



**Study programme section of the Students' Charter  
with the 2020-2021 Teaching and Examination Regulations  
of the Bachelor's programmes of Fontys School of Business and Communication**

full time bachelor International Business / isat 30029

full time bachelor Communication (International Communication Management) / isat 34405

The study programme's section of the Students' Charter was adopted by the institute's director on 02-07-2020, after obtaining the IPC's consent on 02-07-2020 and the PC consent at the latest on 02-07-2020.

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 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.
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.
Competency examination	A test to assess whether a student has certain competencies.
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).
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.
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	The board of persons referred to in Section 7.12 of the WHW.
Examiner	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	A Fontys institute responsible for the execution of a minor.
Exemption	Full or partial exemption from meeting enrolment and / or admission conditions and / or sitting interim examinations.
Exit qualifications	Qualifications students must have on completing the study programme.
Fontys minor	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.
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 CROHO.
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 ( <a href="http://www.fontys.nl/minors">www.fontys.nl/minors</a> ). 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 general special 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> ).
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.
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.

Study career support	Support system that focuses on the individual student's development. The student is encouraged to reflect on his own development as a future professional and to take responsibility for this 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 CROHO.
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.
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.
Top-class athletes scheme	Scheme for top-class athletes that specifies which students are eligible to benefit from it and the facilities that they may use under it.
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).

## Section 2 Admission to a Bachelor's programme

### Article 2 Required prior qualifications

1. Only 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 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. 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. 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. This right to enrolment does not apply if the Executive Board can prove that there is a substantial difference between the general admission requirements in the territory of the country concerned and the general requirements under or pursuant to the WHW. (Section 7.28 of the WHW.
4. The following additional educational entry requirements apply to students seeking admission on the basis of a HAVO or VWO diploma (Section 7.25(1) of the WHW). 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 student concerned meets similar requirements. (Section 7.25(5) of the WHW.)

The requirements to be met by the student are as follows:

#### Admission on the basis of a HAVO diploma

Programme	NT	NH	ES	CS
B Communication	√	√	√	wisA of wisB
B International Business	√	√	√	econ of m&o of be of wisA of wisB

#### Admission on the basis of a VWO diploma

Programme	NT	NH	ES	CS
B Communication	√	√	√	√
B International Business	√	√	√	√

√ : no additional requirements

NT: profile nature and technology

NH: profile nature and health

ES: profile economics and society

CS: profile culture and society

5. There are no additional requirements.
6. 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. (Section 7.29 of the WHW.) (Also see Article 3(5).)

The aim of this examination is to determine the student's suitability to take part in the Bachelor's programme as well as the student's command of the Dutch language.

Students wishing to take the entrance examination must meet the following requirements:

- for all eight categories within the Differential Aptitude Test (DAT) a score of 4 or higher has been

achieved.

Students will be notified of the results of the entrance examination within two weeks. If the prospective student applies for enrolment on the basis of an experience certificate (issued by an acknowledged Recognition of Prior Learning (RPL) centre), this certificate will be used to determine the student's suitability to take part in the Bachelor's programme as well as their command of the Dutch language.

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. 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 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. 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. 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.) 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 study choice check for international students as referred to in the Study Choice Advice Rules consists of writing a motivational essay and an (Skype) interview.
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 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 February 2020 and 31 August 2021.
4. The contact moments with the study programmes are planned in the period between September 2020 and mid-july 2021 and during the introduction/start week at the end of August/ beginning of September 2021.
5. The contact moment will consist of a live conversation, a Skype conversation or a conversation by telephone, based on the results of the motivational essay.
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. 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 students for whom the study choice advice is not obligatory. The study choice advice is likewise not binding for those groups of students.

#### **Article 3 Requirements regarding foreign diplomas/international students**

1. Holders of a foreign diploma may not sit tests for which credits are awarded 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.) For an English-taught study programme command of the Dutch language is not necessary.
2. The institute director may also decide that a student with a foreign diploma may be admitted after the student has demonstrated that he has an adequate command of the Dutch language. (Section

7.28 of the WHW.) ) For an English-taught study programme command of the Dutch language is not necessary.

3. 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 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 may be withheld once during the course of each study programme.
6. According to the Code of Conduct regarding International Students, international students<sup>1</sup> 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	6.0
TOEFL Paper	550
TOEFL Computer	213
TOEFL Internet	80
TOEIC	670

(provided the student has passed 'Speaking and writing' and 'Listening and Reading' components.)  
Cambridge ESOL FCE-C – scale 169 – 172, FCE-B – scale 173-175  
Exemption from this requirement can be awarded if the international student's preparatory education was followed in a country where English is the official language and language of instruction.

#### Article 4 Professional activity requirements

1. The study programme only exists as a full-time programme, in which case 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 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 he receives advice regarding the continuation of studies.
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 the student can show that **he** has already met the requirements

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<sup>1</sup>According to the Code of Conduct regarding International Students, 'an international student' is a student with a foreign nationality.

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 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 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) 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, 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 15(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 study career counsellor's advice must be enclosed with the application. The organisation of the study programme must be able to accommodate the short-track option.
2. Based on the agreement with Summa, International Business offers a short track programme which is designed for students transferring from Summa International Business who have an EBBD Certificate. Students with the EBBD certificate can have exemption of the internship of year 3 under the condition that the foundation year is completed.

#### **Section 4 Facilities with reference to study career counselling, functional disability, administrative activities, Top-Class athletes scheme, student entrepreneurship**

##### **Article 8 Study career counselling**

1. Every student is coached by a study career counsellor.
2. In consultation with the study career counsellor, the student decides how best to work on his development and how to shape the learning process.
3. The student consults with the study career counsellor on the progress of the learning process.
4. The study career counsellor conducts support and orientation interviews with the student in the foundation year.
5. Students may submit a request to the institute director to be assigned a different study career counsellor if they can give arguments for this.
6. 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.

##### **Article 9 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 work 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 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 10 Students with board memberships**

1. Student 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 Bachelor's programme.
2. Board memberships 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. 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.  
Likewise, students who have served as members of the Examination Appeals Board may also request that activity to be included on their diploma supplement. The study programme can request confirmation from the secretariat of the Examination Appeals Board (see Article 34).
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 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 on the basis of his administrative activities and submit a request to his institute for an attendance fee or for a board membership scholarship from the Profiling Fund Board.  
See also Article 14 of the Participation Regulations on the participation councils and PC'S.

#### **Article 11 Top-Class Athletes scheme**

Students who have been granted a Top-Class Sport or Talent status are entitled to facilities from the Top-Class 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 the Examination Board. Advice regarding the continuation of studies may be deferred for students with a Top-Class status (see Article 32).

#### **Article 11a 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.

Advice regarding the continuation of studies may be deferred for students with entrepreneur status (see Article 32)

### **Section 5 Study programme content**

#### **Article 12 Study programme profile – main subjects/differentiations – occupational requirements**

#### **Article 13 Study programme layout**

#### **Article 14 Overview of units of study and credits**

#### **Article 15 Content of minors and other special programmes**

#### **Article 16 Education components**

#### **Article 16a - Evaluation of teaching**

The articles of section 5 has been elaborated in the relevant program-specific supplements:

- [Go to section 5 of the bachelor International Business](#)
- [Go to section 5 of the bachelor International Communication Management](#)

## Section 6 Tests, assessment and study progress

### Article 17 Types of tests

1. The study programme has tests with credits only. The student immediately earns credits on passing the test. A competency examination is also regarded as a test with credits. When an interim examination of a unit of study consists of several component tests, the credits will be awarded as soon as the interim examination of the unit of study is passed. A competency examination is a special form of a test with credits.
2. A test comprises an examination conducted by the examiner of a student's knowledge, understanding, skills or competencies as well as an assessment of the examination results.
3. Tests are conducted in writing or orally or in a fashion that combines both writing and oral delivery (e.g. product and presentation/interview).
4. 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: See overview in Article 14.

### 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.
3. 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 20 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 student manuals and is made available to students no later than 1 teaching week prior to the period in which the test is taken.
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 portal no later than 3 weeks before the start of the test period in question.

### Article 21 Sitting competency examinations

There are no competency examinations.

### Article 22 Registration for tests

1. Students must register for every (component) test via Progress, with the exception of tests for which it is expressly stated in the test timetable that registration is not required. Registration for tests takes place exclusively via Progress. Registration for a test is no longer possible after the registration deadline. When the final registration date for tests has passed, the student can only register with the permission of the Examination Board. An additional condition for registration with the permission of the Examination Board is that there is still a place available in the for testing scheduled classroom.

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.
3. Students may cancel a registration for a test during the registration period via Progress. If a student does not deregister from a test in time and does not participate, then NA ('niet aanwezig' / 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. Legally valid forms of ID include a passport, a Dutch ID card, a passport or ID card from an EEA country, a Dutch aliens' document or a driving licence.

### **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 results for projects, portfolios, etc. will be known within 15 working days. 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. The student has the right to inspect the test within 4 educational weeks after the results of the test have been announced. Via the portal and / or the timetable it will be announced how and when the inspection will take place.
4. The student is entitled to receive feedback within 4 educational weeks after the results of the test have been announced. The portal and / or the timetable announces how and when the feedback takes place.
5. Once a year, a student can request a written notification of his / her results from which he can derive rights from the study programme administration.

### **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.
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 of these Teaching and Examination Regulations and Article 44 of the Students' Charter). The Examination Board must take a decision within 4 work 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](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. For practical tests like internships, practical visits and exchanges resits may take place in the following 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.
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 study manuals on the portal.

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

1. The period of validity of successfully completed component tests is 10 years. The Examination Board may extend this 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.
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.

#### **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.) The student will be given a warning if less than 26 credits have been obtained in the first semester. 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.
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 study career counsellors or student counsellors 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 if 52 or more credits have been obtained. The student will be given a binding negative study advice regarding the continuation of studies if less than 52 credits have been obtained. Students who have been granted a Top-Class Sport or Talent status as referred to in Article 32(3) must have earned at least 40 credits in order to be eligible for postponement of their study advice.  
The minimum number of credits which that must be achieved to qualify for that deferral for student entrepreneurs is 40 credits.
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. A student who has completed his foundation year in the Dutch programme Communication is admissible to the second year of the English International Communication Management programme when he has demonstrated a B-2 level in mastering the English language.

### **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 2 years.
3. At the student's request, the institute director 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 14. (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. 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 10). 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.

If the student wishes for the certificate to be dated later, the student must postpone the completion of his final academic activity.

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.
5. For the study programme's examination the following degrees are awarded:  
Communication (International Communication Management) - Bachelor of Arts  
International Business - Bachelor of Business Administration.
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 certificates of students whose performance has been extraordinary will state the distinctions referred to below. The student must request the statement of distinction from the Examination Board at least 2 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:

  - the student achieves a weighted average of 8.0 for all post-foundation study units of the major programme. Exemptions and units that are graded with an accomplished/not accomplished assessment are excluded.

Students will be awarded the distinction 'with merit' if they meet the following criteria:

  - the student achieves a weighted average of 7.0 for all post-foundation study units of the major programme. Exemptions and units that are graded with an accomplished/not accomplished assessment are excluded.

The Examination Board is authorized in individual cases to withhold a distinction when the Board has established a form of fraud by the student.
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. 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 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

Not applicable.

## 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. 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 on the portal of the Examination Board (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 (see Articles 45 and 46 of the Students' 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 the 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 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 2020-2021 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 10.20 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 the TER of the Bachelor's programme is Teaching and Examination Regulations 2020-2021 English-language full-time Bachelor degrees FHEC.

#### **Article 43 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. Transitional provisions are further elaborated in the program-specific supplements.

#### **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 portals of FHEC
- the Teaching and Examination Regulations (see under A).

### 2. Facilities for students

Information on facilities for students can be found at:

- the institution-specific section of the Fontys Students' Charter ([www.fontys.nl/rules](http://www.fontys.nl/rules))
- the website of the Students Facilities Department (<http://www.fontys.nl/studentenvoorzieningen>)
- the website of Fontys Study Abroad
- the study portals of FHEC

### 3. Study support

Information on study support can be found in:

- the Teaching and Examination Regulations (see under A)
- the study portals of FHEC

## **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.



## **Supplement with the study programme section of the Students' Charter with the 2020-2021 Teaching and Examination Regulations of the Bachelor's programmes of Fontys School of Business and Communication**

### **International Business**

#### **Section 5 Study programme content**

##### **Article 12 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 on the study programme's site <https://www.vereniginghogescholen.nl/system/profiles/documents/000/000/224/original/international-business.framework.2018.pdf?1518520108>  
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:
2. The study programme has no main subjects.
3. The study programme is based on the following principle: AB (Algemeen Bijzonder).
4. The study programme does not impose any specific occupational requirements.

##### **Article 13 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. An accelerated Bachelor's programme of 180 credits will be not be offered to VWO students.

##### **Article 14 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.
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 and/or the Fontys Language Policy; the overview of units of study states which teaching and testing is provided in a foreign language.



**Semester 1 and 2**  
**Cohort 2020 (start study September 2020)**

Unit of study	Period	ECTS	Type of test	Weight of Item	Individual or group assessment	Assess. scale	Minimum Grade
Project 1a	1a	4	Report	50%	Group	1-10	5.5
			Skills	50%	Individual	Pass/Fail	Pass
Macro Business Environment 1	1a	3	Exam	100%	Individual	1-10	5.5
Micro Business Environment 1	1a	4	Exam	100%	Individual	1-10	5.5
Intercultural Proficiency 1	1a	2	Exam	75%	Individual	1-10	5.5*
			Coursework	25%	Individual	1-10	5.5*
Business Communication 1*	1a	2	Report	80%	Group	Pass/Fail	Pass*
			Exam	20%	Individual	Pass/Fail	Pass*
Project 1b	1b	4	Coursework	50%	Individual	1-10	5.5*
			Skills	50%	Individual	Pass/Fail	5.5*
Introduction to Finance and Accounting	1b	3	Exam	100%	Individual	1-10	5.5
Micro Business Environment 2	1b	4	Coursework plus individual element	100%	Group	1-10	5.5
Business Research 1	1b	2	Exam	100%	Individual	1-10	5.5
Business Communication 2*	1b	2	Coursework	80%	Individual	1-10	5.5*
			Exam	20%	Individual	Pass/Fail	Pass*
Project 2ab*	2ab	6	Coursework A	15%	Group	1-10	5.5*
			Coursework B	50%	Group	1-10	5.5*
			Skills	35%	Individual	1-10	5.5*
Law and Ethics 1	2a	2	Exam	100%	Individual	1-10	5.5
Macro Business Environment 2	2a	3	Coursework	100%	Individual	1-10	5.5
Business Process Management 1	2a	3	Exam	100%	Individual	1-10	5.5
Business Research 2	2a	2	Coursework	100%	Individual	1-10	5.5
Business Communication 3*	2a	2	Coursework	80%	Individual	1-10	5.5*
			Exam VOCAB	20%	Individual	Pass/Fail	Pass*
Law and Ethics 2	2b	2	Coursework	100%	Individual	1-10	5.5
Management Accounting	2b	3	Exam	66.7%	Individual	1-10	5.5
			Coursework	33.3%	Group	1-10	5.5
Actionable Market Intelligence	2b	2	Coursework 1	50%	Group	1-10	5.5
			Coursework 2	50%	Individual	1-10	5.5
Business Process Management 2	2b	3	Exam	100%	Individual	1-10	5.5
Business Communication 4*	2b	2	Coursework	80%	Individual	1-10	5.5*
			Exam VOCAB	20%	Individual	Pass/Fail	Pass*

All ECTS will be given out in Progress straight away after successfully passing the (component) test unless:

\* The ECTS will not be given out in Progress until all elements have been graded and each element has been graded with a 5.5 or higher.

**Semester 3 and 4**



**Cohort 2019 (start study September 2019)**

Unit of study	Period	ECTS	Type of test	Weight of Item	Individual or group assessment	Assess. scale	Minimum grade
Project 3a	3a	2	Report and defence	100%	Group and individual	1-10	5.5
Intercultural Proficiency Y2	3a	2	Exam	50%	Individual	1-10	5.5
			Coursework	50%	Individual	1-10	5.5
Law and Ethics 3	3a	3	Exam	100%	Individual	1-10	5.5
Business Research 3	3a	3	Exam	100%	Individual	1-10	5.5
Business IT Developments	3a	2	Coursework	100%	Group	1-10	5.5
Business Process Management 3	3a	3	Exam	100%	Individual	1-10	5.5
Project 3b	3b	2	Coursework	80%	Individual	1-10	5.5*
			Report	20%	Group	1-10	5.5*
Conversion Analysis	3b	2	Coursework	100%	Group	1-10	5.5
International Marketing	3b	4	Exam	50%	Individual	1-10	5.5
			Coursework	50%	Group	1-10	5.5
Financial Accounting	3b	3	Exam	66.7%	Individual	1-10	5.5
			Coursework	33.3%	Group	1-10	5.5
Business Communication 5*	3b	2	Coursework	80%	Individual	1-10	5.5*
			Exam VOCAB	20%	Individual	Pass/Fail	Pass*
The Practice of Management Consulting	3b	2	Coursework	50%	Group	1-10	5.5
			Exam	50%	Individual	1-10	5.5
Consultancy Project	4a and 4b	7	Report + Skills	100%	Group and individual	1-10	5.5
Business Process Management 4	4a	3	Exam	100%	Individual	1-10	5.5
Financial Management	4a	3	Exam	100%	Individual	1-10	5.5
Business Communication 6*	4a	2	Exam	70%	Individual	1-10	5.5*
			Exam VOCAB	30%	Individual	Pass/Fail	Pass*
E-Marketing	4a	4	Coursework	75%	Group	1-10	5.5
			Exam	25%	Individual	1-10	5.5
Sales Skills	4b	2	Coursework	100%	Individual	1-10	5.5
Economics	4b	3	Coursework	100%	Individual	1-10	5.5
Business Process Management 5	4b	3	Coursework	100%	Individual	1-10	5.5
Business Research 4	4b	3	Coursework	100%	Team	1-10	5.5

All ECTS will be given out in Progress straight away after successfully passing the (component) test unless:

\* The ECTS will not be given out in Progress until all elements have been graded and each element has been graded with the minimum grade.



## Semester 5 & 6

### Cohort 2017 (start study September 2018)

Unit of study	Period	ECTS	Type of test	Weight	Individual or group assessment	Assess. scale	Minimum grade
Internship (Level 2)	Sem 5 or 6	28	Internship deliverable	100%	Individual	1-10	5.5
		2	Internship review	100%	Individual	1-10	5.5
Minor	Sem 5 or 6	30	n/a	100%	Individual	1-10	5.5

## Semester 7

### Cohort 2016 (start study September 2017)

Unit of study	ECTS	Type of test	Weight of Item	Individual or group assessment	Assess. scale	Minim Grade
Essential Skills in Int. Business Practices	5	Coursework	100%	Individual	1-10	5.5
Crafting a Business Project Proposal	5	Project Proposal	100%	Individual	1-10	5.5
Ethics	5	Coursework	100 %	Individual	1-10	5.5

### Elective 1 (1 to choose)

#### Marketing Elective

Unit of study	ECTS	Type of test	Weight of Item	Individual or group assessment	Assess. scale	Minim Grade
Sales Management	5	Coursework	100%	Individual	1-10	5.5
Services Marketing	5	Coursework	100%	Individual	1-10	5.5
Online Campaigning	5	Coursework	100%	Individual	1-10	5.5

### Elective 2 (1 to choose)

#### Finance elective

Unit of study	ECTS	Type of test	Weight of Item	Individual or group assessment	Assess. scale	Minim Grade
Business & Financial Planning	5	Coursework	100%	Individual	1-10	5.5
International Financial Markets	5	Coursework	100%	Individual	1-10	5.5
Forensic Accounting	5	Coursework	100%	Individual	1-10	5.5



**Elective 3 (1 to choose)**  
**Business Process Management elective**

Unit of study	ECTS	Type of test	Weight of Item	Individual or group assessment	Assess. scale	Minim Grade
Process Management	5	Coursework	100%	Individual	1-10	5.5
Organizational Change	5	Coursework	100%	Individual	1-10	5.5
BPM project	5	Coursework	100%	individual	1-10	5.5

**Semester 8**  
**Cohort 2016 (start study September 2016)**

Unit of study	ECTS	Name of test	Type of test	Weight of Item	Individual or group assessment	Assess. scale	Minimum Grade
Graduation	26	Graduation Project *	Report	80%	Individual	1-10	5.5
			Defense	20%	Individual	1-10	5.5
	4	Professional Portfolio	Portfolio	100%	Individual	1-10	5.5

All ECTS will be given out in Progress straight away after successfully passing the (component) test unless:  
\* The ECTS will not be given out in Progress until all elements have been graded and each element has been graded with the minimum grade..

**Article 15 Content of minors and other special programmes**

- 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).  
There will be no departmental Minor (IB) offered in September 2020. However, the department will make a decision in October 2020 about offering a departmental Minor for students in February 2021. The details of this will be communicated to students and the administration in October 2020.
- 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.
- Enrolment in a minor must be done before the start date as stated on the Fontys minor portal or in the Minor Regulations.
- High-achieving students can take a minor on top of the regular study programme of 240 credits. This is subject to the following conditions:
  - the student does not have any backlog
  - the student has handed in a motivated request and has been granted permission by the Examination Board
 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:  
<https://fontys.nl/fontyshelpt/Andere-studie/Empower-TEC-kickstartprogramma.htm>



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.

### Article 16 Education components

1. Below is an overview of the education components that are part of the study programme.  
- see article 14 and the module descriptions on the semester portals.
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](http://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.

A student has to meet specific entry requirements at the start of a semester (September 1st/February 1st) before participating in a course or educational activity as mentioned in the overview as referred to in paragraph 1.

#### Semester 3:

In order to be admitted to semester 3 students have to have passed at least 52 ECs in the Foundation Year.

#### Semester 4 (only applicable for students of cohort 2019-2020 with preliminary access to semester 3)

In order to be admitted to semester 4 students have to have at least 15 ECs in semester 3.

#### Semester 5 and 6 (Minor and Internship):

To enter semester 5 or 6, students should have obtained at least 90 ECs from year 1 and year 2 plus the Binding Study Advice should be positive.

#### Semester 7:

For being eligible to start semester 7 a student:

- has completed the Foundation Year;
- at least 50 ECs should be obtained in semester 3 and 4;
- have completed the internship or the minor.

Examinations of semester 7 are offered twice per 6 months (one regular, one retake)

#### Semester 8:

For being eligible to starting the graduation project of semester 8, a student

- has completed the Foundation Year,
- at least 50 ECs should be obtained in semester 3 and 4
- both the internship and the minor have been completed
- students have passed "Crafting a business proposal" and 15 additional EC's in semester 7

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:

#### Procedure to start the Business placement of Year 3 (semester 5 or 6):

The student has to contact the Internship coordinator to ask permission to start as an intern. The Business Placement must be approved by the Internship coordinator.

#### Procedure to start semester 7:

Student needs to apply via Progress for an elective before May 31, 2021. After that the student will receive confirmation if the application is approved.



### **Procedure to start the graduation thesis (semester 8)**

The student has to contact the Graduation coordinator. He has to ask permission to start his final graduation project. This will be permitted as soon as the student complies to the semester 8 eligibility criteria mentioned in article 16.3. The thesis proposal must be approved by the Graduation coordinator.

6. The timetable is announced on the portal 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 16, 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 Top-Class 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 11 and 11a).

### **Article 16a - Evaluation of teaching**

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

Every period students are asked to fill out an evaluation. There are quality meetings in which class representatives discuss the evaluation and give feedback to a member of the academic staff about the study programme. The quality coordinator discusses any important elements that came up with the DPC. Next to this a lecturer can decide to hand out an evaluation for their individual performance.



## **Supplement with the study programme section of the Students' Charter with the 2020-2021 Teaching and Examination Regulations of the Bachelor's programmes of Fontys School of Business and Communication**

### **Bachelor Communication (International Communication Management)**

#### **Section 5 Study programme content**

##### **Article 12 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 a separate appendix to this supplement . A Dutch version of the profile can be found on the study programme's site  
<https://www.vereniginghogescholen.nl/profielenbank/b-communicatie>
2. The study programme ICM has no main subjects.
3. The study programme is based on the following principle: AB (Algemeen Bijzonder).
4. The study programme does not impose any specific occupational requirements.

##### **Article 13 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. An accelerated Bachelor's programme of 180 credits will not be offered to VWO students.

##### **Article 14 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.
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 and/or the Fontys Language Policy; the overview of units of study states which teaching and testing is provided in a foreign language.
4. A shortened programme can be offered to students transferring from a related Associate Degree (AD) programme. The shortened programme corresponding to each Associate Degree programme is specified in the TER. N/A

##### **Article 15 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).  
The study programme offers the following minor.  
Strategies for Innovative Communication
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 second half of 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. High-achieving students can take a minor on top of the regular study programme of 240 credits. This is subject to the following conditions:  
- the student does not have any backlog



- the student has handed in a motivated request and has been granted permission by the Examination Board. A minor that has been passed will be mentioned on the diploma supplement.
5. 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: <https://fontys.nl/fontyshelpt/Andere-studie/Empower-TEC-kickstartprogramma.htm>

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.

### Article 16 Education components

1. Below is an overview of the education components that are part of the study programme.
2. The education components of the minor Strategies for Innovative Communication is described in the minor regulation that can be found in a separate appendix to this TER. The regulations governing the minors offered across Fontys can be found at [www.fontys.nl/minors](http://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.

A student has to meet specific entry requirements at the start of a semester (September 1st/February 1st) before participating in a course or educational activity as mentioned in the overview as referred to in paragraph 1.

#### Semester 3:

In order to be admitted to semester 3 students have to have passed at least 52 EC's in the Foundation Year.

#### Semester 4

No specific entry requirements.

#### Semester 5 and 6 (Minor and Internship):

To enter semester 5 or 6, students need to have completed foundation year + 30 ECs should be obtained out of Year 2 (semester 3 and semester 4).

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 is not required.
6. The timetable is announced on the portal 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 16, 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 **Top-Class** 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 11 and 11a).

### Article 16a - Evaluation of teaching

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

Every period students are asked to fill out an evaluation. New programmes and programmes that are altered in a substantial way are always evaluated. Evaluation data are gathered from students and members of the academic staff. These data are collected in surveys and interviews. Next to this a lecturer can decide to hand out an evaluation for his individual performance.

The quality coordinator discusses any important elements that came up in the evaluations with the curriculum and assessment committee of the Bachelor Communication of FHEC. In the evaluation of all teaching, the institute follows the PDCA-cycle in improving it's performance.



**Overview of study units, credits and educational components for the bachelor programme  
International Communication Management 2020-2021**

Foundation Year Cohort 2020-2021					
Study Unit	Credits	Form of instruction	Type of Test	Individual or Group Assessment	Assessment scale
<b>Learning Arrangement Media</b>					<b>Numerical 1-10</b>
Knowledge: Media theory	5	Tutorial	MC-test 75% Case-test 25%	Individual	
Practice: Media project	5	Coaching	professional production	Group	
Skills (5 ec)					
Publishing skills	4	Training	portfolio	individual	
Business English Basic writing skills	1	Training	test	Individual	
<b>Learning Arrangement Branding &amp; Activation 1</b>					
Knowledge: Marketing Communications 1	5	Tutorial	MC-test 75% Case-test 25%	Individual	
Practice:	5	Coaching	professional production	Group	
Skills (5 ec)					
Intercultural communication skills	2	Training	portfolio	Individual	
Presentation skills	2	Training/ workshop	test	Individual	
Business English Basic speaking skills	1	Training	test	Individual	
<b>Learning Arrangement Reputation &amp; Relations</b>					
Knowledge: Corporate Communications1	5	Tutorial	MC-test 75% Case-test 25%	Individual	
Practice: Reputation & Relation project	5	Coaching	professional production	Group	
Skills (5 ec)					
Research skills	4	Training	portfolio	Individual	
Business English Interviewing skills	1	Training	Portfolio/test	Individual	
<b>Learning Arrangement Content &amp; Creation</b>					
Knowledge: Social Psychology	5	Tutorial	MC-test 75% Case-test 25%	Individual	
Practice: Content & Creation project	5	Coaching	professional production	Group	
Skills (5 ec)					
Content creating skills	4	Training/ workshop	portfolio	Individual	
Business English Creative writing skills	1	Training/ workshop	portfolio	Individual	
<b>Total</b>	<b>60</b>				



<b>Year 2 Cohort 2019-2020</b>					
<b>Study Unit</b>	<b>Credits</b>	<b>Form of instruction</b>	<b>Type of Test</b>	<b>Individual or Group Assessment</b>	<b>Assessment scale</b>
<b>Learning Arrangement Branding &amp; Activation 2</b>					<b>Numerical 1-10</b>
Knowledge: Marketing Communications 2	5	Tutorial	MC-test 75% Case-test 25%	Individual	
Practice: Branding & Activations 2 project	5	Coaching	professional production	Group	
Skills (5 ec)					
Online Communciation skills	4	Training	portfolio	individual	
Business English Online writing skills	1	Training	test	Individual	
Learning Arrangement Reputation & Relation 2					
Knowledge: Corporate Communications 2	5	Tutorial	MC-test 75% Case-test 25%	Individual	
Practice: Reputation & Relation 2 project	5	Coaching	professional production	Group	
Skills (5 ec)					
Media Relations skills	4	Training	portfolio	Individual	
Business English Spokes Person skills	1	Training	test	Individual	
subtotal	30				
Learning Arrangement Strategy (30 ec)					
Strategy Toolbox	15				
Databox		Tutorial	Portfolio 50%	Individual	
Storybox		Tutorial	Portfolio 50%	Individual	
Learning Arrangement: Strategy Challenge					
Sense & Explore	4	Tutorial	Portfolio	Group/ Individual	
Define & Test	4	Tutorial	Portfolio	Group/ Individual	
Realize & Reflect	4	Tutorial	Portfolio	Group/ Individual	
Ethics	3	Tutorial	Portfolio/ interview	Individual	
<b>Total</b>	<b>60</b>				



## Minor regulations 2020-2021

### 1. Name minor: Strategies for innovative communication

### 2. English name: Strategies for innovative communication

### 3. Content of minor

#### Learning Objectives

In the present day and in the present world, quality of communication is a key-, in some cases even critical factor in the successful development and implementation of policies and all forms of entrepreneurship and societal endeavour. Paradigm shifts are the new playing field of the communication professional. This future professional is the sense giver who should see through and understand this changing field. And act as an analytical, creative and strategic professional. This role might be viewed as **Thought Leader**. On top of that professionals in communication need to become partners of the management of companies and organisations in all relevant strategy, development and innovation discussions in order to make a relevant contribution. These professionals in communication are critical and creative thinkers, have a good sense for strategy and make great collaborators. They understand relevant stakeholders and know how to connect with them. They might be viewed as **Boundary spanner** who are able to connect the inner world and outer world of organisations and companies. This role implies that they have a broad insight in the development of disciplines as communications, journalism and media. They are able to interpret and connect developments in the technological and social-cultural domain to advance and promote social innovation and change.

This minor aims at empowering students to become those professionals in communication. We will realise these goals by introducing state-of-the-art knowledge in strategies of innovative communication and in educating those research-, ideation- and design-methodologies that sharpen and expand the toolset of the professional in communication.

By working with a central theme in the minor: the City this programme makes it possible to align the different sub courses that are focusing on new theory and methodology. We see the city as a place where economic, social and cultural space connect with personal space. It is a rich space where the student journey the minor hopes to stimulate and facilitate, can reach its maximum potential in regard to the pursued learning effects. The assignments the students will perform, will enable them to explore and occupy the above mentioned spaces with new initiatives and to test and elaborate on new found knowledge in the field of strategic communication. By stimulating experiments in research, ideation and exploration of new techniques in communication, the minor aims also to encourage students to reach their personal goals that they will set at the start of the minor.

In the minor Strategies for Innovative Communications the 'ten faces of innovation' is a structured overview of roles in an innovative environment and helps the student to develop and enrich his personal learning journey.

Also it functions as a driver to enable a student to get a conceptual and personal grip on his assignments he carries out. It puts the developed knowledge of and skills in innovative communication in a strategic perspective and helps to shape the true task of all professional communication: to create novel points of view to bridge and to bond.

#### **The Boundary Spanner / Thought Leader– role in its contributory components**

##### 1. Innovation

The student is able to:

- come up with ideas, strategies and output (plans, prototypes, concepts, products) that represent an innovative approach to the problems and challenges that he takes up in his assignments;
- apply a method to his work that is rooted in design thinking models or related novel approaches to problem solving and/or innovation;
- reflect on this method and his results in discussions with his tutors during the Kitchen Reviews.

##### 2. Strategy

The student is able to:



- represent, analyse and evaluate valid communication strategies for organizations;
- evaluate new strategies like Thought Leadership and express their relevance for organisations and society;
- indicate how organisations can express and advertise Thought Leadership;
- develop a Novell Point of View for a chosen organisation and advocate and present this in an imaginative way.
- demonstrate his progression in the development of his strategy skills to his tutors during the Kitchen Reviews;
- reflect on his performance in the different assignments and learning journey in strategy skills in his assessment at the end of his minor.

### 3. Research

The student is able to:

- gain a deepened understanding of the problem in order to define the core problem (problem finding);
- identify the best possible solution by testing different options (solution finding);
- apply relevant research techniques, using mixed methods, in problem finding and solution finding;
- demonstrate that he masters a set of relevant research technique (e.g. content analysis, observation, testing) in problem finding and solution finding;
- show an analytical and inquiring attitude in his role as a researcher;
- demonstrate his progression in the development of his research skills to his tutors during the Kitchen Reviews;
- reflect on his performance in the different assignments and learning journey in researching in his assessment at the end of his minor.

### 4. Ideation

The student is able to:

- apply relevant ideation techniques and methods in a design and or problem-solving process;
- come up with a variety and combination of innovative and original ideas that address an ill-defined and sticky problem or challenge;
- show a heightened sense of his own creativity and is able to demonstrate this by a reflection on his creative output;
- experiment and take risks in exploring and expanding his own creativity and demonstrates this to his tutors during the Kitchen Reviews;
- reflect on his performance in the different assignments and learning journey in creative thinking skills in his assessment at the end of his minor.

### 5. Creation

The student is able to create a product:

- that draws on a wide variety of sources, including different texts, media, resource persons, or personal experiences;
- that is interesting, new, or helpful, making a relevant contribution in solving a problem, in bringing a new and inspiring experience, in informing and engaging people and/or in changing behaviour in a desired way;
- That explores and puts to effect new techniques of (digital) communication like AR and VR;
- That is presented to clients, stakeholders, other participants in the assignments in an imaginative and evocative way that engages everyone involved.

### 6. Context

The student is able to:

- underpin the output (reports, proposals, prototypes) of his assignments with his own analysis and interpretation of self-searched, offered and recommended specialized literature and other sources on:
- Urban development and the rise of (mega)cities in the network society/ Communication Strategies/ Intercultural Communication ;
- Demonstrate and discuss his findings in desk and field research on these topics with his tutors during the Kitchen Review.



## 7. Reflection

The student is able to:

- Actively ask for and reflect on feedback on his performance, provided by peers and tutors during his learning journey;
- Represent his learning journey in a chosen form that enables the reader/viewer to understand and value the road(s) taken;
- Reflect on his personal learning goals, his learning experiences and his learning outcomes in this representation;
- Value his learning outcomes in a critical reflection that leads to concrete forms of feed forward.

### Resume for diploma supplement

The minor Strategies for Innovative Communication focusses on the task of the communication professional to “communicate the new”. Nowadays, in his role as thought leader and boundary spanner he must be able to develop new perspectives on sticky problems, share these perspectives and build bridges between sometimes heterogeneous stakeholders and problem owners.

This minor aims at empowering students to become those professionals in communication. By introducing state-of-the-art knowledge in strategies of innovative communication and in educating those research-, ideation- and design-methodologies that sharpen and expand the toolset of the professional in communication, we support students in exploring and developing this new roles.

By working with a central theme in the minor: the City this programme makes it possible to align the different sub courses that are focusing on new theory and methodology. We see the city as a place where economic, social and cultural space connect with personal space. The assignments the students perform, give insights in the way the students explored and occupied the above mentioned spaces with new initiatives and how they tested and elaborated on new found knowledge in the field of strategic communication.

### 4. Education components (see article 16 general section of the TER)

During 18 weeks you will embark on a very personal learning journey around a central theme that is based on United Nations' Sustainable Development Goal (SDG) #11: Make cities and human settlements inclusive, safe, resilient and sustainable.

In the introductory week 1, you define your personal learning goals and learning plan. After week 1, the programme is divided into three blocks:

- **Block 1: Mapping and Mixing the City** (2 weeks- 84 sbu): explore the different issues in different cities
- **Block 2: Changing views on the City** (4 weeks – 196 sbu): explore economic, social and cultural dimensions in an assignment for a client.
- **Block 3: Making Sense of the City** (10 weeks – 280 sbu): develop a communication strategy and execution plan addressing SDG 11 in an assignment for the city of Eindhoven.
- **Learning Journey** (over all assignment – 140 sbu) : reflect on your learning journey in a profound and communicative way.

In each of these blocks, you will explore, ideate, create and execute strategic communication concepts in various assignments and with increasing depth. It is a personal journey where you learn and expand your skills and knowledge in research, ideation, creation, executing and developing innovative communication strategies. To guide you on this journey we offer Lectures and Skills Lab classes, as well as field trips and guest lectures:

#### Labs

- **Strategy Lab:** 6 classes on communication strategy, models, theory and use cases
- **Research Lab:** 6 classes on research techniques using mixed methods
- **Ideation and Creation Lab:** 6 classes to develop your creative thinking and ideation power and on tools and techniques to bring your ideas to life and to validate your ideas into tangible concepts
- **Tech Lab:** 3 classes on technological innovation to support communication strategies
- **Learning Journey:** Individual coaching on your personal learning objectives



In all labs, you work both on individual assignments and group work.  
In the last block of 10 weeks, you choose the knowledge and skills toolboxes to apply to your individual project for Making Sense of the City, as well as your personal learning goals in your personal performance plan.

In addition, in the course of the programme you will get lectures (Inspirational Touch Points) on global trends and intercultural competences, and will visit various places and organizations, relevant to the assignments.

### **Assessment**

You will be assessed both on the various assignments throughout the course, as well as your final personal learning plan.

### **5. Enrolment in the education components**

N/A

### **6. Overview of tests and registration for tests** (see articles 18 and 22 general section of the TER)

<b>Assignment</b>	<b>Form</b>	<b>Individual/group</b>	<b>Scale</b>
Mapping and mixing the City	portfolio	Individual/group	Numerical
Changing views on the city	portfolio	Individual/group	Numerical
Making Sense of the Cities	portfolio	Individual/group	Numerical
Learning Journey	Portfolio + interview	Individual	Numerical

### **7. Passing the minor** (see article 19 (3) general section of the TER)

Student will pass the minor with a positive result (> 5.5) for all assignments.

### **8. Examination Board** (see article 38 general section of the TER)

The Examination Board of Fontys School of Business and Communication, the executive institute, is authorized to judge students' requests regarding this minor.

### **9. Validity**

This information is valid for the academic year 2020-2021.

### **10. Entry requirements minor**

To participate the student must have past his foundation year and must write a motivational letter. On the basis of this letter an intake interview will take place before admission tot the minor.

### **11. Not accessible for**

N/A

**No other requirements are to be met for participation in the minor or passing the minor than mentioned in these minor regulations.**