

**Study programme section of the Students' Charter  
with the 2020-2021 Teaching and Examination Regulations  
of the Master's programme**

**Master Choreography (Joint Degree Fontys-Codarts. Internal name: Choreography COMMA (Co-  
creation of Movement Masters of Arts))**

**Study programme code: 49502**

**Part-time Study Program**

**Location: Tilburg (Fontys University of Applied Sciences) and Rotterdam (Codarts Rotterdam  
University of the Arts)**

The study programme section of the Students' Charter was adopted by the institute's director on **26 May 2020** after obtaining the IPC's consent on **26 May 2020**.

The Teaching and Examination Regulations of the study programme expand on the institutional section of the Teaching and Examination Regulations of Fontys Master's programmes.

This general section for the **2020-2021** academic year was established by the Executive Board on **10 December 2019**, following the consent of the students' section of the CPC, which was given on **16 January 2020**.

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# 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.
Accreditation of prior learning	Accreditation of prior learning awarded by a recognised provider of prior learning assessment and recognition.
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.
Certificate	The certificate as referred to in <i>Section 7.11</i> of the Dutch Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderwijs, WHW).
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.
CPC	Central Participation Council
Cohort	The group of students who are enrolled for the first time in the first 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.
Competency examination	A test to assess whether a student has certain competencies.
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	The courses offered to students to help their learning process.
CROHO	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).
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 professional placement 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.
ECTS	European Credit Transfer System. The system that is used to express credits in order to facilitate international comparison. See also: credits.
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 <i>Sections 7.60 up to and including 7.63 of the WHW and Articles 45 and 46 of the Students' Charter</i> . 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	The board of persons referred to in <i>Section 7.12 of the WHW</i> .

Examiner	Member of staff who is designated by the Examination Board to administer examinations and assess the results thereof or an external expert.
Executive Board	The administrative body of Fontys University of Applied Sciences, as described in the articles of association and the WHW.
Exemption	Full or partial exemption from meeting enrolment and/or admission conditions and/or sitting interim examinations.
Exit assessment	Part of the competency examination administered at the student's request when he wishes to terminate his study programme prematurely.
Exit qualifications	Qualifications students must have on completing the study programme.
Fraud	Any act (including plagiarism ) or omission that either partially or fully impairs the correct assessment of a person's knowledge, insight, 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 education components.
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.
Institute Director	The staff member charged with running a Fontys institution.
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 ( <i>Section 7.10(1) of the WHW</i> ). 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.
Occupational requirements	The legal requirements to which the practice of a particular profession is subject. The legal requirements to which the practice of a particular profession is subject ( <i>Section 7.6 of the WHW</i> ).
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 education components.
Portfolio	A collection of evidence, digital or otherwise, with which students can demonstrate that they master the competencies of a particular study 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> ).
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.

Top-level athletes scheme	Scheme for top-level athletes that specifies which students are eligible to benefit from it and the facilities that they may use under it.
TER	Teaching and Examination Regulations. The TER consists of an institutional 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 <i>Sections 7.32 up to and including 7.34 of the WHW</i> .
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/institution or the termination of their studies.
Study Career counsellor	Counsellor who helps students with issues such as planning their studies, taking the right approach to their studies, making the right choices and the progress of their study careers.
Students' Charter	The <u>charter</u> containing the rights and obligations of students, divided into an institutional section and a study programme section.
Study load	The standardised time investment expressed in units of 28 study load hours related to a study programme.
Student entrepreneur scheme	<u>Scheme</u> which is intended to help Fontys students who are deemed student entrepreneurs to combine entrepreneurship and study.
Study programme	A coherent totality of education components in which students participate as part of their education. Every study programme is recorded in the CROHO.
Study programme profile	The entire set of exit qualifications for which the study programme provides training.
Unit of study	Part of a study programme that is concluded with an interim examination as referred to in <i>Section 7.3(2) of the WHW</i> or an additional assessment carried out by the Examination Board, as referred to in <i>Section 7.10(2) of the WHW</i> . Units of study may relate to the assessment of one or more competencies, a component of competencies (knowledge, insight, skills, attitude) or a combination of competencies. Students are awarded the relevant credits on passing the interim examination for the unit of study.
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).

### Definitions FHK

Intaker	Intaker Examiner appointed by the institute to prepare the request, together with the student, as referred to in <i>article 7, section 2</i> .
Core Team;	Team responsible for the course development, coordination and facilitation of the program, overviewing the quality and the content, will have expertise in all roles (teacher, lecturer, assessor) and maintaining the relationship with the working field. One member of the core team, together with lector(s) of Fontys and Codarts is responsible for artistic research in the program.
Study Facilitator;	In charge of monitoring and supporting the students and course (processes, sustainable overview).
Writing Coach;	Offers support to the student during the execution of written assignments and research. Coaching is student specific.
Artistic Coach;	Offers support to the student for their artistic development, practice-based assignments, prototype, final project and projects in-between the intensives. Coaching is student specific.
Research Coach;	Is a combination of a writing and artistic coach and is only available in the second year. Research coaches offer support to the student during the execution of practice and written based assignments, the final project and projects in-between the intensives. Coaching is student specific.

Mentor Circle Coach;	Offers support to the student during the initial phases of their artistic research and research question. This support is offered during group chats and personal one on ones. Coaching is group and student specific.
Peer Coach;	This coaching is student led and offers support to the student-peers for their artistic development, practice and written based assignments, prototype, final project and projects in-between the intensives. Coaching is student specific.

## Section 2 Admission to a Master's programme

### Article 2 Educational entry requirements

1. The following qualify as proof of admission for enrolment in a Master's programme:
  - a. an academic or higher professional education Bachelor's degree; or
  - b. possession of knowledge, insight and skills at the level of an academic or higher professional education Bachelor's degree (*Section 7.30(b) of the WHW*).
2. Admission to the study programme is subject to the following qualitative admission requirements: COMMA is a post-experience programme that is aimed at experienced choreographers and makers with a bachelor's degree in choreography, dance, teacher training in dance, or circus arts, and/or several years of experience as a professional performing artist which is the equivalent of the education indicated.

For enrolling it is necessary that a student meets one or all of the following criteria:

- a professional background that can be seen as equivalent to an arts college or university degree, at least 5 years professional experience and evidence of creative output (i.e. videos, personal websites, reviews, programs, etc.)
- a dance/circus education from an internationally recognized academy, at least 5 years professional experience and evidence of creative output at a professional level (i.e. videos, personal websites, reviews, programs, etc.)
- an ongoing relationship with an institution (for example a company, production house, or festival) or person in the working field that can provide workspace, feedback and if possible the opportunity to present the final project in a discipline appropriate public forum at the end of the second year. If not and the applicant is still eligible this will be discussed with the core team.

In some special cases dance education and choreographic experience may be judged using different criteria:

- In cases of choreographers/makers who are just graduating from a bachelor's degree, but come with high recommendations from their previous dance/circus education, and with choreographic experience, their application may be judged using different criteria. These candidates will go through the same final selection procedure as other candidates. Equivalency will be determined by the institutions of FHK and Codarts once the applicant has been short-listed.

All candidates must first apply with a full application before the advertised deadline. After which selected candidates will be invited to a so-called Wicked Weekend, Wicked Day or Wicked Interview to further assess their eligibility for the degree.

3. All students who fulfil the stated requirements will be admitted, unless there is a maximum number of students that can be enrolled, and this maximum would be exceeded by the admission of additional students.

In order to facilitate that the core team can administer to education of each cohort admission to the Master's programme is subject to a maximum of 16 students.

4. If admission to the study programme is subject to an admission quota (*see paragraph 2 under b*), then admission regulations will be laid down stipulating the number of available places and the procedures for the allocation of proofs of admission.

The requirements for decentralized selection can be found in the Study Guide and on the websites of Fontys and Codarts.

### Article 3 Reparation of non-compliance of entry requirements

If the candidate does not comply with the entry requirements as referred to in article 2 and he may be expected to be able to meet them within a reasonable period of time, he will be offered the opportunity to repair them and yet meet the entry requirements.

#### **Article 4 Requirements regarding foreign diplomas/international students**

1. Foreign 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.*)
2. 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 may be withheld once during the course of each study programme.
3. According to the Code of Conduct regarding International Students, international students seeking admittance to an English-taught study programme must be able to prove that their command of the English language is at least equal to the following scores:

IELTS	5.5
TOEFL Paper	525
TOEFL Computer	196
TOEFL Internet	70
TOEIC	620

(provided the student has passed 'Speaking and writing' and 'Listening and Reading' components.)  
Cambridge ESOL FCE-C

#### **Article 5 Professional activity requirements**

The professional practice environment is not subject to any requirements.

### **Section 3 Intake assessment, exemptions, short-track/tailored study programmes**

#### **Article 6 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 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.
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 7 Exemptions**

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 or other 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 the student can show that he has already met the requirements of the interim examination in question. Exemptions are recorded in the study progress system. The period of validity of the exemption is stated in the exemption decision.

#### **Article 8 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 organisation of the study programme must be able to accommodate the short-track option.
2. A request as meant in paragraph 1 is prepared in a talk between the student and intake assessor appointed by the course. On the basis of proof supplied by the student, it is decided from which units of study the student can be exempted, and which units of study may have to be tested in a different way than prescribed in the TER. This overview is added to the request to the Examination Board, which must give its approval.
3. If tailored programmes are offered to students who, following an intake assessment, are able to enter the study programme via accelerated tracks, then the tailored program must be discussed between the student, Core Team and Examination Board.

## **Section 4 Facilities with reference to Study career counselling, special facilities for students with a functional disability, Top-Class athletes scheme, board memberships**

### **Article 9 Study Facilitator (career counselling) & Coaches**

Every student is coached by a study facilitator. This is done as follows:

1. The core team, study facilitators and coaches are the general supervisors of the student and responsible for the mentoring and tutoring of the student. The study facilitator is focused on the necessary continuity of engagement between the student, the program and the learning community; they pay attention to the personal situation and ambition of the student. The study facilitator is also focused on the personal professional development and innovation skills of the student: reflection on and planning of the personal professional development. The core team, study facilitators and coaches assist the students to connect with and take responsibility for their personal process of development. Among other things, this is done by means of individual and group tutorials. During the intensives the core team is present to guide the block, to help to get the learning cycle started, to put into context the in-class activities, and to direct the process of group's dynamics.
2. The core team cooperates with the writing, artistic, research and mentor circle coaches. The student shows his progression in his portfolio. The core team, study facilitators and coaches (and assessors) have access to the part of the portfolio where the student makes his progress evident. In every block the study facilitator, coach and student discuss whether extra effort is necessary with regard to the student's study progress.
3. The study facilitator during the first year are more active with the student and their studies. The student has the right to at least two meetings (study facilitator checks) per school year with the study facilitator. The student also executes a number of obligatory assignments with the study facilitator throughout the first year. During the second year the study facilitator acts only as an advisor when the student needs it. There are no obligatory assignments or study facilitator checks.

Both Codarts and FHK have an adequate second line support structure for students with specific expertise like psychologists and counsellors.

### **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.*)
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 workweeks 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 study career counsellor 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 study career counsellors, how the board membership can contribute to the acquisition of one or more competencies of their Master's programme.
2. Board memberships can be listed on the diploma supplement. The student must request the listing at least 3 weeks prior to the graduation ceremony via the study programme administration. At the request of the student's study programme, the Centre for Administrative Activities can confirm that the student has been an active board member of the 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, insight and / or skills that are assessed in particular tests for which credits are awarded may apply for an exemption from such tests from the Examination Board.
4. A student may apply to be included under the Profiling Fund Scheme (FSS Scheme) on the basis of his administrative activities and submit a request to his institution for an attendance fee allowance or for a board membership scholarship from the Profiling Fund Board (FSS Board).  
See also article 14 of the Participation Regulations on the participation councils and PC'S.

### Article 12 Top-Class athletes scheme

Students who have been granted a Top-Class Sport or Talent status are entitled to facilities from the Top-Class Sport 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 the Examination Board.

### Article 12a Student entrepreneurship

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.

## 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 in appendix 1. The qualifications can also be found in the Study Guide and Digital Learning Platforms (a.k.a. Learning Management System) to be found via the portals of Fontys and Codarts.
2. The study programme has the following main subjects; Blocks, Intensives, Maker/Choreographer Line, Research Line, Project Line and Guidance.
3. The study programme is based on the following principle; non-denominational private (education)
4. The study programme does not impose any specific occupational requirements.

### Article 14 Study programme layout

The Master's programme has a study load of 90 credits. The nominal study load is 45 credits per year.

### 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. Below you will find an overview of the distribution of credits.

Codarts & Fontys are together equally responsible for all executions for the implementation of the following study units.

### Study Year 1 September 2019 – 31 August 2020

Name unit of study	ECTS/ Credits	Name interim examination
35C1ARA	4	Artistic research A - context
35C1ARB	4	Artistic research B - method
35C1ARC	3	Artistic research C – Dissemination & Media
35C1COPA	3	Choreographic Project A
35C1COPB	3	Choreographic Project B
35C1COCHA	2	Competence Check A
35CACOCHB	2	Competence Check B
35PCOPC	6	Peer Coaching Projects C
35C1INTAS	8	Integrated Assignment
35PROT	10	Prototype

### Study Year 1 September 2020 – 31 August 2021

Name unit of study	ECTS/ Credits	Name interim examination
35C2ARD	9	Artistic research D
35C2ARE	9	Artistic research E
35C2ARF	2	Artistic research F
35C2FCOPD	2	Final Choreographic Project D
35C2FCOPE	2	Final Choreographic Project E
35C2PCOPD	4	Peer Coaching Project D
35C2PCOPE	4	Peer Coaching Project E
35C2PCOPF	2	Peer Coaching Project F
35C2FINTAS	11	Final Integrated Assignment (Final Project)

### Article 16 Education components

- Below is an overview of the education components that are part of the study programme.

#### Study Years 1 September 2019 – 31 August 2021

Name unit of study (zie overzicht in art. 15)	Name education components	Admission requirements (niet verplicht, zie lid 3)	Entry requirements (niet verplicht, zie lid 5)
Block & Intensive A	- 35C1ARA / Artistic research A – context - 35C1COPA / Choreographic Project A - 35C1COCHA / Competence Check A	Not Obligated	Not Obligated
Block & Intensive B	- 35C1ARB / Artistic research B – method - 35C1COPB / Choreographic Project B - 35CACOCHB / Competence Check B	Not Obligated	Not Obligated
Block & Intensive C	- 35C1ARC / Artistic research C – Dissemination & Media - 35PCOPC / Peer Coaching Projects C - 35C1INTAS / Integrated Assignment - 35PROT / Prototype	Not Obligated	Not Obligated
Block & Intensive D	- 35C2ARD / Artistic research D - 35C2FCOPD / Final Choreographic Project D - 35C2PCOPD / Peer Coaching Project D	Not Obligated	Not Obligated
Block & Intensive E	- 35C2ARE / Artistic research E - 35C2FCOPE / Final Choreographic Project E - 35C2PCOPE / Peer Coaching Project E	Not Obligated	Not Obligated
Block & Intensive F	- 35C2ARF / Artistic research F - 35C2PCOPF / Peer Coaching Project F - 35C2FINTAS / Final Integrated Assignment (Final Project)	Not Obligated	Not Obligated

- Any entry requirements a student must meet before participating in a course or educational activity are stated in the overview as referred to in *paragraph 1*.
- Enrolment in education components is not required.
- The timetable is announced by way of communication on the portal of the academy no later than 3 weeks prior to the start of classes.
- Students who have registered for a course or educational activity must ensure that they meet the specific entry requirements. The overview in *Article 12, paragraph 1*, indicates the education components to which requirements apply for participation as well as the nature of these requirements.

## Article 16a - Evaluation of teaching

The teaching provided during the study programme is evaluated in the following way.

FHK uses an evaluation calendar and provides for quality teacher-course evaluations, the first-year evaluation, the SBA (Start Competencies Research), the final evaluation and SLB-evaluation. Fontys Hogescholen provides for the ESS (Employee Satisfaction Research), NSE (National Student Survey) and STO (Student Satisfaction Survey).

## Section 6 Tests, assessment and study progress

### Article 17 Types of tests

- The study programme has the following assessments types:
  - Assignment with credits result in the immediate award of credits when passed. These assignments are considered summative. This is considered to be a competency examination.
  - Tests without credits provide evidence that can be included in the portfolio which can be assessed during a competence check. These assignments are considered formative.
- A test comprises an examination conducted by the examiner of a student's knowledge, insight, skills or competencies as well as an assessment of the examination results.
- Tests are conducted in writing or orally or in a fashion that combines both writing and oral delivery (e.g. product and presentation/interview).
- An oral examination, including an assessment, is conducted by at least two examiners, with one of them acting as the first examiner designated by the (chairman of the) Examination Board. A report must always be drawn up of an oral test to enable an assessment of the quality 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.

### Article 18 Overview of tests

The following tests are part of the study programme:

#### Study Year September 2019 – August 2020

Name interim examination (zie overzicht in artikel 15)	Parts of the interim examination (tests)	Weighing (as part of the interim examination)	Test type	Individual/group	Assessment scale
35C1ARA / Artistic research A - context	Documentation Design Reflect Evaluate Share	Obligated / Major	Written Assignment	Individual	Pass/Fail
35C1ARB / Artistic research B - method	Documentation Design Reflect Evaluate Share	Obligated / Major	Written Assignment	Individual	Pass/Fail
35C1ARC / Artistic research C – Dissemination Media	Documentation Design Reflect Evaluate Share	Obligated / Major	Written Assignment	Individual	Pass/Fail
35C1COPA / Choreographic Project A	Documentation Reflect Share	Obligated / Major	Practice-Based Assignment	Individual/group	Pass/Fail
35C1COPB / Choreographic Project B	Documentation Reflect Share	Obligated / Major	Practice-Based Assignment	Individual/group	Pass/Fail
35C1COCHA / Competence Check A	Documentation Reflect	Obligated / Major	Verbal Assignment	Individual/group	Pass/Fail
35CACOCHB / Competence Check B	Documentation Reflect	Obligated / Major	Verbal Assignment	Individual	Pass/Fail

35PCOPC / Peer Coaching Projects C	Documentation Reflect	Obliged / Major	Verbal Assignment	Individual/ group	Pass/Fail
35C1INTAS / Integrated Assignment	Documentation Design Reflect Evaluate Share	Obliged / Major	Integrated Assignment	Individual	Pass/Fail
35PROT / Prototype	Documentation Design Reflect Evaluate Share Present	Obliged / Major	Integrated Assignment	Individual	Pass/Fail

### Study Year September 2020 – August 2021

<b>Name interim examination</b> <i>(zie overzicht in artikel 15)</i>	<b>Parts of the interim examination</b> <i>(tests)</i>	<b>Weighing</b> <i>(as part of the interim examination)</i>	<b>Test type</b>	<b>Individual/group</b>	<b>Assessment scale</b>
35C2ARD / Artistic research D	Documentation Design Reflect Evaluate Share	Obliged / Major	Written Assignment	Individual	Decimal Grades 0,1 – 10,0
35C2ARE / Artistic research E	Documentation Design Reflect Evaluate Share	Obliged / Major	Written Assignment	Individual	Decimal Grades 0,1 – 10,0
35C2ARF / Artistic research F	Documentation Design Reflect Evaluate Share	Obliged / Major	Written Assignment	Individual	Decimal Grades 0,1 – 10,0
35C2FCOPD / Final Choreographic Project D	Documentation Reflect Share	Obliged / Major	Practice-Based Assignment	Individual	Decimal Grades 0,1 – 10,0
35C2FCOPE / Final Choreographic Project E	Documentation Reflect Share	Obliged / Major	Practice-Based Assignment	Individual	Decimal Grades 0,1 – 10,0
35C2PCOPD / Peer Coaching Project D	Documentation Reflect	Obliged / Major	Verbal Assignment	Individual/ group	Decimal Grades 0,1 – 10,0
35C2PCOPE / Peer Coaching Project E	Documentation Reflect	Obliged / Major	Verbal Assignment	Individual/ group	Decimal Grades 0,1 – 10,0
35C2PCOPF / Peer Coaching Project F	Documentation Reflect	Obliged / Major	Verbal Assignment	Individual/ group	Decimal Grades 0,1 – 10,0
35C2FINTAS / Final Integrated Assignment (Final Project)	Documentation Design Reflect Evaluate Share Present	Obliged / Major	Integrated Assignment	Individual	Decimal Grades 0,1 – 10,0

All tests must be passed.

Artistic Research can be delivered in one of three different ways as a thesis, exegesis or exposition model. The explanation of these three methods of dissemination can be found on the digital platform/learning management system of COMMA.

### **Article 19 Tests and assessments**

1. The Examination Board will designate one or more examiners for each test. An examiner can also be an external expert. Each competency examination will be assessed by at least one assessor who is not involved in that student's study career counselling.

### **Article 20 Content of tests, duration of the test and test aids and test timetables**

1. The content of the test (a.k.a. assignments), including the learning objectives, is described in the Maker/Choreographer Line, Research Line, Project Line, Guidance, block/intensive descriptions, digital platform and study guide and is made available to students at least at the start of the semester.
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 platforms of the study programme to be found via the Codarts and Fontys portals no later than 1 week before the start of the test period in question.

### **Article 21 Sitting competency examinations**

1. Prior to sitting a competency examination, students must consult their study career counsellor. The study career counsellor will give the student (non-binding) advice regarding the student's request to sit the competency examination.<sup>1</sup>
2. The Examination Board determines, in consultation with the examiner if necessary, whether the student meets the conditions to be allowed to take the competency examination, notwithstanding the student's own responsibility to determine whether he meets the conditions.
3. Students that terminate their study programmes prematurely may request to take part of the competency examination (exit assessment).

### **Article 22 Registration for tests**

1. Registration for tests is not required.
2. Students who have failed to act in accordance with the registration procedure cannot sit the test.

### **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 these 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.  
All assignment/test results of the Master Choreography COMMA will be announced within 3 weeks individually to the students.
2. Students are entitled to inspect all assessed tests and the accompanying assessment criteria used and to be given feedback on the results.
3. Inspection takes place during an evaluation with teacher/examiner(s), or at the request of the student, up until 3 weeks after receiving the test result at the latest.
4. Feedback is given during an evaluation with the teacher/examiner(s), or at the request of the student, up until 4 weeks after receiving the test result at the latest.
5. On request students will receive written notification of their results, from which the student can derive rights.

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<sup>1</sup> A student career counsellor should preferably not be an assessor of this competency examination and must never be the first or only assessor.

### **Article 26 Inability to sit tests**

1. Students who have acted in accordance with the registration procedure described in Article 21 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.
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 35 (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.

### **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 of these Teaching and Examination Regulations and Article 44 of the Students' Charter*). The Examination Board must take a decision within 4 workweeks 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](http://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. The regular test moments are the test itself and a re-examination. After the re-examination, the student can submit a well-founded request to the Examination Board for an extra chance in the same academic year, which will be honoured in exceptional cases only.
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 on the digital platforms via Fontys and Codarts portals.
3. The possibility to have competencies not yet acquired assessed again later is discussed at every competency examination.  
In consultation with the student, a determination is made regarding what needs to be done, when and how the student will be able to show that he has worked on acquiring the competencies and when he will have acquired these competencies.

### **Article 29 Period of validity of results**

1. The period of validity of successfully completed component tests is 5 years  
include term  
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.  
The period of validity of successfully completed interim examinations is:10 years  
The Examination Board may extend this term.
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, whether in the form of a written decision issued to a student or incorporation in the Teaching and Examination Regulations, if it applies to the entire cohort.

### **Article 30 Final paper - Knowledge bank**

Students who write a final paper as part of the study programme must submit the paper digitally, as one document, to enable its filing in one or more digital knowledge bank(s). On submission of the final paper, students must also attach the signed 'Permission form for the filing and making available of a final paper in a digital knowledge bank'. With this form, students give their permission for the final paper 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 final paper, the student and/or client and/or organisation offering the internship may indicate their objection to the final paper being entered in the databank.

### **Article 31 Study progress**

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

## **Section 7 Graduation**

### **Article 32 Examinations - certificates - diploma supplement**

1. Students have passed the examination of the study programme if they have passed all units of study which form part of the study programme, as referred to in *Article 15. (Section 7.10 of the WHW.)*
2. 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.)*
3. 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. 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 that the student has passed within a maximum of eight calendar weeks after the last academic activity.  
If the student wishes for the certificate to be dated later, the student must postpone the completion of his final academic activity.
4. 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 Executive Board, the Examination Board also confers on the student the degree of the study programme if the student has taken the associate degree programme or the study programme examination  
For the study programme's examination the Master of Arts degree is awarded. CROHO 49502
5. The award ceremony takes place at a time decided by the institute.
6. The diplomas of students whose performance has been extraordinary will state the distinctions referred to below.  
The student must request the statement of distinction from the core team at least four weeks before the scheduled graduation date.  
The distinction 'cum laude' is the highest degree possible.  
Students will be awarded the distinction 'cum laude' if they meet the following criteria:  
Cum Laude; a pass in all tests and assignments in the first year, a grade point average of 8.5 or higher for all tests and assignments in the second year, and a 8.5 or higher for the final project  
Students will be awarded the distinction 'with honours' if they meet the following criteria:  
Distinction with honours; a pass in all tests and assignments in the first year, a grade point average between 7.5 and 8 for all tests and assignments in the second year, and a 7.5 or 8 for the final project
7. The Executive Board reports to DUO the students that have passed the examination of the study programme.

### **Article 33 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. Results of successful tests without credits can be converted into an equivalent of credits based on the study load. *(Section 7.11 of the WHW.)*
3. The statement must specify that the 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.

## Section 8 Irregularities and fraud

### Article 34 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. If the test has already been assessed, the result will be declared void.  
Any act contrary to the rules laid down around testing will be considered an irregularity or fraud within the meaning of this article.
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 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 35 Examination Board

1. The institute director establishes an Examination Board for all study programmes of the Fontys Hogeschool voor de Kunsten.
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 interim examination has been conducted in a way other than that prescribed in the TER;The composition of the Examination Board can be found on [the portal of FHK](#)
3. An application to the Examination Board can be submitted to [the portal of the Examination Board](#)

### Article 36 Appeals

Student 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 (see Articles 45 and 46 of the [Student's Charter](#), (*Section 7.61 of the WHW.*)

Notices of appeal should preferably be submitted in digital format via the portal of the Examination Appeals Board. See [website](#) for more information. Students can contact the Student Counselling Office (iStudent@fontys.nl) for help on lodging an appeal.



## Section 10 Retention and hardship clause

### Article 37 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 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 38 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 39 Entry into force, amendments, publication and official title

1. The TER applies to all students enrolled in the study programme in question during the 2020–2021 academic year.
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 10.20 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 'Institutional Section of the Teaching and Examination Regulations of Fontys'.

The official title of the TER of the Master's programme is Master Choreography Teaching and Examination Regulations 2020-2021.

#### **Article 40 Transitional provisions**

When a study programme is subject to a substantial overhaul, the following transitional provisions will apply. After the last regular activities of the 'old' programme and the related test or examination have been completed, this test or examination will be held two more times by way of resits. After that, it will be decided which test or examination that is part of the 'new' programme the student must sit to replace the 'old' one. or transitional provisions of the individual study programme.

#### **Article 41 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).

### 2. Facilities for students

Information on facilities for students can be found at:

- the institutional section of the Fontys Students' Charter ([www.fontys.nl/regelingen](http://www.fontys.nl/regelingen))
- the website of Fontys
- the website of Codarts
- the website of Fontys Study Abroad
- the study programme's digital prospectus

### 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

## **C - Internal complaints procedure**

Students whose interests are directly affected by acts carried out by a staff member or a student against them, or who have a grievance regarding organisational matters, may lodge a complaint with the Executive Board, as described in Article 47 of the Students' Charter.

# Appendix 1

## Study Programme Profile Competences

<b><u>1. Craftsmanship:</u></b> <b>The graduate can successfully apply advanced skills in design and production of dance and circus either independently or in collaboration with experts in the field.</b>
1. The graduate has competence in a range of methods, approaches and research techniques appropriate to performance, in the specific context of choreography.
2. The graduate has understanding of interdisciplinary or transdisciplinary nature of the forms, languages and structures of dance and circus choreographies and performances and is able to apply them (is polyvalent);
3. The graduate solves problems concerning the whole process of concept development and creation.
4. The graduate has understanding and mastery of existing compositional, dramaturgical and choreographic tools in individual and group practice and can modify these tools to suit the context they are working in.

  

<b><u>2. Artistic Research:</u></b> <b>The graduate is able to conduct, whether independently or collaboratively, insightful and rigorous artistic research in the international field of contemporary choreography.</b>
1. The graduate is able to formulate rigorous and essential research questions and establish rationales for new initiatives, which demonstrate an understanding of the complexities and layered nature of artistic practice.
2. The graduate is able to demonstrate an investigative approach that uses multiple theories and sources of knowledge to define and address underlying questions.
3. The graduate can articulate and problematize the functions of specific and idiosyncratic research methodologies within artistic practice.
4. The graduate is able to further his knowledge of the philosophical, social, political, cultural and economic contexts of his work, along with the skills needed to identify, formulate, analyse and suggest possible solutions to problems arising from the complexity of the working field.
5. The graduate is able to communicate his artistic research in different mediums with his peers in both the academic and artistic community.

  

<b><u>3. Vision and Signature:</u></b> <b>The graduate can articulate the background, characteristics and goals that inform their own signature as an artist and can do so in a way that is appropriate for both the university and the working field.</b>
1. The graduate can demonstrate a creative and articulated approach to the human body in dance, circus and other related art practices.
2. The graduate shows independence of thought and critical capacity in the field of dance and circus performance.
3. The graduate has a strong artistic vision and is able to communicate and implement it in a variety of contexts and related discourses.
4. The graduate can demonstrate and underpin his vision in his creations and productions (artistic signature).

  

<b><u>4. Innovation:</u></b> <b>The graduate can demonstrate, through the use of an expanded vocabulary and creative strategies, knowledge of, and skills in, disciplines outside his field of expertise. He can interpret and use this knowledge in his own context and instigate change.</b>
1. The graduate has an open mind for ideas, concepts and possibilities of other contexts and is able to experiment with them.
2. The graduate can demonstrate in his creative output a developing ability to look objectively at his field from diverse perspectives and to instigate change.
3. The graduate is able to function within different genres of the performing arts and is able to place himself objectively within those forms.
4. The graduate is able to transfer the knowledge and skills of his own discipline to other contexts and fields and by doing so, instigate change in them.

**5. Leadership:**

**The graduate can demonstrate an ability to reflect upon the collaborative relationships essential to creating and presenting work and uses this awareness to influence artistic choices.**

1. The graduate is able to argue for the relevance of his own artistic practice, can demonstrate entrepreneurship with an aptitude for communicating the relevance of his practice within a larger sphere.
2. The graduate is able to contribute to the field of contemporary choreography by demonstrating an awareness of problems and developments in the contemporary arts discourse.
3. The graduate shows a keen awareness of the social and/or commercially driven pressures affecting the (inter)national professional field and is able to respond to these in a flexible manner.
4. The graduate demonstrates the ability to be responsible and strategic when dealing with groups or individuals interested in, or intrinsic to, the creative process (stakeholders).

**6. Co-creation:**

**The graduate is able to improve, enrich and renew his vision, proposals, compositions and productions by co-creating with all parties involved including stakeholders and peers.**

1. The graduate can demonstrate a creative and articulated approach to the role of the context, stakeholders and peers in the process of developing a composition and production.
2. The graduate shows contextual sensibility in his co-creation within organisations, with dancers and circus artists, policy developers, dramatists and other stakeholders or peers on local, national and international levels.
3. The graduate can inspire and maintain collaborative working processes in all areas of production by creating a goal oriented atmosphere.

**7. Reflection:**

**The graduate is able to recognize and develop their own expert and intuitive decisions resulting in greater confidence and clarity when creating and working with others.**

1. The graduate can apply various analytical models to their work and by reflecting on the results develop increasingly refined compositional skills.
2. The graduate is able to reflect on his own actions, research results and professional experiences and seek out strategies for improvement and professional growth.
3. The graduate is well aware of his living and working context and is able to successfully and pro-actively take advantage of existing networks and other platforms in order to steer and sustain his professional artistic career.
4. The graduate shows ability to sustain, develop and renew his vision, drive and ambition.