

# CERTIFICATE SUPPLEMENT (\*)

## 1. TITLE OF THE CERTIFICATE (NL)

**Diploma Beroepsonderwijs**  
**Kwalificatie: Bibliotheekmedewerker**  
**Kwalificatiedossier: Bibliotheken**  
In the original language

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

**Certificate Senior Secondary Vocational Education**  
**Qualification: Library officer**  
**Qualification file: Libraries**  
This translation has no legal status

## 3. PROFILE OF SKILLS AND COMPETENCES

The most important duties of a Library officer are:

Core task 1: Mediates between customer and information

- 1.1 Informs and advises the customer
- 1.2 Teaches the client information skills
- 1.3 Handles the process of information brokerage

Core task 2: Carries out projects and activities

- 2.1 Attributes to the project-/ activities-/ work plan
- 2.2 Assists with organisation
- 2.3 Monitors and assists activities and visits

Core task 3: Manages information/media and makes it accessible

- 3.1 Acquires the information and assembles
- 3.2 Presents and maintains products and services

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

A Library officer can work in a wide variety of organisations, companies or (scientific) institutes. He works in a library or multimedia centre (or other varieties of libraries). These can be independent libraries, but also libraries which are part of an organisation. For example: public libraries, school libraries/multimedia centres, company libraries, university libraries, hospital libraries etc.

Libraries/multimedia centres work with various kinds of information and customers, depending on what kind of organisation they are part of.

### \* 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 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/>After a VET-level function a Library officer can develop to a higher professional function, such as information specialist, librarian, documentalist etc. An example of a connecting higher professional education is Media, information and communication.</p>   | <p><b>International agreements</b><br/>The profession of Library officer 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): 25131<br/>The education and training for this qualification is offered as of August 1, 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 <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.