

## Description of a market qualification – form

Description of the market qualification (name of the qualification)

### **Conducting evaluations**

The working drafts were developed with the support of the Educational Research Institute under the systemic project entitled “Support to central government administration, awarding bodies and quality assurance institutions in implementing stage II of the Integrated Qualifications System” co-financed by the European Social Fund under the Operational Programme Knowledge Education Development, Priority II: Effective public policies for the labour market, economy and education, Measure 2.13 Transparent and coherent National Qualifications System.

Task 2: Support to entities interested in including in the IQS qualifications awarded outside the school and higher education systems, including market qualifications.

<b>Type of application</b>
Application to include a qualification in the IQS
<p><b>Name of the qualification</b> (300 characters)</p> <p><i>Mandatory field (art. 15 section 1 item 2) letter a). Full name of the qualifications as it will be listed in the IQR and on documents confirming its attainment.</i></p> <p><i>The name of the qualification should (to the extent possible):</i></p> <ul style="list-style-type: none"> <li>– unequivocally identify the qualification,</li> <li>– differ from the names of other qualifications,</li> <li>– differ from the name of a profession, job title or occupation, authority,</li> <li>– be as short as possible,</li> <li>– not contain abbreviations,</li> <li>– be based on a verbal noun, e.g. “collecting”, “storing”, “sewing”.</li> </ul>
<b>Conducting evaluations</b>
<p><b>Abbreviated name</b> (150 characters)</p> <p><i>Not mandatory</i></p>
Evaluator
<b>Type of qualification</b>

Indicate if the qualification is a full qualification or partial qualification.

partial

**Proposed Polish Qualifications Framework level**

*Mandatory field (art. 15 section 1 item 4). Proposed Polish Qualifications Framework level.*

Polish Qualifications Framework level 5

**Brief description of the qualification and indicative cost of obtaining the document confirming the attainment of the qualification (4000 characters)**

*Mandatory field (art. 15 section 1 item 2) letter d). Selected information about the qualification for persons interested in attaining the qualification and employers, allowing them to quickly assess whether the particular qualification is the one they are seeking.*

*The brief description can answer such questions as “Which activities and tasks can be performed by a person with this qualification”.*

The holder of this qualification is prepared to conduct the evaluation process. He/she prepares the concept of the evaluation, including: specifying the scope and aims of the evaluation, selecting appropriate evaluation criteria, formulating evaluation questions, selecting appropriate research methods, developing research tools as well as identifying the risks in the course of the research and planning interventions to minimise or eliminate the consequences of their occurrence. Moreover, he/she analyses and describes the results of the evaluation and interprets the collected data in relation to the adopted criteria. He/she formulates conclusions and recommendations and clearly presents the results of the evaluation in a manner adapted to particular groups of recipients.

A person with this qualification adheres to evaluation standards and ethical principles at all stages of the evaluation process. He/she identifies, analyses and takes into account factors influencing the quality of the evaluation. He/she performs evaluation activities in cooperation with the stakeholders of the evaluation.

Individuals with this qualification can find employment in all three sectors: public, private and non-governmental. Individuals with the qualification in evaluation may use it in applied social research. Evaluators may also be self-employed and act as independent researchers, as well as take on commissions from various entities as freelancers.

The indicative cost of attaining this qualification is 1500 PLN.

**Indicative workload required to attain the qualification [in hours].**

*Mandatory field (art. 15 section 1 item 2) letter c). Average number of hours that must be devoted to achieve the learning outcomes required for the given qualification as well as for its validation (1 hour = 60 minutes).*

*It is worth first determining the indicative workload for specific sets of learning outcomes. The indicative workload for the qualification corresponds to the sum of the workload required to achieve the sets of learning outcomes identified for the qualification.*

1500 hours

**Groups of persons who may be interested in attaining the qualification (2000 characters)**

*Mandatory field (art. 15 section 1 item 2) letter f). Information on groups of persons who may be particularly interested in attaining the given qualification, e.g. property managers, telecommunications professionals, women re-entering the labour market.*

Persons interested in confirming their competences and obtaining a certificate confirming that they have the qualification of an evaluator include:

- persons who perform evaluations, including the implementation or coordination of evaluations,
- persons responsible for commissioning evaluations, working with evaluation contractors and accepting evaluation reports.

The qualification has an intersectoral character, i.e. both representatives of the market (business), public administration institutions, non-governmental organisations and the academic community will be interested in attaining the qualification. It will also be attractive to persons who simultaneously work in different segments of the economy (e.g. public administration and academia) as well as independent experts.

**Please check the following fields if applicable (fields introduced as of 1 September 2019)**

**The qualification may be useful for sectoral school students or vocational secondary schools educating students in specific professions** [Regulation of the Ministry of National Education of 16 May 2019](#)

*In a vocational education school, education is based on the core curriculum set forth in the Regulation of the Minister of National Education of 16 May 2019 on the core curriculum of education in the occupations of sectoral education and additional professional skills in selected occupations of sectoral education (Journal of Laws, item 991).*

*Some class hours may be counted towards compulsory education classes preparing students to attain a market qualification functioning in the IQS relating to the taught profession (§ 4 section 5 item 2 of the Regulation of the Minister of National Education of 3 April 2019 on the teaching plan framework for public schools (Journal of Laws, item 639)).*

*Specify the occupations (in accordance with the classification of occupations of sectoral education defined in Appendix No. 2 to the Regulation of the Minister of National Education of 15 February 2019 on the general objectives and tasks of education in the occupations of sectoral education and*



*the classification of occupations of sectoral education [Journal of Laws, item 316]) justifying the preparation of students to attain the market qualification described in this application.*

**Indicate the occupations taught in vocational school that relate to this qualification**

*If item 7a indicates the usefulness of the qualification, then please choose those professions, with which the qualification presented in this application is related from the drop-down list of sectors and professions.*

not applicable

**Required antecedent qualifications (2000 characters)**

*Non-mandatory field. Full and partial qualifications that a person wanting to attain this qualification should already possess in order to apply for the validation of acquired learning outcomes required for this qualification.*

Full qualification at Polish Qualifications Framework level 6

**If applicable, the conditions to be met by persons wanting to go through the validation process (2000 characters)**

*Mandatory field (art. 15 section 1 item 2) letter g). Describe (if applicable) the conditions to be met by persons wanting to go through the validation process and by those who can attain the qualification (e.g. required level of education).*

*When describing these conditions, please remember that they are not the same as the conditions for employment (e.g. valid medical examinations). Professional experience should be indicated as a condition only in justified cases – the competences resulting from professional practice should be reflected primarily in the learning outcomes required for the qualification.*

*The indicated conditions required for acceptance to the validation process should be verifiable.*

- full qualification at Polish Qualifications Framework level 6,
- experience in conducting (implementing, coordinating, commissioning) at least 3 evaluations in the last 10 from the moment of undertaking activities to attain the qualification.

**Need for the qualification (10000 characters)**

*Mandatory field (art. 15 section 1 item 2) letter i). Demonstrate that the qualification responds to current and foreseeable social and economic needs (regional, national, European).*

*The opinions of economic organisations, labour market trends, technology development forecasts as well as national or regional development strategies may be referred to here.*

Evaluation is developing in many areas, such as cohesion policy, education and higher education, social assistance, culture, development aid. According to available data, which does not illustrate all of evaluation practice, the number of evaluations performed in recent years is significant. In the field of education, according to data from the system of the evaluation of

education, 31,010 evaluations were conducted [1]. In the area of cohesion policy, more than 1,400 evaluations were conducted between 2002 and mid-2020 [2].

The development of evaluation takes place at various levels: evaluation practice, theory (evaluation science) and also in the regulatory sphere. The Act of 6 December 2006 on the principles of development policy [3] establishes the obligation to conduct evaluations for national and regional development strategies and programmes. Additionally, over 1,000 other legal acts refer to the issue of evaluation [4]. Evaluation also has a strong presence in the practice and regulations of the European Union.

Despite the successes to date in the development of the culture of evaluation in Poland distinguishing us from other countries in the region [5], several problems are evident. First, evaluation is still not used sufficiently in other areas (e.g. the activities of non-governmental organisations, local government, many public policies). An increase in the use of evaluation in these areas has been expected for many years [6], but this has not happened so far. In areas where evaluation is practiced, doubts have arisen as to whether this is a systemic, permanent change or just a temporary adaptation to external requirements [7]. Due to these shortcomings, we cannot speak of a widespread culture of evaluation in the public, private and non-governmental sectors [8].

The second problem, and at the same time one of the reasons for the insufficient prevalence of evaluation practice, is the fact that the awareness of the functions of evaluation and of quality evaluation research is too low. This is influenced by many factors, but one of the key issues is the potential of entities commissioning and implementing evaluation. This topic is regularly addressed in evaluation publications and at conferences, and is also highlighted by the key entities in the evaluation market (e.g. the National Evaluation Unit).

One of the factors underlying the indicated problems is that the position of evaluation has not been established and its role is unclear (not only in Poland, but also in the countries that are considered its pioneers). The discussion on whether evaluation can and should be considered a separate profession has been an ongoing one for years (e.g. [9], [10], [11]), but there are also those who are “against” this view (e.g. [12], [13]). The introduction of a qualification for performing evaluations will be a step towards improving the current situation. A formal path for confirming the competences required for performing evaluations should contribute to the professionalisation of the evaluator's profession and strengthen the position of evaluation as a separate profession. This will indirectly contribute to increasing the popularity of evaluation and spreading this practice to other areas of the activity of entities from all sectors. The opportunity to confirm an evaluator's competences should also have a positive impact on improving the quality of the evaluation process – commissioning, implementing, coordinating evaluation research and the use of its results.

1. [www.seo2.npseo.pl](http://www.seo2.npseo.pl)
2. [www.ewaluacja.gov.pl](http://www.ewaluacja.gov.pl)
3. Journal of Laws No. 227, item 1658, with later amendments
4. [www.legalis.pl](http://www.legalis.pl)
5. Bachtler J. (2011). The evaluation of regional policy in Europe: culture, commitment and capacity. In K. Olejniczak, M. Kozak, S. Bienias (Eds.), *Evaluating the effects of*



*regional interventions. A look beyond current Structural Funds' practice* (pp. 90–113).  
Warsaw: Ministry of Regional Development.

6. Olejniczak K. (2008b). *Mechanizmy wykorzystania ewaluacji. Studium ewaluacji średniookresowych INTERREG III*. Warszawa: Wydawnictwo Naukowe Scholar.
7. Kupiec T., Wojtowicz D., Olejniczak K. (2020). *Between compliance and systemic change – Evaluation practice in eight CEE countries*. In S. Mazur (Ed.), *Public Administration in Central Europe. Ideas as Causes of Reforms* (pp. 129–146). London and New York: Routledge.
8. Bartosiewicz-Niziołek M., Ciężka B., Felcis W., Hermann-Pawłowska K., Krupnik S., Strzęboszewski P., Szczurek A. (2020) Poland. In R. Stockmann, W. Meyer, L. Taube (Eds.), *The Institutionalisation of Evaluation in Europe* (pp. 405–434). Palgrave Macmillan.
9. Patton M. Q. (1990), *The Challenge of Being a Profession*. *American Journal of Evaluation*, 11(1), 45–51.
10. Jones S. C., Worthen B. R. (1999). *AEA Members' Opinions Concerning Evaluator Certification*. *American Journal of Evaluation*, 20(3), 495–506.
11. Stufflebeam D. L. (2002). *The Methodology of Metaevaluation*. In D. L. Stufflebeam, G. F. Madaus, T. Kellaghan, *Evaluation Models. Viewpoints on Educational and Human Services Evaluation* (pp. 457–472). New York, Boston, Dordrecht, London, Moscow: Kluwer Academic Publishers.
12. Rossi P. H., Freeman H. E., Lipsey M. W. (2004). *Evaluation: A Systematic Approach* (7th edition). Thousand Oaks, London: Sage.
13. Morell J. A. (1990). *Evaluation: Status of a Loose Coalition*. *American Journal of Evaluation*, 11(3), 213–219.

**References to similar qualifications and a description of qualifications in the IQR that have common sets of learning outcomes (3000 characters)**

*Mandatory field (art. 15 section 1 item 2 letter k). Explain how the qualification differs from selected qualifications of a similar character. The reference point should be qualifications in the IQS. In addition, indicate those qualifications entered in the IQR containing at least one same set of learning outcomes.*

Within the framework of courses conducted at universities in such fields as sociology, economics, management, psychology, pedagogy, social policy, socio-economic geography, students acquire knowledge and skills in conducting social research with the use of quantitative and qualitative methods. The proposed qualification includes additional competences required to conduct evaluations.

The proposed qualification differs from those attained from the above-mentioned study programmes in terms of ensuring:

- structured knowledge of the methodology of performing evaluation research,
- the ability to select and apply research approaches typical for a given scientific discipline as well as those specific to evaluation research,
- the ability to formulate and apply evaluation criteria,



- the ability to translate research results into useful (practical and feasible) recommendations in a given context,
- the ability to cooperate with evaluation stakeholders from different backgrounds.

Several higher education institutions offer post-graduate studies in evaluation; however, the scope of some of these study programmes concentrate on specific areas (e.g. evaluation in education, social policy, evaluation of projects co-financed from EU funds, development-oriented evaluation).

Although the qualification described in this application is similar to these types of studies, it confirms the ability to practically apply knowledge about evaluation in a variety of areas.

**Please check the fields below if applicable (fields introduced as of 1 September 2019)**

**The qualification includes common or similar sets of learning outcomes with “additional professional skills” for selected occupations taught in sectoral education.**

[Additional professional skills](#)

*Select from the list of “additional vocational skills” (as defined in the Regulation of the Ministry of National Education of 16 May 2019 on the core curriculum of education in the occupations of sectoral education and additional vocational skills in selected occupations of sectoral education, Annex No. 33) containing common or similar sets of learning outcomes with the sets of learning outcomes defined in the market qualification.*

**Identify the “additional professional skills” in selected occupations of sectoral school that have common or similar sets of learning outcomes.**

**(Sector – Occupation – Skills)**

*If a positive answer was given in item 11a, select the skills from the drop-down list of sectors, occupations and additional skills which are common or similar to those for the qualification described in this application.*

not applicable

**Typical possibilities of using the qualification (4000 characters)**

*Mandatory field (art. 15 section 1 item 2) letter j). Discuss the perspectives for employment and further learning that are most relevant to the personal and professional development of persons interested in attaining the qualification.*

*You may indicate examples of jobs for which a person with this qualification will be able to apply.*

Individuals with the qualification “performing evaluations” can find employment in all three sectors: public, private and non-governmental. In the public sector, they can be involved in commissioning and implementing evaluations of public interventions implemented by

government and local government institutions (e.g. central government offices, marshal's offices, labour offices, regional centres for social policy, educational and training entities, academic centres, research institutes). In the non-public sector they can operate their own business or be employed as evaluators by research and consulting firms/agencies performing evaluation research. In the third sector, they can be employed as evaluation specialists (or monitoring and evaluation) in managing the projects of various programmes or commissions from the public sector. Evaluators can also be self-employed and act as independent researchers, performing contracts for various entities as freelancers.

Attaining qualifications and the professional development of evaluators is possible through participation in postgraduate studies, courses and training workshops on improving research and analytical skills, including ICT (operating specialised software for databases, statistical programs and qualitative data analysis, preparing reports and multimedia presentations), knowledge of RODO regulations, as well as soft skills (communication, conflict and problem solving, creativity, teamwork, time management, stress management, public speaking, assertiveness, negotiating). The participation in thematic seminars, fairs and industry conferences also serves to expand the knowledge of evaluators. Professional ethics are an important issue in an evaluator's work.

#### **Requirements for validation and the entities performing validation (10000 characters)**

*Mandatory field (art. 15 section 1 item 2) letter h). Identify the requirements that form the basis for performing validation in different institutions. The requirements should relate to:*

- the methods used for validation – to verify the learning outcomes required for the qualification, but also (where appropriate) to identify and document learning outcomes;*
- the persons designing and performing validation;*
- the way validation is performed and the organisational and material resources required for validation to take place.*

*The requirements for validation may be indicated for single sets of learning outcomes or for the whole qualification.*

*The requirements may be supplemented by additional guidance for institutions and individuals designing and performing validation, as well as for those seeking to attain the qualification.*

### **1. Assessment**

#### **1.1. Methods**

The following methods are used in the assessment stage:

- analysis of evidence and statements,
- discussion with the certifying commission.

In cases where the above-mentioned methods are insufficient, the following supplementary methods may be used:

- observation in simulated conditions (case analysis),
- theoretical test, e.g. on knowledge, analytical skills.



## 1.2. Staff resources

The validation commission consists of a minimum of three persons, each of whom meets the following requirements:

- has completed higher education at PQF level 7,
- has performed at least two evaluations in the last 10 years,
- in the last 5 years, has participated in one of the following evaluation activities:  
authored a publication, presented at a conference (scientific or sectoral conference),  
conducted training, undertook teaching activities, assessed evaluation competences.

Additionally, at least one member of the commission has experience in training or teaching activities relating to the subject of evaluation – a minimum 90 hours of teaching or conducting a minimum of 3 training courses in the last 3 years; at least one member of the commission has experience in directing evaluation research – a minimum of 3 studies in the last 6 years, and at least one member of the commission has experience in performing evaluation studies – a minimum of 3 studies in the last 5 years.

Evaluation studies are understood as social research with the use of criteria and recommendations.

## 1.3. Required material and organisational resources

There are no specific requirements relating to material resources.

### 2. Identification and documentation

The awarding body should provide the support of a validation counsellor.

The validation counsellor should have the following competences:

- has completed higher education at PQF level 7,
- has participated in the performance of a minimum of 1 evaluation once every 5 years in the last 10 years or has a qualification in performing evaluations at a minimum PQF level of 5,
- in the last 5 years, has participated in one of the following evaluation activities:  
authored a publication, presented at a conference (scientific or sectoral conference),  
conducted training, undertook teaching activities.

The following methods are used in the identification and documentation stages:

- analysis of evidence and statements,
- discussion with a validation counsellor.

**Proposed reference to a level of a sectoral qualifications framework (if applicable) (1000 characters)**

*If a sectoral qualifications framework has been established in the relevant sector or industry, this field is mandatory (art. 15 section 1 item 4). Provide a proposed reference to the level of the relevant sectoral qualifications frameworks, if they are included in the IQF.*

not applicable

**Synthetic description of the learning outcomes (2000 characters)**

*Mandatory field (art. 15 section 1 item 3) and art. 9 section 1 item 1) letter a). A concise, general description of the knowledge, skills and social competence by specifying the activities that a person holding the given qualification will be prepared to do.*

*A synthetic description of the learning outcomes should refer to the descriptors of the relevant PQF level, in particular answer questions about preparing the holder of a qualification to act autonomously under more or less predictable conditions, to conduct activities at different levels of complexity, to undertake specific roles in a group, to take responsibility for the quality and results of actions (one's own or those of a directed team).*

A person with this qualification is prepared to perform evaluations. He/she autonomously prepares the concept of the evaluation, including: specifying its aims, choosing relevant evaluation criteria, formulating research questions and selecting appropriate research methods, developing research tools, as well as identifying the risks for the course of the research and planning activities to minimise them. He/she describes the results of an evaluation and interprets the collected data, formulating conclusions and recommendations on this basis. He/she presents the results of the evaluation in a way that is adapted to particular groups of recipients.

Evaluation standards and ethical principles are applied at all stages of performing the evaluation.

He/she identifies, analyses and takes into account the factors influencing the quality of the evaluation. The actions taken are implemented in cooperation with the stakeholders of the evaluation.

**Distinguished sets of learning outcomes**

*A list of the sets of learning outcomes required for the qualification, including: the sequence number (1, 2, ...), the names of the sets, the indicative reference of each set to a PQF level and the indicative workload required to achieve the learning outcomes in each set.*

*The name of the set should:*

- refer to the learning outcomes contained in the set or correspond to the specificity of the learning outcomes contained therein,*
- be as short as possible,*
- not contain abbreviations,*

*Where possible, the name should be based on a verbal noun, e.g. “collecting”, “storing”, “sewing”.*

1. Conceptualising the evaluation (600 h, PQF 5)
2. Analysing data, making conclusions and presenting evaluation results (600h, PQF 5)
3. Ensuring the ethics and quality of the evaluation process (300h, PQF 5)

Total: 1500 h

### The specific learning outcomes in the sets

*A set of learning outcomes is a discrete part of the learning outcomes required for a given qualification. Individual learning outcomes should be interrelated, complementary and presented in an ordered manner (e.g. from simple to more complex).*

*Specific learning outcomes are described in terms of: skills (i.e. ability to perform tasks and solve problems) and assessment criteria, which clarify their scope and specify the required knowledge and social competences.*

*Individual learning outcomes should be:*

- *unambiguous – raising no doubts, enabling validation to be planned and performed with comparable results, enabling the determination of a PQF level,*
- *realistic – achievable by the individuals for whom the qualification is intended,*
- *able to be assessed during validation,*
- *understandable to those potentially interested in the qualification.*

*When describing individual learning outcomes, it is beneficial to use operative verbs (e.g. “distinguishes”, “justifies”, “assembles”).*

<b>Set of learning outcomes:</b>	01. Conceptualising the evaluation
<b>Skills</b>	<b>Assessment criteria</b>
developing the concept of the evaluation /case analysis or analysis of evidence and statements together with a discussion with the commission /	<ul style="list-style-type: none"> <li>- explains the rationale for performing the evaluation;</li> <li>- identifies the logic of what is being evaluated (e.g. the logic model of a project/programme, the assumed theory/logic of change);</li> <li>- adapts the evaluation approach to the information needs of the recipient of the evaluation;</li> <li>- specifies the aims of the evaluation;</li> <li>- formulates research questions and evaluation criteria in accordance with the information needs of the recipients of the evaluation;</li> <li>- selects and justifies the choice of research methods;</li> <li>- determines research samples appropriate for the selected research methods;</li> <li>- determines the resources required to conduct the research;</li> <li>- prepares the evaluation plan;</li> <li>- identifies the risks affecting the implementation of the evaluation and proposes solutions to minimise them.</li> </ul>
developing research tools	<ul style="list-style-type: none"> <li>- discusses the principles of constructing and applying research tools;</li> <li>- formulates questions in the research tools (addressed to respondents) based on the research questions.</li> </ul>

/case analysis or analysis of evidence and statements together with a discussion with the commission /	
<b>Set of learning outcomes:</b>	02. Analysing data, drawing conclusions and presenting evaluation results
<b>Skills</b>	<b>Assessment criteria</b>
<p>analysing and drawing conclusions</p> <p>/analysis of evidence and statements together with a discussion with the commission, case study, test of analytical abilities, e.g. GMAT/</p>	<ul style="list-style-type: none"> <li>- prepares a description of the study results;</li> <li>- interprets the collected data;</li> <li>- uses the collected data to answer the research questions and assess the fulfilment of the evaluation criteria;</li> <li>- formulates conclusions from the research;</li> <li>- formulates recommendations based on the research conclusions (consistent with the research aims).</li> </ul>
<p>presenting research results</p> <p>/ analysis of evidence and statements together with a discussion with the commission, practical assignment/</p>	<ul style="list-style-type: none"> <li>- presents findings in a manner appropriate to the audience (e.g. report, presentation, scientific poster, video, brochure, infographic);</li> <li>- develops a clear, logical message based on the data obtained.</li> </ul>
<b>Set of learning outcomes:</b>	03. Ensuring the ethics and quality of the evaluation process
<b>Skills</b>	<b>Assessment criteria</b>

<p>describing evaluation standards /discussion with the commission, case study/</p>	<ul style="list-style-type: none"> <li>- discusses ethical dilemmas occurring in the evaluator's work, e.g. research transparency, conflict of interest, confidentiality;</li> <li>- analyses the situation in terms of the ethical behaviour/professional ethics of the evaluator;</li> <li>- provides examples of solutions to situations raising ethical doubts, together with a discussion of the consequences of the decisions made.</li> </ul>
<p>describing issues relating to ensuring the quality of the evaluation process /discussion with the commission, case study prepared by the commission or analysis of evidence and statements (the validation applicant's own case study)/</p>	<ul style="list-style-type: none"> <li>- justifies the need to cooperate with stakeholders (e.g. commissioning party, project/programme beneficiaries) at each stage of the evaluation process;</li> <li>- analyses the influence of the relationships within the evaluation team on the quality of evaluation;</li> <li>- discusses the influence/dependence of available resources on the quality of the evaluation process.</li> </ul>
<p><b>Applicant</b> <i>Mandatory field (art. 83 section 1 item 7). Select the applicant from the dropdown list in the IQR form.</i></p>	
<p>Polish Evaluation Society [Polskie Towarzystwo Ewaluacyjne]</p>	
<p><b>Relevant minister</b> <i>Mandatory field (art. 16 section 1). In the opinion of the applicant, indicate the most relevant minister for processing the application and to be responsible for the qualification once it is included in the IQS.</i></p>	
<p>Minister of Development Funds and Regional Policy</p>	
<p><b>Length of time the document confirming possession of the qualification is valid and the conditions for extending its validity (2000 characters)</b> <i>Mandatory field (art. 15 section 1 item 2) letter b). In the case of a qualification awarded for a fixed period, indicate the amount of time after which the validity of the qualification must be renewed and specify the conditions to be fulfilled for its renewal.</i></p>	



The certificate is valid for 5 years. The condition for its renewal is documented professional activity in the areas of the learning outcomes – performing (implementing, coordinating, commissioning) a minimum of 1 evaluation in the last 5 years.

**Name of the document confirming that the qualification has been awarded**

*Mandatory field (art. 15 section 1 item 2) letter b). E.g. diploma, certificate, attestation.*

Certificate

**Entitlements authorised with possession of the qualification (2500 characters)**

*Mandatory field (art. 15 section 1 item 2) letter e). State which entitlements a person may apply for after attaining the qualification. If there are no entitlements associated with the qualification, enter 'not applicable'.*

Not applicable

**Field of education code**

*Mandatory field (art. 15 section 1 item. 7). The code of the field of education referred to in the regulations issued pursuant to Article 40 section 2 of the Act of 29 June 1995 on public statistics (Journal of Laws of 2012, item 591, as amended).*

31

**PKD Code**

*Mandatory field (art. 15 section 1 item 7). Polish Classification of Activities (PKD) code.*

73.20.Z