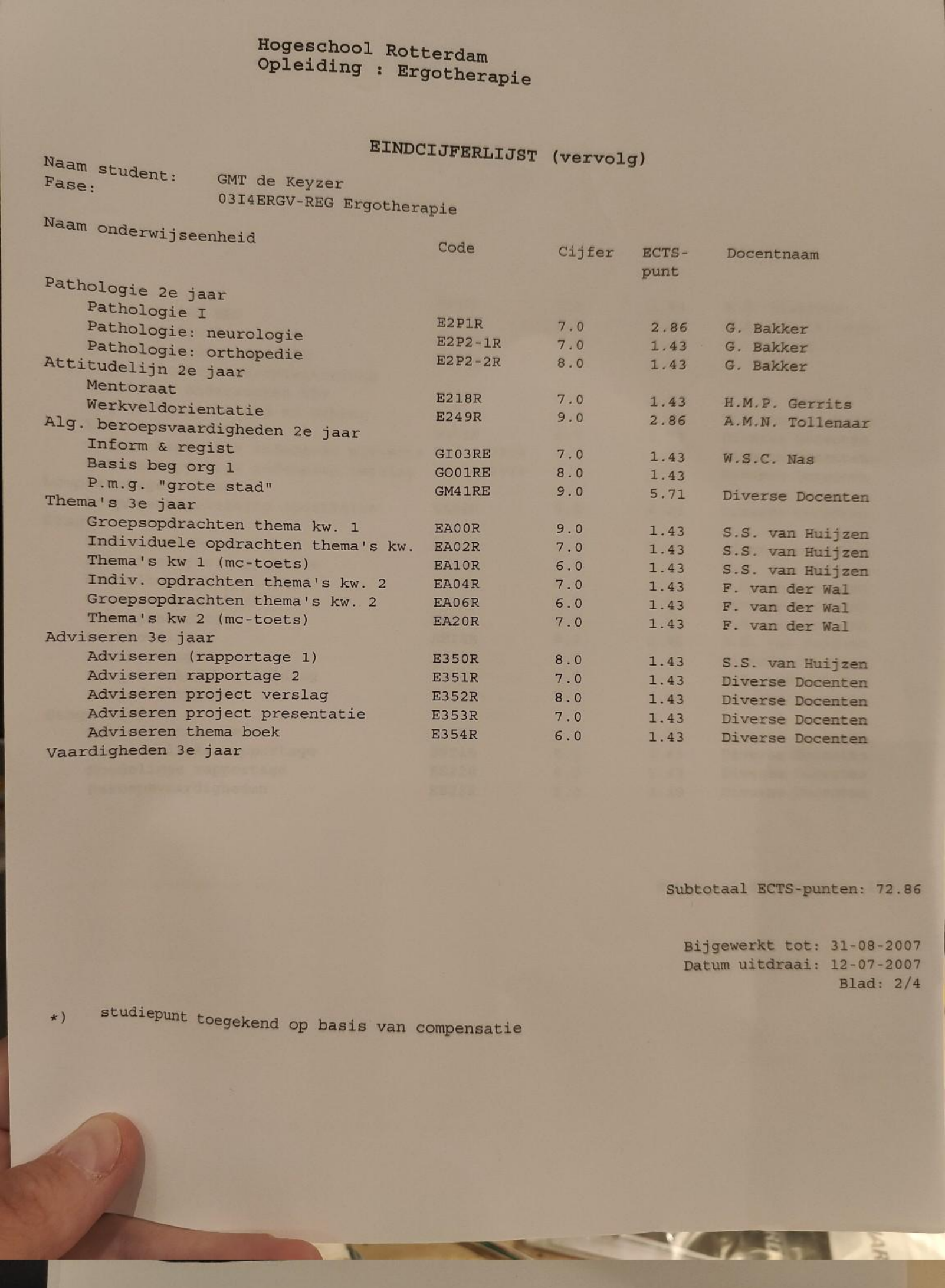


Hogeschool Rotterdam
Opleiding : Ergotherapie

EINDCIJFERLIJST (vervolg)

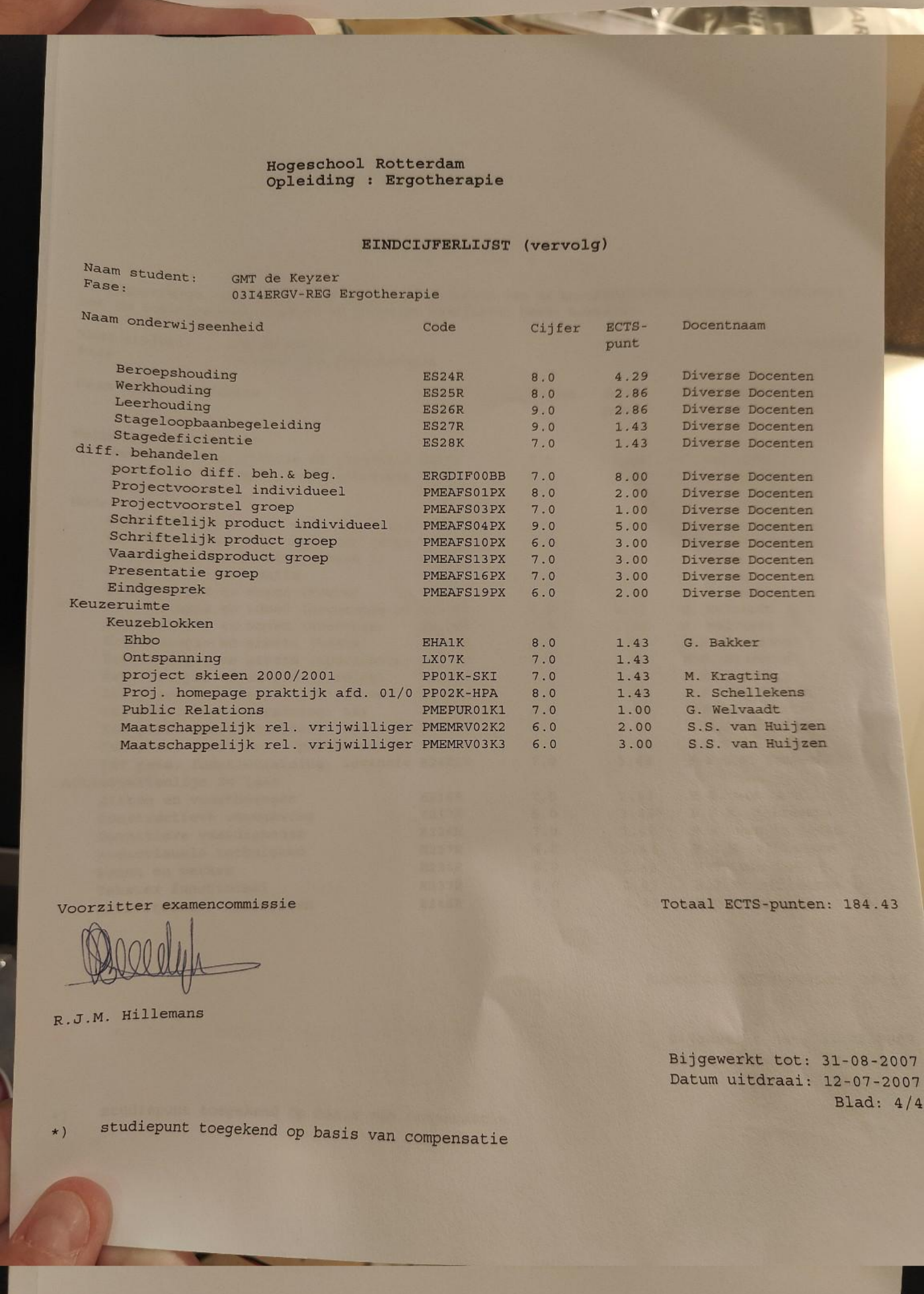
Naam student: GMT de Keyzer
Fase: 03I4ERGV-REG Ergotherapie

Naam onderwijseenheid	Code	Cijfer	ECTS-punt	Docentnaam
Pathologie 2e jaar				
Pathologie I	E2P1R	7.0	2.86	G. Bakker
Pathologie: neurologie	E2P2-1R	7.0	1.43	G. Bakker
Pathologie: orthopedie	E2P2-2R	8.0	1.43	G. Bakker
Attitudelijn 2e jaar				
Mentoraat	E218R	7.0	1.43	H.M.P. Gerrits
Werkveldorientatie	E249R	9.0	2.86	A.M.N. Tollenaar
Alg. beroepsvaardigheden 2e jaar				
Inform & regist	GI03RE	7.0	1.43	W.S.C. Nas
Basis beg org 1	GO01RE	8.0	1.43	
P.m.g. "grote stad"	GM41RE	9.0	5.71	Diverse Docenten
Thema's 3e jaar				
Groepsopdrachten thema kw. 1	EA00R	9.0	1.43	S.S. van Huijzen
Individuele opdrachten thema's kw.	EA02R	7.0	1.43	S.S. van Huijzen
Thema's kw 1 (mc-toets)	EA10R	6.0	1.43	S.S. van Huijzen
Indiv. opdrachten thema's kw. 2	EA04R	7.0	1.43	F. van der Wal
Groepsopdrachten thema's kw. 2	EA06R	6.0	1.43	F. van der Wal
Thema's kw 2 (mc-toets)	EA20R	7.0	1.43	F. van der Wal
Adviseren 3e jaar				
Adviseren (rapportage 1)	E350R	8.0	1.43	S.S. van Huijzen
Adviseren rapportage 2	E351R	7.0	1.43	Diverse Docenten
Adviseren project verslag	E352R	8.0	1.43	Diverse Docenten
Adviseren project presentatie	E353R	7.0	1.43	Diverse Docenten
Adviseren thema boek	E354R	6.0	1.43	Diverse Docenten
Vaardigheden 3e jaar				

Subtotaal ECTS-punten: 72.86

Bijgewerkt tot: 31-08-2007
Datum uitdraai: 12-07-2007
Blad: 2/4

*) studiepunt toegekend op basis van compensatie



Hogeschool Rotterdam
Opleiding : Ergotherapie

EINDCIJFERLIJST (vervolg)

Naam student: GMT de Keyzer
Fase: 03I4ERGV-REG Ergotherapie

Naam onderwijseenheid	Code	Cijfer	ECTS-punt	Docentnaam
Beroepshouding	ES24R	8.0	4.29	Diverse Docenten
Werkhouding	ES25R	8.0	2.86	Diverse Docenten
Leerhouding	ES26R	9.0	2.86	Diverse Docenten
Stageloopbaanbegeleiding	ES27R	9.0	1.43	Diverse Docenten
Stagedeficientie	ES28K	7.0	1.43	Diverse Docenten
diff. behandelen				
portfolio diff. beh.& beg.	ERGDIF00BB	7.0	8.00	Diverse Docenten
Projectvoorstel individueel	PMEAFS01PX	8.0	2.00	Diverse Docenten
Projectvoorstel groep	PMEAFS03PX	7.0	1.00	Diverse Docenten
Schriftelijk product individueel	PMEAFS04PX	9.0	5.00	Diverse Docenten
Schriftelijk product groep	PMEAFS10PX	6.0	3.00	Diverse Docenten
Vaardigheidsproduct groep	PMEAFS13PX	7.0	3.00	Diverse Docenten
Presentatie groep	PMEAFS16PX	7.0	3.00	Diverse Docenten
Eindgesprek	PMEAFS19PX	6.0	2.00	Diverse Docenten
Keuzeruimte				
Keuzeblokken				
Ehbo	EHA1K	8.0	1.43	G. Bakker
Ontspanning	LX07K	7.0	1.43	
project skieen 2000/2001	PP01K-SKI	7.0	1.43	M. Kragting
Proj. homepage praktijk afd. 01/0	PP02K-HPA	8.0	1.43	R. Schellekens
Public Relations	PMEPUR01K1	7.0	1.00	G. Welvaadt
Maatschappelijk rel. vrijwilliger	PMEMRV02K2	6.0	2.00	S.S. van Huijzen
Maatschappelijk rel. vrijwilliger	PMEMRV03K3	6.0	3.00	S.S. van Huijzen

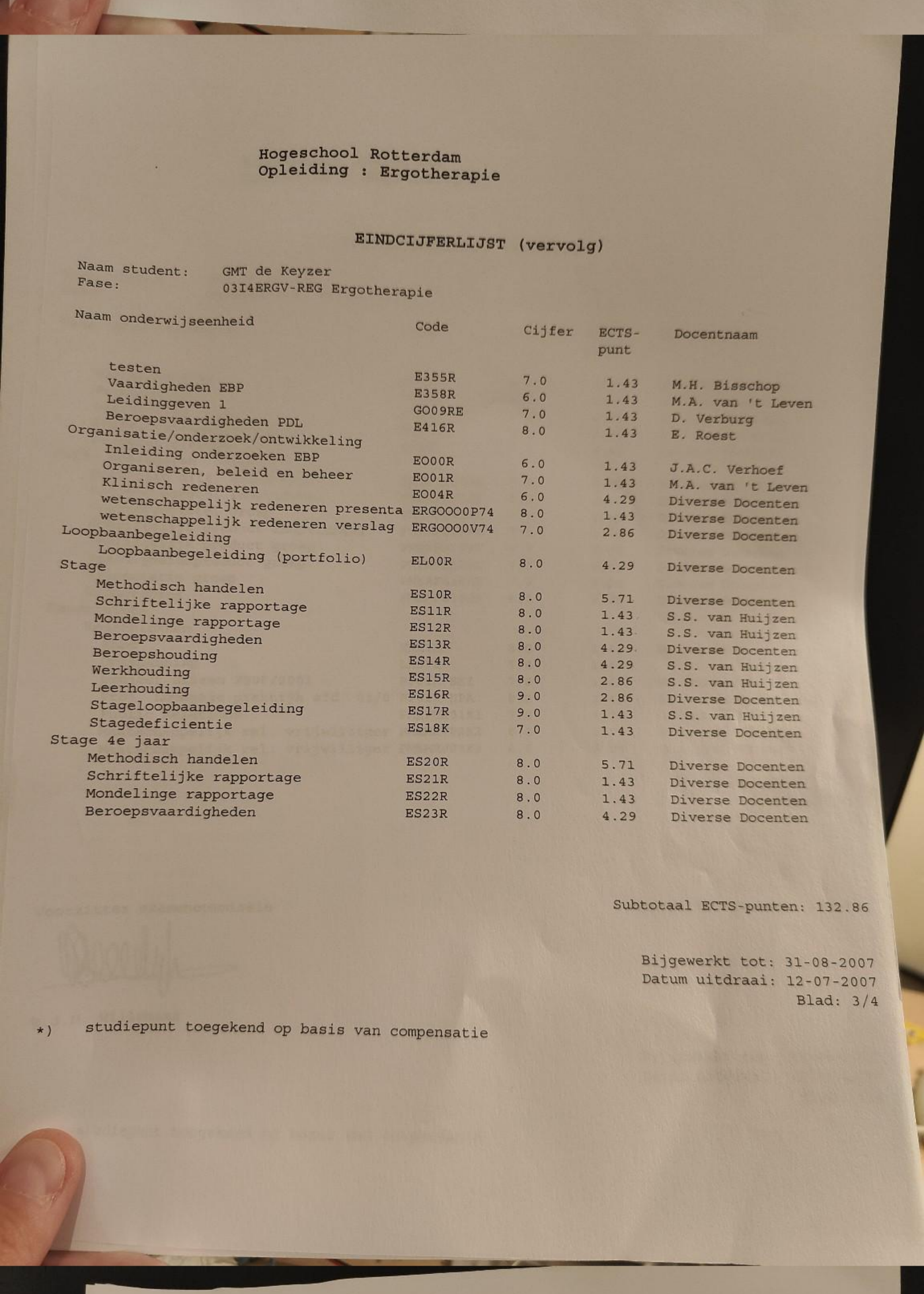
Voorzitter examencommissie

R.J.M. Hillemans

Totaal ECTS-punten: 184.43

Bijgewerkt tot: 31-08-2007
Datum uitdraai: 12-07-2007
Blad: 4/4

*) studiepunt toegekend op basis van compensatie



Hogeschool Rotterdam
Opleiding : Ergotherapie

EINDCIJFERLIJST (vervolg)

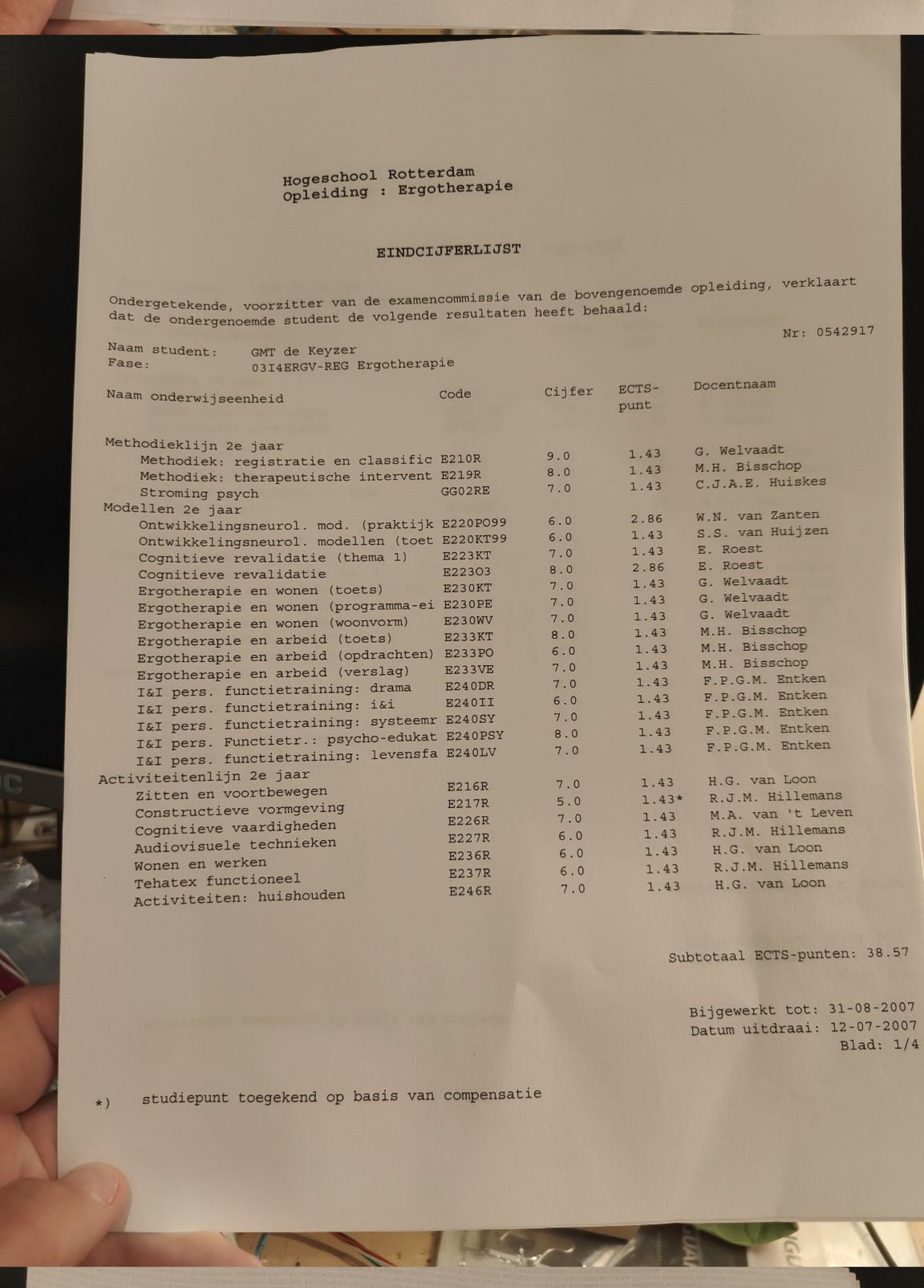
Naam student: GMT de Keyzer
Fase: 03I4ERGV-REG Ergotherapie

Naam onderwijseenheid	Code	Cijfer	ECTS-punt	Docentnaam
testen	E355R	7.0	1.43	M.H. Bisschop
Vaardigheden EBP	E358R	6.0	1.43	M.A. van 't Leven
Leidinggeven 1	GO09RE	7.0	1.43	D. Verburg
Beroepsvaardigheden PDL	E416R	8.0	1.43	E. Roest
Organisatie/onderzoek/ontwikkeling				
Inleiding onderzoeken EBP	EO00R	6.0	1.43	J.A.C. Verhoef
Organiseren, beleid en beheer	EO01R	7.0	1.43	M.A. van 't Leven
Klinisch redeneren	EO04R	6.0	4.29	Diverse Docenten
wetenschappelijk redeneren presenta	ERGO000P74	8.0	1.43	Diverse Docenten
wetenschappelijk redeneren verslag	ERGO000V74	7.0	2.86	Diverse Docenten
Loopbaanbegeleiding				
Loopbaanbegeleiding (portfolio)	EL00R	8.0	4.29	Diverse Docenten
Stage				
Methodisch handelen	ES10R	8.0	5.71	Diverse Docenten
Schriftelijke rapportage	ES11R	8.0	1.43	S.S. van Huijzen
Mondelinge rapportage	ES12R	8.0	1.43	S.S. van Huijzen
Beroepsvaardigheden	ES13R	8.0	4.29	Diverse Docenten
Beroepshouding	ES14R	8.0	4.29	S.S. van Huijzen
Werkhouding	ES15R	8.0	2.86	S.S. van Huijzen
Leerhouding	ES16R	9.0	2.86	Diverse Docenten
Stageloopbaanbegeleiding	ES17R	9.0	1.43	S.S. van Huijzen
Stagedeficientie	ES18K	7.0	1.43	Diverse Docenten
Stage 4e jaar				
Methodisch handelen	ES20R	8.0	5.71	Diverse Docenten
Schriftelijke rapportage	ES21R	8.0	1.43	Diverse Docenten
Mondelinge rapportage	ES22R	8.0	1.43	Diverse Docenten
Beroepsvaardigheden	ES23R	8.0	4.29	Diverse Docenten

Subtotaal ECTS-punten: 132.86

Bijgewerkt tot: 31-08-2007
Datum uitdraai: 12-07-2007
Blad: 3/4

*) studiepunt toegekend op basis van compensatie



Hogeschool Rotterdam
Opleiding : Ergotherapie

EINDCIJFERLIJST

Ondergetekende, voorzitter van de examencommissie van de bovengenoemde opleiding, verklaart dat de ondergenoemde student de volgende resultaten heeft behaald:

Nr: 0542917

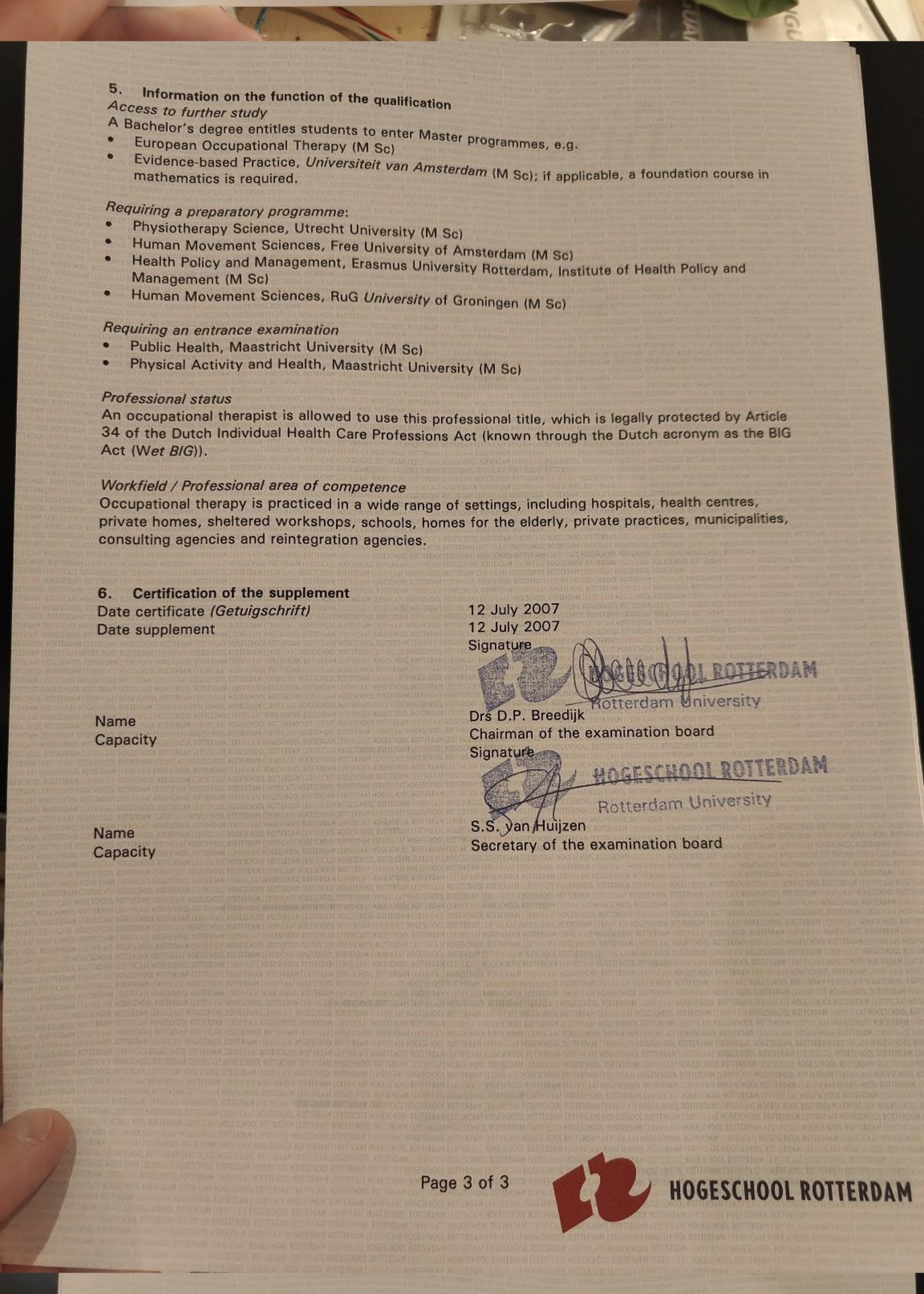
Naam student: GMT de Keyzer
Fase: 03I4ERGV-REG Ergotherapie

Naam onderwijseenheid	Code	Cijfer	ECTS-punt	Docentnaam
Methodieklijn 2e jaar				
Methodiek: registratie en classific	E210R	9.0	1.43	G. Welvaadt
Methodiek: therapeutische intervent	E219R	8.0	1.43	M.H. Bisschop
Stroming psych	GG02RE	7.0	1.43	C.J.A.E. Huiskes
Modellen 2e jaar				
Ontwikkelingsneurol. mod. (praktijk	E220PO99	6.0	2.86	W.N. van Zanten
Ontwikkelingsneurol. modellen (toet	E220KT99	6.0	1.43	S.S. van Huijzen
Cognitieve revalidatie (thema 1)	E223KT	7.0	1.43	E. Roest
Cognitieve revalidatie	E22303	8.0	2.86	E. Roest
Ergotherapie en wonen (toets)	E230KT	7.0	1.43	G. Welvaadt
Ergotherapie en wonen (programma-ei	E230PE	7.0	1.43	G. Welvaadt
Ergotherapie en wonen (woonvorm)	E230WV	7.0	1.43	G. Welvaadt
Ergotherapie en arbeid (toets)	E233KT	8.0	1.43	M.H. Bisschop
Ergotherapie en arbeid (opdrachten)	E233PO	6.0	1.43	M.H. Bisschop
Ergotherapie en arbeid (verslag)	E233VE	7.0	1.43	M.H. Bisschop
I&I pers. functietraining: drama	E240DR	7.0	1.43	F.P.G.M. Entken
I&I pers. functietraining: i&i	E240II	6.0	1.43	F.P.G.M. Entken
I&I pers. functietraining: systeemr	E240SY	7.0	1.43	F.P.G.M. Entken
I&I pers. Functietr.: psycho-edukat	E240PSY	8.0	1.43	F.P.G.M. Entken
I&I pers. functietraining: levensfa	E240LV	7.0	1.43	F.P.G.M. Entken
Activiteitenlijn 2e jaar				
Zitten en voortbewegen	E216R	7.0	1.43	H.G. van Loon
Constructieve vormgeving	E217R	5.0	1.43*	R.J.M. Hillemans
Cognitieve vaardigheden	E226R	7.0	1.43	M.A. van 't Leven
Audiovisuele technieken	E227R	6.0	1.43	R.J.M. Hillemans
Wonen en werken	E236R	6.0	1.43	H.G. van Loon
Tehatex functioneel	E237R	6.0	1.43	R.J.M. Hillemans
Activiteiten: huishouden	E246R	7.0	1.43	H.G. van Loon

Subtotaal ECTS-punten: 38.57

Bijgewerkt tot: 31-08-2007
Datum uitdraai: 12-07-2007
Blad: 1/4

*) studiepunt toegekend op basis van compensatie



5. Information on the function of the qualification

Access to further study
A Bachelor's degree entitles students to enter Master programmes, e.g.
- European Occupational Therapy (M Sc)
- Evidence-based Practice, *Universiteit van Amsterdam* (M Sc); if applicable, a foundation course in mathematics is required.

Requiring a preparatory programme:
- Physiotherapy Science, Utrecht University (M Sc)
- Human Movement Sciences, Free University of Amsterdam (M Sc)
- Health Policy and Management, Erasmus University Rotterdam, Institute of Health Policy and Management (M Sc)
- Human Movement Sciences, RuG *University* of Groningen (M Sc)

Requiring an entrance examination
- Public Health, Maastricht University (M Sc)
- Physical Activity and Health, Maastricht University (M Sc)

Professional status
An occupational therapist is allowed to use this professional title, which is legally protected by Article 34 of the Dutch Individual Health Care Professions Act (known through the Dutch acronym as the BIG Act (*Wet BIG*)).

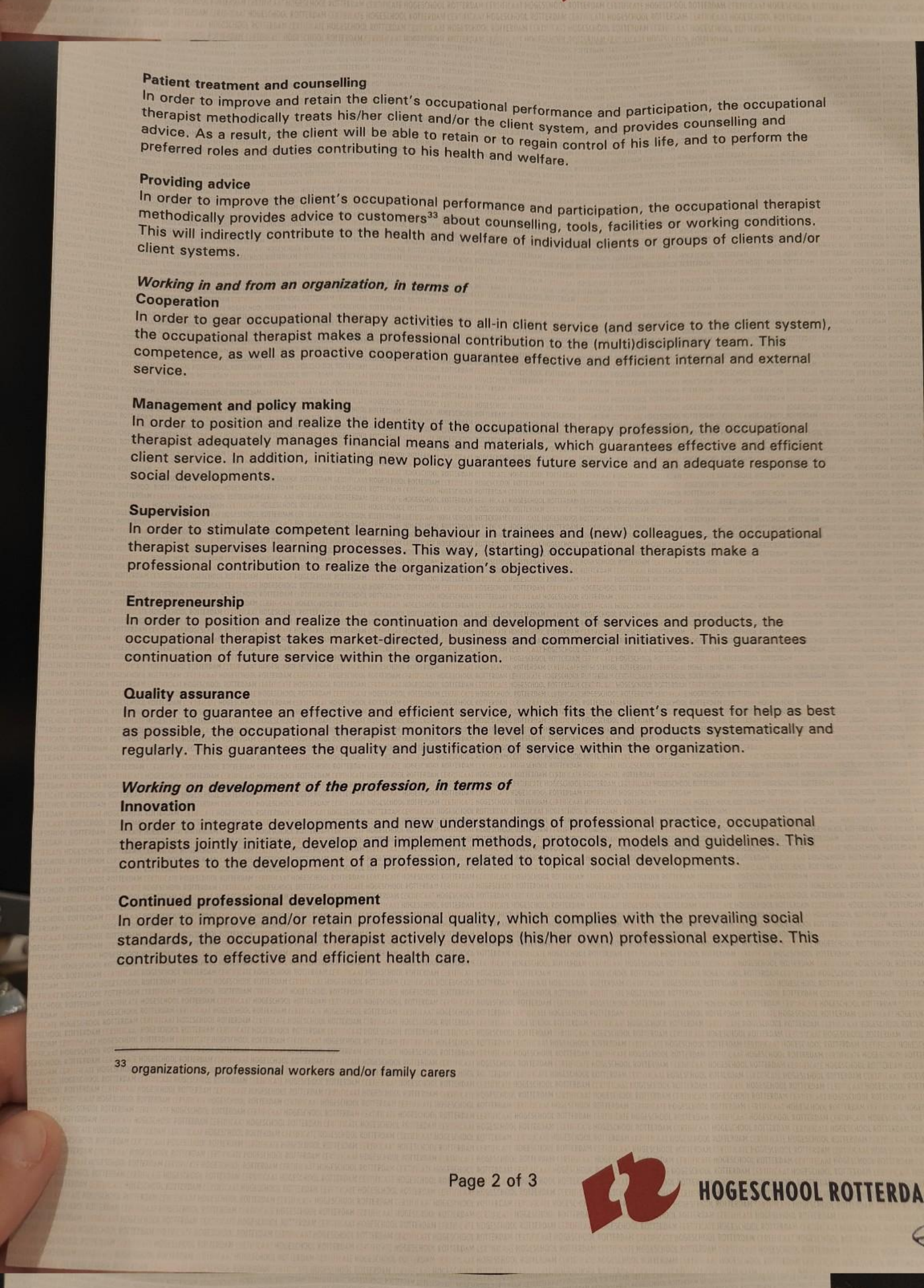
Workfield / Professional area of competence
Occupational therapy is practiced in a wide range of settings, including hospitals, health centres, private homes, sheltered workshops, schools, homes for the elderly, private practices, municipalities, consulting agencies and reintegration agencies.

6. Certification of the supplement

Date certificate (*Getuigschrift*)	12 July 2007
Date supplement	12 July 2007
	Signature
Name	Drs D.P. Breedijk
Capacity	Chairman of the examination board
	Signature
Name	S.S. van Huijzen
Capacity	Secretary of the examination board

HOGESCHOOL ROTTERDAM
Rotterdam University

HOGESCHOOL ROTTERDAM
Rotterdam University



Patient treatment and counselling
In order to improve and retain the client's occupational performance and participation, the occupational therapist methodically treats his/her client and/or the client system, and provides counselling and advice. As a result, the client will be able to retain or to regain control of his life, and to perform the preferred roles and duties contributing to his health and welfare.

Providing advice
In order to improve the client's occupational performance and participation, the occupational therapist methodically provides advice to customers[33] about counselling, tools, facilities or working conditions. This will indirectly contribute to the health and welfare of individual clients or groups of clients and/or client systems.

Working in and from an organization, in terms of
Cooperation
In order to gear occupational therapy activities to all-in client service (and service to the client system), the occupational therapist makes a professional contribution to the (multi)disciplinary team. This competence, as well as proactive cooperation guarantee effective and efficient internal and external service.

Management and policy making
In order to position and realize the identity of the occupational therapy profession, the occupational therapist adequately manages financial means and other sources, which guarantees effective and efficient client service. In addition, initiating new policy guarantees future service and an adequate response to social developments.

Supervision
In order to stimulate competent learning behaviour in trainees and (new) colleagues, the occupational therapist supervises learning processes. This way, (starting) occupational therapists make a professional contribution to realize the organization's objectives.

Entrepreneurship
In order to position and realize the continuation and development of services and products, the occupational therapist takes market-directed, business and commercial initiatives. This guarantees continuation of future service within the organization.

Quality assurance
In order to guarantee an effective and efficient service, which fits the client's request for help as best as possible, the occupational therapist monitors the level of services and products systematically and regularly. This guarantees the quality and justification of service within the organization.

Working on development of the profession, in terms of
Innovation
In order to integrate developments and new understandings of professional practice, occupational therapists jointly initiate, develop and implement methods, protocols, models and guidelines. This contributes to the development of a profession, related to topical social developments.

Continued professional development
In order to improve and/or retain professional quality, which complies with the prevailing social standards, the occupational therapist actively develops (his/her own) professional expertise. This contributes to effective and efficient health care.

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[33] organizations, professional workers and/or family carers

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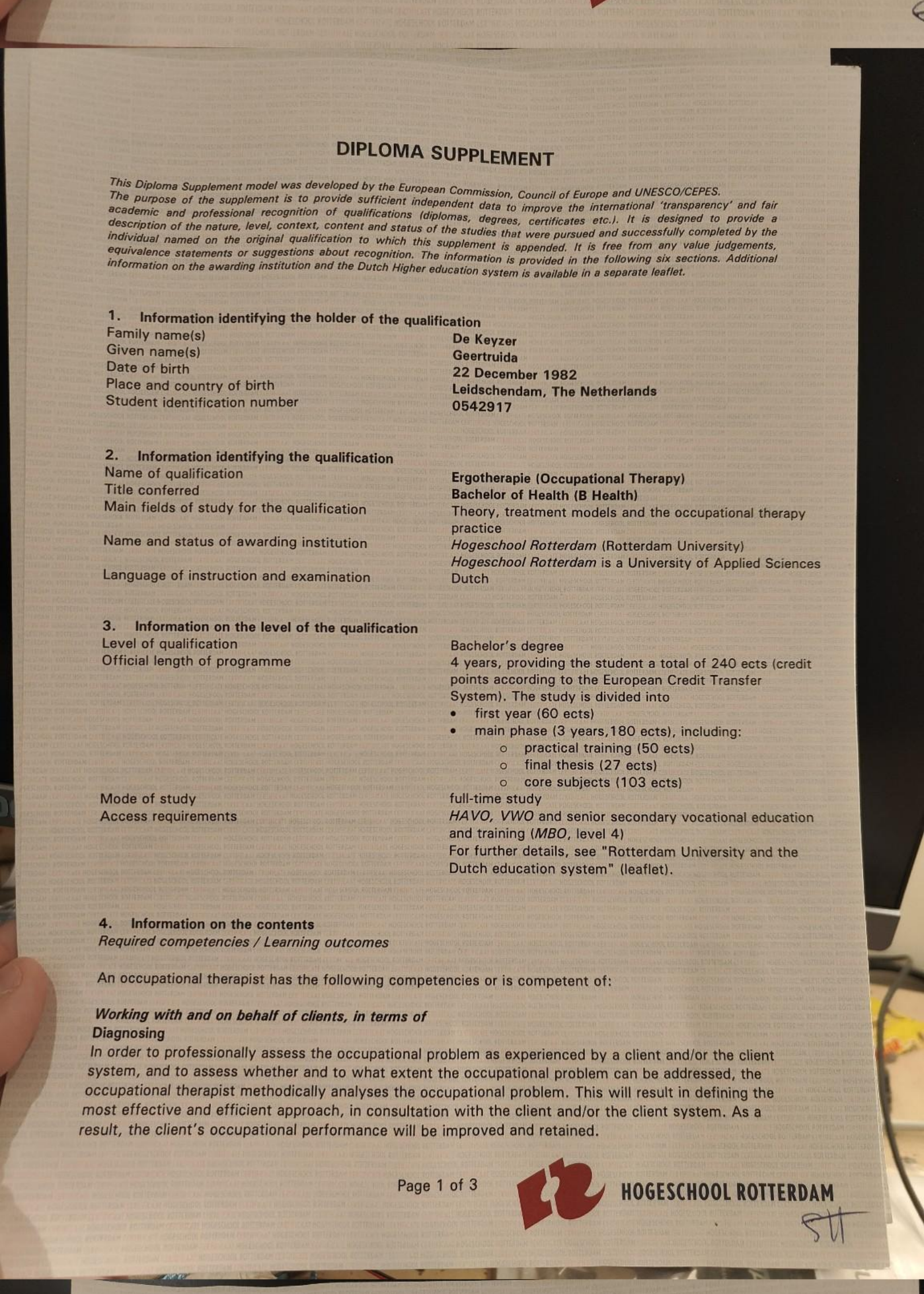


DIPLOMA SUPPLEMENT

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 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 is provided in the following six sections. Additional information on the awarding institution and the Dutch Higher education system is available in a separate leaflet.

1. Information identifying the holder of the qualification

Family name(s)	De Keyzer
Given name(s)	Geertruida
Date of birth	22 December 1982
Place and country of birth	Leidschendam, The Netherlands
Student identification number	0542917

2. Information identifying the qualification

Name of qualification	Ergotherapie (Occupational Therapy)
Title conferred	Bachelor of Health (B Health)
Main fields of study for the qualification	Theory, treatment models and the occupational therapy practice
Name and status of awarding institution	*Hogeschool Rotterdam* (Rotterdam University) *Hogeschool Rotterdam* is a University of Applied Sciences
Language of instruction and examination	Dutch

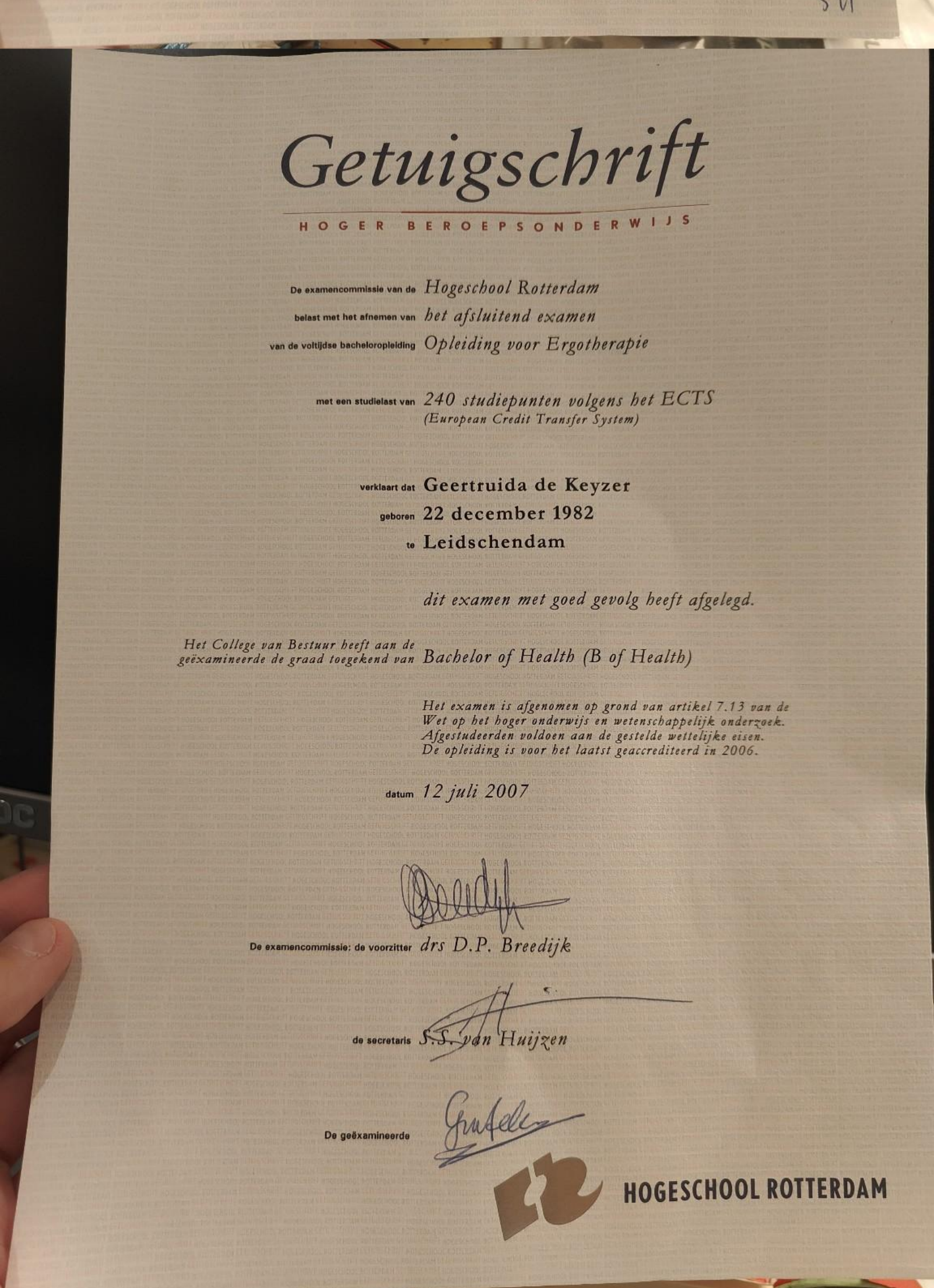
3. Information on the level of the qualification

Level of qualification	Bachelor's degree
Official length of programme	4 years, providing the student a total of 240 ects (credit points according to the European Credit Transfer System). The study is divided into • first year (60 ects) • main phase (3 years,180 ects), including: ○ practical training (50 ects) ○ final thesis (27 ects) ○ core subjects (103 ects)
Mode of study	full-time study
Access requirements	*HAVO, VWO* and senior secondary vocational education and training (*MBO*, level 4) For further details, see "Rotterdam University and the Dutch education system" (leaflet).

4. Information on the contents
Required competencies / Learning outcomes

An occupational therapist has the following competencies or is competent of:

Working with and on behalf of clients, in terms of
Diagnosing
In order to professionally assess the occupational problem as experienced by a client and/or the client system, and to assess whether and to what extent the occupational problem can be addressed, the occupational therapist methodically analyses the occupational problem. This will result in defining the most effective and efficient approach, in consultation with the client and/or the client system. As a result, the client's occupational performance will be improved and retained.



Getuigschrift

HOGER BEROEPSONDERWIJS

De examencommissie van de Hogeschool Rotterdam
belast met het afnemen van het afsluitend examen
van de voltijdse bacheloropleiding Opleiding voor Ergotherapie

met een studielast van 240 studiepunten volgens het ECTS
(European Credit Transfer System)

verklaart dat Geertruida de Keyzer
geboren 22 december 1982
te Leidschendam

dit examen met goed gevolg heeft afgelegd.

Het College van Bestuur heeft aan de geëxamineerde de graad toegekend van Bachelor of Health (B of Health)

Het examen is afgenomen op grond van artikel 7.13 van de Wet op het hoger onderwijs en wetenschappelijk onderzoek. Afgestudeerden voldoen aan de gestelde wettelijke eisen. De opleiding is voor het laatst geaccrediteerd in 2006.

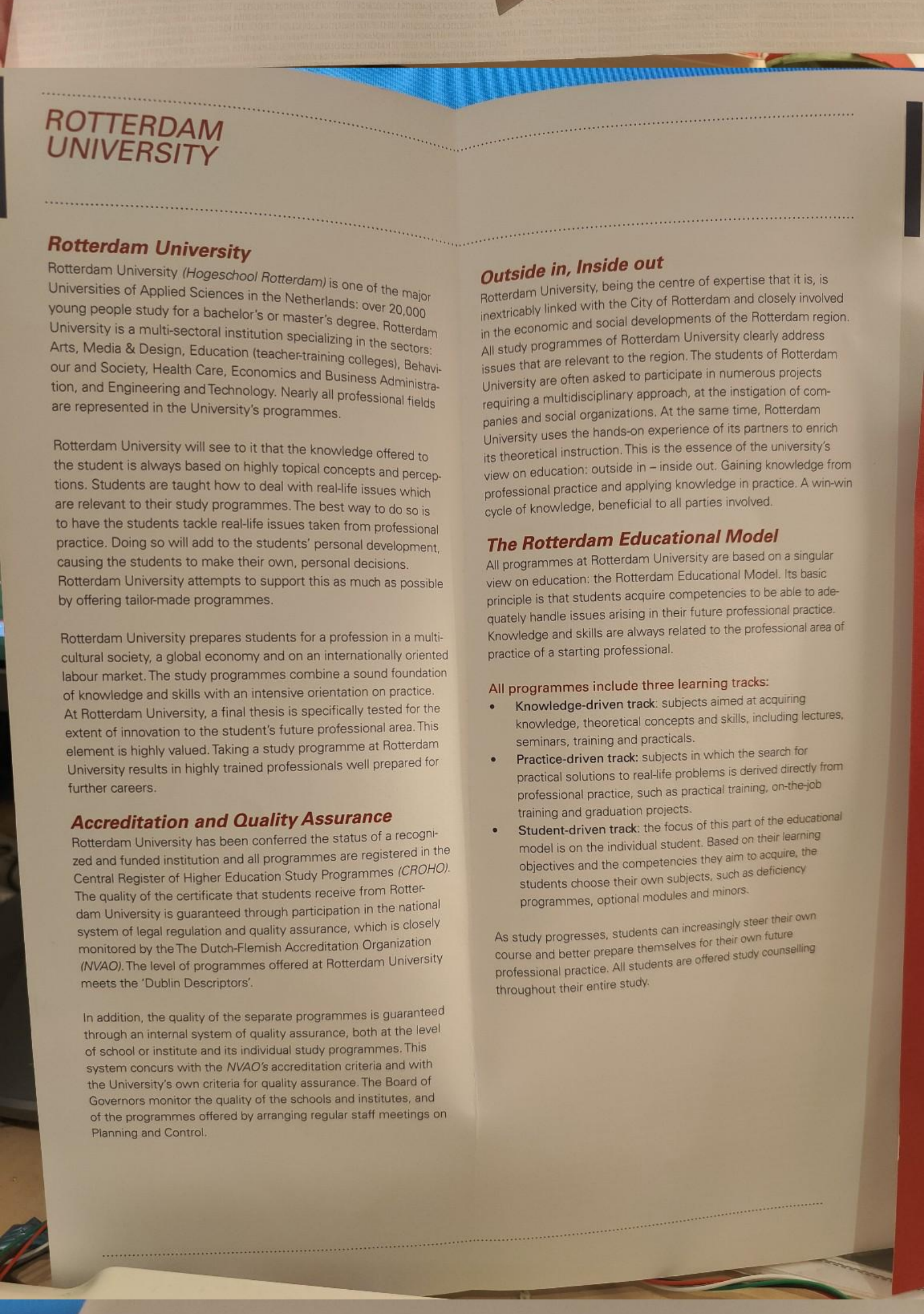
datum 12 juli 2007

De examencommissie: de voorzitter drs D.P. Breedijk

de secretaris S.S. van Huijzen

De geëxamineerde

HOGESCHOOL ROTTERDAM



ROTTERDAM UNIVERSITY

Rotterdam University

Rotterdam University (*Hogeschool Rotterdam*) is one of the major Universities of Applied Sciences in the Netherlands: over 20,000 young people study for a bachelor's or master's degree. Rotterdam University is a multi-sectoral institution specializing in the sectors: Arts, Media & Design, Education (teacher-training colleges), Behaviour and Society, Health Care, Economics and Business Administration, and Engineering and Technology. Nearly all professional fields are represented in the University's programmes.

Rotterdam University will see to it that the knowledge offered to the student is always based on highly topical concepts and perceptions. Students are taught how to deal with real-life issues which are relevant to their study programmes. The best way to do so is to have the students tackle real-life issues taken from professional practice. Doing so will add to the students' personal development, causing the students to make their own, personal decisions. Rotterdam University attempts to support this as much as possible by offering tailor-made programmes.

Rotterdam University prepares students for a profession in a multi-cultural society, a global economy and on an internationally oriented labour market. The study programmes combine a sound foundation of knowledge and skills with an intensive orientation on practice. At Rotterdam University, a final thesis is specifically tested for the extent of innovation to the student's future professional area. This element is highly valued. Taking a study programme at Rotterdam University results in highly trained professionals well prepared for further careers.

Accreditation and Quality Assurance

Rotterdam University has been conferred the status of a recognized and funded institution and all programmes are registered in the Central Register of Higher Education Study Programmes (*CROHO*). The quality of the certificate that students receive from Rotterdam University is guaranteed through participation in the national system of legal regulation and quality assurance, which is closely monitored by the The Dutch-Flemish Accreditation Organization (*NVAO*). The level of programmes offered at Rotterdam University meets the 'Dublin Descriptors'.

In addition, the quality of the separate programmes is guaranteed through an internal system of quality assurance, both at the level of school or institute and its individual study programmes. This system concurs with the *NVAO's* accreditation criteria and with the University's own criteria for quality assurance. The Board of Governors monitor the quality of the schools and institutes, and of the programmes offered by arranging regular staff meetings on Planning and Control.

Outside in, Inside out

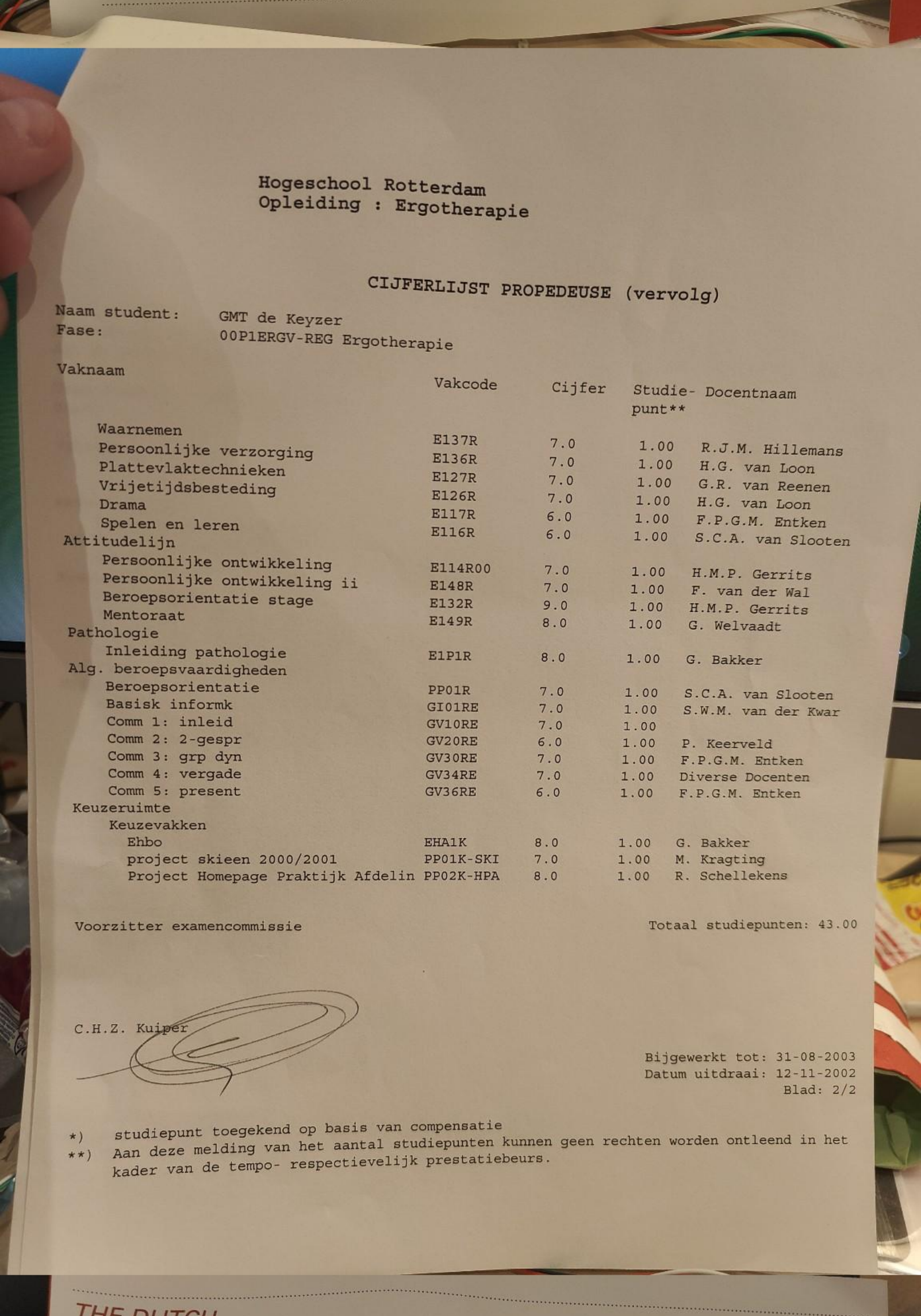
Rotterdam University, being the centre of expertise that it is, is inextricably linked with the City of Rotterdam and closely involved in the economic and social developments of the Rotterdam region. All study programmes of Rotterdam University clearly address issues that are relevant to the region. The students of Rotterdam University are often asked to participate in numerous projects requiring a multidisciplinary approach, at the instigation of companies and social organizations. At the same time, Rotterdam University uses the hands-on experience of its partners to enrich its theoretical instruction. This is the essence of the university's view on education: outside in – inside out. Gaining knowledge from professional practice and applying knowledge in practice. A win-win cycle of knowledge, beneficial to all parties involved.

The Rotterdam Educational Model

All programmes at Rotterdam University are based on a singular view on education: the Rotterdam Educational Model. Its basic principle is that students acquire competencies to be able to adequately handle issues arising in their future professional practice. Knowledge and skills are always related to the professional area of practice of a starting professional.

All programmes include three learning tracks:
- **Knowledge-driven track**: subjects aimed at acquiring knowledge, theoretical concepts and skills, including lectures, seminars, training and practicals.
- **Practice-driven track**: subjects in which the search for practical solutions to real-life problems is derived directly from professional practice, such as practical training, on-the-job training and graduation projects.
- **Student-driven track**: the focus of this part of the educational model is on the individual student. Based on their learning objectives and the competencies they aim to acquire, the students choose their own subjects, such as deficiency programmes, optional modules and minors.

As study progresses, students can increasingly steer their own course and better prepare themselves for their own future professional practice. All students are offered study counselling throughout their entire study.



Hogeschool Rotterdam
Opleiding : Ergotherapie

CIJFERLIJST PROPEDEUSE (vervolg)

Naam student: GMT de Keyzer
Fase: 00P1ERGV-REG Ergotherapie

Vaknaam	Vakcode	Cijfer	Studie-punt**	Docentnaam
Waarnemen	E137R	7.0	1.00	R.J.M. Hillemans
Persoonlijke verzorging	E136R	7.0	1.00	H.G. van Loon
Plattevlaktechnieken	E127R	7.0	1.00	G.R. van Reenen
Vrijetijdsbesteding	E126R	7.0	1.00	H.G. van Loon
Drama	E117R	6.0	1.00	F.P.G.M. Entken
Spelen en leren	E116R	6.0	1.00	S.C.A. van Slooten
Attitudelijn				
Persoonlijke ontwikkeling	E114R00	7.0	1.00	H.M.P. Gerrits
Persoonlijke ontwikkeling ii	E148R	7.0	1.00	F. van der Wal
Beroepsorientatie stage	E132R	9.0	1.00	H.M.P. Gerrits
Mentoraat	E149R	8.0	1.00	G. Welvaadt
Pathologie				
Inleiding pathologie	E1P1R	8.0	1.00	G. Bakker
Alg. beroepsvaardigheden				
Beroepsorientatie	PP01R	7.0	1.00	S.C.A. van Slooten
Basisk informk	GI01RE	7.0	1.00	S.W.M. van der Kwar
Comm 1: inleid	GV10RE	7.0	1.00	
Comm 2: 2-gespr	GV20RE	6.0	1.00	P. Keerveld
Comm 3: grp dyn	GV30RE	7.0	1.00	F.P.G.M. Entken
Comm 4: vergade	GV34RE	7.0	1.00	Diverse Docenten
Comm 5: present	GV36RE	6.0	1.00	F.P.G.M. Entken
Keuzeruimte				
Keuzevakken				
Ehbo	EHA1K	8.0	1.00	G. Bakker
project skieen 2000/2001	PP01K-SKI	7.0	1.00	M. Kragting
Project Homepage Praktijk Afdelin	PP02K-HPA	8.0	1.00	R. Schellekens

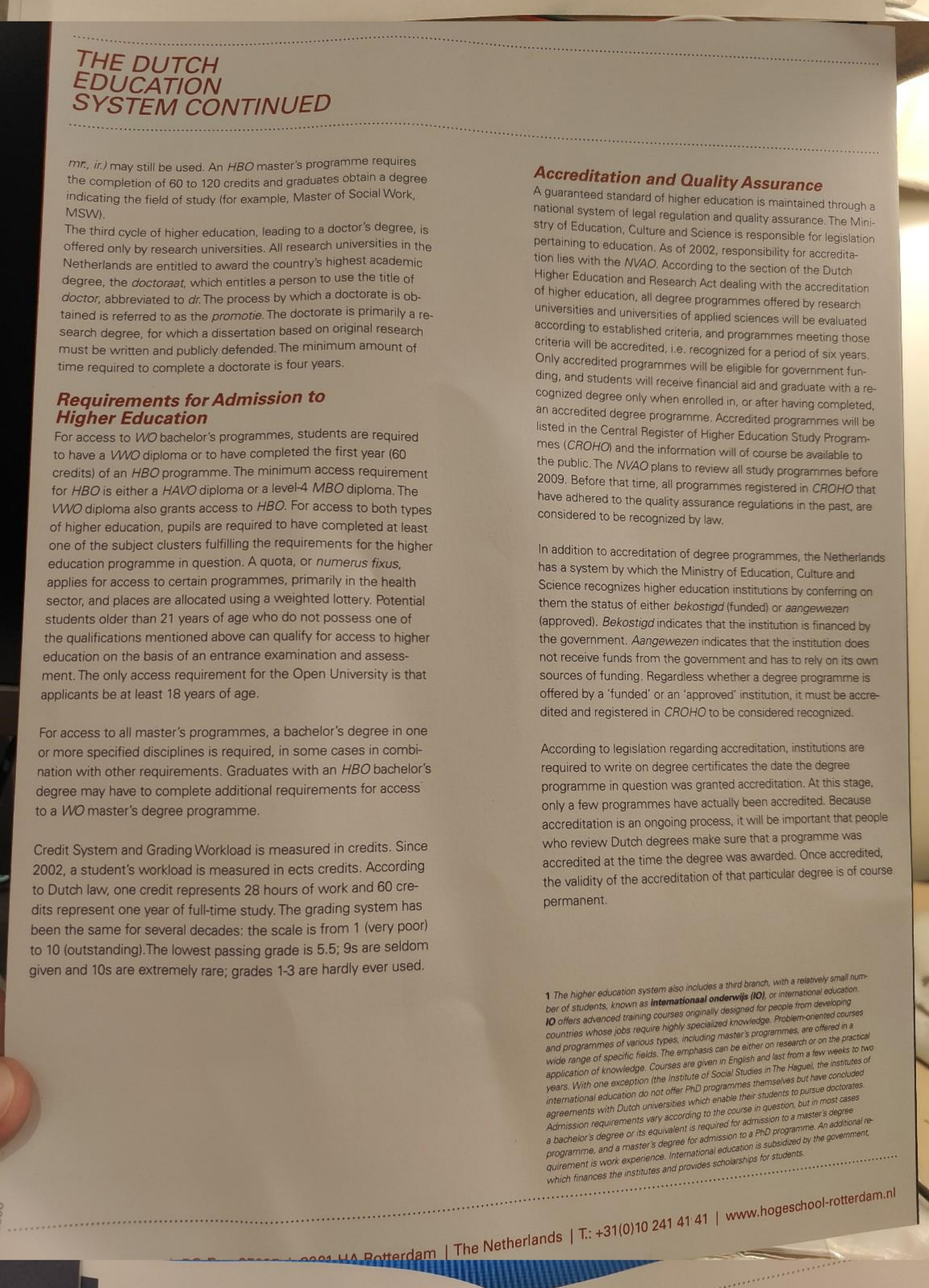
Voorzitter examencommissie

C.H.Z. Kuiper

Totaal studiepunten: 43.00

Bijgewerkt tot: 31-08-2003
Datum uitdraai: 12-11-2002
Blad: 2/2

*) studiepunt toegekend op basis van compensatie
**) Aan deze melding van het aantal studiepunten kunnen geen rechten worden ontleend in het kader van de tempo- respectievelijk prestatiebeurs.



THE DUTCH EDUCATION SYSTEM CONTINUED

mr., ir.) may still be used. An *HBO* master's programme requires the completion of 60 to 120 credits and graduates obtain a degree indicating the field of study (for example, Master of Social Work, MSW).

The third cycle of higher education, leading to a doctor's degree, is offered only by research universities. All research universities in the Netherlands are entitled to award the country's highest academic degree, the *doctoraat*, which entitles a person to use the title of *doctor*, abbreviated to *dr.* The process by which a doctorate is obtained is referred to as the *promotie*. The doctorate is primarily a research degree, for which a dissertation based on original research must be written and publicly defended. The minimum amount of time required to complete a doctorate is four years.

Requirements for Admission to Higher Education

For access to *WO* bachelor's programmes, students are required to have a *VWO* diploma or to have completed the first year (60 credits) of an *HBO* programme. The minimum access requirement for *HBO* is either a *HAVO* diploma or a level-4 *MBO* diploma. The *VWO* diploma also grants access to *HBO*. For access to both types of higher education, pupils are required to have completed at least one of the subject clusters fulfilling the requirements for the higher education programme in question. A quota, or *numerus fixus*, applies for access to certain programmes, primarily in the health sector, and places are allocated using a weighted lottery. Potential students older than 21 years of age 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. The only access requirement for the Open University is that applicants be at least 18 years of age.

For access to all master's programmes, a bachelor's degree in one or more specified disciplines is required, in some cases in combination with other requirements. Graduates with an *HBO* bachelor's degree may have to complete additional requirements for access to a *WO* master's degree programme.

Credit System and Grading Workload is measured in credits. Since 2002, a student's workload is measured in ects credits. According to Dutch law, one credit represents 28 hours of work and 60 credits represent one year of full-time study. The grading system has been the same for several decades: the scale is from 1 (very poor) to 10 (outstanding). The lowest passing grade is 5.5; 9s are seldom given and 10s are extremely rare; grades 1-3 are hardly ever used.

Accreditation and Quality Assurance

A guaranteed standard of higher education is maintained through a national system of legal regulation and quality assurance. The Ministry of Education, Culture and Science is responsible for legislation pertaining to education. As of 2002, responsibility for accreditation lies with the *NVAO*. According to the section of the Dutch Higher Education and Research Act dealing with the accreditation of higher education, all degree programmes offered by research universities and universities of applied sciences will be evaluated according to established criteria, and programmes meeting those criteria will be accredited, i.e. recognized for a period of six years. Only accredited programmes will be eligible for government funding, and students will receive financial aid and graduate with a recognized degree only when enrolled in, or after having completed, an accredited degree programme. Accredited programmes will be listed in the Central Register of Higher Education Study Programmes (*CROHO*) and the information will of course be available to the public. The *NVAO* plans to review all study programmes before 2009. Before that time, all programmes registered in *CROHO* that have adhered to the quality assurance regulations in the past, are considered to be recognized by law.

In addition to 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 *bekostigd* (funded) or *aangewezen* (approved). *Bekostigd* indicates that the institution is financed by the government. *Aangewezen* indicates that the institution does not receive funds from the government and has to rely on its own sources of funding. Regardless 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.

According to legislation regarding accreditation, institutions are required to write on degree certificates the date the degree programme in question was granted accreditation. At this stage, only a few programmes have actually been accredited. Because accreditation is an ongoing process, it will be important that people who review Dutch degrees make sure that a programme was accredited at the time the degree was awarded. Once accredited, the validity of the accreditation of that particular degree is of course permanent.

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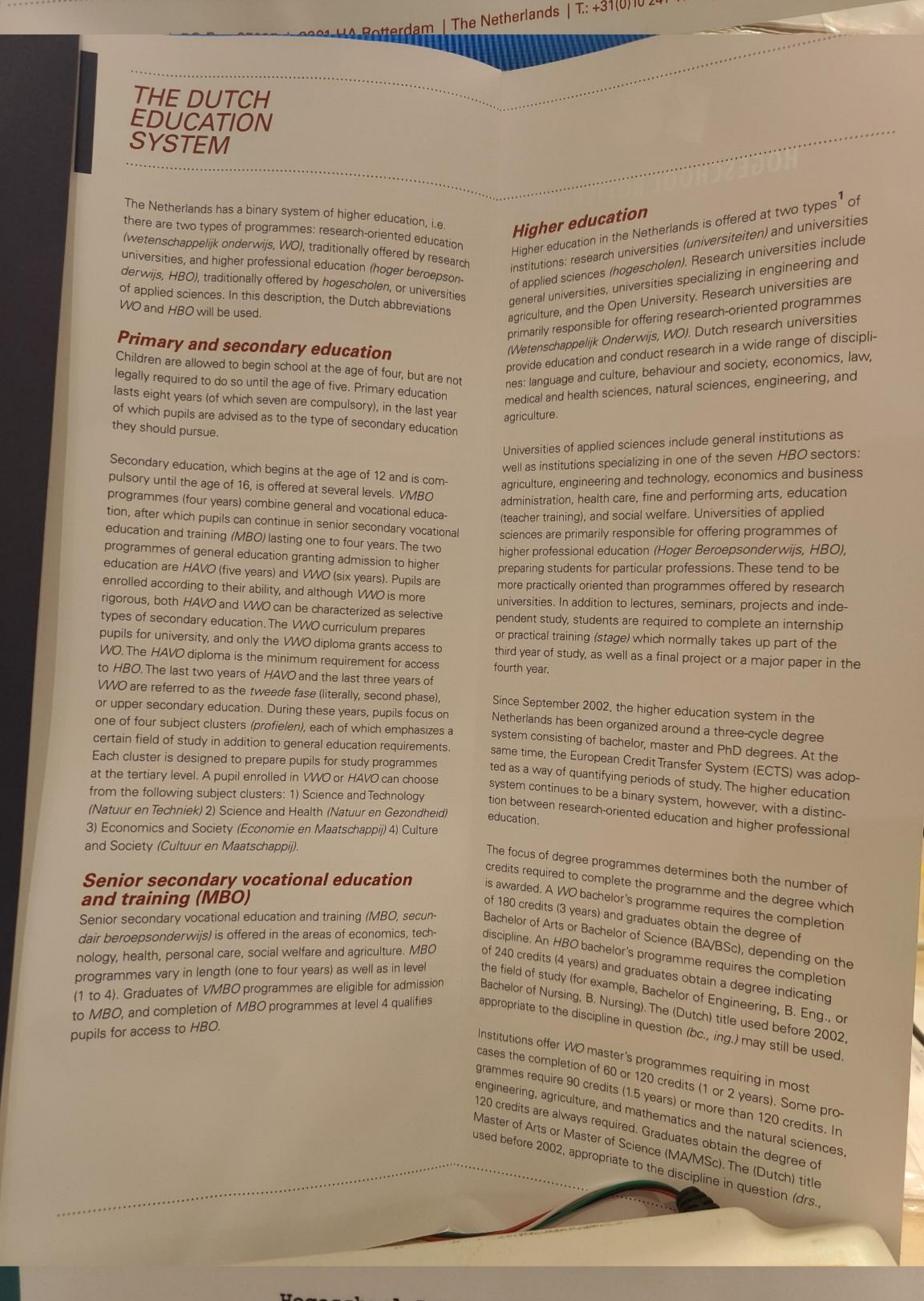
[1] The higher education system also includes a third branch, with a relatively small number of students, known as **internationaal onderwijs (IO)**, or international education. IO offers advanced training courses originally designed for people from developing countries whose jobs require highly specialized knowledge. Problem-oriented courses and programmes of various types, including master's programmes, are offered in a wide range of specific fields. The emphasis can be either on research or on the practical application of knowledge. Courses are given in English and last from a few weeks to two years. With one exception (the Institute of Social Studies in The Hague), the institutes of international education do not offer PhD programmes themselves but have concluded agreements with Dutch universities which enable their students to pursue doctorates. Admission requirements vary according to the course in question, but in most cases a bachelor's degree or its equivalent is required for admission to a master's degree programme, and a master's degree for admission to a PhD programme. An additional requirement is work experience. International education is subsidized by the government, which finances the institutes and provides scholarships for students.



THE DUTCH EDUCATION SYSTEM

The Netherlands has a binary system of higher education, i.e. there are two types of programmes: research-oriented education (*wetenschappelijk onderwijs, WO*), traditionally offered by research universities, and higher professional education (*hoger beroepsonderwijs, HBO*), traditionally offered by *hogescholen*, or universities of applied sciences. In this description, the Dutch abbreviations *WO* and *HBO* will be used.

Primary and secondary 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), in the last year of which pupils are advised as to the type of secondary education they should pursue.

Secondary education, which begins at the age of 12 and is compulsory until the age of 16, is offered at several levels. *VMBO* programmes (four years) combine general and vocational education, after which pupils can continue in senior secondary vocational education and training (*MBO*) lasting one to four years. The two programmes of general education granting admission to higher education are *HAVO* (five years) and *VWO* (six years). Pupils are enrolled according to their ability, and although *VWO* is more rigorous, both *HAVO* and *VWO* can be characterized as selective types of secondary education. The *VWO* curriculum prepares pupils for university, and only the *VWO* diploma grants access to *WO*. The *HAVO* diploma is the minimum requirement for access to *HBO*. The last two years of *HAVO* and the last three years of *VWO* are referred to as the *tweede fase* (literally, second phase), 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 general education requirements. Each cluster is designed to prepare pupils for study programmes at the tertiary level. A pupil enrolled in *VWO* or *HAVO* 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*).

Senior secondary vocational education and training (MBO)

Senior secondary vocational education and training (*MBO, secundair beroepsonderwijs*) is offered in the areas of economics, technology, health, personal care, social welfare and agriculture. *MBO* programmes vary in length (one to four years) as well as in level (1 to 4). Graduates of *VMBO* programmes are eligible for admission to *MBO*, and completion of *MBO* programmes at level 4 qualifies pupils for access to *HBO*.

Higher education

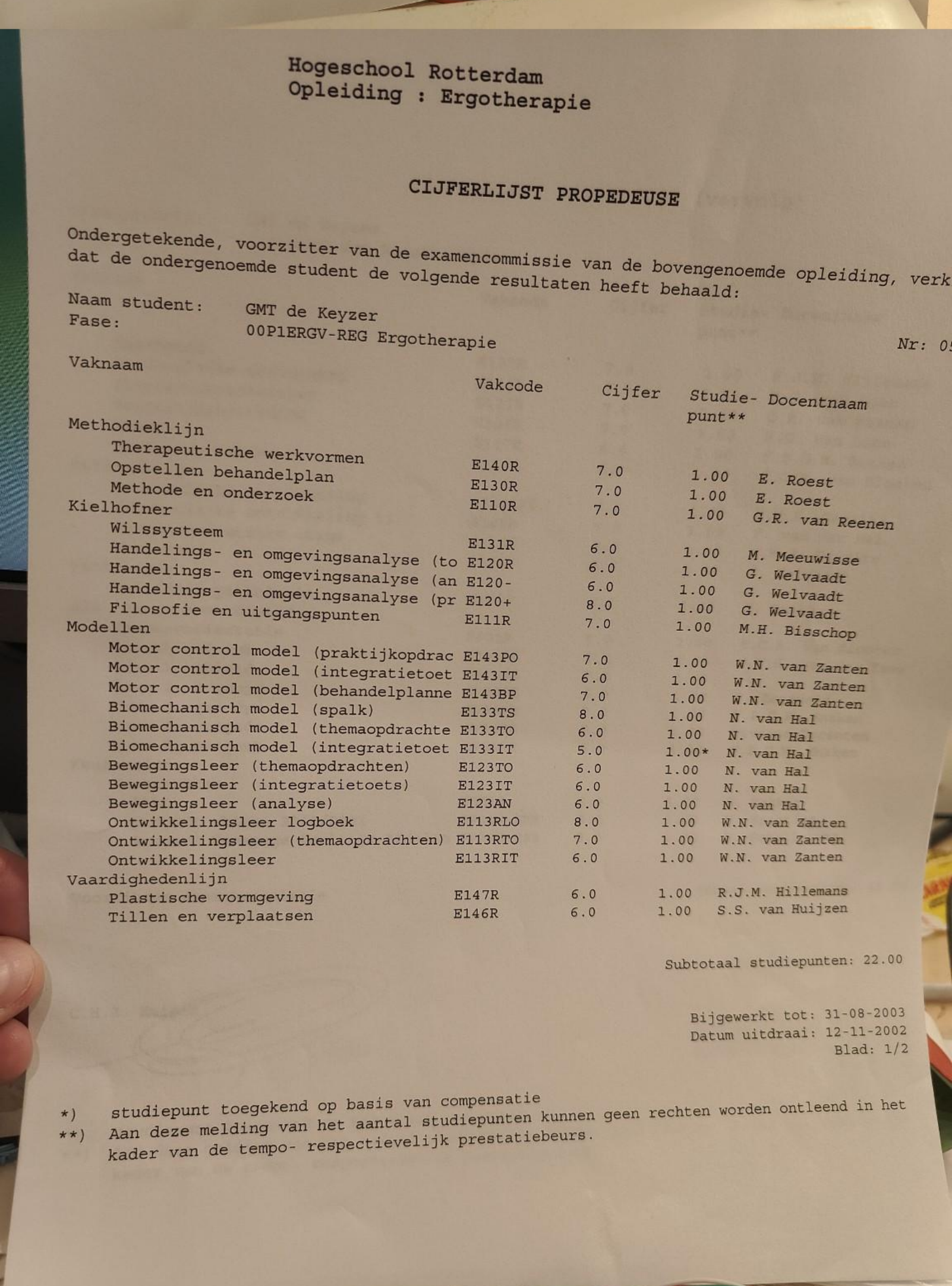
Higher education in the Netherlands is offered at two types[1] of institutions: research universities (*universiteiten*) and universities of applied sciences (*hogescholen*). Research universities include general universities, universities specializing in engineering and agriculture, and the Open University. Research universities are primarily responsible for offering research-oriented programmes (*Wetenschappelijk Onderwijs, WO*). Dutch research universities provide education and conduct research in a wide range of disciplines: language and culture, behaviour and society, economics, law, medical and health sciences, natural sciences, engineering, and agriculture.

Universities of applied sciences include general institutions as well as institutions specializing in one of the seven *HBO* sectors: agriculture, engineering and technology, economics and business administration, health care, fine and performing arts, education (teacher training), and social welfare. Universities of applied sciences are primarily responsible for offering programmes of higher professional education (*Hoger Beroepsonderwijs, HBO*), preparing students for particular professions. These tend to be more practically oriented than programmes offered by research universities. In addition to lectures, seminars, projects and independent study, students are required to complete an internship or practical training (*stage*) which normally takes up part of the third year of study, as well as a final project or a major paper in the fourth year.

Since September 2002, the higher education system in the Netherlands has been organized around a three-cycle degree system consisting of bachelor, master and PhD degrees. At the same time, the European Credit Transfer System (ECTS) was adopted as a way of quantifying periods of study. The higher education system continues to be a binary system, however, with a distinction between research-oriented education and higher professional education.

The focus of degree programmes determines both the number of credits required to complete the programme and the degree which is awarded. A *WO* bachelor's programme requires the completion of 180 credits (3 years) and graduates obtain the degree of Bachelor of Arts or Bachelor of Science (BA/BSc), depending on the discipline. An *HBO* bachelor's programme requires the completion of 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). The (Dutch) title used before 2002, appropriate to the discipline in question (*bc., ing.*) may still be used.

Institutions offer *WO* master's programmes requiring in most cases the completion of 60 or 120 credits (1 or 2 years). Some programmes require 90 credits (1.5 years) or more than 120 credits. In engineering, agriculture, and mathematics and the natural sciences, 120 credits are always required. Graduates obtain the degree of Master of Arts or Master of Science (MA/MSc). The (Dutch) title used before 2002, appropriate to the discipline in question (*drs.,*



Hogeschool Rotterdam
Opleiding : Ergotherapie

CIJFERLIJST PROPEDEUSE

Ondergetekende, voorzitter van de examencommissie van de bovengenoemde opleiding, verk dat de ondergenoemde student de volgende resultaten heeft behaald:

Naam student: GMT de Keyzer
Fase: 00P1ERGV-REG Ergotherapie

Nr: 05

Vaknaam	Vakcode	Cijfer	Studie-punt**	Docentnaam
Methodieklijn				
Therapeutische werkvormen				
Opstellen behandelplan	E140R	7.0	1.00	E. Roest
Methode en onderzoek	E130R	7.0	1.00	E. Roest
Kielhofner	E110R	7.0	1.00	G.R. van Reenen
Wilssysteem				
Handelings- en omgevingsanalyse (to	E131R	6.0	1.00	M. Meeuwisse
Handelings- en omgevingsanalyse (an	E120R	6.0	1.00	G. Welvaadt
Handelings- en omgevingsanalyse (pr	E120-	6.0	1.00	G. Welvaadt
Filosofie en uitgangspunten	E120+	8.0	1.00	G. Welvaadt
Modellen	E111R	7.0	1.00	M.H. Bisschop
Motor control model (praktijkopdrac	E143PO	7.0	1.00	W.N. van Zanten
Motor control model (integratietoet	E143IT	6.0	1.00	W.N. van Zanten
Motor control model (behandelplanne	E143BP	7.0	1.00	W.N. van Zanten
Biomechanisch model (spalk)	E133TS	8.0	1.00	N. van Hal
Biomechanisch model (themaopdrachte	E133TO	6.0	1.00	N. van Hal
Biomechanisch model (integratietoet	E133IT	5.0	1.00*	N. van Hal
Bewegingsleer (themaopdrachten)	E123TO	6.0	1.00	N. van Hal
Bewegingsleer (integratietoets)	E123IT	6.0	1.00	N. van Hal
Bewegingsleer (analyse)	E123AN	6.0	1.00	N. van Hal
Ontwikkelingsleer logboek	E113RLO	8.0	1.00	W.N. van Zanten
Ontwikkelingsleer (themaopdrachten)	E113RTO	7.0	1.00	W.N. van Zanten
Ontwikkelingsleer	E113RIT	6.0	1.00	W.N. van Zanten
Vaardighedenlijn				
Plastische vormgeving	E147R	6.0	1.00	R.J.M. Hillemans
Tillen en verplaatsen	E146R	6.0	1.00	S.S. van Huijzen

Subtotaal studiepunten: 22.00

Bijgewerkt tot: 31-08-2003
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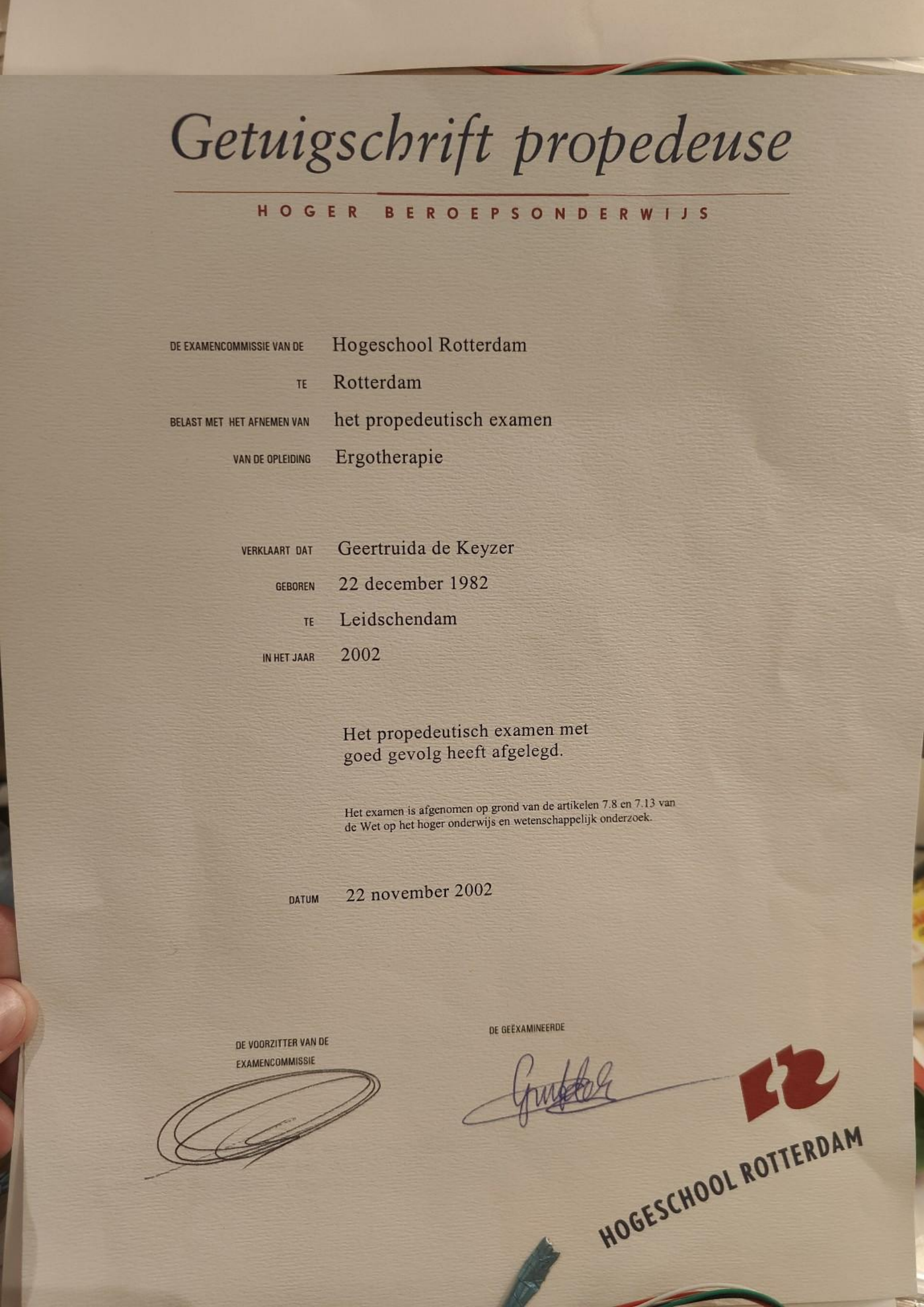

Getuigschrift propedeuse

HOGER BEROEPSONDERWIJS

DE EXAMENCOMMISSIE VAN DE Hogeschool Rotterdam
TE Rotterdam
BELAST MET HET AFNEMEN VAN het propedeutisch examen
VAN DE OPLEIDING Ergotherapie

VERKLAART DAT Geertruida de Keyzer
GEBOREN 22 december 1982
TE Leidschendam
IN HET JAAR 2002

Het propedeutisch examen met goed gevolg heeft afgelegd.

Het examen is afgenomen op grond van de artikelen 7.8 en 7.13 van de Wet op het hoger onderwijs en wetenschappelijk onderzoek.

DATUM 22 november 2002

DE VOORZITTER VAN DE EXAMENCOMMISSIE

DE GEËXAMINEERDE

HOGESCHOOL ROTTERDAM