



## 1. TITLE OF THE CERTIFICATE (NL)

**Diploma Beroepsonderwijs**  
**Kwalificatie: Apothekersassistent**  
**Kwalificatiedossier: Apothekersassistent**

In the original language

## 2. TRANSLATED TITLE OF THE CERTIFICATE (EN)

**Certificate Senior Secondary Vocational Education**  
**Qualification: Pharmaceutical technical assistant**  
**Qualification file: Pharmaceutical technical assistant**

This translation has no legal status

## 3. PROFILE OF SKILLS AND COMPETENCES

Core task 1: Provides guidance in use of medication

- 1.1 Accepts the care demand
- 1.2 Performs medication monitoring
- 1.3 Takes care of issuing medication
- 1.4 Gives instruction on medication use
- 1.5 Processes client-related information and records

Core task 2: Offers non-prescriptive care to the client

- 2.1 Gives information and advice
- 2.2 Advises on and sells over-the-counter medication

Core task 3: Offers product care

- 3.1 Makes prescribed (industrially made) medication available
- 3.2 Makes customised drugs available
- 3.3 Provides logistics and management

Core task 4: Works on quality and expertise

- 4.1 Works on one's own expertise
- 4.2 Works on the advancement and assurance of quality care
- 4.3 Works in multidisciplinary team and coordinates work activities

## 4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

The Pharmaceutical technical assistant can work at a public pharmacy, a hospital pharmacy, a health centre, a preparation centre or other health institution.

## 5. OFFICIAL BASIS OF THE CERTIFICATE

**Name and status of the body awarding the certificate**

The certificate issued on completion of the programme is signed by the examination board at the school where the pupil attended the programme.

**Name and status of the national/regional authority providing accreditation/recognition of the certificate**

Ministry of Education, Culture and Science

**\* Explanatory note**

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.

More information is available at: <http://www.europass.cedefop.europa.eu/>

© European Communities 2002

## 5. OFFICIAL BASIS OF THE CERTIFICATE

|   |   |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
|---|---|----|-----------|---|-----------|---|------|---|-------------------|---|------|---|------|---|----------------|---|---------------------|---|------|---|-----------|
| <p><b>Level of the certificate (national or international)</b><br/>         Qualification level 4 of the Dutch VET qualification structure<br/>         Characteristics: non-job related skills such as tactical and strategic capacities. The professional bears his or her own responsibility, which is not only related to practical implementation in terms of monitoring and supervision, but also a more formal, organisational responsibility. The range of tasks also includes drafting new procedures.<br/>         NLQF-niveau 4 - EQF level 4 - ISCED 3A</p>   | <p><b>Grading scale / Pass requirements</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;">10</td><td>excellent</td></tr> <tr><td>9</td><td>very good</td></tr> <tr><td>8</td><td>good</td></tr> <tr><td>7</td><td>very satisfactory</td></tr> <tr><td>6</td><td>pass</td></tr> <tr><td>5</td><td>fail</td></tr> <tr><td>4</td><td>unsatisfactory</td></tr> <tr><td>3</td><td>very unsatisfactory</td></tr> <tr><td>2</td><td>poor</td></tr> <tr><td>1</td><td>very poor</td></tr> </table> | 10 | excellent | 9 | very good | 8 | good | 7 | very satisfactory | 6 | pass | 5 | fail | 4 | unsatisfactory | 3 | very unsatisfactory | 2 | poor | 1 | very poor |
| 10  | excellent   |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| 9   | very good   |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| 8   | good  |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| 7   | very satisfactory   |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| 6   | pass  |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| 5   | fail  |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| 4   | unsatisfactory  |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| 3   | very unsatisfactory   |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| 2   | poor  |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| 1   | very poor   |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| <p><b>Access to next level of education/professions</b><br/>         The Pharmaceutical technical assistant can be expected to remain competent at the profession through further accredited training, preferably by SANA. The Pharmaceutical technical assistant (PTA) can develop to become PTA variety coordination, PTA variety quality care, PTA variety pharmaceutical patient care and team leader. Through higher professional education the PTA can develop to become a Pharmaceutical consultant or Pharmaceutical expert. After several years of work experience, the PTA can do the education for Care management. Through further training a hospital pharmaceutical technical assistant (HPTA) can specialise in the hospital pharmacy in quality care, research medication, 'preparations', medicine information, hospitalisation and discharge conversations or medication safety. She can also do tasks for a specific department such as intensive care or neonatology. With at least one year of hospital experience a HPTA can do a one-year education to become pharmacy practitioner. A PTA can also transfer to other functions such as a dental nurse or doctor assistant. Further (VET) training is required for this.</p> | <p><b>International agreements</b><br/>         In the Netherlands, Pharmaceutical technical assistant is a regulated profession under the European directive 2005/36/EC, amended by directive 2013/55/EU.</p>  |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| <p><b>Legal basis</b><br/>         Act on Vocational Education and Training (WEB), registered number of qualification (crebo): 25471<br/>         The education and training for this qualification is offered as of 01-08-2015.</p>  |   |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |

## 6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE

|   |  |
|---|--|
| <p>Senior secondary vocational education features two learning pathways: the school-based pathway (bol) and the training on the job pathway (bbl).<br/>         In the school-based pathway, the majority of the course consists of theory at school. The extent of the practical component (vocational practice) is between 20% and 60%. In the training on the job pathway, the extent of vocational practice is at least 60% of the course. The participant works four days a week in a training company, and attends school for theory subjects just one day a week.<br/>         In principle it is possible to follow both learning pathways, but which pathway is offered will depend on the individual educational institution.</p> |  |
| <p><b>Average duration of the education/ training leading to the certificate</b></p>  | <p><b>3 years (4800 study hours) (depending on previous education)</b></p> |
| <p><b>Entry requirements</b><br/>         The certificate preparatory vocational secondary education (vmbo) advanced vocational programme, combined programme, or theoretical programme, or a comparable level.</p>   |  |

## 7. ADDITIONAL INFORMATION

Dutch senior secondary VET is based on qualification files, that each contain one or more qualifications. The information included in part 3 and 4 is derived directly from the qualification file determined by the Minister of Education, Culture and Science. The complete qualification file can be found at [kwalificaties.s-bb.nl](http://kwalificaties.s-bb.nl), only in Dutch.

Optional subjects are linked to the qualification. The optional subjects have a total size of 15% of the course duration. The optional subjects completed by the student are listed on the certificate.

Additional information, including a description of the Dutch national qualifications system, is available at the Netherlands National Reference Point (NRP): [www.s-bb.nl](http://www.s-bb.nl). The NRP is the information centre for vocational qualifications in the Netherlands. SBB has been appointed in this capacity by the Ministry of Education, Culture and Science.