



## 1. TITLE OF THE CERTIFICATE (NL)

**Diploma Beroepsonderwijs**  
**Kwalificatie: Begeleider gehandicaptenzorg**  
**Kwalificatiedossier: Maatschappelijke Zorg**

In the original language

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

**Certificate Senior Secondary Vocational Education**  
**Qualification: Care provider disability care**  
**Qualification file: Social care**

This translation has no legal status

## 3. PROFILE OF SKILLS AND COMPETENCES

Core task 1: Offers supportive, stimulating guidance and care

- 1.1 Inventories support questions from the client
- 1.2 Supports the client in their personal care
- 1.3 Supports the client in accommodation and household duties
- 1.4 Supports the client in their daily business
- 1.5 Responds to unforeseen crisis situations
- 1.6 Coordinates the work
- 1.7 Evaluates the support offered

Core task 2: Works on quality and expertise

- 2.1 Works on one's own expertise
- 2.2 Works on improving and monitoring quality care

Core task 3: Offers care and support in disability care

- 3.1 Supports and motivates a group of clients in activities
- 3.2 Supports, informs and advises the client and close relatives in maintaining and encouraging the development
- 3.3 Carries out nursing actions
- 3.4 Coaches new colleagues, apprentices and/or volunteers

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

The Care provider disability care works on an outpatient and/or intramural and/or semimural basis in institutions for residential, daytime and leisure activities in disability care, , among other places. She also works in welfare institutions, judicial institutions, asylum seeker centers and hospitals. She can also be deployed in other care-agogical positions within social work or nursing and care. Social care institutions offer different types of services such as 24-hour care (intramural), semimural care and outpatient care. The Care provider disability care offers care and support to people of all ages with intellectual, physical, sensory or multiple disabilities. She pays attention to different types of problems, namely:

- problems that are the result of a disability or illness
- problems that have arisen through life but have been exacerbated by the disability or illness
- problems resulting from the healthcare system

**\* 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/>

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## 5. OFFICIAL BASIS OF THE CERTIFICATE

|  |   |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
|--|---|----|-----------|---|-----------|---|------|---|-------------------|---|------|---|------|---|----------------|---|---------------------|---|------|---|-----------|
| <p><b>Name and status of the body awarding the certificate</b><br/>The certificate issued on completion of the programme is signed by the examination board at the school where the pupil attended the programme.</p>  | <p><b>Name and status of the national/regional authority providing accreditation/recognition of the certificate</b><br/>Ministry of Education, Culture and Science</p>  |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| <p><b>Level of the certificate (national or international)</b><br/>Qualification level 3 of the Dutch VET qualification structure<br/>Characteristics: implementation of more than just the own block of tasks. The professional is able to account for his or her actions towards colleagues, and monitors and supervises the work of others. The range of tasks also includes drafting work preparation procedures.<br/>NLQF-niveau 3 - EQF level 3 - ISCED 3C</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/>Through education a Care provider disability care can specialise in areas such as daycare and educational functions. The Care provider disability care can, after graduating, focus on one or more of the following specific target groups:<br/>- clients with a sensorial disorder<br/>- clients with autistic spectrum disorders<br/>- clients with acquired brain injury<br/>- clients with a light intellectual disability with serious behavioural problems<br/>- clients (ages 0-6) with a developmental disorder<br/>- clients with serious multiple disabilities<br/>The Care provider disability care can develop through the educations Personal care provider disability care, Agogic worker mental healthcare, Home care provider or Personal care provider specific target groups, as well as through other VET level 4 educations.</p> | <p><b>International agreements</b><br/>Care provider disability care is not a regulated profession in the Netherlands. However, the education and training for this profession on qualification level 3 is regulated under the European directive 2005/36/EC, amended by directive 2013/55/EU. The regulated education and training gives access to regulated professions at the level of a diploma according to article 11 of this directive.</p>  |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| <p><b>Legal basis</b><br/>Act on Vocational Education and Training (WEB), registered number of qualification (crebo): 25475<br/>The education and training for this qualification is offered as of 01-08-2015.</p>   |   |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |

## 6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE

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|---|--|
| <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.