

**Study programme section of the Students' Charter
with the 2022-2023 Teaching and Examination Regulations
of the Bachelor's programme**

Medical Imaging and Radiation Therapy

Fulltime (RIO number 34561)

Fontys School for Allied Health Professions

The study programme's section of the Students' Charter was adopted by the institute's director on 31 May 2022, after obtaining the IPC's consent on 30 May 2022 and the PC consent on 30 May 2022.

The teaching and examination regulations of the study programme expand on the general section of the teaching and examination regulations of Fontys Bachelor's programmes.

This general section for the 2022-2023 academic year was established by the Executive Board on 14 December 2021, following the consent of the students' section of the CPC, which was given on 7 February 2022.

Table of contents

A – Teaching and Examination Regulations	4
Section 1 General	4
Article 1 Definitions	4
Section 2 Admission to a Bachelor’s programme	7
Article 2 Required prior qualifications	7
Article 2a Study choice check and study choice advice	9
Article 3 Requirements regarding foreign diplomas/prospective international students	9
Article 4 Professional activity requirements	11
Section 3 Intake interview, exemptions, short track and tailored study programmes	11
Article 5 Intake interview	11
Article 6 Exemptions	11
Article 7 Short-track/tailored study programmes	12
Section 4 Facilities with reference to student coaching, language, functional disability, administrative activities, Elite athletes scheme, student entrepreneurship	12
Article 8 Student coaching	12
Article 9 Facilities with reference for language	12
Article 10 Special facilities for students with a functional disability	12
Article 11 Students with board memberships	13
Article 12 Elite Athletes scheme - Student entrepreneurship	13
Section 5 Study programme content	13
Article 13 Study programme profile – main subjects/differentiations – occupational requirements	13
Article 14 Study programme layout	14
Article 15 Overview of units of study and credits	14
Article 16 Content of minors and other special programmes	14
Article 17 Education components - learning environment	14
Article 18 - Evaluation of teaching	15
Section 6 Tests, evidence, assessment and study progress	15
Article 19 Types of tests - evidence	15
Article 20 Tests and assessments	15
Article 21 Content of tests, duration of the test, test aids and test timetables	15
Article 22 Registration for tests	16
Article 23 Proof of identity during tests	16
Article 24 Test marking system	16
Article 25 Test results	16
Article 26 Inability to sit tests	16
Article 27 Request for a review	17
Article 28 Resits	17
Article 29 Period of validity of results - evidence	17
Article 30 Graduation product - Knowledge bank	18
Article 31 Study progress	18
Article 32 Advice regarding the continuation of studies	18
Article 33 Additional provisions concerning binding negative advice regarding the continuation of studies	19
Section 7 Graduation	19
Article 34 Examinations - certificates - diploma supplement	19
Article 35 Statement on departure	20
Article 36 Transfer	21
Section 8 Irregularities and fraud	21
Article 37 Irregularities and fraud	21
Section 9 Examination Board, appeal	21
Article 38 Examination Board	21
Article 39 Appeals	22
Section 10 Retention and hardship clause	22
Article 40 Retention of documentation	22

Article 41 Hardship clause.....	22
Section 11 Final provisions and implementation.....	23
Article 42 Entry into force, amendments, publication and official title.....	23
Article 43 Transitional provisions.....	23
Article 44 Unforeseen cases.....	23
B - Set-up of the study programme and support facilities.....	24
C - Internal complaints procedure	24

A – Teaching and Examination Regulations

Section 1 General

Article 1 Definitions

Academic year	The period from 1 September up to and including 31 August of the following year.
Advice regarding the continuation of studies	Advice given to students at the end of the first year of the foundation phase of a Bachelor's programme regarding the continuation of their studies either with the programme or elsewhere. This advice may entail a binding rejection (binding negative study advice).
Assessment	Generic term for tests aimed at assessing a student's competencies in a professional situation that is as authentic and realistic as possible.
Assessor	An examiner that grades the student's progress in acquiring the required competencies.
CAA	Centre for Administrative Activities. The CAA is the internal partner within Fontys of the representative and participatory bodies and their discussion partners with respect to optimising how these bodies function.
Certificate	The certificate as referred to in Section 7.11 of the Dutch Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderwijs, WHW).
CPC	Central Participation Council
Cohort	The group of students who are enrolled for the first time in the foundation year of a study programme on the same reference date to which the prevailing Teaching and Examination Regulations (TER) apply. For students who enrol in a higher year, cohort membership is determined on an individual basis.
Competency	A cluster of related knowledge, skills and attitudes that influences a substantial part of a person's job, is related to the performance of the job, can be measured and tested against accepted standards and can be improved through training and development.
Component test	If an interim examination consists of several tests, each of those tests is referred to as a component test.
Coordinating institute	The coordinating institute is the Fontys Institute which bears final responsibility for the development, implementation, assessment and improvement of a minor programme.
Credit	One credit equals 28 standard study-load hours. Students are awarded credits on passing the interim examination of a unit of study. The international term for credits is ECTS credits (EC's).
Education components CROHO	The courses offered to students to help their learning process. Central Register of Higher Education Study Programmes, which is a register of all study programmes. Students that pass the interim examinations of a study programme registered in CROHO are entitled to an official higher professional education certificate with the associated degree (Associate degree, Bachelor or Master). The CROHO will be replaced by the RIO in 2022.
Deficiency	Any required prior qualification(s) a student lacks.
Diploma supplement	Document drawn up in accordance with a European format that is added to the certificate and states the nature, level, context, content and status of the study programme.
Dual-study programme	A dual-study programme is organised in such a way that education is alternated with one or more periods of professional practice related to the study programme. The study programme therefore consists of an educational segment and a practical segment, both of which are integral parts of the study programme.
DUO	Short for Dienst Uitvoering Onderwijs, a government agency charged with implementing education legislation and regulations.
Diploma with subject combination	Former senior general secondary education (HAVO) or pre-university education (VWO) diploma based on subject combinations. These diplomas were issued before the HAVO and VWO profiles were introduced (from 1998).
ECTS	European Credit Transfer System. The system that is used to express credits in order to facilitate international comparison. See also: credits.
Elite athletes scheme	Scheme for elite athletes that specifies which students are eligible to benefit from it and the facilities that they may use under it.

EVC (RPL)	Erkenning van eerder Verworven Competenties (Recognition of Prior Learning).
Examination	Assessment administered by the Examination Board to determine whether students have successfully completed the educational components of a study programme or the foundation-year phase. The final examination may also include a supplementary assessment conducted by the Examination Board.
Examination Appeals Board	The Board as referred to in Sections 7.60 up to and including 7.63 of the WHW and Articles 45 and 46 of the Students' Charter. The organisation, duties and powers of the Board are laid down in the Rules of Procedure adopted by the Examination Appeals Board and approved by the Executive Board.
Examination Board Examiner	The board of persons referred to in Section 7.12 of the WHW. Member of staff or external expert not employed by the institution who has been designated by the Examination Board to administer examinations and assess the results thereof.
Executive Board	The administrative body of Fontys University of Applied Sciences, as described in the articles of association and the WHW.
Executive institute Exemption	A Fontys institute responsible for the execution of a minor. Full or partial exemption from meeting enrolment and/or admission conditions and/or sitting interim examinations.
Exit qualifications Fontys minor	Qualifications students must have on completing the study programme. A minor open to all Fontys students, so long as they meet any admission criteria for the minor, with a focus on overarching and distinctive themes.
Foundation year	First phase in a Bachelor's programme.
Fraud	Any act (including plagiarism) or omission that either partially or fully impairs the correct assessment of a person's knowledge, understanding, skills, competencies, professional attitude, powers of reflection etc.
Full-time study programme	A full-time study programme is a study programme whose structure is such that students are assumed not to participate in any activities other than academic activities.
Hardship clause	A provision in a law or regulation that makes it possible to deviate from regulatory provisions in favour of the student or external student.
He/him	He/him is taken here to refer to men, women and individuals who do not identify as either of these options.
IELTS	International English Language Teaching System, a tool used to determine a student's command of the English language.
Institute	The operational unit at Fontys that is, in particular, responsible for organising Fontys's core competencies and that executes the primary processes, i.e. the statutory tasks as referred to in Section 1.3, paragraphs 3 and 1.9(1) of the WHW.
Institute Director	The staff member charged with running a Fontys institute.
Institution	The Fontys Universities of Applied Sciences.
Intake assessment	Portfolio assessment conducted at the student's request to validate previous learning experiences prior to enrolment in the study programme. A fee covering the costs is charged for an intake assessment.
Intake interview	Interview conducted at the student's request prior to the start of the study programme if the student believes that he has competencies acquired previously. An intake interview comprises a general assessment from which no rights can be derived by a student.
Interim examination	An examination of the knowledge, understanding, skills and/or competencies of a student required to conclude a unit of study, including an assessment of the results of such an examination (Section 7.10(1) of the WHW). An interim examination may consist of one or more component tests.
IPC	Institute Participation Council
Main subject	A specific definition of the curriculum within a programme, which begins immediately from year 1 or following the foundation year. (
Major	That part of the Bachelor's programme with a study load of 210 credits that contributes to the competencies associated with the programme and that is directly related to the study programme(s)'s registration in the RIO .
Minor	Programme of optional subjects within a Bachelor's programme with a study load of 30 credits that contributes to generic or specific competencies.
Minor regulations	Regulations that describe the content, the education components, the testing and the completion of a minor. The regulations of all minors offered by Fontys can be found on the Fontys website (www.fontys.nl/minors). The regulations of

	the minors associated with a particular study programme have been included as an appendix of the study programme's TER.
Nt2 diploma	Diploma of the Nt2 official state examination in Dutch as a second language, of which programme II is considered to be the guideline for admittance to higher education.
Occupational requirements	The legal requirements to which the practice of a particular profession is subject. A study programme aimed at such an occupation will prepare students to meet the relevant requirements. (Section 7.6 of the WHW).
Part-time study programme	A part-time study programme is a study programme whose structure is such that the student is able to participate in supplementary activities, either work-related or educational, alongside the study programme.
Portfolio	A collection of evidence, digital or otherwise, with which students can demonstrate that they master the competencies of a particular study programme.
Post-foundation year phase	Second phase of a Bachelor's programme.
Principle	All study programmes offered are based on one of the following principles: non-denominational private education (NPE), Roman Catholic (RC), Protestant Christian (PC) or a combination of non-denominational private education , Roman Catholic and Protestant Christian (NPE, RC, PC).
Profiling Fund Board	Board charged by the Executive Board with implementing the Profiling Fund scheme, formerly known as the FSS Board.
Profiling Fund Scheme	Scheme for the granting of support to students in the form of graduate funding, committee member grants or attendance fee from the profiling fund, now known as the <u>Profiling Fund Scheme</u>
PC	Opleidingscommissie (Programme Committee, PC), a committee established for a particular study programme of an institute referred to in Section 10.3c of the Act (see the <u>Regulations on the Participation Councils and Degree PC's</u>).
RIO	The register (Registratie Instellingen en Opleidingen) that will replace existing registers such as the CROHO and the BRIN.
Tailored programme	Special programme which differs from the standard programme.
Teaching period	Period in the academic year during which education components are organised. A teaching period is referred to as a study quarter in the Fontys annual calendar.
TER	Teaching and examination regulations. The TER consists of a general section for all study programmes offered by the Fontys Universities of Applied Sciences as well as information specific to individual study programmes. The TER forms a part of the study programme section of the Students' Charter.
Test	Activity used to assess whether a student has certain knowledge, insight, skills and/or competencies.
Student	A person who is enrolled in the institution, as referred to in Sections 7.32 up to and including 7.34 of the WHW.
Student counsellor	Staff member appointed by the Executive Board who is responsible for looking after the students' interests, providing assistance when problems occur and providing information and advice. The student counsellor is part of the Student Facilities Service (Dienst Studentenvoorzieningen).
Study Career Centre	Service provided by the Student Facilities Service (Dienst Studentenvoorzieningen) to help students with issues involving admission, transfer to another study programme/institute or the termination of their studies.
Students' Charter	The <u>charter</u> containing the rights and obligations of students, divided into an institution-specific section and a study programme-specific section.
Student entrepreneur scheme	<u>Scheme</u> which is intended to help Fontys students who are deemed student entrepreneurs to combine entrepreneurship and study.
Student coach	Coach who provides guidance on issues relating to student progress, including those that stimulate a student to develop a personal and professional identity, focusing on a student's talents and personal leadership qualities.
Student coaching	System of guidance that focuses on the development of the individual student. It stimulates students to reflect on their own development as future practitioners of the profession and to take responsibility for their own development.
Study check advice	Advice provided to a prospective student who has participated in the study check with regard to his choice of Bachelor's.

Study check	The activity offered by Fontys whereby the prospective student is given advice with respect to his choice of study programme. The study check consists of at least two components: a digital questionnaire and a consultation to discuss the results of the questionnaire.
Study load	The standardised time investment expressed in units of 28 study load hours related to a study programme.
Study programme	A coherent totality of education components aimed at achieving the well-defined objectives in the area of knowledge, understanding and skills which the person completing the study programme should possess. Every study programme is recorded in the RIO .
Study programme minor	A minor which can only be taken by students from a specific domain or study programme and which highlights one particular theme.
Study programme profile	The entire set of final qualifications for which the study programme provides training or, in other words, the professional competencies expected of a beginning professional.
Unit of study	Part of a study programme that is concluded with an interim examination as referred to in Section 7.3(2) of the WHW or an additional assessment carried out by the Examination Board, as referred to in Section 7.10(2) of the WHW. Units of study may relate to the assessment of one or more competencies, a component of competencies (knowledge, understanding, skills, attitude) or a combination of competencies or of a minor. Students are awarded the relevant credits on passing the interim examination for the unit of study.
WEB	Adult and Vocational Education Act (Wet Educatie en Beroepsonderwijs, WEB; Bulletin of Acts and Decrees 507, 1995, and later supplements and amendments).
WHW	The Dutch Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek, WHW; Bulletin of Acts and Decrees 593, 1992, and later supplements and amendments).

Article 1a Fontys School for Allied Health Professions (FPH) definitions

High stake decision	An investigation into knowledge, insight, skills and/or competences, also referred to as an examination or test in this document (see definitions in article 1).
Lecturer as learning process supervisor	Supervises the student within the unit of study (module) and puts the student and the student's learning process at the center of the unit of study (module) in which lessons are taught.
Rating scale	The three-stage assessment scale 'Unsatisfactory/Sufficient/Good' O-V-G is also referred to within FPH as 'below level/on level/above level'.
Student coaching FPH	At FPH, it is secured within 2 roles, that of the teacher (as a learning process supervisor) and that of a study coach.
Study coach	Described in this document under the role of student coach (see article 8), it supports and guides the student across units of study (modules). The aim of this is that the student shows ownership of his/her own development and study progress and is able to ask for help when stated ambitions threaten to stall. The study coach supports the students in learning teams to take personal leadership with regard to questions about possible obstacles to study progress or additional challenges and with questions about career (opportunities).
Transfer agreement	The agreement between the student and the student coach in which the arrival

Section 2 Admission to a Bachelor's programme

Article 2 Required prior qualifications

1. Only prospective students with diplomas awarded on completing pre-university education (VWO) or senior general secondary education (HAVO), with profiles, or senior vocational education (MBO) in middle management as well as prospective students that have completed specialist training or a vocational training programme designated by a ministerial regulation may be admitted to a Bachelor's programme (Section 7.24 of the WHW. Additional conditions for admission apply if a shortened programme is offered. Those conditions are set out in Article 7.
2. Prospective students with a certificate awarded on completing a foundation year or passing the final examination of a higher professional education (HBO) or academic higher education (WO) study

programme are also entitled to be admitted to a Bachelor's programme at a university of applied sciences. Prospective students must, however, also meet any applicable requirements regarding their previous qualifications (paragraph 4) and any other additional requirements imposed (paragraph 5). (Section 7.28 of the WHW).

3. All citizens that have access to education offered by research universities or universities of applied sciences in a country that has ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region may also be admitted to a Bachelor's programme, without prejudice to the provisions in paragraphs 4 and 5 of this article and the provisions of Article 3.
4. The previous qualifications of prospective students seeking enrolment in a Bachelor's programme are subject to the following additional requirements in respect of HAVO and/or VWO diplomas, MBO diplomas and the teacher training programme for primary education.
 - a. The following additional educational entry requirements apply to prospective students seeking admission on the basis of a HAVO or VWO diploma (Section 7.25(1) of the WHW). Prospective students who do not have the required subject cluster or did not take the right subject may be admitted provided an assessment conducted before the commencement of the study programme demonstrates that, in terms of the subject matter, the prospective student concerned meets similar requirements. (Section 7.25(5) of the WHW.)
The requirements to be met by the prospective student are as follows:
5. There are no additional requirements.
6. Prospective students who are 21 or older at the start of the study programme and do not meet the requirements regarding their previous qualifications and have not been exempted from the requirements may still be eligible for exemption after taking an entrance examination. (Also see Article 3(5).) (Section 7.29 of the WHW.)

The aim of this examination is to determine the prospective student's suitability to take part in the Bachelor's programme as well as the student's command of the Dutch language or the English language, if the prospective student opts for an English-taught study programme.

The entrance examination consists of two parts.

The entrance examination consists of two parts:

- An intellectual abilities test to assess if the prospective student has the required working skills and intellectual abilities at higher professional education (HBO) level. A stanine total score of 4 or higher is required to pass this part of the test.
- A language test to assess the prospective student's command of Dutch or English compared to the required 3F (B2) level.
Prospective students taking the entrance examination for students aged 21 or over (hereinafter the '21+ entrance examination') for a Dutch-taught study programme may request an exemption for the Dutch language test if they have already obtained a recognised Nt2 certificate or a certificate for Dutch language proficiency at the MBO 4, HAVO or VWO level granted by a prior degree programme.
Prospective students who register for the 21+ entrance examination for an English-taught programme must provide a TOEFL, IELTS or other accepted¹ certificate.

Prospective students will be notified of the results of the entrance examination within two weeks.

A supplementary assessment will be conducted:

- to assess if prospective students meet the relevant additional requirements (see Article 2, paragraph 5);
- to allow prospective students to demonstrate that they meet the special further educational entry requirements (see Article 2, paragraph 4, under b);
- to allow prospective students to demonstrate sufficient subject-specific knowledge by completing the following assessment: ... (see Article 2, paragraph 4, under a).

If a prospective student fails the 21+ entrance examination, they can retake it after one year. The result of a passed 21+ entrance examination will remain valid for five years.

¹ IELTS	6.0
TOEFL Paper	550
TOEFL Internet	80
TOEIC	670

(Indien zowel het onderdeel 'Speaking and writing' als 'Listening and Reading' is behaald.)
Cambridge ESOL FCE-C (scale 169 – 172), FCE-B (scale 173-175)

Prospective students will not be exempted from taking the 21+ entrance examination on the basis of any 21+ entrance examinations or intellectual abilities tests administered elsewhere.

7. The Executive Board has declared that 'old' HAVO and VWO diplomas with subject combinations chosen by the pupil are at least equivalent to the 'new' diplomas with subject cluster requirements. Consequently, prospective students holding these types of diploma may be admitted. Prospective students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). (Section 7.28 of the WHW.)
The institute director has declared that the 'old' HAVO and VWO diplomas with old profiles are equivalent to 'new' diplomas with profile requirements. Consequently, prospective students holding these types of diploma may be admitted. Prospective students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). (Section 7.28 of the WHW.)
8. Where a prospective student applies for admission to a study programme based on a diploma other than one of the diplomas referred to above, the institute director will decide whether that diploma is equivalent and if it grants access to the study programme. Prospective students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). (Section 7.28 of the WHW.)
9. Prospective students who are admitted by virtue of a diploma as referred to in paragraphs 2, 7 or 8 of this article will be subject to an additional assessment to determine whether they meet the knowledge and skills requirements as referred to in paragraph 4 and 5 of this article. (Section 7.28 of the WHW.)
Prospective students must meet the requirements of this assessment prior to enrolment.
10. Admission to the study programme is not subject to an admission quota in accordance with Sections 7.53, 7.54, 7.56a and 7.57a of the WHW.

Article 2a Study choice check and study choice advice

1. The study choice check consists of at least the completion of a digital questionnaire and a contact moment with the study programme. The following additional activity or activities will also be provided as part of the Study Choice Check:

The study choice check for international prospective students as referred to in the Study Choice Advice Rules consists of

2. Within 4 weeks following registration, the prospective student will receive a link to the digital questionnaire. Within 4 weeks following completion of the questionnaire, the prospective student will receive an invitation to the contact moment with the study programme.
International prospective students as referred to in the Study Choice Check Rules will receive further information on the study choice check within 4 weeks following registration.
3. The digital questionnaire can be completed in the period between 01 November and 31 August.
4. The contact moments with the study programmes are planned in the period between 01 November and 31 August.
5. For applicants before 1 May, the contact moment consists of a conversation related to a group activity. For applicants on 1 May and international students, the contact moment preferably consists of a conversation, in collaboration with a group activity.
6. The study choice advice will be sent to the prospective student by e-mail within ten working days of the contact moment.
7. The study choice advice is non-binding for prospective students who apply by no later than 1 May. Prospective students who apply after 1 May will not be permitted to enrol, except in the case of a situation as referred to in Article 2(2) or in the event of exceptional circumstances as set out in Article 3(3), under a through d of the Study Choice Check Rules.
8. The Study Choice Check Rules determine the categories of prospective students for whom the study choice advice is not obligatory. The study choice advice is likewise not binding for those groups of prospective students.

Article 3 Requirements regarding foreign diplomas/prospective international students

1. Holders of a foreign diploma may not sit tests in the foundation year of a Dutch-taught study programme before having demonstrated to the Examination Board to have an adequate command of the Dutch language. (Section 7.28 of the WHW.)
Command of the Dutch language must be at Nt2, programme II, level.

The certificates for Dutch as a foreign language, Higher Education Language Proficiency Subject Cluster and Academic Language Proficiency Subject Cluster (CNaVT- PTHO and PAT) can be viewed as equivalents, as can the certificates for Dutch as a foreign language, Educational start-skilled and Educational Professional (STRT and EDUP).

2. The institute director may also decide that a prospective student with a foreign diploma may be admitted after the prospective student has demonstrated that he has an adequate command of the Dutch language. (Section 7.28 of the WHW.)
3. Prospective students with a foreign diploma seeking admittance by virtue of an entrance examination as referred to in Article 2, paragraph 6, must be at least 21 years of age.
4. Foreign prospective students from outside the EU who are 18 years of age or older on the date of their first enrolment must have a valid residence permit. (Section 7.32 of the WHW.)
5. Foreign students with a residence permit are required to earn at least 50% of the available credits each year. The IND will be informed if the student fails to meet this requirement, unless there are special circumstances due to which the student was unable to meet this requirement. Such a notification based on the same special circumstances may be withheld once during the course of each study programme.
6. For international² students, the following language requirement applies for admission to an English-language programme.
 - an average IELTS score of 6.0, for which the student must have a score of 6.0 for at least three components and may have a score below 6.0 for no more than one of the four components, provided this score is at least a 5.5.

A previously completed language test, with the exception of Cambridge, may be no more than two years old at the time the study commences, which can be either on 1 September or on 1 February. Exemption may be granted for this requirement if the international student can submit a diploma from prior education that was obtained in a country in which English is the official language of instruction. If the diploma was granted more than two years ago, the student will be asked to demonstrate their language skills again, unless English is the only language of instruction in the country where the student obtained the diploma.

Test	Overall Score	Component	No more than 1 deviating component
IELTS	≥ 6,0		
• IELTS reading		≥ 6,0	≥ 5,5
• IELTS listening		≥ 6,0	≥ 5,5
• IELTS speaking		≥ 6,0	≥ 5,5
• IELTS writing		≥ 6,0	≥ 5,5
Cambridge	≥ 169		
• Cambridge reading		≥ 169	160 t/m 168
• Cambridge listening		≥ 169	160 t/m 168
• Cambridge speaking		≥ 169	160 t/m 168
• Cambridge writing		≥ 169	160 t/m 168
TOEFL	≥ 72		
• TOEFL reading		≥ 18	
• TOEFL listening		≥ 17	
• TOEFL speaking		≥ 20	
• TOEFL writing		≥ 17	
TOEIC speaking and writing	≥ 310		
• TOEIC speaking		≥ 160	-
• TOEIC writing		≥ 150	-

² According to the Code of Conduct International Student, the term 'international student' refers to a 'student with a foreign nationality who, in case of a third-country national on the basis of a residence permit granted to this effect, desires to continue, continues or has continued his/her full time education at a higher education institution in the Netherlands'.

TOEIC reading and listening	≥ 785		
• TOEIC reading		≥ 385	-
• TOEIC listening		≥ 400	-

Please note: the TOEFL and TOEIC programmes do not have a deviating component, as the lower limit applied in the 'Test Component' table is already the B2 lower limit as well.

Article 4 Professional activity requirements

1. [Nugatory]
2. The professional practice environment is not subject to any requirements.

Section 3 Intake interview, exemptions, short track and tailored study programmes

Article 5 Intake interview

1. Students entering a study programme may be offered an intake interview if they have competencies previously acquired elsewhere. Students can include the evidence of the competencies previously acquired elsewhere in their portfolios which are to be evaluated in an assessment or may use this evidence to substantiate a request for exemption before the Examination Board.
2. Students who re-enrol after an interruption in a study programme in which they were previously enrolled will be required to take an intake interview to determine which part of the study programme still has to be completed. No intake interview is needed if agreements regarding re-enrolment in the study programme were already made with the Executive Board at the time that the student interrupted his study. If a student enters a study programme during the foundation year, agreements will be made on the period of time the student will be granted before the advice regarding the continuation of studies will be issued.
3. A study programme will be drawn up based on the assessment of the competencies previously acquired and will be submitted to the Examination Board for approval.

Article 6 Exemptions

1. The institute director can exempt a student from the foundation year examination if the student holds a diploma, Dutch or foreign, which is at least equivalent. (Section 7.30 of the WHW.)
2. Students who believe they are eligible for an exemption must submit an application to that end to the Examination Board. The Examination Board may grant an exemption from one or more interim examinations on the grounds of a review of an assessment or the holding of a diploma, certificate, accreditation of prior learning or similar document, such as proof of results achieved in a study programme taken at a research university or university of applied sciences and/or proof of administrative activities, with which students can show that they have already met the requirements of the test in question. Exemptions are recorded in the study progress system. The period of validity of the exemption is stated in the exemption decision.
3. The Examination Board can grant an exemption from a minor based on the certificate of an accredited Associate degree, Bachelor's or Master's programme or on a document proving that the student completed a minor in an accredited Bachelor's or Master's programme, so long as this minor does not overlap substantially with the student's current Bachelor's programme. Exemptions based on study results from an accredited Associate degree, Bachelor's or Master's programme can only be granted if the student has documented proof of obtaining at least 30 credits in this study programme (for a Bachelor's programme, this requirement refers to the second and third year, or second year if it concerns an Associate Degree programme) and if these results do not overlap substantially with the student's current Bachelor's programme.
A student who has taken part in the Fontys Empower programme and has successfully completed all components of that programme may, on that basis, may be granted an exemption for a minor provided the student submits a request to that effect and this possibility has been set out in Article 16(5).

Article 7 Short-track/tailored study programmes

1. Students who believe they are able to proceed with and/or complete their study programmes at an accelerated pace may submit an application requesting such to the Examination Board. The student coach's advice must be enclosed with the application. The organisation of the study programme must be able to accommodate the short-track option.
2. [Nugatory]
3. [Nugatory]
4. [Nugatory]

Section 4 Facilities with reference to student coaching, language, functional disability, administrative activities, Elite athletes scheme, student entrepreneurship

Article 8 Student coaching

1. Every student is coached by a student coach.
2. In consultation with the student coach, the student decides how best to develop and how to shape the learning process.
3. The student consults with the student coach on the progress of the learning process.
4. The student coach conducts support and orientation interviews with the student in the foundation year.
Reports are drawn up of these interviews, copies of which are given to the student. This is done in the presence of the student and stored in ContentManager. A copy of the report will be sent to the student by e-mail.
5. Students may submit a request to the institute director to be assigned a different student coach if they can give arguments for this.

Article 9 Facilities with reference for language

1. Students enrolled in their foundation year whose mother tongue is not Dutch can apply to the Examination Board to be allowed extra time when they sit tests in the first year of the foundation phase. Extra time to sit tests will only be granted to students who can prove that they use facilities to improve their command of the Dutch language.
2. For Dutch students, extra support will be arranged with regard to promoting Dutch language proficiency for those students who are in need of such support.
The following facilities will be provided.
 - a. Dutch-language writing or presentation courses; or
 - b. individual guidance from a student coach.
3. For Dutch students who are enrolled in an English language programme, the following facilities are offered:
 - a. Courses on writing and giving presentations in Dutch;
 - b. language tests; or
 - c. individual tutoring.

Article 10 Special facilities for students with a functional disability

1. Students with a functional disability are legally entitled to effective adjustments, unless such adjustments would burden the institution disproportionately. (Section 7.13 of the WHW, Section 2a of the Equal Treatment of Disabled and Chronically Ill People Act.) See also <https://fontys.nl/fontyshelpt/Studentenbegeleiding/Bijzondere-omstandigheden.htm>
2. These adjusted facilities must be aimed at the removal or restriction of any obstacles and encourage the independence and full participation of the student as much as possible. The adjusted facilities may relate to the study programme (including internships), the timetables, and type of study programme, the tests and educational tools.
3. A student who seeks to have adjusted facilities must submit a written and substantiated application in good time to the Examination Board. If necessary, the Examination Board will seek an expert's advice (such as a student counsellor) before taking a decision. If the Examination Board deems it necessary before taking a decision, it may confidentially inspect the medical certificate that may be available with the student counsellor, unless the student objects.
The Examination Board must decide within four working weeks after receipt of the application, unless it requires further inquiry, in which case the student will be informed as to when more clarity can be given with respect to his application.
4. In the case of a protracted or chronic disability, such an application will only have to be made once for the entire study programme; in all other cases once per testing period or academic year. In its

decision to grant the facilities, the Examination Board may also rule that these will apply for the entire duration of the student's study or that the student is to consult with his student coach annually to discuss whether the facilities are still adequate.

5. At the beginning of the academic year the institute will inform students regarding the possibilities for special facilities. Students will be informed of their right to consult a student counsellor.

Article 11 Students with board memberships

1. Students can include any board memberships as part of their portfolios. In order to do so, they must describe, in consultation with their student coach, how the board membership can contribute to the acquisition of one or more competencies of their study programme.
2. Board memberships for the DPC, IPC, CPC, or for study associations, student associations and as members of committees at Fontys can be listed on the diploma supplement. The student must request the listing at least 2 weeks prior to the graduation ceremony via the study programme administration, via <https://connect.fontys.nl/instituten/fph/examcommittee/iamgraduating>. At the request of the student's study programme, the Centre for Administrative Activities (CAA) can confirm that the student has been an active board member of a CPC. In the case of board memberships of a PC or IPC, the study programme can request confirmation from the relevant IPC or PC.
3. Students who believe that their board memberships demonstrate that they have the knowledge, understanding and/or skills etc. that are assessed in particular tests may apply for an exemption from such tests from the Examination Board.
4. Facilitation for board memberships is laid down in the Fontys Regulations on the Participation councils and degree programme committees, the Regulations on board membership grants and the Remuneration scheme for committees and steering groups.

Article 12 Elite Athletes scheme - Student entrepreneurship

1. Students who have been granted an Elite Athletes or Talent status are entitled to facilities from the Elite Athletes Scheme. Facilities regarding the adjustment of tests or test timetables, an adjusted arrangement regarding compulsory attendance, working in groups and an adjusted internship must be sought from ...
Advice regarding the continuation of studies may be deferred for students with an Elite Athlete status (see Article 32).
2. Students who are eligible for the Student Entrepreneurship Scheme may apply to the Examination Board, among others, for facilities regarding the adjustment of tests or test timetables, an adjusted arrangement regarding compulsory attendance for education components, working in groups and an adjusted internship. These facilities should be sought from the Examination Board.
Advice regarding the continuation of studies may be deferred for students with entrepreneur status (see Article 32).

Section 5 Study programme content

Article 13 Study programme profile – main subjects/differentiations – occupational requirements

1. The study programme is based on a study programme profile. The exit qualifications of the study programme are described in the study programme profile.
The study programme profile can be found <https://www.vereniginghogescholen.nl/system/profiles/documents/000/000/211/original/mbrt.l0p.2017.pdf?1492757427> (Dutch) At the end of the study programme, the student will be expected to command the competencies expected of a newly qualified professional in the field. During the course of the study programme, the student will be taught the required competencies and the student's command of them will be assessed. The professional requirements the student must command are described below:
<https://fontys.edu/bachelors-masters/Programmes.html>
2. The study programme has no main subjects.
3. The principle of the study programme is mentioned in the Register of Study Programmes.
4. The study programme imposes the following specific occupational requirements.
 - Requirements as listed in the BIG law and subsequent regulations: wetten.nl - Regeling - Wet op de beroepen in de individuele gezondheidszorg - BWBR0006251 (overheid.nl) and wetten.nl - Regeling - Besluit basisveiligheidsnormen stralingsbescherming - BWBR0040179 (overheid.nl) (Dutch)

- Regulations as listed in the Besluit basisveiligheidsnormen stralingsbescherming: wetten.nl - Regeling - Wet op de beroepen in de individuele gezondheidszorg - BWBR0006251 (overheid.nl) an wetten.nl - Regeling - Besluit basisveiligheidsnormen stralingsbescherming - BWBR0040179 (overheid.nl) (Dutch)

Article 14 Study programme layout

1. Each Bachelor's programme has a foundation year phase with a study load of 60 credits, which is concluded with the foundation year examination. The function of the foundation year is to orientate the student, allowing him or her to make suitable choices.
2. A Bachelor's programme has a study load of 240 credits with a nominal study load of 60 credits per academic year and consists of a major and a minor. The major has a study load of 210 credits. The minor has a study load of 30 credits.
3. [Nugatory]

Article 15 Overview of units of study and credits

1. Every study programme consists of a coherent set of units of study, which are components of a study programme concluded with an interim examination. Units of study cannot exceed 30 credits.
2. Only whole credits are awarded for units of study. In the overview included in Appendix 1 you will find a distribution of the credits.
3. Study programmes and tests conducted in a foreign language are subject to the Code of Conduct for Study Programmes taught in a Foreign Language; the overview of units of study in Appendix 1 states which teaching and testing is provided in a foreign language.
4. [Nugatory]

Article 16 Content of minors and other special programmes

1. Students are not restricted in their choice of a minor, whether the minor is a minor specific to a study programme or one offered across Fontys, or an external minor, provided there is no overlap with the major programme (see also paragraph 2).
2. Students who want to take a minor abroad or an external minor must seek the Examination Board's permission regarding their personal choices with respect to the minor prior to its start. Participation in a minor requires students to have passed the foundation year examination, unless the Examination Board grants them permission to take the minor without fulfilling this requirement. The minor must be taken in the third year of study.
3. Enrolment in a minor must be done before the start date as stated on the [Fontys minor portal](#) or in the minor regulations.
4. Students can take a minor on top of the regular study programme of 240 credits. This is subject to the following conditions:
 - the student will be able to finish the regular study programme including the minor within four years;
 - the student makes a request to the Examination Board, which verifies whether the above condition will be met.
5. A minor that has been passed will be mentioned on the diploma supplement.
The Fontys Empower reorientation programme is open to students who have hit a roadblock in their studies. The programme has a study load of 30 ECTS credits. The regulations for this reorientation programme can be found on the [Pulsed](#) portal .
A student who has taken part in the Fontys Empower programme and has successfully completed all components of that programme may, on that basis, be granted an exemption for a minor, provided the student requests an exemption from the Examination Board of the programme in which they are enrolled, unless that programme does not offer a minor.
6. Tailor-made work in the form of an individual study track is only offered after permission from the Examination Board FPH.

Article 17 Education components - learning environment

1. Education takes place in a learning environment. This may be found in the Digital Learning Environment.
2. The education components of the minors are described in the minor regulations. The regulations governing the minors offered across Fontys can be found at www.fontys.nl/minors. The regulations governing minors specific to study programmes are included as an appendix to this TER.
3. Any entry requirements a student must meet before participating in an education component are stated in the overview as referred to in paragraph 1.

4. Participation in education components in the post-foundation year phase is allowed after passing the foundation year examination. The Examination Board may grant permission to a student who has not passed the foundation year examination to participate in education components in the post-foundation year phase. (Section 7.30 of the WHW.)
5. Enrolment in the education components proceeds as follows: Enrolment via Progress. For minors, the procedures and deadlines of the relevant minor apply. Can be found on minor portal Fontys. <https://fontys.nl/minors>
6. The timetable is announced by way of Digital Learning Environment no later than 3 weeks prior to the start of classes.
7. Students who have registered for an education component must ensure that they meet the entry requirements of that component. The overview in Article 17, paragraph 1, indicates the education components to which requirements apply for participation as well as the nature of these requirements. If the requirements concern compulsory attendance, students who are eligible for the Elite athletes scheme or the Student entrepreneur scheme can apply to meet this requirement in a parallel group or for exemption from this obligation (see also Article 12).

Article 18 - Evaluation of teaching

The teaching in the program is evaluated in the following way:

Periodic discussions are held with focus group/sounding group students and through oral feedback with students, lecturers and/or colleagues. In addition, a written evaluation of the education can take place. Results of both oral and written evaluation are recorded (at least twice per academic year) in an evaluation report, and are shared and discussed with the program committee and/or focus group/sounding board group of students. These conversations are recorded.

The professional field is involved in the evaluation of education that is carried out together with or in the professional field (such as internships, for example).

Section 6 Tests, evidence, assessment and study progress

Article 19 Types of tests - evidence

1. A test consists of/may consist of:
 - a. one or more mandatory tests or mandatory partial tests;
 - b. freely-chosen evidence evaluated as an assessment, such as a portfolio;
 - c. a combination of a) and b).
2. Tests are conducted in writing or orally or in a fashion that combines both writing and oral delivery (e.g. product and presentation/interview).
3. An oral examination, including an assessment, is conducted by at least two examiners. A report must always be drawn up of an oral test on a specially designed evaluation form an assessment of the quality of the evaluation afterwards afterwards. A test may be conducted by a single examiner only following the approval of the Examination Board and provided the student does not object. An oral test is held in public. Interested parties who wish to attend an oral test must submit a request to that effect to the examiner(s) at least two weeks before the test is held. The examiner must inform the student who is taking the test. If the student objects, the request to attend the oral test will in any event be rejected. Any rejection by the examiner will be substantiated. When the Examination Board offers students the possibility to sit an additional oral test by way of replacement of a regular test, it will always be conducted and assessed by two examiners.
4. If a test consists of an assessment of freely-chosen evidence, the programme should allow the student to collect such evidence and receive feedback from the examiners, external experts and/or peers. The requirements that the evidence must meet are given in the Digital Learning Environment.

Article 20 Tests and assessments

1. The Examination Board will designate one or more examiners for each test. An examiner can also be an external expert.
2. The assessment of minors is described in the minor regulations. The examiner of the minor determines whether a student has passed the tests. The Examination Board of the coordinating institute that offers the minor must determine whether the student has passed the minor and ensure that the student receives a certificate. The result achieved for the minor is forwarded to the programme administration of the study programme in which the student concerned is enrolled.

Article 21 Content of tests, duration of the test, test aids and test timetables

1. The content of the test, including the learning objectives, is described in the Digital Learning Environment and is made available to students at least 3 weeks before the test.

2. The examiner determines the period of time allowed to students to take the test as well as any aids that students may use during the test, subject to the guidelines and instructions provided by the Examination Board. This information must be stated on the examination paper.
3. The test timetable will be published through the Digital Learning Environment no later than 3 weeks before the start of the test period in question.

Article 22 Registration for tests

1. A student must register for all (partial) tests/high stake decision moments mentioned in Appendix 1. Registration for tests takes place exclusively via Progress. After the indicated registration period has closed, registration for a test is only possible in special circumstances via a request to the education administration support fysiotherapie@fontys.nl. The entire registration procedure is described on the [student portal](#).
2. Students who have failed to act in accordance with the registration procedure cannot sit the test. If a student participates in a test for which he is not registered, no result will be determined, unless the Examination Board decides otherwise.
3. The student can revoke a registration for a test during the registration period via Progress. If a student does not deregister for a test in time and does not participate, NA (not present) will be entered in Progress.

Article 23 Proof of identity during tests

Students must prove their identity at every test by showing a legally valid form of ID other than a student ID card.

Article 24 Test marking system

1. The assignments, questions, assessment norms and criteria are determined by the examiners with due regard for the guidelines and instructions provided by the Examination Board. The examiner conducts the test and determines the result on the basis of the determined assessment standards and assessment criteria.
2. If one and the same test is conducted and assessed by more than one examiner, the Examination Board will ensure that the examiners adhere to the same standards and criteria.

Article 25 Test results

1. The test results must be announced in writing to the student within ten days of the date of the test apart from the exceptions laid down in the Teaching and Examination Regulations. The study programme administration is responsible for announcing the test results. The privacy of students will be respected when test results are announced.
2. Students are entitled to inspect all assessed tests and the accompanying assessment criteria and to be given feedback on the results.
3. Inspection of the knowledge tests is scheduled as soon as possible after the test, but in any case in the teaching period following the test taken. For inspection of the results of other tests, the student should contact the person named in the digital learning environment within three weeks after the result has become known.
4. Feedback on the knowledge tests is given at the request of the student within three weeks after inspection. For feedback on the result of a skills test, the student should contact the person named in the Digital Learning Environment within three weeks after the result has been announced.
5. The student can view his results in Progress. If desired, the student can request a signed list of marks via the email address: paramedisch@fontys.nl, up to once per academic year. The student can derive rights from this signed overview.

Article 26 Inability to sit tests

1. Students who have acted in accordance with the registration procedure described in Article 22 but who are unable to sit the test for reasons beyond their control, the legitimacy of which reasons is subject to assessment by the Examination Board, may apply to the Examination Board to sit the test within a period of time to be set by the Board. The student in question must have notified ondersteuningmbrt@fontys.nl by email before the test that he/she has been prevented from sitting, including the reasons for not attending.
2. The application referred to in the previous paragraph must be submitted in writing to the chairman of the Examination Board and include the necessary evidence (see Article 38(3)). The Examination Board will then take a decision and inform the student concerned. If the request is granted, the Examination Board will set a date, time and place for the test. Any rejection of the request will be

substantiated and the student will be informed of his right to appeal. In assessing the request, the Examination Board's primary criteria are the obstruction of the study progress and the student's personal circumstances.

3. If such a request relates to a test of a minor offered across Fontys, the student must direct the request to the coordinating institute responsible for the minor, as described in regulations governing the minor

Article 27 Request for a review

1. Students who do not agree with an assessment can submit a request for a review of the assessment to the Examination Board within 4 working weeks after the date of the assessment (see Article 38(3) of these Teaching and Examination Regulations and Article 44 of the Students' Charter). The Examination Board must take a decision within 4 working weeks at a maximum.
2. Students may also appeal directly to the Examination Appeals Board within 6 calendar weeks after the date of the assessment via www.fontys.nl/studentenloket. (see Article 45 and Article 46 of the Students' Charter).

Article 28 Resits

1. Tests are conducted at least twice an academic year.
Students can resit components marked with a pass no more than once, and at least once, in which case the highest mark will count.
For the practical tests referred to below, resits only take place in the following academic year:
 - graduation internship;
 - graduation research;
 - other internships/practical assignments.
 If the first assessment takes place in the last period of the academic year and a retake is not possible within the academic year due to organizational or substantive reasons.
Study components from the propaedeutic phase can always be retaken within the academic year.
2. At least two opportunities to take tests that assess the material they have learned will be offered. Following these two test opportunities, the material to be studied for the test may be adapted to the material offered in the teaching block prior to the test. An up-to-date description of the material to be tested can be found via the Digital Learning Environment.
3. If a test consists of an assessment of freely-chosen evidence, then the programme should offer the student the following option of improving or supplementing the evidence.

Article 29 Period of validity of results - evidence

1. The period of validity of successfully completed component tests is 10 years.
The validity period for evidence is listed in the Digital Learning Environment.
Results achieved for interim examinations can only lapse if the understanding/knowledge/skills to which these interim examinations relate can be shown to be obsolete. Understanding, knowledge and skills that were assessed more than 10 years ago can evidently be shown to be obsolete.
For students in cohort 2021 and previously participating in the propaedeutic phase, who have signed the transfer agreement from old curriculum to new curriculum for approval, the credits previously obtained for the propaedeutic phase will expire. The knowledge gained can be used as indicated in the table in paragraph 3.
The Examination Board has the option of extending this term. For students in cohort 2021 and previously participating in the propaedeutic phase, who have signed the transfer agreement from old curriculum to new curriculum for approval, the credits previously obtained for the propaedeutic phase will expire. The knowledge gained can be used in the portfolio to demonstrate learning outcomes, as indicated in the table in paragraph 3.
2. In the event of special circumstances as referred to in the Profiling Fund Scheme, the period of validity of interim examinations will as a minimum be extended by the duration of the support granted on the basis of that scheme.

3. If the study programme has been substantially altered, details on how this term will be restricted can be stated below.

Test old curriculum			Module new curriculum	
Education unit	Teaching period	ECTS credits	Module number	Module name

Project The best hospital	1	4	1	Preparatory
Knowledge P1	1	5	3	Treatment
Research skills	2	3	2	Diagnostics
Knowledge P2	2	5	3	Treatment
Radiation expertise P1	2	3	4	It's different
Project investigations	3	4	2	Diagnostics
Knowledge P3	3	5	3	Treatment
Entrepreneurial paramedical professional 1	3	3	1	Preparatory
Project The care professional	4	4	4	It's different
Knowledge P4	4	5	3	Treatment
Radiation expertise P2	4	3	4	It's different
Professional skills propaedeutic year	4	16	2 and 3	Diagnostics and Treatment

Module 1: Preparatory.
Module 2: Diagnostics.
Module 3: Treatment.
Module 4: It's different.

Article 30 Graduation product - Knowledge bank

If the study programme provides for the submission of a graduation product that can be included in a knowledge bank, students must submit the product digitally, as one document, to enable its inclusion in one or more digital knowledge bank(s). On submission of the product, students must also attach the signed 'Permission form for the filing and making available of a graduation product in a digital knowledge bank'. With this form, students give their permission for the graduation product to be entered in the knowledge bank and for it to be made available to potential users at the university of applied sciences and elsewhere. On submission of the digital graduation product, the student and/or client and/or organisation offering the internship may indicate their objection to the graduation product being entered in the databank.

Article 31 Study progress

The study programme is responsible for recording the test results in the programme administration.

Article 32 Advice regarding the continuation of studies

1. During the first year of enrolment in the foundation phase of a bachelor study programme and, where possible, prior to the start of the second semester, the student is given advice on his study progress. If the study progress is unsatisfactory, the student will receive a written warning and be told that if the study progress continues to be unsatisfactory, he will receive a binding negative advice regarding the continuation of his studies. A reasonable period within which the student must have improved his grade point average and the opportunities a study programme offers in that regard are stated in the warning. (Section 7.8b of the Act.)
A student who has not received a warning at that stage may yet receive one at a later point in the first year if he has fallen behind, and will be given a period within which to improve his grade point average.
The student will be given a warning in the following cases:
The student will receive a warning if the student has not passed the first semester followed in the propaedeutic phase.
2. The study programme must give students advice regarding the continuation of studies in writing before the end of their first year of enrolment (12 months) in the foundation phase. Advice may be related not only to the continuation of the study programme, but also to the main subject the student may take. Advice regarding the continuation of studies can be negative (binding negative study advice), meaning that the student's enrolment in that particular study programme will be terminated and that he will not be allowed to re-enrol in the same study programme.

3. Advice regarding the continuation of studies is based on the student's results in the foundation year. The Examination Board advises the institute director on advice regarding the continuation of studies to be given. This advice must take into account the student's personal circumstances. Students must report any personal circumstances to their student coach or student counsellor the moment they occur.
If the student misses the deadline for reporting special circumstances, the Examination Board will examine whether it was excusable for the student to miss the deadline for reporting those circumstances.
Engaging in top-class sports activities by students who have been granted a Top-Class Sport or Talent status are entitled is regarded as a special circumstance, on the basis of which the delivery of advice regarding the continuation of studies can or will be deferred. A minimum number of credits these students must earn in order to be eligible for such postponement has been established.
The practice of running a business of his own by student entrepreneurs who have been awarded student entrepreneur status, as defined in the Fontys Student entrepreneur scheme, is also regarded as a special circumstance, on the basis of which the delivery of advice regarding the continuation of studies is deferred. However, a minimum number of credits which must be achieved to qualify for that deferral may be specified for student entrepreneurs (see also paragraph 4 of this article).
4. The student will be given positive study advice regarding the continuation of studies in the following cases:
If the student has obtained at least 45 and less than 60 credits.
The student will be given a binding negative study advice regarding the continuation of studies in the following cases:
If the student has obtained less than 45 credits.
Students who have been granted a Top-Class Sport or Talent status as referred to in Article 32(3) do not have to earn a minimum of credits in order to be eligible for postponement of their study advice. There is no minimum number of credits which must be achieved to qualify for that deferral for student entrepreneurs.
5. Where there are special circumstances as defined in paragraph 3 of this article which may have had an influence on the credits the student obtained, the delivery of advice regarding the continuation of studies may be deferred until the end of the second year of enrolment or until the end of a shorter period. At the end of the second year or the shorter period, there will be a further review of whether the student has met the criteria for a positive study advice as defined in paragraph 4.
6. Students who seek the termination of their enrolment during the first year of enrolment will be given a warning from the director stating his expectation that they may not be suitable for the study programme. The director must seek the advice from the Examination Board before doing so. The number of months of enrolment students have left before being given advice regarding the continuation of studies must also be determined in the event the student should decide to enrol in the same study programme at a later date (see also Article 35).
7. [Nugatory]

Article 33 Additional provisions concerning binding negative advice regarding the continuation of studies

1. An institute wishing to issue binding negative advice regarding the continuation of studies must make provisions that allow for, among other things, a student's personal circumstances and which are aimed at guaranteeing a student's good progress.
2. Binding negative advice regarding the continuation of studies is valid for a period of 3 years.
3. At the student's request, the institute director change the period or give permission for a student to re-enrol in spite of the binding negative advice as referred to in Section 7.8b(3) of the WHW.
4. A binding negative advice regarding the continuation of studies refers to the full-time, part-time and dual forms of the study programme, unless otherwise stated.
5. Each binding negative advice regarding the continuation of studies must expressly state that the binding negative advice only refers to the study programme mentioned. Every binding negative study advice regarding the continuation of studies must include a referral, to either another study programme, the student counsellor or the study choice adviser.

Section 7 Graduation

Article 34 Examinations - certificates - diploma supplement

1. Students have passed the examination of the foundation year or the study programme if they have passed all units of study which form part of the foundation year or the study programme, as referred to in Article 15. (Section 7.10 of the Act.)
2. Certificates are given at the following occasions:
 - on passing the foundation year examination;

- on passing the study programme's final examination.
3. The certificate will only be given after it has been established that the student is enrolled and has paid his tuition fees for all the enrolment years. (Section 7.11 of the WHW.)
 4. After successful completion of the examination, the Examination Board awards the certificate. The certificate is dated on the date of the student's final academic activity (test or assessment). The certificate of a study programme comes with a diploma supplement. This diploma supplement may include mention of a student's board activities (see Article 11). Students who have served as members of the Examination Appeals Board may also request that activity to be included on their diploma supplement.
The Examination Board will determine whether a student has passed within a maximum of eight calendar weeks after the student's final academic activity (test or assessment).
If the student wishes for the certificate to be dated later, the student must postpone the completion of his final academic activity (test or assessment).
 5. The certificate is signed on behalf of the Examination Board by the (deputy) chairman, the (deputy) secretary, the candidate and, if applicable, an external expert. (Section 7.11 of the WHW). On behalf of the institute, the Examination Board also confers on the student the degree if the student has taken the study programme examination.
For the study programme's examination the ... degree is awarded.
 6. The award ceremony takes place at a time decided by the institute.
Students who passed the study programme examination and have requested the postponement of the award of the certificate may be issued a statement that the study programme degree has been conferred on them. (Section 7.11 of the WHW.)
 7. The student will receive the qualifications mentioned below on the certificate based on more than ordinary performance. The distinction 'cum laude' is the highest attainable. It is not possible to obtain the distinction 'cum laude' for the propaedeutic certificate.
For the bachelor's degree it is possible to obtain the distinction 'cum laude' if the following criteria are met:
 - The student has obtained at least 120 ECs out of a total of 180 ECs from the post-propaedeutic components of the program with the qualification 'good';
 - No portfolio assessment was completed with the qualification 'unsatisfactory' at the first assessment (all assessments were passed in one go);
 - Study results of minors, exemptions and components that are assessed with an assessment scale other than O-V-G do not count in the above rules;
 - The student has completed the post-propaedeutic phase in the nominal time (in situations where a delay has occurred beyond the student's control, an exception to this can be requested from the Examination Board);
 - In addition, for the designation cum laude, the student must not have committed fraud / plagiarism and have not received a measure (Article 42 of the Student Charter);
 - In addition to the above criteria, the student can also nominate himself for the designation 'cum laude' if the above (arithmetic) requirements are not met, but the student is of the opinion, based on his actions and the feedback obtained, that he has performed above the expected level. to have. This nomination is assessed by a decision-making committee set up for this purpose, which then advises the Examination Board. Criteria for decision committee see [student portal](#).

The student applies for the qualification via the [student portal](#). The Examination Board is the body that is authorized to award or not award the distinction 'cum laude'.

Or

 - * the nominal study duration has not been exceeded; and
 - * the graduation internship (level 3) has been assessed with at least an 8.0 on the first attempt;
 - * the graduation research (level 3) has been assessed with at least an 8.0 on the first attempt.

If a final mark is calculated from several partial assessments, the weighted average of the partial assessments must be at least an 8.0, whereby the partial assessments not be retaken.

Or

All parts of semester 5 or 6 (robust semester) and the graduation phase are done in one go and the components in the graduation phase are both assessed with the qualification 'good'. The student applies for the qualification via the [student portal](#). The Examination Board is the body that is authorized to award or not award the distinction 'cum laude'.
 8. The Executive Board reports to DUO the students that have passed the final examination of the study programme.

Article 35 Statement on departure

1. Every student who seeks to terminate his enrolment without having passed the study programme's final examination will be invited for an interview.

2. At the student's request, the student may be issued a statement listing any results achieved.
3. The statement must specify that the interim examination test results will in principle be valid for ten years. The statement can include a reservation in the event of a substantial overhaul of the study programme. (See Article 29.)

Article 36 Transfer

There are no specific arrangements regarding student transfers.

Section 8 Irregularities and fraud

Article 37 Irregularities and fraud

1. If irregularities are discovered in connection with a test, as a result of which the Examination Board cannot guarantee the test's quality and any of its results, the Examination Board may forgo having the test checked, or declare a test result void. In such cases, the Examination Board must ensure that an opportunity to resit the test in the near future is offered to the affected students.
2. If a student is guilty of an irregularity committed with respect to (a component of) an examination or fraud, the Examination Board may exclude the student from sitting one or more tests of the study programme for a period to be determined by the Examination Board but which will not exceed one year. Any act that contravenes the regulations that have been established regarding testing and assessment shall be considered fraud in the sense of this article. If the test has already been assessed, the result will be declared void.
3. In the case of serious fraud, the Examination Board can propose to the Executive Board that the enrolment of the student involved be prematurely terminated (Section 7.12b of the WHW.)
4. If the irregularity or fraud is only discovered after the examination, the Examination Board may withhold or claim back the certificate of the study programme or decide that the certificate will not be issued unless the student sits a new test or examination in the components to be determined by the Examination Board and in a fashion to be determined by the Examination Board.
5. Before taking a decision, the Examination Board will hear the student and any other interested parties. A report will be drawn up of this hearing, of which a copy is forwarded to the student. The Examination Board must notify the student of its decision without delay, which notification can be given orally if required but must in any event also be issued in writing. Furthermore, the student is informed of his right of appeal.
6. The Examination Board makes up a report of its decision and the facts it is based on.

Section 9 Examination Board, appeal

Article 38 Examination Board

1. The institute director establishes an Examination Board for each study programme or group of study programmes.
2. The Examination Board's duties and responsibilities are laid down in the WHW. (Sections 7.12, 7.12b and 7.12c of the WHW). These include the following duties and responsibilities:
 - responsibility for guaranteeing the quality of testing;
 - responsibility for guaranteeing the quality of the organisation of and the procedures surrounding tests and examinations;
 - to determine objectively and professionally whether a student has passed an examination;
 - to award certificates and the diploma supplement;
 - to determine alternative tracks;
 - to assess applications for exemptions and reviews and to award applications for special facilities;
 - to determine whether an examination has been conducted in a way other than that prescribed in the TER;
 - approval of the details of a foreign minor or external minor;
 - to give advice to the institute director on advice regarding the continuation of studies to be issued;
 The composition of the Examination Board can be found in the Appendix 'Composition of the Examination Board'.
3. An application to the Examination Board can be submitted to <https://connect.fontys.nl/instituten/fph/examcommittee/Pages/default.aspx> (see also Article 26(2) and Article 27).

Article 39 Appeals

Students who do not agree with a decision of the Examination Board can lodge an appeal against this decision within six calendar weeks after the date of the decision with the Examination Appeals Board via www.studentenloket.nl (see Articles 45 and 46 of the Students' Charter). (Section 7.61 of the WHW.) Students can contact the Student Counselling Office (iStudent@fontys.nl) for help on lodging an appeal.

Section 10 Retention and hardship clause

Article 40 Retention of documentation

1. The Examination Board is responsible for retaining the minutes of its meetings and its decisions for a period of seven years.
2. The Examination Board is responsible for retaining its issued statements, among others, the statement on departure of a student who terminates his enrolment without having passed the study programme's final examination, for a period of ten years.
3. The Examination Board will ensure that the following information on each student will remain in the institute's archives for 50 years:
 - information on whether each student has obtained a foundation year certificate and/or a certificate of higher professional education including the list of marks.
4. The institute director is responsible for retaining test papers/assignments, assessment criteria, marking standardisation, pass marks, test matrices and test analyses for a period of seven years.
5. The institute director is responsible for retaining the lists drawn up and signed by the examiners containing the results achieved for a period of ten years.
6. The institute director is responsible for ensuring that all final papers and other kinds of tests in which students demonstrate their command of all aspects of the final attainment level, including assessments, will be kept for a period of seven years.
7. For the purpose of the external assessment of the programme in connection with accreditation, the institute director will ensure retention of a representative set of tests, including assessments, for a period of two years after the assessment.
8. The institute director is responsible for ensuring that the work completed by the student (written and non-written, including digital work) including assessments, with the exception of the work forming part of the representative set of final papers, is either destroyed or returned to the student after the expiry of a term of at least six months following the publication of the result. This term may be extended if necessary in connection with an appeal procedure.

Article 41 Hardship clause

1. The Examination Board can make provisions for serious injustices that occur as a result of the application of these rules; it can also make decisions in cases not provided for by these rules. In order to decide whether the hardship clause must be applied, the Examination Board must weigh the interests of the student concerned and those of the study programme. Cases requiring immediate action may be heard by the chairperson of the Examination Board or his deputy after which the other members must be notified as soon as possible.
2. Students must apply in writing, stating reasons, to the Examination Board for the application of the hardship clause in accordance with Article 44 of the Students' Charter. The Examination Board decides on the student's application and communicates this decision in writing, stating reasons, to the student concerned, who is also informed of his right of appeal.

Section 11 Final provisions and implementation

Article 42 Entry into force, amendments, publication and official title

1. The TER applies to all students enrolled in the study programme in question during the 2022-2023 academic year, unless otherwise stated below.
2. The general section of these regulations and any amendments thereto will be established by the Executive Board, after having obtained the consent of the students' section of the Central Participation Council. PC's will be given an opportunity to issue advice to the CPC. That general section of the TER constitutes the basis on which the study programme-specific TER for each study programme will be drawn up before being submitted to the Examination Board for their advice and the (joint) PC and IPC for their advice/consent. The (joint) PC advises the institute director and sends its advice to the IPC for informational purposes. The IPC advises the institute director and sends its advice to the (joint) PC. The establishment of and amendments to the study programme-specific TER are effected following a proposal from the institute and require the consent of the students' section of the competent IPC and the (joint) PC. (see Sections 10.3c, 10.20 and 7.13 of the WHW.)
3. The text of the TER can be amended if warranted by changes to the organisation or organisational components with due observance of the provisions of paragraph 4. In the event of an interim change, the procedure as described in paragraph 2 applies.
4. If the interests of an individual student are prejudiced as a result of interim amendments of the regulations, the student may submit a written application to the Examination Board to protest against the amendment of the rules. The Examination Board examines the student's application and bases its decision on a weighing-up of the interest of the individual student on the one hand and the interest of the quality of the study programme on the other.
5. The institute director adopts the study programme-specific TER before 1 June of the academic year preceding the academic year that starts on 1 September. He ensures the publication of the study programme-specific component of these regulations and any amendments thereto by making them available for inspection with the secretariat of the study programme and placing them on the website.
6. The official title of these rules is 'General Section of the Teaching and Examination Regulations of Fontys'.
The official title of the TER of the Bachelor's programme is TER FPH MIRT 2022/2023.

Article 43 Transitional provisions

When a study programme is subject to a substantial overhaul, the following transitional provisions will apply. Students in cohort 2021 and previously participating in the propaedeutic phase who have signed the transition agreement from old curriculum to new curriculum for approval are following the new education.

Article 44 Unforeseen cases

The Examination Board decides in all cases not provided for by the study programme-specific part of the TER, unless the issue is covered by the institute director's competency.

B - Set-up of the study programme and support facilities

1. Set-up, organisation and execution of the study programmes

Information on the set-up, organisation and execution of the study programmes can be found in:

- the study programme's digital prospectus
- the Teaching and Examination Regulations (see under A).

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2. Facilities for students

Information on facilities for students can be found at:

- the institution-specific section of the Fontys Students' Charter (www.fontys.edu/rules)
- the website of Fontys, among others, Fontys helps
- the website of Fontys Study Abroad
- the study programme's digital prospectus

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3. Study support

Information on study support can be found in:

- the Teaching and Examination Regulations (see under A)
- the study programme's digital prospectus

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C - Internal complaints procedure

A student who is directly affected in his interest by actions taken by a member of staff or a student towards him, or organizational matters, has the right to submit a complaint about this to the Executive Board, as described in Article 47 of the Student Charter.

Fontys School for Allied Health Professions has its own internal complaints committee to be able to handle complaints quickly and to keep communication lines with the complainant short. The regulations can be found at the complaints committee on the portal. The complaints committee can be reached via complaints Klachtencommissie-fph@fontys.nl.

The person submitting a complaint can pass the internal complaints committee of Fontys School for Allied Health Professions (FPH) at any time and go directly to the Executive Board. The internal complaints committee of FPH is only intended for complaints from students and course participants who follow a training or course at the FPH.

Appendix 1 Educational units, credits, test type, exams

Academic year 1; fulltime cohort 2022

Period	Educational unit	ECTS	Name test	Type of test	Individual or group assessment	Rating scale	Weighting	Passing mark	Particularities	English
1.1	Module: Preparatory	15	PORT1	Portfolio	individual	O-V-G	100%	≥ V		Ja
1.2	Module: Diagnostics	15	PORT2	Portfolio	Individual	O-V-G	100%	≥ V		Ja
1.3	Module: Treatment	15	PORT3	Portfolio	Individual	O-V-G	100%	≥ V		Ja
1.4	Module: It's different	15	PORT4	Portfolio	Individual	O-V-G	100%	≥ V		Ja

O-V-G: Insufficient, sufficient, well.

* Only high stake moment is described here. This high stake data point also includes the low and intermediate data points which are described in the test program.

** For students cohort 2021 and earlier who participated in the propaedeutic phase who do not have a transfer agreement, the old curriculum year 1 applies, see [Appendix 1 Education Exam Regulations \(OER\) 2021-2022](#).

Academic year 2; fulltime cohort 2021

- The assessment of the main phase vocational skills learning track contains a multitude of formative data points (feedback on portfolio assignments). The student collects the feedback in his portfolio. The PL coach has at least 1 evaluation moment and discusses and reports the progress of the student. The portfolio is assessed by an assessment committee.

Period	Educational unit	ECTS	Name test	Type of test	Individual or group assessment	Rating scale	Weighting	Passing mark	Particularities	English
2.1	Professional product knowledge sharing	3	BP H1	PP	Group / individual	0,1-10,0	100%	≥5.5	-	Yes
	Knowledge H1	5	KT H1	KT	Individual	0,1-10,0	100%	≥5.5	-	Yes
2.2	Project Prevention ¹	4	Project Prevention	BP + presentations	Group	0,1-10,0	90%	≥5.5	Individual deviations from the group assessment are possible	Yes
				Peer feedback	Individual	0,1-10,0	10%	≥5.5		Yes
	Knowledge H2	5	KT H2	KT	Individual	0,1-10,0	100%	≥5.5		Yes
	Radiation expertise main phase ²	5	KTSD H	Practicum Written test	Individual	0,1-10,0	100%	≥5.5	2	Yes
	Professional skills main phase	8	VT H	PORT	Individual	BEH/NB	100%	BEH		Yes
2.3	Entrepreneurial paramedical professional 2	3	OPP2	Portfolio assignment: Project plan (20%) End product (80%)	Individual	0,1-10,0	20% 80%	≥5.5		Yes
	Project Evidence-based diagnostic and radio therapeutic treatment	-	BP EBP1	PP	Individual	BEH/NB	100%	BEH		Yes

2.4	Research Methods	4	Research Methods	Project plan assignment	Individual	0,1-10,0	15%	≥5.5		Yes
				KT	Individual	0,1-10,0	85%	≥5.5		Yes
	Project Evidence-based diagnostic and radio therapeutic treatment	-	BP EBP2	PP	Group / individual	BEH/NB	100%	BEH		Yes
	Project Evidence-based diagnostic and radio therapeutic treatment	23	BP EBP3	PP	Group / individual	0,1-10,0	100%	≥5.5		Yes
total		60								

1 This education is offered and tested FPH widely.

2 Practical is conditional for the final assessment.

3 The final assessment of the EBP project consists of the following components: reporting, survey, peer feedback and collaboration.

KT: knowledge test; PP: professional product; PORT: portfolio.

Academic year 3; fulltime cohort 2020

Period	Educational unit	ECTS	Name test	Type of test	Individual or group assessment	Rating scale	Weighting	Passing mark	Particularities	English
3.1 and 3.2 or 3.3 and 3.4	Internship 1	30	Internship 1	Portfolio assessment	Individual	BEH/NB	100%	BEH	1,2	yes
3.1 and 3.2 or 3.3 and 3.4	Minor	30	Minor	See minor regulation	See minor regulation	BEH/NB	100%	BEH	3	yes
total		60								

BEH/NB: achieved/not achieved.

1. Stage layout based on entry requirements and availability.
2. Entry requirements internship 1: propaedeutic year, knowledge tests H1 and H2 and the vocational skills learning track year 2 has been passed.
3. During the academic year prior to year 3, the student makes a choice for a minor and a profile (Technology in Healthcare; Self-direction or Interprofessional Collaboration). If an external minor is chosen, it must be approved by the Examination Board

Academic year 4 - Teaching period 4.1 to 4.4 cohort 2019

Period	Educational unit	ECTS	Name test	Type of test	Individual or group assessment	Rating scale	Weighting	Passing mark	Particularities	English
4.1	Graduation assignment 1	30	Challenge 1: 'your professional role'	PA	Individual	O-V-G	100%	≥ V	<i>Entry requirement*</i>	Yes
4.2 t/m 4.4	Graduation assignment 2	30	Challenge 2 and 3: 'Your research and impactful role'	PA	Individual	O-V-G	100%	≥ V	<i>Entry requirement*</i>	Yes

O-V-G: Insufficient, sufficient, well.

* Only high stake moment is described here. This high stake data point also includes the low and intermediate data points which are described in the test program.

** Graduation phase entry requirement: 150 credits obtained in year 1 to 3 excluding minor.