

INTERNATIONAL DIPLOMA SUPPLEMENT

BACHELOR of ARTS

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.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

| | |
|-----------------------------------|--------------|
| 1.1 Family name | Normaal |
| 1.2 Given name(s) | Ab (Ab) |
| 1.3 Date of birth | 1 April 1980 |
| 1.4 Student identification number | 1049305 |

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and title conferred:

Bachelor of Arts (BA) in Humanistiek (Humanistic Studies).

2.2 Main field(s) of study for the qualification:

Humanistic Studies.

2.3 Name and status of awarding institution:

Universiteit voor Humanistiek (University of Humanistic Studies), state recognized public research university offering academic world view education.

2.4 Name and status of institution administering studies:

Universiteit voor Humanistiek (University of Humanistic Studies), state recognized public research university offering academic world view education.

2.5 *Languages of instruction/examination:*

Dutch and English.

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 *Level of qualification:*

Research University

Bachelor of Arts (BA)

First cycle National Qualifications Framework for Higher Education;

Level 6 NLQF and EQF for LLL.

3.2 *Official length of the programme:*

Three Years, 180 ECTS-credits.

3.3 *Access requirement(s):*

Access is obtained by a diploma of six years of university preparatory education (VWO diploma), or completion of the propedeutic year (first year) of an education programme at an academic or professional university, or a Bachelor's or Master's Degree in another field of studies, or an admission test for the bachelor in Humanistic Studies as specified in the Code of Registration and Deregistration (Reglement van in- en uitschrijving).

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 *Mode of study:*

Full-time.

4.2 *Programme requirements:*

Learning outcomes Bachelor Humanistic Studies.

The aims and objectives of the programme are:

1. Knowledge and understanding: the Bachelor is able
 - 1a. to explain meaning making and humanisation based on relevant and contemporary theories and methods derived from both humanities and social science disciplines, and to explain how humanistic studies relates to the constituent scientific disciplines;
 - 1b. to describe how theories and practices of world views, specifically of humanist traditions, relate to societal and historical contexts;
2. Application of knowledge and understanding: the Bachelor is able
 - 2a. to conceptualise and analyse contemporary processes of meaning making and humanisation in the public domain;
 - 2b. with supervision, to set up and perform scientifically sound research that is relevant to humanistic studies
3. Judgement: the Bachelor is able
 - 3a. to formulate scientifically substantiated points of view in the field of world views and existential questions, with reference to humanist traditions and their historic-cultural contexts;
 - 3b. to critically reflect on the influence of worldview traditions and personal sources of inspiration on processes of meaning making and humanisation;

4. Communication: the Bachelor is able
 - 4a. to set up a well-argued line of reasoning and to formulate this verbally and in writing in a socially relevant and scientifically sound manner;
 - 4b. to analyse (personal) questions of meaning making applying dialogical skills;
5. Learning skills: the Bachelor is able
 - 5a. to make choices with respect to further study, future career and job market, based on self-reflection on his/her personal values, competences and preferences.

4.3 Programme details:

4.4 Grading scheme and grade distribution guideline:

The Dutch grading system, used from elementary through to university education is the 1 to 10 scale given in the following table, in which 10 is the highest grade, 5,5 the minimum pass, and 1 the lowest grade. Grade 10 is rarely awarded. In specific cases a P indicates a Pass without further qualification, in opposite to a F (Fail).

Grading Scale of University of Humanistic Studies:

| | | | | | | | | | |
|--------------|---------|------------|--------------|-----------|-----------|-----------|------|------|-----------|
| Grade: | 1 - 5.4 | 5.5 - 6.4 | 6.5 - 7.4 | 7.5 - 8.4 | 8.5 - 9.4 | 9.5 - 10 | P | F | EX |
| Explanation: | Fail | Sufficient | Satisfactory | Good | Very Good | Excellent | Pass | Fail | Exemption |

The grading table below has been developed for the degree programmes which are mentioned, calculated over the last three years. It indicates the percentage of students who gained the grades mentioned in de transcript of records (4.3) and gives a clear indication of the students performance.

Grading Table of Example of a grading table:

| | | | | | |
|-------------|--------|-------|-------|------|------|
| Grade: | 6 | 7 | 8 | 9 | 10 |
| Percentage: | 29.7% | 34.6% | 26.3% | 8.1% | 1.3% |
| Cumulative: | 100.0% | 70.3% | 35.7% | 9.4% | 1.3% |

4.5 Overall classification of the qualification (in original language):

The Board of Examiners has awarded the degree with the qualification succeeded.

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

The Bachelor Diploma may entitle access to second cycle studies (Master Degree programmes).
For details refer to 4.2.

5.2 Professional status:

Not applicable.

6 ADDITIONAL INFORMATION

6.1 Additional information:

The degree programme was accredited by the Accreditation Organization of the Netherlands and Flanders (Nederlands-Vlaamse Accreditatieorganisatie, NVAO) on 24 March 2020.

6.2 Further information access:

- University of Humanistic Studies
P.O. Box 797
3500 AT Utrecht, The Netherlands
Website: www.uvh.nl
- Ministry of Education, Culture and Sciences
Website: www.minocw.nl
- NVAO (Accreditation Organisation of the Netherlands and Flanders)
Website: www.nvao.nl
- NUFFIC (Netherlands Organization for International Cooperation in Higher Education)
Website: www.nuffic.nl
- UNL (Association of Dutch Universities)
Website: www.unl.nl
- HV (Humanist League)
Website: www.humanistischverbond.nl

7 CERTIFICATION OF THE SUPPLEMENT

By the Board of Examiners

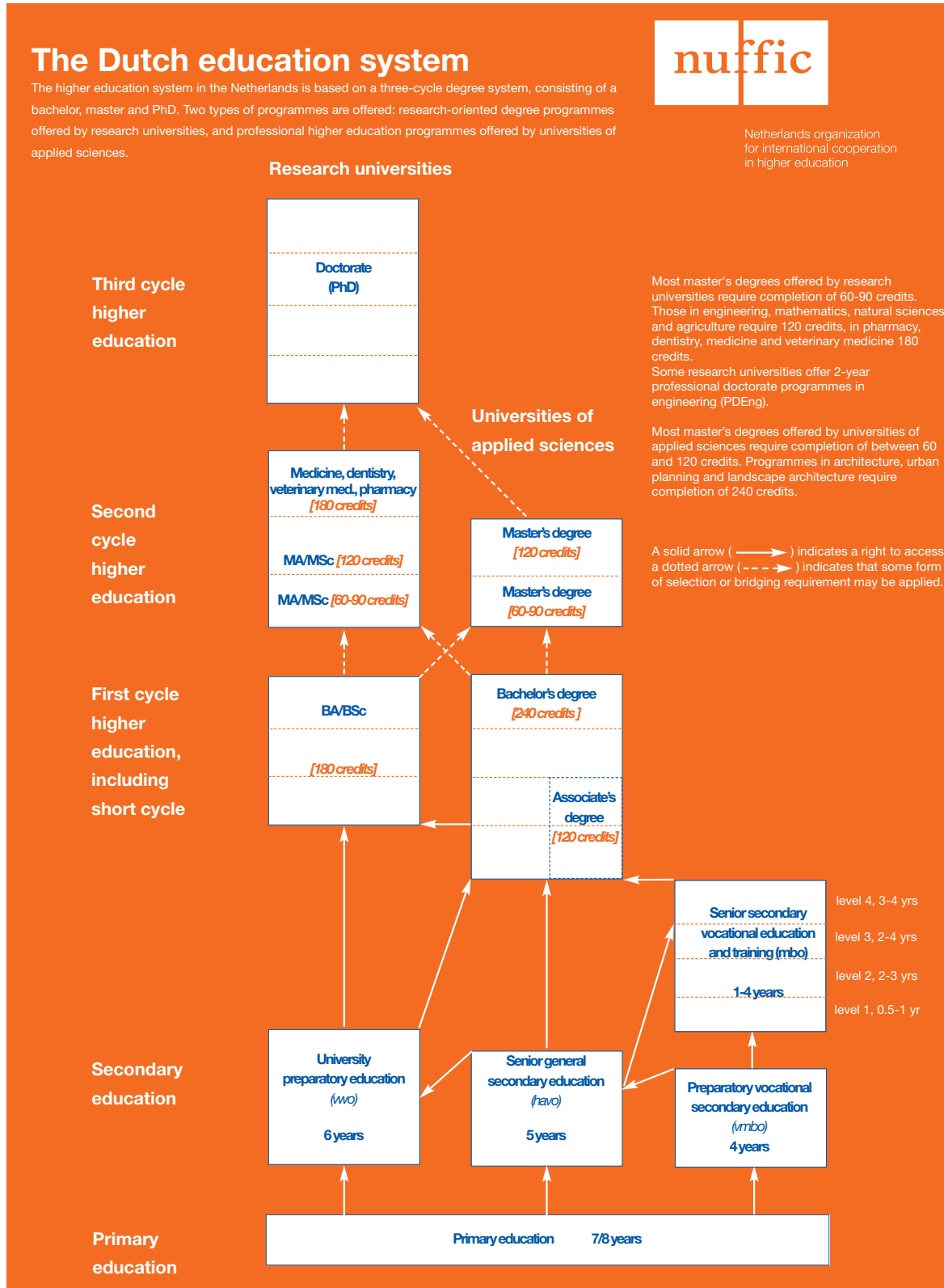
Signature chairperson,
L.B.N van den Hengel, PHD

Signature vice-chairperson,
W.F. Los, PhD

Date:
8 July 2024

Official stamp:

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM



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Higher education system in the Netherlands

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

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 the type of secondary education they should pursue.

Secondary education, which begins at the age of twelve and is compulsory until the age of sixteen, 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 emphasises 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's programmes at research universities; the havo diploma and the highest level of mbo grant access to bachelor's programmes at 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 specialising in engineering and agriculture, and the Open University. Universities of applied sciences include general institutions as well as institutions specialising 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.

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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 (three years) and graduates obtain the degree Bachelor of Arts or Bachelor of Science (BA/BSc), depending on the discipline. A bachelor's degree awarded in the applied arts and sciences requires 240 credits (four 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 (two years), and students who complete the two-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 (one, one-and-a-half or two years). In engineering, agriculture, and mathematics 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).

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 programmes, 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), provided certain conditions are met. The vwo diploma 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 fulfil 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 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 have to demonstrate the required artistic abilities. The only access requirement for the Open University is that applicants be at least eighteen years of age.

For access to all master's programmes, 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 usually have to fulfil 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.

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

Since January 2011, the Netherlands has a new accreditation system. The process described above still applies, but beginning in 2011, higher education institutions can request the NVAO to conduct an 'institutional quality assessment' to determine the extent to which the institution is capable of guaranteeing the quality of the programmes it offers. Programmes offered by institutions that receive a positive evaluation still have to be accredited, but the accreditation procedure takes less time and is not as extensive.

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

N.B. If a bachelor's or master's 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 Frameworks

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 three cycles of higher education in countries signatory to the Bologna Declaration, and offers recommendations and guidelines for the development of mutually understandable qualifications frameworks at national level.

The Netherlands was one of the first countries in the European Higher Education Area to complete this national qualifications framework, which was subsequently 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 learning outcomes associated with three levels of 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.nvaonet/nqf-nl.

In addition to the QF-EHEA, the European Union also has an overarching European Qualifications Framework for Lifelong Learning (EQF-LLL). The EQF-LLL consists of eight levels and includes qualifications awarded in general and vocational secondary education, as well as in higher education. The Netherlands is currently in the final stages of developing its National Qualifications Framework based on the EQF-LLL.

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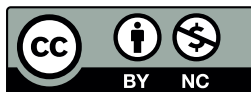
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Nuffic, July 2013

Nuffic is the Netherlands organisation for international cooperation in higher education. Our motto is Linking Knowledge Worldwide. This means linking people, because it's knowledge that makes us unique as people. Nuffic works in line with Dutch government policy to serve students and higher education institutions in three key areas:

Programme Management

Administering international mobility programmes (scholarships) and institutional cooperation programmes.

Information Services

Providing information about higher education systems in the Netherlands and in other countries; providing credential evaluation services; providing information in the Netherlands about studying abroad, and in other countries about studying in Holland; promoting Dutch higher education in other countries; encouraging international mobility.

Expertise

Conducting studies into international cooperation in higher education; providing information to expert groups and consultation forums; transferring our knowledge of international cooperation in higher education through courses and seminars.

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APPENDIX 1 DOMAIN OF BACHELOR HUMANISTIC STUDIES

1. The University of Humanistic Studies

The University of Humanistic Studies, or UvH, is a renowned academic centre of knowledge inspired by the humanist tradition. It is the treasurer of the field of Humanistic Studies in the Netherlands and has extensive national and international networks with other academics, professionals and civic organisations. As a university rooted in and devoted to humanist thinking, the UvH provides Bachelor's, Master's and PhD programmes that educate students towards a humanist profession or position. It is also a centre of scholarship in humanistically relevant areas, educating students for careers in academic research and transferring knowledge to society at large.

2. Central concepts in humanistic studies

Humanistic Studies is an interdisciplinary and practice-oriented field, based on humanist principles, that takes meaning in life and humanisation (of organisations and society at large) as its central concepts. Meaning in life concerns the ways in which individual people deal with existential issues, for example

- What makes life worthwhile;
- What is the meaning of happiness and prosperity;
- Which moral and ethical decisions are open to us;
- How do we deal with suffering and sorrow.

Humanisation focuses on (social) justice and ways in which social justice may be promoted by human actions in a variety of social, political and institutional contexts. Examples of contexts are humanisation in health care, education, trade and industry and imprisonment. Humanisation is the pursuit of more humane relations between people and organisations / institutions. Questions involved in humanisation are

- What is a just society;
- How can we react to social indifference and injustice;
- How can we make institutions and organisations more humane.

The specific characteristics of what humanisation entails vary through time (history) and place, because the specification is always context-dependent. Meaning in life and humanisation are closely related; an important element of humanisation is creating conditions that enhance the experience of meaning in life.

3. The academic field of humanistic studies

The academic field of humanistic studies confluences various disciplines that are used in conjunction whenever appropriate, in order to shed light on the issues of interest. These disciplines are philosophy, with a particular attention to ethics, psychology (e.g. developmental psychology, organisational psychology, narrative psychology), education (e.g. moral education, citizenship education), sociology (e.g. cultural sociology, critical theory), history (e.g. social history and history

of concepts), religious studies (study of world views and their historical and political context), and philosophy of science and scientific methodology (methods from history, philosophy and the social sciences, mixed methods research). Based on its humanist approach, all teaching and research at UVH is aimed at fostering the development of a more meaningful and humane existence.

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