

## Assessment and national report of Poland on the existing training provisions of professionals in the Healthcare Waste Management industry

### REPORT: III



## DEVELOPING AN EU STANDARDISED APPROACH TO VOCATIONAL QUALIFICATIONS IN HEALTHCARE WASTE

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## CHAPTER 1 EXECUTIVE SUMMARY

This report describes Polish system for vocational education and training (VET) in formal and non-formal settings.

## CHAPTER 2 OVERVIEW OF THE VOCATIONAL QUALIFICATION SYSTEM

### 2.1 General description of the Vocational Qualification System

#### 2.1.1 *National legislation*

There is no separate legislative and institutional framework for continuing vocational education and training (VET) in Poland.

The basic legislative act which regulates the functioning of the education system in Poland for youths and adults, including vocational education and continuing education, is the Education System Act of 7 September 1991, with further amendments. The training for unemployed, job-seekers and vocational guidance and counselling is regulated by the Act of 20 April 2004 on promotion of employment and labour market institutions, and by various ordinances of the Ministry of Labour and Social Policy (MPiPS) and the Ministry of National Education (MEN).

#### Key Legislation on school and adult education

Parliamentary acts:

- School Education Act of 7 September 1991 (with further amendments),
- Act of 26 January 1982 – The Teachers' Charter (with further amendments),
- Act of 8 January 1999 on the Implementation of the School System Reform.

Regulations:

- Regulation of the Minister of National Education of 27 August 2012 on the core curricula for pre-school education and general education in individual types of schools,
- Regulation of the Minister of National Education of 30 April 2007 on the conditions and rules for pupil assessment, eligibility for assessment, promotion and examinations and tests in public schools, further amended by the Regulation of 25 April 2013,
- Regulation of the Minister of National Education of 21 June 2012 on the approval of pre-school education curricula, school curricula and textbooks for the use in school,
- Regulation of the Minister of National Education of 7 October 2009 on pedagogical supervision, further amended by the Regulation of 10 May 2013,
- Regulation of the Minister of National Education of 23 December 2011 on the classification of occupations for vocational education,
- Regulation of the Minister of Labour and Social Policy of 7 August 2014 on the classification of occupations and specialisations for labour market and the scope of its applications,
- Regulation of the Minister of National Education of 7 February 2012 on the core curriculum for vocational



education,

- Regulation of the Minister of National Education of 11 January 2012 on continuing education in out-of-school settings,
- Regulation of the Minister of National Education of 11 January 2012 on extramural examinations,
- Regulation of the Ministry of National Education and Sport of 20 December 2003 on the accreditation of institutions and centres conducting continuous education in non-school settings.

#### Key Legislation on higher education

Parliamentary acts:

- Act of 27 July 2005 – The Law on Higher Education (with further amendments),
- Act of 14 March 2003 on Academic Degrees and Title, and on the Degrees and Title in the field of Art (with further amendments).

Regulations:

- Regulation of the Minister of Science and Higher Education of 5 October 2011 on the conditions of providing degree programmes in a given field and at a given level of study, further amended by the Regulation of 23 August 2012,
- Regulation of the Minister of Science and Higher Education of 14 September 2011 on the requirements and procedures for the transfer of student achievements,
- Regulation of the Minister of Science and Higher Education of 1 September 2011 on the types of degrees for graduates, conditions of issue and necessary elements of the diplomas confirming the completion of study programmes and the certificates confirming the completion of non-degree postgraduate study programmes, as well as the specimen of the Diploma Supplement.

### **2.1.2 Education system in Poland**

#### Compulsory education

Full-time compulsory education (to be received in school) covers children and young people aged 6–16 years and includes the final year of pre-primary education, 6-year primary education and 3-year lower-secondary education.

#### Upper-secondary education

Lower-secondary school graduates can continue their education in the following types of schools:

- 3-year general upper-secondary schools (liceum ogólnokształcące) leading to the award of the matriculation certificate (świadectwo maturalne) upon passing the external matriculation examination (egzamin maturalny);
- 4-year technical upper-secondary schools (technikum) leading to the award of a vocational diploma upon passing external examinations confirming vocational qualifications in a given occupation, and also offering the possibility of the award of the matriculation certificate upon passing the external matriculation examination;



- 3-year basic vocational schools (zasadnicza szkoła zawodowa) leading to the award of a vocational diploma upon passing external examinations confirming vocational qualifications in a given occupation. Basic vocational school leavers may continue their education in the 3-year general upper-secondary school for adults starting with the second grade;
- 3-year special schools preparing pupils with disabilities (special educational needs) for employment leading to the award of a certificate confirming preparation for work.

#### Post-secondary education

Graduates of general upper-secondary schools can continue their education in a post-secondary school for a maximum of 2.5 years. This leads to the award of a vocational diploma upon passing external examinations confirming vocational qualifications in a given occupation.

There are post-secondary schools for young people or adult learners. This type of school prepares general upper-secondary school leavers for employment in the following groups of occupations: middle-level technical staff, middle-level technical staff in biological sciences and health protection, office staff, personal services and security workers, and workers in other areas of specialization.

#### Higher education

Graduates of upper-secondary schools in Poland who hold the matriculation certificate have the following educational possibilities at the level of tertiary education:

- degree programmes, provided by both public and non-public university-type and non-university higher education institutions (HEIs) which comply with relevant requirements, including:
  - first-cycle (Bachelor's degree) programmes; holders of a Bachelor's degree can enrol in second-cycle (Master's degree) programmes;
  - long-cycle (Master's degree) programmes; holders of a Master's degree or equivalent may apply to third-cycle programmes, i.e. doctoral studies;
- college programmes (which, according to the legislation, are part of the school education sector).

Holders of a Bachelor's and a Master's degree may also follow non-degree post-graduate programmes that typically last one or two years.

HEIs may be:

- public institutions, established by the State represented by the competent authority or public administration body;
- non-public institutions, established by a natural person or a corporate body other than a corporate body administered by national or local authorities.

HEIs may be organised as:

- a university-type higher education institution (uczelnia akademicka): where at least one organisational unit is



authorised to award doctoral degrees;

- a non-university institution (uczelnia zawodowa): which offers 1st or the 2nd cycle programmes or long-cycle programmes and is not authorised to award doctoral degrees;
- a military higher education institution: a public HEI supervised by the Minister of National Defence;
- a government service higher education institution: a public HEI supervised by the minister responsible for home affairs;
- a higher education for art studies: a public HEI supervised by the minister responsible for culture and national heritage;
- a medical higher education institution: a public HEI supervised by the minister responsible for health;
- a higher education institution for maritime studies: a public HEI supervised by the minister responsible for maritime economy.

HEIs may use the following names:

- „university” if HEI organisational units are authorised to award doctoral degrees in at least ten disciplines, including at least two in (1) humanities, legal, economic or theological sciences, (2) mathematical, physical or earth sciences, or engineering and technology, (3) natural sciences, pharmaceutical, agricultural or veterinary sciences;
- „technical university” if HEI organisational units are authorised to award doctoral degrees in at least ten disciplines, including at least six in engineering and technology sciences;
- „university” together with an adjective or adjectives used to define the profile of a HEI if its organisational units are authorised to award doctoral degrees in at least 6 disciplines, including at least 4 in the areas which correspond to the profile of the HEI;
- „university of applied sciences” if HEI organisational units are authorised to award doctoral degrees in at least 6 disciplines, including at least 4 in engineering and technology sciences;
- „academy” if HEI organisational units are authorised to award doctoral degrees in at least 2 disciplines.

With regard to the form of study, higher education programmes are divided into:

- academic studies – programmes of studies offering theoretical knowledge and competences;
- practical studies – programmes of studies helping students to acquire practical skills and competences.

#### Adult education

Adults - persons of 18 and not subject to the compulsory education - can obtain or expand their general qualifications in school setting (described above). Adult education is also provided in the form of non-degree postgraduate programmes offered by higher education and research institutions.

Moreover VET for adults is organised in out-of-school forms:

- Public continuing education centres (CECs), practical training centres (PTCs) and continuous and in-service training centres:



- vocational qualification courses (kwalifikacyjny kurs zawodowy); completing a vocational qualification course allows to take an external examination confirming vocational qualification, conducted under the same conditions and according to the same rules as for IVET students,
  - occupational skills courses (kurs umiejętności zawodowych) – courses for separate units of learning outcomes specified in a given qualification,
  - courses of general competencies (kurs kompetencji ogólnych) - courses for separate units of common curriculum of general education,
  - other courses related to occupations included in the classification of occupations and specialisations meeting labour market needs, including courses conducted in cooperation with labour offices allowing acquisition and development of knowledge, skills and qualifications;
- Non-public institutions for continuing education and practical training administered by associations and individuals;
  - People's universities;
  - Employers: courses, on-the-job training, job shadowing, rotation, replacement, learning clubs, supervised individual learning, fairs, conferences, coaching, mentoring, cooperation with equipment and software suppliers;
  - Employers' organisations and trade unions;
  - Training institutions, including those registered in the Register of Training Institutions;
  - Public employment services: support tools, including training, practical placements, vocational training for adults;
  - Research institutions, research foundations and the Polish Academy of Science units: non-degree postgraduate programmes and doctoral programmes, courses, conferences, seminars, workshops;
  - Institutions specialised in specific areas of study.

### Practical training

Practical vocational training may be organised in school laboratories and workshops, in conditions as close as possible to real working conditions. Training can also take place in practical or continuing training centres equipped with modern technology or at the employers' premises. Practical vocational training at the employers' premises applies to students of public upper-secondary schools that offer vocational education as well as to juvenile workers/apprentices undergoing practical training as a part of apprenticeship training.

As a part of practical vocational training, traineeships are obligatory for all occupations at technical and post-secondary level and take place in the enterprises relevant for a given occupation. The period of traineeship lasts from 4 to 12 weeks, depending on the occupation.

### Vocational education and training

Since 1 September 2012 important changes were introduced into vocational education system in Poland. New approach to vocational education was implemented - occupations are now described in terms of qualifications.



The new classification of occupations and specialisations includes 200 occupations which encompass 252 qualifications. Within particular occupations one, two or three qualifications are distinguished. And thus the classification includes 98 single-qualification occupations, 72 double-qualification occupations and 23 triple-qualification occupations. Seven occupations have no qualifications distinguished. Each qualification is described as a set of expected learning outcomes which are defined in the Core Curriculum for Vocational Education and Training (VET). Their achievement is necessary for the completion of a given qualification. Moreover, if the employer lacks trained staff, he can request the school or other entity to develop specific qualification, which then can be acquired.

Students and adult learners can acquire qualifications one by one throughout the whole education process and not only upon the completion of the school as was the case before the reform. The achievement of learning outcomes is confirmed by a certificate issued by the Regional Examination Board upon passing of an examination. Examinations confirming vocational qualifications are held at different stages of education, making it possible for the students to receive a certificate for a single qualification. Each examination is conducted in one qualification only, which means that the number of examinations in an occupation depends on the number of qualifications distinguished in this occupation – in practice it is one, two or three examinations per occupation (one examination per qualification). The Central Examination Board develops guidelines for each examination. After passing examinations for all the qualifications required for a given occupation, and having completed the required level of education, the students receive a vocational diploma.

The modernized system of examinations confirming vocational qualifications is flexible enough to allow validation of non-formal and informal learning outcomes. Starting in September 2012, this system has become open to those persons who had acquired vocational knowledge and experience outside vocational schools. These persons can take an extramural examination in VET, confirming the knowledge, skills and competences acquired in different learning contexts, including professional experience. Extramural vocational examinations are designed for persons with at least 2 years of professional or learning experience who want to confirm their vocational qualifications without going to school/attending courses.

Vocational examinations are taken by:

- students of basic vocational schools and technical upper-secondary schools, as well as students of post-secondary schools;
- graduates of these schools;
- adult learners who have completed a vocational qualification course.

Vocational examination can take place either at a school or at vocational education centre, or in an enterprise.

During vocational qualification courses only qualifications which are included in the classification of occupations and specialisations listed in the regulation of Minister of Labour and Social Policy can be acquired. In total the courses can be organized for 252 qualifications.



### Apprenticeship for adults

Apprenticeship for adults is in the scope of responsibility of the Minister of Labour and Social Policy. The aim of this particular active labour market programme, provided by the Local Labour Offices, is to improve employability of unemployed and job seekers, by helping them to confirm their skills and qualifications formally.

#### **2.1.3 Curriculum**

General education in vocational schools is based on the 2008 Core Curriculum (as amended in 2012).

Vocational training in particular occupations listed in the 2011 classification of occupations for vocational education is carried out in compliance with the updated Core Curriculum for vocational education (2012).

Both Curricula are described in terms of learning outcomes and they specify requirements for examination.

Teachers in schools for adults may choose curricula and textbooks from the list approved for use in schools. Teachers may also develop their own curricula, provided that they cover contents included in the Core Curriculum. Teachers may choose teaching methods adjusted to the age and abilities of learners and the specificity of the subject taught.

Teachers or trainers who provide various types of training in out-of-school settings may choose teaching methods depending on the level of education, the training programme followed, the number of learners, their age and work experience, and teaching aids available at the institution.

#### **2.1.4 Management of education system in Poland**

The education system in Poland is centrally managed by two institutions:

- the Ministry of National Education (general and vocational education);
- the Ministry of Science and Higher Education (higher education).

It is only the national educational policy that is developed and carried out centrally, while the administration of education and the running of schools are decentralized.

Nursery, primary and lower-secondary schools are administered by commune (gmina) authorities.

Upper-secondary schools are administered by district (powiat) authorities.

Post-secondary schools are administered by central administration units, local government units, non-governmental and religious organisations, and associations.

Higher education institutions (HEIs) are autonomous organizations.

## **2.2 Awarding Bodies**

The education system reform in Poland has introduced a new coherent and standardized assessment system which includes internal and external assessment.

Internal assessment is carried out by school teachers against the requirements which are defined by them on the



basis of curricula implemented in a given school. This type of assessment covers pupils' learning achievements and aims to support their development.

External assessment is carried out by institutions which are external to the school, including the Central Examination Board and Regional Examination Boards, and from 2014 it is based on the requirements included in the core curriculum.

#### Upper-secondary education

Internal assessment of pupils' achievements involves assessing the level of pupils' knowledge and skills as well as the progress made in relation to the requirements based on the curricula. The results of the assessment carried out during the year are taken into account in the end-of-year assessment. At the end of each school year, pupils receive standardised school leaving certificates issued by the schools.

After completing schools school leavers receive a school leaving certificates. Additionally:

- after completing 3-year general upper-secondary schools pupils are awarded the matriculation certificate upon passing the external matriculation examination;
- after completing 4-year technical upper-secondary schools pupils are awarded a vocational diploma upon passing examinations confirming vocational qualifications in a given occupation, and also have the possibility of acquiring the award of the matriculation certificate upon passing the external matriculation examination;
- after completing 3-year basic vocational schools pupils are awarded a vocational diploma upon passing external examinations confirming vocational qualifications in a given occupation.

Matriculation certificate includes the results of the exam and is issued by the Regional Examination Boards.

#### Post-secondary education

After completing post-secondary school pupils/adult learners are awarded a vocational diploma upon passing external examinations confirming vocational qualifications in a given occupation. Certificates confirming vocational qualifications are issued by Regional Examination Boards.

#### Higher education

First-cycle programmes offered both in university-type and non-university HEIs end with the final (diploma) examination (egzamin dyplomowy). The examination is conducted by an examination board composed of academic teachers of the organisational unit of a HEI (e.g. faculty or department) which offers a given programme. Students who have passed the final examination are awarded a higher education diploma (dyplom ukończenia studiów wyższych) which confirms the completion of a given type of programme and the award of the relevant degree in a given field of study. If the study programme does not provide for the final examination, students are only required to have completed all courses and practical placements in order to obtain a diploma confirming the award of the relevant degree. Diplomas are issued in accordance with specimens defined in a regulation by the minister responsible for higher education and are officially recognised documents. At the



graduate's request, the HEI is obliged to issue a copy of the diploma in one of the following languages: English, French, Spanish, German or Russian. A Bachelor's degree entitles its holder to practise a given profession and provides access to second-cycle (Master's degree) programmes.

Second-cycle programmes offered in both university-type and non-university HEIs, except in medical fields, end with the final (diploma) examination (egzamin dyplomowy). The examination is conducted by an examination board composed of academic teachers of the organisational unit of a HEI (e.g. faculty or department) which offers a given programme. Students who have passed the final examination are awarded a higher education diploma (dyplom ukończenia studiów wyższych) which confirms the completion of a given type of degree programme and the award of the relevant degree in a given field of study. If the study programme does not provide for the final examination, students are only required to have completed all courses and practical placements in order to obtain a diploma confirming the award of the relevant degree. Diplomas are issued in accordance with specimens defined in a regulation by the minister responsible for higher education and are officially recognised documents. At the graduate's request, the HEI is obliged to issue a copy of the diploma in one of the following languages: English, French, Spanish, German or Russian. A Master's degree or equivalent degree entitles its holder to practise a given profession and provides access to third-cycle (doctoral) programmes.

Institutions providing non-degree postgraduate programmes choose methods for assessing students and define the conditions to be fulfilled for students to complete the programme and receive a diploma. Upon completion of non-degree postgraduate programmes and in-service training courses, graduates receive a diploma confirming the completion of a non-degree postgraduate programme or a certificate issued in accordance with a specimen provided by the minister responsible for higher education in the relevant regulation.

Currently the works are on-going on the law amending the Law on Higher Education, which aim at introducing validation of competences acquired outside the higher education system (self-improvement, job experiences, participation in courses and training). So far, such solutions were not used and are not regulated by the relevant legislation.

#### Vocational education and training

Students and adult learners can acquire qualifications one by one throughout the whole education process. The achievement of learning outcomes is confirmed by a certificate issued by the Regional Examination Board upon passing of an examination. Examinations confirming vocational qualifications are held at different stages of education, making it possible for the students to receive a certificate for a single qualification. Each examination is conducted in one qualification only. After passing examinations for all the qualifications required for a given occupation, and having completed the required level of education, the students receive a vocational diploma.

Persons who had acquired vocational knowledge and experience outside vocational schools can validate non-formal and informal learning outcomes by taking an extramural examination in VET, confirming the knowledge, skills and competences acquired in different learning contexts, including professional experience.



Vocational examination can take place either at a school or at vocational education centre, or in an enterprise.

#### Adult education

Adult learners after completing vocational qualification courses organised by public continuing education centres (CECs), practical training centres (PTCs) and continuous and in-service training centres are awarded a diploma of vocational qualification after taking an external examination confirming vocational qualification. Certificates are issued by the Regional Examination Boards.

After completing vocational qualification courses in non-public institutions for continuing education and practical training administered by associations and individuals are awarded a diploma of vocational qualification after taking an external examination confirming vocational qualification. Certificates are issued by the Regional Examination Boards.

Methods for confirming learning outcomes of education in non-school settings are specified in the Regulation by the Minister of National Education of 11 January 2012. Methods for assessing learning in these settings are defined by educational and training providers in their curricula or training programmes. Qualification vocational courses, vocational skills course, general competencies courses, theoretical in-service training for juvenile employees and training courses other than those listed end with a pass/fail review that takes the form set by the training providers.

#### Examinations confirming vocational qualifications

Examinations confirming vocational qualifications are designed to assess the level of acquisition by a pupil/adult learner of the knowledge and skills required for a given qualification, as defined in the core curriculum for vocational education.

As from 1 September 2012 vocational schools provide vocational education in 200 occupations which encompass 252 qualifications. Each qualification is described as a set of expected learning outcomes which are defined in the core curriculum. Their achievement, and thus the completion of a given qualification, is confirmed by the certificate issued by the Regional Examination Board.

Examinations are conducted in one qualification only, which means that the number of examinations in an occupation depends on the number of qualifications distinguished in this occupation – in practice it is one, two or three qualifications per occupation. The Central Examination Board develops guidelines for each examination.

On passing an exam for a single qualification, a pupil/adult learner receives a certificate issued by the Regional Examination Board, and after passing exams for all the qualifications required for a given occupation (and having completed the expected level of general education), he/she receives a diploma confirming all qualifications necessary for this occupation.

On passing a vocational exam for a single qualification, a pupil/student/adult learner will receive a certificate confirming a vocational qualification issued by the Regional Examination Board, and after passing exams for all



the qualifications required for a given occupation (and having completed the expected level of general education), he/she will receive a diploma confirming all qualifications necessary for this occupation.

At the holder's request, the vocational qualification diploma can be issued together with an Europass document: a supplement based on a description of the holder's qualifications or description of the occupation as given in the core curriculum for a given occupation. The document defines the scope of competences of the diploma holder, makes it easier to understand the contents of the diploma, describes the skills and qualifications of the diploma holder, and is closely linked to a given occupation (all diploma holders receive the same supplement in a given country). The document has the same structure as in all other EU countries. Diplomas and diploma supplements are issued by the Regional Examination Boards.

The validation of qualifications in a given vocation (each qualification is validated separately) aims to assess qualifications related to particular occupations as newly defined in core curricula for vocational education. It is conducted for basic vocational school leavers and participants of vocational qualification courses. The contents of the examination as well as the conditions and requirements for taking and passing the exam are defined by the Regional Examination Boards in co-operation with the Central Examination Board and published in a guide. The vocational exam, as it has been organised so far (based on examination standards), takes place twice a year for graduates of all types of vocational schools (including those to be phased out soon) run under the old core curricula (from before 1 Sept 2012) until the school year 2016/17.

Vocational specialisation grades, which confirm high vocational qualifications and skills, may be awarded to those who hold upper secondary and higher education qualifications by the Management Board of the Federation of Scientific-Technical Associations (NOT) and the Management Board of the Polish Economic Society.

### 2.3 Training Centres

Main institutions and forms of adult education are presented in the table below.

Main institutions and forms of adult education	
School settings	Non-school settings
<ul style="list-style-type: none"> <li>– Public and non-public schools for adults, including: primary schools, lower secondary schools, general upper secondary schools, vocational upper secondary schools, supplementary upper secondary schools, basic vocational schools and post-secondary schools</li> <li>– Public and non-public higher education institutions (HEIs): first- and second-cycle programmes, third-cycle (doctoral) programmes, non-degree postgraduate programmes, open university courses, third-age university courses, incl. those based on distance learning, conferences, workshops and seminars</li> </ul>	<ul style="list-style-type: none"> <li>– Public continuing education centres (PTC), practical training centres (CEC), continuous and in-service training centres (courses, vocational courses, seminars, practical placements, on-the-job practical training, theoretical in-service training for juvenile employees, guidance)</li> <li>– Non-public institutions for continuing education and practical training administered by associations and individuals</li> <li>– Popular universities</li> <li>– Employers: courses, on-the job training, job shadowing, rotation, replacement, learning clubs, supervised individual learning, fairs, conferences, coaching, mentoring, cooperation with equipment and software suppliers</li> <li>– Employers' organizations and trade unions</li> <li>– Training institutions, including those registered in the Register of Training Institutions</li> <li>– Public employment services: support tools, including training, practical placements, vocational training for adults</li> <li>– Research institutions, research foundations and the Polish Academy of Science units: non-degree postgraduate</li> </ul>

	<p>programmes and doctoral programmes, courses, conferences, seminars, workshops</p> <ul style="list-style-type: none"> <li>– Institutions specialised in specific areas of study</li> </ul>
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## 2.4 National Occupational Standards

Till 2012 in Poland 253 occupational qualification standards (standardy kwalifikacji zawodowych) were developed. Since 2012 standards of professional competence (standardy kompetencji zawodowych) are being developed. They are developed according to:

- Act of 20 April 2004 on promotion of employment and labour market institutions,
- Regulation of the Minister of Labour and Social Policy of 7 August 2014 on the classification of occupations and specialisations for labour market and the scope of its applications.

The structure of the given standard of professional competence is consistent with requirements of EQF and NQF and comprises of:

- identification of the occupation,
- description of the occupation,
- description of occupational competences,
- profile of key competences,
- glossary.

Currently the database comprises of 253 occupational qualification standards and 300 standards of professional competence.

There are no standards for healthcare waste managers.

## CHAPTER 3 ACCREDITATION OF NEW AWARDS

### 3.1 Accreditation Bodies

#### 3.1.1 Higher education

In higher education the accreditation body is the Polish Accreditation Committee (Polska Komisja Akredytacyjna – PKA). PKA is an independent institution and its primary responsibilities include: assessment of the quality of education in fields of study, including compliance with the requirements for the provision of degree programmes; review of applications for the establishment of higher education institutions; and review of applications by higher education institutions for authorization to provide degree programmes in a given field and at a given level of study. The PKA's opinions and evaluations are submitted to the minister responsible for higher education.

#### 3.1.2 Vocational education

Education superintendent (state administration at the regional level) (kurator oświaty) is responsible for accreditation of public and non-public educational institutions:

- public continuing education centres (CECs),
- practical training centres (PTCs),



- continuous and in-service training centres,
- non-public institutions for continuing education and practical training administered by associations and individuals,
- private training institutions.

On behalf of the head of province, the superintendent is responsible for the implementation of tasks defined in the School Education Act and in the regulations relevant to particular provinces. The most important task is pedagogical supervision over public and non-public schools, including regional in-service teacher training institutions, located in particular provinces.

Non-public

### **3.2 Accreditation Process**

The institution providing education can apply for the accreditation to the education superintendent of the province provided that:

- it conducts training in the field covered by the application for accreditation for at least one year,
- it conducts training in the forms listed in the application,
- the duration of training encompasses no less than 30 hours of education,
- it is implementing and disseminating innovative methodological and organizational measures improving the quality of the education received.

The conditions and procedure for accreditation are defined in the regulation of the Ministry of National Education and Sport of 20 December 2003 on the accreditation of institutions and centres conducting continuous education in non-school settings.

The institution applying for the accreditation is required to submit application to the education superintendent of the province. The application is assessed formally and if it fulfils the formal requirements the education superintendent appoints the accreditation team for the assessment of the application and preliminary assessment of the educational activity of the institution. Then the accreditation team makes the accreditation visit in the places where the institution conducts the education. During the visit the accreditation team assess the fulfilment of requirements by the education institution of the conditions defined in the regulation. Based on the outcomes of the assessment the education superintendent issues the decision for awarding or not the accreditation. When the accreditation is granted the institution is listed in the education superintendent list of accredited institutions in the database of accredited institutions run by the Ministry of Education.

## **CHAPTER 4 REMARKS – CONCLUSIONS**

### **4.1 Award Implementation Plan Considerations**

Education in Poland is restricted to institutions within the education system (schools and HEIs). Education other



than formal, in particular non-formal education and adult education, is not highly valued. Learning in settings other than formal, especially in the work place and as part of social and civic activities, is not yet sufficiently attractive and valued. However, due to the reform of vocational education implemented in Poland since September 2012, the system of external examinations confirming vocational qualifications has become open to persons who had acquired vocational knowledge and experience outside vocational schools. Moreover, changes in this respect are provided for in the Bill amending the Law on Higher Education of July 2013. The Bill includes, among other things, some mechanisms facilitating adult persons access to higher education in the framework of lifelong learning. Higher education institutions will be allowed to recognize and confirm competences – expressed in terms of learning outcomes - acquired outside the higher education system, for instance at workplace, during training courses, through self-education or voluntary work.

#### **4.1 Formal VET**

Formal vocational education and training is available for occupations included in the Regulation of the Minister of Education on the classification of occupations for vocational education.

Professional associations, employers' organizations and economic organizations can apply to individual ministers with the proposal for establishment of new vocational occupations. Employers applying for an establishment of new occupation and introduction it to the classification of occupations for vocational education in their application should include appropriate arguments, such as:

- evidence for the demand of the economy for the graduates in this occupation;
- information about prospective workplaces for graduates, supported by the results of the market research.

Moreover, the proposal should include:

- general description of the occupation (the graduate profile with the learning outcomes);
- type of school in which the teaching of the new occupation should take place (secondary, post-secondary);
- proposed number and names of the qualifications incorporating into occupation and their general description.

The proposal is a basis for a relevant minister for applying to Minister of National Education for introduction of new occupation to the classification of occupations for vocational education. The application requirements for introduction of new occupation into classification of occupations for vocational education are stipulated in the Education System Act of 7 September 1991.

#### **4.3 Future possibilities for accreditation of VET**

During the works on the National Qualification Framework the establishment of integrated qualifications register was foreseen. Currently the project of the act implementing the integrated qualifications register is being discussed. The project assumes that it will be possible to include in the register of the given qualification provided



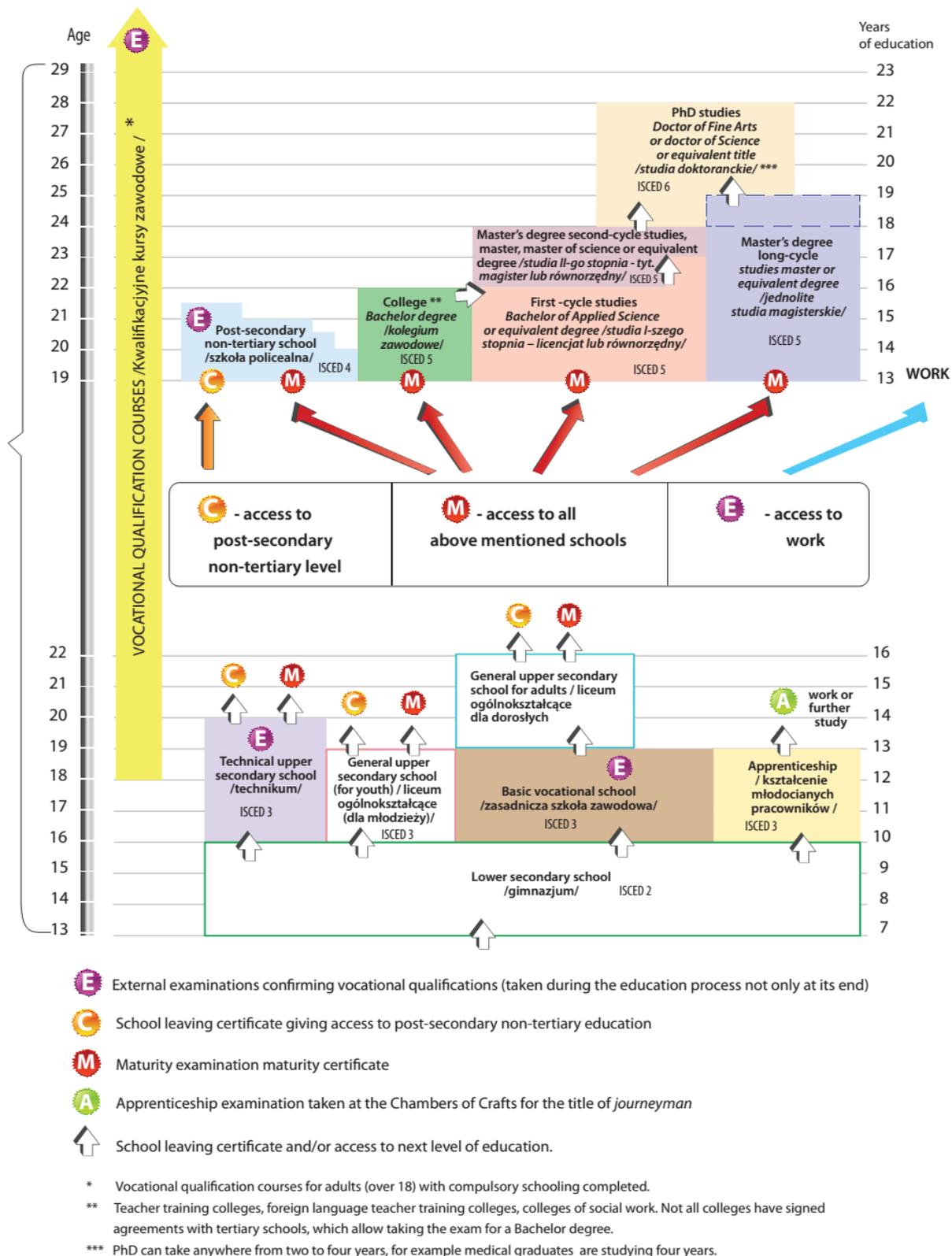
that this qualification:

- comprises of the learning outcomes with aligned NQF levels,
- includes information concerning validation of learning outcomes (requirements, criteria, etc.),
- indicates certification body,
- indicates external quality assurance body.

The register will cover qualifications acquired in formal education and higher education and qualifications acquired in non-formal settings (provided that they will be registered according to legal requirements).

## ANNEXES

### VET system in Poland from 1<sup>st</sup> September 2012



Source: <http://eqavet.eu/gns/what-we-do/implementing-the-framework/poland.aspx>