



COUNTRY REPORT – POLAND

Intellectual Output 2

Document prepared by:
SGH Warsaw School of Economics

Final version
2019.05.12



This project is funded by the Erasmus+ programme of the European Union.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Publication available free of charge under Creative Commons Attribution 4.0 International Public License CC BY 4.0.



Table of Contents

1. Preface	5
2. National abbreviations and acronyms.....	6
3. Methods applied.....	6
3.1. Making choice of the HEIs for case study	7
3.2. The list of research activities concerning the case studies.....	8
3.3. The general/universal questions (tasks and frameworks) asked in each Polish HE institution during meetings with respondents and the expected outputs were as follows....	9
4. Higher Education Sector in PL – general overview.....	11
4.1. Regulatory, supervisory, financing bodies.....	11
4.2. Institutions representing academic community.....	11
4.3. Higher Education Institutions:	12
4.4. The official status (and the name in Polish) depends on number of academic rights in different disciplines.	13
4.5. Levels of studies and the Polish Qualifications Framework:.....	13
5. The national contexts of ‘social competences’	15
5.1. Requirements for any higher education study program delivered in Poland concerning the social competences	15
5.2. Levels of PQF descriptors	15
6. Evaluation of social competences in external QA systems	16
6.1. The Polish Accreditation Committee – overview	16
6.2. The Polish Accreditation Committee – criteria for evaluation	17
6.3. PKA Recommendations.....	19
7. Social competences – case studies of chosen higher education institutions	20
7.1. PWSZ Elbląg	20
7.2. Collegium Medicum of the Jagiellonian University in Krakow.....	24
7.3. International Faculty for Engineering (IFE), Lodz University of Technology (LUT-PŁ).....	29
7.4. The University of Social Sciences and Humanities (SWPS), Psychology 2.0.....	33
7.5. SGH Warsaw School of Economics, CEMS Program.	36
8. Findings and results	40
9. Recommendations	40
9.1. Institutional level	40
9.2. National level.....	41



9.3. European level.....	42
10. Executive summary.....	42
10.1 Types' of social competences which might be introduced in the formal HE qualifications (e.g. emancipation, critical, adaptation competences).....	43
10.2. Location of social competences in the HE qualifications.....	43
10.3. Level of specificity of description of learning outcomes regarding social competences.....	43
10.4. Systemic solutions regarding assessment and validation of social competences	44
10.5. Methodologies, techniques, tools used to assess and validate different types of social competences.....	45
10.6. Cost intensity – how cost intensive are different systemic solutions envisaged by the model	45
10.7. Conditions of success – which conditions have to be met in order for a particular solutions, technique, to work effectively.....	46
10.8. Strengths and weaknesses analyzes of developed models based on stakeholders' feedback.....	47
Literature.....	49



1. Preface

The European policies concerning higher education bring our attention to the less (then knowledge and skills) recognized competences the HE graduates. These are competences devoted to social and civic engagement, to playing 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 autonomous and responsible way. The HE graduate's competences achieved at universities are now frequently limited to knowledge and skills useful from cognitive and professional (labour marked oriented) point of view. The social competences and engagement of students promoting intercultural approach to social issues and educating leaders for civic society being less an 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 understanding it as a realization of the mission of responsible universities and answering the idea of responsible teaching and learning. DASCHE is also aiming to get better personal developments of students including the axiological context of education which results with graduates being able to support professional ethos. The context of the DASCHE project is created mostly by the Bologna Process indicating that preparation for life as active citizens in a democratic society is one of the main purposes of higher education. Also other relevant European strategies requesting for social competences of the HE graduates are elements of the context as well as implementation of European Qualifications Framework containing the pillar "competences: autonomy and responsibility".

Developing social competences by HEIs is difficult, because they are difficult to teach, to support and even to name. They encompass a variety of learning outcomes linked to ethical, cultural, civic oriented attitudes of learners; they are often meta-competences, which cannot be seen independently 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 on the basis of about 30 case studies of various HEIs provided by 6 countries is collecting and summing up the good practices of the social competences development. In Poland 5 higher education institutions took part in the research. They differ each other by the mission, size, location, profile – but all of them provided examples of good practice in shaping social competences of their students.

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 Ph.D. 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 are the basis for proposing a model solution concerning shaping students social competences as well as 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

A list of country-specific abbreviations and acronyms used in the country report.

- PWSZ 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 - Nacional Science Centre
- NCBR - Nacional 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 the intellectual output number 1 (IO1). The methodology report was prepared and consulted with all partners of the DASCHE project and all partners countries will adopt generally the same methods of research relevant for case studies approach.

The main elements of adopted methodology are as follows:

- Making choice of 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)

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

3.1. Making choice of the HEIs for case study

- Based on personal knowledge, the team considered around 10 HEIs to be an object for 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).
- The first decisions were approved during and by interviews with rectors of selected HEIs. This interviews also gave the first suggestions what kind of social competences the researchers can find at the HEI activity which can be interesting from the DASCHE project objectives.
- 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 an effect of the intentional reflection and curriculum design. Particularly important was also motivation for undertaking effort oriented for shaping the social competences (bottom-up or top-down) ;
- Reasons for selecting specific HEIs were as follows:

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

The main reason for making choice: the 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 giving students opportunity to develop them. Intentional reflection on development of social competences. Local, vocational school deeply involved into the local environment.

Motivation to develop social competences:

- Top-Down: National Qualifications Framework and 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: the Collegium Medicum of the Jagiellonian University in Krakow (Colegium Medicum Uniwersytetu Jagiellońskiego w Krakowie) – nurses and medical doctors programmes

The main reason for making choice: interesting combination of professional and other ethical and social competencies. Team work of nurses and doctors; empathy for patients as main issues for the research. The oldest university in Poland; center 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 making choice: interesting set of social competences combination of “innovativeness” and “perseverance” developed intentionally and as a side-effect. Education for the future well understood and implemented. Modern methods of teaching adopted. The big university of technology located in the big industrial city. Full internationalization of the program. Motivation to develop social competences: mostly Bottom-Up - enthusiasms 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 making choice: 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 are the main income of the university. So 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 hardly decided if it is Top-Down or Bottom-Up: the decision of launching Psychology 2.0 was taken by the Board of University but the first initiative coming from teachers. 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 of making choice: CEMS program is run by 31 Member Schools located on all continents. The case study aiming to check how an international collaboration can be adapted to local conditions and be useful in developing social competences.

Motivation to develop social competences:

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

3.2. The list of research activities concerning the case studies

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



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

Planned after completing the country report:

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

3.3. The 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 adopted to character of the HEI and 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. programme)
- Getting the picture how the senior staff perceives 'social competences'.
- Getting knowledge about motivation system for teachers.

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

Questions (examples):

- What are 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 strength 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 are of 'social competences'?
- How are 'social competences' included in the curricula?
- What are expectations of this person to our research?

Outputs (expected):

- The picture of the role of the person responsible for subject of research in the subject



of research (e.g. curricula)

- The picture how the person perceives 'social competences' and how the 'social competences' are taught in the researched curricula.
- The picture about role of teachers in the teaching curricula
- Main challenges and expectation to our research.

3. Audit of documents referring to the subject of research

Research tasks (examples):

- Identifying courses focused on social competences
- Identifying Learning Outcomes covering our 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 strength 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 provide us some examples what your experience in 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 provide 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 studying especially 'social competences'

6. Presenting 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
- Confirmation of best practices recognized during research.

4. Higher Education Sector in PL – general overview.

4.1. Regulatory, supervisory, financing bodies.

- Ministry of Science and Higher Education is supervising all the Polish HEIs on the basis of the Act on Law of Higher Education and Science (2018). Other ministries partially supervise relevant HEIs: Ministry of Health - Universities of Medicine and medicine studies at universities; Ministry of Maritime Economy - two Maritime Universities; Ministry of Internal Affairs - Technical University of Fire Service and Policy Academy; Ministry of Defense - military HEIs; Ministry of Culture and National Heritage - Academies of Fine Arts, Music, Theater/Drama etc.
- External Quality Assurance body - the Polish Accreditation Committee (PKA) – its positive evaluation / accreditation is condition sine qua non for providing HE programs.
- Up to 2018 - The Degrees and Titles Central Committee (CK) authorized right to confer PhD and habilitation degrees. After the reform of 2018 right to confer PhD and Habilitation Degree will be combine 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 2018 KEJN will be replace by The Science Evaluation Committee (KEN) that will evaluate universities according to scientific disciplines.
- Public HEIs receive a subsidy from the state budget. The funds are divided according to a special algorithm, including i.e. number of students, academic staff, resarach category etc.
- Funding agencies Nacional Science Centre (NCN), Nacional Centre for R&D (NCBR), Polish National Agency for Academic Exchange (NAWA) are responsible for a grant systems for 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 the 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 division of HEIs due to the founder and related entitlements to subsidies from the state budget (end of 2017)²:

- Public (state) HEIs: total number – 151 with total number of students – 969 835,
- Non-public (private) HEIs: total number – 250 (+17 HEIs of religious organizations) with 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 in public HEIs, all studies in non-public HEIs charge 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 were 72 743 students who were foreigners and 52% of them came from Ukraine.

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

The division of HEIs due to profile and degrees/diplomas awarding:

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

Note: In Poland there are non-HE institutions providing education on the doctoral level: institutes of Polish Academy of Science (PAN), some of R&D Institutes (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-finanse-w-2017-roku,2,14.html>



4.4. The official status (and the name in Polish) depends on 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 less than 12 or not in different fields must add adjective i.e. 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* University of Economics. Most of 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 it closer to the OECD classification. From 2021, the right to confer doctoral degree will depend on the scientific (research) category in discipline. Changing the HEI status will not change the name.

Among public HEIs there is a specific group of non-academic, vocationally 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 focus on the I cycle of studies in practical profile of study. PWSZs were founded in subregional towns or the smaller cities. These HEIs are strongly associated with local communities.

4.5. Levels of studies and the Polish Qualifications Framework:

PQF sets the levels in 1:1 reference 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 in: medical analytics, pharmacy, medicine, dental medicine, law, canon law, veterinary medicine and physiotherapy - are conducted only as a long-cycle.

The reform of 2018 will replace doctoral studies conducted by universities’ units and institutes of Polish Academy of Science (PAN), by 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, institutes of PAN or together. Doctoral programs in doctoral school may last 3-4 years.

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

General admission requirements⁵:

- 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

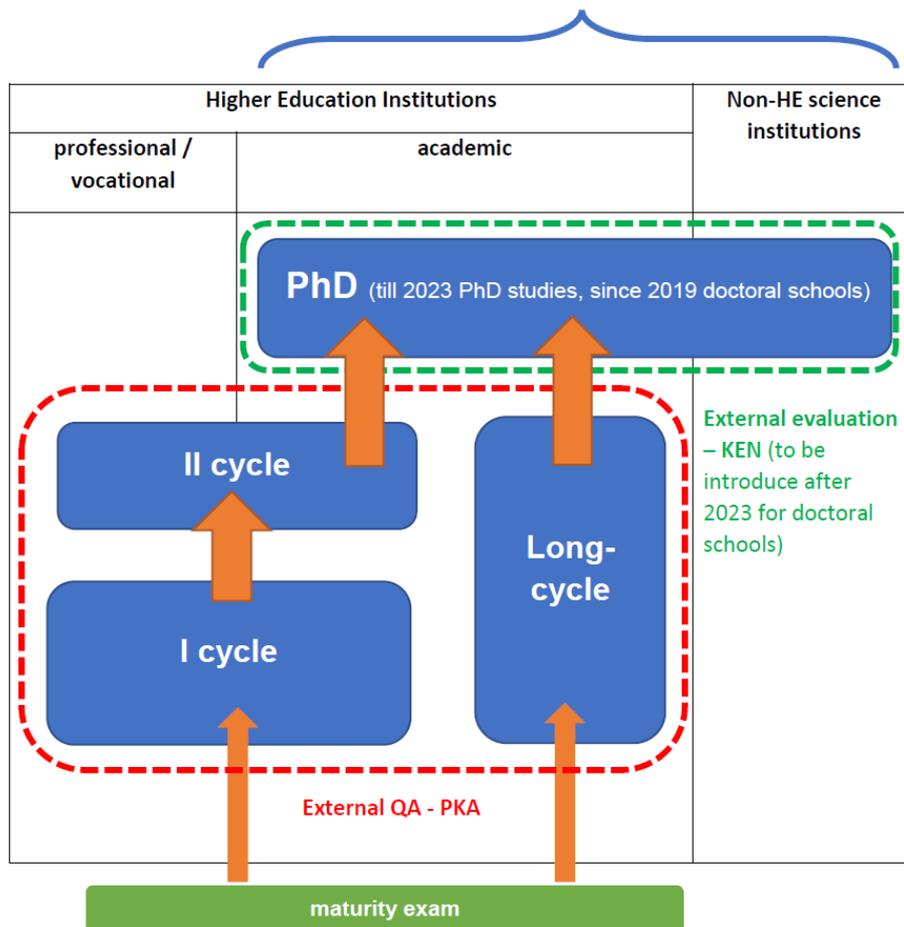


Fig. Tertiary education in Poland in 2018.

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 the 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 (be able to) and **SOCIAL COMPETENCES** (be ready to). Thus, each HE programs in Poland, by legislation, contain the element of social competences understood relevantly to the PQF descriptors and their interpretation.

The study programs must be described in language of learning outcomes referring 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 I cycle, and 3 months – during II cycle.

For every “non-humanistic” study program 5 ECTS must be collected by every student by completing 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 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 ..
 - participate in debate – presents and assess different opinions and .. 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 on behalf of the society,
 - initiate activities on behalf of public interest
 - think and act in enterprising manner ..
 - responsibly fulfil professional roles including:
 - complying with the ethical principles of the profession and requiring this from others
 - attend 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 task under unpredictable conditions
 - ... **leads** debate ...
 - .. **lead** the work of a team ..
 - autonomously plan and implement personal LLL and **direct others in this area.**
- is ready to: [social competences: evaluation, responsibility, professional role]
 - critically evaluate received **information** ..
 - recognize the value of knowledge in solving cognitive and practical problems
 - fulfil ones' social obligation, inspire and organize activities on behalf of the society... ,
 - initiate activities on behalf of public interest
 - think and act in enterprising manner ..
 - responsibly fulfil professional roles **taking into account changing social needs**, including:
 - further developing the achievements of the profession;
 - upholding the professional ethos;
 - complying with and developing the ethical principles of the profession and carrying out activities in accordance with these principles.

The social competences developed in the all cases must be an interpretation of the above descriptors.

6. Evaluation of social competences in external QA systems

Difficulty: changes in legislation caused changes at the PKA standards and criteria of evaluation. The new criteria were published in February 2019 and their understanding and implementation are still under debate of the PL academic community.

6.1. The Polish Accreditation Committee – overview

The national external quality system in Poland is practically reduced to activities of the Polish Accreditation Committee (PKA) – see <http://www.pka.edu.pl/>. Besides the PKA some other accreditation and evaluation agencies (as well Polish as international) are active in the Polish higher education. Some of them were created by the academic communities of selected schools, like KAUT – Accreditation Commission of the Universities of Technology [<http://www.kaut.agh.edu.pl/en/>], some of them are agencies of professional associations giving specific certificates relevant for them. But the PKA is the only statutory body in Poland responsible for assessment of quality of education provided by higher education institutions.



The Polish Accreditation Committee is an independent institution dedicated to quality assurance and enhancement in higher education. The PKA is established by way of a legal act of highest importance, working 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, authorized to conduct assessments of the compliance with the requirements necessary to provide education and evaluation of its quality on the first – cycle and second – cycle. Evaluations conducted by the PKA are obligatory and negative assessment of the Committee may cause suspension or withdrawal of authorization to provide degree program in a given field of study and at a given level of study based on a decision of minister responsible for higher education.

On 15th April 2009 the State Accreditation Committee was officially accepted 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 is 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 minister responsible for higher education from among 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 on the basis of law), national scientific associations and organisations of employers. The Committee is composed of eight sections for the academic areas. Each section is composed of at least 4 persons, including at least 3 having academic degree of *doktor habilitowany* or academic title and at least one representative of employers' organisations. The Committee cooperates also with external experts. Administrative support of the Committee is provided by its Bureau.

In line with regulations of the Statutes of the Polish Accreditation Committee, its activities are externally assessed at least once every 5 years. The first such assessment was performed in 2008 and its outcome allowed the Committee to be registered in EQAR. The subsequent evaluation reconfirmed 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 formulation its standards and criteria of evaluation and accreditation. The basic set of the PKA evaluation criteria is given by legislation. The Ministry of the Ministry for Higher Education and Science ordinance of 12 Sept. 2018 on criteria of programme evaluation is repeating the set of general criteria of evaluation listed in the new the Act on Law of Higher Education and Science. They say that, in general, the PKA must evaluate study programmes using the following criteria:

1. The study program internal construction (references to the PQF descriptors, adequacy of location qualifications on 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 experiences of the teaching staff
5. The material infrastructure for conducting the 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 it concerns evaluation of the social competences development and implementation you can find some guidance for them in the standard ESG 1.3. Student-centered learning, teaching and assessment is directly 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

Using these criteria, the PKA evaluates the program construction and verification of LO but the results of the evaluation are not compared or used with the students engagement and motivation to teaching/learning process what is intended by the ESG 1.3.

These issues are partly included into the criterion 8 of PKA “*Providing care and support to students in the process of their learning and achieving learning outcomes*” nevertheless the results of evaluation are not here linked to the ESG 1.3. and student’s engagement and motivation for learning which is the critical factor for shaping the social competences.

On the basis of personal experiences⁶ and analysis of self-assessment and evaluation reports we can stated that the issue of “social competences” shaping was usually not selected as an separate and important theme for evaluation of programs and institutions. Nor the template for self-assessment report neither the template he evaluation report do not as directly how these competences are designed, developed and validated by the HEI. The

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



evaluation peer review teams were satisfied if in the syllabi of courses and then in curricula learning outcomes matrixes they were mentioned, as it was 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 noticed they there were hidden under “other activities of students” like self-governance students bodies, students research activities, voluntary activities – but not expressed as social competences created intentionally. So, in many cases, evidently, the HEIs shaped the social competences of students but they did not treat this as a separated, important and aimed aspects of the teaching/learning process which is (or should be) evaluated. This situation can be explained by novelty of the PLQF descriptors devoted directly to the social competences and difficulty of extracting the social competences from routine (knowledge and skills oriented) activities of universities.

6.3. PKA Recommendations

National level:

- To put evaluation of the social competencies of students as an important element of the evaluation of the program quality (besides knowledge and skills)
- To formulate guidelines how the expected learning outcomes typical for social competencies can be understood and described in curricula and then verified in practice.
- To formulate clear and direct criterion of assessment directly addressed to shaping social competences of students by the students engagement and motivation to learning (or other methods). Such criterion should be included into the PKA quality evaluation criteria. They should inspire HEIs to intentional and reflective development of social competences of students.

EHEA level:

- To put evaluation of the social competencies of students as an important element of the ESG.
- The guidelines for the ESG 1.3. should in more direct way explain how to evaluate students motivation for learning (not only via the structure of programs and verification of learning outcomes).



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

7.1. PWSZ Elbląg

7.1.1. Short description of the PWSZ 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 graduates of full-time programmes, 1856 diplomas for graduates of part-time programmes) and 1985 post-graduate diplomas. Over a quarter 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 a 2nd cycle studies in Pedagogy (M.A.). The study programmes comply with the Polish legislative acts concerning higher education and with the Bologna Process comprising all the countries of the European Higher Education Area. All of the programmes offered by our University have been accredited by The State Accreditation Committee. The theoretical knowledge acquired by the students at the university is complemented by skills referring to its application during student placements which take place at the best companies in Elbląg.

The PWSZ in Elbląg mission states that the School is supporting the social, technological and cultural development of Elbląg and its region in cooperation with all political, social and economic organizations having the 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 the “social competences” unit (2 in total)
- Focus group interview with teachers involved into the “social competences module”
- Focus group interview with students involved into the “social competences module”.

The interviews were provided from May 2018 till December 2018. The researches paid 2 site visits at the PWSZ Elbląg. The documents taken for analysis: the PWSZ mission, the curriculum of the SCM, rules for verification of learning outcomes at the SCM, template of portfolio and tutor evaluation, syllabi of SCM courses, application of the PWSZ for Eu money for building the SCC with justification, the others.

7.1.3. Reasons for selecting PWSZ Elbląg for research:

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



- Reflection on various social competences by traditional courses (lectures, conversatories, seminars and
- prosocial activities of students which is evaluated by tutors and provides ECTS points to students.
- Building the “Social Competence Center” (contract of the HEI with central and local authorities for about 5 million Eu) – to create space for various students’ initiatives developed in the “Social Competences Module” (SCM) which need the relevant “equipment”. Giving floor for students’ research groups, for pro-social activities addressed to the local environment (like children, handicap people etc.), other initiatives. Assistance of the HEI in getting money for this activities declared by the Rector and confirmed by students during interviews.

7.1.4. Findings coming from the interviews and documents analysis

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

Motivation bottom – up

- Understanding the PWSZ mission for social and cultural development of the region as development of relevant competences of graduates. Strong and good relations with local social environment. Rector and staff responsibility for providing possibly the best graduates: professional but also active members of the local society. The local authorities supporting the initiative (also financially - money for the Centre).
- Personal involvement of the Rector into social competences of students
- Dissatisfaction of the PWSZ staff with the previous way of forming social competences treated as the side-effect of some courses for 5 ECTS - need for intentional reflection on social competences of graduates and the ways of forming, developing them

Motivation Top-Down

- Demands of the PQF - the Polish 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 student (all curricula) came from the PWSZ's authorities. But the practical details and implementation has been designed by faculty members teaching at all fields of studies.

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

All courses and practical activities of the module are focused on development of social competences of different types. The module “The social and professional culture” is provided for 2-5 semester of studies and contains of a set of lectures and seminars like:

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

All learning outcomes of the courses cover the social competences – they are described in language of the PQF – developing the descriptors of level 6 devoted to social competences. The method of verification of LO achievements is:



- For theoretical part of the module - regular forms of examination: mostly essays, debates, oral exams.
- For practical part of the module – by portfolio and other evidences confirming the learning outcomes achievement which are evaluated by teachers/tutors. Two types of activities can be evaluated: (1) List of them provided by the PWSZ like volunteering activities organized by the PWSZ, promotion actions, some students research activities, school choir, theatre, students self-government bodies, etc. (2) Students own invention activities, like Taking care of children in the summertime camps, Taking part in local democracy citizenship initiatives, organization of conferences, etc.

According to the Rector, "social competences" it is a system of behavior in various professional and social circumstances (situations). A graduate, especially in typical circumstances, should behave in accordance with certain values. The Rector as well as management representatives distinguish two main groups of social competences:

- "Professional /vocational competencies" - specific for a given work environment (job), more „hard”, quite easy to define – like a team work, professional leadership, professional ethics, etc.
- „social competencies *sensu stricto*” – more universal, more „soft”, difficult to be defined.

Learning outcomes representing the core knowledge of field of studies are the most important for a graduate competence, then professional competences shaped during apprenticeships and finally social competencies *sensu stricto*. Thus the Rector expects that the PWSZ's graduate is a good worker but also a committed citizen, well aware of his/her social responsibilities.

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

- first year students who just graduated secondary education (high school) are not very reflective and do not have self-identity developed in sufficient way; they do not express their own opinions and are not able to justify them.
- they are giving up with their choices in face of even not too serious difficulties – they suffer on one hand with lack of perseverance and self-confidence but on the other hand with lack of self-criticism.

Thus – they need development of personal and social competences. The importance of social competences for rector and management and teachers representatives is similar, although faculty members underlined personal competences as a remedies for studying challenges and the rector pointed out the professional and social obligations of alumni.

The interesting results were given by the focus group interview (FGI) with 8 students selected due to the following criteria: participation into the pilot 'social competences module' (SCM), representing all organization units (4 institutes) and different fields of study, engagement into different students' out of school activities. 8 students representing 2nd semester of the 1st year, 5 males, 3 females. The picture that emerges from this 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 inspired by the university. The design of the case study module revealed important



weak points reported by the students, and consequently led to unsatisfactory implementation of the module with regard to some aspects. Therefore the case study module is likely to result in limited positive impact on students understood as improvement of their social competences. Students expect their recommendations will strongly improve the relevance of the program. Otherwise, in opinions of some students, the module should be withdrawn. 'Social competences' are perceived and discussed by students mainly in perspective of their future employment opportunities - not perceived by the students in terms of responsibility for democracy, country or local societies.

These answers show the average understanding of what are social competences and feeling of responsibility for the social environment. One conclusion – these students really need education which can rise up their social engagement.

7.1.5. Conclusions

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

7.1.6. Recommendations

Institutional level:

- for the PWSZ: successful continuation of the entire action. Elimination of weaknesses indicated in interviews, particularly by students;
- or other HEIs: reflection on how to intentionally shape the social competences recommended, even necessary. Introducing the own way of doing this – recommended
- taking seriously into account the descriptors of the PQF can be helpful.

National level

- for PKA – serious evaluation in which way HEIs are forming students social competences – following the PQF descriptors at least;
- for the Ministry – to launch programmes supporting HEIs efforts to create effective ways of forming social competences; to undertake promotion of the process by dissemination of best practices;
- the same on local democracy level for HEIs located outside big town – academic centers

EHEA level

- to open debate on needs and ways of social competences development by HEIs
- to strengthen in Bologna, EUA and other document importance of the process,
- to open European programs/project supporting the process,
- to undertake promotion of social competences by dissemination of best practices;



7.2. Collegium Medicum of the Jagiellonian University in Krakow

7.2.1. Short description of the institution

The Jagiellonian University in Krakow is the oldest Polish university (1364), and the oldest university educating medics in the Polish lands (one of the alumni was Nicolaus Copernicus - mathematician and astronomer, but also lawyer, economist and medic). In the 1950s, the communist authorities of Poland extracted medical faculties from all universities, creating independent medical academies. After the political shift of 1989, in 1993 medical faculties returned to the Jagiellonian University. For legal and organizational reasons, the Nicolaus Copernicus Medical Academy in Krakow was incorporated into the Jagiellonian University as Collegium Medicum⁷. Currently, Collegium Medicum (CMUJ) consists of three faculties: Medicine, Pharmacy, Health Sciences. It should be added that the network of university hospitals is closely connected with Collegium Medicum. Medicine and Health Sciences Faculties are A-category, Pharmacy is A+ -category⁸. The subject of the study in the DASCHE project were two medical fields of studies at the Jagiellonian University: 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 dimensions (both in hours and ECTS) of classes on specific issues and practices and the so-called general learning outcomes⁹. However, translating standards into curriculum and teaching process remain the responsibility of the university, as part of its autonomy.

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 an atmosphere of tolerance and freedom, he builds a lasting relationship with society and shapes openness to the unknown, humanistic sensitivity and responsibility for action"¹⁰. Social competences, their development and formation are therefore strongly inscribed in the mission of the University.

7.2.2. Methodology

⁷ 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*.

⁸ https://en.uj.edu.pl/en_US/about-university

⁹ 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].

¹⁰ „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]

- Analysis of documents (the full list of them – see appendix)
- Individual in depth interview with Vice Rector of the Jagiellonian University in charge of Collegium Medicum
- Individual interviews with senior management staff (2 deans, vice-dean, Institute’s director and vice-director)
- 1 interview with leaders of the Medical Education Unit
- 2 Focus group interviews (1 of each field of study) with teachers involved into teaching classes focused on social competences
- 2 Focus group interviews with students of each of field of studies. The composition of students: nurses field of study: 5 – female (II cycle); medicine field of study: 3 – male, 4 – female (3rd-5th year of study).

The interviews were provided from June 2018 till December 2018..

7.2.3. Reasons for selecting CMUJ for research.

- Outstanding quality of teaching – one of the most prestigious medical education centers in Poland.
- Good understanding of “social competences” as an important part of professional skills of medical service workers. Concentration 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 trainings done together in area of a team work and empathy.
- Validation of “social competences” learning outcomes – first attempts for measurement of them (e.g. empathy).

Finally, after discussions with the vice-rector and high management staff – the DASCHE analysis focused on two kinds of social competences being a part of the professional skills: (1) team work of medical personnel and (2) communication with patient - empathy.

7.2.4. Findings

Why did the CMUJ undertake (and could undertake) the initiative of shaping such social competences?

- Bottom-up motivation:
 - the University mission: protection of the human health and life as a first and the most important objective of teaching – medicine concentrated on patient. This point of view (and attitude) shared by respondents expressing a motivation bottom – up adopted first. Strong orientation on professional ethics.
 - Social competences always were important in medical education but now to the technical skills were added even by formal requirements of standardized curricula competences like communications, empathy, self-criticism, and the others (top-down approach). First attempts to measure them appeared.
- Top-down motivation:
 - Standardized curriculum for medical education containing the social competences requirements (although named in another way) As usual in medical education (resulted with regulated professions) the curriculum is based on standardized national curricula which have to be follow by the CMUJ. Fortunately enough, the



national instructions have rather general character giving to the Collegium Medicum sufficient flexibility and margin for their own initiatives. Some discrepancies between the standardized curriculum and descriptors of the PQF can be noticed – but not influencing the CMUJ program curricula.

- Enrollment for the programs is very selective (but without evaluation of social competences “naturally” possessed by candidates).

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

Development of social competences is partially designed in direct way as well as is a side-effect of the curriculum regular courses. The good patterns of behavior and attitudes to patient demonstrated by teachers are very important. Internalization of such attitudes is noticed. Besides this there are in curriculum courses devoted to shaping competences (psychology, philosophy, professional ethics, etc.). What is important – practical contacts with patient are under additional discussion and reflection (feedback). On some workshops students play role of doctors with actors simulating a difficult patient (aggressive one, for instance) – the discussion about the behaviors follows this acting. Intentionally one can teach procedures, behaviors – and even to measure degree of adaptation. Changing attitudes is difficult for any formal measurement but trainings with “simulating” patient following intentionally composed scenario are helpful and used. The intention of such trainings is to stimulate “pro-patient” communication and behavior which is awarded with patient behavior (less aggressive, calm, better communicating).

- Identifying learning outcomes relevant for the team work (and neglecting intentionally other social competences also included into learning outcomes of curriculum)
 - Relationships to people – building good relations and contact (not with a patient only)
 - Reflective, responsible and autonomous thinking and acting
 - Assertiveness – the difficult and important decisions are permanent situation in the profession
 - Communication in team
 - Listening
 - Leadership and membership in the team.
 - Protecting the work-life balance – avoiding of a syndrome of professional “burning-up”
- Identifying Learning Outcomes relevant for the communication with patient - empathy:
 - Empathy / understanding, sympathy and curiosity towards a human being /
 - Communication with a patient
 - Communication with a patient family
 - Communication concerning the most difficult diagnosis
 - Acting with “difficult” patients and in difficult situations
- Identifying verification methods of LO

In general, a verification of learning outcomes of social competences is a difficult task, particularly in case of formative evaluation. The verification is not standardized and it is mostly based on observation of student behavior and other, rather subjective opinions of



mentors or other supervisors and self-evaluations of students. Nevertheless some attempts leading to more objective methods of evaluation are undertaken. The Medical Education Unit deliver systematic analysis concerning the growth (or decay) of empathy of students during teaching/learning process. The research tool (scale of empathic sensitivity) is measuring the empathy of students of medicine (MD) of 2nd and 5th year. The results are rather neutral – they do not lost the natural empathy but do not gain the “professional” empathy by knowing relevant behaviors and procedures etc. The results concerning control of the professional stress and protecting against the professional “burning-up” are better. In cases of some courses the analysis of attitudes towards patient and professional activity is done and the results are discussed with students.

Unfortunately, the national MD professional exam (LEK) which ends the education of medical doctors is concentrated on knowledge mostly and does not contain evaluation of technical and non-technical skills (including social competences) – even simulated. Thus validation of social competences of to be medical doctors is entirely in hands of universities.

- In faculty staff opinion about half of students entering the CMUJ is motivated for studying medical faculties because it provides a good, prestige’s and well paid profession of MD. The next half is motivated by wish to help people – protect their health and life. They estimate that he alumni have the similar motivation in the end of education.
- What to do with student not getting a sufficient progress in development of social competences (although passing well other exams)? Is it a reason to relegate them from the CMUJ and not awarding them with a diploma? Since this is a problem of personal attitudes to the profession of medical doctor one cannot even to help them because they do not allow such assistance.
- Students of both fields of studies sometimes face a dissonance: the lessons coming from of trainings and lectures is different than the behavior of teachers/mentors addressed to patients at hospitals (“hidden curriculum”).
- Most of the teaching staff is not prepared for teaching – they are high class specialists in the medicine branch. The program of teaching methods training offered by CMUJ to teachers was not very effective because of shortage of time and good will of lecturers. The CMUJ management staff is looking for other solutions of the problem. The main effort (also financial) is now put on the simulations and other active methods of teaching.
- Since the academic teachers’ motivation to develop students’ social competencies is based mostly on the internal values system question how are teachers motivated to develop social competences (including training) (incentives/disincentives) is not easy to answer. Nevertheless the CMUJ authorities are giving money for prizes for the best teachers every year.

The initial students’ motivation / expectations are changing during the education period: from wishes to help people, interest in biological sciences, prestige of Jagiellonian University to satisfaction of future work , appreciation of good work environment. The part of students was not aware what means to be a doctor/nurse. Facing a real hospital during the internships can be a shock because of quite different approach of medical staff to patients then the approach students were instructed at the university. It is not a disappointment – it is changing the perspective of future work – mostly in area of soft, social competences.



For students of medical field of study the social competences are communication (particularly with patient in not easy situation) and empathy (rather understanding than sympathy). They listed their wishes and requirements concerning courses potentially developing social competences: team work, understanding his/her own emotions, trainings of work-life balance, more mixed team work (doctors, nurses, other medical services – these trainings are coming too late and are too short).

Students of nursing listed smoothly what they understood by social competences: interpersonal skills, contact with patient (argumentation, explanation of his/her state of health and therapy provided) , team work - cooperation of medical personnel, responsibility, empathy. They were sure that the education at CMUJ is forming successfully these competences by sequels of trainings, workshops ad internships.

As a main challenges of the medical education they mentioned:

- Discrepancy between their mentors behavior at hospital and during the teaching at university (see also above) – case of to be doctors.
- Approach of the medial personnel at hospitals (particularly older nurses) to their profession and discouragement addressed to students of nursing to continue education and undertaking this job (unless abroad).

7.2.5. Conclusions

- The programs provided by CMUJ are intentionally shaping the social competences of students mostly relevant for their future work of medical doctors or nurses;
- What is underlined as the most important social competences of medical personnel today is: (1) ability for team work of medical personnel and (2) good communication to patient based on empathy (understood 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 well-established set of values relevant for medical ethos and standards for medical education. Also understanding that needs of modern therapy methods requiring multidimensional and common work 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 of philosophy, professional ethics etc.) and practical exercises with use of sophisticated phantoms, actors, and other active methods of social competences development. The most important factor for the social competences development are internships of students at clinical (university) hospitals cooperating with CMUJ very carefully designed offering gradual progress of independence/autonomy and responsibility of students.
- Learning outcomes verification is difficult and not perfect but the CMUJ introduces some new tools like measurement of empathy, self-evaluation of students, etc.

7.2.6. Recommendations

Institutional level:

- Since the LEK exam does not contain the evaluation of social competences it is recommended to organize at the university standardized exam on social competences (with cooperation with other universities) compulsory for every student.



- Training for academic teachers, doctors and nurses in hospitals (who supervise students during internship) in the field of social competence “teaching”.

National level

- Development of active methods of teaching should be supported much better and on permanent basis by the Ministry of Health.

EHEA level

- See the 7.1.

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

7.3.1. 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, possibility of obtaining a joint degree / a double diploma, realization of part of the study programme using the PBL, problem-solving method, gaining measurable learning outcomes by transition from “the student-centered teaching” system to the “student-centered 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 (the full list of them – 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)
- Focus group interview with 7 teachers involved into the problem- and design-based-programmes



- 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 provided from June 2018 till December 2018. The researches paid 2 site visits at the IFE LUT. The documents taken for analysis: descriptions of the IFE profile, mission, curricula and syllabi, documentation of chosen project-based courses.

7.3.3. Reasons for selecting IFE for research

- The international studies/students of IFE representing variety of approaches to the social issues vs the IFE education program common attitude towards professional and personal development.
- The Lodz University of Technology having the title of the most pro-innovative university in Poland; and IFE as the most pro-innovative unit of this university
- Unique (for Poland) methods of teaching with use of problem-based-learning and project/design-based-learning and other active methods of teaching presumed that they are 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 – but some freedom from the PQF descriptors because of international character of studies.
- Bottom – up motivation: mission of the LUT, personal engagement of staff
- Innovative methods of teaching at IFE – stimulating the attitude / social competences approach.
- The intentional activity of the IFE higher management understanding value of social competences.

Understanding of „social competences” by the rector 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 evaluate the LUT students as a less interesting and engaged into the social life then it was before. The LUT does not develop any explicit policy concerning development of social competencies leaving the issue in hands of faculties or other units. But the rector is aware that common in LUT system “project based learning” is useful for implementation of social competences (at least concentrated on needs of small groups).

Audit of documents referring to the subject of research and interviews with senior staff made sure that the IFE approach to education described under name of “team project” is related to 2 main methods of teaching: problem-based learning (PBL) and design thinking (DT)



addressed to all IFE specializations. The curriculum and syllabi of the IFE courses characterized the methods as follows:

- By PBL (10 ECTS per semester) students (working in 4-5 people groups) learn to analyse a presented problem-based situation, to propose and to develop solutions to problem taking into consideration, to keep project documentation, to plan and organize effective learning – individually and in team, to present results of the work in a way which is interesting and understandable to representative of other disciplines, and so on.
- By DT (10 ECTS per semester) students (working in 4-5 people groups) learn focus on the user – understanding his/her conscious and unconscious needs, interdisciplinary team looking at the problem from multiple perspective, experimenting and frequent testing of hypotheses - constructing prototypes and gathering feedback from users.
- In opinion of the senior IFE management staff these methods develop two important social competences of students: (1) innovativeness and creativeness in thinking and (2) perseverance (persistence?) in solving problems. Both competences are combination of personal/social and professional competences. They can be understood as an interpretation of the chosen PQF descriptors particularly these which are related to the innovative problem solving and team work. What interesting: the teachers and students indicate another social competences being the main results of using the PBL and DT methods. Thus they probably are not conscious of development of their competences indicated by the IFE directors.
- Due to the courses descriptions identifying verification methods for learning outcomes/ social competences is easy. Students are obliged to present and discuss publicly the interim results of their team work, take under reflection the criticism they faced and correct the results on almost permanent basis during the semester. Finally, to present the final project/solution of the problem and to defend it in front of the supervising teacher and wider public.
- The both IFE directors (and the IFE creators at the same time) stressed that two competences are particularly important and present in teaching learning process: (1) innovativeness and creativeness in thinking and designing and (2) perseverance (persistence) in solving problems. They recommended to the DASCHÉ project researchers to concentrate on them (by analyzing curricula and by interviews) as a something unique which is part of the “education for the future” or can answer understanding the social competences as condition for “ownership of the future” by their possessors. See remarks above.
- As it concerns academic teachers’ opinion, they think their colleagues as people concentrate on transfer of knowledge and skills rather than on “social competences”. The situation is different at IFE and the rest of LUT. Asked for understanding and forming the social competences the IFE teachers said that IFE initiative addresses mainly the profound need of students to well communicate with each other and, as a result, to develop their cooperation skills to create innovative solutions in professional environment and private life. The interviewed students share this opinion. They also listed the following competences as being side-effect of multicultural environment and atmosphere of permanent discussion dominating at the IFE: approach to conflict, adaptation in multicultural environment, empathy, ability to share results of his/her work with the others, social maturity in the different situation.
- Although teachers saw a positive impact of the program with regard to development of above listed competences of students and building their self-confidence, however this results of the program are not measured in systemic way and moreover such



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

The interview with students followed the typical set of questions. The answers can help understanding of the idea and importance of social competences as well as to study how social competences are included into the teaching process at the IFE. The most of students (particularly from abroad) were not aware of unique character of studies at IFE and the method of project and problem-based-learning – they took it as "normal" state of play.

In students opinion the IFE develops social competences understood mainly as presentation skills. This approach is in line with opinion of LUT authorities and interviewed teachers. IFE students/graduates are more self-confident - through expectation to deliver during semester many presentations, students become more to the others. The most important impact of the IFE on students with regard to development of their social skills is its added value to presentation skills, cooperation with others in diverse cultural, educational and working environments. But the foremost, IFE supports student's self-confidence, therefore builds strong grounds for their future development, professional and private life.

The Design Thinking courses are assessed by the student as of high value and usefulness for their future employment and developing social skills with respect to innovation. The DT project in comparison with PBL project is of more international nature and addressed more to the final user needs. Students perceive the IFE program as a very successful educational experiment which results should be gradually disseminated in other departments of the University (e.g. PBLs, obligation to participate in Erasmus, support of students in planning Erasmus semester etc.). It is both well designed and implemented. Only a few areas for improvements were identified by the students.

The FGI showed in practice how open to others and of strong personal skills are students of IFE. The question however remains if this is the result of IFE or IFE attracts specific kind of people. [or both, as usual].

7.3.5. Conclusions

Interesting different perspectives of management staff, teachers and students – each group indicated another social competences as main results of the teaching/learning process provided with PBL and DT methods. The indications are different but not excluding themselves. Quite contrary they are complementary and building together interesting set of social competences – so universal (problem solving perseverance, innovative design, team work at multicultural perspective, presentation of problem situation and solving, 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 chosen element to the entire LUT teaching (with understanding 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 as 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. Short description of University SWPS

The University of Social Sciences and Humanities (SWPS) is the only non-public university in Poland. It was based on the Warsaw School of Social Psychology. It was established in 1996. Currently, he has three faculties: Faculty of Psychology, Faculty of Humanities and Social Sciences and the Faculty of Law. SWPS has 5 campuses: in Sopot, in Poznan, in Katowice, in Wrocław, and in Warsaw. SWPS offers 57 programs of study at the first level, 19 at the second and 22 programs at unified studies (POLon, access February 2019). Out of these 29 programs, it is related to Psychology, which is offered as a first and second degree studies and a uniform program. In total, Psychology counts about 9,000 students at over 13 000 students studying at SWPS

7.4.2. Methodology

As part of the research :

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

There were also analyzed documents – 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

Social Psychology is an interesting university, as social skills are the focus of the university both in teaching and research. It is a private university, which is primarily financed from student fees. SWPS successfully competes with public universities, where the studies are

free – the SWPS University became the university of first choice in Poland for candidates wishing to study psychology.

As part of the research carried out at SWPS, the research team, on the recommendation of the Rector of SWPS, focused on the analysis of Psychology 2.0. This program is atypical for DASCHE research because it is not an existing program but planned.

The SWPS University was created from the transformation of a university, which only offered education in the field of psychology – the majority of university students study psychology. Hence, an interesting research question is how far education in the area of social competences is treated as a key success factor in introducing change. To what extent social competences have been included in the Psychology 2.0.

7.4.4. Findings coming from the interviews

Rector of SWPS sees himself as an organization that should be introduced to initiate social change that is surrounded. To a certain extent, didactics and research are subordinated to this aim. 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 as well as university management is of a bottom-up and subjective nature. It is in this spirit that a project of strategic importance for the whole University is being introduced, i.e. a change in teaching in the field of Psychology. The new program is called Psychology 2.0. The Rector emphasizes that the implementation of a new program, which is crucial for the success of the whole university, is building an academic community with it. In other words, lecturers teaching students must communicate and share knowledge. It is very difficult, that education in the field of psychology takes place and will take place simultaneously in 5 campuses.

Implementation of the Psychology 2.0 started with establishing an implementation team – the leader is an expert reporting directly 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 have access to the profession of psychology in other countries that recognize this standard.

At the current program of Psychology, there are blocks introduced for social skills - 60 hours and 30 hours of mandatory additional. This type of solution is not used in all programs of study at the SWPS University. At present, SWPS is implementing a wide range of projects in 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. Experiences from this program will be used to introduce project work in other studies, including Psychology 2.0. As a result, in the case of Psychology 2.0 there will be a departure from a dedicated block of classes supporting "social competences", only classes related to social competences will be offered on all semesters. This is consistent with the EuroPsy standard, which also indicates that a program should include projects (except that the standard indicates a research project priced at 15-30 ECTS, [p. 41 of the standard]).



The approach of students to social competences seems interesting. The best students are very interested in social competences – they emphasize that it is important for them the participation in projects within and beyond subjects (eg as part of student boards or scientific associations/clubs). But a large group of students do not see value in the area related to improving social competences. Due to the specificity of Psychology - science , psychology belongs to the fields of social sciences - graduate of 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 ensure recruitment success among young candidates. Therefore , according to SWPS , basic and secondary education is a key condition for supporting the education of social competences. Sensitizing to this area should be done through all levels of school education.

7.4.5. Conclusions

- The University of Social Sciences and Humanities, designing the Psychology 2.0 course , first put emphasis on the development of social competences among academic teachers. Due to the necessity of a certain standardization of education at the faculties of Psychology located in 5 cities, it became necessary to develop solutions enabling effective cooperation between lecturers - so it was necessary to support social competences with lecturers. This goal was carried out at workshops that were conducted for all academic teachers involved in education in the field of Psychology. Workshops lasted for about 1 year.
- The main incentive to introduce the Psychology 2.0 direction by the SWPS University is the international standard EuroPsy. Due to the very large number of students studying Psychology at SWPS, this change is fundamental. The university decided that, on the occasion of this change, it would also strengthen the education of social competences by supporting teachers and introducing a wider scope of projects.
- The students did not make decisions on the choice of studies at the SWPS University based on the assessment of social competences. Students indicate that they would like to have more practical studies – more connected with professional skills. Social competences are not a significant distinction for them , although for the best students, for example, additional activity outside the education program is important. However, the need for students is well suited to the introduction of project work that increases the emphasis on practical aspects of studies and at the same time strengthens the education of social competences.

7.4.6. Recommendations

Institutional level

- The development of social competences requires competent staff in this area. The direction Psychology itself is oriented towards social competences, but supporting cooperation between academic teachers should lead to better education in this area.
- An important element of education and improvement of social competences is diversification of forms of education, e.g. introduction of projects to the study program.

National level



- The development of social competences should be implemented at all levels of education, from the first level to the levels covering higher education (6-8), because a significant barrier to developing social competences are deficits in this field of study candidates, in particular when the quality of candidates varies.
- Social competences inscribed in PRK 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. 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 that facilitate 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 data collecting by Polish Ministry, SGH delivers more than 60 programs (I grade, II grade and I+II) [POLon, access: February 2019]. SGH has more than 17 000 students.

7.5.2. Methodology

As part of the research :

- An interview with the Rector of the Warsaw School of Economics (IDI interview),
- 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. There were also analysed documents – 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. The student completing CEMS receives the diploma of his alma mater and 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 masters programs in Europe. The partners of this program are not only universities - currently 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 office is located in France.



Following 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 assessing the quality - each lecturer is assessed by means of a paper survey according to precise guidelines (eg he cannot collect surveys completed by students) and also by means of an electronic system. He also receives the results of his assessment quite quickly - usually about 1-2 months after the evaluation itself. These results allow him to improve classes, and also present his results in relation to the average. 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 obtained the 6th position, which is also a very good achievement.

7.5.4. Findings coming from the interviews

The interviews show that the strength of the program is the diversity of forms of education and activity possible to be implemented by students. The program offers the following forms valued using ECTS:

- Block Seminars (3 ECTS) and Responsible Global Leadership (1 ECTS). Seminars provide the opportunity for CEMS members to come together, exchange ideas, and debate and discuss innovative management topics as well as comprehensive leadership topics. Both programme elements aim to integrate social activities to create a "class spirit" at the beginning of the term. They are organized by the home university.
- CEMS Courses. Beside the mandatory courses, students are invited to build up their individual course plan of electives, exclusives and open elective courses. The 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 the partnership between universities and companies in jointly shaping students' learning processes in international management. It accounts for 15 ECTS, which is about 50% of Term 2's workload.
- Skills Seminar (2 ECTS). Skill Seminars are training seminars in practical skills. They are essential to kick-starting an effective professional career and fundamental to adjusting easily to an international management environment.
- International Internship. Internships provide students with the real-life professional learning experience of integrating into an organization's culture and processes. The main objective is to turn academic experience and theoretical knowledge into a professional, multi-cultural experience. Internships must cover a period of at least 8 consecutive weeks full-time in the same company

The students emphasized that thanks to this diversity they can independently design their learning process. A very important element of the education process are 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 again enables them to choose the most useful activities for them and after graduation relationships with partners they enable them to choose a better employer for them.



Through social competences, lecturers and students understand primarily the skills and attitudes associated with co-existence in the group, in particular group work, communication, empathy, diversity (including cultural), knowledge sharing. Both groups (students and teachers) strongly emphasized that social competences are crucial in current education in the area of management.

The teachers also confirmed that the classes try to orientate themselves to social competences, in particular to encourage students to work in groups. An example here given by students may be classes, where students had to make a film for their credits. According to the students, this form forced the work of all team members and eliminated the often occurring phenomenon "Stowaways".

Students also pointed out that Skills Seminars are a very good formula for raising the level of their social competences. In the case of SGH, these seminars are one-day and are run by practitioners - business partners (in addition to the obligatory two-day seminar on business communication based on SGH lecturers). In the academic year 2018/2019, seminars were conducted, among others by experts from Henkel and Mastercard. SGH also realizes under Skills Seminars study visits - in the winter semester of 2018/2019 a brunch with Unibail-Rodamco-Westfield was offered.

An important factor in the success of this program is that the students engagement. Commitment is achieved through recruitment mechanism - the program is very popular, which makes it possible to choose students who are already active at the entrance, ie. students' involvement in student organizations, in volunteering is assessed. The diversity of forms of education described above, which enables combining the motivation of individual students with the education program, has a strongly positive influence on 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 attach great importance to shaping social competences, in particular to 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.
- 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 appropriate selection of candidates and diversification of forms of education. The various activities in which students participate should be recognized by ECTS, which allows them to be managed.
- Teaching of social competences support system provides an efficient 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 .

National level

- The quality assurance process does not have to be extended, but it should be fast, ie the university and the lecturers should be able to get acquainted with the results of the assessment as soon as possible and implement the recommendations as soon as possible .

European level:

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



8. Findings and results

On the basis of 5 cases presented above we can draft several issues which surely will need presentation and discussion:

- Each of the HEI analyzed considered shaping the social competences of students as an important part of the education process. The impact of the PL QF postulating explicitly activities in this field is visible and dominating. Legislation forming the concerning social competences is essential (but not only) factor of development of social competences by HEIs – but their approaches to the issue are quite different and related to the character of the HEI, profile of programmes delivered, personal preferences of senior management and teaching staff, tradition, etc. We did not find identical or even very similar understanding/concept of social competences and models of shaping them in HEIs under research.
- Variety of approaches to the social competences are expressed by:
 - o Different character of the SCs chosen by the HEI as a leading group to be shaped: from general engagement into social environment at the PWSZ Elblag, through professional attitude to patient (empathy) of medical personnel at CMUJ, to some cognitive and personal competences (innovation and cognitive perseverance) of engineers at IFE.
 - o Different motivation to develop the SC. Motivation top-down mostly based on directives of the Polish and European Qualification Frameworks and the PL legislation following them. But motivation bottom-up coming from understanding needs of democratic society and local environment of the school, from well establishes old professional ethos, from understanding of challenges of nowadays.,
 - o Methods of modelling the SC mostly rather express explicit intention of the HEI to get graduates with some attitudes towards their life and professional activity [it is not, very probably] the case of SGH/WSE]

First conclusion – recommendation: to find “the model” of shaping social competences can be a difficult task because of this variety. Extracting some similarities needs deeper, not superficial insight. But the examples of good practice, despite challenges, are easy to be identified.

9. Recommendations

9.1. Institutional level

Case:	HEI:	INSTITUTIONAL level
Module and Social Competence Center	PWSZ Elblag	– For the PWSZ: successful continuation of the entire action. Elimination of weaknesses indicated in interviews, particularly by students; or other HEIs: reflection on how to intentionally shape the social competences recommended, even necessary. Introducing the own way of doing this –



		<p>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 contain the evaluation of social competences it is recommended to organize at the university standardized exam on social competences (with 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 – extending at least chosen element to 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 direction Psychology itself is oriented towards social competences, but supporting cooperation between academic teachers should lead to better education in this area. – An important element of education and improvement of social competences is diversification of forms of education, e.g. introduction of projects to the study program.
CEMS	SGH	<ul style="list-style-type: none"> – The condition of an effective education process, including the shaping of social competences is the engagement of students. – Student engagement can be achieved through appropriate selection of candidates and diversification of forms of education. The various activities in which students participate should be recognized by ECTS, which allows them to be managed. – Teaching of social competences support system provides an efficient 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 Center	PWSZ Elbląg	<ul style="list-style-type: none"> – For PKA – serious evaluation in which way HEIs are forming students social competences – following the PQF descriptors at least; – For the Ministry – to launch programmes supporting HEIs efforts to create effective ways of forming social competences; to undertake promotion of the process by dissemination of best practices; – The same on local democracy level for HEIs located outside big town – academic centres
	CMUJ	<ul style="list-style-type: none"> – Development of active methods of teaching should be supported much better and 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 as 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 first level to the levels covering higher education (6-8), because a significant barrier to developing social competences are deficits in this field of study candidates, in particular when the quality of candidates varies. – Social competences inscribed in PRK do not constitute a strong stimulus to improve the training of social competences.
CEMS	SGH	<ul style="list-style-type: none"> – The quality assurance process does not have to be extended, but it should be fast, i.e. the university and the lecturers should be able to get acquainted with the results of the assessment as soon as possible and implement the recommendations as soon as possible .
PKA (Polish Accreditation Committee)		<ul style="list-style-type: none"> – Direct incorporate 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 Center	PWSZ Elbląg	<ul style="list-style-type: none"> – To open debate on needs and ways of social competences development by HEIs – To strengthen in Bologna, EUA and other document importance of the process, – To open European programs/project supporting the process, – To undertake promotion of social competences by dissemination of best practices;
	CMUJ	– See above
IFE/CKM	PŁ	– See above
Psychology 2.0	SWPS	<ul style="list-style-type: none"> – There should be a system solution on 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. – The increase in the involvement of students and lecturers should be the result of 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 the education program and verification of learning outcomes).

10. Executive summary



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

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 will do it rationally, autonomously and responsibly.

10.2. Location of social competences in the HE qualifications

Recommendations from official documents regarding the social competence of graduates in the Polish higher education system:

- Act on the Integrated Qualifications System of 22 December 2015 containing universal descriptors and 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 of 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 section "social competences". The university must take into account these characteristics by building its own set of directional and objective learning outcomes. This is the highest level of detail contained in legal acts, further refinement, including for example the creation of directional learning outcomes falls within the area of university autonomy.

Social competences understood in the manner adopted in the DASCHE project are also partly included in the PQF's (PRK) knowledge and skills departments, e.g. the category: eg learning, cooperation (team work), problem solving and others.



10.4. Systemic solutions regarding 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 (except that only for the first and second level of studies). The PKA estimates, 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 them to actively participate in the teaching and learning process and enable students to achieve learning outcomes, ..."

[Detailed analysis - see Chapter 6 of the national report: "Evaluation of social competences in external QA systems"]

2. Criterion 8. Supporting students in learning, social, scientific or vocational development and entering the labor market as well as developing and improving forms of support.

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

Case:	HEI:	Good practices:
Module and Social Competence Center	PWSZ Elbląg	<ul style="list-style-type: none"> - The idea and common debate of the environment over the way of developing social competences on the basis of PRK recommendations; - Developing own model of development of these competences - university-wide education module, obligatory; - Funding (EU) for implementation; - Construction of the Social Competence Center.
	CMUJ	<ul style="list-style-type: none"> - Idea of common learning for groups of students from medical and nurses programmes – preparation for the team work - Development of students “professional” empathy to patients and their families
IFE/CKM	PL	<ul style="list-style-type: none"> - Transfer (mainly from abroad) to the IFE of modern education methods that serve the development of social competences; - Work in a consciously formed intercultural environment - The role of the incubator of modern education methods for the entire LUT - although moderately effectively performed
Psychology 2.0	SWPS	<ul style="list-style-type: none"> - Development of social competences among academic teachers. - Focusing on projects received by external stakeholder (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 – diverse form delivers different types of social competences which are recognized in the process of assessment. - CEMS recognizes social competences achieved through outside the classroom e.g. by preparing and participating in conferences



		<ul style="list-style-type: none"> - Paying attention in the program to engagement of students - Whole CEMS program is based on development 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"> - Participation of students in projects in the classroom and outside the classroom competences: teamwork, diversity, communication, engagement - Organizing for students dedicated courses connected with social competences: e.g. Global Responsible Leadership Seminar competences: leadership, responsibility, integrity - Selecting process of candidates to the program – candidates participating in CEMS must proof different types of activeness e.g. volunteering, researching, working
Psychology 2.0	SWPS	<ul style="list-style-type: none"> - Development of social competences among academic teachers. - Program will be based on projects, the external stakeholders (e.g. employers) will be also responsible for providing feedback to students
	CMUJ	<ul style="list-style-type: none"> - Use of sophisticated methods to measure the increase in social / professional competences (see empathy measurement sheets)
Module and Social Competence Center	PWSZ Elbląg	<ul style="list-style-type: none"> - Developing a student portfolio system for the verification of social competences - Inclusion of competences obtained outside the university walls for the achievements of students included in the program
IFE/CKM	PŁ	<ul style="list-style-type: none"> - Social competence, team work, debate, criticism, etc.) built into PBL and similar programs are generally assessed along with the increase of knowledge and skills. - But also include in the evaluation systems such tools that allow you to separately assess students' motivation for pro-social activities - see criticism and autocriticism, perseverance, others. - Dissemination of these methods to the entire 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 own 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 counting hours, which leads to an increase in the cost of contact hours.



		<ul style="list-style-type: none"> - Due to the high international prestige of CEMS for SGH, being a CEMS partner is profitable - 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. It creates increase of costs of organizational issues, - Social competences are the element of the EuroPsy program thus their wider implementation is a compulsory requirement
	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 creates additional costs as each innovation. Also preparation of teachers for conducting these activities needs additional financial support.
Module and Social Competence Center	PWSZ Eiblag	<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 - Cost of building CKS - high, but support from local authorities and European funds - Functioning of the social competence module - as part of the university's routine activities.
IFE/CKM	PL	<ul style="list-style-type: none"> - Costs of preparing staff for conducting classes with students using active methods - very high: many months of training abroad - Costs of preparing the headquarters of IFE / CKM so that the environment favors active teaching methods - very high (including the adaptation of the building) - Costs of conducting education - as part of the routine activities of the university + favorable fees for foreign students. - To sum up: the costs of preparing programs are very high (support for European funds in general has made this possible), operating costs - standard.

10.7. Conditions of success – which conditions have to be met in order for a particular solutions, 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 by 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 the students needs – checked out by students satisfaction surveys - Including the social competences tests into the professional (LEK) exams - Improvement of the academic (also clinical) staff attitude towards patients and students



Module and Social Competence Center	PWSZ Elbląg	<ul style="list-style-type: none"> - The center for social competences really used by students for realization their socially oriented activities and ideas - Cooperation with local environment for finding the possibly best forms of social engagement of students
IFE/CKM	PL	<ul style="list-style-type: none"> - Understanding (by the academic staff and authorities) importance of innovative methods of teaching resulting with social competences of students; extension of them into the entire university.

10.8. Strengths and weaknesses analyzes of 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 to bear - Reliance on diversity - Recognition of students' activity outside of the classroom - Possibility of conducting an extensive selection of students to the program 	<ul style="list-style-type: none"> - Lack of systemic solutions leading to strengthening in the training of social competences of the academic staff - Many partners that impede efficient program management
Psychology 2.0	SWPS	<ul style="list-style-type: none"> - Strengthening social competences of academic teachers - preparing staff for education - Rely 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"> - motivation of students – engagement into mission of medical worker (“to help people”) - Professionalism and engagement of staff into teaching 	<ul style="list-style-type: none"> - demotivation of students during internships in clinics
Module and Social Competence Center	PWSZ Elbląg	<ul style="list-style-type: none"> - Intentional, open showing to students and the environment of the importance of forming social competences; - Opening the university to pro-social activities of students, creating conditions for it. - Gaining funds for these initiatives, exemplary cooperation with the 	<ul style="list-style-type: none"> - "Rewarding" ECTS for pro-social activity - by nature selfless.



		university's environment.	
IFE/CKM	PL	<ul style="list-style-type: none"> - Pioneering introduction to Polish universities of active education methods containing strong components of social competences - Effective raising of funds for these initiatives, good cooperation with the university authorities - Enthusiasm and professionalism of the staff 	<ul style="list-style-type: none"> - Too low impact of the applied methods on education at the whole university; - Exclusivity: study at the IFE, which is seen as an exception, not a pattern for everyday imitation.

Some general conclusions of stakeholders regarding the Country Report:

- The advantage is that we do not attach to one definition of "social competence", but to implement the development of social competences at universities, one definition would be needed.
- It is useful to divide social competences into these closer and further disciplines.
- Currently, there is no time for discussions at universities about social competences.
- It is crucial to make the university's staff aware that the matter of social competence development is important - the most important thing is that academic teachers should become interested in this subject.
- It is crucial to raise the social competences of teachers - to have their own operational definitions of these competences, only then they can be implemented in the classroom.
- Even the authors of study programs have a problem with defining social competences.
- The recent analysis of 100 programs carried out by the respondent 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 to do with them, no one understood, it was assumed that the student wins them by himself.
- The key is how we educate academic teachers - doctoral schools, classes taught by the best can become the smithy; strong emphasis should be put on shaping the 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 the area of student social competence development - currently the assessment is focused on knowledge, not even skills, and no one looks at social competences because no one can assess it. The evaluator can currently assess whether the issue of social competence development has been taken into account and whether 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. Universities have a problem in showing what they do value.
- It is therefore necessary to develop model assumptions. The shaping of social competences should be immersed in subjects but at the same time should be carried out consciously.



- It takes a long time to assess the student's social competence.
- It would be useful to create 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, once it was tried to determine for the University of Warsaw, without success. The concept of such 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 many gates / exceptions to the adopted rules).
- Shaping social competences at American universities - at the diploma, everyone has to show pro-social activities during their studies.
- Problem with the case of 5 ECTS for humanities.
- Proposal to include in the operationalization of social competences of external stakeholders.
- Social competence should be shaped at all levels of education, not only at a university.
- How to create regulations so that they would not only lead people to conformist behavior but would contribute to shaping social competences? It is not enough to save standards.
- Maybe it would be worth taking into account in ESG these good practices in shaping social competences identified in the project; recommendation that universities should focus on shaping social competences.
- In student-oriented education, emphasis should be placed on the competence to be a citizen and not just to be an employee. ESG should put emphasis on this, because it connects to the university's social responsibility.
- The phrase "social competences" should be used in European documents, in the EUA, in the context of a socially responsible university; but also in lower-level documents.

Opinions of students' representatives

- You should start by diagnosing why universities are currently failing to shape these competences so that you do not just follow the fashion of introducing new didactic methods for the methods themselves.
- It is important to continuously improve the doctoral student after graduation.
- Do not rely on teaching social competences on dedicated subjects.
- It is difficult to engage in the operationalization of social competences of external stakeholders due to the different specialist language they use.
- Doubting whether universities are able to make a "miracle" when it comes to shaping social competences, since this subject is neglected at lower levels of education.

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

Literature

1. DASCHE IO1 (2018). Methodology for Preparing Country Reports. Intellectual Output 1 of the DASCHE project: "Development, assessment and validation of social competences in higher education"
http://www.dasche.eu/system/files/publikacje/DASCHE_Methodology_Report.pdf
[12.11.2019].



2. Accreditation Commission of Universities of Technology, Standards and criteria of QA evaluation, <http://www.kaut.agh.edu.pl/en/>.
3. Act on Law of Higher Education and Science of 20 July 2018, <https://isap.sejm.gov.pl/isap.nsf/download.xsp/>.
4. Collegium Humanum, Programme „Psychology”, <https://humanum.pl/psychologia>.
5. EHEA (2018). Paris Communiqué, Paris, May 25th 2018, http://www.ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEAParis2018_Communique_final_952771.pdf [12.11.2019].
6. EHEA (2018). The framework of qualifications for the European Higher Education Area, European Ministers Responsible for Higher Education, http://www.ehea.info/media.ehea.info/file/2018_Paris/77/8/EHEAParis2018_Communique_AppendixIII_952778.pdf.
7. European Association for Quality Assurance in Higher Education, European Students' Union, European University Association, European Association of Institutions in Higher Education, Education International, BUSINESSEUROPE, & European Quality Assurance Register for Higher Education. (2015).
8. FRSE (2018). The System of Education in Poland 2018, Warsaw, p. 71, <http://czytelnia.frse.org.pl/the-system-of-education-poland-2018/>.
9. Harris N. (2003). Towards Shared Descriptors for Bachelor's and Master's. In D. F. Westerheijden & M. Leegwater (Eds.), Working on the European Dimension of Quality: Report of the conference on quality assurance in higher education as part of the Bologna process, Amsterdam, 12-13 March 2002. Zoetermeer: Ministerie van Onderwijs, Cultuur en Wetenschappen.
10. International Faculty of Engineering, Lodz University of Technology, <https://www.ife.p.lodz.pl/>.
11. Jagiellonian University, https://en.uj.edu.pl/en_US/about-university
12. Jagiełło-Rusiłowski A. (2011). Fiński model kształcenia i oceniania kompetencji społecznych – inspiracje dla polskich interesariuszy szkolnictwa wyższego, IBE, Warsaw.
13. Macioł S. (2012), Kwalifikacje i kompetencje absolwentów szkół wyższych – perspektywa pracodawców, „Nauka i Szkolnictwo wyższe” 1(39)/2012, pp. 34-54.
14. Michael G., Zhang T., EUA (2020). Trends 2018 Learning and teaching in the European Higher Education Area, <https://eua.eu/downloads/publications/trends-2018-learning-and-teaching-in-the-european-higher-education-area.pdf> [12.11.2019].
15. Moon J., Orlitzky M. (2011). Corporate social responsibility and sustainability education: A trans-Atlantic comparison, „Journal of Management and Organization” 17, pp. 583-603.
16. OECD (2018). The future of education and skills Education 2030, [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf) [12.11.2019].
17. Polish Accreditation Committee, Standards and criteria of evaluation, <http://www.pka.edu.pl/>.
18. Sá M.J., Serpa S. (2018). Transversal Competences: Their Importance and Learning Processes by Higher Education Students, „Educ. Sci.” 2018, 8, p. 126.



19. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) – Approved by the Ministerial Conference in May 2015.
20. Statistics Poland (2018). Higher education institutions and their finances in 2017 (Szkoly wyższe i ich finanse w 2017 r.), <http://stat.gov.pl/obszary-tematyczne/edukacja/edukacja/szkoly-wyzsze-i-ich-finance-w-2017-roku,2,14.html>.
21. Szerłaż A. (ed.) (2009). Kompetencje absolwentów szkół wyższych na miarę czasów. Wybrane ujęcia, Wrocław.
22. The State University of Applied Sciences (PWSZ in Elbląg), <https://pwsz.elblag.pl/>.
23. UJ, 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> [11.01.2019].
24. UN General Assembly (2015). Resolution adopted by the General Assembly on 25 September 2015, https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E [12.11.2019].
25. United Nations (2015). Resolution adopted by the General Assembly on 25 September 2015: Transforming our world: the 2030 Agenda for Sustainable Development.
26. Walker M., McLean M. (2013). Professional education, capabilities and the public good: The role of universities in promoting human development, Abingdon, NY: Routledge.
27. Warsaw School of Economics, CEMS, <https://ssl-administracja.sgh.waw.pl/en/cpm/cems/Pages/default.aspx>.
28. Weinert F. E. (2001). Concept of competence: A conceptual clarification, in: Salganik D.S., Defining and Selecting Key Competencies, pp. 45–65, Seattle: Hogrefe & Huber.