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Methodology for the use  
of the NQF system  
(National Qualifications Framework)

**ERASMUS+ project:**

Creating of the new VET qualifications  
for entrepreneurship education,

Reg. No. 2022-2-CZ01-KA210-VET-000100007

## **Professional qualifications in vocational enterprise training**

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## **Introduction**

The methodology for the use of the National Qualifications System (NQS) in vocational corporate training was developed in international cooperation between the Czech educational agency LASERneedle CZ s.r.o. and the Slovak educational agency Topcoach s.r.o. within the ERASMUS+ project "New Professional Qualifications in Vocational Corporate Training" reg. no. 2022-2-CZ01-KA210-VET-000100007 in order to facilitate the integration and application of the NQS in corporate training processes. The National Qualifications Framework is a comprehensive system that defines individual qualifications, their content and the level of required skills and knowledge. This system enables effective management of employee training and development, improves the quality of training and promotes flexibility in the labour market.

In today's dynamic and ever-changing economy, it is crucial that companies have a skilled and adaptable workforce. The implementation of NQF in corporate training brings a number of benefits, including clear job requirements, transparency of qualification requirements and easier planning of employee career development. This approach also enables companies to respond quickly to new technological and organisational challenges, which is essential to remain competitive.

This methodology provides practical guidance and recommendations for the effective implementation and use of NQF in a corporate environment. It is intended primarily for training managers, HR managers and internal trainers involved in the planning and implementation of training in the company. In addition to the theoretical foundations, the methodology also contains specific procedures, tools and examples of good practice that can inspire the successful integration of NQF into the educational process.

The aim of this methodology is not only to increase the efficiency and quality of corporate training, but also to contribute to the personal and professional development of employees. We believe that its application will lead to the creation of a motivating and supportive environment where employees can develop, acquire new skills and contribute to the success and growth of their company.



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## **1. Professional Qualifications Framework**

### **1.1 Professional qualifications**

Professional qualifications entitle an individual to perform a particular work activity or directly to a particular profession. In this case, we speak of so-called full professional qualifications. An individual obtains a professional qualification by passing an examination in front of a so-called authorised person. In the examination, he or she must demonstrate all the competences defined in the qualification standard. By studying the assessment standard, the candidate for the professional qualification will also learn how the individual competences will be verified in the examination. The method of acquisition is not decisive. Vocational qualifications can be a good complement or alternative to the traditional school education system. If there is an identical field of education, the holder of a full vocational qualification certificate can obtain an apprenticeship certificate or a school-leaving certificate after passing the final (matriculation) examination.

### **1.2 Professional qualifications system in the Czech Republic and Slovakia**

In the Czech Republic, all recognized professional qualifications are concentrated in the publicly accessible National System of Education (NSE). The NSE links initial and continuing education, both formal and non-formal, and enables a more rapid response to the labour market. The NQF allows comparison of qualification standards in a European context.

The system of professional qualifications in the Slovak Republic is a comprehensive framework aimed at setting standards for vocational education and qualifications. The system promotes lifelong learning and allows for the recognition of vocational skills acquired both formally and informally. The aim is to increase the skills of the workforce, contribute to competitiveness in the labour market and facilitate the identification and recruitment of skilled workers by employers. The system also ensures compatibility with European standards.



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### **1.3 Differences between the Czech and Slovak national qualification systems**

Although both systems have similar objectives and are based on European standards, there are differences between the qualification systems in the Czech Republic (CR) and the Slovak Republic (SR). Below is an overview of some of the key differences:

#### **1. Institutional framework and governance**

- In the Czech Republic, the National Qualifications Framework (NQF) is administered by the Ministry of Education, Youth and Sports (MoEYS) in cooperation with the National Institute for Education (NIE). The NQF is governed by Act No. 179/2006 Coll., on the verification and recognition of the results of further education. The NQF in the Czech Republic is comprehensively linked to the National Occupational System (NOS), which defines the standards of individual occupations.
- In Slovakia, the National Qualifications System (NQS) is administered by the Slovak Ministry of Education, Science, Research and Sport. The Slovak NQF is governed by Act No. 568/2009 Coll. on Lifelong Learning and on Amendments to Certain Acts. The Slovak system includes qualifications in formal and non-formal education and is closely linked to the National Qualifications Framework (NQF).

#### **2. Structure and content of qualifications**

- The NQF in the Czech Republic covers a wide range of qualifications, which are divided into full and partial qualifications. The qualifications are described in detail in the assessment standards and are linked to the levels of the European Qualifications Framework (EQF). Each qualification has specific requirements for skills, knowledge and competences which are verified by authorised persons or institutions.
- The NQF in Slovakia also covers a wide range of qualifications, but more emphasis is placed on linking to the formal education system. Qualifications are divided into primary, secondary and higher vocational qualifications and are also linked to the EQF. Slovak qualifications contain comprehensive descriptions of the requirements that must be met to obtain them and are verified by authorised testing centres.



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### **3. The process of verification and recognition of qualifications**

- The process of verification and recognition of qualifications in the Czech Republic is carried out by authorised persons and institutions, which must meet strict conditions set by law. The NQF in the Czech Republic provides for the recognition of non-formal and informal learning through the process of verification of the results of further education. Certificates issued under the NQF have state recognition and are valid throughout the Czech Republic.
- Verification and recognition of qualifications in Slovakia is carried out through authorised testing centres accredited by the Ministry. The Slovak system also supports the recognition of non-formal and informal learning, but the process can be more centralised and managed by state institutions. Certificates issued in Slovakia also have state recognition and are valid throughout the country.

### **4. Implementation and use in practice**

- NQF in the Czech Republic is actively used not only in the education system, but also in labour relations and career development planning. Companies and enterprises are encouraged to use NQF in setting qualification requirements for employees.
- NQF in Slovakia is currently being implemented in the education system and labour market, with an emphasis on lifelong learning and competence development. Enterprises are encouraged to use the NQF to increase the skills of their employees and improve their competitiveness.

These differences reflect the specific national circumstances and needs of each country, but both systems share a common goal: improving the skills and employability of the workforce through clearly defined and recognised qualification standards.



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## **2. Options for using the National System of Professional Qualifications**

There are many benefits of using the National Occupational Qualifications Framework in industrial enterprises. It enables industrial enterprises to effectively identify and recognise the skills and knowledge of their employees, thereby facilitating career development planning. With well-defined qualification standards, enterprises can target the development of specific skills needed to perform the activities of an employee's job, leading to increased productivity and competitiveness.

The NQF also makes it easier for industry to ensure that employees have the necessary skills through recognition of prior experience and non-formal learning. This not only saves time and money but also increases the motivation of employees to continue their professional development. In addition, the system promotes lifelong learning and flexibility in the labour market, which is crucial for adapting to the rapidly changing demands of industry.

These opportunities enable industry to better respond to legislative requirements on skills and safety at work, while strengthening their market position through a skilled and competent workforce.

A qualification system is essentially a comprehensive system of examinations to check whether an employee has the appropriate competencies to perform his or her job. This system consists of various qualification standards and examinations that are designed to reflect the specific skills and knowledge required for different job roles and professions. The examinations within the qualifications framework are not just formal testing, but practical verification that individuals actually possess the skills and abilities necessary to perform their job tasks effectively. The framework includes various forms of assessment, from theoretical tests and practical exercises to simulations of real work situations, which help to accurately determine the level of competence.



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In practice, this means that employers can confidently assess whether their workers meet the competence requirements and quality standards set for specific jobs. The Qualifications Framework therefore provides both employers and employees with a clear and structured framework for assessing and confirming professional competences. This not only promotes increased professionalism and expertise in work teams, but also contributes to transparency and objectivity in the labour market and professional development.

In principle, businesses can work with the NQF in two ways. Either they can use existing qualifications to identify the competences of employees, or they can create new qualifications related to the performance of the job and then seek to include the new qualification in the system.

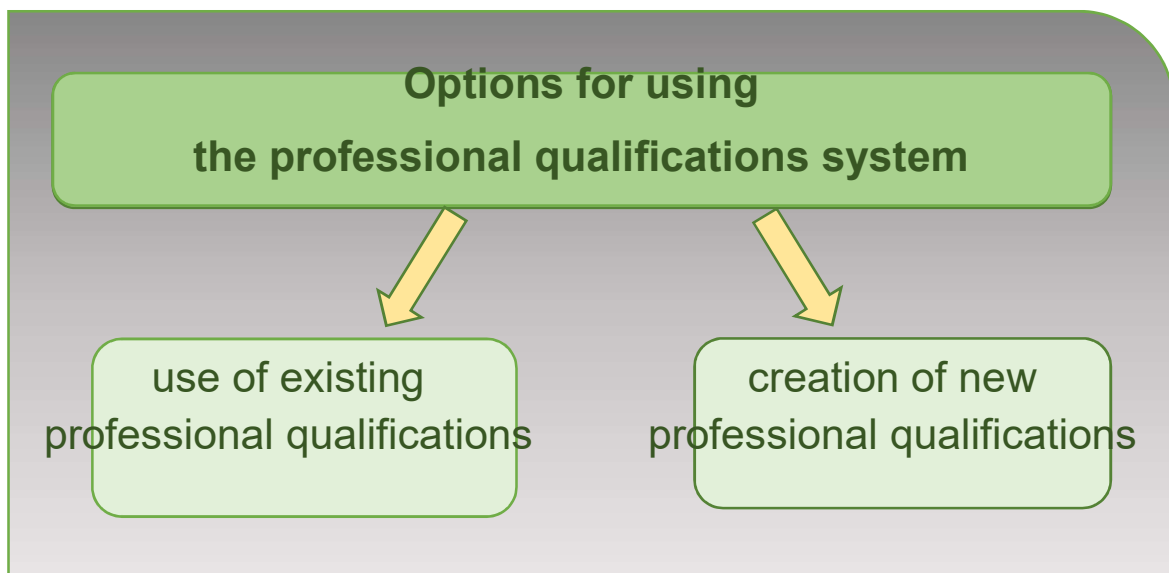


Figure 1: Options for using the professional qualifications system

Both ways of working with the National Occupational Qualifications Framework offer industrial enterprises flexibility and efficiency in the development and management of their human resources. The use of existing qualifications provides a quick and proven way to recognise and develop employees' skills, while the creation of new qualifications allows the training content to be tailored to the specific needs of the enterprise and to promote innovation and competitiveness in the market. The needs of the enterprise determine the choice of one of these sets.





## 2.1 Use of existing qualifications

Industrial enterprises can use existing professional qualifications that are already defined and approved within the national system. This use brings several advantages. Firstly, enterprises can easily identify and recognise the skills and knowledge of their employees according to already established standards. This enables effective planning of career development and internal training. Employees can obtain recognised certificates that validate their qualifications, which increases their motivation and engagement. In addition, businesses can take advantage of government-approved courses and training, reducing the cost and time associated with creating their own training programmes.

The following diagram illustrates the relationship between a company's training needs and whether it will use one of the existing qualification standards in the NQF.

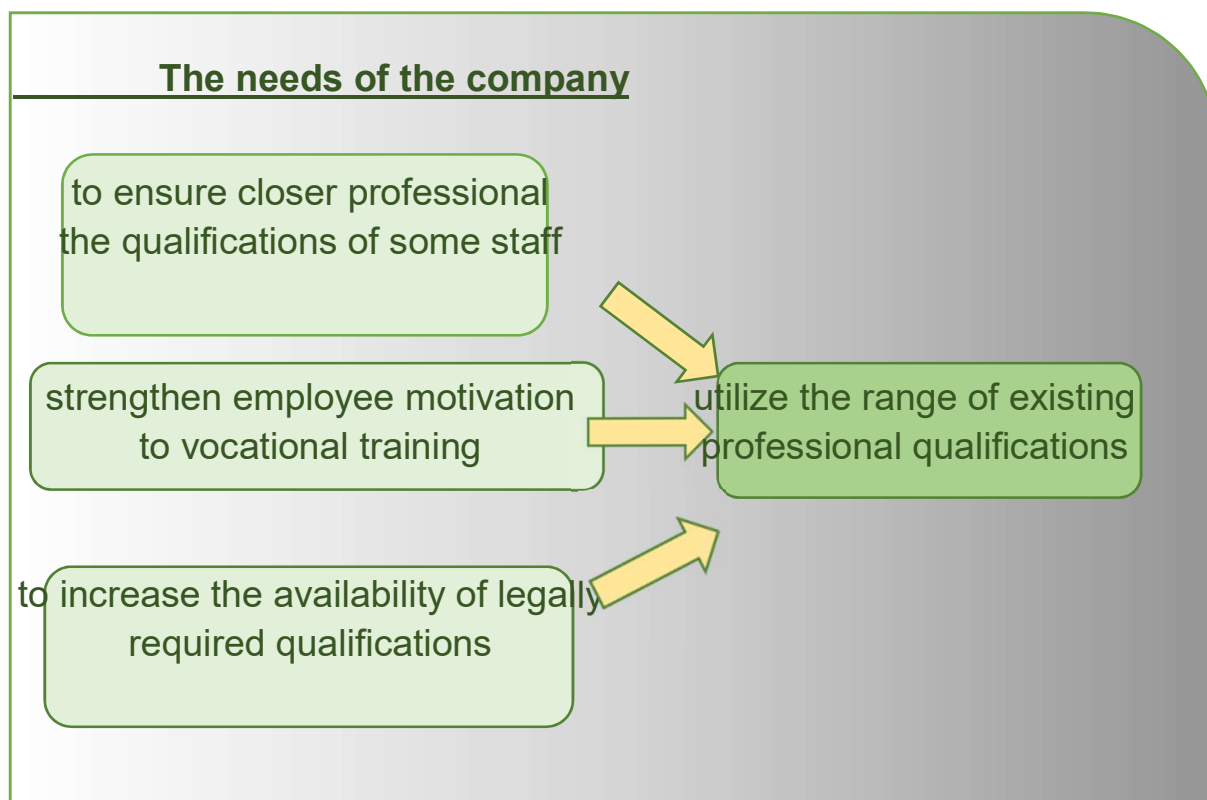


Figure 2: Employers' needs for the use of the occupational qualifications system



## **2.2 Creation of a new qualification and its inclusion in the system**

In cases where existing qualifications do not meet the specific needs of an enterprise, enterprises can create new professional qualifications and include them in the national system. This process involves defining new qualification standards that match the specific skills and knowledge required in a given enterprise or industry. Enterprises can work with experts and training institutions to develop these qualifications. Once approved and included in the national system, the new qualifications become officially recognised, allowing them to be used more widely across industry. This approach also allows enterprises to adapt to specific regional or technological requirements not covered by existing qualifications.

The following diagram illustrates the relationship between the training needs of a company and the need to seek to create a new qualification and integrate it into the system.

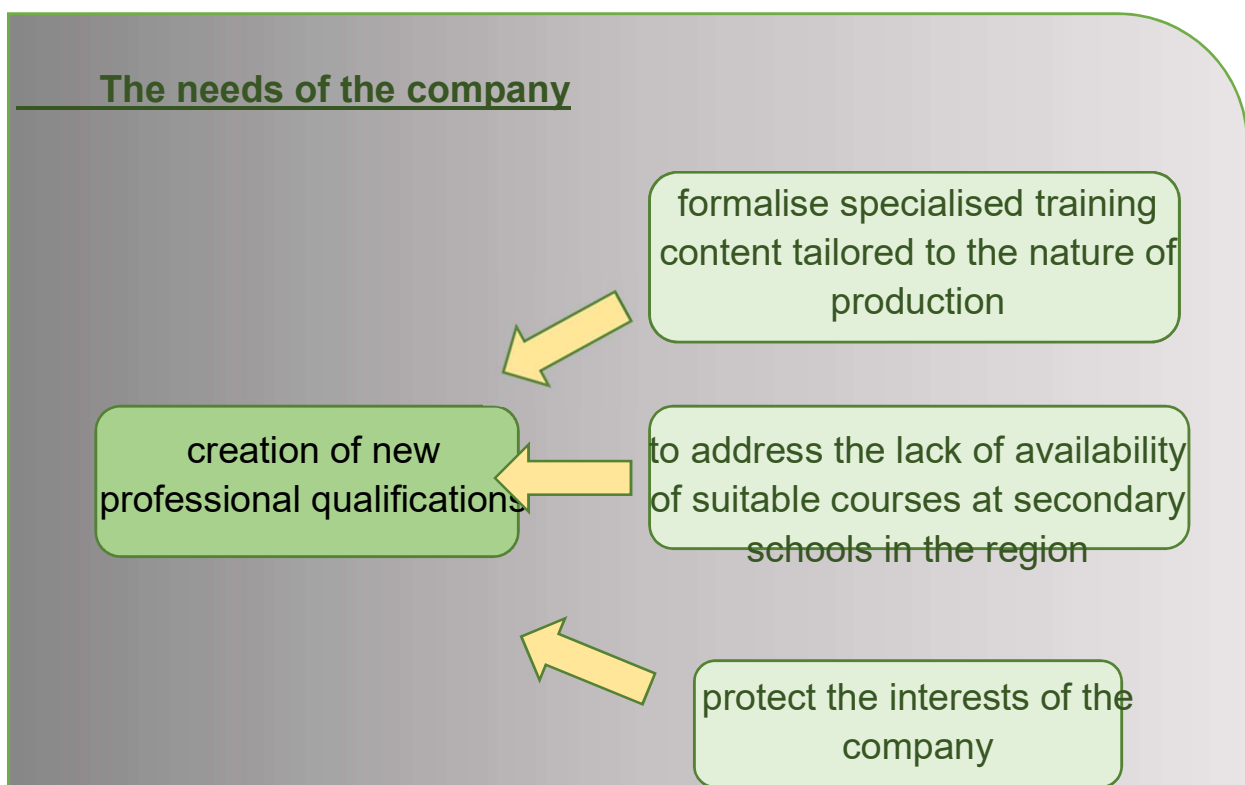


Figure 3: Employers' needs for the creation of new qualifications



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### **3. Use of existing professional qualifications**

Companies can use an existing professional qualification provided that it has already been included in the National System of Professional Qualifications in the Czech Republic or the System of National Qualifications in the Slovak Republic and that it already has qualification and assessment standards defined. Within both systems, it is possible to encounter the situation that a qualification is named but still awaiting elaboration in terms of professional competences.

#### **3.1 Ensuring closer professional qualification of staff**

Professional qualification systems allow workers to become professionally qualified, regardless of their initial level and field of education. These are often narrower vocational qualifications than those provided by secondary schools and colleges. However, they are useful for enterprises, as they allow enterprises to strengthen the skills of their employees in a specific and targeted way. This process is essential for the effective development and optimisation of work performance within specific areas or specialisations.

In practice, this means that companies can use existing qualifications to train and certify employees in detail in certain specialised areas. This leads to a higher level of expertise and skills in specific areas that are key to the business. For example, if a business needs experts in a particular technology or production process, it can choose specific qualification standards that cover these skills.

This approach has several advantages. It allows companies to adapt training to current needs and technological developments, ensures that employees have the necessary knowledge and skills to work in specialised areas, and contributes to more effective delivery of work tasks and company objectives. It also contributes to the professionalisation and quality of work, which can result in a more competitive and successful enterprise in the market. Ultimately, ensuring a more skilled workforce not only supports the individual professional development of employees, but also strengthens the overall performance and competitiveness of the enterprise.



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### **3.2 Strengthening employee motivation for training**

Professionally educated employees are undoubtedly a great competitive advantage for a company. However, the management of industrial enterprises is often faced with the problem of how to motivate certain groups of employees to undertake vocational training, especially those where it is necessary to verify the level of acquired knowledge and skills. It is not always possible to link enterprise vocational training directly to the enterprise's career and pay regulations. If company training led to a generally respected professional qualification, many employees would appreciate it, as they would be aware of their increased value on the labour market.

Successful implementation of the National System of Professional Qualifications can significantly contribute to motivating employees to participate in professional training and courses. One of the main benefits is to increase the attractiveness and relevance of vocational training. Employees are more motivated to participate in training if they see a clear benefit in the form of a recognised certificate or qualification that can lead to better jobs, higher pay or new career opportunities. Certifications that are part of the National Qualifications Framework provide concrete and measurable evidence of their professional skills and knowledge, which can serve as a powerful motivator.

Another important aspect is recognition and appreciation. Businesses that actively support training and offer their employees the opportunity to gain professional qualifications create an environment where professional growth and development is valued and supported. This approach increases job satisfaction and loyalty because employees see that their personal and professional development is aligned with the company's goals. Employees who have the opportunity to tailor their learning activities to their specific needs and career goals are more likely to engage. Training programmes that take into account employees' personal ambitions and career interests can increase their commitment and willingness to invest time and effort in their development.

In addition, companies can use other motivational tools such as financial incentives, career progression opportunities or recognition through awards. This increases the attractiveness of vocational training and supports employees in their professional development, which ultimately contributes to the overall development of the company.



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### **3.3 Increasing the availability of legally required qualifications**

Increasing the availability of legally required qualifications helps to ensure the efficient operation of the business in accordance with the law. The National Qualifications Framework (NQF) provides a structured framework of qualifications to meet legislative requirements, enabling businesses to more easily and efficiently provide the necessary skills to their employees.

Based on the qualifications available in the NQF, it is possible to take preparatory courses to obtain the qualification. By adapting the pre-service training programmes to current legislative changes, educators can easily respond to new legislative requirements by updating their training programmes in line with national standards. This ensures that employees are always up-to-date with current requirements and standards, which helps to deepen their professional qualifications and ensures the legal operation of the company.

The National Qualifications Framework can help educators to design and offer training and courses that are available in different regions and meet the specific needs of employees in regional enterprises. This means that even employees in less accessible areas have the opportunity to obtain the necessary qualifications.

In addition, the introduction of online training and distance learning is another effective strategy to increase the availability of qualifications. Modern technologies allow educators to deliver training and certification programmes through online platforms, thus removing geographical and time barriers. This contributes to wider accessibility of vocational training and allows employees to obtain the necessary qualifications more quickly and flexibly.

Overall, the effective use of the National System of Professional Qualifications contributes to ensuring and increasing the availability of legally required qualifications, which is key to supporting professional development in the enterprise.



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### **3.4 Example of good practice in the use of NQF**

These examples show how a corporate school can effectively use NQF to improve its learning activities, enhance the quality of teaching and assessment, and support staff career development.

#### **3.4.1 Adaptation of training programmes to current labour market needs**

One of the main advantages of using the NQF for a company school is the possibility to adapt training programmes to the current needs of the labour market. A business school can use the structure and content of the qualifications defined in the NQF to design courses and training that precisely match the required skills and knowledge in a particular sector. For example, if a company sees an increased demand for automation-related skills in manufacturing, a business school can respond quickly by developing specialised programmes focused on these skills. In this way, the training process becomes not only more relevant, but also more effective, as employees gain exactly the skills needed for their current and future job roles.

#### **3.4.2 Standardisation of the quality of education and assessment of results**

Another example of good practice is the use of the NQF to standardise the quality of education and assessment of outcomes. An enterprise school can implement the NQF standards and criteria into its assessment processes, ensuring that the assessment of staff skills and knowledge is consistent and transparent. This facilitates the internal mobility of employees as their skills and competencies are recognisable and recognised across different departments and positions within the company. This approach also makes it easier to monitor and evaluate the effectiveness of training programmes, identify areas for improvement and ensure that training investments are delivering the expected results.



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### **3.4.3 Support for career development and employee motivation**

The use of NQF in a company school also supports career development and employee motivation. NQF provides clearly defined career paths and competency profiles that enable employees to plan and develop their professional skills systematically. The company school can offer targeted training programmes to help employees gain the necessary qualifications for career progression within the company. This approach not only increases employees' motivation to further their education, but also contributes to their long-term loyalty and satisfaction, which positively impacts overall company performance and culture.

### **3.4.4. Gerresheimer Horšovský Týn spol. s r.o. Company School**

Gerresheimer Horšovský Týn, which focuses on the production of medical plastic devices using injection moulding technology, has consistently faced the challenge of a lack of qualified graduates on the labour market who meet the specific requirements for the position of injection moulding machine setter. This shortage of professionals has led the company to the decision to set up its own training centre, which would enable the necessary personnel to be educated and trained directly within the company. This move not only ensures access to qualified employees, but also allows the company to control the quality of training and adapt the curriculum to the specific needs of production.

The process of setting up a business school involves several key steps. Firstly, it is necessary to conduct a needs analysis of the company and identify key areas where the level of expertise needs to be increased. The company must then develop a training programme that meets the NQF standards and obtain the status of authorised person, which involves meeting certain qualification criteria and training internal trainers in both professional and pedagogical-didactic skills, which currently corresponds to the Continuing Education Lecturer qualification. Once these steps have been completed, the practical training phase follows, when the new curricula are implemented and workers are trained on real machines and equipment used in production.



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The whole process requires close collaboration between management, technical specialists and training experts to ensure successful development of employee skills in line with the needs of the business.

The benefits of setting up your own company school are manifold. First and foremost, it allows you to eliminate dependence on external training resources and ensure a steady supply of qualified employees. Having your own training centre also allows you to tailor training to the company's exact technological requirements and ensure that new adjusters fully understand the company's specific procedures and standards. In addition, employee turnover is reduced because training is conducted in-house, which strengthens the company-employee relationship and increases employee loyalty.

Another benefit is the possibility to obtain the status of an authorized person for the approval of qualifications, which allows the company not only to train, but also to certify its own and other employees according to the National Qualifications System (NQS), which increases their value on the labor market. Although setting up your own company school, as in the case of Gerresheimer Horšovský Týn, offers many advantages, it also brings several risks that need to be carefully considered.

In particular, establishing and maintaining your own training centre requires significant investment in equipment, training materials, infrastructure and recruitment of qualified instructors. These costs can be prohibitive for smaller companies or firms with limited resources a significant financial burden. In addition, if the training centre is not used efficiently or the demand for trained staff is reduced, these investments can be loss-making. The high set-up and operating costs thus represent a disadvantage, especially for small firms.

Having qualified lecturers who not only have the technical skills, but also the ability to transfer knowledge effectively is crucial to the success of a business school. Lack of teaching and teaching expertise can lead to poor quality training, which could have a negative impact on the quality of the workforce and the productivity of the company. In addition, the company becomes dependent on its own capacity, which can be risky if economic conditions or company priorities change. Dependence on in-house capacity of trainers is a disadvantage especially in terms of low substitutability.





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The risk of internal training programmes being closed can also lead to the company being closed to new trends and innovations if cooperation with other external professional institutions is not included. This approach can cause stagnation in the development of employees' skills and hinder the adoption of innovations that could be beneficial for improving productivity or production quality. There is also a risk that employees will not be exposed to a wider range of professional experience and skills, which may limit their professional development.

These risks should be carefully considered when deciding to establish an in-house training school and measures should be put in place to minimise them, such as regularly updating training programmes, investing in continuing education for in-house trainers and ensuring external collaboration with professional institutions to keep training up-to-date and competitive.

### **3.5 Recognition of results**

Recognition of learning outcomes is the process by which official status can be awarded on the basis of verification of specified competences. This can be done through:

- the award of qualifications (certificates, diplomas or degrees);
- validation of acquired skills and/or competences;

Recognition of learning outcomes facilitates the situation where a person seeking recognition of learning outcomes has obtained a qualification in a particular field but is working in another. It is also applicable if the candidate wants to get a job in the new field that he/she knows and needs to confirm this.

Proof (certificate) of successful completion of an examination of a professional qualification registered in the National System of Qualifications has the status of a public document, just like an apprenticeship certificate - it proves that its holder is competent to perform the profession for which the qualification is specified and is recognised as such by employers. However, just as an identity card is not the same as a passport, this document is not the same as an apprenticeship certificate.



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Within the framework of the NQF, it is possible to obtain a so-called professional qualification (PK). This is a qualification that enables the applicant to be employable in a given occupation, or even to obtain a Trade Certificate (depending on the conditions of the specific occupation). For example, a full professional qualification is required for craft trades, while a professional qualification is sufficient for liberal trades. The professional qualification guarantees that the employee will be employable in the given trade.

**However, if the qualification for a profession is an education certificate in a given field (e.g. for the exercise of the profession of electrician and successful passing of the examination from Decree 194/2022 Coll., on the requirements for professional competence to work on electrical equipment and for professional competence in electrical engineering, an electrical engineering education is required), it cannot be replaced by a document of qualification.**

Sometimes, however, by passing appropriate vocational qualification examinations, it is possible to pass the final examination in a given field and obtain an apprenticeship certificate (hence the relevant degree) without having to complete the usual schooling. If a candidate who has obtained a vocational qualification wishes to obtain an apprenticeship certificate, this is only possible if the relevant field of education exists and the candidate has obtained all the vocational qualifications needed to pass the final examination in the field of education in the school teaching the field. The condition is that he or she finds a school with a relevant teaching field that allows him or her to do so. This can always be found under the relevant professional qualification under the More information tab. If this information is not given, the vocational qualification is not part of any group of standards leading to a full vocational qualification and therefore it is not possible to pass the final examination in the apprenticeship and obtain an apprenticeship certificate.

Qualifications corresponding to the matriculation level are not yet linked to the education system, and this issue is currently being addressed in the framework of the NQF2 project. It is expected that it will also be possible to obtain a Bacculaureate certificate for this level, but probably not for all subjects.



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### 3.5.1 Example where a professional qualification is not recognised

An unnamed manufacturing company needs to fill the position of Electrician. They would like to use the potential of one of their own employees who know the environment and the company is satisfied with their workload. They would like the employee to complete a professional qualification course and successfully pass an examination on Decree 194/2022 Coll. on the requirements for professional competence to work on electrical equipment and for professional competence in electrical engineering.

However, an electrical engineering degree is a prerequisite for the position.

The employer would prefer the employee to obtain the required qualification through the National System of Professional Qualifications, as this process is shorter than distance learning at an electrical high school or apprenticeship. Currently, several full vocational qualifications could be used according to the needs of the company, see figure.

<b>Elektrikář</b>		<b>26-99-H/08</b>	
●	Montér/montérka elektrických instalací 📅	26-017-H	3 ●●●○○○○○
●	Montér/montérka elektrických rozvaděčů 📅	26-019-H	3 ●●●○○○○○
●	Montér/montérka elektrických sítí 📅	26-018-H	3 ●●●○○○○○
●	Montér/montérka hromosvodů 📅	26-021-H	3 ●●●○○○○○
●	Montér/montérka slaboproudých zařízení 📅	26-020-H	3 ●●●○○○○○

*Illustrative image of NQF*

It is in the employer's interest that the employee meets the required criteria as soon as possible. If the candidate meets the defined qualification standards and is able to demonstrate his/her competence according to the assessment criteria, he/she can



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apply directly for the examination. If he/she has acquired the necessary competences through self-study or work experience, he/she is not obliged to attend any school or course. A full professional qualification is sufficient for the needs of the undertaking.

However, for the purposes of Decree 194/2022 Coll., on the requirements for professional competence to work on electrical equipment and for professional competence in electrical engineering, full professional qualifications are not sufficient and the employee currently has no choice but to present an education certificate or a school-leaving certificate in electrical engineering. As no apprenticeship is willing to recognise vocational qualifications as equivalent to studies and to issue an apprenticeship certificate, the employee has no other option for the time being than to participate in a distance learning apprenticeship, which lasts at least 1 year and takes place 1-2 times a week, when the employer has to release him from production.

Employers are trying to change this situation, the assumption being that by 2030 the National Qualifications Framework should be fully interoperable with apprenticeships and secondary schools. For the time being, however, this is not the case.



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## **4. Creating new professional qualifications**

If necessary, specialists in the company have the opportunity to name the new professional qualification and define its qualification standards. In this case, they can also become the authorised person to assess the level of competence. Another option is to delegate the development of the new professional qualification to an external company based on the specific needs of the company. There are advantages and disadvantages to both options.

### **Advantages and disadvantages of creating a new professional qualification**

There are advantages and disadvantages to creating a new professional qualification. The main advantages include the ability to fully tailor training programmes to the specific needs of the company, leading to more effective training and better preparation of employees for specific tasks. In addition, the enterprise can become an authorised person for the approval of the qualification, which brings prestige and strengthens its position in the market.

On the other hand, this process can be time and cost consuming, as it requires close collaboration with subject matter experts, the development of detailed training materials and the provision of qualified trainers. It is also necessary to take into account the administrative complexity of approving a new qualification and integrating it into the national qualification framework.

Alternatively, the company can choose to work externally, where a specialist company develops a new training programme and qualification based on the company's requirements. This route may be quicker and less demanding on internal resources, but may not always reflect the specific needs of the business as accurately as an in-house approach.

The chosen approach should reflect the strategic objectives of the company, the available resources and the specifics of the industry in which the company operates.



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## **4.1 Formalizing highly specialized educational content**

In many sectors there are specific training needs that are not covered by standard training programmes. Companies must therefore create their own specialized training programs that reflect the unique requirements and technical specifications of their production. Formalizing these programs allows companies to not only maintain a high level of expertise, but also to ensure a consistent quality of training across the enterprise. This approach allows employees to gain certified professional skills that are directly relevant to their daily work.

### **4.1.1 Case study: training in plastics companies**

For plastics companies, standard training programmes are not always sufficient because these companies often work with unique materials, technologies and production processes that differ from common practices in other industries. For example, injection moulders need to understand the specific properties of different types of plastics, the technologies used and the manufacturing processes that are specific to individual products and customer requirements.

In this case, the company can proceed to the creation of a new professional qualification that includes all the necessary skills and knowledge. For example, the qualification 'Injection moulding machine setter' at Gerresheimer Horšovský Týn was created to reflect the specific production needs of the company. The company has set up its own training centre, which focuses on training new employees and developing the skills of existing staff. In this way, the company has ensured that its employees have not only general technical knowledge, but also the specific skills needed to produce specific products in accordance with high quality standards.



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#### **4.1.2 Creation of a new professional qualification "Plastic moulder/former for aircraft" in Evekotor-Aerotechnik, a. s.**

The company Evekotor-Aerotechnik, a. s., known for the production of light sport and training aircraft, was struggling with a shortage of skilled workers specialized in moulding plastic parts for the aerospace industry. Due to the specific requirements of aerospace components, which must meet strict norms and safety standards, it was not possible to use workers with general knowledge of plastics processing. Traditional training programmes and apprenticeships in the area did not cover the necessary skills and knowledge required to work in such a demanding industry.

In response to this shortage of skilled workers, Evekotor-Aerotechnik has decided to create a new professional qualification "Aircraft Plastic Moulder". This standard has been developed in collaboration with experts in aerospace and materials engineering and includes not only the skills required for moulding plastic parts, but also knowledge of specific materials used in the aerospace industry, such as composites and high-strength plastic alloys. The qualification emphasises precision and adherence to safety and quality requirements key to the aerospace sector.

The company wants to become an authorised person for this new qualification and set up its own training centre where employees undergo specialised courses and practical training. With this approach, Evekotor-Aerotechnik will ensure a highly skilled workforce that is able to respond to the specific needs of aerospace manufacturing, while reducing dependence on external suppliers and training institutions that could not offer the same level of specialized education and training.



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## **4.2 Addressing the lack of availability of suitable study fields in the region**

Businesses operating in regions with a shortage of suitable fields of study often face difficulties in finding qualified workers. Especially in technical and industrial sectors where specific skills are required, businesses may suffer from a shortage of professionals. One solution is to develop their own training programmes or to work with secondary and higher education institutions to create specialised courses of study that meet the needs of the enterprise and the region.

### **4. 2. 1 Case study: shortage of toolmakers in the region**

Many companies in the engineering industry, especially in smaller towns and rural areas, face a shortage of skilled toolmakers. For example, in the Moravian-Silesian region, outside large cities such as Ostrava, it is difficult to find secondary vocational schools (SOTS) or apprenticeships that provide sufficient training in this specific field. The nearest secondary school with a focus on toolmaking is located in Ostrava, which is a logistical and financial obstacle for many potential students.

Companies in the region decided to address this problem by setting up their own training centres and started training toolmakers in-house. This approach allows companies to control the quality of training and ensure that the training matches their specific needs and technologies. This model has proven to be an effective way to attract and train new employees while improving employment in the region.

### **4. 2. 2 Case study: shortage of graduates in robotics**

Robotics is one of the rapidly growing sectors of modern manufacturing that requires highly skilled professionals with skills in programming, mechanics and electronics. However, many colleges and universities in regional cities do not offer sufficiently specialized programs to prepare graduates for the practical demands of industrial robotics. Businesses often find that available graduates do not have the necessary practical skills and knowledge specific to advanced robotic systems used in modern production lines.





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For example, a company operating in the Central Bohemia region, which specializes in automation and robotization of production processes, faced problems with a lack of qualified specialists. In response to this situation, the company decided to invest in its own training programme focused on robotics. In collaboration with technical universities and industry experts, they created a specific programme that combines theoretical education with intensive practical training directly on robotic lines.

This approach not only allows the company to prepare graduates for the specific requirements of robotic systems, but also encourages innovation and the development of new technologies in-house. In addition, the company ensures a higher level of loyalty among employees who have completed its in-house training programme and see it as an opportunity for professional growth.

### **4.3 Protecting the interests of business in a legislative emergency**

We consider a legislative emergency to be a situation where a qualification standard is not defined for some sub-activities of the job qualification, yet the job qualification includes them and this discrepancy may give rise to legal and financial problems. An example of this type of problem is a claim at an unnamed company.

- Introduction to the situation

The property damage was proven to have been caused by the worker's violation of workplace safety rules. Further investigation revealed that the employee had signed OHS training documents when he started his job. Up to this point, this would have been a relatively straightforward case where the damage goes to the employee who was at fault or to the insurance contracted for these purposes.

- Description of the problem

However, there was a person with a legal background in the worker's vicinity who began to lecture the worker to start questioning the quality of his OHS training by saying: *"He told me, but I didn't understand." "He told me in general terms, not what I need on the set." "I thought I understood it, but then I found out I didn't." "He explained it to me wrong." "I didn't get it from the papers, but I couldn't have known that at the time."*



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The whole thing suddenly started to revolve around proving the level of pedagogical and andragogical skills of the OSH trainer.

- Analysis

The National Qualifications Framework defines two OSH-focused positions: the OSH manager and the OSH technician. The qualifications for both of these positions include training competencies. However, in the case of the occupation OSH manager, it is more about organising training rather than direct teaching activities, see figures.

## HSE Manager

Školení vedoucích zaměstnanců v BOZP	
Kritéria hodnocení	Způsob ověření
a Popsat systém školení BOZP vedoucích zaměstnanců na jednotlivých stupních řízení v oblasti BOZP, zhodnotit jeho klady a nedostatky	Ústní ověření
b Navrhnout kompletní systém školení BOZP pro vedoucí zaměstnance ve firmě	Praktické předvedení a ústní ověření

7 ●●●●●●●

*Je třeba splnit obě kritéria.*

## Illustrative image NQF OHS Technician

Školení zaměstnanců v oblasti BOZP	
Kritéria hodnocení	Způsob ověření
a Popsat typy školení BOZP zaměstnanců na konkrétním pracovišti	Ústní ověření
b Připravit školení zaměstnanců v oblasti BOZP	Praktické předvedení
c Popsat způsob provádění školení	Ústní ověření

4 ●●●●●●●

*Je třeba splnit všechna kritéria.*

Illustrative image of NQF

For the OHS technician qualification, training is part of the professional role. However, according to the expert opinion, the existing pedagogical or andragogical training is insufficient for the training activity. Moreover, pedagogical training may not even be possessed by authorised persons, hence the quality of the existing training competence is judged unqualified. However, sufficient pedagogical or andragogical training is not defined, which creates a legislative emergency that can lead to the above-mentioned problems for the company. Analogous situations can occur, for example, in the case of the qualification of motorised wheelchair instructor, where,



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although teaching competence is required, the qualification is not defined in the curriculum.

- Solution options

If the company wishes to supplement the pedagogical qualifications of selected employees, it can use one of the study programmes at a university or secondary school with a pedagogical focus. However, it is necessary to take into account the greater time demands of these programmes, which may complicate the course of study from an organisational and motivational point of view. Another option is to use one of the professional qualifications defined by the NQF. The need to train staff in didactic skills corresponds to the qualification of Lecturer in Further Education, see figure.

**Lektor/lektorka dalšího vzdělávání** (kód: 75-001-T)

Autorizující orgán: [Ministerstvo školství, mládeže a tělovýchovy](#) Kvalifikační standard

Skupina oborů: [Pedagogika, učitelství a sociální péče](#)

Povolání: [Lektor dalšího vzdělávání](#)

Platnost standardu: Od 6.1.2023 do neomezeně

Kvalifikační úroveň: 7

Kvalifikační standard    Hodnotící standard    Autorizované osoby    Další informace    Uznatelnost kompetenci

**Kvalifikační standard**

Název odborné způsobilosti	Úroveň

**KE STAŽENÍ**

- Kvalifikační standard
- Hodnotící standard
- Autorizované osoby
- Záznam o průběh zkoušky

Kvalifikační úroveň EQF	Stupně vzdělání
1.	Základy vzdělání
2.	Základní vzdělání
	Střední vzdělání
3.	Střední vzdělání s výučním listem (dvouleté obory)
4.	Střední vzdělání s maturitní zkouškou
5.	není definováno školským zákonem
6.	Vyšší odborné vzdělání
	Vyšší odborné vzdělání v konzervatoři
	Vysokoškolské – bakalářský studijní program
7.	Vysokoškolské – magisterský studijní program
8.	Vysokoškolské – doktorský studijní program

Více informací o Evropském kvalifikačním rámci na [www.eqf.cz](http://www.eqf.cz)

Illustrative image of NQF

This qualification standard is constructed to qualification level 7, which according to the attached table corresponds to a university degree. In addition, a candidate would need to master a total of nine competencies at the university level. In addition, prior to the examination, the individual must still provide a set of materials including a model client assignment, a model training programme, a model minute scenario, a set of didactic materials, an instructional presentation in electronic format, worksheets, teaching texts and model activity assignments to verify and assess the competences achieved.



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### **Competencies of the Lecturer in Further Education and their level**

Orientation to legislation and the continuing education system for the needs of the continuing education lecturer	7
Collaboration of the further education lecturer with clients in the preparation of training programmes and training events	7
Development of continuing education programmes	7
Developing a continuing education programme into a minute-by-minute scenario	7
Development of didactic materials in the field of adult education	7
Conducting face-to-face teaching by a further education lecturer	7
Online teaching by a further education lecturer	7
Verification and assessment of participants' competences in adult education	7
Reflection on own lecturer's work and evaluation of the training event in the field of adult education	7

In the field of vocational corporate training, there are often specialists with a high school education, or individuals with an education certificate, who have mastered their jobs and pass on their experience to their colleagues, and the requirements for obtaining the qualification of a continuing education lecturer could be too demanding and demotivating for them.

For this reason, two qualifications focused on teaching activities have been created that are more in line with the needs of the enterprise: the trainer of vocational enterprise training and the trainer of vocational skills in production. The former is designed for a full secondary school qualification level, the latter for an apprenticeship certificate level. The following tables provide a basic definition of the curricula for both professions, which also significantly take into account the acquisition of competences on the job.



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Competences of the new qualifications:

<b>Trainer in vocational corporate training – eligibility</b>	level
Orientation in business processes and corporate training	4
Using basic pedagogical skills in teaching	4
Application of basic ICT skills in teaching and preparation	4
Application of social-psychological knowledge in contact with learners	4
Orientation in the legal regulations applicable to the performance of the professional activity of a trainer	4

<b>Production Skills Trainer – Eligibility</b>	level
Orientation to business processes and the organisation of skills training in the workplace	4
Using basic pedagogical skills when working with learners	3
Application of psychological aspects in contact with learners	3
Orientation in the legal regulations applicable to the performance of work activities	3



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## **5. Conclusion**

The methodology for the use of the National Qualifications System in vocational enterprise training represents a comprehensive approach to the effective use and implementation of vocational qualifications within enterprises. Its main objective is to provide practical tools and recommendations on how to integrate the NQF into corporate training processes, which contributes to higher qualification of employees, their motivation for further training and to the overall increase in the competitiveness of the enterprise.

The methodology highlights opportunities to use existing professional qualifications to ensure staff competence and to comply with legislative requirements. It also looks at the creation of new vocational qualifications, which is key for businesses facing a shortage of suitable courses in the region or needing to formalise specialised training content. This section also provides guidance on how to protect the interests of a business in a legislative emergency and how to ensure international transferability of qualifications where the parent company uses a similar system.

Implementation of the NQF according to this methodology leads to the creation of a structured and targeted education system that reflects the current needs of the labour market and the specific requirements of individual enterprises. As a result, companies can plan and implement vocational training more effectively, thereby supporting the professional development of their employees and contributing to the overall productivity and success of the company.

This methodology, which was developed in international cooperation between the Czech educational agency LASERneedle CZ s.r.o. and the Slovak educational agency Topcoach s.r.o. within the ERASMUS+ project "Creating of the new VET qualifications for entrepreneurship education" reg. 2022-2-CZ01-KA210-VET-000100007, it is therefore an essential tool for all companies that seek to increase the qualification of their employees and increase their motivation for further education, and at the same time want to remain competitive in a dynamically changing market environment.



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