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Worked out by:	Antje Utecht, Ludger Benighaus (bfiw Germany) Hannes Hell (Salpaus Finland), José Vieira/Rita Diego (ISQ Portugal) and Hilde Akterbos (KCHandel Netherlands)
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Introduction

This report describes the standardisation and certification of the vocational training in four of the partner countries Finland, Portugal, Germany and Netherlands. It serves as a background knowledge for the project "It's time" and the "workplace tutor", a newly developed vocational training for instructors and on-the-job trainers. The four partner institutions (Salpaus Finland, ISQ Portugal, bfw Germany, KCHandel Netherlands) have highlighted their national situation of how initial training is organized, which certificates exist on the market and how they are accepted, and which role policy plays.

Key results

General

- ✖ In all partner countries instructors and tutors urgently need an improved qualification.

Finland

- ✖ Vocational trainers generally lack pedagogical competence, but various courses for teachers up to university level are available.
- ✖ Finland has introduced basic training for workers who have a certain role as tutors in companies.
- ✖ Vocational trainers must not be certified in order to work as such.

Portugal

- ✖ To be professional, trainers in Portugal must be certified, but there are still in-house trainers without formal qualification.
- ✖ Portugal follows two ways to certify their trainers:
 - By means of training (90 hour course) plus updating courses
 - by means of experience an academic background (trainer document their activities in the training field and complete an integrating course of 60 hours length)

Germany

- ✖ Since 2003 instructors had to participate on a course on basic pedagogic skills (Regulation on trainer aptitude).
- ✖ This aptitude has been set out, at present no formal qualification or certificate is required to work as an internal or industry-wide instructor in a company.

Netherlands

- ✖ For workplace trainers no formal education is necessary, but companies need formal accreditation. Sectoral Centres of Expertise are in charge of accrediting companies offering apprenticeships to students.
- ✖ Most Centres of Expertise provide own courses for workplace trainers, but follow own standards and profiles.
- ✖ The Association of Centres of Expertise (COLO) is currently working on an overall-profile for workplace trainers.

Working questions for the elaboration of the market analysis

1. Standardization and certification concepts

Which standardization and certification concepts exist in your country? Which institutions develop certificates, which institutions provide certificates? How is their legal obligation? Which transitions to general educational offers are possible? How are the development and allocation of certificates financed?

2. Political objectives for the introduction of standards and certificates

Which political objectives are being pursued with the introduction of standards and certificates for the vocational training?

3. Sorts and acceptance of certification

What sorts of certification are especially widespread? What are the reasons or obstacles for a broader diffusion?

How is the acceptance of the certificates in the labor market? Which advantages do they have for the holders with regard to obtaining an employment and the categorization within working hierarchies?

4. Perspectives and plans

Which perspectives and plans are being discussed regarding standardization and certification of vocational training?

1. Standardization and certification concepts

Key results in the partner countries

Finland	Key results
	<ul style="list-style-type: none"> <li data-bbox="296 568 951 607">  The average worker in Finland is poorly trained. <li data-bbox="296 613 1326 651">  40 % of all finnish adults are in posses of basic vocational education degrees. <li data-bbox="296 658 1453 734">  Nearly 40 % of the work force participate in further education every year, but these do not necessarily include further degrees. <li data-bbox="296 741 1453 853">  On the one hand, formal education is highly valued by Finnish people. On the other hand, employers appreciate all kinds of further education of their staff and support this also financially. <li data-bbox="296 860 1417 1048">  The vocational institutes in Finland have wide autonomy in matters concerned with curricula. Different areas in Finland have different needs, so the National Board of Education (NBE) has introduced two solutions to solve this problem: <ul style="list-style-type: none"> <li data-bbox="352 972 1417 1010">- The first one is to keep the national curricula for vocational education very general. <li data-bbox="352 1016 1289 1048">- The second solution was to introduce competence-based exams in 2002. <li data-bbox="296 1055 1465 1243">  Vocational teachers and trainers in Finland lack pedagogical competence in many cases, especially in the field of adult vocational education. Trainers can enroll on university courses like "Introduction into Adult Educational Sciences" (length 20 ECTS) and "Adult Educational Sciences, Studies" (length 35 ECTS) afterwards. This does not lead to a degree, but the participants get well recognized attests. <li data-bbox="296 1249 1453 1585">  The National Board of Education has put up courses called "Training for workplace tutors" mostly at teachers and trainers acting on a basic vocational level, but not in a strict pedagogical way. Its contents do not make a difference between young or adult learners and the certificate is valid for a lifetime The training consists of about 80 hours of studying (2 ECTS) and includes 4 modules: <ul style="list-style-type: none"> <li data-bbox="352 1435 1015 1473">- vocational education and co-operating working life <li data-bbox="352 1480 671 1518">- learner centred tutoring <li data-bbox="352 1525 1342 1563">- implementation of on-the-job learning periods and competence-based exams <li data-bbox="352 1570 831 1608">- on-the-job evaluation of the student

Portugal	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="296 443 1465 551">  Portugal lags behind the majority of European countries in terms of the qualification of its working population, with a high proportion of employed people having basic vocational qualifications. <li data-bbox="296 562 1465 707">  It has been shown that the dynamics involved in the integration and adaptation of the active workforce into the labour market constitutes an added value for the qualifications and skills development, namely at the level of practical knowledge and relational knowledge. <li data-bbox="296 719 1465 976">  The Portuguese system considers general education and Vocational and educational training separately. However, it is still possible to combine both professional activities. Professional certificates can be achieved in vocational education and training (under the dual system- double certification) in the initial training call Apprenticeship Programme. Through the new system of recognition, validation and certification of competencies people can certify their informal and non formal competencies (educational and professional) <li data-bbox="296 987 1465 1581">  The National Vocational Certification System (SNCP) is a tripartite one, involving the Public Administration and Trade Union and Employer federations – consists of a number of bodies: <ol style="list-style-type: none"> <li data-bbox="352 1099 1465 1279">1) The STANDING CERTIFICATION COMMITTEE (CPC), which coordinates the system, and which is responsible for approving the Specialised Technical Commissions, the job profiles for the professions to be certified, the access rules to the Vocational Aptitude Certificate and the conditions for the approval of training courses. The Institute of Employment and Vocational Training (IEFP) chairs the Committee. <li data-bbox="352 1290 1465 1469">2) The SPECIALISED TECHNICAL COMMISSIONS (CTE's) are responsible for professional certification in the various economic sectors, there being a CTE for each particular sector. They are also responsible for selecting the vocational profiles to be certified, assessing the contents of these profiles and defining the rules for access to the Vocational Aptitude Certificate (CAP). <li data-bbox="352 1480 1465 1581">3) The CERTIFICATION BODIES are entities with the competence to issue Vocational Aptitude Certificates and to approve vocational training courses. The responsibility for certifying a particular profession is allocated to one certification body only.

Germany	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="296 409 1458 510">  Professional certificates can be achieved in the vocational education and training (under the dual system) with the learning venue school and company as well as in fulltime education in the initial training. <li data-bbox="296 521 1458 633">  The initial vocational training shall allow an intersection into the occupational- and economical system, and shall guarantee practice of occupation and a stable source of income. <li data-bbox="296 645 1458 723">  This on individual validation and stability based function of the initial training is ensured by a (mostly) three year vocational training with a leaving-certificate. <li data-bbox="296 734 1458 880">  About 85% of all training contracts were successfully completed with a certificate. (Base: Prüfungen (examinations) 2002, Berufsbildungsbericht 2004, p.87). After all they lead to a rate of take-over jobs by the training company of a 58,8% in the old federal states and 42.7% in the new federal states of Germany. <li data-bbox="296 891 1458 1104">  The comprehensive, very time consuming and for a long-term vocational occupation aligned (lifelong profession) qualification under the dual system is currently controversy discussed, especially when the education takes full two years. Main arguments are: <ul style="list-style-type: none"> <li data-bbox="352 1003 916 1037">- considerably increased knowledge dynamic <li data-bbox="352 1037 863 1070">- sectoral as well as global displacement) <li data-bbox="352 1070 863 1104">- missing flexibility of the existing system <li data-bbox="296 1115 1458 1294">  Additionally fulltime schooling training are available and have following functions: <ul style="list-style-type: none"> <li data-bbox="352 1160 1410 1193">- Full-time vocational school, giving out a certificate of accepted training occupation <li data-bbox="352 1193 1378 1227">- Full-time vocational school, that imparts exclusively scholastic organized training <li data-bbox="352 1227 1347 1294">- Full-time vocational school, which offer a credit of the schooling time onto an educational training <li data-bbox="296 1305 1458 1339">  Continuing training compared to the initial training plays a subordinated role.

Netherlands	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="325 367 1477 696"> <p> The Dutch VET is governed by the Vocational Training and Adult Education Act (WEB). Dutch VET has two learning routes:</p> <ul style="list-style-type: none"> <li data-bbox="383 443 1453 517">- a school-based route (BOL): participants attend full-time education (day-time), of which 20% to 60% is done in work placement. BOL-students get a study allowance. <li data-bbox="383 521 1477 663">- a work-based route (BBL): participants follow training courses starting from an existing work situation, spending 20% of their study time at school and 80% on the job (apprenticeship). BBL-participants are not 'real' students, but employees. They have a labour agreement for the job situation they're learning in and get a salary. The certificate for both learning routes is equal, but the curriculum differs. <li data-bbox="325 712 1477 891"> <p> The content of Dutch VET is based on a national qualification structure, which consists of several sectoral substructures. Vocational training centres (ROCs) offer training courses based on the qualification structure. They are free to choose any educational and didactical philosophy and method, as long as they train their students to meet the requirements of the qualification.</p> <li data-bbox="325 907 1477 1310"> <p> The competence-based qualification structure is formed on the basis of three kinds of profiles:</p> <ul style="list-style-type: none"> <li data-bbox="383 983 1461 1086">- Occupational Competence Profiles (OCP) are the basis for the competence-based qualification structure. An Occupational Competence Profile describes the activities of the occupation and the competences of the skilled worker. <li data-bbox="383 1090 1461 1193">- The Learning and Citizenship Profile describes what a worker should know and do from the viewpoint of future education (e.g. higher vocational education) and society in general. <li data-bbox="383 1198 1422 1310">- Qualification Profiles (QP) form the heart of the qualification structure. A Qualification Profile describes the competences of a beginning worker and the activities of the occupational contexts in which the beginning worker can function. <li data-bbox="325 1326 1461 1467"> <p> For workplace trainers no formal education is necessary. According to the Dutch VET-act, the only formal requirement is that companies offering work placements and/or apprenticeships to VET-students/trainees, have to be recognized (accredited) for this. Accreditation is done by sectoral Centres of Expertise.</p> <li data-bbox="325 1482 1414 1624"> <p> Also, most Centres of Expertise organize their own training courses for workplace trainers, according to their own standards and/or profiles. There is no nationally recognized qualification profile for workplace trainers. However, work on this has started.</p>

2. Political objectives for the introduction of standards and certificates

Key results in the partner countries

Finland	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="296 611 1445 719">  Finland has introduced basic training for vocational teachers and trainers (course of 2 ECTS) and aims to motivate workers, who have a certain role as tutors, teachers or foreman in companies. <li data-bbox="296 730 1445 875">  The Finnish National Board of Education believes, that standards and quality of Finnish vocational teachers and trainers has been brought to a higher level by the introduction of these courses. From 1999 to 2005 over 20.000 people have participated in these course. <li data-bbox="296 887 1445 1032">  Skills come with experience (and age) and therefore mostly older employees teach the younger ones. As the older generation in Finland is not so keen about learning new things, part of the political discussion focuses on how to bring the concept of lifelong learning to these workers.

Portugal	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="296 1234 1406 1312">  The Portuguese government (through IEFP) is aiming at improving life long learning qualification rates by providing several training offers. <li data-bbox="296 1323 1469 1536">  The education, employment and vocational training policies have been oriented towards the recognition of the value of vocational certification. The National Vocational Certification System (SNCP) was set up in 1992. It aimed at eliminating the deficit in national qualifications and implementing a vocational certification system for Portuguese workers, irrespective of the way in which they have obtained their qualifications (either through training, professional experience or qualifications equivalence process). <li data-bbox="296 1547 1469 1626">  Policy responds to the demands of free circulation in the European Union and improving the employability of the workers through transparency of qualifications. <li data-bbox="296 1637 1390 1715">  The standardization process is rising up vocational and educational training quality levels.

Germany	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="295 405 1481 517">  The German vocational training is strongly orientated on a traditional based (live- and work concept with the concentration on the first initial vocational education and training (IVET). <li data-bbox="295 524 1481 674">  With the interconnection to the learning venue school and the national organized educational system on one hand and the interconnection with the training venue as part of the economical and employment system on the other hand there are very different target orientations and controlling mechanisms joined.

Netherlands	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="320 831 1485 904">  The introduction of standards and certificates for vocational training started with the new VET-act (WEB, 1996). <li data-bbox="320 911 1485 985">  The aim was to integrate the school-based and the work-based learning routes (which before existed separately from each other) into one system. <li data-bbox="320 992 1485 1178">  Since 1999 the educational system faces a renewal in terms of the introduction of competence-based learning. All qualifications from the national qualification structure have been redeveloped according to a new format, so that the content of the occupation (for a beginning worker) is described in terms of core tasks, work processes and competences. <li data-bbox="320 1184 1485 1447">  The political objectives behind the change were: <ul style="list-style-type: none"> <li data-bbox="379 1229 1461 1303">- fewer qualifications (the number of separate qualifications dropped from about 800 to less than 300), <li data-bbox="379 1310 644 1346">- more transparency, <li data-bbox="379 1352 1102 1388">- better link-up between labor market and education and <li data-bbox="379 1395 1461 1447">- a better reference with the VET- student population, and a decline of drop-out rates with the implementation of competence-based learning.

3. Sorts and acceptance of certification

Key results in the partner countries

Finland	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="296 562 1461 633">  The only widespread certification for trainers is the “Training for workplace tutors”, as mentioned above. <li data-bbox="296 645 1394 716">  Companies in Finland can to buy tailor made courses from Universities or Colleges, which aim at pedagogically qualifying the company’s employees. <li data-bbox="296 728 1461 799">  The problem is, that courses like that involve a lot of work from the college, as different companies have different needs, and therefore are quite expensive. <li data-bbox="296 810 1442 882">  The courses may be of different length and content, as there is no official definition of what makes somebody pedagogically competent. <li data-bbox="296 893 1374 929">  This results in the problem, that courses are neither standardized nor certificated. <li data-bbox="296 940 1461 1012">  The finish labour market is demanding more and more qualification, for workers as well as for trainers and teachers in the vocational sector. <li data-bbox="296 1023 1198 1059">  Vocational trainers are not facing any obligation for being certified. <li data-bbox="296 1070 1386 1142">  The society appreciates formal training, but in the end it doesn’t matter as long as somebody has the skills needed for the job.

Portugal	Key results of this chapter
	<ul style="list-style-type: none"> ▼ At present two certifications are well accepted: <ul style="list-style-type: none"> - Trainers' Certification under IEFP criteria - Health & Safety Technicians ▼ For each profession, the corresponding Certification Body compiles a Certification Manual on the basis of the vocational profiles and the rules to access to the CAP, approved by the Standing Certification Committee. The manual defines all the procedures required for the trainers' certification and for the approval of the respective training courses. ▼ ANQ – National Agency for Qualification http://www.anq.gov.pt/ is a National body established in 2007 with the mission is to coordinate the implementation of educational and professional training policies for young people and adults and ensure the development and management of the recognition, validation and certification of competences system, taking on a role of facilitating the achievement of the objectives drawn by the New Opportunities initiative. They launched in Jun 2007 the National Catalogue of Qualifications, a fundamental instrument for the strategic management of professional qualifications of a non superior level, in the regulation of the double certification training offer and in the promotion of the efficacy of public funding. ▼ This instrument, available on www.catalogo.anq.gov.pt, integrates, in this stage, 240 professional qualifications that cover 40 training and education areas. ▼ CNQ is developed according with the work developed under the European Qualifications Framework and also a National Qualification Framework ▼ In this context, the national trainer certification process is responsibility of the Institute of Employment and Vocational Training (Certification Body). Such certification has been compulsory since 1998. This aptitude certificate can be acquired through two different channels: <ul style="list-style-type: none"> a) By means of training, e.g., through the successful attendance of a Pedagogical Training for Trainers Course that has been approved by IEFP (minimum duration of the course: 90 hours (since 1998)). This certificate is valid for 5 years and it has to be renewed by attending pedagogical updating courses (minimum 60 hours). b) By means of experience – this channel is for trainers who, although they do not have formal pedagogical training, can document that they have carried out this activity for at least 180 hours in the period between 1/1/90 and 1/1/98. In this case, the certificate is valid for 2 years. An integrating training course has to be completed for pedagogical knowledge and skills of these trainers (60 hours of training). ▼ The labour market in Portugal is nowadays demanding much more the trainers' competences certification. ▼ However, there are still in-company trainers who are not obliged to get certificated. ▼ If someone wants to become a professional trainer in Portugal there is no other way but to get certified. ▼ Trainers' certification is getting to be mandatory.

Germany	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="296 405 1471 589">  Till 2003, internal or industry wide instructors had to participate on a course on basic pedagogic skills for vocational training, called "regulation on trainer aptitude - Ausbildereignungsverordnung". Instructors had to qualify themselves and pass successfully an examination. This aptitude has been set out in order to motivate more companies to offer apprenticeships. <li data-bbox="296 600 1471 667">  The classical advanced training is the (depending on the classification) qualified tradesman training in the craft business (master craftsmen's certificate). <li data-bbox="296 678 1471 902">  There are more and more offers of continuing training as approved certifications of the IHK (Industrie- und Handwerkskammer, in English: Chamber of Industry and Commerce) and ZWH (Zentralstelle für Weiterbildung und Handwerk, English: Center for continuing training and craft). These "smaller" certificates base on training courses that last a few weeks up to one year. They mainly address professional experienced persons, who aim for a deepening of their existing competences. <li data-bbox="296 913 1471 1171">  Adult education centers (Volkshochschule) are institutions of adult education in direct or indirect communal sponsorship which are mainly operating in the general education. The most important certificates are: <ul style="list-style-type: none"> <li data-bbox="352 1025 823 1059">- The European language certificates. <li data-bbox="352 1066 823 1099">- The XPert-European computer pass. <li data-bbox="352 1106 1437 1171">- The XPert business certificate and the certificate "Examined expert (VHS) on financial and administrative accounting". <li data-bbox="296 1182 1471 1361">  Companies on the global market establish certification arrangements for a product or a group of products. These can be found mainly in the sector of information and communication technology. This is very intransparent and more than 300 different IT-certifications worldwide can be identified. Practically all great IT-provider have certification programs. <li data-bbox="296 1373 1471 1485">  Many offers for additional qualifications from many institutions and companies within the vocational and advanced training do exist, and they are normally only attested by the company or the institution.

Netherlands	Key results of this chapter
	<ul style="list-style-type: none">  All qualifications in VET are widespread, but some are more than others, because of the technical knowhow that is necessary for doing the job.  Technicians diplomas (e.g. carpenter, mason, electrician, etc.) are more widespread than the diploma for waiter or shop assistant.  Employees in the latter occupations don't always have a VET-diploma, also because they work temporarily (e.g. holiday jobs, or temporary jobs before commencing further studies).  However, many employers promote their workforce to obtain a diploma, especially via the work-based route.  For some occupations also commercial diplomas are widespread and well accepted, for instance: <ul style="list-style-type: none"> - the secretary diploma of Schoevers - the hairdresser diploma of IMKO  The VET-qualifications that constitute the national qualification structure are well-accepted by most sectors. This is because, sectoral organization have a decisive voice in the developmental process. The qualifications are developed by the sectoral Centres of Expertise, under the authority of sectoral organizations, social partners and educational representatives.  For workplace trainers, the education that comes closest to the tasks of the workplace trainer is the company training programme, which is a higher vocational education programme. This programme trains students to be in-company trainers, HRD-managers, training developers, or company training consultants. He-programmes are not (yet) based on national competence profiles. Each HE-school develops its own programme Typical learning contents of a company training programme are: learning processes of adults, learning styles (Kolb), information transfer technique, formulation of learning goals (SMART), organization of a learning path, didactical concepts, group dynamics, feedback, examination requirements, performance criteria, reflection (also on own performance), training evaluation, portfolio.  As the need for training employees still rises, especially in the middle-sized and larger companies, the company training diploma has become more valued.  Workplace trainers face no national formal requirements, certificates or qualifications. In the trade sector, the trend is that employers value the training course and accompanying certificate for workplace trainers that KCH issues. The basic training course consists of six modules: Informing; Organizing; Training & Supervising; Communicating; Assessing; Evaluating. These modules refer to the KCH-profile for the workplace trainer, which consist of three core tasks: 1) Organizing the learning process; 2) Guiding the trainee in his learning process; 3) Assessing the learning outcomes of the trainee.

4. Perspectives and plans

Key results in the partner countries

Finland	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="295 571 1474 645">  Certification and standardization pose problems in Finland due to its extreme geographical location, regional needs and widespread population. <li data-bbox="295 654 1474 728">  The political discussion tends to aim at certification and standardization throughout Finland, but also gaining transparency of vocational education in Europe. <li data-bbox="295 736 1474 810">  On the European level practical problems arise: Various educations have various needs according the national situation.

Portugal	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="295 969 1474 1115">  Based on certification processes standardization and skills' transparency among Europe, aiming at getting common policies and procedures, which may enable every single trainer to do training throughout Europe. <li data-bbox="295 1124 1474 1234">  Portugal has approximately 95.000 certified trainers nowadays. Only 10% out of this figure were acquired through the experience channel, which, given the universe of applications, is a mere administrative procedure. <li data-bbox="295 1243 1474 1352">  Nevertheless, some efforts have been made to ensure that the identification, recognition and validation of the trainers' formal and informal learning are legitimised through more detailed and in-depth procedures.

Germany	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="296 405 1479 846">  Instructors and In-house trainers are subject to trends in Vocational Education, which could be similar in other countries, like: <ul style="list-style-type: none"> <li data-bbox="352 479 1479 546">- No distinction between vocational training and further education – but the principle of lifelong learning, <li data-bbox="352 553 1479 620">- The structural change of vocational training requires increased mobility on education markets, <li data-bbox="352 627 1479 660">- The labour market “education” has become ever more differentiated, <li data-bbox="352 667 1479 734">- Vocational training requirements and target groups demand a higher standard of professionalism, <li data-bbox="352 741 1479 775">- Teaching skills of trainers become more demanding, and <li data-bbox="352 781 1479 846">- Equality and improved permeability between tertiary and vocational education (Bologna Process). <li data-bbox="296 853 1479 920">  In the international comparison German vocational orientated certificates have only a limited significance. <li data-bbox="296 927 1479 1039">  Productional- and producer orientated certificates have a competitive advantage, because of their specialization, their competence standards, which are tight to the products and processes, as well as of their global arrangement. <li data-bbox="296 1046 1479 1124">  On the other hand, standardized certificates offer the advantage of universal acceptance.

Netherlands	Key results of this chapter
	<ul style="list-style-type: none"> <li data-bbox="322 1294 1489 1406">  The aim for the future is to integrate the different sectoral qualification structures more, so that one basic qualification is available with specific exit differentiations for the different sectors. <li data-bbox="322 1413 1489 1525">  In addition, there is a discussion going on about European standardization – in particular EQF and ECVET. This discussion is still in its infancy, but the first steps are taken in European projects. <li data-bbox="322 1532 1489 1688">  It is expected that when a nationwide formal certificate or diploma exists for workplace trainers and/or tutors, which is part of the national qualification structure, valuation by employers will be enhanced; also in light of the anticipated lack of suitable staff due to ageing of the population and immigration. <li data-bbox="322 1695 1489 1807">  Sectoral Centres of Expertise have commenced negotiations about national standards for accreditation of work placement / apprenticeship companies and – subsequently - a national qualification for workplace trainers.