



DEVELOPMENT, ASSESSMENT AND VALIDATION  
OF SOCIAL COMPETENCES IN HIGHER EDUCATION

## **The development of social competencies in higher education in Poland. System requirements, and studies' practice**

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## Polish and European Qualification Frameworks

PQF sets the levels in 1:1 reference to EQF levels.

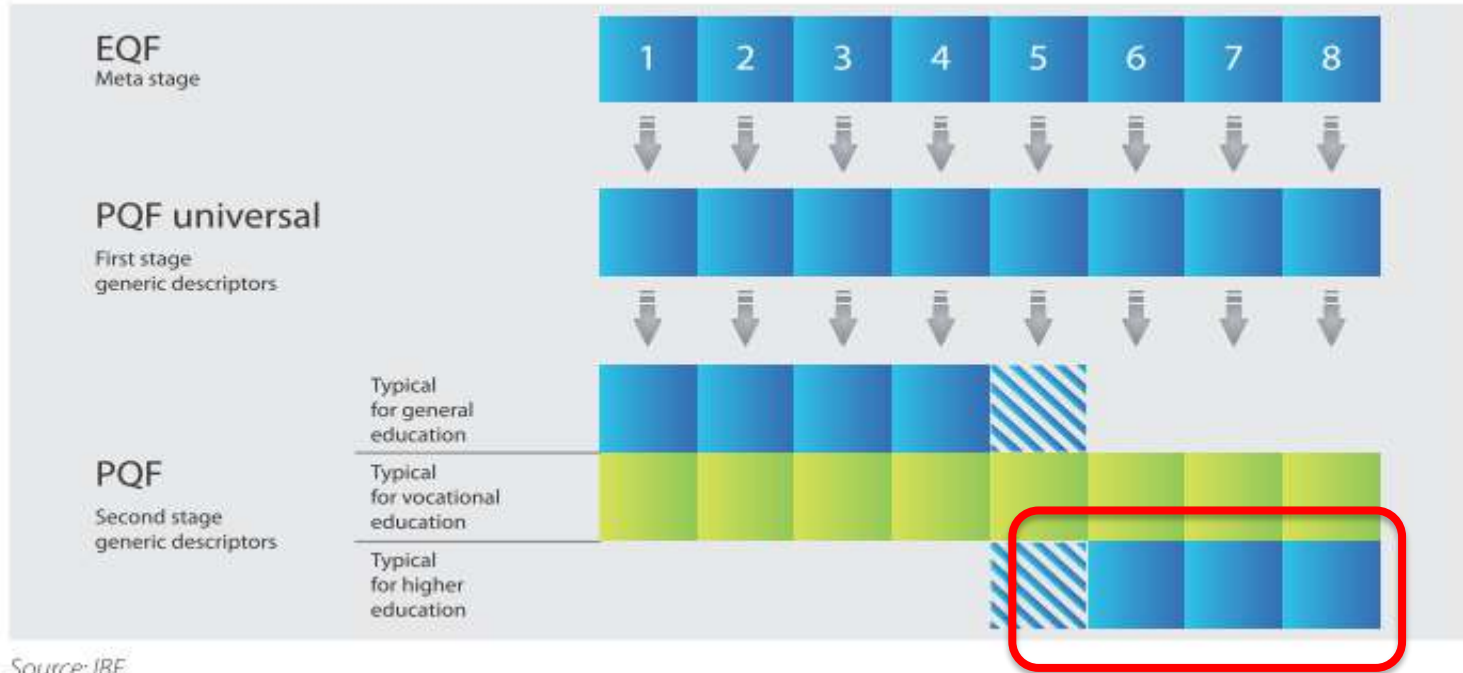
- ≈ „short cycle” (5. level of PQF) – 1,5 year at least (since 2019)\*
- I cycle (6. level of PQF) – 3-4 years: 180 – 240 ETCS
- II cycle (7. level of PQF) – 1,5 – 2 years: 90 – 120 ECTS
- (Master) Long-cycle (7. level of PQF) – 5-6 years: 300 – 360 ECTS
- Doctoral Schools (8. level of PQF) – 3-4 years (since 2019)\*\*

\*) only in non-academic HEI's

\*\*\*) till 2023 also III cycle the doctoral studies (8 PQF) , 2-4 years



Figure 5. Structure of the Polish Qualifications Framework



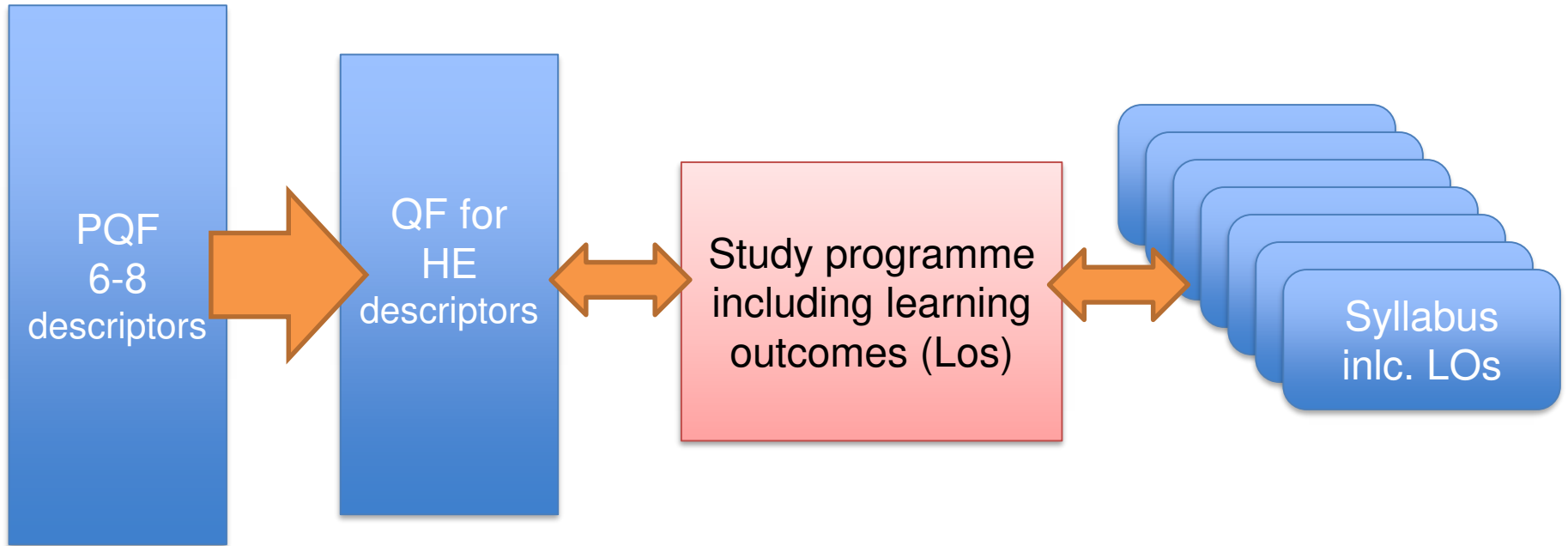
Source: IBE.

## Polish Referencing Report, 2013

## Legal requirements for curriculum:

Each study programme must be designed based on the level descriptors for higher education of the PQF. The descriptors are divided into 3 basic groups:

- knowledge (knowing and understanding),
- skills (be able to)
- **social competences** (be ready to).



## QF for HE descriptors (examples from Ministry ordinance in context of SC): Level 7

**graduate knows and understands:** [knowledge: context of knowledge]  
[...] the fundamental dilemmas of modern civilization...

**graduate is able to:** [skills: using knowledge, communication, learning]  
[...] use knowledge to formulate and solve complex and not-routine problems ..  
innovatively carry out task under unpredictable conditions  
[...] leads debate [...]  
[...] lead the work of a team [...]  
[...] autonomously plan and implement personal LLL and direct others in this area.

## QF for HE descriptors (examples from Ministry ordinance): **Level 7**

**Gradute is ready to:** [social competences: evaluation, responsibility, professional role]

- critically evaluate received information [...]
- recognize the value of knowledge in solving cognitive and practical problems
- fulfil ones' social obligation, inspire and organize activities on behalf of the Society [...],
- initiate activities on behalf of public interest
- think and act in enterprising manner [...]
- responsibly fulfil professional roles taking into account changing social needs, including:
  - further developing the achievements of the profession;
  - upholding the professional ethos;
  - complying with and developing the ethical principles of the profession and carrying out activities in accordance with these principles.

Critical thinking

Team work

Cooperation

Citizenship

Initiative

Solidarity

Intercultural

Ethics

Sustainability

Leadership

*Empathy*

Inclusion

*Assertiveness*

*Self-reliance*

Entrepreneurial

etc., etc. ...



## DASCHE Country report POLAND – cases

- The State University of Applied Sciences (PWSZ) in Elbląg
- Collegium Medicum of the Jagiellonian University in Krakow
- International Faculty for Engineering (IFE), Łódź University of Technology
- The University of Social Sciences and Humanities (SWPS), *Psychology 2.0 Program*
- SGH Warsaw School of Economics, *CEMS Program*.

## The State University of Applied Sciences (PWSZ) in Elbląg:

- „professional/vocational competencies” [i.a. team work, professional leadership & ethics],
- „social competencies *sensu stricto*” [i.a. critical thinking, civic ..]

The pilot ‘social competences module’:

- for different fields of studies’ students;
- theoretical part + practical part:

(1) like volunteering activities organized by the PWSZ, promotion actions, some students research activities, school choir, theatre, students self-government bodies, etc. (2) Students own invention activities, like Taking care of children in the summertime camps, organization of conferences, etc.

## Collegium Medicum of the Jagiellonian University in Krakow

Medicine and nursing programmes like in other EU countries are regulated by law - standardized curriculum for medical education containing the „social competences” requirements.

- LOs relevant for the team work [i.a. building good relations, communication in team, autonomous thinking and acting, protecting the work-life balance ..]
- LOs relevant for the communication with patient [i.a. Empathy / understanding; communication with a patient & his/her family, acting with “difficult” patients... ]
- **Classes incl. simulations, sham patient** (university employs actors)
- **hospital internships** (various departments)
- CMJU introduces some new pilot tools like measurement of empathy, self-evaluation of students, etc.

## International Faculty for Engineering (IFE), Łódź University of Technology

- LOs a combination of professional knowledge and motivation (by the values system) to act on behalf of the society & economy [i.a. problem solving, innovative design, team work, presentation of problem situation and solving, self-confidence]
- “team project” 4-5 students (2 main methods of teaching: problem-based learning and design thinking – 10 ECTS/semester)
- International environment of IFE is an extra part of social competences.
- Interesting different perspectives of management staff, teachers and students – each group indicated another social competences as main results of the teaching/learning process

## The University of Social Sciences and Humanities (SWPS), *Psychology 2.0 Program [in implementation]*

- a dedicated block of classes supporting "social competences",
- Link to the EuroPsy standard , which also indicates that a program should include projects (15-30 ECTS)
- Implementation of a new program, is building an academic community with it. SWPS has 5 campuses (in 5 cities) = programmes in psychology



## SGH Warsaw School of Economics, *CEMS Program*

- The partners of CEMS program are not only universities (32 from 5 continents), but also other stakeholders of the University – over 70 business partners.
- LOs like group work, communication, empathy, diversity (including cultural), knowledge sharing..
- Block Seminars (3 ECTS) and Responsible Global Leadership (1 ECTS), Business Project (15 ECTS, team project in cooperation with business partner), Skills Seminar (2 ECTS), International Internship
- The demanding selection/recruitment process helps to select engaged and motivated students

## Some conclusions:

- HEIs understand social competences in different ways or they focus on different SCs important for a given curriculum
- Different motivation to develop the SC top-down and bottom-up
- Standards or other requirements are partially useful, since show final effect or just programme topics
- the crucial challenge is an assessment of SC
- HEIs focus on a practical form of classes, teamwork, projects and formative assessment
- SC sometimes as „the side-by effect”

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