



Erasmus Universiteit Rotterdam

De Examencommissie Erasmus School of History, Culture and Communication verklaart dat

The Examination Board Erasmus School of History, Culture and Communication certifies that

geboren op / *born*

met goed gevolg het masterexamen Cultural Economics and Entrepreneurship heeft afgelegd.

has passed the Master's examination Cultural Economics and Entrepreneurship.

Krachtens een besluit van het College van Bestuur van de Erasmus Universiteit Rotterdam komt aan betrokkene de graad toe van

Following the decision of the Executive Board of Erasmus University Rotterdam the person concerned has been awarded the degree of

Master of Arts (MA) in Arts & Culture

getekend te / *signed in Rotterdam, Nederland / the Netherlands*

namens de Examencommissie.

on behalf of the Examination Board.



Ten tijde van de uitgifte van dit getuigschrift was deze opleiding geaccrediteerd door de NVAO overeenkomstig de geldende Wet op het hoger onderwijs en wetenschappelijk onderzoek. Bij dit getuigschrift behoren een cijferlijst en een diploma supplement.

At the date of issue of this certificate this programme was accredited by the NVAO in accordance with the Dutch Higher Education and Research Act. This certificate includes an academic record and a diploma supplement.



Erasmus Universiteit Rotterdam

Faculty
Programme
Specialisation

*Erasmus School of History, Culture and Communication
Arts & Culture
Cultural Economics and Entrepreneurship*

The Examination Board of the Master's Programme has granted

the following results:

	Grade	ECTS
Arts Management	8,9	5
Cultural Industries	8,1	5
Cultural Organisations	8,6	5
Cultural Economics: Applications	7,8	5
Cultural Economics: Theory	7,0	5
Art Markets: Theory and Practice	7,8	5
Cultural Entrepreneurship	8,6	5
<i>Master's Thesis Project</i>		
Research Workshop Cultural Economics and Entrepreneurship	7,4	5
Master's Thesis Cultural Economics and Entrepreneurship	8,3	20

The Chairman of the Examination Board,

A handwritten signature in black ink, consisting of a stylized 'W' followed by a horizontal line and a flourish.



Erasmus Universiteit Rotterdam

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 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(s)	
1.2	Given name(s)	
1.3	Date of birth	
1.4	Student identification number or code	

2 Information identifying the qualification

- 2.1 Name of the qualification and title conferred:
Master of Arts in Kunst- & cultuurwetenschappen (Arts & Culture)
- 2.2 Main field(s) of study for the qualification:
Cultural Economics and Entrepreneurship
- 2.3 Name and status of awarding institution:
Erasmus Universiteit Rotterdam (Erasmus University Rotterdam); public university, state recognized
- 2.4 Name and status of institution administering studies:
Erasmus Universiteit Rotterdam (Erasmus University Rotterdam); public university, state recognized
- 2.5 Language(s) of instruction/examination:
English

3 Information on the level of qualification

- 3.1 Level of qualification:
Master's Degree; Research university; Second cycle National Qualifications Framework for Higher Education; Level 7 EQF for LLL
- 3.2 Official length of programme:
One year; 60 ECTS
- 3.3 Access requirements:
Bachelor's degree in Arts and Culture Studies or related bachelor's degree programmes

4 Information on the contents and results gained

- 4.1 Mode of study:
Full-time
- 4.2 Programme requirements:
The ultimate goal of this degree programme is as follows:
Knowledge and comprehension

The graduated master has knowledge of and understanding in:

1. the history, organisation and work procedures of the national and international art world, particularly with respect to its organisational, strategic and social aspects, relative to developments in society as a whole;
2. the leading theoretical insights, academic discussions and research vis-à-vis the art world;
3. theory formation and research in the field of arts, culture and society.

The graduated masters have an academic way of thinking, a critical attitude and an excellent clarity of expression, both orally and in writing, and are capable of:

4. Systematically analysing complex processes and questions within the art world
5. Translating practical questions from the art world into the formulation of scientifically sound problems open to research;
6. Independently collecting information and data and, based on relevant theoretical insights, analyzing them on the basis of problems formulated independently;
7. Doing independent research, making use of various (qualitative and quantitative) research methods;
8. Making a critical contribution to the academic debate about the world of art
9. Functioning in the art world with commitment and expertise, both with regards to the public and private sectors

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

See the enclosed academic record.

4.4 Grading scheme and, if available, grade distribution guidance:

Dutch Grading System

The Dutch grading system has a scale from 1 (very poor) to 10 (outstanding). The lowest passing grade is 5.5; grades 9 are seldom given and grades 10 are extremely rare.

Dutch grades		
10	9.5 - 10	excellent
9	8.5 - 9.4	very good
8	7.5 - 8.4	good
7	6.5 - 7.4	satisfactory
6	5.5 - 6.4	pass
1 - 5	1.0 - 5.4	fail
Special marks		
VR		exemption
VD		pass

5 Information on the function of the qualification

5.1 Access to further study:

The Master-degree programmes may entitle access to third cycle studies (PhD programmes).

5.2 Professional status:

Not applicable

6 Information on the function of the qualification

6.1 Additional information:

The degree programme was accredited by the Nederlands-Vlaamse Accreditatieorganisatie (NVAO; Accreditation Organisation of the Netherlands and Flanders) on September 24, 2007.

6.2 Further information sources:

Degree Verification

The Exam Register of the Erasmus University Rotterdam is a searchable database which will display all degrees received by a student and the date of graduation for public financed degree programmes. The database is comprehensive from 1990 onwards and contains a majority of earlier graduate records dating back to 1980:

<http://www.eur.nl/english/education/examregister/>

Erasmus Universiteit Rotterdam, Postbus 1738, 3000 DR Rotterdam

<http://www.eur.nl>

See enclosed description of the university (appendix 1)

Erasmus School of History, Culture and Communication
<http://www.esfcc.eur.nl/english>
See enclosed description of the school (appendix 2)

7 Certification of the Supplement

Date: June 09, 2014

Signature:



Chairman of the Examination Board

Official stamp or seal:



8 Higher education system in the Netherlands

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.

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.

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.

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

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.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.

Appendix 1

Erasmus University Rotterdam – At home in the world

Erasmus University Rotterdam (EUR) is an international crucible for critical academic thinking, driven by a strong focus on current social issues. With excellence as the key objective, Erasmus University Rotterdam concentrates on the three main tasks of a university: generating knowledge (research), transferring knowledge (education) and disseminating and valorizing knowledge.

The mission of Erasmus University Rotterdam is: *to cultivate talent and produce knowledge at the academic level for the benefit of mankind in general and business and society in particular from the global to local level.*

Erasmus University Rotterdam has combined its education and research in three fields of expertise in all of which the university has achieved international recognition.

Economics and Management

- Erasmus School of Economics (ESE)
- Rotterdam School of Management, Erasmus University (RSM)

Medicine and Health

- Erasmus MC, University Medical Centre Rotterdam
- Institute of Health Policy & Management

Law, Culture and Society

- Erasmus School of Law (ESL)
- Faculty of Social Sciences
- Erasmus School of History, Culture and Communication (ESHCC)
- Faculty of Philosophy

The Institute for Housing and Urban Development Studies (IHS) has been part of EUR since 2003. IHS is the leading international knowledge centre in its field with 50 years of experience in applied knowledge on urban management and development. The International Institute of Social Studies (ISS) in The Hague has been part of EUR since 2009. The ISS is one of Europe's leading institutes for development studies.

Rooted in the business community

Erasmus University Rotterdam was officially founded in 1973, but the history of the university dates back to 1913 when Rotterdam merchants founded the Netherlands School of Commerce, an institution for professional commercial education. The university's founders regarded a proper education and the development of generations to come as the key to ensuring that the port and city would continue to flourish. Today EUR is a breeding ground for new talent and a magnet for companies that want to recruit high calibre staff.

Ever since its founding EUR has made advances in its education and research resulting in worldwide renown. One example is the work of the Nobel Prize Laureate Professor Jan Tinbergen (1903-1994) in the field of economics and econometrics.

High academic standards

The quality of the university's academic programmes is ensured by various independent accreditation organisations such as the NVAO, AACSB, AMBA and EQUIS. EUR offers a wide range of high quality Bachelor's, Master's and Post Experience programmes in both Dutch and English for about 22,000 students, including more than 4,500 foreign students. EUR maintains close ties with universities, research schools, and individual faculties in Europe, North America, and Asia. EUR has established a large network of partner universities to offer students from different continents the chance to participate in an academic exchange. Our university has exchange agreements with about 240 universities in nearly 50 countries around the world and offers around 600 students a year the opportunity to enhance their knowledge from an international perspective.

International research university

From award winning scientists to the graduate students of our research programmes, everyone at the EUR community is engaged in creating knowledge. Research is conducted in an international setting and with social relevance in mind whether it is in the domain of medicine, business, development studies, social sciences or the arts. Scientific research at EUR traditionally has a strong focus on society, drawing on the cosmopolitan city of Rotterdam as a source of inspiration and geared to such themes as transport and logistics, social innovation, corporate engagement, cognitive psychology, sustainability, early modern studies, public health and health care.

Desiderius Erasmus

The university is named after philosopher, theologian and humanist Desiderius Erasmus Roterodamus (1466-1536), who was born in Rotterdam. His books had a major impact on the cultural and intellectual climate on the eve of the Renaissance. Moreover, Erasmus was a true cosmopolitan, as was borne out by his maxim: *'Quaevis terra patria*, the entire world is my home.

Main Port Rotterdam: academic laboratory

The city of Rotterdam is a modern metropolis with the largest port in Europe. The city is home to more than 170 nationalities, including in excess of 50,000 students, as well as many multinational companies. EUR plays a prominent role by making substantial contributions to Rotterdam and the surrounding region in such areas as healthcare, the economic and socio-cultural development of the city Rotterdam and the region as a whole.

For more information, visit our website: www.eur.nl/english

Appendix 2

Additional Information

The Master's degree programme Kunst- en cultuurwetenschappen offers two specialisations that are unique in the Netherlands. In order to penetrate deeply into the world of the arts and its social position and relevance, students study culture and the arts from a multidisciplinary perspective including sociology, economy, political science and culture studies. Rather than focusing on art history or esthetics, students are familiarized with the organization of art creation, distribution, consumption and appreciation. This prepares students for working behind the scenes of the art world as, e.g., policy makers, marketers, researchers, educators, or cultural entrepreneurs.

The economic perspective is dominant in the specialisation Cultural Economics and Entrepreneurship. Students will take stock of the future constraints that cultural organizations will face and explore the opportunities the cutbacks may offer. Economics has always been essential in exploring the dynamic art world and cultural entrepreneurship. But cultural organizations do face different challenges and work differently than commercial organizations. Hence, the interplay between art, culture and commerce is crucial in the curriculum

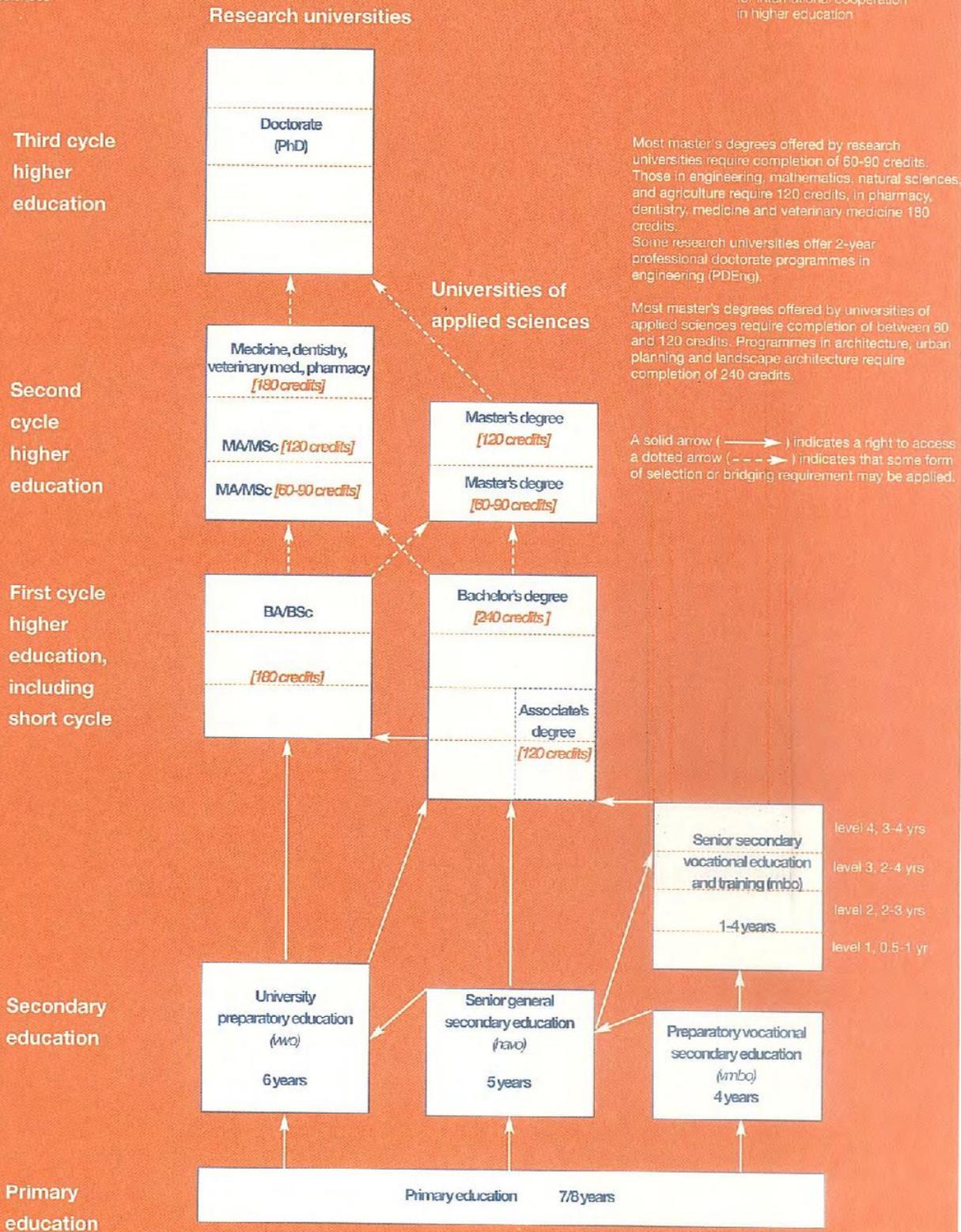
The Dutch specialisation Kunst- en cultuurwetenschappen has sociology, and related social sciences, as a core elements in its curriculum. Cultural sociology in particular studies how art is produced, distributed and appreciated. Students study the relations between art producers and consumers and which (often unwritten) rules, cooperations and interests are involved. Which possibilities do the market, cultural organizations and policy makers have to steer processes in the art world? Like Cultural Economics and Entrepreneurship, the specialisation Kunst- en cultuurwetenschappen caters for the growing need for academic professionals who are able to identify crucial changes in the arts and culture sector and to play a leading role in guiding these processes.

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.



Netherlands organization for international cooperation in higher education



Most master's degrees offered by research universities require completion of 60-90 credits. Those in engineering, mathematics, natural sciences, and agriculture require 120 credits, in pharmacy, dentistry, medicine and veterinary medicine 180 credits. Some research universities offer 2-year professional doctorate programmes in engineering (PDEng).

Most master's degrees offered by universities of applied sciences require completion of between 60 and 120 credits. Programmes in architecture, urban planning and landscape architecture require completion of 240 credits.