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Dolnośląska Szkoła Wyższa



# RPL in Poland – frameworks and contexts



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# National context (RPL and existing educational systems)

- ❖ education system is not a dual one → reform of VET in 2012
- ❖ low drop-out rate (comparing to other countries)
- ❖ relatively high proportion of individuals participating in formal education and a low level of participation in non-formal and informal education
- ❖ low flexibility of the formal education system (lack of learner's oriented, flexible pathways of learning)

# Political and legal framework

- ❖ NQF (applicable from 2012/2013)
  - ❖ Polish National Qualification System:
    - ❖ National Qualification framework
    - ❖ National Qualifications register
    - ❖ Validation
    - ❖ Credit accumulation and transfer
    - ❖ Quality assurance
- ❖ Interdepartmental Task Group for LL (2010) and others (2011, 2013)
- ❖ Higher Education Act (2014)
  - ❖ Individuals having the Matriculation Certificate and applying for studies
  - ❖ Individuals with vocational experience (2, 3 or 5 years)
  - ❖ No more than 50% of ECTS
  - ❖ No more than 20% of the number of students

# Implemented systems and solutions (structures, liabilities, stakeholders)

- ❖ fragmentaristic character of implemented solutions (projects, e.g. University of Gdańsk)
- ❖ structure of RPL is better developed in VET → chamber of crafts and trade unions are involved; extramural exams are possible
- ❖ in HE → the beginning stage; some projects; some elements of RPL (e.g. diploma supplements)
- ❖ lack of clear regulations related to the liabilities

## Challenges/Problems

- terminology (unclear)
- lack of legal pathways of recognizing **all learning outcomes** (formal education is still mandatory)
- lack of legal pathways of recognizing partial/ incomplete qualification
- lack of social trust towards the practices of gaining and recognizing learning outcomes outside traditional settings ( non- institutional)
- lack of employers' willingness to invest in employees learning process

## Strengths/ Chances

- focus on re-qualification
- focus on seniors
- focus on individuals coming back from migration
- focus on some professions

## We focus and work on

- information policy
- cooperation with stakeholders (e.g. employers)
- tools
- training
- systemic and non-systemic solutions



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# Thank you for your attention!



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