



## 1. TITLE OF THE CERTIFICATE (NL)

**Diploma Beroepsonderwijs**  
**Kwalificatie: Gamedesigner**  
**Kwalificatiedossier: Gaming**

In the original language

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

**Certificate Senior Secondary Vocational Education**  
**Qualification: Computer games designer**  
**Qualification file: Computer games**

This translation has no legal status

## 3. PROFILE OF SKILLS AND COMPETENCES

The most important duties of a Computer games designer are:

Core task 1: Formulates computer game concept aimed at the market

- 1.1 Determines the target group for the development of game concept
- 1.2 Formulates a project plan
- 1.3 Develops a game concept

Core task 2: Realises the computer game

- 2.1 Creates a game design
- 2.2 Develops parts of games
- 2.3 Tests the game
- 2.4 Monitors the progress and evaluates the project

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

The gaming sector in the Netherlands is relatively new. Most companies are not so old and have often begun very small from an idealistic motivation. Mostly it is young, passionate people that work in these companies. Smaller gaming development businesses that are doing well are often taken over by the bigger players on the gaming market.

## 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 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	<b>Grading scale / Pass requirements</b> 10 excellent 9 very good 8 good 7 very satisfactory 6 pass

## \* 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	
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	5 fail 4 unsatisfactory 3 very unsatisfactory 2 poor 1 very poor
<b>Access to next level of education/professions</b> The Computer games designer can do a relevant higher vocational education programme (hbo). The most logical programmes are game Architecture & design, Game design & development and the Game academy.	<b>International agreements</b> The profession of Computer games designer 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.
<b>Legal basis</b> Act on Vocational Education and Training (WEB), registered number of qualification (crebo): 93220 The education and training for this qualification is offered as of August 1, 2009.	

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 (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.	
<b>Average duration of the education/ training leading to the certificate</b>	<b>4 year(s) (6400 study hours) (depending on previous education)</b>
<b>Entry requirements</b> The certificate preparatory vocational secondary education (vmbo) advanced vocational programme, combined programme, or theoretical programme, or a comparable level.	

7. ADDITIONAL INFORMATION
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.kwalificatiesmbo.nl">www.kwalificatiesmbo.nl</a> , only in Dutch.  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.nlgrp.nl">www.nlgrp.nl</a>  SBB has been appointed by the Ministry of Education, Culture and Science as NRP.