

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

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

*Study programme code: 49502*

*Part-time Study Program*

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

The study programme section of the Students' Charter was adopted by the institute's director on 28 September 2022 after obtaining the IPC's consent on 27 September 2022 and the Programme Committee's consent on 27 September 2022.

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

This general section for the 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.

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# A – Teaching and Examination Regulations

## Section 1 General

### Article 1 Definitions

|                                 |  |
|---------------------------------|--|
| Academic year                   | The period from 1 September up to and including 31 August of the following year.   |
| Accreditation of prior learning | Accreditation of prior learning awarded by a recognised provider of prior learning assessment and recognition.   |
| Assessment                      | Generic term for tests aimed at assessing a student's competencies in a professional situation that is as authentic and realistic as possible.   |
| Assessor                        | An examiner that grades the student's progress in acquiring the required competencies.   |
| Certificate                     | The certificate as referred to in Section 7.11 of the Dutch Higher Education and Research Act ( <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderwijs</i> , WHW).  |
| CAA                             | Centre for Administrative Activities. The CAA is the internal partner within Fontys of the representative and participatory bodies and their discussion partners with respect to optimising how these bodies function.   |
| CPC                             | Central Participation Council  |
| Cohort                          | The group of students who are enrolled for the first time in the first year of a study programme on the same reference date to which the prevailing Teaching and Examination Regulations (TER) apply. For students who enrol in a higher year, cohort membership is determined on an individual basis.   |
| Competency                      | A cluster of related knowledge, skills and attitudes that influences a substantial part of a person's job, is related to the performance of the job, can be measured and tested against accepted standards and can be improved through training and development.   |
| Component test                  | If an interim examination consists of several tests, each of those tests is referred to as a component test.   |
| Credit                          | One credit equals 28 standard study-load hours. Students are awarded credits on passing the interim examination of a unit of study. The international term for credits is ECTS credits (EC's).   |
| Education components            | The courses offered to students to help their learning process.  |
| CROHO                           | Central Register of Higher Education Study Programmes, which is a register of all study programmes. Students that pass the interim examinations of a study programme registered in CROHO are entitled to an official higher professional education certificate with the associated degree (associate degree, Bachelor or Master). 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 professional placement segment, both of which are integral parts of the study programme.   |
| DUO                             | Short for <i>Dienst Uitvoering Onderwijs</i> , a government agency charged with implementing education legislation and regulations.  |
| ECTS                            | European Credit Transfer System. The system that is used to express credits in order to facilitate international comparison. See also: credits.  |
| Elite athletes scheme           | Scheme for elite athletes that specifies which students are eligible to benefit from it and the facilities that they may use under it.   |
| EVC (RPL)                       | Erkenning van eerder Verworven Competenties (Recognition of Prior Learning).   |
| Examination                     | Assessment administered by the Examination Board to determine whether students have successfully completed the educational components of a study programme or the foundation-year phase. The final examination may also include a supplementary assessment conducted by the Examination Board.   |
| Examination Appeals Board       | The Board as referred to in Sections 7.60 up to and including 7.63 of the WHW and Articles 45 and 46 of the Students' Charter. The organisation, duties and powers of the Board are laid down in the Rules of Procedure adopted by the Examination Appeals Board and approved by the Executive Board.  |

|                            |   |
|----------------------------|---|
| Examination Board Examiner | The board of persons referred to in Section 7.12 of the WHW.<br>Member of staff who is designated by the Examination Board to administer examinations and assess the results thereof or an external expert.   |
| Executive Board            | The administrative body of Fontys University of Applied Sciences, as described in the articles of association and the WHW.  |
| Exemption                  | Full or partial exemption from meeting enrolment and/or admission conditions and/or sitting interim examinations.   |
| Exit qualifications        | Qualifications students must have on completing the study programme.  |
| Fraud                      | Any act (including plagiarism ) or omission that either partially or fully impairs the correct assessment of a person's knowledge, insight, skills, competencies, professional attitude, powers of reflection, etc.   |
| Full-time study programme  | A full-time study programme is a study programme whose structure is such that students are assumed not to participate in any activities other than education components.  |
| Hardship clause            | A provision in a law or regulation that makes it possible to deviate from regulatory provisions in favour of the student or external student.   |
| He/him                     | He/him is taken here to refer to men, women and individuals who do not identify as either of these options.   |
| IELTS                      | International English Language Teaching System, a tool used to determine a student's command of the English language.   |
| Institute                  | The operational unit at Fontys that is, in particular, responsible for organising Fontys's core competencies and that executes the primary processes, 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 institution.   |
| Institution                | The Fontys Universities of Applied Sciences.  |
| Intake assessment          | Portfolio assessment conducted at the student's request to validate previous learning experiences prior to enrolment in the study programme. A fee covering the costs is charged for an intake assessment.  |
| Intake interview           | Interview conducted at the student's request prior to the start of the study programme if the student believes that he has competencies acquired previously. An intake interview comprises a general assessment from which no rights can be derived by a student.                                       |
| Interim examination        | An examination of the knowledge, understanding, skills and / or competencies of a student required to conclude a unit of study, including an assessment of the results of such an examination ( <i>Section 7.10(1) of the WHW</i> ). An interim examination may consist of one or more component tests. |
| IPC                        | Institute Participation Council   |
| Main subject               | A specific definition of the curriculum within a programme, which begins immediately from year 1 or following the foundation year   |
| Occupational requirements  | The legal requirements to which the practice of a particular profession is subject. The legal requirements to which the practice of a particular profession is subject ( <i>Section 7.6 of the WHW</i> ).   |
| Part-time study programme  | A part-time study programme is a study programme whose structure is such that the student is able to participate in supplementary activities, either work-related or educational, alongside education components.   |
| Portfolio                  | A collection of evidence, digital or otherwise, with which students can demonstrate that they master the competencies of a particular study programme.  |
| Principle                  | All study programmes offered are based on one of the following principles: non-denominational private education (NPE) Roman Catholic (RC), Protestant Christian (PC) or a combination of non-denominational private education, Roman Catholic and Protestant Christian (NPE, RC, PC).                   |
| Profiling Fund Board       | Board charged by the Executive Board with implementing the Profiling Fund scheme, formerly known as the FSS Board.  |
| Profiling Fund Scheme      | Scheme for the granting of support to students in the form of graduate funding, committee member grants or attendance fee from the profiling fund, now known as the <u>Profiling Fund Scheme</u> .  |
| PC                         | Opleidingscommissie (Programme Committee, PC), a committee established for a particular study programme of an insitute referred to in Section 10.3c of the Act (see the <u>Regulations on the Participation Councils and Degree PC's</u> ).   |
| RIO                        | The register ( <i>Registratie Instellingen en Opleidingen</i> ) that will replace existing registers such as the CROHO and the BRIN.  |

|                             |   |
|-----------------------------|---|
| Tailored programme          | Special programme which differs from the standard programme.  |
| Teaching period             | Period in the academic year during which education components are organised. A teaching period is referred to as a study quarter in the Fontys annual calendar.   |
| TER                         | Teaching and Examination Regulations. The TER consists of an institutional section for all study programmes offered by the Fontys Universities of Applied Sciences as well as information specific to individual study programmes. The TER forms a part of the study programme section of the Students' Charter.  |
| Test                        | Activity used to assess whether a student has certain knowledge, insight, skills and/or competencies.   |
| Student                     | A person who is enrolled in the institution, as referred to in 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/institution or the termination of their studies.  |
| 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. See Study Facilitator.   |
| 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.  |
| Students' Charter           | The <a href="#">charter</a> containing the rights and obligations of students, divided into an institutional section and a study programme section.   |
| Study load                  | The standardised time investment expressed in units of 28 study load hours related to a study programme.  |
| Student entrepreneur scheme | <u>Scheme</u> which is intended to help Fontys students who are deemed student entrepreneurs to combine entrepreneurship and study.   |
| Study programme             | A coherent totality of education components in which students participate as part of their education. Every study programme is recorded in the CROHO.   |
| Study programme profile     | The entire set of exit qualifications for which the study programme provides training.  |
| Unit of study               | Part of a study programme that is concluded with an interim examination as referred to in 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, insight, skills, attitude) or a combination of competencies. Students are awarded the relevant credits on passing the interim examination for the unit of study. |
| WHW                         | The Dutch Higher Education and Research Act ( <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i> , WHW; Bulletin of Acts and Decrees 593, 1992, and later supplements and amendments).   |

## Definitions FHK

|                |  |
|----------------|--|
| Intaker        | Intaker Examiner appointed by the institute to prepare the request, together with the student, as referred to in article 7, section 2.   |
| Core Team;     | Team responsible for the course development, coordination and facilitation of the program, overseeing the quality and the content, will have expertise in all roles (teacher, lecturer, assessor) and maintaining the relationship with the working field. One member of the core team, together with lector(s) of Fontys and Codarts is responsible for artistic research in the program. |
| Writing Coach; | Offers support to the student during the execution of written assignments and research. Coaching is student specific.  |

|                  |   |
|------------------|---|
| Artistic Coach;  | Offers support to the student for their artistic development, practice-based assignments, prototype, final project and projects in-between the intensives. Coaching is student specific.  |
| Research Mentor; | Is a combination of a writing and artistic coach and is only available in the second year. Research mentors offer support to the student during the execution of practice and written based assignments, the final project and projects in-between the intensives. Mentoring is student specific. |
| Peer Coach;      | This coaching is student led and offers support to the student-peers for their artistic development, practice and written based assignments, prototype, final project and projects in-between the intensives. Coaching is student specific.   |

## Section 2 Admission to a Master's programme

### Article 2 Educational entry requirements

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

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

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

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

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

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

- All prospective students who fulfil the stated requirements will be admitted, unless there is a maximum number of students that can be enrolled and this maximum would be exceeded by the admission of additional students.  
Admission to the Master's programme is subject to a minimum of 12 and a maximum of 16 students.
- If admission to the study programme is subject to an admission quota (see paragraph 2 under b), then admission regulations will be laid down stipulating the number of available places and the procedures for the allocation of proofs of admission.  
The requirements for decentralized selection can be found on the websites of both Codarts and Fontys.

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

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

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

1. Foreign 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.*)
2. Foreign students with a residence permit are required to earn at least 50% of the available credits each year. The IND will be informed if the student fails to meet this requirement, unless there are special circumstances due to which the student was unable to meet this requirement. Such a notification based on the same special circumstances may be withheld once during the course of each study programme.
3. According to the Code of Conduct regarding International Students, international students seeking admittance to an English-taught study programme must be able to prove that their command of the English language is at least equal to the following scores:

|                |                        |
|----------------|------------------------|
| IELTS          | 6.0                    |
| TOEFL paper    | 550                    |
| TOEFL computer | 213                    |
| TOEFL internet | 79/80                  |
| TOEIC          | 670                    |
| Cambridge ESOL | FCE-C (minimum of 169) |

### Article 5 Professional activity requirements

The professional practice environment is not subject to any requirements.

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

### Article 6 Intake interview

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

### Article 7 Exemptions

Students who believe they are eligible for an exemption must submit an application to that end to the Examination Board. The Examination Board may grant an exemption from one or more interim examinations on the grounds of a review of an assessment or the holding of a diploma or other certificate, accreditation of prior learning or similar document, such as proof of results achieved in a study programme taken at a research university or university of applied sciences and / or proof of administrative activities, with which the student can show that he has already met the requirements of the interim examination in question. Exemptions are recorded in the study progress system. The period of validity of the exemption is stated in the exemption decision.

## **Article 8 Short-track/tailored study programmes**

1. Students who believe they are able to proceed with and/or complete their study programmes at an accelerated pace may submit an application requesting such to the Examination Board. The student coach's advice must be enclosed with the application. The organisation of the study programme must be able to accommodate the short-track option.
2. A request as meant in paragraph 1 is prepared in a talk between the student and intake assessor appointed by the course. On the basis of proof supplied by the student, it is decided from which units of study the student can be exempted, and which units of study may have to be tested in a different way than prescribed in the TER. This overview is added to the request to the Examination Board, which must give its approval.
3. If tailored programmes are offered to students who, following an intake assessment, are able to enter the study programme via accelerated tracks then the tailored program must be discussed between the student, Core Team and Examination Appeals Board. Due to the nature of the degree the core team can advise that there be no tailored programme as this goes against the vision, trajectory and purpose of the masters.

## **Section 4 Facilities with reference to student coaching, special facilities for students with a functional disability, Elite athletes scheme, board memberships**

### **Article 9 Student coaching**

Every student is coached by a student coach (called a study facilitator in COMMA). This is done as follows:

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

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

### **Article 9a Facilities for Dutch in English language programmes**

*For Dutch students who are enrolled in an English language programme, the following facilities are offered:*

- individual tutoring and advice.

### **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 work weeks after receipt of the application, unless it requires further inquiry, in which case the student will be informed as to when more clarity can be given with respect to his application.

4. In the case of a protracted or chronic disability, such an application will only have to be made once for the entire study programme; in all other cases once per testing period or academic year. In its decision to grant the facilities, the Examination Board may also rule that these will apply for the entire duration of the student's study or that the student is to consult with his 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 Master's 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 3 weeks prior to the *graduation ceremony* via the study programme administration - *FHK Studentenadministratie* [fhksa@fontys.nl](mailto:fhksa@fontys.nl) / *Administrative Service Center* <asc@codarts.nl>

At the request of the student's study programme, the Centre for Administrative Activities can confirm that the student has been an active board member of the CPC. In the case of board memberships of a PC or IPC, the study programme can request confirmation from the relevant IPC or PC.

*Likewise, students who have served as members of the Examination Appeals Board may also request that activity to be included on their diploma supplement. The study programme can request confirmation from the secretariat of the Examination Appeals Board (see Article 34).*

3. Students who believe that their board memberships demonstrate that they have the knowledge, insight and/or skills that are assessed in particular tests for which credits are awarded may apply for an exemption from such tests from the Examination Board.
4. 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.
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.

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

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

1. The study programme is based on a study programme profile. The exit qualifications of the study programme are described in the study programme profile. The study programme profile can be found in the Fontys Digital Study Guide and Digital Learning Platforms (a.k.a. Learning Management System) to be found via the portals of Fontys and Codarts.
2. The study programme has the following structure and learning lines; Blocks,/Intensives, Maker/Choreographer Line, Research Line, Project Line, Integrated Assignments and Guidance.
3. The principle of the study programme is mentioned in the Register of Study Programmes
4. The study programme does not impose any specific occupational requirements, laid down in the following laws and regulations.

## Article 14 Study programme layout

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

## Article 15 Overview of units of study and credits

1. Every study programme consists of a coherent set of units of study, which are components of a study programme concluded with an interim examination. Units of study cannot exceed 30 credits.
2. Only whole credits are awarded for units of study. In the overview included in Appendix 1 you will find an overview of the distribution of credits.
3. Study programmes and tests conducted in a foreign language are subject to the Code of Conduct for Study Programmes taught in a Foreign Language; the overview of units of study in Appendix 1 (Assignment Details Master Choreography COMMA 2021-2023) states which teaching and testing is provided in a foreign language.

## Article 16 Education components – *learning environment*

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

| Name unit of study                                  | Name education components             | Admission requirements | Entry requirements   |
|---|---------------------------------------|------------------------|----------------------|
| <i>Year 1 (2021-2022) - Block &amp; Intensive C</i> | <i>Project Cluster</i>                | <i>Not Obligated</i>   | <i>Not Obligated</i> |
| <i>Year 1 (2021-2022) - Block &amp; Intensive C</i> | <i>Competence Development Check C</i> | <i>Not Obligated</i>   | <i>Not Obligated</i> |
| <i>Year 1 (2021-2022) - Block &amp; Intensive C</i> | <i>Integrated Assignment</i>          | <i>Not Obligated</i>   | <i>Not Obligated</i> |
| <i>Year 1 (2021-2022) - Block &amp; Intensive C</i> | <i>Prototype</i>                      | <i>Not Obligated</i>   | <i>Not Obligated</i> |
| <i>Year 2 (2022-2023) - Block &amp; Intensive E</i> | <i>Critical Reflection Check E</i>    | <i>Not Obligated</i>   | <i>Not Obligated</i> |
| <i>Year 2 (2022-2023) - Block &amp; Intensive E</i> | <i>Research D&amp;E; D3RS</i>         | <i>Not Obligated</i>   | <i>Not Obligated</i> |
| <i>Year 2 (2022-2023) - Block &amp; Intensive F</i> | <i>Research F; Research Report</i>    | <i>Not Obligated</i>   | <i>Not Obligated</i> |
| <i>Year 2 (2022-2023) - Block &amp; Intensive F</i> | <i>Final Integrated Assignment</i>    | <i>Not Obligated</i>   | <i>Not Obligated</i> |

2. Any entry requirements a student must meet before participating in a course or educational activity are stated in the overview as referred to in paragraph 1.
3. Enrolment in education components is not required.
4. The timetable is announced by way of communication on the portal of the academy no later than 3 weeks prior to the start of classes.
5. Students who have registered for a course or educational activity must ensure that they meet the specific entry requirements. The overview in Article 12, paragraph 1, indicates the education components to which requirements apply for participation as well as the nature of these requirements. 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 16a - Evaluation of teaching

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

FHK uses an evaluation calendar and provides for quality teacher-course evaluations, the first-year evaluation, the SBA (Start Competencies Research), the final evaluation and SLB-evaluation. (*Note: the latter two in only if the program has been selected previously*). Fontys Hogescholen provides for the ESS (Employee Satisfaction Research), NSE (National Student Survey) and STO (Student Satisfaction Survey).

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

### Article 17 Types of tests - evidence

1. A test consists of/may consist of:
  - a. *one or more mandatory tests or mandatory partial tests;*
  - b. *freely-chosen evidence evaluated as an assessment, such as a portfolio;*
  - c. *a combination of a) and b).*
2. Tests are conducted in writing or orally or in a fashion that combines both writing and oral delivery (e.g. product and presentation/interview).
3. An oral examination, including an assessment, is conducted by at least two examiners. A report must always be drawn up of an oral test *on a specially designed evaluation form* an assessment of the quality of the evaluation afterwards. 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 modules to be found in MyLMS.

### Article 18 Tests and assessments

1. The Examination Board will designate one or more examiners for each test. An examiner can also be an external expert.

### Article 19 Content of tests, duration of the test and test aids and test timetables

1. The content of the test, including the learning objectives, is described in MyLMS and is made available to students at least at the start of the semester.
2. The examiner determines the period of time allowed to students to take the test as well as any aids that students may use during the test, subject to the guidelines and instructions provided by the Examination Board. This information must be stated on the examination paper.
3. The test timetable will be published through the portal no later than 1 week before the start of the test period in question.

### Article 20 Registration for tests

1. Registration for tests is not required.

### Article 21 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 22 Test marking system

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

### Article 23 Test results

1. The test results must be announced in writing to the student within fifteen 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.

The tests of which the results may be announced later than ten days are: Year 1: Integrated Assignment, Prototype. Year 2: Research D&E; D3RS, Final Integrated Assignment.

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

#### **Article 24 Inability to sit tests**

1. Students who have acted in accordance with the registration procedure described in Article 20 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 ... 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 33 (3)). The Examination Board will then take a decision and inform the student concerned. If the request is granted, the Examination Board will set a date, time and place for the test. Any rejection of the request will be substantiated and the student will be informed of his right to appeal. In assessing the request, the Examination Board's primary criteria are the obstruction of the study progress and the student's personal circumstances.

#### **Article 25 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 33 (3) of these Teaching and Examination Regulations and Article 44 of the Students' Charter). The Examination Board must take a decision within 4 work weeks at a maximum.
2. Students may also appeal directly to the Examination Appeals Board within 6 calendar weeks after the date of the assessment via [www.fontys.nl/studentenloket](http://www.fontys.nl/studentenloket). (see Article 45 and Article 46 of the Students' Charter).

#### **Article 26 Resits**

1. Tests are conducted at least twice an academic year.  
Students can resit components marked with a pass no more than once, and at least once, in which case the highest mark will count. The regular test moments are the test itself and a re-examination. After the re-examination, the student can submit a well-founded request to the Examination Board for an extra chance in the same academic year, which will be honoured in exceptional cases only.  
For the practical tests referred to below, resits only take place in the following academic year:  
none.
2. At least two opportunities to take tests that assess the material they have learned will be offered. Following these two test opportunities, the material to be studied for the test may be adapted to the material offered in the teaching block prior to the test. An up-to-date description of the material to be tested can be found via the digital platform MyLMS.
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.  
In consultation with the student, a determination is made regarding what needs to be done, when and how the student will be able to show that he has worked on acquiring the competencies and when he will have acquired these competencies,

#### **Article 27 Period of validity of results - evidence**

1. The period of validity of successfully completed component tests is 5 years.  
The validity period for evidence is 10 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:

10 years

The Examination Board may extend this term.

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

### **Article 28 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 in a digital knowledge bank'. With this form, students give their permission for the graduation product to be entered in the knowledge bank and for it to be made available to potential users at the university of applied sciences and elsewhere.

On submission of the digital graduation product, the student and/or client and/or organisation offering the internship may indicate their objection to the graduation product being entered in the databank.

### **Article 29 Study progress**

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

## **Section 7 Graduation**

### **Article 30 Examinations - certificates - diploma supplement**

1. Students have passed the examination of the study programme if they have passed all units of study which form part of the study programme, as referred to in Article 15. (*Section 7.10 of the WHW.*)
2. The certificate will only be given after it has been established that the student is enrolled and has paid his tuition fees for all the enrolment years. (*Section 7.11 of the WHW.*)
3. After successful completion of the examination, the Examination Board awards the certificate. The certificate is dated on the date of the student's final academic activity (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 that the student has passed within a maximum of eight calendar weeks after the last 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).

4. The certificate is signed on behalf of the Examination Board by the (deputy) chairman, the (deputy) secretary, the candidate and, if applicable, an external expert. (*Section 7.11 of the WHW.*) On behalf of the Executive Board, the Examination Board also confers on the student the degree of the study programme if the student has taken the associate degree programme or the study programme examination

For the study programme's examination the Master of Arts degree is awarded.

5. The award ceremony takes place at a time decided by the institute.
6. 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; a pass in all tests and assignments in the first year, a grade point average of 8.5 or higher for all tests and assignments in the second year, and a 8.5 or higher for the thesis/exegesis/exposition model.

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

Distinction with honours; a pass in all tests and assignments in the first year, a grade point average between 7.5 and 8 for all tests and assignments in the second year, and a 7.5 or 8 for the thesis/exegesis/exposition model.

The core team will inform the student whether they have received a 'cum laude' or 'with merit'.

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

### **Article 31 Statement on departure**

1. Every student who seeks to terminate his enrolment without having passed the study programme's final examination will be invited for an interview.
2. At the student's request, the student may be issued a statement listing any results achieved. *Results of successful tests without credits can be converted into an equivalent of credits based on the study load. (Section 7.11 of the WHW.)*
3. The statement must specify that the test results will in principle be valid for ten years. The statement can include a reservation in the event of a substantial overhaul of the study programme (see also Article 27).

## **Section 8 Irregularities and fraud**

### **Article 32 Irregularities and fraud**

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

## **Section 9 Examination Board, appeal**

### **Article 33 Examination Board**

1. The institute director establishes an Examination Board for all study programmes of the Fontys Hogeschool voor de Kunsten.
2. The Examination Board's duties and responsibilities are laid down in the WHW. (*Sections 7.12, 7.12b and 7.12c of the WHW*). These include the following duties and responsibilities:
  - responsibility for guaranteeing the quality of testing;
  - responsibility for guaranteeing the quality of the organisation of and the procedures surrounding tests and examinations;
  - to determine objectively and professionally whether a student has passed an examination;
  - to award certificates and the diploma supplement;
  - to determine alternative tracks;
  - to assess applications for exemptions and reviews and to award applications for special facilities;
  - to determine whether an interim examination has been conducted in a way other than that prescribed in the TER;The composition of the Examination Board can be found in a separate attachment and on [the portal of FHK](#)

3. An application to the Examination Board can be submitted to [the portal of the Examination Board](#)

### **Article 34 Appeals**

Student who do not agree with a decision of the Examination Board can lodge an appeal against this decision within six calendar weeks after the date of the decision with the Examination Appeals Board (see Articles 45 and 46 of the Student's Charter, (Section 7.61 of the WHW.)

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

## **Section 10 Retention and hardship clause**

### **Article 35 Retention of documentation**

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

### **Article 36 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 37 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.

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

### **Article 38 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.

### **Article 39 Unforeseen cases**

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



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

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

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

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

### 2. Facilities for students

Information on facilities for students can be found at:

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

### 3. Study support

Information on study support can be found in:

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

## **C - Internal complaints procedure**

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

## Appendix 1

| Name unit of study   | Name education components             | EC | Admission requirements | Entry requirements   | Name test                             | Testform (*)                    | I/G (**)   | Scale       | Weighting test | Minimum achievable | ER       |
|--|---------------------------------------|----|------------------------|----------------------|---------------------------------------|---------------------------------|------------|-------------|----------------|--------------------|----------|
| <i>Cohort 2021-2023 Year 1 (2021-2022) - Block &amp; Intensive C</i> | <i>Project Cluster</i>                | 10 | <i>Not Obligated</i>   | <i>Not Obligated</i> | <i>Project Cluster</i>                | <i>WA + PBA + VA + PA + AVA</i> | <i>I/G</i> | <i>P/NP</i> | <i>100%</i>    | <i>A</i>           | <i>-</i> |
| <i>Cohort 2021-2023 Year 1 (2021-2022) - Block &amp; Intensive C</i> | <i>Competence Development Check C</i> | 9  | <i>Not Obligated</i>   | <i>Not Obligated</i> | <i>Competence Development Check C</i> | <i>VA + WA + PA</i>             | <i>I</i>   | <i>P/NP</i> | <i>100%</i>    | <i>A</i>           | <i>-</i> |
| <i>Cohort 2021-2023 Year 1 (2021-2022) - Block &amp; Intensive C</i> | <i>Integrated Assignment</i>          | 15 | <i>Not Obligated</i>   | <i>Not Obligated</i> | <i>Integrated Assignment</i>          | <i>WA + PBA + AVA</i>           | <i>I</i>   | <i>P/NP</i> | <i>100%</i>    | <i>A</i>           | <i>-</i> |
| <i>Cohort 2021-2023 Year 1 (2021-2022) - Block &amp; Intensive C</i> | <i>Prototype</i>                      | 11 | <i>Not Obligated</i>   | <i>Not Obligated</i> | <i>Prototype</i>                      | <i>WA + PBA + VA + PA + AVA</i> | <i>I</i>   | <i>P/NP</i> | <i>100%</i>    | <i>A</i>           | <i>-</i> |
| <i>Cohort 2021-2023 Year 2 (2022-2023) - Block &amp; Intensive E</i> | <i>Critical Reflection Check E</i>    | 9  | <i>Not Obligated</i>   | <i>Not Obligated</i> | <i>Critical Reflection Check E</i>    | <i>VA + PA + PBA + WA + AVA</i> | <i>I</i>   | <i>1-10</i> | <i>100%</i>    | <i>5,5</i>         | <i>-</i> |
| <i>Cohort 2021-2023 Year 2 (2022-2023) - Block &amp; Intensive E</i> | <i>Research D&amp;E; D3RS</i>         | 6  | <i>Not Obligated</i>   | <i>Not Obligated</i> | <i>Research D&amp;E; D3RS</i>         | <i>WA + PBA + AVA</i>           | <i>I</i>   | <i>1-10</i> | <i>100%</i>    | <i>5,5</i>         | <i>-</i> |
| <i>Cohort 2021-2023 Year 2 (2022-2023) - Block &amp; Intensive F</i> | <i>Research F; Research Report</i>    | 30 | <i>Not Obligated</i>   | <i>Not Obligated</i> | <i>Research F; Research Report</i>    | <i>WA + AVA</i>                 | <i>I</i>   | <i>1-10</i> | <i>33,3%</i>   | <i>5,5</i>         | <i>-</i> |
|  | <i>Final Project</i>                  |    |                        |                      | <i>Final Project</i>                  | <i>WA + PA + PBA + AVA</i>      | <i>I</i>   | <i>1-10</i> | <i>33,3%</i>   | <i>5,5</i>         | <i>-</i> |
|  | <i>Oral Defense</i>                   |    |                        |                      | <i>Oral Defense</i>                   | <i>VA</i>                       | <i>I</i>   | <i>1-10</i> | <i>33,3%</i>   | <i>5,5</i>         | <i>-</i> |

(\*)

P/NP Passed/Not Passed

WA Written Assignment

VA Verbal Assignment

PBA Practice Based Assignment

PA Presentation Assignment

**AVA Audio/Visual Assignment**

(\*\*) I/G Individual/Group

(\*\*\*) ER = Entry requirements