



This TER is only applicable to students who are enrolled for study year 2022-2023 (re. law/procedures etc.). Further study programme specific information for each cohort can be obtained from the FIBS portal.

No rights can be derived from this translation.  
The original Dutch text is leading in case of disputes or ambiguity.

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

<i>Name study programme</i>	<b>Marketing Management</b> <b>registered name in Dutch: Commerciële Economie</b>
<i>Study programme code</i>	34402
<i>Type of study programme</i>	full-time
<i>Location of the classes</i>	Venlo
BRIN number:	30 GB
Institute's number:	27

The study programme's section of the Students' Charter was adopted by the institute's director on 30 May 2022, after obtaining the IPC's consent on 23 May 2022 and the PC consent on 8 April 2022.

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

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

The study programme Marketing Management (in Dutch Commerciële Economie) will only issue diplomas in English. The title of the study programme on the diplomas is conform to the official Croho-registration which says:  
Marketing Management, officially registered as 'Commerciële Economie'.

<i>Key</i>	
Purple	study programme specific text

**Table of contents**

<b>A – Teaching and Examination Regulations .....</b>	<b>4</b>
<i>Section 1 General.....</i>	<i>4</i>
Article 1 Definitions.....	4
<i>Section 2 Admission to a Bachelor’s programme.....</i>	<i>9</i>
Article 2 Required prior qualifications .....	9
Article 2a Study choice check and study choice advice.....	10
Article 3 Requirements regarding foreign diplomas/prospective international students .....	11
Article 4 Professional activity requirements .....	12
<i>Section 3 Intake interview, exemptions, short track and tailored study programmes.....</i>	<i>13</i>
Article 5 Intake interview .....	13
Article 6 Exemptions .....	13
Article 7 Short-track/tailored study programmes.....	13
<i>Section 4 Facilities with reference to student coaching, language, functional disability, administrative activities, Elite athletes scheme, student entrepreneurship.....</i>	<i>14</i>
Article 8 Student coaching .....	14
Article 9 Facilities with reference for language.....	14
Article 10 Special facilities for students with a functional disability .....	14
Article 11 Students with board memberships.....	15
Article 12 Elite Athletes scheme - Student entrepreneurship .....	15
<i>Section 5 Study programme content.....</i>	<i>16</i>
Article 13 Study programme profile – main subjects/differentiations – occupational requirements.....	16
Article 14 Study programme layout .....	16
Article 15 Overview of units of study and credits .....	23
Article 16 Content of minors and other special programmes .....	26
Article 17 Education components - learning environment .....	27
Article 18 - Evaluation of teaching .....	45
<i>Section 6 Tests, evidence, assessment and study progress.....</i>	<i>46</i>
Article 19 Types of tests - evidence.....	46
Article 20 Tests and assessments.....	46
Article 21 Content of tests, duration of the test, test aids and test timetables.....	46
Article 22 Registration for tests .....	46
Article 23 Proof of identity during tests .....	47
Article 24 Test marking system .....	47
Article 25 Test results.....	47
Article 26 Inability to sit tests.....	48
Article 27 Request for a review .....	48
Article 28 Resits.....	48
Article 29 Period of validity of results - <i>evidence</i> .....	49
Article 30 Graduation product - Knowledge bank.....	49
Article 31 Study progress .....	50
Article 32 Advice regarding the continuation of studies.....	50
Article 33 Additional provisions concerning binding negative advice regarding the continuation of studies .....	52
<i>Section 7 Graduation.....</i>	<i>53</i>
Article 34 Examinations - certificates - diploma supplement .....	53
Article 35 Statement on departure .....	54
Article 36 Transfer .....	54
<i>Section 8 Irregularities and fraud.....</i>	<i>55</i>
Article 37 Irregularities and fraud .....	55
<i>Section 9 Examination Board, appeal .....</i>	<i>56</i>
Article 38 Examination Board.....	56
Article 39 Appeals .....	56
<i>Section 10 Retention and hardship clause .....</i>	<i>57</i>
Article 40 Retention of documentation .....	57

Article 41 Hardship clause.....	57
<i>Section 11 Final provisions and implementation .....</i>	<i>58</i>
Article 42 Entry into force, amendments, publication and official title .....	58
Article 43 Transitional provisions.....	58
Article 44 Unforeseen cases.....	59
<b>B - Set-up of the study programme and support facilities .....</b>	<b>60</b>
<b>C - Internal complaints procedure .....</b>	<b>61</b>

## 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 ( <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderwijs, WHW</i> ).
CPC	Central Participation Council
Cohort	The group of students who are enrolled for the first time in the foundation year of a study programme on the same reference date to which the prevailing Teaching and Examination Regulations (TER) apply. For students who enrol in a higher year, cohort membership is determined on an individual basis.
Competency	A cluster of related knowledge, skills and attitudes that influences a substantial part of a person's job, is related to the performance of the job, can be measured and tested against accepted standards and can be improved through training and development.
Component test	If an interim examination consists of several tests, each of those tests is referred to as a component test.
Coordinating institute	The coordinating institute is the Fontys Institute which bears final responsibility for the development, implementation, assessment and improvement of a minor programme.
Credit	One credit equals 28 standard study-load hours. Students are awarded credits on passing the interim examination of a unit of study. The international term for credits is ECTS credits (EC's).
Education components CROHO	The courses offered to students to help their learning process. Central Register of Higher Education Study Programmes, which is a register of all study programmes. Students that pass the interim examinations of a study programme registered in CROHO are entitled to an official higher professional education certificate with the associated degree (Associate degree, Bachelor or Master). The CROHO will be replaced by the RIO in 2022.
Deficiency	Any required prior qualification(s) a student lacks.
Diploma supplement	Document drawn up in accordance with a European format that is added to the certificate and states the nature, level, context, content and status of the study programme.
Dual-study programme	A dual-study programme is organised in such a way that education is alternated with one or more periods of professional practice related to the study programme. The study programme therefore consists of an educational segment and a practical segment, both of which are integral parts of the study programme.
DUO	Short for Dienst Uitvoering Onderwijs, a government agency charged with implementing education legislation and regulations.
Diploma with subject combination	Former senior general secondary education ( <i>HAVO</i> ) or pre-university education ( <i>VWO</i> ) diploma based on subject combinations. These diplomas were issued before the <i>HAVO</i> and <i>VWO</i> profiles were introduced (from 1998).
ECTS	European Credit Transfer System. The system that is used to express credits in order to facilitate international comparison. See also: credits.
Elite athletes scheme	Scheme for elite athletes that specifies which students are eligible to benefit from it and the facilities that they may use under it.

EVC (RPL)	<i>Erkenning van eerder Verworven Competenties</i> (Recognition of Prior Learning).
Examination	Assessment administered by the Examination Board to determine whether students have successfully completed the educational components of a study programme or the foundation-year phase. The final examination may also include a supplementary assessment conducted by the Examination Board.
Examination Appeals Board	The Board as referred to in Sections 7.60 up to and including 7.63 of the WHW and Articles 45 and 46 of the Students' Charter. The organisation, duties and powers of the Board are laid down in the Rules of Procedure adopted by the Examination Appeals Board and approved by the Executive Board.
Examination Board Examiner	The board of persons referred to in Section 7.12 of the WHW. Member of staff or external expert not employed by the institution who has been designated by the Examination Board to administer examinations and assess the results thereof.
Executive Board	The administrative body of Fontys University of Applied Sciences, as described in the articles of association and the WHW.
Executive institute Exemption	A Fontys institute responsible for the execution of a minor. Full or partial exemption from meeting enrolment and/or admission conditions and/or sitting interim examinations.
Exit qualifications Fontys minor	Qualifications students must have on completing the study programme. A minor open to all Fontys students, so long as they meet any admission criteria for the minor, with a focus on overarching and distinctive themes.
Foundation year	First phase in a Bachelor's programme.
Fraud	Any act (including plagiarism ) or omission that either partially or fully impairs the correct assessment of a person's knowledge, understanding, skills, competencies, professional attitude, powers of reflection etc.
Full-time study programme	A full-time study programme is a study programme whose structure is such that students are assumed not to participate in any activities other than academic activities.
Hardship clause	A provision in a law or regulation that makes it possible to deviate from regulatory provisions in favour of the student or external student.
He/him	He/him is taken here to refer to men, women and individuals who do not identify as either of these options.
IELTS	International English Language Teaching System, a tool used to determine a student's command of the English language.
Institute	The operational unit at Fontys that is, in particular, responsible for organising Fontys's core competencies and that executes the primary processes, i.e. the statutory tasks as referred to in Section 1.3, paragraphs 3 and 1.9(1) of the WHW.
Institute Director	The staff member charged with running a Fontys institute.
Institution	The Fontys Universities of Applied Sciences.
Intake assessment	Portfolio assessment conducted at the student's request to validate previous learning experiences prior to enrolment in the study programme. A fee covering the costs is charged for an intake assessment.
Intake interview	Interview conducted at the student's request prior to the start of the study programme if the student believes that he has competencies acquired previously. An intake interview comprises a general assessment from which no rights can be derived by a student.
Interim examination	An examination of the knowledge, understanding, skills and/or competencies of a student required to conclude a unit of study, including an assessment of the results of such an examination ( <i>Section 7.10(1) of the WHW</i> ). An interim examination may consist of one or more component tests.
IPC	Institute Participation Council
Main subject	A specific definition of the curriculum within a programme, which begins immediately from year 1 or following the foundation year. (
Major	<i>That part of the Bachelor's programme with a study load of 210 credits that contributes to the competencies associated with the programme and that is directly related to the study programme(s)'s registration in the RIO.</i>
Minor	<i>Programme of optional subjects within a Bachelor's programme with a study load of 30 credits that contributes to generic or specific competencies.</i>
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. ( <i>Section 7.6 of the WHW</i> ).
Part-time study programme	A part-time study programme is a study programme whose structure is such that the student is able to participate in supplementary activities, either work-related or educational, alongside the study programme.
Portfolio	A collection of evidence, digital or otherwise, with which students can demonstrate that they master the competencies of a particular study programme.
Post-foundation year phase	Second phase of a Bachelor's programme.
Principle	All study programmes offered are based on one of the following principles: non-denominational private education (NPE), Roman Catholic (RC), Protestant Christian (PC) or a combination of non-denominational private education, Roman Catholic and Protestant Christian (NPE, RC, PC).
Profiling Fund Board	Board charged by the Executive Board with implementing the Profiling Fund scheme, formerly known as the FSS Board.
Profiling Fund Scheme	Scheme for the granting of support to students in the form of graduate funding, committee member grants or attendance fee from the profiling fund, now known as the <a href="#">Profiling Fund Scheme</a>
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 <a href="#">Regulations on the Participation Councils and Degree PC's</a> ).
RIO	The register ( <i>Registratie Instellingen en Opleidingen</i> ) that will replace existing registers such as the CROHO and the BRIN.
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 ( <i>Dienst Studentenvoorzieningen</i> ).
Study Career Centre	Service provided by the Student Facilities Service ( <i>Dienst Studentenvoorzieningen</i> ) to help students with issues involving admission, transfer to another study programme/institute or the termination of their studies.
Students' Charter	The <a href="#">charter</a> containing the rights and obligations of students, divided into an institution-specific section and a study programme-specific section.
Student entrepreneur scheme	<a href="#">Scheme</a> which is intended to help Fontys students who are deemed student entrepreneurs to combine entrepreneurship and study.
Student coach	Coach who provides guidance on issues relating to student progress, including those that stimulate a student to develop a personal and professional identity, focusing on a student's talents and personal leadership qualities.
Student coaching	System of guidance that focuses on the development of the individual student. It stimulates students to reflect on their own development as future practitioners of the profession and to take responsibility for their own development.
Study check advice	Advice provided to a prospective student who has participated in the study check with regard to his choice of Bachelor's.
Study check	The activity offered by Fontys whereby the prospective student is given advice with respect to his choice of study programme. The study check consists of at least two components: a digital questionnaire and a consultation to discuss the results of the questionnaire.
Study load	The standardised time investment expressed in units of 28 study load hours related to a study programme.
Study programme	A coherent totality of education components aimed at achieving the well-defined objectives in the area of knowledge, understanding and skills which the person completing the study programme should possess. Every study programme is recorded in the RIO.

Study programme minor	A minor which can only be taken by students from a specific domain or study programme and which highlights one particular theme.
Study programme profile	The entire set of final qualifications for which the study programme provides training or, in other words, the professional competencies expected of a beginning professional.
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.
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 ( <i>Wet Educatie en Beroepsonderwijs</i> , WEB; Bulletin of Acts and Decrees 507, 1995, and later supplements and amendments).
WHW	The Dutch Higher Education and Research Act ( <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i> , WHW; Bulletin of Acts and Decrees 593, 1992, and later supplements and amendments).

*Note*

*Pursuant to the letter from the Netherlands Association of Universities of Applied Sciences dated 29 June 2018 and in keeping with the decision taken by the Executive Board on 29 October 2019, Fontys will now exclusively use the term 'Main subject'.*

See for the definitions for the study programme also the overview below:

BILL	Business Innovation Learning Lab
Blueprint	The blueprint contains the education activities (also called Learning Arrangements LA's) that are offered, a kind of "default" curriculum.
Community for Design	A group of students working together on an authentic assignment under the supervision of an expert, coach and/or researcher.
Course-based learning	A fixed, offered study programme in which the learning outcomes and the path towards them are determined by the educational institution
FIBS	Fontys International Business School
Graduation Assignment	Graduation Assignment(s) as completion of phase 3 (graduation phase).
Graduation Phase	Third phase in bachelor education. This is the phase after the main phase, starting with semester 7 till and including semester 8.
IB	International Business: From 1 September 2018 the new name (old name IBMS).
IBE	International Business Economics: the old name for the study programme International Finance & Control

IBMS	International Business and Management Studies: the old name for the study programme International Business.
IFBM	International Fresh Business Management.
IFC	International Finance & Control: From 1 September 2018 the new name (old name IBE).
IM	International Marketing: the old name for the study programme Marketing Management, Dutch name “Commerciële economie” .
Learning arrangement	A unit of study or part of a unit of study.
Learning outcomes	Content and level of knowledge, understanding and skills that are required to obtain a certain number of credits.
LM-IFBM	Logistics Management – – main subject International Fresh Business Management. From 1 September 2018 the new croho-name.
MM	Marketing Management: From 1 September 2020 the new name (old name IM).
PLO	Programme Learning Outcome
Practice-based learning	A flexible learning journey, in which the learning outcomes are determined by the study programme and the student makes his / her own choices on the basis of practical cases.
Professional product	Professional products are services or products that a professional must be able to provide in the exercise of his profession (from the assessment policy, Losse, 2016).
Propaedeutic Phase	First phase in a Bachelor’s programme, also known as <i>foundation year</i> .
Study advisor	Advisor providing a study choice advice to a prospective student with regard to his choice of Bachelor’s.
Work placement / Internship and graduation coördinators	Employees who have been appointed to carry out a specific task with regard to the organisation of work placement / Internship and graduation.
Work placement / Internship	The Work placement assignment is part of phase 2 (main phase), and consists of the two parts Business Research and Internship.

## Section 2 Admission to a Bachelor’s programme

### Article 2 Required prior qualifications

1. Only prospective students with diplomas awarded on completing pre-university education (VWO) or senior general secondary education (HAVO), with profiles, or senior vocational education (MBO) in middle management as well as prospective students that have completed specialist training or a vocational training programme designated by a ministerial regulation may be admitted to a Bachelor’s programme (Section 7.24 of the WHW). Additional conditions for admission apply if a shortened programme is offered. Those conditions are set out in Article 7.
2. Prospective students with a certificate awarded on completing a foundation year or passing the final examination of a higher professional education (HBO) or academic higher education (WO) study programme are also entitled to be admitted to a Bachelor’s programme at a university of applied sciences. Prospective students must, however, also meet any applicable requirements regarding their previous qualifications (paragraph 4) and any other additional requirements imposed (paragraph 5). (Section 7.28 of the WHW).
3. All citizens that have access to education offered by research universities or universities of applied sciences in a country that has ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region may also be admitted to a Bachelor’s programme, without prejudice to the provisions in paragraphs 4 and 5 of this article and the provisions of Article 3.
4. *The previous qualifications of prospective students seeking enrolment in a Bachelor’s programme are subject to the following additional requirements in respect of HAVO and/or VWO diplomas, MBO diplomas and the teacher training programme for primary education.*
  - a. *The following additional educational entry requirements apply to prospective students seeking admission on the basis of a HAVO or VWO diploma (Section 7.25(1) of the WHW). Prospective students who do not have the required subject cluster or did not take the right subject may be admitted provided an assessment conducted before the commencement of the study programme demonstrates that, in terms of the subject matter, the prospective student concerned meets similar requirements. (Section 7.25(5) of the WHW.)*  
*The requirements to be met by the prospective student are as follows:*

(for Dutch students:)

Requirements ‘new’ subject clusters havo/ vwo:

	Cultuur en Maatschappij	Economie en Maatschappij	Natuur en Gezondheid	Natuur en Techniek
Havo-profiel	ECON of M&O of BE + wisA of wisB	+	+	+
Vwo-profiel	ECON of M&O of BE	+	+	+

+ this profile gives access to the relevant study programme

Other profiles are admissible as soon as the specific condition(s) are met.

5. Enrolment in a Bachelor’s programme is subjected to the following additional requirements (Section 7.26 and 7.26a of the WHW):  
**There are no additional requirements.**
6. Prospective students who are 21 or older at the start of the study programme and do not meet the requirements regarding their previous qualifications and have not been exempted from the requirements may still be eligible for exemption after taking an entrance examination. (Also see Article 3(5).) (Section 7.29 of the WHW.)  
 The aim of this examination is to determine the prospective student’s suitability to take part in the Bachelor’s programme as well as the student’s command of the Dutch language or the English language, if the prospective student opts for an English-taught study programme.  
 The entrance examination consists of two parts.

The entrance examination consists of two parts:

- An intellectual abilities test to assess if the prospective student has the required working skills and intellectual abilities at higher professional education (HBO) level. A stanine total score of 4 or higher is required to pass this part of the test.

- A language test to assess the prospective student's command of Dutch or English compared to the required 3F (B2) level.  
*Prospective students taking the entrance examination for students aged 21 or over (hereinafter the '21+ entrance examination') for a Dutch-taught study programme may request an exemption for the Dutch language test if they have already obtained a recognised Nt2 certificate or a certificate for Dutch language proficiency at the MBO 4, HAVO or VWO level granted by a prior degree programme.  
 Prospective students who register for the 21+ entrance examination for an English-taught programme must provide a TOEFL, IELTS or other accepted certificate.*

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

If a prospective student fails the 21+ entrance examination, they can retake it after one year.

The result of a passed 21+ entrance examination will remain valid for five years.

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

7. The Executive Board has declared that 'old' HAVO and VWO diplomas with subject combinations chosen by the pupil are at least equivalent to the 'new' diplomas with subject cluster requirements. Consequently, prospective students holding these types of diploma may be admitted. Prospective students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). *(Section 7.28 of the WHW.)  
 The institute director has declared that the 'old' HAVO and VWO diplomas with old profiles are equivalent to 'new' diplomas with profile requirements. Consequently, prospective students holding these types of diploma may be admitted. Prospective students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). (Section 7.28 of the WHW.)*
8. Where a prospective student applies for admission to a study programme based on a diploma other than one of the diplomas referred to above, the institute director will decide whether that diploma is equivalent and if it grants access to the study programme. Prospective students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). *(Section 7.28 of the WHW.)  
 Students with a German degree 'Allgemeine Hochschulreife (Abitur)' or 'Fachhochschulreife – mit Schulischem und Praktischem Teil' are at least equivalent to a Dutch vwo-, havo- or mbo-diploma and therefore admissible.  
 Students will be exempted for the deficiency test economy if applicable.*
9. *Prospective students who are admitted by virtue of a diploma as referred to in paragraphs 2, 7 or 8 of this article will be subject to an additional assessment to determine whether they meet the knowledge and skills requirements as referred to in paragraph 4 and 5 of this article. (Section 7.28 of the WHW.)  
 Prospective students must meet the requirements of this assessment prior to enrolment.*
10. **Niet van toepassing.**

#### Article 2a Study choice check and study choice advice

1. The study choice check consists of at least the completion of a digital questionnaire and a contact moment with the study programme. *The following additional activity or activities will also be provided as part of the Study Choice Check:  
 The contact moment with the study programme consists of an interview with the study advisor, in which at least the following criteria from the regulation are discussed:*
  - orientation on the study programme (from superficial to deep);
  - reflection on the study choice (from low to high);
  - expectations of the prospective student (from unrealistic to realistic).

Further topics to be discussed for the study programme MM are:

- the reflection on the **study attitude and study methods**
- the degree of affinity with **economics**

And for the students of the English stream:

- the level of **English language skills**

The study choice check for international prospective students as referred to in the Study Choice Advice Rules consists of **information evenings/activities with an option to make an appointment for a personal conversation with the study advisor or to follow online webinars if the student is not able to attend the activities on campus.**

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

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

1. Holders of a foreign diploma may not sit tests in the foundation year of a Dutch-taught study programme before having demonstrated to the Examination Board to have an adequate command of the Dutch language. (*Section 7.28 of the WHW.*)  
Command of the Dutch language must be at *Nt2, programme II, level.*  
*The certificates for Dutch as a foreign language, Higher Education Language Proficiency Subject Cluster and Academic Language Proficiency Subject Cluster (CNaVT- PTHO and PAT) can be viewed as equivalents, as can the certificates for Dutch as a foreign language, Educational start-skilled and Educational Professional (STRT and EDUP).*
2. The institute director may also decide that a prospective student with a foreign diploma may be admitted after the prospective student has demonstrated that he has an adequate command of the Dutch language. (*Section 7.28 of the WHW.*)  
Command of the Dutch language must be at *Nt2, programme II, level*
3. Prospective students with a foreign diploma seeking admittance by virtue of an entrance examination as referred to in Article 2, paragraph 6, must be at least 21 years of age.
4. Foreign prospective students from outside the EU who are 18 years of age or older on the date of their first enrolment must have a valid residence permit. (*Section 7.32 of the WHW.*)
5. Foreign students with a residence permit are required to earn at least 50% of the available credits each year. The IND will be informed if the student fails to meet this requirement, unless there are special circumstances due to which the student was unable to meet this requirement. Such a notification based on the same special circumstances may be withheld once during the course of each study programme.
6. For international<sup>1</sup> students, the following language requirement applies for admission to an English-language programme.

---

<sup>1</sup> According to the Code of Conduct International Student, the term 'international student' refers to a 'student with a foreign nationality who, in case of a third-country national on the basis of a residence permit granted to this effect, desires to continue, continues or has continued his/her full time education at a higher education institution in the Netherlands'.

- an average IELTS score of 6.0, for which the student must have a score of 6.0 for at least three components and may have a score below 6.0 for no more than one of the four components, provided this score is at least a 5.5.

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

Test	Overall Score	Component	No more than 1 deviating component
<b>IELTS</b>	≥ 6,0		
• IELTS reading		≥ 6,0	≥ 5,5
• IELTS listening		≥ 6,0	≥ 5,5
• IELTS speaking		≥ 6,0	≥ 5,5
• IELTS writing		≥ 6,0	≥ 5,5
<b>Cambridge</b>	≥ 169		
• Cambridge reading		≥ 169	160 t/m 168
• Cambridge listening		≥ 169	160 t/m 168
• Cambridge speaking		≥ 169	160 t/m 168
• Cambridge writing		≥ 169	160 t/m 168
<b>TOEFL</b>	≥ 72 <sup>2</sup>		
• TOEFL reading		≥ 18	
• TOEFL listening		≥ 17	
• TOEFL speaking		≥ 20	
• TOEFL writing		≥ 17	
<b>TOEIC speaking and writing</b>	≥ 310		
• TOEIC speaking		≥ 160	-
• TOEIC writing		≥ 150	-
<b>TOEIC reading and listening</b>	≥ 785		
• TOEIC reading		≥ 385	-
• TOEIC listening		≥ 400	-

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

Students from a country where English is one of the official languages will have to prove prior education in English in order to be eligible for an exemption.

#### Article 4 Professional activity requirements

1. Not applicable.
2. Not applicable.

<sup>2</sup> In de concept gedragscode die per 1-9-2022 in gaat geldt een minimum score van 60.

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

### Article 5 Intake interview

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

### Article 6 Exemptions

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

### Article 7 Short-track/tailored study programmes

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

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

### Article 8 Student coaching

1. Every student is coached by a student coach.
2. In consultation with the student coach, the student decides how best to develop and how to shape the learning process.
3. The student consults with the student coach on the progress of the learning process.
4. The student coach conducts support and orientation interviews with the student in the foundation year.

Students add reflective reports in their personal development portfolio. Students are responsible for reporting in the digital portfolio and the study career or PPD coach has access to this.

5. Students may submit a request to the institute director to be assigned a different student coach if they can give arguments for this.

### Article 9 Facilities with reference for language

1. Students enrolled in their foundation year whose mother tongue is not Dutch can apply to the Examination Board to be allowed extra time when they sit tests in the first year of the foundation phase. Extra time to sit tests will only be granted to students who can prove that they use facilities to improve their command of the Dutch language.
2. For Dutch students, extra support will be arranged with regard to promoting Dutch language and proficiency for those students who are in need of such support.
3. The following facilities will be provided.

In order to guarantee the general Dutch language skills of the (Dutch-speaking) students, workshops on spelling and writing will be offered. In order to respond to the professional context (professional language skills) of the students, we offer workshops on 'Business Dutch'.

In addition, individual counselling will take place by appointment, for students who get stuck in their writing process. We offer this in the form of writing coaching.

### Article 10 Special facilities for students with a functional disability

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

### Article 11 Students with board memberships

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

### Article 12 Elite Athletes scheme - Student entrepreneurship

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

## Section 5 Study programme content

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

1. The study programme is based on a study programme profile. The exit qualifications of the study programme are described in the study programme profile. The study programme profile can be found on *the study programme's site*

<https://connect.fontys.nl/instituten/fibs/Institute/Pages/OER.aspx>.

*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:*

The study programme profile is elaborated in the overview of programme learning outcomes (PLO overview) or course competence matrix (opleidingscompetentiematrix (OCM)). For students of the new curriculum in year 1 (cohort 2022), year 2 (cohort 2021), year 3 (cohort 2020) and year 4 (cohort 2019) see the PLO overview. For students of the old curriculum (cohort 2017 and earlier) see the OCM which can be found on

<https://connect.fontys.nl/instituten/fibs/Institute/Pages/OER.aspx>.

The learning outcomes can be defined as performance indicator, like the competencies. In other words the content and level of knowledge, understanding and skills that are required for a certain number of credits. In article 16.1 the relation between the learning outcomes and units of studies / learning outcomes is shown.

2. The study programme has *the following* main subjects.
  - 'Commerciële economie', in English 'Marketing Management'.
3. The principle of the study programme is mentioned in the [Register of Study Programmes](#).
4. The study programme *does not any* specific occupational requirements, laid down in the following laws and regulations.

### Overview Programme Learning Outcomes Marketing Management– 'NEW' curriculum in year 1, 2 and 3 (cohort 2020, 2019 and 2018)

Based on the new national Programme Profile for the Bachelor's degree programme in Marketing Management / Commerciële economie (CE)

The national platform for Marketing Management (in Dutch Commerciële economie) has expressed the intended learning outcomes of all CE programmes in the model shown in the figure below.

The 'market' is central to the model. On the basis of knowledge and understanding of marketing and economics in a broader sense, students develop as marketers in the domains of 'set a course', 'create value', 'business development' and 'realization'. To this end, they possess important 21st century skills as included in the outer circle of the model. Based on this model, MM has formulated learning outcomes for each of the four domains at three levels (see PLO Matrix). These levels are main phase competent, graduation competent and starting competent. In this way, MM describes in three steps the substantive growth of the student towards the final level. The learning outcomes described under 'starting ability' are also the final intended learning outcomes of the programme. At the same time, MM has given further elaboration to the learning outcome 'insight' that the student achieves over a period of 4 years and that, at the final level, results in the production of a graduation project which proofs sufficient investigative capacity. The special intercultural linguistic and social competences that characterise CE- MM are explicitly expressed in the learning outcomes at all three levels of the programme. In addition, the programme has a strong focus on the marketing process. The 21st century skills are so interwoven with the learning outcomes that they are implicitly included in it. Further elaboration and assurance can be found in the MM study programme profile.

The figure below shows the core of the CE graduate.



Source: National Programme Profile for the Bachelor's degree programme in Marketing Management / Commerciële economie (CE) 2018-2022, drawn up by the national platform bachelor Marketing Management / Commerciële Economie, 14 November 2017.

**Reading Guide**

For students in the Main Phase and Graduation Phase we use the term “student”, for professionally competent students we use the term “CE-er. For the sake of convenience, we speak of “he”, but “he” can also refer to “she”.

- When reference is made to “products” or “product concepts” etc., this also refers to services.
- When reference is made to “communication”, this means appropriate communication, whether verbal or non-verbal, online or offline.
- When reference is made to “organization”, this includes companies, organizations, units, etc.
- 21st century skills—critical ability & problem-solving ability / creativity / curiosity / communication / collaboration / initiative / perseverance / adaptability / leadership / commercial awareness / sense of responsibility—are implicitly (in italics) and explicitly (bold and italic) included.
- When reference is made to “international” or “intercultural” aspects, this refers to local, national, cross-border and global aspect.

**Learning Outcome per Level**

Learning Outcome Program	Main Phase Capable	Graduation Phase Capable	Professionally Competent
<p><b>Set a Course:</b> The CE Professional sets the commercial course as a seminal construction from creating a Vision, using Research Data, developing ideas, taking all stakeholders into account and integrating them, detecting and seizing chances, building bridges and being responsible. Since not working in a vacuum, the CE Professional is a go-between connecting both knowledge and people.</p>	<p>Based on thorough knowledge of marketing and a sufficient market awareness, the student can identify <i>market developments</i> and opportunities, taking into account all stakeholders.</p> <p>The student has knowledge of relevant analysis techniques and can perform these for a given <i>problem definition</i>.</p> <p>The student is able to generate insight into internal and external business relations and to map these business relations. In doing so, he initiates, <i>develops, and maintains these relationships</i>.</p> <p>The students spots and identifies cultural differences.</p>	<p>The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets.</p> <p>The student can apply the internal skills, capacities, and resources of the organization as strengths to <i>generate competitive advantages</i>.</p> <p>Through research and analysis, the student is able to generate innovative and creative product ideas and convert them into new or adapted products, <i>taking into account the consequences for the organization</i>.</p> <p>In his role as a prudential (as well investigating and understanding) bridge builder, the student can maintain and strengthen internal and external relations by <i>communicating</i> with all parties involved at appropriate moments of contact and also on a diverse, cross-cultural level</p>	<p>The CE-er is able to develop a vision with stakeholders based on <b>commercial awareness</b>. He looks forward, sees opportunities in international or even global markets, and has a keen eye for the competitive advantage of the organization as well as that of possible relevant partners to <i>cooperate</i> with worldwide.</p> <p>The CE-er uses research and analysis in a well-founded and transparent way to come up with new ideas that can lead to impact for the stakeholders. If this is evident, it also implies the <b>adaptation</b> or development of a new business model for the organization/product and/or a change strategy for the organization/product.</p> <p>When formulating the course, the CE-er is sensitive to <i>connecting</i> at a content and human level. He acts (works) as a bridge builder in this.</p>

Learning Outcome Program	Main Phase Capable	Graduation Phase Capable	Professionally Competent
<p><b>Create Value:</b>                      The CE Professional creates sustainable values for the company, the client and the society and community. He does this by thoroughly analyzing the needs and wants of modern markets, consumers and the planet. He draws conclusions, sets objectives and strategies. He knows the customer and his customer journey of the chosen target groups. The CE Professional is an integral part of the corporation and the community at the same time and contributes to their success.</p>	<p>The student can understand research and data from third parties and carry out routine data and market research.</p> <p>The student <i>can carry out a limited internal and external analysis based on a given problem definition.</i></p> <p>The student can generate insight into various, diverse target groups, also by spotting and identifying cultural distinctions</p> <p>The student can demonstrate basic knowledge of the relationship between economic issues and ethical sustainable entrepreneurship.</p>	<p>The student can use consumer behavior as a starting point for <i>maintaining the commercial ambitions.</i></p> <p>The student <i>can investigate and understand international market opportunities and translate them into objectives and <b>creative</b> ideas.</i></p> <p>The student <i>can develop, draw up, and substantiate a marketing plan.</i></p> <p>The student can control the execution of the marketing measures and the achievement of the goals with appropriate tools.</p>	<p>On the basis of the commercial course, the CE-er comes up with well-founded proposals for sustainable value creation for the customer, the organization, and society.</p> <p>The CE-er chooses his target group based on research and analysis. He learns to understand his customer and his customer journey by <b>critically</b> analyzing and researching actual behavior, based on which he formulates goals, means and a time frame that demonstrably lead to value creation.</p> <p>The CE-er is able to interpret, create and demonstrate the concept of value in a variety of ways and goes beyond the <i>financial-economic principles of the organization.</i></p> <p>In doing so, the CE-er takes both the perspective of the customer and the perspective of the organization into account while processing and relating to cultural differences.</p>

Learning Outcome Program	Main Phase Capable	Graduation Phase Capable	Professionally Competent
<p><b>Realization:</b> Based on the concept developed, the CE Professional realizes a sustainable commercial product or service for existing or potential stakeholders. By suggesting creative solutions and facilitating (parts of) the implementation process, he demonstrates assertiveness and assumes (financial) responsibility in order to achieve the desired commercial results. He offers solutions, supports where necessary and acts responsible. He integrates all stakeholders, external and internal parties and knows how to react in changing environments and situations.</p>	<p>The student can identify elements of a marketing plan, make analyses and, based on those, formulate measurable marketing objectives and apply strategic options.</p> <p>The student is able to set up a simple project organization and <i>give guidance</i> when making a plan of action. He can name the basic elements of project management and generate limited insight into his own management skills.</p> <p>The student can draw up simple financial overviews.</p> <p>The student <i>can establish, develop and maintain relationships</i>, both verbally and in writing.</p> <p>The student can distinguish organizational models and generate insight into the structure of an organization. He can keep to agreements about time and the result to be delivered. The student actively participates in group processes and <i>works together collegially</i> in a professional environment. He can spot and identify cultural differences. He <i>can report</i> in a clear and structured way, taking into account the correct use of language and using modern, adequate means. He can give a short <i>descriptive presentation</i>.</p>	<p>The student can design an action plan to achieve the marketing objectives.</p> <p><i>Together with others</i>, the student can analyse changes for all functional areas of the organization from a general <i>marketing problem definition</i> and develop, draw up, and substantiate a marketing plan (or a sub plan derived from it) on the basis of a given marketing policy within the framework of a complex real life situation. The student is able <b>to account</b> for his own choices with regard to the plan and to monitor and adjust the progress.</p> <p>The student can draw up a concrete sales, account, or supplier plan including financial accountability.</p> <p>The student can communicate with his stakeholders at an adequate level. He can independently investigate and understand cultural differences.</p> <p>The student can <i>work in a result-oriented way</i> within an organization and <b>initiates</b> his own work paths. He is active in setting goals and <i>participates in working agreements</i>.</p> <p>The student is able to justify, reflect, and adapt his own choices, which indicates involvement and critical self-assessment. He can independently set and realize goals in a more complex situation and translate feedback and self-reflection into an improvement plan.</p>	<p>The CE-er takes the <i>initiative</i> to convert plans/concepts into activities that contribute to the intended result, in consultation with internal and external parties.</p> <p>He is able to <b>manage</b> the execution process as a whole or in parts and to coordinate the activities of the parties involved in order to arrive at a desired commercial product or service.</p> <p>He has learned to achieve maximum effect within the budget.</p> <p>He is <i>enterprising</i> and investigates <i>innovative</i> and sustainable solutions.</p> <p>He has an overview of tasks and is able to <b>communicate</b> well. This communication is aimed at the commitment of stakeholders. He has the ability <i>to connect</i> the interests of different parties and to allow stakeholders to recognise their own interests in the result while processing and relating to cultural differences.</p> <p>He pays attention to details and completes the task at hand. He is able to work towards the result <i>under high pressure and within deadlines</i>.</p>

Learning Outcome Program	Main Phase Capable	Graduation Phase Capable	Professionally Competent
<p><b>Business Development:</b>                      The CE Professional understands the constant necessity of flow in an ever-changing business landscape. Modern Business is never a standstill, change is the only constant. The CEer analyzes and develops differentiating and/or innovative concepts and revenue models to optimize value. He thus integrates a sustainable growth and concerns of the stakeholders and acts as a far-seeing shear force.</p>	<p>The student can use basic skills to understand and explain a business model.</p> <p>The student can take stakeholders and the organization into account. The student has insight into innovations and/or changes.</p> <p>The student can develop concepts at a limited level based on market data and developments.</p> <p>The student has knowledge of the basic business tools for communication and has first insights into how to communicate in a multi-cultural business environment.</p> <p>The student can describe and analyze the organization and economic environment in order to put together a simple earnings model.</p>	<p>The student is able to draw up a plan in which an innovative and sustainable value proposition is formulated.</p> <p>The student can generate innovative and creative product ideas and develop product concepts in complex situations.</p> <p>The student can justify the choices made to his own organization (management) and to customer relations.</p> <p>The student can design and manage a project or company, also in collaboration with others. In doing so, the student can communicate with different target groups, investigating and understanding cultural differences (whether domestic or cross-border).</p>	<p>Given the commercial strategy and the value creation the CE-er is capable of obtaining his commercial goals from the market.</p> <p>The CE-er has the ability to translate insight into stakeholders and the organization into concepts that create value. The CE-er can anticipate and/or initiate an innovation or change.</p> <p>The CE-er has insight into innovative market developments worldwide and can develop concepts in a business model.</p> <p>The CE-er has an eye for different interests and can create support. For this to happen, he must be able to communicate well backed by his intercultural competence.</p> <p>The CE-er knows the own strength of the organization and can also involve potential partners. He ensures a supported concept and revenue model with sustainable value for all stakeholders.</p>

Learning Outcome Program	Main Phase Capable	Graduation Phase Capable	Professionally Competent
<p><b>Insight:</b> The CE-er contributes solutions to a practical problem by systematically carrying out research that leads to advice consisting of concrete recommendations and/or a concrete implementation plan for the client. He does this with a critical research attitude, using recognized theories, models and methods and by collecting and analyzing relevant data.</p>	<p>The student can carry out a practical research project <i>in collaboration</i> with others, based on a given problem definition.</p> <p>The student is able to find relevant sources.</p> <p>The student can <i>collect</i> and process relevant data based on prescribed theories, models and methods.</p> <p>The student can <i>present</i> the most important research results.</p> <p>The student can define what is meant by an <i>investigative</i> attitude and matching behavior.</p> <p>The student is capable of (linearly) following a pre-structured and therefore rather modestly complex research process.</p>	<p>In consultation with the instructor, the student can describe the practical problem, as well as the causes and effects of the problem.</p> <p>The student can independently carry out a moderately complex research project.</p> <p>The student can search for specific sources (including international professional literature) and <i>determine the relevance and credibility of the sources found</i>.</p> <p>The student can collect and analyze data based on selected theories, models and methods.</p> <p>The student can justify research results to the client on the basis of a report and/or presentation.</p> <p>The student can show <i>an investigative attitude with appropriate behavior</i>.</p> <p>The student is, coached by a lecturer, capable of <i>iteratively (i.e.: non-linearly) moving in a mildly complex research process</i>.</p>	<p>On the basis of a practical problem, the CE-er can independently <i>define and justify a problem definition, research questions and objective</i>.</p> <p>The CE-er can independently carry out a complex research project, if relevant with an international perspective.</p> <p>The CE-er can <i>justify</i> his choice of sources, theories, models, and methods.</p> <p>The CE-er can thoroughly and systematically collect and analyze data he has obtained.</p> <p>The CE-er can <i>critically</i> reflect on the quality of data.</p> <p>The CE-er can present specific advice and the resulting implications for the client.</p> <p>The CE-er can <i>critically</i> reflect on his own research attitude and research behavior.</p> <p>The CE'er is largely independently capable of <i>iteratively (i.e.: non-linearly) moving</i> in a comprehensive and complex research process.</p>

#### Article 14 Study programme layout

1. Each Bachelor's programme has a foundation year phase with a study load of 60 credits, which is concluded with the foundation year examination. The function of the foundation year is to orientate the student, allowing him or her to make suitable choices.
2. A Bachelor's programme has a study load of 240 credits with a nominal study load of 60 credits per academic year *and consists of a major and a minor. The major has a study load of 210 credits. The minor has a study load of 30 credits.*  
 For students following the BILL programme, the bachelor's programme only consists of a major with a study load of 240 credits.
3. *An accelerated Bachelor's programme of 180 credits will be offered to VWO students.*  
 Not applicable.

#### Article 15 Overview of units of study and credits

1. Every study programme consists of a coherent set of units of study, which are components of a study programme concluded with an interim examination. Units of study cannot exceed 30 credits.
2. Only whole credits are awarded for units of study. In the overview included in the [examination overviews below](#) you will find a distribution of the credits.
3. In Attachment 6, the Progress codes indicate the languages in which the educational units are offered and examined. The last letters in the Progress code indicate the languages (N = Dutch, D = German and E = English).
4. The programme consists of 3 phases:
 

Propaedeutic phase	Year 1
Main phase	Year 2 and 3
graduation phase	Year 4

In year 3 and 4 two different learning routes are offered: 'course-based learning' and 'practice-based learning'. The learning outcomes of both learning routes are the same.

**'Course-based learning'** means that the study programme is structured in a supply-oriented way and is offered as a fixed 'regular' educational programme (blueprint). Each student is strongly recommended to follow the curriculum according to the blueprint (see Article 16). The programme is offered in Dutch, English and German.

The study programme is composed of learning arrangements.

For the old curriculum these phases are indicated with resp. PLA, HLA and ALA (with the exception of the minor). For the new curriculum these phases are indicated with resp. PnM's, MnM's and GnM's ('n' stands for 'number'). All tests are offered in two or three languages. For example the E in P11MD/E/N22 is for 'English'. The last 2 digits represent the specific cohort.

Students in the foundation year, also known as propaedeutic phase, in principle only can take part in the exams of their own stream (September or February). In the main phase and graduation phase, it's possible to take part in all the exams, no matter at what moment the student has started the study (September or February).

See for the exam planning the annual calendars with the exam weeks [link to annual calendars](#) and the exam schedules (on LA level) [link to exam timetables](#)

Students of FIBS follow an international study programme.

Going abroad on work placement / graduation is strongly recommended - although not mandatory - by Fontys International Business School.

However, each student is strongly recommended to follow the curriculum according to the blueprint.

Students need to meet the following thresholds in order to be allowed to participate in next phase:

<b>Name LA</b>	<b>Requirement for access to LA</b>
Start-Up Factory	Minimum of <b>45</b> credits in the propaedeutic phase Note: for study year 2022-2023 the following exception applies: a minimum of 30 credits in the propaedeutic phase.
Work Placement / Internship and Business Research	Minimum propaedeutic phase completed (60 credits).
Minor <sup>3</sup>	Minimum propaedeutic phase completed (60 credits).
Graduation Assignment <sup>4</sup>	Minimum propaedeutic phase (60 credits) and main phase (120 credits) completed (in total 180 credits)

Admission to phase 2 (Post propaedeutic phase year 2), see also art. 17.4)	Minimum of <b>45</b> credits in the propaedeutic phase
Admission to phase 3 (year 4)	In order to be admitted to phase 3 (ALA's) student must at least have completed the work placement or the minor.

The following examination overview in attachment 6 lists all assessments that will be offered in study year 2022-2023. For each test, the progress code, name unit of study, test for main course or sub-assessment, type of test, weighting, minimal grade, assessment scale (grade, good / sufficient / insufficient, etc.) are included. Entry requirements that apply to ensure participation in units of study (e.g. that certain tests must be passed before participation is permitted) are also included. Note: even in the case of a group assignment, students are assessed individually.

<sup>3</sup> Students who did not complete their propaedeutic phase yet can continue with a minor offered by Fontys in Venlo in order to avoid further study delay. This is a standard exception to the rule which the examination board has approved.

<sup>4</sup> Students have to do their Work Placement / Internship project and their graduation assignment in two different companies.

See for the FIBS Exam policy

<https://connect.fontys.nl/instituten/fibs/Institute/Pages/OER.aspx>

See also the work placement (Internship and Business Research) regulations for requirements and further conditions, such as the minimum duration of 15 weeks (3,5 months) and the latest starting date:

<https://connect.fontys.nl/instituten/fibs/StudyProgrammes/MM/>).

And see the Graduation regulations for the requirements and further conditions such as the minimum duration of 15 weeks (3,5 months) and the latest starting date:

<https://connect.fontys.nl/instituten/fibs/StudyProgrammes/MM/> ).

The examination of the Bachelor's programme is successfully completed, once the student has passed all Units of study of the Bachelor's programme.

Further stipulations with regard to the execution of the examination policy cohort 2022:

### **Phase 1 (Main phase competent) (semesters 1 & 2)**

The test plan of cohort 2022 phase 1 applies to this phase.

#### **Success norm phase 1**

The exam of the foundation year, or propaedeutic, is successfully completed when a student has passed all 'Propaedeutic phase Marketing Management' modules (PxxM) with at least a mark of 5,50 and thus achieved 60 credits.

### **Phase 2 (Graduation competent (semesters 3 till & incl. 6)**

The test plan of cohort 2022 phase 2 applies to this phase.

Students are admitted to the Work Placement / Internship and Business research if they achieved the propaedeutic (phase I: 60 credits). For further requirements to be admitted, e.g. the max. starting date, please see the work placement regulations (see

[www.connect.fontys.nl/instituten/fibs/StudyProgrammes/MM/](http://www.connect.fontys.nl/instituten/fibs/StudyProgrammes/MM/) .

#### **Success norm phase 2**

Phase 2 is completed when a student has completed all the 'Main phase International Marketing' modules (MxxM) and the minor with a mark of at least 5,50 or Pass and thus achieved 120 credits.

### **Phase 3 (Start competent (semesters 7 and 8)**

- The test plan of cohort 2022 phase 3 applies to this phase.
- Students are admitted to the Graduation Assignment if they achieved the complete main phase (phase II: 120 credits). For further requirements to be admitted, e.g. the max. starting date, please see the graduation regulations (see [www.connect.fontys.nl/instituten/fibs/StudyProgrammes/MM/](http://www.connect.fontys.nl/instituten/fibs/StudyProgrammes/MM/) ).

#### **Success norm phase 3**

Phase 3 is completed when a student has completed all the 'Graduation phase Marketing Management' modules (GxxM) with a mark of at least 5,50 and thus achieved 60 credits.

#### **Success norm bachelor degree**

As referred to in the Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderwijs*, WHW), a student will be awarded with the degree and the award ceremony will take place as soon as all units and the corresponding credits of the study programme and thus the study programme examination has been completed successfully.

The average grade of phases 2 and 3 is calculated by weighing the credits multiplied by the obtained grades per LA (including the Graduation Assignment), divided by the number of credits. This only applies to minors graded from 1 to 10. Modules graded as “passed” (new code ‘PA’ or old code ‘V’) and exemptions are not included in the calculation of the average grade.

A transition regulation applies to the other cohorts with regard to the memo of execution of the exam policy which is described in art. 43.

**Article 16 Content of minors and other special programmes**

1. *Students are not restricted in their choice of a minor, whether the minor is a minor specific to a study programme or one offered across Fontys, or an external minor, provided there is no overlap with the major programme (see also paragraph 2).*

*The Institute offers the following minors.*

Minor – Doing business in and with Europe

Minor – Embrace the Border (Fontys wide minor)

Minor – FUN - Finland, the UK and the Netherlands Experience

Minor – BILL

Minor – (IBM) International Business Management (Fontys wide minor)

The regulations of these minors is included in attachment 2 of this TER.

*The following minors cannot be taken as they overlap with the major.*

The Minor doing business in and with Europe is a so-called programme minor for Fontys International Business School programmes. Students are allowed to choose their own courses in the minor from the electives. Important to notice is that FIBS students have a limited choice. See the electives and restrictions listed below:

<b>Titel elective</b>	<b>Toegankelijkheid van de elective</b>
European Economics, Trade and Law	open to all FIBS students
International Taxation in Europe	not open for IFC students
Fresh Supply Chain and Logistics (Euregion focus)	not open for IFBM students
Marketing in Europe	not open for MM students
Current Affairs in Europe	open to all FIBS students
Sustainability in European Business	open to all FIBS students

- *the minors that cannot be taken*

**IBM (International Business Management)**

2. Students who want to take a minor abroad or an external minor must seek the Examination Board’s permission regarding their personal choices with respect to the minor prior to its start. Participation in a minor requires students to have passed the foundation year examination, unless the Examination Board grants them permission to take the minor without fulfilling this requirement. The minor must be taken in the third year of study.  
The Examination Board allows students to follow a minor here at Fontys in Venlo, Eindhoven or Tilburg if they do not have completed the Propaedeutic phase yet.
3. Enrolment in a minor must be done before the start date as stated on the [Fontys minor portal](#) or in the minor regulations.

4. Students can take a minor on top of the regular study programme of 240 credits. This is subject to the following conditions:  
A student is able to follow an extra minor when he can achieve his bachelor degree within the study period of four years;  
- with a weighted average grade of at least 7.0 for all tests taken thus far (including the propaedeutic year) and  
- without any backlog in study progress

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 .*  
*A student who has taken part in the Fontys Empower programme and has successfully completed all components of that programme may, on that basis, be granted an exemption for a minor, provided the student requests an exemption from the Examination Board of the programme in which they are enrolled, unless that programme does not offer a minor.*
6. *This paragraph describes the alternative tracks for specific groups of students (including those whose study has incurred delay, long-term students etc.).*  
**Not applicable.**

#### **Article 17 Education components - learning environment**

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



## Course descriptions

<b>P11M</b>	This course provides a short overview and introduction of the marketing process as a basic framework. The main focus then is put on the first step of the marketing process: the marketing analysis and covers important analytical tools and market ratios.
<b>P12M</b>	In this course, students will experience the basics of marketing research by analyzing the macro business environment. They will carry out desk research, and discover how external developments can affect a business or industry. Students will learn to apply a model for external analysis to several practical cases. Moreover, they will be familiarized with reporting guidelines.
<b>P13M</b>	This course focusses on the interdisciplinary study of consumer behaviour. It focusses on mental and social aspects of consumer behaviour and their meanings and effects on all areas in marketing practice. Emphasis is placed on the relations between economic science and psychology as well as sociology.
<b>P14M</b>	Changes are part of business life. During the last decades the speed of changes increased rapidly. To guarantee swift changes and competitiveness creative problem solving is the important key factor of success. Students have to learn the basic framework of communication, presentation and problem solving.
<b>P15M</b>	This course is divided into two parts: Business and Economics. The business part deals with aspects of overseeing and supervising business operations. The economics part gives the student a first insight and broad overview of economic key facts and models. It focusses on microeconomics.
<b>P16M</b>	<b>English stream and German Stream</b> In this course basic Dutch oral skills, vocabulary and grammar come together with an emphasis on oral skills. This course will help the students acquire social communication skills, aiming at level A1 of the European Framework of Reference. <b>Dutch stream:</b> This course is designed to prepare students to use German in a business environment. It is meant as an in-depth introduction to business German with a focus on oral skills and vocabulary building. Students will acquire speaking and reading skills at a B1 / B2 level of the European Framework of Reference.
<b>P17M</b>	Study progress, career development and professional development are the 3 pillars of PPD, together they steer Personal & Professional Development. In the beginning of the study PPD focuses much on education development.
<b>P21M</b>	The focus of this course lies on deriving objectives on different levels and combining them with seminal marketing strategies in order to reach the set objectives.
<b>P22M</b>	Students will experience the basics in setting up, and executing a quantitative marketing research. In this course, students will work in groups. Each student group will carry out a basic quantitative market research for a client. The exact nature of the project is dependent on the specific information needs of the client.
<b>P23M</b>	This course gives the students an overview of the possibilities of <b>Online marketing</b> . Important and current topics in the area of the new media are theoretically defined and finally explained in detail with many practical examples.
<b>P24M</b>	Consumer-behavior and -demand has developed extremely fast. Ever more companies recognize that sustainability is not an obligation but an opportunity. Companies need to find new ways to put sustainable products at the center of their actions. To ensure competitiveness, innovation, product development and product design (functional, technical, aesthetic and symbolic) are the key success factors.
<b>P25M</b>	This course is divided into two parts: Business and Economics. It is the continuation of P15M which lays the foundation of P25M. The goal of the business part is to provide students with the knowledge regarding the nature and purpose of management accounting. The economics part gives the student more insight into economic key facts and models. It focusses on macroeconomics.
<b>P26M</b>	<b>English Stream and German Stream</b> In this course students further develop their basic Dutch skills which they have acquired in P16M. The focus is on oral skills. This course will help students to improve social communication skills, aiming at level A2 of the European Framework of Reference. <b>Dutch stream</b> This course builds on the previous German course P16M; a further practice of the oral and reading skills at B2 level. While reading about and discussing various

	business related topics students will become able to comfortably express themselves in German.
<b>P27M</b>	P27M builds up on P17M. Study progress, career development and professional development are the 3 pillars of PPD, together they steer Personal & Professional Development. In the beginning of the study PPD focuses much on education development.
<b>M31M</b>	The course addresses the importance of "Brand" (Brand Management) for the Marketing Process: the relevance of Brand Identity, Positioning and Brand Architecture including different approaches in the field as well as further development and management of Brands.
<b>M32M</b>	The course addresses Product, Pricing, and Distribution Policy Decisions within the Marketing Mix. Product Policy - often referred to as the "Heart of Marketing" - is explored concerning central principles and decisions within the Marketing Mix. In many markets, Purchase Decisions are also depending on price and availability of products setting the focus in Distribution on Acquisitive Distribution.
<b>M33M</b>	M33M deals with qualitative research methods. The preparation, implementation and evaluation of interviews are learned in a practice-oriented manner.
<b>M34M</b>	E-Commerce refers to the use of electronic means and technologies to conduct commerce (sale, purchase, transfer, exchange of products, services and/or informations), including within business, business-to-business, and business-to-consumer interactions. In this module the students get insights into value creation in e-commerce and the parties involved. The aim of the module is to enable students to analyze current business models and identify crucial indicators of success. Based on the insights gathered from real-life examples the students are supposed to develop an own e-commerce related business model.
<b>M35M</b>	The StartUp Factory is a one-year-long simulation focusing on collaboration, creativity and fostering the so-called 21st century skills within a contemporary setting. Within this innovation project students form interdisciplinary teams that will develop business models on an invest-readiness level. They do this with support of coaching and a variety of workshops. Students will have different projects to choose from, e.g. "Entrepreneurship", "Social Enterprise", "X-Lab" or "Commercial-Film".
<b>M36M</b>	<b>All streams</b> This course aims to improve students' written communication skills in English. Students will become aware of the impact their writing has on the reader and will learn to effectively write business products such as emails, business – and application letters, CVs and short reports, taking into account the cultural aspect in international communication.
<b>M37M</b>	See P17M and P27M
<b>M41M</b>	The course addresses Communication Policy. Communication is often serving as a critical success factor influencing the behavior of relevant Target Audiences in modern markets being characterized by an increasing Information Overload. In addition to researching different Communication Tools, an emphasis is layed on developing a holistic Communication Plan.
<b>M42M</b>	This course focusses on the final part of the marketing process. It deals with the measuring and evaluating of the outcomes of marketing strategies, plans and actions. Results need to be interpreted in order to take corrective action to ensure that marketing objectives are attained. Furthermore, this learning arrangement should help the future marketer to understand and discuss relevant topics with the financial department of a company.
<b>M43M</b>	In M43M, students independently carry out a quantitative market research for a client. Students can deepen the knowledge they gained in P22M. Furthermore they can broaden their knowledge by additional lessons in market research, statistics, Excel or else SPSS.
<b>M44M</b>	This course focusses on the differences of service marketing, retail marketing and B2B marketing in comparison to consumer goods marketing.
<b>M45M</b>	The StartUp Factory is a one-year-long simulation focusing on collaboration, creativity and fostering the so-called 21st century skills within a contemporary setting. Within this innovation project students form interdisciplinary teams that will develop business models on an invest-readiness level. They do this with support of coaching and a variety of workshops. Students will have different projects to choose from, e.g. "Entrepreneurship", "Social Enterprise", "X-Lab" or "Commercial-Film".

<b>M46M</b>	Students will explore, study and practise the English of business and intercultural communication through taking part in business meetings and delivering presentations.
<b>M47M</b>	See P17M, P27M and M37M
<b>M51M</b>	During his internship, the student will outline and research a business-related problem. The problem should be derived from a situation which the company or the industry is facing. The business research assignment will be guided by the university supervisor.
<b>M52M</b>	Students gain first work experience in business in order to ensure personal and professional development in practice. During the internship, it is intended that each student obtains both work and learning experience in his/her chosen future professional field and to reflect on such experience.
<b>M61M</b>	The bachelor-programme is divided into a major and a minor programme. The minor is designed to give you the opportunity to personalise your degree by taking an optional programme of your choice, worth at least 30 EC credits. This can be done at Fontys in Venlo or at any other university worldwide. To go abroad, students can make use of the great network of FIBS partner universities.
<b>G71M</b>	The course covers the entire Marketing Process in form of an Integrated (holistic) Marketing Concept including Analysis and Planning Phases in order to develop Goals and Marketing Strategies serving as a framework for the operative / tactical Marketing. The last step focuses on recommendations for the Marketing Controlling.
<b>G72M</b>	This course trains students in dealing with complex customer data. They learn how to spot trends out of complex data and give recommendations to build and maintain customer loyalty.
<b>G73M</b>	This course provides students with a detailed look at Marketing Sales and Marketing Law which is highly relevant to professional practice and future career entry.
<b>G74M</b>	This course provides knowledge regarding transnational business activities and enables to understand and manage business relationships with foreign companies. In this context import as well as export activities are discussed whereby the focus is set on export business. To broaden the student's knowledge in this specific discipline, a combination of theoretical approaches, discussion of case studies and business related guest lectures will be applied..
<b>G75M</b>	The course deals with the topic of making students aware of their position in an intercultural business world. Focus will be laid on building an understanding between people, leading to a respectful behaviour and open mindset towards different cultural perspectives. Students will experience how these aspects influence business life. They should develop a feeling of responsibility and a will to contribute to strengthen cultural security in an intercultural setting.
<b>G82M</b>	See P17M, P27M, M37M and M47M



Curriculum CE / Marketing Management / /Cohort 2018: Start September 2018 and February 2019									
Year 1		Year 2		Year 3		Year 4			
Phase 1: Propedeutic phase		Phase 2: Main phase				Phase 3: Graduation phase			
S1	S2	S3	S4	S5	S6	S7	S8		
<b>PIM11</b> Marketing Process I: Introduction & Analysis (5)	<b>PIM21</b> Marketing Process II: Objectives & Strategies (5)	<b>MIM31</b> Marketing Process III: Brand Management (5)	<b>MIM41</b> Marketing Process V: Promotion (5)	<b>M51M (H19_IM)</b> Marketing Project V: Business Research (10)	<b>M61M</b> Minor (30)	<b>G71M</b> Marketing Synthesis: Marketing Plan (10)			
<b>PIM12</b> Marketing Project I: Desk Research (5)	<b>PIM22</b> Marketing Project II: Quantitative Research (5)	<b>MIM2</b> Marketing Process IV: Product, Price & Place (5)	<b>MIM42</b> Marketing Process VI: Controlling (5)						
<b>PIM13</b> Marketing Topics I: Consumer Behaviour (5)	<b>PIM23</b> Marketing Topics III: Online Marketing (5)	<b>MIM33</b> Marketing Project III: Qualitative Research (5)	<b>MIM43</b> Marketing Project IV: Marketing Research (5)						
<b>PIM14</b> Marketing Topics II: Creativity & Presentation (5)	<b>PIM24</b> Marketing Topics IV: Design Thinking (5)	<b>MIM34</b> Marketing Topics V: E-Commerce (5)	<b>MIM44</b> Marketing Topics VI: Service-, B2B- & Retail-Marketing (5)						
<b>PIM15</b> Business & Economics I: Business Administration & Microeconomics (5)	<b>PIM25</b> Business & Economics II: Business Administration & Macroeconomics (5)	<b>MIM35</b> Start Up Factory I (5)	<b>MIM45</b> Start Up Factory II (5)	<b>M52M (H17_IM)</b> Personal & Professional Development V: Internship (20)		<b>G72M</b> Marketing Topics VII: CRM Data Analytics (5)		<b>G81M</b> Marketing Graduation Assignment (25)	
<b>PIM16</b> Communication & Culture I: Foreign Language I (3)	<b>PIM26</b> Communication & Culture II: Foreign Language II (2)	<b>MIM36</b> Communication & Culture III: Foreign Language III (3)	<b>MIM46</b> Communication & Culture IV: Foreign Language IV (2)			<b>G73M</b> Marketing Topics VIII: Marketing Topics (5)			
<b>PIM17</b> Personal & Professional Development I (2)	<b>PIM27</b> Personal & Professional Development II (3)	<b>MIM37</b> Personal & Professional Development III (2)	<b>MIM47</b> Personal & Professional Development IV (3)			<b>G74M</b> Communication & Culture V: Intercultural Business Competences (5)		<b>G75M</b> Business and Economics III: International Trade (5)	<b>G82M</b> Personal & Professional Development VI (5)
30 EC	30 EC	30 EC	30 EC			30 EC		30 EC	30 EC

Examination Programme Matrix Marketing Management Cohort 2022 – Level I

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Propedeuse International Marketing (PIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
<b>Propedeuse semester 1</b>							
P11M Marketing Process I: Introduction & Analysis	X	X		X	X	Kennistoets/Casustoets	5
P12M Marketing Project I: Desk Research	X	X	X	X	X	Onderzoeksopdracht	5
P13M Marketing Topics I: Consumer Behaviour	X	X				Kennistoets/Casustoets	5
P14M Marketing Topics II: Creativity & Presentation			X	X	X	Vaardigheidstoets	5
P15M Business & Economics I: Business Administration & Microeconomics	X	X	X	X		Kennistoets/Casustoets	5
P16M Communication & Culture I: Foreign Language I	X	X	X	X		Vaardigheidstoets	3
P17M Personal & Professional Development I	X	X	X	X	X	Portfolio-Assessment	2
<b>Totaal Leeropbrengsten/Credits</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>4</b>		<b>30</b>

<b>Propedeuse semester 2</b>							
P21M Marketing Process II: M-Objectives & Strategies	X	X		X	X	Kennistoets/Casustoets	5
P22M Marketing Project II: Quantitative Research	X	X	X	X	X	Onderzoeksopdracht	5
P23M Marketing Topics III: Online Marketing			X	X		Projectopdracht	5
P24M Marketing Topics IV: Design Thinking			X	X	X	Vaardigheidstoets	5
P25M Business & Economics II: Business Administration & Macroeconomics	X	X	X	X		Kennistoets/Casustoets	5
P26M Communication & Culture II: Foreign Language II	X	X	X	X		Vaardigheidstoets	2
P27M Personal & Professional Development II	X	X	X	X	X	Portfolio-Assessment	3
<b>Totaal Leeropbrengsten / Credits</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>4</b>		<b>30</b>

<b>Totaal Leeropbrengsten/Credits propedeuse</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>13</b>	<b>8</b>		<b>60</b>
--	-----------	-----------	-----------	-----------	----------	--	-----------

Examination Programme Matrix Marketing Management Cohort 2021 – Level I

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Propedeuse International Marketing (PIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
<b>Propedeuse semester 1</b>							
P11M Marketing Process I: Introduction & Analysis	X	X		X	X	Kennistoets/Casustoets	5
P12M Marketing Project I: Desk Research	X	X	X	X	X	Onderzoeksopdracht	5
P13M Marketing Topics I: Consumer Behaviour	X	X				Kennistoets/Casustoets	5
P14M Marketing Topics II: Creativity & Presentation			X	X	X	Vaardigheidstoets	5
P15M Business & Economics I: Business Administration & Microeconomics	X	X	X	X		Kennistoets/Casustoets	5
P16M Communication & Culture I: Foreign Language I	X	X	X	X		Vaardigheidstoets	3
P17M Personal & Professional Development I	X	X	X	X	X	Portfolio-Assessment	2
<b>Totaal Leeropbrengsten/Credits</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>4</b>		<b>30</b>

<b>Propedeuse semester 2</b>							
P21M Marketing Process II: M-Objectives & Strategies	X	X		X	X	Kennistoets/Casustoets	5
P22M Marketing Project II: Quantitative Research	X	X	X	X	X	Onderzoeksopdracht	5
P23M Marketing Topics III: Online Marketing			X	X		Projectopdracht	5
P24M Marketing Topics IV: Design Thinking			X	X	X	Vaardigheidstoets	5
P25M Business & Economics II: Business Administration & Macroeconomics	X	X	X	X		Kennistoets/Casustoets	5
P26M Communication & Culture II: Foreign Language II	X	X	X	X		Vaardigheidstoets	2
P27M Personal & Professional Development II	X	X	X	X	X	Portfolio-Assessment	3
<b>Totaal Leeropbrengsten / Credits</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>4</b>		<b>30</b>

<b>Totaal Leeropbrengsten/Credits propedeuse</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>13</b>	<b>8</b>		<b>60</b>
--	-----------	-----------	-----------	-----------	----------	--	-----------

Examination Programme Matrix Marketing Management Cohort 2021 – Level II

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Main phase International Marketing (MIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
<b>Hoofdfase semester 3</b>							
M31M Marketing Process III: Brand Management	X	X	X	X		Kennistoets/Casustoets	5
M32M Marketing Process IV: Product, Price & Place	X	X	X	X		Kennistoets/Casustoets	5
M33M Marketing Project III: Qualitative Research	X		X	X	X	Onderzoeksopdracht	5
M34M Marketing Topics V: E-Commerce			X	X		Projectopdracht/Pitch	5
M35M Start Up Factory I	(X)	(X)	(X)	(X)	(X)		5
M36M Communication & Culture III: Foreign Language III	X	X	X	X		Portfolio-assessment	3
M37M Personal & Professional Development III	X	X	X	X	X	Portfolio-assessment	2
Totaal Leeropbrengsten/Credits	5	4	6	6	2		30

M35M, 3 LOs have to be in consultation between the student and the coach

<b>Hoofdfase semester 4</b>							
M41M Marketing Process V: Promotion	X	X	X	X		Casustoets/Projectopdracht	5
M42M Marketing Process VI: Controlling	X	X	X	X		Kennistoets/Casustoets	5
M43M Marketing Project IV: Marketing Research	X		X	X	X	Onderzoeksopdracht	5
M44M Marketing Topics VI: Service-, B2B- & Retail-Marketing	X	X				Kennistoets/Casustoets	5
M45M Start Up Factory II	(X)	(X)	(X)	(X)	(X)		5
M46M Communication & Culture IV: Foreign Language IV	X	X	X	X		Vaardigheidstoets	2
M47M Personal & Professional Development IV	X	X	X	X	X	Portfolio-Assessment	3
Totaal Leeropbrengsten/Credits	6	5	5	5	2		30

M35M, 3 LOs have to be chosen in consultation between the student and the coach

Examination Programme Matrix Marketing Management Cohort 2020 – Level I

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Propedeuse International Marketing (PIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
<b>Propedeuse semester 1</b>							
P11M Marketing Process I: Introduction & Analysis	X	X		X	X	Kennistoets/Casustoets	5
P12M Marketing Project I: Desk Research	X	X	X	X	X	Onderzoeksopdracht	5
P13M Marketing Topics I: Consumer Behaviour	X	X				Kennistoets/Casustoets	5
P14M Marketing Topics II: Creativity & Presentation			X	X	X	Vaardigheidstoets	5
P15M Business & Economics I: Business Administration & Microeconomics	X	X	X	X		Kennistoets/Casustoets	5
P16M Communication & Culture I: Foreign Language I	X	X	X	X		Vaardigheidstoets	3
P17M Personal & Professional Development I	X	X	X	X	X	Portfolio-Assessment	2
<b>Totaal Leeropbrengsten/Credits</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>4</b>		<b>30</b>

<b>Propedeuse semester 2</b>							
P21M Marketing Process II: M-Objectives & Strategies	X	X		X	X	Kennistoets/Casustoets	5
P22M Marketing Project II: Quantitative Research	X	X	X	X	X	Onderzoeksopdracht	5
P23M Marketing Topics III: Online Marketing			X	X		Projectopdracht	5
P24M Marketing Topics IV: Design Thinking			X	X	X	Vaardigheidstoets	5
P25M Business & Economics II: Business Administration & Macroeconomics	X	X	X	X		Kennistoets/Casustoets	5
P26M Communication & Culture II: Foreign Language II	X	X	X	X		Vaardigheidstoets	2
P27M Personal & Professional Development II	X	X	X	X	X	Portfolio-Assessment	3
<b>Totaal Leeropbrengsten / Credits</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>4</b>		<b>30</b>

<b>Totaal Leeropbrengsten/Credits propedeuse</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>13</b>	<b>8</b>		<b>60</b>
--	-----------	-----------	-----------	-----------	----------	--	-----------

Examination Programme Matrix Marketing Management Cohort 2020 – Level II

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Main phase International Marketing (MIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
<b>Hoofdfase semester 3</b>							
M31M Marketing Process III: Brand Management	X	X	X	X		Kennistoets/Casustoets	5
M32M Marketing Process IV: Product, Price & Place	X	X	X	X		Kennistoets/Casustoets	5
M33M Marketing Project III: Qualitative Research	X		X	X	X	Onderzoeksopdracht	5
M34M Marketing Topics V: E-Commerce			X	X		Projectopdracht/Pitch	5
M35M Start Up Factory I	(X)	(X)	(X)	(X)	(X)		5
M36M Communication & Culture III: Foreign Language III	X	X	X	X		Portfolio-assessment	3
M37M Personal & Professional Development III	X	X	X	X	X	Portfolio-assessment	2
Totaal Leeropbrengsten/Credits	5	4	6	6	2		30
<i>M35M, 3 LOs have to be in consultation between the student and the coach</i>							
<b>Hoofdfase semester 4</b>							
M41M Marketing Process V: Promotion	X	X	X	X		Casustoets/Projectopdracht	5
M42M Marketing Process VI: Controlling	X	X	X	X		Kennistoets/Casustoets	5
M43M Marketing Project IV: Marketing Research	X		X	X	X	Onderzoeksopdracht	5
M44M Marketing Topics VI: Service-, B2B- & Retail-Marketing	X	X				Kennistoets/Casustoets	5
M45M Start Up Factory II	(X)	(X)	(X)	(X)	(X)		5
M46M Communication & Culture IV: Foreign Language IV	X	X	X	X		Vaardigheidsstoets	2
M47M Personal & Professional Development IV	X	X	X	X	X	Portfolio-Assessment	3
Totaal Leeropbrengsten/Credits	6	5	5	5	2		30
<i>M35M, 3 LOs have to be chosen in consultation between the student and the coach</i>							
<b>Hoofdfase semester 5</b>							
M51M Marketing Project V: Business Research	(X)	(X)	(X)	(X)	(X)	Stage- en praktijkopdracht	20
M52M Personal & Professional Development V: Internship	(X)	(X)	(X)	(X)	(X)	Portfolio-Assessment	10
Totaal Leeropbrengsten/Credits	0	0	0	0	0		30
<b>Hoofdfase semester 6</b>							
Minor							30
Totaal Leeropbrengsten/Credits	0	0	0	0	0		30
<i>M51M, depending on the research project. M52M, 3 LOs have to be chosen in consultation</i>							
Totaal Leeropbrengsten/Credits hoofdfase	11	9	11	11	4		120

Examination Programme Matrix Marketing Management Cohort 2019 – Level I

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Propedeuse International Marketing (PIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
<b>Propedeuse semester 1</b>							
PIM11 Marketing Process I: Introduction & Analysis	X	X		X	X	Kennistoets/Casustoets	5
PIM12 Marketing Project I: Desk Research	X	X	X	X	X	Onderzoeksopdracht	5
PIM13 Marketing Topics I: Consumer Behaviour	X	X				Kennistoets/Casustoets	5
PIM14 Marketing Topics II: Creativity & Presentation			X	X	X	Vaardigheidstoets	5
PIM15 Business & Economics I: Business Administration & Microeconomics	X	X	X	X		Kennistoets/Casustoets	5
PIM16 Communication & Culture I: Foreign Language I	X	X	X	X		Vaardigheidstoets	3
PIM17 Personal & Professional Development I	X	X	X	X	X	Portfolio-Assessment	2
<b>Totaal Leeropbrengsten/Credits</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>4</b>		<b>30</b>

<b>Propedeuse semester 2</b>							
PIM21 Marketing Process II: M-Objectives & Strategies	X	X		X	X	Kennistoets/Casustoets	5
PIM22 Marketing Project II: Quantitative Research	X	X	X	X	X	Onderzoeksopdracht	5
PIM23 Marketing Topics III: Online Marketing			X	X		Projectopdracht	5
PIM24 Marketing Topics IV: Design Thinking			X	X	X	Vaardigheidstoets	5
PIM25 Business & Economics II: Business Administration & Macroeconomics	X	X	X	X		Kennistoets/Casustoets	5
PIM26 Communication & Culture II: Foreign Language II	X	X	X	X		Vaardigheidstoets	2
PIM27 Personal & Professional Development II	X	X	X	X	X	Portfolio-Assessment	3
<b>Totaal Leeropbrengsten / Credits</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>4</b>		<b>30</b>

<b>Totaal Leeropbrengsten/Credits propedeuse</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>13</b>	<b>8</b>		<b>60</b>
--	-----------	-----------	-----------	-----------	----------	--	-----------

Examination Programme Matrix Marketing Management Cohort 2019 – Level II

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Main phase International Marketing (MIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
<b>Hoofdfase semester 3</b>							
M31M Marketing Process III: Brand Management	X	X	X	X		Kennistoets/Casustoets	5
M32M Marketing Process IV: Product, Price & Place	X	X	X	X		Kennistoets/Casustoets	5
M33M Marketing Project III: Qualitative Research	X		X	X	X	Onderzoeksopdracht	5
M34M Marketing Topics V: E-Commerce			X	X		Projectopdracht/Pitch	5
M35M Start Up Factory I	(X)	(X)	(X)	(X)	(X)		5
M36M Communication & Culture III: Foreign Language III	X	X	X	X		Portfolio-assessment	3
M37M Personal & Professional Development III	X	X	X	X	X	Portfolio-assessment	2
Totaal Leeropbrengsten/Credits	5	4	6	6	2		30
<i>M35M, 3 LOs have to be in consultation between the student and the coach</i>							
<b>Hoofdfase semester 4</b>							
M41M Marketing Process V: Promotion	X	X	X	X		Casustoets/Projectopdracht	5
M42M Marketing Process VI: Controlling	X	X	X	X		Kennistoets/Casustoets	5
M43M Marketing Project IV: Marketing Research	X		X	X	X	Onderzoeksopdracht	5
M44M Marketing Topics VI: Service-, B2B- & Retail-Marketing	X	X				Kennistoets/Casustoets	5
M45M Start Up Factory II	(X)	(X)	(X)	(X)	(X)		5
M46M Communication & Culture IV: Foreign Language IV	X	X	X	X		Vaardigheidstoets	2
M47M Personal & Professional Development IV	X	X	X	X	X	Portfolio-Assessment	3
Totaal Leeropbrengsten/Credits	6	5	5	5	2		30
<i>M35M, 3 LOs have to be chosen in consultation between the student and the coach</i>							
<b>Hoofdfase semester 5</b>							
M51M Marketing Project V: Business Research	(X)	(X)	(X)	(X)	(X)	Stage- en praktijkopdracht	20
M52M Personal & Professional Development V: Internship	(X)	(X)	(X)	(X)	(X)	Portfolio-Assessment	10
Totaal Leeropbrengsten/Credits	0	0	0	0	0		30
<b>Hoofdfase semester 6</b>							
Minor							30
Totaal Leeropbrengsten/Credits	0	0	0	0	0		30
<i>M51M, depending on the research project. M52M, 3 LOs have to be chosen in consultation</i>							
Totaal Leeropbrengsten/Credits hoofdfase	11	9	11	11	4		120

Examination Programme Matrix Marketing Management Cohort 2019 – Level III

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Graduation phase International Marketing (GIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
<b>Afstudeerfase semester 7</b>							
G71M Marketing Synthesis: Marketing Plan	X	X	X	X	X	Project Assignment + Research Assignment	10
G72M Marketing Topics VII: CRM Data Analytics	X	X			X	Project Assignment + Written Exam (Case Study/Studies)	5
G73M Marketing Topic VIII: Sales & Law	X	X	X	X		Written Exam (Case Study/Studies)	5
G74M Business & Economics III: International Trade	X		X	X		Written Exam (Case Study/Studies)	5
G75 M Communication & Culture V: Intercultural Business Competences	X	X	X	X		Project Assignment	5
<b>Totaal Leeropbrengsten/Credits</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>		<b>30</b>

<b>Afstudeerfase semester 8</b>							
G81M Marketing Graduation Assignment	(X)	(X)	(X)	(X)	(X)	Afstudeeropdracht	25
G82M Personal & Professional Development VII	X	X	X	X	X	Portfolio-Assessment	5
<b>Totaal Leeropbrengsten/Credits</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>		<b>30</b>
<b>Totaal Leeropbrengsten/Credits afstudeerfase</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>3</b>		<b>60</b>

G81M, 3 LOs have to be chosen in consultation between the student and the university supervisor

Examination Programme Matrix Marketing Management Cohort 2018 – Level I

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Propedeuse International Marketing (PIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
<b>Propedeuse semester 1</b>							
PIM11 Marketing Process I: Introduction & Analysis	X	X		X	X	Kennistoets/Casustoets	5
PIM12 Marketing Project I: Desk Research	X	X	X	X	X	Onderzoeksopdracht	5
PIM13 Marketing Topics I: Consumer Behaviour			X	X		Kennistoets/Casustoets	5
PIM14 Marketing Topics II: Creativity & Presentation			X	X	X	Vaardigheidstoets	5
PIM15 Business & Economics I: Business Administration & Microeconomics	X	X	X	X		Kennistoets/Casustoets	5
PIM16 Communication & Culture I: Foreign Language I			X	X		Vaardigheidstoets	3
PIM17 Personal & Professional Development I				X	X	Portfolio-Assessment	2
<b>Totaal Leeropbrengsten/Credits</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>4</b>		<b>30</b>

<b>Propedeuse semester 2</b>							
PIM21 Marketing Process II: M-Objectives & Strategies	X	X		X	X	Kennistoets/Casustoets	5
PIM22 Marketing Project II: Quantitative Research	X	X	X	X	X	Onderzoeksopdracht	5
PIM23 Marketing Topics III: Online Marketing			X	X		Projectopdracht	5
PIM24 Marketing Topics IV: Design Thinking			X	X	X	Vaardigheidstoets	5
PIM25 Business & Economics II: Business Administration & Macroeconomics	X	X	X	X		Kennistoets/Casustoets	5
PIM26 Communication & Culture II: Foreign Language II			X	X		Vaardigheidstoets	2
PIM27 Personal & Professional Development II				X	X	Portfolio-Assessment	3
<b>Totaal Leeropbrengsten / Credits</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>4</b>		<b>30</b>

<b>Totaal Leeropbrengsten/Credits propedeuse</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>14</b>	<b>8</b>		<b>60</b>
--	----------	----------	-----------	-----------	----------	--	-----------

Examination Programme Matrix Marketing Management Cohort 2018 – Level II

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Main phase International Marketing (MIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
<b>Hoofdfase semester 3</b>							
MIM31 Marketing Process III: Brand Management	X	X	X	X		Kennistoets/Casustoets	5
MIM32 Marketing Process IV: Product, Price & Place	X	X	X	X		Kennistoets/Casustoets	5
MIM33 Marketing Project III: Qualitative Research	X		X	X	X	Onderzoeksopdracht	5
MIM34 Marketing Topics V: E-Commerce			X	X		Projectopdracht/Pitch	5
MIM35 Start Up Factory I	(X)	(X)	(X)	(X)	(X)		5
MIM36 Communication & Culture III: Foreign Language III	X	X	X	X		Vaardigheidsstoets	3
MIM37 Personal & Professional Development III	X	X	X	X	X	Portfolio-assessment	2
Totaal Leeropbrengsten/Credits	5	4	6	6	2		30
<i>MIM35, 3 LOs have to be in consultation between the student and the coach</i>							
<b>Hoofdfase semester 4</b>							
MIM41 Marketing Process V: Promotion	X	X	X	X		Casustoets/Projectopdracht	5
MIM42 Marketing Process VI: Controlling	X	X	X	X		Kennistoets/Casustoets	5
MIM43 Marketing Project IV: Marketing Research	X		X	X	X	Onderzoeksopdracht	5
MIM44 Marketing Topics VI: Service-, B2B- & Retail-Marketing	X	X				Kennistoets/Casustoets	5
MIM45 Start Up Factory II	(X)	(X)	(X)	(X)	(X)		5
MIM46 Communication & Culture IV: Foreign Language IV	X	X	X	X		Vaardigheidsstoets	2
MIM47 Personal & Professional Development IV	X	X	X	X	X	Portfolio-Assessment	3
Totaal Leeropbrengsten/Credits	6	5	5	5	2		30
<i>MIM45, 3 LOs have to be chosen in consultation between the student and the coach</i>							
<b>Hoofdfase semester 5</b>							
MIM51 Marketing Project V: Business Research	(X)	(X)	(X)	(X)	(X)	Stage- en praktijkopdracht	20
MIM52 Personal & Professional Development V: Internship	(X)	(X)	(X)	(X)	(X)	Portfolio-Assessment	10
Totaal Leeropbrengsten/Credits	0	0	0	0	0		30
<i>MIM51, depending on the research project. MIM52, 3 LOs have to be chosen in consultation between the student and the coach.</i>							
<b>Hoofdfase semester 6</b>							
Minor							30
Totaal Leeropbrengsten/Credits	0	0	0	0	0		30
Totaal Leeropbrengsten/Credits hoofdfase	11	9	11	11	4		120

Examination Programme Matrix Marketing Management Cohort 2018 – Level III

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Graduation phase International Marketing (GIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
<b>Afstudeerfase semester 7</b>							
G71M Marketing Synthesis: Marketing Plan	X	X	X	X	X	Project Assignment + Research Assignment	10
G72M Marketing Topics VII: CRM Data Analytics	X	X			X	Project Assignment + Written Exam (Case Study/Studies)	5
G73M Marketing Topic VIII: Sales & Law	X	X	X	X		Written Exam (Case Study/Studies)	5
G74M Business & Economics III: International Trade	X		X	X		Written Exam (Case Study/Studies)	5
G75 M Communication & Culture V: Intercultural Business Competences	X	X	X	X		Project Assignment	5
<b>Totaal Leeropbrengsten/Credits</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>		<b>30</b>

<b>Afstudeerfase semester 8</b>							
G81M Marketing Graduation Assignment	(X)	(X)	(X)	(X)	(X)	Afstudeeropdracht	25
G82M Personal & Professional Development VII	X	X	X	X	X	Portfolio-Assessment	5
<b>Totaal Leeropbrengsten/Credits</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>		<b>30</b>
<b>Totaal Leeropbrengsten/Credits afstudeerfase</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>3</b>		<b>60</b>

G81M, 3 LOs have to be chosen in consultation between the student and the university supervisor

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.
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.*)  
**In case a student achieved 45 credits after the first study year, he/she will be permitted in the post Propaedeutic Phase.**
5. *Enrolment in the education components proceeds as follows: enrolment procedure - mention term for enrolment*  
**Enrolment in the education components is not required.**
6. The timetable is announced by way of <https://www.fontys.nl/roosters/FIBS/> no later than **three** weeks prior to the start of classes.
7. Students who have registered for an education component must ensure that they meet the entry requirements of that component. The overview in Article 17, paragraph 1, indicates the education components to which requirements apply for participation as well as the nature of these requirements. If the requirements concern compulsory attendance, students who are eligible for the Elite athletes scheme or the Student entrepreneur scheme can apply to meet this requirement in a parallel group or for exemption from this obligation (see also Article 12).

#### **Article 18 - Evaluation of teaching**

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

**Education will be evaluated as follows:**

- Student evaluation at the end of each semester (digitally done, announced by study career coaches)
- Evaluation sessions with students (by quality coordinator)
- Feedback weeks during the semester to gather individual feedback from the students through each lecturer and giving feedback to the students
- Students have always the possibility to contact program manager or quality coordinator to discuss urgent topics with regard to the study programs quality.

Feedback of the results of these evaluations will be given to the study programme manager, Programme Committee ('opleidingscommissie'), quality coordinator, the lecturer involved, others involved and to students during evaluation sessions. Finally, actions to improve will be determined by persons in charge (Lessons Learned Sessions conducted by the lecturer teams).

## Section 6 Tests, evidence, assessment and study progress

### Article 19 Types of tests - evidence

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

### Article 20 Tests and assessments

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

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

1. The content of the test, including the learning objectives, is described in **the Semester Handbook**, see <https://connect.fontys.nl/instituten/fibs/StudyProgrammes/MM> and **the content of the test** is made available to students at least **three working** weeks before the test.
2. The examiner determines the period of time allowed to students to take the test as well as any aids that students may use during the test, subject to the guidelines and instructions provided by the Examination Board. This information must be stated on the examination paper.
3. The test timetable will be published through <https://connect.fontys.nl/instituten/fibs/Schedules> no later than **three** weeks before the start of the test period in question.

### Article 22 Registration for tests

1. *Students must register for every test in accordance with the procedure set out below.*

#### **Registration procedure:**

The time table will be published in time but no later than 3 weeks before the test starts. Publication will take place on the intranet <https://connect.fontys.nl/instituten/fibs/Schedules/> and includes per summative

test the date, time to start and end the test and the location of the test.

From this study year on students no longer have to enroll for the tests and retakes. With exception of the minor. Students must register for the tests of a minor in accordance with the procedure as set in the minor regulations. The regulations of the FIBS minors have been included as attachment and for the other minors see [www.fontys.nl/minors](http://www.fontys.nl/minors) or the minor regulations itself.

As a result of the new enrolment procedure the enrollments for the tests are no longer visible in Progresswww for the student (except the minor).

**Students who have already passed the test, have one opportunity to improve their grade and in this case the highest mark will count (see also Article 28.1). According to the regulations students must register themselves by sending an e-mail to [fibs-grades@fontys.nl](mailto:fibs-grades@fontys.nl) in the first month of each semester (before the 23rd of September 2022 and the 24th of March 2023).**

**Students who have missed this deadline or have already made one extra attempt to improve their grade, are not allowed any more attempts (see also Article 28.1 and 22.2).**

Only if the testing for a learning arrangement consists of more than one component (test) and the average grade is below 5,50, you can retake all underlying components. Even if you have already passed one of the components. Enrolment is not necessary.

2. Students who have failed to act in accordance with the registration procedure cannot sit the test.
3. *Students may cancel a registration for a test in accordance with the following procedure. Not applicable.*

### **Article 23 Proof of identity during tests**

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

### **Article 24 Test marking system**

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

### **Article 25 Test results**

1. The test results must be announced in writing to the student within ten days of the date of the test apart from the exceptions laid down in the Teaching and Examination Regulations. The study programme administration is responsible for announcing the test results. The privacy of students will be respected when test results are announced.  
 For reports and projects, including the Work placement / Internship project, Business Report and the Graduation project the test results will be announced within 15 days.  
 For the Graduation project, the results will be announced at the end of the graduation presentation.  
 See also the Examination overview for study year 2022-2023 in attachment 6.
2. Students are entitled to inspect all assessed tests and the accompanying assessment criteria and to be given feedback on the results.

3. Inspection is subject to the procedure described below.
4. Feedback is given according to the following procedure.  
 Inspection and feedback is subject to the procedure described below.  
 Within 2 weeks of the max. publication date of the results of the written tests the student will be given the opportunity to review the assessed test. During this period each student that took the test can get information about questions and assignments of the specific test and, of the norm that has been maintained for the assessment.  
 The executive committee of the examination board can determine whether the review will take place at an exact location and time or by appointment.  
 If the student concerned can prove that he was unable to be present at the arranged location and time due to force majeure, another option will be agreed upon.
5. *Students will receive written notification of their results at least once a year, from which notification students may derive rights.*  
 Students receive a general e-mail at least once a year with a link to the student's current academic accomplishments in Progress and the information how to receive an overview with the results authenticated with stamp and registered signature at the Student Service Centre.

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

1. Students who have acted in accordance with the registration procedure described in Article 22 but who are unable to sit the test for reasons beyond their control, the legitimacy of which reasons is subject to assessment by the Examination Board, may apply to the Examination Board to sit the test within a period of time to be set by the Board. *The student in question must have notified [FIBS-Grades@fontys.nl](mailto:FIBS-Grades@fontys.nl) by email before the test that he/she has been prevented from sitting, including the reasons for not attending.*
2. The application referred to in the previous paragraph must be submitted in writing to the chairman of the Examination Board and include the necessary evidence (see Article 38(3)). The Examination Board will then take a decision and inform the student concerned. If the request is granted, the Examination Board will set a date, time and place for the test. Any rejection of the request will be substantiated and the student will be informed of his right to appeal. In assessing the request, the Examination Board's primary criteria are the obstruction of the study progress and the student's personal circumstances.
3. If such a request relates to a test of a minor offered across Fontys, the student must direct the request to the coordinating institute responsible for the minor, as described in regulations governing the minor
4. *Students in the propaedeutic phase can only take part in the exams of their own stream (September or January). In the main phase and graduation phase, it's possible to take part in all the exams, no matter which stream the student follows (September or February).*

#### **Article 27 Request for a review**

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

#### **Article 28 Resits**

1. Tests are conducted at least twice an academic year.  
 Students can resit components marked with a pass no more than once, and at least once, in which case the highest mark will count.  
*For the practical tests referred to below, resits only take place in the following academic year:*

(in case there is not enough time to successfully complete the resit (retake) before the end of the academic year):

- Internship
- Business Research
- Graduation assignment
- projects in year 1,2 en 4
- SUF1 en SUF2 in jaar 2

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 [on the FIBS portal in the course manuals](https://connect.fontys.nl/instituten/fibs/StudyProgrammes/MM/) (<https://connect.fontys.nl/instituten/fibs/StudyProgrammes/MM/> – propaedeutic phase, main phase of graduation phase.

Also further requirements regarding the Internship, Business Research and Graduation assignment can be found on the FIBS portal

<https://connect.fontys.nl/instituten/fibs/StudyProgrammes/MM/>

When a phase is administratively closed, it's no longer possible to retake modules that already have been achieved successfully. A phase is administratively closed when a student passed all exams concerning this phase.

3. *If a test consists of an assessment of freely-chosen evidence, then the programme should offer the student the following option of improving or supplementing the evidence.*

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

1. The period of validity of successfully completed component tests is **ten years**.

*The validity period for evidence is ten years.*

Results achieved for interim examinations can only lapse if the understanding/knowledge/skills to which these interim examinations relate can be shown to be obsolete. Understanding, knowledge and skills that were assessed more than 10 years ago can evidently be shown to be obsolete.

*The period of validity of successfully completed interim examinations is:*

**ten years.**

The Examination Board may extend this term.

2. In the event of special circumstances as referred to in the Profiling Fund Scheme, the period of validity of interim examinations will as a minimum be extended by the duration of the support granted on the basis of that scheme.
3. If the study programme has been substantially altered, details on how this term will be restricted can be stated below, whether in the form of a written decision issued to a student or incorporation in the Teaching and Examination Regulations, if it applies to the entire cohort.

**Not applicable.**

#### **Article 30 Graduation product - Knowledge bank**

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

For registration in the HBO knowledge database, a minimum grade of 7.5 is required and both the student and the company must give their approval. For further information, see <https://connect.fontys.nl/instituten/fibs/StudyProgrammes/GP> step 'Hand in your graduation report'

### Article 31 Study progress

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

If the student is of the opinion that not all results have been properly registered in Progress, he / she must report this to the SSC by mail within 3 months after the moment of testing, [SSC-venlo@fontys.nl](mailto:SSC-venlo@fontys.nl).

### Article 32 Advice regarding the continuation of studies

1. During the first year of enrolment in the foundation phase of a bachelor study programme and, where possible, prior to the start of the second semester, the student is given advice on his study progress. If the study progress is unsatisfactory, the student will receive a written warning and be told that if the study progress continues to be unsatisfactory, he will receive a binding negative advice regarding the continuation of his studies. A reasonable period within which the student must have improved his grade point average and the opportunities a study programme offers in that regard are stated in the warning. (*Section 7.8b of the Act.*)

A student who has not received a warning at that stage may yet receive one at a later point in the first year if he has fallen behind, and will be given a period within which to improve his grade point average.

At the end of the first semester of the Propaedeutic phase the (study career) coach conducts a personal conversation with the student on earned credits.

Before the retakes at the end of the first semester take place each student receives a letter at the Fontys e-mail address with information about the warning and the study advice at the end of the first year of enrolment (12 months). The student is asked to contact his/her (study career) coach if no personal conversation has taken place.

The student receives a warning at the end of the first semester if less than **15 credits** have been obtained in the first semester (within 6 months).

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.  
*Advice regarding the continuation of studies will be given to a student taking a part-time study programme with a study load of fewer than 60 credits in the first year of enrolment.*
3. Advice regarding the continuation of studies is based on the student's results in the foundation year. The Examination Board advises the institute director on advice regarding the continuation of studies to be given. This advice must take into account the student's personal circumstances. Students must report any personal circumstances to their student coach or student counsellor the moment they occur.

If the student misses the deadline for reporting special circumstances, the Examination Board will examine whether it was excusable for the student to miss the deadline for reporting those circumstances.

Engaging in top-class sports activities by students who have been granted a Top-Class Sport or Talent status are entitled is regarded as a special circumstance, on the basis of which the delivery of advice regarding the continuation of studies can or will be deferred. *A minimum number of credits these students must earn in order to be eligible for such postponement has been established.*

The practice of running a business of his own by student entrepreneurs who have been awarded student entrepreneur status, as defined in the [Fontys Student entrepreneur scheme](#), is also regarded as a special circumstance, on the basis of which the delivery of advice regarding the continuation of studies is deferred. However, a minimum number of credits which must be achieved to qualify for that deferral may be specified for student entrepreneurs (see also paragraph 4 of this article).

4. The student will be given positive study advice regarding the continuation of studies in the following cases:  
*name criteria*

The student has achieved the norm of **45 credits** and a 'passed' for PIM27 Personal & Professional development within 12 months of enrolment

The student will be given a binding negative study advice regarding the continuation of studies in the following cases:

*name criteria*

The student has obtained less than **45 credits** and/or a 'failed' for PIM27 Personal & Professional development within 12 months of enrolment.

*Students who have been granted a Top-Class Sport or Talent status as referred to in Article 32(3) must have earned at least **45 credits** 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 **45 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. **Not applicable.**

**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 **two years**.
3. At the student's request, the institute director change the period or give permission for a student to re-enrol in spite of the binding negative advice as referred to in Section 7.8b(3) of the WHW.
4. A binding negative advice regarding the continuation of studies refers to the full-time, part-time and dual forms of the study programme, unless otherwise stated.
5. Each binding negative advice regarding the continuation of studies must expressly state that the binding negative advice only refers to the study programme mentioned. Every binding negative study advice regarding the continuation of studies must include a referral, to either another study programme, the student counsellor or the study choice adviser.

## Section 7 Graduation

### Article 34 Examinations - certificates - diploma supplement

1. Students have passed the examination of the foundation year or the study programme if they have passed all units of study which form part of the foundation year or the study programme, as referred to in Article 15. (*Section 7.10 of the Act.*)
2. Certificates are given at the following occasions:
  - on passing the foundation year examination;
  - on passing the study programme's final examination.
3. The certificate will only be given after it has been established that the student is enrolled and has paid his tuition fees for all the enrolment years. (*Section 7.11 of the WHW.*)
4. After successful completion of the examination, the Examination Board awards the certificate. The certificate is dated on the date of the student's final academic activity (test or assessment). The certificate of a study programme comes with a diploma supplement. This diploma supplement may include mention of a student's board activities (see Article 11). Students who have served as members of the Examination Appeals Board may also request that activity to be included on their diploma supplement.  
The Examination Board will determine whether a student has passed within a maximum of eight calendar weeks after the student's final academic activity (test or assessment).  
If the student wishes for the certificate to be dated later, the student must postpone the completion of his final academic activity (test or assessment).
5. The certificate is signed on behalf of the Examination Board by the (deputy) chairman, the (deputy) secretary, the candidate and, if applicable, an external expert. (*Section 7.11 of the WHW.*) On behalf of the institute, the Examination Board also confers on the student the degree if the student has taken the study programme examination.  
For the study programme's examination the **Bachelor of Science** degree is awarded.
6. The award ceremony takes place at a time decided by the institute.  
Students who passed the study programme examination and have requested the postponement of the award of the certificate may be issued a statement that the study programme degree has been conferred on them. (*Section 7.11 of the WHW.*)
7. *The certificates of students whose performance has been extraordinary will state the distinctions referred to below.*  
*The distinction 'cum laude' is the highest degree possible.*  
*Students will be awarded the distinction 'cum laude' if they meet the following criteria:*

#### "Cum laude" (post propaedeutic phase)

The student will be awarded the judgement 'cum laude' if he has met the standards for graduation and in addition meets each of the following requirements:

- the study has been completed within the regular study time (four study years) and
- the result for the Graduation Project is at least 8.00 and
- the results of all individual modules in phase 2 and 3 (not being the Graduation Project) are at least 7.00 or 'obtained' (passed), and
- the results of all individual modules in phases 2 and 3 (not being the Graduation Project) have been retaken at most once, and
- the weighted average (in terms of credits) of all modules in phases 2 and 3 (which are assessed with a mark) is at least 8.00 and
- there are no negative notes (e.g. after detected fraud) in the student file.

The distinction 'cum laude' will be stated on the certificate. Exemptions and modules (LAs and possibly minor) that have been 'passed' are not taken into account in the 'cum laude' regulation.

The examination board is authorised to decide in individual cases that a student who has completed the study programme in more than four years can still be awarded the 'cum laude' distinction.

**The Examination Board reserves the right in individual situations not to award a distinction on the certificate of a student in case of fraud.**

8. The Executive Board reports to DUO the students that have passed the final examination of the study programme.

**Article 35 Statement on departure**

1. Every student who seeks to terminate his enrolment without having passed the study programme's final examination will be invited for an interview.
2. At the student's request, the student may be issued a statement listing any results achieved.
3. The statement must specify that the interim examination test results will in principle be valid for *ten* years. The statement can include a reservation in the event of a substantial overhaul of the study programme. (See Article 29.)

**Article 36 Transfer**

1. *Any specific arrangements made with one or more universities with respect to the Bachelor's programme in order to facilitate the smooth transfer of students to a university Master's programme are detailed below.*

There are no specific arrangements regarding student transfers.

## Section 8 Irregularities and fraud

### Article 37 Irregularities and fraud

1. If irregularities are discovered in connection with a test, as a result of which the Examination Board cannot guarantee the test's quality and any of its results, the Examination Board may forgo having the test checked, or declare a test result void. In such cases, the Examination Board must ensure that an opportunity to resit the test in the near future is offered to the affected students.
2. If a student is guilty of an irregularity committed with respect to (a component of) an examination or fraud, the Examination Board may exclude the student from sitting one or more tests of the study programme for a period to be determined by the Examination Board but which will not exceed one year. Any act that contravenes the regulations that have been established regarding testing and assessment shall be considered fraud in the sense of this article. If the test has already been assessed, the result will be declared void.  
[See also the FIBS Fraud Policy in Appendix 5.](#)
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.
7. [Examiners of Fontys International Business School use software programs to detect or track down plagiarism.](#)
8. [Violating the rules as laid down in the ' examination protocol ' falls within the definition of fraud. This applies also to non-permitted use and carrying informative items. Informative items that are allowed are stated thoroughly on the exam cover page.](#)

## 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 in 'Appendix 4 'Composition of the Examination Board'.
3. An application to the Examination Board can be submitted to <https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard> (see also Article 26(2) and Article 27).

### Article 39 Appeals

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

## Section 10 Retention and hardship clause

### Article 40 Retention of documentation

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

### Article 41 Hardship clause

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

## Section 11 Final provisions and implementation

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

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

The official title of the TER of the Bachelor's programme is **the institutional section of the TER 2022-2023 from Fontys International Business School from the bachelor study Marketing Management (in Dutch Commerciële economie).**

### 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.*

MM conversie-matrix (van oud naar nieuw curriculum) 2022-2022					
Code (old)	Name (Old curriculum)	Code (new)	Replacement (new module)	Explanation	ECTS
H01M	Statistics	HQR1-21	Introduction to statistics	Part of the IFC curriculum	5
H03M	Strategic Marketing	M41M21	Marketing Process V: Promotion	New MM curriculum	5
H04M	Foreign Language III	M36M	Communication & Culture III	New MM curriculum	3
H05M	Brand Management	M31M21	Marketing Process III: Brand Management	New MM curriculum	5
H06M	Sustainable Innovation	M03 (minor)	Sustainability in European Business	Elective within Minor DBE	5
H07M	Business English III	M36M	Communication & Culture III	New MM curriculum	3
H09M	Marketing Controlling	M42M21	Marketing Process VI: Controlling	New MM curriculum	5
H10M	Marketing Synthesis	M32M21	Marketing Process IV: Product, Price & Place	New MM curriculum	5
H11M	Marketing Research	M43M21	Marketing Project IV: Marketing research	New MM curriculum	5
H12M	Foreign Language IV	M46M	Communication & Culture III	New MM curriculum	2
H13M	Consumer Behaviour	GMIE18-CB	Elective: Consumer Behaviour	Part of IB curriculum	5
H14M	Economics II	G74M19	International Trade	New MM curriculum	5
H15M	SPSS	HQR2-21	Project-related application	Part of the IFC curriculum	5
H17_IM	Work Placement	M52M	Internship	New MM curriculum	20
H18M	Business English IV	M46M	Communication & Culture IV	New MM curriculum	2
H19_IM	Work Placement	M51M	Business Research	New MM curriculum	10

**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 Teaching and Examination Regulations (see under A).
- the intranet site of the institute (<https://connect.fontys.nl/instituten/fibs/> )

### 2. Facilities for students

Information on facilities for students can be found at:

- the institution-specific section of the Fontys Students' Charter ([www.fontys.edu/rules](http://www.fontys.edu/rules))
- the website of Fontys, among others, Fontys helps
- the website of [Fontys Study Abroad](#)
- the intranet site of the institute (<https://connect.fontys.nl/instituten/fibs/> )

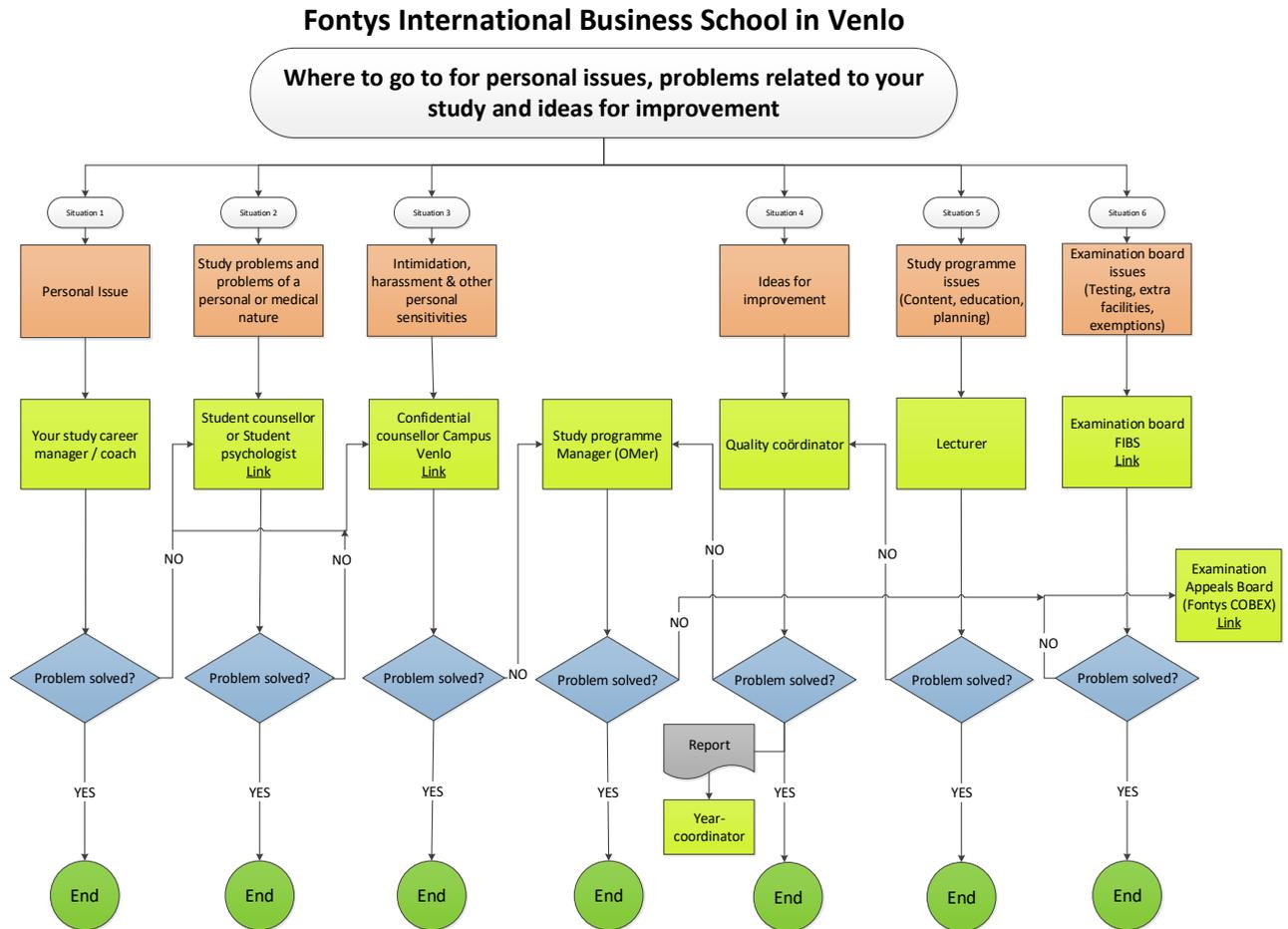
### 3. Study support

Information on study support can be found in:

- the Teaching and Examination Regulations (see under A)
- the intranet site of the institute (<https://connect.fontys.nl/instituten/fibs/> )

**C - Internal complaints procedure**

Procedures to be followed w.r.t. the examination board, please see art 38 section 3 (examination board) and art. 41 (hardship clause) of the institute specific part of this TER and art 47 of the Fontys Students' Charter



*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.*



## **Attachment OER/TER MM 2022-2023**

**Attachment 1: Exemption policy**

**Attachment 2: Minors**

**Attachment 2a: Doing business in and with Europe**

**Attachment 2b: Embrace the Border**

**Attachment 2c: FUN**

**Attachment 2d: BILL**

**Attachment 2e: International Business Management**

**Attachment 3: Test Policy**

**Attachment 4: Composition Examination board**

**Attachment 5: Fraud policy**

**Attachment 6: Examination overview**

## Attachment 1 FIBS Vrijstellingenbeleid studiejaar 2022-2023

### Inhoudsopgave

1) Introductie	1
2) Aandachtspunten voor het verkrijgen van vrijstellingen	1
3) Aanvraag van een vrijstelling voor één of meerdere onderwijsactiviteiten	2
4) Verlening van een vrijstelling	2
5) Vrijstelling volledige propedeuse	3
6) Herziening beslissing examencommissie/Beroepsprocedure	3

### 1) Introductie

Het FIBS vrijstellingenbeleid ligt verankerd in de kaders van het FIBS toetsbeleid. Dit vrijstellingenbeleid ligt tevens in een lijn met de betreffende bepalingen van de Onderwijs- en Examenregeling (OER) van de opleidingen binnen FIBS (artikel 5, 6 en 7).

Een vrijstelling wordt gedefinieerd als de opheffing van de verplichting om een onderwijsactiviteit te volgen en/of hierover een examen, toets of tentamen af te leggen. Een student kan een vrijstelling binnen FIBS aanvragen tijdens de eerste vier weken van het semester. Wanneer een student een vrijstelling aanvraagt, heeft dit tot doel dat deze student een sneller studieprogramma kan doorlopen en zich beter kan concentreren op andere onderwijsactiviteiten uit het programma.

### 2) Aandachtspunten voor het verkrijgen van vrijstellingen

Een vrijstelling kan worden aangevraagd op grond van:

1. Een ervaringscertificaat. Dit is een rapportage met betrekking tot een erkenning van verworven competenties dat is afgegeven door een erkend EVC-aanbieder.
2. Gelijkwaardige diploma's, getuigschriften.
3. Aantoonbare kennis, inzicht en vaardigheden verworven in een instelling uit het hoger onderwijs.
4. Bestuurlijke activiteiten.

Voor een onderwijsactiviteit kan vrijstelling verleend worden indien de betrokken student een module/vak met dezelfde inhoud en studieomvang (eventueel elders) op minimaal gelijkwaardig (HBO-) niveau heeft gevolgd en met een voldoende heeft afgerond.

Studenten die wisselen van opleiding binnen FIBS, dan wel Fontys, dienen voor de afgeronde FIBS-/Fontysmodule(n) eveneens vrijstelling aan te vragen via de reguliere procedure.

Nota bene:

- Het is **niet** mogelijk vrijstelling voor een module/vak binnen de 'major' opleidingen van FIBS aan te vragen, na het volgen van een minor(onderdeel).
- Deelname aan summer- en/of winterschool komt **niet** in aanmerking voor vrijstellingen.
- Vrijstellingen voor onderwijsactiviteiten in de afstudeerfase (semester 7 en 8) worden niet gehonoreerd.

Gezien de diversiteit in opleiding, kennis en praktijkervaring van de internationale studentpopulatie van FIBS, kan van bovenstaand beleid in individuele gevallen gemotiveerd worden afgeweken. Er zal binnen de FIBS worden gestreefd naar een maatwerktraject.

### 3) Aanvraag van een vrijstelling voor één of meerdere onderwijsactiviteiten

Elke student die van mening is dat hij via een versneld traject zijn opleiding kan vervolgen en/of voltooien dient hiervoor via het online formulier een onderbouwd verzoek indienen bij de examencommissie van FIBS via het *Exemption Form* op de portal <https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard>

De aanvraag voor een vrijstelling dient door de student schriftelijk gemotiveerd te worden. De aanvraag dient tevens te worden voorzien van relevante bewijsstukken, zoals:

- Gewaarmerkte kopie van het diploma met een verwante opleiding Hoger onderwijs.
- Gewaarmerkte kopie van het behaalde studiebewijs en het studiemateriaal van de gevolgde opleiding die in relatie staan tot de vrijstelling die wordt aangevraagd.

De aanvraag voor de vrijstelling kan ingediend worden bij de examencommissie gedurende de **eerste vier weken** van het semester. Een latere aanvraag voor een vrijstelling wordt niet in behandeling genomen.

#### 4) Verlening van een vrijstelling

De vrijstelling wordt beoordeeld door de examencommissie. Vrijstellingen worden alleen verleend voor één of meerdere onderwijsactiviteiten (oftewel één of meerdere volledig(e) Learning Arrangements/LA's). Een vrijstelling kan dientengevolge niet opgevraagd worden voor bepaalde onderdelen van een onderwijsactiviteit.

De examencommissie stelt aan de hand van de *Exemption Form* en het aangeleverde bewijsmateriaal en eventueel op basis van een gesprek met de student vast of een vrijstelling wordt verleend en voor welk(e) Learning Arrangement(s) deze vrijstelling(en) zal/zullen gelden.

De beslissing wordt schriftelijk via zijn of haar Fontys studentmail gecommuniceerd aan de student vóór de (sluiting van de) eerste inschrijfmogelijkheid voor de betreffende toetsvorm kenbaar gemaakt door de examencommissie.

Wanneer een student een vrijstelling verkrijgt, is het de student niet toegestaan deel te nemen aan de toets(en). Wanneer een student toch aan de toets(en) deelneemt of heeft deelgenomen, wordt er geen cijfer toegekend dan wel wordt het cijfer ongeldig verklaard.

De beslissing wordt ter registratie in het studievoortgangssysteem en ter archivering in het betreffende studentendossier opgeslagen.

Voor een toegekende vrijstelling wordt in het studievoortgangssysteem (*Progress*) de afkorting VR ingevoerd. Deze vrijstelling telt niet mee in de algemene berekening van het gemiddelde van Fase II/III. Ook bij de berekening van het gemiddelde bij de cum-laude-regeling worden vrijstellingen buiten beschouwing gelaten.

Vrijstellingen tellen voor de beoordeling van het studieadvies in het propedeusejaar mee als studiepunten. Op het diplomasupplement wordt voor een Learning Arrangement met vrijstelling de afkorting 'VR' vermeld.

Voor overstappers binnen FIBS kan de EC besluiten eerder behaalde cijfers over te nemen indien onderwijsactiviteiten qua niveau en inhoud gelijk zijn. Ook in dit geval geldt dat het de student niet is toegestaan deel te nemen aan de toets. Wanneer een student toch aan de toets deelneemt of heeft deelgenomen, wordt er geen cijfer toegekend dan wel wordt het (laatst behaalde) cijfer ongeldig verklaard.

#### 5) Vrijstelling volledige propedeuse

Indien een student vrijstelling wil aanvragen voor de volledige propedeuse, bv. op grond van het bezit van een tenminste gelijkwaardig Nederlands of buitenlands diploma (zie OER 2021-2022 artikel 6 en art. 7.30 van de Wet).

OER Artikel 6, lid 1:

“De instituutsdirecteur kan vrijstelling verlenen van het propedeutisch examen op grond van het bezit van een tenminste gelijkwaardig Nederlands of buitenlands diploma. (art. 7.30 van de Wet). (Zie ook artikel 3 wanneer er sprake is van een buitenlands diploma).”

Een vrijstellingsaanvraag voor de volledige propedeuse wordt tijdens het inschrijfproces aangevraagd, omdat de vrijstelling voor de volledige propedeuse een inschrijfeis is om als hogere jaars student te kunnen worden ingeschreven.

Een student die van mening is aanspraak te kunnen maken op een vrijstelling voor de volledige propedeuse, dient hiertoe een onderbouwd verzoek in bij de examencommissie via het zogenaamde vrijstellingsformulier voor de volledige propedeuse op <https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard>

De examencommissie beoordeelt het verzoek en geeft haar gemotiveerd advies met bijbehorende vrijstellingsformulier aan de instituutsdirecteur. De instituutsdirecteur beslist uiteindelijk over het al dan niet verlenen van de vrijstelling. Het betreffende vrijstellingsformulier wordt vervolgens door de student service desk verwerkt, zodat de inschrijving verder kan worden afgehandeld. De beslissing wordt ter registratie in het studievoortgangssysteem en ter archivering in het betreffende studentendossier opgeslagen.

Er zijn twee deadlines bepaald voor het indienen van een vrijstellingsformulier voor de volledige propedeuse, te weten:

- uiterlijk 15 juni (uitsluitseel uiterlijk 1 augustus)
- uiterlijk 15 augustus (uitsluitseel uiterlijk 31 augustus)
- uiterlijk 15 januari voor de februari instroom (uitsluitseel uiterlijk 31 januari)

## **6) Herziening beslissing examencommissie/Beroepsprocedure**

Een student die het niet eens is met de beslissing van de examencommissie, heeft de mogelijkheid binnen zes weken in beroep te gaan bij het College van Beroep voor de Examens. Ook kan hij zich binnen een termijn van drie weken tot de examencommissie van de bacheloropleiding wenden met een verzoek tot herziening (zie artikel 34 en 44 van het Studentenstatuut van Fontys).

## Attachment 2a: Doing business in and with Europe

### Minor regulation 2022-2023

#### 1. Name minor: Doing Business in and with Europe

#### 2. English name: Doing Business in and with Europe

#### 3. Content of Minor

Home to 500 million consumers, Europe, or more clearly the European Union (EU), is one of the major regions in the global economy and one which offers many and varied business opportunities to both European businesses and foreign investors.

Since the establishment of the European Single Market, hundreds of technical, legal and bureaucratic barriers to free trade and free movement between the EU's member countries have been abolished. In the EU's single market people, goods, services, and money can move around the EU as freely as within a single country. As a result, companies have expanded their operations and foreign investors are attracted by the possibility to gain access to this huge opportunity.

At the same time, the EU still represents a region which is highly diverse in language, culture and geography. 27 countries are members of the European Union with 6 countries waiting for membership. Uniting economic, political and cultural interests is a challenging task and one which has led to much turbulence in recent years.

This course offers you a chance to learn about this fascinating region while living and studying in Venlo – an area which is a key logistics and supply-chain hub to Western Europe. All courses are delivered in English and designed to build an understanding of the business environment in Europe. This is done in mandatory modules: seminar on European Regions, Clusters, Cultures and People and a major project on internationalization of business within or into Europe. Students are offered a range of elective modules which allows for flexible choices.

#### Resume for Diploma Supplement:

In this minor, students gain skills and knowledge relative to the business environment in Europe and the process of internationalization. The minor is structured according to mandatory and elective modules. All modules are delivered in English at Fontys in Venlo. The core of the minor is made up of a major project regarding the internationalization of a company in Europe. Working in groups, students train skills of analysis and building recommendations about the process of internationalization to an authentic company of choice. This is supported by modules which build an understanding of the diverse and exciting business environment in Europe.

At the end of the minor students have studied fully in English for one semester and focused on the topic of Business in Europe. A deep understanding of the business environments had been built and students have trained important skills in the area of doing cross-cultural business, analysis for decision making, critical thinking as well as business communication.

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

- All the students in the minor DBIWE participate in the mandatory Project and the module European regions, clusters, culture and people (in total 15 credits).
- Next to the mandatory courses, all the students have to choose three elective courses (in total 15 credits).

#### 5. Enrolment in the education components

Students do have to enroll in Progress until the communicated deadline in Progress. Students who would like to have more information about the enrolment, or would like to have advice about their deepening course, could contact [fibs-minors@fontys.nl](mailto:fibs-minors@fontys.nl).

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

Study Load/hrs	Module	Type of Assessment	Individual or Group	Grade Scale	Passing Grade
280	Project: Establishing Business Opportunities in Europe	Report and Oral Defense	Group: Report Individual: Oral Defense	Pass/Fail	Pass
140	European Regions, Clusters, Culture and People	Portfolio	Individual	Pass/Fail	Pass
140	Elective: European Economics, Trade and Law	Written Exam	Individual	Pass/Fail	Pass
140	Elective: International Taxation in Europe	Written Exam	Individual	Pass/Fail	Pass
140	Elective: Fresh Supply Chain and Logistics (Euregion focus)	Written Exam	Individual	Pass/Fail	Pass
140	Elective: Marketing in Europe	Presentation	Group	Pass/Fail	Pass
140	Elective: Current Affairs in Europe	Portfolio	Group	Pass/Fail	Pass
140	Elective: Sustainability in European Business	Portfolio	Individual and Group	Pass/Fail	Pass

A student chooses three electives. For one student the study load is presented in the table below:

Course	Activities	Study load (hours)	Credits
M01 - Project: Establishing Business Opportunities in Europe	Coaching	48	10
	Lectures	32	
	Self study	200	
M02 - Seminar: European Regions, Clusters, Culture and People	Lectures	40	5
	Self study	100	
M03 - Chosen Elective 1	Lectures	24	5
	Self study	116	
M03 - Chosen Elective 2	Lectures	24	5
	Self study	116	
M03 - Chosen Elective 3	Lectures	24	5
	Self study	116	
		840	30

**7. Passing the minor** (see article 19 (2) general section of the TER)

This minor consists of multiple components (learning arrangements), which are graded Pass or Fail. However, 30 credits will only be awarded once the minor has been completed successfully. In order to pass the Minor DBIWE, each module must be graded with a Pass. The number of credits in the calculation of the average is 30. If a student finishes any learning arrangement graded with a Fail, they are not eligible for receiving the 30 credits.

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

Request concerning the examination could be posted to the exam committee:

[fibs-examencommissie@fontys.nl](mailto:fibs-examencommissie@fontys.nl)

## **9. Validity**

This information is valid for the academic year 2022-2023.

## **10. Entry Requirements Minor**

Students have to round off their foundation year (propedeuse), or have permission from the exam committee, before they are allowed to participate in this minor. The entire program of the Minor DBIWE is offered in English; therefore students need a certain level of English skills. There are no formal entry barriers such as TOEFL or IELTS, but HAVO 5 level or equivalent level is required.

## **11. Not accessible for**

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

## **Appendix 2b: Embrace the Border**

The description of this Fontys wide minor is in the following link:

[https://fontys.nl/Studeren/Minoren/Minorzoeker.htm#query={%22fields%22:\[{%22key%22:%22taal%22,%22value%22:\[%22en%22\]},%22keywords%22:%22%22}](https://fontys.nl/Studeren/Minoren/Minorzoeker.htm#query={%22fields%22:[{%22key%22:%22taal%22,%22value%22:[%22en%22]},%22keywords%22:%22%22})

## Attachment 2c: FUN

### Minor regulation 2022-2023

**1. Name minor:** FUN – Linking food consumption, production and sustainability – A interdisciplinary minor abroad

**2. English name:** FUN - Linking food consumption, production and sustainability

### 3. Content of minor

In this module, students will work on an interdisciplinary and international project in Agri- and Bio-economics at JAMK University (Finland), Writtle University College (UK) and Fontys International Business school (NL).

Students show their capabilities by applying their competences in a team of students from different and complementary backgrounds and universities. Students gain experience of three different professional backgrounds and cultures within one semester, studying and living in all three countries.

During this international semester, the students will develop, divided in small international and interdisciplinary groups, their own food product. This new product or product differentiation will be based on fundamental market and consumer research in three countries of the participating institutions.

Students will study in all three places (UK, Finland and Fontys in the Netherlands) for 5 lecture weeks in each place and the other international students will come first to Fontys in Venlo, the whole group will travel for the second 5 weeks to Writtle in the UK and finally conclude the minor altogether in Finland at JAMK for the last 5 weeks of lectures; lecturers from all three universities will be available for all students during the semester. Evaluation moments will be held at the end of each phase (5-week period at the hosting university).

This module features therefore three innovative elements:

- Interdisciplinary research
- An international and cross-cultural experience

Credits: 30

Period: Spring 2023: February-June (Block minor)

Partner universities: Writtle College (UK), JAMK (Finland)

### Resume for diploma supplement

In this module, the student worked on an interdisciplinary and international project in Agri- and Bio-economics at JAMK University (Finland), Writtle University College (UK) and Fontys International Business school (NL).

The student showed her/his capabilities by applying their competences in a team of students from complementary backgrounds and international universities. The student gained experience of three different professional backgrounds and cultures within one semester, studying and living in three countries.

During this International semester, the student developed, divided in small International and interdisciplinary groups, her/his own agricultural product. This new product or product differentiation was based on fundamental market and consumer research (conjoint analysis) in all three countries of the participating institutions.

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

*The International Minor FUN Euregional consists of the following courses:*

- *FUN NL1 Project conjoint analysis*
- *FUN NL2 Consumer behaviour & Marketing Fresh products*
- *FUN NL3 Research Skills and statistics with SPSS*
- *FUN UK1 Sustainable agricultural production*
- *FUN UK2 Post harvest value chain management*
- *FUN FN1 Bio economy, man and the environment*
- *FUN FN2 Productization of bio economy products and services*

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

- Students do have to enrol in Progress (Fontys student registrations system) until the communicated deadline.
- Additionally: Students need to apply for an available place in the minor via the FUN minor team ([fibs-minors@fontys.nl](mailto:fibs-minors@fontys.nl)) with a motivation letter.
- Non-Fontys students could apply for the minor by sending an e-mail with their student number before the communicated deadline to [fibs-minors@fontys.nl](mailto:fibs-minors@fontys.nl).

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

The students submit 11 deliverables (4+3+4, see below the test overviews) for the minor:

- Students need to submit a process report in which they describe the education and project experience and reflect on the following competences: internationalisation, social and communication skills, research skills, interdisciplinary skills.
- Students deliver a group presentation in which they make a value proposition for a food or ornamental product or a related service. The proposition considers consumer preferences, production characteristics and bio-economy/sustainability aspects.
- Students deliver a working document which provides the background data for all three domains.

**Tests per college: Fontys, Writtle and JAMK**

Fontys (10 ECTS)

Course element	Test type	Individual/Group	Scale	Weight	SBU	Progress code	Mark type
Research skills, Consumer behavior & project	Written exam; Report	Individual	1-10	50%	140	FUN11	0-100%
Project	Presentation	Group	Bi-nominal	50%	140	FUN12	pass / fail
In total				100%	10 ECTS		Average percentage FUN 11-12

Writtle college (10 ECTS)

Course element	Test type	Individual/Group	Scale	Weight	SBU	Progress code	Mark type
1	written report on ind. topic	Individual	1-10	50%	140	FUN21	0-100%
2	Presentation	Group	Bi-nominal	50%	140	FUN22	pass or fail
In total				100%	10 ECTS		Average percentage FUN 21-23

## JAMK (10 ECTS)

Course element	Test type	Individual/Group	Scale	Weight	SBU	Progress code	Mark type
1	Learning diary	Individual	Bi-nominal	20%	56	FUN31	Pass or fail
2	Written report ind. Topic presentation	Individual	1-10	20%	112	FUN32	0-100%
3		Group Present.	1-10	60%	112	FUN33	0-100%
In total				100%	840 SBU = 30 ECTS		Av. % FUN 32-33

**7. Passing the minor** (see article 19 (2) general section of the TER)

This minor consists of multiple elements. However, 30 credits will only be awarded once the minor has been completed successfully.

The Minor is concluded successfully if the final grade is a 5.5 or higher. The student should also get a 5.5 or higher for his individual performance. For an international comparison of grades see appendix 1.

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

Request concerning the examination could be posted to the exam committee:

[fibs-examencommissie@fontys.nl](mailto:fibs-examencommissie@fontys.nl)

**9. Validity**

This information is valid for the academic year 2022-2023.

**10. Entry requirements minor**

- All Fontys students can choose the Minor FUN, a background in economics, agriculture or any equivalent study, together with sufficient motivation, is advised.
- The courses are offered in English; therefore, students need a certain level of English skills. There are no formal entry barriers such as TOEFL or IELTS, but HAVO 5 (NL specific) level or equivalent level is required.
- Students shall have an affinity with Fresh-/Agri-Business/Bio-Economy, which should be motivated in the application.
- The available places are allocated to each participating university on an even basis. Remaining places might be allocated to another university student by choice of the respective participating university.

## 11. Not accessible for

The minor FUN is not accessible for students without a certain level of English skills and who have not submitted a motivation letter which serves as a selection criterion.

**All the requirements for participation in this minor, as well as for the minor completion, are set in this minor regulation. No other requirements are set.**

### Appendix 1:

Grades transfer overview from Nuffic (The Dutch organisation for internationalisation in education)

Source:

1. Grading scheme according to Nuffic , hosted by the University of Utrecht:  
<https://students.uu.nl/sites/default/files/geo-grading-systems-holland-vs-us-uk.pdf>  
(accessed 20.4.2022)
2. International grading scheme comparison provided by the OECD:  
[https://www.oecd.org/careers/young-associate-programme/yap\\_gpa\\_guidelines.pdf](https://www.oecd.org/careers/young-associate-programme/yap_gpa_guidelines.pdf) (accessed 20.4.2022)

## Attachment 2d: BILL

### Minor regulations - 2022-2023

1. **Name minor: Business Innovation Learning Lab (BILL) Minor**
2. **English name: Business Innovation Learning Lab (BILL) Minor**
3. **Content of minor:**

The BILL minor facilitates an opportunity for students to learn in an authentic way in an authentic international environment and based on the principles of High Impact Learning that Lasts (HILL). During the semester, students work parallel on two different tasks from real companies and organisations, meaning that research, collaboration and multidisciplinary thinking are necessary to propose innovative solutions. BILL focusses on transformative challenges, solving which can make a difference to society with a sustainable impact: as an example the energy transition in the Netherlands forces the city of Venlo to rethink the central heating of neighbourhoods which is an opportunity to work with Fontys to find new approaches. In line with the principles of HILL, students have responsibility and control over their own learning process and define own learning objectives within the scope of the minor. This means that each student is responsible for the development of a project plan, organisation of time, scheduling of meetings with the company, coaches and experts. The home base for BILL is Brightlands Campus, Greenport, Venlo (Villa Flora), where the students are part of an authentic entrepreneurial hub in the Limburg region. As in real professional life, students steer the progress of their project through their own efforts – leading to a form of professional and knowledge development that is unique to this minor. At the end of the BILL minor semester, students prepare a portfolio of achievement against the learning objectives and are assessed in an interview on their individual professional development.

This minor offers students to work at a higher level of complexity, abstraction and self-directed learning than in the previous two years of study. It broadens their knowledge real business challenges through working with real companies and tackling complex, cross-disciplinary projects. At the same time students deepen their experience of own skill sets in tackling complex problems.

#### Resume for diploma supplement

*The Business Innovation Learning Lab minor is a semester programme that is designed for authentic learning in an authentic environment based on High Impact Learning for Life didactics. Successful*

students have demonstrated that they are capable of collaborating in a multidisciplinary group in an autonomous way on two different real world challenges faced by a real organisations. Each challenge is unique and for each project, a group of student forms and autonomously develops a project plan and tracks progress. The learning objectives of the programme are centered on the further development of personal and professional development, research skills and the development of sustainable solutions. This programme offers students the opportunity to broaden their knowledge and professional skills as well as an opportunity to deepen an own understanding of key skills. The programme is carried out in English.

**4. (Admission) restrictions of the minor  
(number of students admitted, is it open to other institutes? Exchange students etc.)**

BILL minor is open to a maximum of 30 students from FIBS, and exchange students. **This minor is open to students that have not completed the BILL programme.**

The students apply for this minor with an application letter to the minor co-ordinator. The criteria used by the selection committee will be a) personal motivation of the student to study in an authentic and cross-disciplinary environment, b) the ratio of students from each of the different courses of study (here the selection committee will aim to have a balance across all courses in order to achieve a cross-disciplinary environment). The selection committee however retains the right to adjust this criteria according to the mix of candidates that apply in a given semester.

**5. Education components** (see article 17 general section of the TER)

All students in the BILL minor take both of the mandatory modules Project 1 and Project 2.

**6. Enrolment in the education components**

Students apply for the minor within the stated deadline to the BILL minor co-ordinator. On receiving a positive reply from the minor co-ordinator, a student registers for the minor in Progress.

**7. Overview of tests and registration for tests** (see articles 20 and 22 general section of the TER)

Test	Test Type	Individual/Group	Assessment scale	Course	Weight
Project 1	Portfolio & criterium based interview	Individual	Insufficient (4) Sufficient (6) Good (8) Excellent (9)	PRO1	50%
Project 2	Portfolio & criterium based interview	Individual	Insufficient (4) Sufficient (6) Good (8) Excellent (9)	PRO2	50%

Selection criteria for BILL projects are developed in collaboration with the Business Development Manager and team in order to ensure that the projects are suitable for this learning environment. Equally the projects are screened for suitability through this function.

## **8. Passing the minor**

This minor consists of multiple components (learning arrangements). However, 30 credits will only be awarded once the minor has been completed successfully.

In order to pass the Minor BILL each course must be graded sufficiently. A retake option is possible based on the advice of the assessors, this can be either an improvement of project or completion of a new project. The number of credits in the calculation of the average is 30. If a student finishes any learning arrangement below the minimum required, he/she is not eligible for receiving the 30 credits.

Students receive a final grade for the minor BILL based on the weighted average of the two courses PRO1 and PRO2.

In line with the HILL method, the student carries responsibility for their learning journey in this minor. Advice is provided by coaches regarding progress at multiple points during the semester, including an advice to terminate in case of non-performance. The student must decide react to such advice and has the responsibility to achieve the learning outcomes in order to pass.

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

Request concerning the examination could be posted to the exam committee: [fibs-examencommissie@fontys.nl](mailto:fibs-examencommissie@fontys.nl)

## **10. Validity**

This information is valid for the academic year 2022-2023.

## **11. Entry requirements minor**

Students have to round off their foundation year (propedeuse), or have permission from the exam committee, in order to qualify for application to this minor. Acceptance to the minor is based on an a letter of motivation/application and an interview with the selection committee. This application is sent to the co-ordinator of the minor BILL.

The entire program is offered in English; therefore students need a certain level of English skills. There are no formal entry barriers such as TOEFL or IELTS, but HAVO 5 level or equivalent level is required.

## **12. Not accessible for**

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

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

## Attachment 2e: International Business Management

Not for students of MM.

The description of this Fontys wide minor is in the following link:

[https://fontys.nl/Studeren/Minoren/Minorzoeker.htm#query={%22fields%22:\[{%22key%22:%22taal%22,%22value%22:\[%22en%22\]}\],%22keywords%22:%22%22}](https://fontys.nl/Studeren/Minoren/Minorzoeker.htm#query={%22fields%22:[{%22key%22:%22taal%22,%22value%22:[%22en%22]}],%22keywords%22:%22%22})

**Attachment 3: Test Policy**

# Test Policy

Fontys International Business School

FIBS Education  
June 2019

# Contents

<u>Contents .....</u>	<u>81</u>
<u>1. Introduction .....</u>	<u>82</u>
<u>2. Desired structure of test programme and education programme.....</u>	<u>84</u>
<u>3. Vision on testing .....</u>	<u>85</u>
<u>4. Frameworks and guidelines for testing and assessment .....</u>	<u>89</u>
<u>5. Quality of testing.....</u>	<u>94</u>
<u>6. Tasks and responsibilities with regard to tests .....</u>	<u>97</u>
<u>7. Quality assurance for testing .....</u>	<u>100</u>
<u>8. Test organisation .....</u>	<u>101</u>
<u>9. Relevant literature.....</u>	<u>102</u>
<u>Appendix 1 – Assuring the quality of the final level.....</u>	<u>103</u>
<u>Appendix 2 – Test cycle (Formative and Summative).....</u>	<u>104</u>
<u>Appendix 3 – Examiners.....</u>	<u>105</u>

## 1. Introduction

Fontys International Business School (FIBS) is part of Fontys University of Applied Science. In 2018 FIBS formulated her renewed educational vision for her four study programs: FIBS Educational vision and its' justification. From 2018, FIBS is implementing this vision in different phases. FIBS is phasing out the former vision (Framework FIHE 2010-2013). The renewed educational vision led to a renewed vision on testing. This renewed vision is the backbone of the test policy. "A test policy is a set of agreements, both substantive and procedural, on testing and assessment (Sluijsmans, Joosten-ten Brinke & Schilt-Mol, 2015)."

The target audience for this test policy are the examiners, program managers, members of the examination committee, the quality assurance committee, and FIBS bedrijfsbureau.

The FIBS test policy gives direction to all study programmes of FIBS. This policy sets the framework for FIBS about testing. Within this framework, programmes can make their own choices and decisions. This document describes the desired situation. Each programme has his own position on the continuum of personalised, development-oriented testing.

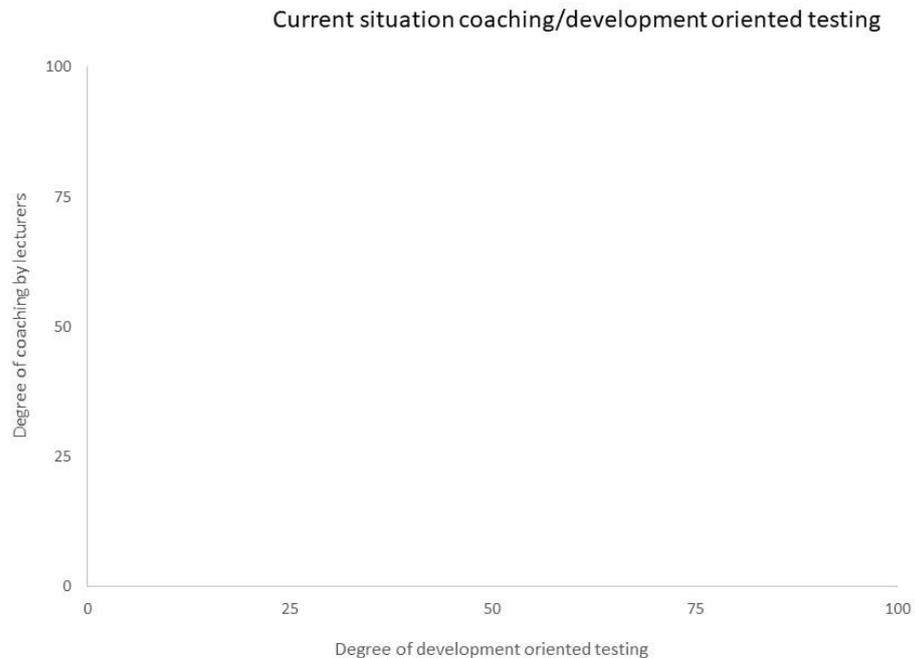


Fig 1: Current situation coaching/development oriented testing

This test policy document has been outlined with taking the quality pyramid for testing as a starting point. FIBS chooses to have a clear policy on testing, transformed in to programme degree test programmes. In all aspects it is important to have an adequate test organisation. All aspects assure the quality of testing within FIBS.

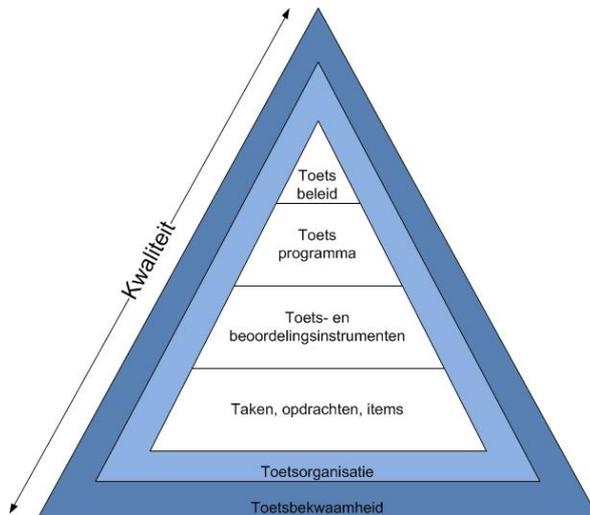
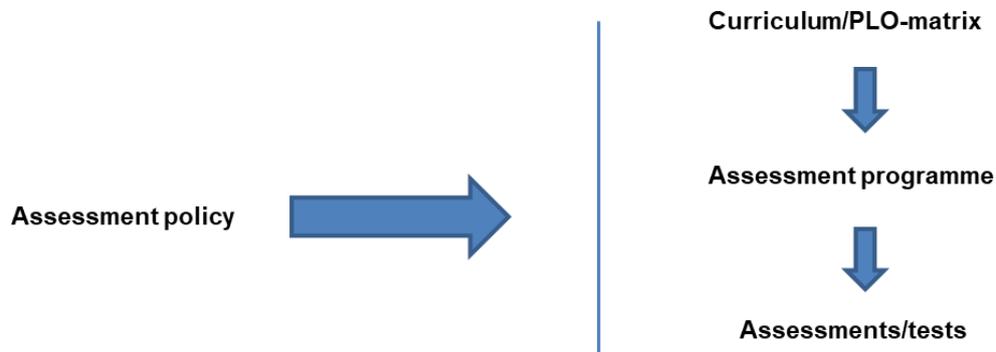


Fig 2: The quality pyramid for testing and assessment (Sluijsmans, Peeters, Jakobs & Weijzen, 2012)

The content of this pyramid was developed in dialogue with the stakeholders involved. Every stakeholder has their own responsibilities in each layer of the pyramid (see Chapter 4, Tasks and responsibilities). This means that within FIBS, the test policy reflects the frameworks and agreements for the examiners who start working on test design, development of tests, validation and evaluation of tests. This is derived from the course's testing programme and the curriculum/PLO matrix.



The role of test policy within FIBS

Fig 3:

Chapter 2 describes the desired relationship between the testing programme and the programme educational profile. Chapter 3 then gives the vision on formative and summative testing and the use of different forms of testing. Chapter 4 describes frameworks and guidelines for testing and assessment. Chapter 5 discusses the most important quality requirements regarding testing. Chapter 6 describes the various tasks and responsibilities involved in testing and assessment. Chapter 7 describes the quality assurance and in Chapter 8 the test organisation is discussed. Finally, Chapter 9 lists the literature used.

This test policy was drawn up in 2015 by Simone Rademakers, educational policy officer. In Januari 2019 it is adjusted by Catrina van Paradijs, consultant Learning and Development, working at TriamFloat, in consultation with the examination committee and the management team.

## 2. Desired structure of test programme and education programme

The goal of each programme is to prepare the student to demonstrate his or her start competency. The student demonstrates the start competency via the graduation phase. "In order to assess the student's professional competence, the graduation programme consists of a series of tests that provide information about the student's professional thinking and working (Van der Vleuten et al, 2012)."

"The tests in a graduation programme are the professional assignments that the student is required to complete, and which demonstrate the range of the student's work performance in order to come up with a valid and reliable assessment of the student's professional competence (Sluijsmans et al, 2014)."

The propedeutic phase and the main phase prepare the student for the graduation phase. To achieve that goal, the programme uses a balanced combination of formative and summative tests. To prepare the students for tests, the programmes contain modules connected to one or more learning outcomes, belonging to the level of ability of the student. The levels of ability are 'hoofdasebekwaam' (end of the propedeutic phase), 'afstudeerbekwaam' (end of the main phase) and 'startbekwaam' (end of the graduation phase).

Modules, learning outcomes, tests and levels of ability are consistent. This can be seen in the test programmes. The consistency of the programme can be found in the blueprint of each programme. The blueprint includes also the obtainable credits and is published in the OER. The course manual of each module includes the corresponding information about testing (the link with learning outcomes, the way of testing and the grading criteria).

In the accountability document each programme describes the way in which the programme works towards the start competency in the graduation phase. The degree programme explains also the composition of the test programme based on the national framework and the vision on education.

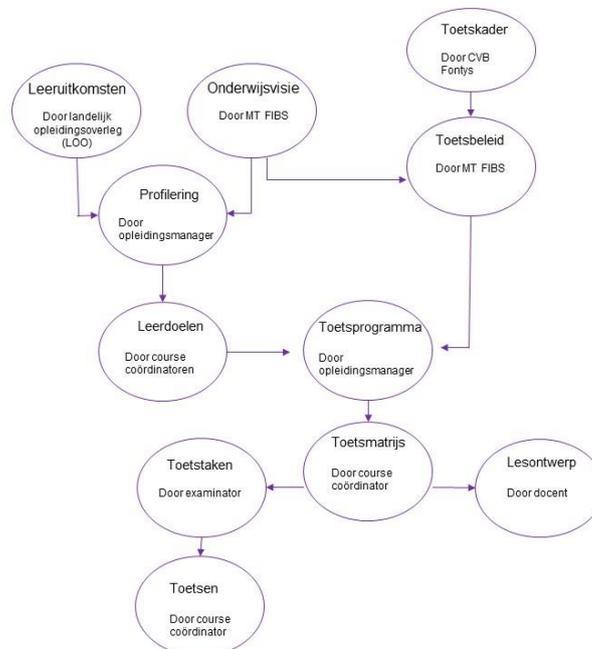


Fig. 4: Process 'From learning outcomes to testing'

### 3. Vision on testing

#### Testing steers learning

In the vision of FIBS, testing steers learning. That is why constructive alignment (Biggs & Tang, 2011) is important: tests, desired learning outcomes and the module description have to be consistent. Each programme has a detailed schedule which makes the constructive alignment visible. In this way, the testing will guide learning in the right direction (Van der Vleuten et al., 2012). If it is the intention to learn the student solving practical problems, to learn him critical thinking, to let him learn meaningful and to let him take a professional attitude, then is it important to design the test programme in the way that it will challenge students to behave in the desired way.

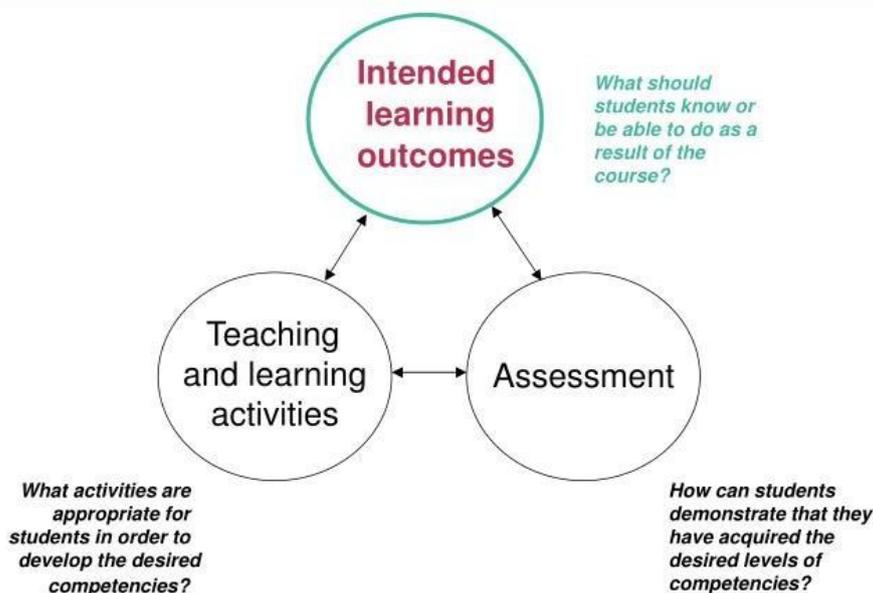


Fig. 5: Constructive alignment (Biggs & Tang, 2011)

Testing is also seen as the starting point of learning. The information that a test provides helps to shape education. The feedback and feedforward that a student receives on the basis of a test steers learning for the future. This makes tests more part of a process than purely a measuring instrument. In this way, testing shifts towards didactics. The test programme has to be a well balanced programme which gives students and lecturers information about the qualification of the student (summative testing) and which gives them information about the development of the student (formative testing).

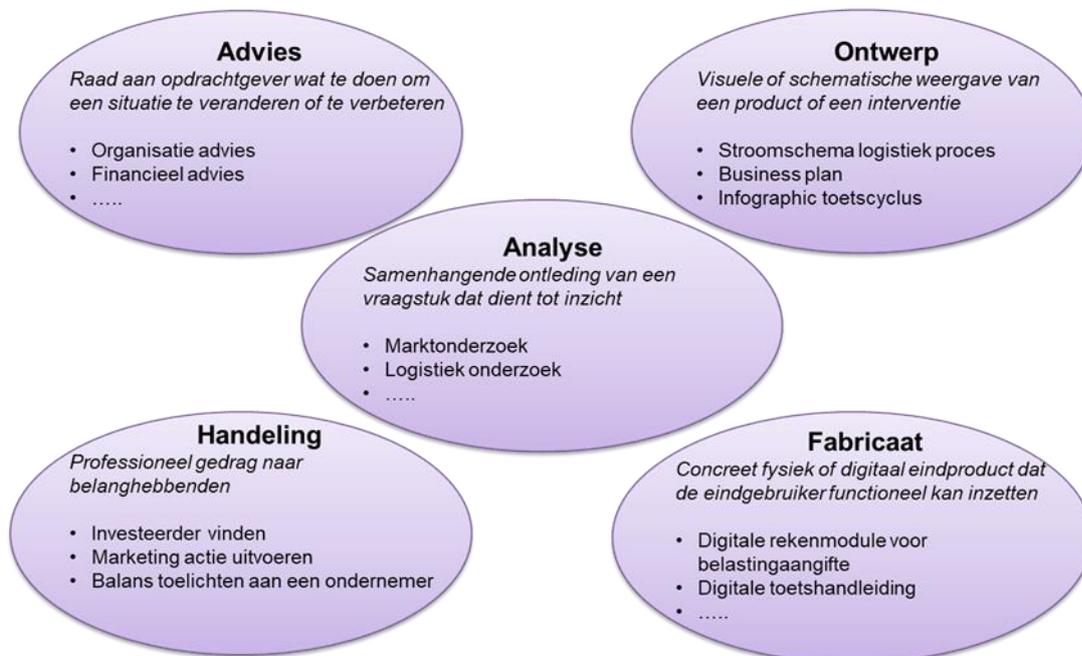
#### Summative testing

Summative testing at FIBS takes place in authentic/practical situations or is derived from practical situations. Internships and the Start-up factory are examples of these authentic practical situations in which FIBS assesses. Students deliver authentic professional products, assessed in a summative way. If assessing in a practical situation is not possible, for example in case of knowledge testing, we use real life business cases/situations as starting point for the questions in a test. Summative testing is used to decide about pass or fail (expressed in a grade or wording), it is used as a qualification tool. If a student passes a

summative test, the student meets the requirements, he is qualified. He has the knowledge, the insight, the skills and the attitude required after completing the study component (module). In this way, the summative test is used as a closure to decide whether student can obtain credits.

### Professional Products

In order to make the maximise the use of authentic practical situations when conducting assessments, FIBS aims to test, using professional products, in every phase of the programme. In the graduation phase however, students will only be assessed in a summative way, with making use of professional products. Professional products are products or services that a professional must be able to deliver while practising his or her profession (Losse, 2016). These products or services demonstrate performance, and can therefore be used for assessment. The type of professional products can vary from programme to programme; in one profession a professional product might be an end product while that same result is an interim product in another profession (Losse, 2016). This is in line with the design model included in the report "*Protocol Verbeteren en verantwoorden van afstuderen in het HBO 2.0*" ("Improving protocol and justifying graduation in higher professional education 2.0") (Andriessen, Sluijsmans, Snel & Jacobs, 2017). This design model is used as much as possible in designing the complete testing programme for all three phases of the programme: propaedeutic, main and graduation phase. The starting point is the level of professional competence that a student must have when he/she begins to work as a professional. Professional competence refers to the professional achievements and actions that can be expected of a professional at the start of their career. The intended level of professional competence is an important prerequisite of a qualitatively good testing programme. For that reason, FIBS uses professional products as test instruments, aligned to a specific phase of the programme. Each programme has developed this further and provided a description in the course's testing programme.



Naar Losse, 2016

Fig. 6: Work results in each phase of the professional activity cycle, Andriessen, D. (2016)

## Diversity of assessment methods

Every student is unique and has his own background, needs, interests and way of learning. FIBS has students from all over the world with a different mother tongue, culture and background in learning. These students have different experiences with previously followed education. On this basis their expectations may differ. It is important to manage the expectations using the blueprint and the course manual in which expected learning outcomes are the starting point of modules. Both in the education offered and in the test programme, the diversity must be taken into account. A good mix of assessment methods ensures that the student gets the chance to show his strengths.

In addition, it is important that different assessment methods are used to make a statement that is as valid and reliable as possible about the competencies of a student. This could for example include written tests, oral tests, skill tests and competency assessments.

## Learning outcomes and assessment methods

Learning outcomes are based on the taxonomie of Bloom (Fig.4). Learning outcomes are defined on different levels: knowledge, skills and attitude. For examiners it is important to use a test method that fits with the learning outcomes.



Fig 7: Taxonomy of Bloom

## Types of testing

Within FIBS, we use a specific set of summative testing types. More information about the types of testing, as well as the handbook for developing the tests, is given in the digital handbook "Testing and assessment", which can be found in the FIBS sharepoint environment.

## Formative testing

FIBS' educational principles start from personalised learning (Meijer, 2017). By taking the student as starting point and giving him autonomy, he will get responsibility for his own development (FIBS educational vision and its justification 2018). In the opinion of FIBS, formative testing is a way to give both students and lecturers information about the development of the student. Based on the feedback from a formative test, the student is able to plan his own development. FIBS defines herself as a professional learning community. In that community, both students and lecturers reflect continuously on learning and the impact of learning on the changing environment. "FIBS aims to be a professional learning community in which students and teachers constantly reflect on learning and the effect it has on the changing environment" (FIBS Staff Policy, 2018).

At FIBS, the student is being prepared to deal with an ever changing society in which he / she can adapt and develop, based on his / her talents, to meet the rapidly changing environment. Therefore a basic knowledge is important, from which a student needs to be able to reflect to take the right actions. Next to the knowledge component, the development of a student is influenced by attitude, skills, ethics and values. Feedback contributes to the development of self-regulating learning among students. Hattie & Timperly (2007) en Shute (2008), argue that feedback is an essential element of formative testing. Sadler (1989) explicitly describes the importance of assessment skills in the process of self-regulation. The educational process must offer students the opportunity to develop these skills so that they are not solely dependent on the judgment of the lecturer. Formative testing offers both students and lecturers the opportunity to develop these skills and thus contributes to their ability to adapt to the rapidly changing environment. Formative tests can be conducted in several ways: in class, per projectgroup, individually. All, in either online or off-line situations.

## 4. Frameworks and guidelines for testing and assessment

This chapter gives the frameworks and guidelines on testing and assessment that have been drawn up within FIBS. These frameworks are based on the vision drawn up by the management team. As stated previously, programmes have the opportunity to make their own decisions within these frameworks.

Students demonstrate that they have met the learning outcomes necessary for performing the professional task. As much as possible, testing is in line with professional practice and with the student's degree of self-management and personal responsibility. Assessment is made on the basis of:

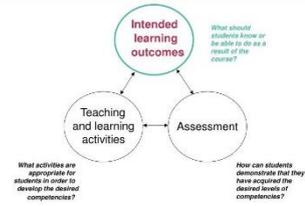
1. work projects delivered, in which knowledge, skills and attitudes are integrated and in which multiple learning outcomes can be integrally tested where required. Students work on the professional products in groups, in pairs and individually. In any case, the final work results are assessed as well as, where relevant, the partial or intermediate work results and/or the learning and working process (if this is part of the learning outcomes);
2. knowledge and skills testing, in which knowledge and skills are tested more or less separately. These are often individual tests.

The method of testing chosen obviously depends on what is being tested. The proficiency level of the learning outcomes, the variation of test forms desired, and feasibility also play a role in the decision. As the course progresses and the complexity of professional duties increases, the number of products will increase and the number of knowledge and skills tests will decrease.

### Frameworks and guidelines for testing

1. All study units are based on learning outcomes and will conclude with a summative test. To avoid excessive testing, the aim is to test only units of at least 5 EC. Modules that last longer than a semester will be split into 2/3 or 3/2 testing in order to maintain educational feasibility.
  - a. Learning outcomes are developed into learning objectives.
  - b. All learning objectives will be tested.
  - c. A test can consist of subtests of a minimum of 2 or 3 EC in case a module is spread over an academic year. The course manual explains how these relate to each other.
  - d. All results are recorded in Progress.
2. A test is designed based on the learning outcomes, followed by the lessons (constructive alignment, Biggs & Tang, 2011).
  - a. A testing programme is developed based on the learning outcomes
  - b. A test matrix is made (per module) based on the testing programme. This serves as the blueprint for the test that is to be written.

- c. A test consists of various test tasks.
  - d. In a resit, a test is based on an unchanged test matrix.
  - e. In line with the test matrix, the content of lecture is determined based on the learning outcomes and the related learning objectives Biggs & Tang, 2011).
  - f. Test matrix, test design, learning objectives and grading criteria of tests are equal in each language stream.
3. The co-ordinator of the module bears final responsibility for the quality of the tests in that the same unit of study.
    - a. Each module is described in a course manual (or similar document) in which the examination is recorded. The type of test, duration of the test, grading criteria and the learning objectives are also specified.
    - b. The test is adequate and serves only to investigate whether the student has achieved the standards that were set as the objective of the relevant module and that are recorded in the test matrix and course manual.
  4. The student will be tested using a wide range of test types.
    - a. The chosen test types should be aligned to the learning outcomes being tested.
    - b. Test forms that can be open questions exams, multiple choice questionse exams, reports, presentations, oral exams and case studies. More information can be find in the digital test guideline.
  5. Prior to the test, the student must be given clear information on the test material, grading criteria and the form of test to be used.
    - a. The course manual gives the learning objectives, grading criteria and the test material.
    - b. When new and unfamiliar forms of test will be used, the student should be taught about these test forms in advance.
  6. The test will steer the student's learning behaviour.
    - a. The test is related to relevant, authentic professional situations to the greatest possible extent or the test construct is derived from practical professional situations.
    - b. Formative tests will be organised to give students insight into and feedback on their development process.



7. A test will be organised at least twice each academic year. For the internship assignment or graduation assignment, it may be that no resit is possible until the following academic year.



## Frameworks and guidelines for assessment

1. A test has been passed when it is assessed with a pass, satisfactory, or with a mark of 5.50 or higher.
  - a. When a test is marked with a number, the number will be between 1 and 10 with one decimal place.
  - b. It may be the case that a student is granted exemption from a learning package; this is decided by the Examination Board and will then be registered with VR (exemption). See the exemption rules in the appendix to the OER (Teaching & Examination Regulations).
  - c. The student will receive the credits for a unit of study once an examination has been passed.
2. Assessments are made based on predetermined assessment criteria.
  - a. The assessment criteria are determined in advance by experts on the subject in question.
  - b. Examiners are proficient in all steps of the test cycle. From 28 August 2017 they will have at least a BKE certificate.
  - c. Examiners will be appointed by the Examination Board. From the 2017 academic year onwards, examiners must have a BKE (Teaching Qualification Assessment and Examination in an International Classroom) certificate as a condition of appointment.
  - d. A minimum of two examiners must be involved in setting a test.
  - e. At least two examiners will be present for oral examinations, or these will be recorded with an audio or video recorder so that a second examiner can assess the examination afterwards. The student must give prior written permission for an examination to be recorded.
  - f. Every test will include an answer sheet.
3. The learning objectives and the assessment criteria are determined prior to the commencement of a learning package.
  - a. The course manual gives the learning objectives of the learning package.
  - b. The course manual sets out the conditions that you must meet in order to sit a test.
  - c. The course manual sets out the work that a student must complete in order to pass the study unit.
  - d. For students, the practical information concerning the test – for example the length, workload, scope and form – is also made clear in advance.
4. In the case of group assignments, group members will be assessed individually on their contributions.
5. All programmes use a common standard for binding recommendations and for awarding the cum laude distinction. These standards can be found in the OER (Teaching & Examination Regulations).

6. Test results will be released within ten working days. The results will be made known by recording them in Progress.

## 5. Quality of testing

The Fontys International Business School (FIBS) is committed to tests that is as valid, reliable and transparent as possible. In this way FIBS guarantees the students' graduation level and the initial proficiency at HBO level can be reliably determined. The examiners, the TAC and the Examination Board are expected to consider these terms with regard to the quality of testing.

### Validity

A test is valid when it measures what it is supposed to measure. Amongst other things, this means that every learning objective must be tested in the test (Bax, A. and Berkel, van H., 2006).

- Test items are in line with the learning objectives in the learning package.
- The test's proficiency level is in line with the learning outcomes and learning objectives as set out in the test matrix.
- Tests are a balanced and representative reflection of the material. The test content is reproduced in a test matrix.
- The items are related to relevant professional situations.
- The test is so specific that only students who have adequate command of the material are able to complete the questions properly. The test is geared to the level of the study unit / learning package.
- The questions and tasks in the test are spread as evenly as possible across the examination material. The test matrix is used to check for an even spread.
- The assessment criteria for the tests is determined in advance and is in line with the learning objectives.
- The form of the test is aligned with the learning objectives.
- The assessment criteria are relevant and specific, so that they are of use when assessing the test.

### Reliability

A test's reliability indicates the extent to which there can be confidence in the test as a measurement, regardless of the test's content (Bax, A. and Berkel, van H., 2006).

- The questions and tasks set in a test are clear and unambiguous and contain sufficient indication of the level of detail required in the answers.
- Tests come with unambiguous answer sheets, which also make the mark distribution clear.
- Each test is checked for accuracy of the content by a colleague in the same field.
- Calibration sessions will be held for at least three study units in each phase of the programme (foundation, main and graduation phases). Calibration sessions are times when colleagues meet to achieve consensus on assessment criteria and assessment itself. The programme co-ordinator is responsible for recording the outcomes.

- When sitting the test, all students will have the same circumstances and prerequisites.
- The duration of each test is such that the student reasonably has sufficient time to answer the questions and/or complete the tasks.
- The assessment criteria are derived from the learning objectives and are explicitly stated in advance.

## Transparency

In a test situation, transparency is achieved when all information is available that will enable students to have the best conceivable preparation and answer strategy (Bax, A. en Berkel, van H., 2006).

- The assessment criteria and learning objectives to be tested are known to students in advance.
- The requirements for and procedures involved in tests, internships and graduation are given in the course manual and are clear and understandable for students.
- Students are aware of the standardisation and pass marks for tests.
- Written tests can be viewed once the marks have been released.
- The questions and tasks in the test are related only to the exam material made known to the students previously. Students are clear in advance on how and on what they will be assessed.
- For every test, students will be offered the opportunity for inspection and review once the marks have been released.



## 6. Tasks and responsibilities with regard to tests

This chapter discusses the various stakeholders involved in the testing process. The examiner is the main point of departure here, because she/he is responsible for the quality of the test design, test-taking, the assessment of the test, and the test evaluation.

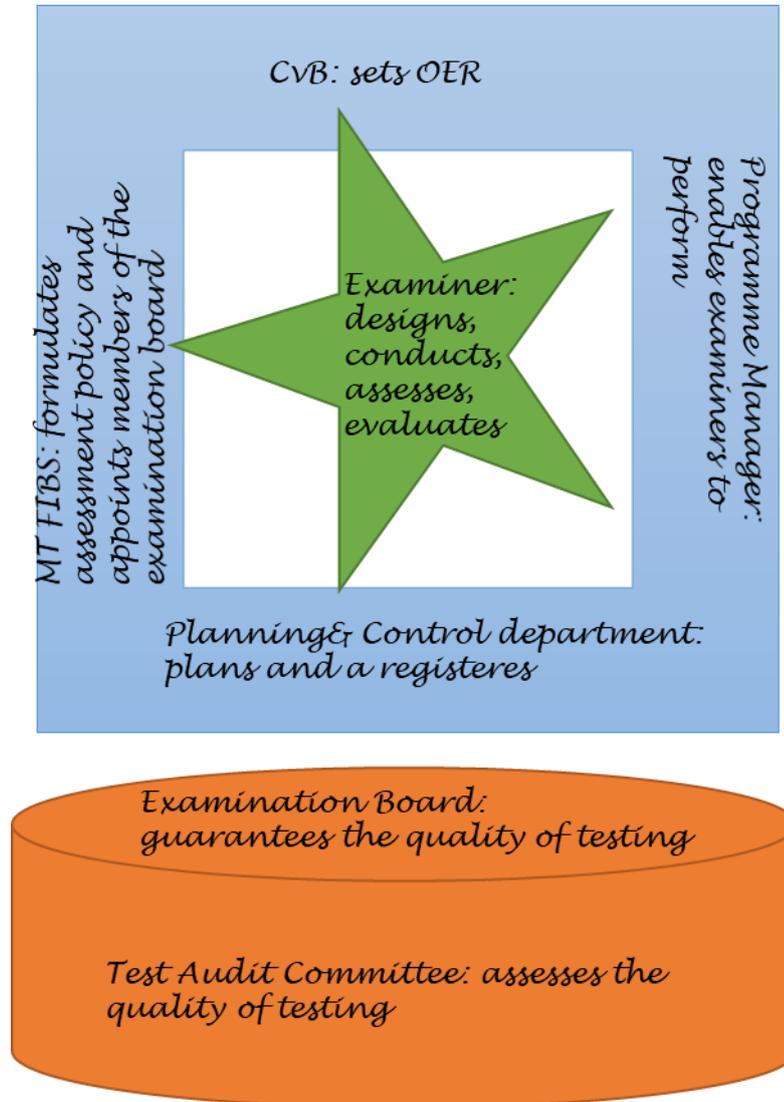


Fig 8: Testing tasks and responsibilities

An examiner is a teacher/assessor who is responsible for one or more phases of the test cycle (Sluijsmans, Joosten-ten Brinke & Schilt-Mol, 2015). The examiner works within the frameworks set by the MT and the Executive Board. To ensure that the organisation and administrative processing of the exams and evaluations run properly and smoothly, the examiner follows the guidelines set by the Planning & Control department. The Education Manager gives the examiner the opportunity to perform his or her tasks. The examination committee follows the full testing process from the sidelines in order to be able to guarantee its quality. The Testing Audit Committee supports the examination commission with this.

### **Examiner**

- Has been appointed by the Examination Board. For appointment criteria, see Appendix 5.
- Is professionally competent and possess expertise in designing, conducting and assessing tests.
- Uses the digital handbook on sharepoint to design, administer and evaluate tests
- Has at least a BKE certificate.
- Determines the results of a test.
- Use predefined assessment criteria and an answer sheet to conduct assessments.

### **Programme Manager**

- Is responsible for the implementation of the test policy within their programme.
- Is responsible for the programme-specific OER (Teaching & Examination Regulations).
- Enables examiners to perform their duties.

### **FIBS MT**

The MT consists of the institute's director, manager of operations, quality manager, and the programme managers.

- Formulates the test policy and puts its implementation in the hands of the programme managers.
- Appoints the members of the Examination Board.

### **Executive Board**

- Sets the general Teaching & Examination Regulations (OER).

### **Planning and control department**

- Organises the exam planning (classrooms and invigilators).
- Enables students to register for tests in Progress.
- Ensures that examinations are taken.
- Ensures that results are recorded.
- Ensures that tests are archived.
- Creates a viewing schedule for examinations.
- Prepare the certificates and lists of marks.

### **Examination Board**

The Examination Board is responsible for guaranteeing the quality of testing and upholding the test system.

- Appoints examiners, but can also relieve them of their duties if they are not performing to standard.



## 7. Quality assurance for testing

The Quality Assurance Team (KWZ) carries out tasks related to evaluating testing and examinations. To do this, the KWZ conducts a number of studies in addition to the structural National Student Survey. This means that in a certain sense there is a double guarantee.

In order to develop and strengthen the quality of testing at FIBS, the KWZ team regularly works with students to evaluate the tests. The KWZ team does this in consultation with the FIBS quality committee. This committee consists of the programme quality co-ordinators and a representative of the KWZ policy team. The quality co-ordinators give feedback on the results of these evaluations to the education manager of the degree programme as well as to the course co-ordinators. Programme managers and teachers can use this input as feedback information. This method gives course co-ordinators relevant information for further developing the learning packages and testing the content and implementation of these programmes. The way in which the testing is evaluated is twofold:

- In breakfast meetings, students are asked about their experience of the testing in general and what recommendations they are able to make. Individual test sessions are considered where necessary.
- Following the end of each assessment period, the KWZ policy team zooms in on a particular phase of the programme and/or a certain form of assessment

The test policy is discussed by various consultative bodies (programme managers' consultation, management consultation, team consultation, testing and examination board). This means that the implementation of the policy can be monitored and action taken where necessary.

Each programme has its own testing programme. This testing programme is a combination of forms of testing that has been intentionally composed and argued, in line with the goals and structure of the entire programme. The testing programmes are discussed by various consultative bodies (Examination Board, TAC, team consultation and programme committee). This means that the implementation of the policy can be monitored and action taken where necessary. In addition, peer review is conducted by presenting the work to the critical eyes of peers within FIBS and/or at another HBO institute.

The Examination Board guarantees the final level of the programmes. Appendix 1 explains how this is done.

The planning & control department has knowledge of the process-oriented component. For example, the planning & control department can indicate which teachers submit an answer sheet, whether a cover page and/or test matrix has been submitted, etc. They, too, give feedback on their findings to the programme manager.

This creates a PDCA cycle that guarantees the content and quality of the test policy, the testing programme and the tests.

## 8. Test organisation

The planning & control department deals with the organisation involved in testing. It supports teachers in organising and archiving tests. In order for this to run smoothly, it is important that teachers follow the steps set down by the planning & control department.

When making a submission, it is important that the teacher supplies the test, test matrix and assessment criteria. The planning & control department archives these documents along with the representative set of exam papers. In the graduation phase, the planning & control department archives the test and test documentation along with all the completed tests.

The planning & control department provides feedback to the programme managers on which examinations and which marks were not submitted on time (as stated in the Fontys High Five) as well as when teachers have deviated from the steps required. The programme managers discuss this with the teachers in, for example, a team meeting or in individual discussions, in order to enable the teacher to make changes to their approach, and improve organisation.

Students submit reports via Gradework so that they are archived immediately. FIBS follows overall developments within Fontys regarding digitisation and testing. In the future, FIBS aims to digitise the entire testing process as much as possible.

There is ongoing close co-operation between the planning & control department, the study programme and the Examination Board concerning the quality of test organisation. In instances where the planning & control department observes that processes could be better, it provides feedback to the Examination Board and/or the FIBS MT to enable action to be taken.

## 9. Relevant literature

- Andriessen, D. (2016). Presentatie 'Het toetsen van onderzoekend vermogen in het afstudeerprogramma. Drie tips voor examencommissies.' Bunnik, 16 mei 2016.
- Andriessen, Sluijsmans, Snel & Jacobs. (2017). Protocol Verbeteren en verantwoorden van afstuderen in het HBO 2.0. Den Haag: Vereniging Hogescholen.
- Berkel, H. van. & Bax, A. (2002). Toetsen in het hoger onderwijs. Houten: BohnStafleu van Loghum.
- Biggs, J. B., & Tang, C. (2011). *Teaching for quality learning at university: What the student does (3rd ed.)*. New York: McGraw-Hill Education (UK).
- Hattie, J. & Timperly, H. (2007). The power of feedback. *Review of Educational Research*, 77, 81-112.
- Losse, M. (2016). De relevantie van onderzoekend vermogen. *Thema Hoger onderwijs*, 2016 (1), 57-62
- Meijer, N. (2017). *Nieuwe tijd, nieuwe vaardigheden: van praten naar doen*. Eindhoven: Fontys Hogescholen.
- Sadler, R.D. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18, 119-144.
- Shute, V.J. (2008). Focus on formative feedback. *Review of Educational Research*, 78 (1), 153-189.
- Sluijsmans, D.M.A., Andriessen, D., Sporcken, S., Dijkstra, A. & Vonk, F. (2014). Goed beslissen over beroepsbekwaamheid in het HBO. *Onderwijsinnovatie*, 17-26.
- Sluijsmans, D., Joosten-ten Brinke, D. & Schilt-Mol, T. van. (2015). *Kwaliteit van toetsing onder de loep: handvatten om de kwaliteit van toetsing in het hoger onderwijs te analyseren, verbeteren en borgen*. Apeldoorn: Garant Uitgevers.
- Sluijsmans, D.M.A., Peeters, A., Jakobs, L., & Weijzen, S. (2012). De kwaliteit van toetsing onder de loep. *Onderwijsinnovatie*, 4, p. 17-26.
- Vleuten, C., van der, Schuwirt, L., Driessen, E., Dijkstra, J., Tigelaar, D., Baartman, L., & Tartwijk, J. van. (2012). A model for programmatic assessment fit for purpose. *Medical Teaching*, 34, 205-214.

## Appendix 1 – Assuring the quality of the final level

### Assuring the quality of the final level

The Examination Board guarantees the final level of the FIBS programmes. In this context, it follows the testing programme for each educational programme by monitoring the PDCA cycle to ensure that all learning outcomes, as determined in each programme's OER (Teaching & Examination Regulations), are actually tested within FIBS.

Each programme must have a testing programme in which the cohesion is clearly explained for each phase (foundation, main and graduation phases).

The testing programme must also include an overview of the curriculum structure for each phase of the programme.

The way in which the assessment of each phase is organised should also be clear and transparent.

Specific areas that the Examination Board looks at:

- Relationship between vision on teaching and testing
- How are the competencies for each phase assessed?
- How are the credits allocated in each phase?
- How is the diversity of testing guaranteed?
- Is the form of the test aligned with the learning objectives?
- Does the testing programme cover the programme's learning outcomes in full?

Each programme's testing programme must live up to the terms transparency, validity and reliability.

### Assuring thesis quality

The Examination Board guarantees the quality of the theses and the assessment by:

- Attending graduation sessions
- Confirming the realisation of the assessments with the examiners
- Post-screening of assessments:

Post-screening for major differences between the assessments of the 1<sup>st</sup> and 2<sup>nd</sup> readers. The TAC advises/supports the Examination Board in its assurance role. Reporting on the thesis quality assessment findings will be included in the annual report.

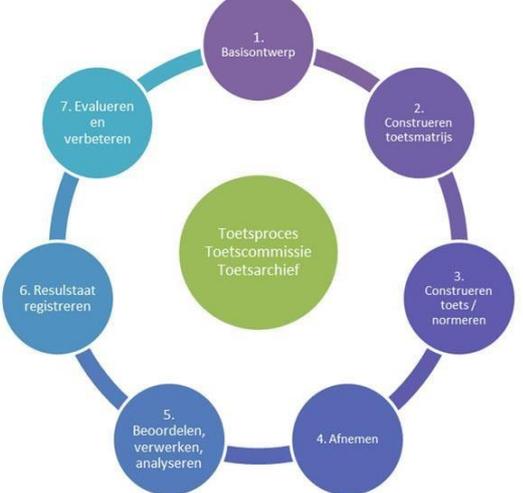
The thesis is always assessed by two examiners, with the final assessment agreed on following the final presentation.

The assessment for the report should be carried out separately.

If the first and second assessors are unable to reach agreement, the Examination Board will appoint a third examiner. This third examiner has the deciding vote.

## Appendix 2 – Test cycle (Formative and Summative)

The test cycle shows the steps that the examiner follows during the test process. The diagram below shows the relationship between formative and summative tests.

	 <p style="text-align: center;">Formative Test Cycle</p>	 <p style="text-align: center;">Summative/BKE Test Cycle</p>
Objective	Obtain insight into the student's development and make targeted adjustments	Develop a qualitatively good, usually summative test
Turnaround time	Short cycle, in class	Long cycle, when designing and creating a module
Is it systematic?	Usually unplanned, meets the needs of that moment. Constantly recurs in all classes	Usually planned, results in agreed time for test
Type of test	All sorts of ways of collecting information about the student(s)	Predetermined and fixed type of test
Coherence of both cycles	<p>In good education, and certainly in a good testing programme, both cycles are seamlessly connected. For example:</p> <ul style="list-style-type: none"> <li>Summative tests (developed via the Summative/BKE test cycle) can also be used formatively (via the FT cycle)</li> <li>The learning outcomes from the Summative/BKE test cycle (step 1) and the expectations in the FT cycle (phase 1) should correspond. By following students in education along these learning outcomes, via the FT cycle, you will prepare them well for the summative test.</li> <li>The analysis of the test results (phase 3 of the FT cycle/step 5 of the summative/BKE test cycle) can be used to make adjustments to teaching (FT cycle) and to improve test quality (summative/BKE test cycle).</li> </ul>	

## Appendix 3 – Examiners

### Examiners

As stated in the Examination Board Framework Document (adopted by the Executive Board on 29 October 2013), appointing examiners is one of the Examination Board's core tasks. Good examiners, especially for the *thesis or graduation assignment* are essential in assessing whether the student has achieved the programme's learning outcomes.

- The Examination Board appoints examiners to hold examinations and determine the results thereof, and announces these in writing prior to the start of the new academic year, including posting details on the website.
- Language teachers are excluded from supervising or assessing internship and graduation projects.
- A learning package examiner has been working in the relevant FIBS programme for at least one year.
- An examiner is an expert, which for FIBS means that s/he has both professional and testing expertise. Testing expertise means that an examiner has achieved a minimum of BKE level.
- In the event of a learning pathway involving multiple examiners, the learning pathway co-ordinator as examiner will carry final responsibility for the tests.
- The examiners provides the Examination Board with the requested information.
- The Examination Board can reverse a decision when there is compelling reason to do so.

### Appointment of examiners for graduation assignments

The requirements below have been formulated by the Examination Board of Fontys International Business School (FIBS) with the aim of achieving a careful, high-quality examination of the graduation project or thesis.

#### Requirements for the-examiner:

1. The examiner has a higher academic degree (master's or PhD) than the degree to be awarded to the examinee. This can be compensated by demonstrable and significant experience (within and/or outside Fontys).
2. The examiner must have at least two years of teaching experience and at least one year of experience in assessing Work Placement projects before s/he can assess graduation assignments. This can be compensated by equivalent experience elsewhere.
3. If the examiner examines a student in a language other than his/her primary working language, s/he has a minimum C1 language level.
4. In addition to the BKO (Branch Protocol for Quality Assurance in Research), the examiner also has the BKE (Teaching Qualification Assessment and Examination in an International Classroom) certificate, or is exempt from this due to, for example, significant teaching experience.
5. The examiner has an economic background.

The Examination Board may depart from the above requirements; this is done on a case-by-case basis. The Examination Board reserves the right to appoint a nominated examiner who **does not** meet all the requirements.

The Examination Board reserves the right to reject a nominated examiner who **does** meet all the requirements, i.e. **not** to appoint him or her.

**Recommendations regarding examiner:**

- To avoid the examiner becoming overloaded, during any one study period the examiner will examine a maximum of six internship and graduation internship students as first examiner and a further six as second examiner. The EB would like to be informed in advance of the number of students that an examiner will be assigned. In the event of a deviation from the limits given above, it would like to be informed of the reason for this deviation.
- The examiner bears no responsibility for the budget.

.....



**Attachment 5: FIBS policy on Fraud 2022-2023**

**This text is currently only available in Dutch. But will be translated before the end of May.**



# **Fraudereglement**

## **Fontys International Business School**

## Inhoudsopgave

<u>1.</u>	<u>Inleiding</u> .....	111
<u>2.</u>	<u>Verantwoordelijkheid van de examencommissie</u> .....	111
<u>3.</u>	<u>Onregelmatigheid, fraude en plagiaat: een begripsbepaling</u> .....	111
<u>3.1.</u>	<u>Onregelmatigheid</u> .....	112
	<u>Een pseudo-onregelmatigheid</u> .....	112
	<u>Een zuivere onregelmatigheid</u> .....	112
<u>3.2.</u>	<u>Fraude</u> .....	112
<u>3.3.</u>	<u>Plagiaat</u> .....	113
<u>3.4.</u>	<u>Verzwarende omstandigheid: ernstige fraude</u> .....	113
<u>4.</u>	<u>Communicatie</u> .....	113
<u>4.1.</u>	<u>Informatievoorziening naar student</u> .....	113
<u>4.2.</u>	<u>Informatievoorziening naar docent en surveillant</u> .....	114
<u>5.</u>	<u>Procedure in geval van vermoeden van fraude</u> .....	114
<u>5.1.</u>	<u>Signaleren en melden</u> .....	114
<u>5.2.</u>	<u>Horen van betrokkenen</u> .....	114
<u>5.3.</u>	<u>Vaststellen van een overtreding</u> .....	115
<u>5.4.</u>	<u>Vaststellen geschonden integriteit</u> .....	115
<u>5.5.</u>	<u>Omstandigheden van het geval</u> .....	115
<u>5.6.</u>	<u>Bepalen van maatregel en sanctie</u> .....	115
<u>5.7.</u>	<u>Mededelen van opgelegde sanctie en beroepsprocedure</u> .....	116
<u>5.8.</u>	<u>Bijhouden lijst van maatregelen en sancties</u> .....	116

## 1. Inleiding

Dit document omvat het fraudereglement dat van toepassing is op de opleidingen van Fontys International Business School Venlo en vervangt alle voorgaande reglementen met betrekking tot fraude.

In de eerste plaats wordt aandacht besteed aan de verantwoordelijkheid van de examencommissie met betrekking tot de kwaliteit en integriteit van de toetsing en examinering (hoofdstuk 2). In hoofdstuk 3 worden belangrijke begrippen gedefinieerd. Daarna volgt een hoofdstuk waarin wordt beschreven op welke wijze de betrokkenen worden geïnformeerd over de richtlijnen en regels uit dit reglement. In het laatste hoofdstuk (5) wordt ingegaan op de te volgen procedure in geval van een vermoeden van fraude.

Het in dit document geformuleerde reglement is grotendeels een uitwerking van de opzet voor een fraudebeleid zoals daarvan een handreiking is opgesteld binnen Fontys (2016). De actualisatie op deze handreiking (april 2022) zijn hierin meegenomen.

## 2. Verantwoordelijkheid van de examencommissie

De examencommissie heeft als wettelijke taak om te toetsen of de gerealiseerde toetskwaliteit aan de (kwaliteits-) eisen en bepalingen in de door het instellingsbestuur vastgestelde onderwijs- en examenregeling voldoet. De examencommissie is namelijk “het orgaan dat op objectieve en deskundige wijze vaststelt of een student voldoet aan de voorwaarden die de onderwijs- en examenregeling stelt ten aanzien van kennis, inzicht en vaardigheden die nodig zijn voor het verkrijgen van een graad” (artikel 7.12 WHW). Om deze objectieve vaststelling mogelijk te maken, dient de examencommissie regels op te stellen voor een goede gang van zaken tijdens de tentamens en examens. Bij overtreding van de regels is de commissie bevoegd om eventuele maatregelen – waaronder sancties – te nemen.

Tijdens een toets of tentamen kunnen zich onregelmatigheden voordoen. Indien een zich voordoende onregelmatigheid het voor de examinerator onmogelijk maakt om op een juiste wijze een oordeel te vormen over kennis, inzicht, vaardigheden en/of beroepshouding van de student, kan worden gesproken van fraude. De WHW geeft geen nadere invulling van het begrip fraude. In het algemene deel van de OER van de opleidingen binnen FIBS is wel een definitie opgenomen: “Onder fraude wordt verstaan elk handelen (waaronder het plegen van plagiaat) of nalaten, dat het op de juiste wijze vormen van een oordeel over iemands kennis, inzicht, vaardigheden, competenties, (beroeps)houding, reflectie e.d. geheel of gedeeltelijk onmogelijk maakt.”

## 3. Onregelmatigheid, fraude en plagiaat: een begripsbepaling

Het plegen van plagiaat en andere vormen van fraude is een ernstig feit. Binnen de opleidingen wordt dan ook streng gecontroleerd op fraude en plagiaat.

### 3.1. Onregelmatigheid

Ieder handelen of nalaten door een student in strijd met de regels, richtlijnen en aanwijzingen met betrekking tot het afleggen van tentamens en examens kan worden aangemerkt als een onregelmatigheid. Niet iedere onregelmatigheid brengt de integriteit van de toets in het geding. Daarom wordt er wel een onderscheid gemaakt tussen een pseudo-onregelmatigheid en een zuivere onregelmatigheid.

#### Een pseudo-onregelmatigheid

Bij een pseudo-onregelmatigheid is er - strikt formeel - sprake van een overtreding van de regels, instructies of aanwijzingen, maar is de integriteit van het betreffende tentamen niet in het geding.

Indien - na onderzoek - kan worden geconcludeerd, dat de integriteit van het tentamen op geen enkele manier in gevaar is gebracht, dan is het opleggen van een maatregel niet redelijk c.q. verdedigbaar. In dat geval volstaat het geven van een waarschuwing aan de student in kwestie. Deze waarschuwing wordt opgenomen in het dossier van de student.

#### Een zuivere onregelmatigheid

Bij een zuivere onregelmatigheid komt de integriteit van het tentamen wel in het geding, maar kan de fraude niet of zeer lastig worden vastgesteld. Het kan ook zijn, dat de student geen verwijt kan worden gemaakt of dat het frauduleuze handelen niet binnen de invloedssfeer van de student in kwestie ligt), bijvoorbeeld ict-problemen of problemen met de online toetsapplicatie.

Indien een dergelijke overtreding van de regels wordt vastgesteld, dient de examencommissie over te gaan tot ongeldigverklaring van het tentamenwerk van de betreffende student. De examencommissie hoeft niet aannemelijk te maken, dat de examinerator zich niet een juist beeld heeft kunnen vormen over kennis en kunde van de student in kwestie. De ongeldigverklaring is een herstelsanctie, waarmee de integriteit van de toets in feite wordt hersteld.

### 3.2. Fraude

Indien een onregelmatigheid het onmogelijk maakt om op juiste wijze een oordeel over de kennis, het inzicht, de vaardigheden of de beroepshouding van een student te vormen dan kan worden gesproken van fraude.

In het algemene deel van de OER is onderstaande definitie opgenomen:

- Onder fraude wordt verstaan elk handelen (waaronder het plegen van plagiaat), of nalaten, dat het op de juiste wijze vormen van een oordeel over iemands kennis, inzicht, vaardigheden, competenties, (beroeps)houding, reflectie e.d. geheel of gedeeltelijk onmogelijk maakt.
- Handelen in strijd met de regels zoals vastgelegd in het 'Examination protocol' vallen onder de definitie van fraude. Tevens wordt het gebruik en het meevoeren van niet toegestane hulpmiddelen als fraude aangemerkt. Toegestane hulpmiddelen tijdens tentamens behoren ongeschreven/blanco te zijn en zijn uitputtend opgevoerd op het tentamenvoorblad.

### 3.3. Plagiaat

Een bijzondere vorm van fraude is plagiaat. In het geval van plagiaat laat de student in kwestie werk van een ander doorgaan voor eigen.

Van een student wordt verwacht dat deze een oorspronkelijke, weloverwogen en goed onderbouwde bijdrage kan leveren aan de ontwikkeling en verantwoording van het vakgebied.

Onder plagiaat wordt onder andere verstaan:

- Het letterlijk overnemen van (delen van) teksten\* van anderen zonder aan te geven dat het om een citaat gaat; \* De plagiaatregels gelden ook voor figuren, tekeningen, foto's, video, enzovoorts.
- Het parafraseren ('herschrijven in andere woorden') van teksten van anderen en dit presenteren als eigen werk;
- Het in een onderzoeksverslag presenteren van ideeën, beweringen, denkbeelden, redeneringen, onderzoeksinstrumenten en dergelijke van anderen als die van jezelf, ook al is het in eigen woorden. In zo'n geval moet er altijd worden verwezen naar de originele bron;
- Het niet op de juiste wijze toepassen van de gehanteerde regels bij bronvermelding.

### 3.4. Verzwarende omstandigheid: ernstige fraude

Wanneer een gebeurtenis wordt aangemerkt als ernstige fraude dient er ook daadwerkelijk sprake te zijn van een mate en ernst van fraude die zich onderscheidt van de normale gevallen. Diverse wegingscriteria spelen hier een rol zoals de positie en ervaring van de student, de omvang van de fraude c.q. het plagiaat, de opvattingen binnen de onderwijsinstelling over de ernst van het niet naleven. Ernstige fraude betreft o.a. de situatie waarin het te beoordelen werk – of het nu een toets, een project- of stage(verslag), of een afstudeerverslag betreft – niet door de student in kwestie zelf is gemaakt, uitgevoerd of geschreven (tevens identiteitsfraude).

## 4. Communicatie

Binnen FIBS wordt een protocol met regels rondom de tentamens gehanteerd. Handelen in strijd met de regels in dit 'Examination protocol' valt onder de definitie van onregelmatigheid.

### 4.1. Informatievoorziening naar student

Het is van belang dat de student geïnformeerd wordt over de regels die voor hem gelden.

Per toets is duidelijk welke hulpmiddelen de student mag gebruiken. Dit wordt in het onderwijs voorafgaand aan de toets schriftelijk meegedeeld (en tenminste opgenomen in de course manual dan wel het semesterhandboek). Vervolgens wordt dit op toetsopgaven zelf vermeld, zodat ook de surveillant weet waar hij op moet letten.

Verder zijn er algemene regels geformuleerd die gelden bij alle toetsen (art. 37 OER).

Daarnaast wordt de student voorafgaande aan het maken van een werkstuk geïnformeerd over de regels die er gelden met betrekking tot het gebruiken van materialen en/of ideeën van anderen (regels voor citeren, bronvermelding). In de lessen die voorafgaan aan het schrijven van stukken, of specifiek in lessen gericht op het schrijven van stukken, is er

aandacht voor een juiste bronvermelding, zodat de student weet (kan weten) hoe hij/zij plagiaat kan voorkomen.

Vervolgens verklaart de student, dat het werkstuk uit eigen hand is opgemaakt en neemt daarmee expliciet afstand van elke vorm van plagiaat (*Declaration of authorship*).

#### 4.2. Informatievoorziening naar docent en surveillant

Als het gaat om (schriftelijke) toetsen moeten zowel docent als surveillant op de hoogte zijn van welke hulpmiddelen mogen worden gebruikt bij het maken van de betreffende toets, in staat zijn om fraude te herkennen, en weten hoe te handelen wanneer zij vermoeden dat er sprake is van fraude.

De docent/examinator dient te weten in welke situaties de anti-plagiaatsoftware moet worden toegepast op ingeleverd werk (werkstukken en verslagen).

De docent/examinator probeert opdrachten zo te formuleren, dat het voor studenten moeilijk is om werk van anderen te gebruiken. Dit kan door jaarlijks of per semester opdrachten te wijzigen of vernieuwen en/of door expliciet te vragen naar de eigen inbreng in of ervaringen van de student met stage of project.

### 5. Procedure in geval van vermoeden van fraude

Een docent of surveillant die vermoedt dat er sprake is van onregelmatigheden of fraude behoort te weten hoe hij/zij dient te handelen. Docent, surveillant en examencommissie handelen volgens onderstaande procedure.

#### 5.1. Signaleren en melden

Indien de docent of surveillant vermoedt dat de regels en richtlijnen met betrekking tot het (schriftelijke) tentamen en/of toets door de student in kwestie zijn overtreden, dan wordt de student hier op aangesproken. De docent/surveillant maakt een melding van hetgeen hij/zij heeft gezien of gehoord (data en feiten) door middel van het proces-verbaal. Dit verbaal wordt – zo mogelijk met het bewijsmateriaal – bij het bedrijfsbureau ingeleverd.

De medewerker van het bedrijfsbureau zorgt ervoor, dat de melding met bijbehorend bewijsmateriaal binnen 48 uur wordt overhandigd aan de examencommissie.

Wanneer een docent/examinator bij de beoordeling van een werkstuk, rapportage, verslag of beroepsproduct – al dan niet na gebruik van plagiaatdetectiesoftware – het vermoeden heeft, dat de student werk van (een) ander(en) voor eigen werk heeft laten doorgaan of werk van (een) ander(en) heeft gebruikt zonder (een juiste) bronvermelding, dan maakt de docent/examinator hiervan melding bij de examencommissie onder gelijktijdige overhandiging van bijbehorend bewijsmateriaal. Deze procedure geldt zowel voor individueel als voor groepswork.

#### 5.2. Horen van betrokkenen

Zodra de examencommissie de melding (incl. eventueel bewijsmateriaal) heeft ontvangen, wordt een onderzoek ingesteld. Dat onderzoek gebeurt door ten minste twee leden van de examencommissie. Het onderzoek omvat:

- het bestuderen van de melding;
- het bestuderen van evt. bewijsmateriaal;

- het horen van betrokkenen zoals: de docent/examinator, de surveillant, de student in kwestie en overige betrokkenen.

Van de hoorzitting wordt door de secretaris van de examencommissie een verslag gemaakt.

### 5.3. Vaststellen van een overtreding

Aan de hand van de gehoorde en verzamelde feiten en omstandigheden stelt de examencommissie vast of er sprake is geweest van een overtreding van de regels en richtlijnen met betrekking tot toetsing en examens.

Indien de examencommissie heeft vastgesteld dat er inderdaad sprake is geweest van een overtreding van de regels en richtlijnen, neemt zij een beslissing over de aard van de overtreding.

### 5.4. Vaststellen geschonden integriteit

De examencommissie beantwoordt de vraag of de integriteit van de toets of het examen in het geding is (geweest).

- ✓ Is de integriteit van het betreffende tentamen niet in het geding, dan besluit de examencommissie tot een pseudo-onregelmatigheid.
- ✓ Is de integriteit van het tentamen wel in het geding, maar kan de fraude niet of zeer lastig worden vastgesteld, dan besluit de examencommissie tot een zuivere onregelmatigheid.
- ✓ Kan geen oordeel worden gegeven over kennis, vaardigheden, etc. van de student doordat die gebruik heeft gemaakt van hulpmiddelen en/of methoden die niet zijn toegestaan, dan besluit de examencommissie tot fraude.

De aard van de overtreding wordt door de examencommissie aangeduid als:

- onregelmatigheid (pseudo of zuivere)
- fraude, of
- plagiaat of
- ernstige fraude

### 5.5. Omstandigheden van het geval

De examencommissie stelt vast of er bijzondere omstandigheden zijn die mogelijk een rol (kunnen) spelen bij de bepaling van de maatregel en/of sanctie.

Elementen die hierbij een rol spelen, zijn:

- de omvang van de fraude;
- de ernst van de fraude (o.a. fase van de opleiding);
- de eerste keer of herhaling (recidive);
- strafverzwarende of -verminderende omstandigheden (context, waaronder voldoende instructies tijdens het onderwijs door de docent).

### 5.6. Bepalen van maatregel en sanctie

De examencommissie heeft de beschikking over de volgende maatregelen en sancties:

- De waarschuwing of berisping;
- De herstelsanctie, bijvoorbeeld: Het beoordeelde werk wordt ongeldig verklaard; de student moet dit werk (de toets) opnieuw doen en de student wordt uitgesloten van het eerstvolgende reguliere toetsmoment;
- Aantekening in het dossier van de student.
- De bestraffende sanctie zoals bijvoorbeeld: Student wordt voor een bepaalde periode de toegang tot toetsen, tentamens en stage/afstuderen ontzegd (maximaal 1 jaar);  
\*let op: de student mag wel onderwijs blijven volgen, er is dus geen sprake van een

'schorsing';

- Ook kan van de student gevraagd worden om een reflectie te schrijven over zijn gedrag voordat hij opnieuw de toets mag maken of het werk mag inleveren;
- Aantekening in het frauderegister;
- Het beëindigen van de inschrijving door de Raad van Bestuur. De examencommissie dient hiervoor een advies te schrijven aan de Raad van Bestuur dat via de directeur aan de Raad van Bestuur wordt toegezonden.

Afhankelijk van de ernst van de fraude bepaalt de examencommissie welke sanctie er wordt opgelegd.

### 5.7. Mededelen van opgelegde sanctie en beroepsprocedure

De examencommissie deelt de sanctie in ieder geval schriftelijk en gemotiveerd mede aan de student. In het besluit is tevens informatie toegevoegd over de beroepsmogelijkheid bij het College van Beroep voor Examens van Fontys (Cobex) en de beroepstermijn (zes weken).

Het staat de examencommissie vrij om de student uitdrukkelijk te wijzen op de sanctie die volgt in geval van recidive.

Een kopie van het besluit van de examencommissie wordt opgenomen in het studenten-dossier. Het bewijsmateriaal wordt minimaal een half jaar bewaard, en in ieder geval zo lang de eventuele beroepsprocedure(s) loopt (lopen). Behalve bij Cobex (Fontys) kan de student terecht bij het College van Beroep voor het Hoger Onderwijs (CBHO) te Den Haag.

### 5.8. Bijhouden lijst van maatregelen en sancties

De secretaris van de examencommissie of de ambtelijke ondersteuning houdt per studiejaar een lijst bij van de gevallen van onregelmatigheden, fraude en plagiaat.

Jaarlijks doet de commissie verslag van het aantal onregelmatigheden en fraudegevallen dat is gemeld bij de commissie, of er een maatregel of sanctie is opgelegd en zo ja, welke sanctie is opgelegd. Dit verslag is onderdeel van het jaarverslag dat in januari wordt aangeboden aan het College van Bestuur van Fontys.

## **Bijlage 1 Relevante wet- en regelgeving**

### **Uit WHW, artikel 7.12b lid 2**

Indien een student of extraneus fraudeert, kan de examencommissie de betrokkene het recht ontnemen één of meer door de examencommissie aan te wijzen tentamens of examens af te leggen, gedurende een door de examencommissie te bepalen termijn van ten hoogste een jaar. Bij ernstige fraude kan het instellingsbestuur op voorstel van de examencommissie de inschrijving voor de opleiding van de betrokkene definitief beëindigen.

### **Artikel 37 Onregelmatigheden en fraude**

1. Indien er sprake is van een onregelmatigheid rondom een toets, waardoor de examencommissie niet kan instaan voor de kwaliteit van de toets en een eventueel toetsresultaat dan kan de examencommissie besluiten dat de toets niet wordt nagekeken, dan wel een toetsresultaat ongeldig wordt verklaard. Daarbij ziet de examencommissie erop toe dat studenten die door een dergelijk besluit getroffen zijn op korte termijn een nieuwe toetsmogelijkheid aangeboden krijgen.
2. Indien een student zich ten aanzien van (een onderdeel van) het examen aan een onregelmatigheid (hieronder wordt verstaan een afwijking van voorgeschreven regels of algemeen geldende gedragsregels) of fraude schuldig heeft gemaakt, kan de examencommissie bepalen dat aan die student het recht wordt ontnomen één of meer toetsen van de opleiding af te leggen gedurende een door de examencommissie te bepalen periode van ten hoogste één jaar.  
Elk handelen in strijd met de regels die zijn vastgesteld rondom toetsing worden beschouwd als fraude in de zin van dit artikel.  
Indien de toets al was beoordeeld wordt het resultaat ongeldig verklaard.
3. Bij ernstige fraude kan de examencommissie het college van bestuur voorstellen de inschrijving van betrokkene definitief te beëindigen. (Art. 7.12b van de Wet.)
4. Indien de onregelmatigheid of fraude pas na afloop van het examen wordt ontdekt kan de examencommissie de student het getuigschrift van de opleiding onthouden of terugvorderen en kan zij bepalen dat de betrokken student het getuigschrift slechts kan worden uitgereikt na een hernieuwde toets of een hernieuwd examen in de door de examencommissie aan te wijzen onderdelen en op een door haar te bepalen wijze.
5. Alvorens een beslissing te nemen, hoort de examencommissie de student en eventuele belanghebbenden. Van dit horen wordt een verslag gemaakt, waarvan de student een kopie ontvangt. De examencommissie deelt haar beslissing onverwijld mede aan de student, zo mogelijk mondeling en in ieder geval schriftelijk. Tevens wordt de beroepsmogelijkheid voor de student aangegeven.
6. De examencommissie maakt van de beslissing en van de feiten waarop deze steunt, een rapport op.

## Attachment 6: Examination overview MM per cohort

Examination overview 2022-2023											
Progresscode	Name unit of study	EC	Main- or Subcourse	Assessment methods	Weighting	Minimal grade	Assessment scale	Entry requirements	Test duration	Exam schedule	Grades published within
P11MD/E/N22	Marketing Process I: Introduction & Analysis	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P12MD/E/N22	Marketing Project I: Desk Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
P13MD/E/N22	Marketing Topics I: Consumer Behaviour	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P14MD/E/N22	Marketing Topics II: Creativity & Presentation	5	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
P15MD/E/N22	Business & Economics I: Business Administration & Microeconomics	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P16MD/E/N22	Communication & Culture I: Foreign Language I	3	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
			Sub-course	Knowledge_test	30	5,5	1,0 - 10,0	No	60	Yes	10 working days
			Sub-course	Skills_test	70	5,5	1,0 - 10,0	No	20	No	10 working days
P16-1MD/E/N22	Knowledge		Sub-course	Knowledge_test	30	5,5	1,0 - 10,0	No	30	Yes	10 working days
P16-1MD/E/N22	Skills		Sub-course	Skills_test	70	5,5	1,0 - 10,0	No	20	No	10 working days
P17MD/E/N22	Personal & Professional Development I	2	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days
P21MD/E/N22	Marketing Objectives & Strategies	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P22MD/E/N22	Quantitative Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
P23D/E/N22	Marketing Topics III: Online Marketing	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
P24D/E/N22	Marketing Topics IV: Design Thinking	5	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
P25D/E/N22	Business & Economics II: Business Administration & Macroeconomics	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P26D/E/N22	Communication & Culture II: Foreign Language II	2	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
			Sub-course	Knowledge_test	30	5,5	1,0 - 10,0	No	60	Yes	10 working days
			Sub-course	Skills_test	70	5,5	1,0 - 10,0	No	20	No	10 working days
P26-1D/E/N22	Knowledge		Sub-course	Knowledge_test	30	5,5	1,0 - 10,0	No	30	Yes	10 working days
P26-2D/E/N22	Skills		Sub-course	Skills_test	70	5,5	1,0 - 10,0	No	20	No	10 working days
P27D/E/N22	Personal & Professional Development II	3	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days

FIBS Language Centre offers the languages Dutch, Spanish and German from September 2021 in year 1 at 2 levels. Spanish is only offered to IB students in the curriculum. \* The final level after 2 semesters is between A1 and B1, depending on the entry level.

For languages German and Dutch there are Top Classes .

The final levels of **Dutch** are:

For German students:

Semester 1+2 (minimum) final level A2

For International students

Semester 1+2 (minimum) final level A1

The final level of **German** is:

Only for Dutch students

Semester 1+2 (minimum) final level A2

M31MD/E/N21	Marketing Process III: Brand Management	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
M32MD/E/N21	Marketing Process IV: Product, Price & Place	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
M33MD/E/N21	Marketing Project III: Qualitative Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
M34MD/E/N21	Marketing Topics V: E-Commerce	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
SUF1	Start Up Factory I	5	Main course		100		Passed/Failed				
SUF1-GR	Group assessment	0	Sub-course	Group_assignment	50		Passed/Failed	45 EC Prop		No	15 working days
SUF1-IDV	Portfolio	0	Sub-course	Portfolio_assessment	50	5,5	Passed/Failed	45 EC Prop		No	15 working days
M36MD/E/N21	Communication & Culture III: Foreign Language III	3	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
M37MD/E/N21	Personal & Professional Development III	2	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days
M41MD/E/N21	Marketing Process V: Promotion	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
M42MD/E/N21	Marketing Process VI: Controlling	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
M43MD/E/N21	Marketing Project IV: Marketing Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
M44MD/E/N21	Marketing Topics VI: Service-, B2B- & Retail-Marketing	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
SUF2	Start Up Factory II	5	Main course		100	5,5	1,0 - 10,0	Pass SUF1			
SUF2-GR	Group assessment	0	Sub-course	Group_assignment	50	5,5	1,0 - 10,0	Pass SUF1		No	15 working days
SUF2-IDV	Portfolio	0	Sub-course	Portfolio_assessment	50	5,5	1,0 - 10,0	Pass SUF1		No	15 working days
M46MD/E/N21	Communication & Culture IV: Foreign Language IV	2	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
M47MD/E/N21	Personal & Professional Development IV	3	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days
M51MD/E/N20	Marketing Project V: Business Research	10	Main course	Internship_and_practical_assignment	100	5,5	1,0 - 10,0	Yes		No	15 werkdagen
M52MD/E/N20	Personal & Professional Development V: Internship	20	Main course	Portfolio_assessment	100	5,5	1,0 - 10,0	Yes		No	15 werkdagen
G71MD/E/N19	Marketing Synthesis: Marketing Plan	10	Main course		100	5,5	1,0 - 10,0	Yes			
G71-1MD/E/N19	Marketing Synthesis: Marketing Concept	0	Sub-course	Project_assignment	50	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
G71-2MD/E/N19	Marketing Synthesis: Marketing Research	0	Sub-course	Research_assignment	50	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
G71-3MD/E/N19	Marketing Synthesis: Peer Assessment	0	Sub-course	Peer_assessment	0	5,5	haald;Niet beha	Yes		Nee	15 werkdagen
G72MD/E/N19	Marketing Topics VII: CRM Data Analytics	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
G73MD/E/N19	Marketing Topics VIII: Sales & Law	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	Yes	90	Ja	10 werkdagen
G74MD/E/N19	Business and Economics III: International Trade	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	Yes	90	Ja	10 werkdagen
G75MD/E/N19	Communication & Culture V: Intercultural Business Competences	5	Main course	Project_assignment Case_study	100 100	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
G81MD/E/N19	Graduation Assignment	25	Main course	Final_thesis	100	5,5	1,0 - 10,0	Yes		No	
G82MD/E/N19	Personal & Professional Development VI	5	Main course		100	5,5	Passed/Failed				
G82-1MD/E/N19	Personal & Professional Development		Sub-course	Portfolio_assessment	50	5,5	Passed/Failed	No		Nee	15 working days
G82-2MD/E/N19	AV points		Sub-course	Behavioural_assessment	50	5,5	Passed/Failed	No		Nee	15 werkdagen

Examination overview 2021-2022											
Progresscode	Name unit of study	EC	Main- or Subcourse	Assessment methods	Weighting	Minimal grade	Assessment scale	Entry requirements	Test duration	Exam schedule	Grades published within
P11MD/E/N21	Marketing Process I: Introduction & Analysis	5	Main course	Knowledge test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P12MD/E/N21	Marketing Project I: Desk Research	5	Main course	Research assignment	100	5,5	1,0 - 10,0	No		No	15 working days
P13MD/E/N21	Marketing Topics I: Consumer Behaviour	5	Main course	Knowledge test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P14MD/E/N21	Marketing Topics II: Creativity & Presentation	5	Main course	Skills test	100	5,5	1,0 - 10,0	No		No	15 working days
P15MD/E/N21	Business & Economics I: Business Administration & Microeconomics	5	Main course	Knowledge test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P16MD/E/N21	Communication & Culture I: Foreign Language I	3	Main course	Skills test	100	5,5	1,0 - 10,0	No		No	15 working days
			Sub-course	Knowledge test	30	5,5	1,0 - 10,0	No	30	Yes	10 working days
			Sub-course	Skills test	70	5,5	1,0 - 10,0	No	20	No	10 working days
P17MD/E/N21	Personal & Professional Development I	2	Main course	Portfolio assessment	100	5,5	Passed/Failed	No		No	15 working days
P21MD/E/N21	Marketing Objectives & Strategies	5	Main course	Knowledge test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P22MD/E/N21	Quantitative Research	5	Main course	Research assignment	100	5,5	1,0 - 10,0	No		No	15 working days
PM23D/E/N21	Marketing Topics III: Online Marketing	5	Main course	Project assignment	100	5,5	1,0 - 10,0	No		No	15 working days
PM24D/E/N21	Marketing Topics IV: Design Thinking	5	Main course	Skills test	100	5,5	1,0 - 10,0	No		No	15 working days
PM25D/E/N21	Business & Economics II: Business Administration & Macroeconomics	5	Main course	Knowledge test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
PM26D/E/N21	Communication & Culture II: Foreign Language II	2	Main course	Skills test	100	5,5	1,0 - 10,0	No		No	15 working days
			Sub-course	Knowledge test	30	5,5	1,0 - 10,0	No	30	Yes	10 working days
			Sub-course	Skills test	70	5,5	1,0 - 10,0	No	20	No	10 working days
PM27D/E/N21	Personal & Professional Development II	3	Main course	Portfolio assessment	100	5,5	Passed/Failed	No		No	15 working days

FIBS Language Centre offers the languages Dutch, Spanish and German from September 2021 in year 1 at 2 levels.

Spanish is only offered to IB students in the curriculum.

\* The final level after 2 semesters is between A1 and B1, depending on the entry level.

M31MD/E/N21	Marketing Process III: Brand Management	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
M32MD/E/N21	Marketing Process IV: Product, Price & Place	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
M33MD/E/N21	Marketing Project III: Qualitative Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
M34MD/E/N21	Marketing Topics V: E-Commerce	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
SUF1	Start Up Factory I	5	Main course		100		Passed/Failed				
SUF1-GR	Group assessment	0	Sub-course	Group_assignment	50		Passed/Failed	50 EC Prop		No	15 working days
SUF1-IDV	Portfolio	0	Sub-course	Portfolio_assessment	50	5,5	Passed/Failed	50 EC Prop		No	15 working days
M36MD/E/N21	Communication & Culture III: Foreign Language III	3	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
M37MD/E/N21	Personal & Professional Development III	2	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days
M41MD/E/N21	Marketing Process V: Promotion	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
M42MD/E/N21	Marketing Process VI: Controlling	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
M43MD/E/N21	Marketing Project IV: Marketing Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
M44MD/E/N21	Marketing Topics VI: Service-, B2B- & Retail-Marketing	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	No	90	Yes	10 working days
SUF2	Start Up Factory II	5	Main course		100	5,5	1,0 - 10,0	Pass SUF1			
SUF2-GR	Group assessment	0	Sub-course	Group_assignment	50	5,5	1,0 - 10,0	Pass SUF1		No	15 working days
SUF2-IDV	Portfolio	0	Sub-course	Portfolio_assessment	50	5,5	1,0 - 10,0	Pass SUF1		No	15 working days
M46MD/E/N21	Communication & Culture IV: Foreign Language IV	2	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
M47MD/E/N21	Personal & Professional Development IV	3	Main course	Portfolio_assessment	100	5,5	haald;Niet beha	No		No	15 working days
M51MD/E/N20	Marketing Project V: Business Research	20	Main course	Internship_and_practical_assignment	100	5,5	1,0 - 10,0	Yes		No	15 werkdagen
M52MD/E/N20	Personal & Professional Development V: Internship	10	Main course	Portfolio_assessment	100	5,5	haald;Niet beha	Yes		No	15 werkdagen
G71MD/E/N19	Marketing Synthesis: Marketing Plan	10	Main course		100	5,5	1,0 - 10,0	Yes			
G71-1MD/E/N19	Marketing Synthesis: Marketing Concept	0	Sub-course	Project_assignment	50	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
G71-2MD/E/N19	Marketing Synthesis: Marketing Research	0	Sub-course	Research_assignment	50	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
G72MD/E/N19	Marketing Topics VII: CRM Data Analytics	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
G73MD/E/N19	Marketing Topics VIII: Sales & Law	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	Yes	90	Ja	10 werkdagen
G74MD/E/N19	Business and Economics III: International Trade	5	Main course	Knowledge_test Case_study	100 100	5,5	1,0 - 10,0	Yes	90	Ja	10 werkdagen
G75MD/E/N19	Communication & Culture V: Intercultural Business Competences	5	Main course	Project_assignment Case_study	100 100	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
G81MD/E/N19	Graduation Assignment	25	Main course	Final_thesis	100	5,5	1,0 - 10,0	Yes		No	
G82MD/E/N19	Personal & Professional Development VI	5	Main course		100	5,5	Passed/Failed				
G82-1MD/E/N19	Personal & Professional Development	0	Sub-course	Portfolio_assessment	50	5,5	haald;Niet beha	No		Nee	15 working days
G82-2MD/E/N19	AV points	0	Sub-course	Behavioural_assessment	50	5,5	Passed/Failed	No		Nee	15 werkdagen

## Examination overview MM study year 2020-2021

Progresscode	Name unit of study	EC	Main- or Subcourse	Assessment methods	Weighting	Minimal grade	Assessment scale	Entry requirement	Test duration	Exam scheduled	Grades published with
P11MD/E/N20	Marketing Process I: Introduction & Analysis	5	Main course	Knowledge_test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P12MD/E/N20	Marketing Project I: Desk Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
P13MD/E/N20	Marketing Topics I: Consumer Behaviour	5	Main course	Knowledge_test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P14MD/E/N20	Marketing Topics II: Creativity & Presentation	5	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
P15MD/E/N20	Business & Economics I: Business Administration & Microeconomics	5	Main course	Knowledge_test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P16MD/E/N20	Communication & Culture I: Foreign Language I	3	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
			Sub-course	Knowledge_test	30	5,5	1,0 - 10,0	No	30	Yes	10 working days
			Sub-course	Skills_test	70	5,5	1,0 - 10,0	No	20	No	10 working days
P17MD/E/N20	Personal & Professional Development I	2	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days
P21MD/E/N20	Marketing Objectives & Strategies	5	Main course	Knowledge_test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
P22MD/E/N20	Quantitative Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
PM23D/E/N20	Marketing Topics III: Online Marketing	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
PM24D/E/N20	Marketing Topics IV: Design Thinking	5	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
PM25D/E/N20	Business & Economics II: Business Administration & Macroeconomics	5	Main course	Knowledge_test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
PM26D/E/N20	Communication & Culture II: Foreign Language II	2	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
			Sub-course	Knowledge_test	30	5,5	1,0 - 10,0	No	30	Yes	10 working days
			Sub-course	Skills_test	70	5,5	1,0 - 10,0	No	20	No	10 working days
PM27D/E/N20	Personal & Professional Development II	3	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days

The FIBS Language Centre offers the languages Dutch and German in year 1 on 2 levels from September 2020.

\* The end level after 2 semesters is between A1 and B1, depending on the entry level.

M31MD/E/N19	Marketing Process III: Brand Management	5	Main course	Knowledge_test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
M32MD/E/N19	Marketing Process IV: Product, Price & Place	5	Main course	Knowledge_test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
M33MD/E/N19	Marketing Project III: Qualitative Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
M34MD/E/N19	Marketing Topics V: E-Commerce	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
SUF1	Start Up Factory I	5	Main course		50		Passed/Failed				
SUF1-GR	Group assessment	0	Sub-course	Group_assignment	50		Passed/Failed	50 EC Prop		No	15 working days
SUF1-IDV	Portfolio	0	Sub-course	Portfolio_assessment	100	5,5	Passed/Failed	50 EC Prop		No	15 working days
M36MD/E/N19	Communication & Culture III: Foreign Language III	3	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
M37MD/E/N19	Personal & Professional Development III	2	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days
M41MD/E/N19	Marketing Process V: Promotion	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
M42MD/E/N19	Marketing Process VI: Controlling	5	Main course	Knowledge_test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
M43MD/E/N19	Marketing Project IV: Marketing Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
M44MD/E/N19	Marketing Topics VI: Service-, B2B- & Retail-Marketing	5	Main course	Knowledge_test	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
				Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
SUF2	Start Up Factory II	5	Main course		100	5,5	1,0 - 10,0	Pass SUF1			
SUF2-GR	Group assessment	0	Sub-course	Group_assignment	50	5,5	1,0 - 10,0	Pass SUF1		No	15 working days
SUF2-IDV	Portfolio	0	Sub-course	Portfolio_assessment	50	5,5	1,0 - 10,0	Pass SUF1		No	15 working days
M46MD/E/N19	Communication & Culture IV: Foreign Language IV	2	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
M47MD/E/N19	Personal & Professional Development IV	3	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days
M51MD/E/N18	Marketing Project V: Business Research	20	Main course	Intemship_and_practical_assignment	100	5,5	1,0 - 10,0	Yes		No	
M52MD/E/N18	Personal & Professional Development V: Internship	10	Main course	Portfolio_assessment	100	5,5	1,0 - 10,0	Yes		No	
ALA1D/E/N17	B2B-Marketing	4	Main course	Case_study	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA2D/E/N17	Retail- & Service- Marketing	5	Main course	Case_study	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA3D/E/N17	Customer Relationship Management	4	Main course	Case_study	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA4D/E/N17	Management Skills & Ethics	4	Main course	Project_assignment	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA5D/E/N17	Sales	4	Main course		100	5,5	1,0 - 10,0	Yes			
ALA5D/E/N17	Sales	0	Sub-course	Case_study	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA5D/E/N17	Sales	0	Sub-course	Skills_test	100		Passed/Failed	Yes		No	15 working days
ALA6D/E/N17	Marketing Communication	4	Main course	Project_assignment	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA7D/E/N17	Marketing Law	4	Main course	Case_study	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA10D/E/N17	Study Career Management	1	Main course	Reflection_assignment	100	5,5	1,0 - 10,0	Yes		No	15 working days
ALA11D/E/N17	Graduation Assignment	28	Main course	Final_thesis	100	5,5	1,0 - 10,0	Yes		No	
ALA12D/E/N17	Organisational Activities	2	Main course	Reflection_assignment	100		Passed/Failed	Yes		No	

Examination overview IM study year 2019-2020

Progresscode	Name unit of study	EC	Main- or Subcourse	Assessment methods	Weighting	Minimal grade	Assessment scale	Entry requirements	Test duration	Exam schedule	Grades published within
PIM11D/E/N19	Marketing Process I: Introduction & Analysis	5	Main course	Knowledge_test/Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
PIM12D/E/N19	Marketing Project I: Desk Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
PIM13D/E/N19	Marketing Topics I: Consumer Behaviour	5	Main course	Knowledge_test/Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
PIM14D/E/N19	Marketing Topics II: Creativity & Presentation	5	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
PIM15D/E/N19	Business & Economics I: Business Administration & Microeconomics	5	Main course	Knowledge_test/Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
PIM16D/E/N19	Communication & Culture I: Foreign Language I	3	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
PIM17D/E/N19	Personal & Professional Development I	2	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days
PIM21D/E/N19	Marketing Objectives & Strategies	5	Main course	Knowledge_test/Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
PIM22D/E/N19	Quantitative Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
PIM23D/E/N19	Marketing Topics III: Online Marketing	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
PIM24D/E/N19	Marketing Topics IV: Design Thinking	5	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
PIM25D/E/N19	Business & Economics II: Business Administration & Macroeconomics	5	Main course	Knowledge_test/Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
PIM26D/E/N19	Communication & Culture II: Foreign Language II	2	Main course	Skills_test	100	5,5	1,0 - 10,0	No		No	15 working days
PIM27D/E/N19	Personal & Professional Development II	3	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days
MIM31D/E/N18	Marketing Process III: Brand Management	5	Main course	Knowledge_test/Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
MIM32D/E/N18	Marketing Process IV: Product, Price & Place	5	Main course	Knowledge_test/Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
MIM33D/E/N18	Marketing Project III: Qualitative Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
MIM34D/E/N18	Marketing Topics V: E-Commerce	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
SUF1	StartUp Factory I	5	Main course		100		Passed/Failed	50 EC Prop			
SUF1-GR	Group assessment	0	Sub-course	Group_assignment	50		Passed/Failed	50 EC Prop	-	No	15 working days
SUF1-IDV	Portfolio	0	Sub-course	Portfolio_assessment	50		Passed/Failed	50 EC Prop	-	No	15 working days
MIM36D/E/N18	Communication & Culture III: Foreign Language III	3	Main course	Portfolio_assessment	100	5,5	1,0 - 10,0	No	nvt	No	15 working days
MIM37D/E/N18	Personal & Professional Development III	2	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days

MIM41D/E/N18	Marketing Process V: Promotion	5	Main course	Project_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
MIM42D/E/N18	Marketing Process VI: Controlling	5	Main course	Knowledge_test/Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
MIM43D/E/N18	Marketing Project IV: Marketing Research	5	Main course	Research_assignment	100	5,5	1,0 - 10,0	No		No	15 working days
MIM44D/E/N18	Marketing Topics VI: Service-, B2B- & Retail-Marketing	5	Main course	Knowledge_test/Case_study	100	5,5	1,0 - 10,0	No	90	Yes	10 working days
SUF2	StartUp Factory II	5	Main course		100	5,5	1,0-10,0	Pass SUF1			
SUF2-GR	Group assessment	0	Sub-course	Group_assignment	50	5,5	1,0-10,0	Pass SUF1	-	No	15 working days
SUF2-IDV	Portfolio	0	Sub-course	Portfolio_assessment	50	5,5	1,0-10,0	Pass SUF1	-	No	15 working days
MIM46D/E/N18	Communication & Culture IV: Foreign Language IV	2	Main course	Skills_test	100	5,5	1,0 - 10,0	No	nvt	No	
MIM47D/E/N18	Personal & Professional Development IV	3	Main course	Portfolio_assessment	100	5,5	Passed/Failed	No		No	15 working days
MIM51D/E/N17	Marketing Project V: Business Research	20	Main course	Intemship_and_practical_assignment	100	5,5	1,0 - 10,0	Yes		No	
MIM52D/E/N17	Personal & Professional Development V: Intemship	10	Main course	Portfolio_assessment	100	5,5	1,0 - 10,0	Yes		No	
ALA1D/E/N16	B2B-Marketing	4	Main course	Case_study	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA2D/E/N16	Retail- & Service- Marketing	5	Main course	Case_study	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA3D/E/N16	Customer Relationship Management	4	Main course	Case_study	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA4D/E/N16	Management Skills & Ethics	4	Main course	Project_assignment	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA5D/E/N16	Sales	4	Main course		100	5,5	1,0 - 10,0	Yes			
ALA5D/E/N16	Sales	0	Sub-course	Case_study	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA5D/E/N16	Sales	0	Sub-course	Skills_test	100		Passed/Failed	Yes		No	15 working days
ALA6D/E/N16	Marketing Communication	4	Main course	Project_assignment	100	5,5	1,0 - 10,0	Yes	90	Yes	15 working days
ALA7D/E/N16	Marketing Law	4	Main course	Case_study	100	5,5	1,0 - 10,0	Yes	90	Yes	10 working days
ALA10D/E/N16	Study Career Management	1	Main course	Reflection_assignment	100	5,5	Passed/Failed	Yes		No	15 working days
ALA11D/E/N16	Graduation Assignment	28	Main course	Final_thesis	100	5,5	1,0 - 10,0	Yes		No	
ALA12D/E/N16	Organisational Activities	2	Main course		100		Passed/Failed	Yes		No	