

# CERTIFICATE SUPPLEMENT (\*)

## 1. TITLE OF THE CERTIFICATE (NL)

**Diploma Beroepsonderwijs**  
**Kwalificatie: Milieu-onderzoeker**  
**Kwalificatiedossier: Milieu-onderzoek en -inspectie**  
In the original language

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

**Certificate Senior Secondary Vocational Education**  
**Qualification: Environment researcher**  
**Qualification file: Environmental research and inspection**  
This translation has no legal status

## 3. PROFILE OF SKILLS AND COMPETENCES

The most important duties of an Environment researcher are:

Core task 1: Carries out measurements in living environments and reports on results

- 1.1 Carries out field measurements and observations and/or takes samples
- 1.2 Maintains the workplace and/or apparatus
- 1.3 Interprets and reports results of measurements, observations and map data

Core task 2: Carries out living environment policy

- 2.1 Provides information and education about court orders and reports, and reports on progress
- 2.2 Prepares petitions for (simple) court orders
- 2.3 Handles notifications
- 2.4 Looks into and deals with complaints and problems

Core task 3: Provides support to healthcare systems in living environment

- 3.1 Provides information about healthcare systems
- 3.2 Performs scans and zero inventories and maintains the healthcare system
- 3.3 Sets up a simple improvement plan and executes it

Core task 4: Carries out additional research

- 4.1 Does preparatory work based on protocol
- 4.2 Instructs employees on taking samples and measurements
- 4.3 Provides advice on and/or contributes to improving quality living environment

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

An Environment researcher works at the municipality, province or regional executive service, at the water board, engineer & consultancy firm, at a contractor's firm which researches and remediates or at a production company. The work relates to various areas of expertise; the environment, construction & living environment with research

### \* 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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<b>4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE</b>
areas as spatial planning, soil, water, air, sound, waste, biodiversity, flora and fauna.

<b>5. OFFICIAL BASIS OF THE CERTIFICATE</b>
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<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 level 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: 10%;">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 internal and external education and experience, an Environment researcher can develop to a consulting, policy-forming or managing position, such as project manager. Furthermore, the Environment researcher's work field is expanding. Because of this, the Environment researcher will choose a specialisation during or after his education (through optional modules). The Environment researcher can do an adjoining higher professional education, such Land &amp; water management or Environmental science.</p>	<p><b>International agreements</b> The profession of Environment researcher is not regulated 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): 25459 The education and training for this qualification is offered as of August 1, 2015.</p>																					

<b>6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE</b>
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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). 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

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 <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.