

# Diploma Supplement

## MSc Management, Economics and Consumer Studies

This Diploma Supplement follows the model 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 (diploma, 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 be given the reason why.

### 1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- |     |                               |                                   |
|-----|-------------------------------|-----------------------------------|
| 1.1 | Family name (s)               | Secundo                           |
| 1.2 | Given name (s)                | Primo Pablo Maria                 |
| 1.3 | Date of Birth, Country        | 31 February 1988, The Netherlands |
| 1.4 | Student Identification Number | 098765-432-100                    |

## 2 INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification and title conferred (in original language)  
Master of Science in Management, Economics and Consumer Studies  
Bedrijfs- en consumentenwetenschappen
- 2.2 Main field(s) of study for the qualification  
MSc programme in Management, Economics and Consumer Studies
- 2.3 Name and status of the awarding institution (in original language)  
Wageningen University; public university, state recognised
- 2.4 Name and status of institution (if different from 2.3) administering studies (in original language)  
See 2.3
- 2.5 Language(s) of instruction/examination  
English

### 3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

- |     |                                  |   |
|-----|----------------------------------|---|
| 3.1 | Level of qualification           | Master Degree   |
| 3.2 | Official length of the programme | The official duration of the programme is 120 ECTS, which equals two years of study. One ECTS equals 28 hours of study, according to the European Credit Transfer and Accumulation System.  |
| 3.3 | Access requirement(s)            | <p>For admission to a Masters study programme, the student must possess a relevant Bachelors degree. The supplement to the Education and Examination Regulations of the Masters study programmes WU contains the list of Bachelors degrees that provide admission to one or more contiguous Masters study programmes.</p> <p>For admission to a non-contiguous Masters study programme, the student must have proof of admission to the relevant Masters study programme. This proof of admission is granted by the Executive Board. The proof of admission to the non-contiguous Masters study programmes is provided if the admission requirements are satisfied.</p> |

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## 4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study Full time Master programme

4.2 Programme requirements Learning Outcomes

A graduate of the MSc Management, Economics and Consumer Studies, is expected to be capable of:

- integrating his/her previously acquired technical and societal competencies with social science perspectives, theory and cognitive skills at an academic level of thinking in view of creating synergetic processes of socio-technical change in a variety of complex contexts and agro-ecological settings, particularly in developing countries;
- defining, structuring, formulating, conducting and reflecting on social empirical research in a cross-disciplinary context focusing on sustainable agro-ecological resource management ;
- designing, implementing, facilitating and evaluating social-technical change programmes for sustainable agro-ecological resource management, based on a proper understanding of the situation and application of related theoretical insights;
- recognising and assessing a (potential) conflict over resources and of facilitating a multi-stakeholder platform for conflict resolution, in view of preventing escalation and identifying new sustainable perspectives and opportunities for social actors involved;
- assessing and evaluating (inter-)institutional and organisational change processes and of translating these into strategies for capacity building in its broadest sense;
- translating research findings and/or outcomes of socio-technical change and innovation processes into conducive and supportive policy interventions or strategies for policy development.

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4.3 Programme details (e.g. modules or units studied), and the individual grades/marks/credits obtained

The following list shows all the courses of the programme the student has attended. It states the course, its number of credits, and the final mark the student obtained for it.

<i>Subject</i>	<i>Description</i>	<i>ECTS credits</i>	<i>Mark</i>
<b>Core Subject</b>			
CIS-22804	Introduction to Communication and Innovation Studies M	4	8
CIS-31806	Facilitating Interactive Processes	6	7
RDS-21804	Introduction to the Sociology of Knowledge and Agriculture M	4	8
RDS-33306	Methods, Techniques and Data Analysis for Field Research B	6	7
TAD-20804	Introduction to Technology, Agro-ecology and Development M	4	8
ENP-22306	Research Design & Research Methods	6	7
YSS-31306	MAKS Thesis Path	6	8
YSS-60806	Cutting Edge Issues in Agro-ecological Development	6	7
<b>Specialization</b>			
RDS-30806	Governance, Livelihoods and Resources	6	8
<b>Optional Subject</b>			
APP-20303	Ethics and Social Science	3	7
DEC-51806	Microfinance and Marketing in Developing Countries	6	8
MCB-31306	Innovations in Marketing Decision Making	6	7
RDS-30306	Sociological Theories of Rural Transformation	6	8
<b>Internship</b>			
RDS-70424	Internship Rural Development Sociology	24	exemption of examination
<b>Thesis</b>			
RDS-80430	Thesis Rural Development Sociology	30	7
<b>Total</b>		<b>123</b>	

*Subject (course unit code)*

The subject refers to the course unit code in the study handbook

*Duration of course unit*

The duration of the course unit is described in the study handbook. Until the academic year 2009/2010 Wageningen University has 5 periods of 8 weeks (12 credits). As of the academic year 2010/2011 the number of periods is 6. This is divided in 4 periods of 8 weeks (12 credits) and 2 periods of 4 weeks (6 credits). Except thesis' and internships almost all courses have a duration of 1 period.

*ECTS*

1 full academic year = 60 credits

1 period = 6 or 12 credits

*Mark*

Before 1 October 2010 Wageningen University gave the marks 6, 7, 8, 9 and 10. After 1 October 2010 Wageningen University has changed the range into 6.0, 6.5, 7.0, 7.5, 8.0, 8.5, 9.0, 9.5 and 10.0

#### 4.4 Grading Scheme

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 BSc average grading table.

From 1 October 2010, Wageningen University has extended the number of grades (6.5, 7.5 etc). Due to the fact the grading table is based on data collected in the preceding years, no information is available about the distribution of the new (6.5, 7.5 etc) grades. Nevertheless the grading table presented here, gives a reliable overview.

<i>National / Wageningen University Grade</i>	<i>Total number awarded in reference group</i>	<i>Grading percentages Management, Economics and Consumer * Studies</i>
10	57	0.3%
9	1,224	7.5%
8	5,458	33.5%
7	6,209	38.1%
6	3,349	20.5%
<b>Total</b>	<b>16,297</b>	<b>100.0%</b>

\* Based on the total number of grades awarded in the degree programme concerned (or average Wageningen University MSc programmes) during two preceding years.

4.5 Overall classification of the qualification (in original language)

geslaagd  
passed

## 5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

A Master degree makes a student eligible for a PhD-programme.

5.2 Professional status (if applicable)

Students who have successfully completed a Masters study programme at Wageningen University are entitled to work as an engineer (ir) or as a Master of Science. No further certification is required.

## 6 INFORMATION ON THE LEVEL OF THE QUALIFICATION

6.1 Additional information                      The Msc programme Management, Economics and Consumer Studies is accredited on 12 September 2007.

6.2 Further information sources              [www.wageningenuniversity.nl](http://www.wageningenuniversity.nl)

Wageningen University  
Student Service Centre  
P.O. Box 414  
6700 AK Wageningen  
The Netherlands

[www.nuffic.nl](http://www.nuffic.nl)

## 7 CERTIFICATION OF THE SUPPLEMENT

7.1 Date    29 August 2008

7.2 Signature

Dr ir A.F. Groen

7.3 Capacity

Corporate Director Education & Research

7.4 Official stamp



## 8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

See enclosed description of the education system in the Netherlands.

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## HIGHER EDUCATION SYSTEM IN THE NETHERLANDS

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.

### 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.

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).

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. 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:

### • Capacity Building & Scholarships

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

### • Communication

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.

### • Knowledge & Innovation

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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