Fontys International Business School

This TER is only applicable to students who are enrolled for study year 2020 – 2021 (re. law/procedures etc.). Further study programme specific information for each cohort can be obtained from the FIBS portal.

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The original Dutch text is leading in case of disputes or ambiguity.

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

for students of cohort 2017, 2016, 2015 and 2014 study programme year 1 until 4

Name Study programme

Logistics Management - Main subject International Fresh Business Management

*

Location:	Venlo
Study programme code:	35522
Form of study programme:	Fulltime
BRIN number:	30 GB
Institute's number:	27

The study programme's section of the Students' Charter was adopted by the institute's director on 03/06/2020, after obtaining the IPC's consent on 25/05/2020 and the PC consent on 26/05/2020.

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.

* The study programme International Fresh Business Management will only issue diplomas in English. From 1 September 2018 the title of the study programme on the diplomas is conform to the official Croho-registration which says Logistics Management - International Fresh Business Management.

Key

Blue	specific details applicable to the study programme are to be included
Purple	study programme specific text

Table of contents

A – Teaching and Examination Regulations 4

Section 1 General 4
Article 1 Definitions 4

Section 2 Admission to an Associate degree and Bachelor's programme 9
Article 2 Required prior qualifications 9
Article 2a Study choice check and study choice advice Business Management 10
Article 3 Requirements regarding foreign diplomas/international students 11
Article 4 Professional activity requirements 12

Section 3 Intake interview, exemptions, short track and tailored study programmes 13
Article 5 Intake interview 13
Article 6 Exemptions 13
Article 7 Short-track/tailored study programmes 13

Section 4 Facilities with reference to study career counselling, functional disability, administrative activities, top-level athletes scheme, student entrepreneurship 14
Article 8 Study career counselling 14
Article 9 Special facilities for students with a functional disability 14
Article 10 Students with board memberships 14
Article 11 Top-level athletes scheme 15
Article 11a Student entrepreneurship 15

Section 5 Study programme content 16
Article 12 Study programme profile – main subjects/differentiations – occupational requirements 16
Article 13 Study programme layout 22
Article 14 Overview of units of study and credits 22
Article 15 Content of minors and other special programmes 29
Article 16 Education components 30
Article 16a - Evaluation of teaching 37

Section 6 Tests, assessment and study progress 38
Article 17 Types of tests 38
Article 18 Overview of tests 38
Article 19 Tests and assessments 38
Article 20 Content of tests, duration of the test, test aids and test timetables 38
Article 21 Sitting competency examinations 39
Article 22 Registration for tests 39
Article 23 Proof of identity during tests 39
Article 24 Test marking system 39
Article 25 Test results 40
Article 26 Inability to sit tests 40
Article 27 Request for a review 40
Article 28 Resits 41
Article 29 Period of validity of results 41
Article 30 Final paper - Knowledge bank 41
Article 31 Study progress 41
Article 32 Advice regarding the continuation of studies 42
Article 33 Additional provisions concerning binding negative advice regarding the continuation of studies 43

Section 7 Graduation 44
Article 34 Examinations - certificates - diploma supplement 44
Article 35 Statement on departure 45
Article 36 Transfer 45

Section 8 Irregularities and fraud 46
Article 37 Irregularities and fraud 46

Section 9 Examination Board, appeal 47
Article 38 Examination Board 47
Article 39 Appeals 47

Section 10 Retention and hardship clause 48
Article 40 Retention of documentation 48
Article 41 Hardship clause 48

Section 11 Final provisions and implementation 49
Article 42 Entry into force, amendments, publication and official title 49
Article 43 Transitional provisions 49

B - Set-up of the study programme and support facilities 50

C - Internal complaints procedure 50

A – Teaching and Examination Regulations

Section 1 General

Article 1 Definitions

Academic year	The period from 1 September up to and including 31 August of the following year.
Advice regarding the continuation of studies	Advice given to students at the end of the first year of the foundation phase of a Bachelor's programme regarding the continuation of their studies either with the programme or elsewhere. This advice may entail a binding rejection (binding negative study advice).
Assessment	Generic term for tests aimed at assessing a student's competencies in a professional situation that is as authentic and realistic as possible.
Assessor	An examiner that grades the student's progress in acquiring the required competencies.
CAA	Centre for Administrative Activities. The CAA is the internal partner within Fontys of the representative and participatory bodies and their discussion partners with respect to optimising how these bodies function.
Certificate	The certificate as referred to in Section 7.11 of the Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderwijs*, WHW).
CPC	Central Participation Council
Cohort	The group of students who are enrolled for the first time in the foundation year of a study programme on the same reference date to which the prevailing Teaching and Examination Regulations (TER) apply. For students who enrol in a higher year, cohort membership is determined on an individual basis.
Competency	A cluster of related knowledge, skills and attitudes that influences a substantial part of a person's job, is related to the performance of the job, can be measured and tested against accepted standards and can be improved through training and development.
Competency examination	*A test to assess whether a student has certain competencies.*
Component test	If an interim examination consists of several tests, each of those tests is referred to as a component test.
Coordinating institute	The coordinating institute is the Fontys Institute which bears final responsibility for the development, implementation, assessment and improvement of a minor programme.
Credit	One credit equals 28 standard study-load hours. Students are awarded credits on passing the interim examination of a unit of study. The international term for credits is ECTS credits (EC's).
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 of which the IB Group forms a part.
Diploma with subject combination	Former senior general secondary education (*HAVO*) or pre-university education (*VWO*) diploma based on subject combinations. These diplomas were issued before the HAVO and VWO profiles were introduced (from 1998).
ECTS	

	European Credit Transfer System. The system that is used to express credits in order to facilitate international comparison. See also: credits.
EVC (RPL)	*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	The board of persons referred to in Section 7.12 of the WHW.
Examiner	Member of staff who is designated by the Examination Board to administer examinations and assess the results thereof or an external expert.
Executive Board	The administrative body of Fontys University of Applied Sciences, as described in the articles of association and the WHW.
Executive institute	A Fontys institute responsible for the execution of a minor.
Exemption	Full or partial exemption from meeting enrolment and / or admission conditions and / or sitting interim examinations.
Exit assessment	*Part of the competency examination administered at the student's request when he wishes to terminate his study programme prematurely.*
Exit qualifications	Qualifications students must have on completing the study programme.
Fontys minor	A minor open to all Fontys students, so long as they meet any admission criteria for the minor, with a focus on overarching and distinctive themes.
Foundation year	First phase in a Bachelor's programme.
Fraud	Any act (including plagiarism) or omission that either partially or fully impairs the correct assessment of a person's knowledge, understanding, skills, competencies, professional attitude, powers of reflection, etc.
FSS Board	Board charged by the Executive Board to implement the student financial support scheme (FSS), now known as the Profiling Fund Board.
FSS scheme	Scheme for the granting of support to Fontys students in the form of graduate funding, committee member grants or holiday allowances from the profiling fund, now known as the Profiling Fund Scheme.
Full-time study programme	A full-time study programme is a study programme whose structure is such that students are assumed not to participate in any activities other than academic activities.
Hardship clause	A provision in a law or regulation that makes it possible to deviate from regulatory provisions in favour of the student or external student.
He / him	He / him is taken here to refer to men, women and individuals who do not identify as either of these options.
IELTS	International English Language Teaching System, a tool used to determine a student's command of the English language.
Institute	The operational unit at Fontys that is, in particular, responsible for organising Fontys's core competencies and that executes the primary processes.
Institute Director	The staff member charged with running a Fontys institution.
Institution	The Fontys Universities of Applied Sciences.
Intake assessment	Portfolio assessment conducted at the student's request to validate previous learning experiences prior to enrolment in the study programme. A fee covering the costs is charged for an intake assessment.
Intake interview	Interview conducted at the student's request prior to the start of the study programme if the student believes that he or she has competencies acquired previously. An intake interview comprises a general assessment from which no rights can be derived by a student.
Interim examination	An examination of the knowledge, understanding, skills and / or competencies of a student required to conclude a unit of study, including an assessment of the results of such an examination *(Section 7.10(1) of the WHW)*. An interim examination may consist of one or more component tests.
IPC	Institute Participation Council
Main subject	A specific definition of the curriculum within a programme, which begins immediately from year 1 or following the foundation year. (

Major	*That part of the Bachelor's programme with a study load of 210 credits that contributes to the competencies associated with the programme and that is directly related to the study programme(s)'s registration in the CROHO.*
Minor	*Programme of optional subjects within a Bachelor's programme with a study load of 30 credits that contributes to generic or specific competencies.*
Minor regulations	Regulations that describe the content, the education components, the testing and the completion of a minor. The regulations of all minors offered by Fontys can be found on the Fontys website (www.fontys.nl/minors). The regulations of 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. *(Section 7.6 of the WHW).*
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 Profiling Fund Scheme
PC	Opleidingscommissie (Programme Committee, PC), a committee established for a particular study programme of an institute referred to in Section 10.3c of the Act (see the Regulations on the Participation Councils and Degree PC's).
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.
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 (*Dienst Studentenvoorzieningen*).
Study Career Centre	Service provided by the Student Facilities Service (*Dienst Studentenvoorzieningen*) to help students with issues involving admission, transfer to another study programme / institute or the termination of their studies.
Students' Charter	The charter containing the rights and obligations of students, divided into an institution-specific section and a study programme-specific section.
Student entrepreneur scheme	Scheme which is intended to help Fontys students who are deemed student entrepreneurs to combine entrepreneurship and study.

Study career counsellor	Counsellor who helps students with issues such as planning their studies, taking the right approach to their studies, making the right choices and the progress of their study careers.
Study career support	Support system that focuses on the individual student's development. The student is encouraged to reflect on his 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.
Unit of study	Part of a study programme that is concluded with an interim examination as referred to in Section 7.3(2) of the WHW or an additional assessment carried out by the Examination Board, as referred to in Section 7.10(2) of the WHW. Units of study may relate to the assessment of one or more competencies, a component of competencies (knowledge, understanding, skills, attitude) or a combination of competencies or of a minor. Students are awarded the relevant credits on passing the interim examination for the unit of study.
WEB	Adult and Vocational Education Act (*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).

See for the definitions for the study programme also the overview below:

Blueprint	The blueprint contains the education activities (also called Learning Arrangements LA's) that are offered, a kind of "default" curriculum.
Competence-assessment	IFBM offers each student a "third" chance for an evaluation of the teaching activities through a competence assessment. The student is eligible for this third chance if he/she has achieved at least 40 EC. In consultation with the SCC an assessment is drafted for max. 10 EC with the test(s) that must be taken in the presence of at least one course specific teaching expert. The execution of the assessment is described in the module manual (blokboek) of phase 1. Overview of the lectures in the phase concerned of that study programme.
FIBS	Fontys International Business School

FFM	Food and Flower Management; a main subject within the croho bachelor programme Marketing.
Graduation Assignment	Graduation Assignment(s) as completion of phase 3 (graduation phase).
Graduation Phase	Third phase in bachelor education. This is the phase after the main phase, starting with semester 7 till and including semester 8.
IB	International Business: From 1 September 2018 the new name (old name IBMS).
IBE	International Business Economics: the old name for the study programme International Finance & Control
IBMS	International Business and Management Studies: the old name for the study programme International Business.
IFBM	International Fresh Business Management.
IFC	International Finance & Control: From 1 September 2018 the new name (old name IBE).
IM	International Marketing: the old name for the study programme Marketing Management, Dutch name “Commerciële economie” .
Learning arrangement	A unit of study or a part of a unit of study.
Learning outcomes	Content and level of knowledge, understanding and skills that are required to obtain a certain number of credits.
LM-IFBM	Logistics Management – – main subject International Fresh Business Management. From 1 September 2018 the new croho-name.
MM	Marketing Management: From 1 September 2020 the new name (old name IM).
Module manual (Blokboek)	Overview of the lectures in the phase concerned of that study programme.
Propaedeutic Phase	First phase in a Bachelor’s programme, also known as foundation year.
Study advisor	Advisor proving a study choice advice to a prospective student with regard to his choice of Bachelor’s.
Work placement / Internship and graduation coordinators	Employees who have been appointed to carry out a specific task with regard to the organisation of work placement and graduation.
Work placement / Internship	Work placement assignment to complete phase 2 (main phase), and consists of the two parts Business Research and Internship.

Section 2 Admission to an Associate degree and 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 an Associate Degree and 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 an Associate Degree and 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 an Associate degree and Bachelor's programme, without prejudice to the provisions in paragraphs 4 and 5 of this article and the provisions of Article 3. This right to enrolment does not apply if the Executive Board can prove that there is a substantial difference between the general admission requirements in the territory of the country concerned and the general requirements under or pursuant to the WHW. *(Section 7.28 of the WHW.*
4. *The previous qualifications of students seeking enrolment in an Bachelor's programme are subject to the following additional requirements in respect of HAVO and/or VWO diplomas, MBO diplomas and the teacher training programme for primary education.*

   a. The following additional educational entry requirements apply to students seeking admission on the basis of a HAVO or VWO diploma (Section 7.25(1) of the WHW).
   Students who do not have the required subject cluster or did not take the right subject may be admitted provided an assessment conducted before the commencement of the study programme demonstrates that, in terms of the subject matter, the student concerned meets similar requirements. (Section 7.25(5) of the WHW.)
   The requirements to be met by the student are as follows:

   Not applicable, it is not possible to apply for IFBM anymore. From September 2018 this study programme will be continued under the name Logistics Management – International Fresh Business Management.

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

   The domains that no longer provide admission regarding specific higher professional education (HBO) sectors are as follows:
   - MBO domain Technology and the Processing Industry for the HBO sector Economy
   - MBO domain Care and Wellbeing for the HBO sector Economy
   - MBO domain Food, Nature and Living Environment for the HBO sector Economy

   c. Admission to the teacher training programme for primary education is subject to the special further educational entry requirements for primary school teachers (Section 7.25(a) of the WHW). These requirements do not apply to prospective students who are admitted on the basis of a VWO diploma or persons who already hold a Bachelor's or Master's degree.
   The special further educational entry requirements pertain to the following knowledge areas: geography, history and nature, including biology, as referred to in Section 9(2) subparagraphs a, b and c of the Primary Education Act.

Students who do not have a diploma attesting to this knowledge may be admitted if an admission assessment demonstrates that they possess the knowledge referred to in the previous sentence (Section 7.25(b) of the WHW).

5. Enrolment *in an Bachelor's programme is subjected to the following additional requirements (Section 7.26 and 7.26a of the WHW)*:
   There are no additional requirements.
6. Students who are 21 or older at the start of the study programme and do not meet the requirements regarding their previous qualifications and have not been exempted from the requirements may be still be eligible for exemption after taking an entrance examination. *(Section 7.29 of the WHW.) (Also see Article 3(5).)*
   The aim of this examination is to determine the student's suitability to take part in the Associate Degree and 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 student must have sufficient (obvious) pre-knowledge/experience in economics and English.

   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 Associate Degree and Bachelor's programme as well as their command of the Dutch language.
   Given that Fontys no longer has an RPL centre, RPL procedures cannot be used. Each experience certificate will have to be assessed individually to determine if it sufficiently demonstrates whether the prospective student is suitable for the programme and has a sufficient command of the Dutch language.
7. The Executive Board has declared that 'old' HAVO and VWO diplomas with subject combinations chosen by the pupil are at least equivalent to the 'new' diplomas with subject cluster requirements. Consequently, prospective students holding these types of diploma may be admitted. Students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). *(Section 7.28 of the WHW.)*
   The institute director has declared that the 'old' HAVO and VWO diplomas with old profiles are equivalent to 'new' diplomas with profile 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.)*
   Students with a German degree 'Allgemeine Hochschulreife (Abitur)' or 'Fachhochschulreife –Schulischer und Praktischer Teil´ are at least equivalent to a Dutch vwo-, havo- or mbo-diploma and therefore admissible. Students will be exempted for the deficiency test economy if applicable.
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 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

This article is not applicable, because it is not possible to apply for IFBM anymore, as the study programme will be continued under the name Logistics Management – International Fresh Business Management.

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:*
   The study choice check for international students as referred to in the Study Choice Advice Rules consists of .....
   Not applicable.

2. Within 4 weeks following registration, the prospective student will receive a link to the digital questionnaire. Within 4 weeks following completion of the questionnaire, the prospective student will receive an invitation to the contact moment with the study programme.
   International students as referred to in the Study Choice Advice Rules will receive further information on the study choice check within 4 weeks following registration.
3. The digital questionnaire can be completed in the period between ….. and ..
   The study choice activities for international students will take place in the period between ..... and
4. The contact moments with the study programmes are planned in the period between …. and …
5. The contact moment will consist of ….
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 advice is not obligatory. *The study choice advice is likewise not binding for those groups of students.*

Article 3 Requirements regarding foreign diplomas/international students

1. Holders of a foreign diploma may not sit tests for which credits are awarded in the foundation year of a Dutch-taught study programme before having demonstrated to the Examination Board to have an adequate command of the Dutch language. (*Section7.28 of the WHW.)*
   Command of the Dutch language must be at *Nt2, programme II, level*
   or meet the requirements set by the study programme.
   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).
   Not applicable.
2. The institute director may also decide that a student with a foreign diploma may be admitted after the student has demonstrated that he or she has an adequate command of the Dutch language. *(Section 7.28 of the WHW.)*
   Command of the Dutch language must be at *Nt2, programme II, level*
   or
   meet the requirements set by the study programme
   N/A
   Not applicable.
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.
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. (*Section7.32 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[1] 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.

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

Article 4 Professional activity requirements

. *The study programme only exists as a full-time programme, in which case 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 or she receives advice regarding the continuation of studies.
3. A study programme will be drawn up based on the assessment of the competencies previously acquired and will be submitted to the Examination Board for approval.

Article 6 Exemptions

1. The institute director can exempt a student from the foundation year examination if the student holds a diploma, Dutch or foreign, which is at least equivalent. *(Section 7.30 of the WHW.)*
2. Students who believe they are eligible for an exemption must submit an application to that end to the Examination Board. The Examination Board may grant an exemption from one or more interim examinations on the grounds of a review of an assessment or the holding of a diploma, certificate, accreditation of prior learning or similar document, such as proof of results achieved in a study programme taken at a research university or university of applied sciences and/or proof of administrative activities, with which the student can show that he or she has already met the requirements of the test in question. Exemptions are recorded in the study progress system. The period of validity of the exemption is stated in the exemption decision.
   See also the FIBS Exemption Policy in Appendix 1.
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 provided the student submits a request to that effect and this possibility has been set out in Article 15(5).
   Not applicable.

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 or the advice of the study programme manager.
   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

Article 8 Study career counselling

1. Every student is coached by a study career counsellor.
2. In consultation with the study career counsellor, the student decides how best to work on his or her development and how to shape the learning process.
3. The student consults with the study career counsellor on the progress of the learning process. *In consultation with the study career counsellor, the student decides if and when he or she will sit the competency examination. The student must sit the competency examination in the first year of his or her enrolment in order to obtain advice regarding the continuation of studies that is issued to students in the first year of enrolment.*
4. The study career counsellor conducts support and orientation interviews with the student in the foundation year.
   Students add reflective reports in their personal development portfolio. Students are responsible for reporting in the digital portfolio and the study career or PPD coach has access to this.
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 disproportionally. *(Section 7.13 of the WHW.)*
2. These adjusted facilities must be aimed at the removal or restriction of any obstacles and encourage the independence and full participation of the student as much as possible. The adjusted facilities may relate to the study programme (including internships), the timetables, and type of study programme, the tests and educational tools.
3. A student who seeks to have adjusted facilities must submit a written and substantiated application in good time to the Examination Board. If necessary, the Examination Board will seek an expert's advice (such as a student counsellor) before taking a decision. If the Examination Board deems it necessary before taking a decision, it may confidentially inspect the medical certificate that may be available with the student counsellor, unless the student objects.
   The Examination Board must decide within four work weeks after receipt of the application, unless it requires further inquiry, in which case the student will be informed as to when more clarity can be given with respect to his or her application.
4. In the case of a protracted or chronic disability, such an application will only have to be made once for the entire study programme; in all other cases once per testing period or academic year. In its decision to grant the facilities, the Examination Board may also rule that these will apply for the entire duration of the student's study or that the student is to consult with his study career counsellor annually to discuss whether the facilities are still adequate.
5. At the beginning of the academic year the institute will inform students regarding the possibilities for special facilities. Students will be informed of their right to consult a student counsellor.

Article 10 Students with board memberships

1. Student can include any board memberships as part of their portfolios. In order to do so, they must describe, in consultation with their study career counsellors, how the board membership can contribute to the acquisition of one or more competencies of their Bachelor's programme. The Student Centre must confirm on the report that the student concerned has been active as a member of the DC, IPC, CPC, or FSR.
2. Board memberships can be listed on the diploma supplement. The student must request the listing at least four weeks prior to the graduation *ceremony* via the study programme administration, e-mail ssc-venlo@fontys.nl..
   At the request of the student's study programme, the Centre for Administrative Activities (CAA) can confirm that the student has been an active board member of a CPC or Fontys LINK!. In the case of board memberships of a PC or IPC, the study programme can request confirmation from the relevant IPC or PC.

3. Students who believe that their board memberships demonstrate that they have the knowledge, understanding and 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-level athletes scheme

Students who have been granted a Top-Class 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 sought from the examination board connect.fontys.nl/instituten/fibs/Institute/ExamBoard
Advice regarding the continuation of studies may be deferred for students with a Top-Class status (see Article 32).

Article 11a Student entrepreneurship

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

Section 5 Study programme content

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

1. The study programme is based on a study programme profile. The exit qualifications of the study programme are described in the study programme profile. The study programme profile can be found *on the study programme's site*
   https://connect.fontys.nl/instituten/fibs/Institute/Pages/OER.aspx
   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. The professional requirements the student must command are described below:
   The study programme profile is elaborated in the course competence matrix (opleidingscompetentiematrix (OCM)). For cohort 2017 and earlier see the course competence matrix (OCM) on
   https://connect.fontys.nl/instituten/fibs/Institute/Pages/OER.aspx
2. The study programme has *the following/no* main subjects.
   The study programme has the following main subjects with their own programme profile:
   - Logistics Management – International Fresh Business Management and
   - Logistics Management
   The main subject Logistics Management has been elaborated in a separate TER, namely the TER for the bachelor programme Logistics Management of Fontys School for Technology and Logistics in Venlo.
3. The study programme is based on the following principle: general special education ('algemeen bijzonder') / roman catholic.
4. The study programme does not impose any specific occupational requirements.

Course competence matrix BBA International Fresh Business Management (Cohort 2017)

Competencies
AC = General Competency
BC = Occupation Specific Competency

BC 1: Internal and external analysis

Analysis of changes and trends in external and internal environment with the aim of identifying potential policy issues for companies in fresh food supply chains based on a systematic research approach

Level 1
In collaboration with others, the student is able to:

- ☐ establish what information is needed about internal business processes in order to be able to carry out a strength/weakness analysis for a company in the Fresh Business chain.
- ☐ establish what information is needed about which environmental variables in order to be able to describe the opportunities and threats for a company operating in the Fresh Business chain.
- ☐ conduct a simple internal and external analysis (quick scan) proactively, based on a given definition of a problem.
- ☐ collect general, sector-specific and company-specific information from relevant public sources (LEI, FADN, FAO, National Statistics, Eurostat, annual reports) independently and interpret this.

- ☐ formulate a research question based on a given definition of a problem.
- ☐ draw up a plan of action for a qualitative or quantitative research study.
- ☐ set up a simple questionnaire that links up with the research question.
- ☐ conduct a quantitative research study and process the data obtained.
- ☐ interpret research conducted by others.
- ☐ create a simple report with statistics at descriptive level (graphs, printouts, cross tables).

- ☐ identify potential policy issues based on the above-mentioned analyses.

The student has knowledge of:

- ☐ regional, national and international Fresh Business chains.
- ☐ specific aspects of Fresh Business chains: i.e. knowledge of aspects such as nutrition, food safety and health; freshness, perishability and product quality; production conditions (climate, soil and water, organic features of agricultural production); specific sustainability aspects (animal welfare, health).

Level 2
Both independently and in collaboration with others the student is able to:

- ☐ establish on the basis of a consumer survey which factors - including taste, health, food safety, and sustainability - have an impact on the demand for fresh products.
- ☐ conduct an empirical market and competitor analysis.
- ☐ increase his/her knowledge about fresh products and the corresponding supply chains independently and in a systematic manner.
- ☐ draw conclusions based on an analysis of and information on trends and developments in the relevant Fresh Business chain.

- ☐ formulate a definition of a problem and a research question (or several research questions) based on a given context.
- ☐ draw up a research plan which contains an explanation of the choice for qualitative or quantitative research.
- ☐ set up a questionnaire that links up with a set of research questions.
- ☐ prepare and conduct an in-depth interview.
- ☐ process information, apply simple statistical methods and techniques and draw conclusions.
- ☐ create a report with graphic representations and explain the research results to the commissioning party.
- ☐ evaluate the research conducted.

The student has elementary knowledge of:

- ☐ relevant national and international policies (Codex Alimentarius, General Food Law, Commodities Act [Warenwet], GlobalGAP, WTO,CAP, phytosanitary policies).

Level 3
Both independently and in collaboration with others the student is able to:

- ☐ set up a market analysis plan based on one or more contexts within a Fresh Business chain.
- ☐ draw conclusions based on available and possibly incomplete information and to indicate possible conflicts of interest.

- ☐ formulate a problem definition and research questions based on one or more contexts on the basis of a solid problem analysis.
- ☐ draw up a research plan independently, which includes details of the distribution of work, a time schedule and cost budget, with an explanation of why a particular type of research was opted for.
- ☐ collect information (e.g. set up and conduct a questionnaire).
- ☐ process information in accordance with an analysis plan drawn up beforehand, making use of statistical techniques that are relevant for the research, possibly with the aid of a statistical package.
- ☐ create a report with graphic representations, explain the statistical methods and techniques used, draw conclusions and give recommendations.
- ☐ present the research results, including conclusions and recommendations, explain the approach used and give advice on possible further steps.

BC 2: Policy development

Analysing policy issues, translating these into policy objectives and alternatives and preparing for decision making, with a focus on marketing, logistics and financial policy

Level 1

In collaboration with others the student is able to:

- ☐ identify the market opportunities for a fresh product and/or a service focused on the fresh supply chain on the basis of a simply study.
- ☐ translate market opportunities, trends & developments within the Fresh Business chain into short-term objectives.
- ☐ describe in a plan of action how a company, operating in an international fresh food supply chain should be structured in order to perform optimally in the chain.
- ☐ set out the consequences of this plan of action for the organisation.

Level 2

Both independently and in collaboration with others the student is able to:

- ☐ place the performance of the company in a global framework: think global, act local.
- ☐ identify strategic options for a commissioning party in the Fresh Business chain on the basis of a clear coherent analysis and indicate overall improvement possibilities (focus on Marketing and Logistics).
- ☐ structure the options and reduce them to a number of feasible priorities taking the sustainability and the financial consequences into account.
- ☐ within the framework of an integrated approach give an opinion on the advantages and disadvantages of centralised and decentralised distribution structures, possible outsourcing and possible collaboration with other companies.
- ☐ identify and evaluate strategic options with regard to the countries/regions in which agricultural raw materials and semi-finished products are procured and processed and end products are sold.
- ☐ formulate short and medium-term SMARTPC[2] objectives.
- ☐ substantiate the objectives on the basis of a business analysis and relevant trends and developments within the Fresh Business chain.
- ☐ design an innovative and creative integrated plan of action.
- ☐ indicate the consequences of the plan of action for the organisation, the finances and sustainability.

Level 3

Both independently and in collaboration with others the student is able to:

- ☐ identify strategic options based on an integrated approach on the basis of an independently conducted analysis carried out for a commissioning party in the Fresh Business chain.
- ☐ prioritise these options, possibly in consultation with the commissioning party.
- ☐ investigate the feasibility of these options based on a business and sustainability analysis and provide feedback to the commissioning party.
- ☐ establish or modify both medium and long-term objectives in relation to a Supply Chain strategy by using an integrated approach.
- ☐ develop a plan of action for the realisation of these objectives, which includes the marketing instruments that are used for this.
- ☐ indicate the logistical, organisational and financial consequences of the plan of action as well as the impact on sustainability.
- ☐ identify critical success factors for the implementation of policy objectives.
- ☐ determine a system for the evaluation of the results of the plan of action during and after the implementation in consultation with the commissioning party.
- ☐ draw up a recommendation on the countries from which fresh food products are procured, in which seasons and how: trade, foreign investments, strategic alliances.

[2] Specific, Measurable, Acceptable, Realistic, Time-bound, Priority and Consistent.

BC 3: Policy implementation

Arrange, manage, align and improve business, organisational and supply chain processes with a focus on marketing and logistics processes

Level 1

In collaboration with others the student is able to:

- ☐ propose changes within one or several functional areas of an organisation within the Fresh Business chain on the basis of a given problem definition.
- ☐ develop, construct and substantiate a simple plan of advice for an organisation within the Fresh Business chain for the functions of Finances, Logistics or Marketing.
- ☐ identify and solve simple bottlenecks.
- ☐ give an opinion on the profitability of companies, products and investments.

Level 2

Both independently and in collaboration with others the student is able to:

- ☐ identify changes and improvements for an organisation in the Fresh Business chain, for all functional areas of the organisation, starting out from an overall objective.
- ☐ develop, set up and implement a plan of action for a given organisation in the Fresh Business chain on the basis of an integrated analysis of financial, logistical and marketing aspects.
- ☐ set up simple logistics and marketing processes in a Fresh Business chain across several companies.
- ☐ set up quality assurance systems within a company and between companies in the Fresh Business chain, including systems for food safety, tracking & tracing and sustainability.
- ☐ manage and align processes in a production, distribution and warehouse environment by applying methods for demand prediction, production planning, cost price calculations and investment selection.
- ☐ identify complex, cross-departmental bottlenecks and analyse and solve these in a structured manner.
- ☐ discuss operational (marketing and logistical) decisions that have consequences for suppliers and customers with suppliers and customers.

Specifically for EU regional and international fresh food supply chains

- ☐ develop a substantiated plan of action for a market other than the domestic market (Germany, the Netherlands and other international markets).
- ☐ develop a substantiated plan of action that is tailored to a specific fresh food product.
- ☐ draw up a recommendation on how to respond to short and long term changes in demand, supply, quality and price as a result of fluctuations in climate, weather, plant and animal diseases, promotional campaigns and policy (risk management).

Level 3

Both independently and in collaboration with others the student is able to:

- ☐ formulate a research assignment on the basis of a descriptive summary and identify and analyse logistics and/or marketing processes on the basis of this.
- ☐ identify changes and improvements for all functional areas of the organisation, starting out from a complex marketing and/or logistics problem definition.
- ☐ manage, align and improve a Supply Chain in a procurement, production, distribution and warehouse environment.
- ☐ identify and solve complex, cross-company bottlenecks and discuss these with suppliers and customers, among others.
- ☐ discuss strategic and operational (marketing and logistics) decisions that have consequences for suppliers and customers with suppliers and customers.
- ☐ develop and communicate a change process in the relevant organisation(s), among other things set specific priorities for the management and support throughout the organisation.

BC 4: Entrepreneurship & Relationship Management

Initiate, create and realise products and services and launch these into the market in an entrepreneurial manner

Level 1
In collaboration with others the student is able to:
- ☐ provide insight into factors that are important to arrive at close collaboration/a good commercial relationship between the supplier and customer.
- ☐ identify new developments and trends within the Fresh Business environment and translate these into an innovative initiative such as a new product or service in a creative way.
- ☐ formulate objectives for an innovative initiative, transforming the initiative into a project, manage the project and the results.

Level 2
Both independently and in collaboration with others the student is able to:
- ☐ draw up a business plan in which an innovative and sustainable value proposition is formulated.
- ☐ set up a clear distribution strategy for a fresh food business with accompanying plan of action.
- ☐ formulate objectives for sales and negotiating processes and translate these into a plan of action.
- ☐ explain choices made to the organisation (management) and to customer relationships.
- ☐ participate in tender processes and bids in a professional manner.

Level 3
The student is independently able to:
- ☐ conduct consultative talks with customers as well as effective negotiations within the framework of long-term account relationships.
- ☐ see and make connections within the fresh food supply chain from supplier of basic material to consumer and translate these into commercial opportunities.
- ☐ manage multi-disciplinary teams and motivate these to provide added value for both the organisation and the customer.
- ☐ formulate commercial objectives and translate these into a specific account plan which includes a financial account.

AC 1: Professionalism

Professionalism: the capacity to self-reflect and adapt behaviour as well as the ability to work with others.

Level 1
The student is able to:
- ☐ conduct a self-evaluation and take responsibility for his/her own actions.
- ☐ analyse, manage and regulate his/her personal development.
- ☐ compile his/her own objectives using SMART criteria.
- ☐ document his/her personal development in a portfolio under supervision.
- ☐ plan his/her work in a simple situation.
- ☐ make the results of his/her work visible.
- ☐ meet deadlines and deliver promised results as well as make a visible contribution to the group result.
- ☐ actively participate in the group process.
- ☐ stimulate/kindle enthusiasm in colleagues to work together effectively.

The student has a professional attitude.[3]

Level 2
The student is able to:
- ☐ self-manage.
- ☐ explain his/her choices.
- ☐ set and meet targets in a more complex situation independently.
- ☐ translate feedback and self-reflection into an improvement plan.
- ☐ work in an organisation and in multi-disciplinary teams in a result-oriented manner and determine own courses of action in these.
- ☐ actively participate in the setting of goals and working arrangements.
- ☐ take on different roles.

Level 3
The student is able to:
- ☐ work in an organisation proactively, and make decisions independently with respect to organisational goals.
- ☐ develop his/her personal goals and tasks.
- ☐ take on different team roles.
- ☐ get his/her personal opinion across convincingly.
- ☐ use a partnership as a sounding board for his/her personal opinion.

[3] A facultative assessment will be conducted by the tutor at the end of the foundation course as part of which behaviour and attitude will be assessed.

AC 2: Communication skills

Social and communication skills in native language and two foreign languages.

Level 1
The student is able to:
- ☐ speak (monologue), listen and read a second foreign language (Dutch or German) at CEFR A1 level at least.
- ☐ hold a conversation in this foreign language (dialogue), 'verbally interact', in which listening and speaking are very much interwoven.
- ☐ create and present (communicate) clear and structured reports using modern tools including ICT resources.
- ☐ hold the attention of the audience in the report and during the presentation.

The student is aware of:
- ☐ differences in culture, society and behaviour patterns in Germany, the Netherlands and other countries.

Level 2
The student is able to:
- ☐ speak, read and listen to the second foreign language at CEFR A2 level
- ☐ hold a conversation, 'verbally interact', in which listening and speaking are very much interwoven.
- ☐ deal with aspects of the culture, society and behaviour patterns in Germany, the Netherlands and other countries.
- ☐ respond adequately to differences in the business culture and institutions in Germany or the Netherlands.
- ☐ create different types of documents and express him/herself clearly and in a manner that is appropriate for the target group.
- ☐ edit written contributions from several project assistants into a whole.
- ☐ express him/herself clearly when communicating with people at different levels.
- ☐ create and present clear, structured and effective reports with using modern tools including ICT resources.
- ☐ provide good answers and substantiate answers effectively relating to the problem and the solution to it.
- ☐ interact with the audience effectively during a round of questions or a discussion.
- ☐ provide good answers and effectively defend answers relating to the problem and the solution to it.

Level 3
The student is able to:
- ☐ use Business Engels at BEC level (Cambridge Business English; intermediate level) .
- ☐ speak, read and listen to the second foreign language at CEFR B1 level.
- ☐ hold a conversation at this level, 'verbally interact', in which listening and speaking are very much interwoven.
- ☐ express complex issues in a clear and structured manner.
- ☐ deal with aspects of culture, society and patterns of behaviour in the Netherlands, Germany and other countries.
- ☐ respond adequately to differences in business culture and institutions in the Netherlands or Germany.
- ☐ give a coherent presentation on a complex topic.
- ☐ interact with the audience throughout the entire presentation effectively.
- ☐ provide good answers and substantiate the answers relating to the problem and the solution to the problem, effectively, as well as in a broader context.

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 interim examination. Units of study cannot exceed 30 credits.
2. Only whole credits are awarded for units of study. Below you will find an overview of the distribution of credits.
3. Study programmes and tests conducted in a foreign language are subject to the Code of Conduct for Study Programmes taught in a Foreign Language, which is stated in the overview of units of study.

The programme consists of 3 phases: the foundation year ("propedeuse"), the main phase ("hoofdfase") and the graduation phase ("afstudeerfase"). These phases are indicated with resp. PLA, HLA and ALA (with the exception of the minor). All tests are offered in two or three languages. For example the E in P01F**E**17 is for 'English'. The last 2 digits represent the specific cohort.

See the overviews below for the study programme for each cohort/study year, the examination, units of study and credits. The examination of a unit of study normally consists of multiple tests.

However, each student is strongly recommended to follow the curriculum according to the blueprint.

Students need to meet the following thresholds in order to be allowed to participate in the learning arrangements of the next phase:

Name LA	**Requirement for access to LA**
HLA8 Mini-company	Minimum of 50 credits in the propaedeutic phase
HLA17 Work Placement / Internship	Minimum propaedeutic phase completed (60 credits).
Minor[4]	Minimum propaedeutic phase completed (60 credits).
ALA12 Graduation Assignment	Minimum propaedeutic phase (60 credits) and main phase (120 credits) completed (180 credits in total)

[4] Students who did not complete their propaedeutic phase yet can continue with a minor offered by Fontys in Venlo, Eindhoven or Tilburg in order to avoid further study delay. This is a standard exception to the rule which the examination board has approved.

Examination overview IFBM 2020-2021

Jaar 1 Onderwijsactiviteiten en toetsing

Code	Name of test	Type of test	Time	Minimum grade	Assessment scale
PLA10	Study Career Management I	Assessment based on portfolio	10	v	o/v
PLA11	Project Skills I/Project I Consumer	Group product with ind comp	nvt	5,5	1-10
PLA13	Fresh Business Knowledge I	Ind written exam	120	4,5	1-10
PLA14	Fresh Business I	Ind written exam	90	4,5	1-10
PLA15	Fresh Economics I	Ind written exam	120	4,5	1-10
PLA16	Fresh Chain Management I	Ind written exam	120	4,5	1-10
PLA17	Research Skills I	Ind written exam	120	4,0	1-10
PLA18	Management Skills and Entrepreneurship I	Ind written exam	60	4,0	1-10
PLA19	Language Skills Dutch/German I	Written exam	20	4,0	1-10
PLA20	Study Career Management II	Assessment based on portfolio	20	v	o/v
PLA21	Project Skills II/Project II Retail	Group product with ind comp	nvt	5,5	1-10
PLA23	Fresh Business Knowledge II	Ind written exam	120	4,5	1-10
PLA24	Fresh Business II	Ind written exam	90	4,5	1-10
PLA25	Fresh Economics II	Ind written exam	120	4,5	1-10
PLA26	Fresh Chain Management II	Ind written exam	120	4,5	1-10
PLA27	Research Skills II	Ind written exam	120	4,0	1-10
PLA28	Management Skills and Entrepreneurship	portfolio	nvt	4,0	1-10
PLA29	Language Skills Dutch/German II	oral, duo	20	4,0	1-10
PLA29A1	Language Skills English II	oral in groups	60	v	o/v
PLA29A2	Language Skills English II	written	nvt	v	o/v
PLA30	Study Career Management III	Assessment based on portfolio	20	v	o/v
PLA31	Project Skills III/Project III Processing and Trade	Group product with ind comp	nvt	5,5	1-10
PLA33	Fresh Business Knowledge III	Ind written exam	120	4,5	1-10
PLA34	Fresh Business III	Ind written exam	90	4,5	1-10
PLA35	Fresh Economics III	Ind written exam	120	4,5	1-10
PLA36	Fresh Chain Management III	Ind written exam	120	4,5	1-10
PLA37	Research Skills III	Ind written exam	120	4,0	1-10
PLA38	Management Skills and Entrepreneurship III	portfolio	nvt	4,0	1-10
PLA39	Language Skills Dutch/German III	Written exam	20	4,0	1-10
PLA40	Study Career Management IV	Assessment based on portfolio	20	v	o/v
PLA41	Project Skills IV/Project IV Agriproduction	Group product with ind comp	nvt	5,5	1-10
PLA43	Fresh Business Knowledge IV	Ind written exam	120	4,5	1-10
PLA44	Fresh Business IV	Ind written exam	90	4,5	1-10
PLA45	Fresh Economics IV	Ind written exam	120	4,5	1-10
PLA46	Fresh Chain Management IV	Ind written exam	120	4,5	1-10
PLA47	Research Skills IV	Ind written exam	120	4,0	1-10
PLA48	Management Skills and Entrepreneurship IV	portfolio	nvt	4,0	1-10
PLA49	Language Skills Dutch/German IV	oral, duo	20	4,0	1-10
PLA49A	Language Skills English IV	oral, ind	10	v	o/v
PLA50	Competence Exam I	Assessment based on portfolio	30(**)	v	o/v

(*) bij gewogen gemiddelde tentamen

(**) met twee assessoren

Jaar 1 Onderwijseenheden en studiepunten

weegfactor		Toetsen								
Studiepunten	Onderwijs-eenheid	PLA11	PLA13	PLA14	PLA15	PLA16	PLA17	PLA18	PLA19	PLA10
4	BC 11		0,3	0,35	0,35					
2	BC 21	0,3		0,35		0,35				
6	BC 31				0,35	0,35	0,3			
0	BC 41									
1	AC 11	0,3						0,7		x
2	AC 21	0,3							0,7	

weegfactor		Toetsen										
										PLA29A1	PLA29A2	
										x	x	
Studiepunten	Onderwijs-Eenheid	PLA21	PLA23	PLA24	PLA25	PLA26	PLA27	PLA28	PLA29	PLA29A		PLA20
4	BC 12		0,25	0,5	0,25							
3	BC 22	0,5		0,5								
5	BC 32				0,25	0,5	0,25					
1	BC 42			0,5		0,5						
1	AC 12	0,5						0,5				x
1	AC 22	0,5							0,5	x		

weegfactor		Toetsen								
Studiepunten	Onderwijs-Eenheid	PLA31	PLA33	PLA34	PLA35	PLA36	PLA37	PLA38	PLA39	PLA30
4	BC 13		0,25	0,25	0,25		0,25			
3	BC 23	0,5				0,5				
5	BC 33			0,25	0,25	0,5				
1	BC 43		0,25	0,25		0,5				
1	AC 13	0,5						0,5		x
1	AC 23	0,5							0,5	

weegfactor		Toetsen										
weegfactor												
Studiepunten	Onderwijs-Eenheid	PLA41	PLA43	PLA44	PLA45	PLA46	PLA47	PLA48	PLA49	PLA49A	PLA40	PLA50
4	BC 14		0,3	0,35	0,35							
3	BC 24	0,3		0,35		0,35						
4	BC 34				0,35	0,35	0,3					
1	BC 44		0,3	0,35		0,35						
2	AC 14	0,3						0,7			x	x
1	AC 24	0,3							0,7	x		

Jaar 2 Onderwijsactiviteiten en toetsing

		Toetsvorm	Toetsduur (min)	Ondergrens cijfer (*)	beoordeling
HLA08	StartUp Factory (SUF)	portfolio	nvt	5,5	1-10
HLA10	Study Career Management V	gesprek obv portfolio	10	v	o/v
HLA11	BIZZ project V	groepsproduct met ind comp	nvt	5,5	1-10
HLA12	Fresh Economics V	ind schr	120	4,0	1-10
HLA13	Fresh Business Knowledge V	ind schr	120	4,5	1-10
HLA14	Fresh Business and Econimics V	ind schr	180	4,5	1-10
HLA15	Fresh Chain Management and Economics V	nvt	nvt	4,5	1-10
HLA151	Fresh Chain Management and Economics V 1	ind schr	180	4,0	1-10
HLA16	Research Skills V	questionaire	nvt	4,0	1-10
HLA17	Management Skills and Entrepreneurship V	ind rapport	nvt	4,0	1-10
HLA18	Language Skills V	nvt	nvt	4,0	1-10
HLA181	Language Skills V 1	ind schr	30	4,0	1-10
HLA182	Language Skills V oral	oral, duo	20	4,0	1-10
HLA19	Language Skills English V	nvt	nvt	4,0	1-10
HLA191	Language Skills English V portfolio	portfolio	nvt	4,0	1-10
HLA192	Language Skills English V oral	presentatie	10	4,0	1-10
HLA20	Study Career Management VI	gesprek obv portfolio	10	v	o/v
HLA21	BIZZ project VI	groepsproduct met ind comp	nvt	5,5	1-10
HLA22	Fresh Economics VI	ind schr[5]	120	4,0	1-10
HLA23	Fresh Business Knowledge VI	portfolio	nvt	4,5	1-10
HLA24	Fresh Business and Econimics VI	nvt	nvt	4,5	1-10
HLA241	Fresh Business and Econimics VI 1	ind rapport	nvt	4,0	1-10
HLA25	Fresh Chain Management and Economics VI	ind schr	180	4,5	1-10
HLA26	Research Skills VI	ind schr	120	4,0	1-10
HLA27	Management Skills and Entrepreneurship VI	ind rapport	nvt	4,0	1-10
HLA28	Language Skills VI	nvt	nvt	4,0	1-10
HLA281	Language Skills VI	ind schr	30	4,0	1-10
HLA282	Language Skills VI oral	oral, duo	20	4,0	1-10
HLA29	Language Skills English VI	nvt	nvt	4,0	1-10
HLA291	Language Skills English VI portfolio	portfolio	nvt	4,0	1-10
HLA292	Language Skills English VI oral	presentatie	15	4,0	1-10

(*) in gewogen gemiddelde tentamen

[5] Gebaseerd op een casus

Jaar 2 Onderwijseenheden en studiepunten

Semester 3		Toetsen											
weegfactor					HLA151	HLA12			HLA181	HLA182	HLA191	HLA192	
					0,6	0,4			0,3	0,7	0,6	0,4	
credits	Onderwijs-eenheid	HLA11	HLA13	HLA14	HLA15		HLA16	HLA17	HLA18		HLA19		HLA10
7	BC 13	0,25	0,25	0,25			0,25						
6	BC 23	0,25		0,25	0,5								
6	BC 33		0,25	0,25	0,5								
3	BC 43	0,25		0,25				0,5					
2	AC 13	0,25						0,5			0,25		x
2	AC 23	0,25						0,5	0,25				

Semester 4		Toetsen											
weegfactor					HLA22	HLA241				HLA281	HLA282	HLA291	HLA292	
					0,4	0,6				0,3	0,7	0,4	0,6	
credits	Onderwijs-eenheid	HLA21	HLA8	HLA23	HLA24		HLA25	HLA26	HLA27	HLA28		HLA29		HLA20
8	BC 14	0,2	0,2		0,4		0,2							
14	BC 24		0,2	0,3			0,2	0,35						
6	BC 34	0,2	0,2		0,4		0,2							
2	BC 44		0,2	0,3	0,4				0,15					
2	AC 14	0,2	0,2						0,15			0,45		x
2	AC 24	0,2	0,2						0,15	0,45				

Jaar 3 Onderwijsactiviteiten en toetsing

		Toetsvorm	Toetsduur (min)	Ondergrens cijfer	beoordeling
HLA30	Competence Exam	gesprek obv portfolio	30(*)	v	o/v
HLA31	Internship	Rapport	nvt	v	o/v
HLA32	Business research	Rapport	nvt	5,5	1-10
MINOR	Minor	(**)	(**)	(**)	(**)

(*) met twee assessoren

(**) afhankelijk van penvoerend instituut

Jaar 3 Onderwijseenheden en studiepunten

Semester 5	Toetsen			
weegfactor				
credits	Onderwijseenheid	HLA30	H31	H32
5	BC 15		x	1
5	BC 25		x	1
5	BC 35		x	1
5	BC 45		x	1
5	AC 15	x	x	1
5	AC 25	x	x	1

Semester 6	Toetsen
weegfactor	
credits	MINOR
30	1

Jaar 4 Onderwijsactiviteiten en toetsing

		Toetsvorm	Toetsduur (min)	Ondergrens cijfer (*)	beoordeling
ALA10	Study Career Management	Portfolio	nvt	v	o/v
ALA11	Organisational Activities	Divers	nvt	v	o/v
ALA12	Graduation Project	Rapport + presentative	nvt	5.5	1-10
ALA13A	Project Fresh Business BC1	groepsproduct met ind beoor	nvt	5,5	1-10
ALA13B	Project Fresh Business BC2	groepsproduct met ind beoor	nvt	5,5	1-10
ALA13C	Project Fresh Business BC3	groepsproduct met ind beoor	nvt	5,5	1-10
ALA13D	Project Fresh Business BC4	groepsproduct met ind beoor	nvt	5,5	1-10
ALA13E	Project Fresh Business AC1	groepsproduct met ind beoor	nvt	5,5	1-10
ALA13F	Project Fresh Business AC2	groepsproduct met ind beoor	nvt	5,5	1-10
ALA14A	Project Supply Chain BC1	groepsproduct met ind beoor	nvt	5,5	1-10
ALA14B	Project Supply Chain BC2	groepsproduct met ind beoor	nvt	5,5	1-10
ALA14C	Project Supply Chain BC3	groepsproduct met ind beoor	nvt	5,5	1-10
ALA14D	Project Supply Chain BC4	groepsproduct met ind beoor	nvt	5,5	1-10
ALA14E	Project Supply Chain AC1	groepsproduct met ind beoor	nvt	5,5	1-10
ALA14F	Project Supply Chain AC2	groepsproduct met ind beoor	nvt	5,5	1-10
ALA19	Language Skills	gesprek o.b.v. portfolio	20	v	o/v
ALA20	Competence exam	gesprek o.b.v. portfolio	45(**)	v	o/v

(*)bij gewogen gemiddelde tentamen

(**) met twee assessoren

Jaar 4 Onderwijseenheden en studiepunten

Semester 7		Toetsen													
weegfactor															
		ALA10	ALA13A	ALA13B	ALA13C	ALS13D	ALA13E	ALS13F	ALA14A	ALA14B	ALA14C	ALA14D	ALA14E	ALA14F	ALA19
credits	Onderwijs-eenheid														
7	BC 17		0,5						0,5						
7	BC 27			0,5						0,5					
7	BC 37				0,5						0,5				
4	BC 47					0,5						0,5			
2	AC 17	x					0,5						0,5		
3	AC 27							0,5						0,5	x

Semester 8	Toetsen			
weegfactor				
		ALA 11	ALA12	ALA20
credits	Onderwijseenheid			
7	BC 18		1	
7	BC 28		1	
6	BC 38		1	
3	BC 48		1	
4	AC 18	x	1	x
3	AC 28		1	

See for the FIBS Exam policy
https://connect.fontys.nl/instituten/fibs/Institute/Pages/OER.aspx

See also the work placement (Internship and Business Research) regulations for requirements and further conditions, such as the minimum duration of 15 weeks (3,5 months) and the latest starting date:
https://connect.fontys.nl/instituten/fibs/StudyProgrammes/IFBM/).
And see the Graduation regulations for the requirements and further conditions such as the minimum duration of 15 weeks (3,5 months) and the latest starting date:
https://connect.fontys.nl/instituten/fibs/StudyProgrammes/IFBM/).

The examination of the Bachelor's programme is successfully completed, once the student has passed all Units of study of the Bachelor's programme.

Further stipulations with regard to the execution of the examination policy cohort 2017:

Pass standard phase I
The examination for the foundation year is passed as soon as a student has completed all teaching units with at least 5,50 or Pass grade, thereby obtaining 60 credits.

Pass standard phase II
Phase II is passed as soon as a student has completed all teaching units with at least 5,50 or Pass grade, thereby obtaining 120 credits.

Pass standard phase III
Phase III is passed as soon as a student has completed all teaching units with at least 5,50 or Pass grade, thereby obtaining 60 credits.

Pass standard Bachelor diploma
As referred to in the Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderwijs*, WHW), a student will be awarded with the degree and the award ceremony will take place as soon as all units and the corresponding credits of the study programme and thus the study programme examination has been completed successfully.

The average grade of phases 2 and 3 is calculated by weighing the credits multiplied by the obtained grades per LA (including the Graduation Assignment), divided by the number of credits. This only applies to minors graded from 1 to 10. Modules graded as "passed" (new code ´PA´ or old code ´V´) and exemptions are not included in the calculation of the average grade.

A transition regulation applies to the other cohorts with regard to the memo of execution of the exam policy which is described in art. 43.

Article 15 Content of minors and other special programmes

1. *Students are not restricted in their choice of a minor, whether the minor is a minor specific to a study programme or one offered across Fontys, or an external minor, provided there is no overlap with the major programme (see also paragraph 2).*
   The institute *offers the following minors.*
   FUN – Finland, the UK and the Netherlands Experience
   Minor doing business in and with Europe

- State study programme minors
The following minors cannot be taken as they overlap with the major.

Minor doing business in and with Europe:
This minor is a so-called program minor for International Business programme. Students are allowed to choose their own courses in the minor from the electives. Important to notice is that FIBS students have a limited choice. See the electives and restrictions listed below:

- Elective 1: not open to FIBS students
- Elective 2: not open to IB students
- Elective 3: not open to IFC students
- Elective 4: not open to IFBM students
- Elective 5: not open to MM students
- Elective 6: open to all FIBS students
- Elective 7: open to all FIBS students

- State the minors that cannot be taken or

IBM (International Business Management)

2. Students who want to take a minor abroad or an external minor must seek the Examination Board's permission regarding their personal choices with respect to the minor prior to its start. Participation in a minor requires students to have passed the foundation year examination, unless the Examination Board grants them permission to take the minor without fulfilling this requirement. The minor must be taken in the third year of study.
3. Enrolment in a minor must be done before the start date as stated on the Fontys minor portal or in the Minor Regulations.
4. High-achieving students can take a minor on top of the regular study programme of 240 credits. This is subject to the following conditions:
   A student is able to follow an extra minor when he can achieve his bachelor education within the study period of four years.
   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.
   Or
   It is not possible to obtain an exemption from the minor on the grounds of the Fontys Empower reorientation programme.
   Not applicable, because it is not possible to apply for IFBM since September 2018.

Article 16 Education components

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

   In the blueprint the overview of the study programme with the Learning Arrangements are presented for each quarter 'kwartester' in year 1, and for each semester in study year 2, 3 and 4.

Curriculum Blueprint IFBM Cohort 2017

Phase 1: Propedeutic phase				Phase 2: Main phase				Phase 3: Graduation phase	
Fall 2018		Spring 2019		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
S1		S2		S3	S4	S5	S6	S7	S8
S1a	S1b	S2a	S2b						
PLA 11 Project Consumer	**PLA 21** Project Retail	**PLA 31** Project Processing & Trade	**PLA41** Project Agri-production	**HLA 11** BIZZ Project	**HLA 21** BIZZ Project	HLA17 WORK PLACEMENT: *Internship* *Business research* OR MINOR	HLA17 WORK PLACEMENT: *Internship* *Business research* OR MINOR	**ALA 10** SCM	**ALA 11** Organizational Activities
PLA 13 Fresh Business Knowledge I	**PLA23** Fresh Business Knowledge II	**PLA33** Fresh Business Knowledge III	**PLA43** Fresh Business Knowledge IV	**HLA 12 Fresh Economics V**	**HLA 22 Fresh Economics VI**				
PLA 14 Fresh Business I	**PLA 24** Fresh Business II	**PLA 34** Fresh Business III	**PLA 44** Fresh Business IV	**HLA 13** Fresh Chain Knowledge V	**HLA 23** Fresh Chain Knowledge VI			**ALA 13** Project Fresh Business	**ALA12** Graduation Assignment
PLA 15 Fresh Economics I	**PLA 25** Fresh Economics II	**PLA 35** Fresh Economics III	**PLA 45** Fresh Economics IV	**HLA 14** Fresh Business & Economics V	**HLA 241** Fresh Business & Economics VI 1				
PLA 16 Fresh Chain Management I	**PLA 26** Fresh Chain Management II	**PLA 36** Fresh Chain Management III	**PLA 46** Fresh Chain Management IV	**HLA 151** Fresh Chain Management & Economics V 1	**HLA 25** Fresh Chain Management & Economics VI			**ALA 14** Project Fresh Supply Chain	
PLA 17 Research Skills I	**PLA 27** Research Skills II	**PLA 37** Research Skills III	**PLA 47** Research Skills IV	**HLA 16** Research Skills V	**HLA 26** Research Skills VI				
PLA 18 Management Skills & Entre-preneurship I	**PLA 28** Management Skills & Entre-preneurship II	**PLA 38** Management Skills & Entre-preneurship III	**PLA 48** Management Skills & Entre-preneurship IV	**HLA 17** Management Skills & Entre-preneurship V	**HLA 27** Management Skills & Entrepreneurship VI				
PLA19 Language Skills Dutch/German I	**PLA29** Language Skills Dutch/German II	**PLA39** Language Skills Dutch/German III	**PLA49** Language Skills Dutch/German IV	**HLA 18** Language Skills Dutch/German V	**HLA 28** Language Skills Dutch/German VI			**ALA 19** Language Skills Dutch/German	
PLA19A Language Skills English I	**PLA29A** Language Skills English II	**PLA39A** Language Skills English III	**PLA49A** Language Skills English IV	**HLA 19** Language Skills English V	**HLA 29** Language Skills English VI				
PLA 10 SCM	**PLA 20** SCM	**PLA 30** SCM	**PLA 40** SCM	**HLA 8** SUF (StartUp Factory)					
			PLA 50 competence exam I	**HLA 10** SCM	**HLA 20** SCM		**HLA 30 competence exam I**		**ALA 20 competence exam III**
60 EC				60 EC		60 EC		60 EC	

Curriculum Blueprint IFBM Cohort 2016

Phase 1: Propedeutic phase				Phase 2: Main phase				Phase 3: Graduation phase	
Fall 2018		Spring 2019		Fall 2018	Spring 2019	Fall 2018	Spring 2019	Fall 2018	Spring 2019
S1		S2		S3	S4	S5	S6	S7	S8
S1a	S1b	S2a	S2b						
PLA 11 Project Consumer	**PLA 21** Project Retail	**PLA 31** Project Processing & Trade	**PLA41** Project Agri-production	**HLA 11** BIZZ Project	**HLA 21** BIZZ Project	**HLA17** WORK PLACEMENT: *Internship* *Business research* OR MINOR	**HLA17** WORK PLACEMENT: *Internship* *Business research* OR MINOR	**ALA 10** SCM	**ALA 11** Organizational Activities
PLA 12 Project Skills I	**PLA 22** Project Skills II	**PLA 32** Project Skills III	**PLA 42** Project Skills IV						
PLA 13 Fresh Business Knowledge I	**PLA23** Fresh Business Knowledge II	**PLA33** Fresh Business Knowledge III	**PLA43** Fresh Business Knowledge IV	**HLA 13** Fresh Chain Knowledge V	**HLA 23** Fresh Chain Knowledge VIHoe ziet het h			**ALA 13** Project Fresh Business	**ALA12** Graduation Assignment
PLA 14 Fresh Business I	**PLA 24** Fresh Business II	**PLA 34** Fresh Business III	**PLA 44** Fresh Business IV	**HLA 14** Fresh Business & Economics V	**HLA 24** Fresh Business & Economics VI				
PLA 15 Fresh Economics I	**PLA 25** Fresh Economics II	**PLA 35** Fresh Economics III	**PLA 45** Fresh Economics IV	**HLA 15** Fresh Chain Management & Economics V	**HLA 25** Fresh Chain Management & Economics VI				
PLA 16 Fresh Chain Management I	**PLA 26** Fresh Chain Management II	**PLA 36** Fresh Chain Management III	**PLA 46** Fresh Chain Management IV	**HLA 16** Research Skills V	**HLA 26** Research Skills VI			**ALA 14** Project Fresh Supply Chain	
PLA 17 Research Skills I	**PLA 27** Research Skills II	**PLA 37** Research Skills III	**PLA 47** Research Skills IV	**HLA 17** Management Skills & Entrepreneurship V	**HLA 27** Management Skills & Entrepreneurship VI				
PLA 18 Management Skills & Entrepreneurship I	**PLA 28** Management Skills & Entrepreneurship II	**PLA 38** Management Skills & Entrepreneurship III	**PLA 48** Management Skills & Entrepreneurship IV	**HLA 18** Language Skills Dutch/German V	**HLA 28** Language Skills Dutch/German VI				
PLA19 Language Skills Dutch/German I	**PLA29** Language Skills Dutch/German II	**PLA39** Language Skills Dutch/German III	**PLA49** Language Skills Dutch/German IV	**HLA 19** Language Skills English V	**HLA 29** Language Skills English VI			**ALA 19** Language Skills Dutch/German	
PLA19A Language Skills English I	**PLA29A** Language Skills English II	**PLA39A** Language Skills English III	**PLA49A** Language Skills English IV	**HLA 8** Mini Company					
PLA 10 SCM	**PLA 20** SCM	**PLA 30** SCM	**PLA 40** SCM	**HLA 10** SCM	**HLA 20** SCM				
			PLA 50 competence exam I				**HLA 30 competence exam I**		**ALA 20 competence exam III**
60 EC				60 EC		60 EC		60 EC	

Curriculum Blueprint IFBM Cohort 2014/cohort 2015

Phase 1: Propedeutic phase				Phase 2: Main phase				Phase 3: Graduation phase	
Fall 2018		Spring 2019		Fall 2018	Spring 2019	Fall 2018	Spring 2019	Fall 2018	Spring 2019
S1		S2		S3	S4	S5	S6	S7	S8
S1a	S1b	S2a	S2b						
PLA 11 Project Consumer	**PLA 21** Project Retail	**PLA 31** Project Processing & Trade	**PLA41** Project Agri-production	**HLA 11** BIZZ Project	**HLA 21** BIZZ Project	WORK PLACEMENT OR MINOR	WORK PLACEMENT OR MINOR	**ALA 10** SCM	**ALA 11** Organizational Activities
PLA 12 Project Skills I	**PLA 22** Project Skills II	**PLA 32** Project Skills III	**PLA 42** Project Skills IV						
PLA 13 Fresh Business Knowledge I	**PLA23** Fresh Business Knowledge II	**PLA33** Fresh Business Knowledge III	**PLA43** Fresh Business Knowledge IV	**HLA 13** Fresh Chain Knowledge V	**HLA 23** Fresh Chain Knowledge VIHoe ziet het h			**ALA 13** Project Fresh Business	**ALA12** Graduation Assignment
PLA 14 Fresh Business I	**PLA 24** Fresh Business II	**PLA 34** Fresh Business III	**PLA 44** Fresh Business IV	**HLA 14** Fresh Business & Economics V	**HLA 24** Fresh Business & Economics VI				
PLA 15 Fresh Economics I	**PLA 25** Fresh Economics II	**PLA 35** Fresh Economics III	**PLA 45** Fresh Economics IV	**HLA 15** Fresh Chain Management & Economics V	**HLA 25** Fresh Chain Management & Economics VI				
PLA 16 Fresh Chain Management I	**PLA 26** Fresh Chain Management II	**PLA 36** Fresh Chain Management III	**PLA 46** Fresh Chain Management IV	**HLA 16** Research Skills V	**HLA 26** Research Skills VI			**ALA 14** Project Fresh Supply Chain	
PLA 17 Research Skills I	**PLA 27** Research Skills II	**PLA 37** Research Skills III	**PLA 47** Research Skills IV	**HLA 17** Management Skills & Entrepreneurship V	**HLA 27** Management Skills & Entrepreneurship VI				
PLA 18 Management Skills & Entrepreneurship I	**PLA 28** Management Skills & Entrepreneurship II	**PLA 38** Management Skills & Entrepreneurship III	**PLA 48** Management Skills & Entrepreneurship IV	**HLA 18** Language Skills Dutch/German V	**HLA 28** Language Skills Dutch/German VI				
PLA19 Language Skills Dutch/German I	**PLA29** Language Skills Dutch/German II	**PLA39** Language Skills Dutch/German III	**PLA49** Language Skills Dutch/German IV	**HLA 19** Language Skills English V	**HLA 29** Language Skills English VI			**ALA 19** Language Skills Dutch/German	
PLA19A Language Skills English I	**PLA29A** Language Skills English II	**PLA39A** Language Skills English III	**PLA49A** Language Skills English IV	**HLA 8** Mini Company					
PLA 10 SCM	**PLA 20** SCM	**PLA 30** SCM	**PLA 40** SCM	**HLA 10** SCM	**HLA 20** SCM				
			PLA 50 competence exam I				**HLA 30 competence exam I**		**ALA 20 competence exam III**
60 EC				60 EC		60 EC		60 EC	

Vergelijking IFBM competenties en –aspecten met landelijk vastgestelde L&M deelcompetenties en –aspecten.

IFBM competenties	IFBM uitwerking competenties	**A Ontwikkelen van beleid:**			**B. Aansturen van werkzaamheden**				**C Uitvoeren**			totalen
		A1 Voert onderzoek uit door middel van analyse en vertaalt interne en externe ontwikkelingen naar consequenties	A2 Formuleert beleid op één of meerdere domeinen	A3 Levert een bijdrage aan het ontwikkelen van relaties, ketens en netwerken in samenhang met economische	B1 Geeft leiding aan het uitvoeren van processen binnen de	B2 Kan logistieke processen inrichten,	B3 Past managementtechnieken toe.	B4 Ondersteunt bij het ontwikkelen, implementeren en evalueren van	C1 Plant logistieke operaties en draagt zorg voor	C2 Onderkent problemen binnen de logistieke operaties, stelt diagnoses en correcties vast	C3 Monitort prestaties binnen alle logistieke	
1. Identificatie beleidsvraagstukken op basis van interne en externe analyse (50 EC)	Een omgevingsanalyse uitvoeren	x		x								2
	Kansen en bedreigingen in bedrijfsomgeving vaststellen	x										1
	Een interne analyse uitvoeren	x										1
	Sterktes en zwaktes van een bedrijf identificeren	x										1
	Probleemstelling formuleren	x						x				2
	Plan van aanpak opstellen	x		x								2
	Keuzes methodologie verantwoorden	x										1
	Gegevens verzamelen	x										1
	Gegevens analyseren	x										1
	- Identificatie potentiële beleidsvraagstukken		x					x				2
2. Beleidsontwikkeling (50 EC)	Strategische opties definiëren		x								x	2
	Strategische opties prioriteren		x				x	x			x	4
	Doelstellingen formuleren		x					x				2
	Beleidskeuzes onderbouwen		x				x					2
	Actieplan opstellen		x					x		x		3
3. Beleidsuitvoering (50 EC)	Plannen en adviezen operationaliseren					x						1
	Knelpunten herkennen en oplossen	x						x	x	x	x	5
	Processen beheersen								x		x	2
	Afstemming tussen functies, afdelingen en bedrijven			x	x		x		x		x	5
	Veranderings-trajecten ontwikkelen\	x						x		x		3

4. Ondernemerschap en relatiebeheer (20 EC)	Nieuwe producten, diensten en concepten ontwikkelen					x		x				20
	Ondernemingsplan opstellen											0
	Een product verkopen											0
	Een waarde propositie opstellen											0
	Relaties aanknopen, ontwikkelen en onderhouden			x			x					20
	Een accountplan ontwikkelen en uitvoeren											0
5. Professioneel handelen (10 EC)	Zelfevaluatie uitvoeren	x	x	x	x	x	x	x	x	x	x	10
	Plan van aanpak voor eigen activiteiten opstellen	x	x	x	x	x	x	x	x	x	x	10
	Rapporteren	x	x				x	x	x	x	x	7
	Effectief werken in groepsverband	x	x	x	x	x	x	x	x	x	x	10
	Actief deelnemen in groepsproces	x	x	x	x	x	x	x	x	x	x	10
6. Sociale en communicatieve vaardigheden (30 EC)	Basisvaardigheden in twee vreemde talen: spreken, luisteren en lezen	x	x	x	x	x	x	x	x	x	x	10
	Presenteren in eigen taal en twee vreemde talen	x	x	x	x	x	x	x	x	x	x	10
	Dialoog voeren in eigen taal en twee vreemde talen	x	x	x	x	x	x	x	x	x	x	10
	Kennis cultuur en instituties	x	x	x	x	x	x	x	x	x	x	10
	totalen	20	15	12	9	9	12	16	12	12	14	

2. The education components of the minors are described in the minor regulations. The regulations governing the minors offered across Fontys can be found at www.fontys.nl/minors. The regulations governing minors specific to study programmes are included as an appendix to this TER.
3. Any entry requirements a student must meet before participating in an education component are stated in the overview as referred to in paragraph 1.
4. Participation in education components in the post-foundation year phase is allowed after passing the foundation year examination. The Examination Board may grant permission to a student who has not passed the foundation year examination to participate in education components in the post-foundation year phase. *(Section 7.30 of the WHW.)*
   In case a student achieved 50 credits after the first study year, she will be permitted in the post Propaedeutic Phase.
5. *Enrolment in the education components proceeds as follows: enrolment procedure - mention term for enrolment*
   Enrolment in the education components is not required.
6. The timetable is announced by way of ….. https://www.fontys.nl/roosters/FIBS/ no later than three weeks prior to the start of classes.
7. Students who have registered for an education component must ensure that they meet the entry requirements of that component. The overview in Article 16, paragraph 1, indicates the education components to which requirements apply for participation as well as the nature of these requirements. If the requirements concern compulsory attendance, students who are eligible for the top-level athletes scheme or the student entrepreneur scheme can apply to meet this requirement in a parallel group or for exemption from this obligation (see also Article 11 and 11a).

Article 16a - Evaluation of teaching

The teaching provided during the study programme is evaluated in the following way.
Education will be evaluated as follows:
- Student evaluation at the end of each semester (digitally done, announced by study career coaches)
- Evaluation sessions with students (by quality coordinator)

Feedback of the results of these evaluations will be given to the study programme manager, Programme Committee (´opleidingscommissie´), quality coordinator, others involved and to students during evaluation sessions. Finally, actions to improve will be determined by persons in charge.

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 competency examination 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 competency examination.*
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. If only one examiner conducts the oral examination, the session will be recorded (audio or video) in order to have a second examiner make a second assessment based on this recording. 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 overview in Article 14.

Article 19 Tests and assessments

1. The test timetable for a particular teaching period must be announced via the website of the study programme, https://connect.fontys.nl/instituten/fibs/Schedules three weeks before the start of that teaching period.
2. 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 course manuals, see https://connect.fontys.nl/instituten/fibs/StudyProgrammes/IFBM and the content of the test is made available to students at least three working weeks before the test.
2. The examiner determines the period of time allowed to students to take the test as well as any aids that students may use during the test, subject to the guidelines and instructions provided by the Examination Board. This information must be stated on the examination paper.
3. The test timetable will be published through https://connect.fontys.nl/instituten/fibs/Schedules no later than three *weeks* before the start of the test period in question.

Article 21 Sitting competency examinations

1. *Prior to sitting a competency examination, students must consult their study career counsellor. The study career counsellor will give the student (non-binding) advice regarding the student's request to sit the competency examination.*[6]
2. *Students who want to sit the final competency examination of the study programme must prove that they have passed the minor or have been granted an exemption.*
3. *The Examination Board determines, in consultation with the examiner if necessary, whether the student meets the conditions to be allowed to take the competency examination, notwithstanding the student's own responsibility to determine whether he or she meets the conditions.*
4. *Students that terminate their study programmes prematurely may request to take part of the competency examination (exit assessment).*

Article 22 Registration for tests

1. *Students must register for every test in accordance with the procedure set out below.*

Registration procedure:
The time table will be published in time but no later than 3 weeks before the test starts. Publication will take place on the intranet https://connect.fontys.nl/instituten/fibs/Schedules/ and includes per summative test the date, time to start and end the test and the location of the test.

From this study year on students no longer have to enroll for the tests and retakes. **With exception of the minor**. Students must register for the tests of a minor in accordance with the procedure as set in the minor regulations. The regulations of the FIBS minors have been included as attachment and for the other minors see www.fontys.nl/minors or the minor regulations itself.

As a result of the new enrolment procedure the enrollments for the tests are no longer visible in Progresswww for the student (except the minor).

Students who have already passed the test, have one opportunity to improve their grade and in this case the highest mark will count (see also Article 28.1). According to the regulations students must register themselves by sending an e-mail to fibs-grades@fontys.nl in the first month of each semester (before the 25th of September 2020 and the 26nd of March 2021).

Students who have missed this deadline or have already made one extra attempt to improve their grade, are not allowed any more attempts (see also Article 28.1 and 22.2).

Only if the testing for a learning arrangement consists of more than one component (test) and the average grade is below 5,50, you can retake all underlying components. Even if you have already passed one of the components. Enrolment is not necessary.

2. Students who have failed to act in accordance with the registration procedure cannot sit the test.

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

[6] A student career counsellor should preferably not be an assessor of this competency examination and must never be the first or only assessor.

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.
   Exceptions are added to the Examination overview for study year 2020-2021 in article 14.
2. Students are entitled to inspect all assessed tests and the accompanying assessment criteria and to be given feedback on the results.
3. Inspection is subject to the procedure described below.
4. Feedback is given according to the following procedure.
   Inspection and feedback is subject to the procedure described below.
   Within 2 weeks of the max. publication date of the results of the written tests the student will be given the opportunity to review the assessed test. During this period each student that took the test can get information about questions and assignments of the specific test and, if possible, of the norm that has been maintained for the assessment.
   The executive committee of the examination board can determine whether the review will take place at an exact location and time or by appointment.
   If the student concerned can prove that he was unable to be present at the arranged location and time due to force majeur, another option will be agreed upon.
5. Students will receive written notification of their results at least once a year, from which notification students may derive rights.
   Students receive a general e-mail at least once a year with a link to the student's current academic accomplishments in Progress and the information how to receive an overview with the results authenticated with stamp and registered signature at the Student Service Centre.

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
4. Students in the propaedeutic phase can only take part in the exams of their own stream (September or January). In the main phase and graduation phase, it's possible to take part in all the exams, no matter which stream the student follows (September or February)

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. (see Article 45 and Article 46 of the Students' Charter)

Article 28 Resits

1. Tests are conducted at least twice an academic year.
   Students can resit components marked with a pass no more than once, and at least once, in which case the highest mark will count.
   For the practical tests referred to below, resits only take place in the following academic year (in case there is not enough time to successfully complete the resit (retake) before the end of the academic year):
   - work placement (Internship and Business Research)
   – graduation assignment
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 on the FIBS portal in the course manuals https://connect.fontys.nl/instituten/fibs/StudyProgrammes/IFBM/

   When a phase is administratively closed, it's no longer possible to retake study parts that already have been achieved successfully. A phase is administratively closed when a student passed all exams concerning this phase.
3. *The possibility to have competencies not yet acquired assessed again later is discussed at every competency examination.*
   In consultation with the student, a determination is made regarding what needs to be done, when and how the student will be able to show that he or she has worked on acquiring the competencies and when he or she will have acquired these competencies, or
   If the competency examination consists of a full test of the student's level, the student must take the resit for this competency examination.
4. *Students who are given conditional advice regarding the continuation of studies (positive or negative) based on the competency examination of the foundation year will be given no more than one year to improve their results. If necessary, they must retake the competency examination of the foundation year at the end of the second year of enrolment. Depending on the result of this resit, the conditional advice regarding the continuation of studies will then be converted into either positive or binding negative advice regarding the continuation of studies.*

Article 29 Period of validity of results

1. The period of validity of successfully completed component tests is ten years.
   Results achieved for interim examinations can only lapse if the understanding/knowledge/skills to which these interim examinations relate can be shown to be obsolete. Understanding, knowledge and skills that were assessed more than 10 years ago can evidently be shown to be obsolete.
   The period of validity of successfully completed interim examinations is: 10 years
   The Examination Board may extend this term.
2. In the event of special circumstances as referred to in the Profiling Fund Scheme, the period of validity of interim examinations will as a minimum be extended by the duration of the support granted on the basis of that scheme.
3. If the study programme has been substantially altered, details on how this term will be restricted can be stated below, whether in the form of a written decision issued to a student or incorporation in the Teaching and Examination Regulations, if it applies to the entire cohort.
   Not applicable

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.
If the student is of the opinion that not all results have been properly registered in Progress, he / she must report this to the SSC by mail within 3 months after the moment of testing, SSC-venlo@fontys.nl.

Article 32 Advice regarding the continuation of studies

1. During the first year of enrolment in the foundation phase of a bachelor study programme and, where possible, prior to the start of the second semester, 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 or she will receive a binding negative advice regarding the continuation of his studies. A reasonable period within which the student must have improved his 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.

   At the end of the first semester of the Propaedeutic phase the study career coach conducts a personal conversation with the student on earned credits.

   Before the retakes at the end of the first semester take place each student receives a letter at the Fontys e-mail address with information about the warning and the study advice at the end of the first year of enrolment (12 months). The student is asked to contact his/her study career coach when no personal conversation has taken place.

   Note: It is also possible to give a student who had not fallen behind before the start of the second semester a warning at a later stage, if he or she subsequently has fallen behind and still has time to improve his or her grade point average.
   The student will be given a warning in the following cases:
   Not applicable.
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 or she 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 ...
   Not applicable.
3. Advice regarding the continuation of studies is based on the student's results in the foundation year. The Examination Board advises the institute director on advice regarding the continuation of studies to be given. This advice must take into account the student's personal circumstances. Students must report any personal circumstances to their study career counsellors or student counsellors the moment they occur.
   If the student misses the deadline for reporting special circumstances, the Examination Board will examine whether it was excusable for the student to miss the deadline for reporting those circumstances. Engaging in top-level sports activities by students who have been granted a Top-Class Sport or Talent status are entitled is regarded as a special circumstance, on the basis of which the delivery of advice regarding the continuation of studies is deferred. The practice of running a business of his or her own by student entrepreneurs who have been awarded student entrepreneur status, as defined in the Fontys student entrepreneur scheme, is also regarded as a special circumstance, on the basis of which the delivery of advice regarding the continuation of studies is deferred. However, a minimum number of credits which must be achieved to qualify for that deferral may be specified for student entrepreneurs (see also paragraph 4 of this article).
4. The student will be given positive study advice regarding the continuation of studies in the following cases:
   Not applicable.

The student will be given a binding negative study advice regarding the continuation of studies in the following cases:
Students who have been granted a Top-Class Sport or Talent status as referred to in Article 32(3) must have earned at least …in order to be eligible for postponement of their study advice.
The minimum number of credits that must be achieved to qualify for that deferral for student entrepreneurs is **50 credits.**
Not applicable.
Because of the planning-neutral conversion of all economic study programmes, programme names and programme codes have been changed. A binding (negative) study advice for International Fresh Business Management, study programme code 30034 also applies to the new study programme Logistics Management – International Fresh Business Management, study programme code 35522 (re. cohort 2017 and earlier).

5. Where there are special circumstances as defined in paragraph 3 of this article which may have had an influence on the credits the student obtained, the delivery of advice regarding the continuation of studies may be deferred until the end of the second year of enrolment or until the end of a shorter period. At the end of the second year or the shorter period, there will be a further review of whether the student has met the criteria as defined in paragraph 4.
   Not applicable.
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).
   Not applicable.

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. Each binding negative advice regarding the continuation of studies comes with a referral to either another study programme or to a student counsellor or the study choice adviser.

Section 7 Graduation

Article 34 Examinations - certificates - diploma supplement

1. Students have passed the examination of the foundation year*, the Associate degree programme* or the study programme if they have passed all units of study which form part of the foundation year, *the Associate degree programme* or the study programme, as referred to in section 13. *(Section 7.10 of the Act.)*
2. Certificates are given at the following occasions:
   - on passing the foundation year examination;
   - on passing the study programme's final examination.
3. The certificate will only be given after it has been established that the student is enrolled and has paid his 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 that the student has passed within a maximum of eight calendar weeks after the final academic activity (test or assessment).
   If the student wishes for the certificate to be dated later, the student must postpone the completion of his final academic activity.
   The certificate is signed on behalf of the Examination Board by the (deputy) chairman, the (deputy) secretary, the candidate and, if applicable, an external expert.
   (Section 7.11 of the WHW). On behalf of the institute, the Examination Board also confers on the student the degree if the student has taken the or the study programme examination.
5. 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 Associate degree programme or the study programme examination.
   For the study programme's examination the degree Bachelor of Science is awarded.
6. The award ceremony takes place at a time decided by the institute.
   Students who passed the study programme examination and have requested the postponement of the award of the certificate may be issued a statement that the study programme degree has been conferred on them. *(Section 7.11 of the WHW.)*
7. *The certificates of students whose performance has been extraordinary will state the distinctions referred to below.*
   The distinction 'cum laude' is the highest degree possible.
   Students will be awarded the distinction 'cum laude' if they meet the following criteria:

   "With honours" / "Cum laude" (post propaedeutic phase)
   A student will be awarded with the distinction "with honours" (in the Dutch OER mentioned as "cum laude"), if he has met the following requirements:
   the student has achieved a weighted average grade of 8.0 or higher for the post-propaedeutic components (modules) of the study programme. Results for the minor, exemptions and modules graded with 'passed / failed' are not included.

   "With merit" / "met genoegen" (post propaedeutic phase)
   A student will be awarded with the distinction "with merit" (in Dutch "met genoegen"), if he has met the following requirements:
   the student has achieved a weighted average grade of 7.0 or higher for the post-propaedeutic components (modules) of the study programme. Results for the minor, exemptions and modules graded with 'passed / failed' are not included.

   The Examination Board reserves the right in individual situations not to award a distinction on the certificate of a student in case of fraud.

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

Any specific arrangements made with one or more universities with respect to the Bachelor's programme in order to facilitate the smooth transfer of students to a university Master's programme are detailed below.

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.
   See also the FIBS Fraud Policy in Appendix 5.
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.
7. Examiners of Fontys International Business School use software programs to detect or track down plagiarism.
8. Violating the rules as laid down in the ' examination protocol ' falls within the definition of fraud. This applies also to non-permitted use and carrying informative items. Informative items that are allowed are stated thoroughly on the exam cover page.

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;
   - responsibility for (the course of affairs surrounding) the conduct of tests of a study programme;
   - to determine objectively and professionally whether a student has passed an examination;
   - to award certificates and the diploma supplement;
   - to determine alternative tracks;
   - to assess applications for exemptions and reviews and to award applications for special facilities;
   - to determine whether an examination has been conducted in a way other than that prescribed in the TER;
   - approval of the details of a foreign minor or external minor;
   - to give advice to the institute director on advice regarding the continuation of studies to be issued;

   The composition of the Examination Board can be found in the Appendix 4 'Composition of the Examination Board'
3. An application to the Examination Board can be submitted to https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard (see also Article 27).

Article 39 Appeals

Students who do not agree with a decision of the Examination Board can lodge an appeal against this decision within six calendar weeks after the date of the decision with the Examination Appeals Board (see Articles 45 and 46 of the Students' Charter). *(Section 7.61 of the WHW.)*
Notices of appeal should preferably be submitted in digital format via the portal of the Examination Appeals Board. See the website for more information. Students can contact the Student Counselling Office (iStudent@fontys.nl) for help on lodging an appeal.

Section 10 Retention and hardship clause

Article 40 Retention of documentation

1. The Examination Board is responsible for retaining the minutes of its meetings and its decisions for a period of seven years.
2. The Examination Board is responsible for retaining its issued statements, among others, the statement on departure of a student who terminates his 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.
2. The general section of these regulations and any amendments thereto will be established by the Executive Board, after having obtained the consent of the students' section of the Central Participation Council. PC's will be given an opportunity to issue advice to the CPC. That general section of the TER constitutes the basis on which the study programme-specific TER for each study programme will be drawn up before being submitted to the Examination Board for their advice and the (joint) study PC and IPC for their advice/consent. The (joint) study PC advises the institute director and sends its advice to the IPC for informational purposes. The IPC advises the institute director and sends its advice to the (joint) study PC. The establishment of and amendments to the study programme-specific TER are effected following a proposal from the institute and require the consent of the students' section of the competent IPC and the (joint) study PC. (*see Sections 10.20 and 7.13 of the WHW.)*
   PC can inform Legal Affairs (JZ) of any notes to the general section of the Teaching and Examination Regulations. As far as possible, these notes will be incorporated into the general section of next academic year's Teaching and Examination Regulations.
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.
   The text of the TER may be adapted if required following changes in the organisation or parts of it, without prejudice to the provisions of paragraph 3.
   The official title of the TER of the Bachelor's programme is the institutional section of the TER 2020-2021 from Fontys International Business School from the bachelor study International Fresh Business Management.

Article 43 Transitional provisions

When a study programme is subject to a substantial overhaul, the following transitional provisions will apply.
After the last regular activities of the 'old' programme and the related test or examination have been completed, this test or examination will be held two more times by way of resits. After that, it will be decided which test or examination that is part of the 'new' programme the student must sit to replace the 'old' one. or transitional provisions of the individual study programme.
See https://connect.fontys.nl/instituten/fibs/Institute/Pages/OER.aspx for the specific information for each cohort/study programme.
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 Teaching and Examination Regulations (see under A).
- the intranet site of the faculty (https://connect.fontys.nl/instituten/fibs/)

2. Facilities for students

Information on facilities for students can be found at:

- the institution-specific section of the Fontys Students' Charter (www.fontys.nl/regelingen)
- the website of the Students Facilities Department (http://www.fontys.nl/studentenvoorzieningen)
- the website of Fontys Study Abroad (Fontys Study Abroad)
- the intranet site of the faculty (https://connect.fontys.nl/instituten/fibs/)

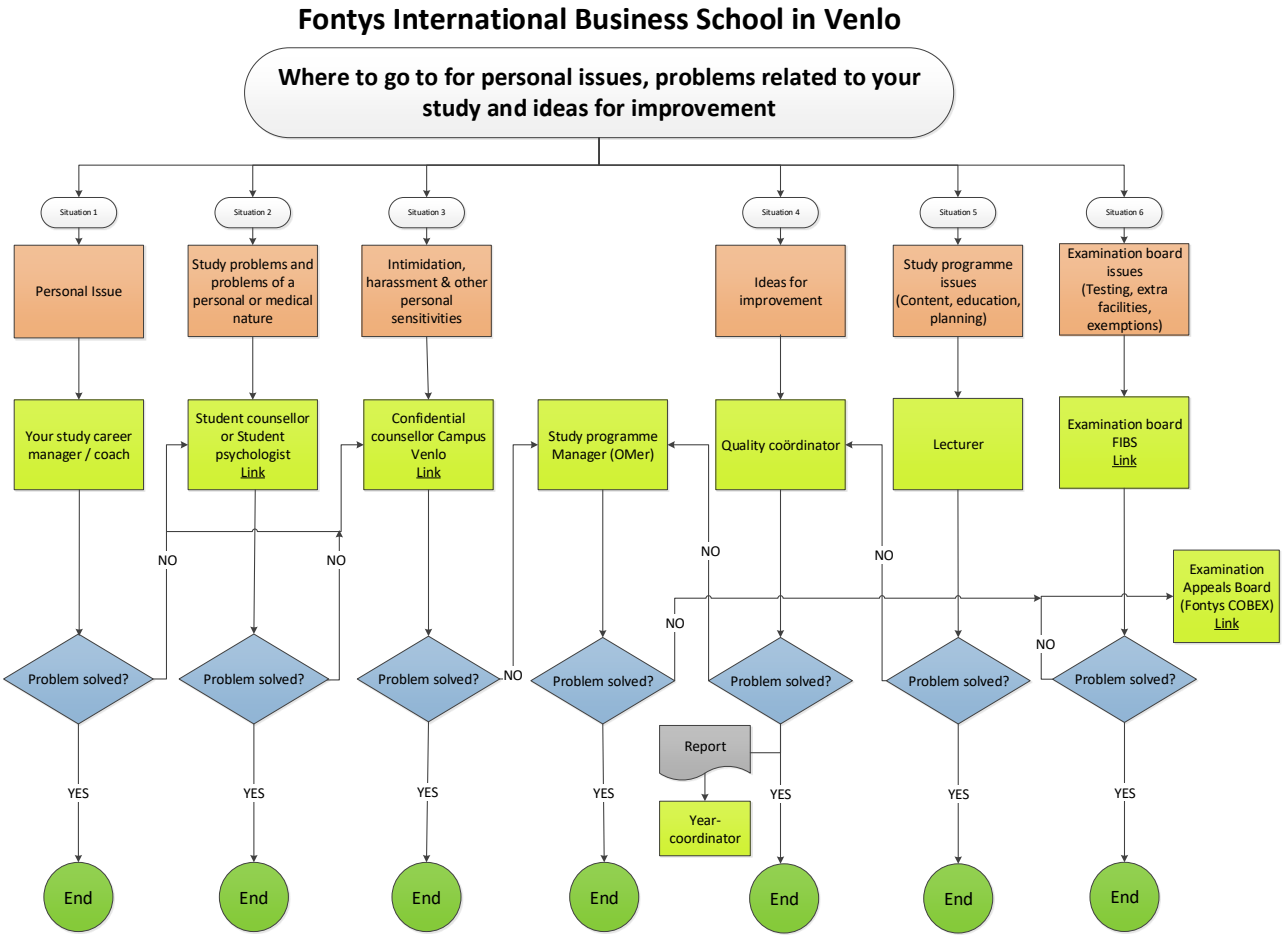
3. Study support

Information on study support can be found in:

- the Teaching and Examination Regulations (see under A)
- the intranet site of the faculty (https://connect.fontys.nl/instituten/fibs/)

C - Internal complaints procedure

Procedures to be followed w.r.t. the examination board, please see art 38 section 3 (examination board) and art. 41 (hardship clause) of the faculty specific part of this TER and art 47 of the Fontys Students' Charter.



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.

Appendices FIBS Teaching and Examination Regulations study year 2020-2021

Fontys International Business School

Appendix 1 FIBS Exemption policy academic year 2020-2021

The exemption policy of FIBS is embedded in the scope of the test policy of FIBS. The exemption policy is also in line with the stipulations concerned of the Teaching and Examination Regulations (TER) of the study programmes of FIBS (art. 5, 6 and 7)

An exemption is defined as being a release from the obligation to take a certain educational activity and/or to take a test of this module. At FIBS students can apply for exemptions at the beginning of the academic year. When a student requests an exemption this should fast-track his/her study progress and give the student the opportunity to focus more on other LA's of the study programme.

Exemptions can be requested with:

1. A certificate of experience. This certificate is issued by an approved EVC-provider and confirms that the student has obtained certain competences.
2. Equivalent certificates , diplomas.
3. Provable knowledge, insight and skills obtained at an organisation of higher education.
4. Management activities.

Request for exemption for one or more educational activities
Every student who believes that he/she is qualified to fast-track his/her study and/or graduate sooner may hand in a motivated request with the Examination Board of FIBS by use of the online form.

The exemption request should be submitted to the Examination Board during the **first four weeks** of the semester in which a student takes a course for the first time. Requests that are handed in after this deadline will not be accepted anymore.
The request must be submitted digitally by using the *Exemption Form* via the portal *https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard*. Please read the detailed information on this procedure in attachment 1.

The student must include a written motivation with the exemption request. In addition, the student needs to hand in documents that prove the relevancy of the request. The Examination Board may ask to provide certified documents.

Granting an exemption
The exemption is granted when the Examination Board approves the request. Exemptions are only granted for one or more complete Learning Arrangements. Thus exemption requests for certain parts of a Learning Arrangement are not possible.

The decision whether or not an exemption is granted will be communicated by the Examination Board before the (closure of the) first registration period of the test concerned.

If an exemption is granted the student is not allowed to sit in on the test. If the student does or did take the test anyway, a grade will either not be given or annulled.

The exemption will be registered in the study progress system *(Progress)* with the abbreviation "VR" ("vrijstelling" = exemption). This exemption is not included in the general calculation of the average in phases II/III. Also, exemptions are not considered when calculating the average of the cum laude-regulations.

Exemptions are considered as hard credits in the evaluation of the study advice in the propaedeutic year. On the diploma supplement the exemption for a Learning Arrangement is registered with the abbreviation "VR".

For students who transfer from one FIBS programme to another FIBS programme the Examination Board can decide to accept previously obtained grades if the educational activities are equal as far as level and content are concerned. Again, in this case the student is not allowed to sit in on the test. If a student does or has sit in on the test anyway, no grade will be given or the (most recently) achieved grade will be annulled.

Exemption propaedeutic exams
A student can apply for an exemption from all propaedeutic exams, e.g. because he/she holds a Dutch or foreign diploma that is of at least equal level (see TER 2018-2019 as well as art. 7.30 of the Law):
TER art. 6, par. 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*.) (In the case of students who hold a foreign diploma, also see Article 3.)"

Applications for exemption from propaedeutic exams are submitted during the enrolment procedure because exemption from the propaedeutic exams is required in order to be enrolled as higher year student.

Students who believe they are eligible for an exemption from all propaedeutic exams must submit an application to the Examination Board using the so-called exemption application form propaedeutic exams digitally by using the *Exemption Form* via the portal *https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard*.

If the Examination Board approves the exemption request, then the Student Service Center will be informed about it. The Student Service Center will then prepare the exemption statement for the propaedeutic exams (VPROP) and will submit it together with the decision of the Examination Board to the institute director, who either approves or denies the exemption request. If the director approves the exemption request, then the Examination Board will inform the applicant student about it via e-mail. The exemption statement for the propaedeutic exams will then be processed by the Student Service Center, so that the enrolment to the higher year could be completed. The exemptions will be registered in the study progress systems based on the approved exemption documents. The documents for granting the exemptions will be archived.

There are two deadlines in the application for exemption from propaedeutic exams, being:
- no later than 15 June (decision by 1 August)
- no later than 15 August (decision by 31 August)
- no later than 15 Januari for the February intake (decision by 31 Januari)

Revised decision of the Examination Board / appeal procedure

If a student does not agree with the decision of the Examination Board, he/she has the possibility to object to the decision by contacting the Examination Board of the bachelor programme within three weeks and submit a request to revise the decision (see art. 34 and 44 of the Fontys Student Charter.
The students also has the possibility to object with the Board of Appeals for Examinations in Eindhoven within six weeks.

Attachment 1 Procedure exemption request for one or more educational activities

1. The student fills out the digital Exemption Form which will be published on the FIBS portal during the first four weeks of the semester under “Examination Board”. Relevant documents to support the request need to be attached.

2. Based on the Exemption Form and the documents of proof and possibly after an interview with the student, the Examination Board determines if an exemption can be granted and for which Learning Arrangement(s).

3. The decision will be registered on the Exemption Form and the student will be informed as soon as possible by e-mail to his/her Fontys student e-mail address.

Attachment 2 Attention points for obtaining exemptions

- Exemption from an educational activity can be granted if the student took a module/course with the same content and workload (possibly elsewhere) of at least equal (higher education) level and completed the module/course successfully.
- Students who switch programmes within FIBS, or Fontys, must also apply for an exemption from the completed FIBS / Fontys module(s) via the regular procedure.

Note:
- It is **not** possible to request an exemption from a module/course within the major programme of FIBS after taking a minor (part).
- It is **not** possible to request an exemption for a language.
- **No** exemptions are granted for participating in summer and/or winter school.
- Exemptions from educational activities in the graduation phase (semester 7 and 8) are not honoured.

Because of the diversity in education, knowledge and practical experience of the international student population at FIBS, it is possible in individual cases to deviate, with motivations, from above mentioned policy. FIBS will strive for a tailor made course of study.

Fontys International Business School

Appendix 2a Minor regulations – 2020-2021

Minor International Business Management

1. Name minor: International Business Management
2. English name: International Business Management

3. Content of minor

The hot seat from an international manager is yours in this minor!

Society is changing at breakneck speed. Small as well as large enterprises in any sector of business are confronted with many challenges. Globalization brings many opportunities for all kind of companies. Investment in innovation is and remains a fixed item on the agendas of many companies. Concepts such as internet of things and big data are hot topics in business nowadays.

The world is changing so fast that your future job probably does not exist right now. We prepare you for these new jobs. In International Business Management you will experience more than just a minor. After completing IBM, you are able to differentiate yourself from your peers, and you will boost your career opportunities in the increasingly competitive labour market.

The minor International Business Management prepares students for a world-class business career. We will invite our students to virtually enter multinational companies, and confront them with real life decisions CEO's and marketing managers face in daily life. The aim of this minor is to explore the newest ideas for turbulent times in a way that is interesting and valuable to students.

The minor International Business Management is truly international. Students from all over the world participate in this English taught programme. Next to this the classroom setting is really interdisciplinary, students from various study programs and background benefit from this minor. This creates an exciting and dynamic classroom setting.

Two general courses are offered in this minor programme: International Management and International Marketing. Next to these courses students could choose a specialization course: Global Sport Marketing, Business Psychology, Individual Research and Report Writing, Leadership and Coaching, Event Management, PR&Social Media and International Customer Insights. In depth information about the courses is available in the Minor Manual. Contact fibs-minors@fontys.nl if you would like to receive this manual.

Resume for diploma supplement

The minor International Business Management prepares students for a world-class business career. Society is changing at breakneck speed. Small as well as large enterprises in any sector of business are confronted with many challenges. Globalization brings many opportunities for all kind of companies. Investment in innovation is and remains a fixed item on the agendas of many companies. Concepts such as internet of things and big data are hot topics in business nowadays. *The world is changing so fast that your future job probably does not exist right now.* Students are prepared for these new jobs. The minor International Business Management is truly international. Students from all over the world participate in this English taught programme. Next to this the

classroom setting is really interdisciplinary, students from various study programs and backgrounds study together. This creates an exciting and dynamic classroom setting where students solve business challenges in intercultural and interdisciplinary groups.

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

- All the students in the minor IBM participate in the mandatory minor courses International Management (336 SBU) and International Marketing (336 SBU).
- Next to the mandatory courses, all the students have to choose one elective course worth 168 SBU. The following courses are available: Global Sport Marketing, PR&Social Media, Business Psychology, International Customer Insights, Research and Report Writing, International Event Management and Leadership and Coaching.

5. Enrolment in the education components

Students do have to enrol in Progress until the communicated deadline in Progress. Students who would like to have more information about the enrolment, or would like to have advice about their deepening course, could contact fibs-minors@fontys.nl.

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

Students who are enrolled in Progress are automatically enrolled for all the minor IBM exams. In order to pass the Minor IBM, each MLA must be ≥ 5,5. The number of credits in the calculation of the average is 30. If a student finishes any learning arrangement below the minimum grade of 5.5, he is not eligible for receiving the 30 credits. Further, the 30 credits can only be received when the total course is successfully finished. It's not possible to obtain partly credits from the different parts of the Minor. The exact ways of testing, including the examination data, are published in the course manuals. The course manuals are published at the Minor IBM connect page:
https://connect.fontys.nl/instituten/fibs/StudyProgrammes/IBM/Pages/default.aspx

The weighting of all courses is linked to the actual study work load:

- International Management (MLA 1) 40%
- One Elective Course (MLA 2) 20%
- International Marketing 40%

7. Passing the minor (see article 19 (2) general section of the TER)

This minor consists of multiple components (learning arrangements). However, 30 credits will only be awarded once the minor has been completed successfully.

In order to pass the Minor IBM, each MLA must be ≥ 5,5. The number of credits in the calculation of the average is 30. If a student finishes any learning arrangement below the minimum grade of 5.5, he is not eligible for receiving the 30 credits.

Students receive a final grade for the minor IBM (1-10) based on the weighted average of the three courses (International Management 40%, Elective Course 20%, International Marketing 40%).

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

Request concerning the examination could be posted to the exam committee: fibs-examencommissie@fontys.nl

9. Validity
This information is valid for the academic year 2020-2021.

10. Entry requirements minor

Students have to round off their foundation year (propedeuse), or have permission from the exam committee, before they are allowed to participate in this minor.

The entire program of the International Business Management Minor is offered in English; therefore students need a certain level of English skills. There are no formal entry barriers such as TOEFL or IELTS, but HAVO 5 level or equivalent level is required.

11. Not accessible for

Students who study at Fontys International Business School. Only students from other institutes are allowed to participate in the minor International Business Management.
Except for IFC students who can only choose MLA Marketing for Marketeers as elective.

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

Fontys International Business School

Appendix 2b Minor regulations – 2020 – 2021

Minor Doing Business in and with Europe

1. Name minor: Doing Business in and with Europe
2. English name: Doing Business in and with Europe

3. Content of minor

Home to 500 million consumers, Europe, or more clearly the European Union (EU), is one of the major regions in the global economy and one which offers many and varied business opportunities to both European businesses and foreign investors.
Since the establishment of the European Single Market, hundreds of technical, legal and bureaucratic barriers to free trade and free movement between the EU's member countries have been abolished. In the EU's single market people , goods , services , and money can move around the EU as freely as within a single country. As a result, companies have expanded their operations and foreign investors are attracted by the possibility to gain access to this huge opportunity.
At the same time, the EU still represents a region which is highly diverse in language, culture and geography. 27 countries are members of the European Union with 6 countries waiting for membership. Uniting economic, political and cultural interests is a challenging task and one which has led to much turbulence in recent years.
This course offers you a chance to learn about this fascinating region while living and studying in Venlo – an area which is a key logistics and supply-chain hub to Western Europe. All courses are delivered in English and designed to build an understanding of the business environment in Europe. This is done in mandatory modules: seminar on European Regions, Clusters, Cultures and People and a major project on internationalization of business within or into Europe. Students are offered a range of elective modules which allows for flexible choices.

Resume for diploma supplement:

In this minor, students gain skills and knowledge relative to the business environment in Europe and the process of internationalisation. The minor is structured according to mandatory and elective modules. All modules are delivered in English at Fontys in Venlo. The core of the minor is made up of a major project regarding the internationalisation of a company in Europe. Working in groups, students train skills of analysis and building recommendations about the process of internationalisation to an authentic company of choice. This is supported by modules which build an understanding of the diverse and exciting business environment in Europe.

At the end of the minor students have studied fully in English for one semester and focussed on the topic of Business in Europe. A deep understanding of the business environments had been built and students have trained important skills in the area of doing cross-cultural business, analysis for decision making, critical thinking as well as business communication.

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

- All the students in the minor DBIWE participate in the mandatory Project and the module European regions, clusters, culture and people (in total 15 credits).
- Next to the mandatory courses, all the students have to choose three elective courses (in total 15 credits).

5. Enrolment in the education components

Students do have to enrol in Progress until the communicated deadline in Progress. Students who would like to have more information about the enrolment, or would like to have advice about their deepening course, could contact fibs-minors@fontys.nl.

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

Study load	Module	Type of Assessment	Individual or group	Grading scale	Passing grade
10	Project: Internationalisation Strategy – Expand into/in Europe	Report and presentation	Individual	1-10	5.5
5	European regions, clusters, culture and people	Portfolio	Individual	1-10	5.5
5	**Elective 2: European Economics, trade and law	Written Exam	Individual	1-10	5.5
5	**Elective 3 International taxation in Europe	Written Exam	Individual	1-10	5.5
5	**Elective 4: Fresh Supply Chain and Logistics (Euregion focus)	Written Exam	Individual	1-10	5.5
5	**Elective 5: Marketing in Europe	Presentation	Group	1-10	5.5
5	**Elective 6: Current Affairs in Europe	Portfolio	Group	1-10	5.5
5	** Elective 7 Cross Border Business Development Research Project	Research report	Group	1-10	5.5

7. Passing the minor (see article 19 (**2**) general section of the TER)

This minor consists of multiple components (learning arrangements). However, 30 credits will only be awarded once the minor has been completed successfully.

In order to pass the Minor DBIWE, each module must be ≥ 5,5. The number of credits in the calculation of the average is 30. If a student finishes any learning arrangement below the minimum grade of 5.5, he is not eligible for receiving the 30 credits.

Students receive a final grade for the minor (1-10) based on the weighted average of the courses.

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

Request concerning the examination could be posted to the exam committee: fibs-examencommissie@fontys.nl

9. Validity

This information is valid for the academic year 2020-2021.

10. Entry requirements minor

Students have to round off their foundation year (propedeuse), or have permission from the exam committee, before they are allowed to participate in this minor.

The entire program of the Minor DBIWE is offered in English; therefore students need a certain level of English skills. There are no formal entry barriers such as TOEFL or IELTS, but HAVO 5 level or equivalent level is required.

11. Not accessible for

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

Fontys International Business School

Appendix 2c Minor regulations – 2020-2021

Minor FUN

1. Name minor: FUN - Linking food consumption, production and sustainability
2. English name: FUN - Linking food consumption, production and sustainability

3. Content of minor

In this module, students will work on an interdisciplinary and international project in Agri- and Bio-economics at JAMK University (Finland), Writtle University College (UK) and Fontys International Business school (NL).
Students show their capabilities by applying their competences in a team of students from different and complementary backgrounds and universities. Students gain experience of three different professional backgrounds and cultures within one semester, studying and living in all three countries.
During this international semester, the students will develop, divided in small international and interdisciplinary groups, their own agricultural product. This new product or product differentiation will be based on fundamental market and consumer research in three countries of the participating institutions.
Students will study in three places, according to their exchange at the respective institutes; lecturers from all three universities will be available for all students during the semester. Evaluation moments will be held at the end of each phase (5-week period at hosting university).

This module features therefore three innovative elements:
- Interdisciplinary research
- An international and cross-cultural experience

Credits:	30
Period:	Spring 2019: February-June (Block minor)
Partner universities:	Writtle College (UK), JAMK (Finland)

Resume for diploma supplement

In this module, the student worked on an interdisciplinary and international project in Agri- and Bio-economics at JAMK University (Finland), Writtle University College (UK) and Fontys International Business school (NL).
The student showed her/his capabilities by applying their competences in a team of students from complementary backgrounds and universities. The student gained experience of three different professional backgrounds and cultures within one semester, studying and living in three countries.
During this International semester, the student developed, divided in small International and interdisciplinary groups, her/his own agricultural product. This new product or product differentiation was based on fundamental market and consumer research (conjoint analysis) in all three countries of the participating institutions.

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

The International Minor FUN Euregional consists of the following courses:
- *FUN NL1 Project conjoint analysis*
- *FUN NL2 Consumer behaviour & Marketing Fresh products*
- *FUN NL3 Research Skills and statistics with SPSS*
- *FUN UK1 Sustainable agricultural production*
- *FUN UK2 Post harvest value chain management*
- *FUN FN1 Bio economy, man and the environment*
- *FUN FN2 Productization of bio economy products and services*

5. Enrolment in the education components

- Students do have to enrol in Progress (Fontys student registrations system) until the communicated deadline.
- Additionally: Students need to apply for an available place in the minor via the FUN minor team (fibs-minors@fontys.nl) with a motivation letter.
- Non-Fontys students could apply for the minor by sending an e-mail with their student number before the communicated deadline to fibs-minors@fontys.nl.

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

The students submit 11 deliverables (4+3+4, see below the test overviews) for the minor:
- Students need to submit a process report in which they describe the education and project experience and reflect on the following competences: internationalisation, social and communication skills, research skills, interdisciplinary skills.
- Students deliver a group presentation in which they make a value proposition for a food or ornamental product or a related service. The proposition considers consumer preferences, production characteristics and bio-economy/sustainability aspects.
- Students deliver a working document which provides the background data for all three domains.

60% of the overall grade are individual and therefore comply with the requirements of the FIBS exam commission of at least 50%.

Tests per college: Fontys, Writtle and JAMK

Fontys university of Applied Sciences

Course element	Test type	Individual/Group	Scale	Weight	Study load	Progress code	Mark type
1-2	Written exam	Individual	1-10	40%	4	FUN11	0-100%
3	Report Presentation (action plan)	Group	1-10	20% 20%	2 2	FUN12 FUN13	0-100% 0-100%
4	Portfolio	Individual	1-10	20%	2	FUN14	Pass / No pass
In total				100%	10		Average percentage FUN 11-13

Writtle

Course element	Test type	Individual/Group	Scale	Weight	Study load	Progress code	Mark type
1-2 & 4	written report	Individual	1-10	60%	6	FUN21	0-100%
3	Presentation	Group	1-10	30%	3	FUN22	0-100%
1-4	Portfolio	Individual	1-10	10%	1	FUN23	0-100%
In total				100%	10		Average percentage FUN 21-23

JAMK

Course element	Test type	Individual/Group	Scale	Weight	Study load	Progress code	Mark type
1-2	written exam	Individual	1-10	20%	2	FUN31	0-100%
3	Report Presentation	Group	1-10	20% 40%	2 4	FUN32 FUN33	0-100% 0-100%
4	Portfolio	Individual	1-10	20%	2	FUN34	Pass / No pass
In total				100%	10		Average percentage FUN 31-33

7. Passing the minor (see article 19 (2) general section of the TER)

This minor consists of multiple elements. However, 30 credits will only be awarded once the minor has been completed successfully.

The Minor is concluded successfully if the final grade is a 6.0 or higher. The student should also get a 5.5 or higher for his individual performance. For an international comparison of grades see appendix 1.

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

Request concerning the examination could be posted to the exam committee:
fibs-examencommissie@fontys.nl

9. Validity

This information is valid for the academic year 2020-2021.

10. Entry requirements minor

- All Fontys students can choose the Minor FUN, a background in economics, agriculture or any equivalent study, together with sufficient motivation, is advised.
- The courses are offered in English; therefore, students need a certain level of English skills. There are no formal entry barriers such as TOEFL or IELTS, but HAVO 5 (NL specific) level or equivalent level is required.
- Students shall have an affinity with Fresh-/Agri-Business/Bio-Economy, which should be motivated in the application.

- The available places are allocated to each participating university on an even basis. Remaining places might be allocated to another university student by choice of the respective participating university.

11. Not accessible for

The minor FUN is not accessible for students without a certain level of English skills and who have not submitted a motivation letter which serves as a selection criterion.

All the requirements for participation in this minor, as well as for the minor completion, are set in this minor regulation. No other requirements are set.

Appendix 1:
Grades transfer overview from Nuffic (The Dutch organisation for internationalisation in education)

Conversion table

The following table is based on the data available for secondary education examinations in the Netherlands and the UK. For the US, the grades are taken from academic transcripts of undergraduate programmes issued by American universities.

Note: In pre-university education (*General Certificate of Education*) in the UK, grades run from A*, A, B, C, D to E. In the US, pass grades normally only include A, B, C and D. In the British system the asterisk (*) is only used in relation to a grade A, as the highest grade possible. In the US system, the * is not used, but schools and universities may use + or - to differentiate grades.

NL	UK	US
10	A*	A+
9.5	A*	A+
9	A*	A+
8.5	A*	A+
8	A	A
7.5	A-	A
7	B	B+
6.5	C	B
6	D	C
5.5	E	D
5	F	F
4	F	F
3	F	F
2	F	F
1	F	F

Source: https://www.nuffic.nl/en/publications/find-a-publication/grading-systems-in-the-netherlands-the-united-states-and-the-united-kingdom.pdf (6.4.2017)

Fontys International Business School

Appendix 2d Minor regulations – 2020 – 2021

Minor "International Business – Doing Business in Africa"

1. Name minor: International Business – Doing Business in Africa
2. English name: International Business – Doing Business in Africa

3. Content of minor

This one semester minor programme (20 weeks in total) is designed to give students the opportunity to build and deepen their knowledge and experience of doing business in one of the most dynamic business environments in the global economy – Africa.

Several research institutes and consultants project that Africa will be an important motor for economic growth in the next decades with a young population, scope for GDP growth and growth in consumer spending and rapid economic growth in the last decades (PWC, 2016; McKinsey, 2010; 2016; World Economic Forum, 2017). Growth in sectors such as mobile phones and mobile banking is rapid and yet other sectors are developing more slowly or not at all. For these reasons, it is a very interesting target continent for international business, but one which is complex, very heterogeneous and not yet understood by multinational and international companies.

This minor is structured on lecture modules, seminars, a practical project and a research project; all of which are concerned with building a deeper understanding of the business context in Africa. Students will have the opportunity to connect online with students from our partner universities in Africa for the purpose of the research project and interact with lectures and coaches in Venlo who have direct experience with the context.

The first phase of the minor builds a foundation of knowledge and understanding in immersion seminars in weeks 1-3. From week 4 to 16 , students work on the practical project, the research project and take part in further learning arrangements. Weeks 17-20 are assessment weeks. All lectures take place in Venlo, with the exception of company visits or other field trips, which will be organised ad hoc and in co-operation with students.

Resume for diploma supplement

In this minor, students gain skills and knowledge relative to the business environment in Africa and the process of internationalisation. All modules are delivered in English at Fontys in Venlo. The core of the minor is made up of a major project regarding the internationalisation of a company in Africa. Working in groups, students train skills of analysis and building recommendations about the process of internationalisation to an authentic company of choice. This is supported by modules which build an understanding of the diverse and complex environment for doing business in Africa.

By the end of the minor students have studied fully in English for one semester and focussed on the topic of Business in Africa. A deep understanding of the business environments had been built and students have trained important skills in the area of doing cross-cultural business, research, analysis for decision making, critical thinking as well as business communication.

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

Modules and assessment

- All the students in the minor DBIA participate in the mandatory minor modules mentioned in the overview at point 6.

5. Enrolment in the education components

Students do have to enrol in Progress until the communicated deadline in Progress. Students who would like to have more information about the enrolment, or would like to have advice about their deepening course, could contact fibs-minors@fontys.nl.

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

	Module	EC	Type of Assessment	Individual or group	Grading scale	Passing grade
1	**Internationalisation in Africa project**	10	Interim presentation, final presentation, closing report with recommendations.	Group grade	1-10	5.5
2	**Africa as a continent for doing business – macroeconomic, context, culture, infrastructure, countries.**	5	Presentation and back up report of a country study e.g. Tanzania, Zambia, South Africa or other.	Individual grade	1-10	5.5
3	**Research Report : consumer behaviour**	5	Market research report based on secondary and primary research (focus group, interview, survey etc.).	Individual grade	1-10	5.5
4	**Sustainability and Circular Economy: Africa and rest of the world**	5	Essay test Essay	Individual grade	1-10	5.5
5	**Is business the way to economic development? The bottom of the pyramid debate**	5	Debate	Individual grade	1-10	5.5

7. Passing the minor (see article 19 (2) general section of the TER)

This minor consists of multiple components (learning arrangements). However, 30 credits will only be awarded once the minor has been completed successfully.

In order to pass the Minor DBIA, each module must be ≥ 5,5. The number of credits in the calculation of the average is 30. If a student finishes any learning arrangement below the minimum grade of 5.5, he is not eligible for receiving the 30 credits.

Students receive a final grade for the minor (1-10) based on the weighted average of the courses.

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

Request concerning the examination could be posted to the exam committee: fibs-examencommissie@fontys.nl

9. Validity

This information is valid for the academic year 2020-2021.

10. Entry requirements minor

Students have to round off their foundation year (propedeuse), or have permission from the exam committee, before they are allowed to participate in this minor.

The entire program of the Minor DBIA is offered in English; therefore students need a certain level of English skills. There are no formal entry barriers such as TOEFL or IELTS, but HAVO 5 level or equivalent level is required.

11. Not accessible for

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

Fontys International Business School

Test Policy

Fontys International Business School

FIBS Education
June 2019

Contents

Contents 71
1. Introduction 72
2. Desired structure of test programme and education programme 74
3. Vision on testing 75
4. Frameworks and guidelines for testing and assessment 79
5. Quality of testing 82
6. Tasks and responsibilities with regard to tests 84
7. Quality assurance for testing 87
8. Test organisation 88
9. Relevant literature 89
Appendix 1 – Assuring the quality of the final level 90
Appendix 2 – Test cycle (Formative and Summative) 91
Appendix 3 – Examiners 92

1. Introduction

Fontys International Business School (FIBS) is part of Fontys University of Applied Science. In 2018 FIBS formulated her renewed educational vision for her four study programs: FIBS Educational vision and its' justification. From 2018, FIBS is implementing this vision in different phases. FIBS is phasing out the former vision (Framework FIHE 2010-2013).
The renewed educational vision led to a renewed vision on testing. This renewed vision is the backbone of the test policy. "A test policy is a set of agreements, both substantive and procedural, on testing and assessment (Sluijsmans, Joosten-ten Brinke & Schilt-Mol, 2015)."

The target audience for this test policy are the examiners, program managers, members of the examination committee, the quality assurance committee, and FIBS bedrijfsbureau.

The FIBS test policy gives direction to all study programmes of FIBS. This policy sets the framework for FIBS about testing. Whitin this framework, programmes can make their own choices and decisions. This document describes the desired situation. Each programme has his own position on the continuum of personalised, development-oriented testing.

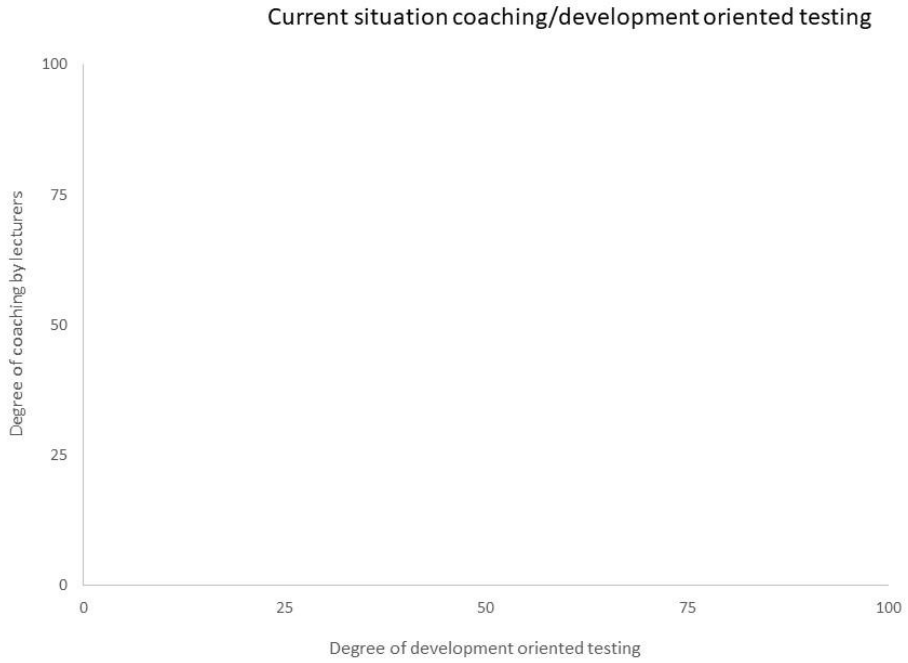


Fig 1: Current situation coaching/development oriented testing

This test policy document has been outlined with taking the quality pyramide for testing as a starting point. FIBS chooses to have a clear policy on testing, transformed in to programme degree test programmes. In all aspects it is important to have an adequate test organisation. All aspects assure the quality of testing within FIBS.

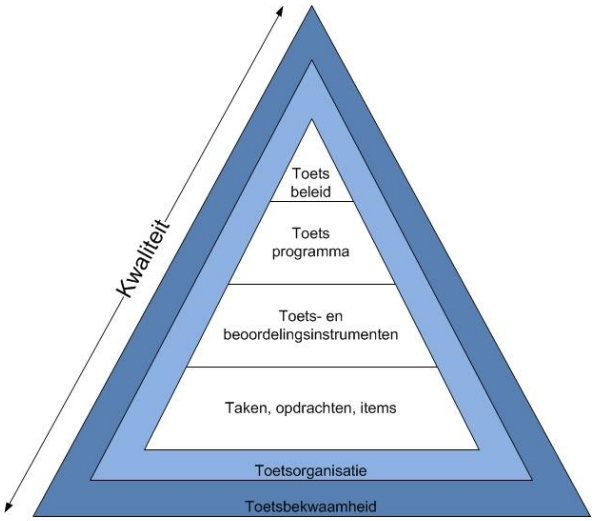


Fig 2: The quality pyramid for testing and assessment (Sluijsmans, Peeters, Jakobs & Weijzen, 2012)

The content of this pyramid was developed in dialogue with the stakeholders involved. Every stakeholder has their own responsibilities in each layer of the pyramid (see Chapter 4, Tasks and responsibilities). This means that within FIBS, the test policy reflects the frameworks and agreements for the examiners who start working on test design, development of tests, validation and evaluation of tests. This is derived from the course's testing programme and the curriculum/PLO matrix.

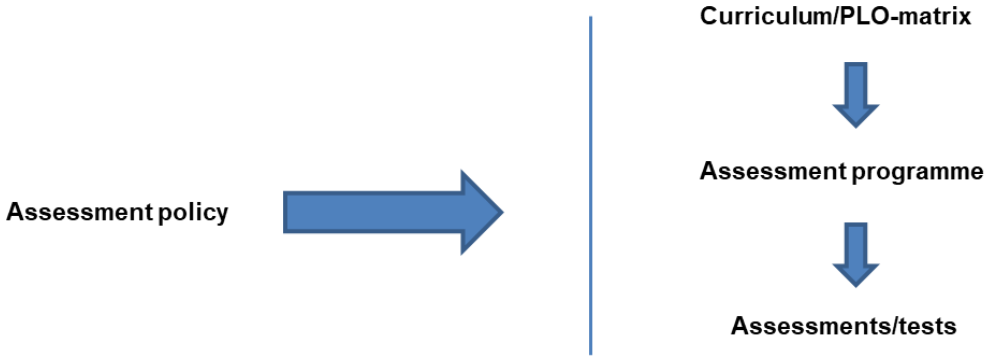


Fig 3: The role of test policy within FIBS

Chapter 2 describes the desired relationship between the testing programme and the programme educational profile. Chapter 3 then gives the vision on formative and summative testing and the use of different forms of testing. Chapter 4 describes frameworks and guidelines for testing and assessment. Chapter 5 discusses the most important quality requirements regarding testing. Chapter 6 describes the various tasks and responsibilities involved in testing and assessment. Chapter 7 describes the quality assurance and in Chapter 8 the test organisation is discussed. Finally, Chapter 9 lists the literature used.

This test policy was drawn up in 2015 by Simone Rademakers, educational policy officer. In Januari 2019 it is adjusted by Catrina van Paradijs, consultant Learning and Development, working at TriamFloat, in consultation with the examination committee and the management team.

2. Desired structure of test programme and education programme

The goal of each programme is to prepare the student to demonstrate his or her start competency. The student demonstrates the start competency via the graduation phase.
"In order to assess the student's professional competence, the graduation programme consists of a series of tests that provide information about the student's professional thinking and working (Van der Vleuten et al, 2012)."
"The tests in a graduation programme are the professional assignments that the student is required to complete, and which demonstrate the range of the student's work performance in order to come up with a valid and reliable assessment of the student's professional competence (Sluijsmans et al, 2014)."
The propedeutic phase and the main phase prepare the student for the graduation phase. To achieve that goal, the programme uses a balanced combination of formative and summative tests. To prepare the students for tests, the programmes contain modules connected to one ore more learning outcomes, belonging to the level of ability of the student.The levels of ability are ‘hoofdfasebekwaam’ (end of the propedeutic phase), ‘afstudeerbekwaam’(end of the main phase) and ‘startbekwaam’ (end of the graduation phase).
Modules, learning outcomes, tests and levels of ability are consistent. This can be seen in the test programmes. The consistancy of the programme can be found in the blueprint of each programme. The blueprint incudes also the obtainable credits and is published in the OER. The course manual of each module includes the corresponding information about testing (the link with learning outcomes, the way of testing and the grading criteria).
In the accountability document each programme describes the way in which the programme works towards the start competency in the graduation phase. The degree programme explains also the composition of the test programme based on the the national framework and the vision on education.

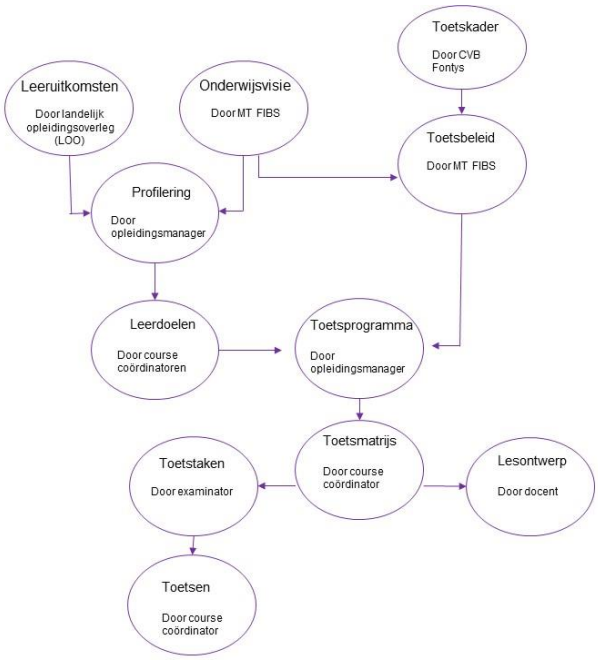


Fig. 4: Process ‘From learning outcomes to testing’

3. Vision on testing

Testing steers learning

In the vision of FIBS, testing steers learning. That is why constructive alignment (Biggs & Tang, 2011) is important: tests, desired learning outcomes and the module description have to be consistent. Each programme has a detailed schedule which makes the constructive alignment visible. In this way, the testing will guide learning in the right direction (Van der Vleuten et al., 2012). If it is the intention to learn the student solving practical problems, to learn him critical thinking, to let him learn meaningful and to let him take a professional attitude, then is it important to design the test programme in the way that it will challenge students to behave in the desired way.

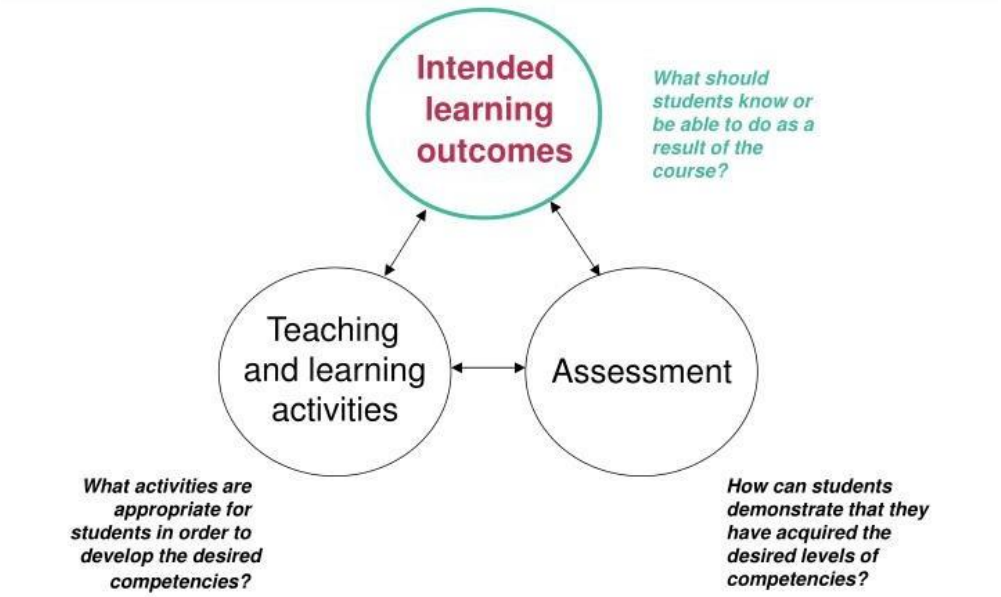


Fig. 5: Constructive alignment (Biggs & Tang, 2011)

Testing is also seen as the starting point of learning. The information that a test provides helps to shape education. The feedback and feedforward that a student receives on the basis of a test steers learning for the future. This makes tests more part of a process than purely a measuring instrument. In this way, testing shifts towards didactics. The test programma has to be a well balanced programme which gives students and lecturers information about the qualification of the student (summative testing) and which gives them information about the development of the student (formative testing).

Summative testing

Summative testing at FIBS takes place in authentic/practical situations or is derived from practical situations. Internships and the Start-up factory are examples of these authentic practical situations in which FIBS asseses. Students deliver authentic professional products, assessed in a summative way. If assessing in a practical situation is not possible, for example in case of knowledge testing, we use real life business cases/situations as starting point for the questions in a test. Summative testing is used to decide about pass or fail (expressed in a grade or wording), it is used as a qualification tool. If a student passes a summative test, the student meets the

requirements, he is qualified. He has the knowledge, the insight, the skills and the attitude required after completing the study component (module). In this way, the summative test is used as a closure to decide whether student can obtain credits.

Professional Products

In order to make the maximise the use of authentic practical situations when conducting assessments, FIBS aims to test, using professional products, in every phase of the programme. In the graduation phase however, students will only be assessed in a summative way, with making use of professional products. Professional products are products or services that a professional must be able to deliver while practising his or her profession (Losse, 2016). These products or services demonstrate performance, and can therefore be used for assessment. The type of professional products can vary from programme to programme; in one profession a professional product might be an end product while that same result is an interim product in another profession (Losse, 2016). This is in line with the design model included in the report "*Protocol Verbeteren en verantwoorden van afstuderen in het HBO 2.0*" ("Improving protocol and justifying graduation in higher professional education 2.0") (Andriessen, Sluijsmans, Snel & Jacobs, 2017). This design model is used as much as possible in designing the complete testing programme for all three phases of the programme: propadeutic, main and graduation phase. The starting point is the level of professional competence that a student must have when he/she begins to work as a professional. Professional competence refers to the professional achievements and actions that can be expected of a professional at the start of their career. The intended level of professional competence is an important prerequisite of a qualitatively good testing programme. For that reason, FIBS uses professional products as test instruments, aligned to a specific phase of the programme. Each programme has developed this further and provided a description in the course's testing programme.

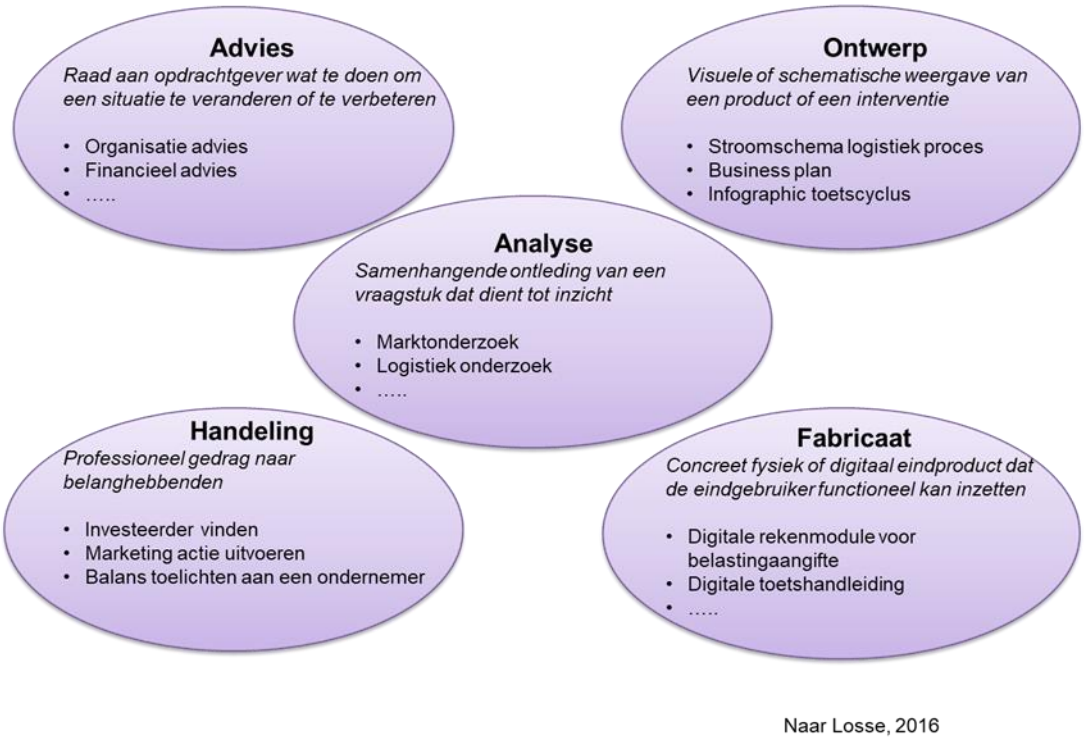


Fig. 6: Work results in each phase of the professional activity cycle, Andriessen, D. (2016)

Diversity of assessment methods

Every student is unique and has his own background, needs, interests and way of learning. FIBS has students from all over the world with a different mother tongue, culture and background in learning. These students have different experiences with previously followed education. On this basis their expectations may differ. It is important to manage the expectations using the blueprint and the course manual in which expected learning outcomes are the starting point of modules. Both in the education offered and in the test programme, the diversity must be taken into account. A good mix of assessment methods ensures that the student gets the chance to show his strengths.
In addition, it is important that different assessment methods are used to make a statement that is as valid and reliable as possible about the competencies of a student. This could for example include written tests, oral tests, skill tests and competency assessments.

Learning outcomes and assessment methods

Learning outcomes are based on the taxonomie of Bloom (Fig.4). Learning outcomes are defined on different levels: knowledge, skills and attitude. For examiners it is important to use a test method that fits with the learning outcomes.

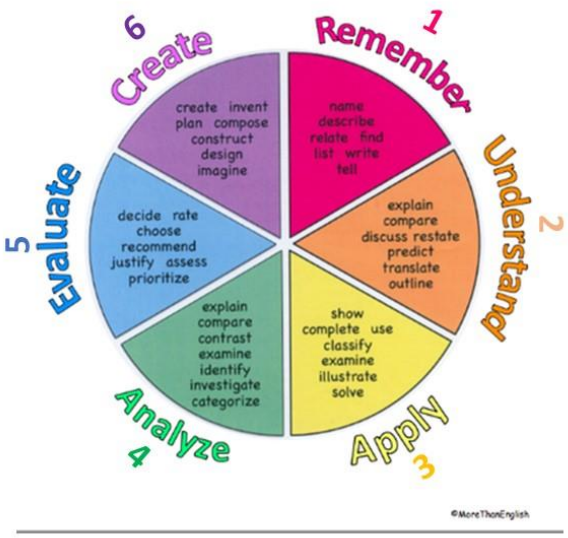


Fig 7: Taxonomy of Bloom

Types of testing

Within FIBS, we use a specific set of summative testing types. More information about the types of testing, as well as the handbook for developing the tests, is given in the digital handbook "Testing and assessment", which can be found in the FIBS sharepoint environment.

Formative testing

FIBS' educational principles start from personalised learning (Meijer, 2017). By taking the student as starting point and giving him autonomy, he will get responsibility for his own development (FIBS educational vision and it's justification 2018). In the opinion of FIBS, formative testing is a way to give both students and lecturers information about the development of the student. Based on the feedback from a formative test, the student is able to plan his own development. FIBS defines herself as a professional learning community. In that community, both students and lecturers reflect continiuously on learning and the impact of learning on the changing environment. "FIBS aims to be a professional learning community in which students and teachers constantly reflect on learning and the effect it has on the changing environment" (FIBS Staff Policy, 2018).
At FIBS, the student is being prepared to deal with an ever changing society in which he / she can adapt and develop, based on his / her talents, to meet the rapidly changing environment. Therefore a basic knowledge is important, from which a student needs to be able to reflect to take the right actions. Next to the knowledge component, the development of a student is influenced by attitude, skills, ethics and values. Feedback contributes to the development of self-regulating learning among students. Hattie & Timperly (2007) en Shute (2008), argue that feedback is an essential element of formative testing. Sadler (1989) explicitly describes the importance of assessment skills in the process of self-regulation. The educational process must offer students the opportunity to develop these skills so that they are not solely dependent on the judgment of the lecturer. Formative testing offers both students ánd lecturers the opportunity to develop these skills and thus contributes to their ability to adapt to the rapidly changing environment. Formative tests can be conducted in several ways: in class, per projectgroup, individualy. All, in either online or off-line situations.

4. Frameworks and guidelines for testing and assessment

This chapter gives the frameworks and guidelines on testing and assessment that have been drawn up within FIBS. These frameworks are based on the vision drawn up by the management team. As stated previously, programmes have the opportunity to make their own decisions within these frameworks.

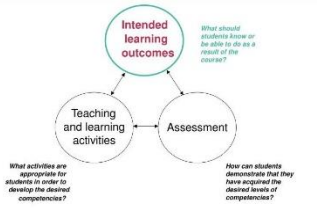
Students demonstrate that they have met the learning outcomes necessary for performing the professional task. As much as possible, testing is in line with professional practice and with the student's degree of self-management and personal responsibility. Assessment is made on the basis of:

1. work projects delivered, in which knowledge, skills and attitudes are integrated and in which multiple learning outcomes can be integrally tested where required. Students work on the professional products in groups, in pairs and individually. In any case, the final work results are assessed as well as, where relevant, the partial or intermediate work results and/or the learning and working process (if this is part of the learning outcomes);
2. knowledge and skills testing, in which knowledge and skills are tested more or less separately. These are often individual tests.

The method of testing chosen obviously depends on what is being tested. The proficiency level of the learning outcomes, the variation of test forms desired, and feasibility also play a role in the decision. As the course progresses and the complexity of professional duties increases, the number of products will increase and the number of knowledge and skills tests will decrease.

Frameworks and guidelines for testing

1. All study units are based on learning outcomes and will conclude with a summative test. To avoid excessive testing, the aim is to test only units of at least 5 ECTS. Modules that last longer than a semester will be split into 2/3 or 3/2 testing in order to maintain educational feasibility.
    a. Learning outcomes are developed into learning objectives.
    b. All learning objectives will be tested.
    c. A test can consist of subtests of a minimum of 2 or 3 ECTS in case a module is spread over an academic year. The course manual explains how these relate to each other.
    d. All results are recorded in Progress.
2. A test is designed based on the learning outcomes , followed by the lessons (constructive alignment, Biggs & Tang, 2011).
    a. A testing programme is developed based on the learning outcomes
    b. A test matrix is made (per module) based on the testing programme. This serves as the blueprint for the test that is to be written.
    c. A test consists of various test tasks.
    d. In a resit, a test is based on an unchanged test matrix.
    e. In line with the test matrix, the content of lecture is determined based on the learning outcomes and the related learning objectives Biggs & Tang, 2011).
    f. Test matrix, test design, learning objectives and grading criteria of tests are equal in each language stream.



3. The co-ordinator of the module bears final responsibility for the quality of the tests in that the same unit of study.
    a. Each module is described in a course manual (or similar document) in which the examination is recorded. The type of test, duration of the test, grading criteria and the learning objectives are also specified.

   b. The test is adequate and serves only to investigate whether the student has achieved the standards that were set as the objective of the relevant module and that are recorded in the test matrix and course manual.
4. The student will be tested using a wide range of test types.
   a. The chosen test types should be aligned to the learning outcomes being tested.
   b. Test forms that can be open questions exams, multiple choice questionse exams, reports, presentations, oral exams and case studies.More information can be find in the digital test guideline.
5. Prior to the test, the student must be given clear information on the test material, grading criteria and the form of test to be used.
   a. The course manual gives the learning objectives, grading criteria and the test material.
   b. When new and unfamiliar forms of test will be used, the student should be taught about these test forms in advance.
6. The test will steer the student's learning behaviour.
   a. The test is related to relevant, authentic professional situations to the greatest possible extent or the test construct is derived from practical professional situations.
   b. Formative tests will be organised to give students insight into and feedback on their development process.
7. A test will be organised at least twice each academic year. For the internship assignment or graduation assignment, it may be that no resit is possible until the following academic year.



Frameworks and guidelines for assessment

1. A test has been passed when it is assessed with a pass, satisfactory, or with a mark of 5.50 or higher.
    a. When a test is marked with a number, the number will be between 1 and 10 with one decimal place.
    b. It may be the case that a student is granted exemption from a learning package; this is decided by the Examination Board and will then be registered with VR (exemption). See the exemption rules in the appendix to the OER (Teaching & Examination Regulations).
    c. The student will receive the credits for a unit of study once an examination has been passed.
2. Assessments are made based on predetermined assessment criteria.
    a. The assessment criteria are determined in advance by experts on the subject in question.
    b. Examiners are proficient in all steps of the test cycle. From 28 August 2017 they will have at least a BKE certificate.
    c. Examiners will be appointed by the Examination Board. From the 2017 academic year onwards, examiners must have a BKE (Teaching Qualification Assessment and Examination in an International Classroom) certificate as a condition of appointment.
    d. A minimum of two examiners must be involved in setting a test.
    e. At least two examiners will be present for oral examinations, or these will be recorded with an audio or video recorder so that a second examiner can assess the examination afterwards. The student must give prior written permission for an examination to be recorded.
    f. Every test will include an answer sheet.
3. The learning objectives and the assessment criteria are determined prior to the commencement of a learning package.
    a. The course manual gives the learning objectives of the learning package.
    b. The course manual sets out the conditions that you must meet in order to sit a test.
    c. The course manual sets out the work that a student must complete in order to pass the study unit.
    d. For students, the practical information concerning the test – for example the length, workload, scope and form – is also made clear in advance.
4. In the case of group assignments, group members will be assessed individually on their contributions.
5. All programmes use a common standard for binding recommendations and for awarding the cum laude distinction. These standards can be found in the OER (Teaching & Examination Regulations).
6. Test results will be released within ten working days. The results will be made known by recording them in Progress.

5. Quality of testing

The Fontys International Business School (FIBS) is committed to tests that is as valid, reliable and transparent as possible. In this way FIBS guarantees the students' graduation level and the initial proficiency at HBO level can be reliably determined. The examiners, the TAC and the Examination Board are expected to consider these terms with regard to the quality of testing.

Validity

A test is valid when it measures what it is supposed to measure. Amongst other things, this means that every learning objective must be tested in the test (Bax, A. and Berkel, van H., 2006).

- Test items are in line with the learning objectives in the learning package.
- The test's proficiency level is in line with the learning outcomes and learning objectives as set out in the test matrix.
- Tests are a balanced and representative reflection of the material. The test content is reproduced in a test matrix.
- The items are related to relevant professional situations.
- The test is so specific that only students who have adequate command of the material are able to complete the questions properly. The test is geared to the level of the study unit / learning package.
- The questions and tasks in the test are spread as evenly as possible across the examination material. The test matrix is used to check for an even spread.
- The assessment criteria for the tests is determined in advance and is in line with the learning objectives.
- The form of the test is aligned with the learning objectives.
- The assessment criteria are relevant and specific, so that they are of use when assessing the test.

Reliability

A test's reliability indicates the extent to which there can be confidence in the test as a measurement, regardless of the test's content (Bax, A. and Berkel, van H., 2006).

- The questions and tasks set in a test are clear and unambiguous and contain sufficient indication of the level of detail required in the answers.
- Tests come with unambiguous answer sheets, which also make the mark distribution clear.
- Each test is checked for accuracy of the content by a colleague in the same field.
- Calibration sessions will be held for at least three study units in each phase of the programme (foundation, main and graduation phases). Calibration sessions are times when colleagues meet to achieve consensus on assessment criteria and assessment itself. The programme co-ordinator is responsible for recording the outcomes.
- When sitting the test, all students will have the same circumstances and prerequisites.
- The duration of each test is such that the student reasonably has sufficient time to answer the questions and/or complete the tasks.
- The assessment criteria are derived from the learning objectives and are explicitly stated in advance.

Transparency

In a test situation, transparency is achieved when all information is available that will enable students to have the best conceivable preparation and answer strategy (Bax, A. en Berkel, van H., 2006).

- The assessment criteria and learning objectives to be tested are known to students in advance.
- The requirements for and procedures involved in tests, internships and graduation are given in the course manual and are clear and understandable for students.
- Students are aware of the standardisation and pass marks for tests.
- Written tests can be viewed once the marks have been released.
- The questions and tasks in the test are related only to the exam material made known to the students previously. Students are clear in advance on how and on what they will be assessed.
- For every test, students will be offered the opportunity for inspection and review once the marks have been released.



6. Tasks and responsibilities with regard to tests

This chapter discusses the various stakeholders involved in the testing process. The examiner is the main point of departure here, because she/he is responsible for the quality of the test design, test-taking, the assessment of the test, and the test evaluation.

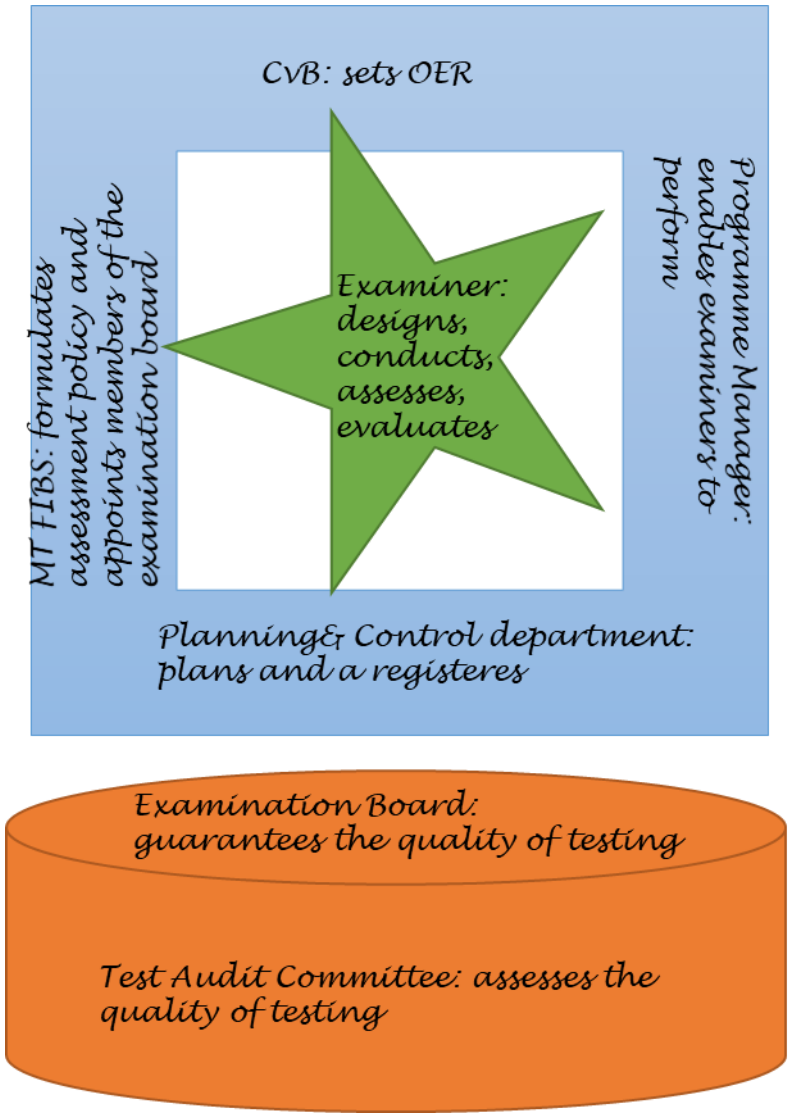


Fig 8: Testing tasks and responsibilities

An examiner is a teacher/assessor who is responsible for one or more phases of the test cycle (Sluijsmans, Joosten-ten Brinke & Schilt-Mol, 2015). The examiner works within the frameworks set by the MT and the Executive Board. To ensure that the organisation and administrative processing of the exams and evaluations run properly and smoothly, the examiner follows the guidelines set by the Planning & Control department. The Education Manager gives the examiner the opportunity to perform his or her tasks. The examination committee follows the full testing process from the sidelines in order to be able to guarantee its quality. The Testing Audit Committee supports the examination commission with this.

Examiner

- Has been appointed by the Examination Board. For appointment criteria, see Appendix 5.
- Is professionally competent and possess expertise in designing, conducting and assessing tests.
- Uses the digital handbook on sharepoint to design, administer and evaluate tests
- Has at least a BKE certificate.
- Determines the results of a test.
- Use predefined assessment criteria and an answer sheet to conduct assessments.

Programme Manager

- Is responsible for the implementation of the test policy within their programme.
- Is responsible for the programme-specific OER (Teaching & Examination Regulations).
- Enables examiners to perform their duties.

FIBS MT

The MT consists of the institute's director, manager of operations, quality manager, and the programme managers.

- Formulates the test policy and puts its implementation in the hands of the programme managers.
- Appoints the members of the Examination Board.

Executive Board

- Sets the general Teaching & Examination Regulations (OER).

Planning and control department

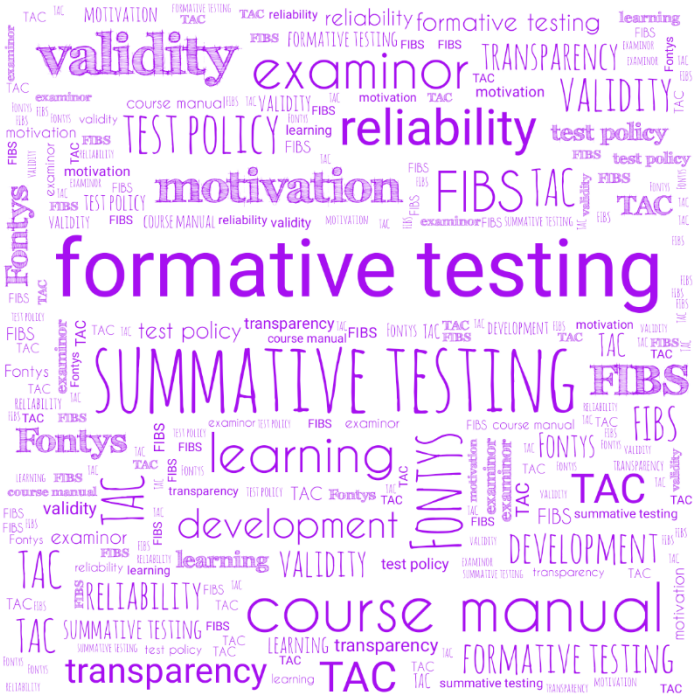
- Organises the exam planning (classrooms and invigilators).
- Enables students to register for tests in Progress.
- Ensures that examinations are taken.
- Ensures that results are recorded.
- Ensures that tests are archived.
- Creates a viewing schedule for examinations.
- Prepare the certificates and lists of marks.

Examination Board

The Examination Board is responsible for guaranteeing the quality of testing and upholding the test system.

- Appoints examiners, but can also relieve them of their duties if they are not performing to standard.
- Determines whether the student has achieved the learning outcomes.
- Determines alternative pathways.
- Assesses requests for exemptions, reviews, special provision, and additional resits.
- Stipulates that an examination will be conducted in a different way than stipulated in the OER (Teaching & Examination Regulations).
- Approves the content of an overseas minor or an external minor.
- Advises the MT on the study recommendation to be issued.
- Deals with fraud.
- Ensures the quality of internship and graduation projects in accordance with the FIBS test policy.
- Provides a legal guarantee that the the OER (Teaching & Examination Regulations) are followed.
- Issues the degree certificate and the diploma supplement.
- Keeps the Executive Board informed via the annual report.

Test Audit Committee (TAC)
The TAC assesses the quality of testing. To this end, the TAC audits the assessment process within each programme. The TAC determines how the PDCA test construction cycle will proceed. The TAC falls under the examination committee and reports back to the Examination Board on its findings. The Examination Board discusses these findings and reports on them to the director of FIBS.



7. Quality assurance for testing

The Quality Assurance Team (KWZ) carries out tasks related to evaluating testing and examinations. To do this, the KWZ conducts a number of studies in addition to the structural National Student Survey. This means that in a certain sense there is a double guarantee.

In order to develop and strengthen the quality of testing at FIBS, the KWZ team regularly works with students to evaluate the tests. The KWZ team does this in consultation with the FIBS quality committee. This committee consists of the programme quality co-ordinators and a representative of the KWZ policy team. The quality co-ordinators give feedback on the results of these evaluations to the education manager of the degree programme as well as to the course co-ordinators. Programme managers and teachers can use this input as feedback information. This method gives course co-ordinators relevant information for further developing the learning packages and testing the content and implementation of these programmes. The way in which the testing is evaluated is twofold:

- In breakfast meetings, students are asked about their experience of the testing in general and what recommendations they are able to make. Individual test sessions are considered where necessary.
- Following the end of each assessment period, the KWZ policy team zooms in on a particular phase of the programme and/or a certain form of assessment

The test policy is discussed by various consultative bodies (programme managers' consultation, management consultation, team consultation, testing and examination board). This means that the implementation of the policy can be monitored and action taken where necessary.

Each programme has its own testing programme. This testing programme is a combination of forms of testing that has been intentionally composed and argued, in line with the goals and structure of the entire programme. The testing programmes are discussed by various consultative bodies (Examination Board, TAC, team consultation and programme committee). This means that the implementation of the policy can be monitored and action taken where necessary. In addition, peer review is conducted by presenting the work to the critical eyes of peers within FIBS and/or at another HBO institute.

The Examination Board guarantees the final level of the programmes. Appendix 1 explains how this is done.

The planning & control department has knowledge of the process-oriented component. For example, the planning & control department can indicate which teachers submit an answer sheet, whether a cover page and/or test matrix has been submitted, etc. They, too, give feedback on their findings to the programme manager.

This creates a PDCA cycle that guarantees the content and quality of the test policy, the testing programme and the tests.

8. Test organisation

The planning & control department deals with the organisation involved in testing. It supports teachers in organising and archiving tests. In order for this to run smoothly, it is important that teachers follow the steps set down by the planning & control department.

When making a submission, it is important that the teacher supplies the test, test matrix and assessment criteria. The planning & control department archives these documents along with the representative set of exam papers. In the graduation phase, the planning & control department archives the test and test documentation along with all the completed tests.

The planning & control department provides feedback to the programme managers on which examinations and which marks were not submitted on time (as stated in the Fontys High Five) as well as when teachers have deviated from the steps required. The programme managers discuss this with the teachers in, for example, a team meeting or in individual discussions, in order to enable the teacher to make changes to their approach, and improve organisation.

Students submit reports via Gradework so that they are archived immediately. FIBS follows overall developments within Fontys regarding digitisation and testing. In the future, FIBS aims to digitise the entire testing process as much as possible.

There is ongoing close co-operation between the planning & control department, the study programme and the Examination Board concerning the quality of test organisation. In instances where the planning & control department observes that processes could be better, it provides feedback to the Examination Board and/or the FIBS MT to enable action to be taken.

9. Relevant literature

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Appendix 1 – Assuring the quality of the final level

Assuring the quality of the final level

The Examination Board guarantees the final level of the FIBS programmes. In this context, it follows the testing programme for each educational programme by monitoring the PDCA cycle to ensure that all learning outcomes, as determined in each programme's OER (Teaching & Examination Regulations), are actually tested within FIBS.

Each programme must have a testing programme in which the cohesion is clearly explained for each phase (foundation, main and graduation phases).

The testing programme must also include an overview of the curriculum structure for each phase of the programme.

The way in which the assessment of each phase is organised should also be clear and transparent.
Specific areas that the Examination Board looks at:

- Relationship between vision on teaching and testing
- How are the competenties for each phase assessed?
- How are the credits allocated in each phase?
- How is the diversity of testing guaranteed?
- Is the form of the test aligned with the learning objectives?
- Does the testing programme cover the programme's learning outcomes in full?

Each programme's testing programme must live up to the terms transparency, validity and reliability.

Assuring thesis quality

The Examination Board guarantees the quality of the theses and the assessment by:

- Attending graduation sessions
- Confirming the realisation of the assessments with the examiners
- Post-screening of assessments:
  Post-screening for major differences between the assessments of the 1st and 2nd readers. The TAC advises/supports the Examination Board in its assurance role. Reporting on the thesis quality assessment findings will be included in the annual report.

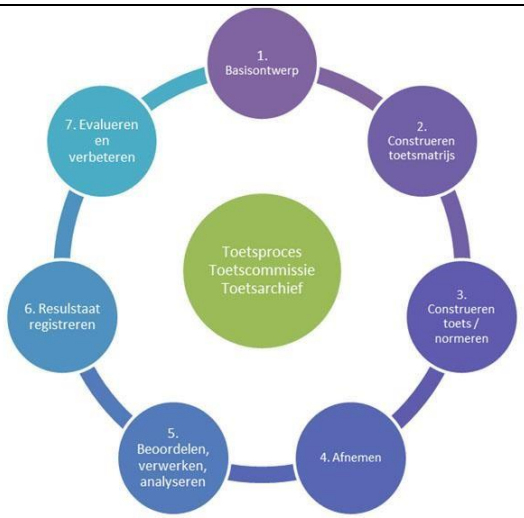
The thesis is always assessed by two examiners, with the final assessment agreed on following the final presentation.

The assessment for the report should be carried out separately.

If the first and second assessors are unable to reach agreement, the Examination Board will appoint a third examiner. This third examiner has the deciding vote.

Appendix 2 – Test cycle (Formative and Summative)

The test cycle shows the steps that the examiner follows during the test process. The diagram below shows the relationship between formative and summative tests.

	 Formative Test Cycle	 Summative/BKE Test Cycle
Objective	Obtain insight into the student's development and make targeted adjustments	Develop a qualitatively good, usually summative test
Turnaround time	Short cycle, in class	Long cycle, when designing and creating a module
Is it systematic?	Usually unplanned, meets the needs of that moment. Constantly recurs in all classes	Usually planned, results in agreed time for test
Type of test	All sorts of ways of collecting information about the student(s)	Predetermined and fixed type of test
Coherence of both cycles	In good education, and certainly in a good testing programme, both cycles are seamlessly connected. For example: • Summative tests (developed via the Summative/BKE test cycle) can also be used formatively (via the FT cycle) • The learning outcomes from the Summative/BKE test cycle (step 1) and the expectations in the FT cycle (phase 1) should correspond. By following students in education along these learning outcomes, via the FT cycle, you will prepare them well for the summative test. • The analysis of the test results (phase 3 of the FT cycle/step 5 of the summative/BKE test cycle) can be used to make adjustments to teaching (FT cycle) and to improve test quality (summative/BKE test cycle).	

Appendix 3 – Examiners

Examiners

As stated in the Examination Board Framework Document (adopted by the Executive Board on 29 October 2013), appointing examiners is one of the Examination Board's core tasks. Good examiners, especially for the *thesis or graduation assignment* are essential in assessing whether the student has achieved the programme's learning outcomes.

- The Examination Board appoints examiners to hold examinations and determine the results thereof, and announces these in writing prior to the start of the new academic year, including posting details on the website.
- Language teachers are excluded from supervising or assessing internship and graduation projects.
- A learning package examiner has been working in the relevant FIBS programme for at least one year.
- An examiner is an expert, which for FIBS means that s/he has both professional and testing expertise. Testing expertise means that an examiner has achieved a minimum of BKE level.
- In the event of a learning pathway involving multiple examiners, the learning pathway co-ordinator as examiner will carry final responsibility for the tests.
- The examiners provides the Examination Board with the requested information.
- The Examination Board can reverse a decision when there is compelling reason to do so.

Appointment of examiners for graduation assignments

The requirements below have been formulated by the Examination Board of Fontys International Business School (FIBS) with the aim of achieving a careful, high-quality examination of the graduation project or thesis.

Requirements for the examiner:

1. The examiner has a higher academic degree (master's or PhD) than the degree to be awarded to the examinee. This can be compensated by demonstrable and significant experience (within and/or outside Fontys).
2. The examiner must have at least two years of teaching experience and at least one year of experience in assessing Work Placement projects before s/he can assess graduation assignments. This can be compensated by equivalent experience elsewhere.

3. If the examiner examines a student in a language other than his/her primary working language, s/he has a minimum C1 language level.

4. In addition to the BKO (Branch Protocol for Quality Assurance in Research), the examiner also has the BKE (Teaching Qualification Assessment and Examination in an International Classroom) certificate, or is exempt from this due to, for example, significant teaching experience.

5. The examiner has an economic background.

The Examination Board may depart from the above requirements; this is done on a case-by-case basis. The Examination Board reserves the right to appoint a nominated examiner who **does not** meet all the requirements.
The Examination Board reserves the right to reject a nominated examiner who **does** meet all the requirements, i.e. **not** to appoint him or her.

Recommendations regarding examiner:

- To avoid the examiner becoming overloaded, during any one study period the examiner will examine a maximum of six internship and graduation internship students as first examiner and a further six as second examiner. The EB would like to be informed in advance of the number of students that an examiner will be assigned. In the event of a deviation from the limits given above, it would like to be informed of the reason for this deviation.
- The examiner bears no responsibility for the budget.

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Appendix 4 Composition of the examination board FIBS 2020-2021

see https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard/Pages/Examination-Board-Information.aspx .

Fontys International Business School

Attachment 5 Policy on Fraud Fontys International Business School[1]

As of 1 September, 2010 the "WHW" ("wet hoger onderwijs"/law on higher education article 7.12b) provides the possibility to cancel the enrolment of a student in case of severe fraud (see also article 10.5 of the Students' Charter). In order to impose such a serious penalty it is important that the organisation has a policy on fraud that stipulates what is being considered as fraud, the procedure if fraud is suspected and which penalties can be imposed.

Definition of fraud

The "WHW" does not give a detailed definition of the term fraud. The general part of the TER gives following definition:

- Any act (including the commission of plagiarism) or omission, of which a person knows or should know that they prevent, partly or fully, making a correct assessment of someone's knowledge, insight, skills, competencies, (professional) attitude, reflection etc.
- Violating the rules as laid down in the ' examination protocol ' falls within the definition of fraud. This also applies to non-permitted use and carrying informative items. Informative items that are allowed are stated thoroughly on the exam cover page and need to be blank and unwritten.

Therefore we are talking about fraud when it has been established that the knowledge and skills of a student cannot or could not be assessed correctly because the student used resources that were not permitted such as peeking at the work of another student, or presenting the work of someone else as his/her own (plagiarism). Latter is also the case when the student uses quotes of others without proper acknowledgement or uses reports or other work that he has written in the past, without referencing properly, in a present case. In addition, it is considered to be fraud when a student does not follow the instructions of the invigilator during the test.

Providing information to the student

Before we can talk about fraud it is important that students are informed about the regulations that apply to them.
Students will be informed about the resources they are allowed to use for each test. This will be communicated in writing during the lectures prior to the written test (and is at least laid down in the course manual). It is also stated on the test assignments so that the invigilator knows what is allowed. (see article 20.2 of the TER).
Furthermore, general rules have been phrased that apply to all tests (art. 37 of the TER).[2]

In addition, the students are informed about the regulations that apply to using work from others (such as quotes, acknowledgement).[3]
During the lectures prior to writing reports, or specifically during lectures that are about writing reports, attention will be paid to the proper way of acknowledgement so that the students know (should know) how plagiarism can be avoided.

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1 This document Policy on Fraud of the Fontys International Business School is based on the format of the Policy of Fraud by the Legal Department (7 March 2016).

2 See attachment 2 for the rules w.r.t. invigilation at exams and attachment 3 Exam Procedure.

3 See also the 'statement plagiarism, no!'(Legal Department, Eindhoven, April 2014).
https://connect.fontys.nl/diensten/OenO/Paginas/Auteursrecht-en-plagiaat.aspx

Providing information to lecturer/invigilator

Lecturers and invigilators know what is being considered as fraud, which resources are allowed in tests and how to act if they suspect fraud.
Lecturers know if and when they should use software to detect plagiarism when students hand in reports for assessment.
Lecturers try to phrase assignments in such a way that it will be difficult for students to use the work of others (e.g. by changing something in the assignment every year, by asking input from own experiences, workplacement etc.)

Suspicion of fraud

Lecturers and invigilators know how to act in case they suspect fraud.

Procedure

1. Signaling possible fraud and reporting Test/exam

If during a test/exam a student is caught peeking at the work of another student or using resources that are not allowed, the student will be approached. The lecturer/invigilator will mention his/her observations (data and facts) on the test record and will hand in the record, if possible with evidence, with the School Support Staff. Within 48 hours the SSS will submit the report and the means of proof to the Examination Board.

Paper

If during assessing a paper the lecturer suspects that the student is passing someone elses work off as his/her own, whether the lecturer used plagiarism detection software or not (e.g. Ephorus), or that the student used the work of someone else/others without proper acknowledgement, then the lecturer will notify the Examination Board. He/she will hand in the notification to the School Support Staff along with the evidence. Within 48 hours the SSS will submit the report and the evidence to the Examination Board. This procedure applies to individual work as well as for group assignments and workplacement/graduation reports.

2. Hearing of the persons involved

The Examination Board investigates the notification (this does not require the complete Board, but at least 2 members of the Board should hear the persons involved). The student will be invited for a meeting. If applicable others can be heard as well (for example the person who's work has been copied without being informed). Minutes will be taken during the hearing.

3. Determine if / which sanctions will be imposed

The sanction depends on the gravity of the fraud. Following factors are considered:

- the extent of the fraud;
- gravity of the fraud (e.g. committed during the foundation year or at the end of the programme when graduating?);
- first time offender or recidivist;
- attitude of student.

Possible sanctions

- the work that has been assessed is declared void; the student must do this work again (take the test) and the student is excluded from the upcoming regular test;
- a warning that next time a more severe sanction will be imposed;
- a log entry into the student's file;
- the student is disqualified from tests, exams and workplacement and graduation for a certain period of time (max. 1 year). ATTENTION: the student is allowd to attend classes, so he/she is not suspended;
- it is possible to ask the student to write a reflection about his/her behaviour before the student is allowed to re-take the test or hand in a new paper
- termination of the enrolment by the Board of Directors. The Examination Board must draw up an advice to the Board of Directors which is sent by the institute's managing director. The examination board requests advice from JZ. JZ formulates an advice for the Board of Directors.
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4. Communicating sanctions and appeal procedure

If possible the sanction will also be communicated orally, but in every case it will always be communicated to the student in writing and with a motivation, mentioning the possibility of appeal and the period to appeal (within 6 weeks with the Committee of Appeals for Exams). This decision may also emphasize explicitely on the sanction that will be imposed in case fraud will be committed again. A copy of the decision will be logged in the student's file.

NOTE: The evidence will be stored for at least 6 months, in any case as long as a possible appeal procedure is still open (first with the Committee of Appeals for Exams, and then with Committee of Appeals for Higher Education in The Hague).

In the annual report of the Examination Board the Board provides information on the number of fraud cases that have been reported, if sanctions have been imposed and if so, which sanctions.

Attachment: Relevant legislation and regulations

From the "WHW" ("wet hoger onderwijs"/law on higher education)

Article 7.12b paragraph 2

If a student is guilty of 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. 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.

From the general part of the TER

Article 1 definitions

Fraud

- Any act (including plagiarism) or omission of which the person concerned knew or should have known that they were acting and/or failing to act either partially or fully impairs the correct assessment of a person's knowledge, understanding, skills, competencies, professional attitude, powers of reflection, etc.

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.