



This TER is only applicable to students who are enrolled for study year 2019-2020 (re. law/procedures etc.). Further study programme specific information for each cohort can be obtained from the FIBS portal.

No rights can be derived from this translation.  
The original Dutch text is leading in case of disputes or ambiguity.

**Study programme section of the Students' Charter  
with the 2019-2020 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 -  
Differentiation 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 **3 June 2019**, after obtaining the IPC's consent on **3 June 2019** and the PC consent on **28 May 2019**.

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

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

\* 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

<b>A – Teaching and Examination Regulations .....</b>	<b>4</b>
<i>Section 1 General .....</i>	<i>4</i>
Article 1 Definitions .....	4
<i>Section 2 Admission to an Associate degree and Bachelor's programme .....</i>	<i>9</i>
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
<i>Section 3 Intake interview, exemptions, short track and tailored study programmes .....</i>	<i>13</i>
Article 5 Intake interview .....	13
Article 6 Exemptions.....	13
Article 7 Short-track/tailored study programmes .....	13
<i>Section 4 Facilities with reference to study career counselling, functional disability, administrative activities, top-level athletes scheme, student entrepreneurship .....</i>	<i>14</i>
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
<i>Section 5 Study programme content .....</i>	<i>16</i>
Article 12 Study programme profile – main subjects/differentiations – occupational requirements .....	16
Article 13 Study programme layout .....	23
Article 14 Overview of units of study and credits .....	23
Article 15 Content of minors and other special programmes .....	31
Article 16 Education components .....	32
Article 16a - Evaluation of teaching.....	38
<i>Section 6 Tests, assessment and study progress .....</i>	<i>39</i>
Article 17 Types of tests .....	39
Article 18 Overview of tests .....	39
Article 19 Tests and assessments .....	39
Article 20 Content of tests, duration of the test, test aids and test timetables .....	39
Article 21 Sitting competency examinations .....	40
Article 22 Registration for tests.....	40
Article 23 Proof of identity during tests .....	40
Article 24 Test marking system .....	40
Article 25 Test results .....	41
Article 26 Inability to sit tests .....	41
Article 27 Request for a review .....	41
Article 28 Resits .....	42
Article 29 Period of validity of results .....	42
Article 30 Final paper - Knowledge bank .....	42
Article 31 Study progress.....	42
Article 32 Advice regarding the continuation of studies .....	42
Article 33 Additional provisions concerning binding negative advice regarding the continuation of studies .....	44
<i>Section 7 Graduation .....</i>	<i>45</i>
Article 34 Examinations - certificates - diploma supplement.....	45
Article 35 Statement on departure .....	45
Article 36 Transfer .....	46
<i>Section 8 Irregularities and fraud .....</i>	<i>47</i>
Article 37 Irregularities and fraud .....	47
<i>Section 9 Examination Board, appeal.....</i>	<i>48</i>
Article 38 Examination Board .....	48
Article 39 Appeals.....	48

<i>Section 10 Retention and hardship clause .....</i>	<i>49</i>
Article 40 Retention of documentation.....	49
Article 41 Hardship clause .....	49
<i>Section 11 Final provisions and implementation.....</i>	<i>50</i>
Article 42 Entry into force, amendments, publication and official title .....	50
Article 43 Transitional provisions .....	50
<b>B - Set-up of the study programme and support facilities.....</b>	<b>51</b>
<b>C - Internal complaints procedure .....</b>	<b>51</b>

## A – Teaching and Examination Regulations

### Section 1 General

#### Article 1 Definitions

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

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

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

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

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 differentiation 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.
IBE	International Business Economics; croho bachelor programme "Bedrijfseconomie", Finance & Control (official English translation as mentioned on the Diploma)
IBMS	International Business and Management Studies
IFBM	International Fresh Business Management. New study programme with croho-number since the 1th of September 2014.
IM	International Marketing; differentiation within the croho bachelor programme Marketing.
Learning arrangement	A unit of study or a part of a unit of study.
LM-IFBM	Logistics Management – differentiatie International Fresh Business Management. Vanaf 1 september 2018 de nieuwe naam met nieuw croho-nummer Logistics Management, differentiatie
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.
Work placement / graduation coördinators	Employees who have been appointed to carry out a specific task with regard to the organisation of work placement and graduation.
Work placement	Work placement assignment to complete phase 2 (main phase).



## 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:*  
or  
*There are no further preparatory education requirements for HAVO and/or VWO diplomas.*

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 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 offers one of 4 options:
  - A – there is a good match with our study programme;
  - B – there is a match with our study programme which certain provisos;
  - C – it is doubtful whether there is a match with our study programme;
  - D – there is no good match with our study programme.
8. Students will receive a study choice advice 'A' if:  
*specify criteria*  
Students will receive a study choice advice 'B' if:  
*specify criteria*  
Students will receive a study choice advice 'C' if:  
*specify criteria*  
Students will receive a study choice advice 'D' if:  
*specify criteria*
9. The study choice advice is non-binding for prospective students who apply by no later than 1 May. Students who apply after 1 May will not be permitted to enrol, except in the case of a situation as referred to in Article 2(2) or of a student as referred to in Article 3(3) of the Study Choice Advice Regulations.
10. The Study Choice Advice Rules determine the categories of students for whom the study choice advice is not obligatory.

### Article 3 Requirements regarding foreign diplomas/international students

1. Holders of a foreign diploma may not sit tests for which credits are awarded in the foundation year of a Dutch-taught study programme before having demonstrated to the Examination Board to have an adequate command of the Dutch language. (*Section 7.28 of the WHW.*)  
Command of the Dutch language must be at *Nt2, programme II, level*  
*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.*  
*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. (*Section 7.32 of the WHW.*)
5. Foreign students with a residence permit are required to earn at least 50% of the available credits each year. The IND will be informed if the student fails to meet this requirement, unless there are special circumstances due to which the student was unable to meet this requirement. Such a notification may be withheld once during the course of each study programme.

6. According to the Code of Conduct regarding International Students, international students<sup>1</sup> seeking admittance to an English-taught study programme must be able to prove that their command of the English language is at least equal to the following scores:

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

(provided the student has passed 'Speaking and writing' and 'Listening and Reading' components.)

Cambridge ESOL FCE-C – scale 169 – 172, FCE-B – scale 173-175

Exemption from this requirement can be awarded if the international student's preparatory education was followed in a country where English is the official language and language of instruction.

Students from a country where English is one of the official languages will have to prove prior education in English in order to be eligible for an exemption.

#### 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.

---

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

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

### Article 5 Intake interview

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

### Article 6 Exemptions

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

### 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-level athletes scheme, student entrepreneurship

### Article 8 Study career counselling

1. Every student is coached by a study career counsellor.
2. In consultation with the study career counsellor, the student decides how best to work on his or her development and how to shape the learning process.
3. The student consults with the study career counsellor on the progress of the learning process. *In consultation with the study career counsellor, the student decides if and when he or she will sit the competency examination. The student must sit the competency examination in the first year of his or her enrolment in order to obtain advice regarding the continuation of studies that is issued to students in the first year of enrolment.*
4. The study career counsellor conducts support and orientation interviews with the student in the foundation year.

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

### Article 10 Students with board memberships

1. Student can include any board memberships as part of their portfolios. In order to do so, they must describe, in consultation with their study career counsellors, how the board membership can contribute to the acquisition of one or more competencies of their Bachelor's programme. The Student Centre must confirm on the report that the student concerned has been active as a member of the 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](mailto: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 (FSS Scheme) on the basis of his administrative activities and submit a request to his institution for a holiday allowance or for a board membership scholarship from the Profiling Fund Board (FSS Board).  
See also article 14 of the [Participation Regulations on the participation councils and degree programme Committees](#).

#### **Article 11 Top-level athletes scheme**

Students who have been granted a Top-Class Sport or Talent status are entitled to facilities from the Top-Class Sport Scheme. Facilities regarding the adjustment of tests or test timetables, an adjusted arrangement regarding compulsory attendance, working in groups and an adjusted internship must be sought from [the examination board](#) [connect.fontys.nl/instituten/fibs/Institute/ExamBoard](https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard)

#### **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](https://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 differentiations and/or main subjects.*  
 The study programme has *the following* differentiations *with their own programme profile*:
  - International Marketing
  - Food and Flower Management
 The differentiation International Marketing has been elaborated in a separate OER, namely the OER for the bachelor programme Commercial Economics, differentiation International Marketing.
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**

<p><b>Level 1</b></p> <p><b>In collaboration with others, the student is able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> conduct a simple internal and external analysis (quick scan) proactively, based on a given definition of a problem.</li> <li><input type="checkbox"/> collect general, sector-specific and company-specific information from relevant public sources (LEI, FADN, FAO, National Statistics, Eurostat, annual reports) independently and interpret this.</li> <li><input type="checkbox"/> formulate a research question based on a given definition of a problem.</li> <li><input type="checkbox"/> draw up a plan of action for a qualitative or quantitative research study.</li> <li><input type="checkbox"/> set up a simple questionnaire that links up with the research question.</li> <li><input type="checkbox"/> conduct a quantitative research study and process the data obtained.</li> <li><input type="checkbox"/> interpret research conducted by others.</li> <li><input type="checkbox"/> create a simple report with statistics at descriptive level (graphs, printouts, cross tables).</li> <li><input type="checkbox"/> identify potential policy issues based on the above-mentioned analyses.</li> </ul> <p><b>The student has knowledge of:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> regional, national and international Fresh Business chains.</li> <li><input type="checkbox"/> 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).</li> </ul>
<p><b>Level 2</b></p> <p><b>Both independently and in collaboration with others the student is able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> conduct an empirical market and competitor analysis.</li> <li><input type="checkbox"/> increase his/her knowledge about fresh products and the corresponding supply chains independently and in a systematic manner.</li> <li><input type="checkbox"/> draw conclusions based on an analysis of and information on trends and developments in the relevant Fresh Business chain.</li> <li><input type="checkbox"/> formulate a definition of a problem and a research question (or several research questions) based on a given context.</li> <li><input type="checkbox"/> draw up a research plan which contains an explanation of the choice for qualitative or quantitative research.</li> <li><input type="checkbox"/> set up a questionnaire that links up with a set of research questions.</li> <li><input type="checkbox"/> prepare and conduct an in-depth interview.</li> <li><input type="checkbox"/> process information, apply simple statistical methods and techniques and draw conclusions.</li> <li><input type="checkbox"/> create a report with graphic representations and explain the research results to the commissioning party.</li> <li><input type="checkbox"/> evaluate the research conducted.</li> </ul> <p><b>The student has elementary knowledge of:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relevant national and international policies (Codex Alimentarius, General Food Law, Commodities Act [Warenwet], GlobalGAP, WTO, CAP, phytosanitary policies).</li> </ul>
<p><b>Level 3</b></p> <p><b>Both independently and in collaboration with others the student is able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> set up a market analysis plan based on one or more contexts within a Fresh Business chain.</li> <li><input type="checkbox"/> draw conclusions based on available and possibly incomplete information and to indicate possible conflicts of interest.</li> <li><input type="checkbox"/> formulate a problem definition and research questions based on one or more contexts on the basis of a solid problem analysis.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> collect information (e.g. set up and conduct a questionnaire).</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> create a report with graphic representations, explain the statistical methods and techniques used, draw conclusions and give recommendations.</li> <li><input type="checkbox"/> present the research results, including conclusions and recommendations, explain the approach used and give advice on possible further steps.</li> </ul>

## 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<sup>2</sup> 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.

<sup>2</sup> 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.**

<p><b>Level 1</b>  <b>The student is able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> conduct a self-evaluation and take responsibility for his/her own actions.</li> <li><input type="checkbox"/> analyse, manage and regulate his/her personal development.</li> <li><input type="checkbox"/> compile his/her own objectives using SMART criteria.</li> <li><input type="checkbox"/> document his/her personal development in a portfolio under supervision.</li> <li><input type="checkbox"/> plan his/her work in a simple situation.</li> <li><input type="checkbox"/> make the results of his/her work visible.</li> <li><input type="checkbox"/> meet deadlines and deliver promised results as well as make a visible contribution to the group result.</li> <li><input type="checkbox"/> actively participate in the group process.</li> <li><input type="checkbox"/> stimulate/kindle enthusiasm in colleagues to work together effectively.</li> </ul> <p><b>The student has a professional attitude.<sup>3</sup></b></p>
<p><b>Level 2</b>  <b>The student is able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> self-manage.</li> <li><input type="checkbox"/> explain his/her choices.</li> <li><input type="checkbox"/> set and meet targets in a more complex situation independently.</li> <li><input type="checkbox"/> translate feedback and self-reflection into an improvement plan.</li> <li><input type="checkbox"/> work in an organisation and in multi-disciplinary teams in a result-oriented manner and determine own courses of action in these.</li> <li><input type="checkbox"/> actively participate in the setting of goals and working arrangements.</li> <li><input type="checkbox"/> take on different roles.</li> </ul>
<p><b>Level 3</b>  <b>The student is able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> work in an organisation proactively, and make decisions independently with respect to organisational goals.</li> <li><input type="checkbox"/> develop his/her personal goals and tasks.</li> <li><input type="checkbox"/> take on different team roles.</li> <li><input type="checkbox"/> get his/her personal opinion across convincingly.</li> <li><input type="checkbox"/> use a partnership as a sounding board for his/her personal opinion.</li> </ul>

<sup>3</sup> 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 English 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 ("hoofdphase") 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 P01FE17 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:

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

<sup>4</sup> 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 2019-2020

### 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 Economics 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	questionnaire	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 <sup>5</sup>	120	4,0	1-10
HLA23	Fresh Business Knowledge VI	portfolio	nvt	4,5	1-10
HLA24	Fresh Business and Economics VI	nvt	nvt	4,5	1-10
HLA241	Fresh Business and Economics 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

<sup>5</sup> 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

<b>Semester 5</b>	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

<b>Semester 6</b>	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>

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 Work Placement and 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. This means that the following electives are not open for students from the following programs:

- 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 IM 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.

#### 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:  <i>Internship</i>  <i>Business research</i>   OR MINOR	HLA17 WORK PLACEMENT:  <i>Internship</i>  <i>Business research</i>   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				
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			ALA 14 Project Fresh Supply Chain	
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:  <i>Internship</i>  <i>Business research</i>	HLA17 WORK PLACEMENT:  <i>Internship</i>  <i>Business research</i>	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						
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			ALA 13 Project Fresh Business	ALA12 Graduation Assignment		
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						
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			OR MINOR	OR MINOR	ALA 14 Project Fresh Supply Chain	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 VI Hoe ziet het h				
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			ALA 13 Project Fresh Business	
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				
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			ALA 14 Project Fresh Supply Chain	
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				
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&amp;M deelcompetenties en –aspecten.

IFBM competenties	IFBM uitwerking competenties	A Ontwikkelen van beleid:			B. Aansturen van werkzaamheden				C Uitvoeren		
		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 de organisatie	B1 Geeft leiding aan het uitvoeren van processen binnen de organisatie	B2 Kan logistieke processen inrichten,	B3 Past managementtechnieken toe.	B4 Ondersteunt bij het ontwikkelen, implementeren en evalueren van veranderingen	C1 Plant logistieke operaties en draagt zorg voor de uitvoering	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							
	Kansen en bedreigingen in bedrijfsomgeving vaststellen	x									
	Een interne analyse uitvoeren	x									
	Sterktes en zwaktes van een bedrijf identificeren	x									
	Probleemstelling formuleren	x						x			
	Plan van aanpak opstellen	x		x							
	Keuzes methodologie verantwoorden	x									
	Gegevens verzamelen	x									
	Gegevens analyseren	x									
	- Identificatie potentiële beleidsvraagstukken		x					x			
2. Beleidsontwikkeling (50 EC)	Strategische opties definiëren		x								x
	Strategische opties prioriteren		x				x	x			x
	Doelstellingen formuleren		x					x			
	Beleidskeuzes onderbouwen		x				x				
	Actieplan opstellen		x					x		x	
3. Beleidsuitvoering (50 EC)	Plannen en adviezen operationaliseren					x					
	Knelpunten herkennen en oplossen	x						x	x	x	x
	Processen beheersen								x		x
	Afstemming tussen functies, afdelingen en bedrijven			x	x		x		x		x
	Veranderings-trajecten ontwikkelen\	x						x		x	

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					2
	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
	Dialogo 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](http://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.<sup>6</sup>
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.

Each student who wants to take the test must register first. Registration takes place via ProgRESS. Registration is only possible during the published registration periods. These are indicated on the FIBS portal, see

<https://connect.fontys.nl/instituten/fibs/Schedules>

If a student cannot register himself during the official registration period he must report this immediately **during** the official registration period to the Student Service Center. The SSC will then take care of the registration.

If a student wants to register for a test after the official registration period has been closed, he/she can do this within 10 working days after closure of the registration period and by paying a fee of € 20,- per test (with a max. of € 50,- per test period). This applies to all test forms. In this case the student will receive an approval form.

Only students who are registered (and whose names are on the attendance list) and students with an approval form are allowed to sit the test.

If it turns out that a student took the test without being registered, the test will in principle not be marked. In cases that are not included in this procedure the examination board will decide.

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 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.

<sup>6</sup>A student career counsellor should preferably not be an assessor of this competency examination and must never be the first or only assessor.



**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 2019-2020 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 majeure, 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. The Examination Board will then take a decision and inform the student concerned. If the request is granted, the Examination Board will set a date, time and place for the test. Any rejection of the request will be substantiated and the student will be informed of his or her right to appeal. In assessing the request, the Examination Board's primary criteria are the obstruction of the study progress and the student's personal circumstances.
3. If such a request relates to a test of a minor offered across Fontys, the student must direct the request to the coordinating institute responsible for the minor, as described in regulations governing the minor
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 44 of the Students' Charter). The Examination Board must take a decision within 4 work weeks at a maximum.
2. Students may also appeal directly to the Examination Appeals Board within 6 calendar weeks after the date of the assessment via [www.fontys.nl/studentenloket](http://www.fontys.nl/studentenloket). (see Article 45 and Article 46 of the Students' Charter)

**Article 28 Resits**

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

*Final papers of the study programme are not entered in a knowledge bank.*

**Article 31 Study progress**

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

**Article 32 Advice regarding the continuation of studies**

1. During the first year of enrolment in the propaedeutic (first-year) phase of a bachelor study programme and, where possible, prior to the start of the second semester, the student is given advice on his or her study progress. If the study progress is unsatisfactory, the student will receive a warning and be told that if the study progress continues to be unsatisfactory, he or she will receive a binding negative advice regarding the continuation of his studies. A reasonable period within which the

student must have improved his or her grade point average and the opportunities a study programme offers in that regard are stated in the warning. (*Section 7.8b of the Act.*)

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

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:

- If a student has passed tests representing the value of 24 till and including 29 credits, but also received the notification that at the end of the academic year at least 50 credits must have been obtained.
- If a student has passed tests representing less than 24 credits, but also received the notification that at the end of the academic year 50 credits must have been obtained to prevent a binding negative advice at the end of the first study year. In addition this student is under obligation to present a study agreement to his study career coach within 2 weeks.

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 ...*

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:

The student has achieved the norm of 50 credits within 12 months of enrolment and or has achieved a "passed" for Study career management.

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

The student has obtained less than 50 credits after completing the regular test schedule and/or has achieved a "failed" for PLA8.

The minimum number of credits that must be achieved to qualify for that deferral for student entrepreneurs is **50 credits**

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.
6. Students who seek the termination of their enrolment during the first year of enrolment will be given a warning from the director stating his expectation that they may not be suitable for the study programme. The director must seek the advice from the Examination Board before doing so. The number of months of enrolment students have left before being given advice regarding the continuation of studies must also be determined in the event the student should decide to enrol in the same study programme at a later date (see also Article 35).

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

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

## Section 7 Graduation

### Article 34 Examinations - certificates - diploma supplement

1. Students have passed the examination of the foundation year, *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 or her tuition fees for all the enrolment years. (*Section 7.11 of the WHW.*)
4. After successful completion of the examination, the Examination Board awards the certificate. The certificate is dated on the date of the student's final academic activity. The certificate of a study programme comes with a diploma supplement.  
The Examination Board will determine that the student has passed within a maximum of eight calendar weeks after the last academic activity.  
If the student wishes for the certificate to be dated later, the student must postpone the completion of his or her final academic activity.
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 or her enrolment without having passed the study programme's final examination will be invited for an interview.

2. At the student's request, the student may be issued a statement listing any results achieved. *Results of successful tests without credits can be converted into an equivalent of credits based on the study load. (Section 7.11 of the WHW.)*
3. The statement must specify that the interim examination test results will in principle be valid for *ten* years. The statement can include a reservation in the event of a substantial overhaul of the study programme. See article 29.

#### **Article 36 Transfer**

*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](mailto:iStudent@fontys.nl)) for help on lodging an appeal.



## Section 10 Retention and hardship clause

### Article 40 Retention of documentation

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

### Article 41 Hardship clause

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

## Section 11 Final provisions and implementation

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

1. The TER applies to all students enrolled in the study programme in question during the 2019-2020 academic year-
2. The general section of these regulations and any amendments thereto will be established by the Executive Board, after having obtained the consent of the students' section of the Central Participation Council. PC's will be given an opportunity to issue advice to the CPC. That general section of the TER constitutes the basis on which the study programme-specific TER for each study programme will be drawn up before being submitted to the Examination Board for their advice and the (joint) study PC and IPC for their advice/consent. The (joint) study PC advises the institute director and sends its advice to the IPC for informational purposes. The IPC advises the institute director and sends its advice to the (joint) study PC. The establishment of and amendments to the study programme-specific TER are effected following a proposal from the institute and require the consent of the students' section of the competent IPC and the (joint) study PC. (see Sections 10.20 and 7.13 of the WHW.)  
*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 2019-2020 from Fontys International Business School from the bachelor study Logistics Management - International Business and Management Studies.

### 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](http://www.fontys.nl/regelingen))
- the website of the Students Facilities Department (<http://www.fontys.nl/studentenvoorzieningen>)
- the website of Fontys Study Abroad (<https://fontys.edu/studyabroad/> )
- the intranet site of the faculty (<https://connect.fontys.nl/instituten/fibs/> )

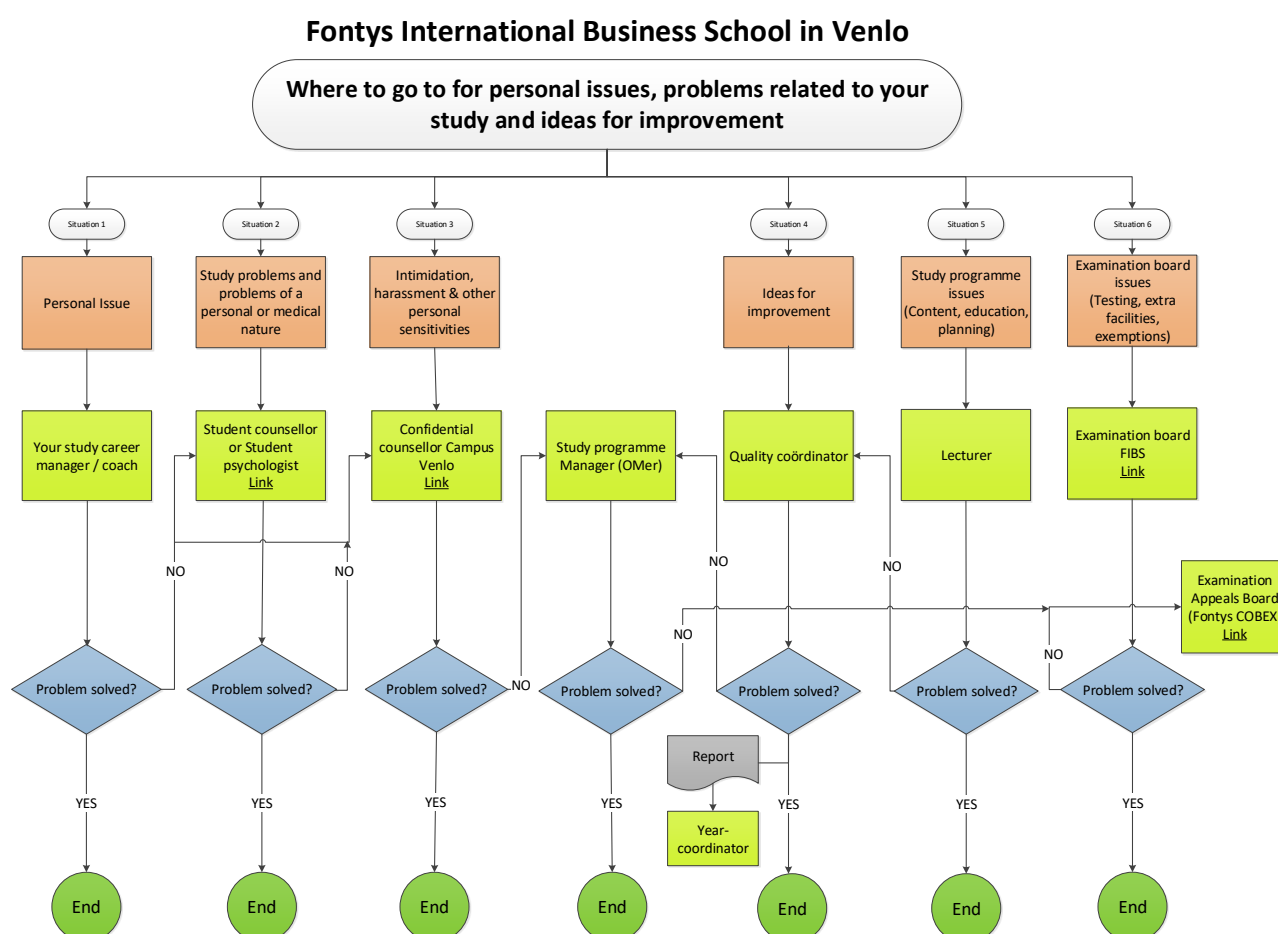
### 3. Study support

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 2019-2020



## Appendix 1 FIBS Exemption policy academic year 2019-2020

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 2019-2020 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.

## **Minor regulations FUN - 2019-2020**

**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](mailto: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 (3) 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](mailto:fibs-examencommissie@fontys.nl)

## **9. Validity**

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

## **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)

## Minor regulations - 2019-2020

**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. 28 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 gained 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.

Fieldtrips, company visits and guest lectures are important elements in this minor which expose the student to different business locations in Europe, different company activities and structures to do business in this region.

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)

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

#### 5. Enrolment in the education components

The minor is open to registration for exchange students and FIBS students through Progress until the communicated deadline in Progress. It could happen that depending on the study background of the student one of the electives is blocked. This avoids the overlap between the major program and the elective being too large.



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

Students are enrolled in Progress for the minor. Students must enrol for two mandatory modules M01 and M02 and for 3 electives from the list of electives E2-E6. This is automatically enrolment for the assessments of the chosen modules. In order to pass the minor, each registered module must be passed with  $\geq 5,5$ . 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 Doing Business in and with Europe connect page: <https://connect.fontys.nl/instituten/fibs/StudyProgrammes/DBE/Pages/default.aspx>

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

M01: Project: Internationalisation Strategy – Expand into/in Europe	10 EC /30 EC = 33,33%
M02: European regions, clusters, culture and people	5 EC/30 EC = 16,66
Electives 2-7	Per elective 5EC/30EC = 16.66% each

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

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

In order to pass the Minor Doing Business in and with Europe, each module must be  $\geq 5,5$ . The number of credits in the calculation of the average is 30. If a student finishes any module below the minimum grade of 5.5, he is not eligible for receiving the 30 credits.

Students receive a final grade for the minor Doing business in and with Europe (1-10) based on the weighted average.

## 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](mailto:fibs-examencommissie@fontys.nl)

## 9. Validity

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

## 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 Doing business in and with Europe 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

This minor is not accessible for students without a certain level of English skills

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

## **Minor regulations IBM- 2019-2020**

### **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](mailto: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 course MLA 1 International Management (336 SBU).
- International Marketing (336 SBU) is mandatory for all students. Two levels are offered. MLA 3 Marketing for Marketers is offered for students with a major study related to marketing (f.e. International Marketing, IBMS). MLA 3 Marketing for non-Marketers is offered for students with a major study which is not related to marketing (f.e. business economics or a study in technology).
- Next to the mandatory courses, all the students have to choose one elective course (MLA 2) 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](mailto: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  $\geq 5,5$ . 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% |
| ○ International Marketing for Marketers (MLA 3) or  |     |
| ○ International Marketing for non-Marketers (MLA 4) |     |

#### 7. Passing the minor (see article 19 (3) 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  $\geq 5,5$ . 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](mailto:fibs-examencommissie@fontys.nl)

## **9. Validity**

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

## **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**

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



## Attachment 5 Policy on Fraud Fontys International Business School<sup>1</sup>

As of 1 September, 2010 the "WHW" ("wet hoger onderwijs"/law on higher education) provides the possibility to cancel the enrolment of a student in case of severe fraud. 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. 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.

Furthermore, general rules have been phrased that apply to all tests (art. 37 of the TER).<sup>2</sup>

<sup>1</sup> See attachment 2 for the rules w.r.t. invigilation at exams and attachment 3 Exam Procedure.

<sup>2</sup> See also the 'plagiarism guide' (Legal Department, Eindhoven, April 2014).  
<https://connect.fontys.nl/diensten/OenO/Paginas/Auteursrecht-en-plagiaat.aspx>

In addition, the students are informed about the regulations that apply to using work from others (such as quotes, acknowledgement).<sup>3</sup>

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.

## 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 else's 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). First the person who notified the Board will be heard, then the student. If applicable others can be heard as well (for example the person whose 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 fraude. Following factors are considered:

- the extent of the fraude;
- gravity of the fraude (for example 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 and disqualification of the endorsement cum laude on the diploma;
- the student is disqualified from tests, exams and workplacement and graduation for a certain period of time (max. 1 year). ATTENTION: the student is allowed 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 of hand in the paper anew;
- 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.

### 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 explicitly on the sanction that will be imposed in case fraude 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.