

*Diploma Supplement*

Name

**Voorbeeldstudent MWD vt**

Date of birth

**18 May 1986**

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# DIPLOMA SUPPLEMENT

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 success-fully 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(s)

Voorbeeldstudent MWD vt

### 1.2 Given name(s)

Voorbeeldstudent MWD vt

### 1.3 Date of birth

18/05/1986 (day/month/year)

### 1.4 Student identification number or code

Studentnummer hier

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## 2 Information identifying the qualification

### 2.1 Name of qualification and title conferred

Getuigschrift Hoger Beroepsonderwijs  
Bachelor of Social Work (BSW)

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

Maatschappelijk Werk en Dienstverlening (Social Work and Social Services)

### 2.3 Name and status of awarding institution

Hogeschool van Amsterdam (Amsterdam University of Applied Sciences)  
public university, state recognised

### 2.4 Name and status of institution administering studies

Same information as given at 2.3

### 2.5 Language(s) of instruction/examination

Dutch

## 3 Information on the level of the qualification

### 3.1 Level of qualification

Bachelor's Degree; University of Applied Sciences; First cycle National Qualifications Framework for Higher Education; Level 6 EQF for LLL

### 3.2 Official length of programme

240 ECTS credits, four years

### 3.3 Access requirements

HAVO, VWO or MBO (level 4) diploma. For international students a comparable level is required  
standard access requirements apply

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## 4 Information on the contents and results gained

### 4.1 Mode of study

Full-time, including work placements

### 4.2 Programme requirements

#### **Profile Social Work and Social Services**

The domain of the Ba programme Social Work and Social Services is derived from the international mission statement of social work: The Social Work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to Social Work.

The tasks of the social worker are categorized in six tasks by the social work profession in the Netherlands: working with and on behalf of clients (A); working for clients and potential clients (B); working in an agency or organization (C); working in external interagency co operations (D); self development in the profession (E) and contribute to the development of the profession (F). The six tasks are divided in learning outcomes for all the social work schools to clarify what a graduate from the social work programme can do. In order to develop as a social worker, the graduate of Social Work en Social Services studies social theories and practices, has internships, does practice based research and receives individual coaching.

#### **Competence scheme and final social work qualifications (MWD HvA) according to the national profile of Schools of Social work in the Netherlands, 2010.**

##### **A) Working with and on behalf of clients**

**After successful completion of this Ba programme social workers are expected to be able to:**

1. enter contact and seek partnership with clients or client systems, also in situations featured by insistence or coercion;
2. describe, jointly with the clients, a picture of the type of their needs or problem situations.
3. draw up a support or service plan in dialogue with clients that challenges their growth potential and they account for it in accessible ways to those involved;
4. provide support and services in methodical and reflective ways. They act according to the regulative cycle and enter it in varying phases. This support or service is also variedly shaped depending on the situation.
5. provide result-oriented support and services of a wide spectrum of methodical approaches (eclectically integrative, methodically flexible and evidence-based where possible and appropriate) and account for their deployment, in principle by furthering self-regulatory skills to empower clients within their real potentials; at least the methodical approaches defined in the body of knowledge and skills are part of social workers operational tools.

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6. evaluate the processes, might refer to network partners and finish the contacts.

**B) Working for clients and potential clients**

**After successful completion of this Ba programme social workers are expected to be able to:**

1. signalize triggering or reinforcing problem factors in the social context (of the client, client system), including rules and regulations, facilities, situations that become detrimental to certain groups in society, and acts towards clients, client systems and / or society;
2. anticipate to problem factors and operates in preventive ways;
3. promote intercultural communication;
4. appropriately guide volunteer workers involved with client support and deals with the tension area between (personal) goals of the volunteer workers, of the clients and of the organization.

**C) Working in ones own agency or an organization**

**After successful completion of this Ba programme social workers are expected to be able to:**

1. carry out tasks in and from organizations and are also pro-active social entrepreneurs interested in the welfare of people in society;
2. be part of organizations, as professionals loyal to these organizations, internalize their mission statements, policies, aims and objectives and cultures and contribute from the social work perspective to implementation and development;
3. initiate inter-collegial consultancy and cooperation, and work in teams; they participate in: progress and policy conferences, project groups, inter-vision groups, signaling platforms and work coaching;
4. deliver, if needed, active contributions to various innovation projects, in motion or initiated within the organization, and raises funds or applies for grants;
5. follow proceedings and reporting formats of the quality guarantee systems of the organizations; they account for the effectiveness and efficiency of their functioning in respect of colleagues and managers in existing structures of their own organizations;
6. contribute to managerial and controlling aspects of their organizations, management being understood as directing all processes in the organization to the goals set; social workers feed the information systems with their own collected data and use (ICT) resources for registration of these operations, aware of their financial duties and accountability.

**D) Working in external inter-agency cooperations**

**After successful completion of this Ba programme social workers are expected to be able to:**

1. disseminate the valid norms and values of the profession;
2. organize and coordinates multidisciplinary consultation and cooperation where needed for the benefit of clients, client systems and situations, and participates;
3. carry out work resulting from cooperations and makes pro-active contributions to the optimal functioning of external inter-agencies s/he participates in;

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4. know how to profile the social work profession and to account for task performance based on this profession;
5. consult with, advise and coach other professionals;
6. call other professionals to task in their external inter-agency cooperations.

**E) Self-development in the profession**

**After successful completion of this Ba programme social workers are expected to be able to:**

1. reflect upon their own actions and steer their own competence development.
2. operate: normative-ethically after the principles of the profession, in entrepreneurial and innovative ways, with awareness of their own boundaries, with commitment, empathically, assertively, incorruptibly, goals- and results-led and qualityminded.

**F) Contributions to the development of the profession**

**After successful completion of this Ba programme social workers are expected to be able to:**

1. adopt the professional code and learns how to work with this code; knows how to tackle ethical dilemmas;
2. contribute to education and training of social workers, for example by coaching trainees;
3. contribute to innovation and professional development.

**4.3 Programme details**

See annex

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#### 4.4 Grading scheme

The Dutch grading system, uses from elementary to university education the 1 to 10 scale in the following table, in which 10 is the highest grade, 6 the minimum pass and 1 the lowest grade. However 9's are seldom given and 10's are quite rare. 1-3's are also not very often used

Official Dutch grading scheme:

10	Excellent
9	Very good
8	Good
7	Satisfactory
6	Sufficient
5-1	Fail

Sometimes grades are not given but achievements are expressed in words. If that is the case a V is a pass and a VR is an exemption. The level of achievement is not specified above the minimum level.

The grading table requires universities to keep track of their grading practice and culture, which is good practice in many institutions across Europe.

The ECTS grading table allows for simple, transparent interpretation and conversion of grades from one system or context to another, and therefore does justice to the level of academic performance of all learners. Used correctly, it bridges different grading systems as well as different cultures in the European Higher Education Area and beyond.

The grading table gives the distribution of grades for this specific programme. It presents how many students (in percentages) receive a specific grade. This provides all necessary information to convert the grade in any local grading system.

In case of too few results to calculate the distribution, the programme specific grading table is replaced by the average grading table ( Bachelor or Master) of the Amsterdam University of Applied Sciences. Nevertheless the grading table presented here, gives a reliable overview.

National/ Amsterdam University of Applied Sciences Grades	Total number awarded in reference group	grading percentages*
10	12,130	1%
9	62,417	5%
8	285,692	22%
7	509,989	40%
6	414,066	32%
Total	1,284,294	100%

\*based on the total number of grades awarded in the degree programmes during four preceding years

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**4.5 Overall classification of the qualification**

Not applicable

**5 Information on the function of the qualification**

**5.1 Access to further study**

Eligible for Master Degree programmes

**5.2 Professional status**

Not applicable

**6 Additional information**

**6.1 Additional information**

The degree programme was accredited by the Accreditation Organisation of the Netherlands and Flanders (Nederlands-Vlaamse Accreditatie Organisatie, NVAO), [www.nvao.net](http://www.nvao.net) the last period of accreditation started on 1 January 2009.

**6.2 Further information sources**

[www.hva.nl](http://www.hva.nl), Amsterdam University of Applied Sciences

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## 7 Certification of the supplement

### 7.1 Date of completion

29 April 2013

### 7.2 Signature

M. Reali

### 7.3 Capacity

Chair of the Examination Board

### 7.4 Official stamp or seal

The authenticity of this document is secured by the watermark, representing the institution's logo

## 8 Information on the national higher education system

### Introduction

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

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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.

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

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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 vwo 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 and 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 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 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.

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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.nvao.net/nqf-nl](http://www.nvao.net/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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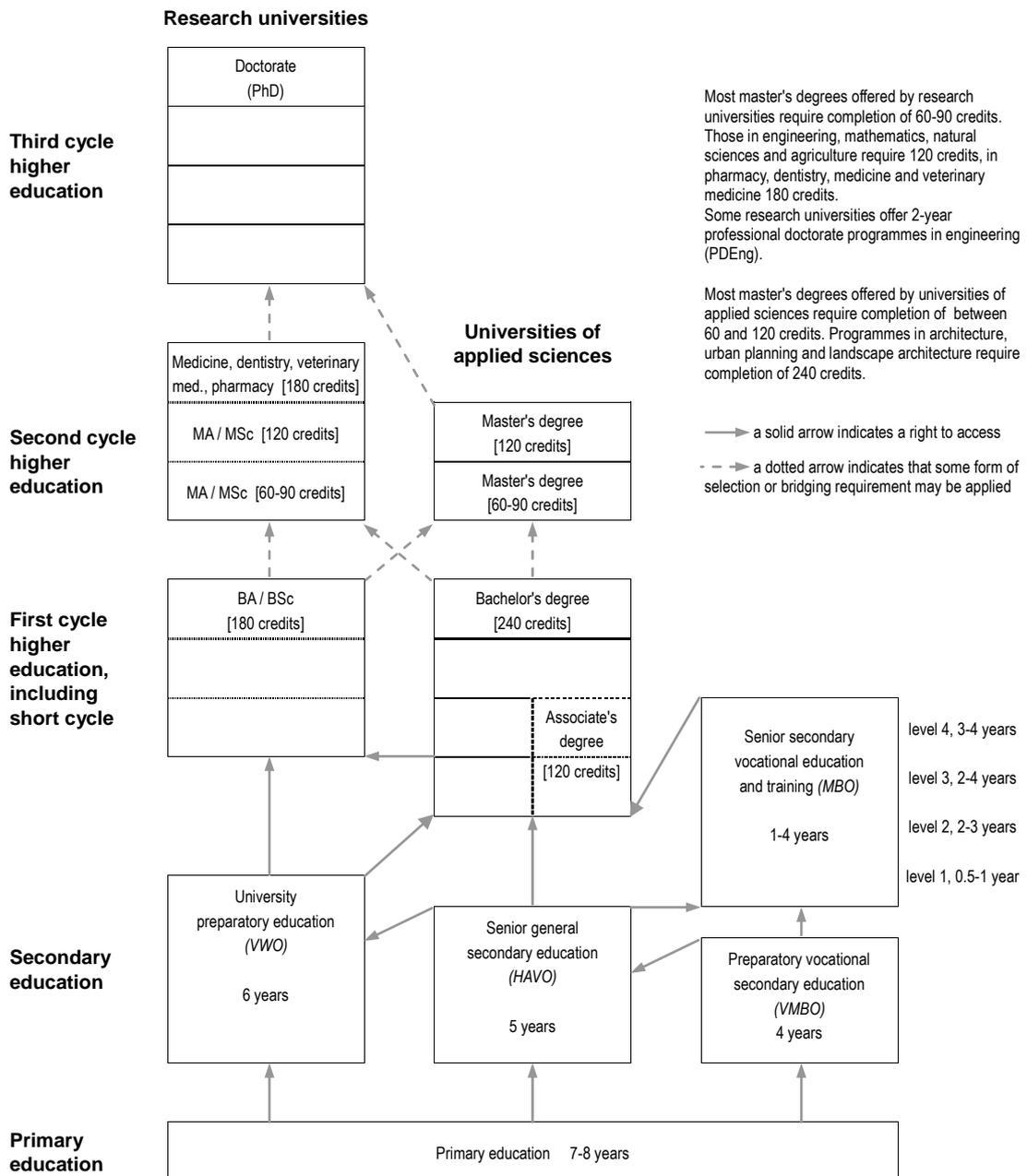
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**The Dutch Education System**

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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**Annex 4.3 Transcript of the individual grades obtained**

<i>Subject</i>	<i>ECTS</i>	<i>Grade</i>
<b>First Year</b>		
<b>Projects</b>		
Projects - Project: Drop out	5	7
Projects - Project: Elderly people in the Society	5	8
Projects - Project: Individual Project	4	8
Projects - Project: Youth in Perspective	5	8
<b>Theory</b>		
Theory - Knowledge Development and Research Skills	3	6
Theory - Theory: Philosophy	3	7
Theory - Theory: Psychology	3	8
Theory - Theory: Sociology	3	8
<b>Study and Professional Skills</b>		
Study and Professional Skills - Study and Professional Skills 1	2	8
Study and Professional Skills - Study and Professional Skills 2	2	6
Study and Professional Skills - Study and Professional Skills 3	2	8
Study and Professional Skills - Study and Professional Skills 4	2	v
<b>Expression Skills</b>		
Expression Skills - Arts and Crafts	1	7
Expression Skills - Audio-Visual Training	1	7
Expression Skills - Dramatic Expression	1	8
<b>Work Placement</b>		
Work Placement - Work Placement 1	3	v
Work Placement - Work Placement 2	4	v
<b>Study Career Counselling</b>		
Study Career Counselling - Study Career Counselling 1	2	v
Study Career Counselling - Study Career Counselling 2	3	v
<b>Optional Subjects</b>		
Optional Subject	3	6
Optional Subject	3	7
<b>Second, Third and Fourth Year</b>		
<b>Second Year</b>		
Second Year - Project: Client Directed	7	6
Second Year - Project: Kashba	7	7
Second Year - Project: Positioning Institution and Profession 1	7	7
Second Year - Project: System-oriented Social Work	7	6
Second Year - Study Career Counselling	3	v
Second Year - Study Career Counselling and The Office	2	v

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<i>Subject</i>	<i>ECTS</i>	<i>Grade</i>
Second Year - Theory: Bereavement and Grief	2	7
Second Year - Theory: Diversity	2	7
Second Year - Theory: Ethics	2	7
Second Year - Theory: History of Care and Social Care	2	6
Second Year - Theory: Psychiatry	2	8
Second Year - Theory: Violence and Maltreatment	2	7
Second Year - Training: Client Directed	1	8
Second Year - Training: Kashba	1	8
Second Year - Training: Positioning Institution and Profession 1	1	7
Second Year - Training: System-oriented Social Work	1	8
Second Year - Work Placement	5	6
<b>Third Year</b>		
Third Year - Care Provision and Sexuality	2	8
Third Year - Custom-made Services: Method Gieles	1	7
Third Year - Group Social Work	2	7
Third Year - Study Career Counselling	1	v
Third Year - Supervision 1	2	9
Third Year - Supervision 2	2	8
Third Year - Work Placement Group	1	v
Third Year - Work Placement: Introductory Phase	9	v
Third Year - Work Placement: Practical Phase 1	14	v
Third Year - Work Placement: Practical Phase 2	23	v
<b>Fourth Year</b>		
Fourth Year - Multi Methodical Work	12	6
Fourth Year - Positioning Institution and Profession 2	12	7
Fourth Year - Study Career Counselling	6	9
<b>Optional Subjects</b>		
Optional Subject	3	7
Optional Subject	3	8
Optional Subject	3	8
<b>Minor</b>		
Minor World Views, Life Visions and Society - Sense of Purpose and Society	30	8
<b>Total</b>	<b>240</b>	