

Semester 3

Marketing Management

Manual



Study year 2024-25
Version Feb. 2025

Preface

Dear MM Student,

Welcome to the Marketing Management study programme! We hope you have a great time at Fontys International Business School and appreciate your trust in us.

This handbook serves as a guide, providing an overview of the entire MM study programme, including all semesters, modules, and our teaching approach. During the initial contact hours, your student coaches and lecturers will provide you with more detailed information. Additionally, this document includes sources for further information.

We look forward to an inspiring and challenging journey with you!

Best regards,

The team leaders of Marketing Management

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Table of Contents

Preface	2
1. Marketing Management: Our philosophy	4
2. Overview of the Marketing Management curriculum	5
3. Overview of year 1 (The Propedeutic Phase).....	6
4. Overview of year 2 and 3 (The Main Phase)	8
5. Overview of year 4 (The Graduation Phase).....	10
6. Basic organisational information	12
7. Relation to the national framework.....	13
8. Examination overview MM 2024-2025	20
9. Detailed information per module	23
M31M Marketing Process III: Brand Management	23
M32M Marketing Process IV: Product, Price & Place	27
M33M Marketing Project III - Qualitative Research	31
M34M Marketing Topics V: E-Commerce	36
M37M Personal and Professional Development (PPD) III	42

1. Marketing Management: Our philosophy

Our philosophy is to offer opportunities, encouraging our students to seize them. Our educational approach creates an environment that supports and inspires young people to achieve their fullest potential. We expect our students to strive to make a difference in motivation, success, and self-realization. At Marketing Management, we commit to creating and disseminating knowledge, insights, concepts, and tools to embrace and support, stimulate and encourage this educational process. Helping our students transition from self-satisfaction to self-realization and independence is one of our major goals.

Education is so much more than just passive consumption; it is a chance to evolve, an evolution that must be initiated, carried, and driven from within. Personal responsibility, ambition, curiosity, and passion are the cornerstones of educational success and must be embraced by students and acknowledged by teachers.

We view ownership as the backbone of personal success. Students excel primarily for themselves, not for others. Education is voluntary, a chance to lay a crucial foundation for future professional life. Students will try and explore, seize opportunities or miss them. Ownership is the freedom of choice, coupled with responsibility for the results. Each perfect brick in this foundation is a personal success; each missed or weak brick can become an obstacle.

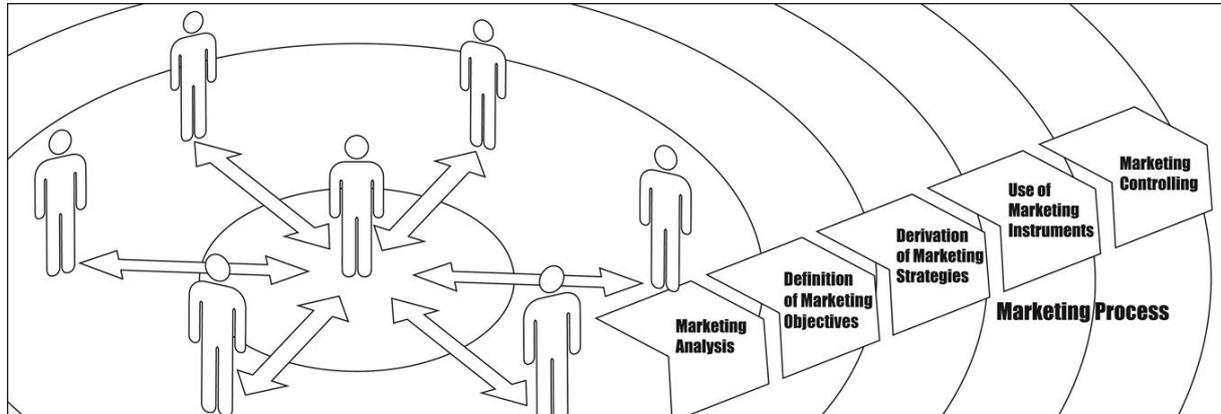
We value the diversity of our learning community, continuously built on respecting individual and cultural values. Our spirit fosters a truly international outlook, addressing the opportunities and challenges of the ever-changing global business landscape, without overlooking the opportunities available at our domestic threshold.

Fundamentals of our conduct:

Show respect	Show enthusiasm	Be part of it	Stay open
Be positive	Dare to be vulnerable	Interact	Be on time
Be a positive example	Be honest and prepared	Meet / reach your goals	Think about the environment – act accordingly
Help each other when needed	Share your knowledge with each other	Take responsibility	Be curious

2. Overview of the Marketing Management curriculum

The Marketing Management curriculum is structured around six learning lines, providing a cohesive framework throughout the four years of study across three levels:



- **Marketing Process Learning Line:** This line serves as the core of the curriculum. Aligned with the marketing process steps, it establishes the fundamental framework for marketers. Topics covered include analysis, objectives, strategies, operations, and marketing control.
- **Research and Project Learning Line:** This line consists of a series of consecutive marketing projects that address various marketing subjects. As project complexity increases, the research learning line enhances students' ability to independently solve complex marketing problems by applying a systematic approach and maintaining a critical attitude.
- **Marketing Topics Learning Line:** In addition to the Marketing Process, the Marketing Topics Learning Line delves into relevant marketing subjects in today's business world. While digitalization is a key focus, other skills such as creativity are also emphasized and developed.
- **Business & Economics Learning Line:** Marketers must understand broader business and economic contexts. This learning line focuses on business administration, general economics, international trade and law.
- **Communication & Culture Learning Line:** This line emphasizes foreign languages and intercultural competence. Over the four years of study, students are prepared to work effectively in international and intercultural environments.
- **Personal & Professional Development Line:** In this line, students reflect on their study progress, strengths, weaknesses, and personal growth. It offers opportunities for individual choices, including workshops and guest lectures. Throughout their studies, students receive coaching and support from a student coach.

During the first year of study, the learning lines are taught as separate courses (while maintaining interrelations). For example, research courses contribute to marketing or business courses, helping students learn to find reliable data and critically assess it. As students progress, especially during the main phase, the connections between learning lines become more evident, culminating in larger learning arrangements (such as the multi-colored courses in the curriculum overview). Notable examples include the Start-Up Factory in the second year and internships and business research in the third year of the curriculum.

3. Overview of year 1 (The Propedeutic Phase)

The first year of study is known as the **propedeutic phase**, consisting of semesters 1 and 2, each lasting 20 weeks. The courses and structure of the propaedeutic phase are outlined in the following table:

Propedeutic Phase	
Semester 1	Semester 2
P11M Marketing Process I: Introduction & Analysis (5 ECTS)	P21M Marketing Process II: Objectives & Strategies (5 ECTS)
P12M Marketing Project I: Desk Research (5 ECTS)	P22M Marketing Project II: Quantitative Research (5 ECTS)
P13M Marketing Topics I: Consumer Behaviour (5 ECTS)	P23M Marketing Topics III: Online Marketing (5 ECTS)
P14M Marketing Topics II: Creativity & Presentation (5 ECTS)	P24M Marketing Topics IV: Design Thinking (5 ECTS)
P15M Business & Economics I: Business Administration & Microeconomics (5 ECTS)	P25M Business & Economics II: Business Administration & Macroeconomics (5 ECTS)
BusEng Business English (5 ECTS)	
P17M Personal & Professional Development I (2 ECTS)	P27M Personal & Professional Development II (3 ECTS)
30 ECTS	30 ECTS

The curriculum structure reflects the marketing process, encompassing five pivotal steps: Marketing Analysis, Marketing Objectives, Marketing Strategies, Marketing Instruments, and Marketing Controlling. These stages are explicitly addressed within the "Marketing Process Learning Line (P11M, P21M, etc.).

In addition to the Marketing Process line, six other learning lines are crafted to bolster the marketing process and equip students with indispensable skills, knowledge, and mindset:

Marketing Process Learning Line (P11M and P21M): This foundational learning line serves as the backbone of the entire curriculum, guiding students through the initial three steps of the marketing process in their first year. Semester 1 focuses on Marketing Analysis, while Semester 2 delves into Marketing Objectives and Marketing Strategies.

Research and Project Learning Line (P12M and P22M): In this learning line, students immerse themselves in projects related to various Marketing Process topics. Simultaneously, they engage in research, acquiring and applying skills in different research methods effectively.

Marketing Topics Learning Line (P13M, P14M, P23M, and P24M): This comprehensive learning line provides insights into subjects that underpin the Marketing Process. Covering areas such as consumer behavior and online marketing, it explicitly emphasizes skill acquisition. Core competencies essential for marketers, including creativity, design thinking, and presentation skills, are specifically highlighted within this line.

Business and Economics Line (P15M and P25M): Recognizing the intertwining of Marketing with economic sciences and business administration, this line underscores the importance of understanding business and economics for Marketing experts.

Communication & Culture Line (Business English): Situated at the heart of Europe, FIBS places a strong emphasis on foreign language communication and cross-cultural understanding. This line equips students to engage effectively with diverse cultural backgrounds.

Personal and Professional Development Line (P17M and P27M): With the goal of nurturing students' talents and talents and prepare them optimally for their future careers.

Detailed information on all the described courses can be found in the semester manuals 1 and 2.

4. Overview of year 2 and 3 (The Main Phase)

The second and third years of study are collectively referred to as the **main phase** and consist of semesters 3, 4, 5, and 6, each lasting 20 weeks. The courses and structure of the main phase are outlined in the following table:

Year 2		Year 3	
Main Phase			
Semester 3	Semester 4	Semester 5	Semester 6
M31M Marketing Process III: Brand Management (5 ECTS)	M41M Marketing Process V: Promotion (5 ECTS)	M51M Marketing Project V: Business Research (10 ECTS)	M61M Minor (30 ECTS)
M32M Marketing Process IV: Product, Price & Place (5 ECTS)	M42M Marketing Process VI: Controlling (5 ECTS)		
M33M Marketing Project III: Qualitative Research (5 ECTS)	M43M Marketing Project IV: Marketing Research (5 ECTS)	M52M Personal & Professional Development V Internship (20 ECTS)	
M34M Marketing Topics V: E-Commerce (5 ECTS)	M44M Marketing Topics VI: Service-, B2B- & Retail Marketing (5 ECTS)		
SUF I Start Up Factory I (5 ECTS)	SUF II Start Up Factory II (5 ECTS)		
M36M Communication & Culture I: Foreign Language I (3 ECTS)	M46M Communication & Culture II: Foreign Language II (2 ECTS)	M57M Personal & Professional Development VI (3 ECTS)	
M37M Personal & Professional Development III (2 ECTS)	M47M Personal & Professional Development IV (3 ECTS)		
30 ECTS	30 ECTS	30 ECTS	30 ECTS

Marketing Process Learning Line (M31M, M32M, M41M, and M42M): This leading line extends into the second year of the curriculum, covering Marketing Instruments, Marketing Controlling, and Brand Management.

Research and Project Learning Line (M33M and M43M): Continuing into the second year, this line encompasses Qualitative and Marketing Research.

Marketing Topics Learning Line (M34M and M44M): Providing insights into topics supporting the Marketing Process, this line covers areas such as E-Commerce, Service-, B2B- & Retail-Marketing.

Start-Up Factory I & II (SUF I & II): In these learning arrangements, students collaborate across degree programs in a self-founded Start-Up Factory.

Communication & Culture Line (M36M and M46M): Essential for cross-border communication and cultural understanding, this line ensures students can effectively communicate in foreign languages and comprehend the cultural backgrounds of individuals across borders.

Personal and Professional Development Line (M37M, M47M, and M52M): Including the third and fourth courses of the Personal and Professional Development line, as well as the Internship, this line focuses on talent development and optimal career preparation.

Detailed information on all the described courses can be found in the semester manuals 3 and 4.

5. Overview of year 4 (The Graduation Phase)

The 4th year is divided into the semesters 7 and 8. The 7th semester includes classes on campus, in the 8th semester the Graduation Project will be carried out. The courses and structure of the graduation phase can be found in the following table:

Year 4	
Graduation Phase	
Semester 7	Semester 8
G71M Marketing Synthesis: Marketing Plan (10 ECTS)	G81M Marketing Graduation Assignment (25 ECTS)
G72M Marketing Topics VII: CRM Data Analytics (5 ECTS)	
G73M Marketing Topics VIII: Sales & Law (5 ECTS)	
G74M Business & Economics III: International Trade (5 ECTS)	
G75M Communication & Culture III: Intercultural Business Competences (5 ECTS)	
30 ECTS	G82M Personal & Professional Development VI (5 ECTS)
	30 ECTS

Marketing Projects (G71M and G81M): These projects, such as the Marketing Synthesis in the seventh semester or the Graduation Assignment in the last semester, integrate all six learning lines into larger learning arrangements. They serve as comprehensive exercises where students apply their knowledge and skills acquired throughout the curriculum.

Marketing Topics Learning Line (G72M and G73M): In these learning arrangements, students gain insights into topics supporting the Marketing Process, such as CRM Data Analytics and Sales & Law.

Business and Economics Line (G74M): Given the inherent connection of Marketing with economic sciences and business administration, understanding International Trade is imperative for Marketing experts.

Communication & Culture Line (G75M): Situated at the crossroads of Europe, FIBS emphasizes foreign language communication and cross-cultural understanding. This ensures that students can effectively communicate in foreign languages and comprehend the cultural backgrounds of individuals across borders.

Personal and Professional Development Line (G82M): This final course of the Personal and Professional Development line aims to ensure that students develop their talents, reflect on their development, and are optimally prepared for their careers after graduation.

Detailed information on all the described courses can be found in this manual.

6. Basic organisational information

Study Advice

Students are required to obtain a minimum of **45 ECTS** from the **available 60 ECTS**. This is the basis for the study advice which the student receives at the end of semester two. The official teaching and examination regulations of Marketing Management can be found [online](#). For the English version you can click on the right top end of the page to switch the language to English.

Yearly academic calendar

For an overview of the academic calendar i.e. teaching weeks, exam weeks, public holidays, vacation and other important calendar items you can check the annual calendar on Fontys Connect (Schedules – Annual calendars).

Registration for learning arrangements

In order to access the online learning environment on Canvas, a student must be registered for Participating Educational Activities on ProgressWWW. Deadlines and latest details can be found on Connect via the link: [Subject-registration \(fontys.nl\)](#)

Registration for tests

In order to be allowed to participate in an exam, assignment or assessment, a student must be registered for Participating test(s) on ProgressWWW. Deadlines and latest details can be found on Connect via the link: [Subject-registration \(fontys.nl\)](#)

Exceptions!

Certain subjects have a separate selection process. Students are enrolled or instructed to enroll for those subjects in ProgressWWW once their application has been approved by the coordinators / institutes responsible for that module.

Those subjects are:

- Work Placement,
- StartUp Factory
- Minors

Student Service Centre

The Student Service Center (SSC) offers a wide range of services for the FIBS students before, during and after their studies. Details can be found on Connect via the link: [Home \(fontys.nl\)](#)
Student can contact the SSC via e-mail (ssc-venlo@fontys.nl) or phone (+31 (0)8850 76022).

Plagiarism and fraud

In higher education, plagiarism is (ethically) unacceptable. It is considered fraud. FIBS uses software programmes to detect and locate plagiarism. For further information, please see information article 37 of the OER 2024-2025, the booklet “Hoofdlijnen Auteursrecht”, and a note on plagiarism.

Quality assurance

All learning arrangements shall be evaluated as of the end of the semester. At this time, an email shall be sent to you. By clicking on the hyperlink contained, the evaluation sheet may be accessed. Please, place your remarks or proposals for improvement for this learning arrangement within this web based evaluation sheet. The Quality Coordinator will then analyse the evaluation sheets. On the basis of these analyses, adaptations will be made in order to improve the learning arrangement. For any other remarks or proposals, please feel free to contact the quality assurance team of FIBS via fibs-quality@fontys.nl.

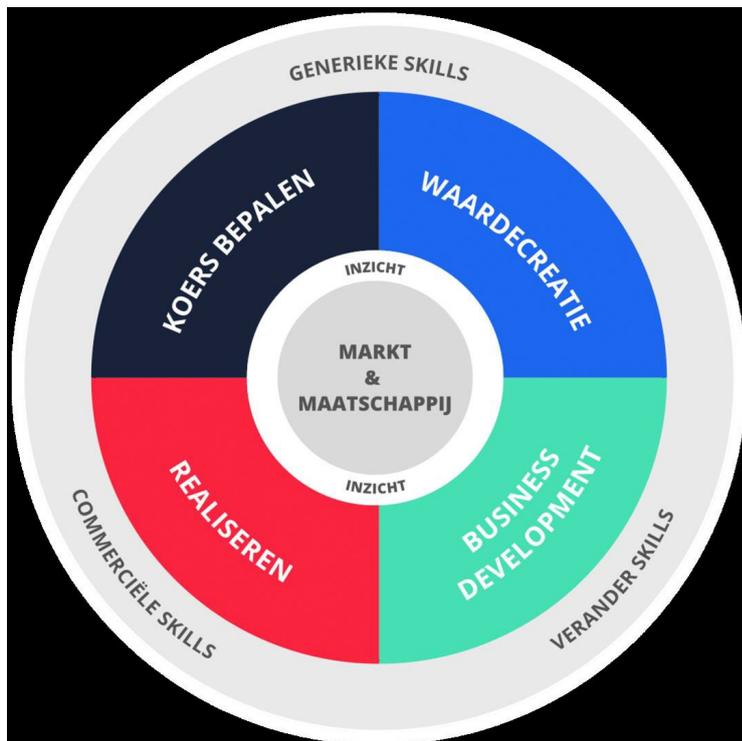
Policy for use of artificial intelligence tools for assessment

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.

7. Relation to the national framework

The new National Education Profile for Commercial Economics (LOP-CE) redefines the role of future Commercial Economists (CEs), emphasizing a holistic approach to value creation that includes economic, social, ecological, and ethical dimensions. This profile, inspired by the Exploratory Report and Sector Plan HEO, underscores the importance of sustainable development and multiple value creation.

Key learning outcomes are 1. Set a Course; 2. Creating Value; 3. Business Development and 4. Realization. The CE professional is envisioned as a market and customer expert who identifies opportunities through a PPP (people, planet, profit) framework, leveraging new economic principles, data, and technology to balance commercial success with societal impact.



The core promise of a Commercial Economist (CE'er) is encapsulated in **four learning outcomes**, alongside generic, commercial, and change-management skills:

1. **Set a Course**
2. **Creating Value**
3. **Business Development**
4. **Realization**

At the heart of this profile is "market and society," with the four learning outcomes, insight and flexible skills positioned around it. The CE'er optimizes multiple value creation for organizations, bridging sectors and encouraging both commercial and societal perspectives. They identify new opportunities, translating them into commercial strategies that consider climate, environment, health, and society impacts.

1. Set a Course: The CE'er sets the commercial course for products, services, brands, or organizations, based on vision, market opportunities, and sustainable competitive advantage. They analyze market trends and collaborate with stakeholders to create strategic visions that integrate economic and societal impacts.

2. Creating Value: CE'ers generate creative ideas and innovative opportunities, analyzing consumer behavior and market trends to develop products and campaigns that are both commercially successful and socially valuable. They create sustainable value for customers, organizations, and society.

3. Business Development: CE'ers co-create sustainable business models with stakeholders, understanding market dynamics to formulate profitable concepts contributing to multiple value creation. They balance economic and social responsibilities, creating innovative and viable business plans.

4. Realization: CE'ers implement market-oriented activities aligned with organizational strategies, aiming for profitability and positive societal impact. They lead and coordinate marketing activities, ensuring sustainable commercial results through effective communication and stakeholder collaboration.

CE Skills:

1. Generic Skills: Critical thinking, problem-solving, creativity, curiosity, communication, collaboration, initiative, perseverance, adaptability, leadership, and responsibility.

2. Commercial Skills:

Digital skills, data analysis, technological citizenship, commercial conversation skills, and financial calculations. The rapid advancements in AI, particularly Generative AI, necessitate the development of advanced commercial skills.

Glossary:

At main and graduation phase competency level, we refer to “students”, at starting competency level to “CE professionals”.

For ease of reference, we refer to “he”, but “he” can also be taken to include “she”. When referring to “products”/“product concepts”, etc., this also refers to services.

When referring to “communication”, this refers to suitable communication, both verbal and non-verbal, or online as well as offline.

When referring to “organization”, this refers to corporations, companies, units, etc.

21st century skills are implicitly (in *Italics*) and explicitly (in **bold and Italics**) included (critical faculties & problem-solving skills/creativity/curiosity/communication/cooperation/initiative/assertiveness/adaptability/leadership/commercial awareness/conscientiousness)

Learning Outcomes per Level

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

<p>Create Value: The CE Professional creates sustainable values for the company, the client and the society and community. He does this by thoroughly analysing the needs and wants of modern markets, consumers and the planet. He draws conclusions, sets objectives and strategies. He knows the customer and his customer journey of the chosen target groups. The CE Professional is an integral part of the corporation and the community at the same time and contributes to their success.</p>	<p>The student can understand research and data from third parties and carry out routine data and market research.</p> <p>The student <i>can carry out a limited internal and external analysis based on a given problem definition.</i></p> <p>The student can generate insight into various, diverse target groups, also by spotting and identifying cultural distinctions</p> <p>The student can demonstrate basic knowledge of the relationship between economic issues and ethical sustainable entrepreneurship.</p>	<p>The student can use consumer behaviour as a starting point for <i>maintaining the commercial ambitions.</i></p> <p>The student <i>can investigate and understand international market opportunities and translate them into objectives and creative ideas.</i></p> <p>The student <i>can develop, draw up, and substantiate a marketing plan.</i></p> <p>The student can control the execution of the marketing measures and the achievement of the goals with appropriate tools.</p>	<p>On the basis of the commercial course, the CE-er comes up with well-founded proposals for sustainable value creation for the customer, the organization, and society.</p> <p>The CE-er chooses his target group based on research and analysis. He learns to understand his customer and his customer journey by critically analysing and researching actual behaviour, based on which he formulates goals, means and a time frame that demonstrably lead to value creation.</p> <p>The CE-er is able to interpret, create and demonstrate the concept of value in a variety of ways and goes beyond the <i>financial-economic principles of the organization.</i></p> <p>In doing so, the CE-er takes both the perspective of the customer and the perspective of the organization into account while processing and relating to cultural differences.</p>
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<p>Realization: Based on the concept developed, the CE Professional realizes a sustainable commercial product or service for existing or potential stakeholders. By suggesting creative solutions and facilitating (parts of) the implementation process, he demonstrates assertiveness and assumes (financial) responsibility in order to achieve the desired commercial results. He offers solutions, supports where necessary and acts responsible. He integrates all stakeholders, external and internal parties and knows how to react in changing environments and situations.</p>	<p>The student can identify elements of a marketing plan, make analyses and, based on those, formulate measurable marketing objectives and apply strategic options.</p> <p>The student is able to set up a simple project organization and <i>give guidance</i> when making a plan of action. He can name the basic elements of project management and generate limited insight into his own management skills.</p> <p>The student can draw up simple financial overviews.</p> <p>The student <i>can establish, develop and maintain relationships</i>, both verbally and in writing.</p> <p>The student can distinguish organizational models and generate insight into the structure of an organization. He can keep to agreements about time and the result to be delivered. The student actively participates in group processes and <i>works together collegially</i> in a professional environment. He can spot and identify cultural differences. He <i>can report</i> in a clear and structured way, taking into account the correct use of language and using modern, adequate means. He can give a short <i>descriptive presentation</i>.</p>	<p>The student can design an action plan to achieve the marketing objectives.</p> <p><i>Together with others</i>, the student can analyse changes for all functional areas of the organization from a general <i>marketing problem definition</i> and develop, draw up, and substantiate a marketing plan (or a sub plan derived from it) on the basis of a given marketing policy within the framework of a complex real life situation. The student is able <i>to account</i> for his own choices with regard to the plan and to monitor and adjust the progress.</p> <p>The student can draw up a concrete sales, account, or supplier plan including financial accountability.</p> <p>The student can communicate with his stakeholders at an adequate level. He can independently investigate and understand cultural differences.</p> <p>The student can <i>work in a result-oriented way</i> within an organization and <i>initiates</i> his own work paths. He is active in setting goals and <i>participates in working agreements</i>.</p> <p>The student is able to justify, reflect, and adapt his own choices, which indicates involvement and critical self-assessment. He can independently set and realize goals in a more complex situation and translate feedback and self-reflection into an improvement plan.</p>	<p>The CE-er takes the <i>initiative</i> to convert plans/concepts into activities that contribute to the intended result, in consultation with internal and external parties.</p> <p>He is able to <i>manage</i> the execution process as a whole or in parts and to coordinate the activities of the parties involved in order to arrive at a desired commercial product or service.</p> <p>He has learned to achieve maximum effect within the budget.</p> <p>He is <i>enterprising</i> and investigates <i>innovative</i> and sustainable solutions.</p> <p>He has an overview of tasks and is able to <i>communicate</i> well. This communication is aimed at the commitment of stakeholders. He has the ability <i>to connect</i> the interests of different parties and to allow stakeholders to recognise their own interests in the result while processing and relating to cultural differences.</p> <p>He pays attention to details and completes the task at hand. He is able to work towards the result <i>under high pressure and within deadlines</i>.</p>
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<p>Business Development: The CE Professional understands the constant necessity of flow in an ever-changing business landscape. Modern Business is never a standstill, change is the only constant. The CEer analyses and develops differentiating and/or innovative concepts and revenue models to optimize value. He thus integrates a sustainable growth and concerns of the stakeholders and acts as a far-seeing shear force.</p>	<p>The student can use basic skills to understand and explain a business model.</p> <p>The student can take stakeholders and the organization into account. The student has insight into innovations and/or changes.</p> <p>The student can develop concepts at a limited level based on market data and developments.</p> <p>The student has knowledge of the basic business tools for communication and has first insights into how to communicate in a multi-cultural business environment.</p> <p>The student can describe and analyze the organization and economic environment in order to put together a simple earnings model.</p>	<p>The student is able to draw up a plan in which an innovative and sustainable value proposition is formulated.</p> <p>The student can generate innovative and creative product ideas and develop product concepts in complex situations.</p> <p>The student can justify the choices made to his own organization (management) and to customer relations.</p> <p>The student can design and manage a project or company, also in collaboration with others. In doing so, the student can communicate with different target groups, investigating and understanding cultural differences (whether domestic or cross-border).</p>	<p>Given the commercial strategy and the value creation the CE-er is capable of obtaining his commercial goals from the market.</p> <p>The CE-er has the ability to translate insight into stakeholders and the organization into concepts that create value. The CE-er can anticipate and/or initiate an innovation or change.</p> <p>The CE-er has insight into innovative market developments worldwide and can develop concepts in a business model.</p> <p>The CE-er has an eye for different interests and can create support. For this to happen, he must be able to communicate well backed by his intercultural competence.</p> <p>The CE-er knows the own strength of the organization and can also involve potential partners. He ensures a supported concept and revenue model with sustainable value for all stakeholders.</p>
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<p>Insight: The CE-er contributes solutions to a practical problem by systematically carrying out research that leads to advice consisting of concrete recommendations and/or a concrete implementation plan for the client. He does this with a critical research attitude, using recognized theories, models and methods and by collecting and analyzing relevant data.</p>	<p>The student can carry out a practical research project <i>in collaboration</i> with others, based on a given problem definition.</p> <p>The student is able to find relevant sources.</p> <p>The student can <i>collect</i> and process relevant data based on prescribed theories, models and methods.</p> <p>The student can <i>present</i> the most important research results.</p> <p>The student can define what is meant by an <i>investigative</i> attitude and matching behavior.</p> <p>The student is capable of (linearly) following a pre-structured and therefore rather modestly complex research process.</p>	<p>In consultation with the instructor, the student can describe the practical problem, as well as the causes and effects of the problem.</p> <p>The student can independently carry out a moderately complex research project.</p> <p>The student can search for specific sources (including international professional literature) and <i>determine the relevance and credibility of the sources found</i>.</p> <p>The student can collect and analyze data based on selected theories, models and methods.</p> <p>The student can justify research results to the client on the basis of a report and/or presentation.</p> <p>The student can show <i>an investigative attitude with appropriate behavior</i>.</p> <p>The student is, coached by a lecturer, capable of <i>iteratively (i.e.: non-linearly) moving in a mildly complex research process</i>.</p>	<p>On the basis of a practical problem, the CE-er can independently <i>define and justify a problem definition, research questions and objective</i>.</p> <p>The CE-er can independently carry out a complex research project, if relevant with an international perspective.</p> <p>The CE-er can <i>justify</i> his choice of sources, theories, models, and methods.</p> <p>The CE-er can thoroughly and systematically collect and analyze data he has obtained.</p> <p>The CE-er can <i>critically</i> reflect on the quality of data.</p> <p>The CE-er can present specific advice and the resulting implications for the client.</p> <p>The CE-er can <i>critically</i> reflect on his own research attitude and research behavior.</p> <p>The CE'er is largely independently capable of <i>iteratively (i.e.: non-linearly) moving</i> in a comprehensive and complex research process.</p>
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8. Examination overview MM 2024-2025

A detailed overview of all examinations can be found here: <https://oer.fontys.nl/>

Different documents are relevant depending on the language stream:

- For students from the Dutch stream see: FIBS OER Commerciële Economie 2024-2025.
- For students from the English or German stream see: FIBS TER Commerciële Economie 2024-2025.

The relationship between the learning outcomes, the courses and the form in which the learning outcomes are assessed can be found in the following table:

Format LO and Credits FIBS Marketing Management (Commerciële Economie)							
Curriculum Propedeuse Marketing Management (PxxM)	Learning outcomes					Form of test	Credits
	KB	WC	BD	R	I		
KB Set course; WC Create value; BD Business development; R Realise; I Insight							
Propedeuse semester 1							
P11M Marketing Process I: Introduction & Analysis	X	X		X	X	Written test	5
P12M Marketing Project I: Desk Research	X	X	X	X	X	Report	5
P13M Marketing Topics I: Consumer Behaviour	X	X				Written test	5
P14M Marketing Topics II: Creativity & Presentation			X	X	X	Report + Portfolio + Presentation	5
P15M Business & Economics I: Business Administration & Microeconomics	X	X	X	X		Written test	5
Business English (in Semester 1 or 2)	(X)	(X)	(X)	(X)		Written test + oral test	0 (5)
P17M Personal & Professional Development I	X	X	X	X	X	Portfolio	2
Total Learning outcomes /Credits	5 (6)	5 (6)	4 (5)	5 (6)	4		27 (32)
Propedeuse semester 2							
P21M Marketing Process II: M-Objectives & Strategies	X	X		X	X	Written test	5
P22M Marketing Project II: Quantitative Research	X	X	X	X	X	Report + Project	5
P23M Marketing Topics III: Online Marketing			X	X		Project	5
P24M Marketing Topics IV: Design Thinking			X	X	X	Project	5
P25M Business & Economics II: Business Administration & Macroeconomics	X	X	X	X		Written test	5
Business English (in Semester 1 or 2)	(X)	(X)	(X)	(X)		Written test + oral test	5 (0)
P27M Personal & Professional Development II	X	X	X	X	X	Portfolio	3
Total Learning outcomes /Credits	5 (4)	5 (4)	6 (4)	7 (6)	4		33 (28)
Total Learning outcomes /Credits Propedeuse	10	10	10	12	8		60

Format LO and Credits FIBS Marketing Management (Commerciële Economie)							
Curriculum Main phase Marketing Management (MxxM)	Learning outcomes					Form of test	Credits
	KB	WC	BD	R	I		
KB Set course; WC Create value; BD Business development; R Realise; I Insight							
Main phase semester 3							
M31M Marketing Process III: Brand Management	X	X	X	X		Written test	5
M32M Marketing Process IV: Product, Price & Place	X		X			Written test	5
M33M Marketing Project III: Qualitative Research	X		X	X	X	Report	5
M34M Marketing Topics V: E-Commerce			X	X		Report	5
M35M Start Up Factory I	(X)	(X)	(X)	(X)	(X)	Portfolio assessment + Presentation	5
M36M Communication & Culture III: Foreign Language III	X	X	X	X		Written test	3
M37M Personal & Professional Development III	X	X	X	X	X	Portfolio	2
Total Learning outcomes /Credits	5 (6)	3 (4)	6 (7)	5 (6)	2 (3)		30
Main phase semester 4							
M41M Marketing Process V: Promotion	X	X	X	X		Written test + Project	5
M42M Marketing Process VI: Controlling	X	X	X	X		Written test	5
M43M Marketing Project IV: Marketing Research	X		X	X	X	Project	5
M44M Marketing Topics VI: Service-, B2B- & Retail-Marketing	X	X				Written test	5
M45M Start Up Factory II	(X)	(X)	(X)	(X)	(X)	Portfolio assessment + Presentation	5
M46 Communication & Culture IV: Foreign Language IV	X	X	X	X		Oral exam	2
M47M Personal & Professional Development IV	X	X	X	X	X	Portfolio	3
Total Learning outcomes /Credits	6 (7)	5 (6)	5 (6)	5 (6)	2 (3)		30
Total Learning outcomes /Credits 2. year	11 - 13	8 - 10	11 - 13	10 - 12	4 - 6		60
Main phase semester 5							
M51M Marketing Project V: Business Research	(X)	(X)	(X)	(X)	(X)	Report	20
M52M Personal & Professional Development V: Internship	(X)	(X)	(X)	(X)	(X)	Portfolio	10
Total Learning outcomes /Credits	0 - 2	0 - 2	0 - 2	0 - 2	0 - 2		30
Main phase semester 6							
Minor							30
Total Learning outcomes /Credits	0	0	0	0	0		30
Total Learning outcomes /Credits Main phase	13 - 15	8 - 12	11 - 15	10 - 14	4 - 8		120

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

M45M, 3 LOs have to be in consultation between the student and the coach

M51M, depending on the research project.
M52M, 3 LOs have to be chosen in consultation

Format LO and Credits FIBS Marketing Marketing (Commerciële Economie)							
Curriculum Graduation phase Marketing Marketing (GxxM)	Learning outcomes					Form of test	Credits
	KB	WC	BD	R	I		
KB Set course; WC Create value; BD Business development; R Realise; I Insight							
Graduation Phase semester 7							
G71M Marketing Synthesis: Marketing Plan	X	X	X	X	X	Project + Report	10
G72M Marketing Topics VII: CRM Data Analytics	X	X			X	Project	5
G73M Marketing Topic VIII: Sales & Law	X	X	X	X		Written Test + Written Test	5
G74M Business & Economics III: International Trade	X		X	X		Written test	5
G75M Communication & Culture V: Intercultural Business Competences	X	X	X	X		Project	5
Total Learning outcomes /Credits	5	4	4	4	2		30

Graduation Phase semester 8							
G81M Marketing Graduation Assignment	(X)	(X)	(X)	(X)	(X)	Final thesis	25
G82M Personal & Professional Development VII	X	X	X	X	X	Portfolio + Portfolio	5
Total Learning outcomes /Credits	1 - 2	1 - 2	1 - 2	1 - 2	1 - 2		30
Total Learning outcomes /Credits Graduation Phase	6 - 7	5 - 6	5 - 6	5 - 6	3 - 4		60

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

9. Detailed information per module

M31M Marketing Process III: Brand Management

	English	Dutch	German
ProgRESS-code	-	-	M31MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	280 hours / 10 ECTS		

Brief description

Marketing is a social and managerial process by which individuals and groups obtain what they need and want by creating and exchanging products and values with others. The heart of business success lies in its marketing, thus very many aspects of any business depend on successful marketing. Brand Management is more than a dashy logo and brand name. This LA concentrates on all aspects of developing and leading a brand. Branded articles are analyzed, a brand is developed, and the article is embedded in the company's portfolio. Besides, all kinds of methods are discussed to develop a viable brand identity offering the company the chance to gain a sustainable position in modern, international markets.

The LA also focuses on critical factors for brands, the legal protection of the brand and the value of the brand. Modern market situations are analyzed and the leading of a sustainable and promising brand portfolio is negotiated in detail. The students will dive into actual Brands and Companies and learn how to run Brands in a sustainable way.

Didactic methods

The LA consists primarily of interactive lectures (theory and practice) connected with topic-referred, practice-oriented exercises consisting of case studies to be solved by the students in teamwork and self-study time. The students also prep presentations about successful Branded Houses and Houses of Brands to get a proper and deep insight in current and modern markets.

Relationship to HBO-Bachelor level

This unit of study contributes to the following PLOs:

Set a Course	Create Value	Realization	Business Development	Insight
x	x	x	x	

For a detailed description of the Program Learning Outcomes, see chapter 4: Relation to the national framework.

Overview of learning outcomes in this unit of study

For a detailed description of the Program Learning Outcomes per level see chapter 4: Relation to the national framework / level "Graduation Phase Capable"

Course goals in relation to the learning outcomes

<p>The student can</p> <ul style="list-style-type: none"> analyze relevant market data and parameters for leading brands understand both consumers and competitors classify and evaluate modern Brand Controlling Models <p>This Learning Goal refers to Set a Course, Business Development, Realization</p>
<p>The student can</p> <ul style="list-style-type: none"> develop Brand Strategies develop Identities and Positioning, also by knowing and applying Identity models derive and develop positioning also in an international/intercultural context <p>This Learning Goal refers to Create Values, Business Development</p>
<p>The student can</p> <ul style="list-style-type: none"> categorize and develop names and logos perform the creative process of Branding and is able to evaluate and recommend understands how to run a Brand <p>This Learning Goal refers to Create Values, Business Development</p>
<p>The student can</p> <ul style="list-style-type: none"> categorize, evaluate and justify Brand Architectures/Hierarchies understand and plan Brand Stretches and correlate that to the consumer's Needs and Wants relate to the economic reality of companies and markets <p>This Learning Goal refers to Create Value, Business Development, Set a Course</p>

Interim Examination

Examination form	Written Exam Closed Book
Assessment scale	1-10 Minimum requirement to pass the exam: 5.5
Registration for examination	Students have to register in ProgressWWW at the beginning of the semester
Duration of examination	1,5 hours (90 minutes)
Examination period	Exam period as indicated in FIBS calendar Students have to register in Progress
What will be examined?	The Learning Goals as stated above
Specific examination criteria	Students will get questions in order to test the theoretical knowledge of the subject and their ability to apply these aspects to the work practice. Only the calculator "Casio FX82..." is allowed.

AI policy in this unit of study

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.

We stick to this policy in every learning arrangement of MM. For each written assignment that students submit, the "statement of authenticity on AI usage" should indicate which AI tools have been used and for which purposes. An additional AI logbook is not required.

When the assessor has doubts about the integrity of the report content since it largely relies on the misuse of AI tools, this will be reported to the Examination Board as fraud.

Re-examination

The Retake follows the same rules as the regular exam, so see the information stated above.

Literature

English Stream

Author	Title	Compulsory	Secondary
Aaker	Building Strong Brands, 2010	X	
Kapferer	The New Strategic Brand Management: Advanced Insights and Strategic Thinking (New Strategic Brand Management: Creating & Sustaining Brand Equity, 2012		X
Riezebos	Brand Management: A Theoretical and Practical Approach, 2002		X
Keller.	Strategic Brand Management		X

Dutch Stream

Author	Title	Compulsory	Secondary
Keller	Strategisch merkenmanagement, 4 ^e editie	X	
Boer	Brand Design, 6e editie		X
Kalsem/Kostelijk	Merkpositioneering, 1 ^e editie		X
Riezebos	Merkenmanagement		X

German Stream

Author	Title	Compulsory	Secondary
Esch	Strategie und Technik der Markenführung, 2024	X	
Esch	Identität – Das Rückgrat starker Marken, 2016		X
Burmann et al	Identitätsbasierte Markenführung, 2021		X
Aaker/Stahl/Stöckle	Marken erfolgreich gestalten: Die 20 wichtigsten Grundsätze der Markenführung, 2015		X
Kapferer	The New Strategic Brand Management: Advanced Insights and Strategic Thinking (New Strategic Brand Management: Creating & Sustaining Brand Equity), 2012		X

Study load hours

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ¹	37.5
Tutorials ²	

¹ Lectures have a maximum of 90 students.

² Tutorials are lectures for a group of maximum 30 students.

Self-study ³ / project meetings / coaching	101
Examination	1.5
Total	140

Programme

This semester consists of 15/16 education weeks.

Week schedule English / Dutch / German

LW _{8F} ^{III}	Subject/Learning goal	Self-study for next class	Contact hours
L1	History of Brands and What is a Brand?	Repetition of lecture content	2,25
L2	Modern Markets and what to do? Kick-off of Tutorial Rounds	Repetition of lecture content, Prepping of Company Topic	2,25
L3	Product and Brand? Where is the difference? Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L4	Identity and Creation	Repetition of lecture content, Prepping of Company Topic	2,25
L5	Positioning and the HowTo Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L6	The Branding: Make your brand visible Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L7	Psychology and the Consumer Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L8	Feedback-Week		2,25
L9	How to Run a Brand? Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L10	How to Run a Brand? Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L11	Brand Architectures Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L12	Brand Architectures and Hierarchies Practice-oriented Exercises	Repetition of lecture content, Prepping of Exam	2,25
L13	Brand Hierarchies Practice-oriented Exercises	Repetition of lecture content, practice-oriented exercises	2,25
L14	Brand Hierarchies Practice-oriented Exercises	Repetition of lecture content, practice-oriented exercises	2,25
L15/16	Brand Controlling: Is that possible? Practice-oriented Exercises	Repetition of lecture content, practice-oriented exercises	2,25

^{III} LW = lesson week.

Quality assurance

The results and comments shown by the final semester evaluations, have led to the following improvements:
The Semester Evaluation did not show a necessity for improvements.

³ Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

M32M Marketing Process IV: Product, Price & Place

	English	Dutch	German
ProgRESS-code	M32ME	M32MN	M32MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

Marketing is a social and managerial process by which individuals and groups obtain what they need and want by creating and exchanging products and value with others. The heart of business success lies in its marketing, thus very many aspects of any business depend on a successful marketing. This Learning Arrangement covers the decisions related to the product, the price and the place - as three important tactical instruments of the Marketing Mix. The product policy - often described as the "heart of marketing" – describes the decisions companies make regarding individual products, product lines and product mixes. Furthermore the steps of the new-product development process are defined and the stages of the product life-cycle are described. In many markets the price determines the buying decision and therefore general pricing approaches are described. The last topic covers the nature and importance of marketing channels, retailers and wholesalers and major channel alternatives are explained.

Didactic methods

For M32 5 lecture hours are scheduled each week. The LA consists primarily of interactive lectures (theory) connected with topic-referred, practice-oriented exercises and self-study time. This work form has been consciously selected due to the fact that Product, Price and Place Policy is a topic which focuses on the tactical instruments which have to be linked to the preassigned Marketing Objectives and Strategies (e.g. Target Group, Positioning) Students have to learn the basic framework of the marketing process and how to define the tactical instruments. Especially in the self-study time the student should deepen the theoretical knowledge to be able to describe the different tactical instruments and apply the knowledge to practical examples.

Relationship to HBO-Bachelor level

This unit of study contributes to the following PLOs:

Set a Course	Create Value	Realization	Business Development	Insight
x			x	

For a detailed description of the Program Learning Outcomes, see chapter 4: Relation to the national framework.

Overview of learning outcomes in this unit of study

For a detailed description of the Program Learning Outcomes per level see chapter 4: Relation to the national framework / level "Graduation Phase Capable".

Course goals in relation to the learning outcomes

The student can explain and apply the decisions concerning the product / product policy such as

- o Levels of a product and product classification
- o Product decisions: product-mix and product-line decisions and product-policy decisions (e.g. product innovation, variation, differentiation, relaunch, elimination)
- o Packaging and Labelling
- o Service policy
- o Product life cycle management
- o New product development process / innovation process

This learning goal refers to PLOs Set a Course & Business Development.

The student can explain and apply the decisions concerning the price setting / pricing decisions and price policy such as

- o Definition of the term “price” / “pricing”
- o The factors affecting price decisions
- o Price setting (cost-based pricing, competition-based pricing and the consumer’s perspective – psychology and perception of price setting)
- o Price positioning
- o New-product pricing
- o Instruments of the price policy such as segmented pricing or product-bundle pricing
- o Conditions and discounts

This learning goal refers to PLO Set a Course.

The student can explain and apply the decisions concerning the place / place policy such as

- o The field of decision of physical distribution/logistics and channel management
- o Distribution / channel level (number of channel levels)
- o Multi-channel distribution
- o Types of distribution / channel breadth – number of marketing intermediaries
- o Numeric and weighted distribution as distribution operating figures
- o Types of retailers and wholesalers
- o Marketing logistics and supply chain management as a very brief introduction

This learning goal refers to PLO Set a Course.

Interim Examination

Examination form	Written exam (closed book) (knowledge and cases)
Assessment scale	1-10
Registration for examination	Students have to register in ProgressWWW at the beginning of the semester
Duration of examination	1,5 hours (90 minutes)
Examination period	Exam period as indicated in FIBS calendar
What will be examined?	The learning goals stated above
Specific examination criteria	Students will receive questions in order to test the theoretical knowledge of the subject and their ability to apply these aspects to the work practice. The students have to answer questions covering all 3 instruments (product, price & place) and receive a maximum of 90 points for all questions. To pass the exam they have to gain a minimum of 45 points.

AI policy in this unit of study

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.

We stick to this policy in every learning arrangement of MM. For each written assignment that students submit, the “statement of authenticity on AI usage” should indicate which AI tools have been used and for which purposes. An additional AI logbook is not required.

When the assessor has doubts about the integrity of the report content since it largely relies on the misuse of AI tools, this will be reported to the Examination Board as fraud.

Re-examination

The retake exam follows the same rules as the regular exam, so see the information stated above.

Literature (most recent edition)

English Stream

Author	Title	Compulsory	Secondary
Kotler/Armstrong	Principles of Marketing	X	
Poloian	Retailing Principles		X
Verhage	Marketing Fundamentals		X

Dutch Stream

Author	Title	Compulsory	Secondary
Rustenburg/de Gouw/de Geus	Strategische en operationele marketingplanning		X
Borchert/Vink	Marketing: modellen en berekeningen		X
Verhage/Visser	Grondslagen van de marketing	X	

German Stream

Author	Title	Compulsory	Secondary
Runia/Wahl/Geyer/Thewißen	Marketing. Prozess- und praxisorientierte Grundlagen	X	
Becker	Marketing-Konzeption		X
Kotler/Keller/Opresnik	Marketing-Management		X

Study load hours

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ⁴	22,5
Tutorials ⁵	15
Self-study ⁶ / project meetings / coaching	101
Examination	1,5
Total	140

⁴ Lectures have a maximum of 90 students.

⁵ Tutorials are lectures for a group of maximum 30 students.

⁶ Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

Programme

This semester consists of 15/16 education weeks.

Week schedule German / English / Dutch

LW ⁷	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction		2,5
L2	The Marketing Mix - Product		2,5
L3	The Marketing Mix - Product		2,5
L4	The Marketing Mix - Product		2,5
L5	The Marketing Mix - Product		2,5
L6	The Marketing Mix - Product		2,5
L7	The Marketing Mix - Product		2,5
L8	Feedback Week		2,5
L9	The Marketing Mix - Price		2,5
L10	The Marketing Mix - Price		2,5
L11	The Marketing Mix - Price		2,5
L12	The Marketing Mix - Place		2,5
L13	The Marketing Mix - Place		2,5
L14	The Marketing Mix - Place		2,5
L15+	The Marketing Mix -		2,5
L16	Repetition & Summary		
E/RE			

Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

The evaluations showed that the LA was properly assessed.

Therefore, only marginal improvements concerning the distribution of the main topics on the semester weeks are necessary.

⁷ LW = lesson week.

M33M Marketing Project III - Qualitative Research

	English	Dutch	German
ProgRESS-code			M33MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

The module prepares students for the challenges of qualitative project work and serves as a first basis for further reports. Many students use expert interviews as part of their theses to gain insights from the companies.

Didactic methods

The teaching method is a mixture of tutorials and project work. The tutorials offer the essentials of qualitative marketing research. In the tutorials, lecturers will instruct and coach students in the process of researching. Students will have to consider all available options for data collection and, most importantly, learn to justify their choice of data collection. Based on scientific literature, students will also develop a measurement instrument to obtain the required data before turning to data collection/field research.

In sum, M33 is all about the preparation and execution of basic qualitative research. As such, it requires students to collect relevant data. Students need to self-study and familiarise themselves with the subject under study. Nevertheless, consultation sessions are scheduled by the lecturer. For a more detailed weekly planning, see below.

Relationship to HBO-Bachelor level

This unit of study contributes to the following PLOs:

Set a Course	Create Value	Realization	Business Development	Insight
x	x	x	x	

For a detailed description of the Program Learning Outcomes, see chapter 4: Relation to the national framework.

Overview of learning outcomes in this unit of study

For a detailed description of the Program Learning Outcomes per level see chapter 4: Relation to the national framework / level "Graduation Phase Capable".

Course goals in relation to the learning outcomes

<p>The student can:</p> <ul style="list-style-type: none"> - introduce into the subjects of qualitative research - determine an appropriate (qualitative) data collection procedure for the purpose of the project - learn how to justify the choices made in the data collection procedure. - write a report in accordance with an international standard for scientific writing (i.e. Harvard) - learn to select most relevant finding and present them appropriately. <p>This learning goals refers to KB: Koers bepalen / Determining ambitions, BD: Business development and R: Realiseren / Achieve and I: Inzicht / Insight.</p>
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Interim Examination

Examination form (written, oral, report, other)	Students have to submit an individual report in L15. This report consisting of maximum 4.000 words (excluding the front matter and measurement instrument). The exact amount of words should be indicated on title page. Report must be written in Times New Roman 12, with 1.5 line spacing, in Harvard style. The report should be structured in accordance with the guidelines (for specific guidelines on report structure, see: M33 portal). The individual report is assessed on a 1-10 scale, using the assessment form as published on the M33 portal.
Assessment scale	1-10 Minimum requirement to pass the exam: 5.5
Registration for examination	Students have to register in ProgressWWW at the beginning of the semester
Duration of examination	n/a
Examination period	The deadline for submitting the reports and files is set on 13.06.25 (23:59:59).
What will be examined?	<p>The report should consist of three elements; front matter, core text, end matter.</p> <p><u>Front matter:</u> This should include:</p> <ul style="list-style-type: none"> - Cover - Title page - Summary - Table of content - Preface - List of tables / figures - List of abbreviations <p><u>Core text:</u> This should include:</p> <ul style="list-style-type: none"> - Introduction - Description of the topic - Project definition - Theoretical framework <ul style="list-style-type: none"> > Positioning of project in field of marketing > Topic depends on information that needs to be obtained from potential customers abroad - Analysis: <ul style="list-style-type: none"> > Data collection procedure > Operationalization (from theory to measurement instrument) - Results and recommendation - Critical appraisal <p>(For a template, see portal M33)</p> <p><u>End matter:</u></p> <ul style="list-style-type: none"> - Glossary - References - List of appendices (if applicable) - Appendices (if applicable)
Specific examination criteria	Assessment of the individual report consists of two different parts:

	<p><u>Part A:</u> Research (determines 70% of the final grade).</p> <p><u>Part B:</u> Reporting (determines 30% of the final grade)</p> <p>More details are to be found in the assessment form (see: portal M33). In order to pass this course, the student should obtain a final grade of 5,5 (on average).</p>
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The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

AI policy in this unit of study

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.

We stick to this policy in every learning arrangement of MM. For each written assignment that students submit, the statement of authenticity should indicate which AI tools have been used and for which purposes. An additional AI logbook is not required.

When the assessor has doubts about the integrity of the report content since it largely relies on the misuse of AI tools, this will be reported to the Examination Board as fraud.

Re-examination

A report below 5.5 has failed. The individual report can fail on either one or both part(s); Part A (content) and/or Part B (reporting). The student needs to repair the insufficient part(s) after having received feedback from the lecturer. The student will have 10 working days to repair the report, starting on the first working day after feedback is provided by the lecturer. The maximum grade for revised report is 5,5.

IMPORTANT: Students will have one repair option only.

Literature

English Stream

Author	Title	Compulsory	Secondary
Merriam (2003)	Qualitative Research: A Guide to Design and Implementation, 4th Edition	X	

German Stream

Author	Title	Compulsory	Secondary
Gläser, Laudel (2010)	Experteninterviews und qualitative Inhaltsanalyse: als Instrumente rekonstruierender Untersuchungen	X	

Mayring (2016)	Einführung in die qualitative Sozialforschung		X
Flick (2007)	Qualitative Sozialforschung: Eine Einführung		X
Lamnek, Krell (2016)	Qualitative Sozialforschung		X

Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Tutorials ⁸	22,5
Consultation hours	13,5
Field research	104,0
Total	140

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW_{SP}^{III}	Subject/Learning goal	Self-study for next class	Contact hours
L1	Kick-off / Project description & scheduling	Read manual, buy necessary course materials; get ready! Find a project.	2 hours, 30 minutes
L2	Fundamentals of qualitative research	Finding a project. Read about qualitative research.	2 hours, 30 minutes
L3	Differentiating quantitative vs. qualitative research	Formulate a project description	2 hours, 30 minutes
L4	Key principles of qualitative research	Formulate a project description	2 hours, 30 minutes
L5	Methods of qualitative research	Send project description to the lecturer	2 hours, 30 minutes
L6	Methods of qualitative research	Consider feedback and start with your qualitative research.	2 hours, 30 minutes
L7	Methods of qualitative research	Perform qualitative research.	2 hours, 30 minutes
L8	Summarizing qualitative methods	Perform and evaluate qualitative research. Start writing the individual report	2 hours, 30 minutes
L9	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L10	Individual coaching / feedback	Continue writing the individual report + Sign up for individual	2 hours, 30 minutes

⁸ Tutorials are lectures for a group of maximum 30 students.

		talk with lecturer	
L11	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L12	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L13	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L14	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L15	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer / Submission of the report	2 hours, 30 minutes
L16	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer / Submission of the report	2 hours, 30 minutes

Individual talk: It is up to the students to decide on the form of the individual talk: Online, face-to-face or hybrid)

▣ LW = lesson week.

Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

The course was evaluated very well. Based on the feedback received, the number of qualitative instruments addressed was nevertheless reduced.

M34M Marketing Topics V: E-Commerce

	English	Dutch	German
ProgRESS-code			M34MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

E-Commerce refers to the use of electronic means and technologies to conduct commerce (sale, purchase, transfer, exchange of products, services and/or information), including within business, business-to-business, and business-to-consumer interactions.

In this module the students get insights into value creation in e-commerce and the parties involved. The aim of the module is to enable students so analyse current business models and identify crucial indicators of success. Based on the insights gathered from real-life examples the students are supposed to develop an own e-commerce related business model.

Didactic methods

The Learning Arrangement consists of interactive lectures (theory) that provide the necessary theory and practice of e-commerce. At the same time, the students develop their concepts as a potential e-commerce start-up and present themselves in a competitive presentation in front of potential investors.

Procedure: At the beginning of the first week, the students meet in groups. The groups develop a written concept for their potential e-commerce start-up. This concept is submitted to the lecturer digitally. In a presentation (pitch), the "start-ups" present their ideas do the potential investors (lecturers). The individual development stages are accompanied by lectures and exercises in which the necessary theoretical and practical knowledge is imparted and developed.

Relationship to HBO-Bachelor level

This unit of study contributes to the following PLOs:

Set a Course	Create Value	Realization	Business Development	Insight
		x	x	

For a detailed description of the Program Learning Outcomes, see chapter 4: Relation to the national framework.

Overview of learning outcomes in this unit of study

For a detailed description of the Program Learning Outcomes per level see chapter 4: Relation to the national framework / level "Main Phase Capable".

Course goals in relation to the learning outcomes

The main aims of M43M are to;

- The aim is to convince an investor of a feasible e-commerce business concept, in order to receive funding for the first 24 months.
- The student can design a concrete business plan to achieve the marketing objectives.
- Based on a general marketing problem, the student can analyze changes for all functional areas of the company together with others and develop, create and justify a marketing plan (or a partial plan derived from it) on the basis of a given marketing policy in the context of a complex real-life situation.
- The student is able to justify his/her own decisions in relation to the plan and to monitor and adjust progress.
- The student is able to draw up and justify a concrete sales, cost or supplier plan.
- The student can communicate with stakeholders at an appropriate level.
- The student is able to justify, reflect on and adapt his/her own decisions, indicating commitment and critical self-assessment. He/she can independently set and realize goals in a more complex situation and implement feedback and self-reflection in this project.

These aims align with the learning outcomes of the course, as stated in the box above.

Interim Examination

Examination form	Project. Students have to submit a pdf-presentation which is the basis for an oral exam. The group presentation consisting of maximum 300 charts incl. the Back Up. The presentation should be structured in accordance with the M34-guidelines (see: M34M charts of the lecturer in Canvas). The group file consists of a final presentation with a clear structure that is uploaded on Gradework and the peer assessment forms for each peer assessment moment.
Assessment scale	The group presentation is assessed on a 1-10 scale, using the assessment form as published on the M34M portal.
Registration for examination	Students have to register in ProgressWWW at the beginning of the semester
Duration of examination	30 min. presentation + approx. 30 min, question and answer session (also on theoretical content from the lecture)
Examination period	Hand-in online concept (max. 300 slides), group file and AI Statement on Monday, 26.05.2025 (09.00 hrs) via GradeWork. The pitches / presentations take place in LW 14-15 . Feedback, possible Extra-Examinations and Grades afterwards.
What will be examined?	<p>Development of an e-commerce start-up concept, theoretical models & questions related to lectures given. In regard of the use of Artificial Intelligence, each group has to turn in an AI Statement (for details please see below) signed by the group members.</p> <p>Each class must be divided into 2-4 groups of approximately equal size. The number of groups depends on the class size. The group is formed by the students themselves, whereby the lecturer has the right to adapt the group configuration. The groups must be finalized by the Monday of LW3. It is not possible to join or change the group at a later date.</p> <p>The course is passed if the following two conditions are met:</p> <ol style="list-style-type: none"> 1. the group grade of the project is at least 5.5 2. individual question round was passed with a “Go” <p>1. <u>Group grade is at least 5.5</u></p>

	<p>The group grade is determined by the lecturer based on the characteristics which are presented on “Detailed specific examination criteria”</p> <p>The group grade will be communicated after the correction of the project documents has been completed. Subsequently, it may be redistributed among the respective group members (+/- 1 grade from the group grade) and submitted to the lecturer by the team leader as a grade proposal with a brief written justification. In the case of a possible redistribution, the proportion of the individual grade is 20% and the proportion of the group grade is 80%. It is important here that the sum of the individual grades is again the total group grade according to the distribution proposal. The lecturer checks the proposals based on the group file documents (meeting minutes, time and task sheets, and self and peer evaluation) and justifications and determines the final grades.</p> <p>In order to prevent possible free riding, it is possible to exclude students from the project during the project. For this purpose, the group must have established appropriate group regulations, the misconduct must be documented in the group dossier in a comprehensible manner and at least one discussion must have been held in advance with the lecturer, the group and the inactive students. The lecturer is responsible for the final decision on group exclusion.</p> <p>2. <u>Individual question round was passed with a “Go”</u></p> <p>Following the presentation, each group member is asked a number of questions about the project and, if applicable, the associated theories. Here the student must individually demonstrate their knowledge in the field of online marketing and serves to identify any free-riders. There is no grade for the question round, only a “Go” or “No Go”. If at least half of the questions are answered correctly, the student receives a “Go” and thus the above-mentioned grade for the project.</p> <p>All group members need to be present at the final presentation. Being absent means that you have to do the individual question round alone in the retake weeks.</p>																																																								
Specific examination criteria	<p>The marking focusses on the conceptional qualities of the e-commerce business idea. The following table shows the marking criteria which account for 100% of the group mark.</p> <table border="1" data-bbox="347 1243 1276 1612"> <thead> <tr> <th colspan="2">Assessment criteria</th> <th colspan="4"></th> <th>Ex</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Research & Product Assessment</td> <td>20%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>E-Commerce Value Chain</td> <td>60%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Presentation Style</td> <td>10%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Questions</td> <td>10%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">Total Grade Assessment Criteria 1-4 (80%)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">Individual Project Performance (20%)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">Calculated grade (100%)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>All members of the group are obliged to attend the presentation / examination! Absent student(s) have to attend a separate presentation during the Retake Week.</p>	Assessment criteria						Ex	1	Research & Product Assessment	20%					2	E-Commerce Value Chain	60%					3	Presentation Style	10%					4	Questions	10%					Total Grade Assessment Criteria 1-4 (80%)							Individual Project Performance (20%)							Calculated grade (100%)						
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AI policy in this unit of study

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.

We stick to this policy in every learning arrangement of MM. For each written assignment that students submit, the “statement of authenticity on AI usage” should indicate which AI tools have been used and for which purposes. An additional AI logbook is not required.

When the assessor has doubts about the integrity of the report content since it largely relies on the misuse of AI tools, this will be reported to the Examination Board as fraud.

Re-examination

Student groups that have not passed the project may improve (on basis of a repair) the presentation part of their concepts with a final result of a 5.5 tops. Students who have received a “No Go” in the individual question round can also retake it to receive a “Go”.

Students who fail the repair undergo a resit in the coming semester.

The retake exam follows the same rules as the regular exam, so see the information stated above. It takes place in the re-examination period as stated in the FIBS calendar.

Literature (most recent edition)

English Stream

Author	Title	Compulsory	Secondary
Chris Anderson	The Long Tail		X
Kenneth Laudon	E-Commerce 2019		X
Dave Chaffey	Digital Business and E-Commerce Management		X

Dutch Stream

Author	Title	Compulsory	Secondary
Dave Chaffey	Principes van Internetmarketing ISBN 9789043024556	X	

German Stream

Author	Title	Compulsory	Secondary
BidX	Amazon PPC Guide 2021	X	
Adference	Der ultimative Amazon PPC Guide 2021	X	
Graf, A., Schneider, H.	Das E-Commerce Buch, 2. Aufl., Frankfurt am Main: dfv Mediengruppe	X	
Kollmann, T.	E-Business: Grundlagen elektronischer Geschäftsprozesse in der Digitalen Wirtschaft		X
OMR (Hrsg.)	Professional Guides to Amazon Marketing – Mehr Sales und höhere Umsätze für Seller und Vendoren		X

Study load hours

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ⁹	22,5
Tutorials ¹⁰	
Self-study ¹¹ / project meetings / coaching	116,5
Examination	1
Total	140

⁹ Lectures have a maximum of 90 students.

¹⁰ Tutorials are lectures for a group of maximum 30 students.

¹¹ Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

Programme

This semester consists of 15/16 education weeks.

Week schedule German / English / Dutch

LW ¹²	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction & E-Commerce Basics	Study of Literature, application regarding own business model	2.5
L2	Value Chain in E-Commerce	Study of Literature, application regarding own business model	2.5
L3	Preperation Consultation Hour	Study of Literature, application regarding own business model	2.5
L4	Consultation Hours – Go/No-Go Product	Feedback on Business Model	2.5
L5	E-Procurement	Study of Literature, application regarding own business model	2.5
L6	E-Procurement & E-Communication	Study of Literature, application regarding own business model	2.5
L7	E-Communication	Study of Literature, application regarding own business model	2.5
L8	Feedback Week / Consultation Hours	Feedback on Business Model	2.5
L9	E-Communication	Study of Literature, application regarding own business model	2.5
L10	E-Distribution	Study of Literature, application regarding own business model	2.5
L11	E-Distribution	Study of Literature, application regarding own business model	2.5
L12	E-After Sales	Feedback on Business Model	2.5
L13	Consultation Hours	Feedback on Business Model	2.5
L14	Final Presentations	Hand in Final Presentation Monday, L14, 09.00 h	
L15	Final Presentations		
L16	Feedbackweek		

Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

¹² LW = lesson week.

M37M Personal and Professional Development (PPD) III

	English	Dutch	German
ProgRESS-code	-	-	M37MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	56 hours / 2 ECTS		

Brief description

In the MM study programme, you have not only to focus on acquiring marketing knowledge, but also on developing yourself and your professional skills.

Therefore after your study you will have achieved the Programme Learning Outcomes of MM study programme and at Fontys we believe that today you need more than just knowledge to become and stay successful. A range of career skills, are necessary in our fast-paced and changing world.

Frans Meijers and Marina Kuijpers have defined these career competencies based on research among employees. This research shows that these competences are important for self-management of one's career while working and learning.

The five career competences are:

1. Reflection on qualities
2. Reflection on motives
3. Work Exploration
4. Career management
5. Networking

The professional competences are accompanied by indicators that show what you can do when you have mastered that competence (see "Course objective in relation to learning outcomes"). By linking activities to this line of development, we give you the opportunity to work in a goal-oriented way, to test your competences in practice and to grow with them. Because when you graduate, you need to have marketing management knowledge, but know-how alone is not enough. Other graduates have also achieved these learning outcomes. That's why we place a strong focus on your personal and professional development (PPD) throughout your studies.

During your studies, there are many activities that help you consciously or unconsciously work on these competences. These need to be recorded and linked to the indicators. Keep in mind that you have already made many decisions in your first year.

Now think about what activities are still missing to increase your potential. Therefore, invest 28 hours in developing your skills by following workshops and seminars in year 2 (credits will be attached to semester 4 PPD).

In this course, you will be challenged to discover and develop your talents and reflect on how you deal with the three pillars (study progress, career development and professional development) that are central to PPD, with personal development as the common denominator. At the beginning of the study programme, PPD focused strongly on study progress, this decreases over the years. Now it is time to focus more on your professional development. Personal development is given attention throughout the whole study. Therefore, you have options and the freedom to help shape your own programme of study, allowing you to make choices and develop in the best way possible.

Didactic methods

We believe that every student has different needs and wants to develop and that you are **responsible** for your own development process.

The learning arrangement consists primarily of interactive tutorials and 2 mandatory individual talks as well as the individual development of a portfolio with the help of an online tool. Coaches takes an accompanying role here; asking the right questions means that you are pushed to use your reflective and critical faculties. They also support you in studying, reflecting on study as well as profession and career, making choices, taking responsibility and being able to work on development as a professional in field of marketing.

By using an online tool you are able to work individual from home on your portfolio.

Participate in year 2 and 4 in 28 h workshops of your choice to develop your skills relevant to you. Network and contribute to the Fontys learning community and collect 28 Giving Back To Society (GBTS-) Hours (formerly known as AV Points) during your four-year BA programme by organising activities for the learning community or engaging in communicative tasks.

- You are the **owner** of your own development. The ability to be self-directed, the ability to manage one's own learning process and professional development, is an essential aspect of this.
- You are **challenged** to investigate and develop your talents by working individual with an online tool.

Relationship to HBO-Bachelor level

This unit of study contributes to the following PLOs:

Set a Course	Create Value	Realization	Business Development	Insight
x	x	x	x	x

For a detailed description of the Program Learning Outcomes, see chapter 4: Relation to the national framework.

Overview of learning outcomes in this unit of study

For a detailed description of the Program Learning Outcomes per level see chapter 4: Relation to the national framework / level "Graduation Phase Capable".

Course goals in relation to the learning outcomes

1. Reflection on qualities:

- I know what I am good at and what I am not so good at by reflecting on my study progress in main phase (3rd Semester).
- I evaluate my learning process (using e.g. the STARR method).

2. Reflection on motives:

- I get to know myself better through self-tests.
- I can reflect on my relationship to energy and stress and learn how to recognize problems early.
- I reflect on my previous work experiences.

3. Work Exploration:

- I explore my opportunities during main phase of studies.
- I know in which places first (work) experiences can be gained and qualities can be developed.

4. Career management:

- I undertake actions which are necessary for career and professional development.
- I know how to create a personal summary, CV and application letter in order to find an internship.
- I organise the guidance I need to steer my learning process. (2 Personal Professional Development Meetings)

5. Networking:

- I reflect on my network.
- I contribute something to people in my network by collecting 28 Giving Back To Society (GBTS-) Hours (formerly known as AV Points)

These aims align with the learning outcomes of the course, as stated in the box above.

Interim Examination

Examination form	Portfolio
Assessment scale	BEH/NB
Registration for examination	Students have to register in ProgressWWW at the beginning of the semester
Duration of examination	-
Examination period	The student must turn in the portfolio in L15 at 12 pm at noon on Friday.
What will be examined?	Your individual portfolio should prove that you have met all the requirements set to this final deliverable (see course goals above).
Specific examination criteria	<p>Portfolio has to be developed with the help of the Edubook "Personal & Professional Development MM 2024/2025" and handed in via Gradework.</p> <ul style="list-style-type: none">- The plan of action (if applicable) is added to the portfolio.- Statement of Authenticity (incl. AI is added to the portfolio). <p>If the quality and quantity of the exercises in the portfolio meets the criteria of the grading form, you pass the LA. The grading form is included in Gradework and can be found on canvas.</p> <p>The "Statement of Authenticity" and the "Statement of Authenticity on AI usage" are have to be completed, signed and handed in by the student together with the delivered work. A missing statement automatically leads to a failure of the module.</p>

AI policy in this unit of study

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.

We stick to this policy in every learning arrangement of MM. For each written assignment that students submit, the statement of authenticity should indicate which AI tools have been used and for which purposes. An additional AI logbook is not required.

When the assessor has doubts about the integrity of the report content since it largely relies on the misuse of AI tools, this will be reported to the Examination Board as fraud.

Re-examination

In case of an insufficient use of language or minor mistakes (which includes spelling, grammar and punctuation or missing Appendix), the student needs to repair the portfolio within 10 working-days but latest before the meeting of the Examination Board.

In case of an insufficient proof of achievement of one or more course goals in relation to the course goals, the student needs to retake the examination within 10 working-days but latest before the meeting of the Examination Board. The re-examination includes the repair of the portfolio and a 20 minute presentation, which will be recorded by the student. Within the 20 minute presentation the student needs to proof by referring to the portfolio and by giving examples that he/she achieved the course goals in relation to the learning outcomes.

Literature
(most recent edition)

German Stream

Author	Title	Compulsory	Secondary
Edumundo	Personal & Professional development MM 2024/25 (fontys.myedumundo.com)	x	

Study load hours

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ¹³	-
Tutorials ¹⁴	7
Self-study ¹⁵ / project meetings / coaching	49
Examination	-
Total	56

¹³ Lectures have a maximum of 90 students.

¹⁴ Tutorials are lectures for a group of maximum 30 students.

¹⁵ Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

Programme

This semester consists of 15/16 education weeks.

Week schedule German / English / Dutch

LW ¹⁶	Subject/Learning goal	Self-study for next class	Contact hours
L1	<p>Subject/Learning goal of Tutorials (lessons with the whole class): Welcome to the 3th Semester; Reflection on qualities: status quo regarding learning goals and 21st century skills</p> <p>Study advice for students who have not yet passed all LAs from first year</p> <p>Personal Professional Development Meeting Semester Start</p>	<p>Portfolio question (Part 1) - The plan of action (if applicable)</p>	1 (2)
L2	<p>Personal Professional Development Meeting Semester Start</p>	<p>Learn to study: 2. Effective studying and 11. Study strategy check. + Portfolio question (Part 2)</p>	
L3	<p>Subject/Learning goal of Tutorials (lessons with the whole class): Goals and Workshops</p> <p>Personal Professional Development Meeting Semester Start</p>	<p>Know yourself: 15. Personality (who am I?) 28. A vision on the future. Create a bucket list</p>	1
L4	<p>Personal Professional Development Meeting Semester Start</p>	<p>Know yourself: 12. Personality: What Characterises you? 29. Well Being. Energy 30. Well Being. Stress</p> <p><i>Minutes of Personal professional Development Meeting 1</i></p>	
L5	<p>Subject/Learning goal of Tutorials (lessons with the whole class): Minor</p>	<p>Know yourself: 3. Past: Work biography</p>	1

¹⁶ LW = lesson week.

	Individual Talks (walk in)		
L6	Individual Talks (walk in)	Selling yourself: 2. What am I looking for? 3. How do I find a job? 4. Vacancy analysis: is there a match?	1
L7	Subject/Learning goal of Tutorials (lessons with the whole class): Networking and reflect on my relationship to energy Individual Talks (walk in)	Explore your possibilities year 2-4: 10. Explore study Opportunities abroad	1
L8	Individual Talks (walk in)	Explore your possibilities year 2-4: 11. Prepare for the internship	
L9	Subject/Learning goal of Tutorials (lessons with the whole class): Career management: Application Part 1 Individual Talks (walk in)	Selling yourself: 5. How do I write a good job application letter?	1
L10	Individual Talks (walk in)	Selling yourself: 8. Personal summary and pitch 9. How do I prepare a good CV	
L11	Subject/Learning goal of Tutorials (lessons with the whole class): Career management: Application Part 2 Individual Talks (walk in)	Selling yourself: 8. Personal summary and pitch 9. How do I prepare a good CV?	1
L12	Individual Talks (walk in)	Networking: 4. Using LinkedIn for Networking	
L13	Subject/Learning goal of Tutorials (lessons with the whole class): Career management: LinkedIn profile Personal Professional Development Meeting Semester End	Selling yourself: 10. Create a detailed LinkedIn profile	1
L14	Personal Professional Development Meeting	Portfolio question (Part 3-4)	

	Semester End		
L15	Personal Professional Development Meeting Semester End	<i>Minutes of Personal professional Development Meeting 2</i> <i>GBTS-hours</i>	
E/RE			

Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

- The plan of action (if applicable) is added to the portfolio.
- Adding the knock out information to the course manual and canvas.