

**Study programme section of the Students' Charter
with the 2019-2020 Teaching and Examination Regulations
of the Bachelor's programme**

International Communication Management

Study programme code 34405

Full-time

Eindhoven

The study programme's section of the Students' Charter was adopted by the institute's director on 29th of may, after obtaining the IPC's consent on 28th of may and the **PC** consent on 28th of may.

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

This general section for the **2019-2020** academic year was established by the Executive Board on **11 December 2018**, following the consent of the students' section of the CPC, which was given on **17 January 2019**.

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A – Teaching and Examination Regulations

Section 1 General

Article 1 Definitions

Academic year	The period from 1 September up to and including 31 August of the following year.
Advice regarding the continuation of studies	Advice given to students at the end of the first year of the foundation phase of a Bachelor's programme regarding the continuation of their studies either with the programme or elsewhere. This advice may entail a binding rejection (binding negative study advice).
Assessment	Generic term for tests aimed at assessing a student's competencies in a professional situation that is as authentic and realistic as possible.
Assessor	An examiner that grades the student's progress in acquiring the required competencies.
CAA	Centre for Administrative Activities. The CAA is the internal partner within Fontys of the representative and participatory bodies and their discussion partners with respect to optimising how these bodies function.
Certificate	The certificate as referred to in Section 7.11 of the Dutch Higher Education and Research Act (<i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderwijs</i> , WHW).
CPC	Central Participation Council
Cohort	The group of students who are enrolled for the first time in the foundation year of a study programme on the same reference date to which the prevailing Teaching and Examination Regulations (TER) apply. For students who enrol in a higher year, cohort membership is determined on an individual basis.
Competency	A cluster of related knowledge, skills and attitudes that influences a substantial part of a person's job, is related to the performance of the job, can be measured and tested against accepted standards and can be improved through training and development.
<i>Competency examination</i>	<i>A test to assess whether a student has certain competencies.</i>
Component test	If an interim examination consists of several tests, each of those tests is referred to as a component test.
Coordinating institute	The coordinating institute is the Fontys Institute which bears final responsibility for the development, implementation, assessment and improvement of a minor programme.
Credit	One credit equals 28 standard study-load hours. Students are awarded credits on passing the interim examination of a unit of study. The international term for credits is European credits (EC's) .
Education components	The courses offered to students to help their learning process.
CROHO	Central Register of Higher Education Study Programmes, which is a register of all study programmes. Students that pass the interim examinations of a study programme registered in CROHO are entitled to an official higher professional education certificate with the associated degree (Associate degree, Bachelor or Master).
Deficiency	Any required prior qualification(s) a student lacks.
Differentiation	A specific definition of the curriculum within a programme, from the start of the programme that contributes to the development of generic or specific competencies aimed at deepening a specific area of knowledge in the professional field, application throughout the programme.
Diploma supplement	Document drawn up in accordance with a European format that is added to the certificate and states the nature, level, context, content and status of the study programme.
Dual-study programme	A dual-study programme is organised in such a way that education is alternated with one or more periods of professional practice related to the study programme. The study programme therefore consists of an educational segment and a practical segment, both of which are integral parts of the study programme.
DUO	Short for <i>Dienst Uitvoering Onderwijs</i> , a government agency charged with implementing education legislation and regulations of which the IB Group forms a part.

Diploma with subject combination	Former senior general secondary education (<i>HAVO</i>) or pre-university education (<i>VWO</i>) diploma based on subject combinations. These diplomas were issued before the <i>HAVO</i> and <i>VWO</i> profiles were introduced (from 1998).
ECTS	European Credit Transfer System. The system that is used to express credits in order to facilitate international comparison. See also: credits.
EVC (RPL)	<i>Erkenning van eerder Verworven Competenties</i> (Recognition of Prior Learning).
Examination	Completion of (the foundation-year phase of) a study programme. The final examination may also include a supplementary assessment conducted by the Examination Board.
Examination Appeals Board	The Board as referred to in Sections 7.60 up to and including 7.63 of the WHW and Articles 45 and 46 of the Students' Charter. The organisation, duties and powers of the Board are laid down in the Rules of Procedure adopted by the Examination Appeals Board and approved by the Executive Board.
Examination Board Examiner	The board of persons referred to in Section 7.12 of the WHW. Member of staff who is designated by the Examination Board to administer examinations and assess the results thereof or an external expert.
Executive Board	The administrative body of Fontys University of Applied Sciences, as described in the articles of association and the WHW.
Executive institute	A Fontys institute responsible for the execution of a minor.
Exemption	Full or partial exemption from meeting enrolment and / or admission conditions and / or sitting interim examinations.
Exit assessment	<i>Part of the competency examination administered at the student's request when he or she wishes to terminate his or her study programme prematurely.</i>
Exit qualifications	Qualifications students must have on completing the study programme.
Fontys minor	A minor open to all Fontys students, so long as they meet any admission criteria for the minor, with a focus on overarching and distinctive themes.
Foundation year	First phase in a Bachelor's programme.
Fraud	Any act (including plagiarism) or omission that either partially or fully impairs the correct assessment of a person's knowledge, understanding, skills, competencies, professional attitude, powers of reflection, etc.
FSS Board	Board charged by the Executive Board to implement the student financial support scheme (FSS), now known as the Profiling Fund Board.
FSS scheme	<u>Scheme</u> for the granting of support to Fontys students in the form of graduate funding, committee member grants or holiday allowances from the profiling fund, now known as the <u>Profiling Fund Scheme</u> .
Full-time study programme	A full-time study programme is a study programme whose structure is such that students are assumed not to participate in any activities other than academic activities.
Hardship clause	A provision in a law or regulation that makes it possible to deviate from regulatory provisions in favour of the student or external student.
He / him	Wherever 'he/him' is used in these rules, this should also be understood to mean 'she / her'.
IELTS	International English Language Teaching System, a tool used to determine a student's command of the English language.
Institute	The operational unit at Fontys that is, in particular, responsible for organising Fontys's core competencies and that executes the primary processes.
Institute Director	The staff member charged with running a Fontys institution.
Institution	The Fontys Universities of Applied Sciences.
Intake assessment	Portfolio assessment conducted at the student's request to validate previous learning experiences prior to enrolment in the study programme. A fee covering the costs is charged for an intake assessment.
Intake interview	Interview conducted at the student's request prior to the start of the study programme if the student believes that he or she has competencies acquired previously. An intake interview comprises a general assessment from which no rights can be derived by a student.
Interim examination	An examination of the knowledge, understanding, skills and / or competencies of a student required to conclude a unit of study, including an assessment of the results of such an examination (<i>Section 7.10(1) of the WHW</i>). An interim examination may consist of one or more component tests.
IPC	Institute Participation Council
Main subject	A specific definition of the post-first year programme.

Major	<i>That part of the Bachelor's programme with a study load of 210 credits that contributes to the competencies associated with the programme and that is directly related to the study programme(s)'s registration in the CROHO.</i>
Minor	<i>Programme of optional subjects within a Bachelor's programme with a study load of 30 credits that contributes to generic or specific competencies.</i>
Minor regulations	Regulations that describe the content, the education components, the testing and the completion of a minor. The regulations of all minors offered by Fontys can be found on the Fontys website (www.fontys.nl/minors). The regulations of the minors associated with a particular study programme have been included as an appendix of the study programme's TER.
Nt2 diploma	Diploma of the Nt2 official state examination in Dutch as a second language, of which programme II is considered to be the guideline for admittance to higher education.
Occupational requirements	The legal requirements to which the practice of a particular profession is subject (<i>Section 7.6 of the WHW</i>).
Part-time study programme	A part-time study programme is a study programme whose structure is such that the student is able to participate in supplementary activities, either work-related or educational, alongside the study programme.
Portfolio	A collection of evidence, digital or otherwise, with which students can demonstrate that they master the competencies of a particular study programme.
Post-foundation year phase	Second phase of a Bachelor's programme.
Principle	All study programmes offered are based on one of the following principles: non-denominational private education (NPE), Roman Catholic (RC), Protestant Christian (PC) or a combination of general special education, Roman Catholic and Protestant Christian (ab, RC, PC).
Profiling Fund Board	Board charged by the Executive Board with implementing the Profiling Fund scheme, formerly known as the FSS Board.
Profiling Fund Scheme	Scheme for the granting of support to students in the form of graduate funding, committee member grants or holiday allowances from the profiling fund, now known as the <u>Profiling Fund Scheme</u>
PC	Opleidingscommissie (Programme Committee, PC), a committee established for a particular study programme of a school referred to in Section 10.3c of the Act (see the <u>Regulations on the Participation Councils and Degree PC's</u>).
Tailored programme	Special programme which differs from the standard programme.
Teaching period	Period in the academic year during which education components are organised. A teaching period is referred to as a study quarter in the Fontys annual calendar.
TER	Teaching and examination regulations. The TER consists of a general section for all study programmes offered by the Fontys Universities of Applied Sciences as well as information specific to individual study programmes. The TER forms a part of the study programme section of the Students' Charter.
Test	Activity used to assess whether a student has certain knowledge, understanding, skills and / or competencies.
Top-level athletes scheme	Scheme for top-level athletes that specifies which students are eligible to benefit from it and the facilities that they may use under it.
Student	A person who is enrolled in the institution, as referred to in Sections 7.32 up to and including 7.34 of the WHW.
Student counsellor	Staff member appointed by the Executive Board who is responsible for looking after the students' interests, providing assistance when problems occur and providing information and advice. The student counsellor is part of the Student Facilities Service (<i>Dienst Studentenvoorzieningen</i>).
Study Career Centre	Service provided by the Student Facilities Service (<i>Dienst Studentenvoorzieningen</i>) to help students with issues involving admission, transfer to another study programme / institution or the termination of their studies.
Students' Charter	The <u>charter</u> containing the rights and obligations of students, divided into an institution-specific section and a study programme-specific section.
Student entrepreneur scheme	<u>Scheme</u> which is intended to help Fontys students who are deemed student entrepreneurs to combine entrepreneurship and study.

Study career counsellor	Counsellor who helps students with issues such as planning their studies, taking the right approach to their studies, making the right choices and the progress of their study careers.
Study career support	Support system that focuses on the individual student's development. The student is encouraged to reflect on his or her own development as a future professional and to take responsibility for this development.
Study check advice	Advice provided to a prospective student who has participated in the study check with regard to his or her choice of Bachelor's.
Study check	The activity offered by Fontys whereby the prospective student is given advice with respect to his or her choice of study programme. The study check consists of at least two components: a digital questionnaire and a consultation to discuss the results of the questionnaire.
Study load	The standardised time investment expressed in units of 28 study load hours related to a study programme.
Study programme	A coherent totality of education components aimed at achieving the well-defined objectives in the area of knowledge, understanding and skills which the person completing the study programme should possess. Every study programme is recorded in the CROHO.
Study programme minor	A minor which can only be taken by students from a specific domain or study programme and which highlights one particular theme.
Study programme profile	The entire set of final qualifications for which the study programme provides training or, in other words, the professional competencies expected of a beginning professional.
Unit of study	Part of a study programme that is concluded with an interim examination as referred to in Section 7.3(2) of the WHW or an additional assessment carried out by the Examination Board, as referred to in Section 7.10(2) of the WHW. Units of study may relate to the assessment of one or more competencies, a component of competencies (knowledge, understanding, skills, attitude) or a combination of competencies or of a minor. Students are awarded the relevant credits on passing the interim examination for the unit of study.
WEB	Adult and Vocational Education Act (<i>Wet Educatie en Beroepsonderwijs</i> , WEB; Bulletin of Acts and Decrees 507, 1995, and later supplements and amendments).
WHW	The Dutch Higher Education and Research Act (<i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i> , WHW; Bulletin of Acts and Decrees 593, 1992, and later supplements and amendments).

Section 2 Admission to a Bachelor's programme

Article 2 Required prior qualifications

1. Only students with diplomas awarded on completing pre-university education (*VWO*) or senior general secondary education (*HAVO*), with profiles, or senior vocational education (*MBO*) in middle management as well as students that have completed specialist training or a vocational training programme designated by a ministerial regulation may be admitted to a Bachelor's programme (*Section 7.24 of the WHW*. Additional conditions for admission apply if a shortened programme is offered. Those conditions are set out in Article 7.
2. Students with a certificate awarded on completing a foundation year or passing the final examination of a higher professional education (*HBO*) or academic higher education (*WO*) study programme are also entitled to be admitted to a Bachelor's programme at a university of applied sciences. Students must, however, also meet any applicable requirements regarding their previous qualifications (paragraph 4) and any other additional requirements imposed (paragraph 5). (*Section 7.28 of the WHW*).
3. All citizens that have access to education offered by research universities or universities of applied sciences in a country that has ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region may also be admitted to a Bachelor's programme, without prejudice to the provisions in paragraphs 4 and 5 of this article and the provisions of Article 3. This right to enrolment does not apply if the Executive Board can prove that there is a substantial difference between the general admission requirements in the territory of the country concerned and the general requirements under or pursuant to the WHW. (*Section 7.28 of the WHW*).

4. The previous qualifications of students seeking enrolment in a Bachelor's programme are subject to the following additional requirements in respect of HAVO and / or VWO diplomas, MBO diplomas.

a. The following additional educational entry requirements apply to students seeking admission on the basis of a HAVO or VWO diploma (Section 7.25(1) of the WHW). For admission on the basis of a new HAVO-cluster C+M (Culture & Society) Wiskunde A or B (Maths A or B) is required. All other new clusters are admissible without additional requirements. Students with an old cluster are admissible.

Students who do not have the required subject cluster or did not take the right subject may be admitted provided an assessment conducted before the commencement of the study programme demonstrates that, in terms of the subject matter, the student concerned meets similar requirements. (Section 7.25(5) of the WHW.)

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

The student must take a Mathematics test that he has to pass with a grading of minimal 5.5 in order to be admissible for the bachelor's programme.

b. Students who hold an MBO level 4 diploma have the right to admission if the diploma is in a related sector (Section 7.24(3) of the WHW). Students who do not hold an MBO level 4 diploma in a related sector may be admitted if it can be established by means of an assessment conducted before the study programme commences that they have satisfied requirements that are commensurate in terms of content (Section 7.25(5) of the WHW). The following MBO domains are seen as not related:

The MBO-sector Techniek en Procesindustrie (Technics and Proces Industry)

The MBO-sector Zorg en Welzijn (Care and Welfare)

The MBO-sector Voedsel, Natuur en Leefomgeving (Food, Nature and Living Environment)

MBO-domein	HBO-sector						
	Econo mie	Gedrag en maatscha ppij	Gezon d- heidsz org	Landbo uw en natuurli jke omgevi ng	Onder wijs	Taal en cultu ur	Techn iek
Bouw en infra	*	*	*	*	*	*	*
Afbouw, hout en onderhoud	*	*	*	*	*	*	*
Techniek en procesindustrie		*	*	*	*	*	*
Ambacht, laboratorium en gezondheidstechnie k	*	*	*	*	*	*	*
Media en vormgeving	*	*	*	*	*	*	*
Informatie en communicatietechn ologie	*	*	*	*	*	*	*
Mobiliteit en	*	*	*	*	*	*	*

voertuigen							
Transport, scheepvaart en logistiek	*	*	*	*	*	*	*
Handel en ondernemerschap	*	*		*	*	*	
Economie en administratie	*	*		*	*	*	
Veiligheid en sport	*	*	*	*	*	*	*
Uiterlijke verzorging	*	*	*	*	*	*	*
Horeca en bakkerij	*	*	*	*	*	*	*
Toerisme en recreatie	*	*	*	*	*	*	*
Zorg en welzijn		*	*	*	*	*	*
Voedsel, natuur en leefomgeving		*	*	*	*	*	*

* = direct admission

5. **There are no additional requirements.**

6. Students who are 21 or older at the start of the study programme and do not meet the requirements regarding their previous qualifications and have not been exempted from the requirements may be still be eligible for exemption after taking an entrance examination. (Section 7.29 of the WHW.) (Also see Article 3(5).)

The aim of this examination is to determine the student's suitability to take part in the Bachelor's programme as well as the student's command of the [English](#) language.

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

The institute is making use of the so called Differential Aptitude-Test. The institute applies the following caesura: for all eight sections of the test a student must reach at least a HAVO-level. A student with such a score is admissible after a positive interview with a member of the staff of the institute, this to the discretion of the institute.

The candidate will be informed on the results of the test within two weeks.

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

Given that Fontys no longer has an RPL centre, RPL procedures cannot be used. Each experience certificate will have to be assessed individually to determine if it sufficiently demonstrates whether the prospective student is suitable for the programme and has a sufficient command of the Dutch language.

7. The Executive Board has declared that 'old' HAVO and VWO diplomas with subject combinations chosen by the pupil are at least equivalent to the 'new' diplomas with subject cluster requirements. Consequently, prospective students holding these types of diploma may be admitted. Students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). (Section 7.28 of the WHW.)

8. Where a student applies for admission to a study programme based on a diploma other than one of the diplomas referred to above, the institute director will decide whether that diploma is equivalent and if it grants access to the study programme. Students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). *(Section 7.28 of the WHW.) In case of a foreign diploma that deviates from the standards applied to the HAVO and VWO -diplomas, validation of the diploma will be based on the standards for foreign diploma's used by Nuffic. In these cases knowledge and skills requirements will focus on control of the English language.*
9. Students who are admitted by virtue of a diploma as referred to in paragraphs 2 and 7 of this article will be subject to an additional assessment to determine whether they meet the knowledge and skills requirements as referred to in paragraph 4 of this article. *(Section 7.28 of the WHW.) Students must meet the requirements of this assessment prior to enrolment.*
- 10 Admission to the study programme *is not subject to an* admission quota in accordance with Sections 7.53, 7.54, 7.56a and 7.57a of the WHW.

Article 2a Study choice check and study choice advice

1. The study choice check consists of at least the completion of a digital questionnaire and a contact moment with the study programme.
The study choice check for international students as referred to in the Study Choice Advice Rules consists of writing a motivational essay and an (Skype) interview.
2. Within 4 weeks following registration, the prospective student will receive a link to the digital questionnaire. Within 4 weeks following completion of the questionnaire, the prospective student will receive an invitation to the contact moment with the study programme.
International students as referred to in the Study Choice Advice Rules will receive further information on the study choice check within 4 weeks following registration.
3. The digital questionnaire can be completed in the period betweenand N/A
The study choice activities for international students will take place in the period between January and September 2019.
4. The contact moments with the study programmes are planned in the period between September 2018 and mid-July 2019 and during the introduction/start week at the end of August/ beginning of September 2019.
5. The contact moment will consist of a live conversation, a Skype conversation or a conversation by Telephone, based on the results of the motivational essay.
Note: if necessary specify this for the international student.
6. *The study choice advice will be sent to the prospective student who send in a motivational essay by e-mail within ten working days of the contact moment.*
7. The study choice advice offers one of 4 options:
 - A – there is a good match with our study programme;
 - B – there is a match with our study programme which certain provisos;
 - C – it is doubtful whether there is a match with our study programme;
 - D – there is no good match with our study programme.
8. *Students will receive a Study Choice A if:*
 1. The student informed himself about the possibilities in following a programme in higher education in the Netherlands and at Fontys.
 2. The student has realistic expectations about the study International Communication Management. If possible, he visited an Orientation Day at the faculty and/or attended a so called “trialstudy day”, and attended the Online Sneak Preview of the programme (link)
 3. The student shows skills and strong motivation to follow the programme in both motivational letter and interview.*Students will receive a Study Choice B if:*
Two of the criteria apply to the student.
Students will receive a Study Choice C if:
The student's profile does not match
One of the other criteria apply.
Students will receive a Study Choice D if:
None of the criteria apply.

9. The study choice advice is non-binding for prospective students who apply by no later than 1 May. Students who apply after 1 May will not be permitted to enrol, except in the case of a situation as referred to in Article 2(2) or of a student as referred to in Article 3(3) of the Study Choice Advice Regulations.
10. The Study Choice Advice Rules determine the categories of students for whom the study choice advice is not obligatory. *The study choice advice is likewise not binding for those groups of students.*

Article 3 Requirements regarding foreign diplomas/international students

1. Holders of a foreign diploma may not sit tests for which credits are awarded in the foundation year of a Dutch-taught study programme before having demonstrated to the Examination Board to have an adequate command of the Dutch language. (*Section 7.28 of the WHW.*)
N/A
2. The institute director may also decide that a student with a foreign diploma may be admitted after the student has demonstrated that he or she has an adequate command of the Dutch language. (*Section 7.28 of the WHW.*)
N/A
3. Students with a foreign diploma seeking admittance by virtue of an entrance examination as referred to in Article 2, paragraph 6, must be at least 21 years of age.
N/A
4. Foreign students from outside the EU who are 18 years of age or older on the date of their first enrolment must have a valid residence permit. (*Section 7.32 of the WHW.*)
5. Foreign students with a residence permit are required to earn at least 50% of the available credits each year. The IND will be informed if the student fails to meet this requirement, unless there are special circumstances due to which the student was unable to meet this requirement. Such a notification may be withheld once during the course of each study programme.
6. *According to the Code of Conduct regarding International Students, international students¹ seeking admittance to an English-taught study programme must be able to prove that their command of the English language is at least equal to the following scores:*

IELTS	6.0
TOEFL Paper	550
TOEFL Computer	213
TOEFL Internet	80
TOEIC	670

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

Article 4 Professional activity requirements

1. *Enrolment in a dual-study programme requires an individual apprentice-employment contract to be concluded between the institute, the professional organisation and the student, which apprentice-employment contract sets out, among other things, the units of study the student must earn in the educational segment and which units of study the student must earn in the professional placement segment. (Section 7.7 of the WHW.)*
In the educational segment of a dual-study programme, the student must earn at least.... credits and in the professional placement segment at least ... credits. The professional placement segment lastsweeks.
Examiners of the study programme are responsible for assessing all results, both of the professional placement segment as well as of the educational segment.
N/A
2. The study programme only exists as a full-time programme, in which case the professional practice environment is not subject to any requirements.

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

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

Article 5 Intake interview

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

Article 6 Exemptions

1. The institute director can exempt a student from the foundation year examination if the student holds a diploma, Dutch or foreign, which is at least equivalent. (*Section 7.30 of the WHW.*)
2. Students who believe they are eligible for an exemption must submit an application to that end to the Examination Board. The Examination Board may grant an exemption from one or more interim examinations on the grounds of a review of an assessment or the holding of a diploma, certificate, accreditation of prior learning or similar document, such as proof of results achieved in a study programme taken at a research university or university of applied sciences and / or proof of administrative activities, with which the student can show that he or she has already met the requirements of the test in question. Exemptions are recorded in the study progress system. The period of validity of the exemption is stated in the exemption decision.
3. The Examination Board can grant an exemption from a minor based on the certificate of an accredited Bachelor's or Master's programme or on a document proving that the student completed a minor in an accredited Bachelor's or Master's programme, so long as this minor does not overlap substantially with the student's current Bachelor's programme. Exemptions based on study results from an accredited Bachelor's or Master's programme can only be granted if the student has documented proof of obtaining at least 30 credits in this study programme (for a Bachelor's programme, this requirement refers to the second and third year) and if these results do not overlap substantially with the student's current Bachelor's programme.

Article 7 Short-track/tailored study programmes

1. Students who believe they are able to proceed with and / or complete their study programmes at an accelerated pace may submit an application requesting such to the Examination Board. The study career counsellor's advice must be enclosed with the application. The organisation of the study programme must be able to accommodate the short-track option.
2. *A shortened programme can be offered to students transferring from a related MBO programme.*
N/A
3. *Incoming students with a VWO (pre-university education) diploma may qualify for a shortened programme.*
N/A
4. *If tailored programmes are offered to students who, following an intake interview of intake assessment, are able to enter the study programme via accelerated tracks, these tracks are to be specified here.*
N/A

Section 4 Facilities with reference to study career counselling, functional disability, administrative activities, top-level athletes scheme, student entrepreneurship

Article 8 Study career counselling

1. Every student is coached by a study career counsellor.
2. In consultation with the study career counsellor, the student decides how best to work on his or her development and how to shape the learning process.
3. The student consults with the study career counsellor on the progress of the learning process. *In consultation with the study career counsellor, the student decides if and when he or she will sit the competency examination. The student must sit the competency examination in the first year of his or her enrolment in order to obtain advice regarding the continuation of studies that is issued to students in the first year of enrolment.*
4. The study career counsellor conducts support and orientation interviews with the student in the foundation year. Reports are drawn up of these interviews, copies of which are given to the student. The student must sign these reports to indicate his or her agreement or, if applicable, with the note 'reviewed and not approved'. Or:
include the study programme's own method of recording such interviews.
5. Students may submit a request to the institute director to be assigned a different study career counsellor if they can give arguments for this.
6. Students enrolled in their foundation year whose mother tongue is not Dutch can apply to the Examination Board to be allowed extra time when they sit tests in the first year of the foundation phase. Extra time to sit tests will only be granted to students who can prove that they use facilities to improve their command of the Dutch language.

N/A

Article 9 Special facilities for students with a functional disability

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

Article 10 Students with board memberships

1. Student can include any board memberships as part of their portfolios. In order to do so, they must describe, in consultation with their study career counsellors, how the board membership can contribute to the acquisition of one or more competencies of their Bachelor's programme. The Student Centre must confirm on the report that the student concerned has been active as a member of the PC, IPC, CPC, or FSR.

2. Board memberships can be listed on the diploma supplement. The student must request the listing at least **12 weeks** prior to the graduation *ceremony* via the study programme administration. At the request of the student's study programme, the Centre for Administrative Activities (CAA) can confirm that the student has been an active board member of a CPC . In the case of board memberships of a PC or IPC, the study programme can request confirmation from the relevant IPC or PC.
3. Students who believe that their board memberships demonstrate that they have the knowledge, understanding and **/ or** skills, etc. that are assessed in particular tests for which credits are awarded may apply for an exemption from such tests from the Examination Board.
4. A student may apply to be included under the Profiling Fund Scheme (FSS Scheme) on the basis of his administrative activities and submit a request to his institution for a holiday allowance or for a board membership scholarship from the Profiling Fund Board (FSS Board).
See also article 14 of the [Participation Regulations on the participation councils and PC'S](#).

Article 11 Top-level athletes scheme

Students who have been granted a Top-Class Sport or Talent status are entitled to facilities from the Top-Class Sport Scheme. Facilities regarding the adjustment of tests or test timetables, an adjusted arrangement regarding compulsory attendance, working in groups and an adjusted internship must be sought from ...

Article 11a Student entrepreneurship

Students who are eligible for the Student Entrepreneurship Scheme may apply to the Examination Board, among others, for facilities regarding the adjustment of tests or test timetables, an adjusted arrangement regarding compulsory attendance for education components, working in groups and an adjusted internship. These facilities should be sought from the [Examination Board](#).
Advice regarding the continuation of studies may be deferred for students with entrepreneur status (see article 32)

Section 5 Study programme content

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

1. The study programme is based on a study programme profile. The exit qualifications of the study programme are described in the study programme profile. The study programme profile can be found [in the attachment no. 4](#)
The exit qualifications are described in the form of five competences. In this description is incorporated which knowledge, skills and professional attitudes the student has to develop. The descriptions also take into account which professional products the student has to produce to proof he has acquired the competences of the starting communication professional. .
At the end of the study programme, the student will be expected to command the competencies expected of a newly qualified professional in the field. During the course of the study programme, the student will be taught the required competencies and the student's command of them will be assessed.
2. The study programme has *no* differentiations or main subjects.
3. The study programme is based on the following principle: Non demonitinal Private Education.
4. The study programme *does not impose any* specific occupational requirements.

Article 13 Study programme layout

1. Each Bachelor's programme has a foundation year phase with a study load of 60 credits, which is concluded with the foundation year examination. The function of the foundation year is to orientate the student, allowing him or her to make suitable choices.
2. A Bachelor's programme has a study load of 240 credits with a nominal study load of 60 credits per academic year [and consists of a major and a minor. The major has a study load of 210 credits. The minor has a study load of 30 credits.](#)
3. *An accelerated Bachelor's programme of 180 credits will be offered to VWO students. This will consist exclusively of a major of 180 credits or This will consist of a major of 150 credits and a minor of 30 credits.*
[N/A](#)

Article 14 Overview of units of study and credits

1. Every study programme consists of a coherent set of units of study, which are components of a study programme concluded with an interim examination. Units of study cannot exceed 30 credits.
2. Only whole credits are awarded for units of study. [In attachment No.1 an overview of the distribution of credits is presented.](#)
3. *Study programmes and tests conducted in a foreign language are subject to the Code of Conduct for Study Programmes taught in a Foreign Language, which is stated in the overview of units of study.*
4. *If an AD programme is offered that forms part of the Bachelor's programme for which these Regulations have been drawn up, it should also be specified what opportunities there are for students to move on to that Bachelor's programme after completing the AD.*

[N/A](#)

Article 15 Content of minors and other special programmes

1. *Students are not restricted in their choice of a minor, whether the minor is a minor specific to a study programme or one offered across Fontys, **or an external minor**, provided there is no overlap with the major programme (see also paragraph 2).*
[The study programme offers the following minor:](#)
- [Strategies for Innovative Communication](#)
[The following minors cannot be taken as they overlap with the major.](#)
- [N/A](#)
2. Students who want to take a minor abroad or an external minor must seek the Examination Board's permission regarding their personal choices with respect to the minor prior to its start. Participation in a minor requires students to have passed the foundation year examination, unless the Examination Board grants them permission to take the minor without fulfilling this requirement. The minor must be taken in the third year of study.
3. Enrolment in a minor must be done before the start date as stated on the [Fontys minor portal](#) or in the Minor Regulations.
4. [High-achieving students can take a minor on top of the regular study programme of 240 credits.](#)
[This is subject to the following conditions:](#)
- [The student asks for permission from the Examination Board to follow an extra minor.](#)
[The Examination Board assesses in advance, on the basis of study results if the student is a high achiever. For this judgment the board uses the guide lines for the granting of a *judicium Cum Laude* on a bachelor certificate: the student has a weighted average of a grade 8.0 for his study results..](#)
[A minor that has been passed will be mentioned on the diploma supplement.](#)
5. *This paragraph describes the alternative tracks for specific groups of students (including those whose study has incurred delay, long-term students etc.).*

[N/A](#)

Article 16 Education components

1. [Attachment 1 offers a short overview of the education components that are part of the study programme. A more elaborate overview can be found in the programme manuals that are available on the website.](#)
2. The education components of the minors are described in the minor regulations. The regulations governing the minors offered across Fontys can be found at www.fontys.nl/minors. The regulations governing minors specific to study programmes are included as an appendix to this TER.
3. Any entry requirements a student must meet before participating in an education component are stated in the overview as referred to in paragraph 1.
4. Participation in education components in the post-foundation year phase is allowed after passing the foundation year examination. The Examination Board may grant permission to a student who has not passed the foundation year examination to participate in education components in the post-foundation year phase. (*Section 7.30 of the WHW.*)
5. [Enrolment in the education components is not required.](#)
6. [The timetable is published on the Digital Campus of the institute, no later than three weeks prior to the start of classes.](#)
7. Students who have registered for an education component must ensure that they meet the entry requirements of that component. The overview in Article 16, paragraph 1, indicates the education components to which requirements apply for participation as well as the nature of these

requirements. If the requirements concern compulsory attendance, students who are eligible for the top-level athletes scheme or the [student entrepreneur scheme](#) can apply to meet this requirement in a parallel group or for exemption from this obligation (see also **Article 11 and 11a**).

Article 16a - Evaluation of teaching

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

Section 6 Tests, assessment and study progress

Article 17 Types of tests

1. [The study programme offers only tests with credits. When an interim examination of a unit of study consists of several component tests, the credits will be awarded as soon as the interim examination of the unit of study is passed.](#)
2. A test comprises an examination conducted by the examiner of a student's knowledge, understanding, skills or competencies as well as an assessment of the examination results.
3. Tests are conducted in writing or orally or in a fashion that combines both writing and oral delivery (e.g. product and presentation/interview).
4. An oral examination, including an assessment, is conducted by at least two examiners, with one of them acting as the first examiner designated by the (chairman of the) Examination Board. A report must always be drawn up of an oral test to enable an assessment of the quality afterwards. A test may be conducted by a single examiner only following the approval of the Examination Board and provided the student does not object.
An oral test is held in public. Interested parties who wish to attend an oral test must submit a request to that effect to the examiner(s) at least two weeks before the test is held. The examiner must inform the student who is taking the test. If the student objects, the request to attend the oral test will in any event be rejected. Any rejection by the examiner will be substantiated.
When the Examination Board offers students the possibility to sit an additional oral test by way of replacement of a regular test, it will always be conducted and assessed by two examiners.

Article 18 Overview of tests

[For an overview of the tests with credits, see attachment no. 1.](#)

Article 19 Tests and assessments

1. The Examination Board will designate one or more examiners for each test. An examiner can also be an external expert. *Each competency examination will be assessed by at least one assessor who is not involved in that student's study career counselling.*
3. The assessment of minors is described in the minor regulations. The examiner of the minor determines whether a student has passed the tests. The Examination Board of the coordinating institute that offers the minor must determine whether the student has passed the minor and ensure that the student receives a certificate. The result achieved for the minor is forwarded to the programme administration of the study programme in which the student concerned is enrolled.

Article 20 Content of tests, duration of the test, test aids and test timetables

1. [The content of the test, including the learning objectives, is described in manuals, published on the Digital Campus and is made available to students at the start of the programme that leads to the test.](#)
2. The examiner determines the period of time allowed to students to take the test as well as any aids that students may use during the test, subject to the guidelines and instructions provided by the Examination Board. This information must be stated on the examination paper.
3. [The test timetable will be published on the digital campus no later than eight weeks before the start of the test period in question.](#)

Article 21 Sitting competency examinations

[The programme offers no competency examinations.](#)

Article 22 Registration for tests

1. Registration for tests is not required.
2. Students who have failed to act in accordance with the registration procedure cannot sit the test.
3. Students may cancel a registration for a test in accordance with the following procedure.
N/A

Article 23 Proof of identity during tests

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

Article 24 Test marking system

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

Article 25 Test results

1. The test results must be announced in writing to the student within ten working days of the date of the test. Results of projects, portfolio's and written reports will be announced within 15 working days. The study programme administration is responsible for announcing the test results. The privacy of students will be respected when test results are announced.
2. Students are entitled to inspect all assessed tests and the accompanying assessment criteria and to be given feedback on the results.
3. Inspection is subject to the procedure described below.
Inspections of all Knowledge- tests will take place according to a timetable published on the Digital Campus. The inspections take place within two weeks after the publication date of the results. Students have to subscribe for these inspections.
4. Feedback is given according to the following procedure.
Feedback is given by word of mouth of the tutor after completion of the module (Assignments). Feedback is also given by annotations on rubrics that clarify the quality the given performance on the basis of laid down criteria (Assignments and Skills). This written feedback is available when the results of projects, portfolio's and written reports are published. Feedback on Knowledge tests, other than the before mentioned inspections, is not available. Students can follow there study progress via ProgressWWW.
5. On request students will receive written notification of their results at least once a year, from which notification students may derive rights.

Article 26 Inability to sit tests

1. Students who have acted in accordance with the registration procedure described in Article 22 but who are unable to sit the test for reasons beyond their control, the legitimacy of which reasons is subject to assessment by the Examination Board, may apply to the Examination Board to sit the test within a period of time to be set by the Board.
2. The application referred to in the previous paragraph must be submitted in writing to the chairman of the Examination Board and include the necessary evidence. The Examination Board will then take a decision and inform the student concerned. If the request is granted, the Examination Board will set a date, time and place for the test. Any rejection of the request will be substantiated and the student will be informed of his or her right to appeal. In assessing the request, the Examination Board's primary criteria are the obstruction of the study progress and the student's personal circumstances.
3. If such a request relates to a test of a minor offered across Fontys, the student must direct the request to the coordinating institute responsible for the minor, as described in regulations governing the minor

Article 27 Request for a review

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

Article 28 Resits

1. Tests are conducted at least twice an academic year.
Students can resit components marked with a pass no more than once, and at least once, in which case the highest mark will count.
[For the practical tests referred to below, resits only take place in the following year.](#)
 - internship/student workplacement (second semester of the second year of the programme)
 - graduation paper (second semester of the fourth year of the programma)
2. At least two opportunities to take tests that assess the material they have learned will be offered. Following these two test opportunities, the material to be studied for the test may be adapted to the material offered in the teaching block prior to the test. An up-to-date description of the material to be tested can be found via the [Digital Campus](#).

Article 29 Period of validity of results

1. The period of validity of successfully completed component tests is [10 years](#).

[Results achieved for interim examinations can only lapse if the understanding / knowledge / skills to which these interim examinations relate can be shown to be obsolete. Understanding, knowledge and skills that were assessed more than 10 years ago can evidently be shown to be obsolete. The period of validity of successfully completed interim examinations is: 10 years](#)
The Examination Board may extend this term.
2. In the event of special circumstances as referred to in the Profiling Fund Scheme, the period of validity of interim examinations will as a minimum be extended by the duration of the support granted on the basis of that scheme.
3. If the study programme has been substantially altered, [details on how this term will be restricted](#) can be stated below, whether in the form of a written decision issued to a student or incorporation in the Teaching and Examination Regulations, if it applies to the entire cohort.
[N/A](#)

Article 30 Final paper - Knowledge bank

[Students who write a final paper as part of the study programme must submit the paper digitally, as one document, to enable its filing in one or more digital knowledge bank\(s\). On submission of the final paper, students must also attach the signed 'Permission form for the filing and making available of a final paper in a digital knowledge bank'. With this form, students give their permission for the final paper to be entered in the knowledge bank and for it to be made available to potential users at the university of applied sciences and elsewhere.](#)

[On submission of the digital final paper, the student and / or client and / or organisation offering the internship may indicate their objection to the final paper being entered in the databank.](#)

Article 31 Study progress

The study programme is responsible for recording the test results in the programme administration. *Additionally, students must also keep records of the results in their portfolios.*

Article 32 Advice regarding the continuation of studies

1. During the first year of enrolment in the propaedeutic (first-year) phase of a bachelor study programme and, where possible, prior to the start of the second semester, the student is given advice

on his or her study progress. If the study progress is unsatisfactory, the student will receive a **written** warning and be told that if the study progress continues to be unsatisfactory, he or she will receive a binding negative advice regarding the continuation of his studies. A reasonable period within which the student must have improved his or her grade point average and the opportunities a study programme offers in that regard are stated in the warning. (*Section 7.8b of the Act.*)

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

Note: It is also possible to give a student who had not fallen behind before the start of the second semester a warning at a later stage, if he or she subsequently has fallen behind and still has time to improve his or her grade point average.

The student will be given a warning in the following cases:

Students who don't pass the foundation year with the required 60 ec will be given a binding negative study advice. This means that a student that stays behind in test results after half a year of following the programme i.e. doesn't produce 30 ec's in results, will get a warning. This warning will be given by the student counselor of the student and will be administered in the digital student counselor dashboard.

- 2.
3. Advice regarding the continuation of studies is based on the student's results in the foundation year. The Examination Board advises the institute director on advice regarding the continuation of studies to be given. This advice must take into account the student's personal circumstances. Students must report any personal circumstances to their study career counsellors or student counsellors the moment they occur.
If the student misses the deadline for reporting special circumstances, the Examination Board will examine whether it was excusable for the student to miss the deadline for reporting those circumstances. Engaging in top-level sports activities by students who **have been granted a Top-Class Sport or Talent** status is regarded as a special circumstance, on the basis of which the delivery of advice regarding the continuation of studies is deferred. The practice of running a business of his or her own by student entrepreneurs who have been awarded student entrepreneur status, as defined in the Fontys student entrepreneur scheme, is also regarded as a special circumstance, on the basis of which the delivery of advice regarding the continuation of studies is deferred. However, a minimum number of credits which must be achieved to qualify for that deferral may be specified for student entrepreneurs (see also paragraph 4 of this article).
4. The student will be given positive study advice regarding the continuation of studies in the following cases:
When the student achieves the 60 credits that constitute the study units of the foundation year of the bachelor programme.
A student-entrepreneur, as defined in the Fontys student entrepreneur scheme must achieve 50 of the 60 ec's that constitute the study units of the foundation year of the bachelor.
The student will be given a binding negative study advice regarding the continuation of studies in the following cases:
When the student achieves less than 60 credits that constitute the study units of the foundation year.
5. Where there are special circumstances as defined in paragraph 3 of this article which may have had an influence on the credits the student obtained, the delivery of advice regarding the continuation of studies may be deferred until the end of the second year of enrolment or until the end of a shorter period. At the end of the second year or the shorter period, there will be a further review of whether the student has met the criteria as defined in paragraph 4.
6. Students who seek the termination of their enrolment during the first year of enrolment will be given a warning from the director stating his expectation that they may not be suitable for the study programme. The director must seek the advice from the Examination Board before doing so. The number of months of enrolment students have left before being given advice regarding the continuation of studies must also be determined in the event the student should decide to enrol in the same study programme at a later date (see also Article 35).

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

1. An institute wishing to issue binding negative advice regarding the continuation of studies must make provisions that allow for, among other things, a student's personal circumstances and which are aimed at guaranteeing a student's good progress.
2. Binding negative advice regarding the continuation of studies is valid for a period of 2 years.
3. At the student's request, the institute director give permission for a student to re-enrol in spite of the binding negative advice as referred to in Section 7.8b(3) of the WHW.

4. A binding negative advice regarding the continuation of studies refers to the full-time, part-time and dual forms of the study programme, unless otherwise stated.
5. Each binding negative advice regarding the continuation of studies must expressly state that the binding negative advice only refers to the study programme mentioned. Each binding negative advice regarding the continuation of studies comes with a referral to either another study programme or to a student counsellor or Student Career Centre.

Section 7 Graduation

Article 34 Examinations - certificates - diploma supplement

1. Students have passed the examination of the foundation year or the study programme if they have passed all units of study which form part of the foundation year or the study programme, as referred to in section 13. (*Section 7.10 of the Act.*)
2. Certificates are given at the following occasions:
 - on passing the foundation year examination;
 - on passing the study programme's final examination.
3. The certificate will only be given after it has been established that the student is enrolled and has paid his or her tuition fees for all the enrolment years. (*Section 7.11 of the WHW.*)
4. After successful completion of the examination, the Examination Board awards the certificate. The certificate is dated on the date of the student's final academic activity. The certificate of a study programme comes with a diploma supplement.
 The Examination Board will determine that the student has passed within a maximum of eight calendar weeks after the last academic activity.
 If the student wishes for the certificate to be dated later, the student must postpone the completion of his or her final academic activity.
 The certificate is signed on behalf of the Examination Board by the (deputy) chairman, the (deputy) secretary, the candidate and, if applicable, an external expert.
 (*Section 7.11 of the WHW.*) On behalf of the institute, the Examination Board also confers on the student the degree if the student has taken the or the study programme examination.
5. [For the study programme's examination the bachelor of arts degree is awarded.](#)
6. The award ceremony takes place at a time decided by the institute.
 Students who passed the study programme examination and have requested the postponement of the award of the certificate may be issued a statement that the study programme degree has been conferred on them. (*Section 7.11 of the WHW.*)
7. [The certificates of students whose performance has been extraordinary will state the distinctions referred to below.](#)
[The student must request the statement of distinction from the Central Student Administration at least 2 weeks before the scheduled graduation date.](#)
[The distinction 'cum laude' is the highest degree possible.](#)
[Students will be awarded the distinction 'cum laude' if they meet the following criteria:](#)
[The student achieves a weighted average of 8.0 for all post-foundation study units of the major programme. Exemptions and units that are graded with an accomplished/not accomplished assessment are excluded.](#)
[Students will be awarded the distinction 'with merit' if they meet the following criteria:](#)
[Students will be awarded the distinction 'with merit' if they meet the following criteria:](#)
[The student achieves a weighted average of 7.0 for all post-foundation study units of the major programme. Exemptions and units that are graded with an accomplished/not accomplished assessment are excluded.](#)
[The Examination Board is authorized in individual cases to withhold a distinction when the Board has established a form of fraude by the student.](#)
8. The Executive Board reports to DUO the students that have passed the final examination of the study programme.

Article 35 Statement on departure

1. Every student who seeks to terminate his or her enrolment without having passed the study programme's final examination will be invited for an interview.
2. At the student's request, the student may be issued a statement listing any results achieved. *Results of successful tests without credits can be converted into an equivalent of credits based on the study load. (Section 7.11 of the WHW.)*

3. The statement must specify that the interim examination test results will in principle be valid for ten years. The statement can include a reservation in the event of a substantial overhaul of the study programme. See article 29.

Article 36 Transfer

1. Students can take the minor in Academic Orientation in order to facilitate their smooth transfer to a Master's study programme.
2. *Any specific arrangements made with one or more universities with respect to the Bachelor's programme in order to facilitate the smooth transfer of students to a university Master's programme are detailed below.*

Article 36a Transfer from Associate degree programme to Bachelor's programme

Following completion of the Associate degree programme, a student can transfer to the following Bachelor's degree programme(s).

-
-

The programme that the student is required to follow consists of ... credits and is described in the TER of the Bachelor's programme concerned.

N/A

Article 36b Transfer from the International Communication Management programme, taught in English to the Communication Management or Advertising programme, taught in Dutch

A student who, after the foundation year, wishes to continue his studies in the Dutch taught programme that the institute offers, must pass a Dutch language test at the end of his first year. This test is the same test that first year students in the Dutch taught programme have to pass during their foundation phase. The test result must indicate a B-2 level of control of the Dutch language.

A student who wish to continue in his second year with the Dutch taught subject Advertising must participate in the Advertising selective programme in period 4 of the foundation phase. The assessors of this programme will determine if the student is admissable to the Advertising subject in his second year of the programme.

Section 8 Irregularities and fraud

Article 37 Irregularities and fraud

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

Section 9 Examination Board, appeal

Article 38 Examination Board

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

Article 39 Appeals

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

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

Section 10 Retention and hardship clause

Article 40 Retention of documentation

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

Article 41 Hardship clause

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

Section 11 Final provisions and implementation

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

1. The TER applies to all students enrolled in the study programme in question during the 2019–2020 academic year.
2. The general section of these regulations and any amendments thereto will be established by the Executive Board, after having obtained the consent of the students' section of the Central Participation Council. PC's will be given an opportunity to issue advice to the CPC. That general section of the TER constitutes the basis on which the study programme-specific TER for each study programme will be drawn up before being submitted to the Examination Board for their advice and the (joint) study PC and IPC for their advice/consent. The (joint) study PC advises the institute director and sends its advice to the IPC for informational purposes. The IPC advises the institute director and sends its advice to the (joint) study PC. The establishment of and amendments to the study programme-specific TER are effected following a proposal from the institute and require the consent of the students' section of the competent IPC and the (joint) study PC. (see Sections 10.20 and 7.13 of the WHW.)
3. The text of the TER can be amended if warranted by changes to the organisation or organisational components with due observance of the provisions of paragraph 4. In the event of an interim change, the procedure as described in paragraph 2 applies.
4. If the interests of an individual student are prejudiced as a result of interim amendments of the regulations, the student may submit a written application to the Examination Board to protest against the amendment of the rules. The Examination Board examines the student's application and bases its decision on a weighing-up of the interest of the individual student on the one hand and the interest of the quality of the study programme on the other.
5. The institute director adopts the study programme-specific TER before 1 June of the academic year preceding the academic year that starts on 1 September. He ensures the publication of the study programme-specific component of these regulations and any amendments thereto by making them available for inspection with the secretariat of the study programme and placing them on the website.
6. The text of the TER may be adapted if required following changes in the organisation or parts of it, without prejudice to the provisions of paragraph 3.
7. *The official title of these rules is 'General Section of the Teaching and Examination Regulations of Fontys'.*

[The official title of the TER of the Bachelor's programme is Teaching and Examination Regulations of the bachelor programme International Communication Management of Fontys Hogeschool Communicatie 2019-2020..](#)

Article 43 Transitional provisions

When a study programme is subject to a substantial overhaul, the following transitional provisions will apply.
[N/A](#)

Article 44 Unforeseen cases

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

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

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

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

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

2. Facilities for students

Information on facilities for students can be found at:

- the institution-specific section of the Fontys Students' Charter (www.fontys.nl/regelingen)
- the website of the Students Facilities Department (<http://www.fontys.nl/studentenvoorzieningen>)
- the website of Fontys Study Abroad
- *the study programme's digital prospectus*
-

3. Study support

Information on study support can be found in:

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

C - Internal complaints procedure

Internal Complaints Procedure ICP

– September 2019

Fontys has two complaints procedures. One is the procedure as described in the Regulation Improper Conduct. The other is the complaints procedure with the Executive Board, as described in article 47 of the Student Charter.

In addition, Fontys has the objection procedure with the Executive Board for problems related to the application and order measures. This procedure is to be followed before filing an appeal with the Board of Appeal for Tertiary Education.

Aside from these, Fontys has a Board of Appeal for the exams. The matters this College addresses can be found in article 46 of the Student Charter. Generally spoken, this applies to the assessment of the student's knowledge and skills (decision by the exam committee and examiner, including educational recommendation). In most cases, the procedure with the exam committee (appeal to reconsider) precedes.

The Internal Complaints Procedure ICP works **additionally** to the complaints procedures and objection/appeal procedures at Fontys-level, which can **never** exclude an appeal for these measures and procedures.

Definitions

1. Complainant: the (candidate or ex-) student, the (candidate or ex-) course participant, (ex-) employee or external (e.g. an internship providing organisation) who files a complaint.
2. Complaint: the written expression of discontentment (meaning a letter or an e-mail) about a certain procedure within the University of Applied Sciences, the conduct of an employee or a student of the University of Applied Sciences.
3. Complaints advisory committee: the committee who, together with the director, evaluates the complaints procedure and who advises the director at his request about the settlement of a complaint. This committee consists of four persons: two employees and two students. At least one member of the complaints advisory committee is a member of the institute's representative council (IMR). Members of

the complaints advisory committee are appointed by the director for a period of maximum two years. Members can be reappointed.

Procedure

1. The complaint is to be submitted in writing and expressed with reasons within four weeks after the said proceedings have been effected to the director of the education (A.Kuijpers, Fontys University of Applied Sciences Communication, Rachelsmolen 1, Building R4, P.O. Box 347, postal code 5600 AH, Eindhoven, A.Kuijpers@fontys.nl). When the set term has been exceeded due to circumstances beyond the complainant blame, the complaint's declaration of non-admission will be withheld on that ground.
2. The complaint needs to be signed and complies with a number of minimum requirements. It contains at least:
 - name, address, place of residence, telephone number and e-mail address of the complainant;
 - (if applicable) student number of the complainant;
 - the date
 - indication of the person and / or the organisation division at whom the complaint is addressed;
 - a clear description of the complaint and an indication of what the complainant wants to achieve.

A complaint that fails to meet these requirements can be ignored for consideration, only after the complainant has been offered the opportunity to complete the complaint within one working week and, subsequently, the complainant fails to do so.

3. If the complaint relates to a decision made by the exam committee, this complaint will be forwarded to this committee as a request to reconsider or to the Board of Appeal as a notice of appeal, and the complainant is informed hereof. If the complaint relates to a matter, as indicated in article 48 of the Student Charter (application and order measures), the complaint will be forwarded to the Executive Board as a complaint. In all cases, the director will assess whether the complaint falls under the Internal Complaint Procedure ICP or should be dealt with by one of the committees mentioned above.
4. The complainant will receive a confirmation of receipt via e-mail, in which the procedure is further explained to him/her.
5. The director will investigate the complaint immediately, at which the complainant is offered the opportunity to orally clarify the complaint and the accused is offered the opportunity to defend himself/herself against the complaint. An amicable settlement option will be investigated. A possible amicable settlement will be recorded in writing and signed by both parties. If the director sees cause for the situation, he can seek advice from the Complaints Advisory Committee for the settlement of the complaint.
6. Within 4 weeks after the hearing, the complainant and the accused will receive a message from the director in which he passes his judgement about the actions he will take or the measures he will take regarding the complaint. The complainant will be reminded of his opportunity to file a complaint with the Executive Board if he/she feels that his/her complaint has not been settled satisfactory (within 6 weeks after receipt of this message).
7. Every six months, the director will inform the Complaints Advisory Committee about all complaints received and the way he settled them for procedure evaluation and improvement purposes. If the nature and the number of complaints give reason to do so, the director and the Complaints Advisory Committee will plan an evaluation meeting. Such a meeting takes place at least once a year.
8. The complaints procedure is strictly confidential. The director and the members of the Complaints Advisory Committee are bound to treat all information deriving from the complaints procedure with the utmost confidentiality.

Annexe 1

Articles 14 and 16 – overview of study units, credits and educational components for the bachelor programme International Communication Management 2019-2020

Study Unit	Credits	Form of instruction	Type of Test	Individual or Group Assessment	Assessment scale
Propedeuse Cohort 2019-2020					Numerical 1-10
<i>Learning Arrangement Media</i>					
Knowledge	3	Tutorial	MC-test	Individual	
	2	Tutorial	Case-test	Individual	
Assignment	5	Coaching	professional production	Group	
Skills	4	Training/workshop	portfolio/test	Individual	
English	1	Training	test	Individual	
<i>Learning Arrangement Branding & Activation – 1</i>					
Knowledge	3	Tutorial	MC-test	Individual	
	2	Tutorial	Case-test	Individual	
Assignment	5	Coaching	professional production	Group	
Skills	4	Training/workshop	portfolio/test	Individual	
English	1	Training	test	Individual	
<i>Learning Arrangement Reputation & Relations</i>					
Knowledge	3	Tutorial	MC-test	Individual	
	2	Tutorial	Case-test	Individual	
Assignments	5	Coaching	professional production	Group	
Skills	4	Training/workshop	portfolio/test	Individual	
English	1	Training	test	Individual	
<i>Learning Arrangement Content & Creation</i>					
Knowledge	3	Tutorial	MC-test	Individual	
	2	Tutorial	Case-test	Individual	
Assignment	5	Coaching	professional production	Group	
Skills	4	Training/workshop	portfolio/test	Individual	
English	1	Training	test	Individual	
Total	60				

Annexe 2 Minorregulation - 2019-2020

Name minor: Strategies for Innovative Communication

2. English name: Strategies for Innovative Communication

3. Content of minor

Learning Objectives

Content Minor

In the present day and in the present world quality of communication is a key-, in some cases even critical factor in the successful development and implementation of policies and all forms of entrepreneurship and societal endeavor. Professionals in communication therefore need to become partners of the management of companies and organizations in all relevant strategy, development and innovation discussions in order to make a relevant contribution. These professionals in communication are critical and creative thinkers, have a good sense for strategy and make great collaborators. They understand relevant stakeholders and know how to connect with them. They might be viewed as boundary spanners who are able to connect the inner world and outer world of organizations and companies. This role implies that they have a broad insight in the development of disciplines as communications, journalism and media. They are able to interpret and connect developments in the technological and social-cultural domain to advance and promote social innovation and change.

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

By working with a central theme in the minor: *Making Sense of the City* the program makes it possible to align the different sub courses that are focusing on new theory and methodology. We see the city as a place where economic, social and cultural space connect with personal space. It is a rich space where the student journey the minor hopes to stimulate and facilitate, can reach it's maximum potential in regard to the pursued learning effects.

The assignments the students will perform, will enable them to explore and occupy the above mentioned spaces with new initiatives and to test and elaborate on new found knowledge in the field of strategic communication. By stimulating experiments in research, ideation and exploration of new techniques in communication, the minor aims also to encourage students to reach their personal goals that they will set at the start of the minor.

The learning objectives

The Boundary Spanner- role in general

To describe the role or task of a boundary spanner, that means being able to span boundaries between people and organizations in modern society, is not easy. It is not a specific function or job that incorporates the performance of well defined and outlined tasks and assignments and requires a fixed set of knowledge or skills. In the minor Strategies for Innovative Communications it functions as a driver to enable a student to get a conceptual and personal grip on his learning journey and the assignments he carries out. It puts the developed knowledge of and skills in innovative communication in a strategic perspective and helps to shape the true task of all professional communication: to bridge and bond.

This is a sort of job description:

The student explores and develops the role or task of Boundary Spanner. He contributes to the innovation of organizations and/or companies and her stakeholders from a communication perspective. He engages stakeholders, customers, target groups and/or the general public in new ways and by doing so challenges and overcomes perceived boundaries.

This role or task is shaped from a strategic perspective and incorporates the use of relevant research-, ideation- and creation methods. In his endeavors as a new born boundary spanner for organizations and/or companies the student demonstrates a sharp awareness of the intercultural, societal and/or international context in which he acts.

The Boundary Spanner – role in it's contributory components

1. Innovation

The student is able to:

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

2. Strategy

The student is able to:

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

3. Research

The student is able to:

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

4. Ideation

The student is able to:

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

5. Creation

The student is able to create a product:

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

6. Context

The student is able to:

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

7. Reflection

The student is able to:

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

Resume for diploma supplement

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

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

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

Themes

- [MIXING CITIES](#) (2 weeks- 3 ec): explore the different issues in different cities
- [CITY SPACES](#) (6 weeks – 7 ec): explore economic, social and cultural dimensions in an assignment for the city of Eindhoven
- [MAKING SENSE OF THE CITY](#) (10 weeks – 15 ec): develop a communication strategy and execution plan addressing SDG 11.
- [LEARNING JOURNEY](#) (over all assignment – 5 ec) : reflect on your learning journey in a profound and communicative way.

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

Labs

- [Strategy](#): 6 classes on communication strategy, models, theory and use cases
- [Research Lab](#): 6 classes on research techniques using mixed methods
- [Ideation Lab](#): 6 classes to develop your creative thinking and ideation power
- [Creation Lab](#): 6 classes on tools and techniques to bring your ideas to life and to validate your ideas into tangible concepts
- [Personal & Professional Development](#): individual coaching on your personal learning objectives

In all labs, you work both on individual assignments and group work.

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

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

Assessment

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

5. Enrolment in the education components

N/A

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

Assignment	Form	Individual/group	Scale
Mixing Cities	portfolio	group	Numerical
City Spaces	portfolio	group	Numerical
Making Sense of the Cities	portfolio	group	Numerical
Learning Journey	Portfolio + interview	individual	Numerical

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

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

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

Toelichting. Noem hier de examencommissies van de uitvoerende instituten die bevoegd zijn om te oordelen over verzoeken van studenten met betrekking tot de toetsing in de minor en geef aan hoe deze examencommissies bereikt kunnen worden (naam leden, e-mailadres, secretariaat etc.).

9. Validity

This information is valid for the academic year 2019-2020.

10. Entry requirements minor

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

11. Not accessible for

N/A

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

Annexe 3 Composition of Examination Board Fontys Hogeschool Communicatie 2019-2020

Chairman:

Jaap Jansen

Secretary:

Marieke Wenneker

Members:

Nik van den Brink (substitute secretary)

Sanne Vermeulen (substitute chairman)

External member:

Staffmember FHMM

Annexe 4 Exit Qualifications (Competency Profile)

LOCO-competencies LOCO-competence 1

Description

Analysing and researching

The communication professional is proactive in identifying trends and developments in the internal and external environment of the organisation. These developments may be related to the political situation, to society, the economy, technology, and to intercultural and specifically professional issues. Any relevant information is channelled through to the organisation. . He sets up and carries out research and analyses and assesses its results. Relevant trends, changes in behavioural patterns and developments at a national and in-ternational level are placed in a short-term, medium-term and long-term perspective. The communication professional is able to present his findings in strategic policy documents and include conclusions and recommendations.

Link to HBO Key qualifications and Dublin de-scriptors

HBO Key qualifications:

- ☐ Professional approach
- ☐ Multi-disciplinary integration
- ☐ Application of scientific insights
- ☐ Application of knowledge and understanding in a professional context
- ☐ Thinking and acting in a methodic and reflective manner

Dublin descriptors:

- ☐ Knowledge and understanding
- ☐ Application of knowledge and understanding
- ☐ Ability to make proper judgments

Professional activities

1. Decide on research goals and questions
2. Set up and carry out (applied) research and analyse and in-terpret results.
3. Interpret and evaluate information at a strategic level.
4. Provide (unsolicited) advice on policy matters on the basis of analysis and research (as a discussion partner at a strategic level)
5. Manage and interpret information flows (on and offline).
6. Describe possible future developments and scenarios.

Professional products

- ☐ Analysis report, e.g.: trend analysis, stakeholder analysis, competitor analysis, media analysis, issue analysis
- ☐ Research reports, surveys
- ☐ Future scenarios
- ☐ Executive summary

Body of knowledge and skills

Knowledge, methods and techniques to do with:

- ☐ Research methods (qualitative and quantitative) and data processing
- ☐ Analysis models
- ☐ Issue management (crisis management)
- ☐ Information management techniques
- ☐ Trend watching social developments, managerial and political developments, macro- economic developments, (inter) cultural developments, multi- media and cross media developments (Web 2.0/Web 3.0) among other things

Skills:

- ☐ Interviewing techniques
- ☐ desk research
- ☐ scenario thinking
- ☐ reporting / research processing (different processing programmes)

LOCO-competence 2

Description

Developing communication policies and advising on them

The communication professional advises on and develops communication policies that contribute to the best possible realisation of organisation targets and strategy. He is aware of how communication policies influence other policy areas. On the basis of the agreed communication plan he is able to decide on how the communication goals are best achieved. Taking into account the organisation's objectives, target groups, internal and external interest groups he can give sound advice on what means of communication should be used. He understands the financial consequences of his choices and in making them takes into account the social and ethical context.

Link to HBO Key qualifications and Dublin descriptors

HBO Key qualifications:

- ☐ Problem oriented approach
- ☐ Communicating and collaborating with other people
- ☐ Thinking and acting in a methodic and reflective manner

Dublin descriptors:

- ☐ Application of knowledge and understanding
- ☐ Ability to make proper judgments
- ☐ Communication skills

Professional activities

1. Use research results (and information from policy documents) as input for policy revisions and strategy development.
2. Provide (unsolicited) advice on policy matters to management.
3. Translate organisation policies into communication policies.**
4. Take into account differences in views and interests of customers
5. Facilitate and supervise the strategic policy development process
6. Give convincing oral and written presentations to internal and external customers.
7. Weigh up the financial consequences of any advice

Professional products

- ☐ Corporate communication policy plan
- ☐ Concern communication plan
- ☐ Marketing communication plan
- ☐ Internal communication plan
- ☐ Branding document
- ☐ Campaign plan
- ☐ Crisis communication plan
- ☐ Advice report / interview
- ☐ Media plan
- ☐ Debriefing
- ☐ Corporate story

Body of knowledge and skills

Knowledge, methods and techniques to do with:

- ☐ theories on information processing and meaning
- ☐ communication theories and models
- ☐ models of behaviour
- ☐ debriefing (the (written) assignment description in terms of advisor)
- ☐ analysing information
- ☐ advice techniques
- ☐ policy fields such as M&O, Marketing, Finance and HRM
- ☐ organisation and communication aspects in an organisation (mission, vision, leadership style, structure, culture, strategy)
- ☐ issue management
- ☐ interactive policy making
- ☐ branding
- ☐ online strategies
- ☐ cross media strategies
- ☐ multi-disciplinary cooperation
- ☐ role of communication in/for an organisation

Skills:

- ☐ interviewing techniques
- ☐ oral and written argumentation skills
- ☐ creative thinking

- ☐ dealing with resistance and barriers
- ☐ safeguarding one's own position as (independent) advisor
- ☐ switch roles
- ☐ strategic thinking
- ☐ reporting techniques

*The competence *Developing communication policies and advising on them* is shown at three levels: strategic, tactical and operational.

**At three levels: operational, tactical and strategic.

LOCO-competence 3

Description

Link to HBO Key qualifications and Dublin descriptors

Professional activities

- ☐ Draft project plans (including finances, planning, quality control, organisation, means of communication).
- ☐ Draft budgets and monitor realisation.
- ☐ Plan (formative and/or summative) evaluations, carry them out and interpret results.
- ☐ Apply quality control systems.
- ☐ Supervise projects and processes.
- ☐ Communicate with internal and external parties on creating support for a project and its realisation.
- ☐ Cooperate with experts from creative disciplines and with experts in the use of digital, audio and/or visual means and print.
- ☐ Safeguard corporate identity.
- ☐ Be accountable.

Body of knowledge and skills

Planning and organising

The communication professional organises and plans the communication policy of the organisation and the means of communication to be used, taking into account the organisation's policy cycle. He creates support for more or less substantial and complex communication projects, manages and coordinates these, and reports about results to the (internal) customer.

HBO Key qualifications:

- ☐ Problem oriented approach
- ☐ Multi-disciplinary integration
- ☐ Thinking and acting in a methodic and reflective manner
- ☐ Communicating and collaborating with other people
- ☐ Basic qualification for management positions
- ☐ Application of knowledge and understanding in a professional context

Dublin descriptors:

- ☐ Application of knowledge and understanding
- ☐ Communication skills

Professional products

- ☐ Project plans (with separate plans for organisation, finances, planning, quality control, means of communication, milestones, documents to be delivered etc.)
- ☐ Scenarios
- ☐ Offers
- ☐ Evaluation plans

Knowledge, methods and techniques to do with:

- ☐ project management;
- ☐ calculations, budgets and offers
- ☐ management styles
- ☐ technical, financial and legal aspects regarding the use of means of communication (print, audio, visual, digital)
- ☐ evaluation techniques
- ☐ accountability.

Skills:

- ☐ working systematically
- ☐ managing and coordinating
- ☐ delegating
- ☐ reporting

Description

In order to achieve communication goals and reach various target groups, various communication means need to be implemented. This may involve periodical as well as non-periodical activities for internal or external target groups. The communication professional is responsible for design, implementation and production of the means of communication (concepts, means, and content).

Link to HBO Key qualifications and Dublin descriptors

HBO Key qualifications:

- ☐ Communicating and collaborating with other people
- ☐ Problem oriented approach
- ☐ Ability to find creative solutions for a complex problem or situation
- ☐ Application of knowledge and understanding in a professional context
- ☐ Multi-disciplinary integration

Dublin descriptors:

- ☐ Application of knowledge and understanding
- ☐ Communication skills

Professional activities

Professional products

1. Develop creative concepts, decide on the various and/or innovative means and media to be used, and implement.
2. Use a mix of multi and cross media means of communication to implement strategy.
3. Act on the basis of clear targets and target groups .
4. Cooperate with experts from creative disciplines
5. Make a (de-)briefing.
6. Set up pre testing and formative evaluations.

- ☐ Communication means (audiovisual, print, digital)
- ☐ Events, e.g. fairs, branding events, exhibitions, conferences, symposiums
- ☐ Company logo, multimedia and presentation options
- ☐ Sketches, concepts, mood boards

Body of knowledge and skills

Knowledge, methods and techniques to do with:

- ☐ theories on concept development, implementation and communication
- ☐ the communicative, technical, financial and legal options and limitations of various communication means
- ☐ the terminology, use and application of different means of communication
- ☐ knowledge of graphic design, product design and social design (visual identity/ image control)
- ☐ the theories of image or sign language, style history, texts, writing styles and semiotics
- ☐ design software
- ☐ new media and cross media communication
- ☐ story telling
- ☐ visual communication
- ☐ different kinds of co-creation techniques and strategies
- ☐ the agency world
- ☐ argumentation theories

Skills:

- ☐ target group orientation
- ☐ use of creative techniques
- ☐ writing skills
- ☐ design skills

- ☐ digital skills.

LOCO-competence 5

Description

Link to HBO Key qualifications and Dublin descriptors

Professional activities

1. Generate publicity (press contacts and new media).
2. Respond to unwanted publicity.
3. Represent the organisation
4. Help colleagues to give presentations
5. Involvement in relation management and networking, such as participation in symposia and conferences, in forums and social media on the internet.
6. Lobbying.
7. Create support

Body of knowledge and skills

Representing

The communication professional understands the organisation and is sufficiently aware of the context in which it operates to act as the ambassador of the company when called on to represent it in public. He can assess what certain issues and information mean to different target and interest groups and communicate about them in such a way that justice is done to the interests and public image of the organisation.

HBO Key qualifications:

- ☐ Professional approach
- ☐ Multi-disciplinary integration
- ☐ Application of knowledge and understanding in a professional context
- ☐ Ability to find creative solutions for a complex problem or situation
- ☐ Problem oriented approach
- ☐ Communicating and collaborating with other people
- ☐ Awareness of social responsibility

Dublin descriptors:

- ☐ Application of knowledge and understanding
- ☐ Ability to make proper judgments
- ☐ Communication skills

Professional products

- ☐ PR plan
- ☐ Speeches (ghost writing)
- ☐ (Lobby)interviewing
- ☐ Press conferences
- ☐ Information sessions
- ☐ Press folders and company gifts

Knowledge, methods and techniques regarding:

- ☐ social and economic context
- ☐ political context
- ☐ press and media
- ☐ media landscape (incl. social media, Web 2.0 etc.);
- ☐ reputation management
- ☐ relation management;
- ☐ issue management;
- ☐ risk and crisis communication
- ☐ public affairs.

Skills:

- ☐ conversation skills
- ☐ meeting skills
- ☐ presentation skills
- ☐ interviewing skills
- ☐ discussion skills
- ☐ evaluation skills
- ☐ dealing with the press
- ☐ 'online' representation skills.

Annexe 5

Fontys University of Applied Sciences Communication

Regulations Irregularities, fraud and plagiarism (version 2019-2020)

Introduction

In article 7.12b paragraph 2, the Higher Education and Research Act (WHW) offers the opportunity to terminate the application of a student for a serious form of fraud. To enforce this grave sanction, the education has a fraud policy in which has been documented what is considered fraud, what the procedure is when there is suspicion of fraud, and which sanctions can be imposed.

1. Irregularities

1. Irregularities are considered when the Exam Committee determines an anomaly in the specified regulations or the general applicable norms and rules of conduct. An irregularity can occur both on the student's side and on the education's side.
2. In the case the Exam Committee determines an irregularity regarding assessments, the Exam Committee can decide to take measures. These include invalidating an exam when the Exam Committee, as a result of the irregularity, cannot account for the final educational level to be achieved.
3. In the case an irregularity on the education's side has led to the invalidation of an exam, the education will exercise the utmost care to minimise the adverse consequences for the students.

2. Fraud and plagiarism

- 2.1 Fraud is considered when it has been determined that the personal knowledge and ability of a student has not been or cannot be assessed because the student used unpermitted means, among which copying fellow-students, or because he/she has passed off work done by another as work done by himself/herself (plagiarism). This also includes citing others without adequate source reference. Aside from that, not following the invigilator's instructions during the exam falls under fraud as well.
- 2.2. When a student is caught copying during an exam or using unpermitted aids, the student will be addressed on this matter. The invigilator will record what he/she has observed (data and facts) and submits this, if applicable together with evidence, with student administration. The student administration ensures that the reporting reaches the Exam Committee within 24 hours.
- 2.3. During the assessment of a professional product or thesis, when a lecturer suspects, with or without using plagiarism detection software, that a student has passed off work done by another/others for his/her work or used work by another/others without correct source reference, he/she will report this. He/she will submit the reporting and the corresponding evidence with the student administration. The student administration ensures that the reporting reaches the Exam Committee within 24 hours.

3. Fraud procedure and sanctions

- 3.3 The Examen Committee investigates the reporting with at least two members. The procedure is first to hear the person who submitted the reporting followed by the student. Also, other people involved can be heard. The hearings will be documented. The student heard will receive a copy of the report for signing (if necessary with the comment of 'seen, but not agreed'). When the student refrains from signing the report or fails to return it, the procedure will continue nonetheless.
- 3.4 The imposed sanction will be provided orally if possible, but in any case in writing to the student stating his/her option to appeal and the term to do so (within 6 weeks with the Executive Board for Exams). In this resolution, the student will be explicitly reminded of the sanction that will follow when he/she would commit fraud once again. A copy of the resolution will be inserted in the student file.
- 3.5 The evidence will be stored no less than 6 months or at least as long as the appeal procedure lasts.

- 3.6 The gravity of the fraud determines which sanction will be imposed. Elements of influence include:
- magnitude of the fraud;
 - gravity of the fraud;
 - study year of the student;
 - first-time offender or recurrence (recidivism);
 - attitude of the student.
- 3.7 Possible sanctions:
- a formal warning, with the addition that a recurrence will result in a more serious sanction;
 - the acquired grade will not be granted, i.e. invalidated and the used exam opportunity stands. The student needs to resit the exam or resubmit the new work.
 - writing a reflection report on his/her behaviour before he/she can take a resit or resubmit the new work.
 - for a certain period of time, the student will be denied access to exams (one year maximum). The student can attend lectures. In this case, the student is not 'expelled'.
 - termination of the application by the Executive Board. The Exam Committee is to write an advisory for the Executive Board that will be provided by the director to the Executive Board.
- 3.8 In the case the fraud is only determined after an exam, the certificate for the education will be withheld or reclaimed. The certificate will only be presented (again) after the involved has taken a resit for the specific educational part in a way determined by the Exam Committee, and he/she has successfully passed.

4. Information provision to student

Before fraud/plagiarism can be determined, it is important to inform the student about the rules that apply to him/her. For each exam, it is clear what aids the student is allowed to use. This information is provided in writing during the lectures prior to the exam (preferably included in the study manuals). Next, this information is stated on the exam papers so that the invigilator knows what to look out for (viz. article 20 OER). Also, general rules have been formulated that apply to all exams (article 37 OER).

Besides that, the student will be informed about the rules that apply regarding the use of materials of others. In lectures preceding writing articles, papers or theses, or specifically in lectures that focus on writing articles, the correct source reference and acknowledgement will be covered, so that the student knows (can know) how he/she can prevent plagiarism.

5. Information provision to lecturers/invigilator

Lecturers and invigilators know what is considered as fraud, which aids are allowed to be used during exams and how they are supposed to act when they suspect fraud. Lecturers know how and when to use anti-plagiarism software when students submitted articles for assessment. Fontys University of Applied Sciences uses the anti-plagiarism software *Ephorus*.

Lecturers make an effort in formulating assignments in a way that it is difficult for students to use work done by others (f.i. by changing the assignments a little each year, by asking students to contribute from personal experiences, internships, etc.).