

# CERTIFICATE SUPPLEMENT (\*)



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| <b>1. TITLE OF THE CERTIFICATE (NL)</b><br><b>Diploma Beroepsonderwijs</b><br><b>Kwalificatie: Medewerker beheer ICT</b><br><b>Kwalificatiedossier: ICT-medewerker</b><br>In the original language |
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| <b>2. TRANSLATED TITLE OF THE CERTIFICATE (EN)</b><br><b>Certificate Senior Secondary Vocational Education</b><br><b>Qualification: ICT management assistant</b><br><b>Qualification file: ICT worker</b><br>This translation has no legal status |
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| <b>3. PROFILE OF SKILLS AND COMPETENCES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>The most important duties of an ICT management assistant are:</p> <p>Core task 1: Installing hardware and software</p> <p>1.1 Assembles systems</p> <p>1.2 Installs and configures systems and (standard) applications</p> <p>1.3 Creates a cable infrastructure</p> <p>Core task 2: Maintaining and managing hardware and software</p> <p>2.1 Prevents disruptions</p> <p>2.2 Localises and corrects disruptions</p> <p>Core task 3: Supporting system users</p> <p>3.1 Instructing users</p> <p>3.2 Processing incident reports</p> <p>3.3 Deals with incident reports</p> |

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| <b>4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE</b>                                                                                                                                                                    |
| <p>The ICT management assistant is employed in a range of companies. The ICT management assistant is often employed at an ICT department within a company. It is also common for the assistant to be seconded from ICT service companies.</p> |

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| <b>5. OFFICIAL BASIS OF THE CERTIFICATE</b>                                                                                                                                 |                                                                                                                                                                |
| <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 | <b>Name and status of the national/regional authority providing accreditation/recognition of the certificate</b><br>Ministry of Education, Culture and Science |

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| <p><b>* Explanatory note</b></p> <p>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.</p> <p>More information is available at: <a href="http://www.europass.cedefop.europa.eu/">http://www.europass.cedefop.europa.eu/</a></p> <p>© European Communities 2002 - Version 2010</p> |
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| 5. OFFICIAL BASIS OF THE CERTIFICATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
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| the pupil attended the programme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |           |   |           |   |      |   |                   |   |      |   |      |   |                |   |                     |   |      |   |           |
| <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> <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/>           The most common career steps are transition to the position of ICT manager, network manager, application manager, application developer or telecom/ICT engineer. In terms of study career prospects, a certified ICT management assistant has direct access to MBO study programmes at level 4. The most logical MBO study programmes for further transfer are the study programmes network manager, application developer and ICT manager.</p> | <p><b>International agreements</b><br/>           The profession of ICT management assistant 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): 95070<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 (bbi).</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> |                                                                            |
| <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 included in part 3 and 4 is derived directly from the qualification file, that is composed by the Centre of Expertise. The complete qualification file can be found 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): <a href="http://www.s-bb.nl">www.s-bb.nl</a>. 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.</p> |