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GEOMETRY AND ENGINEERING GRAPHIC WITHIN THE NATIONAL QUALIFICATIONS FRAMEWORK – STUDENTS’ NEEDS AND THE ROLE OF EDUCATORS

Key words: *Geometry and engineering graphics, the National Qualifications Framework*

The Bologna Process initiated by the Bologna Declaration signed in 1999, defined comprehensive activity undertaken by the European countries aspiring to restructuring and unifying an educational system in Europe. In many respects, it was the revolutionary approach to cooperation in the European Higher Education. The main aim of the Bologna Process was to create the European Higher Education Area, which would enable the wide cooperation of the participating countries in the field of the Higher Education. The activity and the cooperation within the European Higher Education Area have focused, inter alia, on the following aspects: the qualifications framework, employability, the mobility between professions, student-centered learning, education, research and innovation. The Bologna Process has had significant influence on a new educational system in Poland, and the European Qualifications Framework has constituted the model for the National Qualifications Framework. The National Qualifications Framework points eight levels of education, which are described by so-called learning outcomes divided into three categories: knowledge, skills and social competence.

The paper presents a brief description of the module-*Geometry and engineering graphics* taught at Civil Engineering Faculty of Rzeszow University of Technology. It shows, which aspects of teaching should be considered when describing the module, in order to meet both students’ needs and the National Qualifications Framework requirements.

The paper reflects the role of the educators in the adaptation of the topics, the teaching methods and the tools correspondingly to the needs of the future engineer. It also points their responsibility for the quality of education. Focusing on the learning outcomes, the educators should continually consider what they teach and how. Although, they have to move within the National Qualifications Framework, they have some freedom of the creation and the organization of the educational process.

References:

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