



## 1. TITLE OF THE CERTIFICATE (NL)

**Diploma Beroepsonderwijs**  
**Kwalificatie: Persoonlijk begeleider specifieke doelgroepen**  
**Kwalificatiedossier: Maatschappelijke Zorg**

In the original language

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

**Certificate Senior Secondary Vocational Education**  
**Qualification: Personal care provider specific target groups**  
**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 support to specific target groups

- 3.1 Drafts the support plan
- 3.2 Supports the client in increasing their own strength
- 3.3 Supports the client in social participation
- 3.4 Involves and supports close relatives
- 3.5 Carries out coordinating tasks
- 3.6 Coaches new colleagues, apprentices and/or volunteers

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

The Personal care provider specific target groups works on an ambulant, intramural and/or semi-mural basis within residential, day care and leisure institutions, within care & nursing homes, home care and social relief. She can also work in welfare institutions, juridical institutions, asylum seekers' centres and hospitals. Furthermore, she can be placed in care agogic positions within social agogic work or nursing and caring. The social care institutions provide various types of service such as 24-hour (intramural), semi-mural or ambulant care. The Personal care provider specific target groups provides support to clients of all age groups with multiple problems. These clients require (temporary or long-term) support in daily activities and/or functioning in society. This can involve clients with (chronical) diseases such as psychiatric and psycho-geriatric disorder.

**\* 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> 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> Ministry of Education, Culture and Science</p>																				
<p><b>Level of the certificate (national or international)</b> Qualification level 4 of the Dutch VET qualification structure 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. NLQF-niveau 4 - EQF level 4 - ISCED 3A</p>	<p><b>Grading scale / Pass requirements</b></p> <table style="border: none;"> <tr><td>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
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<p><b>Access to next level of education/professions</b> Through further education, it is possible for the Personal care provider specific target groups to develop to specialised positions such as day care or educational positions. The Personal care provider specific target groups can develop through higher professional educations such as Social pedagogical care or Higher professional Nursing.</p>	<p><b>International agreements</b> Personal care provider specific target groups is not a regulated profession in the Netherlands. However, the education and training for this profession on qualification level 4 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> Act on Vocational Education and Training (WEB), registered number of qualification (crebo): 25478 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). 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. 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>4 years (6400 study hours) (depending on previous education)</b></p>
<p><b>Entry requirements</b> The certificate preparatory vocational secondary education (vmbo) advanced vocational programme, combined programme, or theoretical programme, or a comparable level.</p>	

## 7. ADDITIONAL INFORMATION

<p>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 <a href="http://kwalificaties.s-bb.nl">kwalificaties.s-bb.nl</a>, only in Dutch.</p> <p>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.</p> <p>Additional information, including a description of the Dutch national qualifications system, is available at the Netherlands National Reference Point (NRP): <a href="http://www.s-bb.nl">www.s-bb.nl</a>. The NRP is the information centre for vocational</p>
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## 7. ADDITIONAL INFORMATION

qualifications in the Netherlands. SBB has been appointed in this capacity by the Ministry of Education, Culture and Science.