



DEVELOPMENT, ASSESSMENT AND VALIDATION
OF SOCIAL COMPETENCES IN HIGHER EDUCATION

COUNTRY REPORT – POLAND

Intellectual Output 2

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Final version
2019.05.12

Co-funded by the
Erasmus+ Programme
of the European Union





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1. Preface

The European policies concerning higher education bring our attention to the less (then knowledge and skills) recognized competences of HE graduates. These competences include those related to social and civic engagement, to playing the role of a leader in social environment, recognizing and solving social problems, being able to initiate and conduct a dialogue or debate with other people in an autonomous and responsible way. The HE graduates' competences achieved at universities are now frequently limited to knowledge and skills useful from cognitive and professional (labour market oriented) point of view. Social competences and engagement of students promoting intercultural approach to social issues and educating leaders for civic society are a less intentional element of the programmes.

The DASCHE Erasmus+ project: "Development, assessment and validation of social competences in higher education" [<http://dasche.eu/>] underlines the need for such HEIs activities defined as a realization of the mission of responsible universities and addressing the idea of responsible teaching and learning. DASCHE is also aimed at getting better personal developments of students including the axiological context of education which ultimately makes graduates capable of supporting professional ethos. The context of the DASCHE project is created mostly by the Bologna Process indicating that preparation for living as active citizens in a democratic society is one of the main purposes of higher education. Also, other relevant European strategies requiring social competences in HE graduates are elements of the context, as well as the implementation of the European Qualifications Framework containing the pillar "competences: autonomy and responsibility".

Developing social competences by HEIs is a complex task, due to a difficulty in teaching, supporting or even identifying those competences. They encompass a variety of learning outcomes linked to ethical, cultural and civic oriented attitudes of learners; they are often meta-competences, which cannot be perceived as independent from knowledge and skills. The systems of internal and external quality evaluation and assurance face the same difficulty, the ES&G for QA in EHEA do not provide sufficient guidance. The DASCHE project based on about 30 case studies of various HEIs provided by 6 countries is collecting and summing up the good practices of social competences development. In Poland 5 higher education institutions took part in the research. They are different from each other in terms of their mission, size, location, profile – however, all of them provided examples of good practices in shaping social competences of their students.

The associated partners of Dasche projects are as follows:

- The Council of Higher Education of Latvia
- University of Cologne, Germany
- The Czech Rectors Conference
- The National Representation of the PhD Candidates - Poland
- The European Council of Doctoral Candidates and Junior Researchers
- The Polish Accreditation Committee
- The National Council for Science and Higher Education - Poland
- The Conference of Rectors of Academic Schools in Poland
- The Students' Parliament of the Republic of Poland
- The National Unions of Students in Europe.



The good practices serve as the basis for the proposed model solution for shaping students' social competences, as well as for formulating some recommendations which are to be addressed to the decision makers on institutional, national and EU level for enhancing this aspect of the responsible teaching and learning.

2. National abbreviations and acronyms

The list of country-specific abbreviations and acronyms used in the country report:

- PWSZ in Elbląg – the State University of Applied Sciences in Elbląg
- CMUJ – Collegium Medicum of the Jagiellonian University
- IFE – International Faculty of Engineering of Lodz Univeristy of Technology
- SGH – SGH Warsaw School of Economics
- SWPS - the University of Social Sciences and Humanities SWPS
- MNiSW – the Ministry for Higher Education and Science (PL)
- PKA – the Polish Accreditation Committee
- PRK – the Polish Qualifications Framework
- EQF – the European Qualifications Framework
- KRASP – The Conference of Rectors of Academic Schools of Poland
- RGNiSW – The Main Council of Science and Higher Education
- POLon - The Integrated System of Information on Science and Higher Education in Poland
- NCN - National Science Centre
- NCBR - National Centre for R&D
- NAWA - Polish National Agency for Academic Exchange
- HEI – higher education institution; in Poland: institution of tertiary education, operating on the basis of regulations of the Act on Law of Higher Education and Science¹
- To be continued

3. Methods applied

The country report was prepared on the basis of the methodology report of DASCHE project elaborated as an intellectual output number 1 (IO1). The methodology report was prepared and consulted with all the partners of the DASCHE project and all the partner countries will adopt generally the same methods of research relevant for their case studies approach.

The main elements of the methodology adopted are as follows:

- Selecting the HE institutions and their units for case studies
- Desk research of strategic national and institutional documents
- Field research - individual in-depth interviews (IDI) with senior management staff at the HEIs
- Field research – focus group Interviews (FDI) with teachers
- Field research – focus group Interviews (FDI) with students

¹ the Act on Law of Higher Education and Science of 20 July 2018, Journal of Laws 2019 item 1668.



- Consultations of findings and recommendations with external stakeholders (seminars, IDIs)

For the detailed explanation – see the methodology report and the section 3.2. below.

3.1. Selecting the HEIs for case study

- Based on personal knowledge, the team considered approximately 10 HEIs to be the object of the study. Finally, the team selected 5 HEIs of different type, mission, size, location and profile. It was also taken into consideration whether we could expect an interesting approach to the social competences approach issue (good practice) to be found.
- The first decisions were approved over the interviews with rectors of selected HEIs. Those interviews also gave preliminary knowledge on what kind of social competences are developed as part of the HEI activity, subject to researchers' interest, with regard to achieving the objectives of the DASCHE.
- While looking for diversity of HEIs the team took under consideration whether the social competences are developed at selected HEI as a side-effect of regular program, or they are a result of an intentional reflection on curriculum design. In this relation the motivation to initiate activities aimed at shaping social competences was particularly important (bottom-up or top-down).
- The reasons for selecting specific HEIs were as follows:

Case no 1: The State University of Applied Sciences in Elblag (Państwowa Wyższa Szkoła Zawodowa w Elblągu – PWSZ) - “Social competences” Program and Centre.

The main reason for selecting: a unique (for Poland) initiative of designing the module (program) for forming social competences themselves by traditional teaching/learning + prosocial activities. Building the Centre for SC offering students an opportunity to develop them. Intentional reflection on the development of social competences. A local vocational school deeply integrated with the local environment.

Motivation to develop social competences:

- Top-Down: National Qualifications Framework as the pillar of “social competences”
- Bottom – UP: dissatisfaction of the PWSZ staff with the previous way of forming social competences; strong relations with the local environment. Enthusiasm of teaching staff.

Case no 2: Collegium Medicum of the Jagiellonian University in Krakow (Colegium Medicum Uniwersytetu Jagiellońskiego w Krakowie) – nurses and medical doctors programmes

The main reason for selection: an interesting combination of professional and other ethical and social competencies. Teamwork of nurses and doctors; empathy for patients as main issues for the research. The oldest university in Poland; a centre of excellence in medical education.

Motivation to develop social competences:

- Top-Down: standards for medical education



- Bottom-Up: good question but in general the mission of the medical profession and the traditional academic university.

Case no 3: the International Faculty of Engineering at Lodz University of Technology (International Faculty of Engineering Politechniki Łódzkiej)

The main reason for selection: an interesting set of social competences: a combination of “innovativeness” and “perseverance” developed both intentionally and as a side-effect. Education for the future well understood and implemented. Modern methods of teaching adopted. A big university of technology located in a big industrial city. Full internationalization of the program. Motivation to develop social competences: mostly Bottom-Up - enthusiasm of the teaching and management staff.

Case no 4: the University SWPS, Psychology 2.0 program (Uniwersytet HumanistycznoSpołeczny Szkoła Wyższa Psychologii Społecznej, program Psychologia 2.0).

The main reason for selection: Psychology 2.0 is a new concept of teaching psychology. The program is based on projects. SWPS is a network university which has very strong roots in psychology. It is the only private university in Poland and fees of students of psychology constitute the main source of income for the university. Consequently, the success of the program is crucial for the university. Social competences are one of the competitive factors of Psychology 2.0.

Motivation to develop social competences: it is hard to establish whether it is Top-Down or Bottom-Up: the decision of launching Psychology 2.0 was taken by the Board of the University, however it was preceded by the teachers’ initiative. No external pressure for launching the program.

Case no 5: the SGH Warsaw School of Economics, CEMS program (Szkoła Główna Handlowa w Warszawie, program CEMS)

The main reason for selection: CEMS program is run by 31 Member Schools located on all continents. The case study aiming to check how international collaboration can be adapted to local conditions and be useful in the process of developing social competences.

Motivation to develop social competences:

- Top-Down: external motivation by CEMS
- Bottom-Up: at the SGH level BOTTOM-UP approach prevails because CEMS has a lot of autonomy.

3.2. The list of research activities concerning the case studies

- Selecting a HEI – based on individual researchers’ experience (as described above)
- Desk research – the analysis of information concerning a social competences program at the HEI on basis of open access documents,
- IDIs – In Depth interviews the HEI rector (with the number ranging from 1 to 3 at the most: usually the initial one but in some cases after meetings with staff and students)



- IDIs – In depth interviews with leaders of the social competences programs
- Focus Group Interview (FGI) with the teachers involved in social competences design, development and implementation
- Focus Group Interview (FGI) with students.
- Audit of documents referring to the subject of the research.

Activities planned after the completion of the country report:

- Consultations with stakeholders (internal and external)
- final seminar with the participation of HEIs stakeholders involved in the case study - presenting the results to the senior staff and a person responsible for the subject of research
- Dissemination of results.

3.3. General/universal questions (tasks and frameworks) asked in each Polish HE institution during meetings with respondents and the expected outputs were as follows

The questions were interpreted and adapted to the character of a HEI, as well as to social competences shaped by the institution.

1. In-depth interview with senior staff – rector/president

Questions (examples):

- What is the mission and values of the HEI?
- What does the senior staff understand by ‘social competences’?
- How important is teaching ‘social competences’ for senior staff?
- How are teachers motivated to develop their teaching skills, especially in the area of ‘social competences’?

Outputs (expected):

- Selecting subject of research (e.g. a programme)
- Getting the picture on how the senior staff perceives “social competences”.
- Getting knowledge about the motivation system for teachers.

2. In-depth interview with a person responsible for the subject of research

Questions (examples):

- What are the formal responsibilities of this person?
- What is the real impact of this person on the subject of the research (e.g. curricula)?
- What are the strengths and weaknesses of our subject of research (e.g. curricula)?
- What does the person understand by ‘social competences’?
- How important is teaching ‘social competences’?
- How are teachers motivated to develop, especially in the area of ‘social competences’?
- How are ‘social competences’ incorporated in the curricula?
- What are expectations of this person towards our research?

Outputs (expected):



- The picture of the role of the person responsible for the subject of research (e.g. curricula)
- The idea on how the person perceives ‘social competences’ and how the ‘social competences’ are taught in the researched curricula.
- The picture about the role of teachers in teaching curricula
- Main challenges and expectations in relation to our research.

3. Audit of documents related to the subject of research

Research tasks (examples):

- Identifying courses focused on social competences
- Identifying Learning Outcomes covering social competences
- Identifying verification methods of LO linked with ‘social competences’
- Identifying fields of potential best practices in delivering social competences to students

Outputs (expected):

Audit of documents should provide us with formal information about our subject of research. We should identify the strengths and weaknesses of the subject of research.

4. Focus Group Interview with teachers involved in the subject of research

Questions (examples):

- What are the strength and weaknesses of our subject of research (e.g. curricula)?
- What do teachers understand by ‘social competences’?
- How important is teaching ‘social competences’?
- How are teachers motivated to develop, especially in the area of ‘social competences’?
- How are ‘social competences’ included in the courses?
- Please give us some examples of your experience from specific classes in teaching ‘social competences’.

Outputs (expected):

- The examples of best practices in teaching “social competences”.
- The level of motivation of teachers to develop and improve their teaching courses/programs.

5. Focus Group Interview with students involved in the subject of research

Questions (examples):

- What are the expectations of students of studying at HEI?
- What do students understand by ‘social competences’?
- How important is learning ‘social competences’ for students?
- How are students motivated to learn “social competences”
- How are ‘social competences’ included in the courses?
- Please give us some examples of good practices in learning “social competences”.

Outputs (expected):

- The examples of best practices in teaching/learning “social competences”.
- The level of motivation of students to study, in particular, ‘social competences’



6. Presenting the results to the senior staff and a person responsible for the subject of research

Framework (draft):

- Presenting our findings.
- Verifying the findings with senior staff and the person responsible for research.

Outputs (expected):

- Discussion about our findings
- Acknowledging best practices recognized during research.

4. Higher Education Sector in PL – general overview

4.1. Regulatory, supervisory, financing bodies

- The Ministry of Science and Higher Education supervises all the Polish HEIs under the Act on Law of Higher Education and Science (2018). Other ministries partially supervise relevant HEIs: the Ministry of Health - Universities of Medicine and medicine studies at universities; the Ministry of Maritime Economy - two Maritime Universities; the Ministry of Internal Affairs - Technical University of Fire Service and Policy Academy; the Ministry of Defence - military HEIs; the Ministry of Culture and National Heritage - Academies of Fine Arts, Music, Theatre/Drama etc.
- External Quality Assurance body - the Polish Accreditation Committee (PKA) – its positive evaluation / accreditation is a sine qua non condition for providing HE programs.
- Until 2018 - The Degrees and Titles Central Committee (CK) authorized right to confer PhD and habilitation degrees. After the reform of 2018 the right to confer PhD and Habilitation Degree will be combined with research category.
- Scientific (research) category for universities' units is granted after the evaluation conducted by The Committee for Scientific Units' Evaluation (KEJN). After the reform of 2018 KEJN will be replaced by The Science Evaluation Committee (KEN), which will evaluate universities according to scientific disciplines.
- Public HEIs receive a subsidy from the state budget. The funds are distributed according to a special algorithm, with respect to, among others, the number of students, academic staff, research category etc.
- Funding agencies National Science Centre (NCN), National Centre for R&D (NCBR), Polish National Agency for Academic Exchange (NAWA) are responsible for grant systems in scientific, R & D and academic exchange activities.

4.2. Institutions representing academic community

- The Main Council of Science and Higher Education (RGNiSW)
- Rectors' Conferences - Conference of the Rectors of Academic Schools of Poland (KRASP) and other rectors' conferences (of vocational HEIs for instance)



- Students' Parliament of the Republic of Poland (PSRP)
- National Representation of PhD Candidates (KRD)

4.3. Higher Education Institutions

The classification of HEIs with regard to the founder and entitlement to subsidies from the state budget (as of the end of 2017)²:

- Public (state) HEIs: total number – 151, with the total number of students – 969 835,
- Non-public (private) HEIs: total number – 250 (+17 HEIs of religious organizations), with the total number of students – 322 035

Full-time programs in Polish in public HEIs are tuition free. Studies in foreign language, part-time studies in Polish public HEIs, all studies in non-public HEIs are subject to tuitions.

Enrolment rates in higher education (first, second and master long cycles) in Poland (excluding foreigners) are:

- Gross enrolment rate – 46,9 %,
- Net enrolment rate – 36,2 %.

In Polish HEIs at the end of 2017 there were 72 743 foreign students, 52% of whom came from Ukraine.

A total of 95 000 academic teachers (counted basing on full-time equivalent) were employed in higher education institutions as of 31 December 2017 (including 2100 foreigners).

The classification of HEIs by their profile and degrees/diplomas awarded:

- Academic / university-type - doctoral, master long cycle, master, bachelor/engineer education,
- Professional / Vocational - master, bachelor/engineer education,
- Bologna short cycle – 5 PQR level – introduced in 2018 by the new the Act on Law of Higher Education and Science as form of vocational training completed with a diploma of a certified specialist (“specjalista dyplomowany”). Until now, such education has not been conducted yet.

Note: In Poland there are non-HE institutions providing education at doctoral level: the institutes of Polish Academy of Science (PAN) and selected R&D Institutes (both state-owned and private ones).

After the reform of 2018 and under the new Act there will be three types of HEIs in Poland.

- Academic
 - Research universities
 - Research & teaching HEIs
- Professional / Vocational HEIs

² *Szkoły wyższe i ich finanse w 2017 r. / Higher education institutions and their finances in 2017*, Główny Urząd Statystyczny / Statistics Poland 2018, <http://stat.gov.pl/obszary-tematyczne/edukacja/edukacja/szkoły-wyższe-i-ich-finance-w-2017-roku,2,14.html> .



4.4. The official status (and the name in Polish) depends on the number of academic rights in different disciplines

For instance:

- “Akademia” (literally “academy”) - at least 2 doctoral qualifications
- “Uniwersytet” (“University”) – 12 doctoral qualifications in different fields of knowledge including social/humanistic, life sciences etc.
- “Politechnika”/“Uniwersytet techniczny” (“Polytechnic”/“University of Technology”) – 6/10 doctoral qualifications including 4/6 ones in technical fields (engineering)
- Other HEIs with more than 2 PhD qualifications, but fewer than 12 or not representing different fields must add an adjective, e.g. Medical University, Life Science University, University of Economics etc.

In practice many HEIs have traditional names i.e. SGH Szkoła Główna Handlowa (Warsaw School of Economics), that is *de iure* the University of Economics. Most Polytechnics are *de iure* Universities of Technology. The translation of HEIs’ names into English does not take into account such differences, e.g. most of “akademia” are translated into “universities”.

The reform of 2018 reduced the official number of scientific disciplines, bringing the terminology closer to the OECD classification. From 2021, the right to confer doctoral degree will depend on the scientific (research) category in a particular discipline. Changing the HEI status will not automatically lead to altering the name.

Among public HEIs there is a specific group of non-academic, vocation oriented HEIs called in singular: “Państwowa Wyższa Szkoła Zawodowa” (PWSZ), which is translated as “the State Higher Schools of Professional Education” or “the State Vocational HEI” or “the State University of Applied Sciences”. PWSZs are small HEIs focused on the 1st cycle of studies in a practical profile of study. PWSZs were founded in sub regional towns or smaller towns. These HEIs are strongly associated with local communities.

4.5. Levels of studies and the Polish Qualifications Framework

PQF sets the levels fully corresponding to EQF levels.

- I cycle (6. level of PQF) – 3-4 years³: 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
- III (8 level of PQF) – the doctoral studies, 2-4 years⁴.

Fields of studies include medical analytics, pharmacy, medicine, dental medicine, law, canon law, veterinary medicine and physiotherapy – the studies are conducted only as a long-cycle.

The reform of 2018 will replace doctoral studies conducted by universities’ units and the institutes of Polish Academy of Science (PAN), with the interdisciplinary doctoral schools

³ Applies to full-time studies, part-time studies can last longer with the same number of ECTS credits.

⁴ The System of Education in Poland 2018, Fundacja Rozwoju Systemu Edukacji, Warsaw 2018, p. 71. <http://czytelnia.frse.org.pl/the-system-of-education-poland-2018/> .

conducted by universities, the institutes of PAN or jointly. Doctoral programs in doctoral schools may last for 3-4 years.

Universities with the highest scientific category will be able to offer master long-cycle programs in a field of studies other than medicine, law etc.

General requirements⁵ for admission:

- I cycle and long-cycle - Maturity exams (HEIs are not allowed to conduct entrance exams in the subjects available in the maturity exam).
- II cycle - at least Bachelor degree, but HEIs may lay down additional requirements.
- admission conditions and procedures, including the number of places available to students (except in the fields of medicine and dentistry) are defined by universities.

after 2021, rights to confer PhD will depend on the scientific category – evaluated by KEN

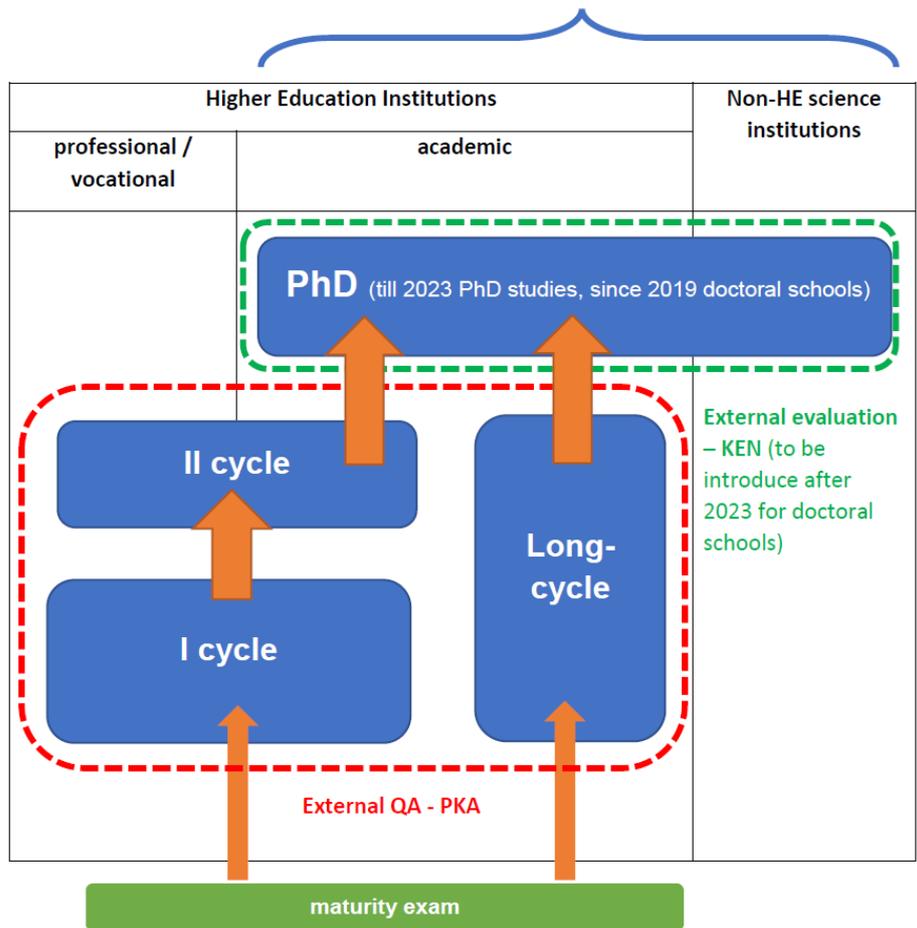


Fig. Tertiary education in Poland in 2018.
Source: own elaboration

⁵ Ibidem, p. 74.



5. The national contexts of ‘social competences’

5.1. Requirements for any higher education study program delivered in Poland concerning social competences

Each study program by legislation must be designed based on the level descriptors for higher education of the Polish Qualifications Framework (PQF). The descriptors are divided into 3 basic groups: knowledge (knowing and understanding), skills (being able to) and **SOCIAL COMPETENCES** (being ready to). Thus, each HE programs in Poland, by legislation, contain the element of social competences defined relevantly to the PQF descriptors and their interpretation.

The study programs must be described in relation to learning outcomes with reference to the PQF descriptors. Students workload necessary for achieving these learning outcomes is measured in ECTS. For programs of practical profile at least 3 months of apprenticeship are compulsory. After the 2018 reform it will be 6 months of apprenticeship during the I cycle and 3 months during II cycle.

For every “non-humanistic” study program 5 ECTS must be collected by every student followed the completion of courses on humanities or social sciences issues.

5.2. Levels of PQF descriptors

Level 6 (I cycle) – second stage of generic descriptors of the PQF for higher education relevant for shaping social competences. Every graduate of a program at this level:

- Knows and understands: [knowledge: context of knowledge]
 - ... the fundamental dilemmas of modern civilization...
- Is able to: [skills: using knowledge, communication, learning]
 - ... use knowledge to formulate and solve complex and not-routine problems ..
 - participate in a debate – present and assess different opinions, as well as discuss them
 - plan and organize work – individually and in a team
 - autonomously plan and implement personal LLL ...
- Is ready to: [social competences: evaluation, responsibility, professional role]
 - critically evaluate one’s level of knowledge
 - recognize the value of knowledge in solving cognitive and practical problems
 - fulfil ones’ social obligation, co-organize activities for the benefit of the society
 - initiate activities for the benefit of public interest
 - think and act in an enterprising manner
 - responsibly fulfil professional roles including:
 - complying with the ethical principles of the profession and requiring this from others
 - stick to the achievement and the tradition of the profession.

Level 7 (II cycle) – second stage of generic descriptors of the PQF for higher education relevant for shaping social competences. Every graduate of this level program:



- Knows and understands: [knowledge: context of knowledge]
 - ... the fundamental dilemmas of modern civilization...
- Is able to: [skills: using knowledge, communication, learning]
 - ... use knowledge to formulate and solve complex and not-routine problems ..
innovatively carry out tasks under unpredictable conditions
 - ... **lead** a debate ...
 - ... **lead** teamwork...
 - autonomously plan and implement personal LLL and **direct others towards this area.**
- Is ready to: [social competences: evaluation, responsibility, professional role]
 - critically evaluate **information** received
 - recognize the value of knowledge in solving cognitive and practical problems
 - fulfil one's social obligation, inspire and organize activities for the benefit of the society
 - initiate activities for the benefit of public interest
 - think and act in an enterprising manner
 - responsibly fulfil professional roles **taking into account changing social needs**, including:
 - further developing the advancements 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.

The social competences developed reflect of the above descriptors.

6. Evaluation of social competences in external QA systems

Difficulty: amending legislation caused changes of the PKA standards, as well as the criteria of evaluation. The new criteria were published in February 2019; their understanding and implementation are still subject to debate in Polish academic community.

6.1. The Polish Accreditation Committee – overview

The national external quality system in Poland practically comprises the activities of the Polish Accreditation Committee (PKA) – see <http://www.pka.edu.pl/>. Apart from the PKA some other accreditation and evaluation agencies (both Polish and international) function in the Polish higher education. Some of them were established by the academic communities of selected schools, like KAUT – Accreditation Commission of the Universities of Technology [<http://www.kaut.agh.edu.pl/en/>], there are also agencies of professional associations issuing specific certificates. However, PKA is the only statutory body in Poland responsible for assessing the quality of education provided by higher education institutions.

Polish Accreditation Committee is an independent institution dedicated to quality assurance and enhancement in higher education. PKA is established by way of a legal act of highest importance, it functions within the higher education system in Poland for the improvement of the quality of education in all public and non-public higher education institutions forming the system. PKA is authorized to assess the compliance with the requirements to be met by high



quality education within the first and second cycle. Systematic evaluation conducted by the PKA is obligatory and the negative assessment of the Committee may cause the suspension or withdrawal of authorization to provide a degree program in a given field of study and at a given level of study based on a decision of the minister responsible for higher education.

On 15th April 2009 the State Accreditation Committee was officially admitted to European Quality Assurance Register for Higher Education (EQAR) founded to enhance transparency and trust in quality assurance. EQAR publishes and manages a register of quality assurance agencies that substantially comply with the European Standards and Guidelines for Quality Assurance (ESG) to provide the public with clear and reliable information on quality assurance agencies operating in Europe.

The Polish Accreditation Committee has been a full member of:

- Central and East European Network for Quality Assurance Agencies in Higher Education (CEENQA) – since January 2002,
- European Consortium for Accreditation (ECA) – since December 2005 r.;
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE) – since May 2007 r.;
- European Association for Quality Assurance in Higher Education (ENQA)- since January 2009.

PKA is composed of 80-90 members appointed by the minister responsible for higher education from the candidates nominated by HEIs senates, the Conference of Rectors of Academic Schools in Poland, the Conference of Rectors of Non-University Higher Education Institutions in Poland, Students' Parliament of the Republic of Poland (president of the Students' Parliament is a member of PKA by law), national scientific associations and organisations of employers. The Committee is composed of eight sections for academic areas. Each section is composed of at least 4 persons, including at least 3 holders of the academic degree of *doktor habilitowany* or academic title and at least one representative of employers' organisations. The Committee also cooperates with external experts. The administrative support of the Committee is provided by its Bureau.

In line with the regulations of the Statutes of the Polish Accreditation Committee, its activities are externally assessed at least once in every 5 years. Similar assessment was performed first in 2008 and its outcome allowed the Committee to be registered in EQAR. The subsequent evaluation reconfirmed the status of the PKA as a full member in ENQA.

6.2. The Polish Accreditation Committee – criteria for evaluation

The PKA is the member of the European Quality Assurance Register [see: <https://www.eqar.eu/>] and follows the European Standards and Guidelines for Quality Assurance in the EHEA (ESG) while formulating its standards and criteria of evaluation and accreditation. The basic set of the PKA evaluation criteria is specified by legislation. The Ministry for Higher Education and Science ordinance of 12 Sept. 2018 on the criteria of programme evaluation comprises the set of general criteria of evaluation listed in the new Act on Law of Higher Education and Science. They provide that, in general, PKA must evaluate study programmes applying the following criteria:



1. The study program internal construction (references to the PQF descriptors, adequacy of location qualifications at levels, etc.)
2. The study program realization
3. Requirements for admission and validation of formal, non-formal and informal LO in the entire teaching/learning process (from admission to diploma exams)
4. Competences and experience of the teaching staff
5. The material structure for conducting study programs
6. Relations with external stakeholders
7. Internationalization
8. Financial and other support given to students
9. Access and quality of information about studying
10. Methods of quality enhancement.

As regards the evaluation of the social competences development and implementation, you can find some guidance for them in the standard ESG 1.3. Student-centred learning, teaching and assessment are direct, which is addressed to students' engagement and motivation for learning.

The PKA links its three criteria (sub-criteria) with the ESG 1.3.

- 1) Teachers conducting classes
- 2) Effective achievement of intended learning outcomes
- 3) Study plan and programme of study - selection of programme contents and teaching methods

With the use of these criteria, PKA evaluates the program construction and verification of LO but the results of the evaluation are not compared in relation to students' engagement and motivation to the teaching/learning process, which is intended by the ESG 1.3.

These issues are partly comprised in the criterion 8 of PKA "*Providing care and support to students in the process of their learning and achieving learning outcomes*", nevertheless the evaluation results are not linked to the ESG 1.3. or students' engagement and motivation for learning, which seems to be a critical factor for shaping social competences.

Based on personal experience⁶ and the analysis of self-assessment and evaluation reports we can state that the issue of "social competences" development was not typically selected as a separate factor of particular significance for programs and institutions evaluation. Neither the template for self-assessment report nor the template of evaluation report specify directly how these competences are designed, developed and validated by the HEI. The peer evaluation review teams were satisfied if learning outcomes matrixes were referred to in the syllabi and curricula of the courses, as required by the Polish Qualification Framework level descriptors. Usually, the social competences were treated as a "side-effect" of transferring knowledge and forming skills. One could also notice they were embedded in "other activities of students" like self-governance students' bodies, students research activities, voluntary activities – but not expressed as social competences developed intentionally. Hence, in many

⁶ Three authors of this chapter are (or were) the PKA members and/or experts in period of 2012 till now, taking part in altogether about 80 accreditation procedures.



cases HEIs apparently shaped social competences of students but they did not treat this as separate important and purposeful aspects of the teaching/learning process to be evaluated. This situation can be explained by the novelty of the PLQF descriptors focusing directly on social competences, as well as by the difficulty of extracting social competences from routine (knowledge and skills oriented) activities of universities.

6.3. PKA Recommendations

National level:

- To approach the evaluation of social competencies of students as an important element of the evaluation of the program quality (in addition to knowledge and skills)
- To formulate guidelines on how the expected learning outcomes for social competencies can be identified and described in curricula and verified in practice.
- To formulate a clear and direct assessment criterion addressing the development of social competences in students based on their engagement and motivation to learning (or on other methods). A similar criterion should be included into the PKA quality evaluation criteria. They should inspire HEIs to intentionally and reflectively develop social competences of students.

EHEA level:

- To incorporate the evaluation of students' social competencies as an important element of the ESG.
- The guidelines for the ESG 1.3. should explain more directly how to evaluate students' motivation for learning (not based only on the structure of programs or learning outcomes verification).



7. Social competences – case studies of selected higher education institutions

7.1. PWSZ in Elbląg

7.1.1. A short description of the PWSZ in Elbląg

The State University of Applied Sciences (PWSZ) in Elbląg is a young higher education institution established on July 1, 1998. Since its foundation our School has issued 8787 graduation diplomas (6931 diplomas for full-time programmes graduates, 1856 diplomas for part-time programmes graduates) and 1985 post-graduate diplomas. Almost a half of our students originate from rural areas. Currently the PWSZ in Elbląg provides education to almost 3000 students in eleven fields of 1st cycle studies (bachelor and engineering), offered by the Institutes of: Applied Informatics, Technology, Pedagogy and Languages, Economics. It also offers 2nd cycle studies in Pedagogy (MA). The study programmes comply with the Polish legislative acts on higher education and with those of the Bologna Process observed by all the countries of the European Higher Education Area. All the programmes offered by our University have been accredited by The State Accreditation Committee. Theoretical knowledge acquired by the students at the university is complemented by the skills referring to its application during student placements offered by the best companies in Elbląg.

The mission of PWSZ in Elbląg states that the School is supporting social, technological and cultural development of Elbląg and the region in cooperation with all political, social and economic organizations sharing similar objectives.

7.1.2. Methodology of the case study

- Analysis of documents
- Individual in depth interviews with Rector (3 in total)
- Individual interviews with management staff of “social competences” unit (2 in total)
- Focus group interviews with teachers involved in the “social competences module”
- Focus group interviews with students involved in the “social competences module”.

The interviews were conducted from May 2018 to December 2018. The researchers paid 2 site visits at the PWSZ in Elbląg. The documents taken for the analysis: the PWSZ mission, the curriculum of the SCM, the rules of learning outcomes verification at the SCM, the template of portfolio and tutor evaluation, the syllabi of SCM courses, a well-justified application of the PWSZ for EU funding to build SCC, .

7.1.3. Reasons for selecting PWSZ in Elbląg for research:

- A unique for the Polish higher education initiative to create a program (module) and a unit (Centre) **intentionally and explicitly devoted to the development of social competences**. The program is a compulsory element of vocation-oriented “regular” programmes.
- The module contains two main elements:



- a reflection on various social competences within traditional courses (lectures, conversatories, seminars, and
- prosocial activities of students evaluated by tutors and offering ECTS credits⁷.
- Building the “Social Competence Centre” (a contract between the HEI and central and local authorities of approximately €5 m) – to create space for various students’ initiatives developed as part of the “Social Competences Module” (SCM) requiring suitable facilities. Giving floor for students’ research groups, for pro-social activities addressed to the local environment (like children, disabled people etc.), other initiatives. The support of the HEI in raising funds for those activities was declared by the Rector and confirmed by students during the interviews.

7.1.4. The findings of the interviews and documents analysis

Why did the PWSZ undertake the initiative? 2 types of motivation:

Bottom – up motivation

- Defining the PWSZ mission of contributing to social and cultural development of the region by forming relevant competences in graduates. Well-established and good relations with the local social community. The Rector’s and the staff’s responsibility to provide possibly high-qualified graduates: professionals and active members of the local community. The local authorities supporting the initiative (also financially - funding for the Centre).
- Personal involvement of the Rector in developing social competences of students
- Dissatisfaction of the PWSZ staff with the previous approach to forming social competences - a side-effect of some courses worth 5 ECTS - the need for intentional reflection on graduates’ social competences and the ways of forming them

Top-Down motivation

- PQF requirements - the Act on Law of Higher Education and Science and the Polish Qualifications Framework require social competences in curricula design.
- The impulse to introduce the new course (module) compulsory for all students (all the curricula) came from the PWSZ's authorities. However, the practical details and implementation were designed by faculty members representing all the fields of studies.

How is the “social competences” module (SCM) composed and how are the learning outcomes verified?

All the courses and practical activities of the module are focused on the development of a variety of social competences. “The social and professional culture” module is provided over 2-5 semester of studies and consists of a series of lectures and seminars like:

- Satisfactory life – personal and interpersonal competences
- Self-management: self-consciousness, self-regulation, motivation
- Problem-solving: making decisions, taking responsibilities
- Human relationships and IT communication, etc.

All the learning outcomes of the courses cover social competences – they are described with the use of PQF terminology – developing the descriptors of level 6 devoted to social competences. The methods of verifying the LO completion include:

⁷ ECTS credits are given for completion of entire module (0.25 ECTS per semester, 2 ECTS in total).



- For the theoretical component of the module - regular forms of examination: typically, for the student's activity, essays, debates..
- For the practical component of the module – a portfolio and other evidence confirming the completion of the learning outcomes – evaluation provided by teachers/tutors. Two types of activities can be evaluated: (1) The activities listed by PWSZ, such as volunteering organized by the PWSZ, promotion actions, selected students research-oriented activities, school choir, theatre, students' self-government bodies, etc. (2) The activities at students' discretion, such as taking care of children during summer camps, participating in local democratic civic initiatives, conference organization, etc.

According to the Rector, "social competences" involve a system of behaviours in various professional and social settings (situations). In typical situations a candidate should behave in accordance with certain values. The Rector and the management distinguish two main groups of social competences:

- "Professional /vocational competences" - specific for a particular professional environment (job), typically, "hard" competences, clearly defined – like teamwork skills, professional leadership skills, an ability to stick to professional ethics, etc.
- "specific social competences – more universal, "soft" competences, hard to define.

Learning outcomes representing the core knowledge of a field of studies constitute the set of the crucial competences; they are accompanied by professional competences shaped during apprenticeships and finally by social competencies as such. Thus, the Rector expects that a graduate of PWSZ is not only a good employee, but also a committed citizen, fully aware of his/her social responsibilities.

For the management representatives and teachers running the SCM, social competences are crucial in pedagogical and linguistic fields of studies. They pointed out two challenges:

- first year students who graduated from secondary education (high school) are not very reflective, they lack the sufficient development of their self-identity; they do not express their own opinions and are not able to justify them.
- first year students are likely to give up their choices when facing even minor difficulties – on the one hand, they suffer from lack of perseverance and self-confidence, and on the other hand, from lack of self-criticism.

Therefore, they need to develop personal and social competences. Social competences are regarded by the Rector, the management and the teachers' representatives as equally important, however, some faculty members emphasized the role of personal competences in overcoming the challenges of the studies. At the same time, the rector pointed out the significance of professional and social obligations of alumni.

Some interesting results were provided by the focus group interview (FGI) with 8 students selected according to the following criteria: participation in the pilot 'social competences module' (SCM), representing all the organization units (4 institutes) and different fields of study, engagement in different students' out of school activities. 8 students representing 2nd semester of the 1st year, 5 males, 3 females. The picture that emerges from the FGI exercise is that the idea of the PWSZ 'social competence pilot module' appears to be very relevant to the needs of some students more open to new experiences and developing their social competences. Some, however, may not be truly interested in participating in such activities



initiated by the university. The design of the case study module revealed important weaknesses reported by the students, and consequently led to an unsatisfactory implementation of the module with regard to some aspects. Therefore, the case study module is likely to have a limited positive impact on students in terms of improvement of their social competences. Students expect their recommendations will significantly improve the relevance of the program. Otherwise, in some students' opinion, the module should be withdrawn. "Social competences" are perceived and discussed by students in relation to their future employment opportunities, rather than in terms of their responsibility for democracy, for the country or for local communities.

The responses formulated by students demonstrate their moderate level of understanding the meaning of social competences and their feeling responsible for their social environment. In conclusion, it seems necessary to offer the students further education stimulating their social engagement.

7.1.5. Conclusions

- students really need education which can improve their understanding of their social obligations and social engagement.
- HEI: motivation vs. realization
- Alumni: professionalism vs. civic activities (general social engagement)
- Staff: the method of shaping social competences – critical self-analysis recommended

7.1.6. Recommendations

Institutional level:

- for the PWSZ: successful continuation of the project as a whole. Eliminating weaknesses indicated in interviews, particularly, by students
- or for other HEIs: a reflection on how to purposefully shape social competences highly recommended. Introducing an independent way of achieving this objective recommended
- taking into account the descriptors of the PQF can be helpful.

National level

- for PKA – evaluating the methodology of forming students' social competences by HEIs – PQF descriptors as a benchmark requirement
- for the Ministry – launching programmes supporting HEIs' efforts to develop effective methods of forming social competences; promoting the process by disseminating best practices
- similar recommendations apply to local governments for HEIs located in smaller towns, not functioning as academic centres

EHEA level

- to initiate a debate on the needs and the possible in which social competences can be developed by HEIs
- to increase the importance of the Bologna Process, EUA and other documents relevant to the process



- to open European programs/projects supporting the process
- to promote social competences by means of disseminating best practices;

7.2. Collegium Medicum of the Jagiellonian University in Krakow

7.2.1. A brief description of the institution

The Jagiellonian University in Krakow is the oldest Polish university (1364), and the oldest university educating medics on the territory of Poland (one of the alumni was Nicolaus Copernicus - a mathematician and an astronomer, but also a lawyer, an economist and a medical doctor). In the 1950s, the communist authorities of Poland removed medical faculties from all universities, establishing independent medical academies. After the political shift of 1989, in 1993 medical faculties were restored at the Jagiellonian University. For the legal and organizational reasons, the Nicolaus Copernicus Medical Academy in Krakow was incorporated into the Jagiellonian University as Collegium Medicum⁸. Currently, Collegium Medicum (CMUJ) consists of three faculties: Medicine, Pharmacy and Health Sciences. It is noteworthy that the network of university hospitals is closely connected with Collegium Medicum. The Faculties of Medicine and Health Sciences represent A-category, Pharmacy - A+ category⁹. In the DASCHE project two medical fields of studies at the Jagiellonian University served as subject of research, namely medicine and nursing.

In Poland, in accordance with international requirements, medical fields of studies (e.g. medicine, nursing, etc.) are conducted based on ministerial education standards defining minimum requirements (both in terms of hours and ECTS credits) towards classes on specific issues and internships; also, in terms of so-called general learning outcomes¹⁰. However, incorporating the standards into a curriculum and a teaching process is subject to the university autonomous decision.

The Jagiellonian University in its mission declares that "it sets new directions for the development of thought through the highest quality of research and teaching and the use of modern medical knowledge and practice in saving and sustaining the values of life and health; in the atmosphere of tolerance and freedom, it builds a lasting relationship with the society and shapes openness to the unknown, humanistic sensitivity and responsibility for action"¹¹. Social competences, their development and formation are therefore firmly inscribed in the mission of the University.

⁸ Sometimes this Latin name is translated into English as "Medical College", but official name is Polish-Latin: *Uniwersytet Jagielloński Collegium Medicum* or *Collegium Medicum Uniwersytetu Jagiellońskiego*.

⁹ https://en.uj.edu.pl/en_US/about-university

¹⁰ Obwieszczenie MNiSW z dn. 9.01.2018 w sprawie ogłoszenia jednolitego tekstu rozporządzenia Ministra Nauki i Szkolnictwa Wyższego w sprawie standardów kształcenia dla kierunków studiów: lekarskiego, lekarsko-dentystycznego, farmacji, pielęgniarstwa i położnictwa, Dz. U. 2018, poz. 345. [Announcement of the Ministry of Science and Higher Education of 9.01.2018 on the publication of a uniform text of the regulation of the Minister of Science and Higher Education on the standards of education for the following faculties: medical, medicine and dentistry, pharmacy, nursing and midwifery, Journal of Laws 2018 item 345].

¹¹ „Strategia Rozwoju Uniwersytetu Jagiellońskiego w latach 2014-2020” <https://www.uj.edu.pl/documents/10172/84593596/Strategia-Rozwoju-UJ-2014-2020.pdf/f490b8e5-83f9-4509-9f9e-f88a1d89bd3c> p. 8 (access: 11.01.2019) [own translation].



7.2.2. Methodology

- An analysis of documents (the full list – see appendix)
- An individual in depth interview with the Vice Rector of the Jagiellonian University in charge of Collegium Medicum
- Individual interviews with senior management staff (2 deans, a vice-dean, a Director and a Vice-Director of an Institute)
- 1 interview with the leaders of the Medical Education Unit
- 2 focus group interviews (1 for each field of study) with teachers involved in conducting classes on social competences
- 2 focus group interviews with students of each of the fields of studies. The composition of students: nursing: 5 – female (II cycle); medicine: 3 – male, 4 – female (3rd-5th year of study).

The interviews were conducted between June and December 2018.

7.2.3. Reasons for selecting CMUJ for research.

- Outstanding quality of teaching – one of the most prestigious medical education centres in Poland.
- Good understanding of “social competences” as an important part of professional education of healthcare workers. Focus on cooperation and communication within the medical team and on good communication with a patient and his/her family.
- New elements of education for medical doctors and nurses – some joint training sessions on teamwork and empathy.
- Validation of learning outcomes relevant for “social competences” – preliminary attempts to measure them (e.g. empathy).

Finally, following the discussions with the vice-rector and top management staff, the DASCHE analysis focused on two types of social competences identified as part of professional skills: (1) teamwork of medical personnel and (2) communication with a patient - empathy.

7.2.4. Findings

Why did / could CMUJ undertake the initiative of shaping such social competences?

- Bottom-up motivation:
 - the University mission: protecting human health and life as a primary and most significant teaching objective – medicine focused on a patient. This perspective (and attitude) shared by respondents expressing the bottom – up motivation was indicated first. A strong orientation on professional ethics.
 - Social competences have always been important in medical education. Today the technical skills were complemented, based on formal requirements of standardized curricula, by such competences as communication, empathy, self-criticism, and other (top-down approach). Preliminary attempts to measure them occurred.
- Top-down motivation:

Standardized curriculum for medical education comprises the requirements of social competences (with the use of different terminology, though). Traditionally, in medical



education (offering education in regulated professions) the curriculum is based on standardized national curricula, which have to be observed by the CMUJ. Yet, the national instructions have rather general character, giving the Collegium Medicum sufficient flexibility and a margin for their own initiatives. Some discrepancies between the standardized curriculum and the descriptors of the PQF can be noticed – however, they do not influence the CMUJ program curricula.

- The enrolment for the programs is very selective (but lacks the evaluation of social competences “naturally” possessed by candidates).

The audit of the documents referring to the subject of the research: the curricula for nurses and for medical doctors with some opinions expressed by the teaching staff

The development of social competences is partially designed in a direct way, it is also a side-effect of the curriculum regular courses. Good patterns of behaviour and attitudes towards a patient demonstrated by teachers are very important. The internalization of such attitudes can be observed. Apart from this, there are courses in the curriculum designed to shape competences (psychology, philosophy, professional ethics, etc.). What is important – practical contacts with patient are subject to additional discussion and reflection (feedback). During selected workshops students play the role of a doctor dealing with actors simulating a difficult patient (an aggressive one, for instance) – the role-play exercise is followed by a discussion about the behaviours observed. Procedures and behaviours are thought, a degree of adaptation can be measured. It is difficult to measure formally any change of attitude, however, any training which involves “simulating” a patient, i.e. acting out an intentionally composed scenario is helpful. The intention of such training is to stimulate “pro-patient” communication and behaviour which is rewarded with a patient’s response (less aggressive, calm, more communicative).

- Identifying learning outcomes relevant for the teamwork (and neglecting intentionally other social competences also embedded in the curriculum learning outcomes)
 - Relationship with people – building good relations and contact (not limited to those with a patient)
 - Reflective, responsible and autonomous thinking and acting
 - Assertiveness – hard and crucial decisions are an inherent part of the profession
 - Communication in a team
 - Listening
 - Leadership and membership in the team.
 - Protecting the work-life balance – avoiding a syndrome of professional “burnout”
- Identifying Learning Outcomes relevant for the communication with a patient - empathy:
 - Empathy / understanding, sympathy and openness to others
 - Communication with a patient
 - Communication with a patient’s family
 - Communicating the most serious diagnosis
 - Acting with “difficult” patients and in difficult situations
- Identifying LO verification methods

In general, verification of learning outcomes in social competences is a difficult task, particularly in case of formative evaluation. The verification is not standardized and based



predominantly on the observation of student behaviour; it also involves other rather subjective opinions of mentors and supervisors, as well as students' self-evaluation. Nevertheless, some attempts aimed at developing more objective evaluation methods are undertaken. The Medical Education Unit provides a systematic analysis of any increase (or decrease) of the level of empathy in students during the teaching/learning process. The research tool (scale of empathic sensitivity) measures the level of empathy in students of medicine (MD) of 2nd and 5th year. The results are rather neutral – they do not show any loss in students' natural empathy. At the same time, students do not gain "professional" empathy by knowing relevant behaviours and procedures, etc. The results on controlling professional stress and protecting against "burnout" are better. In case of certain courses, the analysis of attitudes towards patients and professional activity is done and the results are discussed with students.

Regrettably, the national MD professional exam (LEK) which closes the education of medical doctors is mainly focused on knowledge and does not comprise the evaluation of technical and non-technical skills (including social competences) – even those simulated. Thus, the validation of social competences future medical doctors is entirely the universities' responsibility.

- According to the faculty staff, about half of students admitted to CMUJ are motivated to do medical studies because they provide a good, prestigious and well-paid profession of a MD. The other half are motivated by their willingness to help people by protecting their health and life. They estimate that the alumni have similar motivation when completing their education.
- What procedures should be followed in case a student fails to make satisfactory progress in the development of social competences (despite passing well other exams)? Can such a situation serve as the basis to relegate them from the CMUJ and not award them with a diploma? Since the problem involves personal attitudes towards the profession of a medical doctor, any form of assistance is not allowed.
- Students of both fields of studies sometimes face a dissonance: the lessons from trainings and lectures are different from the behaviour of teachers/mentors in relation to patients at hospitals ("hidden curriculum").
- Most of teaching staff are not prepared for teaching – they are high class specialists in medicine. The training program on teaching offered by CMUJ to teachers was not very effective, due to shortage of time and lecturers' willingness to participate. The CMUJ management is looking for alternative solutions of the problem. The main focus (also financial) is now made on simulations and other active methods of teaching.
- Since the academic teachers' motivation to develop students' social competences is mainly based on their internal system of values, the question of how teachers are motivated to develop social competences (including training) (incentives/disincentives) is not easy to answer. Nevertheless, CMUJ authorities offer financial rewards for the best teachers every year.

Students' initial motivation / expectations change over the process of their education: from the willingness to help people, the interest in biological sciences, the prestige of the Jagiellonian University to the satisfaction of future work and appreciation of good work. Some students were not aware what it means to be a doctor/nurse. Facing the reality of a hospital during internships can be shocking, due to quite a different approach of medical staff to patients from that in which students were trained at the university. Still, it is not



disappointing; it offers a new perspective of future work – mostly in the area of soft social competences.

For students of medical field of study social competences comprise communication (particularly with a patient in a problematic situation) and empathy (understanding rather than sympathy). They listed their wishes and requirements concerning courses potentially developing social competences: teamwork, understanding a student's own emotions, trainings in work-life balance, more diversified teamwork (doctors, nurses, other medical services – these trainings are scheduled too late and are too short).

Students of nursing listed instantly what they mean by social competences: interpersonal skills, contact with patient (argumentation, explanation of his/her health condition and the therapy provided), teamwork - cooperation of medical personnel, responsibility, empathy. They were convinced that the education at CMUJ is forming successfully these competences by series of trainings, workshops and internships.

Among the main challenges of medical education, they mentioned:

- The discrepancy between their mentors' behaviour at hospital and when teaching at the university (see also above) – in case of future doctors.
- The approach of the medical personnel at hospitals (particularly older nurses) to their profession and discouragement addressed to students of nursing to continue education and undertake this job (unless they are employed abroad).

7.2.5. Conclusions

- The programs provided by CMUJ are intentionally shaping social competences of students most relevant for their future work as medical doctors or nurses;
- The skills / abilities emphasized as the most important social competences of medical personnel today are as follows: (1) ability for work in a team in medical personnel and (2) good communication with a patient based on empathy (defined as a professional attitude towards patients, although it can be built on natural empathy as well)
- Motivation to develop such social competences is mostly coming from a well-established set of values relevant for a medical ethos and standards for medical education. Also understanding the needs of modern therapeutical methods requires multidimensional and joint efforts of medical teams,
- Methods for shaping such social competences are well-developed and integrated into the curriculum. Amongst them we have the "theoretical" reflection on attitudes (courses in philosophy, professional ethics, etc.) and practical exercises with the use of sophisticated phantoms, actors, and other active methods of developing social competences. The most important factor for the development of social competences are students' internships at clinical (university) hospitals cooperating with CMUJ; they are designed very carefully, and they offer gradual progress of students' independence/autonomy and responsibility.
- Learning outcomes verification is difficult and not perfect but the CMUJ introduces certain new tools, like measuring empathy, students' self-evaluation, etc.

7.2.6. Recommendations

Institutional level:



- Since the LEK examination does not comprise the evaluation of social competences, it is recommended to organize at the university a standardized examination on social competences (in cooperation with other universities), compulsory for every student.
- Training for academic teachers, doctors and nurses in hospitals (who supervise students during their internship) in the field of “teaching” social competences.

National level

- The development of active methods of teaching should be more extensively supported by the Ministry of Health on permanent basis.

EHEA level

- See the 7.1.

7.3. International Faculty for Engineering (IFE), Lodz University of Technology (LUT)

7.3.1. A short description of IFE LUT

The International Faculty of Engineering (IFE), established in 1993, is a unit of Lodz University of Technology, offering BSc and MSc courses taught entirely in English or in French. Owing to the well-developed cooperation with European universities, all IFE students have a possibility of studying or doing an internship abroad. The main goal of the educational process realized at the IFE is to educate engineers who, apart from specialist competences, will also have soft skills and fluency in foreign languages. This will enable them to perform the role of leaders in their future professional lives in the international job market. IFE offers: free-of-charge full-time studies based on modern education models, one mandatory semester in a foreign university - mobility semester, an opportunity of obtaining a joint degree / a double diploma; conducting part of the study programme with the use of the PBL, the problem-solving method, gaining measurable learning outcomes by transition from a “student-centred teaching” system to a “student-centred learning” system.

IFE in numbers: 350 admissions every year, nearly 1400 students, 25% of whom are foreign students, nearly 2500 graduates, foreign students from 26 countries, approximately 300 IFE students on a one- or two-semester exchange programme at foreign universities, 350 lectures/tutorials conducted in foreign languages, 115 exchange program agreements signed with foreign universities, 6 joint degree / double diploma agreements (École Nationale Supérieure d'Arts et Métiers ParisTech, Institut Catholique d'Arts et Métiers (ICAM), École Supérieure de Commerce de Chambéry, École Supérieure de Commerce de La Rochelle, HTW Saar).

7.3.2. Methodology

- Analysis of documents (for the full list – see appendix)
- Individual in depth interview with Vice Rector of Lodz University of Technology in charge of teaching/learning
- Individual interviews with senior management staff of IFE (one ex-director and one present director of IFE - 2 in total)



- A focus group interview with 7 teachers involved in the problem- and design-based-programmes
- A focus group interview with students of IFE. The composition of students: 8 males, 3 females, level of study: 6 students of BSc, 4 students of MSc, 1 MSc graduate, fields of study: mechanical engineering, biomedical engineering, management, medical engineering, management and production engineering, computer science, biotechnology, 4 students invited for interview by students' organization Erasmus Student Network (ESN), 9 students studying in English, 1 in French.

The interviews were conducted from June 2018 to December 2018. The researchers paid 2 site visits at the IFE LUT. The documents subject to analysis: the descriptions of the IFE profile, mission, curricula and syllabi, the documentation of selected project-based courses.

7.3.3. Reasons for selecting IFE for research

- The international studies / students of IFE representing a variety of approaches to the social issues vs. the IFE education program common attitude towards professional and personal development.
- The Lodz University of Technology awarded with the title of the most pro-innovative university in Poland; with IFE as the most pro-innovative unit of this university
- Unique (for Poland) methods of teaching with the use of problem-based-learning and project / design-based-learning, as well as other active methods of teaching, perceived as methods of forming personal and social attitudes: directly and as a side effect.

7.3.4. Findings

Why did the LUT - IFE undertake the initiative of forming social attitudes? In what way it is done?

- Top-down motivation: the PQF descriptors and other legislative requirements concerning the learning outcomes – with somewhat liberal approach to PQF descriptors because of an international character of studies.
- Bottom – up motivation: mission of the LUT, personal engagement of staff
- Innovative methods of teaching at IFE – an approach stimulating the attitude / social competences.
- Thanks to an intentional activity of the IFE a better understanding of the value of social competences.

The rector's definition of "social competences" was a combination of professional knowledge and motivation (by the values system) to act on behalf of the society (general and local, particularly related to the work environment. The rector described the LUT students as less interested and engaged in social than in the past. The LUT does not develop any explicit policy concerning the development of social competencies, leaving the issue to be treated individually by faculties or other units. However, the rector is aware that the system "project-based learning", quite common in LUT, is useful for the implementation of social competences (or at least concentrated on needs of small groups).

The audit of the documents referring to the subject of the research, as well as interviews with senior staff confirmed that the IFE approach to education described as "team project" involves



2 main methods of teaching: problem-based learning (PBL) and design thinking (DT) applied in all IFE specializations. The curriculum and syllabi of the IFE courses addressed the methods in the following way:

- By applying PBL (10 ECTS per semester) students (working in teams of 4-5) learn to analyse a presented problem-based situation, propose and to develop solutions to a given problem, keep project documentation, plan and organize effective learning – individually and in team, present the work outcomes in an interesting and comprehensible way to the representatives of other disciplines, etc.
- By applying DT (10 ECTS per semester) students (working in teams of 4-5) learn to focus on the user – on understanding his/her conscious and unconscious needs; an interdisciplinary team looking into the problem from a number of perspectives, experimenting and frequently testing hypotheses - constructing prototypes and gaining feedback from users.
- According to the senior IFE management staff, these methods develop two important social competences in students: (1) innovativeness and creativity in thinking and (2) perseverance in solving problems. Both competences are a combination of personal / social and professional competences. They can be perceived as an interpretation of the selected PQF descriptors, particularly those related to innovative problem solving and teamwork. It is noteworthy that the teachers and students indicate other social competences as those resulting from using the PBL and DT methods. Thus, they probably are not fully aware of the development of their competences indicated by the IFE directors.
- Owing to the courses descriptions, identifying the verification methods for learning outcomes / social competences is easy. Students are obliged to present and discuss publicly the interim results of their teamwork; reflect on the criticism they faced and correct the results almost on permanent basis during the semester. Finally, students are supposed to present the final project / solution of the problem and defend it in front of the supervising teacher and wider public.
- Both the IFE directors (and the authors of IFE at the same time) noted that two competences are particularly important and embedded in the teaching / learning process: (1) innovativeness and creativity of thinking and designing, as well as (2) perseverance in solving problems. They recommended the DASCHE project researchers to concentrate on them (by analysing curricula and by interviews) as on a unique part of “education for the future” or as an attempt to define social competences as a prerequisite of “owning the future” by individuals demonstrating those competences. See remarks above.
- As far as the opinion of academic teachers is concerned, they think their colleagues as humans concentrate on transferring knowledge and skills, rather than on “social competences”. The situation is different at IFE and the rest of LUT. When asked about specifying and forming social competences, the IFE teachers said that IFE initiative addresses mainly the profound need of students to communicate effectively with each other and, as a result, to develop their cooperation skills to create innovative solutions in professional environment and personal life. The interviewed students share this opinion. They also listed the following competences as being a side-effect of multicultural environment and the atmosphere of permanent discussion dominating at the IFE: approaching conflicts, adaptation in multicultural environment, empathy, ability to share the results of their work with others, social maturity in a new setting.
- Although teachers saw a positive impact of the program with regard to the development of the above listed competences in students and building their self-confidence, the observed results of the program are not measured in a systemic way. Moreover, moreover a similar



assessment is perceived as very difficult to be designed and implemented. Thus, the verification of these social competences in terms of learning outcomes is not provided in an explicit way. Academic teachers' motivation to develop students' social competences is mostly bottom-up, based on their feeling of obligation as academic teachers (academic ethos) and personal engagement / passion, their commitment to the "adventure of teaching".

The interview with students consisted of a typical set of questions. The answers can help to understand the idea and importance of social competences, as well as to study how social competences are embedded in the teaching process at IFE. Most students (particularly from abroad) were not aware of a unique character of the studies at IFE and the method of project and problem-based-learning – they took it for granted.

According to the students, IFE develops social competences specified mainly as presentation skills. This approach is in line with the opinion of LUT authorities and the interviewed teachers. IFE students / graduates are more self-confident, which results from the requirement to give a number of presentations over each term. The most important impact of the IFE on students with regard to the development of their social skills is its added value manifesting itself in improved presentation skills, as well as better cooperation with others in diversified cultural, educational and working environments. Above all, IFE increases student's self-confidence, thus building solid foundations for their future development, professional and personal life.

The Design Thinking courses are assessed by the student as of high value and usefulness for their future employment and developing social skills related to innovation. The DT project in comparison with the PBL project is of more international nature; it is predominantly focused on the end user's needs. Students perceive the IFE program as a very successful educational experiment, whose results should be gradually disseminated in other departments of the University (e.g. PBLs, obligatory participation in Erasmus mobility programme, supporting students in planning Erasmus semester etc.). It is both well designed and implemented. A limited number of areas for improvements was identified by the students.

The FGI demonstrated in practice such features of IFE students as openness to others and strong interpersonal skills. However, the question remains whether it is the result of IFE or if IFE attracts specific kind of people. [or possibly both].

7.3.5. Conclusions

A variety of interesting perspectives was provided by the management, the teachers and the students – each group indicated a different set of social competences as the main result of the teaching / learning process conducted with the use of PBL and DT methods. The indications are different but not mutually exclusive. On the contrary - they tend to be complementary, they form an interesting set of social competences – so universal (problem solving perseverance, innovative design, teamwork at multicultural perspective, presentation of a problem situation and solving it, self-confidence) that can be used not only for professional activities of engineers, but also in their wider social and personal environment.

7.3.6. Recommendations

Institutional level:

- To make use of the IFE model of teaching – extending at least selected elements to the entire LUT teaching (bearing in mind how costly it is)

National level

- The program is perceived as an educational experiment which should be promoted both at other departments of the LUT and in other educational institutions.

EHEA level

- See 7.1.

7.4. The University of Social Sciences and Humanities (SWPS), Psychology 2.0

7.4.1. A short description of the SWPS University

The University of Social Sciences and Humanities (SWPS) is the only non-public university in Poland. It was derived from the Warsaw School of Social Psychology. Established in 1996, it currently consists of three faculties: the Faculty of Psychology, the Faculty of Humanities and Social Sciences and the Faculty of Law. SWPS has 5 campuses: in Sopot, Poznan, Katowice, Wrocław, and Warsaw. The HEI offers 57 programs of study at the 1st cycle, 19 at the 2nd cycle and 22 programs at uniform studies (POLon, admission February 2019). Out of these 29 programs, most are related to Psychology, which is offered as first and second cycle studies, as well as a uniform program. In total, there are approximately 9,000 psychology students out of the total number of over 13, 000 students of SWPS.

7.4.2. Methodology

The research comprised:

- An interview with the Rector of the SWPS (IDI interview),
- An interview with the coordinator responsible for designing Psychology 2.0 (IDI) and 2 short complementary / consultative talks,
- Interviews with teachers of the current Psychology programme (2 IDI interviews)
- Discussions with students (informal conversations with students from the student science association 'Psychologist in Business', conversations with students of 'Management and Leadership' program conducted in English).
- Interviews were conducted between May 2018 and January 2019.

Also, the analysis was conducted of documents, which were made available by SWPS University, in particular, the EuroPsy standard (EuroPsy - the European Certificate in Psychology, July 2017).

7.4.3. Reasons for selecting SWPS for research

SWPS is an interesting university, as social skills are the main focus of the university, both in teaching and research activities. As a private university, it is primarily financed from student

tuition fees. SWPS successfully competes with public universities, where the studies are free of charge – the SWPS University became the first-choice university in Poland for candidates wishing to study psychology.

As part of the research carried out at SWPS, the research team, following the recommendation of the Rector of SWPS, focused on the analysis of Psychology 2.0. This program is subject to DASCHE research, as it has not been introduced yet; is planned to be launched in the future.

The SWPS University was founded as a result of a transformation of another university, which offered education only in the field of psychology – today most university students still study psychology. Hence, an interesting research question arises to what extent the education in the area of social competences is treated as a key success factor in the process of introducing a change. How deeply social competences have been embedded in Psychology 2.0?

7.4.4. Findings from the interviews

The Rector of SWPS perceives the HEI as an institution that should initiate social change in its environment. To a certain extent, the didactic and research activities are subordinated to this objective. The university's strategy is based on three main values: openness, responsibility and courage. The Rector is a very strong promoter of these values. As a result, the university strives to ensure that the process of education and university management is of a bottom-up and subjective nature. In line with this spirit a project of strategic importance for the whole University is being introduced, namely a change in teaching Psychology – with the works on designing Psychology 2.0 program are in progress. The Rector emphasizes that the implementation of the new program, which is a crucial factor contributing to the success of the whole university, develops the academic community. In other words, lecturers teaching students must communicate and share knowledge. One of the difficulties experienced now and in the future is the fact that education in the field of psychology is currently offered in 5 campuses simultaneously.

The implementation of Psychology 2.0 was initiated with establishing an implementation team – its leader is an expert directly reporting to the Rector. This expert pointed out that Psychology 2.0 is to be based on the international EuroPsy standard, which will be an important feature of the program. Thanks to this, a psychology graduate at the SWPS University will be entitled to enter the profession of a psychologist in other countries recognizing this standard.

In the present program of Psychology, there are blocks introduced for social skills development – one comprising 60 hours and an additional one consisting of 30 hours. This type of solution is not implemented in all the study programs the SWPS University. At present, SWPS is implementing a wide range of projects related to the formal process of studies. One of the first programs, where the project work is a key element of the studies, is the program of Management and Leadership. The experience gained from this program will serve to introduce project work in other studies, including Psychology 2.0. As a result, in case of Psychology 2.0 a dedicated block of classes supporting "social competences" will be replaced by classes related to social competences offered throughout all the semesters. This concept is consistent with the EuroPsy standard, which also indicates that a program should include projects (apart from this, the standard indicates a research project valued at 15-30 ECTS, [p. 41 of the standard]).



Students' approach to social competences seems to be interesting. The best students show a great interest in social competences – they emphasize that it is important for them to participate in projects as part of subject course and during extracurricular activities (e.g. as a member of student boards or scientific associations / clubs). Yet, a large group of students do not see any value in improving social competences. Due to the specificity of Psychology – psychology as a science belongs to a category of social sciences – a graduate from studies is equipped with knowledge and skills of social competences in the field of major and dedicated subjects. However, now direct indication of social competences does not mean admission to studies or employment. Therefore, according to SWPS, basic and secondary education is a key prerequisite to support the education of social competences. Sensitizing to this area should be done throughout all the levels of school education.

7.4.5. Conclusions

- The University of Social Sciences and Humanities, designing the Psychology 2.0 course, first puts the emphasis on the development of social competences among academic teachers. In view of the necessity of a certain standardization of education at the faculties of Psychology located in 5 cities, it was necessary to develop solutions enabling an effective cooperation between the lecturers – consequently, it was necessary to support social competences with lecturers. This goal was achieved at workshops, conducted for all academic teachers educating in the field of Psychology. Workshops lasted for approximately 1 year.
- The main incentive to introduce Psychology 2.0 course by the SWPS University is the international standard EuroPsy. Due to a large number of students of Psychology at SWPS, this change is fundamental. The university decided that parallel to this change, it would also extend and improve the education of social competences by supporting teachers, as well as introducing a wider scope of projects.
- The students' decision to choose the studies at the SWPS University is not based on the assessment of social competences. Students indicate that they would like to have more practical studies – connected more closely to professional skills. Social competences are not a significant indicator for them, although for the best students, for example, additional activities outside the education program are important. However, for students the need is well suited to the introduction of project work that puts a stronger emphasis on practical aspects of studies, and at the same time, on the education of social competences.

7.4.6. Recommendations

Institutional level

- The development of social competences requires competent staff in this area. The studies in Psychology itself are oriented on social competences; also, stimulating cooperation between academic teachers should lead to a better education in this area.
- Diversification of forms of education, e.g. introducing projects to the study program, serve as an important element of education and the improvement of social competences.

National level



- The development of social competences should be implemented at all levels of education, from the primary level to higher education (6-8), since a significant barrier to developing social competences occurs due to deficits in this field in candidates applying for studies, in particular, when the quality of candidates varies.
- Social competences inscribed in NQF do not constitute a strong stimulus to improve the training of social competences.

European level:

- The support of academic teachers in improving their social competences is an important support for teaching social competences.

7.5. SGH - Warsaw School of Economics, CEMS Program

7.5.1. A short description of SGH Warsaw School of Economics (SGH)

SGH Warsaw School of Economics is the oldest university of economics in Poland and one of the leading universities of economics in Europe. SGH was founded in 1906 as the first public university of economics and management in Poland. It maintains close links with business community, which facilitates conducting research projects. SGH Warsaw School of Economics conducts research in various areas of economics, finance, management and business administration, as well as in public policy and political science. SGH is ranked Poland's top research university in economic sciences. Annually about two thousand alumni graduate from the SGH. According to the data collected by the Polish Ministry, SGH delivers more than 60 programs (1st cycle, IInd cycle and I+II) [POLon, access: February 2019]. SGH has over 17,000 students.

7.5.2. Methodology

The research involved :

- An interview with the Rector of the Warsaw School of Economics (IDI interview),
- An interview with the director of CEMS (IDI)
- Interviews with teachers of the current CEMS (3 IDI interviews) and
- Interviews with students of CEMS (FGI)

Interviews were conducted between May 2018 and December 2019. Also, documents were analysed - both public accessed and internal.

7.5.3. Reasons for selecting SGH for research

CEMS is an annual program implemented as part of the master's program. A student completing CEMS receives a diploma of his alma mater and a CEMS diploma . This program is recognized by the Financial Times as a master 's degree in management, and in 2018 it ranked 9th on the list of the best MA programs in Europe. The partners of this program are not only universities - currently their number amounts to 32 universities from 5 continents, but also other stakeholders of the university. Currently (2018) CEMS has over 70 business partners and 7 social partners (including 1 research institute). The program main office is



based in France. According to the Financial Times ranking, it can be assumed that CEMS is the best program in Poland in management as part of the second-cycle program.

The CEMS office carries out very carefully the process of quality assessment - each lecturer is assessed by means of a paper survey, conducted in accordance with precise guidelines (e.g. a lecturer cannot collect surveys completed by students). There is also an electronic form of evaluation. Every teacher receives the results of his / her assessment relatively soon - usually within 1-2 months after the evaluation. These results allow them to improve classes; in addition, the individual results are presented in relation to the average ones. SGH is currently one of the universities that achieve some of the best results in these assessments. In the academic year 2016/2017, SGH was the best-rated university of all CEMS academic partners. In the academic year 2017/2018, SGH was ranked 6th, which can also be regarded as an achievement.

7.5.4. Findings from the interviews

The interviews demonstrate that one of the programme's strengths is the diversity of forms of education and a range of activities available for students. The program offers the following forms valued with the use of ECTS:

- Block Seminars (3 ECTS) and Responsible Global Leadership (1 ECTS). Seminars provide an opportunity for CEMS members to integrate, exchange ideas, debate and discuss issues of innovative management and comprehensive leadership. Both programme elements aim to integrate social activities and create a "team spirit" at the beginning of the term. They are organized by the home university.
- CEMS Courses. Apart from the mandatory courses, students are encouraged to compose their individual course plan of electives, exclusives and open elective courses. Every student must collect 45 ECTS.
- Business Projects. Business Projects are consultancy-like projects designed as a real-life learning experience for students: international student teams solve a real business problem as a one-term, part-time activity. They reinforce partnership between universities and companies by way of jointly shaping students' learning processes in the field of international management. It is valued 15 ECTS, which constitutes approximately 50% of Term 2's workload.
- Skills Seminar (2 ECTS). Skills Seminars offer training in practical skills. They are essential in terms of kick-starting an effective career and play a fundamental role in facilitating the adjustment to an international management environment.
- International Internship. Internships provide students with the real-life professional learning experience of acquiring an organization's culture and processes. The main objective is to turn an academic experience and theoretical knowledge into a professional, multi-cultural one. An internship is defined as a full-time at least 8-month long employment in one company.

The students emphasized that thanks to the diversified offer they can independently design their learning process. As a very important element of the education process we can mention establishing relations with the environment - thanks to the projects implemented for business and social partners of CEMS, students are able to diagnose their strengths and weaknesses,

which in turn enables them to choose the most useful activities for them and after graduation the relationships established with partners help them to find the best employer.

Through social competences, lecturers and students understand primarily the skills and attitudes present in co-existence in the group, such as teamwork, communication, empathy, diversity (including cultural), sharing knowledge. Both groups (students and teachers) strongly emphasized that social competences are crucial in currently offered education in the area of management.

The teachers also acknowledged that classes are oriented towards social competences, in particular, they encourage students to work in groups. In this relation, one of the examples given by students were classes, where students were supposed to make a video for their credits. According to the students, the project stimulated all the team members to work, at the same time eliminating a common phenomenon of a “free rider”.

Also, students pointed out that Skills Seminars are a very good way of raising the level of their social competences. In case of SGH, these are one-day seminars run by practitioners - business partners (in addition to an obligatory two-day seminar on business communication conducted by SGH lecturers). In the academic year 2018/2019, the seminars were conducted, among others, by experts representing Henkel and Mastercard. It is also worth mentioning that SGH organizes study visits as part of Skills Seminars - in winter term of 2018/2019 a brunch with Unibail-Rodamco-Westfield was arranged.

One of important factors determining the success of this program is students' engagement. Students' commitment is appreciated by using a special recruitment approach - the program is very popular, which means that the most active students can be selected, e.g. those who are already involved in student organizations or volunteering. The diversity of forms of education described above, enabling the combination of an individual student's motivation with a suitable educational program, definitely has a significant positive influence on students' engagement.

7.5.5. Conclusions:

- Social competences are an important factor in the success of the CEMS Program.
- CEMS (including CEMS in SGH) emphasizes the diversity of forms of education, which results in the fact that the student has a very wide choice of participating in various activities that are recognized by ECTS.
- The lecturers focus on shaping social competences, in particular, by means of group work. Thanks to an efficient quality assessment system, they are able to react quickly to students' comments.
- Students participating in the CEMS Program are engaged in the education process - this is an important factor in the success of the program.
- Pro-quality solutions in CEMS in that value faculty and students resulting from the standard CEMS_u.
- The demanding selection/recruitment process helps to select engaged and motivated students

7.5.6. Recommendations



Institutional level

- The condition of an effective education process, including the shaping of social competences is the engagement of students.
- Student engagement can be achieved through an appropriate selection of candidates and diversification of forms of education. A variety of activities in which students participate should be rewarded by ECTS respectively, which allows for their selection and management.
- A support system for teaching social competences should ensure teaching efficiency and quality. One of the main objectives of quality assurance is to provide feedback to academic teachers so that they can implement corrective actions.

National level

- The quality assurance process does not have to be extended, but it should be expeditious, i.e. the university and the lecturers should receive feedback on the assessment results as soon as possible and instantly implement the recommendations.

European level:

- An important support for teaching social competences is their inclusion in international CEMS programs.
- An increase in the involvement of students and lecturers should result from the activities supporting and promoting quality in higher education.



8. Findings and results

On the basis of 5 cases presented above we can outline several issues which will definitely need further presentation and discussion:

- Each of the HEIs analysed regards shaping social competences of students as an important part of the education process. The impact of the PL QF explicitly postulating activities in this field is visible and dominating. The legislation forming social competences is an essential (but not the only) factor determining the development of social competences by HEIs – however, their approaches to the issue are rather diversified and related to the character of a HEI, the profile of programmes delivered, personal preferences of senior management and teaching staff, tradition, etc. We did not find identical or very close definitions /concepts of social competences and models of shaping them across the researched HEIs.
- A variety of approaches to social competences manifests itself in the following aspects:
 - o A different character of the SCs selected by the HEI as the most relevant to be shaped: from general engagement into social environment at the PWSZ in Elbląg, through professional attitude to a patient (empathy) of medical personnel at CMUJ, to some cognitive and personal competences (innovation and cognitive perseverance) of engineers at IFE.
 - o A different motivation to develop SC. The top-down motivation is predominantly based on the directives of the Polish and European Qualification Frameworks, as well as the Polish legislation corresponding with them. However, the bottom-up motivation resulting from understanding the needs of a democratic society and the local environment of the school, a well establishes traditional professional ethos and from understanding the present challenges.
 - o The methods of modelling SC mostly express an explicit intention of the HEI to educate graduates demonstrating certain attitudes towards their life and professional activity - it is, however, probably not the case of SGH/WSE

The primary conclusion – recommendation can be formulated as follows: finding the “model” of shaping social competences can be a difficult task because of the variety observed. Extracting some similarities needs a deeper rather than superficial insight. At the same time, the examples of good practices, despite the challenges, can be easily identified.

9. Recommendations

9.1. Institutional level

Case:	HEI:	INSTITUTIONAL level
Module and Social Competence Centre	PWSZ in Elbląg	– For the PWSZ: successful continuation of the entire action. Elimination of weaknesses indicated in the interviews, particularly by students; other HEIs: reflection on how to intentionally shape the social competences recommended,



		<p>or indispensable. Introducing an independent own way of doing this – recommended</p> <ul style="list-style-type: none"> – taking seriously into account the descriptors of the PQF can be helpful.
	CMUJ	<ul style="list-style-type: none"> – Since the LEK exam does not comprise the evaluation of social competences, it is recommended to organize at the university a standardized exam in social competences (in cooperation with other universities) compulsory for every student.
IFE/CKM	PŁ	<ul style="list-style-type: none"> – To make use of the IFE model of teaching – incorporating at least the selected elements into the entire LUT teaching (with understanding how costly it is)
Psychology 2.0	SWPS	<ul style="list-style-type: none"> – The development of social competences requires competent staff in this area. The major of Psychology itself is oriented towards social competences, but supporting cooperation of academic teachers should lead to a better education in this area. – As an important element of education and improvement of social competences diversifying the forms of education can be mentioned, e.g. the introduction of projects in the study program.
CEMS	SGH	<ul style="list-style-type: none"> – An effective education process, including the shaping of social competences is determined by the engagement of students. – Student engagement can be achieved through an appropriate selection of candidates and diversification of forms of education. Various activities in which students participate should be reflected by ECTS, which allows them to be managed. – The support system for teaching social competences provides efficiency and quality. One of the main goals of quality assurance is to provide feedback to academic teachers so that they are able to implement corrective actions.

9.2. National level

Case:	HEI:	NATIONAL level
Module and Social Competence Centre	PWSZ in Elbląg	<ul style="list-style-type: none"> – For PKA – a thorough evaluation resulting in HEIs ability to form students' social competences – following the PQF descriptors as the benchmark indicators; – For the Ministry – to launch programmes supporting HEIs' efforts to create effective ways of forming social competences; to initiate the promotion of the process by dissemination of best practices; – Similar recommendations apply to the local democracy level for HEIs located outside big towns – academic centres



	CMUJ	<ul style="list-style-type: none"> – The development of active methods of teaching should be supported more effectively, on permanent basis by the Ministry of Health.
IFE/CKM	PŁ	<ul style="list-style-type: none"> – The program is perceived as an educational experiment, which should be promoted both at other departments of the LUT and in other educational institutions.
Psychology 2.0	SWPS	<ul style="list-style-type: none"> – The development of social competences should be implemented at all levels of education, from the primary level to the levels of higher education (6-8), since the existing deficits in candidates' social competences are a significant barrier to further development of those, in particular, when the quality of candidates varies. – Social competences inscribed in PRK do not serve as a strong stimulus to improve the training in social competences.
CEMS	SGH	<ul style="list-style-type: none"> – The quality assurance process does not have to be extended, but it should be expeditious, i.e. the university and the lecturers should be able to receive feedback on the results of the assessment as soon as possible and implement the recommendations instantly.
PKA (Polish Accreditation Committee)		<ul style="list-style-type: none"> – Direct incorporation into the criteria for assessing the diagnosis of student involvement and motivation to study.

9.3. European level

Case:	HEI:	EUROPEAN level
Module and Social Competence Centre	PWSZ in Elbląg	<ul style="list-style-type: none"> – To open a debate on the needs and possible ways of social competences development by HEIs – To increase the importance of Bologna, EUA and other documents for the process, – To open European programs / projects supporting the process, – To initiate the promotion of social competences by dissemination of best practices;
	CMUJ	<ul style="list-style-type: none"> – See above
IFE/CKM	PŁ	<ul style="list-style-type: none"> – See above
Psychology 2.0	SWPS	<ul style="list-style-type: none"> – There should be a systemic solution at European level to support academic teachers in improving their social competences for better teaching.
CEMS	SGH	<ul style="list-style-type: none"> – An important support for teaching social competences is their inclusion in international CEMS programs. – An increased involvement of students and lecturers should be the result of the activities supporting quality in higher education.
PKA (Polish Accreditation Committee)		<ul style="list-style-type: none"> – In the guidelines of the ESG 1.3 standard. it would be useful to include specific hints on how to directly assess student



	involvement and motivation (not only through the design of an education program and verification of learning outcomes).
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10. Executive summary

10.1 Types' of social competences which might be introduced in the formal HE qualifications (e.g. emancipation, critical and adaptation competences)

The definition of social competences adopted for DASCHE by the Polish team:

Knowledge and skills enriched with motivation for pro-social activity including discussion of values. An attempt to obtain an answer to the question of how (and for what purpose) a graduate intends to use the acquired knowledge and skills, both in professional life and wider social activity, and whether he / she will do it rationally, autonomously and responsibly.

10.2. Location of social competences in the HE qualifications

The recommendations in official documents regarding social competence of graduates in Polish higher education system:

- Act on the Integrated Qualifications System of December 22, 2015 comprising universal descriptors and those appropriate for higher education of the Polish Qualifications Framework. [quoting these descriptors - see chapter 5]
- The Act of 20 July 2018 Law on Higher Education and Science (Journal of Laws of 2018, item 1668):
 - Art. 2. The mission of the higher education and science system is to conduct the highest quality education and scientific activity, to shape civic attitudes, as well as to participate in social development and to create an economy based on innovation. Shaping civic attitudes, participating in social development and creating it ...
 - Paragraphs regarding the use of PQF (PRK) for the construction of study programs

10.3. Level of specificity in description of learning outcomes regarding social competences

REGULATION OF THE MINISTER OF SCIENCE AND HIGHER EDUCATION of November 14, 2018 regarding the characteristics of the second degree of learning outcomes for qualifications at levels 6-8 of the Polish Qualifications Framework. See the characteristics in the "social competences" section. The university must take into account these characteristics by building its own set of directional and objective learning outcomes. The highest level of detail is represented here, comprised in any legal act, with further refinement, including, for

example, the creation of directional learning outcomes, which is the element of university autonomy.

Social competences defined in the manner adopted in the DASCHE project are also partly included in the PQF's (PRK) knowledge and skills sections, e.g. in the following categories: learning, cooperation (teamwork), problem solving and others.

10.4. Systemic solutions regarding the assessment and validation of social competences

The Polish Accreditation Commission (PKA) is responsible for overseeing the process of assessment and validation of social competences in individual fields of study (limited to the first and second cycles of studies). The PKA's area of interest includes, among others: (Statute of 2019):

1. Criterion 2. "Implementation of the curriculum: program content, schedule of the program of studies, forms and organization of classes, methods of education, professional practices, organization of the teaching and learning process". The quality of education refers to social competences. 2.3: "Teaching methods are student oriented, motivate students to actively participate in the teaching and learning process enabling them to achieve the learning outcomes, ..."
[Detailed analysis - see Chapter 6 of the national report: "Evaluation of social competences in external QA systems"]
2. Criterion 8. Supporting students over the processes of learning, social, scientific or vocational development and entering the labour market, at the same time developing and improving forms of support.

Based on the conducted research, we have identified the following good practices regarding the assessment and validation of social competences:

Case:	HEI:	Good practices:
Module and Social Competence Centre	PWSZ in Elbląg	<ul style="list-style-type: none"> - The idea and a common debate of the community concerning the way of developing social competences on the basis of PRK recommendations; - Developing an independent own model of developing those competences - a university-wide education module, obligatory; - Funding (EU) for implementation; - The construction of the Social Competence Centre.
	CMUJ	<ul style="list-style-type: none"> - The idea of common learning for joint groups of students from medical and nurses' programmes – preparation for the teamwork - The development of students' "professional" empathy for patients and their families
IFE/CKM	PŁ	<ul style="list-style-type: none"> - Transferring (mainly from abroad) and incorporating in the IFE modern education methods serving to develop social competences;



		<ul style="list-style-type: none"> - Working in a consciously formed intercultural environment - The role of the incubator of modern education methods for the entire LUT – however, still performing with moderate effectiveness
Psychology 2.0	SWPS	<ul style="list-style-type: none"> - The development of social competences in academic teachers. - Focusing on projects received by external stakeholders (e.g. employers) who are also responsible for providing feedback to students
CEMS	SGH	<ul style="list-style-type: none"> - Diversity of forms of education – diversified forms involve different types of social competences which are recognized in the process of assessment. - CEMS recognizes social competences acquired outside the classroom, e.g. by preparing and participating in conferences - Focusing in the program on students' engagement - The whole CEMS program is based on developing social competences – students perceived it as a competitive advantage

10.5. Methodologies, techniques, tools used to assess and validate different types of social competences

Good practices from research:

Case:	HEI:	Good practices:
CEMS	SGH	<ul style="list-style-type: none"> - Students' participation in projects forming both the classroom -related and other competences such as teamwork, diversity, communication, engagement - Organizing dedicated courses for students, connected with social competences: e.g. Global Responsible Leadership Seminar competences: leadership, responsibility, integrity - Selecting candidates to the program – candidates participating in CEMS must show evidence of their involvement in different types of activeness, e.g. volunteering, researching, working
Psychology 2.0	SWPS	<ul style="list-style-type: none"> - Developing social competences in academic teachers. - The program will be based on projects, external stakeholders (e.g. employers) will also be responsible for providing feedback to students
	CMUJ	<ul style="list-style-type: none"> - Using sophisticated methods to measure the increase in social / professional competences (see empathy measurement sheets)
Module and Social	PWSZ in Elbląg	<ul style="list-style-type: none"> - Developing a student portfolio system for the verification of social competences



Competence Centre		<ul style="list-style-type: none"> - Inclusion of competences obtained outside the university into the achievements of students participating in the program
IFE/CKM	PL	<ul style="list-style-type: none"> - Social competence, teamwork, debate, criticism, etc. built into PBL and similar programs are generally assessed along the increase of knowledge and skills. - the evaluation systems need to comprise tools that allow for separate assessment of students' motivation for pro-social activities - see criticism and self-criticism, perseverance, etc. - Dissemination of these methods in the whole university, as an example of "good practices".

10.6. Cost intensity – how cost intensive are different systemic solutions envisaged by the model

Conclusions from research in the area of cost-intensity:

Case:	HEI:	Conclusions:
CEMS	SGH	<ul style="list-style-type: none"> - The program includes a larger number of student's self-study hours, which leads to a decrease in the number of contact hours. - Lecturers at CEMS have a double conversion to the pensum - one contact hour is valued by the university as 2 regular hours, which leads to an increase in the cost of contact hours. - Due to the high international prestige of CEMS for SGH, being a CEMS partner is perceived as beneficial - Lack of large student groups increases the direct costs associated with running classes
Psychology 2.0	SWPS	<ul style="list-style-type: none"> - Psychology 2.0 needs unification of learning / teaching process on all campuses SWPS. This leads to an increase of costs of organization, - Social competences are the element of the EuroPsy program; thus, their wider implementation is compulsory
	CMUJ	<ul style="list-style-type: none"> - Courses and other forms of teaching/learning process dedicated to developing social competences are relatively new and innovative, which generates additional costs of each innovation. Also, the preparation of teachers for conducting these activities needs additional financial support.
Module and Social Competence Centre	PWSZ in Elbląg	<ul style="list-style-type: none"> - The cost of preparing the program, the staff for the social competence module as part of the routine pro-development activity of the university - The cost of building CKS is high, but support is provided by local authorities and European funds - Functioning of the social competence module as part of the university's routine activities.



IFE/CKM	PŁ	<ul style="list-style-type: none"> - The costs of preparing staff for conducting classes for students with the use of active methods are very high: many months of training abroad - The costs of preparing the headquarters of IFE / CKM so that the environment favours active teaching methods are very high (including the adaptation of the building) - The costs of conducting education as part of routine activities of the university and favourable fees for foreign students. - To sum up: the costs of preparing programs are very high (the support from European funds in general has made this possible), operating costs - standard.
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10.7. Conditions of success – which conditions have to be met in order for a particular solution or technique to work effectively

Case:	HEI:	Conditions:
CEMS	SGH	<ul style="list-style-type: none"> - External assurance by CEMS organizations - Staff – well prepared, engaged and autonomous - Selected students
Psychology 2.0	SWPS	<ul style="list-style-type: none"> - Bottom-up approach achieved through the involvement of academic staff - Top-down standards - EuroPsy <p>[it is difficult to speak about the success because the program was not launched yet]</p>
	CMUJ	<ul style="list-style-type: none"> - Meeting students' needs – verified by students' satisfaction surveys - Introducing social competences tests into the professional (LEK) exams - The improvement of the academic (also clinical) staff's attitude towards patients and students
Module and Social Competence Centre	PWSZ in Elbląg	<ul style="list-style-type: none"> - The centre for social competences really used by students for the realization of their socially oriented activities and ideas - Cooperation with local environment for finding the best possible forms of students' social engagement
IFE/CKM	PŁ	<ul style="list-style-type: none"> - Understanding (by the academic staff and authorities) the importance of innovative methods of teaching resulting in social competences of students; introducing them in the entire university.

10.8. Strengths and weaknesses analysis of the developed models based on stakeholders' feedback

Strengths and weaknesses of individual cases:



Case:	HEI:	Strengths:	Weaknesses:
CEMS	SGH	<ul style="list-style-type: none"> - Lack of infrastructure investments necessary - Reliance on diversity - Recognition of students' activity outside the classroom - A Possibility of conducting an extensive selection of students to the program 	<ul style="list-style-type: none"> - Lack of systemic solutions leading to reinforcing the training of social competences of the academic staff - Many partners; the number may impede efficient program management
Psychology 2.0	SWPS	<ul style="list-style-type: none"> - Reinforcing social competences of academic teachers - preparing staff for education - Reliance on the international EuroPsy standard - Basing the study program on projects 	<ul style="list-style-type: none"> - The program has not yet been launched - Resistance of the staff before a certain unification of classes
	CMUJ	<ul style="list-style-type: none"> - students' motivation – engagement in the mission of a medical worker (“to help people”) - Professionalism and the staff's engagement in teaching 	<ul style="list-style-type: none"> - demotivation of students during internships in clinics
Module and Social Competence Centre	PWSZ in Elbląg	<ul style="list-style-type: none"> - Intentional, open, showing students and the environment the importance of forming social competences; - Opening the university to pro-social activities of students, creating conditions for it. - Raising funds for these initiatives, exemplary cooperation with the university's environment. 	<ul style="list-style-type: none"> - "Rewarding" ECTS for completion of the module including pro-social activities – selfless by nature.
IFE/CKM	PL	<ul style="list-style-type: none"> - Pioneering introduction to Polish universities of active education methods comprising substantial components of social competences 	<ul style="list-style-type: none"> - Too low impact of the applied methods on education at the whole university; - Exclusivity: study at the IFE, perceived as unique



		<ul style="list-style-type: none"> - Effective raising of funds for these initiatives, good cooperation with the university authorities - Enthusiasm and professionalism of the staff 	<p>experience, not a pattern for everyday imitation.</p>
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Some general conclusions of stakeholders regarding the Country Report:

- The advantage is that we do not stick to one definition of "social competence", however, for the implementation and the development of social competences at universities, adopting one definition would be required.
- It is useful to classify social competences into those more and less closely related to certain disciplines.
- Currently at universities there is no time devoted to discussions about social competences.
- It is crucial to make the university's staff aware that the question of social competence development is important – also, it is crucial that academic teachers become interested in this matter.
- It is of great importance to raise social competences of teachers – they need to have their own operational definitions of these competences; only then can they be implemented in the classroom.
- Defining social competences is problematic even for the authors of study programmes.
- The recent analysis of 100 programs carried out by the respondents confirms that the level of understanding among academic teachers of the need to define social competences in the learning outcomes is negligible.
- Since 2011, we have been observing a problem with social competences, what approach to adopt; the full understanding of their role was very rare; it was assumed that a student acquires them by himself / herself.
- The issue of key importance is how we educate academic teachers – at doctoral schools, classes taught by the best can become the benchmark; strong emphasis should be put on shaping social competences of young employees in these schools.
- The model of psychological and pedagogical education at universities is very important, with an emphasis on educating adults, on how to teach extremely talented people; doctoral schools are a chance for a caesura.
- External evaluators should be educated so that they can assess achievements in student social competence development - currently the assessment is focused on knowledge rather than skills; there is no focus on them, as their assessment is difficult. An evaluator can currently assess whether the issue of social competence development has been taken into account and whether the tools have been planned for this purpose, but the effects are difficult to assess.
- It is extremely difficult to identify good practices at universities, including shaping social competences. It is problematic for Universities to indicate what they do value.
- It is therefore necessary to develop model assumptions. Shaping social competences should be embedded in subjects but at the same time carried out purposefully.
- It takes a long time to assess a student's social competence.
- It would be useful to draw up a register of social competences - transferable / general and specific to the profession / sector



- It is crucial to start deliberations from determining who a university graduate is, an attempt to do so was undertaken at the University of Warsaw, however, it was not successful. The concept of a graduate does not emerge from internal regulations of the university, these regulations do not support shaping the desired social competences (e.g. study regulations allowing for many exceptions to the adopted rules).
- Shaping social competences is present at American universities – it is reflected in a diploma, where it is required for all the students to demonstrate pro-social activities during their studies.
- A problem with the case of 5 ECTS for humanities.
- A proposal to include in the operationalization of social competences the external stakeholders.
- Social competence should be shaped at all levels of education, not only at a university.
- How to create regulations which would not lead people to conformist behaviour, but contribute to shaping social competences? It seems that saving standards is not enough.
- Perhaps in relation to some good practices in shaping social competences identified in the project, a recommendation should be made to take them into account in ESG; universities should focus on shaping social competences.
- In student-oriented education, the emphasis should be placed on the civic competences, apart from profession-related ones. ESG should put emphasis on this, because it is related to a university's social responsibility.
- The notion of "social competences" should be used in European documents, in the EUA, in relation to the role of a socially responsible university, as well as in lower-level documents.

The opinions of students' representatives

- A process should be initiated of diagnosing why universities are currently failing to shape social competences; it is necessary to avoid a situation of following the fashion and introducing new didactic methods only for the sake of the methods.
- It is important to provide a chance for a doctoral student to continuously develop after graduation.
- Teaching social competences should not be limited to dedicated subjects.
- It is difficult to engage in the operationalization of social competences of external stakeholders, due to a different specialist language they use.
- Some scepticism concerning miraculously shaping social competences at the HE level should be expressed, since this subject seems to be neglected at lower levels of education.

Strengths and weaknesses analyses of developed models based on stakeholders' feedback

11. Appendices