



## 1. TITLE OF THE CERTIFICATE (NL)

**Diploma Beroepsonderwijs**  
**Kwalificatie: Coördinator havenlogistiek**  
**Kwalificatiedossier: Coördinator havenlogistiek**

In the original language

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

**Certificate Senior Secondary Vocational Education**  
**Qualification: Coordinator port logistics**  
**Qualification file: Coordinator port logistics**

This translation has no legal status

## 3. PROFILE OF SKILLS AND COMPETENCES

The most important duties of a Coordinator port logistics are:

Core task 1: Carries out administrative duties

- 1.1 Processes administrative data in connection with the cargo file
- 1.2 Makes up documents in connection with the cargo file
- 1.3 Inspects and assesses the information in connection with the cargo file
- 1.4 Identifies and deals with problems in connection with the cargo file

Core task 2: Carries out organisational working duties

- 2.1 Organises the transport of goods
- 2.2 Organises the arrival of different means of transport into the docks
- 2.3 Organises the accommodation and makes preparations in the docks for the departure of different means of transport
- 2.4 Identifies and deals with problems in connection with the transport process
- 2.5 Organises the technical customs conclusion
- 2.6 Monitors and inspects working duties, processes and procedures on the workflow

Core task 3: Carries out commercial tasks

- 3.1 Analyses and reports about developments in the sector/market
- 3.2 Makes an inventory, provides information and advises the client

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

The Coordinator port logistics has an important position in logistics and liaises with many different parties, such as ship brokers, shippers, transporters, and clients.

**\* 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 3 of the Dutch VET qualification structure<br/>Characteristics: implementation of more than just the own block of tasks. The professional is able to account for his or her actions towards colleagues, and monitors and supervises the work of others. The range of tasks also includes drafting work preparation procedures.<br/>NLQF level 3 - EQF level 3 - ISCED 3C</p> | <p><b>Grading scale / Pass requirements</b></p> <table style="border: none;"> <tr><td>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 completing his training, the Coordinator port logistics can enter the Manager port logistics (level 4) programme. In practice, the coordinator port logistics can also be promoted to the abovementioned position, after proven competencies. He can start working as (future) ship broker or (future) shipper.</p>   | <p><b>International agreements</b><br/>The profession of Coordinator port logistics is not regulated in the Netherlands. However the education and training for this profession on qualification level 3 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): 95250<br/>The education and training for this qualification is offered as of August 1, 2010.</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

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| <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://kwalificaties.s-bb.nl">http://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> |
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