional standards for the needs of the sector.
- Some of the clusters of learning outcomes were formulated in a way that allowed their further development to be continued and supplemented with outcomes characteristic for level 8. Such a “supplementation” of clusters ensured the greater integration of the SQF DS level descriptors with the second stage level descriptors of the PQF typical for vocational qualifications. This allowed us to fulfil a postulate on ensuring the agreement of the sectoral framework level descriptors with the premises of the Polish Qualifications

Framework. This situation primarily referred to clusters of learning outcomes linked to the following areas: innovative techniques and technologies supporting development, development programmes for the needs of the sector, models of conduct in the sector and development of the sector's substantive potential.

- Two out of the four commissioned expert reviews clearly showed the purposefulness of adding level 8 to the framework. A similar conclusion was drawn from a linguistic analysis of the initial draft of the SQF DS level descriptors conducted as part of the verification process.
- Based on the analysis of the initial SQF DS level descriptors, it was ascertained that level 7 combined elements typical for PQF levels 7 and 8. Therefore, a renewed definition of descriptors typical for level 7 and 8 was justified; they were described in a manner ensuring consistency with the second stage PQF descriptors typical for vocational qualifications.

The result of the described work was the preparation of level 8 descriptors and modification of the already existing descriptors of level 7, ensuring greater consistency with the second stage PQF descriptors typical for vocational qualifications. Eventually, it was assumed that the SQF DS draft will include descriptors from levels 4 to 8.

Next, learning outcomes were further aggregated in order to avoid the overlapping of certain components of level descriptors. This was primarily performed for the area of knowledge and social competence on level 8, because in this case, there is a natural tendency for a greater universality of individual clusters of learning outcomes. Stylistic, linguistic and terminological corrections were also introduced. The terminological corrections resulted primarily from clarifying the terms used in the SQF DS and their meanings in different contexts, enabling us to remove certain descriptive elements of the level descriptors. The final version of the level descriptors was adopted by the Expert Team on 11 May 2017, yet the Substantive Work Team could still make minor modifications to the descriptions to achieve greater consistency with the second stage PQF descriptors typical for vocational qualifications and ensure their uniform understanding by the stakeholders of the sectoral framework.

The adopted procedure of developing level descriptors in stages allowed for the preparation of a uniform Sectoral Qualifications Framework for Development Services for the entire development services sector, understood in accordance with the adopted definition described in Chapter 1.2.

2.7. Further Development Prospects of the SQF DS

The guidelines below were prepared on the basis of the responses collected in the course of the quantitative survey, conclusions from the consultation seminar, workshops of the Expert Team and expert opinions commissioned from specialists of the development services industry, who did not directly participate in the project.

The draft of the Sectoral Qualifications Framework for Development Services resulted from extensive consultations in the sector's community with the participation of institutions and persons outside of it, yet interested in its development and condition. Therefore, it reflects the current status and development needs of the development services sector. Taking into account the pace of changes and the sector's diversity, along with the wealth of types and forms in which development services are provided, the SQF DS will:

- be useful for ensuring the transparency of qualifications;
- be conducive to describing new qualifications;
- reinforce the sector's identity;
- consolidate quality standards of development services.

In order to accomplish these goals, the following activities are recommended after the end of the project:

- extensively popularise the prepared definitions of the sector, sectoral determinants and the Framework, which jointly form a consistent expression of the most important characteristics of a development service, as well as the professional standards of ensuring quality and competence, which should be held by persons performing various roles relating to the support of development through learning;
- unify the understanding and application of terms relating to development process through learning, not only in the sector, but also in the entire Integrated Qualifications System, which can be considered one of the missions of the development services sector on behalf of the development of the IQS;
- promote on a broad scale the descriptions of the level descriptors, together with information activities about the PQF, the manner of describing new qualifications, aligning levels with qualifications, as well as other practical applications of the SQF DS in the sector's activities.

The SQF DS has the potential to support both employers and employees, among others, by resolving the problem of the comparability of learning outcomes and qualifications in the international labour and education markets. Companies or persons involved in the provision of development services will gain greater credibility, an objective tool to verify their professionalism and work quality, which should be reflected in the approach and decision-making criteria adopted by contracting parties in the selection of a service provider, simultaneously limiting the buyer's risk. The sectoral qualifications framework can be significant for:

- building trust and reliability of the sector;
- increasing interest in development services;

- better identification of the development services sector;
- further professionalization of the sector's companies – promoting increased competences of employees;
- higher quality of development services;
- closer integration of companies and consolidation of the identity of the development services sector.

The most important areas of application of the SQF DS as a practical tool may include:

- supporting the construction of contracts between development services customers and providers – by facilitating the description of service elements;
- facilitating the development of a “mutual language of communication” between the customer and the contractor, both during preparation of offers for specific clients, as well as for the open market – this refers both to providers offering comprehensive services, as well as those only working in a certain segment of development services;
- supporting the work of describing job positions/professional roles in organisations providing development services;
- supporting the formulation of the requirements for job candidates – which is of great importance when recruiting new employees;
- preparing, with the use of the framework, employee development paths: from specifying the level of knowledge, skills, social competence at the starting point, to subsequent levels of development;
- supporting employees – the ability to compare the planned aims of development with the achieved levels of knowledge, skills and social competence;
- using the descriptions of sectoral determinants to help with determining persons' roles in the process of delivering a development service.

The list above does not exhaust all the possible applications of the sectoral framework, but the ones listed above indicate that using the level descriptors contained in the framework in a number of contexts may play a “constitutive” role for the sector.

Consulted level descriptors were used to create a comprehensive description of the competences of a team delivering educational services (in-house training, virtual training, webinars, e-learning) in a large nationwide company. Performing this task allowed us to formulate conclusions on using level descriptors to prepare descriptions of competences:

- each of the roles (manager of a training centre, coordinator, assistant, examination administrator, technical employee) was adequately described with the use of level descriptors;
- the individual components of the description of the professional role could be derived from various SQF DS levels, depending on the specific tasks assigned to the given professional role.

The means and ways of popularising the framework will play an important role in promoting the SQF DS. In this respect, it is therefore recommended:

- to describe the sectoral framework in a simple and user-friendly way;
- to use visual modes of presentation (e.g. presentation of level descriptors with the use of graphs or 3D animation);
- to develop model descriptions of job positions/competences or qualification profiles based on the SQF DS level descriptors.

Taking these recommendations into account in the process of implementing the sectoral framework should contribute to the achievement of the expected outcomes of developing the competences of development services sector employees, increasing trust and the reliability of the sector among clients, professionalising the sector's companies, increasing the quality of development services and promoting greater interest in development services, not only among institutional clients, but also individual ones.

It should also be emphasised that a condition for maintaining the validity and usefulness of the SQF DS for the sector is its cyclical updating. Taking into consideration the discussions during the project and the verification survey results, it seems that the first review of the framework should take place after three years from its adoption. However, this will depend to a great degree on whether and when the sector's representation will seek the formal inclusion of the SQF DS in the IQS. This may be a significant circumstance, triggering a verification/review of the sectoral framework at the time of initiating such a procedure.

3. Presentation of the Sectoral Qualifications Framework for Development Services

3.1. How to Read SQF DS and How to Use It

Level descriptors are made up of individual components which, in turn, constitute compilations of related learning outcomes. A component of a PQF level descriptor is a general statement pertaining to the knowledge, skills or social competence required for a qualification, an element which is part of the entire description of a given level. Therefore, the components of the SQF DS level descriptors must comply with two threshold conditions: they should be sufficiently general (generic) to refer to the qualifications of a given level functioning in the development services sector and, at the same time, they should take into account only those learning outcomes that are specific and essential from the point of view of activity in the sector.

Completeness and consistency of the sectoral framework's level descriptors was guaranteed by basing them on the sectoral determinants. Sectoral determinants, in line with the definition of the sector, describe areas of activity that have common features characterising the development services sector, which has a clear identity. They outline specific and sector-specific areas of competence that feature the sector's qualifications and distinguish them from those of other sectors. Four determinants were identified for the development services sector, which are jointly representative for the overall learning outcomes contained in the sector's qualifications (cf. Chapter 1.3).

An important principle in developing the SQF DS is the fact that if specific learning outcomes cannot be found in the sectoral determinants, it is assumed that they are not sufficiently specific for the development services sector and, as universal, are not included in the framework's descriptors. The SQF DS contains an extensive range of learning outcomes on individual levels, specific for the development service sector, which should allow a given qualification functioning in the sector to be described and aligned with a level. This means that in practice, level descriptors do not have to jointly reflect a specific qualification (and, in fact, they do not do so).

In order to achieve a uniform understanding of the entries appearing in the level descriptors, it is necessary to become acquainted with the explanations of certain terms used in the SQF DS and their meanings in various contexts presented in a section of this document below (it also includes definitions contained in the IQS Act).

When analysing individual SQF DS levels, it is necessary to bear in mind that they are complementary (the lower level supplements the higher level), as they have a progressive and cumulative nature. This means that the learning outcomes defined on a given level for knowledge, skills or social competence also encompass the outcomes preceding them on lower levels. Furthermore,

the individual learning outcomes defined in the framework were arranged in “clusters” i.e. series of uniform learning outcomes that increase in complexity and depth. Each “cluster” was marked with a graphic symbol and code. The following graphic symbols were adopted:

→ lowest level from which a given cluster has been developed;

- a given component is defined on one level only (only in the case of social competence); therefore, each cluster consists of an individual learning outcome;
- highest level up to which a given cluster has been developed.

It is worth noting that the majority of clusters do not cover all levels of the SQF DS.

The coding of clusters was prepared in line with the key presented below:

1) Digit at the beginning of the code: level of the PQF (from 4 to 8) on which a given element occurs;

2) Type of learning outcome:

K knowledge;

S skills;

C social competence;

3) Digit at the end of the code: subsequent clusters within the scope of the category of knowledge, skills and social competence.

Example: 4_K7 = PQF/SQF DS level 4, knowledge, cluster no. 7

A given cluster may be followed and analysed by searching for learning outcomes on particular levels whose last two code elements are identical (letter and digit).

Individual clusters have a series of descriptions indicating the progression of the requirements for knowledge, skills and social competence at subsequent SQF DS levels. As a result, in order to interpret specific terms, one should read the entries of the entire cluster.

In the descriptors of specific sectoral framework levels, activities and roles of the development services sector can be noted that have particularly important learning outcomes in the specific level descriptor. This is, of course, a certain simplification, but it is helpful in analysing the structure of the SQF DS. For example:

- » **level 4:** contains multiple learning outcomes relating to activities of an organisational and assisting nature with respect to the support for development; here, we can find competences important for organisers and managers of development services;
- » **level 5:** contains learning outcomes that are significant primarily for roles relating to direct support for the development of individuals, as well as for groups; this is where we find the competences of a junior trainer, also providing repetitive and less complex development services;
- » **level 6:** on this level, we can clearly observe the appearance of learning outcomes that are important for people who offer forms of support for the development of organisations and groups, understood as communities with various degrees of formalisation and diversified identification criteria; on this level and the next one, we find multiple learning outcomes that are indispensable for offering advanced forms of support for the development of individuals (coach, mentor) or the delivery of complex, often long-term development projects and their management;
- » **level 7:** is represented primarily by learning outcomes of key importance for roles relating to the performance of more complex or long-term development projects and supporting the development needs of the sector;
- » **level 8:** these are learning outcomes whose achievement characterises the authors of innovations, promoters of new ideas, and authorities in developing sectoral standards of education, ethics and the profession.

The SQF DS is arranged in tables in such a way as to allow the user to easily find and interpret individual learning outcomes corresponding to the analysed descriptions of competences or to serve as a guideline when formulating the description of required learning outcomes in the categories of knowledge, skills and social competence for qualifications being described.

It is worth noting that the primary function of the SQF DS is to facilitate the alignment of a PQF level with qualifications that function in the development services sector and may be introduced to the PQF, or to prepare descriptions for new sectoral qualifications. SQF DS level descriptors point to the mutual relations among the elements of knowledge, skills and social competence. Taking these mutual relations into account at the stage of defining the required learning outcomes allows a consistent and complete set to be developed for a given qualification, relying on three questions:

- “What does the person holding a given qualification know and understand?”
- “What can such a person do, what tasks can such a person perform?”
- “Which attitudes will such person present, which obligations and responsibilities is such person ready to accept?”

The determination of the level of qualifications takes place by comparing the learning outcomes required for such qualification with the PQF level descriptors. The SQF DS, as its sectoral interpretation, using the language of the industry and close to market practice, is a helpful and friendly tool for this purpose. It must be emphasised that the level of the sectoral qualifications is in no respect determined by the level of education indicated as a condition for applying for a given qualification, or the PQF level of other partial qualifications that may be required to attain it. It is solely the result of comparing the learning outcomes with the framework's level descriptors. This may be illustrated by using the qualifications relating to training roles. Attaining such a qualification may require (as an initial condition) completion of master's degree studies with a specific study major (PQF level 7), whereas the qualification itself may be aligned with a different level (e.g. 5 or 6).

Comparing the learning outcomes for qualifications with the SQF DS level descriptors has to be performed for each learning outcome separately. Each learning outcome should be referenced to a relevant fragment of the level descriptors in line with the best fit principle. Individual learning outcomes may be referenced to various levels of the sectoral framework. When aligning a level with a qualification, the location of learning outcomes that are deemed essential is taken into account².

Not all elements of the SQF DS level descriptors have to be elaborated in the learning outcomes required for a qualification. All the requirements for qualifications may correspond to the content of just one or several of the entries contained in the descriptors of a given framework level. It is also worth noting that certain learning outcomes may be non-specific for the sector (e.g. the use of IT); as a result, they were not included in the SQF DS level descriptors. Such learning outcomes should either be searched for in other sectoral frameworks (relevant to the given type of activity) or in the PQF (in the universal or second stage descriptors typical for qualifications attained in general education, higher education, and/or vocational education and training).

The fact that a given person already possesses some qualifications on a specific level (e.g. MA degree – full qualification on PQF level 7) does not mean that all other qualifications held by this person will be on the same level (7 PQF level). As a result of learning and the accumulation of various experiences, an individual is most often a "carrier" of more than one and frequently several qualifications, which may be aligned with various PQF levels.

A premise was also adopted in working on the level descriptors about the need to use simple language to avoid extensive descriptive terms. In certain situations, complying with this principle meant, in particular with respect to multiple use, using abbreviated terms:

² More information about the method of aligning levels is presented in the following publication: Ziewiec-Skokowska G., Stęchły W. (2016). *Przypisywanie poziomu PRK do kwalifikacji nadawanych poza systemami oświaty i szkolnictwa wyższego*, Warsaw: Instytut Badań Edukacyjnych/ Educational Research Institute. Downloaded from: http://www.kwalifikacje.edu.pl/images/download/Publikacje/Przypisywanie_poziomu_interaktywny_fin_poz_12.pdf

- every time the word “service” is used in the descriptors, it is to be understood as “development service”;
- every time the word “development” is used in the descriptors, it is to be understood as “development through learning”.

The specific manner of formulating level descriptors is worth following with the example of component 6_S2:

manage relations with and among service stakeholders, in order to determine, understand and agree to the needs and goals of development, mutual obligations and also build engagement in the individual stages of the service [6_S2] ■

The graphic symbol at the end of the descriptor means that the given cluster is not developed any further on higher levels, but there are related descriptors on lower levels. The code means that this is an element of skills formulated on level 6, constituting a component of cluster 2. The term *manage relations with and among service stakeholders* means the ability to establish relationships and to bring about situations in which these relationships are effective and occur in a coordinated manner. At the same time, it must be stated that we are not referring here to directive “management.” Also, the phrase *in order to determine, understand and agree to the needs and goals of development, mutual obligations and also build engagement in the individual stages of the service* indicates the purpose of the discussed relationships, and what – in these relationships – should be communicated, agreed to or identified as a disparity that might prevent the implementation of the service in accordance with the development goals.

3.2. Clarification of Selected Concepts and Terms

Clarification of the meaning and the accepted understanding of some of the terms applied in the SQF DS draft and accompanying documents is meant to ensure a uniform interpretation of the framework by potential recipients and users. It is also important in promoting how to describe the sector and in unifying the terminology in common practice. The explanations and descriptions comply with the definitions of these terms in the IQS Act³. Due to the fact that the definitions contained in the Act are applied to institutions established by it, in some cases they do not include the broader meaning and context used in the practice of providing professional development services. Therefore, some definitions contained in Art. 2 of the IQS Act are quoted directly. The presented explanations refer to a broader approach to some definitions than defined in the Act. They also refer to several terms which are not essential to the IQS, but their uniform understanding and application is of key importance for the identity and development of the development services sector, its further professionalization and consolidation of quality standards.

³ They are also described in detail in the following publication of the Educational Research Institute: Sławiński, S. (2016). *Słownik Zintegrowanego Systemu Kwalifikacji*. Warsaw: Instytut Badań Edukacyjnych/ Educational Research Institute. Downloaded from: https://www.kwalifikacje.gov.pl/download/slownik_zsk.pdf

Development (through learning) – expresses the approach presented in the sector's definition, which means that the outcome of the learning of individuals, groups or organisations is effecting a change compliant with the designated goals. Therefore, when editing the draft, the dominant term is **development** in the meaning resulting from the context and in relation to **learning**. Development understood in this manner is expressed most fully by the subject matter and the content of the development service. It also must be remembered that "development" has a different, broader meaning in other contexts. In the sectoral terminology adopted in the sectoral qualifications framework project, it is to be understood in relation to learning. In consequence, the term **development process** in the definitions and SQF DS descriptors expresses a phenomenon that takes place as the result of learning. At the same time, the term "process" is not used in other contexts.

Support of development through learning – this is the essence of a development service, where the subject is the learner and the objects are various forms of support, whereas the aim is development.

Stakeholders of a development service are both learners (individuals), direct "recipients of support", either individually or in groups, as well as **clients**, i.e. contractors and commissioners of a development service. Not always, yet quite frequently, these are various entities or persons; in such a case, their roles in processes relating to a development service must be differentiated. Stakeholders are also **providers of a development service**, i.e. an entity, a person or persons providing the service or its elements. In a broader scope, it is also possible to identify other stakeholders, indirect beneficiaries of some development services.

Professional activity – an activity carried out in a manner that is not occasional, that is publicly declared (e.g. via an entry in a register) and is performed, most frequently, yet not necessarily, by a professional and in a paid manner. **Professional development services** have conventionally defined the following aspects: the subject, scope, objectives and results. Professional activity understood in this manner is not a guarantee of quality, but it fulfils the conditions enabling it to be assessed according to market standards.

Validation – in the IQS Act, it is defined as an activity, which assesses whether a person seeking to have a qualification awarded has attained the learning outcomes required for the qualification (see the definition below). Therefore, it is the **validation of learning outcomes**. The aim of validation in a broader sense is to confirm, in a documented manner and in accordance with the premises that the procedures, processes, equipment, materials, activities and systems actually lead to the planned results. This is the meaning of the **validation of a (development) service** in the SQF DS.

Evaluation – within the scope of regulations contained in the IQS Act, it is defined exclusively in the context of the activities of awarding bodies. The definition of evaluation and its application actually have a much broader scope and are described differently in various fields. In the SQF DS, evaluation means (according to the definition of the Ministry of Development), the objective assessments of a service or its elements at all stages, i.e. planning, implementation

and measurement of outcomes. Evaluation should provide reliable and useful information for the decision-making process, e.g. pertaining to its improvement.

Individual, group, organisation – describe the recipient of the support for whom the educational environment is established. This may be an individual person, but also a group of people. Every time the descriptors use the term *group*, it is to be understood, depending on the context, as a small community that learns together and that is supported, e.g. via forms of group work; especially on higher levels, this term may refer to various scales of groups and communities – groups that are identified in various ways, according to various characteristics, motives or criteria, which may be included in the development service relating to the development goal uniting them. A development service may also be addressed to entire, formal organisations.

Educational situation – an organised, thought-through “reality” developed for the learner – everything that constitutes the conditions conducive to learning. **Educational environment** is an environment conducive to learning, based on involvement, activity, creativity and the reflection of learners. The educational environment is characterised by trusting oneself and others; it encompasses the recognition of one’s potential and limitations, autonomy and empowerment. Both terms refer to stable and variable factors and conditions conducive to learning.

Cluster – a series of uniform learning outcomes, increasing in complexity and depth. In the proposed SQF DS, each cluster is marked with a graphic symbol and a code that facilitates following it on every level of the framework.

Definitions of certain terms used in the IQS Act, defined in Art. 2:

Formal education – education provided by public and non-public schools and other institutions of the formal general, vocational and higher education systems within the framework of programmes leading to the attainment of full qualifications, qualifications awarded upon completion of post-graduate studies, as defined in Art. 2, para. 1, pt. 11 of the Act of 27 July 2005 – Law on Higher Education (Journal of Laws of 2016, items 1842, 1933, 2169 and 2260, as well as of 2017, items 60 and 777), or the qualifications specified for a given profession/occupation referred to in Art. 10, para. 3, pt. 1 of the Act of 7 September 1991 on the School Education System (Journal of Laws of 2016, items 1943, 1954, 1985 and 2169 as well as of 2017, item 60).

Non-formal education – education and training provided within the framework of programmes that do not lead to the attainment of full qualifications or the qualifications referred to in pt. 2 (above).

Learning outcomes – knowledge, skills and social competence attained through the learning process.

Evaluation – the analysis of the functioning of awarding bodies for the purpose of diagnosing the processes relating to certification to ensure and improve the quality of the qualification.

Social competence – the ability developed during the learning process to shape one's own development, as well as the autonomous and responsible participation in professional life and society, taking into account the ethical context of one's own behaviour.

Qualification – a set of learning outcomes in the categories of knowledge, skills and social competence, attained through formal education, non-formal education or informal learning, in accordance with the given qualification's requirements, whose attainment was assessed through validation and formally confirmed by an authorised awarding body.

Polish Qualifications Framework (PQF) level – the scope and degree of complexity of the learning outcomes required for a qualification of a given level, formulated with the use of the general descriptors of learning outcomes.

Assignment of a Polish Qualifications Framework (PQF) level to a qualification – the decision made in accordance with the principles set forth in the Act to determine the Polish Qualifications Framework level of a given qualification on the basis of comparing the learning outcomes required for that qualification with the Polish Qualifications Framework level descriptors.

Sectoral Qualifications Framework – a description of the levels of qualifications functioning in a given sector or industry; the levels of a Sectoral Qualifications Framework correspond to the appropriate levels of the Polish Qualifications Framework.

Informal learning – attaining learning outcomes by various types of activities outside of formal education and non-formal education.

Skills – the ability to perform tasks and solve problems specific to a field of learning or professional activity attained through a learning process.

Validation – assessing whether a person seeking to have a qualification awarded has attained a distinct part or all of the learning outcomes required for that qualification, regardless of the person's learning path.

Knowledge – a collection of descriptions of objects and facts, principles, theories, and practices attained through a learning process relating to a field of learning or professional activity.

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3. *Perspektywa uczenia się przez całe życie* [Perspectives for lifelong learning] (2013). Appendix to Resolution No. 160/2013 of the Council of Ministers of 10 September 2013.
4. [Regulation of the Minister of National Education, 2016] Regulation of the Minister of National Education of 13 April 2016 on second stage descriptors of the Polish Qualifications Framework typical for professional qualifications, levels 1 – 8 (Journal of Laws of 2016, item 537).

Annex 1.
Sectoral Qualifications Framework for
Development Services (SQF DS)

SQF DS Level 4

SQF DS LEVEL 4 DESCRIPTORS:

KNOWLEDGE

- knows and understands the practical aspects of development and the most important factors determining this process [4_K3] →
- knows and understands the most common forms, methods, technologies, techniques and tools used to support development [4_K5] →
- knows and understands the fundamentals of service organisation and administration [4_K7] →
- knows and understands the fundamentals of validation and reporting service results [4_K10] →

SKILLS

- adjusts his/her actions to a typical environment in which the service is delivered [4_S1] →
- cooperates with people engaged in service delivery at different stages [4_S2] →
- in accordance with the guidelines, prepares the means, aids and materials for learners to help them achieve development goals [4_S6] →
- agrees with the client the conditions of how learners should be prepared for service delivery [4_S7] →
- organises and delivers support tasks, taking service goals and quality demands into account [4_S8] →
- delivers standardised and basic activities which support the development of an individual, while applying typical forms, methods, technologies and tools [4_S9] →
- provides necessary conditions to facilitate the development of individuals and groups, under supervision and in accordance with accepted goals [4_S10] →
- modifies service organisational solutions, based on data derived from evaluation and information from the client [4_S12] →
- performs service validation, based on data and received conclusions [4_S15] →
- maintains service records, including the production of standardised reports, settlements and structured analysis [4_S16] →
- plans and pursues one's own professional development, taking into account the typical forms, methods, technologies, techniques and tools of development support [4_S17] →

SOCIAL COMPETENCE

- abides by the principles defined in the ethical standards and professional norms of honesty, integrity, confidentiality and the prevention of conflicts of interest in service delivery [4_C1] →
- respects diversity and abides by established rules for cooperation with service stakeholders [4_C2] →
- takes responsibility for the outcomes of one's own actions in the context of attaining development goals and meeting other needs of learners [4_C5] →
- is ready to accept feedback from clients and use it in his/her work [4_C9] →
- reflects on and amends one's own attitudes and conduct in relations with the client [4_C10] →

Polish Qualifications Framework level 4 descriptors

A PERSON KNOWS AND UNDERSTANDS:

- a broadened set of basic facts, moderately complex concepts and 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
- the basic conditions of conducted activities

A PERSON IS ABLE TO:

- complete moderately complex tasks, partially without instructions, often under variable conditions
- solve moderately complex and somewhat non-routine problems often under variable conditions
- learn autonomously in a structured form
- understand complex statements, formulate moderately complex statements on a broad range of issues
- understand and formulate simple statements in a foreign language

A PERSON IS READY TO:

- assume responsibility for participating in various communities and functioning in various social roles
- act and cooperate with others autonomously under structured conditions
- 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

SQF DS Level 5

SQF DS LEVEL 5 DESCRIPTORS:

KNOWLEDGE

- identifies economic and social aspects which are important for the development of individuals and groups [5_K1] →
- knows and understands the most common organisational and management systems, including the most common models of organisational culture [5_K2] →
- knows and understands the principles and practices of development, and refers those to the professional and organisational context, including the differences between the individual and group development [5_K3]
- knows and understands the basic methods of diagnosis and analysis of development needs for individuals and groups and how to apply them towards the development goals [5_K4] →
- knows and understands the forms, methods, technologies, techniques and tools of supporting the development of individuals and groups and their various applications depending on the type of service [5_K5]
- knows and understands the principles of development and the application of different means, aids and materials for development support [5_K6] →
- knows and understands service management practices, including those for quality assurance [5_K7]
- knows and understands the rules and the most common methods to ensure the delivery of results in the client's environment [5_K8] →
- knows and understands methods and techniques of validating learning outcomes and qualifying methods [5_K9] →
- knows and understands service evaluation methods and techniques, including those used to evaluate client-achieved results, evaluation of individual/group development processes and the principles of reporting results and formulating development recommendations [5_K10]

SKILLS

- identifies and respects the specificity and preferences in learning and communication of the individuals and groups for whom/with whom one works [5_S1]
- develops and maintains client relationships for the understanding, acceptance and achievement of development goals, mutual obligations and building engagement for individual stages of the service [5_S2]
- evaluates the situation of an individual or group with an adequate set of tools and methods in order to identify their development needs [5_S3] →
- defines and agrees with service clients the goals, scope of action/support, expected results, priorities and responsibilities within the service [5_S4] →
- designs the service by selecting the forms, methods, technologies, techniques and tools of support adequate to the diagnosis and agreement [5_S5] →
- develops standard means, aids and materials for learners to support the attainment of development goals, while selecting their content, forms and technologies [5_S6]
- prepares learners and service providers for conscious participation in the service in accordance with the established goals [5_S7]
- organises and administers the delivery of the agreed service, including the management of a small implementation team, respecting the economic and quality aspects, as well as risk [5_S8]
- delivers planned activities to support the development of individuals and groups, using typical forms, methods, technologies and tools [5_S9]
- takes into consideration clients resources, provides the conditions that facilitate development [5_S10]
- identifies and considers the processes between service providers and learners in order to improve service delivery [5_S11] →
- modifies the service in accordance with the data derived from evaluation and information received from the client and learners [5_S12]
- uses and monitors activities to transfer and implement service results into practice [5_S13] →
- validates learning outcomes with standardised tools [5_S14] →
- conducts a standard evaluation of the service with methods and tools selected for this purpose, which facilitate

the measurement of results on the individual and group level [5_S15]

- maintains technical records of the service, including the development of examinations and reports individually adapted to a service [5_S16] ■
 - plans and undertakes systematic learning in order to update one's own professional expertise to support the development of others, including in the scope of applied forms, methods, technologies, techniques and tools [5_S17]
- ### SOCIAL COMPETENCE
- acts in accordance with professional standards and ethical norms in the diagnosis of needs and agreement on the goals, design, development and delivery of the service [5_C1]
 - is ready to cooperate with service stakeholders, respecting their values, beliefs and vision [5_C2]
 - focuses on the practical development outcomes of individuals and groups with whom/for whom one works [5_C3] →
 - accepts responsibility for the outcome of one's own actions in the context of achieving development goals and meeting other needs of learners [5_C5] →
 - exhibits empathy and assertiveness, which facilitates the full understanding of one's own role in the relationship with service stakeholders [5_C7] →
 - maintains detachment from one's own habits and acting pattern and is oriented towards going beyond one's own point of view [5_C8] ■
 - consistently solicits feedback from the client, accepts it and takes it into consideration in one's own work [5_C9]
 - reflects upon and adjusts one's own attitudes and conduct during the design, development and delivery of the service [5_C10]

Polish Qualifications Framework level 5 descriptors

A PERSON KNOWS AND UNDERSTANDS:

- a broad scope of facts, theories, methods and the dependencies between them
- the diverse conditions of conducted activities

A PERSON IS ABLE TO:

- complete tasks without instructions under variable, predictable conditions
- solve moderately complex and non-routine problems under variable, predictable conditions
- learn autonomously
- understand moderately complex statements, formulate moderately complex statements using specialised terminology
- understand and formulate very simple statements in a foreign language using specialised terminology

A PERSON IS READY TO:

- assume basic professional and social responsibilities, evaluate and interpret them
- independently act and cooperate with others under structured conditions, direct a small team under structured conditions
- evaluate one's own actions and those of others and the teams one directs; assume responsibility for the results of those actions

SQF DS Level 6

SQF DS LEVEL 6 DESCRIPTORS:

KNOWLEDGE

- explains and interprets the mechanisms of economic and social phenomena that are important for the development of individuals, groups and organisations [6_K1] ■
- explains the most important organisation and management theories, including the models of organisational culture [6_K2]
- explains the theories and practices of development, taking into consideration the social and cultural context and the differences between individual, group and organisational development [6_K3]
- knows and understands the characteristics, application and selection criteria of the methods of identifying and analysing the development needs of individuals, groups and organisations and how they are translated into development goals [6_K4]
- explains the complex approaches, practices and technologies used to support the development of individuals, groups and organisations [6_K5]
- knows and understands the practical aspects of designing and using different types of complex means, aids and materials supporting development [6_K6]
- explains principles and advanced methods of service management, including quality and risk management in a changing environment [6_K7]
- explains the principles and complex methods of ensuring the effective implementation of service results in the client's environment [6_K8]
- explains the complex methods and techniques of the validation of learning outcomes [6_K9]
- identifies the complex methods and techniques of service evaluation, including the evaluation of client achieved results, as well as the development processes of individuals, groups and organisations [6_K10]

SKILLS

- identifies and respects the specificity and preferences of learning of the organisation for which/with which one works [6_S1] ■
- manages relations with and among service stakeholders to facilitate learning, understanding and agreeing to the needs and goals of development, mutual obligations and also building engagement in individual stages of the service [6_S2] ■
- conducts a situational analysis of an individual, group or organisation with customised and advanced tools and methods in order to identify development needs [6_S3]
- together with stakeholders, defines and agrees to the goals of changes for the organisation, connected with the specific goals of activities/support [6_S4] ■
- designs a service adequate to needs, using advanced forms, methods, technologies, techniques and tools of support and modifies the service depending on circumstances [6_S5]
- develops complex means, aids and materials for learners, which support them in reaching development goals, by selecting adequate content, form and new technologies [6_S6]
- manages the preparation of service stakeholders for their conscious participation in the service in accordance with the goals and roles [6_S7] ■
- manages service delivery, including the management of the implementation team, taking into account all aspects of delivering the intended results [6_S8]
- implements actions that support the development of individuals, groups and organisations, by applying and modifying different advanced forms, methods, new technologies, techniques and tools [6_S9]
- together with stakeholders, creates an environment that facilitates development, refers to their resources and takes into account the environmental context [6_S10]
- identifies and considers the complex processes taking place with reference to and between the providers and stakeholders in order to improve the service [6_S11] ■
- develops the service by using the data derived from evaluation, received from stakeholders and based on best market practices [6_S12]
- prepares and manages activities designed to transfer and implement service results into the client's practice [6_S13]

- designs the process for the validation of learning outcomes, as well as adapts tools to perform validation and/or the recognition of qualifications [6_S14]
- designs and implements an advanced evaluation of a service, taking into account organisational and economic aspects, so that the results on the individual, group and organisational level may be measured [6_S15]
- collaborates with others in order to make use of their potential and secures feedback to update one's own professional expertise [6_S17]

SOCIAL COMPETENCE

- supports the implementation team, collaborating organisations and service stakeholders in adapting to professional standards and norms [6_C1]
- is open to dialogue on values, beliefs, the vision and rules of cooperation with and among service stakeholders [6_C2]
- focuses on practical development results of organisations with which/for which one works [6_C3]
- is open to learning and implementing changes and innovations pertaining to new forms, methods, technologies, techniques and tools for supporting development [6_C6] ■
- exhibits empathy and assertiveness, allowing one to support the development of individuals, groups and organisations [6_C7]
- promotes a culture of openness, based on accepting and giving feedback and using it for one's own professional development [6_C9]
- supports the adjustment of attitudes and the conduct of persons involved in service design, development and delivery [6_C10]

Polish Qualifications Framework level 6 descriptors

A PERSON KNOWS AND UNDERSTANDS:

- an advanced level of facts, theories, methods and the complex dependencies between them
- the diverse, complex conditions of conducted activities

A PERSON IS ABLE TO:

- innovatively complete tasks and resolve complex and non-routine problems under variable and not fully predictable conditions
- autonomously plan one's lifelong learning
- communicate in one's environment, substantiate one's position

A PERSON IS READY TO:

- cultivate and disseminate models of good practice in the workplace and beyond
- 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

SQF DS Level 7

SQF DS LEVEL 7 DESCRIPTORS:

KNOWLEDGE

- explains and interprets advanced organisational and managerial theories and their applications [7_K2]
- interprets and explains complex theories and practices in the domain of development [7_K3]
- explains and interprets theories in the area of identifying and analysing development needs and how they are translated into development goals that take into consideration stakeholders' needs [7_K4] ■
- explains and interprets complex approaches, practices and technologies from different fields of science and practice applied to support the development of individuals, groups and organisations [7_K5]
- explains and interprets the theoretical aspects of creating and applying different types of complex means, aids and materials that support development [7_K6] ■
- identifies and examines the progress of knowledge and innovative approaches in the field of management as it relates to development services, including those pertaining to quality and risk management in an unpredictable environment [7_K7] ■
- explains and interprets the practices from various scientific fields relating to the implementation of service results in the client's environment [7_K8] ■
- on the basis of theory and practice, explains and interprets innovative approaches to the validation of learning outcomes [7_K9] ■
- explains and interprets the innovative approaches from various scientific fields relating to the methodologies of evaluating services and applying the results [7_K10] ■

SKILLS

- identifies and evaluates development needs with individually designed tools and methods [7_S3] ■
- designs development strategies for individuals, groups and organisations using advanced approaches of supporting development, adequate to the diagnosis and agreements [7_S5] ■
- adjusts methodological assumptions and adapts new technologies to develop the best means, aids and materials for learners to reach their development goals [7_S6] ■
- manages pioneering and/or advanced, complex and/or long term development projects [7_S8] ■
- adapts and develops new forms, methods, techniques and tools to support the development of individuals, groups and organisations [7_S9]
- implements innovative approaches, methods and tools to form an environment that facilitates the development of individuals, groups and organisations [7_S10] ■
- develops new services based on data from the evaluation and service stakeholders, taking into account existing trends, approaches and innovations [7_S12]
- modifies and implements new methods and tools of transferring, implementing and managing service results in practice [7_S13]
- expands existing and implements new approaches and systems for validating learning outcomes, including the recognition of qualifications [7_S14] ■
- develops existing solutions and implements new ones in the area of evaluation methods and tools to increase service adequacy, quality and effectiveness [7_S15] ■
- uses interdisciplinary sources of development support, creatively adapting them into one's own professional practice [7_S17] ■
- supports other service providers in technical and professional development with specially selected forms, methods, technologies, techniques and tools of support [7_S18] →

SOCIAL COMPETENCE

- promotes professional standards and ethical norms in the professional community and among the stakeholders of development services [7_C1]
- promotes diversity and openness to dialogue on values, beliefs, the vision and rules of cooperation with and among service stakeholders [7_C2] ■
- promotes an orientation within the professional community of achieving the practical development results of individuals, groups and organisations [7_C3] ■
- cooperates with the professional community in the creation, promotion and exchange of good practices and develop the professional expertise of the sector [7_C4] →
- promotes changes and innovation as regards new forms, methods, technologies, techniques and tools for development support [7_C6] ■
- exhibits empathy and assertiveness which facilitates supporting the development of other persons engaged in the design, development and delivery of services [7_C7] ■
- promotes models of attitudes and conduct for persons engaged in the design, development and delivery of services [7_C10]

Polish Qualifications Framework level 7 descriptors

A PERSON KNOWS AND UNDERSTANDS:

- an in-depth level of selected facts, theories, methods and the complex dependencies between them, also in relationship to other fields
- the diverse, complex conditions and axiological context of conducted activities

A PERSON IS ABLE TO:

- complete tasks as well as formulate and solve problems with the use of new knowledge, also from other fields
- independently plan one's own lifelong learning and direct others in this area
- communicate with various target groups, appropriately substantiate one's position

A PERSON IS READY TO:

- establish and develop models of good practice in the environments of work and life
- initiate actions, critically assess oneself as well as the teams and organisations in which one participates
- lead a group and take responsibility for it

SQF DS Level 8

SQF DS LEVEL 8 DESCRIPTORS:

KNOWLEDGE

- integrates the theories of numerous scientific fields on the functioning of individuals, groups and organisations [8_K2] ■
- synthesises the latest theories and practices from different fields of science relating to development [8_K3] ■
- synthesizes innovative approaches, practices and technologies from different fields of science used to support development and implement the results of the service [8_K5] ■

SKILLS

- creates innovative forms, methods, techniques and tools to support the development of individuals, groups and organisations, taking into consideration innovative technologies [8_S9] ■
- creates innovative services by referring to research results and the latest achievements in different scientific fields [8_S12] ■
- develops innovative methods and tools to transfer, implement and manage service results in practice [8_S13] ■
- creates development programmes, competence standards and professional standards for the development services sector [8_S18] ■

SOCIAL COMPETENCE

- creates models and builds organisational culture oriented towards observing professional standards and ethical norms [8_C1] ■
- creates and develops relationships with representatives of different professional and cultural communities, of different value systems and behavioural models, in order to create, promote and exchange good practices and progress in building the professional expertise of the sector [8_C4] ■
- promotes models of attitudes and conduct for persons engaged in the design, development and delivery of services [8_C10] ■

Polish Qualifications Framework level 8 descriptors

A PERSON KNOWS AND UNDERSTANDS:

- the world's achievements in science and the arts and the resulting implications of this for practice

A PERSON IS ABLE TO:

- 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

A PERSON IS READY TO:

- 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 resultsand develop models of good practice in such situations

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