



## 1. TITLE OF THE CERTIFICATE (NL)

**Diploma Beroepsonderwijs  
Kwalificatie: Helpende**

In the original language

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

**Certificate Senior Secondary Vocational Education  
Qualification: Well-being assistant**

This translation has no legal status

## 3. PROFILE OF SKILLS AND COMPETENCES

The most important duties of a Well-being assistant are:

The Well-being assistant works in the personal residential environment of the care recipient (or group of care recipients) at the interface between living, care and welfare. The core of the tasks of the Well-being assistant consists of offering support for domestic care and personal care. The tasks of the Well-being assistant are focused on maintaining or promoting the self-sufficiency of the care recipient.

In home care, the Well-being assistant often works individually. In other work fields, other employees/colleagues are often also involved. The Well-being assistant is thus capable of implementing the tasks in a range of settings. The Well-being assistant demonstrates considerable empathy, shows respect for the client/care recipient and demonstrates good social and communication skills. The Well-being assistant produces a personal work plan for the care work, or takes account of plans already in place. The Well-being assistant identifies any special circumstances, complaints or changes in the health or wellbeing of the care recipient, or in the environment of the care recipient, during the course of her work, and reports her findings to her immediate superior. The Well-being assistant works as an employee of a care institution together with colleagues, and undertakes her activities according to the vision and guidelines of the institution.

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

A Well-being assistant can be deployed in a range of positions and care settings. The Well-being assistant generally works in the personal home situation of the care recipient, but may also be employed in a environment where the care recipient is temporarily accommodated, or spends several hours a week, for example in a nursing home, a hospital, a care centre, care accommodation type for psychiatric care recipients, or the physically or mentally handicapped.

## 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	<b>Grading scale / Pass requirements</b> 10    excellent 9     very good 8     good

## \* 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															
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	<table> <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>	7	very satisfactory	6	pass	5	fail	4	unsatisfactory	3	very unsatisfactory	2	poor	1	very poor
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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): 10428															

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).</p> <p>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.</p> <p>In principle it is possible to follow both learning pathways, but which pathway is offered will depend on the individual educational institution.</p>	
<b>Average duration of the education/ training leading to the certificate</b>	<b>2 year(s) (3200 study hours) (depending on previous education)</b>
<b>Entry requirements</b> The certificate preparatory vocational secondary education (vmbo) basic vocational programme, or a comparable level.	

7. ADDITIONAL INFORMATION
<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.nlncrp.nl">www.nlncrp.nl</a></p> <p>SBB has been appointed by the Ministry of Education, Culture and Science as NRP.</p>