

# BRIDGES

Improving Work-based Learning Through Employer links

# BRIDGES?

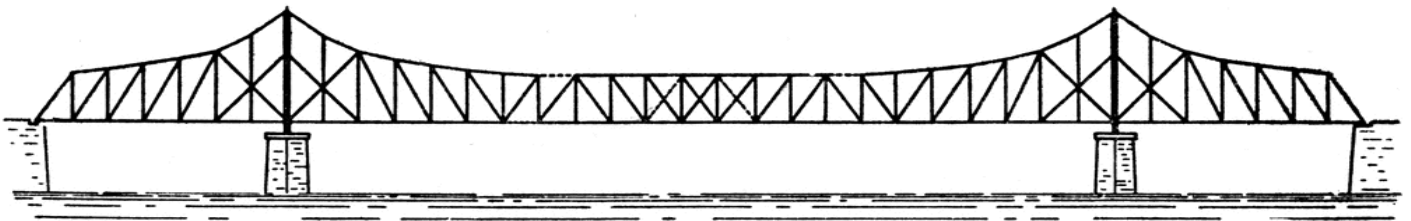
*BRIDGES WBL- Improving work-based learning  
through employer links*

*Project number: 2020- UK1 – UK01 – KA 2020 –  
078809*

## **O2 BRIDGES CPD Programme**

*Requirements, assessments, and procedures*

developed by: EGS



Center for Social  
Innovation



Centrum Wspierania  
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i Przedsiębiorczości

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**CDET B**  
Bereitstellung des Offshore-Crafts für die Stadt  
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## CPD transversal requirements

These guidelines cover the requirements for the BRIDGES CPD programme, in terms of objectives, scope, learning outcomes and the contact hours needed to complete it. The BRIDGES CPD programme is designed to be implemented by VET providers and VET professionals, but it is also a valuable tool for employers in general, Human Resources Departments (HRD), training professionals, recruiters and regulators.

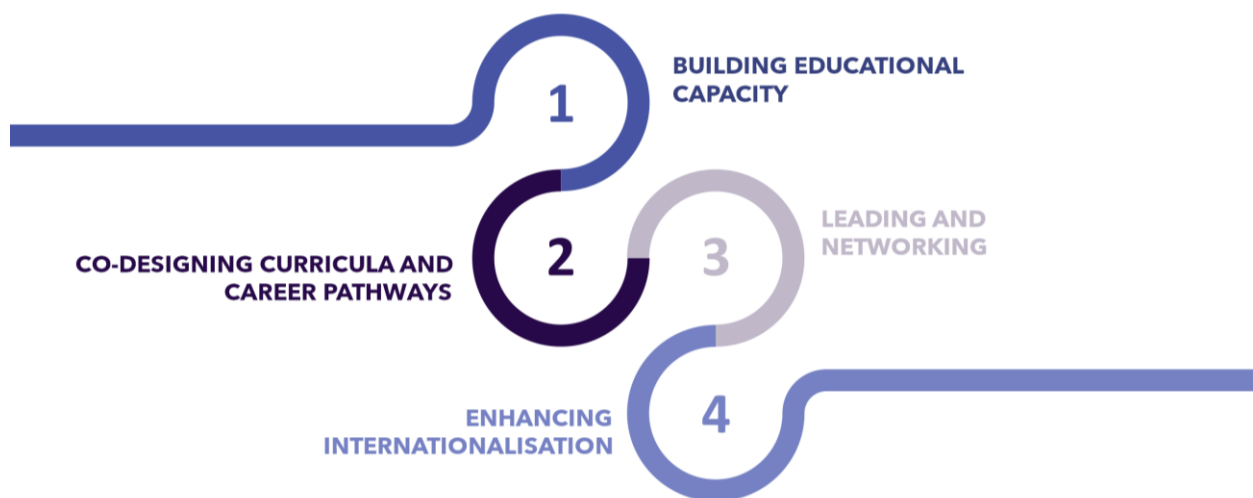
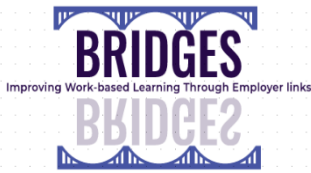


Figure 1: BRIDGES Employer Engagement Path

Learners successfully completing the CPD course are expected to be capable of applying the expected learning objectives listed in the BRIDGES Professional Standards, together with the indicated soft skills required to achieve those objectives.



The BRIDGES CPD is a modular course where each module has the same nomenclature as the level. The scheme of the CPD programme is broken into -

- **Contact hours**, divided into self-directed learning (where the learners go through the modules to complete the course, responding to the different activities and steps required); and tutoring sessions (corresponding to the guidance hours under a supervision of a trainer)
- **Workload**, the total sum of the self-directing learning hours and the tutoring sessions hours.

The BRIDGES CPD programme has been developed for a total of 60 hours, in a blended learning format.

Level 1	Contact hours	
BUILDING EDUCATIONAL CAPACITY	SELF-DIRECTED LEARNING	TUTORING SESSIONS
Unit 1 Training needs analysis for the workforce	4	1
Unit 2 Customised training plans	4	1
Unit 3 Learning how to teach	4	1
<b>Total</b>	<b>12</b>	<b>3</b>
Level 2	Contact hours	
CO-DESIGNING CURRICULA AND CAREER PATHWAYS	SELF-DIRECTED LEARNING	TUTORING SESSIONS
Unit 1 Identifying occupational standards	4	1
Unit 2 Relating occupational standards with job roles	4	1
Unit 3 Breaking down with functional maps	4	1
<b>Total</b>	<b>12</b>	<b>3</b>
Level 3	Contact hours	
LEADING AND NETWORKING	SELF-DIRECTED LEARNING	TUTORING SESSIONS
Unit 1 Form partnerships between employers, regulators and educators with relevant expertise	4	1
Unit 2 New or revised learning and qualifications are fit for industry/sector purpose	4	1
Unit 3 Produce programmes and initiatives to improve VET in a national framework	4	1
<b>Total</b>	<b>12</b>	<b>3</b>
Level 4	Contact hours	
ENHANCING INTERNATIONALISATION	SELF-DIRECTED LEARNING	TUTORING SESSIONS
Unit 1 Enhancing Internationalisation	4	1
Unit 2 Comparative Analysis	4	1
Unit 3 Implementing Your Approach	4	1

Total	12	3
Workload	48	12

## CPD country specific requirements

To guarantee a common starting base for learners in different countries, taking into account the different levels of needs and expectations, the CPD course is designed for EQF level 4 established using both the EQF and partnership countries' National Qualification Framework (NQF) descriptors.

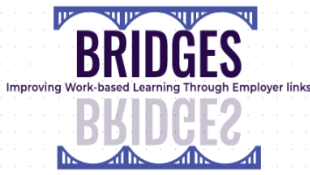
EQF level 4 descriptors elements <sup>1</sup>		
Knowledge	Skills	Responsibility and autonomy
Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

The BRIDGES learning units are described in terms of:

Knowledge	Skills	Attitudes
Know how to...	Demonstrate I can...	Behaviours for success...

Following it is presented specific requirements for the BRIDGES CPD programme in each of the seven countries that form the BRIDGES consortium.

<sup>1</sup> <https://europa.eu/europass/en/description-eight-ef-levels> (last access 02/02/2022)



## United Kingdom (England and Northern Ireland)

The United Kingdom is a union of four countries; while most of the frameworks are similar, each country has its own levels and national framework which can have differences in mapping from one country to another.

### England

#### National Qualification and Framework Overview

All qualifications in England from compulsory school to further and adult education are awarded and quality controlled by "Ofqual." Typical adult education levels start with entry levels 1,2 and 3 which are often seen more in English language and practical skills development. Vocational training then moves into Level 1 and 2 (typically mapped to a high school GCSE), followed by level 3 (mapped to an A-Level) and levels 4-6 which work in comparison to university and higher education.

Vocational training in further education are assessed against knowledge, skills and behaviours and is quality controlled via Ofqual. These include vocational/technical qualifications such as BTEC qualifications. These qualifications are broken into diplomas, certificates and awards.

A new suite of T-Levels aimed at learners aged 16+ include college-based learning and work experience. Work-based education sits in a separate sub-category of learning such as apprenticeships. While these standards (not qualifications) include knowledge, they focus more on skills and behaviours; unlike college qualifications they do not provide access credits to higher education.

### CPD

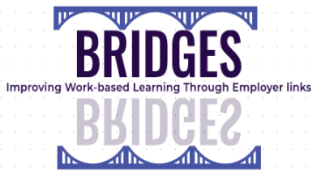
This is largely unregulated; however, there are some awarding organisations such as "CPD" which offer a classification. CPD is generally classed as any ad-hoc learning and includes reading, audio and video to help improve skills within an informal manner.

### References

<https://comparequalifications.co.uk>

<https://www.gov.uk/government/organisations/ofqual>

<https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels>



## Northern Ireland

### National Qualification and Framework Overview

The Qualifications and Credit Framework (QCF) is a new credit transfer system which has replaced the National Qualification Framework (NQF). It recognises qualifications and units by awarding credits. And since each unit has a credit value and the credits can be transferred, the system gives the learners the ability to get qualifications at their own pace.

The QCF is jointly regulated by England's regulator Ofqual, Wales' DCELLS and Northern Ireland's CCEA. The QCF system is based on units which have credit value and levels (from Entry Level to Level 8). One credit roughly equals 10 learning hours which allows the learners to evaluate how much time they will need to gain the desired qualification. According to the QCF system, the learners can gain three types of qualifications:

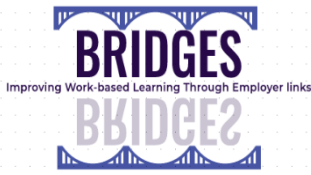
- awards
- certificates
- diplomas

To gain an award, it is necessary to have 1 to 12 credit points which equals 10 to 120 hours of learning. Learners who have 13 to 26 credits (130 to 260 hours) are awarded certificates, while those who have 27 credits or more are awarded diplomas. The QCF system gives awards at any difficulty level from 1 to 8 which is due to the fact that it reveals the size of qualification and not its difficulty level. The latter is indicated by the title of qualification which, however, also reveals the size of the qualification and its subject.

In addition to developing units, developing and accrediting qualifications, and awarding credits and qualifications, the regulators of the QCF are also responsible for maintaining a unit database and monitoring the organisations that operate within the QCF in order to ensure that all are awarded.

qualifications meet the regulatory requirements. These are specified in the regulatory arrangements for the Qualifications and Credit Framework that have been developed jointly by the regulators in England, Wales and Northern Ireland.

A Comparison between the QCF and the Scottish Credit and Qualifications Framework (SCQF) Just like the QCF, the Scottish Credit and Qualifications Framework (SCQF) also covers schools, colleges, and vocational training. The SCQF too is based on awarding credit points which reveal the size of qualification and the system of levels which indicates qualification's difficulty but in contrast to the QCF, the SCQF has 12 rather than 8 levels. Just like in England, Wales and Northern Ireland, one credit point in Scotland roughly represents 10 hours of learning. The SCQF is jointly managed by the Scottish Qualification Authority,



Quality Assurance Agency for Higher Education, Universities of Scotland, Association of Scotland's Colleges and Scotland's Government.

### **Reference Documents**

<https://www.accreditedqualifications.org.uk/qualifications-and-credit-framework-qcf.html>

<https://www.nidirect.gov.uk/information-and-services/looking-work/training-programmes>

<https://www.nidirect.gov.uk/information-and-services/apprenticeships/apprenticeship-frameworks>

### **CPD**

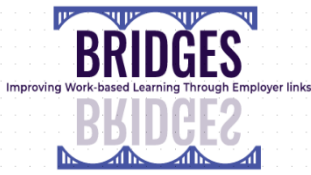
CPD stands for Continuing Professional Development, which supports staff as they learn and develop throughout their careers, ensuring their skills and knowledge are up to date. CPD is any learning or development activity which informs practice, upskills, teaches or develops an individual in relation to a specific role or related activities. It is also becoming increasingly important particularly for Education Training Inspectorate/ Quality Assurance practices / Awarding Bodies and partner University validation.

Each professional sector has its own legislation and regulation for continuing professional development, and staff requirements can vary by awarding organisation and by programme type /level.

### **Reference Documents**

<https://www.accreditedqualifications.org.uk/qualifications-and-credit-framework-qcf.html>  
[Employment, training and careers](#)





## Ireland

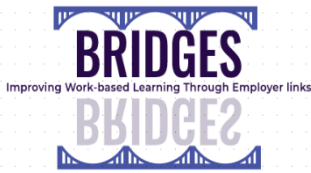
### **National Qualification and Framework Overview**

The Irish National Framework of Qualifications (NFQ) is a 10-level system used to describe qualifications in the Irish education and training system. The NFQ shows how General Education Awards (levels 1 to 4), Further Education and Training (4, 5 and 6) and Higher Education Awards (6 -10) are mapped against the 10 levels of the framework.

The framework describes what learners need to know, understand and be able to do to achieve a qualification. The framework lists the main qualifications awarded at each level and pathways from one NFQ level to the next. Typically VET sector qualifications are located at Levels 4, 5 and 6, there is some overlap at levels 6/7 between VET and Higher Education, whereas levels 8, 9, and 10 tend to be Higher Education.

The NFQ allows the learner to compare qualifications and helps with their choice of programme or course, knowing that it will be recognised at home and abroad. All qualifications included on the NFQ are listed in the Irish Register of Qualifications; if a learner's qualification was obtained outside Ireland, NARIC Ireland, the National Academic

The Recognition Information Centre will help learners find out how the qualification is understood in Ireland by comparing it, where possible, to a major award type and level in the Irish National Framework of Qualifications (NFQ).



## **Who does the NFQ help?**

Individuals -It provides an understanding of qualifications and can help individuals compare qualifications.

Learners - It provides a pathway for progression through education and training.

Employers - It provides a resource for employers to learn more about the qualifications their employees have obtained. The levels are also used as a recruitment tool.

Education & Training providers - It provides for clear identification of qualifications achieved by applicants and may help with credit transfer between programmes and accessing new or additional programmes by the recognition of prior learning.

Qualifications that are included within the Irish NFQ also have an EQF reference level. The register helps make Irish qualifications visible in Europe as the IRQ is linked to the Qualifications Dataset Register on the upgraded Europass platform.

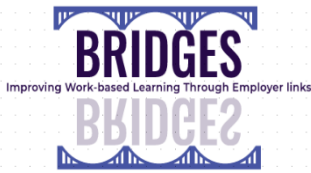
## **Reference documents**

[www.gqi.ie](http://www.gqi.ie) –National Framework of Qualifications

<https://europa.eu/europass/en/european-qualifications-framework-efq>

## **Qualifications Framework**

[www.naric.ie](http://www.naric.ie)- NARIC Ireland, the National Academic Recognition Information Centre



## **CPD**

While the VET sector always delivered industry training at the lower level of the framework (levels 3/4) under a programme called 'Skills for Work' (Skills needed in the workplace), this was an up-skilling programme for employees to help them deal with basic skill demands of the workplace.

All 'Skills for Work' courses include literacy and numeracy as well as a variety of subjects ranging from communications, computing, interpersonal skills, problem-solving and report-writing. These courses are flexible to meet the needs of employers and employees and most programmes are accredited.

## **Reference documents**

<https://www.solas.ie/programmes/skills-to-advance/> - Skills to Advance

<https://careersportal.ie/work/upskilling.php> - skills for work

## Germany

### National Qualification and Framework Overview

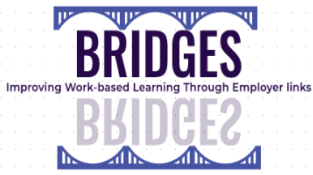
The German NQF (DQF) was published in 2013 and came into force in May 2013, the standards include eight levels with descriptors defined as learning outcomes: knowledge, skills and attitudes. The learning outcome approach plays an important role in reforming German education and training and was an underlying principle in the development of the national qualifications catalogue. It is seen

as a more adequate response to competence needs in the labour market and of critical importance to the recognition of qualifications and understanding of their value.

Germany decided to adopt the eight EQF levels and the EQF level descriptors in setting up the comprehensive DQF with the aim to integrate and coordinate qualifications from all education and training subsystems into a single framework. The process is designed to aid the recognition of non-formal and informal learning, improve transparency and comparability of qualifications to facilitate double certification. Because of this, the DQF has reduced barriers between the different subsystems.

The EQF acts as a translation tool that makes national qualifications understandable across Europe and thus promotes the mobility of employees, learners and their lifelong learning. It is the reference framework for comparing the different national qualifications systems.

The design of qualifications in terms of learning outcomes for vocational education and training is aligned with ECVET principles and aimed at increasing permeability between VET pathways and higher education.



## Reference documents

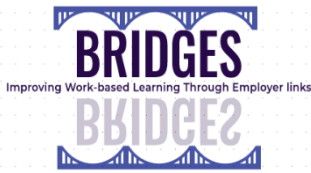
Deutscher Qualifizierungsrahmen

[https://www.dqr.de/dqr/de/der-dqr/dqr-niveaus/dqr-niveaus\\_node.html](https://www.dqr.de/dqr/de/der-dqr/dqr-niveaus/dqr-niveaus_node.html)

<https://www.cedefop.europa.eu/en/countries/germany#3>

Vocational education training in Germany, short description

[https://www.cedefop.europa.eu/files/4184\\_en.pdf](https://www.cedefop.europa.eu/files/4184_en.pdf)



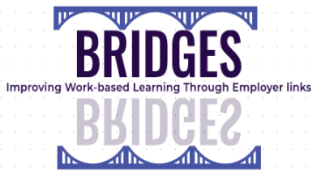
## Portugal

### **National Qualification and Framework Overview**

The Portuguese NQF, published in 2009 and came into force in October 2010, the NQF includes eight levels with descriptors defined in terms of learning outcomes: knowledge, skills and attitudes. The learning outcomes approach plays an important role in reforming Portuguese education and training and was an underlying principle in the development of the national qualifications catalogue. It is seen as a more adequate response to competence needs in the labour market and of critical importance to recognition of qualifications and understanding their value.

### **Reference documents (legislation, frameworks, guidelines, etc).**

Portugal took the decision to adopt the eight EQF levels and the EQF level descriptors in setting up the comprehensive NQF. Aiming to integrate and coordinate qualifications from all education and training subsystems into a single framework, to aid the recognition of non-formal and informal learning, to improve transparency and comparability of qualifications and to facilitate double certification, the NQF is believed to have reduced barriers between the different subsystems. The design of qualifications in terms of learning outcomes also enabled the creation of the National credit system for vocational education and training, aligned with ECVET principles and aimed at increasing permeability between VET pathways and higher education. This enables the allocation of credit points to level 2, 4 and 5 NQF qualifications included in the national qualifications catalogue, and to certified training included in the integrated information system for the management of education and training provision (Sistema integrado de informação e gestão da oferta educativa e formativa, SIGO), compliant with the quality criteria in place.



## Reference documents

Cátalogo Nacional de Qualificações

<https://catalogo.anqep.gov.pt/>

Guia interpretativo do Quadro Nacional de Qualificações

[https://anqep.gov.pt/np4/file/312/QNQ\\_GuiaInterpretativoQNQ\\_2014.pdf](https://anqep.gov.pt/np4/file/312/QNQ_GuiaInterpretativoQNQ_2014.pdf)

Ponto de Coordenação Nacional para a implementação do Quadro Europeu de Qualificações (QEQ)

[https://www.anqep.gov.pt/np4/Representacoes\\_e\\_Projetos\\_Europeus\\_e\\_Internacionais.html](https://www.anqep.gov.pt/np4/Representacoes_e_Projetos_Europeus_e_Internacionais.html)

Vocational education training in Portugal, short description

[https://www.cedefop.europa.eu/files/4191\\_en.pdf](https://www.cedefop.europa.eu/files/4191_en.pdf)

## CPD

In-company continuing professional training, in both the public and private sectors, is usually offered outside the CNQ framework. Training providers can register issued certificates at the platform of the integrated system of information and management of the education and training programmes. In 2018, the labour ministry issued the survey of continuing professional training (relatório anual de formação continua), covering 258 592 enterprises, which employed 2 870 008 workers.

Vocational training is of such importance that Subsection II of the Labour Code devotes articles 130 to 134 to the subject. This legislation guarantees the rights of employees to receive quality training and also the obligations of their employers in this process. About continuing training (article 131) the law states

*Within the scope of continuous training, the employer shall:*

- a) Promote the development and adequacy of the worker's qualifications, with a view to improving their employability and increasing the company's productivity and competitiveness;*
- b) Ensure each worker the individual right to training, through a minimum number of hours of training per year, through actions developed in the company or the granting of time to attend training at the worker's initiative;*
- c) Organise training in the company, structuring annual or multi-annual training plans and, in relation to these, ensuring the right to information and consultation of the workers and their representatives;*
- d) To recognise and value the qualifications acquired by the worker.*

Training may be carried out by the employer, by a training entity certified for that purpose, or by an educational establishment recognised by the competent minister. This process ends with the issue of a certificate and registration in the Individual Skills Booklet (Caderneta Individual de Competências) under the terms of the legal system of the National Qualifications System.

Following this law, each professional sector has its own legislation and regulation for continuing professional development.

### **Reference documents**

Código do trabalho (Articles 130 to 134)

<https://dre.pt/dre/legislacao-consolidada/lei/2009-34546475-46733675>

Vocational education training in Portugal, short description

[https://www.cedefop.europa.eu/files/4191\\_en.pdf](https://www.cedefop.europa.eu/files/4191_en.pdf)



## Spain

### National Qualification and Framework Overview

In the Spanish case, the NQF is called the Spanish Qualifications Framework (MECU) and its legal scope is currently under development. The Royal Decree that will define its application is being drafted based on the recommendation of the European Parliament and the Council of 23rd April 2008, which advises States to align their qualifications systems, and Royal Decree 1027/2011, which defines the levels and level descriptors for referencing higher education to the EQF levels (levels 5 to 8).

MECU is structured in eight levels (equivalent to the EQF) covering all types of qualifications in Spain. The level descriptors are defined in terms of knowledge, skills and competences following also the EQF model. The top four levels (5 - 8) are compatible with the levels of the Spanish Framework of

Qualifications for Higher Education (MECES), based on the Dublin

descriptors. It intends to include both qualifications obtained in the educational system and qualifications obtained outside the Educational System (through on-the-job training, work activity, collaboration with NGOs...).

### Reference documents (legislation, frameworks, guidelines, etc):

Spanish NQF

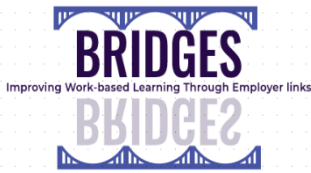
<https://www.educacionyfp.gob.es/mc/mecu/mecu.html>

National Qualifications Institute

<https://incual.educacion.gob.es/>

EURYDICE on National Qualifications Frameworks

[https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-79\\_es](https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-79_es)



## **CPD**

In Spain, the Ministry for Education and Vocational Training, and Ministry for Labour and Social Economy with the Public Employment Service are responsible for the VET system. Within the CPD we can find different itineraries:

The training programmes included in IVET. Aimed mainly at young people, who wish to acquire a qualification. These certifications correspond to the official national Education System. Students passing this basic VET programme are awarded a diploma with academic and professional validity. This one applies ECVET methodology, based on learning outcomes with a strong focus on work-based learning.

Continuous Vocational Training for Employment, to enable qualification, improvement and requalification. It includes training programmes for both employed and unemployed workers, with the aim of improving the employability of the population by professional training or retraining. In this case, the regulation bodies and certification processes are run by the public employment service. Within this, we can find:

Linked to National Catalogue for Occupational Standards:

Professional Certificates, an official credential of an occupational standard granted by the employment authorities, establishing a professional profile and its required skills.

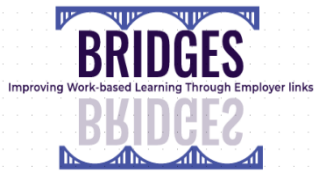
Not linked to the National Catalogue for Occupational Standards.

It normally does not lead to a professional certificate or other official certification:

Training organised by companies for their employees.

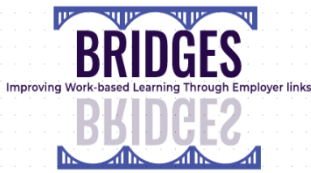
Sectoral and cross-sectoral training programmes for the employed and self employed or for unemployed.

CEDEFOP about Spain



<https://www.cedefop.europa.eu/en/country-reports/vocational-education-and-training-europe-spain-2018> Spanish Employment Services

<https://www.sepe.es/HomeSepe/Personas/formacion/ofertas-formativas.html>



## Cyprus

### **National Qualification and Framework Overview**

The Council of Ministers approved in 2012 the creation of the Cyprus Qualifications Framework and the adoption of the 8 levels of the European Qualifications Framework. The National Committee for the Development and Adoption of the National Qualifications Framework in Cyprus, which consists of the Permanent Secretary of the Ministry of Education and Culture, the Permanent Secretary of the Ministry of Labour and Social Insurance and the General Director of the Human Resources Development Authority or their representatives.

The Cyprus Quality Framework includes the development and implementation of the procedures concerning Quality Assurance and the awarding of Qualifications. It is also the “tool” for the categorisation of qualifications according to skills, knowledge, and competences. It acts as a reference framework, allowing the validation and comparability of qualifications and thus the mobility of workers and learners. It is an attempt to include the diversity of lifelong learning, formal, non-formal and informal learning.

Cyprus vocational education and training (VET) system plays an important role in addressing the negative impact of the economic crisis on the labour market and in laying the foundations for future growth.

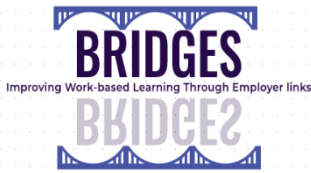
To continue to meet the expectations of the Cypriot economy and society, VET is undergoing substantial reforms. VET is an important part and features prominently in the Cyprus lifelong learning strategy. Its main actions include the strengthening of lifelong guidance and counselling services, and the development of the national qualifications framework (NQF).

### **Reference documents**

<https://www.cyqf.gov.cy/index.php/en/>

Vocational education training in Cyprus, short description:

[https://www.cedefop.europa.eu/files/4118\\_en.pdf](https://www.cedefop.europa.eu/files/4118_en.pdf)



## CPD

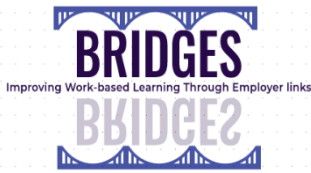
In Cyprus, Continuing Professional Development is expected by most individual professionals and is generally governed by regulators, associations, and professional bodies in each professional sector.

There are a large number of bodies and institutes representing all sectors and professions in Cyprus, including professional bodies in the financial services sector. They all have various CPD policies or schemes. The requirements of these systems vary, and each organisation will decide how many hours or content can be accepted as CPD. In most cases, the CPD scheme is a core policy of the organisation and is often included in the code of conduct for its members.

Professional institutes CPD schemes and their requirements vary across a range from mandatory to compulsory to voluntary. It will usually depend on whether CPD is mandatory from a regulator or from the individual's professional body. In regulated industries, including financial services, healthcare, accountancy and legal services, individual practitioners who do not update their CPD can lose their licence to practice. In most of these cases members must submit their CPD to their professional body or in other cases the regulator will carry out spot checks on licensed practitioners annually.

Most professional bodies or regulators require input based CPD systems. These require an individual to obtain a specified number of CPD hours, points or credits over a specified period of time e.g. individuals working for Cyprus Investment Firms and licensed by the Cyprus Securities and Exchange Commission in Cyprus must achieve 5 or 10 hours of CPD (depending on their licence) over the course of a year by undertaking various training and learning activities.

CPD activities can range from formal training activities, such as instructor-led training courses and conferences, to self-directed learning, such as e-learning courses or structured reading. The CPD process helps practitioners to manage their development on an ongoing basis. Its function is to help them record, review, and reflect on what they are learning.



The Cyprus College - School of Professional Studies 2022 Catalogue

<https://sps.cycollege.ac.cy/images/media/assetfile/CPD%20Course%20Catalog%20Spring%202022>

[Final%20 The%20School%20of%20Professional%20Studies%20v2.pdf](#)

### **Reference documents**

European Institute of Management & Finance, Continuous Professional Development (CPD) Explained: <https://eimf.eu/continuous-professional-development-cpd-explained/>

Cyprus College – The School of Professional Studies Continuing Professional Development (CPD)

[Seminars: https://sps.cycollege.ac.cy/easyconsole.cfm/id/1500](https://sps.cycollege.ac.cy/easyconsole.cfm/id/1500)

## Poland

### **National Qualification and Framework Overview**

The Polish Qualification Framework (PQF) the same as the European Qualification Framework (EQF), consists of 8 Levels. Each level is outlined by broad characterisation of the range and complexity of knowledge, skills and social competencies needed of individuals with a particular level of qualification. The PQF includes characteristics typical of qualifications awarded in general education, vocational education and higher education.

Consistency between PQF level descriptors and EQF level descriptors guarantees that the PQF level defined for a given qualification is the same as the EQF level. Since the beginning of 2017 Poland has implemented structural reform in its educational system. The most important elements of this reform for VET education are:

A new type of vocational school offering a two-stage vocational education: 3-year 1st-degree trade vocational school (enabling the attainment of professional qualifications) with the possibility of continuing education in a 2nd-degree trade vocational school for another 2 years to improve qualifications/obtain additional qualifications and prepare for the baccalaureate exam.

Encouragement dual vocational education in association with the business sector

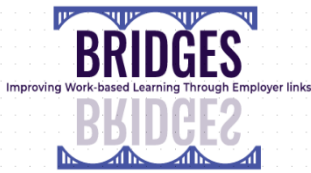
Expanding the participation of employers in financing vocational training.

The industry vocational school stage was introduced in September 2017, and industry vocational school stage II has been in operation since 2021/22.

### **CPD**

Adult education and Continuous Vocational Education and Training (CVET) are provided at continuing education centres, vocational training centres and secondary vocational schools. Since most adults are economically active, further education can also take place in the workplace.

The purpose of work-based learning is to help employees supplement and update their knowledge and skills. By acquiring new qualifications and skills, an employee can improve their situation on the labour market and continue his or her professional development.



The Ministry of National Education has come out with such initiatives as The Integrated Qualifications System Act, which came into effect in 2016. This law establishes the Integrated Qualifications System: Integrated Qualifications Register and the Polish Qualifications Framework, as well as quality assurance and validation rules related to the system.

The Register covers qualifications from the education and higher education systems. In addition, any interested entity may develop so-called market qualifications. These are entered in the registry on the initiative of that entity, often a training institution.

**References:**

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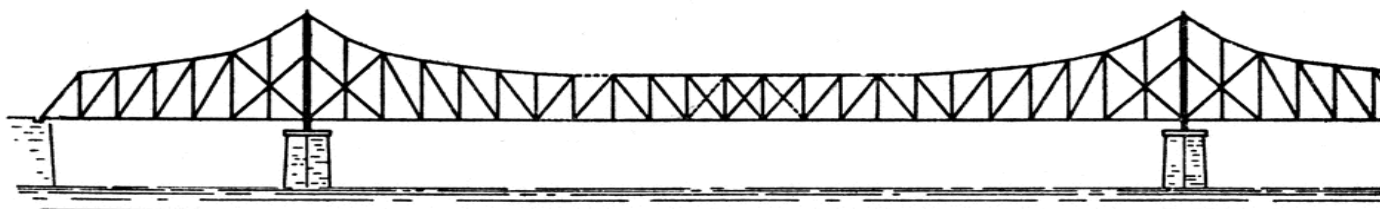
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Improving Work-based Learning Through Employer links

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