



## 1. TITLE OF THE CERTIFICATE (NL)

**Diploma Beroepsonderwijs**  
**Kwalificatie: Restauratiestukadoor modelleren**  
**Kwalificatiedossier: Restauratiestukadoor**

In the original language

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

**Certificate Senior Secondary Vocational Education**  
**Qualification: Restoration plasterer - modelling**  
**Qualification file: Restoration plasterer**

This translation has no legal status

## 3. PROFILE OF SKILLS AND COMPETENCES

The most important duties of a Restoration plasterer - modelling are:

Core task 1: Draws up a renovation plan

- 1.1 Gathers together data
- 1.2 Inspects restoration object
- 1.3 Formulates restoration plan
- 1.4 Delivers restoration plan

Core task 2: Restores and reproduces plasterwork

- 2.1 Prepares the working duties
- 2.2 Installs constructions and plaster bases
- 2.3 Repairs and treats underlying surfaces
- 2.4 Applies specialist roughcasting and finishing layers
- 2.5 Designs and models frames and ornaments
- 2.6 Makes, installs and finishes off ornaments
- 2.7 Makes, installs and finishes off frames
- 2.8 Supervises trainees/ new colleagues
- 2.9 Carries out clearing up working duties
- 2.10 Delivers working duties

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

The Restoration plasterer works in small, medium, and large companies in the completion business, more specifically in the plasterer's sector. He carries out his working duties for several customers in, specifically, the sector renovation/restoration and besides this in the residential construction and non-residential construction, both in maintenance situations and in new development (focused on new, decorative plaster work). The Restoration plasterer can be set to work at the start of restoration project – he can also be of use in projects which have already been started which will call on his expertise. His restoration plans and designs for molding and ornaments can be made for own restorations or for third parties.

**\* 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 - Version 2010

### 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 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 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: 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 Restoration plasterer can be promoted to a (middle) management position or to a specialist position at the higher vocational education level (technical advisor, teacher).</p>                                                                                                                                                                                                                                                                                              | <p><b>International agreements</b><br/>The profession of Restoration plasterer - modelling 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><br/>Act on Vocational Education and Training (WEB), registered number of qualification (crebo): 95685<br/>The education and training for this qualification is offered as of August 1, 2012.</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>4 years (6400 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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Dutch senior secondary VET is based on qualification files, that each contain one or more qualifications. The information in section 3 and 4 is drawn directly from the qualification file, that is composed by the Centre of Expertise. The complete qualification file is available at <a href="http://www.kwalificaties.s-bb.nl">www.kwalificaties.s-bb.nl</a>, only in Dutch.</p> <p>Additional information, including a description of the Dutch national qualifications system, is available at the Netherlands National Reference Point (NRP) for VET: <a href="http://www.nlnrp.nl">www.nlnrp.nl</a></p> <p>SBB has been appointed by the Ministry of Education, Culture and Science as NRP.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|