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Project

**“Development and popularization of national
professional qualification standards”**

implemented by

**Ministry of Labor and Social Policy
Labor Market Department**

**NATIONAL PROFESSIONAL
QUALIFICATION STANDARDS**

Development and cooperation

Edited by:

**Henryk Bednarczyk
Ireneusz Woźniak
Stefan M. Kwiatkowski**

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NATIONAL STANDARDS PROFESSIONAL QUALIFICATION STANDARDS

Development and cooperation

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TABLE OF CONTENTS

Introduction

– Henryk Bednarczyk, Ireneusz Woźniak, Stefan M. Kwiatkowski 7

PART I - Development of the set of national professional qualification standards in Poland

1. The current achievements and experience in the area of professional qualification standards development in Poland	
– Stefan M. Kwiatkowski	13
1.1. Assumptions and concepts	13
1.2. Projects implemented in the years 1998–2004. Experience in methodology and research, recommendations	15
2. Development and popularization of national professional qualification standards – project of the Ministry of Labor and Social Policy – Henryk Bednarczyk, Małgorzata Hunin, Jarosław Zysnarski, Zbigniew Kramek	21
2.1. Project goals, purpose and work organization	21
2.2. Information campaign – seminars on province level	24
2.3. Diagnosis of needs in the area of qualification standards development	26
2.4. Research in enterprises and development of standards	26
2.5. Popularization and research of application of the professional qualification standards.....	29
3. Elements of the methodology of designing professional qualification standards – Stefan M. Kwiatkowski, Ireneusz Woźniak	33
3.1. Development of professional qualification standards	33
3.2. Model of professional qualification standards	41
3.3. Design of the professional qualifications standard	46
4. Role of social partners in the design and use of professional qualification standards – Committees on Standards	
– Michał Butkiewicz, Teresa Jaszczyk	55
4.1. Basis for social partnership	55
4.2. Participation of social partners in the approval of national professional qualification standards.....	57
4.3. Development of cooperation	60

5. Internet database of professional qualification standards	
– <i>Wojciech Oparcik, Tomasz Kupidura</i>	63
5.1. Construction	63
5.2. Use	65

PART II – The application opportunities for professional qualification standards

6. Opinion poll on the application of professional qualification standards in Poland – <i>Zbigniew Kramek, Urszula Jeruszka</i>	73
6.1. Procedure and course of the research	73
6.2. Research results	78
6.3. Benefits and barriers associated with application of standards .	92
7. National Qualification Framework and development of the lifelong learning system – <i>Agnieszka Majcher-Teleon</i>	99
7.1. The concept of National Qualification Framework	99
7.2. National Qualification System and National Qualification Framework – history and assumptions of the concept	100
7.3. European Qualifications Framework	103
7.4. National Qualification Framework and development of the system of lifelong learning in Poland	105
7.5. National qualification standards and the National Qualification Framework.....	108
8. Role and tasks of the professional qualification standards in programming of vocational continuing training	111
8.1. Professional qualifications standard as the driver of changes in the continuing training processes	111
8.2. The informative role of qualification standards in vocational counseling and career planning	112
8.3. Drivers determining the role and importance of professional qualification standards in the design of continuous education	114
8.4. The informative role of qualification standards for the creators of change	119
9. Design of modular curricula for vocational education and training – role of qualification standards – <i>Krzysztof Symela</i>	125
9.1. Tendencies for changes in the contents of work, and the selection of content in vocational and training curricula.....	125
9.2. The usefulness of professional qualification standards in the design of modular VET curricula	131

10. Application of professional qualification standards in vocational counseling - Mirosław Żurek	139
10.1. Vocational counseling in Poland	140
10.2. Professional qualification standards compared to other sources of information on professions	143
10.3. The usefulness of professional qualification standards for work with students of lower secondary and upper secondary schools.....	148
10.4. The informative usefulness of professional qualification standards in higher education	150
11. Legalization and standardization in the activities of the Polish Chamber of Commerce – Wojciech Januszko	155
11.1. A bit of history	155
11.2. The Polish Chamber of Commerce	156
11.3. Legalization and standardization	157
12. The application of professional qualification standards in crafts – Maciej Prószyński	163
12.1. Examinations in Crafts Chambers	164
12.2. Vocational education in crafts and standardization of professional qualifications	168
Bibliography.....	172
Appendix 1: Glossary of the national professional qualification standards	177
Appendix 2: Specimen of interview questionnaire, <i>The use of qualification standards in vocational education</i>.....	179
Appendix 3: Specimen of questionnaire on the professional qualification standards.....	183
Appendix 4: Sample form for professional qualification standards	193
Appendix 5: Example of qualifications standard for the profession: <i>Municipal guard</i>	197
Appendix 6: Frequently asked questions.....	213
Appendix 7: List of National Professional Qualification standards	217

INTRODUCTION

We present the Reader another, third publication on the national professional qualification standards. Two previous ones:

- *National professional qualification standards. - Design and application* (edited by: Stefan M. Kwiatkowski, Ireneusz Woźniak), Ministry of Economy, Labor and Social Policy, Warsaw 2003;
- *National professional qualification standards. The European context* (edited by: Stefan M. Kwiatkowski, Ireneusz Woźniak), Ministry of Economy and Labor, Warsaw 2004,

published under the Phare 200 project, „National vocational education system”, covered the methodology for research and design of professional qualification standards, and presented the attempts of selected European Union countries to improve the transparency of qualifications in vocational education system and in the labor market.

This publication presents the result of project implemented by the Ministry of Labor and Social Policy, “*Development and popularization of national professional qualification standards*”, co-financed with European Union funds under the Sectoral Operational Program Human Resources Development of the European Social Fund.

The motto of the publication is contained in the subtitle, “*Development and cooperation*”. It expresses the project’s primary purpose – aside from the development of further 200 national qualification standards, it was meant to popularize information and knowledge on the standards in the world of labor and education. For the first time, as part of de-centralization of competencies and responsibility for the developed standards, the approval of standard descriptions was entrusted to representatives of non-government organizations and institutions representing various professions, under the work of Committees on Standards.

The project is one of the largest among the current activities of the Ministry of Labor, dedicated to professional qualifications. It is also the largest profession-related project carried out in Poland. Its participants included more than 4 thousand of enterprises and institutions, as well as over 10 thousand experts (standards’ authors, research respondents, evaluators, reviewers, members of the Committees on Standards, participants of seminars and conferences dedicated to standards).

The first part of the book presents the experiences, and the development of the Polish professional qualification standards, and the second part - opportunities for their application. The appendices contain a list of developed standards, glossary of the basic terms, and replies to frequently asked questions.

We would like to stress that further actions are necessary – this time in the area of legislation, management and organization – that would preserve the current achievements of projects dedicated to professional qualification stan-

dards, and would assure them the opportunity for effective influencing of the vocational education system, the labor market and sectoral trade organizations.

In the countries of the European Union, a significant problem – but at the same time, an advantage - is the variety of vocational training and development systems, which results from historical conditions. It causes problems with the comparability of certificates, diplomas and qualifications of migrating employees. This leads to appearance of barriers in the free flow of employees in the internal market of the European Union, and in the access to foreign labor markets. The national professional qualification standards are useful also in this respect, as they can be used as the basis to build a system for comparing qualifications acquired in various countries. In addition, there are plans to introduce European and national Qualifications Frameworks, which shall be helpful in the process of comparing certificates, diplomas, knowledge and professional skills of employees moving within the internal labor market of the European Union in search of employment.

The possibilities for official sanctioning (validation) of the learning and acquiring professional skills in the informal manner are also being sought. Such learning happens in the course of work, as professional experience is being acquired, and also in various situations during one's life, usually outside the organized forms of vocational training and development. Some countries have made successful attempts to validate the professional skills on the basis of professional qualification standards which should be applied universally. This means they should be recognized and approved by the competent national social partners, in order to fulfill the hopes for increasing the professional and educational mobility.

The main goal should be to decentralize the system of qualifications. After the initial period of support for the process of qualifications' standardization, provided by central institutions (in various countries these include the ministries responsible for labor, education or economy), the initiative regarding the development and dissemination of professional qualification standards is passed to trade associations and organizations.

We therefore hope that Poland would see an intense development of cooperation among various social partners (trade unions, associations of employers, trade associations, business and industry chambers, sectoral organizations and others), who want to participate in the design and updating of professional qualification standards for their respective sectors or groups.

Those social partners could increase their cooperation with the Central Examination Board on the development of proposed standards and exam requirements which would confirm professional qualifications; as well as with vocational advisors at labor offices, with the EURES network, with the European network of information centers of education system and the recognition of certificates, diplomas and professional qualifications ENIC/NARIC.

We believe that the material presented here could be helpful in solving the above described problems.

It seems that in Poland we have completed the discussion phase, and as 253 qualification standards have been drawn, we now commence the difficult phase of their development and application. One might ask – what we have learned, what needs to be changed, and what happens next? Further phases of design of professional qualification standards are necessary, and they should be carried out with state participation.

We recommend to maintain and use the potential of experts and institutions who have already gained experience in the design of qualification standards. It is necessary to undertake far-reaching actions that would popularize the standards and suggest opportunities for their application. An important task is for the world of labor and education to acquire the skills of using the standards.

It is possible to improve the quality of employment, if qualification standards are applied universally. The application of qualification standards in education should be developed, as the implementation of innovative, modular vocational training programs is commencing. We will soon face the issue of including professional qualification standards in the system of external examinations. The national professional qualification standards should be used in the process of preparing National Qualifications Framework.

The process of qualifications' standardization requires the participation of competent experts, scientific and research entities. For this purpose, the individual countries either commission research of professions and supervision over the qualification standards to a selected institution or a consortium of institutions, or appoint a central institution for this purpose.

Editors of this publication would wish to thank the large numbers of experts who participated in the project. Their knowledge and experience helped vastly in the development and popularization of national professional qualification standards. We would like to especially thank the employees of the Labor Market Department of the Ministry of Labor and Social Policy, who played a very important role in the development of final versions of the standards and of project publications. The final shape of this publication was significantly influenced by reviewers of both the Contractor and the Contracting Entity, whom we would like to thank for their critical comments and valuable suggestions. We hope this publication meets the expectations in terms of providing up to date information on the work on Polish professional qualification standards and would facilitate their application in numerous areas.

*Henryk Bednarczyk
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**PART I – DEVELOPMENT OF THE SET
OF NATIONAL PROFESSIONAL
QUALIFICATION STANDARDS IN POLAND**

1. THE PREVIOUS ACHIEVEMENTS AND EXPERIENCE IN THE AREA OF PROFESSIONAL QUALIFICATION STANDARDS DEVELOPMENT IN POLAND

Stefan M. Kwiatkowski

1.1. Assumptions and concepts

The concept of professional qualification standards, analyzed from a systemic perspective, during the past several years dominated the approach to labor market, expectations of employers and possibilities of the schools. The „standard”, understood as minimum norm of qualification requirements, became with time a point of reference in the discussions on relationship between the labor market and training in school and out-of-school forms.

The transformations which commenced in 1989, and the perspectives for free flow of employees that came with them, turned attention to the importance of qualifications – both in local and global contexts, from the theoretical and practical standpoints.

One of the first arenas where Polish pedagogical and psychological theories on the subject of professions were confronted with already practical experiences of European Union countries was the international conference *System of professional qualification standards*. It was organized by the Task Force for Training and Human Resources (BKKK - Biuro Koordynacji Kształcenia Kadr) in December 1993, in Miedzeszyn. Materials from this conference, which I had the pleasure of editing, contained four theoretical papers prepared by employees of the Institute for Educational Research, and six papers which were examples of *good practices*, prepared by experts from EU countries¹.

The division into domestic theory and European practice reflected well the current status of introduction of professional qualification standards into the economy and education. While Polish authors sought theoretical basis for stan-

¹ *Professional Qualification standards System*. BKKK, Warsaw 1993.

standardization of professional qualifications, their European colleagues already talked about the consequences of implementing standardization procedures.

The theoretical part of the conference was dominated by such issues as: modeling of the course of professional activity of employees, in line with the concept of cognitive activities (S.M. Kwiatkowski), classification and structuring of actions and skills (E. Drogosz-Zabłocka); taxonomy of teaching goals with respect to levels of professional competencies (A. Bogaj) and the criteria for comparability of diplomas (M. J. Szymański).

The practical nature of professional qualification standards and experiences gained during their application were particularly highlighted in the papers of:

- Olivier Bertrand: „Goals and levels of teaching (standards) and the certification system in French vocational education”;
- Peter Grootings: „Qualification standards from the European perspective: cooperation, recognition, comparability and transparency”;
- David Handley: „Key issues of developing the standards of employment and form of professional qualifications – the British experience”;
- David Parsek: „Vocational training – common goals, various solutions”;
- Ernst Ross: „System for standardization of professional qualifications under the dual system of vocational training in Germany”;
- Alan Biggin: „Putting the standards in the context of the Polish vocational education system, compared to internal and external expectations and tendencies”.

When we analyze, almost 15 years later, the materials from the said conference, it is easy to see that on the theoretical side, the basic assumptions and concepts focused on model of cognitive activities. It allows to describe professional activities and skills – necessary to carry out specific occupational tasks – with the use of four levels:

- sensual cognition,
- imaginative models,
- symbolic models,
- theoretical structures².

The performance of occupational tasks requires the mastering of a set of skills specific for these levels. For each task, the set is different and can be subjected to further, more complex classification procedures (in our later research we introduced the breakdown into skills, and as a result into qualifications: extra-professional, general professional, basic and specialist).

It is interesting that the practical solutions presented during the conference also referred – openly or covertly – to the multi-level goals of vocational training, treated as the analysis result of the course of cognitive activities and, additionally, the applied taxonomy of training goals.

² S.M. Kwiatkowski, *Model of cognitive activities*. „Edukacja” no. 1, 1994.

The concept of cognitive activities model was also used, in the 1990s, by other authors interested in professional qualification standards³ and in extensive characteristics of professions (within sets of information referring to description of the labor process)⁴.

1.2. Projects implemented in the years 1998–2004. Experience in methodology and research, recommendations

The research on professional qualification standards commenced with the project, “building professional qualification standards in Poland”. It was carried out at the initiative of the Ministry of Labor and Social Policy (Labor Market Department), with the cooperation of the European Vocational Training Foundation, the Ministry of National Education, the National Labor Office and the Task Force for Training and Human Resources (BKKK)⁵.

The fundamental goal of this project was to develop and verify empirically the methodology for developing professional qualification standards. The outcome were research procedures, allowing for the construction of standards, and examples of standards in two areas:

- mechanical – for the profession technician-mechanic,
- economic – for the profession Employee of financial and accounting units.

After the successful development of first two standards, six new ones were developed for the following professions: vocational counselor, employee of self-government administration, technician – labor safety and hygiene, employment agent, social worker, security employee.

The first experiences were more of organizational, rather than methodological and scientific, nature. They were tied to the structure of the research group (domestic experts and a task force of experts) and – primarily – with the Steering Committee. This Steering Committee included representatives of:

- Ministry of Labor and Social Policy,
- Ministry of National Education,
- National Labor Office,
- Task Force for Training and Human Resources (BKKK),
- Office of the Committee for European Integration,
- Presidium of National Commission of the „Solidarność” Independent and Self-Governing Trade Union,
- Polish Chamber of Commerce.

³ M. Butkiewicz (ed.), *Model of Polish professional qualification standards*. EiP-ITeE, Warsaw–Radom, 1995, p. 27–28.

⁴ H. Bednarczyk (ed.) *Systems, quality and standards of vocational education*. ITeE—EiP, Radom–Warsaw 1997, p. 178–179.

⁵ S.M. Kwiatkowski, Z. Sepkowska (eds.), *Developing Professional Qualification Standards in Poland*. IBE-ITeE, Warsaw-Radom 2000.

The domestic experts presented the subsequent phases of project implementation during the Steering Committee meetings, and only if the Committee accepted them, further tasks could be performed. Such organization required very precise descriptions of actions to be undertaken, and next of the research results. It also demanded very intense cooperation among the national experts and the expert Task Force.

The methodological and research experience of this project is associated with the need to define and redefine the basic concepts. It turned out in the course of the work that many of the existing definitions are not translatable to the language of practical actions, and that designates of some concepts do not create disjoint sets. It was also necessary to determine the structure of professional qualifications standard (it was decided that for the given profession it includes: the skills, knowledge and psychophysical properties) and what would be the optimum design of professional qualifications (it was decided that the standards would be internally divided into five levels and four categories). The concept of preceding target research with pilot research, whose goal was to verify the research tools, was tested in practice. The justification for analyzing directions of changes in the area of qualifications was also confirmed.

A special experience – first methodological, then research one – was the generalization of the undertaken actions in the form of procedure for developing professional qualification standards which leads from the initiative to develop or update to the standard's implementation.

On the basis of that project, we can also discuss the experience in building inter-disciplinary research teams, creation of new scientific communities, building the foundations of library of professional qualification standards (collection and dissemination of publications).

Positive assessment of the results of the project “Building professional qualification standards in Poland” resulted in the decision of the Ministry of Economy, Labor and Social Policy to continue that project – under the so-called Action 2 (“Development of a set of national professional qualification standards”), the second part of the Phare 2000 Project “National Vocational Education System”⁶. The goals of this section of the project, implemented in the years 2002–2004, included:

- verification of the methodology for designing professional qualification standards (in comparison to research procedures adopted for the implementation of the project “Building professional qualification standards in Poland”),
- development, according to the amended methodology, of the set of 40 standards for professions listed in the classification of professions and specialties;

⁶ S.M. Kwiatkowski, I. Woźniak (eds.), *National professional qualification standards*. „Rynek Pracy”, December 2003, p. 165–188.

- proposing organizational and legal solutions which enable the implementation and functioning of the developed standards;
- dissemination of information on the work being carried out, and on its outcomes.

On the basis of experience drawn from the project “Building professional qualification standards in Poland”, also this project (Action 2) had a Steering Committee. During the Committee’s meetings, progress of research work was evaluated – on the basis of quarterly reports accepted at the Labor Market Department of the Ministry of Economy, Labor and Social Policy.

Another type of experiences allowed to establish 40 authors’ teams and to include them under a training program - taking into account critical analyses of research procedures applied in the previous project. This task was extremely important due to the significant increase of the number of developed standards - from 8 to 40. The fact that in research participated both the domestic experts, and the expert task force which carried out the project “Building professional qualification standards in Poland”, can be seen as a sort of continuation. The organizational and subject-oriented support of employees from the Labor Market Department, who gained experience working on that project, was also important. Similarly as during the earlier research, a pilot was organized.

The methodological and research experience includes:

- optimization of the authors’ teams’ composition;
- leading individual trainings (simultaneously with two or three authors’ teams);
- the need for constant monitoring of research procedures (including a definition of the basic concepts, broad consultations for setting the list of professions subjected to standardization, the rules for continuous cooperation with the team of legal advisors, and coordinators of other actions under the project);
- method for quantitative analysis of research results (criterion for excluding a provision from standard, criterion of evaluating jobs which are representative for the position);
- the manner for preparing standard’s description (isolating components of the qualifications - qualitative analysis of research results, table of correlations among occupational tasks and components of qualifications);
- the method for evaluating standard’s description (evaluation seminar, reviews, modifications of descriptions);
- criteria for selection of enterprises (number of employees: small, medium-sized, large; geographical criteria reflecting the differences in performance of the profession).

Recommendations, stemming from experience drawn from the project “Building professional qualification standards in Poland” and “National vocational education system” (Action 2: “Development of the set of national professional qualification standards”) can be formulated as follows:

- there is a need for continuation of research meant to develop further qualification standards for professions included in the so-called economic classification (this recommendation is being implemented under the project of the Ministry of Labor and Social Policy, "Development and popularization of national professional qualification standards"),
- the current research results should be broadly disseminated⁷,
- experts from European Union countries⁸ should participate in the work on standards (in various forms),
- publications on the standards should be accompanied by materials on their practical application (organizational and legal issues, information system)⁹,
- it is necessary to build a database on experts and enterprises participating in the research,
- a system (mechanism) is necessary for regular update of standards' descriptions,
- it seems justified to develop standards for professions which would soon appear in the national labor market (on the basis of analysis of demand for labor, and of the experience of other European Union countries),
- the professional qualification standards should be taken into account in the process of developing standards for education and examination on various levels (from vocational school to university),
- development of the national system of professional qualification standards should be accompanied with work on the establishment of national system of modular programs (the qualification standards are the basis for development of programs with modular structure),
- the teams which prepare qualification standards and the respective modular programs should work on a continuous basis, with the institutional support of universities, scientific institutes, or within centers specially established for the purpose of these tasks.

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⁷ It is necessary to introduce the issues of standardization of professional qualifications into the teaching standards in the various areas of studies.

⁸ See S.M. Kwiatkowski, I. Woźniak (eds.), *National professional qualification standards. The European context*. Ministry of Economy and Labor, Warsaw 2004.

⁹ See S.M. Kwiatkowski, I. Woźniak (eds.), *National professional qualification standards. Design and application* Ministry of Economy, Ministry of Labor and Social Policy, Warsaw 2003.

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2. DEVELOPMENT AND POPULARIZATION OF NATIONAL PROFESSIONAL QUALIFICATION STANDARDS – PROJECT OF THE MINISTRY OF LABOR AND SOCIAL POLICY

Henryk Bednarczyk, Małgorzata Hunin, Jarosław Zysnarski, Zbigniew Kramek

The changing environment and contents of work, its increased intellectuality, as well as the progressive computerization cause an increased interest in the issue of transparency and quality of vocational qualifications. Therefore, ways are sought to describe the work requirements and qualifications of employees. One of them is the design of professional qualification standards – documents which regulate the skills required for particular jobs. This chapter presents the scope and general description of work and results of the project, “Development and popularization of national professional qualification standards”. The project was carried out at the initiative of the Labor Market Department at the Ministry of Labor and Social Policy, which was also the recipient of work and results. The project was co-financed by the European Social Fund, under the Sectoral Operational Program – Development of Human Resources, under the priority referring to active policy of the labor market, as well as professional and social integration.

2.1. Project goals, purpose and work organization

The project “Development and popularization of national professional qualification standards” is a continuation of earlier projects which have been financed primarily with funds of the PHARE project. The project was developed for the main beneficiaries, representing on one hand the world of business and the labor market, and on the other hand, the world of education – both scholar and extra-scholar. It fits into the activities for the development of in-

struments and institutions of the labor market, conducted by the Ministry of Labor and Social Policy.

The overall purpose of the project was to develop tools that would be useful for:

- improvement of the decision-making process in the area of employment and educational policy;
- assuring high quality of continuous education, in particular in the extra-scholar forms,
- increase of vocational mobility of adults, by improving the transparency of qualifications, and their flexible adaptation to the demands of the labor market.

These goals are concurrent with the priorities of the *Strategy for the development of continuous training by the year 2010*, adopted by the Council of Ministers in July 2003¹⁰. The professional qualification standards are included in this strategy as the basis for establishing educational standards, and as a factor for quality assurance in vocational and continuous education.

The Project provided implementation of three main Actions:

1. Development of descriptions for 200 national professional qualification standards, which covered:

- *Task 1.1.* Carrying out an information campaign, determination of needs in the area of standards development.
- *Task 1.2.* Preparing and conducting research at enterprises (for 200 selected professions/ specialties);
- *Task 1.3.* Preparing the descriptions of 200 professional qualification standards for selected professions/specialties.

2. Dissemination of information on professional qualification standards, which covered:

- *Task 2.1.* Publication, in the form of brochures, of 240 descriptions of national professional qualification standards and their distribution (200 newly developed standards, and 40 standards developed under PHARE 2000 project).
- *Task 2.2.* Preparation and publication of press articles and books on the issue of professional qualification standards.
- *Task 2.3.* Organization of two conferences promoting the issues of professional qualification standards and the project's achievements, with the participation of international experts.

3. Conducting research on the use of professional qualification standards by their potential users, which covered:

- *Task 3.1.* Development of methods and tools to analyze the usage of professional qualification standards, and their evaluation.

¹⁰ Strategy for the development of continuous training by the year 2010. Ministry of National Education, Warsaw 2003.

- *Task 3.2. Conducting the research of usage of professional qualification standards (in two parts – at the start and end of the project).*

The actions and tasks of the project are presented in the diagram for organization and management of the project (figure 1).

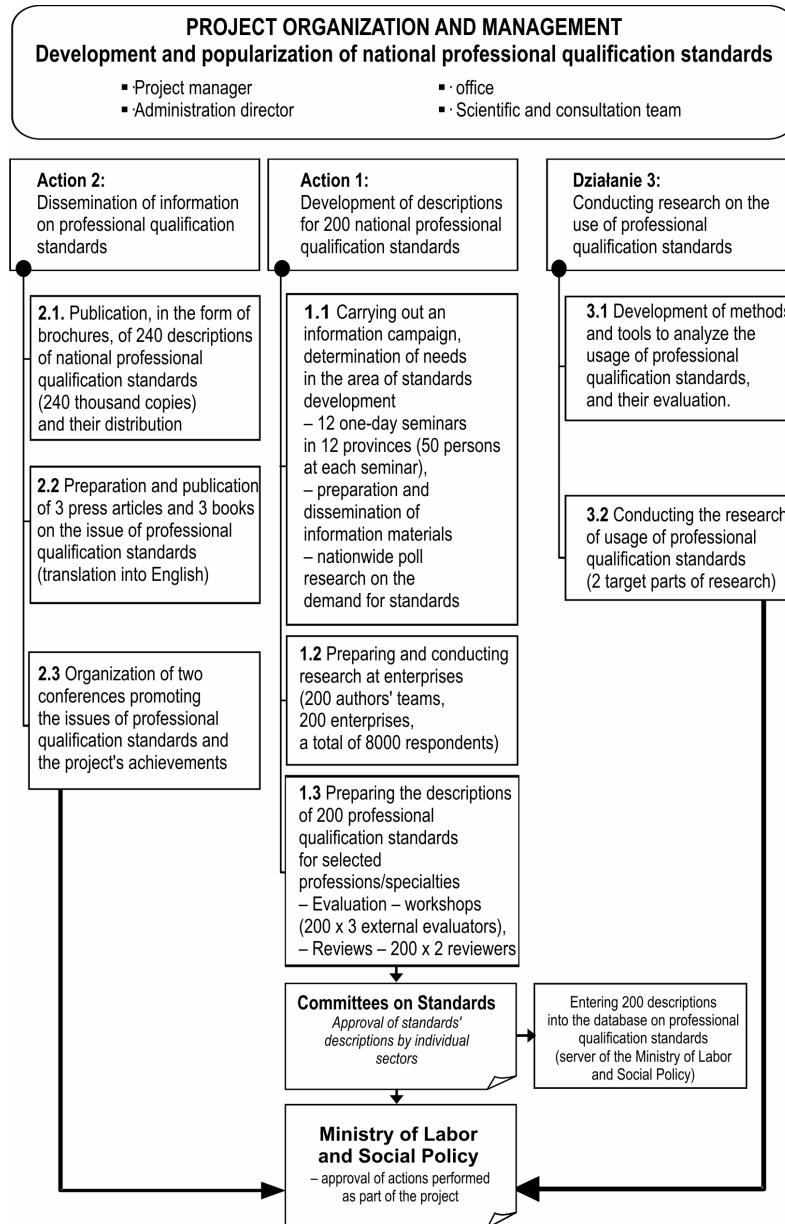


Figure 1. Diagram of the organization and management of the project

The contractor for the above named Actions of the project, which were carried out in the years 2006-2007, was a Consortium consisting of four entities: Doradca Consultants Ltd. from Gdynia (which was the project leader), the Institute for Sustainable Technologies – State Research Institute (IteE-PIB) from Radom, Demos Polska Sp. z o.o., from Warsaw, the Center for Teachers' Development and Practical Training from Łódź, and sub-contractors: the Institute for Educational Research from Warsaw, the Institute of Labor and Social Studies from Warsaw, Pracownia Badań Społecznych DGA (the Social Research Institute) from Sopot.

The broad-ranging and active participation of employers and employees, and their organizations, should be particularly stressed. This offers hope that the professional qualification standards developed with their participation would contribute to quality improvement of vocational education, and would become a tool used in the labor market for the processes of employee recruitment and selection, job valuation and grading, employee evaluations and career planning.

2.2. Information campaign – seminars on province level

The project kicked off with an information campaign, under which 12 one-day seminars were organized, and covered the whole area of the country. The main purpose of the campaign was to promote the project, disseminate knowledge on professional qualification standards, as well as to identify needs tied to the development of new standards, and to obtain the cooperation of representatives from professional communities.

The program of seminars covered such issues as: regional issues of employment and vocational training for the labor market (presented by Labor Offices representatives), professional qualification standards versus expectations of the labor market, construction and functions of the qualification standards, and use of the Internet database with the standards. A workshop session was also organized, dedicated to the application of standards and analysis of demand for new standards. This was also an opportunity to invite for cooperation the authors, evaluators, reviewers and potential members of committees approving the standards.

The seminars were held in May and June 2006 in twelve large cities. They were attended by representatives of labor market institutions, of educational institutions, professional associations, private entrepreneurs and others (see table 1). Each seminar was attended by at least 50 participants, and their total number reached 704 persons.

Table 1. Seminars' participants according to institutions and number of representatives.

Item	Name of institution	Number of participants	Share in %
1	Public institutions of lifelong education (schools, continuous education centers, practical training centers, centers for vocational development and training).	213	30.4
2	District labor offices	96	13.7
3	The Voluntary Labor Corps.	60	8.6
4	Vocational Development Centers	59	8.5
5	Non-public institutions of continuous education	57	8.2
6	Professional associations	45	6.5
7	Private entrepreneurs	42	6.0
8	Province labor offices	32	4.5
9	Employment agencies.	18	2.6
10	Boards of Education	17	2.4
11	Institutions for the promotion of technical innovation	16	2.3
12	Nationwide trade union organizations	13	1.9
13	Center for information and career planning	8	1.2
14	Regional Examination Boards	6	0.9
15	Ministry of Labor and Social Policy	6	0.9
16	Nationwide employers' organizations	5	0.7
17	Academic Career Centers	4	0.6
18	Local self-government units	3	0.4
19	Social assistance institutions	3	0.4
20	Psychology and Education Consulting Center	1	0.2
Total		704	100

Participants of seminars received a package of information materials, including a brochure with the basic information on the project, as well as on the development, creation and application of the national professional qualification standards, examples of descriptions of these standards, and an application questionnaire for candidates for standards' authors, and for other experts. Each seminar ended with a discussion which offered the participants opportunity to ask questions and voice their comments; as well as with an assessment of the seminar, with the use of a seminar's evaluation form.

The seminars were received positively by the participants, which proves that the goals adopted for the information campaign have been met. This was confirmed by the fact that seminars' participants expressed their readiness to: propagate in their own circles the information obtained during the seminar, demonstrate the opportunities for application of standards in vocational education, as well as in the area of employment, human resources development and the labor market, use the obtained information to develop education and training programs, participate in the design and assessment of professional qualification standards. Participation in work on standards was declared by 168 persons. Especially active were the representatives of educational institutions, labor offices and organizations of employees and employers.

2.3. Diagnosis of needs in the area of qualification standards development

According to project assumptions, in the course of the information campaign, a research was conducted in order to determine the needs of potential users to develop 200 professional qualification standards that would be adequate to expectations of the beneficiaries, and at the same time important for the labor market policy. The research was conducted as a diagnostic poll, with the use of questionnaire and interview techniques.

Selection of research sample was purposeful - it covered respondents from institutions representing four areas in which professional qualification standards are used: employment policy, vocational education, personnel policy of enterprises and social insurance.

Research conducted with the use of questionnaire was conducted among selected participants of information seminars. The research sample acquired in that way included 127 persons. The second area of research were selected „central” institutions. The research sample covered representatives of 22 institutions. With this group of respondents, the technique of direct, individual interview was used.

The total number of research participants reached 149 persons. Among them, the most numerous group were the representatives of schools and public institutions of continuous education (24.8%), nationwide trade unions and organizations of employers (24.2%), and units of public employment services. Other respondents included: representatives of professional organizations (9.4%), ministries and central offices (8.1%), non-public training institutions (6.7%), organizational units of the Voluntary Labor Corps (4%) and employment agencies (1.3%).

The results of this research were used to develop the list of 200 professions and specialties, designed for standardization, and approved by the Ministry of Labor and Social Policy. During the drafting of this list, specific requests posed by several organizations were also included, as well as the data from the monitoring of deficit and surplus professions, conducted by the labor offices in the years 2005 and 2006. In the course of the project, the list of professions recommended for standardization underwent, for objective reason, certain small changes.

2.4. Research in enterprises and development of standards

The main task of the project was to **prepare descriptions of 200 professional qualification standards** for professions/specialties selected in the course of information campaign. The procedure for standards development included the preparation and delivery of research in enterprises, on qualification requirements for individual jobs, and next development of standards' descriptions.

For the purpose of delivery of this work, 200 authors' teams were created, which included 320 experts from various areas. Research, concluded in December 2006, covered 2865 enterprises and institutions, where the requirements of about 11,460 work positions were analyzed. The descriptions of professional qualification standards were finalized in mid-2007. Table 2 presents the geographical and sectoral breakdown of researched enterprises.

Table 2. Participation of enterprises in the project, broken down per provinces and sectors

Province:	Information technology	Metals processing, mechanics, electro technology, electronics	Light industry and crafts	Construction, environmental engineering	Agriculture, forestry and related areas	Commerce and related areas	Transport and warehousing	HORECA	Health protection and related areas	Personal care, social welfare	Education, cultural activities, tourism	Finances and related areas	Administration, employment, office work	Safety and security services	Total
Western Pomerania	0	2	25	2	5	0	0	0	19	1	1	0	2	2	59
Pomerania	0	8	15	1	0	2	3	1	28	0	1	0	3	2	64
Warmia and Mazury	0	1	13	5	1	0	0	15	5	0	0	0	2	0	42
Podlaskie	0	2	14	8	1	1	0	0	8	1	0	0	1	1	37
Kujawsko-pomorskie	0	1	17	5	1	13	1	0	20	0	2	1	8	0	69
Wielkopolskie	2	6	54	5	2	0	1	0	50	0	0	0	2	0	122
Lubuskie	0	1	6	0	4	1	2	0	0	0	1	0	0	0	15
Lower Silesia	3	4	17	19	2	8	1	39	22	0	5	0	3	1	124
Opolskie	0	4	4	1	5	1	0	0	1	0	1	0	2	2	21
Silesia	13	35	33	5	6	26	13	24	53	53	3	17	9	0	290
Łódź	17	88	91	35	1	13	20	67	22	1	64	59	22	0	500
Mazowsze	106	58	176	79	63	157	37	51	86	58	29	41	35	5	981
Lubelskie	3	8	26	10	1	3	1	1	65	0	4	0	6	1	129
Świętokrzyskie	2	11	27	16	9	11	9	2	18	5	3	0	15	2	130
Podkarpackie	0	3	15	12	5	3	0	0	27	0	2	0	5	0	72
Małopolskie	3	6	100	7	26	5	0	4	22	4	26	5	2	0	210
Total	149	238	633	210	132	244	88	204	446	123	142	123	117	16	2865

Total number of enterprises: 2865

Research results were documented in the form of reports, drawn separately for each profession/ specialty. On their basis, the authors' teams prepared drafts of the individual standards descriptions, which were next evaluated and assessed by reviewers. Conclusions from evaluation and comments of the reviewers were the basis for the authors' teams to introduce changes into descriptions of standards. Next, the prepared standards descriptions were subject to evaluation and approval by Committees on Standards, appointed in cooperation with sectoral organizations, relevant for the assessed professions. Aside from experts in specific areas, representatives of trade unions and employers' organizations participated in work of these Committees. The number of external experts, involved in the evaluation of standards, review process and work of the Committees, amounted to almost a thousand.

The standards' descriptions, approved by the Committees, after their acceptance by the Ministry of Labor and Social Policy – the Labor Market De-

partment, have been introduced to the Internet database which is available at the address www.standrdyiszkolenia.praca.gov.pl.

All in all, the project involved more than 10 thousand experts representing over 4 thousand of enterprises, institutions and organizations (see table 3).

Table 3. Institutions and experts involved in the project

Action	Number of experts	Number of enterprises and institutions	
Information seminars	704	296	
Conference	222	58	
Analysis of demand	149	149	
Research in enterprises	8593	2865	
Authors	320	1297	174
Evaluators	400		254
Reviewers	200		210
Committee members	377		228
Management organization	50	6	
Total	10115	4113	

Figure 2 shows the geographical spread of project participants.

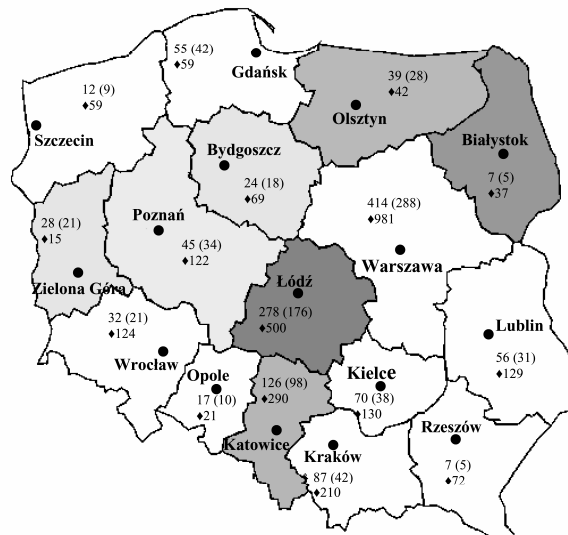


Figure 2. Project participants: number of authors, evaluators, reviewers and committee members (number of institutions stated in parentheses), the character „♦” marks the number of enterprises

2.5. Popularization and analysis of the application of the professional qualification standards

Another important action carried out under the project was to **disseminate information and knowledge on the professional qualification standards.**

This includes, primarily, publication of descriptions of the professional qualification standards in the form of brochures, and mailing them to the interested institutions and organizations, including:

- province and district labor offices,
- centers of information and career planning of the province labor offices,
- national trade unions and organizations of employers,
- Voluntary Labor Corps,
- centers of practical training and centers of continuous education,
- Vocational Development Centers,
- ministries and other central offices,
- Boards of Education.

A total of 240 brochures with descriptions of professional qualification standards were published, of which 200 were developed under this project, and 40 earlier, under the PHARE 2000 project “National Vocational Education System”.

A number of papers were also prepared and published as part of the task to disseminate information on the standards:

- three information brochures were published – for the purpose of province-level seminars and conferences,
- three papers were written and translated into English,
- Two books written under the PHARE 2000 project, “National Vocational Education System”¹¹, were published and translated into English – as was this publication.

An important undertaking associated with the promotion of the concept of professional qualification standards, and the promotion of project carried out by the Ministry of Labor and Social Policy (aside from the province-level seminars) were the national conferences with the participation of international experts, organized in September 2006 and December 2007.

During the conferences, aside from presentation of actions and results of the project, the highlights included presentations of foreign guests – from England (QCA), Germany (BIBB), Italy (ETF) and France (EieL) – who shared their experiences in the development and application of professional qualification standards in Europe. They also spoke of the activities of the European Commission meant to establish the European and National Qualifications

¹¹ Kwiatkowski S.M., Woźniak I. (eds.), *National Vocational Qualification Standards. Development and Application*. Ministry of Labor and Social Policy, Warsaw 2006; and Kwiatkowski S.M., Woźniak I. (eds.): *National Vocational Qualification Standards. The European Context*. Ministry of Labor and Social Policy, Warsaw 2007.

Frameworks¹². Special attention was dedicated to the cooperation between social partners and state bodies. This experience showed how long is the road for building the system of qualification standards on the domestic level, and how important it is to build trust among the employers, employees and the authorities.

Another important element of the conference were also the presentations of trade organizations, employers and trade unions. Representatives of the following organizations made their speeches: the Polish Chamber of Commerce, the Confederation of Polish Employers, the Polish Confederation of Private Employers Lewiatan, the Business Centre Club, the Polish Craft Association, the Central Employment Council, the National Commission of the „Solidarność” Independent and Self-Governing Trade Union, the All-Poland Alliance of Trade Unions, the Trade Unions Forum.

All participants stressed the importance of building the system of professional qualification standards in Poland and expressed – on behalf of their respective institutions – the will to actively participate in that system’s development. They also pointed out the lack of sufficient knowledge on professional qualification standards among their potential users, especially the entrepreneurs, and proposed the broad popularization of standards. The participants discussed also the legal status of standards, primarily in the context of building National Qualifications Framework. The usefulness of standards in various areas was stressed, including for the system to confirm competencies obtained through professional experience, or in an education system outside the country. It was stressed that the main directions of further work should cover the rules for development of standards, their update and use – on one hand, in the vocational education and continuous education systems, and on the other hand, in the area of labor market and employment – with the social partners playing key roles. The need for cooperation between the Ministry of Labor and Social Policy and the Ministry of National Education in this respect was also underlined.

Under the project, **research was also carried out on the use of professional qualification standards**, whose goal was to diagnose the status of usage of the developed earlier, 53 national standards, by the groups of their potential users. Implementation of this task covered: development of research methods and tools, and their evaluation under a pilot study, as well as the delivery of the proper research.

The proper research, in line with project assumptions, was conducted twice, with a break of 12 months between the rounds, in order to capture changes occurring over time. The research was carried out with the individual interview technique, with the use of interview questionnaires, each time on a purposefully

¹² Guests of the conference included: Russell Armstrong and Mike Coles representing the *Qualification and Curriculum Agency*, London; Peter Grootings representing the *European Training Foundation*, Torino; professor Hermann Schmidt, University of Duisburg/Essen, former Chairman of the *Bundesinstitut für Berufsbildung* in Germany, Mr. Serge Ravel, *European Institute for E-Learning*, France, *European Foundation for Quality in E-Learning*, Belgium.

selected sample of 114 persons - representatives of institutions from four areas of standards' application: employment policy, vocational education, personnel policy of enterprises and social insurance.

A conclusion can be drawn from research results that the professional qualification standards are useful documents – provided that their quality reflects the current requirements and expectations of workplaces. It would be desirable to formulate the process for usage of standards by the interested institutions, as this would become an impulse for their popularization. A procedure for updating the contents of standards should be developed, preferably on the basis of initiative of trade organizations.

The methodology and results of research are discussed in detail in chapter 6.

* * *

The conducted research diagnosing the demand for professional qualification standards, the research of standards' application, as well as the popularization activities (publications, seminars and conferences) confirmed the huge interest in the development of professional qualification standards in Poland. Very often, the demand arose to extend project work and to add to the standards more professions added to the classification of professions and specialties. Expectations of potential users focused on the issues tied to the personnel services, management of human resources, training and professional development of employees. Representatives of public employment services, continuous education centers and – most frequently – trade unions and organizations of employers - expressed their readiness for active involvement in the development of professional qualification standards in Poland.

Source:

- *Report on the research of needs in the area of national qualification standards development.* IPiSS, Ministry of Labor and Social Policy, Warsaw 2006.
- *Report on the 1st research on the use of professional qualification standards (results of proper research, together with qualitative and quantitative analysis).* IPiSS, Ministry of Labor and Social Policy, Warsaw 2006.
- *Report on the 2nd research on the use of professional qualification standards (results of proper research, together with qualitative and quantitative analysis).* IPiSS, Ministry of Labor and Social Policy, Warsaw 2007.

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3. ELEMENTS OF THE METHODOLOGY FOR DESIGN OF PROFESSIONAL QUALIFICATION STANDARDS

Stefan M. Kwiatkowski, Ireneusz Woźniak

3.1. Development of professional qualification standards

The knowledge-based economy and the contemporary labor market need instruments that support the development of human resources. With relation to this, high hopes are associated with the establishment of qualification norms. Such norms would allow to, on one hand, increase the transparency of professional qualifications needed in the economy; and on the other hand, they could be used to assure the quality of vocational training and development, in both school and extra-school systems.

The possibilities for official sanctioning of the learning and acquisition of informal professional skills are also being sought. This process occurs in the course of work, as professional experience is being acquired, and also in various situations during one's life, usually outside the organized forms of vocational training and development. Some countries have undertaken successful attempts to legally recognize qualifications acquired in an informal manner, on the basis of qualification standards, which are known as professional qualification standards.

In the countries of the European Union, a significant problem is the variety of vocational training and development systems, which results from historical conditions. It causes problems with the comparability of certificates, diplomas and qualifications of migrating employees. This leads to appearance of barriers in the free flow of employees in the internal market of the European Union, and in the access to foreign labor markets. The national professional qualification standards are useful also in this respect, as they facilitate the comparison of certificates and diplomas obtained under various systems of vocational training and development. In addition, the introduction of the European Qualification Framework is planned, that would be helpful in the comparison of national qualifications structures (including professional qualifications).

The problem which is solved by the individual countries in various ways, is the participation of social partners in the construction, dissemination and application of the national professional qualification standards. Usually, the main goal is to decentralize the system of qualifications' management. After the initial period of support for the process of qualifications' standardization, provided by central institutions – usually the ministries responsible for labor, education or economy – the initiative regarding the development and dissemination of the professional qualification standards is passed to professional associations and organizations. It should be stressed that the process of qualifications' standardization requires the participation of competent scientific and research entities. For this purpose, the individual countries either commission research of professions and supervision over the qualification standards to a selected institution or a consortium of institutions, or appoint a central institution for this purpose.

In Poland the law of April 20, 2004 on employment promotion and labor market institutions¹³ states that minister responsible for labor issues performs tasks for the labor market by: *coordinating the development of professional qualification standards for professions included in the classification of professions and specialties, and maintaining the databases on qualification standards*.. Specifically, the supervision and coordination over the development of standards has been entrusted to the Labor Market Department of the Ministry of Labor and Social Policy.

The successively enlarged set of national professional qualification standards is made available in the Internet database, set up on the server of the Ministry of Labor and Social Policy¹⁴.

In the countries of the European Union, standardization of professions and vocational education takes various forms¹⁵:

- **Austria:** strictly regulated system of national qualifications provides the formal education system – school and extra-school – with standards known as "profiles".
- **Belgium:** the standards exist, but vary depending on the system of education and training. Currently a debate is ongoing on the establishment of "common references" which shall have the character of standards. Within the sectors of economy, and in individual enterprises, the competencies of personnel are confirmed on the basis of the international standard ISO/IEC 17024 (formerly the EN 45013). On the federal level, "common references" have been developed in the telecommunications sector.
- **Denmark:** all the public education and training (of young people and of adults) are subject to the competencies of the Ministry of Education and

¹³ Journal of Laws of 2004, no. 99 item 1001 as amended.

¹⁴ The Internet address of database with the national professional qualification standards: <http://www.standardyzkolenia.praca.gov.pl>

¹⁵ D. Colardyn, J. Bjornavold, *Validation of formal, non-formal and informal learning: policy and practices in EU member states*. European Journal of Education, Vol. 39, No. 1, 2004.

- Ministry of Labor, which develop the education and vocational standards in cooperation with their social partners.
- **Finland:** the standards exists as various types of basic qualifications/ competencies. They are developed locally by schools and social partners, and next reviewed and approved by the Ministry of National Education.
 - **France:** the standards are developed under the control of responsible ministries (in charge of education, employment, agriculture etc.), in cooperation with social partners. Standards developed in this manner are used for the purpose of education and training. The ROME - *Répertoire Opérationnel des Métiers et des Emplois* (Operational List of Professions and Positions) provides another set of standards, used for the purpose of employment services, as well as for the evaluation of qualifications by employment agencies and the ministry in charge of employment.
 - **Germany:** national standards exist, known as „profiles”. The state authorities (on the federal level and in individual lands) are involved in their development, together with social partners.
 - **Ireland:** national standards are the key element of National Qualifications Framework, developed on the basis of legislation of 1999, and implemented in 2003. Learning in various systems is evaluated in various manners, but always under close control of national standards, designed and/or approved by the Further Education and Training Awards Council – FETAC, and the Higher Education and Training Awards Council – HETAC.
 - **Italy:** Regulation of the Minister of Labor of 2001 introduced the requirement that confirmation of qualifications under the vocational training system requires the introduction of national professional qualification standards.
 - **Netherlands:** the national standards are established by COLO (*Centraal organ van de Landelijke Opleidingsorganen van het Bedrijfsleven*) – an organization where independent bodies establishing standards are represented, being appointed by all the interested parties.
 - **Norway:** so far the confirmation of formal, informal and incidental learning was confirmed by national standards in the form of school teaching syllabuses. The issue of “extra-educational standards” (other than school syllabuses) arose with relation to the issue of granting credits for completing vocational internship.
 - **Portugal:** the main goal of the state’s policy is to reduce the “qualification gap” in the society. Each type of learning is recognized, provided that it is correlated to a school program, equal to national educational and training standards.
 - **Sweden:** various experiments tied to the confirmation of informal and incidental education are largely based on the training syllabuses of upper secondary schools (Gymnasieskolan) which are recognized as standards in that area.

- **The United Kingdom:** National Occupational Standards – NOS are the basis to design the National Vocational Qualifications – NVQs and the General National Vocational Qualifications – GNVQs.

Great Britain has rich experience in the application of professional qualification standards. The development of National Occupational Standards was commenced in 1986. For this purpose, a central institution was established, called the Learning and Skills Council and a National Standards Program was commenced, led by the Ministry of Labor. It mobilized the employers to establish committees managing the standards.

The British government invested in the development of national professional qualification standards in all sectors of the labor market and at all levels of professional hierarchy. It believed that the standards would become the basis to develop new, state professional certificates, based on labor effectiveness. Qualification standards in the UK are used not only for the system of granting professional certificates. They have a number of other important applications, for example¹⁶:

- creation of a system for qualifications management, corresponding to the requirements of a given organization and training of its employees, supporting the proper development of employees and their competencies based on professional norms;
- creation of a job description, which is the objective basis for employee assessment, for determination of training needs and self-assessment, as well as for the creation and restructuring of positions and identification of skills that can be transferred among various positions;
- development of a system for work evaluation, allowing to assess work quality with objective criteria that are the basis for checking the qualifications, verifying achievements, defining the potential, determining goals, acquiring opinions and motivating employees;
- enabling the identification of priorities for training and professional development, as well as guaranteeing that the investments in human resources, made by the given organization, focus on increasing work quality;
- creation of a system for internal assessment of employees, assuring that the assessment is performed on the basis of high quality standards, and that the persons responsible for performing such assessment have the relevant competencies;
- offering individuals the opportunity to prove their skills, through the collection of documents confirming their achievements and corresponding to qualification standards' requirements, as well as supporting the constant professional development of employees and improving their chances for promotion or changing work;

¹⁶ S.M. Kwiatkowski, I. Woźniak (eds.), *Professional qualification standards and educational standards. Relations – Models – Applications*. Program COST A11, Institute for Educational Research, Warsaw 2002.

- helping individuals in the systematic professional development, while satisfying their personal aspirations and achieving the priorities of their employer in the area of human resources development;
- supporting self-assessment, by enabling individuals to examine objectively their own skills, experience, motivation and learning ability;
- facilitating employees achieving higher labor productivity, and increasing the benefits resulting from the opportunity to work and learn.

A total of 88 applications for professional qualification standards were determined, for 11 areas, which are presented in table 1.

Table 1. Application of professional qualification standards in Great Britain

I. RECRUITMENT AND SELECTION OF EMPLOYEES
<ol style="list-style-type: none"> 1. Preparing specifications for recruitment of employees. 2. Developing details for advertisements of job vacancies. 3. Framework guidelines for acquiring information from job-seekers. 4. Determining requirements for jobs and positions. 5. Determination of occupational tasks in individual positions. 6. Preparing a set of guidelines for persons performing employee selection. 7. Preliminary information for work candidates. 8. Determining the scope of training for new hires.
II. WORK DESCRIPTION AND ASSESSMENT
<ol style="list-style-type: none"> 9. Defining specifications of the job. 10. Regular update of job description (scope of duties). 11. Monitoring the structure of duties associated with the given work within the organization. 12. Creation and restructuring of positions. 13. Criteria for evaluation of work. 14. Criteria for employee assessment. 15. Criteria for salary, rewards and benefits regulations.
III. GUARANTEE OF GOOD QUALITY OF PRODUCTS AND SERVICES
<ol style="list-style-type: none"> 16. Guidelines regarding the quality of processes and results of work. 17. Creating production systems. 18. Monitoring progress of work. 19. Assuring appropriate customer service quality, through caring for employee entitlements. 20. Conditions for negotiation of contracts. 21. Monitoring the performance and compliance of contracts. 22. Confirming the competencies, according to international standards ISO 9000. 23. Monitoring, analyzing and calculating the availability or shortage of qualified employees in the local and national labor market. 24. Assessment of competencies of contractors and sub-contractors. 25. Creation of guarantees in the area of vocational development:
IV. DEFINING THE NEEDS OF INDIVIDUALS AND INSTITUTIONS IN THE AREA OF VOCATIONAL DEVELOPMENT
<ol style="list-style-type: none"> 26. Determining needs of organizations pertaining to professional qualifications and competencies.

<p>27. Determining requirements regarding individual learning and vocational development.</p> <p>28. Framework guidelines for planning individual development within an enterprise.</p> <p>29. Determining the needs of group/ organization in the field of vocational development.</p> <p>30. Determining qualification and competence requirements at the "entry level" of the vocational development process.</p> <p>31. Developing a strategic plan in the area of vocational development.</p> <p>32. Coordination of various processes in the area of human resources development.</p>
<p>V. DEVELOPMENT OF TRAINING PROGRAMS</p>
<p>33. Linking training to economic requirements of the country.</p> <p>34. Linking training to professional and personal goals of employee.</p> <p>35. Increasing the adequacy and credibility of training programs.</p> <p>36. Illustrating for the learners the overall picture of professional development, in a clear form.</p> <p>37. Making the learners realize the reason for and usefulness of training delivered outside working hours.</p> <p>38. Broadening the scope and usefulness of skills-based training.</p> <p>39. Determining the opportunity for undertaking learning in the work environment.</p> <p>40. Coordination of training delivered during and outside of working hours.</p> <p>41. Preparing training contracts with employees.</p> <p>42. Preparing specific training goals.</p> <p>43. Determining the scope of knowledge and skills within the individual training programs.</p> <p>44. Determining the program of training delivered outside working hours.</p> <p>45. Determining the goals and desired outcomes of learning for the external institutions delivering training.</p> <p>46. Monitoring the actions of external institutions delivering training.</p> <p>47. Determining the needs and selecting learning materials, depending on the requirements of the given organization.</p>
<p>VI. DELIVERY AND EVALUATION OF TRAINING PROGRAMS</p>
<p>48. Framework guidelines for learning in work environment and for development of training programs.</p> <p>49. Setting directions of professional development for persons undertaking education.</p> <p>50. Clear definition of training goals.</p> <p>51. Stressing the opportunity for transfer of qualifications and competencies within jobs and professions.</p> <p>52. Evaluation of individual and group training programs.</p>
<p>VII. VOCATIONAL CONSULTING.</p>
<p>53. Providing information and advice to persons commencing professional work.</p> <p>54. Providing information and advice to persons changing jobs.</p> <p>55. Evaluation of the usefulness and potential of a person in a specific professional area.</p> <p>56. Determining skills common for various professions and jobs.</p> <p>57. Analysis of local and national employment opportunities on the basis of acquired qualifications and professional experience.</p>
<p>VIII. ASSESSMENT OF EMPLOYEE ACHIEVEMENTS</p>
<p>58. Determining the opportunities of the employee evaluation system.</p> <p>59. Determining methods and processes for evaluation of employees.</p> <p>60. Assumptions for an evaluation system that promotes development and motivates employees.</p>

61. Framework guidelines for recording professional achievements under NVQs (National Vocational Qualifications). 62. Assumptions for summary evaluation under state licenses. 63. Assumptions for international evaluation. 64. General (framework) guidelines of the verification system for achievements in learning and skills. 65. General (framework) guidelines of the verification system for achievements in learning and skills. 66. Criteria for registering achievements in learning and skills. 67. Assumptions for self-assessment. 68. Assumptions for group assessment.
IX. DEVELOPMENT OF TRAINING PROGRAMS WITH PUBLIC FUNDS
69. Evaluation of requirements under state and local training programs. 70. Evaluation of investment requirements of the state training programs. 71. Allocating funds for the state training programs. 72. Monitoring the success of programs financed with public funds. 73. Assuring the cohesion of state training programs. 74. Development of formal evaluation systems. 75. Monitoring and setting of priorities for introducing new entitlements. 76. Design of new National Vocational Qualifications (NVQs). 77. Updating the National Vocational Qualifications (NVQs). 78. Determining the criteria for unifying state and international entitlements tied to qualifications. 79. Determining the measurable results for implementation of state goals in the development of human resources.
X. ADMINISTRATIVE MATTERS, BUDGET/ DOCUMENTATION
80. Managing a database regarding the qualifications of the organization's employees. 81. Performing an annual assessment of qualifications profile within the organization. 82. Evaluation of the influence of the potential merger or acquisition on the profile of qualifications within the organization. 83. Assessment of the organization's budget designated for training.
XI. UNIFORMITY OF INSTITUTIONS AND PROFESSIONAL ENTITLEMENTS
84. Determining requirements for institutions of vocational education. 85. Defining conditions for professional development in vocational education institutions. 86. Comparison, evaluation and harmonization of requirements for the individual vocational education institutions with the requirements of other domestic and foreign institutions. 87. Mutual recognition of vocational certificates on the national and international level. 88. Determining and defining the new professions that appear.

Source: The list was developed on the basis of article of Bob Mansfield and Lindsay Mitchell, published by Gower in the *Towards a Competent Workforce*. [In:] *Using Standards to Raise Performance – A User's Guide*, edited by: Nigel Lloyd, Cambridge Professional Development, issued: CISC, 1996. The Polish translation was published in: *Professional qualification standards and educational standards. Relations – Models – Applications*. Edited by: S.M. Kwiatkowski, I. Woźniak, Program COST A11, Institute for Educational Research, Warsaw 2002.

The above examples allow to notice the dominant rules for standardization of professional qualifications:

- professional qualification standards are usually of national rank;
- responsibility for the creation and recognition of professional qualification standards lies with the state bodies (usually the ministries of education and labor);
- state bodies are supported by social partners, whose composition goes beyond the traditional, tri-lateral system of representatives of government, organizations of employers and employees;
- recognition of learning results under informal and incidental education requires the existence of national professional qualification standards, and the common “reference framework”, necessary to compare the results of vocational training occurring in various paths and forms for gaining skills, competencies and professional qualifications;
- the basis for actions tied to confirmation of the results of informal and incidental education is the approval of social partners and other stakeholders for legal and procedural solutions, and for the contents of national professional qualification standards¹⁷.

It should be stressed that the professional qualification standards can have various scopes of application, such as:

- nationwide (e.g. France, England, Ireland, Spain, Poland),
- regional (in countries of large territories, where the structure of regions is strongly varied, such as Germany or the Russian Federation),
- sectoral, established by professional organizations constituting a sector of economy (e.g. the Netherlands, France),
- institutional - regulated by various chambers, associations and unions. In that case, the standards apply only to the given organization’s influence area (in Poland, standards of that type have been developed by: the Polish Bank Association, Office of the Civil Service and the Main Chamber of Nurses and Midwives).

In Poland, professional qualification standards can be useful in the following areas:

- **EMPLOYMENT POLICY**
 - employment agency services,
 - vocational consulting,
 - personnel consulting,
 - vocational activation programs,
 - professional mobility,
 - comparability and recognition of qualifications,
 - classification of professions and specialties for the labor market,

¹⁷ S.M. Kwiatkowski, I. Woźniak, *National professional qualification standards – new dimension of preparing employees for the modern economy*, in: „*Polish Journal of Continuing Education*”, no. 3/2005.

- regulated professions,
- crafts professions,
- national qualifications framework,
- VOCATIONAL EDUCATION
 - program basics of vocational education,
 - standards of examination requirements,
 - teaching syllabuses,
 - educational standards and quality of vocational training,
 - comparability and recognition of qualifications,
 - educational mobility,
 - classification of professions for vocational training.
- PERSONNEL POLICY OF ENTERPRISES
 - job descriptions and profiles of competencies,
 - selection, recruitment and assessment of employees,
 - professional development of employees,
 - job valuation and remuneration system,
 - protection of labor.
- SOCIAL INSURANCE
 - assessment of occupational risk,
 - work of disabled persons,
 - rulings.

The standards have to be updated periodically, depending on the needs and changes in performance of the profession (on the average, every 3-5 years). Nothing stops the Polish sectoral or regional organizations from developing their own local standards.

3.2. Model of professional qualification standards

The National Professional Qualification standards are developed for professions and specialties included in the Classification of Professions and Specialties; they organize the qualifications associated with work according to groups of qualifications and levels of qualifications.

A glossary, which defines the concepts used in the Polish model of professional qualification standard, is presented in Appendix 1.

The national professional qualification standard is developed on the basis of analysis of the profession, which includes isolation of the **scopes of work** in the given profession, and typical **occupational tasks T-n** ($n = 1, 2, 3 \dots$). It has been decided that the scope of work is meant to correspond to labor market needs, that is, it should be possible to hire the employee under a given scope of work, on one or several positions. The scopes of work are allocated to the so-called **constituents of professional qualifications Q-i** ($i = 1, 2, 3 \dots$). Each constituent of professional qualification is tied to at least one (usually several) occupational tasks. The correlation between occupational tasks and constituents

of professional qualifications is presented in the appropriate table contained in the standard's description.

In the subsequent phase of analysis, every occupational task is broken down into the sets of skills, knowledge and psychophysical properties. In the group of qualifications basic for the given profession, and specialist ones, the individual skills, elements of knowledge and psychophysical features are allocated the designates of those constituents of professional qualifications Q-i where the given skill, element of knowledge and feature is used. In the group of general professional and extra-professional qualifications, the skills, knowledge and psychophysical features are not indexed with the Q-i symbols, as these are by definition allocated to all constituents of professional qualifications Q-i.

Figure 1 presents the phases of a profession's analysis.

Four groups of professional qualifications are isolated: extra-professional, general professional, occupational and specialist.

The extra-professional qualifications are described with the sets of skills, knowledge and psychophysical features common for the sector in which the given profession functions. We can also speak of the "family of professions" concept, or of the common "profession core", for which the extra-professional qualifications were isolated. The extra-professional qualifications are very close to the concept of "key qualifications" – the latter ones are understood rather as common for all professions, and not only for a given sector.

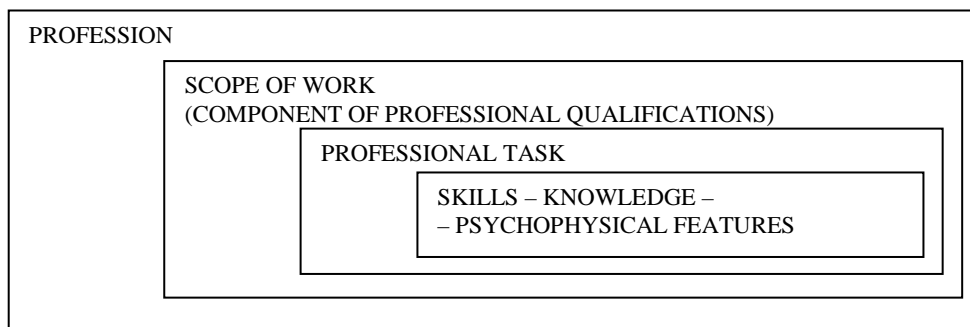


Figure 1. Phases of a profession's analysis

The general professional qualifications are common for the so-called "constituents of professional qualifications", isolated under the National Professional Qualifications Standard, are the occupational qualifications. The concept of "constituents of professional qualifications" is a new element of the Polish system of professions, and requires a few words of explanations. This concept was introduced under the implementation of the concept to break down the broad-profile professions - typical for school-taught professions - into smaller elements. Those smaller areas of professions are described by the "constituents of professional qualifications" – constituents, because their sum constitutes the whole profession. One constituent of professional qualifications is developed by

linking several related occupational tasks. The linking of occupational tasks is subordinated to the main idea – the group of tasks known as the “constituent of professional qualifications” is to give a person the opportunity of employment in a position found in the economy. This means that after the change of educational legislation, it will be possible to offer training in “professional skills modules”. This means that training will not have to apply to the whole profession, as it is under the current system of professional education, but it could be broken down into parts known as modules. As a result of “modular training”, the vocational education – both school-based and occurring outside schools - would become more flexible. The modules could be delivered both under the scholar system, and in courses offered outside schools.

The next group of professional qualifications, isolated under the National Professional Qualifications Standard, are the **occupational qualifications**. They are characteristic for one or several (but not for all) constituents of professional qualifications.

The last, fourth group are **specialist qualifications**. They are defined as the less frequently found skills, knowledge and psychophysical features, associated with less typical occupational tasks performed by a relatively small population employed in the given profession, specializing in a rather narrow field. Nevertheless, this specialty is necessary to properly perform specific work.

The organization of qualifications according to qualifications levels is meant to illustrate the complexity of work, degree of difficulty and assumed responsibility. The main rule was not to separate two issues: education associated with the acquisition of professional qualifications in the school system, confirmed with diplomas and certificates, and the skills required to perform work at typical and real positions found at workplaces. It was decided that requirements posed to employees in actual jobs would be superior to the requirements defined in the program core of vocational education (and to the resulting vocational education syllabuses and standards of examination requirements, which are the basis to conduct examinations confirming the professional qualifications).

Figure 2 presents the reach of the individual types of professional qualifications.

Under the National Professional Qualification Standard, **five levels of qualifications are defined**.

The first level contains skills associated with works which are simple, routine, performed under the guidance and control of supervisor. Most often, this work is performed individually. Basic training is sufficient to perform work on the first level. The person performing the work bears individual responsibility for willful actions.

Second level requires self-reliance and self-control to perform typical vocational tasks. The employee must be able to work in a team supervised by a manager. He or she bears individual responsibility for willful actions.

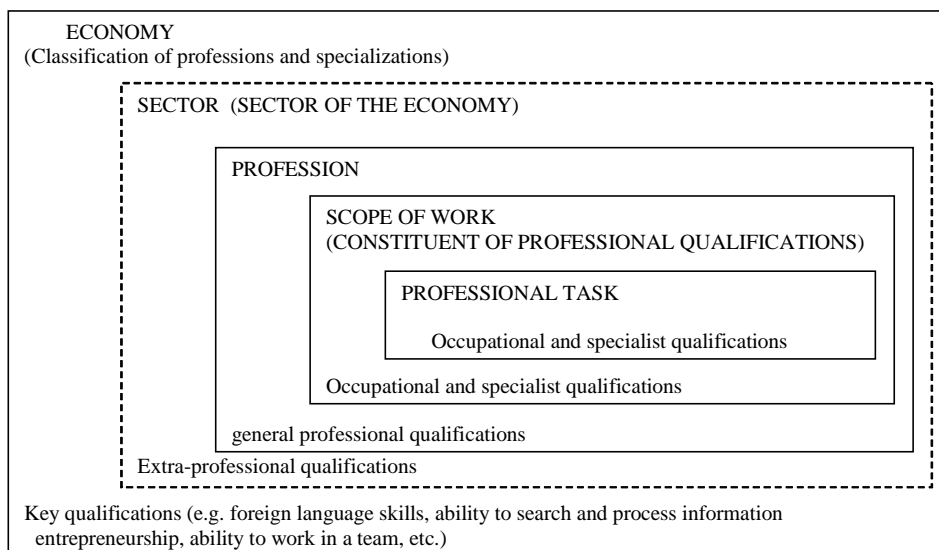


Figure 2. Scope of professional qualifications types

Third level of professional qualifications involves the performance of complex occupational tasks. Complexity of these tasks causes the need to possess the ability to solve non-typical problems, associated with work. An employee is able to lead a small team of employees, consisting of a few persons. He or she is responsible both for the outcomes of own actions, and for the actions of the supervised team.

Level four requires the employee to be able to perform numerous varied, often complex and usually problem-based occupational tasks. Those tasks are of technical, organizational and specialist nature; they require the employee to be self-reliant and to accept high personal responsibility. The employee must also be able to lead medium-sized and large teams – from several to several dozens persons, broken down into sub-teams.

Employees from **level five** lead organizations and make decisions which are of strategic importance. They are able to diagnose, analyze and forecast the complex economic situation, and implement their ideas into the organizational and economic practice. They are fully independent, often work in difficult situations, and bear responsibility and risk resulting from their decisions and actions. These employees are responsible for the safety and professional development of their subordinates and of the whole organization.

Aside from organizing the professional qualifications, the standard contains a list of the fundamental legislation regulating work in the give profession, a synthetic description of the profession and a list of typical work positions, broken down per the five levels of vocational qualifications.

Figure 3 presents the standard’s model.

It is expected that the development and dissemination of national professional qualification standards would become the basis for an effectively functioning system of lifelong vocational education for adults, would bind the school-based system of vocational education more strongly with the labor market, and would also increase the effectiveness of employment policy.

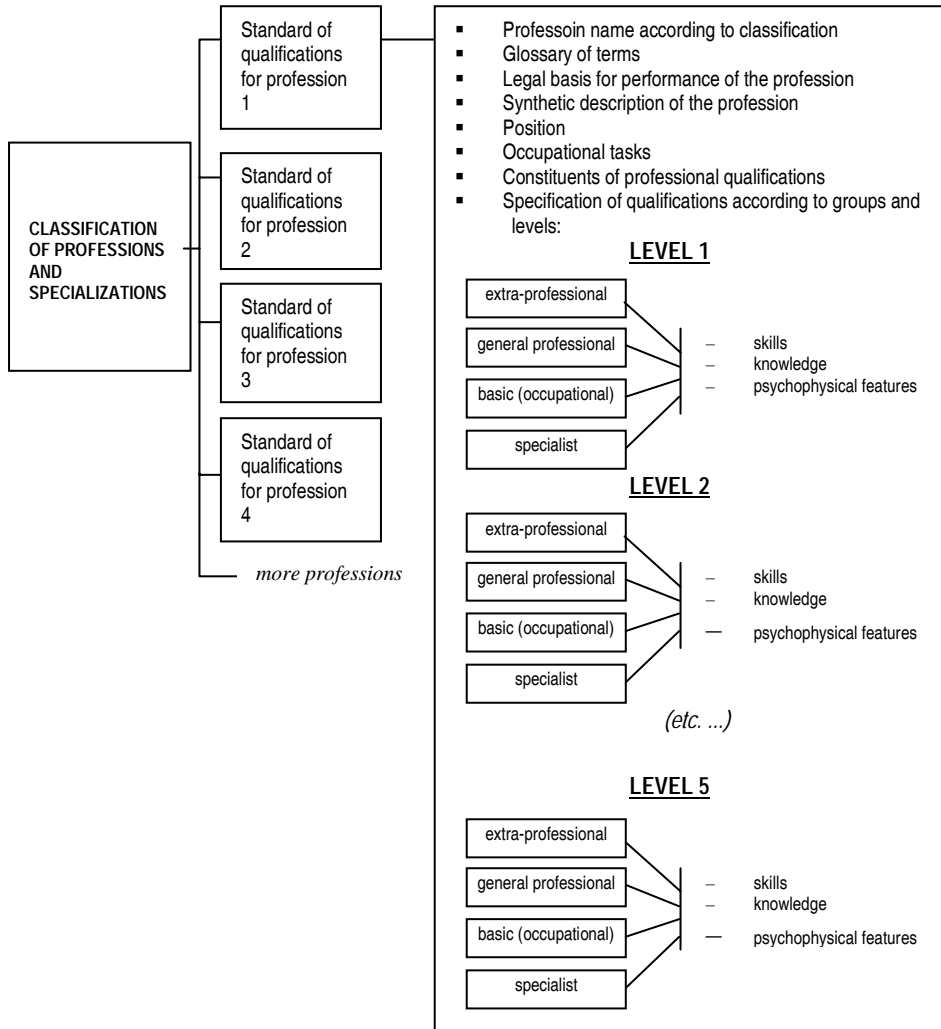


Figure 3. Model of Polish professional qualification standards

3.3. Design of the professional qualifications standard

The methodology for research and design of professional qualification standards were drawn from the findings and experiences of the published under the PHARE 200000 project, „National vocational education system”. Effective organization of research required the distribution of tasks and responsibility as per the structure shown in figure 4.

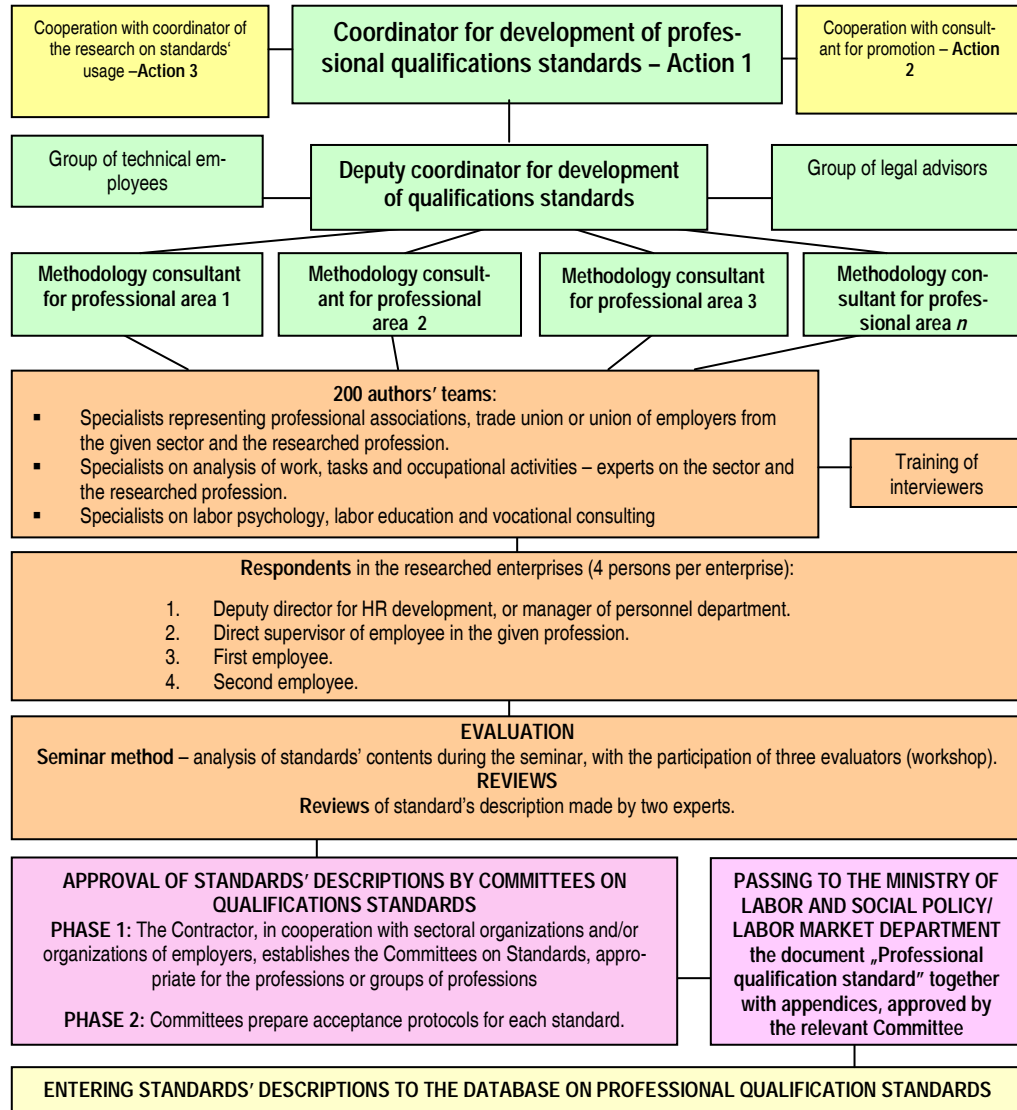


Figure 4. Organization of research

The sections below present requirements for experts, participating in the development and evaluation of professional qualification standards.

Consultants for research methodology and development of standard descriptions

Organization of work and quality assurance of the descriptions of professional qualification standards required the content-related care and supervision over the work of authors' teams. For this purpose, the consultants for research methodology and development of standard descriptions were appointed. The consultants were responsible for the proper contents and methodology of the standards. They also acted as the leaders of the authors' teams. The consultants were chosen from among persons with documented qualifications and appropriate experience in developing qualification standards and profession-related documentation (teaching syllabuses, programs for vocational training, descriptions of professions, standards of examination requirements, etc.).

Authors' teams

Authors were recruited primarily in enterprises and organizations of the business sector (organizations of employers and employees). The fundamental criterion for selecting the team members was their documented and ongoing relationship with the profession for which the qualification standard was being developed. It was also decided that the "ideal" author should also have teaching, sociological and/or psychological background, as well as experience analysis of the profession and design of documentation tied to profession characteristics and descriptions. As it is very hard to find in real life an author who would possess all the features, the authors' teams were varied in terms of their members' competencies:

- a specialist representing a professional association, trade union or union of employers from the given sector and analyzed profession;
- specialist in the area of analysis of work, tasks and professional activities – an expert on the given sector and analyzed profession;
- specialist in labor psychology, labor pedagogy and/or vocational counseling – expert on the issues of vocational training, professional examinations, valuation of work.

It was also decided that the authors should have tertiary education, or secondary education coupled with at least five years of practice in the given profession.

Interviewers

It was decided that from the methodology perspective, it is best that the researchers conducting questionnaires in enterprises are members of the authors' team developing the standard. The direct contact of standard's author with the

respondent may lead to positive exchange of views and information that could enrich the description of professional qualification standard. In the case of using external interviewers, members of the authors' team controlled the quality of the interviewer's work.

Respondents in enterprises

Respondents in the enterprise or institutions included members of top management, middle management or employees in positions appropriate for the analyzed profession:

- director or deputy director (e.g. HR development director or manager of personnel department);
- direct supervisor of an employee in a given profession (e.g. foreman or leader of a task force);
- first employee;
- second employee.

Evaluators

The external evaluators, a minimum of three persons for each standard, were selected from among recognized authorities and practitioners of the profession to which the description of professional qualification standard applied.

Reviewers

The reviewers – at least two persons for each standard – had to possess tertiary education relevant for the evaluated profession. It was recommended for the reviewers to hold a doctoral or postdoctoral degree, or extensive professional experience (at least 5 years) and a high professional rank.

Commissions on Standards

The Commissions on Standards (consisting of a chairperson and usually four members) were appointed in cooperation with nationwide or regional sectoral organizations, relevant for the assessed professions. These included, specifically: the Trade Unions Forum, the National Commission of the „Solidarność” Independent and Self-Governing Trade Union, the All-Poland Alliance of Trade Unions, the Business Centre Club, the Confederation of Polish Employers, the Polish Chamber of Commerce, the Polish Confederation of Private Employers Lewiatan, the Polish Craft Association.

Procedure for standards design

According to the concept of building the professional qualification standards as documents reflecting actual job requirements, the design procedure

consisted of two principal parts: conducting the research in enterprises, on qualification requirements for individual jobs, and next development of standards' descriptions in line with research results. Documents obtained in this manner act as primary sources of information on the profession, and can serve various goals and social sub-systems (e.g. education, employment, counseling, transparency, comparability, mobility, safety etc.).

Research in enterprises used the expert method based on analysis of work, with the use of a questionnaire. The respondents included employees working in positions typical for the profession or specialty, and their supervisors. Development of standard's description entailed the transfer of the record of occupational tasks and the associated skills, knowledge and psychophysical features determined in the course of the research, to the sample form of qualifications standard.

The section below presents ten phases of designing the qualification standards, together with the phases of evaluation, approval and dissemination of standards.

PHASE 1 – Preparing the research questionnaire

Step 1 – members of the authors' team received sample questionnaire, which they filled with contents of the proposed descriptions of occupational tasks, divided into:

- **technological/execution tasks** – apply to methods of actions, undertaken on the job and at the workstation, but resulting from the enterprise's work technology. They are tied to production technology, technology for providing services, or to the manner of performing specific procedures and operations at the workstation.
- **Organizational tasks** – apply to organization and planning of work tied to one's own job and workstation, in relation to cooperating jobs and workstations.
- **Management and cooperation tasks** – apply to cooperation within a team of employees, leading a team, organizing team's work, cooperation with supervisors, contractors, suppliers and the general business environment.
- **Tasks of control and quality assessment** – Apply to self-control of the performed work or delivered services, controlling the work of subordinate employees, evaluating the quality of goods and services, duties tied to procedures of the quality assurance system in force at the enterprise.

This division organizes and unifies descriptions of professions, and helps the experts to isolate and structure professional qualifications.

Step 2 – members of the authors' team matched the specific tasks with skills, knowledge and psychophysical features necessary to perform them. The latter were broken down into:

- sensory and motor abilities,

- skills,
- personality traits¹⁸.

Step 3 – members of the authors’ team filled the table with names of positions specific for the given profession. The respondents’ task was to specify which of the positions should be classified as typical for the profession, and which ones are auxiliary. The description of standard includes the typical positions selected by respondents. Positions classified by the respondents as „rarely present” were considered on an individual basis, as they could be associated with specialist qualifications, and despite the fact that very few employees worked in such position, it could still be typical for the profession.

PHASE 2 – Pilot research

- The completed questionnaire was subjected to evaluation under a pilot research conducted in at least two enterprises. The purpose of the pilot was to check the understanding of, and collect comments on, contents of the questionnaire.
- After introducing the necessary changes into the questionnaire, an appropriate number of its copies was printed.

PHASE 3 – Obtaining consent for conducting research in enterprises

- Members of the authors’ teams, using the relevant databases, selected at least 10 target enterprises to research one standard. Enterprises from the pilot research were not included in the target research.
- The research sample included small, medium-sized and large enterprises in more or less equal proportions (there were some exceptions to that rule – not all professions can be performed in enterprises of all sizes). If there was a geographical differentiation in the manner of performing the profession, the research sample was a nationwide one.
- Leader of the authors’ team wrote a letter to the enterprise’s director, asking for participation in the research, using the letter of recommendation from the Ministry of Labor and Social Policy.
- In case of lack of approval to conduct the research, the selected enterprise was replaced with a similar one.

PHASE 4 – Conducting the target research

- Members of the authors’ team, or interviewers working under their control, went to enterprises on planned visits and collected opinions of employees using questionnaires. Opinions were collected from at least four respondents.
- If it was not possible to reach the required number of respondents in one enterprise (such situation occurred in case of professions performed in mi-

¹⁸ During the formulation of psychophysical features, the following publication was used: A. Łuczak: *Psychological requirements in the selection of employees for difficult and dangerous professions*. Central Institute for Labor Protection, Warsaw 1998.

cro-enterprises), the number of researched entities had to be increased, in order to obtain the required minimum of at least 40 completed questionnaires.

- The questionnaires were completed in the presence of the respondent, in order to provide him/her with all needed explanations. In case of difficulties with direct contact, the respondents were able to complete the questionnaires on their own. However, in such case contact with the respondent had to be maintained by telephone, or with the use of another means.
- In case of problems with finding appropriate number of respondents on the management level, the opinion of experienced employees, performing the given profession for at least 5 years, had been sought.
- The respondents were guaranteed anonymity.

PHASE 5 – Quantitative analysis of research results

On the basis of quantitative analysis of responses from respondents, members of the authors' team drew up a list of occupational tasks and the associated skills, knowledge and psychophysical features, as well as list of jobs/positions typical for the given profession. The statistics of arithmetical average for a four-degree evaluation range was used: very important [4] – important [3] – not important [2] – useless [1]. An average of 2.9 or less was a criterion to exclude this element from the standard, as it meant that the respondents considered this element as non-representative for the profession. To evaluate the positions, a three-degree range was used: typical for the profession [3], auxiliary for the profession [2], rarely seen [1]. The value of the computed arithmetical average of 2.5 or less was a criterion to exclude this particular position from the professional qualification standard.

PHASE 6 – Developing the standard's description

After performing analysis of qualitative results of the interview, constituents of qualifications were isolated, marked with symbols: Q-1, Q-2, Q-3 etc. Next, the table of correlation among occupational tasks and constituents of professional qualifications was constructed. In the subsequent step, members of the authors' team attributed the individual skills, elements of knowledge and psychophysical features to the five levels of qualifications and to four types of qualifications (extra-professional, general professional, occupational and specialist). During the drawing up of the standard's description, comments of respondents noted on the collected questionnaires or voiced to the interviewers were also used.

PHASE 7 – Evaluation of the standard's description

Evaluation of standards' description took place during a seminar with the members of the authors' team and three external evaluators. During the seminar, the standard's description was subjected to creative criticism ("brainstorm" method). The seminar ended with conclusions recorded in a memorandum

signed by all the attendants. The memorandum was the formal basis to introduce amendments to the standard.

PHASE 8 – Review of the standard

The coordinator responsible for developing the professional qualification standards designated two reviewers for each standard. The reviews were recorded on a form adopted for the project, and were the formal basis to introduce subsequent changes to the standard's description.

PHASE 9 – Approval of standards' descriptions by the Committee on Standards

The descriptions of standards, after the review, were sent for evaluation to the Committee on Standards appropriate for the given profession or group of professions. Minutes were drawn from the Committee's meeting, approving each standard separately. It was possible to record comments in the minutes, which were the formal basis to introduce changes to the standard's description. The decision on approving the standard was made by the Committee during an open voting, with an ordinary majority of votes.

PHASE 10 – Sending the approved standards to the Client

The Contractor presented the Client (Ministry of Labor and Social Policy / Labor Market Department) the final version of standard's description, taking into account any comments of the Committee on Standards, contained in the minutes. If the Labor Market Department decided that the standard's description required some amendments, the standard was sent back to the Contractor. The potential changes to standard's description were communicated to the authors and the Chairman of the Committee on Standards, who accepted the changes.

* * *

The approved standards' descriptions were published as brochures, size B-5, each standard in a separate brochure, and entered into the database of professional qualification standards, located on the server of the Ministry of Labor and Social Policy under the address: www.standardyiszkolenia.praca.gov.pl.

Sample questionnaire on profession is enclosed as Appendix 3. Sample questionnaire for description of professional qualification standard is enclosed in Appendix 4.

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4. ROLE OF SOCIAL PARTNERS IN THE DESIGN AND USE OF PROFESSIONAL QUALIFICATION STANDARDS – COMMITTEES ON STANDARDS

Michał Butkiewicz, Teresa Jaszczyk

4.1. Basis for social partnership

The professional qualification standards can play a number of roles in the area of education and the labor market. The variety of training goals and the training process causes a situation where the skills obtained by graduates with the same professional titles are not comparable across various countries, and sometimes even not within a single state.

The standardization of vocational qualifications has the following advantages:

- it precisely defines professional skills,
- assures comparability among standards,
- assures transparency of classifications of professions and specialties,
- assures the comparability of certificates which document the professional qualification, both domestically and abroad, and facilitates the recognition of qualifications,
- facilitates international comparisons,
- increases the autonomy of the learner,
- facilitates the acquisition of further professional competencies,
- increases access to education,
- assures the flexibility of the process of education and vocational development,
- assures quick adaptation of the qualifications' scope to requirements of production technology, manner of performing the service and requirements of employers,
- facilitates the development of objectively fair remuneration systems,
- facilitates the assessment of occupational risk.

The many functions performed by professional qualification standards, clearly demonstrate the need for social partnership in the definition and use of standards. The key issue of social partnership is the division of responsibility: among the government (including central and local administration), employers and employees.

Participation of social partners in the field of continuous education is regulated by the law.

The employers, according to the Labor Code, are obliged to facilitate their employees the process of increasing their professional qualifications, and secondary regulations introduce favorable rules for the relations between the employer and the employee. An employee delegated to a training by the employer has the right to paid study leave, and one who undertakes training of his/her own initiative – to an unpaid study leave. The studying employee can also obtain other benefits under terms set forth in a contract signed with the employer: payment for/ refund of training costs, costs of travel, accommodation, textbooks.

Organizations of employers and trade unions have, since early 1990's, statutory guarantee of the opportunity to influence decisions in the area of the continuous education/training policy, through issuing opinions on all draft legislation prepared by the government, and through participation in employment councils, on each management level. However, until this time the organizations of employers and trade unions are not strongly engaged in the creation of policy on continuous education. Not much has changed since the research conducted of professor M. Kabaj in 1997,¹⁹ and the situation from around year 2000, when none of the sessions of the Central Employment Council in 2000 and 2001 were dedicated to the issues of continuous education – discussions were dominated by demanding attitudes, and the will to cooperate was nothing but an empty declaration. This opinion is confirmed in the report, "The role of social partners in the process of vocational education and training in Poland"²⁰.

On the basis of this report, it can be stated that:

- both the most important trade unions and organizations of employers are enmeshed in a political process, and their actions are targeted more at their political electorate than at the pursuit of current interests of their members;
- the policy of vocational education and training is not among the top priorities of trade unions and organizations of employers,
- under the trade unions' strategy, priority is given to vocational training of protective nature – and primarily such programs of vocational training which support the relocation of employees within the internal labor market;

¹⁹ M. Kabaj, *Strategies and programs for preventing unemployment*, Scholar scientific publishing house, Warsaw 1997.

²⁰ K.W. Frieske, J. Męcina, D. Zalewski, *The role of social partners in the process of vocational education and training in Poland*. Institute of Labor and Social Affairs. National Observatory of Vocational Education and Training. May 2000.

- social partners, according to the law, are members of advisory groups of the employment councils of various levels. The formal requirement for presence of social partners is fulfilled. However, as practice proves, the activity of social partners is very small.

In consequence, it can be said that the present attempts for broader inclusion of employers' organizations and trade unions into the solving of continuous education issues have not brought the expected results.

4.2. Participation of social partners in the approval of national professional qualification standards

The development of systemic solutions that would strengthen the role of social organizations in the shaping of policy for continuous education was planned by the Ministry of Labor and Social Policy, under the PHARE 2000 CVT project. During the conference closing that project, held in December 2003,²¹, the majority of speakers decided that the participation of employers in the work on professional qualification standards should be much larger than before.

In consequence, the procedure for approving the professional qualification standards developed under the project, "Development and popularization of national professional qualification standards", of the Sectoral Operational Program Human Resources Development - European Social Fund in the years 2006/2007 provided for three approval phases of professional qualification standards. The first phase is the evaluation seminar, which is attended by three evaluators – recognized authorities on a given profession, and often selected by the social partners. Phase 2 is the reviews - two for each standard. The third phase of standard's approval is the evaluation by the Committee on Standards. Committee Members, according to recommendation of the Ministry of Labor and Social Policy, were social partners - among them, primarily employers. The Committee, together with the Chairman, consisted usually of five members (sometimes four, in the case of justified absence). The qualification standard was approved during a meeting of the Committee for the given profession, or, more frequently, for a group of professions from the same sector. The standard was approved by a majority of votes. The meeting of the Committee was attended also by authors of the standard, who presented the course of work and clarified doubts.

The table below presents examples of social partners, participating in the approval of professional qualification standards during Committee meetings (table 1).

²¹ See: *The Labor Market. National Vocational Education System PHARE 2000*. Special issue, Ministry of Economy, Labor and Social Policy, December 2003.

Table 1. Social partners in Committees on Professional Qualification Standards (the list includes sample professions and social partners in various professional areas).

Professional area – examples of professions	Social partners – members of the Committees on Standards
Education (e.g. Mathematics teacher, entrepreneurship teacher)	Association of Mathematics Teacher, the Mazowsze Self-Government Center for Teachers' Development, the Mathematics Institute of the Pedagogical University in Kielce, the Pedagogical University of Cracow, the Warsaw University of Technology, the Polish Economic Society
Information technology (e.g. database administrator, computer systems analyst, computer systems designer, programmer, IT network administrator, maintenance technician of computer systems, computer operator)	the Radom University of Technology, Group of Electronic Schools in Radom, Post-secondary Electronics School for Adults TWP in Radom, Confederation of Polish Employers, BROst – Center for Education and Computer Technology in Łódź, Academus – Post-secondary School of Computer Graphics and Advanced Information Technologies in Łódź, the Technical University of Cracow, PROGRESS Sp. z o.o. in Radom
Technique, technology (e.g. Technician – mechatronics, milling machine operator, car painter, sheet metal worker, car body worker, mechanic – industrial automatics and precise equipment, operator of board and plywood machines, operator of devices for plastic forming, mechanic – combustion engines, wood technology technician, carpenter, cabinet maker)	Association of Polish Electrical Engineers, Development Center of the Association of Polish Mechanical Engineers, Polish Union of Private Employers, the Łódź University of Technology, the Warsaw University of Technology, the Wood Crafts Guild in Warsaw, Association of Forestry and Woodwork Engineers and Technicians
Transport (e.g. car driver, bus driver, truck driver, driver – operator of forklift trucks)	Polish Business Chamber of Road Transport and Forwarding, Association of International Road Carriers, the Warsaw University of Technology
Construction (e.g. construction inspector, steel fixer, plasterer, construction painter, stonemason, paver, tile fitter, construction carpenter)	The Polish Chamber of Construction Industry and Commerce, the Polish Chamber of Commerce, the "Budowlani" Trade Union, the "Solidarność" Trade Union, the "Wsztechnica Budowlana" Foundation, Confederation of Construction and Real Estate, the Technical Building Schools Gin Gdańsk, the Polish Carpenters' Association in Warsaw
Administration, management, commerce, finance, insurance (e.g. Administration employee (school profession: administration technician), secretary, stock taking specialist, recruitment specialist, salesman, commercial specialist (school profession: sales technician), cashier, quality control specialist, accounting specialist, market analysis specialist, banking specialist, financial specialist, accountant, reinsurance broker, insurance broker)	the Polish Chamber of Commerce, the All-Poland Alliance of Trade Unions, Confederation of Polish Employers, the Polish Economic Society, Business Center Club, the Accountants Association in Poland, the Union of Employers of Warsaw and the Mazowsze Region, the National Chamber of Tax Advisers, Carrefour Polska Sp. z o.o., the Jadar Techmatik enterprise from Radom
Biochemistry, environment protection (e.g. biotechnologist, environment protection specialist, laboratory technician, chemistry technician)	National Foundation for Environment Protection, the Polish Chamber of Commerce, the Warsaw University Center for Environmental Studies, the Technical University of Radom, Basell Orlen Plock

<p>Health protection (e.g. physiotherapist, physiotherapy technician, masseur (school profession: massage technician), cosmetologist, midwife, specialist nurse, pharmaceutical technician, dentistry technician, dental assistant)</p>	<p>the Polish Society of Cosmetic Chemists, the Polish Association of Medical Rescuers, the "Solidarność 80" Trade Union – National Health Protection Bureau, the Business Center Club, the Specialist Hospital of Ministry of Internal Affairs and Administration in Głucholazy, Rehabilitation Faculty of the University of Physical Education in Warsaw, the Physiotherapy Department of the Psychiatry and Neurology Institute in Warsaw, the Medical Emergency Department in Kalisz, the Main Chamber of Nurses and Midwives in Warsaw, the District Chamber of Nurses and Midwives in Katowice, the Western Pomerania Center for Organization and Health Promotion in Szczecin</p>
<p>Crafts (e.g. hairdresser (school professions: hairdresser, hairdressing services technician, pastry cook, baker, tailor, watchmaker, chimney sweeper, parquet layer, upholsterer, metal-worker, butcher, lace maker, florist)</p>	<p>the Polish Crafts Union, the Chimneysweepers' Corporation from Opole, the Association of Polish Hairdressers, Beauticians and Makeup Specialists POLFRYZ, the International Beauty Academy Laurel in Warsaw, the Association of Polish Butchers, the Scientific and Technical Association of the Food Industry Engineers and Technicians, the Polish Society of Pastry Chefs, Confectioners and Ice-Cream Makers, the Fogiel & Fogiel Bakery in Radom</p>
<p>Gastronomy and hotel services (e.g. cook, short order cook, waiter, chef, bartender, organizer of gastronomy, hotel and tourist services, organizer of gastronomy services (school profession: gastronomy services organization technician), maid (in hotel), dietetician)</p>	<p>the Confederation of Polish Employers, the Trade Union Federation of Orbis SA Employees, Orbis Grand Hotel from Łódź, Orbis SA - Hotel Patria in Częstochowa, BIM GASTRONOMIA company in Zgierz, the Emilia Inn from Zgierz, Hotels De Silva Sp. z o.o. in Warsaw, Holiday Inn hotel in Gdańsk</p>
<p>Agriculture, forestry (e.g. Agricultural consultant, farmer specializing in plant and animal production (school profession: farmer), forestry technician, lumberjack)</p>	<p>the Ministry of Agriculture and Rural Development, the Warsaw University of Life Sciences, the Warsaw University, the Agricultural Counseling Center in Brwinów, the Mazowsze Agricultural Chamber, the Mazowsze Center for Agricultural Counseling, the Polish Foresters Union, the University College of Environmental Sciences in Radom, the Zwolen Forest Inspectorate, the Association of Foresters and Wood Technologists, the Ministry of the Environment, the State Forest Enterprise</p>
<p>Security and protection (e.g. Municipal guard, customs officer)</p>	<p>National Council of Chief Commanders of Municipal Guards, National Executive Committee of the Trade Union of Officers and Employees of Municipal Guards, Municipal Guard of the Capital City of Warsaw, the Association of Polish Cities, the Municipal Guard Headquarters in Częstochowa, the Municipal Guard in Kalisz, the Customs Service Department of the Finance Ministry</p>

All in all, over 20 Committees operated, and their meetings were held in several locations in Poland, including Warsaw, Łódź, Radom, Katowice, Kwidzyn, Bielsko-Biała and Giżycko. Committee members came from all over Poland, and the meetings were attended by more than 150 employers and representatives of social organizations.

Social partners approached the issue of proper wording of the professional qualification standards with responsibility and involvement. Discussions focused on issues important for the given profession, such as the introduction of

additional occupational task. Sometimes they also covered minor, but also important elements, such as supplementing some provisions or rendering them more precise, as well as changing specific words used by standard's authors.

4.3. Development of cooperation

The issues of vocational education are important for the employers, interested in economic growth and higher knowledge level of their employees which leads to increased competitiveness of enterprises; for the trade unions which are interested in the employees' situations; as well as for the government, interested in the social and economic growth, including the achievement of goals defined in the Lisbon Strategy (and in other EU documents).

Currently almost all European Union countries have active councils or committees on professional qualifications, which deal in setting the directions for research on professions, vocational consulting and professional qualification standards for various professions, as well as the modular training programs linked to standards, and the issue of comparability of professional qualifications, especially among member countries of the European Union.

Councils for professional qualifications are set up by sectoral organizations (which are not trade unions) and closely cooperate with sectoral scientific institutes. A good example of such organization is the Dutch COLO (*Centraal Orgaan Landelijke Organen* – www.colo.nl), which groups 19 sectoral organizations and is authorized to make binding decisions regarding the definition of professional qualification standards, the entering (and deleting) of professions into the classification of professions and specialties, as well as setting priorities for the research on professions. On the sector level, social partners are represented in the COLO council, an association of national vocational education entities. The COLO has a tripartite board, which includes representatives of employers, employees and national vocational education units. The social partners are responsible for the setting and updating of vocational profiles, which are the basis for professional qualification standards. However, the educational contents – the most important element of education – is defined by sectoral experts, not by social partners²².

The future of work on professional qualification standards certainly lies with sectoral organizations, grouping employers and employees, who shall cooperate with sectoral scientific institutes. Such composition of the partners assures access to knowledge on modern production and services technologies, as well as various tendencies in the given sector. However, in order for the sectoral organizations to fulfill their role well, they have to be equipped with the relevant decision competencies, and not treated only as opinion bodies.

²² Broader information is published by EURIDICE, e.g. Consultative Councils and Other Forms of Social Participation in Education in the European Union; www.eurydice.org/Documents/conseil/en/councils.HTM

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5. INTERNET DATABASE OF PROFESSIONAL QUALIFICATION STANDARDS

Wojciech Oparcik, Tomasz Kupidura

The modern information society has developed a completely new paradigm for the transfer of knowledge. Currently, thanks to the achievements of modern technology, new methods for transfer of information and knowledge are possible. Increase of demand for information, vocational consulting and fight against unemployment – activities in those areas are conducted in all countries of the European Union.

According to the law of July 27, 2001 on database protection²³, “the term database means a set of data or any other materials and elements, collected according to a pre-defined systematic or method, individually accessible in any way, including by electronic means, which requires a significant, in terms of quality or quantity, expenditures to prepare, verify or presents its contents.” The database of national professional qualification standards was created pursuant to these assumptions.

It constitutes part of the IT system, developed under the project PHARE 2000 - National Vocational Training System, whose second part is the database of modular programs. The database is made available to all Internet users, and allows for browsing the databases' contents with the use of any Web browser. The database is available under the address: www.standardyiszkolenia.praca.gov.pl.

5.1. Construction

The database of professional qualification standards has been developed on the basis of the Oracle platform.

The database consists of:

- an Oracle database with selected information on the standards,
- set of files with full contents of the standards, on an FTP server.

According to project assumptions, the developed database contains:

- 1) **Introduction** (information common for all standards).
- 2) **Glossary of terms** (information common for all standards).
- 3) **Basic data on the standard, including:** profession name, profession code

²³ Journal of Laws of 2001, no. 128 item 1402.

(according to the classification of professions and specialties), date of entry into the register, date of last update, number of register entry, number of standard's version, list of standard's authors, list of standard's reviewers, synthetic description of the profession and the list of legislative acts and regulations which form the basis for performance of the given profession.

- 4) **List of constituents of the professional qualifications, including:** code and name of the qualification's constituent.
- 5) **List of occupational tasks, including:** code of the task, name of the task.
- 6) **List of positions, containing:** position's code and name, and the level of professional qualifications required for the position.

User interface

Hyperlinks enable access to the following pages:

- **Login** – move to the login window. Logging in is not obligatory – it is not required if the user wants only to browse database content.
- **Standards' database** – move to pages which enable browsing the database on professional qualification standards.
- **Program's database** – move to pages which enable browsing the database on modular vocational training programs;
- **Other databases on similar subjects** – move to page containing a list of hyperlinks to databases covering similar areas, that is, database developed under the Leonardo da Vinci pilot program – EMCET de Bank, and database of the International Labor Organization.

The main page of the user's interface is shown in figure 1.

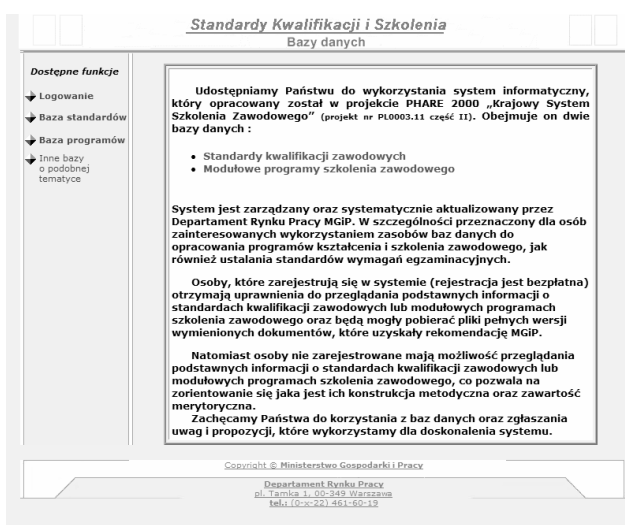


Figure. 1. Strona główna interfejsu bazy danych w środowisku internetowym

5.2. Use

The system's users are divided into two groups:

- **internal users** (authorized employees of the Ministry of Labor and Social Policy). For this group, access and maintenance of the database takes place through client-server applications;
- **external users**, which may be any individuals or institutions with Internet access. In that case, data is accessed via the Internet and a browser. Figure 2 presents diagram of access to database contents.

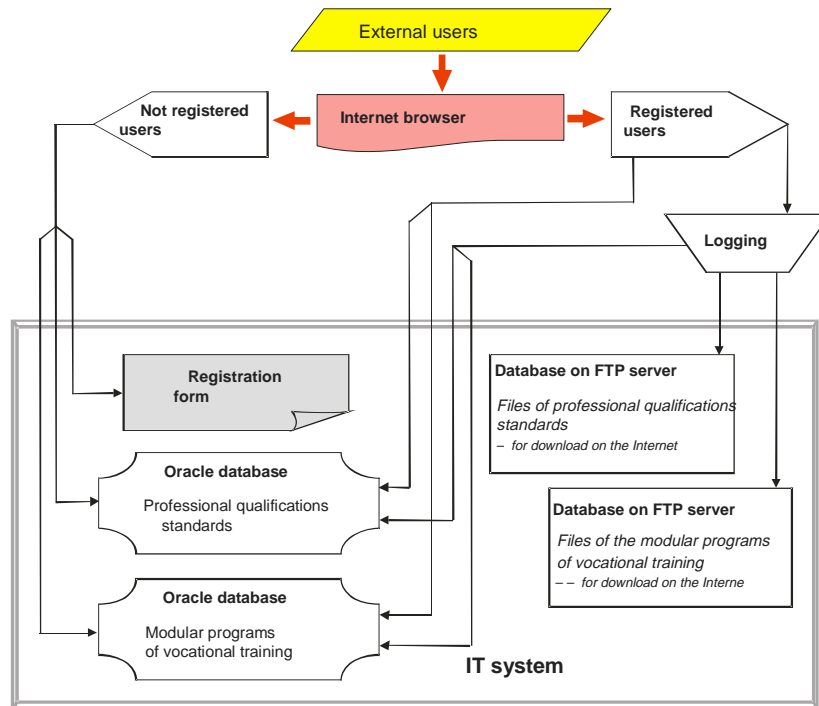


Figure 2. Diagram for organization of access to database on professional qualification standards and modular programs for the external users

Rules of data access for external users depend on the user's status. The following categories of users are identified on the basis of their status:

- *Unregistered external users.*

Users from this group can only browse and search the generally accessible information. Unregistered users are not allowed to download files with descriptions of professional qualification standards from the FTP server.

- *Registered external users.*

Users who are registered in the database have the same rights as unregistered users, and additionally the opportunity to download files with the description of professional qualification standards from the database on the FTP server.

In order to profit from all rights of registered users, it is necessary to log into the system. The required authorization is based on stating the user's account name and password.

This procedure requires the user to register with the database.

Registration of users, allocation of accounts and authorization is done by database administrators – authorized employees of the Ministry of Labor and Social Policy. In case of registering the user, his/her status in the whole IT system changes – that user can use the database of professional qualification standards and the database of modular programs.

Procedure for registration of users and file download

After entering the website of the database of qualification standards or the database of modular programs, the visitor selects the command *Registration* from the menu and proceeds according to instruction.

In order to obtain access to download full electronic versions of professional qualification standards or the modular programs for vocational training, the user has to:

- Fill all fields of the Internet form (figure 3) and sent the form to the Ministry of Labor and Social Policy by clicking "Save".
- Download the form as a MS Word file, complete it in the same manner as under section 1, have it signed and stamped by the person responsible, representing the interested institution, and mail (traditional mail) to the following address: Ministerstwo Pracy i Polityki Społecznej, Departament Rynku Pracy, ul. Tamka 1, 00-349 Warszawa, tel. (0-x-22) 461-61-24).
- After collecting data from both types of forms, the Ministry of Labor and Social Policy shall decide on granting access rights to the "Interested" person, and inform of this to the address stated on the form:

(http://www.standardyiskolenia.praca.gov.pl/servlet/msgp_rejestracja)

Together with confirmation of registration, the user receives account name with password.

Standardy Kwalifikacji i Szkolenia
Bazy danych

Rejestracja użytkownika

Aby uzyskać dostęp do pobierania pełnych, elektronicznych wersji standardów kwalifikacji zawodowych lub modułowych programów szkolenia zawodowego należy:

- Wypełnić wszystkie pola formularza internetowego i wysłać do MGIP poprzez naciśnięcie przycisku "Zapisz".
- Pobrać formularz w wersji elektronicznej (plik MS Word), wypełnić go analogicznie jak w punkcie 1, opatrzyć podpisem i pieczęcią osoby odpowiedzialnej z ramienia instytucji zainteresowanej oraz wysłać pocztą tradycyjną na adres:
Ministerstwo Gospodarki i Pracy
Departament Rynku Pracy,
ul. Tamka 1, 00-349 Warszawa,
00-349 Warszawa,
tel. (0-x-22) 461-61-24).
- Po weryfikacji danych z obydwu typów formularzy MGIP zdecyduje o przyznaniu "Zainteresowanym" praw dostępu, o czym poinformuje na wskazany w formularzu adres.

Nazwa instytucji

Regon instytucji

Skrót nazwy

Miejscowość

Ulica/nr. lokalu /

Kod/poczta /

Telefon/Fax /

E-mail

Adres WWW http://

Jednostka akredytowana Tak Nie

Akredytacja

Jednostka wpisana do rejestru instytucji szkoleniowych Tak Nie

Nr ewidencyjny w rejestrze instytucji szkoleniowych

w oparciu o rozporządzenie Ministra Gospodarki i Pracy z dnia 27 października 2004 r. (Dz. U. 236 poz. 2365)

Typ instytucji

Instytucja Opracowuje Realizuje Jest zainteresowana wdrażaniem programów

Zapisz **Wyczyść**

Figure 3. Form for registration of users

Using the database resources

External users of the database on professional qualification standards have the possibility to:

- browse selected information on professional qualification standards, available in the database,
- browse the glossary tied to professional qualification standards,
- print full version of description of professional qualification standards,
- print information on publications associated with professional qualification standards,
- download file with full description of the professional qualification standard.

Searching the database resources

The main page of the database on professional qualification standards contains a form to define search criteria (figure 4).

Standardy Kwalifikacji i Szkolenia
Bazy danych

Standardy kwalifikacji zawodowych

Kryteria wyszukiwania

Parametr	Wartość
1 Nazwa zawodu	<input type="text"/>
2 Kod zawodu	<input type="text"/>
3 Data wpisu do rejestru	większa od <input type="text"/> - <input type="text"/> - <input type="text"/>
4 Data ostatniej aktualizacji	większa od <input type="text"/> - <input type="text"/> - <input type="text"/>
5 Numer wpisu do rejestru	<input type="text"/>
6 Nazwisko autora	<input type="text"/>
7 Nazwisko recenzenta	<input type="text"/>
8 Nazwa składowej kwalifikacji	<input type="text"/>
9 Nazwa zadania zawodowego	<input type="text"/>
10 Nazwa stanowiska pracy	<input type="text"/>

Jako wynik wyszukiwania wyświetl

Standardy
 Składowe kwalifikacji
 Zadania zawodowe
 Stanowiska pracy

Szukaj Wyczyść

Figure 4. Form for searching the resources of database on professional qualification standards

For the database on professional qualification standards, the user's interface allows search according to any combination of the following criteria:

- profession code,
- profession name,
- date of entry into the register,
- date of update,
- number of entry into the register,
- standard's authors,
- standard's reviewers,
- name of the qualification's constituent,
- name of position,
- name of occupational task.

If no search criteria are entered, after clicking "search" the bottom part of the page will show a list of all standards in the database. The contents of the list is limited to 30 items. To see subsequent pages, use navigation buttons located under the list.

The items shown on the list are hyperlinks to the related standards.

Contents of the database (fig. 5) on the given item is displayed after clicking the appropriate hyperlink from the list.

Standardy Kwalifikacji i Szkolenia
Bazy danych

Standard kwalifikacji zawodowych
Grafik komputerowy

Opis zawodu	Podstawy prawne	Opis stanowisk	Wykaz stanowisk	Składowe kwalifikacji	Zadania zawodowe
Kod zawodu	311801				
Data wpisu do rejestru	2004-01-30				
Data ostatniej aktualizacji					
Numer wpisu do rejestru	R-47				
Numer wersji standardu	W-1				
Autorzy	mgr inż. Tomasz Kupidura Instytut Technologii Eksploatacji w Radomiu mgr Wojciech Oparcik Instytut Technologii Eksploatacji w Radomiu mgr Anna Szymela Zespół Szkół Plastycznych w Radomiu				
Recenzenci	prof. dr hab. Maciej Tanaś Wyższa Szkoła Pedagogiczna Związku Nauczycielstwa Polskiego w Warszawie dr Tadeusz Schubring Zakład Komputerowych Metod Inżynierskich, Instytut Mechaniki Stosowanej Politechniki Radomskiej				
Syntetyczny opis zawodu	<p>Grafik komputerowy może wykonywać i nadzorować zadania zawodowe, wykonywane za pomocą technik i programów komputerowych, na zlecenie wydawnictw i agencji reklamowych, w szczególności:</p> <ul style="list-style-type: none"> - przygotowywać do druku publikacje książkowe, artykuły prasowe i materiały reklamowe (ulotki, foldery, plakaty, katalogi itp.), - opracowywać koncepcje edytorskie i formy zewnętrzne publikacji i materiałów reklamowych; - przygotowywać projekty graficzne stron internetowych, - obsługiwać drukarki laserowe, skanery i inne urządzenia sterujące pracą maszyn drukarskich. <p>Specyfika zawodu wymaga od grafika twórczego myślenia, wyobraźni, a także dokładności, cierpliwości, koordynacji wzrokowo-ruchowej i uzdolnień plastycznych. Praca grafika przebiega w kontakcie z innymi osobami. Typową sytuacją zawodową jest praca w zespole wydawniczym. W związku z tym ważna jest umiejętność nawiązywania kontaktów, bezkonfliktowości oraz umiejętność pracy w grupie.</p>				
Podstawy prawne wykonywania zawodu	<ul style="list-style-type: none"> - Ustawa z dnia 5 lipca o ochronie niektórych usług świadczonych drogą elektroniczną opartych lub polegających na dostępie warunkowym (Dz. U. 2002 r. Nr 126, poz. 1068). - Ustawa o prawie autorskim i prawach pokrewnych (Dz. U. z 1994 r. Nr 24, poz. 83). - Rozporządzenie ministra pracy i polityki społecznej z dnia 1 grudnia 1998 r. w sprawie bezpieczeństwa i higieny pracy na stanowiskach wyposażonych w monitory ekranowe. (Dz. U. 1998 r. Nr 148, poz. 973). - Obwieszczenie Ministra Kultury i Dziedzictwa Narodowego z dnia 1 sierpnia 2000 r. w sprawie ogłoszenia jednolitego tekstu ustawy o prawie autorskim i prawach pokrewnych (Dz. U. 2000 r. Nr 80, poz. 904). 				
Opis stanowisk pracy					

Figure 5. Sample page containing data on the professional qualifications standard (fragment)

After displaying information on the selected standard, the system allows the user to use an auxiliary menu, which gives quick access to the following information:

- description of profession,
- legal basis,
- description of positions,
- list of positions,
- constituents of qualifications,
- occupational tasks

with respect to the selected standard.

To print the screen contents, click the printer icon.

Downloading file with standard's description

Download of file with standard's description is possible only for users logged in the database – after clicking the hyperlink “Download data”.

The contents of the database of professional qualification standards is updated and extended as new qualification standards are developed. Under the project, “Development and popularization of national professional qualification standards”, the database was supplemented with 200 standards.

* * *

Currently there are over 500 institutions registered with the database of professional qualification standards, and their number is systematically growing. Standards for the following professions were downloaded the most frequently: vocational consultant, mechanic-technician and manager of small enterprise. After the addition of 200 new professions, the database contains 253 professional qualification standards. The popularization activities under this project contributed to dissemination of information on the functioning database.

PART II
THE APPLICATION OPPORTUNITIES FOR
PROFESSIONAL QUALIFICATIONS
STANDARDS

6. OPINION POLL ON THE APPLICATION OF PROFESSIONAL QUALIFICATIONS STANDARDS IN POLAND

Zbigniew Kramek, Urszula Jeruszka

The issue of professional qualification standards takes an important place in the discussions of representatives of the social, political, economic and cultural communities. Those discussions reveal not only the need for application of qualification standards, but also getting to know the place and role that these standards actually have in the area of work and education.

This study presents the results of research on the application of national professional qualification standards in Poland – synthetically and selectively due to limited space. All the results, together with their analysis leading to conclusions and recommendations, are contained in research reports²⁴. The research was conducted in the years 2006 and 2007, as part of the project, “Development and popularization of national professional qualifications standards”. The research results allow to learn about a given fragment of the reality. They also set a direction for the way of learning about it and explaining, in order to enable modification of existing standards and to better design new ones.

6.1. Procedure and course of the research

The object of the research were the professional qualifications standards, developed to date. Their list is provided in table 1.

²⁴ This study was prepared on the basis of reports from research conducted as part of the project, “Development and popularization of national professional qualifications standards”. This includes: *Report on the 1st research on the use of professional qualification standards (results of proper research, together with qualitative and quantitative analysis)*. IPiSS, Warsaw 2006; *Report on the 2nd research on the use of professional qualification standards (results of proper research, together with qualitative and quantitative analysis)*. IPiSS, Warsaw 2007.

Table 1. List of developed professional qualification standards

The professional qualification standards developed under the PHARE 98 project - Analysis of training needs (1998-2000)			
1	Employee of financial and accounting units	5	Social worker
2	Mechanic technician *	6	Employee of self-government administration
3	Vocational counselor	7	Security agent * #
4	Employment agent	8	Occupational safety and hygiene technician
Professional qualification standards developed under the PHARE 2000 project – National Vocational Training System (2002 – 2004)			
1	Assembler of building structures (712903)	21	Occupational safety and hygiene specialist (214923)
2	Mason (712102)*	22	Labor inspector (247104)
3	Fitter of sanitary installations and equipment (7136)*	23	Fireman (515101)#
4	Assembler of municipal networks (7137)*	24	Firemanship technician (315104)* #
5	Floor layer (713203)*	25	Firemanship engineer (214910)#
6	Finishing works technician in the construction sector (713901)*	26	Environment protection inspector (315204)#
7	Fitter of building insulation (713401)*	27	European integration specialist (247902)
8	Fitter – installer of technical equipment in rural construction (723310)*	28	Nurse (3231)#
9	Fitter of gas installations (713602)*	29	Mechatronics technician (311990)*
10	Carpenter (742204)*	30	Organizer of tourist services (341401)*
11	Locksmith (722204)*	31	Specialist in marketing and commerce (sales) (241912)
12	Construction technician (311204)* #	32	Cosmetic services technician (514107)*
13	Land surveyor technician (311104)*	33	Manager of a small enterprise (131)
14	Highway engineering technician (311206)*	34	Sales representative (regional representative) (341503)
15	Environmental engineering and land melioration technician (311208)*	35	Welder (7212)
16	Landscape architecture technician (321208)*	36	Lecturer at courses (educator, trainer) (235910)
17	Telecommunication technician (311402)*	37	Road surface layer (712404)
18	Postal and telecommunication services technician (4213)*	38	Painter and wallpaper-layer (714103)*
19	Assembler of telecommunication networks and equipment (7252)*	39	Computer graphic artist (311801)
20	Information technology technician (312102)*	40	Operator of numerically controlled machine tools (821107)
Professional qualification standards developed under the PHARE 2002 project			
1	Professional development specialist (241305)	4	Employee of the national EURES network (342390)
2	Programs specialist (241912)	5	Specialist on benefits for the unemployed and job-seekers (344390)
3	Job club leader (342390)		

* school professions

- regulated professions

The research on application of the 53 national of professional qualification standards were conducted twice among representatives of the following four areas of standards' application: employment policy, vocational education, personnel policy of enterprises and social insurance. Research I (1st phase) was conducted from August 28 to September 15, 2006, research II (2nd phase) – from July 2 to September 4, 2007.

The main purpose of the research was to diagnose the status of professional qualification standards' usage. **The detailed goals** of the research included:

1. Diagnosing the understanding of the term “professional qualification standard” by the researched persons.
2. Determining the scope of standards' usage in the employment policy, vocational education, personnel policy of enterprises and in social insurance system, through recognizing:
 - sources for acquiring information on the professional qualification standards by their potential users;
 - the frequency of using the professional qualification standards;
 - the scope of using the professional qualification standards;
 - the most frequently used professional qualifications standard;
 - the most frequently used element of professional qualifications standard;
 - the degree of usage of the professional qualification standards in their individual application areas.
3. Defining problems encountered during the implementation of standards in the employment policy, vocational education, personnel policy of enterprises and in social insurance system.
4. Recognizing the effects of using the professional qualification standards.
5. Recognizing the benefits that may be tied to applying the professional qualification standards in the employment policy, vocational education, personnel policy of enterprises and in social insurance system.
6. Comparison of the scope of application of the qualification standards by persons who participated in the project „Development and popularization of the national professional qualification standards”, and by those who did not participate in that project.
7. Identification of changes in the application of professional qualification standards in 2007, compared to the status in 2006.
8. Defining the type of necessary changes to the current organizational and legal solutions, that would support the use of qualification standards.

The following **research methods** were applied:

- 1) analysis of literature;
- 2) analysis of documents;
- 3) collection/ polling of opinions.

The empirical material was collected with the use of several methods. The basic one was the opinion poll. Aside from opinions obtained from the respondents under individual interviews, conducted twice with the use of research questionnaires, the research employed also analysis of theoretical studies on the application of professional qualification standards in Poland; analysis of results of the previous research diagnosing the application of standards; analysis of information brochures on professions; syllabuses and schedules for vocational education and development, legal norms published by the ministries responsible for education and labor; as well as the contents of the website of the Ministry of Labor and Social Policy, and the information services of labor offices.

The main **research tools** used for the research were interview questionnaires. Four various interview questionnaires were applied, targeted at the individual areas of standards' application, that is, employment policy, vocational education (see **Appendix 2**), personnel policy of enterprises and social insurance. Each of the four questionnaires contained a set of questions identical for all respondents, and a set of questions designated only for one of the groups of respondents, due to the specific nature of professional tasks of potential users within the given area. The research tools took into account the varied groups of research participants – representatives of the education institutions and of the labor market.

The research sample and area were selected in a purposeful manner.

The research covered the potential recipients of national professional qualifications standards, that is, persons employed in those institutions where the standards should be, could be and possibly are applied. It was decided that the area of research should include institutions where the standards are known to their employees. Selection of institutions for the research was performed under a tele-marketing poll, to exclude those institutions which are as of yet unaware of the standards and as such do not use them and cannot evaluate them. The institutions were selected to match the contents of standards. For example, if a secondary, or higher education vocational school was selected for the research, the researchers paid attention the relevance of the area/profile of education for the professions for which the qualifications standards were developed.

The research covered a sample of 114 respondents.

Those persons were selected from the standpoint of their functions and tasks performed at the given institution. The research covered the potential recipients of national professional qualifications standards, that is, persons employed in those institutions where the standards should be, could be and possibly are applied. It was decided that the interviews would be conducted with persons who due to their functions offer an opportunity to obtain reliable information on the use of standards developed so far. This included, in particular, persons managing a given institution or persons designated by the director, manager or president of the given institution, as well as employees dealing directly with the analyzed issues (including teachers, specialists, vocational advisors, examiners etc.).

According to methodological assumptions, attempts were made to conduct Research II in the same institutions in which Research I had been conducted. If that was not possible (e.g. due to stern refusal of the respondent), then Research II was conducted in the same or similar type of institution, located in the same province that was the area of Research I (see table 2).

Table 2. Area of research on the use of professional qualification standards and number of respondents – comparison of the 1st and 2nd phase of research

item	Groups of respondents – potential recipients of the project’s outcome	Number of respondents	
		Phase I	Phase II
1	Province labor offices	16	15
2	District labor offices	6	6
3	Center for information and career planning	5	5
4	Employment agencies.	5	6
5	Centers for lifelong education	4	4
6	Centers for practical training	4	3
7	Centers for vocational training and development	4	4
8	Vocational schools	5	5
9	Tertiary schools	5	4
10	Vocational Development Centers	5	7
11	Organizational units of the Voluntary Labor Corps	5	5
12	Professional associations	5	5
13	Nationwide trade union organizations	5	8
14	Organizations of employers	6	5
15	Central Examination Board	1	1
16	Regional Examination Boards	8	6
17	Central institutions and their agencies	5	5
18	Institutions responsible for the so-called regulated professions	3	3
19	Enterprises	5	5
20	Zakład Ubezpieczeń Społecznych (Social Insurance Institution).	4	4
21	The Agricultural Social Insurance Fund	4	4
22	National Fund for the Rehabilitation of the Disabled	1	1
23	District Family Help Center	3	-
24	District Social Assistance Center	-	3
Total		114	114

Institutions in which the research was conducted were located in all 16 provinces, in other words, all over the country. Both research I and research II had nationwide reach.

6.2. Research results

Understanding of the term „professional qualification standard”

Understanding of the term „professional qualification standard” was diagnosed during 2nd phase of the research. The majority of participants provided a definition of this concept. For the 114 participants, only two persons were unable to define what is the professional qualification standard. Those respondents came from the vocational education area. This data proves the research sample was appropriate.

In order to determine the quality of the proposed definitions, it was decided that the professional qualification standard is "a norm of minimum qualification requirements, presented on five levels of qualifications, broken down into qualifications associated with typical positions or professional tasks, qualifications extra-professional, general, basic and specialist for the profession, which describe the sets of necessary skills, knowledge and psychophysical features corresponding to professional tasks and qualifications isolated under the profession, which guarantee the proper quality of performing the profession"²⁵.

Three categories of definitions provided by respondents were isolated:

- definition accurate, complete (proper, extensive, including the most important elements of this concept);
- definition accurate but incomplete (proper, but not including all elements of this concept);
- inaccurate definition, or only partly proper.

The results of analysis of the understanding of the “professional qualification standard” concept, including responses from persons who participated in the project „Development and popularization of the national professional qualification standards”, and from those who did not participate in that project.

The table show that persons who participated in the project gave an accurate and extensive definition much more often (44.1%) than persons who did not participate in it (14.1%). The project participants gave incomplete definitions less frequently (38.2%) than those who did not participate in the project (48.7%). Those differences were more pronounced in the case of proving inaccurate definition. Only 17.7% respondents who participated in the project gave a wrong definition, and 37.2% were persons who did not participate in it.

²⁵ S.M. Kwiatkowski, I. Woźniak (eds.), *National professional qualifications standards. Design and application*. Ministry of Economy, Labor and Social Policy, Warsaw 2003, p. 9.

Table 3. Quality of understanding of the term „professional qualification standard” and participation in the project

Area		Quality of understanding of the term “professional qualification standard”							
		Accurate, complete definition N=26		Accurate, incomplete definition N=51		Inaccurate definition N= 35		Total N = 112	
		N	%	N	%	N	%	N	%
Employment policy N=32	Took part	6	42.8	7	50.0	1	7.2	14	100
	Did not take part	3	16.7	9	50.0	6	33.3	18	100
Social insurance N=20	Took part	1	100	-	-	-	-	1	100
	Did not take part	2	10.5	11	57.9	6	31.6	19	100
Personnel policy N=25	Took part	1	100	-	-	-	-	1	100
	Did not take part	4	16.7	12	50.0	8	33.3	24	100
Vocational education N=35*	Took part	7	38.9	6	33.3	5	27.8	18	100
	Did not take part	2	11.8	6	35.3	9	52.9	17	100
Total	Took part	15	44.1	13	38.2	6	17.7	34	100
	Did not take part	11	14.1	38	48.7	29	37.2	78	100

* in the area of vocational education, 2 persons did not state the definition N=35, and were not included in the table. N for the whole sample = 112.

Research results show that participation in seminars, conferences, being the author, reviewer or evaluator of professional qualification standards, or other forms of participation, lead to a better understanding of what the professional qualification standard really is. It can therefore be said that participation in work on standards is an important method to popularize these standards and to gain understanding of their essence.

Sources of information on professional qualifications standards

Data on sources of information on professional qualification standards is presented in tables 4 and 5.

Table 4. Sources of information on professional qualification standards – phase I

Information sources:	Employment policy		Social insurance		Personnel policy		Vocational education		Total	
	N	%	N	%	N	%	N	%	N	%
Institution where the respondent is employed	12	35.3	10	50	6	26.1	22	59.5	50	43.9
Website of the Ministry of Labor and Social Policy	25	73.5	13	65	13	56.5	24	64.9	75	65.8
Publication, professional magazines	12	35.3	7	35	7	30.4	19	5.4	45	39.5
Seminars, conferences	12	35.3	6	30	9	39.1	16	43.2	43	37.7
Other sources	20	58.8	10	50	17	73.9	28	75.7	75	65.8
No data	-	-	-	-	1	4.3	-	-	1	0.9
Total	34	100	20	100	23	100	37	100	114	100

Table 5. Sources of information on professional qualification standards – phase II

Information sources:	Employment policy		Social insurance		Personnel policy		Vocational education		Total	
	N	%	N	%	N	%	N	%	N	%
Institution where the respondent is employed	20	62.5	12	60	7	28	28	75.7	67	58.7
Website of the Ministry of Labor and Social Policy	24	75	15	75	16	64.5	29	78.4	84	73.7
Publication, professional magazines	11	34.4	6	30	8	32	17	61.3	42	36.8
Seminars, conferences	13	40.6	5	25	4	16	12	32.4	34	29.8
Other sources	19	59.4	4	20	4	16	27	72.9	54	47.4
No data	-	-	-	-	-	-	-	-	-	-
Total	32	100	20	100	25	100	37	100	114	100

The tables show that in 2007, compared to 2006, more of the respondents used various sources of information on professional qualification standards. A particularly high increase applied to the number of respondents using materials available in institutions where they work (58.7% in phase II, and 43.9% in phase I), and those using the website of the Ministry of Labor and Social Policy (73.7% under phase II, and 65.8% during phase I). Important sources of knowledge on standards included book publications, professional magazines, seminars and conferences at which the standards and opportunities for their application were presented. The research results show that in 2007 less respondents used books and professional magazines (36.8% in phase II, compared to 39.5% in phase I); and participated in seminars on standards (29.8% in phase II and

37.7% in phase I). Other sources for obtaining information on standards include: postgraduate studies (9 respondents), province and district labor offices (14 persons), laws and regulations (6 respondents).

This means that almost half of the respondents obtained information on standards from materials accessible in their institution. A significant proportion of respondents obtained knowledge on standards from the website of the Ministry of Labor and Social Policy. The most active group included persons employed in institutions from the areas of employment policy (about 75% during both phases of research) and of vocational education (64.9% during phase I, and 78.4% during phase II).

The frequency of using the professional qualification standards

Results of research on the frequency of using materials known as professional qualification standards in their everyday work are shown in tables 6 and 7.

Table 6. The frequency of using the professional qualification standards – phase I

Area	Frequency of using the standards									
	Yes frequently		rather yes sporadically		rather no rarely		no never		Total	
	N	%	N	%	N	%	N	%	N	%
Employment policy	12	35.3	12	35.3	8	23.5	2	5.9	34	100
social insurance	5	25	5	25	7	35	3	15	20	100
personnel policy	4	17.4	9	39.1	5	21.7	5	21.7	23	100
vocational education	13	35.1	14	37.8	7	18.9	3	8.1	37	100
Total	34	29.8	40	35.1	27	23.7	13	11.4	114	100

Table 7. The frequency of using the professional qualification standards – phase II

Area	Frequency of using the standards									
	Yes frequently		rather yes sporadically		rather no rarely		no never		Total	
	N	%	N	%	N	%	N	%	N	%
Employment policy	10	31.3	11	34.4	8	25	3	3.4	32	100
social insurance	5	25.0	7	35	4	20	4	20	20	100
personnel policy	8	32	8	32	6	24	3	12	25	100
vocational education	15	40.5	13	35.1	7	18.9	2	5.4	37	100
Total	38	33.3	39	34.2	25	21.8	12	10.5	114	100

The data shows that no significant changes occurred in the frequency of using the standards. Still only one third of respondents (33.3%) use the standards frequently. Among them, the largest group comes from the vocational education institutions (40.5%) and employment policy (31.3%), and the smallest – from the area of social insurance (25.0%). Standards are used sporadically by over one third of respondents (34.2%) – in almost equal proportions in all researched areas. Standards are used rarely by a little more than one-fifth of respondents (during phase II, 21.8% and during phase I, more - 23.7%). Among the respondents are also persons who have never used the standard (10.5% during phase II, 11.4% during phase I). This data show that frequency of using the standards rose, but the degree of their usage is still unsatisfactory. In comparison to phase I, under phase II no changes occurred that would prove a significantly higher usage of professional qualification standards. The diagram illustrates the slight differences in frequency of using the standards from phase I to phase II

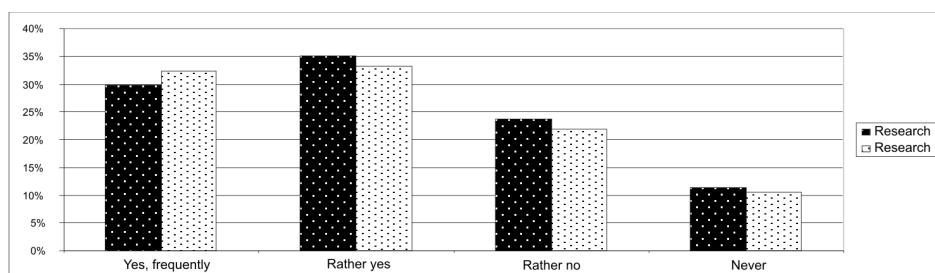


Diagram 1. Comparison of frequency of using the professional qualification standards in phase I and phase II

Scope of using the professional qualification standards

The scope of using the professional qualification standards is presented in tables 8 and 9

Table 8. The scope of using the standards – phase I

Area	scope of use of the standards									
	are very necessary		facilitate work		needed as addition		not used		Total	
	N	%	N	%	N	%	N	%	N	%
employment policy	3	8.8	17	50	12	35.3	2	5.9	34	100
social insurance	1	5	7	35	9	45	3	15	20	100
personnel policy	2	8.7	7	30.4	9	39.1	5	21.7	23	100
vocational education	8	21.6	11	29.7	15	40.5	3	8.1	37	100
Total	14	12.3	42	36.8	45	39.5	13	11.4	114	100

Table 9. The scope of using the standards – phase II

Area	scope of use of the standards											
	are very necessary		facilitate work		needed as addition		not used		No data		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
employment policy	6	18.8	14	43.8	9	28.1	3	9.4	-	-	32	100
social insurance	4	20	5	25	6	30	4	20	1	5	20	100
personnel policy	3	12	6	24	12	48	3	12	1	4	25	100
vocational education	11	29.7	13	35.1	8	21.6	2	5.4	3	8.1	37	100
Total	24	21.1	38	33.3	35	30.7	12	10.5	5	4.4	114	100

The usage scope of the qualification standards in 2007 increased two-fold in comparison to 2006. The number of persons who declare standards are very necessary in their work amounted to 14 persons during phase I of the research (12.3% of total number of respondents), and 24 persons during phase II (21.1% of total). The largest number of such persons is found in vocational education institutions. Despite the improvement, this proportion is still unsatisfactory. The number of persons for whom the standards facilitate work, or are needed as an addition to their work dropped a little, but at each phase of research, the standards facilitate work and are needed to properly fulfill work obligations for over one third of respondents. Those who declare the standards are very necessary or facilitate their work, know the standards at least for a year. Over 10% of the respondents do not, unfortunately, use the standards at all, and the smallest frequency is seen in the area of social insurance. The differences are illustrated in diagram 2.

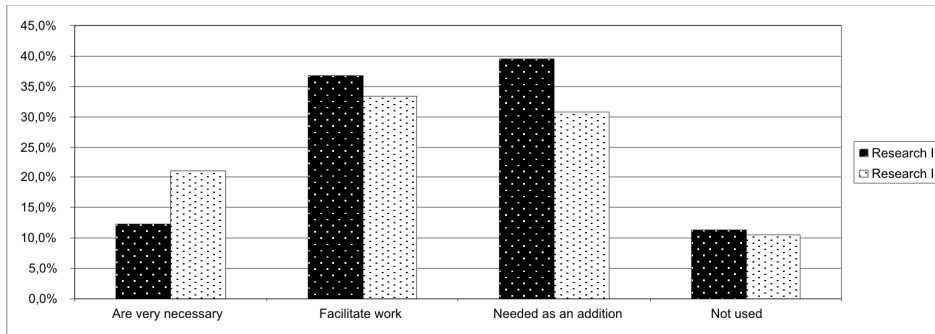


Diagram 2. Comparison of the scope of using the professional qualification standards in phase I and phase II

The main reason for lack of standards' usage is the lack of awareness of their usefulness – the largest number of persons providing this answer came from institutions dealing with personnel policy of enterprises. On the other

hand, lack of awareness on where the standards can be found is represented in equal proportions in all areas, aside from personnel policy. An important factor for the popularization of standards is the distribution of 200 new descriptions of standards to the main recipients – potential users, which should be completed by the end of 2007. This should significantly facilitate access to materials which contain descriptions of qualification requirements related to professional tasks in the various positions.

Degree of usage of professional qualification standards

The respondents assessed the degree of use of each professional qualification standard on a four-level scale: „large use of the standard", "average use of the standard", "small use", "lack of use".

Due to the significant differences between sectors and sections of economy, and the standards' users, the results of research is presented separately for the four areas of standards' application. For each of these areas, other standards are important, due to the specifics of their contents. The importance of the given standard depends on the implementation, through this standard, of tasks that are meaningful for the given area.

In the area of **employment policy**, research was conducted in labor offices, Centers for Information and Career Planning, employment agencies and units of the Voluntary Labor Corps. The highest degree of standard's use, both under phase I and phase II of the research, was declared by the respondents for the profession of vocational counselor. The degree of standards' usage is only slightly smaller in the following professions: employment agent, specialist in marketing and commerce (sales), employee of the national EURES network. Many persons stated that standards are used among the following professions: IT technician, computer graphic, software specialist, job club leader. Almost 30% of respondents in the following professions use the standards: employee of self-government administration, professional development specialist and course lecturer (educator, trainer), and specialist of occupational safety and hygiene. Standards are used to a small extent in the following professions: labor inspector, geodesy technician, environment engineering and land improvement technician, landscape architecture technician, assistant for postal and telecommunication services.

In the area of **vocational education**, research was conducted in centers for continuous education, centers for vocational development, central and district examination boards, upper secondary vocational schools, Ministry of National Education and Ministry of Health. The standard is used to the largest extent in the profession of course lecturer (educator, trainer). Standard for this profession received 35% of responses during research I, and 51% during research II. Next in rank were standards for the following professions: mechanic technician, IT technician, professional development specialist. It turns out that the usage of standards improved during one year. In 2006, professional standards were not

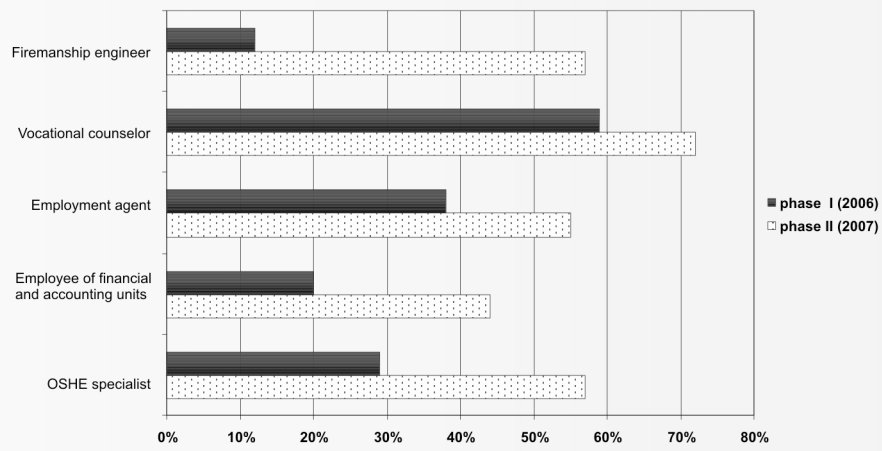
used by respondents from the following professions: firefighting engineer, job club leader, employee of the national EURES network and fireman, and a year later, in 2007, there was not a single standard that would be unused.

In the area of **employment policy of enterprises**, research was conducted in vocational associations, nationwide trade union organizations, organizations of employers and in enterprises. The largest degree of standards' usage during phase I of the research was seen among the following professions: employee of finances and accounting units, manager of a small enterprise, vocational counselor, specialist in marketing and commerce (sales) and course lecturer. Meanwhile, phase II has shown that the most popular are standards for the following professions: vocational counselor, employee of finances and accounting units, course lecturer, professional development specialist, occupational safety and hygiene specialist. It is worth noting that both in phase I and phase II, respondents do not use in their work standards for the following professions: mechatronics technician, telecommunication technician, firefighting technician, occupational safety and hygiene technician, landscape architecture technician, organizer of tourist services, assistant for postal and telecommunication services.

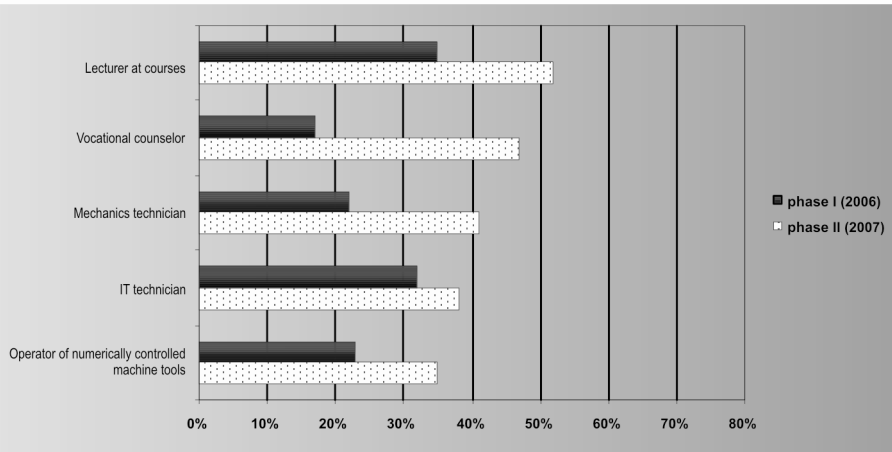
In the area covering **social insurance**, research was conducted in social insurance institutions and in units of the Agricultural Social Insurance Fund. It turned out that especially the employees of financial and accounting department, and of training departments, use the standards. Under phase I of the research, respondents from the social insurance environment used the most frequently standards for the following professions: employee of financial and accounting units (40%), social worker and vocational counselor (35% each); while during phase II, the most frequently used standards applied to the following professions: employee of self-government administration and social worker (30% each). The subsequent most frequently used qualification standards were: lecturer at courses and vocational counselor (25% each), employment agent and security employee (20% each). Under phase II of the research, respondents from the social insurance environment did not use standards for the following professions: beauty services technician, organizer of tourist services, environment protection inspector and manager of small enterprise.

A synthetic presentation of the use of professional qualification standards under phase I and II of the research is provided as diagram 3.

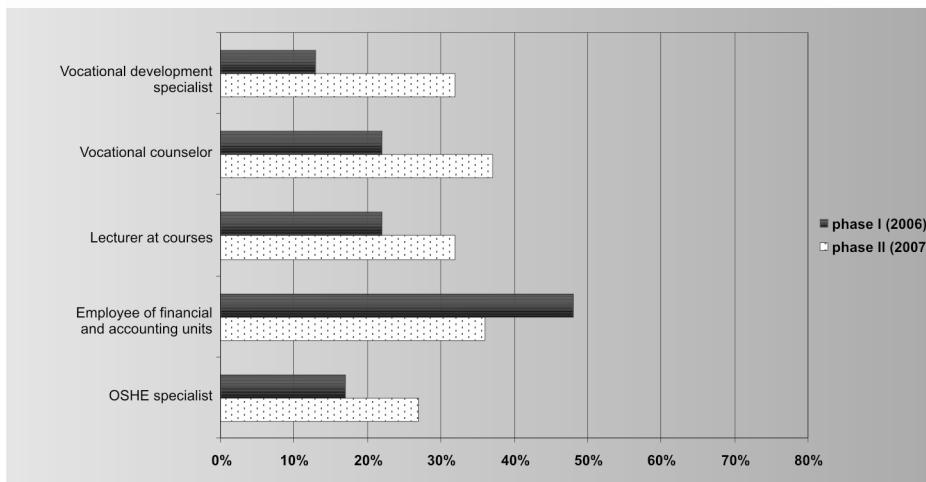
Employment policy



Vocational education



Personnel policy of enterprises



Social insurance

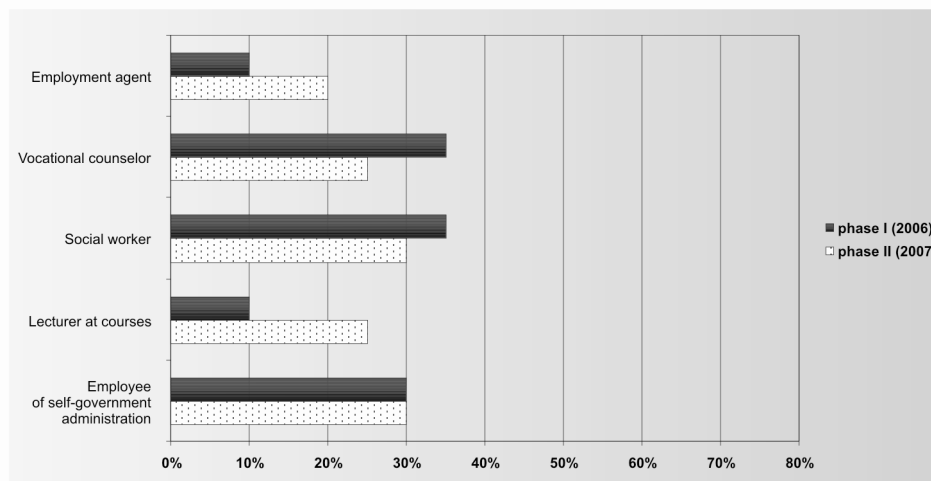


Diagram 3. Degree of application of standards in areas of: employment policy, vocational education, personnel policy of enterprises and social insurance

After a comparison of both phases of the research it is clear that the usage of standards is greater under phase II. One of the reasons is the fact that part of the respondents participate in project works associated with the development of new standards.

Most frequently used elements of professional qualification standards

Comparison of the usage of the individual elements of professional qualification standards in each of the four areas under phase II of the research is presented in table 10. Results of research under phase I were similar.

Table 10. The use of elements of professional qualification standards in all areas

Elements of professional qualification standards	Employment policy		Vocational education		Personnel policy of enterprises		Social insurance	
	N*	%	N*	%	N*	%	N*	%
Legal basis for performance of the profession	11	34.4	14	37.8	13	52.0	8	40.0
Synthetic description of profession	19	59.4	23	62.2	7	28.0	8	40.0
Positions	18	56.3	16	43.2	9	36.0	7	35.0
Professional tasks.	19	59.4	25	67.6	12	48.0	8	40.0
Constituents of professional qualifications	16	50.0	20	54.1	11	44.0	7	35.0
Extra-professional qualifications	8	25.0	12	32.4	3	12.0	5	25.0
Specification of qualifications: general professional, vocational and specialist for the profession	10	31.3	15	40.5	10	40.0	9	45.0

* N – the number of answers is not equal to number of respondents from the given area, because each of the respondents could name more than one element of the standard.

Professional tasks, as an element of professional qualification standards, are the most important for persons working in the area of vocational education and employment policy. For respondents representing the social insurance sector, the most important is the specification of general professional, vocational and specialist qualifications. In the area of personnel policy of enterprises, the respondents stated that legal basis is the most important element of the professional qualification standards.

Results of research from 2006 and 2007 show that the list of professional tasks is the most frequently used element of professional qualification standards (diagram 4).

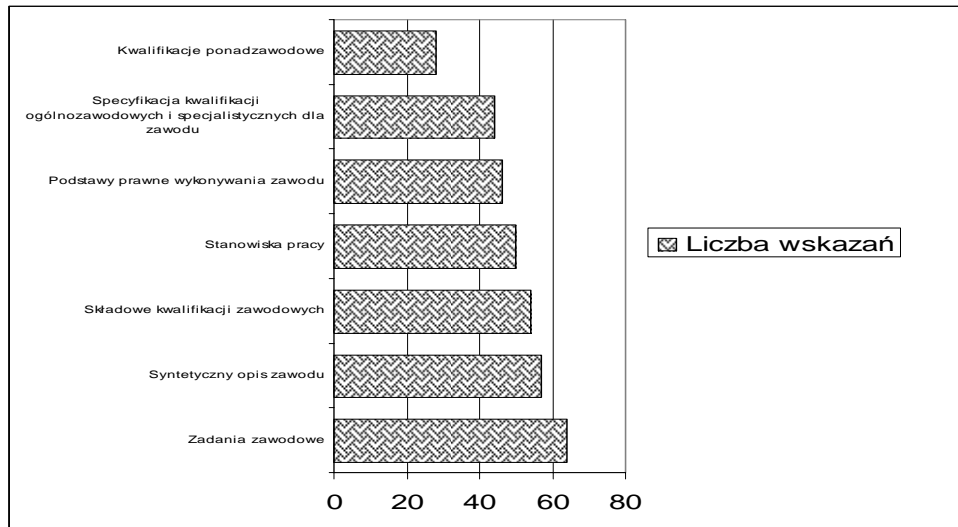


Diagram 4. Presentation of research results from phase II, on the use of elements of the professional qualification standards in four areas: employment policy, vocational education, personnel policy of enterprises and social insurance

Thus, we can assume that this element is the most useful in the course of work, and also that it is the most understandable and clear for the recipients. Half of the respondents cited the synthetic description of profession. Responses during phase I of the research were similar. The extra-professional qualifications are the element of standards which is used the least frequently by the respondents in their work. Similar results were obtained in 2006.

In summary, it can be stated that:

- the most important element determining the application of professional qualification standard is the list of professional tasks – both in 2006 and 2007;
- the second most important element is the synthetic description of profession.

The contents and structure of these two elements is the most understandable and useful. The time factor does not have a significant importance for the usage of particular elements of professional qualification standards.

The results of application of national professional qualification standards

The key outcomes of application of the professional qualification standards can be summarized in the following manner for the individual areas:

In the area of **employment policy** – about 40% of respondents confirmed that they use the standards with respect to preparing information materials on professions. Over one third of employment agents participating in the research,

over half of vocational counselors and almost one third of personnel advisors provided individual and group advice with the use of standards. The respondents have information on the standards, but they lack knowledge on the scope of their usage. In a comparison of results of phase I and II of the research, an increase of the degree of standards' usage is observed (see diagram 5).

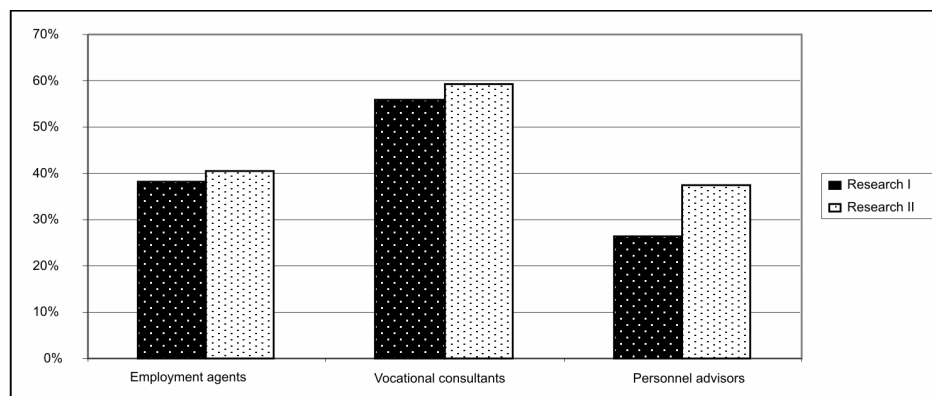


Diagram 5. Comparison of the usage of professional qualification standards in providing advice, under phase I and II of the research

In the area of **vocational education** – during phase I, 27% of the respondent institutions, and under phase II, 38% of them developed or updated school syllabuses and training programs with the use of professional qualification standards. Training programs for extra-scholar forms, developed with the use of standards, were applied in 11% of researched institutions in 2006, while in 2007 their proportion rose to 21% (their number doubled in comparison to phase I, see diagram 6). Thus, only some of the educational institutions confirmed the fact of using standards in their program work. In phase I, about 25% of educational institutions, and in phase II, about 36% of educational institutions developed the standards of examination requirements with the help of professional qualification standards. The program foundations were updated on the basis of professional qualifications standards in about 36% of educational institutions under phase I, and in phase II, in about 22% of institutions. Research result can be interpreted as proving incomplete knowledge of respondents on the potential applications of standards, as well as of too small number of standards for school professions.

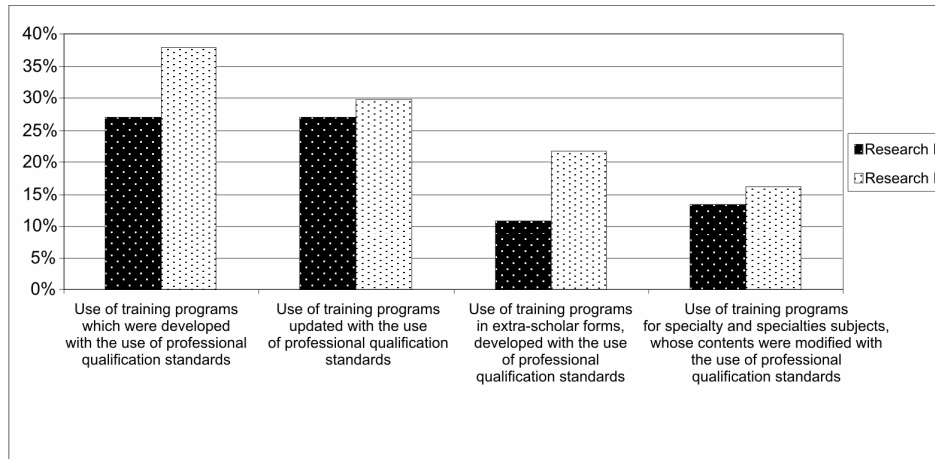


Diagram 6. Comparison of the usage of professional qualification standards in development and modification of training programs, under phase I and II of the research

In the area of **personnel policy of enterprises** the usage of standards is the largest. Despite the rather not very effective policy for disseminating information on standards, the respondents were aware of the opportunities for their practical application. In 32% of cases, standards were used to describe one or two positions, which can prove the need for using such documents, despite the small number of existing standards. It should be assumed that as the number of developed standards grows, their usage in the area of personnel policy would rise significantly.

In the area of **social insurance** – standards are used mainly for issuing decisions on partial or full incapability for work, and on invalidity. It should be added that the use of standards for both these purposes was very small – only 15% of respondents said that their institutions used the standards. The small degree of standards' usage in the area of social security decisions (see diagram 7) results from low level of knowledge on standards, and from using tools other than standards to issue decisions on ability to work (instructions in the form of guides, information brochures). The open question remains, are those tools sufficient and to what degree they could be replaced by professional qualifications standards.

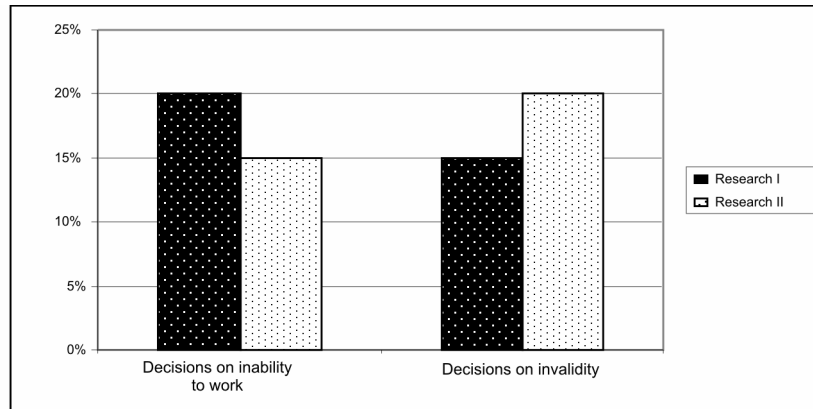


Diagram 7. Comparison of the usage of professional qualification standards in issuing decisions on ability to work, under phase I and II of the research

Full estimate of the degree of usage of professional qualification standards became possible after the second diagnostic research. Analysis of the results of standards' applications allows to state that during the period between the two phases of research (1 year) the use of standards in most areas increased, and that increase was significant in certain areas. A conclusion can be drawn that the relatively poor effects of using the professional qualification standards result not only from limited knowledge about them, but also from the small number of standards developed so far²⁶.

6.3. Benefits and barriers associated with application of standards

Among the numerous factors identified for the area of employment policy, the most significant benefits tied to standards' usage covered several issues. In the area of **employment agency services**, the largest benefits, according to respondents, can be obtained through increasing labor effectiveness of the agents, better evaluation of professional qualifications of job seekers, more effective search for employees for specific positions and better matching of employee qualifications to positions. In the area of **vocational consulting**, benefits can be obtained through the provision of basic information: on requirements for a profession, on tasks performed in a given profession, on positions at which employees in a given profession can be hired. A numerous group of respondents

²⁶ It should be reminded that the object of research I and II covered 53 developed professional qualifications standards. The Classification of Professions for Vocational Training contains 202 professions (Journal of Laws of June 26, 2007, no. 124, item 860); and the Classification of Professions and Specialties contains 1770 professions and specialties (Journal of Laws of June 1, 2007 no. 106, item 727).

stated that the standards would allow for better management of group classes with the unemployed, and many believe that the standards would help vocational consultants to supplement information contained in the files on professions. In the development of **programs for activation** or **professional mobility** of employees, benefits were seen resulting from better assessment of professional qualifications, provision of information on requirements posed for employees in particular professions, and development of training programs for the unemployed. Benefits associated with application of standards in the field of employment policy are illustrated in diagram 8.

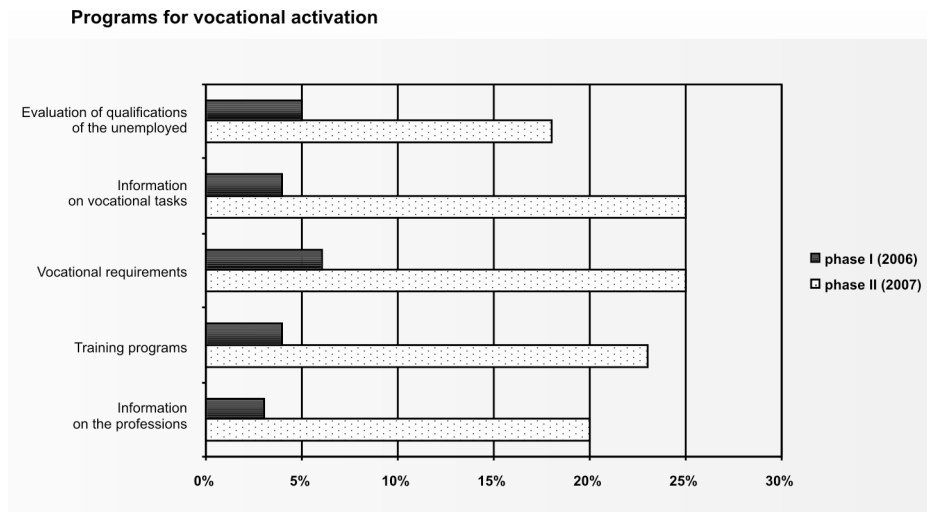


Diagram 8. Benefits tied to application of standards in the field of employment policy

Specific benefits tied to standards' application were identified also in the area of vocational education. In the area of development of **examination standards**, respondents saw the opportunity to unify and build the examination requirements. With respect to the development of **education standards** and **assuring quality of education**, benefits were seen in terms of creating good conditions for the education process, and defining uniform criteria of requirements towards teachers. In terms of **comparability and recognition of professional qualifications**, the identified benefits covered increased transparency of the system for training and development in a given profession, enabling the assessment of students' professional qualifications and comparing them against the standard, increasing the credibility of qualifications, as well as assistance in selecting the best candidates and graduates.

In the area of personnel policy, benefits cited by respondents included the **creation of job description and competency profiles**, and specifically the organization and uniformity of knowledge on the individual professions, as well as introduction of clear, unambiguous requirement criteria for professions. In the area of **employee recruitment**, the benefits include the opportunity to im-

prove recruitment system, and the drawing of qualification requirements on the basis of standards, as well as the opportunity to hire employees with the appropriate qualifications. The standards could contribute to a better selection of employees for specific positions, proper use of their qualifications and precise definition of job descriptions. In the planning of **professional development**, the benefits for employees resulting from the use of standards can include: increase of professional qualifications, better use of employees' potential, improvement of the training system, and the opportunity to define career paths for employees. Benefits associated with application of standards in the field of personnel policy are illustrated in diagram 9.

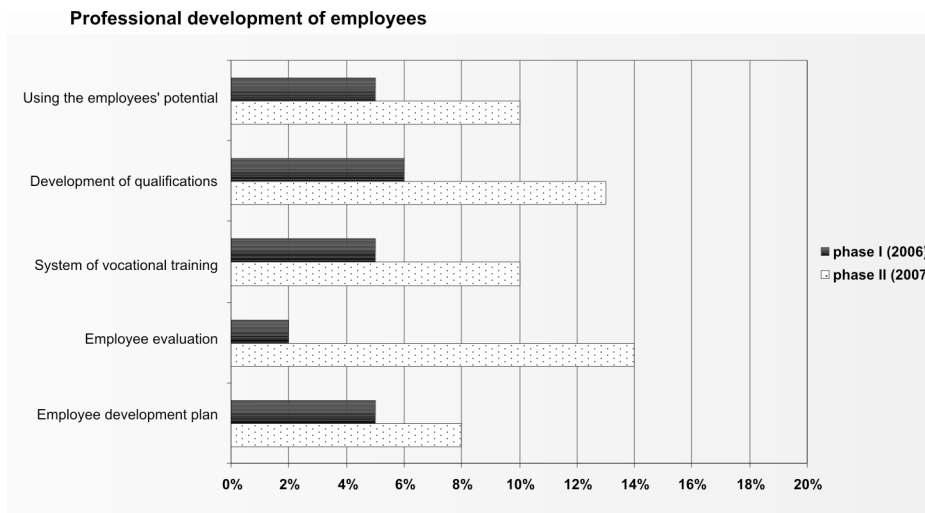


Diagram 9. Benefits tied to application of standards in the field of personnel policy of enterprises

Finally, in the area of social insurance, the respondents cited benefits tied to **assessment of occupational risk**. Standards could contribute to more flexibility in changing job positions for persons threatened with accidents, better matching of persons with specific illnesses to given positions, better assessment of employee's qualifications to perform a specific profession. The respondents dealing with **matching the type of work to employee's incapacity** stated that standards can facilitate employment "under normal conditions" for the disabled persons - not only in special workplaces for the disabled. They also stressed the opportunity for precise definition of counter-indications for the disabled to work in a given profession, and easier classification for performing given professions. It is worth noting that respondents from this area - despite their rather small knowledge of standards – see the benefits tied to standards' application more frequently than respondents from other areas.

In summary of the above opinions, we can state that a large part of respondents in the phase II of research had extensive knowledge on the potential benefits associated with application of standards in the individual areas. In comparison with phase I of the research, where only a small part of the respondents were aware of the opportunities for using the standards, during phase II almost all respondents expressed their opinions on this matter. This may prove that the time factor is important, and that it influenced the absorption of knowledge on standards, their use and potential benefits. The conducted research suggests that the largest barriers associated with the use of standards are encountered in the area of personnel policy, and problems are the least frequent in the area of employment policy.

Statements on barriers could be organized and summarized in the following manner:

- difficult access and opportunity of using standards in the daily practice,
- interpretation of the standards – difficulties with matching the professional tasks to skills, knowledge and psychophysical features,
- lack of specialist preparation of the persons using the professional qualifications standards,
- structure of standards not transparent, complicating their application,
- lack of financial means to implement the standards,
- lack of standards for new or deficit professions.

On the basis of the collected research material, the postulate can be formulated to increase actions meant to disseminate the standards as well as the knowledge on their potential applications. There exists the need to conduct training on the application of professional qualifications standards in the communities of their potential users. Linking professional qualifications standards with the current vocational training, and especially with the syllabus foundations for vocational training, the curricula and examination standards is the fundamental feature of the universal and complete source of information on a given profession, in the opinion of representatives of the education area.

Representatives of the labor market see the need to apply standards especially for the description of qualification requirements for professions, that would be the basis for employee assessments or drawing job descriptions appropriate for positions in a given profession. Given the standards' structure, it turns out that the most useful element for personnel services in the area of employees' recruitment or their professional development is the list of occupational tasks and the synthetic descriptions of the profession, which enable the building of employee's competence profile.

The research on the use of existing standards in the various areas (employment policy, vocational education, personnel policy of enterprises, social insurance), research diagnosing demand for further standards, as well as dissemination activities including seminars and conferences confirmed the significant interest among social partners, especially units of public employment ser-

vices, continuous education center, trade unions and organizations of employers. They pointed out to the benefits that the use of standards offers for: career planning and professional development of employees, the process of vocational consulting and advice, design of teaching programs, development of professional activation programs, setting the national framework of professional qualifications under educational standards, and the system of quality of vocational education and training.

On the basis of analysis of the existing professional qualifications standards, it can be stated that they contribute to bringing the requirements of vocational education closer to the labor market demands. Authors' teams, who design the innovative vocational training programs under a modular structure use the standards' descriptions as a source of information on the skills and knowledge needed to carry out occupational tasks in the given profession. Those programs in turn are the basis to develop the teaching syllabus in the form of an educational package.

The research participants, especially employees of enterprises, persons working in the field of human resource management and planning of employees' professional development, proposed to extend project works to include standards for new professions, which are as of yet not included in the classification of professions and specialties. The education community expects also the development of standards for examination requirements, to confirm professional qualifications. Requirements contained in this document should be formulated on the basis of actual descriptions of occupational tasks, functioning at particular positions. The proper instrument to assure objective and complete lists of necessary skills are the professional qualifications standards.

On the basis of research results, the following **conclusions** can be formulated:

- 1) it is necessary and purposeful to organize broad campaigns informing of the functioning of national professional qualifications standards, and on the opportunities for their application;
- 2) access to standards at the Ministry of Labor website should be made simpler, by placing their full versions in the PDF format and abandoning the need to register, so that all those who need and want to can use the standards;
- 3) the professional qualifications standards should be modified and updated every three to five years (depending on the sector); The process of identifying the labor market needs and expectations of employers should be performed on a continuous basis;
- 4) it would be justified to establish a separate institution or official body, whose nature would be inter-institutional and inter-disciplinary. Its employees or members, with the necessary professional and methodology background, would deal with the development of new standards, as well as the improvement and update of each of the existing standards;

- 5) it is recommended that for each sector of the economy, a separate team of experts, researchers, performers and evaluators would be established, with appropriate background, education and professional experience, tied to the relevant sector, and guaranteeing the development of high quality standards;
- 6) it is necessary to introduce legal regulations on the rules and manner for the functioning of professional qualifications standards in the labor market.

7. NATIONAL QUALIFICATION FRAMEWORK AND DEVELOPMENT OF THE LIFELONG LEARNING SYSTEM

Agnieszka Majcher-Teleon

7.1. The concept of National Qualifications Framework

The construction and development of National Qualifications Framework is in many countries believed to be the key for development of continuous education, promotion of the ‘lifelong learning’ culture and increase of human capital. The Qualifications Framework is, broadly speaking, a tool for inter-sectoral comparison and classification of qualifications to the specified levels of learning outcomes, which are used to integrate and coordinate national sub-systems of qualifications, and to improve the transparency, accessibility, development and quality of qualifications. The advantage of modern qualification framework is the switch from defining qualifications with respect to scientific titles, diplomas and certificates obtained at the completion of a certain, specific phase of education – usually expressed in years of training and based on a specific syllabus – to the definition of qualifications with respect to knowledge, skills and competencies necessary to perform specific professional tasks. Such approach allows to increase the value of continuous training and extra-scholar forms of training, to validate qualifications acquired by non-formal means²⁷ and at the workplace, and facilitates the increase and change of qualifications.

The qualification framework, understood as description of specific qualifications and links among them, exists in every country, but usually is limited to school education. More comprehensive solutions, based on a changed approach to the

²⁷ The non-formal learning, under the new approach proposed by the Ministry of Education, refers to participation in a formalized education process, not included under the national system of qualifications, which can lead to obtaining qualifications recognized on a voluntary basis. Informal learning refers to a process that is not formalized – both intentional (self-learning), and unintentional – the involuntary process of learning occurring through the whole life, most intensely during early development phases. This division replaces the earlier definitions of informal and incidental learning, and is in line with the definitions proposed by EUROSTAT.

concept of qualifications, were introduced by many countries – however, each of them adopted a slightly different model. Countries such as Ireland, Northern Ireland, Scotland and Wales adopted the model of uniform qualification framework, covering all levels and sectors of training. France, Denmark and Finland focused on the vocational training system based on competencies and allowing for validation of informal training or education²⁸.

Recently, also the European Union intends to introduce the so-called European Qualifications Framework (EQF) which would be a system of reference for all kinds of qualifications obtained in the individual countries, would facilitate comparison of qualifications and promote mobility to pursue education and employment goals. The intent is also to tie the European Qualifications Framework to solutions in the field of recognition of education and quality assurance, the common rules for identification and validation of informal education, and the Europass (uniform European framework for the transparency of diplomas, certificates and qualifications).

7.2. National Qualification System and National Qualifications Framework

Qualifications framework is a subject which since mid-1990's surfaces increasingly frequently in the debates on strategies and policies for development of education and training systems, and in the studies and documents of the OECD, ILO²⁹ and EU. In the meantime, qualifications frameworks were introduced by many countries, such as Great Britain, Australia, New Zealand, South Africa and recently Ireland. Certainly, very often the decisions to implement qualification frameworks were of political nature, because there still is no empirical evidence that the qualifications framework – whose development is very costly – fulfills properly its role in supporting the development of human resources and socio-economic development.

The idea of qualifications framework is based on the philosophy of “competencies”, developed in Great Britain in the 1980's with respect to vocational education. It is based on the belief that qualifications have to be defined in relation to the results of education and acquired skills, and not in relation to the contents and length of the education or training program³⁰. A characteristic element of this new, neo-liberal approach was the leading role granted to employers in the definition of qualifications and training needs (in other words:

²⁸ Draft 2006 joint progress report of the Council and the Commission on the implementation of the “Education & Training 2010 work program”.

²⁹ ILO Recommendation no. 195 on development of human resources: education, training and continuous education, adopted in July 2004, recommends the implementation of National Qualifications Framework as a means for the promotion of transparent evaluation tools, certification and recognition of acquired skills.

³⁰ Young, M. 2005. National qualifications frameworks: Their feasibility for effective implementation in developing countries. ILO Skills Working Papers No. 22.

subordinating the contents and profile of education/ training to the requirements of the economy and the labor market), contrary to the previous model under which the education institutions/ teachers/ bureaucrats determined the contents and type of qualifications (with areas of science being the points of reference).

In Great Britain, which was the leader in this area, the qualification framework was based on standard defined by the employers, and originally was limited to the two lowest levels of qualifications. In the mid-1990s, the concept of qualifications framework has been tied in a more systematic manner to the policy for development of continuous education, especially thanks to the opportunity for recognizing skills acquired in the course of non-formal learning, irrespective of the age of the person acquiring the qualifications. This allows for more effective ways for preventing the negative consequences of "dropping out" of young people from the education system. It is also a useful solution to encourage adults, not interested for various reasons in gaining knowledge and skills under the formal (institutionalized) system, to obtain new qualifications.

During the recent years, the concept of qualification framework has been enriched - on the basis of very positive experience with the European Credit Transfer and Accumulation System (ECTS) used in the academic world – with the so-called transfer points³¹. Application of this tool allows for increase and change of qualifications on the basis of the qualification units, obtained earlier at various times, locations and manners (the so-called credits, or transfer points). The qualifications framework was gradually applied – at least as a concept – to the whole system of education, and all its sectors (the formal system – schools for the young and for adults, and the extra-scholar system - continuous education, self-learning, experience gained at the workplace) and levels, including the higher learning institutions. The qualifications framework was no longer associated with vocational education only, and confirmation of skills acquired by persons who had no professional qualifications.

The rules which govern the Qualifications Framework – in contrast from other or earlier qualification systems – can be summarized in the following manner:³²

- all qualifications are described according to the same methodology;
- all qualifications can be allocated to a specific level, and those levels build a hierarchical structure;

³¹ The transfer point (credit) describes in a quantitative manner the value of a given education unit. It can be transferred and recognized in the course of acquiring qualifications other than those for which it has originally been planned. The credit points allow to accumulate the acquired knowledge and skills. Rules associated with the process of valuation of education units, the transfer and accumulation of points build the framework of credit points (transfer points).

³² M Young, 2005. National qualifications frameworks: Their feasibility for effective implementation in developing countries. ILO Skills Working Papers No. 22.

- qualifications refer to learning outcomes and are independent of the manner and place of acquiring the knowledge or skills, duration of education and its contents;
- qualifications are classified (in the case of professional qualifications) with respect to professional areas;
- the National Qualifications Framework is a point of reference, which allows to evaluate each education incident in the context of its potential contribution to qualifications;
- each element of qualifications (partial qualifications) can be allocated a numerical value which facilitates the accumulation, transfer (of partial qualifications) and comparison of qualification.

As mentioned above, we face a certain shortage of empirical evidence that the qualification framework is indeed a useful tool to achieve the set goals. This is not an insignificant problem, as the design and implementation of National Qualifications Framework is a long-term process, involving huge resources of time, labor and finances. The ambitious goal of filling this research gap was undertaken by the OECD (the Education Committee) in the course of one of its recent projects, *The Role of National Qualifications Systems in Promoting Lifelong Learning*³³. The research subject has been defined very broadly: it covered various tools of the policy for lifelong learning, and 23 countries participated in the research. The concept of qualifications framework was the key under this research, because it was treated as the main tool for the reform and management of Qualifications System³⁴. Statistical analyses based on data from both micro (individuals or enterprises) and macro levels (data aggregated on country level) did not bring satisfying results. This results not from the lack of correlation among well functioning qualifications systems and high ratios of participation in education and training, but rather from methodological reasons: problems with making the well functioning qualifications systems truly operational, the too-complicated relationship linking both variables, and the lack of possibility to express this relationship in numerical form. Despite these problems, qualitative evidence was collected of the positive role that the National Qualifications Framework may have. This includes:

- 1) a more cohesive and transparent system of qualifications;

³³ OECD 2005a. Moving Mountains. How can qualifications systems promote lifelong learning (Preliminary edition).

³⁴ The qualifications system under the OECD definition contains all aspects of activities in the given country, which attempt to and end with recognition of education. This system includes the means for developing and making operational the national and regional policies with respect to qualifications, the institutional infrastructure, the quality assurance system, the process of evaluation and granting of qualifications, recognition of skills and other mechanisms that bind education and training with the labor market and the civic society. The qualifications systems can be integrated to a different degree. One of the features of the qualification system can be the creation of the so-called Qualifications Framework.

- 2) easier access to qualifications, including groups of persons excluded and threatened with social exclusion;
- 3) improvement of the system's functioning (facilitating the increase of qualifications);
- 4) assuring better flexibility for the learners, suppliers and organizers of education, as well as for the other users;
- 5) promotion of vocational training and lifelong education (also through increased access to higher learning institutions);
- 6) better matching of qualifications to the needs of the labor market;
- 7) promotion of investment into and participation in continuous education at the workplace;
- 8) facilitating career planning and further professional development;
- 9) facilitating foreign mobility for the purposes of further training and employment.

Such regulation of the issue of qualifications allows to build mutual trust and durability of the qualifications systems. The existence of frameworks allows to maintain stability of qualifications while increasing their flexibility, facilitates further decentralization and increase of autonomy of the education and training providers / educational institutions, without posing a threat for the quality of acquired qualifications, while assuring the minimum requirements with respect to qualifications standards, skills and rules for accreditation³⁵.

7.3. European Qualifications Framework

The need to increase transparency with respect to qualifications and lifelong learning has been perceived also on the European level. At present, the mobility of citizens in the European labor market and access to lifelong learning opportunities at all levels and in various environments of education and training is limited, because of the huge variety of educational systems in the European Union.

Increase of transparency with respect to qualifications and lifelong learning has been selected, during the meeting of the European Council held in Lisbon in 2000, as the main element of actions meant to adapt the European systems of education and training both to the needs of the knowledge-based society and to the need for increasing the level of employment and workforce quality in the European Union. This has been stressed again during the meeting of the European Council in Barcelona in 2002, which called for the introduction of instruments meant to assure transparency of qualifications. The Council's Resolution of June 27, 2002 on lifelong learning called the member countries to cooperate and build bridges between formal, informal and non-formal education. This was the fundamental condition for building the European area of lifelong learn-

³⁵ OECD 2005a. Moving Mountains. How can qualifications systems promote lifelong learning (Preliminary edition).

ing, on the basis of achievements of the Bologna process with respect to university education and promotion of similar activities with respect to vocational education. The call for development of European qualifications framework was also repeated in the joint report of the Council and the Commission from 2004, on the implementation of the *Education and Training 2010* program, and in the context of the Copenhagen process, in conclusions of the Council of November 15, 2004 on the future priorities of enhanced European cooperation in Vocational Education and Training (VET). Finally, in the context of renewed Lisbon strategy, the employment guidelines for the years 2005-2008 also stress the need to provide flexible learning paths and to increase the mobility of students and interns through increasing transparency of qualifications, and enabling the validation of informal and non-formal learning outcomes.

European Qualification Framework is not the only initiative meant to increase transparency of qualifications. In the context of efforts made to remove barriers to the mobility of employees and learners, the most important elements are the Europass, and the ECTS and ECVET systems. Europass – the set of European instruments/ documents used by individuals to define their qualifications and competencies (including diploma supplements, CVs, the so-called language passport, etc.) was introduced by force of decision no. 2241/2004/EC of the European Parliament and of the Council of December 15, 2004 on a single Community framework for the transparency of qualifications and competences (Europass). The ECTS - European Credit Transfer System in higher education, and the currently developed ECVET - European Credit (Transfer) System for Vocational Education and Training – will facilitate the citizens to accumulate educational incidents from their education and training in various countries. All those instruments shall be tied to the European Qualifications Framework. For example, the future development of Europass will have to reflect the establishment of the European Qualifications Framework. The important documents of the Europass - especially the Europass Diploma Supplement and Europass Certificate Supplement, confirming vocational qualifications, shall contain a specific reference to the appropriate level of European Qualifications Framework.

The main components of the European Qualifications Framework are the European reference levels, defined through the learning outcomes³⁶, as well as mechanisms and rules for voluntary cooperation. It is recommended for the

³⁶ At present this is a set of 8 reference levels which shall constitute a common and neutral reference point for the bodies dealing with training and education on the national and sectoral level. The eight named levels cover the whole scope of qualifications, starting from the ones achieved at the end of obligatory education and training to those obtained at the highest levels of academic and professional education and training. Description of the eight reference levels of the European Qualifications Framework is based on learning outcomes, defined as what the learner knows, understands and is able to do upon completion of the learning period. Switch to the learning outcomes introduces a common language which allows to compare qualifications on the basis of their contents and profile, and not the methods and processes of teaching them.

Member Countries to apply the European Qualifications Framework as a point of reference for their qualifications systems, through linking the qualifications levels with the respective levels of European Qualifications Framework; and to develop, in appropriate cases, the national qualifications framework. Also, the Member Countries are also advised to apply an approach based on learning outcomes for the purposes of defining and developing qualifications, promoting the validation of non-formal and informal learning, and designating a national center of the European Qualifications Framework, in order to support and coordinate the links between the national qualifications systems and the European Qualifications Framework, in particular through assuring the application of mechanisms for quality assurance and transparent procedures³⁷.

7.4. National Qualifications Framework and development of the lifelong learning system in Poland

The European process of consultations on the European Qualifications Framework, commenced in 2005, and the obligation for Poland to prepare in 2007 a cohesive, intra-sectoral strategy for lifelong learning gave an impulse to intensify the work on development of National Qualifications Framework, as well as on the system for recognition of qualifications acquired through non-formal and informal learning.

It is a fact, that the insufficient and scattered regulations for the sector of informal learning in Poland, and the limited opportunities for validation of non-formal and informal learning (including skills acquired through professional experience) are the source of many different problems. An example from the daily practice of labor offices is the case of persons who, due to not graduating from a school of specific vocational profile, and only the general secondary school, remain without formal vocational qualifications – despite sometimes many years of professional experience, e.g. as salespersons. Lack of opportunity to validate skills obtained outside the formal education system – scholar or extra-scholar, lack of clarity of the acquired qualifications, the mismatching of qualifications and demand, or indeed lack of awareness of what qualifications are sought by the labor markets – these barriers obstruct the planning of further training, development of qualifications and mobility of the workforce. The development of the National Qualifications Framework and related solutions (such as the system for validating informal and non-formal education) should be treated as one of the ways to eliminate these barriers.

There is a whole range of financial and non-financial stimuli which can increase demand for adult education on one hand, and supply of training services on the other hand. These stimuli include, primarily, increasing the return rate on investments into education, made by individuals and enterprises. This can be

³⁷ See Commission Motion regarding the Parliament and Council Recommendation for establishing European Qualifications Framework for lifelong learning, of September 5, 2006.

achieved, primarily, by improving the quality of education (so that every investment into training made by the employees or employers is reflected in higher labor productivity), the cost effectiveness and the promotion of salary structures that better reflect differences in education³⁸. An element that is especially important in this context is the clarity of qualifications, their direct influence on productivity, and clearly formulated rules for recognition and confirmation of qualifications – including skills obtained under non-formal and informal learning.

Despite the relatively satisfactory level of education of Poles, as compared to other European countries, research of the OECD suggests that school education in Poland does not give the pupils and students sufficient foundations for further development and supplementing of qualifications. Also, too many persons – especially those from the pre-transformation generations – stop their education at the level they acquired long ago, which is usually relatively low. The occupational and geographical mobility of Poles, compared to other countries, is also unsatisfactory. It is therefore necessary to combat the conviction that once acquired education is enough to last the whole lifetime and to promote benefits resulting from having high and up-to-date qualifications. The conviction of the lack of need to supplement one's qualifications seems to be one of the most serious psychological barriers to the development of continuous education in Poland. Without creating the need for supplementary education all other institutional solutions, whose goal is the development of continuous education, can turn out to be ineffective. On the other hand, there are no clear signals on the profitability of education, increase or change of one's qualifications. Thus, without institutional changes and creating a complex system of incentive, it is difficult to motivate anybody to undertake the educational efforts. Secondly, at this time there is no opportunity for confirming qualifications acquired at the workplace in the course of performing one's professional duties, or outside of work, during free time etc. The lack of officially recognized qualifications (based on clearly defined standards) of persons who have vocational experience or other specific skills has a negative influence on the labor market transparency (the employer needs to verify the qualifications of every newly hired employee), and makes career planning difficult. It seems that the priority should be to build a system for recognition and confirmation of qualifications, and continuation of work on professional qualification standards, which have to be a point of reference for qualifications acquired in the course of this procedure and which are the basic element of (professional) qualifications framework. It is also worth pointing out that informal / self-learning enjoys significant popularity among Poles, including persons with low qualifications. Its important advantage is also the fact that self-learning is one of the cheapest forms of learning. Financial outlays are required only to build and maintain a system for recognition and certification of qualifications acquired in this way.

³⁸ OECD Recommendations for Poland – Poland Country Note 2005

In the recent years, intense activities were undertaken with the view of participating in the implementation of the Lisbon Strategy, in the area of building knowledge-based economy. The ministries responsible for education and labor participate in the modernization of education system. This work concentrates on improving the quality of continuous education offer and adapting it better to the labor market needs – including activities to increase transparency of qualifications. Under the PHARE 2000 project, professional qualification standards were developed for 40 professions, on the basis of research of employers' requirements. Programs for modular vocational training were developed, together with teaching materials, on the basis of concept of the International Labor Organization, for 227 work scopes. Electronic databases were also designed and filled with contents of all qualification standards and modular training programs, developed under various projects (the World Bank, PHARE 98 and PHARE 2000). Information resources of these databases are made available to the interested persons via the Internet. Currently work is underway to develop further 200 professional qualification standards under projects financed from the European Social Fund. Following the introduction of the „Strategy for development of continuous education by the year 2010”, the ministry in charge of education is also working on and implementing new legal and institutional solutions, which are the first steps towards assuring the links between the school and extra-school systems, and to shorten the period of learning in schools for adults. A very valuable initiative in this context is the regulation of the Minister of National Education and Sports on the acquiring and supplementing by adults of general knowledge, professional skills and qualifications in extra-scholar forms³⁹. It enables the recognition, under certain conditions, of the grades obtained after completing vocational courses for the purpose of continuing education in schools for adults which offer training for professions included in the classification of professions in vocational training. It also introduces the opportunity for confirmation of vocational qualifications obtained in certain extra-scholar forms, meeting certain demands as to course duration and ending with an examination organized under rules set forth in this regulation. The ministry of education is also undertaking actions meant to increase transparency of qualifications (for example, by allowing regional examination boards to issue diploma supplements confirming professional qualifications⁴⁰ and increasing the quality of informal education through creating framework of institutional accreditation for training in extra-scholar forms).

³⁹ Regulation of the Minister of National Education and Science of February 3, 2006 on the acquiring and supplementing by adults of general knowledge, professional skills and qualifications in extra-scholar forms. (Journal of Laws of 2006, no 31, item 216).

⁴⁰ This supplement is one of the 5 documents constituting the single Community framework for the transparency of qualifications and competences (Europass). Earlier it was allowed to issue a similar document for graduates of universities and other tertiary schools (Supplement to Diploma of a higher education institution).

Despite the above achievements, the current actions undertaken under the Lisbon Strategy, the program “Education and Training 2010” and other European and domestic strategies, while moving in the right direction, were still incomplete, often undertaken ad hoc, without a broader vision for their final effect.

This could change with the development of the new Strategy for Lifelong Learning 2007–2015. This strategy focuses primarily on changing the approach to learning in itself, and to the concept of qualifications defined as the essence of the whole Strategy. The main element of the Strategy will be the new approach to qualifications. Traditional descriptions of qualifications were oriented on description of the process of learning and conditions in which qualifications were acquired. Under the new approach, which is meant to offer citizens increased mobility in learning, performance of work and other activities, the pressure is put on the results-focused description of qualifications – in other words, what the given person really knows and what he/she can do, and not where and how the person was trained or educated. This strategy assumes also the undertaking of work on the creation of a modern National Qualifications System, including the National Qualifications Framework and a validation system – evaluation of the value and confirmation of qualifications acquired outside the formal education and training system.

7.5. Professional qualification standards versus the National Qualifications Framework

One of the most important aspects of Qualifications Framework is the fact that the qualifications description is based on learning outcomes, defined as what the learner knows, understands and is able to do upon completion of the learning period. This is a significant progress in comparison to the current model for qualifications’ description – based on the location, duration and method of learning. Abandoning of the old model of qualifications’ descriptions opens, primarily, new opportunities for recognition of competencies acquired outside formal education system, including those acquired in the course of work or self-learning process. This should encourage the citizens – who are usually unwilling to accept additional, not to mention needless, time and effort - to learn and increase qualifications, facilitate the recognition of the learning process and education which occur in all areas of life. Thus, it should help to build a culture of lifelong learning. It has to be remembered that to change the approach to qualifications, it is necessary to abandon the academic traditions of defining qualifications and move towards qualifications defined in line with needs of employers and requirements of the labor market. Transparency of qualifications that is to be guaranteed by the National or European Qualifications Framework, means not only their clarity for the learners, but also for employees and employers. A description of what the learner knows and is able to do upon completion of the learning process should refer to the knowledge and skills useful in

the labor market, or even indispensable to perform specific professional tasks. The professional qualification standards, understood as description of qualifications necessary for effective performance of tasks comprising the given profession or specialties, diagnosed in empirical research and as such reflecting the current needs and demands of the labor market, may and should be used in the broadly defined education system: for the purpose of developing teaching syllabuses, examination standards, for the development of validation system and the National Qualifications Framework. Due to the fact that work on the National Qualifications System and the National Qualifications Framework is yet to commence in Poland, it is difficult to foresee the final shape of these works – especially given the variety of models applied in countries which already have modern systems and frameworks of qualifications. Undoubtedly, an attempt to build the National Qualifications Framework without taking into account the labor market requirements and expectations of employers, included to a certain extent in the professional qualification standards, would be simply another proof that the education system is separate from the needs of the labor market, which has been pointed out for many years. Thus, the use of professional qualification standards for the development of the National Qualifications Framework and the associated system for validation will require the will to overcome mutual prejudices between the two systems – the one of education, and the one of the labor market.

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8. ROLE AND TASKS OF THE PROFESSIONAL QUALIFICATIONS STANDARDS IN PROGRAMMING OF VOCATIONAL CONTINUING TRAINING

Janusz Moos, Małgorzata Sienna

8.1. Professional qualifications standard as the driver of changes in the continuing training processes

Development, popularization and implementation of the professional qualification standards to the practice of school and extra-school education will allow to define the “input” of the continuous education processes (figure 1).

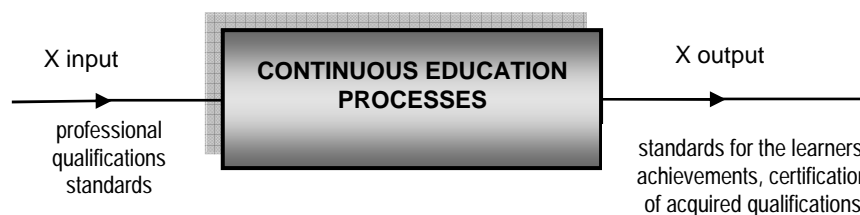


Figure 1. The standard as the „input” of education processes

The professional qualifications standard shall become an important driver of changes in the continuous training processes, covering the following areas: pre-vocational training, pro-vocational training, vocational training, continuous education of adults. Those areas identify the most important issues of labor pedagogy.

For the purpose of these consideration, the reflection on professional qualification standards in the context of relationship “human – citizen – employee” is very interesting and important for these consideration. In the dimension of edu-

cational processes, its counterpart is the relation “human – education – labor”. It is also important to reflect on the standards with reference to the concept of lifelong learning, which is a condition to implement the idea of knowledge-based society. This concept is based on the definition of continuous education as a complex of **formal** educational processes (from primary to higher learning, including school-based vocational education), **informal** (education outside the formal school system) and **non-formal** (the not organized, not systematic and lasting for the whole life process of learning through everyday experience and the educational influence of one’s environment).

8.2. The informative role of qualifications standards in vocational counseling and career planning

The professional qualification standards shall play an important **informative** role – presenting the opportunities for achieving extra-professional, general, occupational and specialist qualifications through learning in various areas of continuous education and through the performance of foreseen professional tasks. Access to information on professional qualifications may be direct (research performed by participant of the process of pre-vocational training, provocational training, vocational training and continuous education of adults), or indirect – through vocational counselors, teachers-educators or other employees of institutions supporting educational processes (such as centers for vocational information and counseling, supporting the recognition of individual predispositions, presenting the available educational paths and providing information on professional qualification standards).

The professional qualification standards have a particularly important informative function in the process of selecting the future path for achieving qualifications (pre-vocational and pro-vocational education), in the processes of making decisions on learning a specific profession and the processes of changing qualifications or acquiring new, specialist professional qualifications in the light of new technologies and new work techniques (continuous learning of adults).

The use of this function varies depending on the phase in career’s development. For the purpose of this analysis, it is interesting to look at the phases of professional development, identified by Super⁴¹:

- the growth phase covers the period of fantasies (learning professional roles through play), the period of interests (age 11 to 12) and the period of analyzing own talents from the standpoint of professional requirements (age 13 to 14);
- the search phase covers the period of making the first professional choices (from 15 to 17 years of age), the period of the education process and defin-

⁴¹ W. Trzeciak, E. Drogosz-Zabłocka (eds.): Model of integrated vocational consulting in Poland. Task Force for Training and Human Resources (BKKK), Warsaw 1999.

ing the area of professional activity, as well as starting work (up to 24 years of age);

- the phase of early professional maturity covers the period of attempts – potential changes of professional choices and defining one’s professional position (from 25 to 30 years of age), and the period of activity that matches the selected model of career (from 31 to 44 years of age);
- the phase of consolidation, covering various kinds of professional activity, acquisition of new qualifications or stability and development of the selected career path (age from 45 to 64);
- the phase of identifying new opportunities for activity in the form of selective participation, and as observer (age 65 onwards).

By selecting from the various concepts of professional development the phases identified by Super, we want to present the relationship between these phases and the areas of continuous education, identified by educationalists, as well as the information role of the professional qualification standards for each area and for the identified phases of professional development.

It is worth to enrich these considerations with the concepts of “maturity for career” and “adaptation to career”, introduced by Super, which cover all continuous education processes.

Indirect access to information on professional qualifications through vocational counselors is stressed in numerous documents (including the „Strategy for development of continuous education by the year 2010” adopted by the Council of Ministers in 2003). The need for developing the counseling services to serve the purposes of continuous education is treated as an important priority, which is very good. It is assumed that these services would include educational and vocational advice for the “broad range of recipients at each phase of life and career, and would be focused on the needs and requirements of customers”. If the contents of professional qualification standards are used by vocational counselors in the area of vocational counseling, and more broadly, in constructive counseling (vocational counseling is placed, increasingly frequently, in the broader context of life counseling), this can significantly increase the level and effectiveness of the counseling service. In the three areas of continuous education - the pre-vocational and pro-vocational and vocational education – a special role may be played by school vocational counselors who should be employed by schools.

The programming of continuous education refers to school-based education (school-based pre-vocational, pro-vocational and vocational education), non-formal and informal education, as systems which complement each other.

The roles and tasks of the professional qualification standards in the programming of continuous education can be considered from the systemic perspective (complementary areas of education), taking into account the information function for vocational counseling, as well as from the individual perspective, taking into consideration all constituents of education program.

8.3. Drivers determining the role and importance of professional qualifications standards in the design of continuous education

During the discussion of the role and tasks of professional qualification standards, we want to refer to the particularly interesting statements made by professor Stefan Michał Kwiatkowski and doctor Ireneusz Woźniak, on the “duality of education goals and the need to maintain balance between what can be called as man’s environment and the essence, or the interior of man”⁴². Authors of the study on the professional qualification standards and educational standards perfectly illustrate the need to achieve a balance between what the economy needs, and what assures full development of a human being.

Needs of the economy, expressed in constant changes of economic processes, forced by competition, technical development and changes in work organization, cause variability of the labor market.

Linking these needs of the economy (and its variability) with the analyzed model of continuous education may be assured by a professional qualification standard that “draws” from the economy and the labor market the goals that should be achieved by all areas of education.



Figure 2. Standards as converters of goals

Professional qualification standards as the converters of goals “from the economy to education” shall constitute the drivers of changes in the system of continuous education (figure 2). The identification of extra-professional, general, occupational and specialist qualifications, and the earlier mentioned four areas of continuous education allows to divide the drivers of changes into two basic groups:

- **external**, referring to the environment of the education system and reflecting the influence of technical revolution, including the information revolu-

⁴² S.M. Kwiatkowski, I. Woźniak (eds), *Professional qualification standards. Theory – methodology – projects*. Institute for Educational Research, Warsaw 2002.

tion (contents of standards for specific types of qualifications), an in general, the economic changes on the design of educational processes and referring to educational achievements;

- **internal**, illustrating the influence of the diagnosis of continuous education on the design of changes to education programs, that would allow for implementing the professional qualification standards in the educational practice (teaching-learning).

Among the external drivers, determining the role and importance of professional qualifications standards in the design of continuous education, special attention is due for drivers pertaining to:

- 1) building programs on the basis of goals drawn from needs of the economy, taking into account adaptation of this construction to the dynamics of economic processes (this refers especially to standards for specialist qualifications);
- 2) the regulatory functions of programs which allow to organize the education process according to induction course, by designing the learning process as occurring through the performance of designated professional tasks and reaching the theoretical structures (e.g. procedures during solving problems of specific types, algorithms, rules) and through guiding the actions of the learner on various cognition levels (from sensual cognition, practical action, through the level of imaginative and symbolic models to the level of theoretical structures);
- 3) the integrative functions of the education process, oriented on absorption of knowledge – production of knowledge of theoretical structure and the shaping of intellectual skills, with the process of practical teaching;
- 4) design of the standards for examination requirements as the result of selecting qualifications from the professional qualification standards to measure achievements (external vocational examination);
- 5) modularity of the programs and continuous education, assuring a holistic approach to the education process and opportunity for fast reaction to changes in technologies and techniques of work, designated by the standards of specialist qualifications;
- 6) taking into account in the design of continuous education, through the use of informative and regulatory functions of the professional qualification standards, of the educational concepts setting new tasks for the education, and resulting from the statement that “the knowledge-based economy needs employees of knowledge”.

Especially important are the drivers referring to modularity of programs and continuous education, and to the use of educational concepts which allow to develop a constructivist model of education (figure 3). The most important elements of programs which assure the use of all functions of the professional qualification standards include:

- organization of the education into modular units (moving away from the subject-oriented education process to independent, concise training units)

under the induction course; increasing the flexibility of education by adapting the speed of learning to predispositions of the participants;

MODULE

An isolated portion of the education program – shaping skills necessary to perform a professional task

MODULE OF PROFESSIONAL SKILLS

Specification of works expressed in modular units

MODULAR UNITS

Name of the modular unit is identical with the name of professional task

Figure 3. The concept of education's modularity

- organization of education in line to the constructivist tendency, taking into account the following features of constructivism: independent drawing of information; participation in the production of knowledge; learning in a group; facilitating role of the educator; generating ideas for problem solving; extrapolation and filling gaps in information; analysis, segregation and synthesis of information.

In the group of **internal drivers**, which define the opportunity for the acceptance of professional qualification standards under the educational practice, the most important ones refer to linking personal development with professional development (the balance between what the economy needs and what guarantees full development of man), by:

- 1) linking formal and informal education, for example by **organization of specialist courses on a parallel basis to the school-based education process**. These courses should be run in cooperation with various social partners (this includes courses oriented on achievement of **professional competencies – professional permits and licenses**, conducted by scientific and technical associations, and other organizations of employers; specialist courses delivered by **practical training centers** and continuous education centers in cooperation with employers);
- 2) harmonious education, oriented at development of skills contained in the standards and on creation of knowledge, linker to the processes of discovering and improving the creative ability, initiating creative behaviors (exer-

- cises in creativity, undertaking complex tasks, exercises in solving everyday problems);
- 3) application of various methods for purposeful stimulation of creative acts and procedures, used to produce ideas for solving problems as a result of allocating a practical dimension to the following statements referring to contemporary understanding of creativity:
 - all people have a certain creative potential,
 - creativity can be expressed in each area of life,
 - the human creative potential is manifested through interests, preferences and styles of action,
 - people can function creatively on various levels and in different styles,
 - people can be helped in recognizing their own creative potential and the style for expressing creativity,
 - people can be helped in full realization of their potential;
 - 4) introduction to the continuous education processes of various forms for individualization, as well as alternative and conjunctive application of issue-based education, group work (group learning), individual uniform work, individual varied work, and balancing work;
 - 5) designing the system (sub-systems) of continuous education, taking into account the multi-lateral education concept, which focuses the teaching methods and learning paths on the development of ability to formulate analytical, descriptive, explanatory, valuating and normative opinions, gives high rank to the inventoried professional tasks (modular units, units of professional activity) to be performed as part of the processes of vocational education and development (also at the workplace), and takes into account the following categories and levels of skills being developed:
 - **categories of intellectual skills**, including the collection of information, communication, proper formulation of thoughts and opinions, application of rights and rules in typical and new situations, interpretation of data, processes, occurrences – processing and evaluation of performed task, predicting the outcomes of action,
 - **levels of intellectual skills** → recollection of facts, rules, processes, schemes and methods necessary to perform TASKS; interpreting data (application of concepts, rules and methods in new situations); solving problems, such as technological, organizational, referring to cooperation with others,
 - **categories and levels of practical skills** → such as using the work means and tools; recognizing work objects and selecting them to perform the TASKS; performance of tasks (on the basis of observations, instructions, model and other data); organizing the workstation; introducing improvements;
 - **categories of skills which are the most important for the continuous education processes in view of the determined professional qualifi-**

cautions → the ability to act in different situations, to perform professional tasks and roles which are prone to change; approach to mobile, flexible, entrepreneurial and creative presence in professional situations; the readiness to change oneself and obtain new qualifications;

- 6) introducing into the educational practice synectics and other activating methods, particularly project methods which assure organization of education around tasks (development of the ability to work, solve problems and perform projects in groups) and methods which prepare participants to self-learning (including the use of self-learning information cards) – figure 4;

Task-based education

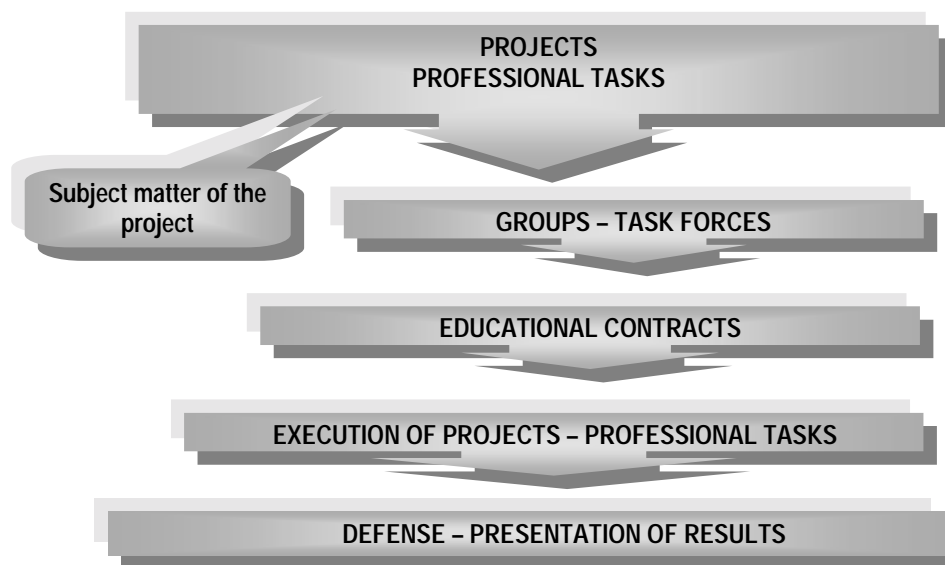


Figure 4. The essence of task-based education

- 7) quality management as the result of programming:
 - conditions for the development of each participant of the training process, in order to enable him/her potential success (work, further education),
 - conditions for effective operations of two groups of education process clients, that is, the organizers of education processes and their participants (a sense of security, influence of the learners on the teaching processes, functioning and acceptance by the learners of the internal evaluation system),

- technical didactic conditions for delivery of teaching processes (didactic stations for active learning),
 - the level of content-related and educational skills of persons performing the teaching processes, that guarantees the achievement of assumed goals,
 - local partnership oriented on the optimization of teaching processes⁴³;
- 8) making very important, in the processes of implementing the professional qualification standards and the model of combining continuous education with the economy, the CENTERS FOR PRACTICAL TRAINING and for continuous training, due to their technological development, equipment with didactic stations which reflect new work techniques and technical solutions applied at enterprises (including stations of mechatronics technology, defining the modern technology which replaces human action with mechatronics devices; as well as stations modeling the processes of services).

8.4. The informative role of qualifications standards for the creators of change

The above considerations, and the additional analysis of tasks of the professional qualification standards for the programming of continuous education, lead to a conclusion on the need to balance the goals stemming from the needs of the economy with the goals which, when attained, assure full development of the human being. This balance can be assured by a teacher-educator who is prepared to play various roles (tutor, leader of training processes, facilitator, trainer-coach), whose level of content and educational skills, as well as psychophysical features, including personality traits, are determined by the professional qualification standard. This informative role of professional qualification standards with respect to the teacher – the **creator of CHANGE** – is especially important, due to the need to create conditions that allow to organize **education for employment** (including standards of specialist and extra-professional qualifications); **education for life** (learning the participation and cooperation with others, understanding the world and oneself, including the contents of extra-professional qualifications standards); **education for the world** (including formation of responsibility for the natural environment, preparation for the development of harmonious relationships within and among societies); **education for own development** (participation in the production of knowledge and formulation of ideas for problem solving); **education for pleasure, education for self-reliance** (standards of all kinds of professional qualifications), and generally speaking, **education for usefulness**⁴⁴.

⁴³ S. Wlazło, *Qualitative development of school*, Wrocław 2002.

⁴⁴ M. Gawrysiak, *Metatechnical education*, Radom 1998.

The importance of professional qualification standards and new professional roles of the organizers of education in creating conditions of the education for usefulness was presented by Marek Gawrysiak in the concept of meta-technical education. The starting point for action under the model of education for usefulness is technique, and especially the economic, environmental, social and humanistic context for creating and using technical products (meta-technology).

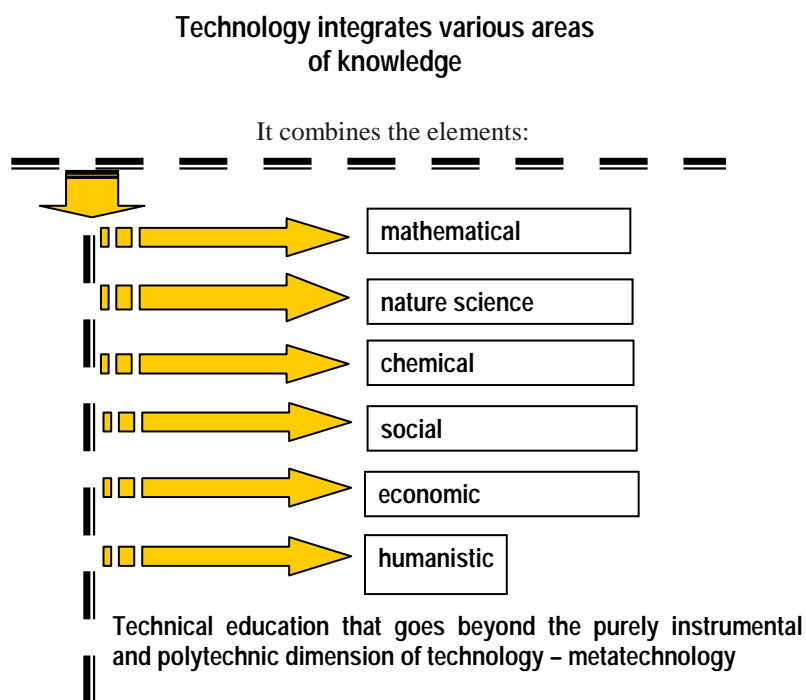


Figure 5. The role of technology in modeling education for usefulness

Education for usefulness (figure 5) is based on the use of professional qualification standards to build programs and deliver processes of education oriented on the formation of, on one hand, skills (competencies) defined by the labor market, and on the other – readiness to acquire new qualifications, and to support and develop, through the education processes, the competencies and dealing with one’s own life, creativity and cooperation with others⁴⁵.

It is worth to enrich musings on the balance between needs of the economy and the elements assuring human development with guidelines, stemming from EU recommendations and from analyses of professions requiring significant independence, initiative, activity etc. - and especially with the need, resulting

⁴⁵ Ibid.

from these guidelines, to form the following skills during the continuous education processes⁴⁶:

- 1) independent collection of information, instead of receipt of ready, delivered information (constructivist approach to the education process) and active search for information,
- 2) effective use of information – evaluation, analysis, segregation, comparison, association, delivery, application,
- 3) creation of new information (constructing own knowledge).

* * *

In the modern, developing labor market the importance of vocational counseling and career planning at schools grows, not only in terms of supporting the young people in the making of life choices, but also in terms of assuring grounds for continuous education and continuous professional development.

The attainment of subsequent phases of professional career is possible through systematic professional development, updating of information, broadening qualifications and skills associated with the chosen profession. Information has to be constantly updated, as it ages very quickly (contemporary labor market requires the employees to be ready to change their qualification and learn new skills that are useful at work).

The number of persons continuing their education in Poland rises constantly, during the recent years it reached about 1.5 million persons – about 10% of all employed (as a comparison, in the countries of the European Union this proportion reaches about 20% of all employed).

In the opinion of employers cooperating with the Łódź Center for Development of Teachers and Practical Training, a large part of graduates of all types of schools is insufficiently prepared for the commencement of work.

The outcome of this situation is the dissatisfaction of both candidates for jobs and of the employers, as those searching for employees encounter problems in selecting personnel that would be prepared according to their needs, while the candidates are unable to fulfill these requirements.

Creation of foundations for an effectively functioning system for lifelong vocational education for adults and increasing the effectiveness of employment policy would facilitate the development and dissemination of national professional qualification standards.

The interest in the national professional qualification standards results from the numerous opportunities for their usage. Lack of these standards is often the need for discrepancies between the expectations of employers in the labor market, and the preparation of a potential employee. Lack of knowledge on profes-

⁴⁶ J. Wilsz, *The importance of man's self-steering for the effective professional functioning*, In: *Education in view of the labor market. Realities – opportunities – perspectives*. (ed. R. Gerlach), Bydgoszcz 2003.

sional tasks, characteristics of positions found in the given profession, scope of duties, knowledge and psychophysical features, necessary for proper performance of the given work, leads to wrong career choices, influences the quality of vocational education, often renders the comparability and recognition of qualifications impossible, and reduces the effectiveness of actions undertaken by enterprises, especially new ones, in the area of personnel policy. Our experience in the organization of vocational training shows that the professional qualification standards support definition of needs under vocational development, are useful for the creation of training programs, and are in fact necessary to provide information and advice to persons changing or commencing work. They also allow to perform a self-evaluation of ability to work in a given area.

Employers, representatives of various organizations, teachers, vocational counselors and graduates point out to the innovative nature of works associated with development of the standard describing employee qualifications necessary to perform typical professional tasks, in line with requirements of the basic positions under the given profession. They also regret that at this time, access to this information is very limited due to the small number of publications, especially descriptions of standards for the professions. The descriptions of professional qualification standards are especially needed for new professions. In the course of the research and consultations we noticed many discrepancies between the teaching syllabuses, the general impression of the profession, and the actual practice on the job.

The existing, available information on professional tasks has to be modified and regularly updated in order to prepare the candidates to perform the given profession in line with labor market expectations.

Descriptions of professional qualification standards should be generally accessible in each educational institution, in vocational information centers, in the Voluntary Labor Corps. They should be among the tools of each vocational counselor.

These reflections on the role and importance of professional qualification standards in the programming of continuous education result from our own educational experience and reflection, analysis of the available literature, and primarily from the experiences of the Łódź Center for Development of Teachers and Practical Training tied to the design and practical implementation of various educational solutions regarding the standards, as well as the conditions for interim adoption of the standards by the education system.

The most important design, pilot and implementation works include:

- preliminary planning of the system of professional qualification standards, on the basis of cooperation with experts from Great Britain in the years 1998–1999,
- development of concept for the modularity of pro-vocational and vocational training (a total of about 100 programs),

- organization of the development of teachers' professional skills, oriented on the design of own methodological systems on the basis of operational education goals,
- cooperation with the Institute for Sustainable Technologies in Radom, employers and other institutions on the design of modular programs and professional qualification standards,
- development of several modular programs for the achievement of professional qualifications, organization of vocational training for persons without employment under the PHARE 2000, 2001 and 2002 programs (covering a total of about 3000 persons),
- monitoring and research of changes and occurrences in the labor market, development of concepts for research and research tools, conducting the research and analysis of results with respect to personnel needs of the regional labor market, systemic solution of the problem of dependencies and ties between education and the labor market in the region. The research allowed to define demand for the qualifications and skills of employees, both vocational and specialist, in various areas of the economy,
- establishment of School Career Centers and the Academy of Career Leaders, individual and group vocational counseling,
- organizational of training for adults, persons employed and wishing to increase their professional qualification sought in the labor market, under the program co-financed with resources of the European Social Fund.

The current cooperation with numerous employers, scientific, technical and educational associations, universities and trade unions confirms the urgent need to popularize the professional qualification standards in all areas of continuous education.

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9. DESIGN OF MODULAR CURRICULA FOR VOCATIONAL EDUCATION AND TRAINING – ROLE OF QUALIFICATIONS STANDARDS

Krzysztof Symela

9.1. Tendencies for changes in the contents of work, and the selection of content in vocational and training curricula

The formation of knowledge, skills and foundations of the modern society are undoubtedly influenced by the continuous changes to the contents of work. They are defined as the system of actions and elements which constitute the work process, which is conditioned by the properties of applied technologies and the abilities of the person at work. The contents of work is undergoing constant evolution, especially in the context of development of science and technology, but the background of this evolution lies much deeper (see figure 1). We see the blossoming of the scientific and technical civilization, of information and multicultural society, and globalization of the economy. A derivative of these tendencies are, among others, changes in the functioning of the state (weakening of state's domination, giving field to privatization and market economy) and in employment (new forms of employment, e.g. tele-working) associated with the development of the sector of services and processing of information (service society), while employment in agriculture and industry falls⁴⁷.

⁴⁷ K. Schumacher, S. Schwartz: *100 professions with a future* (translated by Leszek Kosin). Adamantan publishing house, Warsaw 1998.

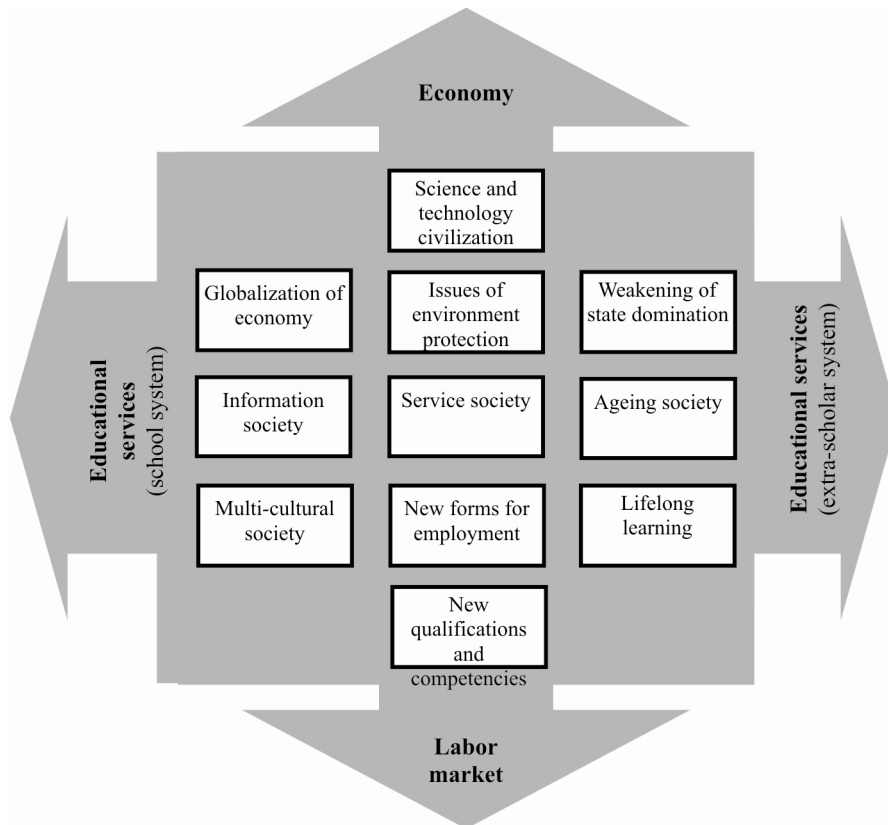


Figure 1. Factors influencing changes in the contents of work and development of the offer of educational services

We observe a dynamic development of the sector of small and medium-sized enterprises (SME), and the increasing competition of work resources in the local, regional and global dimension. It should be noted that due to mismatch of supply and demand for employees in many areas of the economy a gap appears that is filled by migrant employees. Poland is changing, from an emigration country towards an emigration/ immigration country – which leads to the development of multi-cultural society. If we add to this mix issues of environment protection, the not optimistic demographic forecasts and the fact that European society ages, then the context of adapting the educational societies to the realities of economy and the labor market broadens as new requirements are added on.

These new requirements apply especially to the constant development of qualifications and competencies of employees, in line with the idea of lifelong learning, in order to be able to keep pace with the changes. As a result, contents of work becomes richer and transformed, but this has consequences also for the

employment structure (the labor market) and the development of program offer for the market of educational services.

In order to meet the needs of the discussed area, it seems rational to seek for ways that would facilitate the selection of contents for vocational education/training. Of course, this brief paper cannot show the full set of issues. We focus on the role of the professional qualification standards in this process. In the course of search for methods to select the contents of vocational education, to have them fulfill the requirements of the economy and labor market, the most important position is occupied by the following question that has to be answered: *What criteria and subject requirements should accompany the work on choosing the contents for vocational education/ training?*

Before we make an attempt to answer that question, let's explain the term "choosing the contents for vocational education". In this paper, this shall mean the sequence of actions and associated methods tied to determination of education/training goals, and the definition of training scope (for the whole complex of educational activities), which may have the form of a set of contents structured according to subject matter (classic), modular (modular programs for post-secondary school or vocational training), or a mixed, subject/modular structure which may be seen in other types of vocational schools⁴⁸.

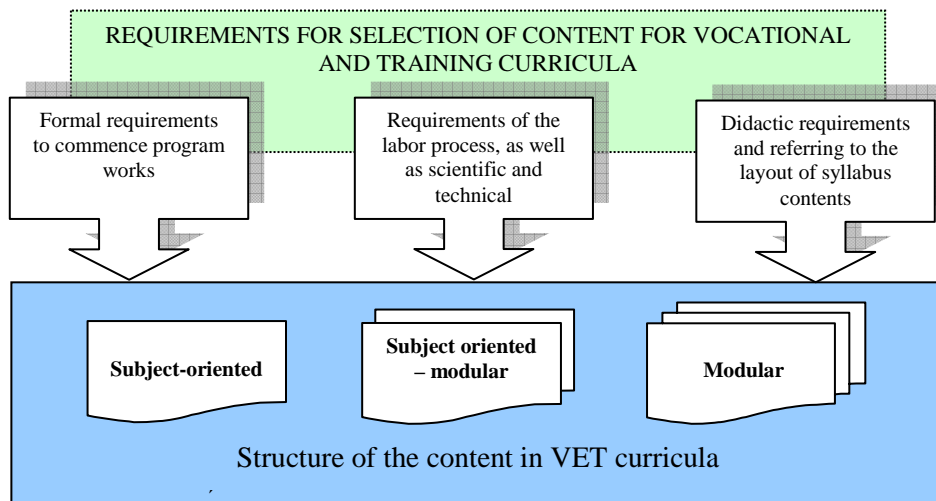


Figure 2. General model for selection of contents for vocational and training (VET) curricula

Under the general model for selecting the contents of vocational education / training we can identify three basic groups of requirements (fig. 2):

⁴⁸ *Introduction to methodology for constructing modular teaching program for a profession* (collective work led by K. Symela), KOWEZ, Warszawa 2001.

- **Formal requirements for undertaking program works** are expressed, in the case of vocational education programs (school system) through contents included in syllabuses for vocational education, framework teaching plan and standard of examination requirements (defines the requirements with respect to confirming qualifications in the given profession). This group of requirements (which refer also to teaching syllabuses for the extra-scholar system) should include also content covered by the professional qualifications standard. It is a type of norm describing employee's qualifications, necessary to perform occupational tasks, according to the requirements for positions in the given profession, and is an element of the Classification of professions and specializations.⁴⁹ It is worth noting that formal requirements define the framework (scope of contents) which have to be included in the program offer (documentation).
- **Requirements of the work process, as well as the scientific and technical requirements** express the need to support the contents of education on scientific concepts and theories tested in economic practice, as well as to assure the proper contents with respect to facts, concepts, definitions, laws and theories. Those requirements in vocational education and training cover the content that is durable, of fundamental importance, and referring to the latest achievements, results of scientific research and technical solutions. When selecting and confronting the contents of vocational education with the contents of work it is important that the content planned for teaching syllabus assure not only the formation of talents, proper attitudes and proficiency in practical performance of work, but also offer the knowledge and develop skills which lead to mastery of the profession. It has to be stressed that requirements stemming from the analysis of contents and structure of work should have a significant influence on the goals and teaching material, included in the program of vocational education/ training. It could be stated that the existing descriptions of professional qualification standards are the most up-to-date material on professions that is available in the market, and constitutes a synthesis of requirements from the perspective of the labor community.
- **Didactic requirements, and requirements for the layout of teaching syllabus** cover a set of issues referring to the construction and layout (subject-oriented, modular or mixed) of the education contents, teaching and educational process, adapting contents to the psychophysical possibilities of learners and to the development of their interests and skills, as well as to the rules for teaching (including relationship between theory and practice, conscious activity, accessibility, organization and logical sequence, degrees of difficulty, individual and group learning, as well as the durability of

⁴⁹ Regulation of the Minister of Labor and Social Policy dated December 8, 2004 on the classification of professions and specialties for the needs of the labor market, and the scope of its application (Journal of Laws no 265, item 2644, as amended).

knowledge and skills) [*Outline of methodology ...*, 2001]. The professional qualification standard offers support for the creators and executors of teaching syllabuses also in the definition of this group of requirements – especially for those who use the modular approach.

The system of national professional qualification standards, currently being developed in Poland, has fundamental importance for the selection of contents for vocational education and training, and for the improvement of quality of educational services, through linking them to the labor market requirements. As the professional qualification standards are a reflection of labor market requirements, it is clear why they have such an important role in the creation and updating of program foundations for vocational education, teaching syllabuses or examination standards with respect to confirmation of vocational qualifications. They can also enable the recognition of professional qualifications acquired in various manners (in school, courses, through experience etc.), and the comparability of certificates and diplomas, thus creating a transparent and clear set of qualification requirements that follows the classification of professions and specializations for the labor market.

In the process of creating and updating the offer of vocational education and training, significant importance is associated with the use of descriptions of the already developed professional qualification standards, and those that would appear in the near future. The first attempts to transfer the contents of professional qualification standards to the modular teaching programs were made under the ESF Sectoral Operational Program – Human Resources Development, in a project called *Preparing innovative programs of vocational education*. They applied to the following professions: “Technician – protection of persons and property”, “Technician – occupational safety and hygiene” and “Logistics technician”. In the course of developing modular training programs for these professions, the authors used existing descriptions of professional qualification standards. The training needs, defined as the difference between the professional qualification standard and actual skills of the employee, are the basis to design training programs. An example of this approach can be the modular training programs (developed under the *PHARE 2000 program – National Vocational Education System*), for scope of work under the profession of “Mechatronics technician”.

If we consider the fact that the professional qualification standard defines a certain norm for requirements (in the area of skills, knowledge and psychophysical features) for jobs under a given profession, then this norm can be a point of reference for researching needs with respect to fulfillment or lack of fulfillment of these requirements by the employee.

Here the rule can be applied that the difference between requirements expressed in the standard of qualifications for the profession (S_Q) and the actual qualifications of candidate for training (C_A) determines the training need (T_N), for which a specific program offer should be prepared.

This rule can be expressed in the form of equation: $(T_N) = (S_Q) - (C_A)$

With such approach, the training need can be defined as any lack of knowledge, skills or attitudes of the employee with respect to such level of knowledge, skills and attitudes that are required in his/her job, or which result from organizational changes of the work environment. This dependency is illustrated in the following diagram (fig. 3). The identified training need allows us to design training modules that would be used to supplement shortages in the employee's qualifications.

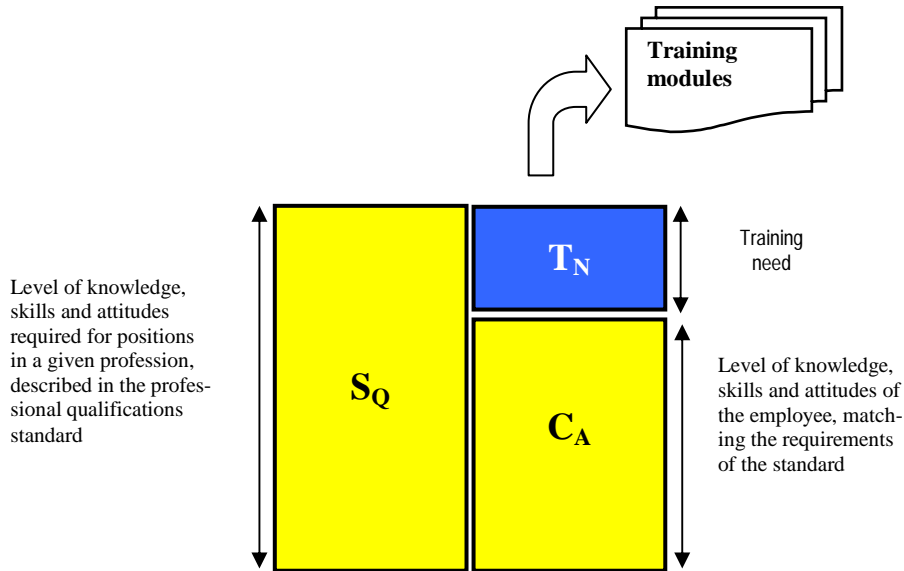


Figure 3. Model for evaluation of training needs, based on professional qualification standard

Of course in order to transpose this model to specific content of training in the programs of vocational improvement, development and training, we have to know the scope and requirements set forth in the standard of qualifications for the given profession, and to conduct an assessment (diagnosis) of actual qualifications of the candidates for training. As a result, it would be possible to design individual “educational paths” which would take into consideration the present work and educational experience of the employee. However, in the assessment of training needs we must consider both the existing “formal” and “actual” qualifications of the employee. The first ones are usually defined by the rank of diplomas, certificates, licenses, permits or other documents, and the second group is usually visible in specific activities and work environment. They are often believed to be the same as “employee competencies”. It is unjustified to

treat both types of qualifications as equal values and to over-rate the formal qualifications, while not appreciating their actual dimension⁵⁰.

It also seems justified to use the requirements defined in the professional qualification standard by institutions and teams which develop and implement standards for services (educational, advisory, vocational orientation and counseling, others).

9.2. The usefulness of professional qualifications standards in the design of modular VET curricula

With the dynamically changing contents of work it is recommended for the training content to be open, which allows to update them and adapt to the individual needs of learners. Hence the need to build flexible program structures, so that the educational offer could be matched to requirements and expectations of the labor market. Such requirements are fulfilled by programs with modular layout of content, where skills dominate theoretical knowledge. This knowledge focuses around skills corresponding to professional tasks, creating structures which facilitate their shaping in the process of teaching and learning. The modular layout of program inspires teachers to activity in the area of selection, organization and delivery of training content, while motivating the learners to undertake learning activities in the form of tasks and practical exercises.

The modular approach („modularity”) in education is a concept for organization of training contents, adapted from technology (e.g. modular solutions for technical devices: computers, construction structures, electronic systems, space stations, software etc.)⁵¹.

As show by international experience, the „module” is not a strictly defined concept, and definitions may vary depending on the country, institution or recipients of program offers. This is due to the fact that so far a single, global (international) approach has not been developed with respect to neither the terminology, nor the methodology for building modular program offers. Each of the countries is developing its own approach to the modularity in vocational education and training, which results also from historical, economic and educational conditions, and the education policy. Only the International Labor Organization has developed, in the 1970's, an universal concept for modular training (the so-called MES approach – Modules of Employable Skills) which can be successfully adapted to realities of every given country and for the needs of various target groups. In Poland, since the early 1990's, the concept and curricula for modular training in the school and extra-scholar systems are being developed, using the approach based on the „modules of professional skills”. Both the Ministry of Labor and Social Policy and the Ministry of National Edu-

⁵⁰ T. Nowacki, *A lexicon of labor education*, ITeE Radom. (2003).

⁵¹ K. Symela, *Paradigm of modular education – from idea in technology to systemic solutions in education*, [In]: *Edukacja Ustawiczna Dorosłych* no. 3/2005.

education are making attempts to systematically feed the offer of vocational education and training with curricula of modular construction (PHARE 2000 project - *National Vocational Education System*, project of the European Social Fund – *Innovative programs for vocational training*). Support for providers of educational services under the modular system is also offered by the Leonardo da Vinci project (PL/2005/B/P/PP/174021), *European Bank for the Development of Modular Curricula and Educational Technologies – EMCET2*, as well as the Multi-Annual Program (PW-004/ITE/2004), Action SP-5, *Development of vocational improvement in the area of advanced production and exploitation technologies*.

From the educational standpoint, the module can be treated as a „micro-curriculum” for teaching. A modular program is a set of „micro-curricula” which are organized into separate, selected purposefully and structured education contents. The contents is integrated into a modular structure (according to the adopted methodology for modular curricula under the school and extra-scholar system), in the form of “interchangeable” modules, modular units, or educational units that are used to develop various offers of curricula.

Breakdown of education contents into modules and modular units is found both in programs accepted for school use by the Ministry of National Education (according to classification of professions in vocational training), and in training programs delivered by the Ministry of Labor and Social Policy (in line with the classification of professions and specializations for the labor market). Differences are found in the manner for describing them, which results from the chosen methodology for developing curricula for vocational education and training.

In the case of modular curricula, recommended by the Ministry of Labor and Social Policy, there is a third level of division (aside from modules and modular units) of the training contents, into the so-called „training units” which define the comprehensive technology of teaching and learning. The function of „training units” shall be gradually taken over – in the case of modular curricula for vocational training – by “educational packages” (referring to modular units) which are being prepared in the form of guide books for the teacher and the learner (fig. 4)⁵².

The common feature of modular curricula for vocational education and training is the consistency in definition of the main concept – the “modular unit”. The modular unit is defined as a logical and acceptable portion of work under a given profession, or scope of work, with a clearly defined start and end, which corresponds to a professional task. Its result is a product, service or an important decision. It should be stated that the professional task requires the employee’s influence on such elements as: tools, equipment, other people, information, data, events, conditions, environment etc. Occupational tasks are

⁵² K. Symela, *Methodology guidebook for authors of modular curricula of vocational education. PHARE 2000 Project*, Ministry of Economy, Labor and Social Policy, Warsaw (2004)

also a fundamental element which is described in the professional qualifications standard.

Thus, we can isolate modular units of work (or occupational tasks, see fig. 4, tasks from Z-1 to Z-9), and a modular unit of the education/ training curriculum (in other words, the occupational task transformed for teaching purposes). The modular unit of means an isolated section of the education/ training curriculum, described as occupational task, whose performance the learner is supposed to master.

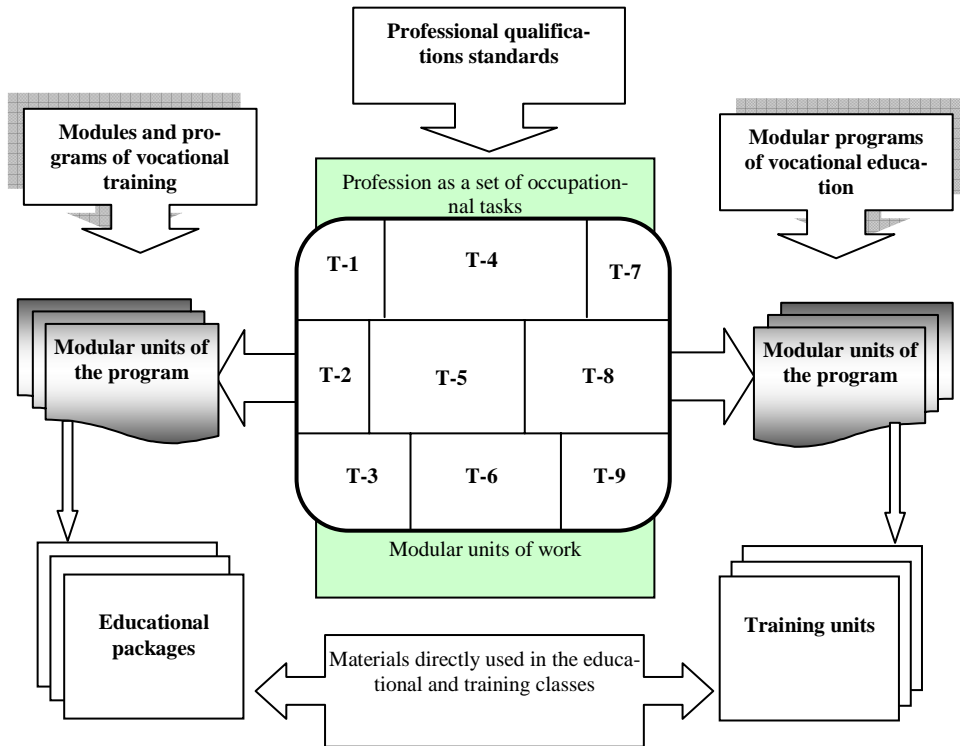


Figure 4. The use of occupational tasks to construct modular curricula for vocational education and training

Usually the program documentation contains a number of curricula for modular units that matches the number of occupational tasks isolated for the given profession or scope of work under the profession or professional area.

Figure 5 presents the mechanism for determining training modules for the profession of painter/ wallpaper layer (714103), taking into account another element of the professional qualification standard – the “constituents of professional qualification”. They define the names of scopes of occupational tasks, recognized in the labor market (the subject literature uses the name “constitu-

ents of occupational qualifications”), and in many cases they can be the names of courses, available in the market of educational services.

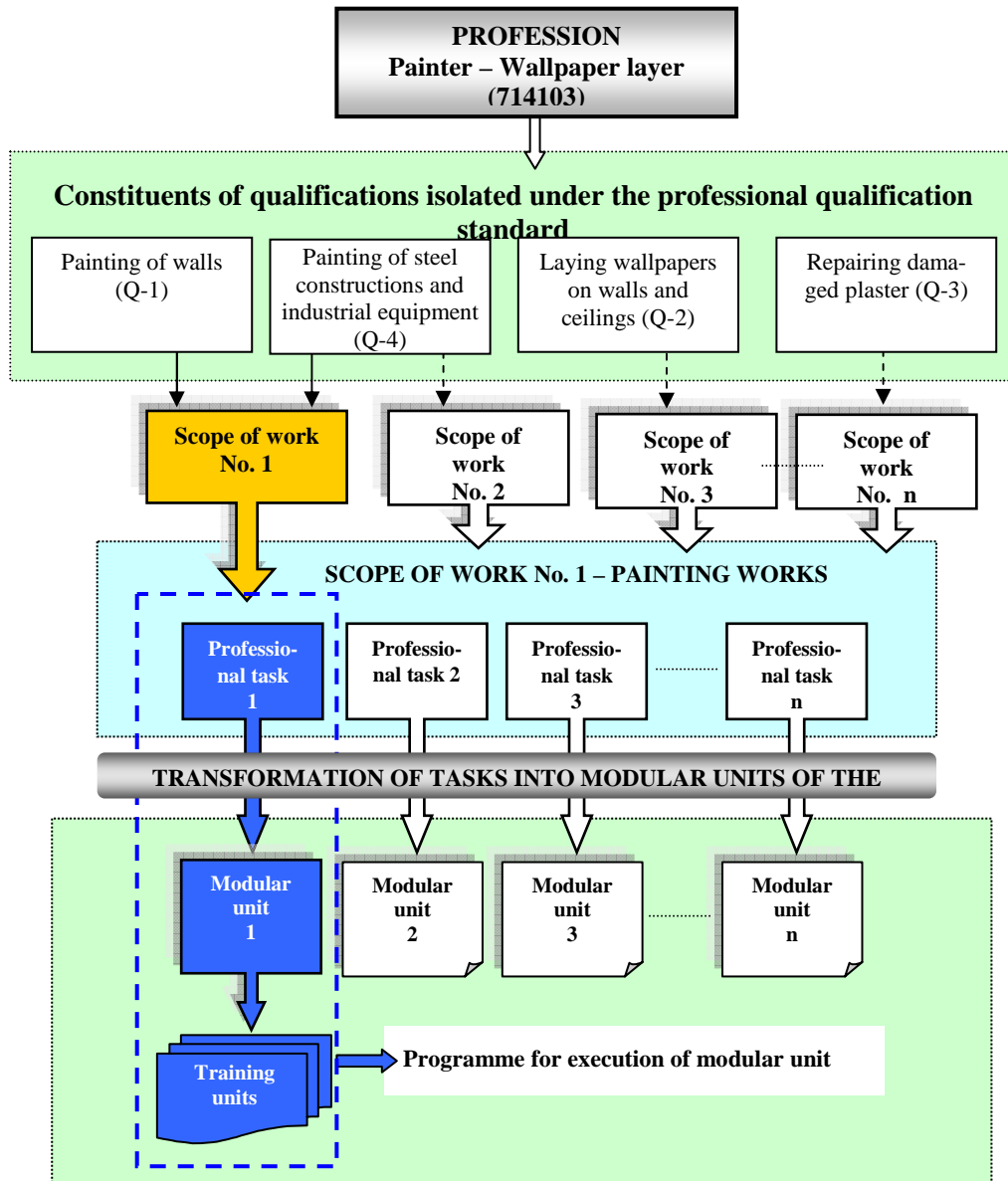


Figure 5. Mechanism for developing modular training programmes, with the use of professional qualification standards.

Thus, the scope of work has various functions. It can be one of the constituents of qualifications, isolated under the professional qualification standard, and define the name of a modular program which will be the basis to organize

training courses under the modular system. At the same time, the scope of work plays the role of occupational skills module, which integrates occupational tasks performed in the course of the given work.

Under the target solution, constituents of professional qualifications isolated under the standard should also be used to build a system for confirming professional qualifications acquired in the informal and non-formal system.

The diagram (fig. 6) presents the opportunities for using the description of professional qualification standards to construct modular curricula for vocational education and training.

Authors of modular curricula, when commencing their design (or update) should perform a detailed analysis of the description of professional qualification standard. This would enable the transformation of information contained in the professional qualification standard to specific elements of modular curriculum for vocational education or training.

* * *

The attempts to reduce discrepancies between requirements of the labor market and the offer of educational services show the need for good diagnosis of the requirements associated with positions. In consequence, this should be reflected in the offer of vocational education, development and improvement. This goal is also served by the offer of educational services, created on the basis of modular approach and the system of national professional qualification standards, currently being developed in Poland. Descriptions of professional qualification standards, as well as the reports from research in enterprises, where requirements for the given profession are being verified, constitute a useful instrument for the designers and users of modular curricula offers. It should be stressed that vocational education and training, organized on the basis of modular curricula, assures the achievement of set goals, repeatability of processes and their results. Most importantly, it guarantees much larger flexibility and effectiveness than traditional classroom teaching. The modular curriculum for vocational education or training is designated for stationary teaching, for which an appropriate technical and educational infrastructure should be assured. It is supposed to enable the formation of practical and intellectual skills of learners that would be adequate to the requirements of the actual work environment, in line with the description contained in the professional qualification standard. An important feature of programs with modular construction are the many ways in which they may be used – they serve both the teachers (for self-learning and to reorganize, deliver and evaluate educational classes), as well as the learners (to acquire and check the level of mastering new knowledge and skills).

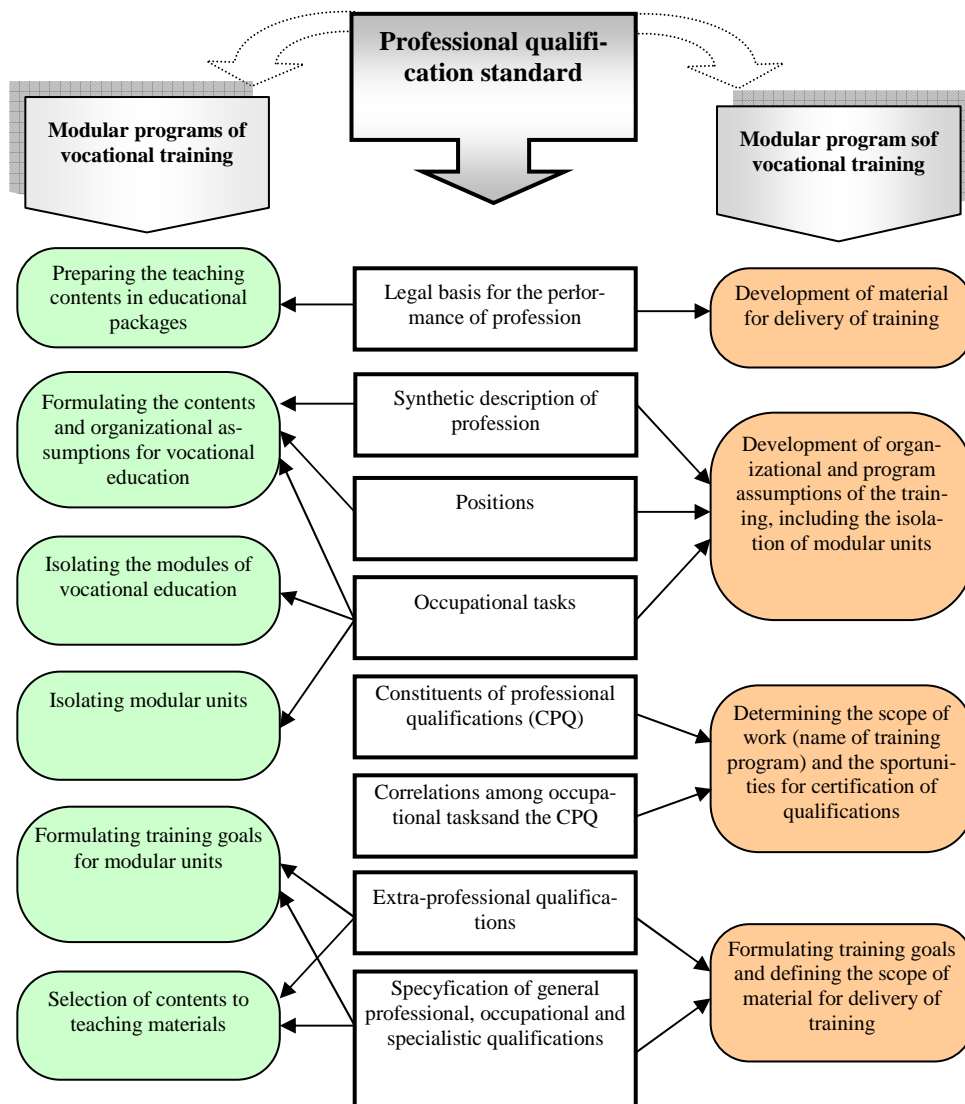


Figure 6. Opportunities for using the description of professional qualification standards to construct and update modular curricula for vocational education and training

The future functions of such types of curricula can include the opportunity for transfer of contents to distance learning systems, with the use of e-learning platforms. It is estimated that about 50 modular curricula of vocational training (from the 227 training programs recommended by the Ministry of Labor and Social Policy, see the database – www.standardyiskolenia.praca.gov.pl) could be adapted to the e-learning form. Further, huge potential to be used by

e-learning system is tied to over 3,500 of the educational packages that are associated with modular programs developed for the school professions.

For the already existing modular programs of vocational education/ training, the professional qualification standards should have primarily a control function, in the context of adapting contents of training to the needs of the work environment. Today the correlation of the current modular programs offering with the current offer of descriptions of professional qualification standards is not fully matched. This is a new challenge and in the coming years it should result in both new professional qualification standards, and modular curricula – especially for continuous education.

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10. THE APPLICATION OF PROFESSIONAL QUALIFICATIONS STANDARDS IN VOCATIONAL COUNSELING

Mirostaw Żurek

Vocational counselors, next to labor analysts, employment agents, personnel consultants and training specialists are one of the professional groups that should possess up-to-date information on the world of professions. The world in which we observe constant changes in the structure of qualifications for professions and specializations, caused by economic transformations, technological progress, changes in labor organization and by similar events. As a result of these changes, the old professions become obsolete, or new ones are created, and new qualification requirements are formed.

The knowledge on professions is the basis for activity of a vocational counselor. It should be constantly updated and organized. One of the „tools” which enable its updating are the national professional qualification standards. The descriptions of qualifications, contained in them and formulated by competent groups of specialists, are a credible source of information.

In order to present the complexity of the profession of vocational counselor, and to identify the various groups of customers, this paper presents a brief description of the system of vocational counseling in Poland. This paper presents also the results of comparative analysis of generally accessible sources of knowledge on professions – basic curricula of vocational education, modular training programs, standards of examination requirements, descriptions and characteristics of professions, files of information on professions – with the contents of professional qualification standards. The chapter closes with reflections on the use of provisions contained in the national professional qualification standards by vocational counselors in their work with various groups of customers.

10.1. Vocational counseling in Poland

Improvement of the opportunities and ability to employ citizens of the European Union is one of the activities undertaken in the employment strategies that are being implemented. This improvement is possible, among others, through the increase of ability to manage one's own career, which also requires increased access to high quality information and counseling services in the areas of education, training and the labor market.

Confirmation of the importance of vocational counseling in the European Union is the *Resolution on lifelong guidance in Europe* (May 28, 2004) adopted by the Council of the European Union, in which we find the following words: *all European citizens should have access to guidance services at all life stages, with particular attention being paid to individuals and groups at risk.*

The definition of vocational counseling⁵³ formulated by A. Watts and R. Sultany draws upon the provisions of the resolution, stating that the counseling consists of activities and services:

- 1) meant to provide help to individuals of every age, at any phase of life, in the making of choices regarding education, training and profession, and in managing their professional development;
- 2) rendered in schools, in higher learning institutions, at the workplace, by the public employment services, in non-government and private organizations;
- 3) delivered in group or individual form;
- 4) directly with the customer or over a distance.

Poland has developed – or rather, developing – two parallel lines of social policy referring to vocational counseling. Those lines result from the 1974⁵⁴ „division” of the system of vocational counseling between two responsible ministries, under which services are provided by the following institutions:

- 1) **the ministry in charge of education** (currently the Ministry of National Education), and within it:
 - the National Center for Supporting Vocational and Continuous Education (Vocational Counseling Department) – undertakes actions for the benefit of school-based vocational counselor (development of concept, educational materials, organizing training);
 - network of specialist field institutions – Psychology & Education Consulting Centers (formerly operating under the name of education and vocational consulting centers), which deal with issues of vocational orientation and counseling for school-age youths;
 - supporting institutions: School Career Centers (vocational orientation and counseling for students of lower secondary and upper secondary schools,

⁵³ A. Watts, R. Sultana, *Guidebook on implementing modern career consulting*. Headquarters of the Voluntary Labor Corps, Warsaw 2005.

⁵⁴ Resolution no. 110 of the Council of Minister of May 3, 1974 on the development and improvement of the system for vocational orientation and development.

- their parents, teachers, employers); Academic Career Centers (information and vocational counseling for students, graduates and employers);
- 2) **the ministry in charge of labor** (currently the Ministry of Labor and Social Policy), including:
- the network of Centers for Information and Career Planning at the Province Labor Offices (information and vocational counseling for the unemployed and job-seekers);
 - District Labor Offices with specialized units responsible for vocational counseling and the Job Clubs, which deal with vocational activation of the unemployed and job-seekers;
 - the Voluntary Labor Corps, within which the following units were established: the Central Methodology Center of Vocational Information; and under the Youth Centers of Education and Labor – the Mobile Centers of Vocational Information, Youth Career Centers, as well as Job Clubs and Youth Employment Offices. Those institutions render services for young people aged 15 to 25.
 - supporting institutions: Municipal Information Centers (provide services in the area of vocational information for residents of municipalities).

Activities in the area of vocational counseling, undertaken by the two ministries, should be combined by the National Center for Vocational Counseling Resources (NCVCR) which has been established in 1999 by force of an agreement between the former National Labor Office and the Ministry of National Education. The main goal of the NCVCR is to:

- the creation, collection and dissemination of information on the opportunities for vocational education and training in Poland and other European countries;
- in-service training and refinement of the vocational counselors for the national system of vocational counseling and orientation;
- publishing and popularization activities;
- participation in the development of European network of NCVCRs.

An initiative currently being implemented is the „National Network of Information and Vocational Counseling Services for the Disabled – ZDZ-INFO”, under which 100 centers are to be created all over Poland.

Services in the area of vocational counseling and employment for enlisted soldiers who lose their jobs as a result of restructuring of the Armed Forces are rendered by the Military Center for Professional Activation.

- Vocational counseling is also offered by private companies, which according to the law on labor promotion and institutions of the labor market⁵⁵ must be entered into the register of employment agencies.

The structure of the vocational counseling system is presented in figure 1.

⁵⁵ The Law dated 20 April 2004, on employment promotion and labor market institutions (art. of 2004, no. 99 item 1001, as amended).

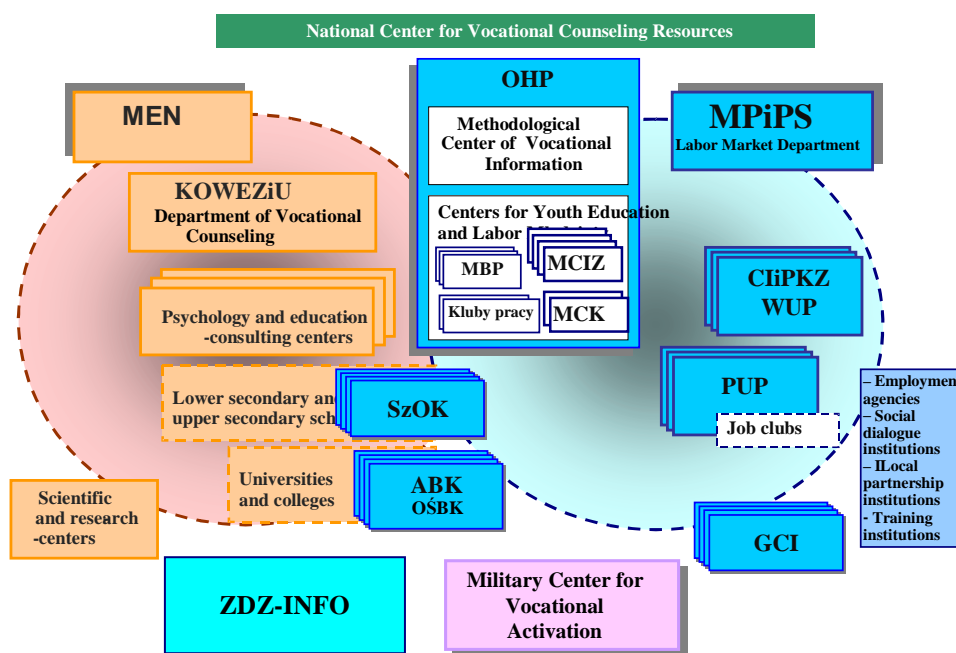


Figure 1. The system of vocational counseling in Poland

Explanation of abbreviations:

- MEN – Ministry of National Education
- KOWEZiU – National Center for Supporting Vocational and Continuing Education
- SzOK – School Career Center
- ABK – Academic Career Center
- OSBK – National Network of Career Bureaus,
- OHP – Voluntary Labor Corps.
- MBP – Youth Employment Office,
- MCIZ – Youth Career Center,
- MPiPS – Ministry of Labor and Social Policy,
- CiPKZ – Center for Information and Career Planning,
- WUP – Province Labor Office,
- PUP – District Labor Office,
- GCI – Municipal Information Center,
- ZDZ-INFO – National Network of Information and Vocational Counseling Services for the Disabled.

In the above named institutions, services in the area of vocational orientation, information and counseling are rendered by vocational counselors, whose task is to “... provide assistance in the form of advice to youths and adults in the selection of profession, direction of education and training”⁵⁶.

⁵⁶ *Guidebook of professions. Issue II, Volume II, Ministry of Economy, Labor and Social Policy, Warsaw 2003.*

As a supplement to the above thoughts, it is necessary to stop for a while at the concept of vocational information, which is defined in a general manner as the knowledge necessary for the individual to plan the career path, seek employment and adapt to a profession. The most complete definition is provided by S. Sears⁵⁷, who states that ... „*vocational information is the information tied to the world of work, which may be used in the process of career, including knowledge on education and employment, as well as psychological and social information associated with the work, e.g. on training, nature of work and status of the employee in various professions*”.

The model of Information Process developed by H.D. Lasswell identifies the following elements⁵⁸:

- 1) sources of information,
- 2) senders of information,
- 3) contents of information,
- 4) channels for sending information,
- 5) recipients of information,
- 6) effect of communication.

Given the above definitions from the area of vocational counseling, one can state that professional qualification standards are reliable, up-to-date **sources of information** that can be used, stimulate the interest of persons planning their careers, and support the work of vocational counselors.

10.2. Professional qualifications standards compared to other sources of information on professions

In order to illustrate the usefulness of national professional qualification standards for vocational counseling, a comparative analysis of the contents of professional qualification standards with other sources of information was made.

Sources of information are usually various collections of knowledge contained in characteristics and descriptions of professions, observation of activities of persons working in various professions, subject-related literature, Internet databases as well as the pre-vocational and vocational experience of the individual⁵⁹. However, due to significant differences in the age of information recipients, the range of vocational information sources has to be extended with sources of information used in upper secondary education.

The comparative analysis covered the following sources of information on professions:

- 1) program basis of vocational education;

⁵⁷ S. Sear, *A definition of Career Guidance Terms: A National Vocational Guidance Association Perspective*, „Vocational Guidance Quarterly”, nr 31, 1982.

⁵⁸ K. Lelińska: *Knowledge on professions in career planning*. Headquarters of the Voluntary Labor Corps, Warsaw 2006.

⁵⁹ Ibidem.

- 2) standards of examination requirements with respect to confirmation of professional qualifications;
- 3) set of information on professions, presenting the professional qualifications obtained on the level of vocational school, secondary technical school and post-secondary school⁶⁰;
- 4) descriptions of professions which are included in the classification of professions and specialties for the needs of the labor market⁶¹, located on the Internet server of the public employment services⁶²;
- 5) characteristics of professions and specialties presented in the Guidebook on professions⁶³;
- 6) Files of information on professions⁶⁴, available at labor offices.

Almost all above presented sources of professional information contain:

- profession name,
- profession code,
- synthetic description of profession,
- list of occupational tasks.

The professional qualifications standards, in contrast to the analyzed sources, present additionally:

- legal basis for performance of the profession;
- constituents of professional qualifications;
- specification of employee qualifications, described as sets of skills, elements of knowledge and psychophysical features required to perform the profession/ specialty, taking into account the five levels of qualifications and the breakdown of qualifications into: extra-professional, general professional, occupational and specialist.

These additional elements of information that their senders – professional vocational counselors – can use, significantly support the decision making mechanism, referring to choices in education, training and profession, made by individuals of any age, at any stage of life. They also increase the level of awareness of the non-professional senders of information - parents, friends, teachers or other persons who intentionally or accidentally provide information to the individual - provided that these persons are familiar with the contents presented in the professional qualifications standard.

⁶⁰ K. Lelińska, G. Sotysińska, M. Gruza: *Professions in vocational education – information guidebook for vocational counselor*. Ministry of National Education, Warsaw 2006.

⁶¹ Regulation of the Minister of Labor and Social Policy dated December 8, 2004 on the classification of professions and specialties for the needs of the labor market, and the scope of its application (Journal of Laws no. 265, item 2644)

⁶² Website: www.psz.praca.gov.pl, section: Classification of Professions.

⁶³ *Guidebook of professions*. Issue 2. Ministry of Labor and Social Policy, Labor Market Department, Warsaw 2003.

⁶⁴ *Files of information on professions*. National Labor Office, Warsaw 1996.

In the case of professional qualification standards, we can state that the contents of information, believed to be the most important factor for effective action, are *good quality raw material*⁶⁵.

The contents of vocational information, presented in the professional qualification standards, have in our opinion the following features:

- 1) are accurate, precise and comprehensive,
- 2) are reliable,
- 3) are up-to-date,
- 4) can be used,
- 5) are meaningful for the solving of individual problems,
- 6) stimulate interest and motivation.

⁶⁵ J.D. Bross: *How to make decisions*. PWN, Warsaw 1965.

Table 1: Comparative analysis of sources of information used in vocational counseling

Item	Analysis criterion	Professional qualification standard	Program basics	Modular training program	Standard of examination requirements	Description of school professions	Descriptions of professions (Classification of Professions and Specialties)	Guidebook on professions	File of information on professions
1.	Profession name	X	X	X	X	X	X	X	X
2.	Profession code	X	X (referred to the CPS)	X (referred to the CPS)	X (referred to the CPS)	X (referred to the CPS)	X	X	X
3.	Legal basis for performance of profession	X	-	-	-	-	-	-	-
4.	Synthetic description of profession	X	X	X	P (through tasks)	X	X	X	X
5.	Health counter-indications	P (partly included in the synthetic description and list of psychophysical features)	X	-	-	X	X	X	X
6.	List of typical positions	X	P (states future places of work)	P (states future places of work)	-	P (partly through stating other names of profession and places of work)	-	P (partly through stating other names of profession and places of work)	X
7.	List of occupational tasks	X	X	X	P (by defining skills that the graduate should possess)	P (the synthetic description of profession contains occupational tasks)	X	X	X
8.	Constituents of professional qualifications	X	-	X (by stating module names)	-	-	-	-	-
9.	Correlation between occupational tasks and constituents of qualifications	X	-	-	-	-	-	-	-
10.	Extra-professional qualifications	X	-	-	-	-	-	-	-
11.	General qualifications	X	-	-	-	-	-	-	-
12.	Basic occupational qualifications	X	-	-	-	-	-	-	-
13.	Specialist qualifications	X	-	-	-	-	-	-	-

14.	Detailed list of skills	X	X (by describing the graduate's qualifications)	X	P (by stating scope of skills required of the graduate)	-	-	P (through presenting occupational activities)	P (through a list of performed activities)
15.	Detailed list of knowledge	X	X (teaching content of individual sections)	X	P (by stating scope of knowledge required of the graduate)	-	-	-	-
16.	Detailed list of psychophysical features	X	X	X	-	P (informs of health counter-indications and psychological requirements)	-	P (presents psychological, health and physical requirements)	P
17.	Other	No information on labor market trends, salary levels, training path, recommended reading on the profession, promotion opportunities, possibility of undertaking the work by other persons	Document states requirements that have to be fulfilled by school educating students in the profession, and breakdown of teaching hours into program sections	Document states recommendations regarding delivery of the teaching and education process, teaching plans	Document defines equipment necessary to conduct vocational examination	Document states information regarding opportunities for education for the given profession	Document states: conditions for commencing work (level and field of education, age, language skills, experience, additional qualifications etc.); promotion opportunities, employment opportunities for older persons, recommended reading (magazines, publications with information on the profession), employment opportunities and salary levels (the latter information is obsolete)	Describes the education, educational institutions, salaries, employment opportunities, specialties, development of qualifications	

X – completely includes; P – partly includes

10.3. The usefulness of professional qualification standards for work with students of lower secondary and upper secondary schools

Each of the prepared national professional qualification standards for a profession/specialty contains the same set of information. On one hand, the vocational counselors or employers can use this „set of qualifications” to compare them with the actual “set” of qualifications that the candidate for a position has, and to determine to what extent this person would be able to perform the required role. On the other hand, for another group of recipients – students, persons wishing to change their qualifications – the standard can be a source of information on requirements associated with a given profession. As such, it can precisely define the needs with respect to preparing oneself for the profession. Knowing these needs, we can determine directions for training within the scope of the given profession, or directions for vocational development.

The possibilities and the scope for application of professional qualification standards depend on the needs and intellectual level of various groups of recipients: young people from lower secondary and upper secondary schools, students of universities and colleges, their parents and teachers, adult unemployed persons or job-seekers.

During the training workshops⁶⁶ conducted with vocational counselors working at the Mobile Centers of Vocational Information, Youth Career Centers and in School Career Centers, the participants evaluated the usefulness of professional qualification standards for work with young people aged 15 to 25. The counselors, upon familiarizing themselves with the methodology for development of professional qualifications standards, and with sample standards, praised especially:

- 1) *accuracy, reliability and comprehensive approach* - due to the fact that for the first time the research of employers' expectations was conducted with the participation of employers themselves, including representatives of management, persons directly supervising the work of employees under the profession/ specialty for which the standard had been developed, and employees performing the given profession/specialty. Provisions proposed in the standards, especially the detailed lists of skills required to perform the individual occupational tasks, makes the standards, in the opinion of counselors, one of the most exhaustively prepared profession-related tools. Those provisions, which objectively present actual requirements of employers, allow the persons wishing to undertake work in the profession or specialty in the future, or already working, to assess their own deficit of skills and as a result, to make the necessary developments;

⁶⁶ Training seminar, „national professional qualification standards, modular training programs” conducted by M. Żurek as part of the national conference “Youth – work – perspectives”. Headquarters of the Voluntary Labor Corps, Warsaw, November 22-24, 2006.

- 2) *the up-to-date character* of information contained in the standards – the standards presented during the workshop were developed in 2006;
- 3) *universality* – this was highly rated by participants of workshop, as the existing professional qualification standards reach them on an ongoing basis in printed versions (counselors working at the Voluntary Labor Corps), or are made available in electronic form at the server of Ministry of Labor and Social Policy;

Differences in opinions among the counselors participating in the seminar appeared at the time of assessing the possibility for using the standards directly in work with their customers. The counselors justified their differing opinions on one hand with lack of sufficient knowledge on the standards, and on the other, with the level of decision maturity of their customers. With respect to school youths, the counselors agreed with the opinion that for this group of clients, the standards are unclear, which results mainly from the breakdown of professional qualifications levels and into extra-professional, general, occupational and specialist tasks. The counselors fear that this can exceed the perception of young people. The misunderstanding by the recipients (counselors and their clients) of the systematic of information contained in the standard leads to loss of motivation and breach of contact with the source. Thus, the counselors proposed that the standard should be simplified and adapted to capacities of the recipients. A solution to this situation would be to use in work with the client - young people of school age - only certain elements of the standard, e.g. presenting information on profession in a multi-media presentation containing a list of occupational tasks, required skills and knowledge, without splitting them into levels.

The participants voiced also other objections, tied to the “project” nature of the development of professional qualification standards, which would become obsolete with time, as it was in the case of the “Guidebook of professions” - some of information contained in it is outdated in comparison to situation in 2003 – year of publication (e.g. levels of salaries, demand for professions/ specialties, recommended reading etc.). Therefore, appropriate procedures should be put in place to assure regular review of the contents and updating of professional qualification standards. Such procedures should become a permanent element of managing vocational information. This becomes a necessity in a situation where we are flooded with too much information.

In summary of the workshop, the counselors expressed a positive opinion on the professional qualifications standards and decided they would be useful for work with young people:

- students of lower secondary schools, where under the in-school system of vocational counseling, the students get to know professions in stages of: tasks, occupational activities, skills and knowledge, psychophysical requirements for candidates for the profession, and confront their abilities with the requirements of the profession. The standards would be also useful

- to determine the path leading to the given profession, and to increase the parents' awareness of decisions made by their children;
- upper secondary schools - vocational school - the standards can be useful tools helping the students to acquire professional qualifications, in choosing the appropriate specialty, seeking information on required employee skills, designing internships to match these requirements. The standards can also help in broadening the general knowledge and in building further stages of the educational and vocational development;
 - general upper secondary schools – the standards would support the young people in making decisions regarding education and choice of profession; they can also help them prepare for independence and for acting in demanding situations such as examinations, search for work, undertaking the role of employee, change of profession, adaptation to new conditions, unemployment, professional mobility, limitations resulting from health conditions, etc. They can also support the parents while their children make educational and vocational decisions;
 - upper secondary schools – specialized and technical secondary schools – standards can be used by teachers and school counselors to present professions and specialties that are based on profiled education, and next in the self-diagnosis of vocational preferences and interests with respect to specific features of the vocational profile.

Full set of the professional qualifications standards should become an obligatory item at each School Center of Vocational Information, that can be located, for example, at the school library.

10.4. The informative usefulness of professional qualifications standards in higher education

In higher education, the fundamental source of information on professions, that should be used by vocational counselors, are the education standards which set forth the basic requirements regarding qualifications of graduates. Legal basis for education standards are provided by the law of July 27, 2005 the Law on higher education⁶⁷. In the course of analysis of provisions of the law, I would like to draw particular attention to the following:

Art. 9. The minister responsible for higher education shall specify by regulation:

- 2) the degree program requirements for each field and level of study, including educational profiles of graduates, framework curriculum contents, duration of degree programs and practical placements, requirements for each form of study, as well as the procedures for the establishment of interdisciplinary programs and degree programs in macro-fields of study and requirements to be fulfilled by a higher education institution in order to provide such programs, while taking into account the curricular contents for each field of study covered by a macro-field or by an interdisciplinary program, and having regard to the quality of education.

⁶⁷ Journal of Laws of 2005, no 164, item 1365 as amended.

Art. 13. 1. The primary tasks of a higher education institution shall be: 1) teaching students to prepare them for employment.

The extracts from the Law shall be analyzed from the standpoint of opportunity for using the professional qualification standards.

The proposals of names for fields of studies and the **educational standards** are the responsibility of the General Council for Higher Education, which cooperates with the minister responsible for higher education and with other bodies of the public authorities and administration.

The current education standards for all fields of studies are defined in the regulation of the Minister of Science and Higher Education of July 12, 2007⁶⁸ As the justification to the regulation states⁶⁹: „the modern education standards take into account tendencies and nature of changes occurring in higher education and scientific research in Europe, generally known under the name of the Bologna Process and the Lisbon Strategy, and also changes occurring in the social and economic areas, as well as in the labor market. They will constitute good grounds for further phase of changes in this area, namely the creation of basis for national qualification structures, and assuring the higher schools freedom and significant autonomy in the shaping of curricula”.

Vocational counselors, who use educational standards in work with their clients, can find in them the following information:

- general characteristic of the field of studies,
- description of skills and competencies of the graduate,
- framework contents of education in the given field,
- description of internships,
- duration of studies,
- minimum general number of classes and general number of ECTS points.

Let's have a closer look at the qualifications of a graduate of the first-degree studies in the field of pedagogy:

The graduate possesses basic general educational, historical, philosophical, sociological and psychological knowledge necessary to understand the social and cultural context of teaching, education and care work, and to shape own professional development. He/she has the abilities of social communication, using diagnostic tools, enriching and improving own knowledge and competencies in the area of practical actions and creating own methodological skills. He/she is capable of a reflective approach to own professional role, and an in-depth understanding of educational reality. The graduate acquires basic professional qualifications, depending on the selected major, with the option to focus on specific pedagogical area. He/she is ready to work in: the education system (after majoring as a teacher – according to educational standards preparing to per-

⁶⁸ Regulation of the Minister of Science and Higher Education of July 12, 2007 on educational standards for individual fields of study and education level, as well as the procedures for the establishment and requirements to be fulfilled by a higher education institution in order to provide interdisciplinary programs and degree programs in macro-fields of study (Journal of Laws no 164, item 1166).

⁶⁹ Website: www.bip.nauka.gov.pl, section: Legislation – higher education.

form the profession of teacher), in teaching and educational centers, specialist counseling centers, enterprises, in health services, as well as in institutions of social prevention and in the law enforcement sector. The graduate should have foreign language ability on the proficiency level B2 under the Common European Reference Framework for Languages, and is able to use specialist language from the field of education. The graduate is prepared to undertake second-degree (postgraduate) studies.

It is worth noting that according to this standard, the pedagogical studies prepare also to the profession of vocational counselor.

In my opinion, qualifications of graduate of the pedagogy studies presented in the above description can be called the extra-professional or general professional qualifications, according to the terms adopted for the development of national professional qualification standards. Let's recall: the extra-professional qualifications are described with the sets of skills, knowledge and psychophysical features common for the sector in which the given profession functions (e.g. the construction sector, the IT sector). The extra-professional qualifications include also qualifications that are defined as common for all professions. In that case, those qualifications shall be common for all specialties covered by educational standard in the fields of pedagogy – including specialties/ majors where vocational counselors are trained.

After the analysis of provisions contained in education standard, the following conclusion can be drawn: the education standards describe extra-professional and general professional qualifications for the various fields of study, and do not reflect the basic occupational qualifications that are of interest to persons selecting the given specialty, profession. Thus, if vocational counselors limited themselves only to educational standards, they would be providing incomplete information. The professional qualification standard becomes useful, as it perfectly completes the educational standard, thus reflecting requirements posed by the labor market.

The usefulness of professional qualification standards for the work of vocational counselors has been confirmed, inter alia, with results of own research⁷⁰ conducted during the years 2003-2007. The standard was used to construct a research tool, diagnosing the self-assessment level of the professional qualifications, defined through the set of knowledge, skills and psychophysical features necessary to perform the profession. We asked persons commencing and ending their education process to complete the questionnaire. On the basis of the research results, we can state that the professional qualification standard, in the case of:

- 1) persons commencing the education process – contributed to inform them of the actual requirements for the profession/ specialty that the future employers would have them face after the end of the education process. In this way, the standard increased the awareness of their choice, and precisely de-

⁷⁰ M. Žurek: *Expectations of employers vs. the model for training labor educators*. Own research conducted under doctoral thesis.

fined the expectations and requirements that they, as the future students, should have towards the teachers;

- 2) persons ending their education – the standard was the basis for self-assessment of skills they acquired, the psychophysical features acquired during the education process, and also a tool for evaluating the quality of education from the standpoint of employers' expectations.

The use of professional qualification standards in vocational counseling contributes to improving the pertinence of educational and professional decisions made by individuals, which minimizes social and material costs resulting from wrong choices. In turn, the higher schools, being aware of labor market requirements formulated in the professional qualification standards and including them in the contents of education, will be able to fulfill their basic task – educating students in line with needs of the labor market, to prepare them for future work.

* * *

The basic purpose of vocational counseling is to stimulate the professional development of the young and adults, allowing them for an active and independent choice of own career path⁷¹. The professional qualification standards are one of the most reliable sources of information on professions, and would certainly contribute to more conscious decisions on selection of profession, made by their recipients.

The professional qualification standards, due to the recipients of information – individuals of various age, making their choice of profession, school or employment - have numerous applications. The only limit is the perception of various groups of recipients, and lack of sufficient knowledge of the standards among counselors.

As a source of information on profession, next to descriptions and characteristics of professions, education standards at universities, colleges and in other schools, the standards should be the fundamental tools of every vocational counselor in Poland.

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11. LEGALIZATION AND STANDARDIZATION IN THE ACTIVITIES OF THE POLISH CHAMBER OF COMMERCE

Wojciech Januszko

11.1. A bit of history

The chambers of commerce are one of the oldest forms for collective activities of entrepreneurs. In the territory of Poland, economic self-government was established during the period of captivity. The first self-government chambers were the chambers of commerce and industry under the Austrian partition rule (est. 1850) and industry and commerce chambers under the Prussian rule (est. 1851). Meanwhile under the Russian rule there was no self-government of any form, because it did not fit into the doctrine of the tsar's autocracy. The establishment of a unified internal market was one of the most important challenges faced by the Polish state, restored after the period of partitions. At this time it was decided that for the process of creating a single economic organism of the country, the best solution would be to gather all groups of entrepreneurs in self-government chambers, as institutions tied to the state. This meant that economic self-government was recognized as a public administration body, equal to government administration and territorial self-government.

The legislative works were crowned with the Ordinances of President of the Republic of Poland: from 1927 on crafts chambers and chambers of industry and commerce, and from 1928, on agricultural chambers. The effect of these legal acts was the creation of chambers of commerce as subjects of public administration. The manner in which economic self-government was introduced as a systemic subject in pre-war Poland found legal expression in the constitutional act of April 23, 1935, article 72. section 2 – „Administration of the state is performed by: a) central government administration, b) territorial local government, c) economic self-government”. The World War II interrupted the activities of economic self-government in Poland for dozens of years. Premises for the rebirth of economic self-government were again offered by the transfor-

mation of the political and economic system in 1989. All chambers of commerce are currently private legal associations void of state administration control. In contrast to the situation in pre-war Poland, contemporary chambers of commerce are based on the Anglo-Saxon model. None of them has universal nature, and they can not be representative partners of the business community in contacts with government administration and local self-government. As a result, the process of systemic transformation, which has been occurring in Poland for 15 years now, is happening without the participation of self-government business chambers. Such important economic reforms as privatization and restructuring of the economy are conducted by officials of the government administration, without the participation of the civic group that is the most interested and most competent on these matters – the entrepreneurs.

The beginning of the gradual restoration of activities of the chambers was the establishment of the Polish Chamber of Commerce. During the founding assembly held on February 13, 1990, the resolution on the Chamber's establishment was adopted during an open voting.

Representatives of 13 founding members next elected the Council of Chamber and Board of Auditors.

Two days later an entry into the court register opened the contemporary history of economic self-government in Poland.

11.2. The Polish Chamber of Commerce

The main duty of the Polish Chamber of Commerce is to help the entrepreneurs in their business. The PCC organizes and supports all actions for the development and increase of competitiveness of the Polish economy, and from this perspective it evaluates actions undertaken by central and local authorities. The PCC represents the interests of Polish entrepreneurs in relations with the President of the Republic of Poland, the Parliament, the government and local authorities. This is done in particular through issuance of opinions on draft legislation pertaining to the economy.

The structures of the Polish Chamber of Commerce include specialized bureaus, such as the European Union Bureau. The Chamber organizes trade missions in Poland and abroad, exhibitions, fairs, seminars and other forms for the promotion of entrepreneurship and foreign trade.

The PCC provides legal advice, legalizes, endorses and issues commercial documents and certificates. It also runs the ATA carnets section. There is also an Arbitration Committee – an independent entity, a conciliatory court which solves disputes arising between business entities.

The PCC organizes and delivers many competitions and promotional programs recognized in the country, which are supported by the main political and economic authorities, including the President of the Republic of Poland and ministers responsible for the areas of: economy, labor and social policy. The PCC produces also various publications and catalogues.

The Chamber represents the community of Polish entrepreneurs in the EUROCHAMBES, Association of the European Chambers of Industry and Commerce, which groups the European chambers of commerce, and the International Chamber of Commerce (ICC) in Paris.

11.3. Legalization and standardization

The activities and initiatives of the Polish Chamber of Commerce, whose goal is the standardization of social and economic life, include: drafting a Code of Ethics in business activity, legalization of documents required in international trade, issuing certificates tied to business activity, issuing certain customs documents (ATA carnets), establishment of the Polish Quality Award, popularization of brand value, development of entrepreneurship and support for the application of national professional qualification standards in various areas of the social and economic life.

Code of ethics

The Code of Ethics was developed under commission of the Polish Chamber of Commerce by the Foundation “Institute for Research on Democracy and Private Enterprise”, on the basis of materials provided by the Institute of Business Ethics from London.

The preamble to the Code says: „Building market economy in Poland is tied to the need to adhere to rules of ethics and entrepreneurship culture. The Polish Chamber of Commerce perceives the attempts at honesty and reliability in business activity among growing numbers of entrepreneurs, for whom adherence to ethical standards and generally acceptable models of behavior becomes a fact. Actions meant to assure high quality of products and services, honesty and reliability in contacts with contractors, representatives of the State Treasury and natural environment prove a responsible approach to management of company, and are one of the sources of success. Under conditions of strong competition, a company may not function in the longer run without a positive opinion and without adhering to ethical norms. The Polish Chamber of Commerce encourages entrepreneurs to adopt their own Codes of ethics and to inform their customers and contractors of that fact. The model for these rules adopted by individual enterprises could be the aforementioned Code of ethics in business activity. The Polish Chamber of Commerce believes that in all activities of an enterprise, it is necessary to adhere to basic ethical rules and to recognize obligations towards all stakeholders. Honesty is a condition necessary to achieve the enterprise’s stability and success. Reputation of the company and trust in it are one of the most important values. Adoption of the Code of ethics should mean recognition of these values, and an obligation to regularly monitor the adherence to adopted standards”⁷² .

⁷² More to be found at the website: http://www.iped.pl/kodeks_etyki.php

Legalization of commercial documents

The PCC performs actions of chambers of industry and commerce with respect to legalization of documents required in international trade. Legalization is made at the Polish Chamber of Commerce and on behalf of the PCC, in chambers of commerce in several Polish cities.

Scope of legalization of documents required in international trade covers the following activities:

- 1) legalization of contracts, commercial invoices, specifications, waybills, fitosanitary certificates, veterinary certificates, radioactivity certificates, powers of attorney;
- 2) issuing certificates of origins for goods delivered under purchases financed with funds of the European Community and other subsidies, in cases where this is required by international contracts or if the issuance of certificate of origin is not a duty of the customs administration;
- 3) in exceptional cases, for example for banking needs, issuance of additional certificates of origins or legalization of a certificate of origin, pursuant to provisions of the civil code.

Only enterprises registered in Poland may apply for legalization of documents and for certificates of origin.

Issuance of documents

The Polish Chamber of Commerce is authorized to issue the following documents:

- 1) certificates of legal status of a business entity, its scope of business and rules for representation, and other basic conditions regarding the activity,
- 2) certificates of legal succession and all other circumstances causing an assignment of rights and obligations,
- 3) certificates on circumstances that can be the basis to relieve from contractual liability.

Issuing ATA carnets

The ATA carnet is a special international customs document, which allows for and facilitates temporary customs clearance of goods, transported out of the country as commercial samples, as well as professional equipment. This document has been developed by the Customs Cooperation Council with the assistance of the International Bureau of Chamber of Commerce, operating at the International Chamber of Commerce in Paris. The ATA carnet authorizes its holder to transport goods through the territories of states associated under the ATA guarantee chain (currently it includes 62 countries).

The ATA convention specifies the following categories of goods which may be transported with the use of ATA carnet:

- commercial samples: exported for the purpose of acquisition, market reconnaissance, demonstration of models before concluding a commercial contract,
- goods designated for fairs and exhibitions: all kinds of exhibits, construction, equipment and decoration of stands, etc.,
- professional equipment: movie and television equipment, theater props, musical instruments, sports equipment, scientific apparatuses, tools etc.

The ATA carnet eliminates the complicated customs procedure tied to temporary clearance. Holder of the carnet does not have to complete a SAD document, customs declarations, or to submit deposits at all crossed borders.

On the basis of the ATA carnet, goods can be imported into one or several countries. Both individuals and legal persons can purchase the ATA carnet upon submission of copies of the relevant documents (REGON identification number, copy of entry into the register of business entities, NIP tax identification number).

A significant benefit, especially for persons transporting professional equipment, is the possibility for multiple uses of the carnet – during the 12 months of its validity – to various countries, but without changing the specification.⁷³

Polish Quality Award

The Polish Quality Award has been established by: the Polish Chamber of Commerce, the Polish Center for Testing and Certification, and the “Poland Now” Polish Promotional Program Foundation. Its model has been developed on the basis of the European Quality Award (EFQM).

Quality Management, contained in the idea of the Polish Quality Award, is a philosophy shaping positive relations among: productivity, competitiveness and quality of products and services, protection of the natural environment, occupational safety and hygiene, as well as between management and employees, enterprise and society, which as a result shape the “Quality of Life” (culture, education, ethics and material level) of individuals, groups and the society. Quality management is therefore a new social philosophy, whose idea covers the whole management sphere.

The model for management improvement of the Polish Quality Award has a number of model structures, including: innovation management, risk management, knowledge management⁷⁴.

The program BRAND TO BRANDS

The PCC is one of the creators of the BRAND TO BRAND program, which started the renaissance of brands after almost half a century of interruption and downfall. The concept of „brand” returned to the economy and social life, to the main values of business, market reality, awareness of entrepreneurs

⁷³ More to be found at the website: <http://www.kig.pl>

⁷⁴ Details at the website: <http://www.pnj.pl>

and consumers, language of politicians, scientific research, language of the media and everyday life, to the interests of people. The brand was reinstated as a symbol of perfection and loyalty. Awareness of the brand's importance has also developed, as of an asset and the most effective competitive advantage.

The program BRAND TO BRANDY includes several thousands copies of unique books, series of seminars and conferences, exhibitions, research and opinion polls, numerous publications, interviews, radio and TV shows, scientific research and publications, active participation in international congresses, large community-based events, participation in legislative work (including work on the Industrial Property Law), hundreds of consultations for the business community, lectures for students, restoration of prestige of the oldest active enterprise in the world - the Royal Salt Mine in Wieliczka, nationwide and community-based educational activities⁷⁵.

The program „Fair Play Enterprise"

The Program for Promotion of Entrepreneurship Culture, "Fair Play Enterprise" is a nationwide project, whose goal is to promote ethics and entrepreneurship culture in business. This program evaluates the manner and style of conducting business activity. Its purpose is to reward those entrepreneurs who are reliable and follow rules of ethics in their business. The idea is to promote ethics in doing business understood as a set of norms of conduct in mutual relations of entrepreneurs with contractors, clients, employees, partners and the local community, and the local and governmental authorities. These norms are in line with the current laws and generally accepted social standards. The Program for Promotion of Entrepreneurship Culture, "Fair Play Enterprise" is conducted under the patronage of Provinces and their Marshals, and in close cooperation with the Province Marshals' Offices⁷⁶.

The project „Fair Play Employment. Promotion of entrepreneurship culture and ethics of the labor market"

The purpose of the project „Fair Play Employment. Promotion of entrepreneurship culture and ethics of the labor market" is to strengthen the existing activities meant to improve entrepreneurship culture in the relations between the employer and the employees. The main goal of the partnership „Fair Play Employment. Promotion of entrepreneurship culture and ethics of the labor market" is to improve the culture of hiring employees, by determining and implementing the Fair Play standards. In this way, enterprises would better adapt to structural changes, and would do this without unnecessary layoffs and elimination of the workforce from the production process.⁷⁷

⁷⁵ More details at the website of the Polish Brand Institute: <http://www.imp.org.pl>

⁷⁶ Details at the website: <http://www.przedsiębiorstwo.fairplay.pl>

⁷⁷ More to be found at the website: <http://www.praca.fairplay.pl/>

National standards professional qualifications standards

The Polish Chamber of Commerce, through its representatives, actively participated in the development of national professional qualification standards. As the representative of economic self-government, the PCC intends to broadly publicize these issues, in order to have the professional qualification standards popularized and widely used by employers. Those activities would be implemented, among others, through presentation of standards on the websites of organizations - members of the Polish Chamber of Commerce; and through series of trainings and seminars for employers and entrepreneurs. The object of the analysis are the possibilities for confirming compliance with standards, through the issuance of relevant certificates.

The Polish Chamber of Commerce shall also undertake activities meant to identify professions already functioning in the labor market, or new ones, for which the development of professional qualification standards would be recommended.

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12. THE APPLICATION OF PROFESSIONAL QUALIFICATIONS STANDARDS IN CRAFTS

Maciej Prószyński

The craft organization, acting on its behalf and for its benefit in the community of craftsmen, performs important tasks in the area of professional education, executing provisions contained in the law on craft, in other legislation and in the standards. Continuous education of artisans and their employees, confirmation of professional qualification standards on apprentice and master level, as well as supervision over the training process of juveniles hired by employers for the purpose of vocational training - these are the basic areas of interests for the crafts organization.

Improvement of market situation, and growth of an enterprise's competitiveness, largely depend on the qualifications of its personnel. Development and market survival of a company are determined by the knowledge and skills of its employees.

School education ending with a certificate which confirms a certain level of general education and vocational preparation is the basis for further development and improvement of professional qualifications.

Technical progress, technological changes, the need to implement quality systems – all this requires business owners and their employees to flexibly adapt to market conditions, constantly increase their qualifications and obtain new knowledge, sometimes not related to the profession they had learned earlier.

For this reason, business owners who want to strengthen their market position and who are interested in development of their company must care for constant increase of qualifications and vocational development of both themselves and their employees.

The employed persons acquire knowledge and skills during their whole period of professional activity. Skills obtained in the course of work, or through participation in organized training, can be confirmed with formal documents which prove the professional qualifications. This is beneficial both for the employee – as it facilitates further employment or change of work – and for the employer, who can properly assess the actual usefulness of the employee in the context of personnel needs of his/her enterprise.

12.1. Examinations in Crafts Chambers

The system of chamber-based apprentice and master examinations has its legal basis in Poland, and is also known in countries of the European Union, which is important in the context of creating a unified labor market, and of economic migration processes.

The characteristic feature of exams organized by chambers is their openness and accessibility for various groups of candidates, that is, both the juvenile apprentices learning the profession with an experienced craftsman, as well as adults who seek opportunities to confirm their qualifications acquired through work and theoretical preparation.

The legal basis for the system of apprentice and master exams, conducted by examination boards appointed by the chambers of craft is the Law on Craft⁷⁸ of March 22, 1989 and the Regulation, issued on the basis of delegation contained in the Law, *of the Minister of National Education of October 12, 2005 on examinations for the titles of apprentice and master in a profession, conducted by examination boards of craft chambers*⁷⁹.

This document sets forth detailed conditions and manner for appointing the examination board and conducting examinations, as well as conditions for admittance to the apprentice and master examinations.

Decisions made by the Minister of National Education are consistent with the suggestions of the crafts community, which are based on the many years of practical experience in conducting examinations. For the outcome of examination and proper evaluation of the candidate, the important element are his/hers skills and knowledge – and not the formal procedures associated with taking the examination and organizing it. The decisive factor must be the actual knowledge of the profession, and not the ability to pass an examination.

Chambers of craft can appoint examination boards for professions corresponding to a given type of craft. This applies first of all to professions which are popular as professions taught by employers-artisans.

The chambers of craft from all over Poland appointed **over a thousand of apprentice examination committees, and a similar number of master examination committees** in 2006. **Almost eight thousand of recognized professionals** in various fields were acquired to work on the committees.

The committees work under five-year terms, and their members are obliged to participate in trainings on the organization of examinations, as well as the methodology of examining. The trainings are delivered by chambers of craft, pursuant to the program approved by the Polish Craft Association.

Members of the chamber examination boards are mainly craftsmen conducting business activity, which is very important for the organization of practi-

⁷⁸ Journal of Laws no. 112, item 979 of 2002 – uniform text, and Journal of Laws no. 137, item 1304 of 2003

⁷⁹ Journal of Laws no 215, item 1820.

cal examinations. The committees include also teachers from vocational schools and other educational institutions, cooperating with chambers of craft.

Examination boards at the chambers of craft are entitled to conduct examinations for the titles of apprentice and master “in professions corresponding to the given type of craft”, found in the classification of professions and specialties for the needs of the labor market. As there is no list of crafts that would be a formal document, and due to the need to create uniform framework for the system of chamber-based examination boards on a nationwide basis – the Board of the Polish Craft Association decided it is necessary to determine a list of professions for which the craft chambers appoint examination boards. In this way, the list of artisan professions was created, for which the chambers of craft can conduct examinations, issue master’s diplomas and apprentice certificates.

Currently the list contains 111 professions corresponding to specific crafts. 53 among them are “school” professions, and the remaining ones are taught outside schools, but all are included in the classification of professions and specialties for the needs of the labor market. This list is open and can be supplemented with new professions.

According to the Regulation of Minister of National Education of October 12, 2005 on examinations for the titles of apprentice and master in a profession, conducted by examination boards of craft chambers⁸⁰, the examination boards of craft chambers conduct examinations for the degree of apprentice and master in professions, corresponding to the given type of craft, and included in the classification of professions and specialties for the needs of the labor market. Qualification documents (apprentice certificates and master diplomas) obtained from examination boards of craft chambers are equal under the law with diplomas issued by regional and state examination boards.

The **qualification exam for apprentice title** can be taken by a person who completed vocational training with an artisan, and theoretical education in school or in extra-scholar forms, and who fulfills other conditions regarding duration of work experience and scope of possessed occupational qualifications, or type of completed school.

The apprentice certificate is the basic document confirming professional qualifications in craft. It authorizes its holder to undertake work as a qualified employee, and to work in positions requiring specific qualifications; and – upon gaining three years’ work experience – to take the master’s exam.

The **qualification exam for master title** can be taken by a person who fulfills conditions regarding duration of work experience, type and scope of pos-

⁸⁰ Journal of Laws no 215 item 1820.

sessed occupational qualifications, or type of completed school, with the restriction that candidate for a master must be a graduate of at least an upper secondary school.

The master's diploma is a document which confirms the highest artisan qualifications in the profession. It facilitates its holder the running of own business activity or taking managerial positions in an enterprise. It also authorizes its holder to train juvenile employees (in this latter case, combined with certificate of completing pedagogical training).

The scopes of requirements for the apprentice and master examinations in the profession are contained in standards for examination requirements, defined by the Board of the Polish Craft Association⁸¹.

With respect to the apprentice examination, these requirements are tied primarily to the program of practical training and theoretical learning, delivered in vocational school. For the „school” professions, examination standards set forth by the Minister of National Education are applied. For professions not taught in schools, and on the master's level, the Polish Craft Association set standards in cooperation with crafts chambers, on the basis of its own experience and drawing from cooperation with foreign organizations of craft chambers which conduct examination activity. This allows to compare Polish documents issued by craft chambers with local ones in host countries (e.g. in Germany), which is important for Polish citizens looking for work abroad.

The candidates for apprentice are expected to have basic skills and knowledge necessary to properly perform the profession, while much higher requirements are posed for the candidates for master title. The examination boards expect them to be more skilled in the performance of difficult practical tasks that are more complex and require more skills, to have knowledge of technological processes and in-depth knowledge of materials, as well as of the labor law and regulations tied to training of apprentices.

The apprentice and master examinations are organized in two parts: practical and theoretical, and their sequence is determined by chairman of the examination board, in cooperation with the craft chamber:

- **The practical part** requires the person taking the exam to independently perform tasks which check his/her practical skills.
- **The theoretical part** is divided into two parts: written and oral.

Examination tasks for the practical part, questions for both parts of theoretical exam, as well as sets of these questions based on requirement standards, are prepared by members of the examination team, in cooperation with the chairman. Those materials are approved by the chamber of craft.

⁸¹ Available at the website: <http://www.zrp.pl>.

During the performance of practical task, the examination board pays attention to, and evaluates such elements as:

- proper selection of tools and equipment, and the ability to use them properly,
- maintaining appropriate posture during work,
- adherence to rules of occupational safety and hygiene, fire prevention and environment protection,
- keeping the right sequence of actions during the performance of practical task,
- cleanliness, accuracy and systematic work,
- the time the candidate needs to get his/her bearings in a new workshop surroundings.

Candidates who successfully pass the examinations receive the apprentice certificate or master diploma, according to the type of passed exam.

The craft certificates of professional qualifications: apprentice certificates and master diplomas are stamped with the round seal with the national emblem, which gives them the status of state documents.

After Poland became member of the European Union, an increasing number of persons intends to perform their profession in the member countries, using the documents confirming their qualifications. According to international law, a document that is to be used in foreign exchange, must be legalized – in other words, endorsed.

The Polish Craft Association is authorized to legalize apprentice certificates and master diplomas issued by chambers of crafts, whose holders intend to use abroad.

From the candidate's standpoint, the most important element is the transparency of the document, which offers the opportunity for comparing it with qualification documents from other countries. The European labor market offers chances for mobile people, but in order to profit from it, they need freedom in seeking work which is helped by "good papers". In other European countries, contrary to beliefs spread by Polish media, qualification documents are necessary to run independent business, and to obtain appropriate level of remuneration (salary grades). The public in these countries still believes that "craft means qualifications, and qualifications are a guarantee of quality".

This is the reason why the introduction of uniform national professional qualification standards is so important for the meaning and quality of document obtained at the end of education and training process, confirmed by qualification examination.

It is worth stressing that a large number of people who have been working abroad for years obtained the Polish qualification documents only in this year, fulfilling in this way the expectations (or rather, demands!) of potential or existing employers – this refers both to Europe and the USA. It is interesting that those persons have earlier performed the given profession in Poland, but nobody asked them to present documents confirming qualifications - their declara-

tion on knowledge of the profession, or a school certificate, were sufficient. Persons working in other EU countries have met recently the demands of employers to present a proof of qualifications. According to information obtained from the interested parties, employers from Western Europe prefer documents issued by chambers of craft.

The craft community has suggested many times that it is necessary to come back to concrete discussion on the need to prove qualifications by persons who perform activities tied to threat for human health or life, or to repair of valuable items. There are many such examples, and the most important areas include professions tied to motor vehicles, production of food or optician services. An official list of professions should be drawn, whose performance in the service market would be possible only upon demonstrating the professional qualifications set forth in the law on craft. This would allow to regulate the services market in the future, and would contribute to offering Polish citizens equal chances in the European labor market.

Documents issued by chambers of craft in countries of the European Union are known and recognized by employers – also due to the fact that this system has been functioning in Europe for centuries. The examinations verifying the knowledge and skills of graduates learning a profession, conducted by their employers, are a very good measure of their vocational readiness. This evaluation is performed by persons who would be the future employers – in consequence, this guarantees high level, reliability and objectivism.

12.2. Vocational education in crafts and standardization of professional qualifications

Vocational education in craft is a well-known and widespread method for acquiring vocational skills and qualifications. In this process, an important role is played not only by small and medium-sized craft companies, but also by craft organizations: guilds, chambers of craft and the Polish Craft Association.

The purpose of craft education is for the juvenile to acquire practical skills and theoretical knowledge that are necessary to responsibly perform the profession – both as an employee and a person conducting independent business activity.

Craft education can be performed in 104 professions corresponding to specific crafts, included in the classification of professions and specialties for the needs of the labor market. These professions include the so-called school professions, where learning takes place in schools, and professions not included in the school classification, which are significant for the regional or local labor markets. The juvenile person gains practical experience working with an artisan, pursuant to a curriculum approved by the Minister of Education with respect to school professions, and in extra-school professions – according to a curriculum resulting from the standard of apprentice examination. Regardless of the form of theoretical education and type of profession (school or extra-

school), the practice under the guidance of artisan ends with apprentice examination.

The vocational education with an artisan consists of two integral parts: practical, realized in the process of work at the craft workshop, and theoretical education. The juveniles may choose to obtain theoretical knowledge in a vocational school, at a special course, or at their employer's.

Currently the young people learning a craft obtain their theoretical knowledge mostly - about 88% - in schools, but about 12% chooses theoretical education in the extra-school system (this situation is observed for the last few years). The second form is used primarily by young people from rural areas and small towns, and those who learn professions not covered by the school classification. The opportunity for education and obtaining vocational qualifications in extra-scholar forms is a chance for learning and becoming qualified in unique professions, or artistic and handicraft nature. Vocational education with an artisan is organized under the work process and therefore the labor law provisions have a significant influence on conditions that have to be fulfilled by the candidates. The fact that the candidate signs an employment contract with the craftsman gives the candidate a double status: both the juvenile employee and apprentice.

The basis for organization of education at the workplace is the **employment contract for vocational training**, concluded between the employer and the juvenile employee. Data from 2006 shows that the number of students employed for the purpose of vocational training fell by a few percent, which unfortunately is a permanent trend.

This situation is due to the influence of demographic low, new offers of schools, but also to a press campaign conducted for the past several years, which discourage young people from education in vocational schools, encouraging them to choose schools ending with the maturity exam. The falling number of students in vocational schools and in craft is also caused by the decreasing economic importance of certain craft professions, which are being pushed out of the market by mass production (e.g. shoemaker or tailor), which drives the young people away; and also the fact that the young avoid work in difficult professions, e.g. in construction.

The employment contracts for vocational training between the employer and the juvenile employee are concluded at the seat of the respective guild. As part of supervision over the vocational training of juveniles, the guild is responsible for proper preparation of the contract's contents, checking if all legal and organizational conditions have been met, informing the student and the employee of their respective rights and obligations. It also provides the program of practical learning and assists in the organization of theoretical courses. The guilds maintain registers of all contracts for apprenticeship, and also lists of positions available with the artisans. Information on available positions is published in the local media, guild newsletters, on bulletin boards and on guilds' websites.

The scattering of students across artisan workshop causes specific problems associated with assuring proper quality of vocational training provided by employers. Therefore, an important task of the craft organization is the supervision over the vocational training of apprentices – juvenile employees. On one hand, this supervision is meant to protect the interests of learners so that the vocational training occurs according to curriculum and under conditions assuring its full implementation; and on the other hand, its role is to provide content and organizational support for those craftsmen who, aside from their business activity, decide to perform the role of the education system. The Board of the Polish Craft Association defined the rules and manners for the **supervision over the vocational training of juvenile apprentices in crafts** to be performed by the guilds and chambers of crafts. This supervision is based on:

- the guilds providing, in cooperation with the chamber of crafts, the necessary materials, information and support tied to the process of practical training, organized by employers – craftsmen;
- cooperation of the chambers of craft and guilds with the relevant bodies of local administration, education boards and vocational schools with respect to the planning and organization, in school and extra-school forms, of the theoretical education of juvenile employees working with craftsmen in order to obtain vocational training;
- organization by the guilds, in cooperation with chamber of craft, of trainings for craftsmen who hire juvenile employees for the purpose of vocational training (school of masters);
- organization by the chamber of crafts of additional training for representatives of guilds who are authorized to perform tasks associated with supervising the course of vocational training of young people by their employees-craftsmen;
- evaluation of the quality of training organized by employers-craftsmen, which is based on analysis of apprentice examination results by the chamber of craft.

Formally, the supervision should be facilitated thanks to provisions of the law on crafts. Under it, an employer who hires juvenile employees for the purpose of their vocational training, is obliged to be a member of crafts organization.

The vocational education realized with the participation of employers allows and facilitates the acquisition of practical skills and professional knowledge to a degree fulfilling the expectations of the employers. The environment of the workplace and natural working conditions have an important influence on shaping the ability of students and graduates to adapt to changing market conditions.

International exchange of young apprentices may have huge importance for their professional development. Long internships abroad should be intensely promoted already during the training. This is the way for young people not only to broaden their intellectual horizons, but primarily to gain international experi-

ence, develop their inter-cultural skills, learn how to establish contacts and get to know the way of working and habits of other countries. Before this exchange is in place, we intend to, within and with the cooperation of European craft organizations, perform a solid analysis of our teaching syllabuses and the examination requirements. This would allow to identify the acquired and confirmed qualifications, and in consequence to compare them. This would be the first step towards increased mobility of apprentices, but whether it can be implemented depends also on the comparability of professions – and this can be guaranteed only by professional qualification standards.

This information on educational activity of the craft community and its organization offers a clear and exhaustive answer to the questions on reasons for which the Polish Craft Association participates in work on development of the national professional qualification standards. It is our belief that the participation of craftsmen-employers in the drawing of the final version of standards for individual profession, and their pragmatic approach to this issue, had a significant influence on the quality of developed solutions.

The craft community, which implements the educational tasks entrusted to it by the state – that is, supervision over the education process occurring with employers-artisans and the organization of continuous education of craftsmen and their employees – shall adopt the new national professional qualification standards to be applied in the course of these processes.

The Polish Crafts Association, after completing work on development of the standards and editing their final contents, intends to use these standards for:

- supplement and change if necessary the existing examination standards, applied by chamber examination boards,
- the process of practical vocational education, especially in extra-school professions,
- the process of continuous education of craftsmen and employees of their enterprises.

First of all, the national professional qualification standards shall be used during the update and potential changes to the contents of current examination standards. This work is planned for 2008, which perfectly matches the deadlines for completing the development of national standards. Of course, there is problem tied to integrity of examination standards for school professions for which the Minister of National Education is the decision maker, but on the apprentice level is a large group of extra-school professions, where the examinations are conducted by the chamber examination boards, and employers enter into employment contracts with apprentices for the purpose of vocational training. The national professional qualification standards shall also be used for the assessment of examination standards on the master level.

In consequence, the national professional qualification standards would become popular among the craft community and would be used in the process of training juvenile employees.

The craft community fully and with conviction supports the concept of granting the national professional qualification standards the powers of a document which is universally valid as the basis for all educational activities, ending with a school certificate or a document confirming professional qualifications. The Polish Craft Association is convinced that this is the right path leading to transparency and clarity of the professional qualifications system in Poland.

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APPENDIX NO. 1

Glossary of the national professional qualifications standards

Professional Qualification Standard - This norm describes the qualifications necessary to perform professional tasks constituting a profession; approved by representatives of professional and sectoral organizations, employers, employees and other key social partners.

PROFESSION - set of professional tasks, isolated as a result of social labor distribution, which require the employee to possess appropriate professional qualifications. The profession can be divided into scopes of work.

PROFESSIONAL TASK – a logical portion or phase of the work, under the profession, with a clearly defined start and end, isolated due to the type or manner for performing professional tasks linked by a single goal; ending in a product, service or decision.

POSITION - the smallest organizational unit of an enterprise, location for performing work, part of production or service area occupied or serviced by employee to perform the entrusted work - professional tasks.

PROFESSIONAL ACTIVITIES - activities undertaken within the professional task, and resulting in the achievement of goal defined under the professional task.

PROFESSIONAL QUALIFICATIONS - System of skills, knowledge, and psychophysical features necessary to perform the set of occupational tasks constituting the profession.

CONSTITUENCY OF PROFESSIONAL QUALIFICATIONS – set of skills, knowledge and psychophysical features necessary to perform occupational tasks which constitute a single scope of work isolated under the profession. Holding skills which form parts of a specific constituency of qualifications is sufficient to obtain employment in one or several positions under the given profession; sum of constituents of professional qualifications means that the person is fully qualified to perform the profession.

SKILL - Ability to perform specific actions which lead to the performance of occupational task.

KNOWLEDGE – Set of information necessary to acquire, maintain and develop specific skills.

PSYCHOPHYSICAL FEATURES - Innate or acquired sensory and motor abilities, skills and traits of personality, necessary for proper and effective performance of occupational tasks.

EXTRA-PROFESSIONAL QUALIFICATIONS – skills, knowledge and psychophysical features which condition the effectiveness and quality of performing occupational tasks in professions of the given economic sector; the extra-professional qualifications cover also key qualifications which are defined as common for all professions.

GENERAL PROFESSIONAL QUALIFICATIONS – skills, knowledge and psychophysical features which condition the effectiveness and quality of performing occupational tasks common for all scopes of work identified under the given profession.

BASIC OCCUPATIONAL QUALIFICATIONS – skills, knowledge and psychophysical features which condition the effectiveness and quality of performing occupational tasks included in one or several (but not all) scopes of work identified under the given profession.

SPECIALIST QUALIFICATIONS – specific, rarely found skills, knowledge and psychophysical features which condition the effectiveness and quality of performing specialized or non-typical occupational tasks included in one or several (but not all) scopes of work identified under the given profession.

LEVELS OF PROFESSIONAL QUALIFICATIONS – a hierarchical structure of professional qualifications, characterized by increasing complexity, difficulty and responsibility associated with occupational tasks performed by the employee.

APPENDIX NO. 2
Interview questionnaire, *The use of qualifications standards*
in vocational education

0.	What is your understanding of the concept: professional qualifications standard?	
1.	What area of vocational education do you deal with in the institution in which you work? <i>(please mark the answer that applies to you)</i>	
01.	National Qualifications Framework (program basis for vocational education)	
02.	Examination standards	
03.	Training curricula	
04.	Educational standards and quality of vocational training	
05.	Comparability and recognition of qualifications	
06.	Educational mobility	
07.	Classification of professions for vocational training.	
08.	Other area (please specify) ?	
2.	How long have you been aware of what the professional qualification standards are? <i>(please mark the answer that applies to you)</i>	
01.	One year and more	
02.	Less than 1 year	
03.	Don't remember	
04.	I have no idea what the professional qualification standards are	
3.	From what sources did you obtain information on the standards? <i>(please mark all answers that apply to you)</i>	
01.	The institution where I work has materials on standards (please specify)	
02.	Website of the Ministry of Labor and Social Policy, with the database on standards	
03.	Books (please specify)	
04.	Professional magazines (please specify)	
05.	Seminars, conferences (please specify)	

06.	Employees of university	
07.	Laws, regulations and other legislation	
08.	Other sources, please specify	
09.	Not applicable, I have no idea what the professional qualification standards are	
4.	Do you use in your every day work materials which contain descriptions of s professional qualification standards? (please mark the answer that applies to you)	
01.	Yes, frequently	
02.	Rather yes, sporadically	
03.	Rather no, rarely	
04.	No, never	
05.	Hard to say, I don't remember	
5.	In what scope do you use these materials? (please mark the answer that applies to you)	
01.	The standards are absolutely necessary for the proper performance of my professional duties	
02.	The standards facilitate the performance of my professional duties	
03.	The standards are additionally necessary for good proper performance of my duties	
04.	Not applicable, I do not use the professional qualification standards	
6.	Why do you not use these materials? (please mark all answers that apply to you)	
01.	Small interest of my supervisors in their practical use	
02.	Lack of awareness on where they can be obtained	
03.	Lack of orientation to what they can be used in everyday work	
04.	Lack of correlation with the existing teaching materials (program basis, curriculum, other)	
05.	Not applicable, I do not use the professional qualification standards	

7.	Please mark which of the existing standards you use in your work, and rate the degree of their usage. (Please apply rating from 0 to 3, where 0 means the given standard is not used, 1 – is used to a small degree, 2 – average usage, 3 – large usage)	
Item	Developed professional qualifications standards	Degree of usage
01.	Manager of a small enterprise	
02.	Firemanship engineer	
03.	Occupational safety and hygiene specialist	
04.	Nurse	
05.	Lecturer at courses (educator, trainer)	
06.	Vocational counselor	
07.	Professional development specialist	
08.	Specialist in marketing and commerce (sales)	
09.	Programs specialist	
10.	Labor inspector	
11.	European integration specialist	
12.	Employee of self-government administration	
13.	Land surveyor technician	
14.	Construction technician	
15.	Highway engineering technician	
16.	Environmental engineering and land melioration technician	
17.	Telecommunication technician	
18.	Mechatronics technician	
19.	Mechanics technician	
20.	Computer graphic artist	
21.	Information technology technician	
22.	Firemanship technician	
23.	Occupational safety and hygiene technician	
24.	Environment protection inspector	
25.	Landscape architecture technician	
26.	Organizer of tourist services	
27.	Sales representative (regional representative)	
28.	Employee of financial and accounting units	
29.	Employment agent	
30.	Job club leader	
31.	Employee of the national EURES network	
32.	Specialist on benefits for the unemployed and job-seekers	
33.	Social worker	

34.	Postal and telecommunication services assistant	
35.	Cosmetic services technician	
36.	Fireman	
37.	Security employee	
38.	Mason	
39.	Road surface layer	
40.	Assembler of building structures	
41.	Floor layer	
42.	Fitter of building insulation	
43.	Fitter of sanitary installations and equipment	
44.	Fitter of gas installations	
45.	Assembler of municipal networks	
46.	Finishing works technician in the construction sector	
47.	Painter and wallpaper-layer	
48.	Welder	
49.	Locksmith	
50.	Fitter – installer of technical equipment in rural construction	
51.	Assembler of telecommunication networks and equipment	
52.	Carpenter	
53.	Operator of numerically controlled machines	
54.	Other, please specify	
8.	Which of the elements of the national professional qualification standards were used at your institution? (please mark all answers that apply to you)	
01.	Legal basis for performance of the profession	
02.	Synthetic description of profession	
03.	Positions	
04.	Professional tasks.	
05.	Constituents of professional qualifications	
06.	Extra-professional qualifications	
07.	Specification of qualifications: general professional, vocational and specialist for the profession	

10.	Please state, if you remember, the number of training programs at the educational institution at which you work for the school years 1998/1999 and 2005/2006, respectively (please write the appropriate number in the empty column)	
01.	The number of all vocational training programs delivered at the institution at which you work.	
02.	The number of programs of vocational education and training, designed with the use of professional qualifications standards	
03.	The number of programs of vocational education, updated with the use of professional qualifications standards	
04.	The number of all vocational training programs in extra-school forms, delivered at the institution at which you work.	
05.	The number of programs of vocational education in extra-school forms, developed with the use of professional qualifications standards	
06.	The number of training programs for specialty subjects delivered at the institution at which you work.	
07.	The number of training programs for specialty subjects, whose contents were modified with the use of professional qualifications standards	
08.	Difficult to say, I do not have knowledge on number of training programs modified with the use of professional qualifications standards	
11.	Please state for how many and for which professions requirement standards for the examination confirming professional qualifications were developed on the basis of professional qualification standards	
01.	Number of all professions for which standards of examination requirements were developed:	
02.	Number of professions for which examination requirement were developed on the basis of professional qualification standards: These were the following professions:	
03.	Hard to say, I don't know	
12.	Please state for how many and for which professions the program basic for vocational training were updated on the basis of professional qualification standards	
01.	Number of professions: These were the following professions:	
02.	Hard to say, I don't have detailed information	

13.1.	What benefits, in your opinion, may be tied to applying the professional qualification standards to determine national qualifications framework in educational standards?	
01.	The professional qualification standard is a comparative material for developing the program basis for vocational education	
02.	The professional qualification standard is a comparative material for updating the program basis for vocational education	
03.	Updating the program basis for vocational education	
04.	Unified qualifications for the given profession on a nationwide basis	
05.	Other, please specify	
13.2.	What benefits, in your opinion, may be tied to applying the professional qualification standards in examination standards?	
01.	Unification of examination requirements	
02.	The professional qualifications standards are helpful for the analysis of results of vocational examinations	
03.	Building examination requirements on the basis of professional qualifications standards	
04.	Other, please specify	
13.3.	What benefits, in your opinion, may be tied to applying the professional qualification standards in educational programs in both school and extra-school forms?	
01.	Including the knowledge and skills covered by the standard in the curriculum contents	
02.	Including the basic occupational qualifications, contained in the standard, in the contents of school curricula	
03.	Development of teaching curricula for extra-school forms, containing skills and specialist knowledge allowing to obtain another specialty	
04.	Development of education standards for universities and colleges	
05.	Updating of education standards for universities and colleges	
06.	Other, please specify	
13.4.	What benefits, in your opinion, may be tied to applying the professional qualification standards in educational standards and quality of vocational education?	
01.	Defining the conditions for implementing the process of vocational education that guarantee the formation of relevant skills and knowledge	
02.	Defining uniform requirement criteria towards the teaching personnel	
03.	Credibility of qualifications	
04.	Development of education standards for universities and colleges	
05.	Updating of education standards for universities and colleges	
06.	Other, please specify	

13.5.	What benefits, in your opinion, may be tied to applying the professional qualification standards in the comparability and recognition of professional qualifications?	
01.	Transparency of the system of vocational education and development	
02.	Evaluation of professional qualifications of pupils/ students and comparing them against the standard	
03.	Credibility of qualifications	
04.	The standards help to select the best candidates – graduates	
05.	Other, please specify	
13.6.	What benefits, in your opinion, may be tied to applying the professional qualification standards in educational mobility?	
01.	Defining the conditions for achieving a specialization	
02.	Linking the level of qualifications (levels 1-5) to the level of obtained education	
03.	Setting career paths	
04.	Providing information on requirements posed by a given profession	
05.	More effective search for new forms of education	
06.	Enriching the students' knowledge on professions and the educational market	
07.	Other, please specify	
13.7	What benefits, in your opinion, may be tied to applying the professional qualification standards in the area of verifying the classification of professions under vocational education? <i>Note: This question is addressed to respondents representing the area of verification of vocational education</i>	
01.	Linking the classification of school professions to the classification of economic professions	
02.	Developing descriptions of school professions	
03.	Verification of the program basis for individual professions	
04.	Other, please specify	
14.	Do you encounter any difficulties in the full use of professional qualification standards? <i>(please mark the answer that applies to you)</i>	
01.	Definitely yes	
02.	Rather yes	
03.	Rather no	
04.	Definitely no	
05.	Not applicable, I do not use the professional qualification standards	

15.	If you do encounter difficulties, please mark the answer that applies to you	
01.	The form of standards is not very useful for determining the set of skills for the given profession	
02.	Organizational barriers, problems with implementation	
03.	Very wide, loose interpretation of the qualifications standards by professionals	
04.	lack of financial means to implement the required standards	
05.	Lack of full equipment for training positions	
06.	Other, please specify	
16.	What in your opinion should be done to have the professional qualification standards used to a larger extent in institutions of vocational education? <i>(please mark all answers that apply to you)</i>	
01.	Link the level of qualifications (levels 1-5) to the level of obtained education	
02.	Professional qualification standards must be concurrent with the realities of school-based education	
03.	The professional qualification standards should be a source of information for developing the program basis for vocational education	
04.	The professional qualification standards should be the basis for development of teaching curricula (in that case, the program basis could be discontinued)	
05.	The professional qualification standards should be the basis for setting examination standards	
06.	Organize training sessions on the professional qualification standards	
07.	Disseminate and popularize the standards of vocational education.	
08.	Use the standards for entering into employment contracts with employees for specific positions	
09.	Find financial means to implement the standards	
10.	Other, please specify	
17.	Do you see the need for developing further professional qualification standards ? <i>(please mark the answer that applies to you)</i>	
01.	Yes	
02.	No	
03.	Difficult to say, I do not use the professional qualification standards	
18.	If yes, please state for which professions the professional qualification standards should be developed <i>(please name up to five such professions)</i>	

19.	Perhaps many issues that are important for you have been omitted. Please provide your additional comments and postulates tied to use of the professional qualification standards in vocational education	
20.	Did you participate in works of the project, "Development and popularization of national professional qualifications standards"?	
01.	Yes	
02.	no	
21.	What was the nature of your participation in the project, "Development and popularization of national professional qualifications standards"?	
01.	Participant of seminar	
02.	Participant of conference	
03.	Participation in the development of professional qualification standard(s) as an author	
04.	Participation in the development of professional qualification standard(s) as a reviewer	
05.	Participation in the development of professional qualification standard(s) as an external evaluator	
06.	Participation in a Committee on Standards	
07.	Respondent	
08.	Other (please specify)	

Data of the respondent

Please place an 'x' in the right box, or enter the required information.

I. Description of interviewed person

1.	SEX:		2.	AGE:	
	Female:	<input type="checkbox"/>		a) up to 30 years	<input type="checkbox"/>
	Male	<input type="checkbox"/>		b) 31-45 years	<input type="checkbox"/>
				c) more than 45 years	<input type="checkbox"/>
3.	EDUCATION LEVEL:				
	a) primary	<input type="checkbox"/>			
	b) basic vocational	<input type="checkbox"/>			
	c) secondary vocational	<input type="checkbox"/>			
	d) secondary general	<input type="checkbox"/>			
	e) tertiary vocational (engineer, B.Sc., B.A. degrees)	<input type="checkbox"/>			
	f) tertiary – Master's degree	<input type="checkbox"/>			
	g) post-graduate (doctorate, or other scientific titles)	<input type="checkbox"/>			
4.	CURRENTLY HELD POSITION AND LENGTH OF EMPLOYMENT:				
	a) Name of position	<input type="text"/>			
	b) Total length of work experience	<input type="text"/>			
	c) Length of work in the currently held position:	<input type="text"/>			

5. MAIN PROFESSIONAL DUTIES

.....

II. Description of institution where the respondent is employed

1. TYPE OF INSTITUTION WHERE THE RESPONDENT IS EMPLOYED

a) Units of the public employment services: province and district labor offices, including centers of information and career planning.	
b) Employment agencies.	
c) Vocational schools, higher schools, public institutions of vocational education: continuous education centers, practical training centers, centers for vocational development and training	
d) Non-public training institutions: vocational development centers and others	
e) Organizational units of the Voluntary Labor Corps	
f) Professional associations	
g) Nation-wide organizations of employers and trade unions	
h) Ministries and other central offices and their agencies, including the Central and Regional Examination Boards, and institutions responsible for "regulated professions"	
i) enterprises	
j) ZUS, PFRON, KRUS and other institutions tied to social insurance	

2. SIZE OF TOWN WHERE THE RESPONDENT'S INSTITUTION IS LOCATED

a) Village	
b) Town up to 5 thousand inhabitants	
c) Town with 5 to 50 thousand inhabitants	
d) Town with 50 to 200 thousand inhabitants	
e) City with more than 200 thousand inhabitants	

3. NUMBER OF PERSONS WORKING IN THE RESPONDENT'S INSTITUTION:

a) up to 50 persons	
b) 51-250 persons	
c) more than 250 persons	

APPENDIX NO. 3
Specimen of questionnaire on the professional qualifications standards

PART I. LIST OF OCCUPATIONAL TASKS

Please rate the importance of occupational task by placing „X” in the relevant column.

Item	Task category	Very important	Important	Not important	Not needed
A. TECHNOLOGICAL / OPERATIONAL TASKS					
A-1					
A-2					
A-3					
etc.					
	Others (please specify)				
B. ORGANIZATIONAL TASKS					
B-1					
B-2					
B-3					
etc.					
	Others (please specify)				
C. TASKS OF MANAGEMENT AND COOPERATION					
C-1					
C-2					
C-3					
etc.					
	Others (please specify)				
D. TASKS OF QUALITY CONTROL AND EVALUATION					
D-1					
D-2					
D-3					
etc.					
	Others (please specify)				

PART II. SET OF SKILLS, KNOWLEDGE AND PSYCHOPHYSICAL FEATURES THAT CORRESPOND TO PARTICULAR OCCUPATIONAL TASKS

Please rate the importance of a given skill, element of knowledge and psychophysical feature by placing „X“ in the relevant column.

Occupational task A-1:					
Item	SKILLS	Very important	Important	Not important	Not needed
1					
2					
3					
etc.					
	Other (please specify)				

	KNOWLEDGE	Very important	Important	Not important	Not needed
1					
2					
3					
etc.					
	Other (please specify)				

item	PSYCHOPHYSICAL FEATURES	Very important	Important	Not important	Not needed
I. Sensory and motor abilities					
1					
2					
3					
etc.					
II. Talents/ skills					
1					
2					
3					
etc.					
III. Personality traits					
1					
2					
3					
etc.					

(The above tables should be continued for all occupational tasks under categories A, B, C and D, proposed for evaluation by the team of experts)

PART III. LIST OF POSITIONS FOR THE PROFESSION

Please classify the position under one of three categories, by placing „X” in the relevant column.

Item	Name of position	Typical for the profession	Auxiliary for the profession	Rarely present
1				
2				
3				
etc.				

In case of specific legal, organizational or competence conditions for performing work in the given position, please provide the name of position and the most important conditions for work.:

.....
.....

PART IV. DATA OF THE RESPONDENT

1. SEX: female male

2. AGE:
a) 18–25.....
b) 26–40.....
c) 41 and more.....

3. EDUCATION:
a) primary.....
b) basic vocational.....
c) secondary vocational.....
d) secondary general
e) upper vocational
(engineer, BA degree)..
f) higher – master’s degree

4. CURRENTLY HELD POSITION:.....
- a) Total years of work experience:
 - b) Duration of work in the currently held position:

PART V. DATA OF THE ENTERPRISE

1. Type of business activity:

- a) production....
- b) service.....
- c) commerce.....
- d)
- e)

2. Number of persons working at the enterprise:

- a) 1–10 persons.....
- b) 11–50 persons.....
- c) 51–250
- d) 251–500.....
- e) more than 500 ...

Date of completing the questionnaire:.....

APPENDIX NO. 4

Specimen form for professional qualifications standards

PROFESSIONAL QUALIFICATION STANDARD FOR THE PROFESSION:
(name of profession as in the classification of professions and specialties)

INFORMATION ON AUTHORS, CONSULTANTS, REVIEWERS, EVALUATORS AND MEMBERS OF APPROVING COMMITTEE

INTRODUCTION

1. LEGAL BASIS FOR PERFORMANCE OF THE PROFESSION

2. SYNTHETIC DESCRIPTION OF THE PROFESSION

3. POSITIONS

Table 1. Assignment of positions to the levels of professional qualifications

Level of professional qualifications	Typical positions	Comments
1		
2		
3		
4		
5		

4. OCCUPATIONAL TASKS

- T-1
- T-2
- T-3 (etc.)

5. CONSTITUENTS OF PROFESSIONAL QUALIFICATIONS

- Q-1.....
- Q-2.....
- Q-3..... (etc.)

6. CORRELATION BETWEEN PROFESSIONAL TASKS AND CONSTITUENTS OF PROFESSIONAL QUALIFICATIONS

Table 2. Correlation between professional tasks and constituents of professional qualifications

Occupational tasks	Constituents of professional qualifications					
	Q-1	Q-2	Q-3	Q-4	(...)	Q-i
T-1						
T-2						
T-3						
(...)						
T-n						

7. EXTRA-PROFESSIONAL QUALIFICATIONS

Table 3. Assignment of extra-professional qualifications to qualification levels

Level of professional qualifications	Extra-professional qualifications
	SKILLS
1	
2	
3	
4	
5	
	KNOWLEDGE
1	
2	
3	
4	
5	
	PSYCHOPHYSICAL FEATURES
1	
2	
3	
4	
5	

**8. SPECIFICATION OF QUALIFICATIONS: GENERAL PROFESSIONAL,
OCCUPATIONAL AND SPECIALIST FOR THE PROFESSION**

LEVEL 1 (similarly the levels: 2, 3, 4, 5)

GENERAL PROFESSIONAL QUALIFICATIONS

- Skills
- Knowledge
- Psychophysical features

OCCUPATIONAL QUALIFICATIONS

- Skills
- Knowledge
- Psychophysical features

SPECIALIST QUALIFICATIONS

- Skills
- Knowledge
- Psychophysical features

GLOSSARY

APPENDIX NO. 5
Example of qualifications standard for the profession:

Municipal guard (515908)

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- **Mr. Artur Hołubiczko**
Municipal Guard Headquarters, Częstochowa
- **Mr. Ireneusz Dziubek**
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"Edukacja i Praca" Research and Development Center in Warsaw

1. Legal basis for performance of the profession⁸²

- The Law on Municipal Guard Forces of August 29, 1997 (Journal of Laws of 1997, no. 123 item 779, as amended).
- Regulation of the Council of Minister dated July 28, 1998 on the uniforms, ID documents, insignia and identification makings of municipal (city) guards (Journal of Laws of 1998, no 112, item 713).
- Regulation of the Minister of Internal Affairs and Administration of January 27, 2004 on the basic training for municipal (city) guards (Journal of Laws of 2004, no 14, item 127).
- Regulation of the Council of Minister dated January 27, 2004 on the cases, methods and manners for use of means of direct compulsion by the municipal (city) guards (Journal of Laws of 2004, no 18, item 169).
- Regulation of the Minister of Internal Affairs and Administration of March 22, 2004 on the scope and manner for conducting by the municipal (city) guards inventory of their level of employment, equipment with means of direct compulsion and results of the guard's operations (Journal of Laws of 2004, no 56, item 550).
- Regulation of the Minister of Internal Affairs and Administration of August 12, 2004 on the scope and manner for cooperation of the Police with the municipal (city) guards and the scope in which the Chief Commander of Police performs supervision over the activities of the municipal (city) guard (Journal of Laws of 2004, no 187, item 1943).
- Regulation of the Minister of Internal Affairs and Administration of August 20, 2004 on the conditions for allocation, storing and inventorying live firearms and ammunition by the municipal (city) guards (Journal of Laws of 2004, no 194, item 1999).
- Regulation of the Minister of Health of September 1, 2004 on the scope, manner and frequency for medical and psychological testing of persons applying for employment with the municipal guard, as well as those currently in service, and also entities that are authorized to perform these tests (Journal of Laws of 2004, no 205, item 2105).
- Regulation of the Council of Minister dated September 14, 2004 on the detailed conditions, mode and manner of procedure in case of use of live firearms by the municipal (city) guards (Journal of Laws of 2004, no. 215 item 2185).
- Regulation of the Council of Minister of September 21, 2004 amending the regulation on the uniforms, ID documents, insignia and identification makings of municipal (city) guards (Journal of Laws of 2004, no. 117 item 2297)
- Regulation of the Council of Minister dated November 2, 2004 on the scope and manner for performance of certain activities by the municipal (city) guards (Journal of Laws of 2004, no 247, item 2473).

⁸² Legal status as at March 31, 2007

- The law of March 22, 1990 on self government employees (Journal of Laws of 2001, no 142, item 1593, as amended).

2. Synthetic description of profession

The municipal (city) guard performs administrative and organizational actions within the city or municipality where the council of the municipality (city) is entitled to establish Municipal Guard. The duties of the guard include control of adherence to organizational and administrative regulations, and tasks tied to safety of citizens - especially assuring public order and protection of property. An important element of the guard's work are the tasks tied to road traffic control, and adherence to road traffic regulations. Another important element are preventive actions, meant to prevent offences and misdemeanors, as well as crime-conductive events. An important element of the work of municipal (city) guard is the close cooperation with other services responsible for order and safety (e.g. the Police, the Fire Service, medical emergency service), especially during national and religious celebrations, mass events – entertainment, sports, recreational and commercial.

During performance of his/her duties, the municipal (city) guard has the right to issue admonishments, to check the identity of citizens, to impose fines and to send motions for punishment to the District Court, for any committed misdemeanors or offences. In specific situations, the guard is also entitled to apply means of direct compulsion: physical force, the defensive multi-functional club, handcuffs, electroshock weapon, hand gas thrower, defense dogs.

To perform the profession of municipal (city) guard, the candidate needs the skill of establishing contact with others, making fast and good decisions, e.g. during a traffic accident, fire threat or natural disaster, where human life and health can depend on the guard's actions. Courage, perceptiveness and good reflex allow the guard to immediately react to threats and undertake appropriate actions. Stress resistance is also very important for the work of municipal guard.

The municipal (city) guard, irrespective of rank and position, performs the same professional tasks which may differ in terms of scope of responsibility. The guard performs his/her duties primarily outdoors, patrolling the allocated area, regardless of the weather. The nature of work of the municipal (city) guard requires physical fitness, good health as well as constant vocational training and continuous self-learning. When entrusting specific and specialist tasks, the employer may direct the guard to additional, specialist training (e.g. pedagogical course for guards dealing with safety of children and young people).

Counter-indications to perform this profession include prior criminal record, unfit state (physical and mental), less than secondary education, age below 21 years.

The basic law which regulates the activity of municipal guard is the Law on Municipal Guard Forces of August 29, 1997.

3. Positions

Table 1. Assignment of positions to the levels of professional qualifications

Level of professional qualifications	Typical positions	COMMENTS
1	*)	
2	– Recruit (in the course of basic training)	Supports the performance of tasks of municipal guard under the guidance of department manager and patrol commander, until the time of successfully passing the examination which completes the guard's basic training, and obtaining the rights associated with this exam (e.g. the right to control road traffic)
3	– Recruit (upon successful completion of basic training) – Junior guard. – Guard. – Senior guard. – Junior inspector. – Inspector. – Senior inspector.	On this level, the municipal (city) guard, irrespective of rank and position, performs the same professional tasks which may differ in terms of scope of responsibility.
4	– Department manager. – Deputy department manager. – Head of department. – Deputy commander of the municipal guard. – Commander of the municipal guard.	Performs tasks of the guard with respect to supervision and control of subordinate officers.
5	*)	

*) Not identified in the research.

4. Professional tasks

- T-1. Performing the duty according to the rules of ergonomics and the provisions currently in force on occupational safety and hygiene, fire prevention and protection, protection of state and official secrets.
- T-2. Maintaining current documentation associated with the performed tasks.
- T-3. Care for the entrusted property and its proper use.
- T-4. Patrolling the area of city/ municipality and assuring order and public safety.
- T-5. Supervision over road traffic.
- T-6. Protection of municipal premises and public service facilities.
- T-7. Work on duty.
- T-8. Protection of documents, valuables or cash for the needs of the municipality.

- T-9. Informing the local community of the status and types of threats, undertaking preventive actions.
- T-10. Taking drunk persons to the detoxification center or to their place of residence, reacting to persons who are under the influence of other intoxicants.
- T-11. Cooperation with the relevant bodies and institutions in cases regarding breakdowns of municipal installations, crime, threats to property, human health and life, and securing locations of such events until the arrival of the appropriate services.
- T-12. Cooperation with the organizers and other services on the protection of order during mass entertainment and cultural events, national and religious holidays.
- T-13. Cooperation with the supervisors and other officers of the municipal guard in the performance of duties.
- T-14. Adhering to financial discipline when imposing fines.
- T-15. Controlling and assessing the manner of performing the service and adhering to provisions of the law.

5. Constituents of professional qualifications

- Q-1. Performing activities meant to assure peace, order and public safety, prevention of vandalism and destruction of property.
- Q-2. Cooperation with other guards, services and residents of the city (municipality).
- Q-3. Documenting the course of service and following financial discipline with respect to the guard's duties.
- Q-4. Use of entrusted equipment in the course of performed actions.

6. Correlation between occupational tasks and constituents of professional qualifications

Table 2. Correlation between occupational tasks and constituents of professional qualifications

Occupational tasks	Constituents of professional qualifications			
	Q-1	Q-2	Q-3	Q-4
T-1	X	X	X	X
T-2			X	
T-3				X
T-4	X	X	X	X
T-5	X	X	X	X
T-6	X	X	X	X
T-7		X	X	X
T-8	X	X	X	X
T-9	X	X	X	X
T-10	X	X	X	X
T-11	X	X	X	X
T-12	X	X	X	X
T-13	X	X	X	X
T-14	X	X	X	
T-15	X	X	X	X

7. Extra-professional qualifications

NOTE: *Qualifications on the higher level contain qualifications from lower levels*

Table 3. Assignment of extra-professional qualifications to professional qualifications levels

Level of professional qualifications	Extra-professional qualifications
	SKILLS
1	*)
2	<ul style="list-style-type: none"> – Organizes own place of work. – Applies the rules and regulations of occupational safety and hygiene, fire prevention and protection, and environment protection at the place of work. – Performs occupational tasks according to the rules of ergonomics. – Knows how to use basic office equipment. – Uses technical documentation associated with the performed tasks, instruction manuals, guidebooks, standards etc. – Communicates directly with the supervisor and co-workers. – Provides pre-medical aid. – Improves own professional skills. – Adheres to the rules of social coexistence. – Adheres to the rules of professional ethics.

Level of professional qualifications	Extra-professional qualifications
3	<ul style="list-style-type: none"> – Shares professional experience with other team members. – Initiates and introduces technical and organizational solutions which improve work conditions and quality. – Uses various information sources (available domestic literature, the Internet etc.) – Adheres to the rules of work culture. – Prepares current and periodic information on the performance of tasks, as well as reports on the performed work.
4	<ul style="list-style-type: none"> – Plans own work and work of subordinate employees. – Sets scopes of duties for individual employees and their teams. – Manages a team or teams of employees. – Applies appropriate motivation methods. – Develops a schedule for vocational development. – Solves the problems of supervised team or teams of employees, within the scope of possessed competencies. – Evaluates the work of the team, and uses conclusions to improve its work. – Cooperates with social partners on the local and national level.
5	*)
KNOWLEDGE	
1	*)
2	<ul style="list-style-type: none"> – Rules for organization of work stations. – Rules and regulations of occupational safety and hygiene, fire prevention and protection, and environment protection at the place of work. – Basic knowledge of ergonomics. – Typical equipment for the position of work and its use. – Typical technical documentation and manuals on the use of equipment. – Elementary basics of social communication. – Rules and methods for providing pre-medical aid. – Manner of using information – self-learning. – Rules of social coexistence. – Rules of professional ethics.
3	<ul style="list-style-type: none"> – Basics of work organization. – Work in a team. – Communication techniques. – Information technologies. – Basic issues of humanization of work.
4	<ul style="list-style-type: none"> – Organization of places of work and the work of teams. – Leading teams of employees. – Continuous education of employees. – Ways for motivating employees. – Methods for employee evaluation. – Methods for solving problems in employee teams. – Organization and rules for the functioning of institution in the local community and on a national basis.
5	*)
PSYCHOPHYSICAL FEATURES	
1	*)
2	<ul style="list-style-type: none"> – Sight and movement coordination. – Good hearing. – Good eyesight. – Physical fitness.

Level of professional qualifications	Extra-professional qualifications
	<ul style="list-style-type: none"> – Night vision. – Stereoscopic vision. – Resistance to weather conditions. – Ability to work in a team. – Good manners. – Responsibility. – Courage. – The need for self-development. – Integrity, abiding the laws.
3	– Ease of communication, verbal and written.
4	<ul style="list-style-type: none"> – Organizational skills. – Management abilities.
5	*)

*) Not identified in the research.

8. Specification of qualifications: general professional, occupational and specialist for the profession

NOTE: Qualifications on the higher level contain qualifications from lower levels

LEVEL 1

– *Not identified.*

LEVEL 2

General professional qualifications

Skills

- Applies provisions contained in municipal guard regulations (referring to uniform, equipment and patrol lineup).
- Learns and applies current provisions of the law, within the scope of performed duties of the municipal guard.
- Adheres to regulations on protection of state and official secret which apply to duties of the municipal guard.
- Uses the equipment of municipal guard within the scope of authority during the service in the city/ municipality.

- Reacts to cases of breaching public order, while on patrol duty in the area of the city/ municipality.
- Reacts to cases of destroying property, while on patrol duty in the area of the city/ municipality.
- Reacts to persons committing offences and breaches of the generally applied provisions of the law regarding the public order in the city/ municipality.
- Apprehends persons who pose a direct threat to human health or life, and also to property located in the city/ municipality.
- Performs administrative and organizational activities, within scope of the law on maintenance of cleanliness and order in municipalities.
- Controls the situation at municipal premises and public service facilities, protected by the municipal/city guard.
- Establishes contacts with the relevant services of the city/municipality (e.g. the Police, the Fire Service, medical emergency service, gas network emergency unit etc.), responsible for solving the problem.
- Assesses the condition of a drunk or intoxicated person and intervenes.
- Applies overpowering or transport grips on the person towards which he/she undertakes the intervention.
- Takes the drunk person to the detoxification center or to the place of residence.
- Secures location of an event that requires the intervention of municipal/city guard against access of third parties.
- Assesses the threat at the city/ municipality, and its type.
- Informs the residents of city/ municipality of the status and type of threats.
- Performs a preliminary investigation of witnesses of an event that requires the intervention of municipal/city guard.
- Helps in rescuing human health and life at the location of an event that requires the intervention of municipal/city guard.
- Cooperates with representatives of other city/ municipal services at the location of the event.
- Secures the area at which a mass entertainment, cultural or sports event is organized in the city/municipality.
- Cooperates with the organizers and other services on the protection of order during mass entertainment, cultural or sports event.
- Apprehends persons disturbing the organization of a mass entertainment, cultural or sports event organized in the city/ municipality.
- Calls the medical emergency service in case of threat to health and life of persons injured within the area of city/ municipality.
- Uses the means of communication.
- Executes the plan of service in the city/ municipality.
- Follows and executes orders from supervisors.
- Establishes cooperation with other patrols of the city/ municipal guard.

- Passes information on undertaken interventions to the duty officer of the city/ municipal guard.
- Executes interventions on the basis of dispatches from the officer on duty, according to competencies.

Knowledge

- Regulations of the city/ municipal guard.
- The Code of Petty Offences
- Laws, regulations and resolutions defining the competencies of city/ municipal guards.
- The law on maintaining cleanliness and order in municipalities.
- The law on upbringing in sobriety and preventing alcoholism.
- The rules for providing security of premises in the city/ municipality.
- The regulations and rules for the use of possessed equipment.
- The regulation on the use of means of direct compulsion by municipal/ city guards.
- The procedure that the city/ municipal guard has to follow while taking drunk persons to the detoxification center or to their place of residence.
- Methods and manners for treating drunk or intoxicated persons.
- Rules for documenting by the municipal/ city guard of actions undertaken towards a drunk or intoxicated person.
- The rules for applying overpowering or transport grips by an officer of the municipal (city) guard.
- Rules for leading the drunk person to the detoxification center or to the place of residence.
- The rules for securing the protected area/ premises in the city/ municipality.
- Rules for recognizing threats.
- Methods for conducting information actions in the city/ municipality.
- Methods for assessing the situation.
- Rules for procedure at the location of an event.
- Rules for cooperation with other services in the city/ municipality.
- Rules for proceeding with witnesses of an event.
- Rules for apprehending persons.
- Rules for performing service in the city/ municipality.
- Rules for cooperation with other patrols of the city/ municipal guard.
- Rules for handling and servicing communication equipment.
- City topography.

Psychophysical features

- Ability to analyze the situation and undertake risk.
- Ability to convince and negotiate.
- Ease of subordinating oneself to others.

- Self-control.
- Involvement.

Occupational qualifications

Skills

- Draws up duty and official memos while on duty in the city/ municipality (Q-3).
- Documents the course of duty and reported interventions in the city/municipality in the log of interventions (Q-3).
- Wears and keeps in proper condition the required uniform of city/ municipal guard, equipment and official ID during the performance of duties (Q-4)
- Cares for the entrusted property of city/ municipal guard (Q-4).
- Receives in-person and phone notifications from residents while on duty at the Municipal Guard Headquarters (Q-2, Q-3, Q-4).
- Dispatches the intervention request to patrol of the city/ municipal guard, or to other service (Q-2, Q-3, Q-4).

Knowledge

- Rules for making proper and understandable official memos (Q-3).
- Rules for making proper and legible entries in the intervention log (Q-3).
- Rules for maintaining the entrusted property in good technical condition (Q-4).
- Rules for receiving notifications at the Municipal Guard Headquarters (Q-2, Q-3, Q-4).
- Rules for executing the accepted interventions (Q-2, Q-3, Q-4).

Psychophysical features

- Methodical manner of work (Q-4)
- Ease of communication (Q-2, Q-3, Q-4).

Specialist qualifications

- *Not identified.*

LEVEL 3

General professional qualifications

Skills

- Records and processes personal details of persons committing petty offences within the city/ municipality, pursuant to the Personal Data Protection Law.
- Checks, in justified cases, the documents of persons in the area of the city/ municipality, in order to determine their identity.
- Controls the terms and conditions for using the license to sell alcohol within the city/ municipality.
- Assesses the type of traffic offence committed by a driver in the city/ municipality.
- Stops and controls vehicles moving behind the “no traffic in both directions” signs within the city/ municipality.
- Makes it impossible to drive a vehicle within the city/ municipality for a person with relation to whom there exists a justified suspicion that this person is intoxicated (after consumption of alcohol or another substance with similar effect), until the time of handing that person to the police.
- Makes a decision to tow away or to put a wheel clamp on a vehicle within the city/ municipality.
- Directs traffic in the city/ municipality until the arrival of the relevant services.
- Applies legal consequences to persons committing road traffic offences in the city/ municipality.
- Operates equipment that constitutes part of the work equipment of the city/ municipal guard in protected premises: fire system, anti-burglary system, internal monitoring.
- Makes a decision on commencing information actions in the case of a threat in the city/ municipality.
- Conducts preventive actions, meant to prevent crime and petty offences, as well as criminogenic events.
- Participates in escorting transport of documents, valuables or cash for the needs of the municipality.
- Assesses the threat that may occur during the escorted transport.
- Determines the route of the escorted transport.
- Prepares (together with the organizer) the plan for securing a mass entertainment, cultural, sports or other event taking place in the city/ municipality.

Knowledge

- The Personal Data Protection Law.
- The law on protection of confidential information.
- Regulations on offences for which the municipal guard may impose fines.
- Code of petty offences with respect to safety and order rules in road traffic.
- The Road and Traffic Code.
- The rules for controlling road traffic.
- The rules for removing and blocking vehicles.
- The rules for operating equipment located in the protected premises.
- Rules for organizing escorted transport.
- Rules and procedures during the escorted transport.
- Rules for assessing threats that may occur during the escorted transport.
- Rules and procedures tied to informing the local community of the status and types of threats.
- Rules and procedures with respect to preventive actions conducted in the city/ municipality.
- Rules for organizing the protection of a mass entertainment, cultural and sports event.

Psychophysical features

- Ability to assess distance and foresee situations.
- Ability to make quick and apt decisions.
- Ability to split attention.
- Assertiveness.
- Sense of responsibility for others.

Occupational qualifications

Skills

- Completes and sends forms of summons to appear at the Municipal Guard Headquarters (Q-3).
- Completes other documents and forms obligatory for the performance of Guard's duties (the Mrd-5 chart, report on taking a drunk person to a detoxification center) (Q-3)
- Makes decisions on the time for performing interventions in the city/municipality (Q-2, Q-3, Q-4).
- Receives persons summoned to the Municipal Guard Headquarters, conducts hearings, draws legal consequences (Q-2, Q-3, Q-4).
- Levies fines according to the appropriate procedure (Q-1, Q-2, Q-3).
- Formulates motions for punishment to the District Court (Q-1, Q-2, Q-3).
- Makes financial settlements on the fines levied in the city/municipality, and forms of fines with delayed payment (Q-3).

- Returns copies of fine form pads after using them (Q-3).
- Properly and securely stores the fine form pads after completed work (Q-3).
- Cares for the proper use of patrol cars of the city/ municipal guard (Q-4).

Knowledge

- Manners for completing documents and forms tied to the performed duties of city/ municipal guard (Q-3).
- Rules for questioning (Q-2, Q-3, Q-4).
- Regulation of the President of the Council of Minister on levying fines by way of a penalty ticket (Q-1, Q-2, Q-3).
- Regulation of the President of the Council of Minister on petty offences, which authorizes the municipal and city guards to levy fines by way of a penalty ticket (Q-1, Q-2, Q-3).
- Local legislation (Q-1, Q-2, Q-3).
- Rules for settlements of cash and forms of fines with delayed payment (Q-3).
- Manners for proper securing and settling of fine form pads after using them (Q-3).
- Rules for proper maintenance of patrol cars of the city/ municipal guard (Q-4).

Psychophysical features

- Reliability and conscientiousness (Q-1, Q-2, Q-3).

Specialist qualifications

Skills

- Performs actions tied to operating devices which automatically record exceeding of speed limits (traffic camera) in the city/ municipality (Q-1, Q-3, Q-4).
- Performs actions for the security of children and youth (school patrols, school guard posts, preventive actions) (Q-1, Q-3, Q-4).
- Performs actions associated with protection of natural environment and ecology (Q-2, Q-3, Q-4).

Knowledge

- Rules for operating devices which automatically record exceeding of speed limits (traffic camera) (Q-1, Q-3, Q-4).
- Basics of pedagogy and social psychology (Q-1, Q-2, Q-3).

- Regulations on protection of natural environment and ecology (Q-2, Q-3, Q-4).

Psychophysical features

- *Not identified.*

LEVEL 4

General professional qualifications

Skills

- Supervises and controls the work of subordinate city/ municipal guards.
- Evaluates results of work of subordinate city/ municipal guards.

Knowledge

- Methods for control and evaluation of work of subordinate city/ municipal guards

Psychophysical features

- *Not identified.*

Occupational qualifications

- *Not identified.*

Specialist qualifications

- *Not identified.*

LEVEL 5

- *Not identified.*

APPENDIX NO. 6

Frequently asked questions

During the implementation of programs devoted to the development of professional qualification standards, and during conferences and seminars on the problems of the labor market and vocational education, the most frequently asked questions on the standards included:

1. What is the professional qualification standard?

The professional qualification standard is a norm describing employee's qualifications, necessary to perform typical occupational tasks, according to the requirements for basic positions in the given profession/specialty included in the Classification of professions and specializations for the needs of the labor market.

Work on the development of professional qualification standards, according to the chosen methodology, is coordinated by the minister responsible for labor issues. Currently descriptions of professional qualifications standards have been prepared for 235 professions/specialties. They have been made available on the Internet, in a database of the Ministry of Labor and Social Policy, under the following web address: www.standardyiskolenia.praca.gov.pl.

2. Will the professional qualification standards be useful?

The professional qualifications standards can contribute to bringing the requirements of vocational education closer to the labor market demands. They can be the source of the program basis for vocational education, and the resulting: curricula, standards of examination requirements, standards for educational equipment of the workshops where vocational education takes place. They enable the recognition of professional qualifications acquired in various manners (in school, courses, through experience etc.), and facilitate the comparability of domestic certificates and diplomas with foreign ones.

The professional qualification standards can also have a number of uses outside the sphere of education, for example in the areas of: job valuation and grading, employee recruitment and selection, employee evaluations and career planning, vocational counseling, social insurance, admission for work in regulated professions, as well as professions requiring special responsibility and dangerous.

3. What is the legal basis for development of professional qualification standards?

The legal basis for development in Poland of the system of national professional qualification standards is the law on promotion of employment and labor market institutions (Journal of Laws of 2004, no 99, item 1001 with subsequent amendments), which says in (Art. 4) that:

“... the minister responsible for labor issues performs tasks for the labor market through striving for achieving a high level of human resources development, which is done in particular through:

- *conducting research and analyses of the labor market,*
- *determining the classification of professions and specialties for the needs of the labor market,*
- *coordinating the development of professional qualification standards for professions included in the classification of professions and specialties, and maintaining databases on qualifications standards ...”.*

4. Are the professional qualification standards mandatory?

Under the current legal situation, the professional qualifications standards are not a mandatory document. The existing standards function as a document recommended by the Ministry of Labor and Social Policy, and can be used by the interested persons and institutions for various purposes, e.g. vocational counseling, adapting the job offers to qualifications of job-seekers, evaluation of the “qualification gap” of the unemployed and job-seekers, designing programs of internships and apprenticeships as part of vocational training, designing the program basis for vocational education, curricula for vocational education and development.

5. Will the frequency at which standards are updated be troublesome for their users?

The professional qualification standards, similarly as the classification of professions, are a dynamical structure, changing with the changes of the work environment, technology, science etc. Thus, the update of standards should be treated as a natural occurrence which is associated with the development of the given professional area. Similarly as in education where curricula are systematically updated, the descriptions of professional qualification standards shall be subjected to systematic update, which in many cases is due also to changes in the laws.

6. Can the professional qualification standard replace the program basis of vocational education?

There is no need for the standard to replace the vocational education program basis. Those documents (the basis and the standard) can function independently of each other, especially as the “program basis” refers to the educa-

tional community, and the “professional qualification standards“ to the work community. Thus, the functions of these documents are different. Nevertheless, the requirements of professional qualification standard should be taken into account when updating or developing new program basis for school professions, and when developing standards of examination requirements to confirm vocational qualifications. It should be remembered that vocational education fulfills two functions: it prepares for further education and to entering the labor market. Thus, not always the 100% of requirements of the professional qualification standards are translated into what has to be taught in the vocational school under formal education, because many qualifications are acquired only through various forms of continuous education and occupational practice.

7. Can the professional qualifications standards be transferred among various countries?

The professional qualification standards reflect the requirements associated with positions under individual professions, and thus the demand for qualifications and personnel in the economy of the given country. The national qualification needs, which used to be country-specific, are now subject to globalization. Therefore, the need grows to increase professional and geographical mobility of employees, which raises the need to develop instruments facilitating the comparison of vocational qualifications and employment - especially under regulated professions. As for now, there are no plans to develop and introduce international professional qualification standards – each country develops its own standards. The national professional qualification standards may be used by central institutions to issue decisions on the recognition of certificates and diplomas (e.g. the Bureau for Academic Recognition and International Exchange).

Irrespective of this, specific vocational areas exist where the „transfer of standards“ among countries is especially necessary. This refers to professions in information technology and telecommunications – where the applied technologies are unified and global. In order to facilitate this process, the European Commission has proposed the European Qualification Framework.

8. What are the European and National Qualification Framework, and what is their relationship to professional qualification standards?

It is planned that the European Qualification Framework would support the development of professional mobility in the European Union. The European Qualification Framework shall be promoted on a voluntary basis. They are meant to facilitate the comparison of national and sectoral professional qualification frameworks, and this facilitate the comparison and recognition of qualifications of persons who wish to study or work in the European Union countries. The professional qualification standards contain a detailed description of work and requirements regarding the skills, knowledge and psychophysical features

of employee – hence their usefulness in the process of comparing and increasing the transparency of employment.

Proposals of the relevant provisions have been presented in the communiqué of the European Commission of July 8, 2005: “Towards the European Qualification Framework for Lifelong Learning” The European Qualification Framework is based on⁸³:

- a set of the so-called „common points of reference” which include the qualifications and competencies described on eight levels, in the form of learning outcomes;
- documentation of learning outcomes with reference to these eight levels of qualifications, with the use of a number of tools and instruments (e.g. transfer points, Europass), depending on the individual need of student or person wishing to undertake work;
- a set of basic rules and procedures which provide guidelines on the manner for using the European Qualification Framework in various areas (primarily in the process of vocational education quality assurance, recognition of qualifications, vocational counseling, in the formation of key competencies).

Member countries of the European Unions have been obliged to build their respective National Qualifications Framework. As Poland already has a model of professional qualification standard, it will be easier to develop a “transfer key” between the levels of qualifications existing in Poland, and the eight European levels. It is assumed that benefits obtained by the individual citizens, and resulting from the application of the European Qualifications Framework, will be greater if the national and sectoral qualifications framework become closer to the European Qualifications Framework.

⁸³ Commission Staff Working Document: *Towards a European Qualifications Framework for Lifelong Learning*. Brussels, 8.7.2005 SEC(2005)957

APPENDIX NO. 7
List of National Professional Qualifications Standards
Standards developed under PHARE projects in the years
1998, 2000 and 2002

Item	Number in classification	Name of profession / specialty
1	131	Manager of a small enterprise
2	214910	Firemanship engineer
3	214923	Occupational safety and hygiene specialist
4	224101	Nurse
5	235910	Lecturer at courses (educator, trainer)
6	241303	Vocational counselor
7	241305	Professional development specialist
8	241912	Specialist in marketing and commerce (sales)
9	241990	Programs specialist
10	247104	Labor inspector
11	247902	European integration specialist
12	247990	Employee of self-government administration
13	311104	Land surveyor technician
14	311204	Construction technician
15	311206	Highway engineering technician
16	311208	Environmental engineering and land melioration technician
17	311402	Telecommunication technician
18	311403	Mechatronics technician
19	311502	Mechanics technician
20	311801	Computer graphic artist
21	312102	Information technology technician
22	315104	Firemanship technician
23	315202	Occupational safety and hygiene technician
24	315204	Environment protection inspector
25	321202	Landscape architecture technician
26	341401	Organizer of tourist services
27	341503	Sales representative (regional representative)
28	341990	Employee of financial and accounting units
29	342301	Employment agent
30	342390	Job club leader
31	342390	Employee of the national EURES network
32	344390	Specialist on benefits for the unemployed and job-seekers
33	346104	Social worker
34	4213	Postal and telecommunication services assistant
35	514103	Cosmetic services technician
36	515101	Fireman
37	515902	Security employee
38	712102	Mason
39	712404	Road surface layer
40	712903	Assembler of building structures
41	713203	Floor layer
42	713401	Fitter of building insulation
43	7136	Fitter of sanitary installations and equipment
44	713602	Fitter of gas installations
45	7137	Assembler of municipal networks
46	713901	Finishing works technician in the construction sector
47	714103	Painter and wallpaper-layer
48	7212	Welder
49	722204	Locksmith
50	723310	Fitter – installer of technical equipment in rural construction
51	7252	Assembler of telecommunication networks and equipment
52	742204	Carpenter
53	821107	Operator of numerically controlled machines

**Standards developed under the project of the European
Social Fund, Sectoral Operational Program – Development of
Human Resources in the years 2006–2007**

Item	Number in classification	Name of profession / specialty
1	213101	Computer database administrator
2	213102	Computer systems administrator
3	213103	Computer systems analyst
4	213105	Designer of computer systems
5	213201	Programmer
6	213202	Website designer (webmaster)
7	213901	IT network administrator
8	214211	Environmental engineer – water supply and sewage systems
9	214906	Quality control specialist
10	214917	Transport engineer (logistics specialist)
11	214919	Textile engineer
12	221201	Biotechnology specialist
13	222101	Agricultural advisor
14	222108	Environment protection specialist
15	222203	Dietary specialist
16	223903	Physiotherapist
17	223912	Cosmetologist
18	224102	Nurse specializing in anesthesiology nursing and intensive care
19	224103	Nurse specializing in surgical care
20	224104	Nurse specializing in diabetology care
21	224105	Nurse specializing in epidemiology nursing
22	224106	Nurse specializing in geriatric care
23	224107	Nurse specializing in heart diseases care
24	224108	Nurse specializing in nephrological care
25	224109	Nurse specializing in neo-natology nursing
26	224110	Nurse specializing in neurology care
27	224111	Nurse specializing in oncology nursing
28	224112	Nurse – specialist in surgical nursing
29	224113	Nurse specializing in long-term care
30	224114	Nurse specializing in palliative nursing
31	224115	Nurse specializing in pediatric nursing
32	224116	Nurse specializing in psychiatric care
33	224117	Nurse specializing in emergency nursing
34	224118	Nurse specializing in family care
35	224119	Nurse specializing in education and teaching environment
36	224120	Nurse – specialist in occupational health protection
37	224121	Nurse – specialist in preventive nursing
38	224122	Nurse – specialists in organization and management
39	224123	Nurse – specialist in health promotion and education
40	224201	Midwife
41	232110	Mathematics teacher
42	232119	Entrepreneurship teacher
43	241203	Banking specialist
44	241204	Financial specialist (financial analyst)
45	241205	Accounting specialist
46	241206	Specialist in property and personal insurance
47	241302	Human resource advisor
48	241304	Recruitment specialist

49	241903	Tax advisor
50	241910	Market analysis specialist
51	241915	Specialist for the organization of gastronomy, hotel and tourism services
52	241917	Advertising specialist
53	244403	Psychotherapist
54	244502	Social work specialist
55	311103	Technician analyst
56	311209	Environment protection technician
57	311210	Sanitary equipment technician
58	311302	Electricity technician
59	311401	Electronics technician
60	311603	Chemical technology technician
61	311907	Footwear technician
62	311909	Printing technician
63	311911	Wood technology technician
64	311913	Clothing technology technician
65	311918	Textile technician
66	312101	Maintenance technician of computer systems and networks
67	312201	Computer equipment operator
68	312202	Telecommunication technician
69	313104	Photographer
70	315101	Construction inspector
71	315201	Car diagnostics specialist
72	321205	Forestry technician
73	321401	Dietetician
74	322201	Optician (school profession: optical technician)
75	322303	Dental technician
76	322401	Masseur (school profession: massage technician)
77	322402	Physiotherapy technician
78	322404	Occupational therapist
79	322601	Pharmaceutical technician
80	322703	Medical electronics technician
81	322905	Paramedic (medical rescuer)
82	341201	Insurance agent
83	341202	Reinsurance broker
84	341203	Insurance broker
85	341402	Organizer of catering services
86	341403	Organizer of gastronomy services (school profession: gastronomy services organization technician)
87	341501	Trader (school profession: trade technician)
88	341502	Organizer of internet sales services
89	341504	Telemarketing specialist
90	342204	Freight forwarder (school profession: freight forwarding technician)
91	342205	Logistics technician
92	342901	Advertising agent (school profession: advertising organization technician)
93	343101	Administration employee (school profession: administration technician)
94	343102	Medical secretary
95	343201	Accountant (independent)
96	344101	Customs officer
97	346101	Assistant of a disabled person
98	346102	Care provider in a nursing home
99	346103	Community social worker
100	347101	Florist
101	347601	Animator of cultural events
102	348201	Scientific information assistant (school profession: scientific information technician)
103	348202	Librarian
104	411101	Secretary

105	411301	Data entry operator
106	412102	Accounting assistant (school profession: accounting technician)
107	413102	Inventory specialist
108	413103	Storeman
109	413104	Employee of a purchasing center
110	414201	Poller
111	419101	Office clerk (school profession: office work technician)
112	419102	Census clerk
113	421102	Cashier in a store
114	422104	Employee of tourist information center
115	422201	Receptionist
116	511301	Tour guide
117	512104	Manager of a hotel/ restaurant / gastronomy outlet
118	512201	Cook
119	512202	Short-order cook
120	512203	Chef
121	512301	Bartender
122	512302	Waiter
123	513102	Child care provider
124	513103	Home-based child care provider
125	513202	Dentist's assistant
126	513301	Home-based care provider
127	514102	Hairdresser (school professions: hairdresser, hairdressing services technician)
128	514108	Makeup artist
129	515903	Mountain rescuer
130	515908	Municipal guard
131	522102	Flower arranger
132	522105	Shipping agent in mail order/Internet sales
133	522107	Salesperson
134	613101	Farmer specializing in plant and animal production (school profession: Farmer)
135	631101	Lumberjack
136	711301	Stonemason
137	712202	Concrete placer/ reinforcement fitter
138	712301	Carpenter
139	712302	Construction joiner
140	712401	Paver
141	713101	Roofer
142	713201	Tile layer
143	713202	Floor layer
144	713302	Plasterer
145	714101	Construction painter
146	714201	Car varnisher
147	714303	Chimney sweep
148	7213	Sheet metal workers (school profession: Sheet metal worker - covering elementary group 7213)
149	721303	Car body worker
150	722102	Blacksmith
151	722205	Locksmith - metal fancy goods
152	722301	Milling machine operator
153	722304	Turner
154	7231	Vehicle mechanics (school profession: vehicle mechanic - covering elementary group 7231)
155	723307	Mechanic – internal combustion engines
156	723309	Mechanic – air conditioning devices
157	724102	Vehicle electro-mechanical technician
158	724103	Electro-mechanical technician of household appliances
159	724201	In-company power specialist (electrician)
160	724301	Fitter of electric installations
161	724302	Fitter – electrician of luminous advertising

162	724404	Electrician-wireman in a power emergency unit
163	7251	Assembler-electronics (school profession: Assembler – electronic - covering elementary group 7251)
164	725301	Assembler – mechatronics specialist
165	731102	Mechanic of automatic control engineering and precise tools
166	731103	Optician mechanic
167	731105	Watchmaker
168	731306	Goldsmith – jeweler
169	734502	Bookbinder
170	741102	Fish processing specialist
171	741104	Butcher
172	741201	Pastry chef
173	741203	Baker
174	742205	Carpenter – small objects
175	742207	Furniture carpenter
176	742401	Basket maker - weaver
177	743203	Lace maker
178	743304	Tailor
179	743402	Furrier
180	743604	Seamstress
181	743702	Upholsterer
182	744202	Purse- and bag-maker
183	744305	Shoemaker (shoe repairs)
184	814101	Operator of machines producing boards
185	823205	Operator of devices for plastic forming
186	823206	Operator of devices for plastic foaming
187	825102	Operator of offset printing machines
188	825105	Copying machine operator
189	826301	Operator of sewing machines
190	828403	Assembler of plastic products
191	832101	Car driver
192	832201	Bus driver
193	832302	Truck driver
194	833202	Operator of road building machines (school profession: mechanic of road building machinery and equipment)
195	833204	Operator of earthworks equipment
196	833401	Driver – operator of forklift trucks
197	913203	Chambermaid (in hotel)
198	913206	Orderly
199	913210	Assistant worker in hotel services
200	914101	Concierge (janitor)

