



## 1. TITLE OF THE CERTIFICATE (NL)

**Diploma Beroepsonderwijs**  
**Kwalificatie: Vliegtuigbouwer metaal**

In the original language

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

**Certificate Senior Secondary Vocational Education**  
**Qualification: Aircraft constructor metal**

This translation has no legal status

## 3. PROFILE OF SKILLS AND COMPETENCES

The most important duties of an Aircraft constructor metal are:

Producing and assembling aircraft parts of various materials, such as plastics, wood or light metal.

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

The Aircraft builder metal works at the production department of companies that manufacture or process aircraft parts.

## 5. OFFICIAL BASIS OF THE CERTIFICATE

<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.	<b>Name and status of the national/regional authority providing accreditation/recognition of the certificate</b> Ministry of Education, Culture and Science
<b>Level of the certificate (national or international)</b> Qualification level 2 of the Dutch VET qualification structure Characteristics: intended as an initial qualification, which everyone should at least obtain. The participant develops skills in order to be able to carry out practical tasks and is responsible for his or her own block of tasks. NLQF level 2 - EQF level 2 - ISCED 3C	<b>Grading scale / Pass requirements</b> 10 excellent 9 very good 8 good 7 very satisfactory 6 pass 5 fail 4 unsatisfactory 3 very unsatisfactory 2 poor 1 very poor
<b>Access to next level of education/professions</b> With a diploma at qualification level 2, transfer is possible to a course at qualification level 3.	<b>International agreements</b>
<b>Legal basis</b> Act on Vocational Education and Training (WEB), registered number of qualification (crebo): 10063	

## \* 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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## 6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE

Senior secondary vocational education features two learning pathways: the school-based pathway (bol) and the training on the job pathway (bbi).

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.

<b>Average duration of the education/ training leading to the certificate</b>	<b>2 years (3200 study hours) (depending on previous education)</b>
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### **Entry requirements**

The certificate preparatory vocational secondary education (vmbo) basic vocational programme, or a comparable level.

## 7. ADDITIONAL INFORMATION

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