

## **Study programme section of the Students' Charter with the 2020-2021 Teaching and Examination Regulations of the Bachelor's programme**

### **Bachelor Trend Research & Concept Creation in Lifestyle**

**Study Programme Code: 39200**

**Type of Study Programme: full-time  
Fontys Academy for Creative Industries Tilburg**

The study programme's section of the Students' Charter was adopted by the institute's director on [29 May 2020](#), after obtaining the IPC's consent on [28 May 2020](#) and the PC consent on [28 May 2020](#).

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 2020-2021 academic year was established by the Executive Board on 10 December 2019, following the consent of the students' section of the CPC, which was given on 16 January 2020.

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## A – Teaching and Examination Regulations

### Section 1 General

#### Article 1 Definitions

|  |   |
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| Advanced Course                              | This is a combination of mandatory and optional educational units in year 4, with a focus on in-depth theoretical knowledge. Abbreviated as AC.   |
| 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).   |
| Apprenticeship                               | The name for the First Year of the programme, preceding the Main Phase.   |
| 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.                       |
| Community Coach                              | A person guiding the student in, among others, planning, execution, making decisions and progression through the study career.  |
| Competency                                   | A cluster of related knowledge, skills and attitudes that influences a substantial part of a person's job, is related to the performance of the job, can be measured and tested against accepted standards and can be improved through training and development.  |
| Component test                               | If an interim examination consists of several tests, each of those tests is referred to as a component test.  |
| Coordinating institute                       | The coordinating institute is the Fontys Institute which bears final responsibility for the development, implementation, assessment and improvement of a Minor programme.   |
| Craftsmanship                                | The name for the Main Phase of the programme, following the foundation year (Craftsmanship).  |
| Credit                                       | One credit equals 28 standard study-load hours. Students are awarded credits on passing the interim examination of a unit of study. The international term for credits is ECTS credits (EC's).  |
| Education components                         | The courses offered to students to help their learning process.   |
| CROHO  | Central Register of Higher Education Study Programmes, which is a register of all study programmes. Students that pass the interim examinations of a study programme registered in CROHO are entitled to an official higher professional education certificate with the associated degree (Associate degree, Bachelor or Master). |
| Deficiency                                   | Any required prior qualification(s) a student lacks.  |
| Diploma supplement                           | Document drawn up in accordance with a European format that is added to the certificate and states the nature, level, context, content and status of the study programme.   |
| Dual-study programme                         | A dual-study programme is organised in such a way that education is alternated with one or more periods of professional practice related to the study programme. The study programme therefore consists of an educational segment and a practical segment, both of which are integral parts of the study programme.               |
| DUO  | Short for Dienst Uitvoering Onderwijs, a government agency charged with implementing education legislation and regulations.   |

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|----------------------------------|---|
| 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.   |
| Educational unit                 | The total of courses and exams that are offered as educational modules during the phases of Craftsmanship and Mastery. This term is only relevant for the exams from the Main Phase that are to be phased out.  |
| EVC (RPL)                        | Erkenning van eerder Verworven Competenties (Recognition of Prior Learning).  |
| Examination                      | Assessment administered by the Examination Board to determine whether students have successfully completed the educational components of a study programme or the foundation-year phase. The final examination may also include a supplementary assessment conducted by the Examination Board.                    |
| Examination Appeals Board        | The Board as referred to in Sections 7.60 up to and including 7.63 of the WHW and Articles 45 and 46 of the Students' Charter. The organisation, duties and powers of the Board are laid down in the Rules of Procedure adopted by the Examination Appeals Board and approved by the Executive Board.             |
| Examination Board Examiner       | The board of persons referred to in Section 7.12 of the WHW.<br>Member of staff or external expert not employed by the institution who has been designated by the Examination Board to administer examinations and assess the results thereof.  |
| Excellence track                 | A track for TCL students looking to excel. In year the track is called 2xcell and in year 4 the track is 4xcell.  |
| 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 qualifications              | Qualifications students must have on completing the study programme.  |
| First year                       | First phase in a Bachelor's programme.  |
| First year assessment            | The assessment in the first year that is taken after four education periods, representing 30 ECTS. This assessment is mandatory and forms the closure of the First year Phase of the 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.   |
| 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.   |
| Graduation Phase                 | The phase in year 4 when the student works on the Mastery test.   |
| Full-time study programme        | A full-time study programme is a study programme whose structure is such that students are assumed not to participate in any activities other than academic activities.   |
| Hardship clause                  | A provision in a law or regulation that makes it possible to deviate from regulatory provisions in favour of the student or external student.   |
| He / him                         | He / him is taken here to refer to men, women and individuals who do not identify as either of these options.   |
| IELTS                            | International English Language Teaching System, a tool used to determine a student's command of the English language.   |
| Institute                        | The operational unit at Fontys that is, in particular, responsible for organising Fontys' core competencies and that executes the primary processes.  |
| Institute Director               | The staff member charged with running a Fontys institute.   |
| Institution                      | The Fontys Universities of Applied Sciences.  |
| Intake                           | The study choice contact moment of the programme (see study choice check).<br>A half-day, organised by the prospective student before the start of the academic year. On this day, their motivation, professional attitude and experience are displayed, after which the prospects receive a study choice advice. |

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| Intake assessment          | Portfolio assessment conducted at the student's request to validate previous learning experiences prior to enrolment in the study programme. A fee covering the costs is charged for an intake assessment.  |
| Intake interview           | Interview conducted at the student's request prior to the start of the study programme if the student believes that he has competencies acquired previously. An intake interview comprises a general assessment from which no rights can be derived by a student.   |
| Interim examination        | An examination of the knowledge, understanding, skills and / or competencies of a student required to conclude a unit of study, including an assessment of the results of such an examination ( <i>Section 7.10(1) of the WHW</i> ). An interim examination may consist of one or more component tests.   |
| IPC                        | Institute Participation Council   |
| Lifestyle Week             | Three fixed weeks in the academic calendar, in which students of all phases participate. The first Lifestyle Week in the foundational year also counts as introduction week. For interns, the Lifestyle Weeks has activities organised that require them to return to the academy.  |
| Main subject               | A specific definition of the curriculum within a programme, which begins immediately from year 1 or following the foundation year.  |
| Major                      | That part of the Bachelor's programme with a study load of 210 credits that contributes to the competencies associated with the programme and that is directly related to the study programme(s)'s registration in the CROHO.   |
| Mastership                 | The name of the final phase of the programme, following after the Main Phase (Craftsmanship). This phase consists of a Specialisation Phase and a Graduation Phase.   |
| Mid-term assessment        | The assessment after two educational periods, representing 30 ECTS. This assessment is mandatory in the foundational year for the purpose of providing a study advice based on it.  |
| Minor                      | Programme of optional subjects within a Bachelor's programme with a study load of 30 credits that contributes to generic or specific competencies.  |
| Minor regulations          | Regulations that describe the content, the education components, the testing and the completion of a Minor. The regulations of all Minors offered by Fontys can be found on the Fontys website ( <a href="http://www.fontys.nl/minors">www.fontys.nl/minors</a> ). The regulations of the Minors associated with a particular study programme have been included as an appendix of the study programme's TER. |
| Nt2 diploma                | Diploma of the Nt2 official state examination in Dutch as a second language, of which programme II is considered to be the guideline for admittance to higher education.  |
| Occupational requirements  | The legal requirements to which the practice of a particular profession is subject. A study programme aimed at such an occupation will prepare students to meet the relevant requirements ( <i>Section 7.6 of the WHW</i> ).  |
| Part-time study programme  | A part-time study programme is a study programme whose structure is such that the student is able to participate in supplementary activities, either work-related or educational, alongside the study programme.  |
| Portfolio                  | A collection of evidence, digital or otherwise, with which students can demonstrate that they master the competencies of a particular study programme.  |
| Post-foundation year phase | Second phase of a Bachelor's programme.   |
| Principle                  | All study programmes offered are based on one of the following principles: non-denominational private education (NPE), Roman Catholic (RC), Protestant Christian (PC) or a combination of general special education, Roman Catholic and Protestant Christian (NPE, RC, PC).   |
| Profiling Fund Board       | Board charged by the Executive Board with implementing the Profiling Fund scheme, formerly known as the FSS Board.  |
| Profiling Fund Scheme      | Scheme for the granting of support to students in the form of graduate funding, committee member grants or attendance fee from the profiling fund, now known as the <u>Profiling Fund Scheme</u>  |
| PC                         | Opleidingscommissie (Programme Committee, PC), a committee established for a particular study programme of an institute referred to in Section 10.3c of the Act (see the <u>Regulations on the Participation Councils and Degree PC's</u> ).  |

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| (Core) Tasks                    | Used to refer to the four (core) tasks of the programme, namely the core tasks trend research and concept development, as well as the tasks realisation and advising.   |
| Tailored programme              | Special programme which differs from the standard programme.  |
| Teaching period                 | Period in the academic year during which education components are organised. A teaching period is referred to as a study quarter in the Fontys annual calendar.   |
| TER                             | Teaching and examination regulations. The TER consists of a general section for all study programmes offered by the Fontys Universities of Applied Sciences as well as information specific to individual study programmes. The TER forms a part of the study programme section of the Students' Charter.   |
| Test                            | Activity used to assess whether a student has certain knowledge, insight, skills and / or competencies.   |
| Top-class Athletes Scheme       | Scheme for top-class athletes that specifies which students are eligible to benefit from it and the facilities that they may use under it.  |
| Specialisation Phase            | Phase in year 4 in which the student specialises himself by means of taking optional courses.   |
| Student                         | A person who is enrolled in the institution, as referred to in Sections 7.32 up to and including 7.34 of the WHW.   |
| Student counsellor              | Staff member appointed by the Executive Board who is responsible for looking after the students' interests, providing assistance when problems occur and providing information and advice. The student counsellor is part of the Student Facilities Service ( <i>Dienst Studentenvoorzieningen</i> ).   |
| Study Career Centre             | Service provided by the Student Facilities Service ( <i>Dienst Studentenvoorzieningen</i> ) to help students with issues involving admission, transfer to another study programme / institute or the termination of their studies.  |
| Students' Charter               | The <a href="#">charter</a> containing the rights and obligations of students, divided into an institution-specific section and a study programme-specific section.   |
| Student entrepreneurship Scheme | <a href="#">Scheme</a> 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. <a href="#">With TCL, the function of study career counsellor is called 'Study Coach' and is part of the community coach function from cohort 2019 onwards.</a> |
| Study career support            | Support system that focuses on the individual student's development. The student is encouraged to reflect on his 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 choice of Bachelor's.   |
| Study check                     | The activity offered by Fontys whereby the prospective student is given advice with respect to his choice of study programme. The study check consists of at least two components: a digital questionnaire and a consultation to discuss the results of the questionnaire.  |
| Study load                      | The standardised time investment expressed in units of 28 study load hours related to a study programme.  |
| Study programme                 | A coherent totality of education components aimed at achieving the well-defined objectives in the area of knowledge, understanding and skills which the person completing the study programme should possess. Every study programme is recorded in the 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.  |
| Study period                    | <a href="#">The academic year consists of four study periods. The first study period starts in the week of 1 September. Each period consists of ten weeks.</a>  |
| TCL                             | <a href="#">Abbreviation for the new official programme name Trend research &amp; Concept Creation in Lifestyle. This abbreviation replaces the former name of ILS.</a>   |

Trend Researcher & Concept Creator in Lifestyle

The title for the graduates of the Bachelor Trend Research & Concept Creation in Lifestyle, who is specialised in the core tasks of analysis, concept development, realisation and advising within the lifestyle sectors defined by the programme and for the benefit of people's Quality of Life.

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.

Work placement internship

The first internship in the TCL programme, in year 3.

WEB

Adult and Vocational Education Act (*Wet Educatie en Beroepsonderwijs*, WEB; Bulletin of Acts and Decrees 507, 1995, and later supplements and amendments).

WHW

The Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*, 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. There are no additional qualification requirements demanded for HAVO and/or VWO certificates.
5. There are no additional qualification requirements demanded for enrolment in the Bachelor programme.
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 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 Dutch language.

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

The admission test makes use of the Differential Aptitude Test (DAT). More information about the test can be found at: <https://fontys.edu/Practical-information-24.htm>

The student must score 'average' in all parts of the test compared to the control group, with the exception of the elements practical insight and spatial insight, which may score below average.

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 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*.)
9. Students who are admitted by virtue of a diploma as referred to in paragraphs 2, 7 or 8 of this article will be subject to an additional assessment to determine whether they meet the knowledge and skills requirements as referred to in paragraph 4 and 5 of this article. (*Section 7.28 of the WHW*.) 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 following additional activity or activities will also be provided as part of the Study Choice Check: [a creative session, a trend assignment and possibly an English test.](#)

[The impression that is given by the student during these activities, will partly determine the positioning on the scales as mentioned in Article 2.a5 of the Study Choice Check Rules.](#)

The study choice check for international students as referred to in the Study Choice Check Rules consists of [an \(online\) contact moment with the academy.](#)

2. Within 4 weeks following registration, the prospective student will receive a link to the digital questionnaire. Within 4 weeks following completion of the questionnaire, the prospective student will receive an invitation to the contact moment with the study programme. International students as referred to in the Study Choice Check Rules will receive further information on the study choice check within 4 weeks following registration.
3. [The digital questionnaire can be completed in the period between January 2021 and August 2021.](#) The study choice activities for international students will take place in the period [between January 2021 and August 2021.](#)
4. [The contact moments with the study programmes are planned in the period between January 2021 and August 2021.](#)
5. [The contact moment consists of at least one individual or group interview and preferably of several intake units. Only with international students, and in exceptional cases with Dutch students, may the contact moment consist of telephone contact or a video call. This depends on the individual situation and also on the contacts the prospective student has already had prior to registration. The intake programme can include, among others, a creative session, a trend assignment and possibly an English test.](#)
6. The study choice advice will be sent to the prospective student by e-mail within ten working days of the contact moment.
7. The study choice advice is non-binding for prospective students who apply by no later than 1 May. Students who apply after 1 May will not be permitted to enrol, except in the case of a situation as referred to in Article 2(2) or in the event of exceptional circumstances as set out in Article 3(3), under a through d of the [Study Choice Check Rules.](#)
8. The [Study Choice Check Rules](#) determine the categories of students for whom the study choice check 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*). [Command of the Dutch language must be at Nt2, programme II, level.](#) The certificates for Dutch as a foreign language, Higher Education Language Proficiency Subject Cluster and Academic Language Proficiency Subject Cluster (CNaVT- PTHO and PAT) can be viewed as equivalents, as can the certificates for Dutch as a foreign language, Educational start-skilled and Educational Professional (STRT and EDUP).
2. The institute director may also decide that a student with a foreign diploma may be admitted after the student has demonstrated that he has an adequate command of the Dutch language (*Section 7.28 of the WHW*).
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. [The intake coordinator coordinates additional admission tests.](#)
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 students<sup>1</sup> 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.

For students participating in an English-taught programme, no level of command of the Dutch language is required.

#### Article 4 Professional activity requirements

The professional practice environment is not subject to any requirements.

### 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 interview to determine which part of the study programme still has to be completed. No intake interview is needed if agreements regarding re-enrolment in the study programme were already made with the Executive Board at the time that the student interrupted his study. If a student enters a study programme during the foundation year, agreements will be made on the period of time the student will be granted before he 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 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. [The exemption request must be submitted to the Examination Board no later than six week prior to examination of the module.](#)
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.  
A student who has taken part in the Fontys Empower programme and has successfully completed all components of that programme may, on that basis, be granted an exemption for a Minor

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

provided the student submits a request to that effect and this possibility has been set out in Article 15(5).

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

1. Students who believe they are able to proceed with and / or complete their study programmes at an accelerated pace may submit an application requesting such to the Examination Board. The 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.

#### **Section 4 Facilities with reference to study career counselling, functional disability, administrative activities, Top-Class athletes Scheme, Student Entrepreneurship, Professional Scheme**

##### **Article 8 Study career counselling**

1. Every student is coached by a study career counsellor [or community coach in year 1 and 2](#).
2. In consultation with the study career counsellor [or community coach in year 1 and 2](#), the student decides how best to work on his development and how to shape the learning process.
3. The student consults with the study career counsellor [or community coach in year 1 and 2](#), on the progress of the learning process. In consultation with the study career counsellor, the student decides if and when he will sit the competency examination. The student must sit the assessment in the first year of his enrolment in order to obtain advice regarding the continuation of studies that is issued to students in the first year of enrolment.
4. The [community coach](#) conducts support and orientation interviews with the student in the first year. [The student drafts an individual learning plan on the basis of these interviews. The learning plan is discussed throughout the year with the community coach. If desired, the student makes adjustments to this individual learning plan.](#)
5. Students may submit a request to the institute director to be assigned a different 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.

##### **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 institution 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 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. A 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.
2. Board memberships can be listed on the diploma supplement. The student must request the listing at least **four weeks** prior to **last academic activity** 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. Likewise, students who have served as members of the Examination Appeals Board may also request that activity to be included on their diploma supplement. The study programme can request confirmation from the secretariat of the Examination Appeals Board (see Article 34).
3. Students who believe that their board memberships demonstrate that they have the knowledge, 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](#) on the basis of his administrative activities and submit a request to his institute for an attendance fee or for a board membership scholarship from the Profiling Fund Board.  
See also Article 14 of the [Participation Regulations on the participation councils and PC'S](#).

## Article 11 Top-Class Athletes Scheme

Students who have been granted a Top-Level Sport or Talent status are entitled to facilities from the Top-Class Athletes Scheme. Facilities regarding the adjustment of tests or test timetables, an adjusted arrangement regarding compulsory attendance, working in groups and an adjusted internship must be requested from [the Fontys ACI Top Sports contact person, as listed on Fontys Connect on \[contact person\]\(#\)](#). Advice regarding the continuation of studies may be deferred for students with a Top-Class status (see Article 32).

## Article 11a Student entrepreneurship Scheme

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 requested [the Fontys ACI Student Entrepreneurship contact person, as listed on Fontys Connect on \[contact person\]\(#\)](#). Advice regarding the continuation of studies may be deferred for students with entrepreneur status (see Article 32)

## Article 11b Professional Scheme

Students who, in addition to their studies, have a professional career in line with the professional perspective of the study programme can make use of a Professional Scheme, so that they can combine their study and career. This provision offers the possibility to adjust tests or test schedules, a modified regulation with regards to the attendance requirement for education components, working in groups and for an adapted internship. In order to qualify for the scheme, the student contacts the Professional Scheme contact person as stated on Fontys Connect under Professional Scheme [contact person](#). The contact person determines whether the student is eligible and, together with the student, makes a proposal for extra facilities. The student then submits the proposal to the Examination Board. The Examination board will determine whether the facilities will be granted.

For students with the status 'Professional Scheme', study advice may be deferred (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 [Appendix I: Professional and Educational Profile TCL](#).  
  
[At the end of the study programme, the student will be expected to command the competencies expected of a newly qualified professional in the field. During the course of the study programme, the student will be taught the required competencies and the student's command of them will be assessed.](#)
2. [The study programme has no differentiated graduation tracks.](#)

3. The study programme is based on the following principle public-authority school.
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.

### 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 exam or assessment. Units of study cannot exceed 30 credits.
2. Only whole credits are awarded for units of study. The distribution of credits is listed in Appendix II: Exam Tree TCL TER 2020-2021.
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](#) and/or the Fontys Language Policy; the overview of units of study states which teaching and testing is provided in a foreign language.

### Article 15 Content of Minors and other special programmes

1. Students are not restricted in their choice of a Minor, whether it 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 following minors cannot be taken as they overlap with the Major:

Minor Trendwatching, Minor Global Trendwatching and the Minor Entrepreneurship.

2. Students who want to take a Minor abroad or an external Minor must seek the Examination Board's permission regarding their personal choices with respect to the Minor prior to its start. Participation in a Minor requires students to have passed the foundation year examination, unless the Examination Board grants them permission to take the Minor without fulfilling this requirement. The Minor must be taken in the third year of study.

The procedure regarding the request of a Minor is done via the study programme administration. Here it is seen to that the request is processed timely and correctly. For permission, the student has to send a mail to [acistudent@fontys.nl](mailto:acistudent@fontys.nl) and includes the Minor agreement and Minor description as attachments. The Examination Board can then offer permission based on the contents. In case the contents are approved, the student receives the signed learning agreement in response.

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 must have completed the First Year in one year with an average grade of 7 or higher and/or receive a positive advice from the community coach.

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

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

Insufficient = 4

Sufficient = 6

Good = 8

Excellent = 10

The mid-term assessment is excluded from this calculation.

High-achieving students have the option of participating in the excellence tracks offered by the academy. To participate, a student must apply in person and receive the endorsement for his candidacy by at least two professional teachers. The student will be allowed after a selection interview with the guiding teacher who leads the excellence track. The requirements for this selection are explicitly communicated to the student prior to the selection interview.

A student whose performance during the excellence track in year 2 or 4 is judged by the guiding teacher as successful, receives a statement with his certificate. N@tschool provides more

information about these excellence tracks. In semester 2 of the foundation year, students are informed about TCL's 2excel track.

- A Minor that has been passed will be mentioned on the diploma supplement.
5. The Fontys Empower reorientation programme is open to students who have hit a roadblock in their studies. The programme has a study load of 30 ECTS credits. The regulations for this reorientation programme can be found on the Pulsed portal: <https://fontys.nl/fontyshelpt/Andere-studie/Empower-TEC-kickstartprogramma.htm>  
A student who has taken part in the Fontys Empower programme and has successfully completed all components of that programme may, on that basis, be granted an exemption for a minor, provided the student requests an exemption from the Examination Board of the programme in which they are enrolled, unless that programme does not offer a minor.
  6. Tracks for specific types of students:

#### **Long-term students general.**

Students who have not yet obtained their certificate after four years, are assigned to a study progress advisor. This study progress advisor and student design a study plan and calls the student to a personal evaluation interview on the progress of this plan at least once per educational period. The study progress advisor can present the student with a well-reasoned urgent advice to terminate the programme.

### **Article 16 Education components**

1. In Appendix 2: Exam Tree TCL TER 2020-2021 is an overview of the education components that are part of the study programme.

The following requirements apply to participate in the subsequent educational activities:

Conditions for partaking in the **work placement internship (Cohort 2019/2020 and later)**:  
The student is only eligible for the work placement internship after meeting the following requirements:

- First year (Craftsmanship) is passed.

Conditions for partaking in the **work placement internship (Cohort 2017/2018 and later)**  
The student is only eligible for the work placement internship after meeting the following requirements:

- First year (Craftsmanship) is passed.
- Obtained a minimum of 30 ECTS from year 2
- Individual assignment year 2 is passed

Conditions for partaking in the **Main Phase assessment (Cohort 2016/2017 and prior)**  
The student is only eligible for the assessment in the Main Phase (Craftsmanship) after meeting the following requirements:

- All educational units of the Main Phase (Craftsmanship) are taken, excluding the assessment. This means that all exam units have been done, yet maybe not passed.
- First year (Craftsmanship) is passed.
- Obtained a minimum of 30 ECTS from year 2
- Individual assignment year 2 is passed
- Work placement internship is passed as sufficient.

The student is eligible for the **Graduation Phase** after meeting the following requirements:

- All educational units of the Main Phase (Craftsmanship) are passed
- All educational units of the Specialisation Phase are taken. This means that all exam units have been done, yet maybe not passed.
- The research plan is passed as sufficient.

The student is eligible for the **Graduation Phase Assessment** after meeting the following requirements:

All educational units of the Graduation Phase (Craftsmanship) are passed, excluding the Graduation Phase Assessment.

In case only one unpassed exam (exam code) is required for entrance to the Graduation Phase assessment, the student can file a request with the Examination Board to complete the test on an earlier date (applies to exams and assignments) than indicated in the exam schedule.

2. The education components of the Minors are described in the Minor regulations. The regulations governing the Minors offered across Fontys can be found at [www.fontys.nl/minors](http://www.fontys.nl/minors).

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 proceeds as follows:](#)

For enrolment in year 1 and year 2, students enrol for competency modules per study period via Progress. Enrolment for these modules happens one week before the start of the module. For year 1, students enrol per study period for a specific project. Enrolment for these projects happens one week before the start of the project.

Registering for all exams (also assignments and assessments) is mandatory for both the first chance as well as for resits.

For other educational activities, registering is not required.

6. The timetable is announced by way of the schedule application 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-Class Athletes Scheme or the [Student Entrepreneurship 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

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

Examples of such evaluations are:

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

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

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

## Section 6 Tests, assessment and study progress

### Article 17 Types of tests

1. The study programme has the following test types:

[Tests with credits](#) result in the immediate award of credits when passed. 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. A (graduation) assessment is a special form of a test with credits.

[Tests without credits](#) provide evidence that can be included in the portfolio which can be assessed during a (graduation) assessment.

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**

The following tests are part of the study programme:

See [Appendix II: Exam Tree TCL TER 2020-2021](#).

Connect also offers a conversion table in which students can see per cohort which of the current exams represent the exams of earlier cohorts.

### **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 the [study manual, available on N@tschool](#) and is made available to students at least **three** weeks before the test. *For the phased-out tests, the test material is identical to that of the last offered test, offered via the study manual of the particular learning unit. These can be found in the study tracks on N@tschool.*
2. The examiner determines the period of time allowed to students to take the test as well as any aids that students may use during the test, subject to the guidelines and instructions provided by the Examination Board. This information must be stated on the examination paper.
3. The test timetable will be published through Fontys Connect no later than three *weeks* before the start of the test period in question.

### **Article 21 Sitting competency examinations**

There are no competency examinations.

### **Article 22 Registration for tests**

1. [Registration procedure: students must register for participating for every test via Progress.](#) Registration is mandatory for all tests, both the first one and retakes. Instructions for registering in Progress are available on [Connect](#)
2. Students who have failed to act in accordance with the registration procedure cannot sit the test. In case a student sits a test for which he has not registered, no result is established.
3. [Students may cancel a registration in Progress for a test.](#) Cancellation is possible during the registration period. In case a student does not cancel in time for an exam and/or does not participate, the result is registered in Progress as NA (Not Attended). Instructions for cancelling a registration in Progress is available on [Connect](#)

### **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 days of the date of the test apart from the exceptions laid down in the Teaching and Examination Regulations. The study programme administration is responsible for announcing the test results. The privacy of students will be respected when test results are announced. [Results of projects, reports and portfolios are announced within 15 working days.](#)
2. Students are entitled to inspect all assessed tests and the accompanying assessment criteria and to be given feedback on the results.
3. [Perusal is subject to the procedure described below.](#)

[Perusal and feedback regarding tests or assignments in the Main Phase takes place in the subsequent academic period, at one scheduled moment. Inspection of internship reports and Mastery Tests takes place at the request of the student through a personal meeting with the assessor. Students who desire an inspection conform Article 25 \(2\) must make use of the scheduled inspection moments. A student who does not use the scheduled inspection moment, hereby revokes his right to inspection.](#)

4. [Feedback is given according to the following procedure:](#)

[Students receive written feedback on all summative test moments in Gradework. Additionally, the student receives verbal or written feedback on the various learning activities at various moments.](#)

5. [The student can check the results overview via Progress throughout the whole year. When necessary, the student can request the study programme administration to provide a printed and stamped grades list with a registered signature, from which rights can be derived. The request should be made via \[acistudent@fontys.nl\]\(mailto:acistudent@fontys.nl\)](#)

### Article 26 Inability to sit tests

1. Students who have acted in accordance with the registration procedure described in Article 22 but who are unable to sit the test for reasons beyond their control, the legitimacy of which reasons is subject to assessment by the Examination Board, may apply to the Examination Board to sit the test within a period of time to be set by the Board.
2. The application referred to in the previous paragraph must be submitted in writing to the chairman of the Examination Board and include the necessary evidence (see Article 38 (3)). The Examination Board will then take a decision and inform the student concerned. If the request is granted, the Examination Board will set a date, time and place for the test. Any rejection of the request will be substantiated and the student will be informed of his right to appeal. In assessing the request, the Examination Board's primary criteria are the obstruction of the study progress and the student's personal circumstances.
3. If such a request relates to a test of a Minor offered across Fontys, the student must direct the request to the coordinating institute responsible for the Minor, as described in regulations governing the Minor.

### Article 27 Request for a review

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

### Article 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. [The procedure for requesting a resit is available on the Connect FAQ page.](#)

- For the Foundation Phase: In the first academic year, each test (assessments is offered no more than twice per year. Not participating in the regular test is registered as a missed chance.
  - Resits of mid-term assessments take place during the assessments at the end of each academic year.
  - For Advanced Courses which are only offered once per academic year, there are two tests per year. A student who fails both tests, can take an alternative Advanced Course. This requires the student to register again via Progress.
  - Resits for tests / assessments of exam period 4 take place in exam period 5 (July / August).
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 [N@tschool](#).

### Article 29 Period of validity of results

1. The period of validity of successfully completed interim exams is [ten years](#).

[Results achieved for interim examinations can only lapse if the understanding / knowledge / skills to which these interim examinations relate can be shown to be obsolete. Understanding, knowledge and skills that were assessed more than ten years ago can evidently be shown to be obsolete. The period of validity of successfully completed exams is ten years.](#)

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

[For Cohort 2018 and earlier, there are still no more than two resits from year 2 \(Main Phase\) offered. After this, the new educational programme applies.](#)

[For all phased-out tests of the Foundation Phase for Cohort 208 and earlier, students retake any missing tests via a competency assessment.](#)

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

### 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 [First year](#) Phase of a bachelor study programme and, where possible, prior to the start of the second semester ([after the mid-term assessment](#)), the student is given advice on his study progress. If the study progress is unsatisfactory, the student will receive a written warning and be told that if the study progress continues to be unsatisfactory, he will receive a binding negative advice regarding the continuation of his studies. [Study progress is deemed unsatisfactory when, after the mid-term assessment, 6 or more ECTS are missing](#). A reasonable period within which the student must have improved his grade point average and the opportunities a

study programme offers in that regard are stated in the warning (Section 7.8b of the Act.)  
A student who has not received a warning at that stage may yet receive one at a later point in the first year if he has fallen behind, and will be given a period within which to improve his grade point average.

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

[In case the student has not obtained 6 or more ECTS after the mid-term assessment.](#)

[For a Dutch student participating in the English-taught programme whose progress is delayed as a consequence of English language skills, this warning comes with a recommendation to continue the programme in Dutch.](#)

2. The study programme must give students advice regarding the continuation of studies in writing before the end of their first year of enrolment (12 months) in the Foundation Phase. Advice may be related not only to the continuation of the study programme, but also to the main subject the student may take. Advice regarding the continuation of studies can be negative (binding negative study advice), meaning that the student's enrolment in that particular study programme will be terminated and that he will not be allowed to re-enrol in the same study programme. Advice regarding the continuation of studies will be given to a student taking a part-time study programme with a study load of fewer than 60 credits in the first year of enrolment.
3. Advice regarding the continuation of studies is based on the student's results in the foundation year. The Examination Board advises the institute director on advice regarding the continuation of studies to be given. This advice must take into account the student's personal circumstances. Students must report any personal circumstances to their 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-class sports activities by students who have been granted a Top-Class Sport or Talent status are entitled is regarded as a special circumstance, on the basis of which the delivery of advice regarding the continuation of studies can be deferred. A minimum number of credits these students must earn in order to be eligible for such postponement has been established.

[Students who are eligible for a Professionals status are also regarded as special circumstance, on the basis of which the delivery of advice regarding the continuation of studies can be deferred.](#)

The practice of running a business of his own by student entrepreneurs who have been awarded student entrepreneur status, as defined in the [Fontys Student Entrepreneurship 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).

[If credits can only be earned with an assessment, students who have failed to sit the assessment in the first year will be given binding negative advice regarding the continuation of studies, unless there are special circumstances, the legitimacy of which circumstances is subject to assessment by the director. In that case, it may be decided to defer the delivery of advice regarding the continuation of studies based on the individual student's portfolio.](#)

4. [The student will be given positive study advice regarding the continuation of studies in the following cases:](#)  
[When having obtained at least 52 ECTS.](#)

[The student will be given a binding negative study advice regarding the continuation of studies in the following cases:](#)

[When having obtained fewer than 52 ECTS.](#)

Students who have been granted a Top-Class Sport or Talent status as referred to in Article 32(3) must have earned at least 50 credits in order to be eligible for postponement of their study advice. The minimum number of credits which that must be achieved to qualify for that deferral for student entrepreneurs is 50 ECTS.

5. Where there are special circumstances as defined in paragraph 3 of this article which may have had an influence on the credits the student obtained, the delivery of advice regarding the continuation of studies may be deferred until the end of the second year of enrolment or until the end of a shorter period. At the end of the second year or the shorter period, there will be a further review of whether the student has met the criteria for a positive study advice as defined in paragraph 4.
6. Students who seek the termination of their enrolment during the first year of enrolment will be given a warning from the director stating his expectation that they may not be suitable for the study programme. The director must seek the advice from the Examination Board before doing so. The number of months of enrolment students have left before being given advice regarding the

continuation of studies must also be determined in the event the student should decide to enrol in the same study programme at a later date (see also Article 35).

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

1. An institute wishing to issue binding negative advice regarding the continuation of studies must make provisions that allow for, among other things, a student's personal circumstances and which are aimed at guaranteeing a student's good progress.
2. [Binding negative advice regarding the continuation of studies is valid for a period of two years.](#)
3. At the student's request, the institute director give permission for a student to re-enrol in spite of the binding negative advice as referred to in Section 7.8b(3) of the WHW.
4. A binding negative advice regarding the continuation of studies refers to the full-time, part-time and dual forms of the study programme, unless otherwise stated.
5. Each binding negative advice regarding the continuation of studies must expressly state that the binding negative advice only refers to the study programme mentioned. Every binding negative study advice regarding the continuation of studies must include a referral, to either another study programme, the student counsellor or the study choice advisor.

## **Section 7 Graduation**

### **Article 34 Examinations - certificates - diploma supplement**

1. Students have passed the examination of the foundation year or the study programme if they have passed all units of study which form part of the foundation year or the study programme, as referred to in Article 14 (*Section 7.10 of the Act.*)
2. Certificates are given at the following occasions:
  - on passing the foundation year examination;
  - on passing the study programme's final examination.
3. The certificate will only be given after it has been established that the student is enrolled and has paid his tuition fees for all the enrolment years. (*Section 7.11 of the WHW.*)
4. After successful completion of the examination, the Examination Board awards the certificate. The certificate is dated on the date of the student's final academic activity. The certificate of a study programme comes with a diploma supplement. This diploma supplement may include mention of a student's board activities (see Article 10). Students who have served as members of the Examination Appeals Board may also request that activity to be included on their diploma supplement.

The Examination Board will determine whether a student has passed within a maximum of eight calendar weeks after the student's final academic activity.

If the student wishes for the certificate to be dated later, the student must postpone the completion of his 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 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. No distinctions are granted with the First year certificate. The distinction 'cum laude' is the highest degree possible.](#)

[Students will be awarded the distinction 'cum laude' if they meet the following criteria:  
Students who score a weighted average of 8.0 or higher \(not rounded, but actual\) receive the distinction 'cum laude'. Exemptions, components that are assessed as passed/not passed and results from the First year Phase and Minor are not counted.](#)

[Students will be awarded the distinction 'with merit' if they meet the following criteria:  
The regulation for the distinction 'with merit' is identical, yet requires a weighted average of 7.0.](#)

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

The following conversion of the verbal grades applies for the *judicium*. The average grade is calculated on the basis of the final assessment per academic year. The following conversion of the verbal grades applies:

Insufficient = 4

Sufficient = 6

Good = 8

Excellent = 10

The mid-term assessment is excluded from this calculation.

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

### **Article 35 Statement on departure**

1. Every student who seeks to terminate his enrolment without having passed the study programme's final examination will be invited for an interview.
2. At the student's request, the student may be issued a statement listing any results achieved. 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**

This is not applicable.

## **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; to award applications for special facilities; and requests for an extra resit.
  - 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 Appendix III: 'Composition of the Examination Board'.
3. An application to the Examination Board can be submitted to Connect: <https://connect.fontys.nl/instituten/aci/inst/Excie/Paginas/default.aspx>

(see also Article 26(2) and Article 27)

### Article 39 Appeals

Students who do not agree with a decision of the Examination Board can lodge an appeal against this decision within six calendar weeks after the date of the decision with the Examination Appeals Board via [www.fontys.nl/studentenloket](http://www.fontys.nl/studentenloket) (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 enrolment without having passed the study programme's final examination, for a period of ten years.
3. The Examination Board will ensure that the following information on each student will remain in the institute's archives for 50 years:
  - information on whether each student has obtained a foundation year certificate and / or a certificate of higher professional education including the list of marks.
4. The institute director is responsible for retaining test papers/assignments, assessment criteria, marking standardisation, pass marks, test matrices and test analyses for a period of seven years.
5. The institute director is responsible for retaining the lists drawn up and signed by the examiners containing the results achieved for a period of ten years.
6. The institute director is responsible for ensuring that all final papers and other kinds of tests in which students demonstrate their command of all aspects of the final attainment level, including assessments, will be kept for a period of seven years.
7. For the purpose of the external assessment of the programme in connection with accreditation, the institute director will ensure retention of a representative set of tests, including assessments, for a period of two years after the assessment.
8. The institute director is responsible for ensuring that the work completed by the student (written and non-written, including digital work) including assessments, with the exception of the work forming part of the representative set of final papers, is either destroyed or returned to the student after the expiry of a term of at least six months following the publication of the result. This term may be extended if necessary in connection with an appeal procedure.

### Article 41 Hardship clause

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

decides on the student's application and communicates this decision in writing, stating reasons, to the student concerned, who is also informed of his right of appeal.

## **Section 11 Final provisions and implementation**

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

1. The TER applies to all students enrolled in the study programme in question during the 2020-2021 academic year, unless otherwise stated below.
2. The general section of these regulations and any amendments thereto will be established by the Executive Board, after having obtained the consent of the students' section of the Central Participation Council. PC's will be given an opportunity to issue advice to the CPC. That general section of the TER constitutes the basis on which the study programme-specific TER for each study programme will be drawn up before being submitted to the Examination Board for their advice and the (joint) PC and IPC for their advice/consent. The (joint) PC advises the institute director and sends its advice to the IPC for informational purposes. The IPC advises the institute director and sends its advice to the (joint) PC. The establishment of and amendments to the study programme-specific TER are effected following a proposal from the institute and require the consent of the students' section of the competent IPC and the (joint) PC (*see Sections 10.20 and 7.13 of the WHW.*)
3. The text of the TER can be amended if warranted by changes to the organisation or organisational components with due observance of the provisions of paragraph 4. In the event of an interim change, the procedure as described in paragraph 2 applies.
4. If the interests of an individual student are prejudiced as a result of interim amendments of the regulations, the student may submit a written application to the Examination Board to protest against the amendment of the rules. The Examination Board examines the student's application and bases its decision on a weighing-up of the interest of the individual student on the one hand and the interest of the quality of the study programme on the other.
5. The institute director adopts the study programme-specific TER before 1 June of the academic year preceding the academic year that starts on 1 September. He ensures the publication of the study programme-specific component of these regulations and any amendments thereto by making them available for inspection with the secretariat of the study programme and placing them on the website.
6. The official title of these rules is 'General Section of the Teaching and Examination Regulations of Fontys'.

[The official title of the TER of the Bachelor's programme is: TER Bachelor Trend Research & Concept Creation in Lifestyle 2020-2021.](#)

### **Article 43 Transitional provisions**

When a study programme is subject to a substantial overhaul, the following transitional provisions will apply. [After the last regular activities of the 'old' programme and the related test or examination have been completed, this test or examination will be held two more times for the purpose of resits. After that, it will be decided which test or examination from the 'new' programme the student must sit to replace the 'old' one or transitional provisions of the individual study programme.](#)

### **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 study manual ([via N@tschool](#))
- 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/rules](http://www.fontys.nl/rules))
- the website of the Students Facilities Department (<http://www.fontys.nl/studentenvoorzieningen>)
- the website of [Fontys Study Abroad](#)
- the study programme's digital study manual ([via N@tschool](#))

### 3. Study support

Information on study support can be found in:

- the Teaching and Examination Regulations (see under A)
- the study programme's digital study manual ([via N@tschool](#))

## **C - Internal complaints procedure**

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

Fontys Academy for Creative Industries has its own internal complaints commission to quickly process any complaints and keep in close contact with the plaintiff. The regulations are found at [the complaints committee section of the educational portal](#)

The Fontys ACI internal complaints commission is exclusively meant for complaints from students and can be reached via the educational portal.

**Education competence profile: Bachelor  
of Trend Research & Concept  
Creation in Lifestyle**



**INTERNATIONAL  
LIFESTYLE  
STUDIES**

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## 1.1 TREND RESEARCHER & CONCEPT CREATOR IN LIFESTYLE

The Trend Researcher & Concept Creator in Lifestyle is basically a generalist. He has knowledge of and experience in all different sectors of lifestyle, but chooses several sectors as his specialty. The core tasks are analysing social trends in relation to lifestyle and designing lifestyle concepts for new services and/or products based on these trends. By linking and deploying the knowledge in the aforementioned sectors, new and innovative lifestyle services and/or products can be created.

The higher professional education (HBO) Trend Research & Concept Creation programme in Lifestyle trains a professional to be able to perform various tasks in conjunction at different times. The programme trains for two core tasks: analysing social trends in relation to lifestyle and, by extension, designing concepts for new services and/or products in the field of lifestyle. There are additional tasks relating to the realization of lifestyle concepts and to guiding and advising companies/organisations in the implementation of services/products in the field of lifestyle.

## 1.2 PROFESSIONAL PROFILE

The professional profile description of the Trend Researcher & Concept Creator in Lifestyle is based on four core tasks:

**Analysing trends** The Trend Researcher & Concept Creator in Lifestyle masters various methods and techniques of (trend) research. He is able to analyse research reports and connect the various research results. He can also collect additional information by himself, for example via the media and his network. Based on this information, he is able to analyse social trends and translate them for the various lifestyle sectors. He uses these as input for possible concepts that can be developed for lifestyle services and/or products.

This core task is all about the essence of the profession: every Trend Researcher & Concept Creator in Lifestyle is a developer of concepts for new services and/or products that are economically and socially feasible. He is aware of relevant trends and developments and adapts his lifestyle concepts accordingly. The concept developer is able to translate the content of the concepts into the needs of various target groups and can also work out the lifestyle concept in detail.

**Concept realisation / implementation** The Trend Researcher & Concept Creator in Lifestyle can test a concept for economic and social feasibility and create support for the realization of the lifestyle concept.

**Advising on /guiding of concept realisation** In this task, the Trend Researcher & Concept Creator in Lifestyle advises an organization/company on the realisation of a lifestyle concept. To this end, he identifies all the parties that must be involved to realise the concept. In addition, he advises an organisation/company on monitoring the concept during implementation.

**Profile of the Trend Researcher & Concept Creator in Lifestyle**

The Trend Researcher & Concept Creator in Lifestyle selects relevant research, collects additional data, analyses and interprets the results and translates current and future trends for companies, organisations and/or branches in the lifestyle sector. This is done when commissioned, as well as on his own initiative (pro-active). He translates creative ideas into concepts for new services and products. He creates the content and form of new or innovative lifestyle products and services, focused on the consumer's experiences. The Trend Researcher & Concept Creator in Lifestyle can also be involved as an advisor in the realisation of (new) services or products in the field of lifestyle.

**Core task 1: Analysing and interpreting relevant market developments in relation to new concepts that are developed in the field of lifestyle**

- Selects relevant (market and trend) research in the field of social trends, quality of life and lifestyle.
- Collects additional information through media, personal network, on the street/ in the field and by following his intuition.
- Analyses and interprets the results.
- Identifies new developments in the field of lifestyle.
- Makes an inventory of the importance of trends at various levels and their development over the coming years.
- Translates information about trends for companies, organisations or branches in the field of lifestyle.
- Provides input for new concepts for lifestyle services or products that meet the needs of the target group.

**Core task 2: Development and creation of concepts for new lifestyle services and products.**

- Maintains contact (by means of networking) with potential commissioning parties/ commissioning parties in the lifestyle sector.
- Follows trends with regards to social developments and specifically in the field of lifestyle.
- Keeps in touch with the market (market developments, consumer behaviour and current developments).
- Analyses the question/problem of a (potential) commissioning party (company, organisation or sector).
- Investigates the values and needs of target groups.
- Describes the identity and core value of the organisation.
- Generates inspiration from knowledge and imagination.
- Can translate knowledge, creative thinking, imagination and intuition into opportunities and possibilities for the development of new ideas or concepts.
- Turns the idea into a new concept for services or products.
- Operates in a network of partners, both within and outside its own organisation, and where necessary brings together people and customer groups in the creation process (co-creation).
- Designs the concept.
- Presents the concept.
- Works out the concept creatively.
- Works out the concept's organisational, legal and economic aspects.

**Core task 4: Advising and guiding during the concept's realisation and implementation**

- Sets out which parties must be involved for the realization of a concept.
- Advises the commissioning party on the realisation of the service/product.
- Advises the organisation on monitoring the concept during implementation.

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| <p><b>Core task 3: Realising and implementing new services and products in the field of lifestyle</b></p> <ul style="list-style-type: none"> <li>Analyses the concept's economic and social feasibility.</li> <li>Creates support for the concept's realisation among involved parties.</li> </ul> |
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**Linkage of educational competences to the Dublin descriptors**

*The learning outcomes of the programme correspond to general, internationally accepted descriptions of the final qualifications of a Bachelor programme.*

At the level of the programme goals, the HBO level of education is warranted by:

- Linkage of competence description to the Dublin descriptors
- Linkage of the performance indicators to the Dublin descriptors

|   |   |
|---|---|
| Linkage of competence descriptions to the Dublin descriptors  |   |
| <p>European descriptors Bachelor</p> <p>Bachelor's degrees are awarded to students who:</p>   | <p>The education competencies, their full descriptions or the parts that explain their link to the Dublin Descriptor in the left column.</p>  |
| <p><i>Knowledge and understanding:</i></p> <p>have demonstrated knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p> | <p>1. <i>Detection</i> The graduated student can trace (inter)national societal trends that might be relevant to the social quality of life, along with their underlying actual value for diverse target groups within a segment and for combinations of diverse lifestyle sectors.</p> |

|   |   |
|---|---|
| <p><i>Applying knowledge and understanding:</i></p> <p>can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study</p> | <p>2. <i>Analysis</i>The graduated student can consult sources of information in a structured way for design-related research and research based on trend analysis, and can <u>analyse</u> the economic and social feasibility of lifestyle concepts designed for diverse target groups within a segment and within combinations of diverse lifestyle sectors.</p> <p>3. <i>Design/ creation</i>The graduated student can, on the basis of available information, <u>design, test and adjust</u> innovative lifestyle concepts for services and/or products for combinations of diverse lifestyle sectors, that contribute to the social quality of life for diverse target groups within a segment and are economically and socially feasible.</p> <p>4. <i>Result-oriented conduct</i>The graduated student can plan and organise trend research and design-oriented research, can apply creative techniques when developing concepts and can <u>elaborate</u> the concept's economic and organisational aspects. For the realization of lifestyle concepts, he can create support among the parties involved. The graduated student can advise a commissioning party on realising a lifestyle concept and advise an organisation in guarding the lifestyle concept's main principles.</p> <p>5. <i>Innovative conduct</i><br/>The graduated student can <u>apply</u> existing research and design methods in a creative way for trend analysis and for developing services and/or products for diverse target groups within a segment and for combinations of diverse lifestyle sectors.</p> |
| <p><i>Making judgements:</i></p> <p>have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues</p>  | <p>3. <i>Design/ creation</i> The graduated student can, on the basis of available information, design, test and adjust innovative lifestyle concepts for services and/or products aimed at combinations of diverse lifestyle sectors, <u>that contribute to the social quality of life for diverse target groups within a segment and are economically and socially feasible.</u></p>  |
| <p><i>Communication:</i></p> <p>can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</p>  | <p>4. <i>Result-oriented conduct</i> The graduated student can plan and organise trend research and design-oriented research, can apply creative techniques when developing concepts and can <u>elaborate</u> the economic and organisational aspects of a concept. To realize lifestyle concepts, he can <u>create support among the parties involved</u>. The graduated student can <u>advise</u> a commissioning party on realising a lifestyle concept and advise an organisation in guarding the main principles of the lifestyle concept.</p> <p>6. <i>Communication</i><br/>The graduated student <u>is capable of sharing information, ideas, advice, and solutions</u> related to innovative lifestyle concepts for services/products in the field of lifestyle, <u>in a creative way with relevant stakeholders in a variety of contexts, both verbally and written, in Dutch and English.</u></p>  |

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| <p><i>Learning skills:</i></p> <p>have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy</p> | <p><b>7. Professional conduct</b></p> <p>The graduated student <u>can reflect</u> on his own position, his creative process, his conduct, his qualities and his international focus <u>and can work on his own personal development</u> as a professional.</p> |
|--|--|

Linkage of the performance indicator to the Dublin descriptors per competence

1. *Detection*

| Dublin Descriptor                          | Performance indicator<br>(...) means: one or more target groups within one or more sectors   |
|--|--|
| <p><i>Knowledge and understanding:</i></p> | <ul style="list-style-type: none"> <li>• The graduated student can detect (inter)national trends that are relevant for the social quality of life of diverse target groups within a segment;</li> <li>• Can collect (inter)national social trends and actual developments that are relevant to combinations of diverse lifestyle sectors.</li> <li>• Can trace on which social quality of life experiences certain (inter)national trends are based, for diverse target groups within a segment;</li> <li>• Can trace which technological possibilities are relevant for the social quality of life of diverse target groups within a segment;</li> <li>• Can trace which values form the underlying basis for the experience of the social quality of life for (...)</li> <li>• Can trace which parties must be involved to realise a lifestyle concept for (...).</li> </ul> |

2. *Analysis*

| Dublin Descriptor                                   | Performance indicator<br>(...) means: one or more target groups within one or more sectors  |
|---|---|
| <p><i>Applying knowledge and understanding:</i></p> | <ul style="list-style-type: none"> <li>• The graduated student can trace and analyse sources of information (make connections) for trend analysis and design-oriented research for (...);</li> <li>• Can formulate research questions for a practically relevant problem definition in the field of trend-related and design-oriented research for (...) and can create a research design and use a relevant research method.</li> <li>• Can analyse lifestyle concepts related to social quality of life for (...) and link them to relevant (inter)national trends;</li> <li>• Can analyse the relevant factors for concept development in relation to each other, based on design-oriented research:             <ul style="list-style-type: none"> <li>o The values and needs of diverse target groups within a segment;</li> <li>o The core values/identity of an organisation;</li> <li>o The trends on various levels;</li> <li>o The relevant current developments within the combinations of diverse lifestyle sectors;</li> </ul> </li> <li>• Can trace the actors and processes for an organisation that are relevant for the realisation of lifestyle concepts within (...);</li> <li>• Can analyse a lifestyle concept designed for (...) on its economic and social feasibility;</li> <li>• Can analyse the strengths and weaknesses within an organization that might influence the realisation of a lifestyle concept for (...).</li> </ul> |

3. Design/ creation

| Dublin Descriptor                     | Performance indicator<br>(...) means: one or more target groups within one or more sectors   |
|---------------------------------------|--|
| Applying knowledge and understanding: | <ul style="list-style-type: none"> <li>The graduated student can, for combinations of diverse lifestyle sectors, renew and strengthen lifestyle concepts for services and/or products that contribute to the social quality of life for diverse target groups within a mentality group;</li> <li>Can design concepts for services/products for combinations of lifestyle sectors, that contribute to the social quality of life for diverse target groups within a mentality group and are economically and socially feasible;</li> <li>Can cocreate with relevant stakeholders to design a lifestyle concept for (...);</li> <li>Can develop a concept statement for diverse target groups within a mentality group;</li> <li>Can test and adjust existing or new lifestyle concepts designed for (...).</li> </ul> |

4 Result-oriented conduct

| Dublin Descriptor                     | Performance indicator<br>(...) means: one or more target groups within one or more sectors   |
|---------------------------------------|--|
| Applying knowledge and understanding: | <ul style="list-style-type: none"> <li>The graduated student can plan and realise the activities for trend research and design-oriented research in a logical, structured and feasible way, in response to a self-formulated goal, deadline and quality level;</li> <li>Can apply creative techniques during development of lifestyle concepts for services and/or products in the field of lifestyle;</li> <li>Can elaborate the economic and organisational aspects of a lifestyle concept;</li> <li>Can advise an organisation during the implementation process on guarding the main principles of the lifestyle concept.</li> </ul> |
| Making judgements                     | <ul style="list-style-type: none"> <li>Can explain a lifestyle concept as part of the strategic policy of an organisation;</li> </ul>  |
| Communication                         | <ul style="list-style-type: none"> <li>Can create support among the involved parties to realize a lifestyle concept;</li> <li>Can advise an organisation in the realization of a lifestyle concept.</li> </ul>   |

5. Innovative conduct

| Dublin Descriptor                     | Performance indicator<br>(...) means: one or more target groups within one or more sectors  |
|---------------------------------------|---|
| Applying knowledge and understanding: | <ul style="list-style-type: none"> <li>The graduated student can apply existing research methods in a creative way and analyse a trend for (...) in his own way;</li> <li>Can apply existing design methods in a creative way and develop a lifestyle concept for (...).</li> </ul> |

6. Communication

| Dublin Descriptor | Performance indicator<br>(...) means: one or more target groups within one or more sectors   |
|-------------------|--|
| Communication:    | <ul style="list-style-type: none"> <li>• The graduated student can verbally present information on (inter)national trends and the results of trend research in an accessible way, by using relevant, current and visual means of communications;</li> <li>• Can network with potential commissioning parties and relevant stakeholders within combinations of diverse lifestyle sectors;</li> <li>• Can communicate in a correct and creative way in Dutch, verbally and written, in relation to trend research and concept development;</li> <li>• Can communicate in a correct and creative way in English, verbally and written, in relation to trend research and concept development;</li> <li>• Can independently present a lifestyle concept for a new product and/or service in an inspiring and convincing way, by using the relevant tools for presentation and communication.</li> <li>• Can design a lifestyle concept for a new product and/or service in a creative and visual way.</li> <li>• Can conduct an interview to contribute to the concepting process;</li> <li>• Can explain to a commissioning party what the lifestyle concept contributes to the social quality of life for diverse target groups within a mentality group;</li> <li>• Can involve parties for creating support for lifestyle concepts with the use of various communication tools;</li> <li>• Can explain to a commissioning party why the lifestyle concept is relevant to society and/or economically feasible;</li> <li>• Can conduct a well-prepared advisory meeting in relation to the realisation of a lifestyle concept;</li> <li>• Can independently adapt behaviour and communication style within an intercultural context.</li> </ul> |

7. Professional conduct

| Dublin Descriptor | Performance indicator<br>(...) means: one or more target groups within one or more sectors  |
|-------------------|---|
| Learning skills:  | <ul style="list-style-type: none"> <li>• The graduated student can deal with the possible tension between the independent (trend) researcher and concept developer on the one hand and the commissioning party on the other, in a professional manner;</li> <li>• Can independently evaluate and adjust his own activities by means of improvement measures;</li> <li>• Can continually tap into new sources of inspiration when researching and developing lifestyle concepts;</li> <li>• Can formulate a personal view on lifestyle and on the social quality of life based on new (inter)national findings/ developments and integrate their consequences in his own activities;</li> <li>• Can guide the development of personal professional attitude towards various parties;</li> <li>• Can guide the development of his personal frame of reference and general perspective and relate these to other visions, in relation to trend development and concept development.</li> </ul> |

## 1.3 COMPETENCE PROFILE

### Competencies

|   |                    |                       |  |
|---|--------------------|-----------------------|--|
| 1 | 3 levels           | Detection             | A student who is career ready, knows how to detect (inter)national social trends that could be of importance to quality of life, as well as contemporary values underlying these trends shared by various mentality groups, and to a combination of lifestyle sectors.   |
| 2 | 3 levels           | Analysis              | A student who is career ready, knows how to consult sources of information required for trend analysis research in a structured manner, and how to analyse the economic, social, and technological feasibility of Lifestyle concepts designed for various mentality groups within combinations of various Lifestyle sectors.   |
| 3 | 3 levels           | Design / Creation     | A student who is career ready, knows how to independently create innovative and economically/socially feasible concepts for products and services for various Lifestyle sectors that contribute to quality of life of various mentality groups based on available information.   |
| 4 | 3 levels           | Result-driven conduct | A student who is career ready, knows how to plan and organise trend research independently, apply creative techniques when developing concepts, and calculate the economic and organisational aspects of a Lifestyle concept. The student can rally support among parties involved and attract relevant partners for the realization of Lifestyle concepts. A student who is career ready can advise clients on the realization of Lifestyle concepts, and help an organisation guard the basic principles of a Lifestyle concept. |
| 5 | 2 levels (2 and 3) | Innovative conduct    | A student who is career ready, knows how to apply and combine existing research methods and design techniques in a creative manner for the purpose of analysing trends and developing concepts for products and services for various mentality groups and for various Lifestyle sectors.   |
| 6 | 3 levels           | Communication         | A student who is career ready, knows how to effectively and creatively exchange information, ideas, advice, and solutions regarding innovative concepts for Lifestyle products and services orally and in writing, both in English and in English, with various mentality groups in various contexts.  |
| 7 | 3 levels           | Professional conduct  | A student who is career ready, knows how to reflect upon their own position, creative process, conduct, and qualities. The student is capable of facilitating their own personal development.  |

## 1.4 COMPETENCY CHARTS

### Explanation:

T = Core task Trend analysis

C = Core task Concept development

R = Core task Realization of concepts

A = Core task Advice on implementation of concepts

**Detection:** The graduated student can independently identify national and international social trends which may be significant for the social quality of life plus the underlying current values for various target groups within a mentality group and for combinations of various lifestyle sectors

|         |   |   |   |   |         |   |   |   |   |         |   |   |   |   |
|---------|---|---|---|---|---------|---|---|---|---|---------|---|---|---|---|
| Level 1 | T | C | R | A | Level 2 | T | C | R | A | Level 3 | T | C | R | A |
|---------|---|---|---|---|---------|---|---|---|---|---------|---|---|---|---|

|   |   |   |   |   |   |   |   |   |   |  |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|
| D 1.1<br>With guidance, can detect national and international social trends that are important to the individual quality of life of his/her own mentality group                     | X |   |   |   | D 1.2<br>With limited guidance, can detect national and international social trends that are important to the collective quality of life of a specific mentality group                              | X |   |   |   | D 1.3<br>Can independently detect national and international social trends that are important to the social quality of life of various target groups within a mentality group                                      | X |   |   |   |
| D 2.1<br>With guidance, can collect national and international social trends and current developments that are important to a lifestyle sector                                      | X |   |   |   | D 2.2<br>With limited guidance, can collect national and international trends and current developments that are important to various lifestyle sectors  | X |   |   |   | D 2.3<br>Can independently collect national and international trends and current developments that are important to combinations of various lifestyle sectors  | X |   |   |   |
| D 3.1<br>With guidance, can trace the individual quality of life experience to which specific national and international social trends appeal regarding his/her own mentality group | X |   |   |   | D 3.2<br>With limited guidance, can trace the collective quality of life experience to which specific national and international social trends appeal regarding a specific mentality group          | X |   |   |   | D 3.3<br>Can independently trace the social quality of life experience to which specific national and international social trends appeal regarding various target groups within a mentality group                  | X |   |   |   |
| D 4.1<br>With guidance, can detect which values form the basis of the experience of the individual quality of life of his/her own mentality group                                   |   | X |   |   | D 4.2<br>With limited guidance, can detect which values form the basis of the experience of the collective quality of life of a specific mentality group  |   | X |   |   | D 4.3<br>Can independently detect which values form the basis of the experience of the social quality of life of various target groups within a mentality group  |   | X |   |   |
| D 5.1<br>With guidance, can detect which technological opportunities are relevant to the individual quality of life of his/her own mentality group within a single lifestyle sector | X | X |   |   | D 5.2<br>With limited guidance, can detect which technological opportunities are relevant to the collective quality of life of a specific mentality group within various separate lifestyle sectors | X | X |   |   | D 5.3<br>Can independently detect which technological opportunities are relevant to the social quality of life of various target groups within a mentality group and for combinations of several lifestyle sectors | X | X |   |   |
| D 6.1<br>With guidance, can detect which parties must be involved to realize a lifestyle concept for his/ her own mentality group and for a lifestyle sector                        |   |   | X | X | D6.2<br>With limited guidance, can trace which parties must be involved to realize a lifestyle concept for a specific mentality group and for various lifestyle sectors                             |   |   | X | X | D 6.3<br>Can independently detect which parties must be involved to realize a lifestyle concept for various target groups within a mentality group and for combinations of various lifestyle sectors               |   |   | X | X |

**Analysis:** The graduated student can independently consult information sources in a structured way for trend-analytic and design-oriented research and can analyse the economic and social feasibility of lifestyle concepts that have been designed for various target groups within a mentality group within combinations of various lifestyle sectors

| Level 1  | T | C | R | A | Level 2   | T | C | R | A | Level 3   | T | C | R | A |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A 1.1<br>With guidance, can trace and analyse information sources (establish connections) for trendanalytic and designoriented research for his/ her own mentality group and within a lifestyle sector | X | X |   |   | A 1.2<br>With limited guidance, can trace and analyse information sources (establish connections) for trend-analytic and design-oriented research for a specific mentality group and within various lifestyle sectors | X | X |   |   | A 1.3<br>Can independently trace and analyse information sources (establish connections) for trendanalytic and designoriented research within combinations of various lifestyle sectors | X | X |   |   |

|  |   |   |   |  |   |   |   |   |  |  |   |   |   |  |
|--|---|---|---|--|---|---|---|---|--|--|---|---|---|--|
| A 2.1<br>With guidance, for the purpose of an issue arising from practice, can formulate trend-related and design-oriented research questions for his/her own mentality group and within a lifestyle sector, and can create a study design and use a relevant research method  | X | X |   |  | A 2.2<br>With limited guidance, for the purpose of an issue arising from practice, can formulate trend-related and design-oriented research questions for a specific mentality group and within various lifestyle sectors, and can create a study design and use a relevant research method   | X | X |   |  | A 2.3<br>For the purpose of an issue arising from practice, can independently formulate trend-related and design-oriented research questions for various target groups within a mentality group and within combinations of various lifestyle sectors, and can create a study design and use a relevant research method   | X | X |   |  |
| A 3.1<br>With guidance, can analyse and relate to relevant national and international trends lifestyle concepts regarding the individual quality of life of his/her own mentality group and for a lifestyle sector   | X | X |   |  | A 3.2<br>With limited guidance, can analyse and relate to relevant national and international trends lifestyle concepts regarding the collective quality of life of a specific mentality group within various lifestyle sectors   | X | X |   |  | A 3.3<br>Can independently analyse and relate to relevant national and international trends lifestyle concepts regarding the social quality of life of various target groups within a mentality group and within combinations of various lifestyle sectors   | X | X |   |  |
| A 4.1<br>With guidance, on the basis of design-oriented research can analyse the relevant factors for concept development as a whole:<br>- The values and needs of his/her own mentality group<br>- The core values/identity of an organisation<br>- The trends at various levels<br>- The relevant current developments within a lifestyle sector |   | X |   |  | A 4.2<br>With limited guidance, on the basis of design-oriented research can analyse the relevant factors for concept development as a whole: - The values and needs of the specific mentality group<br>- The core values/identity of an organisation<br>- The trends at various levels<br>- The relevant current developments within the various lifestyle sectors |   | X |   |  | A 4.3<br>On the basis of design-oriented research can independently analyse the relevant factors for concept development as a whole:<br>- The values and needs of various target groups within a mentality group - The core values/identity of an organisation<br>- The trends at various levels<br>- The relevant current developments within combinations of various lifestyle sectors |   | X |   |  |
| A 5.1<br>With guidance, can trace the actors and processes for an organisation which are important to the realization of lifestyle concepts within a lifestyle sector for his/ her own mentality group   |   |   | X |  | A 5.2<br>With limited guidance, can trace the actors and processes for an organisation which are important to the realization of lifestyle concepts within the various lifestyle sectors for a specific mentality group   |   |   | X |  | A 5.3<br>Can independently trace the actors and processes for an organisation which are important to the realization of lifestyle concepts within combinations of various lifestyle sectors and for various target groups within a mentality group   |   |   | X |  |

| Level 1  | T | C | R | A | Level 2   | T | C | R | A | Level 3   | T | C | R | A |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A 6.1<br>With guidance, can analyse the economic and social feasibility of a lifestyle concept designed for his/ her own mentality group and within a lifestyle sector |   |   | X |   | A 6.2<br>With limited guidance, can analyse the economic and social feasibility of a lifestyle concept designed for a specific mentality group and within various lifestyle sectors |   |   | X |   | A 6.3<br>Can independently analyse the economic and social feasibility of a lifestyle concept designed for a mentality group and within combinations of various lifestyle sectors |   |   | X |   |

|  |          |          |          |          |  |          |          |          |          |   |          |          |          |          |
|--|----------|----------|----------|----------|--|----------|----------|----------|----------|---|----------|----------|----------|----------|
| A 7.1<br>With guidance, can analyse the strengths and weaknesses of an organisation that may play a part in the realization of a lifestyle concept within a single lifestyle sector for his/her own mentality group  |          |          | X        | X        | A 7.2 With limited guidance, can analyse the strengths and weaknesses of an organisation that may play a part in the realization of a lifestyle concept within various lifestyle sectors for a specific mentality group                          |          |          | X        | X        | A 7.3 Can independently analyse the strengths and weaknesses of an organisation that may play a part in the realization of a lifestyle concept within combinations of various lifestyle sectors and for various target groups within a mentality group                |          |          | X        | X        |
| <p><b>Design/creation:</b> On the basis of available information, the graduate student can independently design, test and adjust economically and socially feasible innovative lifestyle concepts for services and/or products for combinations of various lifestyle sectors that contribute to the social quality of life of various target groups within a mentality group</p> |          |          |          |          |  |          |          |          |          |   |          |          |          |          |
| <b>Level 1</b>   | <b>T</b> | <b>C</b> | <b>R</b> | <b>A</b> | <b>Level 2</b>   | <b>T</b> | <b>C</b> | <b>R</b> | <b>A</b> | <b>Level 3</b>  | <b>T</b> | <b>C</b> | <b>R</b> | <b>A</b> |
| D/C 1.1<br>With guidance, can innovate and strengthen lifestyle concepts for services and/or products within a lifestyle sector that contribute to the individual quality of life of his/her own mentality group   |          | X        |          |          | D/C 1.2<br>With limited guidance, can innovate and strengthen lifestyle concepts for services and/or products within various lifestyle sectors that contribute to the collective quality of life of a specific mentality group                   |          | X        |          |          | D/C 1.3<br>Can independently innovate and strengthen lifestyle concepts for services and/or products for combinations of various lifestyle sectors that contribute to the social quality of life of various target groups within a mentality group                    |          | X        |          |          |
| D/C 2.1<br>With guidance, can design economically and socially feasible lifestyle concepts for services and/or products within a lifestyle sector that contribute to the individual quality of life of his/her own mentality group   |          | X        |          |          | D/C 2.2<br>With limited guidance, can design economically and socially feasible lifestyle concepts for services and/or products within various lifestyle sectors that contribute to the collective quality of life of a specific mentality group |          | X        |          |          | D/C 2.3<br>Can independently design economically and socially feasible lifestyle concepts for services and/or products for combinations of various lifestyle sectors, that contribute to the social quality of life of various target groups within a mentality group |          | X        |          |          |
| D/C 3.1<br>With guidance, can co-create with relevant stakeholders for the purpose of designing a lifestyle concept for a lifestyle sector for his/her own mentality group   |          | X        |          |          | D/C 3.2<br>With limited guidance, can co-create with relevant stakeholders for the purpose of designing a lifestyle concept within various lifestyle sectors for a specific mentality group  |          | X        |          |          | D/C 3.3<br>Can independently cocreate with relevant stakeholders for the purpose of designing a lifestyle concept within combinations of various lifestyle sectors for various target groups within a mentality group   |          | X        |          |          |
| D/C 4.1<br>With guidance, can develop a concept statement for his/her own mentality group  |          | X        |          |          | D/C 4.2<br>With limited guidance, can develop a concept statement for a specific mentality group   |          | X        |          |          | D/C 4.3<br>Can independently develop a concept statement for various target groups within a mentality group   |          | X        |          |          |
| D/C 5.1<br>With guidance, can test and adjust existing or new lifestyle concepts designed for his/her own mentality group and within a lifestyle sector  |          | X        |          |          | D/C 5.2<br>With limited guidance, can test and adjust existing or new lifestyle concepts designed for a specific mentality group and within various lifestyle sectors  |          | X        |          |          | D/C 5.3<br>Can independently test and adjust existing or new lifestyle concepts designed for various target groups within a mentality group and within combinations of various lifestyle sectors  |          | X        |          |          |

**Result-driven conduct:** The graduate student can independently plan and organise trend research and design-oriented research, apply creative techniques when developing lifestyle concepts and can detail the economic and organisational aspects of a lifestyle concept. For the purpose of the realization of lifestyle concepts, the graduate student is able to create a basis of support with the parties involved. The graduate student can advise a commissioning party on the realization of a lifestyle concept and can advise an organisation on guarding the basic principles of the lifestyle concept

| Level 1  | T | C | R | A | Level 2  | T | C | R | A | Level 3   | T | C | R | A |
|--|---|---|---|---|--|---|---|---|---|---|---|---|---|---|
| R 1.1<br>With guidance, can plan and realize the activities for a trend research and design-oriented research in a logical, structured and achievable manner in view of a specified target, deadline and quality level | X | X |   |   | R 1.2<br>With limited guidance, can plan and realize the activities for a trend research and design-oriented research in a logical, structured and achievable manner in view of a specified target, deadline and quality level | X | X |   |   | R 1.3<br>Can independently plan and realize the activities for a trend research and design-oriented research in a logical, structured and achievable manner in view of a target, deadline and quality level formulated by the student | X | X |   |   |
| R 2.1<br>With guidance, can apply creative techniques when developing lifestyle concepts for services and/ or products in the area of lifestyle  |   | X |   |   | R 2.2.<br>With limited guidance, can apply creative techniques when developing lifestyle concepts for services and/ or products in the area of lifestyle   |   | X |   |   | R 2.3.<br>Can independently apply creative techniques when developing lifestyle concepts for services and/ or products in the area of lifestyle   |   | X |   |   |
| R 3.1<br>With guidance, can advise a commissioning party on the realization of a lifestyle concept   |   |   |   | X | R 3.2<br>With limited guidance, can advise a commissioning party on the realization of a lifestyle concept   |   |   |   | X | R 3.3<br>Can independently advise a commissioning party on the realization of a lifestyle concept   |   |   |   | X |
| R 4.1<br>With guidance, can detail the economic and organisational aspects of a lifestyle concept  |   |   | X |   | R 4.2<br>With limited guidance, can detail the economic and organisational aspects of a lifestyle concept  |   |   | X |   | R 4.3<br>Can independently detail the economic and organisational aspects of a lifestyle concept  |   |   | X |   |
| R 5.1<br>With guidance, can interpret a lifestyle concept as part of the strategic policy of an organisation   |   |   | X |   | R 5.2<br>With limited guidance, can interpret a lifestyle concept as part of the strategic policy of an organisation   |   |   | X |   | R 5.3<br>Can independently interpret a lifestyle concept as part of the strategic policy of an organisation   |   |   | X |   |
| R 6.1<br>With guidance, can create a basis of support with the parties involved for the purpose of the realization of a lifestyle concept  |   |   | X |   | R 6.2<br>With limited guidance, can create a basis of support with the parties involved for the purpose of the realization of a lifestyle concept  |   |   | X |   | R 6.3<br>Can independently create a basis of support with the parties involved for the purpose of the realization of a lifestyle concept  |   |   | X |   |
| R 7.1<br>With guidance, can advise an organisation on guarding the basic principles of the lifestyle concept during the implementation process   |   |   |   | X | R 7.2<br>With limited guidance, can advise an organisation on guarding the basic principles of the lifestyle concept during the implementation process   |   |   |   | X | R 7.3<br>Can independently advise an organisation on guarding the basic principles of the lifestyle concept during the implementation process   |   |   |   | X |

**Innovative conduct:** The graduate student can creatively apply existing research and design methods for the purpose of analysing trends and developing lifestyle concepts for services and/or products for various target groups within a mentality group and for combinations of various lifestyle sectors

| Level 1 | T | C | R | A | Level 2  | T | C | R | A | Level 3  | T | C | R | A |
|---------|---|---|---|---|--|---|---|---|---|--|---|---|---|---|
|         |   |   |   |   | I 1.2<br>With limited guidance, can creatively apply existing research and design methods, and after his/her own fashion can analyse a trend for a specific mentality group and for several individually | X |   |   |   | I 1.3<br>Can independently creatively apply existing research and design methods, and after his/her own fashion can analyse a trend for various target groups within a mentality group for combinations of various lifestyle sectors | X |   |   |   |

|  |  |  |  |  |   |  |   |  |  |  |   |  |   |  |  |
|--|--|--|--|--|---|--|---|--|--|--|---|--|---|--|--|
|  |  |  |  |  | varying lifestyle sectors<br>I 2.2<br>With limited guidance, can creatively apply existing design methods, and after his/her own fashion can develop a lifestyle concept for a specific mentality group and for various lifestyle sectors |  | X |  |  |  | I 2.3<br>Can independently creatively apply existing design methods, and after his/her own fashion can develop a lifestyle concept for various target groups within a mentality group and for combinations of various lifestyle sectors |  | X |  |  |
|--|--|--|--|--|---|--|---|--|--|--|---|--|---|--|--|

**Communication:** The graduated student can independently creatively and effectively exchange, in written and spoken English information, ideas, advice and solutions with regard to innovative lifestyle concepts for services or products in the area of lifestyle with relevant stakeholders in various contexts

| Level 1   | T | C | R | A | Level 2   | T | C | R | A | Level 3  | T | C | R | A |
|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|
| C 1.1<br>With guidance, can make information about national and international trends and the results of (trend) research accessible by using relevant, current and visual communication tools | X |   |   |   | C 1.2<br>With limited guidance, can make information about national and international trends and the results of (trend) research accessible by using relevant, current and visual communication tools | X |   |   |   | C 1.3<br>Can independently make information about national and international trends and the results of (trend) research accessible by using relevant, current and visual communication tools | X |   |   |   |
| C 2.1<br>With guidance, can present a lifestyle concept for a new product or service inspiring and convincingly using relevant presentation and communication tools                           |   | X |   |   | C 2.2<br>With limited guidance, can present a lifestyle concept for a new product or service inspiring and convincingly using relevant presentation and communication tools                           |   | X |   |   | C 2.3<br>Can independently present a lifestyle concept for a new product or service inspiring and convincingly using relevant presentation and communication tools                           |   | X |   |   |
| C 3.1<br>With guidance, can creatively and visually design a lifestyle concept for a new product or service   |   | X | X |   | C 3.2<br>With limited guidance, can creatively and visually design a lifestyle concept for a new product or service   |   | X | X |   | C 3.3<br>Can independently creatively and visually design a lifestyle concept for a new product or service   |   | X | X |   |
| C 4.1<br>With guidance, can execute an interview for the concepting process   |   | X |   |   | C 4.2<br>With limited guidance, can perform an interview for the concept process  |   | X |   |   | C 4.3<br>Can independently perform an interview for the concepting process   |   | X |   |   |
| C 5.1<br>With guidance, can explain to a commissioning party what the lifestyle concept contributes to the individual quality of life of his/her own mentality group                          |   | X |   |   | C 5.2<br>With limited guidance, can explain to a commissioning party what the lifestyle concept contributes to the collective quality of life of a specific mentality group                           |   | X |   |   | C 5.3<br>Can independently explain to a commissioning party what the lifestyle concept contributes to the social quality of life of various target groups within a mentality group           |   | X |   |   |
| C 6.1<br>With guidance, can explain to a commissioning party why the lifestyle concept is socially relevant or economically achievable  |   |   | X |   | C 6.2<br>With limited guidance, can explain to a commissioning party why the lifestyle concept is socially relevant or economically achievable  |   |   | X |   | C 6.3<br>Can independently explain to a commissioning party why the lifestyle concept is socially relevant or economically achievable  |   |   | X |   |

| Level 1   | T | C | R | A | Level 2   | T | C | R | A | Level 3  | T | C | R | A |
|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|
| C 7.1<br>With guidance, can involve relevant stakeholders for the purpose of creating a basis of support for the realization of lifestyle concepts, using various communication tools |   |   | X |   | C 7.2<br>With limited guidance, can involve relevant stakeholders for the purpose of creating a basis of support for the realization of lifestyle concepts, using various communication tools |   |   | X |   | C 7.3<br>Can independently involve relevant stakeholders for the purpose of creating a basis of support for the realization of lifestyle concepts, using various communication tools |   |   | X |   |
| C 8.1<br>With guidance, can conduct a well-prepared consultancy meeting regarding the realization of a lifestyle concept  |   |   |   | X | C 8.2<br>With limited guidance, can conduct a well-prepared consultancy meeting regarding the realization of a lifestyle concept  |   |   |   | X | C 8.3<br>Can independently conduct a well-prepared consultancy meeting regarding the realization of a lifestyle concept  |   |   | X |   |

|  |   |   |   |   |  |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|--|---|---|---|---|---|---|---|---|---|
| C 9.1<br>With guidance, can network with potential commissioning parties and relevant stakeholders within a lifestyle sector                     | X | X | X | X | C 9.2<br>With limited guidance, can network with potential commissioning parties and relevant stakeholders within various lifestyle sectors              | X | X | X | X | C9.3<br>Can independently network with potential commissioning parties and relevant stakeholders within combinations of various lifestyle sectors | X | X | X | X |
| C 10.1<br>With guidance, can creatively and correctly communicate in written and spoken Dutch regarding trend research and concept development   | X | X | X | X | C 10.2<br>With limited guidance, can creatively and correctly communicate in written and spoken Dutch regarding trend research and concept development   | X | X | X | X | C 10.3<br>Can independently creatively and correctly communicate in written and spoken Dutch regarding trend research and concept development     | X | X | X | X |
| C 11.1<br>With guidance, can creatively and correctly communicate in written and spoken English regarding trend research and concept development | X | X | X | X | C 11.2<br>With limited guidance, can creatively and correctly communicate in written and spoken English regarding trend research and concept development | X | X | X | X | C 11.3<br>Can independently creatively and correctly communicate in written and spoken English regarding trend research and concept development   | X | X | X | X |
| C 12.1<br>With guidance, can adapt behaviour and style of communication to an inter-cultural context   | X | X | X | X | C 12.2<br>With limited guidance, can adapt behaviour and style of communication to an inter-cultural context   | X | X | X | X | C 12.3<br>Can independently adapt behaviour and style of communication to an inter-cultural context   | X | X | X | X |
| C 13.1<br>With guidance, is able to deliver creative and visually appealing presentations in a professional manner.                              | X | X | X | X | C 13.2<br>With limited guidance, is able to deliver creative and visually appealing presentations in a professional manner.                              | X | X | X | X | C 13.3<br>Can independently deliver creative and visually appealing presentations in a professional manner.                                       | X | X | X | X |

**Professional conduct:** The graduate student can independently reflect on his/her own position, creative process, performance, qualities and international focus, and can work on his/her own development as a professional

| Level 1   | T | C | R | A | Level 2   | T | C | R | A | Level 3   | T | C | R | A |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P 1.1<br>With guidance, can recognize and identify the potential area of tension between the independent (trend) researcher and concept developer on the one hand and the commissioning party on the other hand | X | X |   |   | P 1.2<br>With limited guidance, can present reasoned choices regarding the potential area of tension between the independent (trend) researcher and concept developer on the one hand and the commissioning party on the other hand | X | X |   |   | P 1.3<br>Can independently and professionally handle the potential area of tension between the independent (trend) researcher and concept developer on the one hand and the commissioning party on the other hand | X | X |   |   |
| P 2.1<br>With guidance, can recognize and identify the development of his/her own creative process  |   | X |   |   | P 2.2<br>With limited guidance, can undertake reasoned actions regarding the development of his/her own creative process  |   | X |   |   | P 2.3<br>Can independently direct the development of his/her own creative process   |   | X |   |   |
| P 3.1<br>With guidance, can evaluate his/her own activities and can recognize and identify how to improve these by taking remedial actions  | X | X | X | X | P 3.2<br>With limited guidance, can evaluate his/her own activities and improve these by taking reasoned remedial actions   | X | X | X | X | P 3.3<br>Can independently evaluate his/her own activities and improve these by taking remedial actions   | X | X | X | X |
| P 4.1<br>With guidance, can recognize and identify the most appropriate inspiration sources for researching and developing lifestyle concepts   | X | X | X | X | P 4.2<br>With limited guidance, can undertake reasoned actions to tap the most appropriate inspiration sources for researching and developing lifestyle concepts  | X | X | X | X | P 4.3<br>Can independently and continuously tap inspiration sources for researching and developing lifestyle concepts   | X | X | X | X |

|  |   |   |   |   |   |   |   |   |   |  |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|--|---|---|---|---|
| P 5.1<br>With guidance, can formulate a vision on lifestyle and individual quality of life by means of new national and international insights and developments, and can recognize and identify the consequences of these for his/her own activities | X | X | X | X | P 5.2<br>With limited guidance, can formulate his/her own vision on lifestyle and collective quality of life by means of new national and international insights and developments, and can present reasoned choices concerning the consequences of these for his/her own activities | X | X | X | X | A 5.3<br>Can independently formulate his/her own vision on lifestyle and on social quality of life by means of new national and international insights and developments, and can integrate the consequences of these in his/her own activities | X | X | X | X |
| P 6.1<br>With guidance, can recognize and identify the development of his/her own professional attitude (etiquette/hospitality) towards various parties  | X | X | X | X | P 6.2<br>With limited guidance, can undertake reasoned actions regarding the development of his/her own professional attitude (etiquette/hospitality) towards various parties   | X | X | X | X | P 6.2<br>Can independently direct the development of his/her own professional attitude (etiquette/hospitality) towards various parties   | X | X | X | X |
| P 7.1<br>With guidance, can recognize and identify the development of his/her own reference framework and world view, and can relate this to other views regarding trend research and concept development  | X | X | X | X | P 7.2<br>With limited guidance, can undertake reasoned actions regarding the development of his/her own reference framework and his/her own world view, and can relate these to other views regarding trend research and concept development  | X | X | X | X | P 7.3<br>Can independently direct the development of his/her own reference framework and world view, and can relate this to other views regarding trend research and concept development   | X | X | X | X |
| P 8.1<br>With guidance, can position oneself as a unique, authentic authority in the professional field  | X | X | X | X | P 8.2<br>With limited guidance, can position oneself as a unique, authentic authority in the professional field   | X | X | X | X | P 8.3<br>Can independently position oneself as a unique, authentic authority in the professional field   | X | X | X | X |

## | 2 | GRADUATION PROFILES AND STRUCTURE OF THE BACHELOR'S COURSE

The study programme HBO Lifestyle Trend Research & Concept Creation in Lifestyle by Fontys Hogescholen is a four-year, fulltime bachelor education for students who completed the pre-education of havo, vwo of mbo. The bachelor programme consists of a major and a free-of-choice minor. The total study scope is equal to 240 ects (one ects stands for 28 hours of study). That means the total programme amounts to  $240 \times 28 = 6.720$  hours. The average study load is about 40 hours per week.

The programme is a combination of a broad base, where the student gains mastery in all sectors and of all tasks within the first 2,5 years, and the last 1,5 years in which the student can further specialise in the substance of at least two sectors. The student will focus on a combination of the two core tasks, trend analysis and concept development.

| Curriculum outline   | Amount of ects |
|--|----------------|
| <b>3rd assessment Mastery test</b>   |                |
| <p><b>Mastery (graduation phase):</b></p> <p>Specialisation in both core tasks: trend analysis and concept development</p> <p><u>Further development of task realisation/implementation and advice/guidance</u></p> <p><u>Free-of-choice minor and internship 2</u></p> <p><u>Specialisation in at least 2 sectors</u></p> | 90             |
| <b>2nd assessment Professionalism test</b>   |                |

|  |    |
|--|----|
| <p style="text-align: center;"><b>Professionalism (main phase)</b></p> <p style="text-align: center;">Deeper knowledge of core tasks: trend analysis and concept development</p> <p style="text-align: center;"><u>Development of task realisation/ implementation and advice/guidance</u></p> <p style="text-align: center;"><i>internship 1</i></p> <p style="text-align: center;"><i>knowledge of all sectors</i></p> | 90 |
| <p><b>1st assessment Craftsmanship test</b></p>  |    |
| <p style="text-align: center;"><b>Craft (propaedeutic)</b></p> <p style="text-align: center;">Orientation on core tasks: trend analysis and concept development</p> <p style="text-align: center;"><u>Orientation on task realisation/implementation and advice/ guidance</u></p> <p style="text-align: center;"><i>Orientation on all sectors</i></p>   | 60 |

## | 2 | GRADUATION PROFILES AND STRUCTURE OF THE BACHELOR'S COURSE

The programme is composed of study packages in which knowledge, skills and attitude are integrated, aimed at developing the following competencies, at the level of a starting professional: Detection, analysis, design/ creation, result-driven conduct, innovative conduct, communicating and professional conduct. The programme makes a distinction between three levels, which are completed by a competence exam: Craftsmanship, Professionalism and Mastery. Assessment of whether the student has acquired the competencies at the particular level is based on his actual and relevant products, such as trend overviews and concept proposals.

The propaedeutic first year is mainly about orientation, exploring, and selecting. The study packages subsequently introduce the student to all lifestyle sectors as

defined by the education in relation to quality of life: Human movement, health, food, leisure, appearance and living environment. The study units are designed to have the student orient himself on – and gain skills of – the various (core) tasks that define the profession.

In this phase, the student largely follows through the same cycle as the first year, but now centred on deepening and applying knowledge and skills within the four core tasks. The programme offers the student ample chance to acquire the skills for the (core) tasks within a professional (or related) learning environment. As such, the 20-week internship is focused on further development of core tasks 1 (trend analysis) and 2 (concept development), while the practice training environment (within Lifestyle Factory) also provides this opportunity. Running a practice training environment additionally challenges students to practice core tasks 3 and 4 (realising, counselling and guiding during concept development). After the internship, students choose the two lifestyle sectors, on which he will focus during his further study.

The last phase of the study programme is about specialization and the integration of knowledge and skills. The student specializes in core tasks 1 and 2 (trend analysis and concept development) and concerns himself with the substance of at least two sectors. By means of the Graduate Internship (20 weeks), which is linked to the graduation assignment (Mastery test), preferably abroad, the student gives shape to the profile of Lifestyle Professional. He can further customize this profile by choosing a minor and through the Advanced Courses (mostly optional courses) during the specialization phase. Additionally, the student further develops himself in mastering core tasks 3 and 4, for which the Lifestyle Factory is the designated environment.

**General knowledge base related to the (core) tasks at starter level**

|   |   |
|---|---|
| <p><b>Core task</b><br/><b>Trend Analysis</b></p> | <p>Understanding and features QoL S1.3 S4.3 S3.3 S5.3 A3.3 P4.3</p> <p>Understanding and features lifestyle P4.3</p> <p>Understanding and features mentality group and target group S3.3 S4.3. S5.3 A3.3</p> <p>Understanding and features of trends S1.3 A1.3</p> <p>Understanding and features vision P4.3</p> <p>Understanding and features value systems S4.3.</p> <p>Understanding and features world views P6.3 Understanding of psychology and methods within psychology in relation to QoL and concept development S4.3. Cross-sector developments S5.3 A1.3</p> <p>Evaluation methods P3.3 Sources of information and research methods for purposes of design-oriented research I1.3 Sources of information and research methods for purposes of trend-analytic research S1.3 A1.3 I1.3 P3.3 R1.3 Sources of information and design methods for purposes of concept development S1.3 A3.3 R1.3 Sources of information for purposes of sector environment S1.3</p> <p>Intercultural work and conduct C12.3</p> <p>Characteristics and Models QoL in relation to the sectors S3.3 A3.3</p> <p>Characteristics and examples of lifestyle concepts A3.3</p> <p>Characteristics of cultures / structures of different organisations A2.3 P1.3 Knowledge of visual language C1.3 C13.3</p> <p>Knowledge of the (inter)national field of sectors S1.3 A2.3</p> <p>Qualitative and quantitative research methods for purposes of trend-analytic research A1.3 Method and models to describe the DESTEP developments of the sector S2.3. Modern means of presentation and communication C1.3</p> <p>PDCA-cycle P3.3</p> <p>Reflection methods P2.3 P5.3</p> <p>Technological developments within the sectors S5.3</p> |
|---|---|

|  |  |
|--|--|
|  | <p>Examples of national and international trends S1.3 S2.3 A3.3<br/>B2-level English C11.3</p> |
|--|--|

**General knowledge base related to the (core) tasks at starter level**

|  |  |
|--|--|
| <p><b>Core task</b><br/><b>Concept development</b></p> | <p>Understanding and features QoL S 1.3 S3.3 S4.3 A3.3 O2.3 P4.3 S5.3</p> <p>Understanding and features lifestyle P4.3</p> <p>Understanding and features of business economy, models to assess the business-economic feasibility O2.3</p> <p>Understanding and features concept (value fit, concept statement) O1.3 Understanding and features ethics, common models and methods within ethics O2,3 Understanding and features social impact, models to determine social impact O2,3 Understanding and features mentality group and target group S3.3 S4.3 S5.3, S6.3 A3.3 A4.3</p> <p>Understanding and features of co-creation O3.3</p> <p>Understanding and features of concept statements O4,3</p> <p>Understanding and features of services and products O1.3 Understanding and features of organisations, in this case core values, networks, business models A4.3</p> <p>Understanding and features of strategy S6.3</p> <p>Understanding and features of vision P4.3</p> <p>Understanding and features of value systems S4.3 A4.3</p> <p>Understanding and features of world views P6.3</p> <p>Understanding of psychology and methods within psychology in relation to QoL and concept development S4.3 A4.3</p> <p>Understanding of social sciences and methods within social sciences in relation to QoL and concept development S4.3 A4.3 Creative techniques O2,3 C3.3 I2.3 O1.3 R2.3</p> <p>Cross-sectoral developments S5.3</p> <p>Evaluation methods P3.3 Sources of information and research methods for purposes of design-related research A1.3 A4.3 R1.3 Sources of information and research methods for purposes of trend analysis research A1.3 I1.3 P3.3 R1.3 Sources of information and research methods for purposes of concept development O3.3 I2.3 A3.3</p> <p>Intercultural work and conduct C12.3</p> <p>Interview methods C4.3</p> <p>Understanding and features of QoL in relation to the sectors A3.3</p> |
|--|--|

**General knowledge base related to the (core) tasks at starter level**

|   |  |
|---|--|
| <p><b>Core task</b><br/><b>Concept</b><br/><b>development</b></p> | <p>Understanding and features of QoL in relation to the sectors S3.3 A4.3<br/>           Features and examples of lifestyle concepts A3.3<br/>           Features of cultures /structures of different organisations A2.3 P1.3<br/>           Knowledge of imagery C1.3 C2.3 C3.3 C13.3<br/>           Knowledge of communication methods C6.3 C7.3 C10.3<br/>           Knowledge of the sectors' (inter)national playing field A2.3 A4.3<br/>           B2-level English C11.3<br/>           Methods and models to describe the sectors' DESTEP-developments S2.3. Methods of concept testing O5.3<br/>           Interview techniques C4.3<br/>           Modern tools for presentation and communication C1.3<br/>           Verbal presentation techniques C2.3<br/>           Persuasion techniques C5.3<br/>           PDCA-cycle P3.3<br/>           Reflection methods P2.3 P5.3<br/>           Technological developments within the sector S5.3<br/>           Examples of national and international trends S2.3 A3.3</p> |
|---|--|

**General knowledge base related to the (core) tasks at starter level**

|  |  |
|--|--|
| <p><b>Core task</b><br/><b>Realising</b></p> | <p>Understanding and features of stakeholder analysis S6.3<br/>           Understanding and features of management and organisation, introduction on finance and budgeting A5.3<br/>           Understanding and features of mentality group and target group S6.3<br/>           Understanding and features of business economy, business economic models to determine feasibility R4.3.<br/>           Understanding and features of strategy S6.3<br/>           Understanding and features of vision P4.3<br/>           Understanding and features of world views P6.3<br/>           Cross-sectoral developments S6.3<br/>           Evaluation methods P3.3<br/>           Organisational design A5.3 R4.3<br/>           Inspirational sources for trend research P3.3<br/>           Intercultural work and conduct C12.3<br/>           Insight in processes of change R6.3<br/>           Knowledge of cultures/structures of different organisations P1.3<br/>           Knowledge of organization models and structures A5.3 R4.3<br/>           Knowledge of imagery C13.3<br/>           Knowledge of communication styles R6.3<br/>           Knowledge of the sectors' (inter)national playing field S 6.3 A7.3 R4.3 Marketing processes, tactical operational marketing, market research A5.3 Methods and models to determine economic feasibility A6.3<br/>           Methods and models to determine social feasibility A6.3<br/>           PDCA cycle P3.3<br/>           Reflection methods P2.3 P5.3<br/>           Strategic policy R5.3<br/>           B2-level English C11.3<br/>           Models to analyse strengths and weaknesses of an organisation A7.3</p> |
|--|--|

**General knowledge base related to the (core) tasks at starter level**

|   |   |
|---|---|
| <p><b>Core task</b><br/><b>Advising</b></p> | <p>Advisory methods C8.3<br/>           Advisory methods R3.3<br/>           B2-level English C11.3<br/>           Knowledge and features of stakeholder analysis S6.3<br/>           Knowledge and features of mentality group S6.3<br/>           Knowledge and features of QoL P4.3<br/>           Knowledge and features of strategy S6.3<br/>           Knowledge and features of vision P4.3<br/>           Knowledge and features of world views P6.3<br/>           Models to analyse the strengths and weaknesses of an organisation A7.3<br/>           Knowledge and features of management and organisation, introduction to finances, budgeting A5.3<br/>           Knowledge and features from business economics, business economy models to determine feasibility R4.3.<br/>           PDCA cycle P3.3<br/>           Reflection methods P2.3 P5.3<br/>           Strategic policy R5.3<br/>           B2-level English C11.3<br/>           Knowledge of communication styles R6.3<br/>           Knowledge of cultures/structures of different organisations P1.3<br/>           Knowledge of organisational models and structures A5.3 R4.3<br/>           Knowledge of imagery C13.3<br/>           Knowledge of the sectors' (inter)national playing field S 6.3 A7.3 R4.3</p> |
|---|---|

## | 4 | KNOWLEDGE BASE FOR THE SECTORS

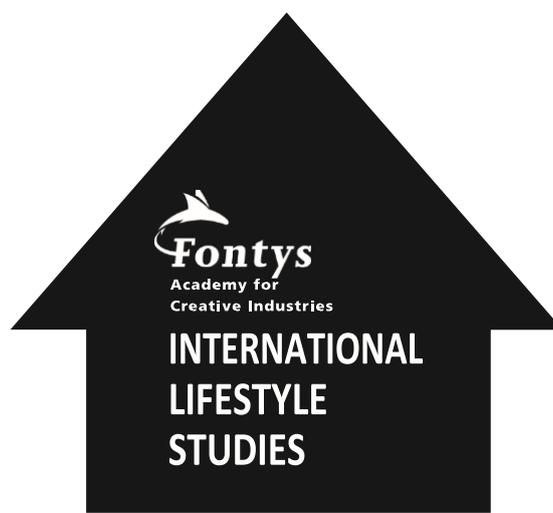
The sector courses provide extensive input on sector-related subjects in service of the student's design process. More specifically, this means that students at graduate level must be capable of the following, independently and from their given context:

- To recognize opportunities within the related sector(s) (DESTEP); • To chart the lifestyle and QoL aspects involved with the sector(s) independently;
- To assess the ecosystem in relation to the commissioning party and sector and use these insights in the definition phase.

Many PI's contribute to these goals, but to make things more manageable, there are three designated focus areas that the sector must address within the classes, to ensure that the PI's related to that sector are sufficiently covered.

1. Developments to recognize opportunities (DESTEP).
2. Lifestyle Quality of Life related to the sector (the demand side).
  - a. Understanding which role the sector plays in lifestyle and QoL models / applications related to the sector, sector-specific lifestyle models.
3. The sector's playing field (the supply side).
  - a. Understanding of business chain, business column, networks, stakeholders, benchmark and sector-related systems.

**THE FUTURE IS NOW! ILS WENST JE VEEL  
QUALITY OF LIFE INSPIRATIE!**



# Appendix II: Exam Tree TCL 2020 – 2021

Exam tree International Lifestyle Studies Foundation year - 2020-2021

| Semester   | Exam code  | ECTS            | Assessment name                                 | Assessment name                             | Assessment type                      | Grading    | Assessment scale                             | Entry requirements |
|------------|------------|-----------------|---|---|--------------------------------------|------------|--|--------------------|
| Semester 1 | 25LICDETA  | 6               | Competency Signaleren Semester 1                | Competency Detecting Semester 1             | Criterion-based Interview Assessment | Individual | Insufficient - sufficient - good - excellent | -                  |
|            | 25LICANAAA | 5               | Competency Analyseren Semester 1                | Competency Analyse Semester 1               | Criterion-based Interview Assessment | Individual | Insufficient - sufficient - good - excellent | -                  |
|            | 25LICDEVA  | 4               | Competency Ontwerpen Creeren Semester 1         | Competency Design Semester 1                | Criterion-based Interview Assessment | Individual | Insufficient - sufficient - good - excellent | -                  |
|            | 25LICRESAA | 5               | Competency Resultaatgericht Handelen Semester 1 | Competency Result Drive Conduct Semester 1  | Criterion-based Interview Assessment | Individual | Insufficient - sufficient - good - excellent | -                  |
|            | 25LICCOMAA | 5               | Competency Communiceren Semester 1              | Competency Communication Semester 1         | Criterion-based Interview Assessment | Individual | Insufficient - sufficient - good - excellent | -                  |
|            | 25LICPROAA | 5               | Competency Professioneel Handelen Semester 1    | Competency Professional Conduct Semester 1  | Criterion-based Interview Assessment | Individual | Insufficient - sufficient - good - excellent | -                  |
| Semester 2 | 25LICDETBA | 4               | Competency Signaleren Semester 2                | Competency Detecting Semester 2             | Performance Assessment               | Individual | Insufficient - sufficient - good - excellent | -                  |
|            | 25LICANABA | 5               | Competentie Analyseren Semester 2               | Competency Analyse Semester 2               | Performance Assessment               | Individual | Insufficient - sufficient - good - excellent | -                  |
|            | 25LICDEVBA | 6               | Competency Ontwerpen Creeren Semester 2         | Competency Design Semester 2                | Performance Assessment               | Individual | Insufficient - sufficient - good - excellent | -                  |
|            | 25LICRESBA | 5               | Competency Resultaatgericht Handelen Semester 2 | Competency Result-Driven Conduct Semester 2 | Performance Assessment               | Individual | Insufficient - sufficient - good - excellent | -                  |
|            | 25LICCOMBA | 5               | Competency Communiceren Semester 2              | Competency Communication Semester 2         | Performance Assessment               | Individual | Insufficient - sufficient - good - excellent | -                  |
|            | 25LICPROBA | 5               | Competency Professioneel Handelen Semester 2    | Competency Professional Conduct Semester 2  | Performance Assessment               | Individual | Insufficient - sufficient - good - excellent | -                  |
| Total ECTS |            | 60              |   |   |                                      |            |  |                    |
| BSA        |            | 52 BSA possible |   |   |                                      |            |  |                    |

Exam tree International Lifestyle Studies Year 2 - 2020-2021

| Semester   | Exam code  | ECT   | Name assessment                                  | Name assessment                            | Assessment type                      | Grading                                      | Assessment scale                             | Entry requirement |
|------------|------------|---|--|--|--------------------------------------|--|--|-------------------|
| Semester 1 | 25L2CDETA  | 5   | Competentie Signaleren Semester 1                | Competence Detecting Semester 1            | Criterion-based Interview Assessment | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
|            | 25L2CANAAA | 5   | Competentie Analyseren Semester 1                | Competence Analyse Semester 1              | Criterion-based Interview Assessment | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
|            | 25L2CDEVA  | 4   | Competentie Ontwerpen Creeren Semester 1         | Competence Design Semester 1               | Criterion-based Interview Assessment | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
|            | 25L2CRESAA | 4   | Competentie Resultaatgericht Handelen Semester 1 | Competence Result Drive Conduct Semester 1 | Criterion-based Interview Assessment | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
|            | 25L2CINNA  | 4   | Competentie Innovatief Handelen Semester 1       | Competence Innovative conduct 1            | Criterion-based Interview Assessment | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
|            | 25L2CCOMAA | 4   | Competentie Communiceren Semester 1              | Competence Communication Semester 1        | Criterion-based Interview Assessment | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
| 25L2CPRQAA | 4          | Competentie Professioneel Handelen Semester 1 | Competence Professional Conduct Semester 1       | Criterion-based Interview Assessment       | Individual                           | Insufficient - sufficient - good - excellent | -  |                   |
| Semester 2 | 25L2CDETBA | 4   | Competentie Signaleren Semester 2                | Competence Detecting Semester 2            | Performance Assessment               | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
|            | 25L2CANABA | 4   | Competentie Analyseren Semester 2                | Competence Analyse Semester 2              | Performance Assessment               | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
|            | 25L2CDEVBA | 5   | Competentie Ontwerpen Creeren Semester 2         | Competence Design Semester 2               | Performance Assessment               | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
|            | 25L2CRESBA | 5   | Competentie Resultaatgericht Handelen Semester 2 | Competence Result Drive Conduct Semester 2 | Performance Assessment               | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
|            | 25L2CINNA  | 4   | Competentie Innovatief Handelen Semester 2       | Competence Innovative conduct 2            | Performance Assessment               | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
|            | 25L2CCOMBA | 4   | Competentie Communiceren Semester 2              | Competence Communication Semester 2        | Performance Assessment               | Individual                                   | Insufficient - sufficient - good - excellent | -                 |
| 25L2CPRQBA | 4          | Competentie Professioneel Handelen Semester 2 | Competence Professional Conduct Semester 2       | Performance Assessment                     | Individual                           | Insufficient - sufficient - good - excellent | -  |                   |
| Total ECTS |            | 60  |  |  |                                      |  |  |                   |

Examination tree International Lifestyle Studies Year 3 - 2020-2021

| Exam code  | Educational unit                | ECTS | Assessment name                    | Assessment type                 | Grading: individual or group | Assessment scale | Entry requirements  |
|------------|---------------------------------|------|------------------------------------|---------------------------------|------------------------------|------------------|---|
| 25L2PDV3AA | Reflection on lifestyle week 1  | 1    | Lifestyle- week 1                  | report                          | individual                   | 0 t/m 10         | -   |
| 25L2PDV3BA | Reflection on lifestyle week 2  | 1    | Lifestyle- week 2                  | report                          | individual                   | 0 t/m 10         | -   |
| 25L2INTERN | Internship                      | 25   | Work placement internship week 2   | report                          | individual                   | 0 t/m 10         | From cohort 2017 onwards: - passed foundational year - 30 ECTS from main phase plus individual assignment passed. |
|            | Minor                           | 30   | Minor                              | Depending on minor requirements | individual                   | 0 t/m 10         | -   |
| 25L2ASSETP | Portfolio Assessment Main phase | 3    | Portfolio Assessment EYP/Next Step | Conversation                    | individual                   | 0 t/m 10         | From cohort 2016 onwards: internship passed - taken all units from the main phase.                                |
| Total ECTS |                                 | 60   |                                    |                                 |                              |                  |   |

Exam tree International Lifestyle Studies Year 4 - 2020-2021

| Toetscode                                 | Educational unit        | ECTS | Assessment name  | Assessment type | Grading: individual or group | Assessment scale | Entry requirements  |
|---|-------------------------|------|--|-----------------|------------------------------|------------------|---|
| 25L3CROSSA (current)<br>25L3CROSSVA (new) | Graduation phase year 4 | 3    | Advanced Course cross-sectoral analysis (is this course not the same as Cross Sectorale Verdieping? Otherwise the exam code can remain the same) | assignment      | Individual                   | 0 - 10           | n/a   |
| 25L3INNOMA (bestaand)                     | Graduation phase year 4 | 3    | Innovative methods   | assignment      | Individual                   | 0 - 10           | n/a   |
| 25L3KERNIA (bestaand)                     | Graduation phase year 4 | 3    | Advanced Course core tasks line 1 trend research - conceptual  | assignment      | Individual                   | 0 - 10           | n/a   |
| 25L3KERNZA (bestaand)                     | Graduation phase year 4 | 3    | Advanced Course core tasks line 2 realisation  | assignment      | Individual                   | 0 - 10           | n/a   |
| 25L3BRANCH                                | Graduation phase year 4 | 3    | Advanced Course option 1   | assignment      | Individual                   | 0 - 10           | n/a   |
| 25L3BRANCH                                | Graduation phase year 4 | 3    | Advanced Course option 2   | assignment      | Individual                   | 0 - 10           | n/a   |
| 25L3BRANCH                                | Graduation phase year 4 | 3    | Advanced Course keuze 3  | assignment      | Individual                   | 0 - 10           | n/a   |
| 25L3BRANCH                                | Graduation phase year 4 | 3    | Advanced Course keuze 4  | assignment      | Individual                   | 0 - 10           | n/a   |
| 25L3ONDZPO                                | Graduation phase year 4 | 5    | Research plan  | assignment      | Individual                   | 0/v              | n/a   |
| 25L3MEESTO                                | Graduation phase year 4 | 25   | Mastery test   | assignment      | Individual                   | 0 - 10           | hoofdfase afgerond voldoende onderzoeksplan                           |
| 25L3GRADEX                                | Graduation phase year 4 | 6    | Graduation assessment  | assignment      | Individual                   | 0 - 10           | alle onderdelen van de studie afgerond m.u.v. het afstudeerassessment |