

**DIPLOMA SUPPLEMENT**

Moens Ziggy, 201758095

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 (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 <b>Moens</b>              | 1.2. Given name <b>Ziggy</b>                                   |
| 1.3. Date of birth <b>17 February 1998</b> | 1.4. Student identification number or code<br><b>201758095</b> |

**2. INFORMATION IDENTIFYING THE QUALIFICATION**

- 2.1. Name of qualification and title conferred

**Bachelor (Ba) of Applied Information Technology**

- 2.2. Main field of study for the qualification **Business Studies**

- 2.3. Name and status of awarding institution

**University College Ghent, officially registered institute, member of Ghent University Association**

- 2.4. Name and status of institution administering studies

**University College Ghent, officially registered institute**

- 2.5. Language of instruction/examination **Dutch**

**3. INFORMATION ON THE LEVEL OF THE QUALIFICATION**

- 3.1. Level of qualification

**Bachelor; it is a "First Cycle Qualification" within the framework of the European Higher Education Area (Bologna Process). In point 8 of the Diploma Supplement more information is provided on the Self-Certification of the 2nd of February 2009; it is also a "qualification of level 6 of the European Qualifications Framework for Lifelong Learning" because the validated legal descriptions of the Bachelor's programmes are accepted as qualifications of level 6 in the Flemish qualifications structure, as stated in the Decree of 30 April 2009 on the Qualifications Structure. In point 8 of the Diploma Supplement more information is provided on the qualifications of level 6.**

- 3.2. Official length of programme **180 credits**

**The Flemish credit system fully conforms to the European Credit Transfer and Accumulation System (ECTS).**

- 3.3. Access requirements

**Conditions of admission bachelor**

**4. INFORMATION ON THE CONTENTS AND RESULTS GAINED**

- 4.1. Mode of study

**Flexible learning paths**

- 4.2. Programme requirements

**Level descriptors for programmes leading to the degree of Bachelor in professional oriented education:**

**a) mastering general competences such as the capacity for logical thought and reasoning, the ability to acquire and process information, the ability for critical reflection and project-based work, creativity, the ability to perform simple supervision tasks, the ability to communicate information, ideas, problems and solutions to both specialists and laypersons, and a positive attitude towards life-long learning.**

**b) mastering general professional competences like the ability to work together as part of a team, a solution-oriented attitude in the sense of being able to define and analyse complex problematic situations independently in professional practice, and the ability to develop and apply effective strategies to solve them, and to develop a sense of social responsibility in connection with the professional practice.**

**c) mastering professional competences at the level of a newly-qualified professional.**

**- is able to adequately communicate in any (inter)national professional context.**

**- is able to autonomously and actively manage their own individual professional development starting from a deontological and social reference framework and critical (self) reflection.**

**- is able to cooperate within an intradisciplinary or interdisciplinary team and take up (co)**

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- responsibility in order to obtain qualitative and collective results.
- is able to systematically tackle and coordinate a complex IT-project and autonomously develop, execute and critically follow-up an appropriate project plan.
  - is able to critically analyze, clearly reproduce and adequately advise complex IT-requirements and questions, tailored to the organization.
  - is able to reflect with an inquiring and discerning attitude in order to develop efficient solutions.
  - is able to critically and in a methodologically correct way investigate, evaluate and (re)design or optimize existing and innovative (IT-)solutions.

### 4.3. Programme details

<u>Programme</u>	<u>ECTS</u>	<u>Language</u>	<u>Obtained</u>
Management	4	Dutch	12
Computer Networks I	4	Dutch	12
Analysis I	3	Dutch	11
Computer Architecture	3	Dutch	15
OO Programming I	5	Dutch	18
OO Design I	4	Dutch	15
Databases I	4	Dutch	15
Web applications I	3	Dutch	19
Math4IT	4	Dutch	14
Problem Solving I	5	Dutch	13
International Communication I	3	English, French	13
I <sup>1</sup> Talent	3	Dutch, English, French	16
Projects - workshops I	6	Dutch	16
OO Programming II	5	Dutch	18
Web applications II	4	Dutch	13
Cybersecurity	3	Dutch, English	16
Business Management	3	Dutch	15
IT2Business	3	Dutch	17
Analysis II	3	Dutch	12
Research Techniques	4	Dutch	14
Problem Solving II	5	Dutch	15
Databases II	4	Dutch	16
Operating Systems	6	Dutch	15
International Communication II	3	English, French	12
i <sup>2</sup> Talent	3	Dutch, English, French	16
OO Programming III	5	Dutch	13
Web applications III	5	Dutch	13
OO Design II	3	Dutch	13
OO Design III	3	Dutch	14
Web applications IV	4	Dutch	18
Projects - workshops II: Programming	6	Dutch	15
Analysis III	3	Dutch	14
Databases III	3	Dutch	13

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<b>International Communication III</b>	<b>3 English, French</b>	<b>13</b>
<b>Artificial Intelligence</b>	<b>3 Dutch</b>	<b>17</b>
<b>Native apps I: mobile apps for Android</b>	<b>3 Dutch</b>	<b>20</b>
<b>Native apps II: mobile apps for iOS</b>	<b>4 Dutch</b>	<b>13</b>
<b>Web apps</b>	<b>3 Dutch</b>	<b>17</b>
<b>Project III: Mobile apps</b>	<b>5 Dutch</b>	<b>17</b>
<b>Internship</b>	<b>20 Dutch</b>	<b>17</b>
<b>Bachelor Paper</b>	<b>7 Dutch</b>	<b>16</b>
<b>i³ Talent</b>	<b>3 Dutch, English, French</b>	<b>19</b>
	<b>180 credits</b>	

### 4.4. Grading scheme

#### Passing a course unit:

Students pass a course unit when they obtain a minimum of 10 out of 20, unless the establishment's board, on the basis of specificity of the course unit, has decided on another, non-numerical, form of determining the result. A credit is earned for every course unit that is passed with a minimum of 10 out of 20. These credits remain valid indefinitely.

#### Passing a course:

Without prejudice to the exam board's power to compensate for fail marks, students pass a course when they obtain a minimum of 10 out of 20 for each course unit.

The exam board may award levels of merit for the course (pass mark for 50% or more, distinction for 67.5% or more, great distinction for 75% or more, greatest distinction for 82.5% or more).

### 4.5. Overall classification of the qualification **passed with Great Distinction**

## 5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

### 5.1. Access to further study

This bachelor's degree gives access directly or via a bridging program to further courses at master's level, as well as advanced bachelor and postgraduate courses. Additional admission requirements may be set by the educational institution of the further study program.

### 5.2. Professional status

Not applicable.

## 6. ADDITIONAL INFORMATION

### 6.1. Additional information

Exemptions: Not applicable.

### 6.2. Further information sources

Contact address and website awarding institution:

**University College Ghent, officially registered institute**

**Geraard de Duivelstraat 5, 9000 Ghent**

**www.hogent.be**

Contact address and website of NARIC-Flanders:

**NARIC-Vlaanderen / Afdeling Dienstverlening EVC**

**Vlaams Ministerie van Onderwijs en Vorming**

**Agentschap voor Kwaliteitszorg in Onderwijs en Vorming**

**Hendrik Consciencegebouw - Toren C - 2de verdieping**

**Koning Albert II-laan 15**

**B-1210 Brussel**

**Tel: +32 2 553 97 33 - Fax: +32 2 553 97 50**

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E-mail: [naric@vlaanderen.be](mailto:naric@vlaanderen.be)Website: <http://www.ond.vlaanderen.be/NARIC/>Website of Higher Education Register: [www.hogeronderwijsregister.be](http://www.hogeronderwijsregister.be)**7. CERTIFICATION OF THE SUPPLEMENT**

7.1. Date 25 June 2021

7.2. Signature

**Margot De Donder**

7.3. Capacity

**Dean**

7.4. Official stamp or seal

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**8. INFORMATION ON THE FLEMISH HIGHER EDUCATION SYSTEM****Flanders (Belgium)**

Belgium is a federal state with three communities and three regions:

- the Flemish ("Vlaanderen"), French ("Fédération Wallonie-Bruxelles") and German Community ("Deutschsprachigen Gemeinschaft Belgiens");
- the Flemish, Walloon and the Brussels-Capital Region;

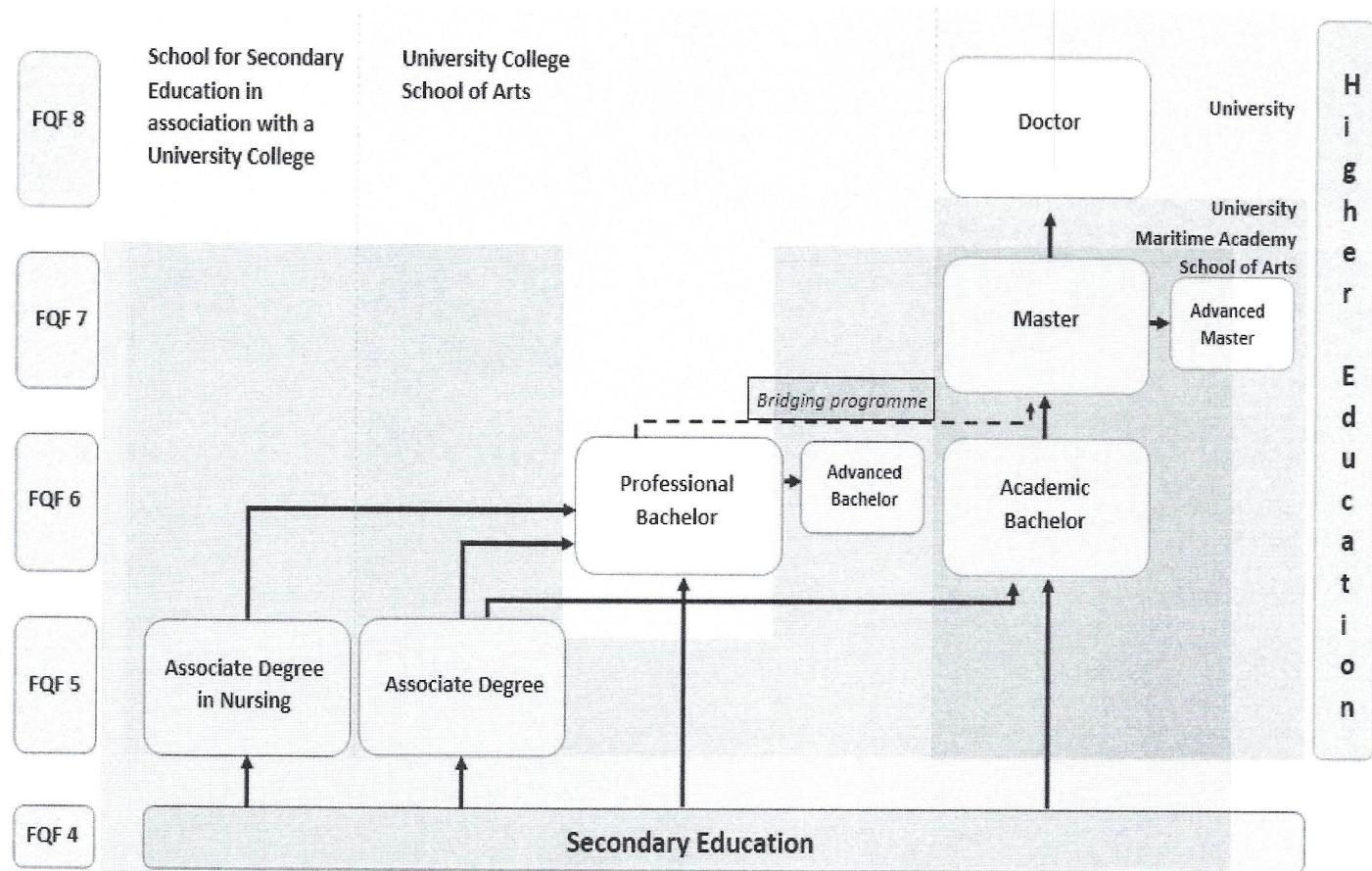
Next to the 3 communities and the 3 regions, there are also four language areas, namely the Dutch, French, German and bilingual (Dutch -French Brussels Capital) language area.

Since 1989 the three Communities have acquired full authority and competency for education.

Flanders is responsible for education in the Flemish Region, including the Flemish institutions in the territory of the Brussels-Capital Region.

**Higher Education in Flanders**

Higher education comprises programmes that lead to an Associate's, Bachelor's, Master's or Doctor's degree. It also comprises programmes leading to a Teacher's degree.



The university colleges offer programmes in higher vocational education that lead to an Associate's degree and programmes in higher professional education that lead to a Bachelor's degree.

The universities offer academic programmes that lead to a Bachelor's or a Master's degree.

Within the framework of a School of Arts, University Colleges also offer academic Bachelor's and Master's programmes in the fields of study of 'Audiovisual and Visual Art' and 'Music and Performance Arts'.

The Hogere Zeevaartschool offers both professional and academic programmes in the field of study of 'Nautical sciences'.

### Associate degree programme

Higher vocational education (associate degree programmes) has a professional orientation and sits between secondary education and a bachelor with professional orientation. Up to and including academic year 2018-2019 higher vocational education is organised through a collaboration between a university college and a centre for adult education, as of academic year 2019-2020 it is organized exclusively by the university colleges. The exception to this rule is the Associate degree programme in nursing that is collectively organized by at least one secondary school for full time education and one university college that is allowed to organise the Bachelor of Nursing. A programme in higher vocational education leads to a recognized education qualification of qualification level 5 of the Flemish Qualifications Framework and consists of at least one recognized professional qualification of qualification level 5. The programmes are completed with an Associate's degree.

### Associate degree of Teaching for secondary education

This programme is offered by university colleges and is only accessible for prospective teachers that can proof relevant experience in a technical or practical subject. It is a programme of 90 credits, 30 of which are dedicated to teaching practice.

**Bachelor**

Bachelor's programmes have either a professional or an academic orientation.

Programmes with a professional orientation are geared towards general training and the acquisition of professional knowledge and competencies, rooted in the application of scientific or artistic knowledge, creativity and practical knowledge.

More specifically, Bachelor's programmes with a professional orientation aim to bring students to a level of general and specific knowledge and competencies required to practice a particular profession or a group of professions independently. The application of European, federal and Flemish legislation regarding the professional practice is guaranteed.

After a Bachelor's programme an advanced Bachelor's programme can be followed. These programmes provide a broadening or a specialization of the bachelor's programme.

Programmes with an academic orientation are geared towards general training and the acquisition of academic or artistic knowledge and competencies typical for functioning in a domain of sciences or the arts. Programmes with an academic orientation are based on scientific research.

More specifically, Bachelor's programmes with an academic orientation aim to bring students to a level of knowledge and competencies, typical for scientific or artistic functioning in general and for a specific domain in sciences or in the arts in particular. The goal is for students to continue to study in a Master's programme or to prepare them for the labour market.

**Bachelor of Teaching for nursery, primary or secondary education**

The programmes for nursery and primary education train class teachers who can teach all subjects.

The three Bachelor's programmes are organized by university colleges. The programmes consist of 180 credits, 45 of which must be dedicated to teaching practice.

**Master**

Master's programmes have an academic orientation but may additionally have a professional orientation.

Master's programmes aim to bring students to an advanced level of knowledge and competencies, typical for scientific or artistic functioning in general and for a specific domain in sciences or in the arts in particular. This level is required for the students to practice sciences or arts independently, or to apply scientific or artistic knowledge in the independent practice of a profession or a group of professions. The application of European, federal and Flemish legislation regarding the professional practice is guaranteed.

The programme is completed with a master's thesis.

An advanced Master's programme follows another Master's programme. These programmes aim to further enhance the collected knowledge and competencies in a specific study area.

**Master of Teaching for secondary education or art subjects**

These Master's programmes combine a teacher training with a Master's programme in a specific domain. These Master's programmes consist of 90 or 120 credits. There are 60 credits of teacher training in the programme, 30 of which are dedicated to teaching practice. The Master of Teaching for secondary education is organized by universities and the Master of Teaching for art subjects by the Schools of Arts.

**Doctor**

The aim of the preparation of a doctoral thesis is to train a researcher who has the ability to make an independent contribution to the development and growth of scientific knowledge.

The doctoral thesis should demonstrate the ability to create new scientific knowledge in a certain field of study or across different fields of study through independent scientific research, including the arts.

The doctoral thesis should have the potential to lead to scientific publications.

**Teacher****Academic Teacher Education**

The Academic Teacher Education is a programme of 60 credits that can be followed up to and including academic year 2018-2019 in a university college, a university or a centre for adult education after having obtained a Bachelor's or a Master's degree or having a number of years of relevant experience in a certain area. Half of the credits are dedicated to practical training.

Up to and including academic year 2020-2021 this programme can be completed at a university college or a university.

**Credit system**

The number of credits expresses the weight of a programme or programme component.

Each credit represents at least 25 and at most 30 hours of study time, i.e. attending teaching activities (lectures, seminars, exercises, ...), preparing for, studying for and taking exams, writing papers or dissertations, or doing exercises or other assignments.

The Flemish study credits system is completely compatible with ECTS. One programme component comprises a minimum of 3 credits.

The study load of higher education programmes is as follows:

- Associate degree programme: 90 or 120;
- Bachelor's programme: at least 180;
- Advanced Bachelor's programme: at least 60;
- Master's programme: at least 60;
- Advanced Master's programme: at least 60;

No credits are assigned to the preparation of a doctoral thesis.

An average 60 credits are taken per academic year, which represents a workload of 1500 to maximum 1800 hours.

**Access Requirements Higher Education****Associate degree programme**

A Diploma of Secondary Education or a study certificate of the second year of the third cycle of secondary education that has been obtained at least 3 years ago, gives access to an Associate degree programme.

**Bachelor's programme**

A Diploma of Secondary Education gives direct access to a bachelor's programme.

For programmes in the fields of study of 'Audiovisual and Visual Art' and 'Music and Performance Arts' students have to pass an artistic entrance exam. The university colleges organise the entrance exam themselves.

For the university programmes in medicine and dentistry students have to pass an entrance exam. These two entrance exams are organized centrally by the Flemish government.

For certain Bachelor's programmes participation in a non-binding admission test is a requirement for enrolment.

In order to be admitted to an advanced Bachelor's programme, students should have already obtained a professional Bachelor's degree.

University colleges and universities have made provision in their education and examination regulation for extraordinary access requirements to their programmes taking into account humanitarian, medical, psychological or social reasons and students' merits and competencies.

An assessment of the knowledge of the teaching language may also be required.

**Master's programme**

A Bachelor's degree obtained after completing an academic Bachelor's programme gives direct access to at least one Master's programme.

A university can limit access to a Master's programme to the graduates of a specific academic Bachelor's programme. The university may grant access to holders of a different academic Bachelor's degree, after the successful completion of a preparatory programme.

The university may also grant access to holders of a Bachelor's degree obtained after the completion of a professional Bachelor's programme, after the successful completion of a bridging programme of a minimum of 45 and a maximum of 90 credits.

In order to be admitted to an advanced Master's programme, students should have already obtained a Master's degree.

**Doctorate**

The general access requirement for a doctorate is the holding of a Master's degree.

The university may require applicants to pass an aptitude test to assess whether they are suitable candidates to carry out scientific research in the field in question and whether they will be able to translate the results of this research into a thesis.

A student who has not obtained a Master's degree may be admitted to a doctoral programme after either an aptitude test or an exam.

**Quality Assurance Systems**

In Flanders, accreditation is a condition to grant the degrees of Bachelor and Master since 2004 and since September 2019 also to grant the Associate degree.

All accredited Associate degree, Bachelor's and Master's programmes are listed in the Flemish Higher Education Register: [www.hogeronderwijsregister.be](http://www.hogeronderwijsregister.be)

The Nederlands-Vlaams Accreditatieorganisatie (NVAO) is the Accreditation Organisation of the Netherlands and Flanders.

The quality assurance system of Flanders focuses on the quality of individual programmes and the accountability for the quality. For universities and university colleges account is given through an institutional review which enables them to demonstrate how they guarantee the quality of their programmes. New programmes are assessed prior to their launch through the initial accreditation. The quality assurance system is in line with the The Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

The quality assurance system of Flanders is described on <https://www.nvao.net/en/the-quality-assurance-system-of-flanders>.

The NVAO is listed in the European Quality Assurance Register for Higher Education - EQAR - <https://www.eqar.eu/>.

**The Flemish Qualifications Framework, the Bolognaprocess and European Higher Education Area (EHEA) and EQF**

Flanders completed its self-certification under the terms of the Bologna process on 2 February 2009 with the conclusion of several independent international experts showing that the Flemish national qualifications framework (NQF) is compatible with the overarching framework for qualifications of the European Higher Education Area (EHEA).

The completion of the self-certification is officially confirmed on the website <https://www.nvao.net/en/bologna-process> by the NVAO as well as on the website of the ENIC/NARIC Network: <https://www.enic-naric.net/belgium.aspx> or <http://www.enic-naric.net/framework-of-qualifications-in-the-europe-and-north-america-region.aspx>.

The Flemish Qualifications Framework is in line with the European Qualification Framework (EQF), which compares the qualifications from various European countries.

The referencing report (originally from 2011 but updated in January 2014) can be found on <http://www.vlaamsekwalificatiestructuur.be/en>