

1. TITLE OF THE CERTIFICATE

EI- och energiprogrammet, inriktning/område dator- och kommunikationsteknik

2. TRANSLATED TITLE OF THE CERTIFICATE

Electricity and Energy Programme, orientation/vocation computers and ICT

This translation has no legal status.

3. PROFILE OF SKILLS AND COMPETENCES

The holder of this document has

- ability to work with installation, administration, maintenance and repair of computer and communication systems.
- ability to work with systems for presentations of data, images, sound and interactive techniques.
- knowledge of the importance of working systematically and with documentation to be able to solve problems arising during the work process.
- knowledge of the direct and indirect impact of entrepreneurship on the environment.
- knowledge of national and international agreements in technology, information safety and standards.
- ability to collaborate in the profession and to give service to customers.
- knowledge of work safety and work environment, and the ability to work safely and ergonomically.
- ability to plan, carry out and assess the work process.

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

Professions or fields within computers and ICT could include:

- electronic production technician
- home service technician
- PC technician
- network technician
- support technician and service technician or
- technical salesperson

The holder's vocation/area of expertise is stated in the certificate

(*) 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 available at: <http://europass.cedefop.europa.eu>

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5. OFFICIAL BASIS OF THE CERTIFICATE

Name and status of the body awarding the certificate The certificate is issued by the Headmaster of the school where the pupil completed their education.	Name and legal status of the national/regional authority providing accreditation/recognition of the certificate This education is regulated by the Swedish Parliament, the Swedish government and the Swedish National Agency for Education.
Level of the certificate (national or international) Upper secondary school, ISCED 3. National Qualification Framework (SeQF) 4. European Qualification Framework (EQF) 4.	Grading scale / Pass requirements A, B, C, D, E and F The highest grade is A, and the lowest grade is E. Non-passing grade is marked as F. The Diploma project is graded with grade E or F.
Access to next level of education or training within the field This education can lead to continued studies at a higher vocational education college. This education can lead to continued studies at a university or university college.	International agreements Agreement between Denmark, Finland, Iceland, Norway and Sweden about Nordic educational agreement at the upper secondary educational level (SÖ 2008:8).
Legal basis The Education Act (2010:800), the Upper Secondary School Ordinance (2010:2039), Ordinance of adult education (2011:1108), Ordinance on the diploma goals for the national upper secondary school programmes (SKOLFS 2010:14).	

6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE

A pupil can obtain upper secondary vocational diploma through studies at an upper secondary school or municipal adult education.

Within the upper secondary school vocational diploma is obtained either through a mainly school-based education or through apprenticeship. The length of the education is normally three years. The school-based education includes a work placement for at least 15 weeks. Workplace-based learning makes up more than half of the upper secondary apprenticeship education, starting from the beginning of any school year at the upper secondary school. During workplace-based learning, the pupil spends time in one or several workplaces in the professional field.

Within municipal adult education, a vocational diploma is obtained either through a mainly school-based education, through apprenticeship, distance education or a combination of different study forms. The education is course-based.

Additional information

More information on vocational education is available at www.skolverket.se/fran-skola-till-arbetsliv