



MATCHING HIGHER EDUCATION QUALIFICATIONS WITH LABOUR MARKET NEEDS

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How to develop HE qualifications to ensure that:

- competences of HE graduates are adjusted to current labour market needs?
- HE graduates are equipped with skills to develop through life and progress professionally?

What can be done at the policy/system level?

What can be at the institutional level?

INTRODUCTORY REMARK

Qualification in this presentation is understood as:

a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards;

EQF Recommendation (2017)

Actions to be done at the national/system level

- A. Equipping actors with relevant information
- B. Incentives to develop relevant study programmes
- C. Implementing national general rules regarding development of study programmes
- D. Involvement of employers

Actions to be done at the national/system level (2)

- E. Distinguishing between academic oriented and professional study programmes
- F. Promoting RPL
- G. Developing „smaller” qualifications
- H. Renumeration of teacher/academic staff

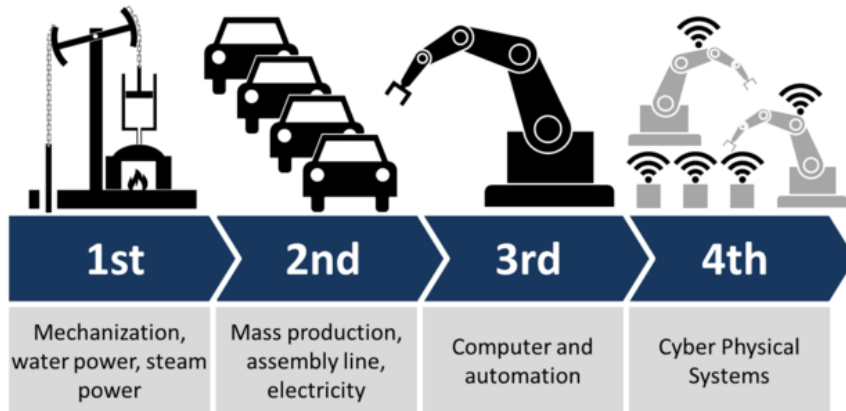
A. Equipping actors with relevant information (1)

Organisation of the system of collection and analysis of information regarding labour market:

- analysis of national and international data
- collecting reliable data from employers and filtering them
- analysing international solutions

A. Equipping actors with relevant information (2)

Providing to HE and learners information regarding labour market current situation and future trends



A. Equipping actors with relevant information (3)

Provide to learners and employers information about the quality of offer of HE institutions

- use of graduate tracking system
- opinions of students
- opinions of employers

See example of graduate tracking system:

<http://ela.nauka.gov.pl/en/>

[Rankings 2015](#)[Reports](#)[Nationwide reports](#)[About the research](#)[About the report](#)[PL](#)


Rankings 2015:



Level of study

- First cycle
- Second cycle
- Uniform Master's studies

Form of study

- full-time course of study
- part-time course of study
- other 

Province

A. Equipping actors with relevant information (4)

If the actors are well informed
then chances for
rationale decisions are significantly higher

B. Financial incentives to develop relevant study programmes

Higher education institutions should be incentivised to launch study programmes which are relevant for the economic development

and not the programmes which are the cheapest to run

Creation of cost-intensity algorithms

C. Implementing national general rules regarding development of study programmes (1)

National Qualifications Framework as a supportive tool:

- using learning outcomes
- adequate assessment criteria
- matching LOs of study programme with NQF level descriptors
- level descriptors referring not only to academic competences but also labour market and key competences

C. National rules regarding development of study programmes (2)

Obligation to justify the need of developing new study programme, and if needed conducting labour market analysis

Importance of communicating outcomes of this analysis to public

Involving employers in design study programmes

D. Involving employers (1)

Obligation (?) to involve employers in:

- the development of study programmes
 - course planning,
 - teaching,
 - assessment,
 - presence in the faculty boards
-
- verification by accreditation agencies (external Quality assurance)

D. Involving employers (2)

Which employers should be involved in the consultation process?

- any employer relevant for the study programme
 - central employer organisation
 - regional employer organisation
 - dedicated body (sectoral council, other)
- who will be financing involvement of employers? How employers will be encouraged to be involved?

D. Involving employers (3)

- who will be financing involvement of employers?
- how employers will be encouraged to be involved?

D. Involving employers (4)

Work placement as obligatory part of studies and/or engaging with industry based project work of different kind?

- for all HE or only for some, for which?

Should there be general national rules of organisation of workplacement?

Obligation of employing practitioners?

E. Different types of study programme – solution for consideration

Academically oriented vs professionally oriented study programmes:

- different NQF level descriptors
- different learning outcomes,
- different requirements regarding staff requirements – obligation of employing practitioners
- different tenure of workbased learning

F. Recognition of Prior Learning

Higher education institutions should be allowed to recognise prior learning of adults –

relevant national regulation

Promotion of RPL within HE by the state
Authorities – often mental barriers of teachers

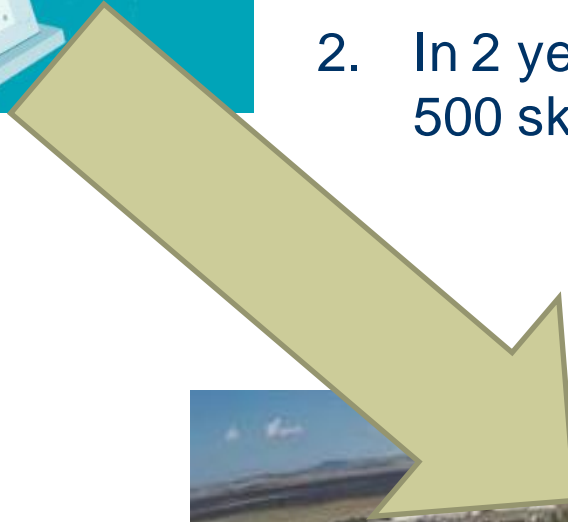
G. Possibility of introducing „smaller” qualifications

Economy is changing fast –
not always degree programmes are the
Adequate offer to respond to the needs of labour
market

Relevant legislation which will allow to develop
NQF qualifications by HE



1. Investor plans to invest in the tech centre.
2. In 2 year time he will need 500 skilled workers



3. How long will take to develop degree programs and equip students with the right skills?

H. Renumeration of teachers/academic staff

- Renurating also for time spent on assessment

Development key and employability skills such as: *communication, learning how to learn, problem solving, leadership* requires much more lengthy assessment tools and methods

H. Remuneration of teachers/academic staff

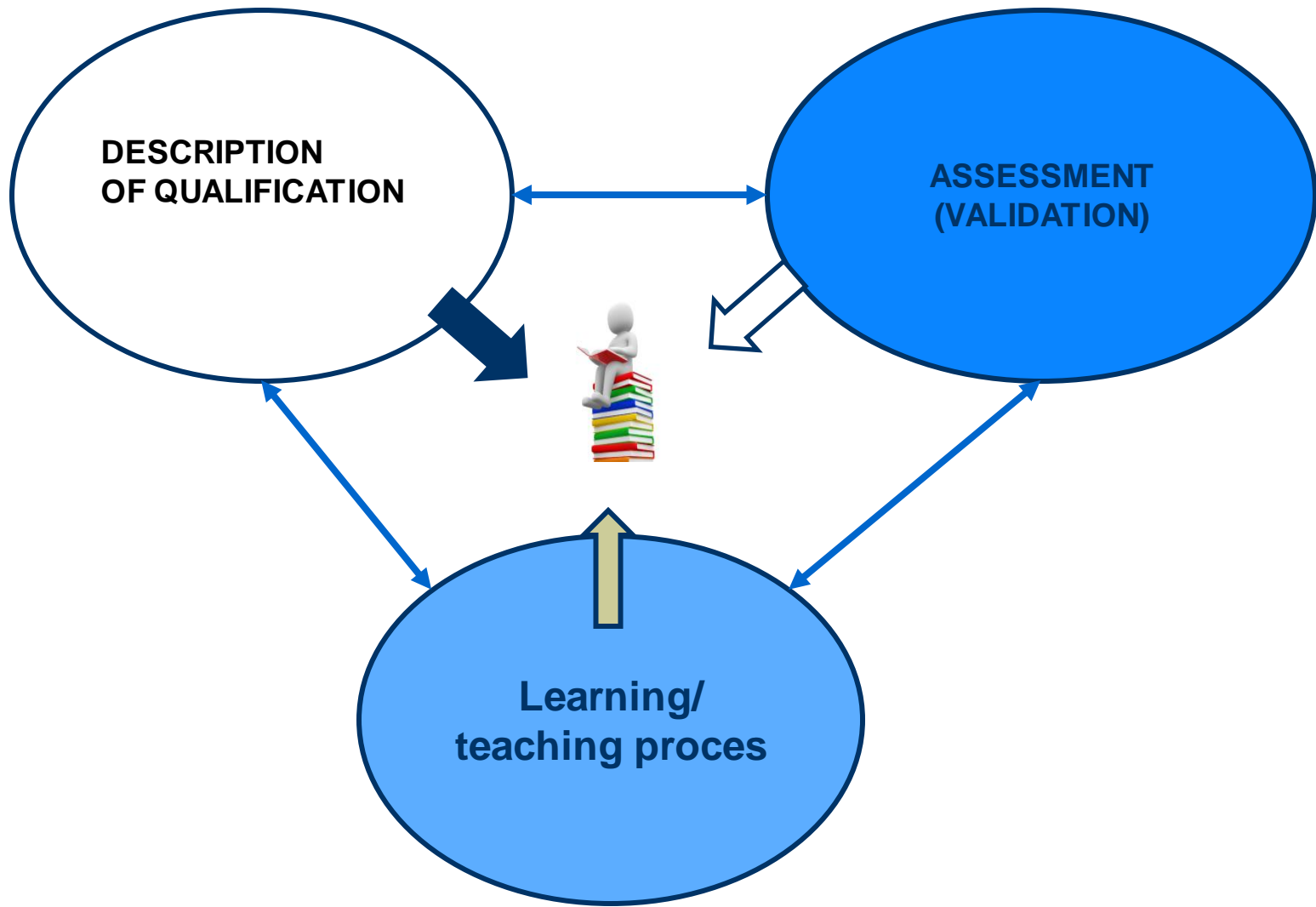
- Rewarding the most ambitious staff members

Creating financial incentives for HE institutions to employ ambitious and open minded staff?

How to do it?

In the form of summary:

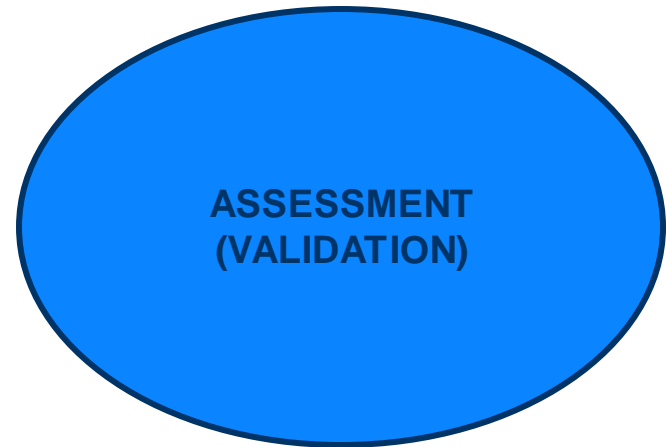
what are the key determinants of the
quality of qualification?



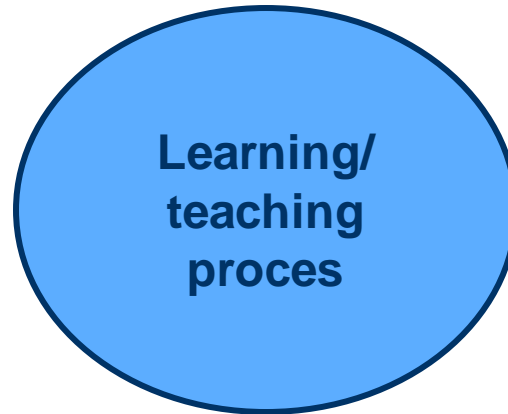


**DESCRIPTION
OF QUALIFICATION**

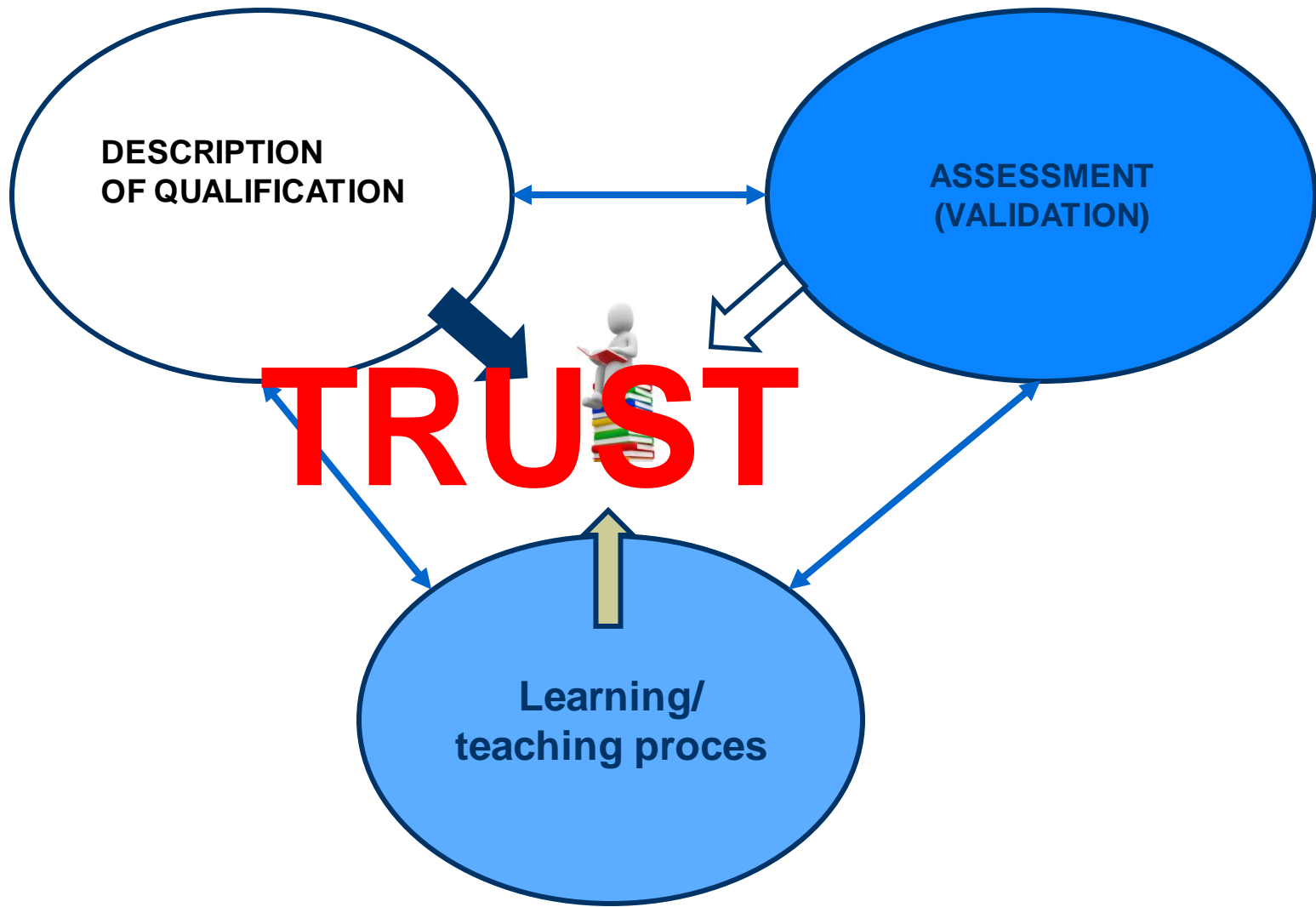
- **a well-conceived qualification:**
up-to-date, adequate to needs of learners, labour market and society realistic; learning outcomes are attainable by learners in a given time and in a defined manner learning outcomes are verifiable
- **well described:**
in terms of LO, assessment criteria, understandable for users according to approved standards for describing qualification



- methods of assessment corresponds to the character of learning outcomes
- reliable - ensuring that the same effect of validation regardless of the methods used, time or persons
- required resources are effectively provided at each stage of attaining a qualification



- competencies of teachers, adequate resources and including equipment,
- motivated learners



Thank you for your attention!

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