



## European and National Qualifications Frameworks in the system of higher education

The system of higher education in Europe has undergone significant changes in the past few years. The first attempts to increase its compatibility and comparability were undertaken in the course of the Bologna Process, which ended with the signing of the Bologna Declaration on June 19th, 1999 by the ministers from 29 European countries, and with the creation of European Higher Education Area. Further meetings of ministers took place in Prague (2001), Berlin (2003) and Bergen (2005). Their aim was to make European systems of higher education more comparable, and more competitive and attractive in the whole world as well.

On April 23rd, 2008, the European Parliament and the Council of Europe formally adopted European Qualifications Framework (further called EQF), which acts as a comparative tool that makes national qualifications more readable across Europe, thus promoting universities' graduates' and students' mobility between countries, and facilitating their lifelong learning. The core of the EQF encompasses eight reference levels, which range from basic (level 1) to advanced (level 8). These levels describe the knowledge and skills acquired by students in the educational process in terms of the learning outcomes. This enables one to compare qualifications

obtained in a given country with qualifications obtained in another.

The EQF is being put into practice across Europe with each member state adopting National Qualifications Frameworks (further called NQF). Consequently, higher educational system in Poland has faced important changes brought about by the Regulation of November 2nd 2011, as a result of which it has been based on National Qualifications Framework. According to Professor Andrzej Kraśniewski (2011: 6), NQF, broadly speaking, can be viewed as a comprehensible, in the national and international context, description of qualifications obtained in the higher educational system of a given country. The main objective of NQF is to create the educational system based on the learning outcomes defined in terms of what the student should know, understand and be able to perform after completing the educational process. They are defined within the following three categories: knowledge (knowledge of theory and facts), cognitive and psychomotor abilities (the ability to implement the acquired knowledge in particular problem solving activities), and social competencies (the ability to perform on a given task independently and in a responsible manner).

The Regulation of November 2nd, 2011 in the case of NQF includes the descrip-

tion of the learning outcomes in eight areas of study: humanities; social sciences; the sciences; natural sciences; technical sciences; medical sciences, health sciences, and physical education and sport sciences; agricultural sciences, forest sciences, and veterinary sciences; and art. Moreover, it contains the description of the learning outcomes that lead to engineering qualifications.

NQF necessitates the modifications of the existing educational programs. Hence, a modified course card comprises the following elements:

1. Prerequisites defined in terms of knowledge, skills and social competencies
2. Course objectives
3. Learning outcomes
4. The evaluation methods
5. Course description
6. Bibliography
7. ECTS distribution

It is believed that appropriately defined learning outcomes and its connection with a didactic process constitute the basis of the introduced changes and of a transition from teacher- to learner-centered approach. To conclude, we may state that the implementation of NQF into the Polish system of higher education will lead to the enhancement of its quality and ... hopefully, it is not a wishful thinking.

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#### Bibliography:

Kraśniewski, Andrzej. 2011. Jak przygotowywać programy kształcenia zgodnie z wymaganiami wynikającymi z Krajowych Ram Kwalifikacji dla Szkolnictwa Wyższego? Publikacja współfinansowana ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego. Ministerstwo Nauki i Szkolnictwa Wyższego.

# The Flag Day

The flag of a country conveys the past and links the present hopes of the people in their pursuit of wealth and prosperity with their future. The flag is flown in the times of peace as the symbol of national continuation and stability of the country and its people. During the times of war the flag waving in the air is to enhance the nation's unity, resistance and bravery. Even though most Poles take the treatment of their flag seriously, few of them know much about its origin, and still fewer celebrate May 2<sup>nd</sup> as the Flag Day. On the other hand, the Americans widely celebrate their Flag Day on June 14<sup>th</sup>. Both flags, however, do have interesting stories of origin.

White and red were recognized as national colors on May 3<sup>rd</sup>, 1792. On that day ladies wore white dresses belted with red sashes in order to celebrate the first anniversary of the Government's Act. Prior to that date it was crimson that represented the nation by being the symbol of dignity and wealth. However, it was hardly affordable and only the richest noblemen and representatives of the state could use it. On Feb 7<sup>th</sup>, 1831 white and red were officially adopted as national colors by the Parliament of the so-called Congress Kingdom (of Poland). White and red are of heraldic origin and derive from the tinctures (colors) of the coats of arms of the two constituent nations of the Polish-Lithuanian Commonwealth. i.e. the White Eagle of Poland and the Pursuer (Lithuanian: Vytis, Polish: Pogoń) of Lithuania, a white knight riding a white horse, both on a red shield<sup>1</sup>.



bill specifying the shape and colors of the flag. Until 1927 it was crimson shade of red that was expected to represent Poland. It was replaced by vermilion, which was officially sustained in

1955 by the Parliament of the People's Republic of Poland. Although the Polish flag is of a simple design since it needs only two pieces of fabric to make (the American flag needs the largest number of 64 pieces) it does not make it any less important to the People of Poland. The surprising fact is that we have been officially celebrating the Flag Day (it falls on May 2<sup>nd</sup>) only since 2004. The flag is honored by patriotic marches, children in schools organize solemn appeals, some people hang the flags out.

The American flag is said to have changed its design several times. "The first flag, called the Grand Union, was flown at the headquarters of the Continental Army on January 1<sup>st</sup>, 1776." (Malkoc, A.M. editor, 2000). It was on June 14<sup>th</sup>, 1777 that the American Congress proposed that the national flag should include thirteen stars (representing the 13 new states). For the next one hundred years there were few public ceremonies honoring the flag. The flag was then flown from every government building. However, the first state to celebrate the Flag Day was Pennsylvania in 1893. Since mid-1950s most Americans display the Stars and Stripes (the other name for the American flag) outside their offices as well as homes, and there are numerous ceremonies held all over the country on June 14<sup>th</sup>.

The celebration of the Flag Day may take various forms, but one thing is certain. The flag symbolizes deep pride and dignity of the people and has powerful connotations and no one should ever ridicule or insult it even in the form of a provocative artistic event.

Aleksander Kubot, MA  
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sources:

<http://flagapolski.net/>  
[http://en.wikipedia.org/wiki/Flag\\_of\\_Poland](http://en.wikipedia.org/wiki/Flag_of_Poland)  
Malkoc, A.M. editor., Celebrate Holidays in the USA, Office of English Language Programs United States Dept. of State, Washington, 2000

<sup>1</sup>[http://en.wikipedia.org/wiki/Flag\\_of\\_Poland](http://en.wikipedia.org/wiki/Flag_of_Poland)

# THE UNITED STATES OF AMERICA

## culture quiz

How much do you know about this beautiful country? Check yourself!

The answers are given at the bottom of the page.

**1. On which day do the Americans celebrate Independence Day?**

- a. 14<sup>th</sup> July
- b. 12<sup>th</sup> October
- c. 4<sup>th</sup> July

**2. What does D.C. in the name of US capital stand for?**

- a. Delightful City
- b. Democratic City
- c. District of Columbia

**3. What is the colour of New York's cabs?**

- a. Red
- b. Black
- c. Yellow

**4. Thanksgiving is celebrated:**

- a. on the second Thursday in November
- b. on the fourth Thursday in November
- c. on the third Thursday in November

**5. Mount Rushmore is:**

- a. a monument with faces of four American presidents
- b. a city in South Dakota
- c. Canyon

**6. Who was the donator of the Statue of Liberty?**

- a. the French
- b. the Germans
- c. the Canadians

**7. The national symbol of the USA is:**

- a. Donkey
- b. Bald eagle
- c. Elephant

**8. A Big Apple is a popular name for:**

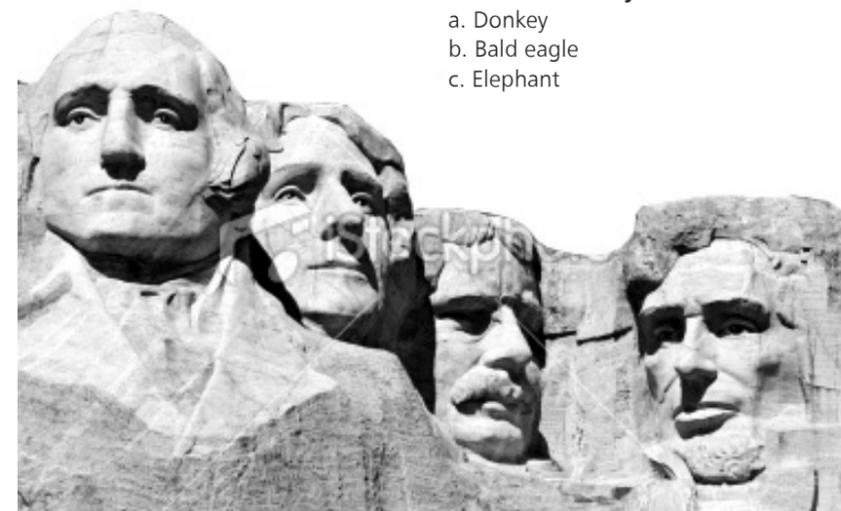
- a. Los Angeles
- b. Detroit
- c. New York

**9. Windy city is a popular name of:**

- a. Chicago
- b. Phoenix
- c. Atlanta

**10. Columbus Day - an American public holiday is held on to honour Christopher Columbus on:**

- a. 2<sup>nd</sup> September
- b. 12<sup>th</sup> October
- c. 2<sup>nd</sup> December



Answers:  
1.C 2.C 3.C 4.B 5.A  
6.A 7.B 8.C 9.A 10.B

# AT THE RESTAURANT

## W R E S T A U R A C J I

### TALKING ABOUT A MENU

#### ROZMOWA O MENU

**1. This is a Polish speciality.**

To jest specjalność polska.

**2. It is typical of Wielkopolska region**

Jest to typowe dla region Wielkopolski

**3. It is a spicy/sweet dish.**

To jest danie ostre/słodkie.

**4. It is a kind of dumping/meat.**

To jest rodzaj klusek/mięsa.

**5. It is made with eggs and milk.**

To jest zrobione z jajek i mleka.

**6. It tastes like rice.**

To smakuje jak ryż.

**7. It is similar to ravioli.**

To jest podobne do ravioli.

**8. This dish has meat in it.**

W skład tego dania wchodzi mięso.

### TALKING ABOUT AN ORDER

#### ROZMOWA O ZAMÓWIENIU

**9. Have you decided yet?**

Czy już się Pan/Pani zdecydował/a?

**10. That's what I'm going to have for my starter/main dish/dessert.**

Zamierzam zjeść to na przystawkę/danie główne/deser.

**11. I think I will have that for the main course.**

Myślę, że zjem to na danie główne.

**12. I'm going to have the special.**

Zamierzam zjeść danie dnia.

### TALKING ABOUT A MEAL

#### ROZMOWA O POSIŁKU

**13. The food is very tasty/delicious.**

Jedzenie jest bardzo smaczne/przepyszne.

**14. The soup tastes very good.**

Zupa smakuje bardzo dobrze.

**15. How is the dish prepared?**

Jak przygotowuje się to danie?

**16. The meat is very tender.**

Mięso jest bardzo kruche.

**17. It is a bit too salty/spicy/overcooked.**

Jest troszkę zbyt słone/ostre/rozgotowane.

**18. It is my favourite dish.**

To jest moje ulubione danie.

### THANKING SOMEONE FOR A MEAL

#### DZIĘKOWANIE ZA POSIŁEK

**19. That was very nice of you to pay.**

Miło z Pańskiej strony, że Pan zapłacił.

**20. The meal was very good, thank you.**

Posiłek był bardzo dobry, dziękuję.

### RESPONDING TO THANKS

#### ODPOWIADANIE ZA PODZIĘKOWANIA

**21. You are Welcome/it was a pleasure.**

Nie ma za co.

## SMILE A WHILE

### AT THE RESTAURANT

Did you hear about the new restaurant on the moon? Great food but no atmosphere.

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Two men were in a restaurant and ordered fish. The waiter brought a dish with two fish, one larger than the other. One of the men said to the other, "Please help yourself." The other one said "Okay", and helped himself to the larger fish. After a tense silence, the first one said, "really, now, if you had offered me the first choice, I would have taken the smaller fish!" The other one replied, "What are you complaining for; you have it, don't you?"

\*\*\*

Waiter, what is this stuff?

That's bean salad sir.

I know what it's been, but what is it now?

Sources: <http://www.workjoke.com/waiters-jokes.html>