

This Diploma Supplement model was developed by the European Commission, Council of Europe and Unesco/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

<b>1. HOLDER OF THE QUALIFICATION</b>	
1.1 Family name <input style="width: 90%;" type="text" value="de Vries"/>	1.2 First name <input style="width: 90%;" type="text" value="Johanna C."/>
1.3 Date (DD/MM/YYYY), place, country of birth <input style="width: 90%;" type="text" value="xx-xx-19xx"/>	1.4 Student ID number or code <input style="width: 90%;" type="text"/>
<b>2. QUALIFICATION</b>	
2.1 Name of qualification (full, abbreviated; in original language) <input style="width: 90%;" type="text" value="Getuigschrift Hoger Beroepsonderwijs Bachelor of Communication &amp; Media Management. The Bachelor Degree is protected in law"/>	Title conferred (full, abbreviated; in original language) <input style="width: 90%;" type="text"/>
2.2 Main field(s) of study <input style="width: 90%;" type="text" value="Communicatie (Communication)"/>	
2.3 Institution awarding the qualification (in original language) <input style="width: 90%;" type="text" value="Hogeschool van .....dam, Instituut voor Communicatie &amp; Media Management public university of professional education,"/>	Status (Type / Control) <input style="width: 90%;" type="text" value="Recognized by the national government Accredited by the Netherlands-Flemish Accreditation Organization (NVAO)"/>
2.4 Institution administering studies (in original language) <input style="width: 90%;" type="text" value="See 2.3"/>	Status (Type / Control) <input style="width: 90%;" type="text"/>
2.5 Language(s) of instruction/examination <input style="width: 90%;" type="text" value="Dutch"/>	
<b>3. LEVEL OF THE QUALIFICATION</b>	
3.1 Level of qualification <input style="width: 90%;" type="text" value="Bachelor degree awarded on completion of a programme of higher professional education (HBO)"/>	3.2 Official length of programme <input style="width: 90%;" type="text" value="The official duration of the programme is 240 ECTS which equals three years of study. One ECTS equals 28 hours of study."/>
3.3 Access requirement(s) <input style="width: 90%;" type="text" value="The general access requirement for the Bachelor study programmes of Hogeschool van .....dam, is a diploma of a four years vocational education (MBO-4), or a diploma of five or six years general secondary education (HAVO/VWO) or completion of the first year of a relevant bachelor's programme at a university of applied sciences. Some additional requirements may be set. Students who do not meet the access requirements can be admitted to the Bachelors programme by the Bachelor's Admission Board."/>	

## 4. CONTENTS AND RESULTS GAINED

### 4.1 Mode of study

Full time Bachelor's programme

### 4.2 Programme requirements / Qualification profile of the graduate

Graduates are expected to have the following qualities:

- have theoretical knowledge on social determinants of quality of life, the concepts of lifestyle, the impact of social living conditions;
- are able to apply this theoretical knowledge to empirical research questions;
- are able to interpret and apply research results, and to design, perform and interpret basic research in the field of public health;
- have insight into the social and institutional context of public health, and is able to mobilise social networks in the field of public health;
- are able to develop, implement and evaluate health promotion programmes, aimed at the general public, intermediaries and policy makers.

### 4.3 Programme details

Foundation Year	credits	grade
<b>Projects</b>		
Project Magazines	10	8
Project Book Club	10	8
Project CD-ROM for Media Advisers	10	8
Project Educational Publication	10	7
<b>Editorial Skills</b>		
Dutch Language	3	v
Writing Reports	3	v
Editorial Skills	3	v
Editorial Skills	3	v
<b>Business Administration</b>		
Statistics	3	8
Law and Copyright	3	9
<b>Automation</b>		
Word Processing	1	v
Automation	1	7
<b>Topics of General Interest</b>		
Introduction Programme 1 v	1	v
<b>Second, Third and Fourth Years</b>		
<b>Projects</b>		
Project Scientific Journal on the Internet	10	8
Project Publishing Plan	10	7
Project Promotion Plan	10	9
Project Management Information	10	8
Project Producing a List of Translated Fiction	10	8
Case Study Multimedia Publishing	5	7
<b>Editorial Skills</b>		
Editorial Skills	4	v
Editorial Skills	5	v
<b>Differentiation Subjects</b>		
Market Research	4	8
Strategic Marketing	4	8
<b>Culture</b>		
Media and Culture	3	7
<b>Production and Automation</b>		
Report Lay-out	3	7
Production Management	3	v
Design	3	v
<b>Communication Skills</b>		
Individual Presentation	4	v
English Language	6	8
<b>Optional Subjects</b>		
Advertiser Marketing	3	v
Media Planning	3	v
Optional Subject	4	v
<b>Traineeship</b>		
Retail Traineeship 2nd year	15	v
Traineeship 3rd, 4th year 3	30	v
<b>Thesis</b>		
Thesis	29	9
Oral Examination Thesis	1	9

### 4.4 Grading scheme

For information about the credit system in the student's transcript please refer to the section on the higher education system in the Netherlands. The non-numerical mark has the meaning: v Pass

### 4.5 Overall classification (in original language)

the Board of Examiners has awarded the degree with the qualification *cum laude*

## 5. FUNCTION OF THE QUALIFICATION

5.1 Access to further study

Eligible for Master degree programmes

5.2 Professional status

Students who have successfully completed a bachelor's programme at Hogeschool van .....dam, are entitled to work as a Bachelor of Communications. No further certification is required.

## 6. ADDITIONAL INFORMATION

6.1 Additional information

6.2 Further information sources

## 7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

7.1 Degree award certificate issued on [Date]

XX	XX	20xx
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DD MM YYYY

7.2 Diploma / Degree / Certificate awarded on [Date]

XX	XX	20xx
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DD MM YYYY

7.3 Transcript of records issued on [Date]

XX	XX	20xx
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DD MM YYYY

7.4 Certification date

xx	xx	20xx
DD	MM	YYYY

7.5 Chairman of examination committee

7.6 Official stamp/seal

## 8. NATIONAL HIGHER EDUCATION SYSTEM IN THE NETHERLANDS (1/4)

The information on the national higher education system on the following pages provides a context for the qualification and the type of higher education that awarded it.

### Primary and secondary education:

#### access to higher education

Children are allowed to begin school at the age of four, but are not legally required to do so until the age of five. Primary education lasts eight years (of which seven are compulsory). During their last year, pupils are advised on which type of secondary education to pursue.

Secondary education, which begins at the age of 12 and is compulsory until the age of 16, is offered in various forms and at different levels. *VMBO* programmes (four years) combine general and vocational education and prepare pupils to go on to senior secondary vocational education and training (*MBO*), lasting one to four years. There are two types of general education that grant admission to higher education: *HAVO* (five years) and *VWO* (six years). Pupils are enrolled according to their ability. The last two years of *HAVO* and the last three years of *VWO* are referred to as the 'second phase' (*tweede fase*), or upper secondary education. During these years, pupils focus on one of four subject clusters (*profielen*), each of which emphasizes a certain field of study in addition to satisfying the general education requirements. Each cluster is designed to prepare pupils for study at the tertiary level. A pupil enrolled at a *VWO* or *HAVO* school can choose from the following subject clusters:

- 1) Science and Technology (*Natuur en Techniek*)
- 2) Science and Health (*Natuur en Gezondheid*)
- 3) Economics and Society (*Economie en Maatschappij*)
- 4) Culture and Society (*Cultuur en Maatschappij*)

Only the six-year *VWO* diploma grants access to bachelor programmes by research universities; the *HAVO* diploma and the highest level of *MBO* grant access to bachelor programmes offered by universities of applied sciences.

### Higher education

Higher education in the Netherlands is offered at two types of institutions: research universities and universities of applied sciences.

Research universities include general universities, universities specializing in engineering and agriculture, and the Open University.

Universities of applied sciences include general institutions as well as institutions specializing in a specific field such as agriculture, fine and performing arts or teacher training.

Whereas research universities are primarily responsible for offering research-oriented programmes, universities of applied sciences are primarily responsible for offering programmes of higher professional education, which prepare students for specific professions. These tend to be more practice oriented than programmes offered by research universities.

The higher education in the Netherlands is organised around a three-cycle degree system, consisting of bachelor's, master's and PhD degrees.

Two types of programmes are offered in higher education: research-oriented degree programmes offered primarily by research universities, and professional higher education programmes offered primarily by universities of applied sciences.

In this binary, three-cycle system, bachelor's, master's and PhD degrees are awarded. Short-cycle higher education leading to the Associate degree is offered by universities of applied sciences. Degree programmes and periods of study are quantified in terms of the ECTS credit system.

The focus of degree programmes determines both the number of credits required to complete the programme and the degree which is awarded. A research-oriented bachelor's programme requires the completion of 180 credits (3 years) and graduates obtain the degree Bachelor of Arts or Bachelor of Science (BA/BSc) degree, depending

on the discipline. A bachelor's degree awarded in the applied arts and sciences requires 240 credits (4 years), and graduates obtain a degree indicating the field of study (for example, Bachelor of Engineering, B Eng, or Bachelor of Nursing, B Nursing).

An associate degree in the applied arts and sciences requires 120 credits (2 years), and students who complete the 2-year programme can continue studying for a bachelor's degree in the applied arts and sciences.

A research-oriented master's programme requires the completion of 60, 90 or 120 credits (1, 1.5 or 2 years). In engineering, agriculture, and math and the natural sciences, 120 credits are always required. Graduates obtain a Master of Arts or Master of Science (MA/MSc). A master's degree awarded in the applied arts and sciences requires the completion of 60 to 120 credits and graduates obtain a degree indicating the field of study (for example, Master of Architecture, M Arch).

## 8. NATIONAL HIGHER EDUCATION SYSTEM (2/4)

The third cycle of higher education, leading to a PhD, is offered only by research universities. The major requirement is completion of a dissertation based on original research that is publicly defended. All research universities award the PhD. In addition to doctorate, the three engineering universities offer (technological) designer programmes consisting of advanced study and a personal design assignment in a number of engineering fields. The technical designer programme requires two years of study to complete and graduates obtain the degree "Professional Doctorate in Engineering (PDEng)". The training of medical specialists is the responsibility of the professional group in an organisational setting at a university hospital.

### Requirements for access to higher education

For access to research-oriented bachelor's programmes, students are required to have a *VWO* diploma or to have completed the first year (60 credits) of a bachelor's programme at a university of applied sciences. The minimum access requirement to universities of applied sciences is either a *HAVO* diploma or a diploma of secondary vocational education (*MBO* diploma), provided certain conditions are met. The *VWO* diplomas also grants access to universities of applied sciences. For access to both types of higher education, pupils are required to have completed at least one of the subject clusters that fulfills the requirements for the higher education programme in

question. A *quota*, or *numerus fixus*, applies for access to certain programmes, primarily in the medical sciences, and places are allocated mainly using a weighted lottery.

Potential students older than 21 years who do not possess one of the qualifications mentioned above can qualify for access to higher education based on the basis of an entrance examination and assessment (recognition of prior learning). For access to certain programmes, particularly those in the fine arts, students must have to demonstrate the required artistic abilities. The only access requirement for the Open University is that applicants be at least 18 years of age.

For access to all master's programme, a bachelor's degree in one or more specific disciplines is required, in some cases in combination with other requirements.

Graduates with a bachelor's degree in the applied arts and sciences may have to complete additional requirements for access to a research-oriented master's programme.

### Credit system and grading

A student's workload is measured in ECTS credits. According to Dutch law, one credit represents 28 hours of work and 60 credits represents one year of full-time study. The grading system used in the Netherlands is on a scale from 1 (very poor) to 10 (outstanding). The lowest passing grade is 6; 9s are seldom given and 10s are extremely rare. Grades 1-3 are hardly ever used. The academic year is 42 weeks long.

### Quality assurance and accreditation

A guaranteed standard of higher education, and alignment with the Qualifications Framework for the European Higher Education Area, is maintained through a system of legal regulation and quality assurance, in the form of accreditation. The Ministry of Education, Culture and Science is responsible for legislation pertaining to education

and the agriculture and public health ministries play an important role in monitoring the content of study programmes in their respective fields.

Quality assurance is carried out through a system of accreditation, administered by the Accreditation Organisation of the Netherlands and Flanders (*NVAO*). According to the Dutch Higher Education Act, all degree programmes offered by research universities and universities of applied sciences must be evaluated according to established

criteria. Programmes that meet the criteria are accredited: i.e. recognized for a period of six years. Only accredited programmes are eligible for government funding; students receive financial aid and graduate with a recognized degree only when enrolled in, and after having completed, an accredited degree programme. All accredited programmes is listed in the Central Register of Higher Education Study Programmes (*CROHO*).

Besides the accreditation of degree programmes, the Netherlands has a system by which the Ministry of Education, Culture and Science recognizes higher education institutions by conferring on them the status of either 'funded' or 'approved'. "Funded" indicates the the institution is fully financed by the government.

"Approved" indicates that the institution does not receive funds from the government and has to rely on its own sources of funding. Whether a degree programme is offered by a 'funded' or an 'approved' institution, it must be accredited and registered in *CROHO* to be considered recognized.

N.B. If a bachelor or master degree programme is not registered in the *CROHO*, the quality is not assured by the Dutch quality assurance system. The quality may however be assured by another system.

### National Qualifications Framework

An important outcome of the Bologna Process is the development of a “Framework for Qualifications of the European Higher Education Area”. This overarching framework provides a general and common structure for qualifications awarded in countries signatory to the Bologna Declaration, and offers recommendations and guidelines for the development of mutual understandable qualifications frameworks at national level. By the year 2010, all countries in the European Higher Education Area should have a national qualifications framework in place that complies with the goals and criteria of the European framework while describing the specific elements of each individual system.

The Netherlands is one of the first countries in the European Higher Education Area to complete the national qualifications framework, which has subsequently been evaluated by the Verification Committee and found to be compatible with the Framework for Qualifications of the European Higher Education Area (QF-EHEA). The National Qualifications Framework of the Netherlands describes in detail the various levels and learning outcomes associated with higher education qualifications, in terms that are internationally compatible. The responsibility for overseeing the framework and updating it when necessary has been allocated to the *NVAO*. Further information on the framework can be obtained on the *NVAO* website: [www.nvao.net/nqf-nl](http://www.nvao.net/nqf-nl).

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Nuffic is the Netherlands organization for international cooperation in higher education.

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## 8. NATIONAL HIGHER EDUCATION SYSTEM (4/4)

### The Dutch education system

The higher education system in the Netherlands is based on a three-cycle degree system, consisting of a bachelor, master and PhD. Two types of programmes are offered: research-oriented degree programmes offered by research universities, and professional higher education programmes offered by universities of applied sciences.



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in higher education

