

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

Trend Research & Concept Creation in Lifestyle (TCL)

Study Programme code: 39200

Study Programme type: full-time

Fontys Academy for the Creative Economy Tilburg

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

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

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

Addendum teaching and examination regulations 2022-2023 Fontys Academy for the Creative Economy

Section 32 of the below full-time undergraduate degree programme:

- Trend Research & Concept Creation in Lifestyle

The binding negative study advice, as named in this OER, will be abolished as from academic year 2022-2023. In article 32 of this TER, binding negative study advice has been replaced by negative study advice.

Explanation

As from academic year 2022-2023, Fontys Academy for the Creative Economy will no longer give binding study advice (BSA). To be able to start in the post-propaedeutic phase, there is a transition norm. This is unchanged and is described in article 32 paragraph 5.

On the basis of the transitional norm, the student is assigned to the post-propaedeutic phase at the end of his first year of enrolment (12 months) or, if the norm has not been achieved, is reassigned to the propaedeutic phase of the programme. A student may also be advised to discontinue the programme on the basis of insufficient results.

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A – Teaching and Examination Regulations

Section 1 General

Article 1 Definitions

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| 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). |
| 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 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. |
| Education components | The courses offered to students to help their learning process. |
| 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. |

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

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| | 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 Profiling Fund Scheme |
| 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 Regulations on the Participation Councils and Degree PC's). |
| 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 charter containing the rights and obligations of students, divided into an institution-specific section and a study programme-specific section. |
| Student entrepreneur scheme | Scheme 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. At TCL, the role of the student coach is part of the community coach role from cohort 2019 onwards. |
| 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 the 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 |

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| | 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). |

ACE-wide and/or programme-specific definitions

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| Advanced Course | <p>This is a combination of mandatory and/or optional educational units in year 4, with a focus on in-depth theoretical knowledge and its application. The abbreviation is AC.</p> <p>The AC's at TCL are phased out. Students have two remaining opportunities to retake the AC's they have followed in last academic year. From Cohort 2019 onwards, no AC's are offered.</p> |
| Community coach | <p>A person guiding the student in, among others, planning, execution, making decisions and progression through the study career.</p> |
| Core Tasks | <p>Used to refer to the four (core) tasks of the programme: trend research, concept development, realisation and advising.</p> |
| Evidence material | <p>Proofs of evidence collected by the student in the course of the educational components or activities on their own behalf that serve as proof of the student's development with regard to a specific competency.</p> |
| Foundation Assessment | <p>The assessment (assessment 2) in the Foundation Phase that takes place after four educational periods, representing 30 ECTS. This assessment is the closure of the Foundation Phase of the programme.</p> |
| Graduation Phase | <p>The phase in year 4 when the student works on completion of the study programme.</p> |
| Graduation project | <p>The final project that is executed by the student as part of the programme.</p> |
| Graduation thesis | <p>At TCL, the graduation project is regarded as the graduation thesis.</p> |
| Intake coordinator | <p>The intake coordinator is the first contact person and takes care of a proper intake for (prospective) students in the Foundation Phase.</p> |
| Intake | <p>See Study Choice check.</p> |
| Interdisciplinary Project (Work placement) | <p>Project that is offered in the first quarter of the graduation year.</p> |
| Internship | <p>The first internship in the TCL programme, in year 3.</p> |
| Internship Coach | <p>The coach that guides the student during the internship on behalf of the academy.</p> |
| Lifestyle Weeks | <p>Three fixed weeks in the academic calendar in which students of all phases participate. The first Lifestyle Week in the Foundation year also counts as introduction week. For interns, the Lifestyle Weeks include activities that require them to return to the academy.</p> |
| Long-term student | <p>A student who, due to special circumstances or not, has a delay in study progress and needs more than the regular 4 years of time to complete the programme.</p> |
| Study progress advisor | <p>The main contact person for the student who has a study delay after completing the fourth regular academic year.</p> |
| Study coach | <p>A person guiding the student in, among others, planning, execution, making decisions and progression through the study career.</p> |
| Study Quarter | <p>The academic year consists of four study quarters. The first study quarter starts in the week of 1 September. One study quarter consists of 10 weeks.</p> |
| TCL | <p>Abbreviation for the official programme name Trend research & Concept Creation in Lifestyle.</p> |
| Trend Researcher & Concept Creator in Lifestyle | <p>The title for the graduates of the Bachelor Trend Research & Concept Creation in Lifestyle, who is specialised in the core tasks of analysis, concept development, realisation and advising within the lifestyle sectors defined by the programme and for the benefit of people's Quality of Life.</p> |

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:](#)
[There are no further preparatory education requirements for havo and/or vwo diplomas.](#)
5. [There are no additional requirements for enrolment in the Bachelor's programme.](#)
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(3).) (*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).

[Fontys 21+ entrance examination](#)

The entrance examination consists of two parts:

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

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

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*).

8. Where a prospective student applies for admission to a study programme based on a diploma other than one of the diplomas referred to above, the institute director will decide whether that diploma is equivalent and if it grants access to the study programme. Prospective students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5) (*Section 7.28 of the WHW*).
9. [Prospective students who are admitted by virtue of a diploma as referred to in paragraphs 2, 7 or 8 of this article will be subject to an additional assessment to determine whether they meet the knowledge and skills requirements as referred to in paragraph 4 and 5 of this article. \(Section 7.28 of the WHW.\)](#)
[Prospective students must meet the requirements of this assessment prior to enrolment.](#)

Article 2a Study choice check and study choice advice

1. The study choice check consists of at least the completion of a digital questionnaire and a contact moment with the study programme. The study choice check for international prospective students as referred to in the Study Choice Advice Rules consists of [a contact moment with the academy](#).
2. Within 4 weeks following registration, the prospective student will receive a link to the digital questionnaire. Within 4 weeks following completion of the questionnaire, the prospective student will receive an invitation to the contact moment with the study programme. International prospective students as referred to in the Study Choice Check Rules will receive further information on the study choice check within 4 weeks following registration.
3. The digital questionnaire can be completed in the period between [January 2023](#) and [August 2023](#). The study choice activities for international prospective students will take place in the period between [January 2023](#) and [August 2023](#).
4. The contact moments with the study programmes are planned in the period between [March 2023](#) and [August 2023](#).
5. The contact moment will consist of [at minimum an individual meeting or group meeting and preferably of multiple intake units](#).
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 international² students, the following language requirement applies for admission to an English-language programme.
- an average IELTS score of 6.0, for which the student must have a score of 6.0 for at least three components and may have a score below 6.0 for no more than one of the four components, provided this score is at least a 5.5.

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

| Test | Overall Score | Component | No more than 1 deviating component |
|------------------------------------|-------------------|-----------|------------------------------------|
| IELTS | ≥ 6,0 | | |
| • IELTS reading | | ≥ 6,0 | ≥ 5,5 |
| • IELTS listening | | ≥ 6,0 | ≥ 5,5 |
| • IELTS speaking | | ≥ 6,0 | ≥ 5,5 |
| • IELTS writing | | ≥ 6,0 | ≥ 5,5 |
| Cambridge | ≥ 169 | | |
| • Cambridge reading | | ≥ 169 | 160 t/m 168 |
| • Cambridge listening | | ≥ 169 | 160 t/m 168 |
| • Cambridge speaking | | ≥ 169 | 160 t/m 168 |
| • Cambridge writing | | ≥ 169 | 160 t/m 168 |
| TOEFL | ≥ 72 ³ | | |
| • TOEFL reading | | ≥ 18 | |
| • TOEFL listening | | ≥ 17 | |
| • TOEFL speaking | | ≥ 20 | |
| • TOEFL writing | | ≥ 17 | |
| TOEIC speaking and writing | ≥ 310 | | |
| • TOEIC speaking | | ≥ 160 | - |
| • TOEIC writing | | ≥ 150 | - |
| TOEIC reading and listening | ≥ 785 | | |
| • TOEIC reading | | ≥ 385 | - |
| • TOEIC listening | | ≥ 400 | - |

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

Article 4 Professional activity requirements

The professional practice environment is not subject to any requirements.

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

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

Article 6 Exemptions

1. The institute director can exempt a student from the foundation year examination if the student holds a diploma, Dutch or foreign, which is at least equivalent (*Section 7.30 of the WHW*).
2. Students who believe they are eligible for an exemption must submit an application to that end to the Examination Board. The Examination Board may grant an exemption from one or more interim examinations on the grounds of a review of an assessment or the holding of a diploma, certificate, accreditation of prior learning or similar document, such as proof of results achieved in a study programme taken at a research university or university of applied sciences and/or proof of administrative activities, with which students can show that they have already met the requirements of the test in question. Exemptions are recorded in the study progress system. The period of validity of the exemption is stated in the exemption decision. [You can find the exemption request policy on the information page of the examination board.](#)
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.

[Switching \(in accordance with the agreements made within the Economics Domain\):](#)

[I. The continuation of facilitating switch within the first four weeks of the September enrolment \(until 1 October\) is a student's right.](#)

- [For Fontys students who want to switch programme within the economic domain, students from outside the economics domain, or students not enrolled at Fontys.](#)
- [In case of suspected insufficient orientation, an urgent recommendation is given with a redirection to a study choice advisor from the Student Facility Services.](#)

[II. Entering an open conversation with students who want to switch after 1 October.](#)

- [In case of suspected insufficient orientation, the switch coordinator first redirects to a study choice advisor from the Student Facility Services.](#)

[The switch coordinator of the receiving study programme eventually decides whether the student may enter or not, with the intention offering promising students the opportunity to switch. The decision by the receiving switch coordinator is binding. This is therefore not a student's right.](#)

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/[community coach](#). Long-term students have the study progress advisor as point of contact. See Article 16(6).
2. In consultation with the student coach/[community coach](#) the student decides how best to develop and how to shape the learning process.
3. The student consults with the student coach/[community coach](#) on the progress of the learning process.
4. The student coach conducts support and orientation interviews with the student in the foundation year. The student drafts an individual learning plan on the basis of these interviews. This learning plan is discussed throughout the year with the community coach. If desired, the student makes adjustments to this individual learning plan.
5. Students may submit a request to the institute director to be assigned a different student coach/[community coach](#) if they can give arguments for this.

Article 9 Facilities with reference for language

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

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/[community 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/[community 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 last educational component via the study programme administration, via ace-student@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 memberships 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 contact person Elite Athletes scheme on Fontys Connect](#). 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 Entrepreneur 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 contact person Student Entrepreneurship as stated on on Fontys Connect](#). 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 in [the Professional and Educational Profile TCL](#).
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.
2. The study programme has **no** main subjects.
3. The principle of the study programme is mentioned in the [Register of Study Programmes](#).
4. The study programme **does not impose any** specific occupational requirements.

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.**

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: Curriculum Framework/Exam Tree TCL 2022-2023 of this TER** you will find a distribution of the credits.
3. **Study programmes and tests conducted in a foreign language are subject to the Code of Conduct for Study Programmes taught in a Foreign Language; the overview of units of study in Appendix 1 Curriculum Framework/ Exam Tree TCL 2022-2023 of this TER states which teaching and testing is provided in a foreign language.**

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 study programme does not have any minors.

The following Fontys minors cannot be taken as they overlap with the major:

- Trendwatching
 - Global Trendwatching
 - Entrepreneurship
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/[transition standard](#), unless the Examination Board grants them permission to take the minor without fulfilling this requirement. [Entry requirements for participation in the minor are determined by each minor. TCL does not set any specific requirements for starting a minor. For entry requirements, refer to the minor of choice.](#) The minor must be taken in the third year of study. [Explanation of the process for requesting a minor is found on Fontys Connect via this link.](#)
 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:](#)
 1. The student must have completed the First Year in one year with an average grade of 7 or higher.
 2. On the basis of the granted exemption or adjustment in accordance with article 7 (1), completion of the programme within four years remains possible.

From cohort 2019 onwards, students summative test moments (assessments) are exclusively graded in verbal terms (insufficient – sufficient – good – excellent).

The average grade is calculated on the basis of the final assessment of the foundation phase. The following conversion of the verbal grades applies:

Insufficient = 4

Sufficient = 6

Good = 8

Excellent = 10

The mid-term assessment is excluded from this calculation.

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. Students who have not completed the programme in the regular 4 years of study (whether or not due to special circumstances) should make an appointment with the study progress advisor. In consultation, a feasible study plan is drawn up, in which earlier achieved results may possibly be transformed into the current curriculum units. The study progress advisor can urgently advise the student, with reasons, to stop his studies.

For long-term students, assessment moments are offered each study quarter. Registering for these is different from the regular programme. More information is found [here](#).

Article 17 Education components - learning environment

1. Below is an overview of the education components that are part of the study programme ([see also Appendix 1: Curriculum Framework TCL 2022-2023](#)).

The following requirements apply to participate in the subsequent education components:

| Entry requirements for educational activities TCL | | | | |
|---|------|------------------|---------------------------------|--|
| Cohort | Year | Phase | Component | Entry requirement |
| From 2020-2021 | 3 | Main phase | Internship | - Propaedeutic certificate and semester 3 or 4 obtained |
| 2018-2019 and 2019-2020 | 3 | Main phase | Internship | - Propedeutic certificate |
| cohort 2017-2018 | 3 | Main phase | Internship | - Propedeutic certificate - Obtained at least 30 ECT from year 2 - Individual assignment of year 2 obtained |
| up to Cohort 2016 -2017 | 3 | Main phase | Main phase assessment | - Obtained the propaedeutic certificate - Completed all parts of the main phase but possibly not yet completed - Obtained at least 30 ECT from year 2 - Individual assignment of year 2 obtained - Successful completion of the work placement |
| From 2019-2020 | 4 | Graduation phase | Graduation project - Semester 8 | - All components from the main phase and the minor have been completed - Passed all parts of semester 7, but possibly not yet completed". |
| up to Cohort 2018 -2019 | 4 | Graduation phase | Graduation project | - Completed all components from the main phase - Passed all parts of the graduation phase, but possibly not yet completed |
| up to Cohort 2018 -2019 | 4 | Graduation phase | Graduation phase assessment | - All parts of the graduation phase have been passed, excluding the assessment of the graduation phase. - In case only one exam (exam code) is left open and impedes entry, the student can request with the Examination Board to do the test (or assignment) at an earlier date than indicated on the calendar |
| For participation in minors, entry requirements are set by the minors. TCL itself does not set any specific requirements to be allowed to start a minor. Please check the entry requirements for the minor of your choice. | | | | |

Each TCL student can, after completing the Foundation Year, continue to excel throughout the academic years 2,3 and 4 in talents that relate to the professional practice. For this, extracurricular projects are offered under the guidance of coaches. More information on these extracurricular projects is available on Canvas.

Education takes place in a learning environment. This may be found on Canvas or Fontys Connect.

- The education components of the minors are described in the minor regulations. The regulations governing the minors offered across Fontys can be found at [this website](#). The regulations governing minors specific to study programmes are included as an appendix to this TER. [Fontys ACE has no educational minors](#).
- Any entry requirements a student must meet before participating in an education component are stated in the overview as referred to in paragraph 1.
- 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*).
- Registration for the education components proceeds as follows:

For enrolment in year 1 and year 2, students register for competency modules per study period via Progress or Canvas. Enrolment for these modules happens one week before the start of the module.

In year 4, students register for education components in semester 7 via Canvas.

For year 1, students register per study quarter for a specific project. Registration for these projects happens via Canvas one week before the start of the project.

Fontys Connect offers more information and displays the current options per period.

- The timetable is announced by way of the [schedule application](#) no later than three weeks prior to the start of classes.
- 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.

Fontys Academy for the Creative Economy has various ways of evaluating the study programmes, applying feedback from employees, the professional field and various boards (i.e. the Test Committee and Examination Board) in order to continuously improve and update the programmes.

Examples of such evaluations are:

- Period evaluations among students
- Evaluation meetings with class representatives
- Discussions with the Board of Advice
- Benchmarks with other (international) programmes
- Test reports
- Sampling and peer reviews of end products

The results of these evaluations are used to implement improvements and innovations (educational development) and to account for the quality of education to the Nederlands-Vlaamse Accreditatie Organisatie (NVAO – Accreditation Organisation of the Netherlands and Flanders).

The educational teams responsible for the continuous improvement of quality, aim for a proper balance between quality and student satisfaction. This is always done in adherence with all relevant legislation. Developing the education and prioritising adjustments happens with the involvement of the Programme Committees. Students and teachers of the Programme Committees advise the programme directors, both at request and on their own accord, on the actions and intended results and thereby execute their role in guaranteeing and improving the quality of the programmes.

Section 6 Tests, evidence, assessment and study progress

Article 19 Types of tests - evidence

1. A test consists of/may consist of:
 - a. one or more mandatory tests or mandatory partial tests;
 - b. freely-chosen evidence evaluated as an assessment, such as a portfolio;
 - c. a combination of a) and b).

[The Curriculum Framework \(see Appendix 1\) and/or prospectus of the programme lists the various test types.](#)

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

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 prospectus, available on Fontys Connect/Canvas](#) and is made available to students at least **three 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 [Fontys Connect](#) no later than **three weeks** before the start of the test period in question.

Article 22 Registration for tests

1. [Students must register for participating for each test via Progress \(progresswww.nl\)](#). The term 'test' refers to: see summary in Article 19(1).

[In case a student completes a test with an insufficient grade, registry is required again for the resit. Explanation of the registration process is found here.](#)

2. [Students who have failed to act in accordance with the registration procedure cannot sit the test. The registry process is found here.](#)
3. [Students may cancel their registration for a test. During the registry period this is done via Progress \(progresswww.nl\). After this period, cancellation is done by sending an email to \[ace-student@fontys.nl\]\(mailto:ace-student@fontys.nl\)](#)

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.
[Results of projects, reports and portfolios must be announced within 15 working days.](#)
2. Students are entitled to inspect all assessed tests and the accompanying assessment criteria and to be given feedback on the achieved results.
3. [Inspection is subject to the procedure described on Connect on \[this page with information about testing\]\(#\).](#)
4. [Feedback is given according to the following procedure. Students receive written feedback on all summative test moments in Gradework. Additionally, the student receives verbal or written feedback on the various learning activities at various moments.](#)
5. [The student can check the results overview via Progress throughout the whole year. When necessary, the student can request the study programme administration to provide a printed and stamped grades list with a registered signature, from which rights can be derived. This request should be made via \[ace-student@fontys.nl\]\(mailto:ace-student@fontys.nl\)](#)

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 about the prevention by email to \[ace-student@fontys.nl\]\(mailto:ace-student@fontys.nl\) before the test.](#)
2. The application referred to in the previous paragraph must be submitted in writing to the chairman of the Examination Board and include the necessary evidence (see Article 38(3)). The Examination Board will then take a decision and inform the student concerned. If the request is granted, the Examination Board will set a date, time and place for the test. Any rejection of the request will be substantiated and the student will be informed of his right to appeal. In assessing the request, the

Examination Board's primary criteria are the obstruction of the study progress and the student's personal circumstances.

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

Article 27 Request for a review

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

Article 28 Resits

1. Tests are conducted at least twice an academic year.
Students can resit components marked with a pass no more than once, and at least once, in which case the highest mark will count.

Students can request such a resit during the registry period for tests, by sending an e-mail to ace-student@fontys.nl

Regulations for the Foundation Phase:

- For all tests (exams, assessments and assignments) in the Foundation Phase, no more than two resits per student per academic year. Tests are taken immediately after the academic period according to the programme's curriculum. The resit is available in the subsequent test period. Students participate the regular test and if necessary the resit. In the first year of the programme, not participating in a regular test is regarded as a missed chance.
- Resits for tests from the fourth academic period are taken in that same period, in accordance with the yearly schedule.
- A practice-related semester is a semester based on an authentic professional task, with the student receiving additional educational activities to provide support in developing the professional competencies. With TCL, all semesters are therefore practice-related. Resits of practice-related semesters are possible in the following semester or no later than the next academic year. During a practice-related semester, feedback on professional products is given by teachers at the request of the student. In this way, the student always has the option of processing this formative feedback before it counts as proof in a summative assessment.

Regulations for the post-Foundation Phase:

- The Advanced Courses of TCL are being phased out. For resitting Advanced Courses, each student has another two resit opportunities in this academic year. .
 - All test opportunities offered in accordance with the exam schedule can be used. Not participating in an offered test moment, is also regarded as a missed chance.
 - For cohort 2018 and earlier, a maximum of two resits from year 4 (Graduation Phase) are offered, after that, education will continue according to the new programme.
 - In case a student has passed all components of the programme except one (with the exception of the assessment), and this test is no longer available within three months, the student can file a request with the Examination Board to get an extra chance.
 - Resits for tests from the fourth academic period are taken in that same period, in accordance with the yearly schedule.
 - A practice-related semester is a semester based on an authentic professional task, with the student receiving additional educational activities to provide support in developing the professional competencies. With TCL, all semesters are therefore practice-related. Resits of practice-related semesters are possible in the following semester or no later than the next academic year. During a practice-related semester, feedback on professional products is given by teachers at the request of the student. In this way, the student always has the option of processing this formative feedback before it counts as proof in a summative assessment.
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 [Fontys Connect/CANVAS](#).

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.

[For all phased-out tests of the Foundation Phase for cohort 2018 and earlier, students retake any missing tests via a competency assessment.](#)

[For students from cohort 2018 who choose to redo the second or fourth academic year, results already obtained along with the underlying tests and assignment can be used as proof in the new programme. The items of proof must be tied to the particular competencies. Each competency must also be corroborated with new and current items of proof.](#)

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.

Article 31 Study progress

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

Article 32 Advice regarding the continuation of studies

1. During the first year of enrolment in the foundation phase of a bachelor study programme and, where possible, prior to the start of the second semester ([after the mid-term assessment](#)), 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 negative advice regarding the continuation of his studies. [Study progress is deemed unsatisfactory when, after the mid-term assessment, 6 or more ECTS are missing](#). A reasonable period within which the student must have improved his grade point average and the opportunities a study programme offers in that regard are stated in the warning (*Section 7.8b of the Act*).
A student who has not received a warning at that stage may yet receive one at a later point in the first year if he has fallen behind, and will be given a period within which to improve his grade point average.
The student will be given a warning in the following cases:
 - [In case the student has not obtained 6 or more ECTS after the mid-term assessment.](#)
 - [For a Dutch-speaking student participating in the English-language programme whose study progress is delayed by the English language skills, this warning is accompanied by a recommendation to continue the study in Dutch.](#)
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 (negative study advice), meaning that the student's enrolment in that particular study programme will be terminated and that he will not be allowed to re-enrol in the same study programme.
3. Advice regarding the continuation of studies is based on the student's results in the foundation year. The Examination Board advises the institute director on advice regarding the continuation of studies to be given. This advice must take into account the student's personal circumstances. Students must

report any personal circumstances to their student coach/[community 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 owning and 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:

[Cohort 2022: When at least 45 study credits have been obtained.](#)

[Cohort 2021: When at least 52 study credits have been obtained.](#)

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

[From cohort 2022 onwards: When less than 45 study credits have been obtained.](#)

[Cohort 2021: When less than 52 study credits have been obtained.](#)

The minimum number of credits which that must be achieved by student entrepreneurs as defined in paragraph 3 to qualify for a deferral for student entrepreneurs is [45](#).

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.

[In case of a negative study advice, the following transition standard is applied.](#)

[Transition standard TCL:](#)

[Students who have obtained 45 ECTS or more can continue to year 2 \(USA2\).](#)

[For students who have obtained between 35 and 44 ECTS, their development is discussed with the community coach to decide whether continuation to year 2 or start over with year 1 is to be advised \(USA2 or USA1\).](#)

[Students who have obtained 34 ECTS or less must start again with year 1 \(USA1\).](#)

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).

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

1. An institute wishing to issue binding negative advice regarding the continuation of studies must make provisions that allow for, among other things, a student's personal circumstances and which are aimed at guaranteeing a student's good progress.
2. Binding negative advice regarding the continuation of studies is valid for a period of [2 years](#).
3. At the student's request, the institute director 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 Arts](#) 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' of 'with merit' if they meet the following criteria:](#)

| Judicia statement of distinction Trend Research & Concept Creation in Lifestyle | | | | | |
|---|------------------|--|---|-----------|------------|
| Cohort | Graduation Phase | Accomplishment | Excluded | Cum laude | With merit |
| 2020-2021 & older | N/A | weighted average (not rounded) of at least 8 | Exemptions, components graded as passed/not passed, results from minor & foundation | X | |
| 2020-2021 & older | N/A | weighted average (not rounded) of at least 7 | Exemptions, components graded as passed/not passed, results from minor & foundation | | X |
| <p>From cohort 2019 onwards, students summative test moments (assessments) are exclusively graded in verbal terms (insufficient – sufficient – good – excellent). The following conversion of the verbal grades applies for the judicium: Insufficient = 4 Sufficient = 6 Good = 8 Excellent = 10</p> | | | | | |

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

Article 35 Statement on departure

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

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

Article 36 Transfer

There are no specific arrangements regarding student transfers.

Section 8 Irregularities and fraud

Article 37 Irregularities and fraud

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

Section 9 Examination Board, appeal

Article 38 Examination Board

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

Article 39 Appeals

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

Section 10 Retention and hardship clause

Article 40 Retention of documentation

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

Article 41 Hardship clause

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

Section 11 Final provisions and implementation

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

1. The TER applies to all students enrolled in the study programme in question during the 2022-2023 academic year, unless otherwise stated below.
2. The general section of these regulations and any amendments thereto will be established by the Executive Board, after having obtained the consent of the students' section of the Central Participation Council. PC's will be given an opportunity to issue advice to the CPC. That general section of the TER constitutes the basis on which the study programme-specific TER for each study programme will be drawn up before being submitted to the Examination Board for their advice and the (joint) PC and IPC for their advice/consent. The (joint) PC advises the institute director and sends its advice to the IPC for informational purposes. The IPC advises the institute director and sends its advice to the (joint) PC. The establishment of and amendments to the study programme-specific TER are effected following a proposal from the institute and require the consent of the

students' section of the competent IPC and the (joint) PC (see Sections 10.3c, 10.20 and 7.13 of the WHW).

3. The text of the TER can be amended if warranted by changes to the organisation or organisational components with due observance of the provisions of paragraph 4. In the event of an interim change, the procedure as described in paragraph 2 applies.
4. If the interests of an individual student are prejudiced as a result of interim amendments of the regulations, the student may submit a written application to the Examination Board to protest against the amendment of the rules. The Examination Board examines the student's application and bases its decision on a weighing-up of the interest of the individual student on the one hand and the interest of the quality of the study programme on the other.
5. The institute director adopts the study programme-specific TER before 1 June of the academic year preceding the academic year that starts on 1 September. He ensures the publication of the study programme-specific component of these regulations and any amendments thereto by making them available for inspection with the secretariat of the study programme and placing them on the website.
6. The official title of these rules is 'General Section of the Teaching and Examination Regulations of Fontys'.

The official title of the TER of the Bachelor's programme is [TER TCL 2022-2023](#).

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.](#)

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 digital prospectus of TCL \(via the programme's page on Fontys Connect\)](#)
- the Teaching and Examination Regulations (see under A).

-

2. Facilities for students

Information on facilities for students can be found at:

- the institution-specific section of the Fontys Students' Charter (www.fontys.edu/rules)
- the website of [Fontys](#), among others, [Fontys helps](#)
- the website of [Fontys Study Abroad](#)
- [the digital prospectus of TCL \(via the programme's page on Fontys Connect\)](#)

3. Study support

Information on study support can be found in:

- the Teaching and Examination Regulations (see under A)
- [the digital prospectus of TCL \(via the programme's page on Fontys Connect\)](#)

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.

[Fontys Academy for the Creative Economy](#) has its own internal complaints commission to quickly process any complaints and keep in close contact with the plaintiff.

The [Fontys ACE internal complaints commission](#) is exclusively meant for complaints from students and can be reached via Fontys Connect: [ACE Complaints Committee](#)

Appendix 1 – Curriculum Framework/Exam Tree

TCL – 2022 – 2023

Curriculum TCL 2022-2023 Year 1 (60 ECTS) cohort 2022

| Educational unit | ECTS | Requirements ECTS | Assessment scale | Name course | Course code | Assessment type | Grading | Mandatory/Optional |
|--|------|-------------------|------------------|--|----------------------------|-------------------------------------|------------|--------------------|
| Assessment 1 | | | | | Study Quarter 1 + 2 | | | |
| | | | | | 25LE1ASCO1 | | | |
| Competence Detecting Semester 1 | 6 | 100% | | | 25LE1CDEAH | | | |
| | | 1/1 | I-S-G-E* | Competence Detecting Semester 1 | 25LE1CDEAA | Criterionbased Interview Assesement | individual | M |
| Competence Analyse Semester 1 | 5 | 100% | | | 25LE1CANAH | | | |
| | | 1/1 | I-S-G-E* | Competence Analyse Semester 1 | 25LE1CANAA | Criterionbased Interview Assesement | individual | M |
| Competence Desiign Semester 1 | 4 | 100% | | | 25LE1CDSAHA | | | |
| | | 1/1 | I-S-G-E* | Competence Desiign Semester 1 | 25LE1CDSAA | Criterionbased Interview Assesement | individual | M |
| Competence Result Drive Conduct Semester 1 | 5 | 100% | | | 25LE1CREAH | | | |
| | | 1/1 | I-S-G-E* | Competence Result Drive Conduct Semester 1 | 25LE1CREAA | Criterionbased Interview Assesement | individual | M |
| Competence Communication Semester 1 | 5 | 100% | | | 25LE1CCOAH | | | |
| | | 1/1 | I-S-G-E* | Competence Communication Semester 1 | 25LE1CCOAA | Criterionbased Interview Assesement | individual | M |
| Competence Professional Conduct Semester 1 | 5 | 100% | | | 25LE1CPRAH | | | |
| | | 1/1 | I-S-G-E* | Competence Professional Conduct Semester 1 | 25LE1CPRAA | Criterionbased Interview Assesement | individual | M |
| | | | | | Study Quarter 3 + 4 | | | |
| Assessment 2 | | | | | 25LE1ASCO2 | | | |
| Competence Detecting Semester 1 | 4 | 100% | | | 25LE1CDEBH | | | |
| | | 1/1 | I-S-G-E* | Competence Detecting Semester 1 | 25LE1CDEBA | Performance Assesement | individual | M |
| Competence Analyse Semester 1 | 5 | 100% | | | 25LE1CANBH | | | |
| | | 1/1 | I-S-G-E* | Competence Analyse Semester 1 | 25LE1CANBA | Performance Assesement | individual | M |
| Competence Desiign Semester 1 | 6 | 100% | | | 25LE1CDSBH | | | |
| | | 1/1 | I-S-G-E* | Competence Desiign Semester 1 | 25LE1CDSBA | Performance Assesement | individual | M |
| Competence Result Drive Conduct Semester 1 | 5 | 100% | | | 25LE1CREBH | | | |
| | | 1/1 | I-S-G-E* | Competence Result Drive Conduct Semester 1 | 25LE1CREBA | Performance Assesement | individual | M |
| Competence Communication Semester 1 | 5 | 100% | | | 25LE1CCOBH | | | |
| | | 1/1 | I-S-G-E* | Competence Communication Semester 1 | 25LE1CCOBA | Performance Assesement | individual | M |
| Competence Professional Conduct Semester 1 | 5 | 100% | | | 25LE1CPRBH | | | |
| | | 1/1 | I-S-G-E* | Competence Professional Conduct Semester 1 | 25LE1CPRBA | Performance Assesement | individual | M |

* Insufficient- Sufficient- Good - Excellent

Curriculum TCL 2022-2023 Year 2 (60 ECTS) cohort 2021

| Educational unit | ECTS | Requirements ECTS | Assessment scale | Name course | Course code | Assessment type | Grading | Mandatory/Optional |
|--|------|-------------------|------------------|--|-------------|------------------------------------|------------|--------------------|
| Study Quarter 1 + 2 | | | | | | | | |
| Assessment 3 | | | | 25LE1ASCO3 | | | | |
| Competence Detecting Semester 1 | 5 | 100% | | | 25LE2CDEAH | | | |
| | | 1/1 | I-S-G-E* | Competence Detecting Semester 1 | 25LE2CDEAA | Criterionbased Interview Assesment | individual | M |
| Competence Analyse Semester 1 | 5 | 100% | | | 25LE2CANAH | | | |
| | | 1/1 | I-S-G-E* | Competence Analyse Semester 1 | 25LE2CANAA | Criterionbased Interview Assesment | individual | M |
| Competence Desiign Semester 1 | 4 | 100% | | | 25LE2CDSAHA | | | |
| | | 1/1 | I-S-G-E* | Competence Design Semester 1 | 25LE2CDSAA | Criterionbased Interview Assesment | individual | M |
| Competence Result Drive Conduct Semester 1 | 4 | 100% | | | 25LE2CREAH | | | |
| | | 1/1 | I-S-G-E* | Competence Result Drive Conduct Semester 1 | 25LE2CREAA | Criterionbased Interview Assesment | individual | M |
| Competence Innovative Conduct Semester 1 | 4 | 100% | | | 25LE2CINAH | | | |
| | | 1/1 | I-S-G-E* | Competence Innovative Conduct Semester 1 | 25LE2CINAA | Criterionbased Interview Assesment | individual | M |
| Competence Communication Semester 1 | 4 | 100% | | | 25LE2CCOAH | | | |
| | | 1/1 | I-S-G-E* | Competence Communication Semester 1 | 25LE2CCOAA | Criterionbased Interview Assesment | individual | M |
| Competence Professional Conduct Semester 1 | 4 | 100% | | | 25LE2CPRAH | | | |
| | | 1/1 | I-S-G-E* | Competence Professional Conduct Semester 1 | 25LE2CPRAA | Criterionbased Interview Assesment | individual | M |
| Study Quarter 3 + 4 | | | | | | | | |
| Assessment 4 | | | | 25LE1ASCO4 | | | | |
| Competence Detecting Semester 2 | 4 | 100% | | | 25LE2CDEBH | | | |
| | | 1/1 | I-S-G-E* | Competence Detecting Semester 2 | 25LE2CDEBA | Criterionbased Interview Assesment | individual | M |
| Competence Analyse Semester 2 | 4 | 100% | | | 25LE2CANBH | | | |
| | | 1/1 | I-S-G-E* | Competence Analyse Semester 2 | 25LE2CANBA | Criterionbased Interview Assesment | individual | M |
| Competence Desiign Semester 2 | 5 | 100% | | | 25LE2CDSBH | | | |
| | | 1/1 | I-S-G-E* | Competence Design Semester 2 | 25LE2CDSBA | Criterionbased Interview Assesment | individual | M |
| Competence Result Drive Conduct Semester 2 | 5 | 100% | | | 25LE2CREBH | | | |
| | | 1/1 | I-S-G-E* | Competence Result Drive Conduct Semester 2 | 25LE2CREBA | Criterionbased Interview Assesment | individual | M |
| Competence Innovative Conduct Semester 2 | 4 | 100% | | | 25LE2CINBH | | | |
| | | 1/1 | I-S-G-E* | Competence Innovative Conduct Semester 2 | 25LE2CINBA | Criterionbased Interview Assesment | individual | M |
| Competence Communication Semester 2 | 4 | 100% | | | 25LE2CCOBH | | | |
| | | 1/1 | I-S-G-E* | Competence Communication Semester 2 | 25LE2CCOBA | Criterionbased Interview Assesment | individual | M |
| Competence Professional Conduct Semester 2 | 4 | 100% | | | 25LE2CPRBH | | | |
| | | 1/1 | I-S-G-E* | Competence Professional Conduct Semester 2 | 25LE2CPRBA | Criterionbased Interview Assesment | individual | M |

* Insufficient- Sufficient- Good - Excellent

Curriculum TCL 2022-2023 Year 3 (60 ECTS) cohort 2020

| Educational unit | ECTS | Requirements ECTS | Assessment scale | Name course | Course code | Assessment type | Grading | Mandatory/Optional |
|--|------|-------------------|------------------|--|-------------|-------------------------------------|------------|--------------------|
| Study Quarter 1 + 2 | | | | | | | | |
| Assessment 5 | | | | | | | | |
| Competence Detecting Semester 1 | 4 | 100% | | | 25LE2CDECH | | | |
| | | 1/1 | I-S-G-E* | Competence Detecting Semester 1 | 25LE2CDECA | Criterionbased Interview Assesement | individual | M |
| Competence Analyse Semester 1 | 4 | 100% | | | 25LE2CANCH | | | |
| | | 1/1 | I-S-G-E* | Competence Analyse Semester 1 | 25LE2CANCA | Criterionbased Interview Assesement | individual | M |
| Competence Desiign Semester 1 | 4 | 100% | | | 25LE2CDSCH | | | |
| | | 1/1 | I-S-G-E* | Competence Desiign Semester 1 | 25LE2CDSCA | Criterionbased Interview Assesement | individual | M |
| Competence Result Drive Conduct Semester 1 | 6 | 100% | | | 25LE2CRECH | | | |
| | | 1/1 | I-S-G-E* | Competence Result Drive Conduct Semester 1 | 25LE2CRECA | Criterionbased Interview Assesement | individual | M |
| Competence Innovative conduct Semester 1 | 4 | 100% | | | 25LE2CINCH | | | |
| | | 1/1 | I-S-G-E* | Competence Innovative conduct Semester 1 | 25LE2CINCA | Criterionbased Interview Assesement | individual | M |
| Competence Communication Semester 1 | 4 | 100% | | | 25LE2CCOCH | | | |
| | | 1/1 | I-S-G-E* | Competence Communication Semester 1 | 25LE2CCOCA | Criterionbased Interview Assesement | individual | M |
| Competence Professional Conduct Semester 1 | 4 | 100% | | | 25LE2CPRCH | | | |
| | | 1/1 | I-S-G-E* | Competence Professional Conduct Semester 1 | 25LE2CPRCA | Criterionbased Interview Assesement | individual | M |
| Study Quarter 3 + 4 | | | | | | | | |
| Minorgroup | 30 | 100% | | | | | | |
| | | 1/1 | P** | Minor | | assignment | individual | M |

* Insufficient- Sufficient- Good - Excellent

** Pass - Fail

Curriculum TCL 2022-2023 Discontinued courses

| Educational unit | ECTS | Requirements ECTS | Assessment scale | Name course | Course code | Assessment type | Grading | Mandatory/Optional |
|----------------------------|------|-------------------|------------------|-----------------------|-------------|-----------------|------------|--------------------|
| Study Quarter 1 + 2 | | | | | | | | |
| Internship assessment | | 100% | | | | | | |
| | | 1/1 | P* | Internship assessment | 25LE2INASA | assessment | individual | M |
| Repair assessment | | 100% | | | | | | |
| | | 1/1 | P* | Repair assessment | 25LE2REPAA | assessment | individual | M |

* Pass - Fail

Curriculum TCL 2022-2023 Year 4 (60 ECTS) cohort 2019

| Educational unit | ECTS | Requirements ECTS | Assessment scale | Name course | Course code | Assessment type | Grading | Mandatory/Optional |
|--|------|-------------------|------------------|--|-------------|-----------------|------------------|--------------------|
| Study Quarter 1 + 3 | | | | | | | | |
| Interdisciplinary Project | 15 | 100% | | | 25LE3IDPRH | | | |
| | | 1/1 | I-S-G-E* | Interdisciplinary Project | 25LE3IDPRA | assignment | Group/individual | M |
| Study Quarter 2 + 4 | | | | | | | | |
| Specialization and project proposal graduation | 15 | 100% | | | 25LE3SPPGH | | | |
| | | 1/1 | I-S-G-E* | Specialization and project proposal graduation | 25LE3SPPGA | assignment | Individual | M |
| Study Quarter 1 + 2 + 3 + 4 | | | | | | | | |
| Graduation Project | 30 | 100% | | | 25LE3GRPRH | | | |
| | | 1/1 | I-S-G-E* | Graduation Project | 25LE3GRPRA | assignment | Individual | M |

* Insufficient- Sufficient- Good- Excellent

Appendix – Composition of the Examination Board

Composition of the Examination Board Fontys Academy for the Creative Economy (ACE)

Appendix of study programme-specific part of the Bachelor's study programme Student Charter

- Marketing Management – Digital Business Concepts
- Trend Research & Concept Creation in Lifestyle

The Examination Board consists of:

| | |
|---|-------------------------------------|
| <input type="checkbox"/> Chairman: | Mrs. dr. P.M.A. (Petra) Tenbült |
| <input type="checkbox"/> Secretary: | Mrs. K.E.M. (Karina) Brom MSc. |
| <input type="checkbox"/> Member/deputy chairman | Mr. drs. M. (Michiel) van Diesen |
| <input type="checkbox"/> Member/deputy secretary: | Mrs. drs. C.L.A. (Cecile) van Rijen |
| <input type="checkbox"/> Member: | Mr. J.J.W. (Jaap) Pijpers MA. |
| <input type="checkbox"/> External member: | Mr. drs. K. (Kees) Spijker |
| <input type="checkbox"/> Civil secretary (no member): | Mrs. mr. C.R. (Rosa) van den Berg |