

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

Name of the study programme: Dans

Study programme code: Dans (Croho 34798)

Enter type of study programme: fulltime

Enter location of the classes: Tilburg

The study programme's section of the Students' Charter was adopted by the institute's director on **29 May 2019** after obtaining the IPC's consent on **27 May 2019** and the consent on **13 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**.

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A – Teaching and Examination Regulations

Section 1 General

Article 1 Definitions

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

Diploma with subject combination	Former senior general secondary education (<i>HAVO</i>) or pre-university education (<i>VWO</i>) diploma based on subject combinations. These diplomas were issued before the <i>HAVO</i> and <i>VWO</i> profiles were introduced (from 1998).
ECTS	European Credit Transfer System. The system that is used to express credits in order to facilitate international comparison. See also: credits.
EVC (RPL)	Erkennung van eerder Verworven Competenties (Recognition of Prior Learning).
Examination	Completion of (the foundation-year phase of) a study programme. The final examination may also include a supplementary assessment conducted by the Examination Board.
Examination Appeals Board	The Board as referred to in Sections 7.60 up to and including 7.63 of the WHW and Articles 45 and 46 of the Students' Charter. The organisation, duties and powers of the Board are laid down in the Rules of Procedure adopted by the Examination Appeals Board and approved by the Executive Board.
Examination Board Examiner	The board of persons referred to in Section 7.12 of the WHW. Member of staff who is designated by the Examination Board to administer examinations and assess the results thereof or an external expert.
Executive Board	The administrative body of Fontys University of Applied Sciences, as described in the articles of association and the WHW.
Executive institute	A Fontys institute responsible for the execution of a minor.
Exemption	Full or partial exemption from meeting enrolment and/or admission conditions and/or sitting interim examinations.
Exit assessment	Part of the competency examination administered at the student's request when he or she wishes to terminate his or her study programme prematurely.
Exit qualifications	Qualifications students must have on completing the study programme.
Fontys minor	A minor open to all Fontys students, so long as they meet any admission criteria for the minor, with a focus on overarching and distinctive themes.
Foundation year	First phase in a Bachelor's programme.
Fraud	Any act (including plagiarism) or omission that either partially or fully impairs the correct assessment of a person's knowledge, understanding, skills, competencies, professional attitude, powers of reflection, etc.
FSS Board	Board charged by the Executive Board to implement the student financial support scheme (FSS), now known as the Profiling Fund Board.
FSS scheme	<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	That part of the Bachelor's programme with a study load of 210 credits that contributes to the competencies associated with the programme and that is directly related to the study programme(s)'s registration in the CROHO.
Minor	Programme of optional subjects within a Bachelor's programme with a study load of 30 credits that contributes to generic or specific competencies.
Minor regulations	Regulations that describe the content, the education components, the testing and the completion of a minor. The regulations of all minors offered by Fontys can be found on the Fontys website (www.fontys.nl/minors). The regulations of the minors associated with a particular study programme have been included as an appendix of the study programme's TER.
Nt2 diploma	Diploma of the Nt2 official state examination in Dutch as a second language, of which programme II is considered to be the guideline for admittance to higher education.
Occupational requirements	The legal requirements to which the practice of a particular profession is subject (<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 charter 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).

Definitions FHK

Free Choice	Curriculum at the student's choice, consisting of educational and learning activities of a total of 30 EC, to be performed within the free part of the Bachelor (art. 15 TER)
Intaker	Intaker Examiner appointed by the institute for conducting intake assessment.
Learning activities	All activities that can contribute to the learning process of the student

Section 2 Admission to a Bachelor's programme

Article 2 Required prior qualifications

1. Only students with diplomas awarded on completing pre-university education (*VWO*) or senior general secondary education (*HAVO*), with profiles, or senior vocational education (*MBO*) in middle management as well as students that have completed specialist training or a vocational training programme designated by a ministerial regulation may be admitted to a Bachelor's programme (*Section 7.24 of the WHW*). Additional conditions for admission apply if a shortened programme is offered. Those conditions are set out in Article 7.
2. Students with a certificate awarded on completing a foundation year or passing the final examination of a higher professional education (*HBO*) or academic higher education (*WO*) study programme are also entitled to be admitted to a Bachelor's programme at a university of applied sciences. Students must, however, also meet any applicable requirements regarding their previous qualifications (paragraph 4) and any other additional requirements imposed (paragraph 5). (*Section 7.28 of the WHW*).
3. All citizens that have access to education offered by research universities or universities of applied sciences in a country that has ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region may also be admitted to a Bachelor's programme, without prejudice to the provisions in paragraphs 4 and 5 of this article and the provisions of Article 3. This right to enrolment does not apply if the Executive Board can prove that there is a substantial difference between the general admission requirements in the territory of the country concerned and the general requirements under or pursuant to the WHW. (*Section 7.28 of the WHW*).
4. There are no further preparatory education requirements for *havo*, *vwo* or *mbo* diplomas..
5. Enrolment in a Bachelor's programme is subjected to the following additional requirements
All courses have admission criteria and these are given shape by means of a selection procedure. In a selection procedure, an assessment is made as to whether the admission criteria (the selection criteria) are being met

The selection procedure is administered and assessed by the audition committee.

During lessons, the candidate's physical possibilities, talent, dance quality and creativity are observed. In addition, the way in which the candidate deals with the lesson material offered and the directions given plays a role in the assessment, as does the way in which the candidate succeeds in arriving at a personal interpretation.

The selection procedure for the Dance course, specialisation Dance Arts in Context, consists of three rounds. The first and second rounds consist of the assessment of the candidate's standard of dance. If the candidate meets the requirements and concludes both rounds positively, he/she goes through to the third round. This consists of a motivation interview. If this round too is concluded positively and the candidate has passed the medical examination, then the candidate is definitively selected. Even after the definitive selection, a candidate may be placed on the waiting list, in view of the number of places available.

For the Dance course, specialisation Choreography, it is required that the candidate first take an admission examination for the specialisation Dance Arts in Context and, with that admission pass, he/she may subsequently take an admission examination for Choreography. During this second round, the candidate carries out two extra assignments that are geared towards the presentation of his/her creative qualities.

Once admitted to the foundation course, there is the admission requirement that the student must have successfully concluded the foundation course and the 1st year of the main phase of Dance Arts in Context.

Also, there is an admission requirement for certain courses: a pass for Creative Dance Artist and all theory courses, and passes for all General Dance Subjects. In addition, for the intake test the student creates a solo and a duet, writes a motivation letter and has an interview with the coordinator of the specialisation Choreography.

The above-mentioned requirements are consistent with the supplementary requirements as formulated in the Regulation:

Dance:

Technical and physical skills, which are apparent from:

- basic dance skills and developmental possibilities
- physical possibilities and talent
- natural movement coordination

Artistic talent, which is apparent from:

- personal expressiveness as a dancer
- creativity during improvisation
- originality in the creation of movement material

- feeling for style and presentation

The decision to admit the student on the basis of the examination is valid for a maximum period of two years if the student starts the study at once and deregisters in the course of the first year due to unusual circumstances. The student has to discuss the deregistration and the unusual circumstances with the career counsellor and the Student Counsellor and report to the Examination Board

6. Students who are 17 years 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, paragraph 3.*)

The aim of this examination is to determine the student's suitability to take part in the Bachelor's programme.

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

The requirements set for the admission examination are: For the Sector Dans, it is required that an admission examination be taken if the student does not meet the preparatory course requirements. The Sector Dans has made agreements with the AOB (General Education Union) Tilburg as regards the content of the examination. If the student does not meet the preparatory course requirements, then, prior to the auditions, he/she is obliged to take the admission examination, which is to be administered by the Adviesbureau voor Opleiding en Beroep in Tilburg. The admission examination consists of the following components:

Word picture

Use of language

Analogies

Figure Series

Spatial insight

Practical insight

Numeracy

Speed and Accuracy

The Sector Dans applies the following standards:

The student receives a positive recommendation:

1. If all scores are 4 or higher.

2. If the average score across Analogies, Figure Series and Spatial insight is a 4 *and* Analogies and Figure Series are at least a 4 or if Analogies is a 5 and Figure Series is a 3.

Analogies must therefore always be at least a 4.

Figure series and Spatial insight must be at least a 3 and there must then be compensation which results in the average of 4 being achieved.

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

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

7. The Executive Board has declared that 'old' HAVO and VWO diplomas with subject combinations chosen by the pupil are at least equivalent to the 'new' diplomas with subject cluster requirements. Consequently, prospective students holding these types of diploma may be admitted. Students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). (*Section 7.28 of the WHW.*)
8. Where a student applies for admission to a study programme based on a diploma other than one of the diplomas referred to above, the institute director will decide whether that diploma is equivalent and if it grants access to the study programme. Students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). (*Section 7.28 of the WHW.*)
9. Students who are admitted by virtue of a diploma as referred to in paragraphs 2, 7 or 8 of this article will be subject to an additional assessment to determine whether they meet the knowledge and skills requirements as referred to in paragraph 4 and 5 of this article. (*Section 7.28 of the WHW.*) Students must meet the requirements of this assessment prior to enrolment.
10. Admission to the study programme is not subject to an admission quota in accordance with Sections 7.53, 7.54, 7.56a and 7.57a of the WHW.

Article 2a Study choice check and study choice advice

This article does not apply to students of FHK.

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.*)
2. According to the Code of Conduct regarding International Students, international students 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	5.5
TOEFL Paper	525
TOEFL Computer	196
TOEFL Internet	70
TOEIC	620

(provided the student has passed 'Speaking and writing' and 'Listening and Reading' components.)
Cambridge ESOL FCE-C
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 17 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.

Article 4 Professional activity requirements

Non applicable

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

Article 5 Intake interview

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

Article 6 Exemptions

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

substantially with the student's current Bachelor's programme. Exemptions based on study results from an accredited Bachelor's or Master's programme can only be granted if the student has documented proof of obtaining at least 30 credits in this study programme (for a Bachelor's programme, this requirement refers to the second and third year) and if these results do not overlap substantially with the student's current Bachelor's programme.

Article 7 Short-track/tailored study programmes

1. Students who believe they are able to proceed with and/or complete their study programmes at an accelerated pace may submit an application requesting such to the Examination Board. The study career counsellor's advice must be enclosed with the application. The organisation of the study programme must be able to accommodate the short-track option.
2. A request as meant in paragraph 1 is prepared in a talk between the student and intake assessor appointed by the course. On the basis of proof supplied by the student, it is determined for which units of study the student can apply for exemption, and which units of study may have to be tested in a different way than prescribed in the TER. This overview is added to the request to the Examination Board, which must give its approval.
3. If tailored programmes are offered to students who, following an RPL assessment, are able to enter the study programme via accelerated tracks, these tracks are to be specified here
n.a.

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

Article 8 Study career counselling

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

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

Article 11 Top-level athletes scheme

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

Article 11a Student entrepreneurship

Students who are eligible for the Student Entrepreneurship Scheme may apply to the Examination Board, among others, for facilities regarding the adjustment of tests or test timetables, an adjusted arrangement regarding compulsory attendance for education components, working in groups and an adjusted internship. These facilities should be sought from the Examination Board.

Advice regarding the continuation of studies may be deferred for students with entrepreneur status (see article 32)

Section 5 Study programme content

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

1. The study programme is based on a study programme profile. The exit qualifications of the study programme are described in the study programme profile. The study programme profile can be found in appendix 1.
2. The Dance course has the following specialisations: Dance Arts in Context, Choreography and Musicaltheater₁. Within the specialisation Dance Arts in Context, there are the differentiations Contemporary Urban and Contemporary.
3. The study programme is based on the following principle.
The course is offered on the grounds of general special
4. The study programme does not impose specific occupational requirements.

Article 13 Study programme layout

1. Each Bachelor's programme has a foundation year phase with a study load of 60 credits, which is concluded with the foundation year examination. The function of the foundation year is to orientate the student, allowing him or her to make suitable choices.
2. A Bachelor's programme has a study load of 240 credits with a nominal study load of 60 credits per academic year and consists of a major and a free part. The major has a study load of 210 credits. The free part 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.

Dance Course, specialisation Dance Arts in Context, Differentiation Contemporary Urban (English language)

Name unit of study	ECTS/Credits	Name interim examination
Foundation Course (Propedeuse) (cohort 2019) consist of the following units of study:		Assessment level 1
Dance Skills Training	18	
Lab Project	18	
Performance Project, including Assessment level 1	19	
Wild weeks	5	
Main phase 2nd (cohort 2018) and 3rd year (cohort 2017) consist of the following units of study		Assessment level 2
2nd year		
Dance Skills Training	18	
Lab Project	18	
Performance Project	18	
Wild weeks	6	
3rd year		
Dance Skills Training	9	
Lab Project	5	
Performance Project including Assessment level 2	12	
Wild weeks	4	
Free Part	30	
Graduation phase (cohort 2016) consist of the following units of study:		
Practice based research	7	
Internship	45	
Assessment level 3	8	

**Dance Course, specialisation Dance Arts in Context,
Differentiation Contemporary (English language)**

Name unit of study	ECTS/Credits	Name interim examination
Foundation Course (Propedeuse) (cohort 2019) consists of the following units of study:		Assessment level 1
Dance Skills Training	18	
Lab Project	18	
Performance Project, including Assessment level 1	19	
Wild weeks	5	
Main phase 2nd (cohort 2018) and 3rd year (cohort 2017) consists of the following units of study		Assessment level 2
2nd year		
Dance Skills Training	18	
Lab Project	18	
Performance Project	18	
Wild weeks	6	
3rd year		
Dance Skills Training	9	
Lab Project	5	
Performance Project including Assessment level 2	12	
Wild weeks	4	
Free Part	30	
Graduation phase (cohort 2016) consists of the following units of study		
Practice based research	7	
Internship	45	
Assessment level 3	8	

Dance Course, specialisation Choreography (English language)

Name of unit of study	ECTS/Credits	Name interim examination
Foundation Course Propedeuse (cohort 2019)	See Specialisation Dance Arts in Context (both differentiations)	Assessment level 1
Mainphase (cohort 2018)	2nd year See Specialisation Dance Arts in Context (both differentiations)	
Mainphase (cohort 2017) consists of the following units of study	3rd year	Assessment level 2
Choreographical Practice Research	18	
Choreographical Study including Assessment level 2	12	
Free Part	30	

Graduationphase (cohort 2016) consists of the following units of study		
Choreographical Practice Research	23	
Choreographical Study, Application, Theory and Professional Field	33	
Assessment level 3	4	

Article 15 Free part of the Bachelor

1. In the main subject students choose their own study and learning activities for a total of 30 EC's that exist in the free part of the Bachelor, provided there is no overlap with the major programme.
2. Students are allowed to choose from Free Choice, a Fontys minor, a minor abroad or an external minor in their free part or they can make a choice from the modules on offer within FHK.
3. Before starting his free part (excluding a Fontys minor), the student must have permission of the Examination Board. The Examination Board assesses whether the content, scope and level contribute to the study program. In order to start the free part, the student must have passed the propaedeutic phase, unless exception is granted by het Examination Board.
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:
 - none
 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

Full-time Dance Course – Dance Arts in Context – Contemporary Urban (CU)

Name unit of study (see overview art. 14)	Name education components	Admission requirements (see paragraph 3)	Entry requirements (see paragraph 5)
Foundation Course (Propedeuze) (cohort 2019)			
Dance Skills Training	Pilates Anatomy Ballet Graham Floor CU-profile Including Theory/Research		
Lab Project	Creation Project FHK project week Including Theory/Research		
Performance Project including Assessment level 1	Working towards performances with 2 (extern) choreographers Including Theory/Research		
Wild Weeks	Self steered Workshops Jamsessions Seminars research/reflection/collaboration		
Main phase		All foundation course students with a positive study advice may participate in educational activities in the post-foundation course, if they meet the requirements in accordance with paragraph 3. (See also Article 32, paragraph 3)	
<u>2nd year (cohort 2018)</u>			
Dance Skills Training	Ballet Floor Yoga CU-profile Including Theory/Research		
Lab Project	Making Space project FHK project week Including Theory/Research		
Performance Project	Working towards performances with 2 (extern) choreographers Including Theory/Research		

Wild Weeks	Self steered Workshops Jamsessions Seminars research/reflection/collaboration		
3rd year (cohort 2017)			
Dance Skills Training	Ballet Floor Partnering CU-profile Including Theory/Research		
Lab Project	3rd year project: identity/solo/autonomy/entrepreneurship/performativity Including Theory/Research		
Performance Project including Assessment level 2	Working towards performances with 2 extern choreographers Including Theory/Research		
Wild Weeks	Self steered Workshops Jamsessions Seminars research/reflection/collaboration		
Free Part			
Graduation phase (cohort 2016)			
Practical Based Research	Practical Based Research		
<u>Internship</u>	<u>Internship</u>		
<u>Assessment level 3</u>	<u>Assessment level 3</u>		

Full-time Dance Course – Dance Arts in Context – Contemporary

Name unit of study (see overview art. 14)	Name education components	Admission requirements (see paragraph 3)	Entry requirements (see paragraph 5)
Foundation Course (Propedeuse) (cohort 2019)			
Dance Skills Training	Pilates Anatomy Ballet Graham Floor CO-profile Including Theory/Research		
Lab Project	Creation Project FHK project week Including Theory/Research		
Performance Project including Assessment level 1	Working towards performances with 2 (extern) choreographers Including Theory/Research		
Wild Weeks	Self steered Workshops Jamsessions Seminars research/reflection/collaboration		
Main phase		All foundation course students with a positive study advice may participate in educational activities in the post-foundation course, if they meet the requirements in accordance with paragraph 3. <i>(See also Article 32, paragraph 3)</i>	
<u>2nd year (cohort 2018)</u>			
Dance Skills Training	Ballet Floor Yoga CO-profile Including Theory/Research		
Lab Project	Making Space project FHK project week Including Theory/Research		
Performance Project	Working towards performances with 2 (extern) choreographers Including Theory/Research		
Wild Weeks	Self steered Workshops Jamsessions Seminars research/reflection/collaboration		

3rd year (cohort 2017)			
Dance Skills Training	Ballet Floor Partnering CO-profile Including Theory/Research		
Lab Project	3rd year project: identity/solo/autonomy/entrepreneurship/performativity Including Theory/Research		
Performance Project including Assessment level 2	Working towards performances with 2 extern choreographers Including Theory/Research		
Wild Weeks	Self steered Workshops Jamsessions Seminars research/reflection/collaboration		
Free Part			
Graduation phase (cohort 2016)			
Practical Based Research	Practical Based Research		
<u>Internship</u>	<u>Internship</u>		
<u>Assessment level 3</u>	<u>Assessment level 3</u>		

Full-time Dance Course – Choreography

Name unit of study (see overview art. 14)	Name education components	Admission requirements (see paragraph 3)	Entry requirements (see paragraph 5)
Foundation Course (Propedeuse) (cohort 2019)			
See specialisation Dance Arts in Context	See specialisation Dance Arts in Context (both differentiations)		
Main phase		<p>All foundation course students with a positive study advice may participate in educational activities in the post-foundation course, if they meet the requirements in accordance with paragraph 3. (See also Article 32, paragraph 3)</p> <p>For admission to the specialisation Choreography, there are further specific requirements: The student must have successfully concluded the foundation course and the 1st year of the main phase of Dance Arts in Context. Also, there is an admission requirement for certain courses: A pass for all subjects. In addition, for the intake test the student creates a solo and a duet, writes a motivation letter and has an interview with the study leader of the specialisation Choreography. (See also Article 2, paragraph 5.)</p>	
2nd year (cohort 2018) See specialisation Dance Arts in Context (both differentiations)	See specialisation Dance Arts in Context (both differentiations)		
3rd year (cohort 2017)			
Choreographical Practice Research	Choreographic Practice 1 Solo/Solo bis Choreo Practice 2 Duet Choreo Practice 3 Site Specific Choreo.Practice 4 Dance and Film Light and Theatre-Design		
Choreographical Study	Work Field Orientation 1 Choreogr. Project 1 Movement Theatre Assessment level 2		

Free Part			
Graduation phase (cohort 2016)			
Choreographical Practice Research	Choreographical. Practice 5 Choreographical. Practice 6 Choreographical. Practice 7 Light and Theatre Design Scenography / Theatre Lab		
Choreographic Study, Application, Theory and Professional field	Work Field Orientation 2 Work Field Choreography Choreographic Preparation Choreographic Project 2 Internship Essay Art Philosophy		
Assessment level 3	Assessment level 3		

2. The education components of the minors are described in the minor regulations. The regulations governing the minors offered across Fontys can be found at www.fontys.nl/minors. The regulations governing minors specific to study programmes are included as an appendix to this TER.
3. Any entry requirements a student must meet before participating in an education component are stated in the overview as referred to in paragraph 1
4. Participation in education components in the post-foundation year phase is allowed after passing the foundation year examination. All students with a positive study advice may participate in education components if they have met the requirements according section 3. All students whose study advice has been deferred may participate in education components if they have met the requirements according section 3 unless the Board of Examiners decides otherwise
5. Enrolment in the education components proceeds as follows: Enrolment in the education components is not required
6. The timetable is announced by way of communication on the portal of the academy no later than 3 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

Article 16a - Evaluation of teaching

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

FHK uses an evaluation calendar and provides for quality teacher-course evaluations, the first-year evaluation, the SBA (Start Competencies Research), the final evaluation and SLB-evaluation. Fontys Hogescholen provides for the ESS (Employee Satisfaction Research), NSE (National Student Survey), STO (Student Satisfaction Survey) and the minor evaluation.

Section 6 Tests, assessment and study progress

Article 17 Types of tests

1. The study programme has the following test types:
 - Tests without credits: the student earns credits after passing the building block. It is relevant that the student is present during at least 80% of the lessons. If the 80% presence is not achieved, the student will have to contact his/her SLB in order to discuss (if relevant) how possible study arrears can be prevented.
2. A test comprises an examination conducted by the examiner of a student's knowledge, understanding, skills or competencies as well as an assessment of the examination results.
3. Tests are conducted in writing or orally or in a fashion that combines both writing and oral delivery (e.g. product and presentation/interview).
4. An oral examination, including an assessment, is conducted by at least two examiners, with one of them acting as the first examiner designated by the (chairman of the) Examination Board. A report must always be drawn up of an oral test to enable an assessment of the quality afterwards. A test may be conducted by a single examiner only following the approval of the Examination Board and provided the student does not object.

An oral test is held in public. Interested parties who wish to attend an oral test must submit a request to that effect to the examiner(s) at least two weeks before the test is held. The examiner must inform the student who is taking the test. If the student objects, the request to attend the oral test will in any event be rejected. Any rejection by the examiner will be substantiated.

When the Examination Board offers students the possibility to sit an additional oral test by way of replacement of a regular test, it will always be conducted and assessed by two examiners.

Article 18 Overview of tests

The following tests are part of the study programme:

Full-time Dance Course – Dance Arts in Context – Contemporary Urban

where the type of assessment is specified as 'mixed', please refer to the study guide concerned.

The contact hours and study load hours are listed in the programme proposal which is included in the study guide

Name interim examination (see overview art 14)	Parts of the interim examination (tests)	Test type	Individual/group	Assessment scale
Foundation Course (Propedeuse) (cohort 2019)				Applicable to all components: Passed/not passed
Dance Skills Training	Pilates Anatomy Ballet Graham Floor CU-profile Including Theory/Research	Mixed Mixed Mixed Mixed Mixed Mixed	Mixed Mixed Mixed Mixed Mixed	
Lab Project	Creation Project FHK project week Including Theory/Research	Mixed Mixed Mixed	Mixed Mixed Mixed	
Performance Project including Assessment level 1	Working towards performances with 2 (extern)choreographers IncludingTheory/Research	Mixed	Mixed	
Wild weeks	Self steered Workshops Jamsessions Seminars research/reflection/collaboration	Mixed Mixed Mixed Mixed	Mixed Mixed Mixed Mixed	
<u>Main phase</u>				
<u>2nd year</u> (cohort 2018)				
Dance Skills Training	Ballet Floor Yoga	Mixed Mixed Mixed	Mixed Mixed Mixed	

	CU-profile Including Theory/Research	Mixed	Mixed	Applicable to all components: Passed/not passed
Lab Project	Making Space project FHK project week Including Theory/Research	Mixed Mixed Mixed	Mixed Mixed Mixed	
Performance Project	Working towards performances with 2 (extern) choreographers Including Theory/Research	Mixed	Mixed	
Wild Weeks	Self steered Workshops Jamsessions Seminars research/reflection/collaboration	Mixed Mixed Mixed Mixed Mixed	Mixed Mixed Mixed Mixed Mixed	
3 rd year (cohort 2017)				
Dance Skills Training	Ballet Floor Partnering CU-profile Including Theory/Research	Mixed Mixed Mixed Mixed	Mixed Mixed Mixed Mixed	
Lab Project	3rd year project: identity/solo/autonomy/entrepreneurship/performativity Including Theory/Research	Mixed	Mixed	
Performance Project including Assessment level 2	Working towards performances with 2 extern choreographers Including Theory/Research	Mixed	Mixed	
Wild Weeks	Self steered Workshops Jamsessions Seminars research/reflection/collaboration	Mixed Mixed Mixed Mixed Mixed	Mixed Mixed Mixed Mixed Mixed	
Free Part				
				Applicable to all components: Passed/not passed
Graduation phase (cohort 2016)				
Practical Based Research	Practical Based Research	Mixed	Individual	
Internship	Internship	Mixed	Individual	
<u>Assessment level 3</u>	<u>Assessment level 3</u>	Mixed	Individual	

Full-time Dance Course – Dance Arts in Context – Contemporary

where the type of assessment is specified as 'mixed', please refer to the study guide concerned
The contact hours and study load hours are listed in the programme proposal which is included in the study guide.

Name interim examination (see overview art 14)	Parts of the interim examination (tests)	Test type	Individual/group	Assessment scale
Foundation Course (Propedeuse) (cohort 2019)				Applicable to all components: Passed/ not passed
Dance Skills Training	Pilates Anatomy Ballet Graham Floor CO-profile Including Theory/Research	Mixed Mixed Mixed Mixed Mixed Mixed	Mixed Mixed Mixed Mixed Mixed	
Lab Project	Creation Project FHK project week Including Theory/Research	Mixed Mixed Mixed	Mixed Mixed Mixed	

Performance Project including Assessment level 1	Working towards performances with 2 (extern)choreographers IncludingTheory/Research	Mixed	Mixed	
Wild weeks	Self steered Workshops Jamsessions Seminars research/reflection/collaboration	Mixed Mixed Mixed Mixed	Mixed Mixed Mixed Mixed	
<u>Main phase</u>				Applicable to all components: Passed/ not passed
<u>2nd year cohort 2018</u>				
Dance Skills Training	Ballet Floor Yoga CO-profile Including Theory/Research	Mixed Mixed Mixed Mixed	Mixed Mixed Mixed Mixed	
Lab Project	Making Space project FHK project week Including Theory/Research	Mixed Mixed Mixed	Mixed Mixed Mixed	
Performance Project	Working towards performances with 2 (extern) choreographers IncludingTheory/Research	Mixed	Mixed	
<u>3rd year cohort 2017</u>				Applicable to all components: Passed/ not passed
Dance Skills Training	Ballet Floor Partnering CO-profile Including Theory/Research	Mixed Mixed Mixed Mixed	Mixed Mixed Mixed Mixed	
Lab Project	3rd year project: identity/solo/autonomy/entrepreneurship/performativity Including Theory/Research	Mixed	Mixed	
Performance Project including Assessment level 2	Working towards performances with 2 extern choreographers Including Theory/Research	Mixed	Mixed	
Wild Weeks	Self steered Workshops Jamsessions Seminars research/reflection/collaboration	Mixed Mixed Mixed Mixed Mixed	Mixed Mixed Mixed Mixed Mixed	
Free Part				
Graduation phase (cohort 2016)				
Practical Based Research	Practical Based Research	Mixed	Individual	Applicable to all components: Passed/ not passed
Internship	Internship	Mixed	Individual	
Assessment level 3	Assessment level 3	Mixed	Individual	

Full-time Dance Course – Choreography

where the type of assessment is specified as 'mixed', please refer to the study guide concerned
The contact hours and study load hours are listed in the programme proposal which is included in the study guide.

Name interim examination (see overview art 14)	Parts of the interim examination (tests)	Test type	Individual/group	Assessment scale
Foundation Course (Propedeuse) (cohort 2019)				Applicable to all components: Passed/ not passed
See specialisation Dance Arts in Context	See specialisation Dance Arts in Context (both differentiations)			
Main phase 2nd year (cohort 2018)				
See specialisation Dance Arts in Context (both differentiations)	See specialisation Dance Arts in Context (both differentiations)			
Main phase 3rd year cohort 2017				
Choreographical Practice Research	Choreographic Practice 1 Solo/Solo bis Choreo. Practice 2 Duet Choreo. Practice 3 Site Specific Choreo.Practice 4 Dance and Film Light and Theatre Design	Mixed Mixed Mixed Mixed Mixed Mixed Mixed Mixed	Individual Individual Individual Individual Individual Individual Individual Individual	
Choreographical Study	Work Field Orientation 1 Choreogr. Project 1 Movement Theatre Assessment level 2	Mixed Mixed Mixed Mixed	Individual Individual Individual Individual	
Free Part				
Graduation phase (cohort 2016)				Applicable to all components: Passed/ not passed
Choreographical Practice Research	Choreographical. Practice 5 Choreographical. Practice 6 Choreographical. Practice 7 Light and Theatre Design Scenography / Theatre Lab	Mixed Mixed Mixed Mixed Mixed	Individual Individual Individual Individual Individual	
Choreographic Study, Application, Theory and Professional field	Work Field Orientation 2 Work Field Choreography Choreographic Preparation Choreographic Project 2 Internship Essay Art Philosophy	Mixed Mixed Mixed Mixed Mixed Mixed Mixed	Individual Individual Individual Individual Individual Individual Individual	
Assessment level 3	Assessment level 3	Mixed	Individual	

As regards the sector Dance, the assessments of General Dance Subjects are valid for 2 years.

Article 19 Tests and assessments

1. The Examination Board will designate one or more examiners for each test. An examiner can also be an external expert. *Each competency examination will be assessed by at least one assessor who is not involved in that student's study career counselling.*
2. 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 and test aids and test timetables

1. The content of the test, including the learning objectives, is described in the study guide and is made available to students at the start of the semester.
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 the portal no later than 1 week 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.¹
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. Registration for tests is not required.
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.

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.
The tests of which the results may be announced later than ten days are:

¹A student career counsellor should preferably not be an assessor of this competency examination and must never be the first or only assessor.

Research/Entrepreneurship

2. Students are entitled to inspect all assessed tests and the accompanying assessment criteria and to be given feedback on the results.
3. Inspection takes place during an evaluation with teacher/examiner(s), or at the request of the student, up until 3 weeks after receiving the test result at the latest.
4. Feedback is given during an evaluation with the teacher/examiner(s), or at the request of the student, up until 4 weeks after receiving the test result at the latest.
5. On request students will receive written notification of their results, from which the student can derive rights.

Article 26 Inability to sit tests

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

Article 27 Request for a review

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

Article 28 Resits

1. Tests are conducted at least twice an academic year.
Students can resit components marked with a pass no more than once, and at least once, in which case the highest mark will count. The regular test moments are the test itself and a re-examination. After the re-examination the student can submit a well-founded request to the Examination Board for an extra chance in the same academic year, which will be honoured in exceptional cases only. For the practical tests referred to below, resits only take place in the following academic year:
In the Main phase Performance, P modules, in the Graduation phase: internships.
2. At least two opportunities to take tests that assess the material they have learned will be offered. Following these two test opportunities, the material to be studied for the test may be adapted to the material offered in the teaching block prior to the test. An up-to-date description of the material to be tested can be found via the portal.
3. The possibility to have competencies not yet acquired assessed again later is discussed at every competency examination.
If the competency examination consists of a full test of the student's level, the student must take the resit for this competency examination.

Article 29 Period of validity of results

1. The period of validity of successfully completed component tests 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.

Article 30 Final paper - Knowledge bank

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

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

Article 31 Study progress

The study programme is responsible for recording the test results in the programme administration.

Article 32 Advice regarding the continuation of studies

1. During the first year of enrolment in the propaedeutic (first-year) phase of a study programme the student is given advice on his or her study progress before March 1. If the study progress is unsatisfactory, the student will receive a written warning and be told that if the study progress continues to be unsatisfactory, he or she will receive a binding negative advice regarding the continuation of his studies. A reasonable period within which the student must have improved his or her grade point average and the opportunities a study programme offers in that regard are stated in the warning. (*Section 7.8b of the Act.*) If possible the warning is sent before March 1. A student who has not received a warning before March 1 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.

The student will be given a warning in the following cases: if the teachers' meeting decides that study progress on one or more building blocks is insufficient. Criteria are described in the study guide

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.
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:

If all educational units of the foundation course (propedeuse) have been passed before 1st September The student will be given a binding negative study advice regarding the continuation of studies in the following cases: If not all educational units of the foundation course (propedeuse) have been passed before 1st September

The minimum number of credits which that must be achieved to qualify for that deferral for student entrepreneurs is 60.

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).
7. Students will only be admitted to the specialisation if they meet the following criteria. For the Dance course: Dance Arts in Context: Contemporary Urban or Contemporary. In order to change over from the one profile to the other, the following applies: for this purpose, the student must have received a positive study recommendation for the course and the profile for which he/she is registered *and* a positive judgement by the teachers' meeting as regards switching to the other profile. For the specialisation Choreography, it is required that the candidate first take an admission examination for the Bachelor of Dance Arts in Context course and, with that admission pass, he/she may subsequently take an admission examination for the specialisation Choreography. Here, the admission requirement is applicable.

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

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

Section 7 Graduation

Article 34 Examinations - certificates - diploma supplement

1. Students have passed the examination of the foundation year or the study programme if they have passed all units of study which form part of the foundation year or the study programme, as referred to in section 13. (*Section 7.10 of the Act.*)
2. Certificates are given at the following occasions:
 - on passing the foundation year examination;
 - on passing the study programme's final examination.
3. The certificate will only be given after it has been established that the student is enrolled and has paid his or her tuition fees for all the enrolment years. (*Section 7.11 of the WHW.*)
4. After successful completion of the examination, the Examination Board awards the certificate. The certificate is dated on the date of the student's final academic activity. The certificate of a study programme comes with a diploma supplement. The Examination Board will determine that the student has passed within a maximum of eight calendar weeks after the last academic activity. If the student wishes for the certificate to be dated later, the student must postpone the completion of his or her final academic activity.
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 or the study programme examination. For the study programme's examination the Bachelor of Arts degree is awarded.
6. The award ceremony takes place at a time decided by the institute.
7. The certificates of students whose performance has been extraordinary will state the distinctions referred to below.

The student receives the designation 'cum laude' as the result of a special teachers' meeting, in which it is concluded that the student has passed all summative assessments pertaining to the graduation phase with a grade of excellent

The student receives the designation 'with pleasure' if he/she has complied with the following requirements: n/a

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 10 years. The statement can include a reservation in the event of a substantial overhaul of the study programme. See article 29.

Article 36 Transfer

There are no specific agreements with universities for transfer to a master's program.

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.
Any act contrary to the rules laid down around testing will be considered an irregularity or fraud within the meaning of this article.
3. In the case of serious fraud, the Examination Board can propose to the Executive Board that the enrolment of the student involved be prematurely terminated (*Section 7.12b of the WHW.*)
4. If the irregularity or fraud is only discovered after the examination, the Examination Board may withhold or claim back the certificate of the study programme or decide that the certificate will not be issued unless the student sits a new test or examination in the components to be determined by the Examination Board and in a fashion to be determined by the Examination Board.
5. Before taking a decision, the Examination Board will hear the student and any other interested parties. A report will be drawn up of this hearing, of which a copy is forwarded to the student. The Examination Board must notify the student of its decision without delay, which notification can be given orally if required but must in any event also be issued in writing. Furthermore, the student is informed of his right of appeal.
6. The Examination Board makes up a report of its decision and the facts it is based on.

Section 9 Examination Board, appeal

Article 38 Examination Board

1. The institute director establishes an Examination Board for all study programmes of the Fontys Hogeschool voor de Kunsten.
2. The Examination Board's duties and responsibilities are laid down in the WHW. (*Sections 7.12, 7.12b and 7.12c of the WHW*). These include the following duties and responsibilities:
 - responsibility for guaranteeing the quality of testing;
 - responsibility for guaranteeing the quality of the organisation of and the procedures surrounding tests and examinations;
 - to determine objectively and professionally whether a student has passed an examination;

- to award certificates and the diploma supplement;
 - to determine alternative tracks;
 - to assess applications for exemptions and reviews and to award applications for special facilities;
 - to determine whether an examination has been conducted in a way other than that prescribed in the TER;
 - approval of the details of a foreign minor or external minor;
 - to give advice to the institute director on advice regarding the continuation of studies to be issued;
- The composition of the Examination Board can be found on [the portal of FHK](#)
3. An application to the Examination Board can be submitted to [the portal of the Examination Board](#)

Article 39 Appeals

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

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

Section 10 Retention and hardship clause

Article 40 Retention of documentation

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

Article 41 Hardship clause

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

Section 11 Final provisions and implementation

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

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

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.

Article 44 Unforeseen cases

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

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

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

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

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

2. Facilities for students

Information on facilities for students can be found at:

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

3. Study support

Information on study support can be found in:

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

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

Supplement 1

Opleidingsprofiel Afstudeerrichting Theaterdans Uitvoerend (voor huidige afstudeerfase)

Visie De student werk vanuit een persoonlijke visie op danskunst en voelt een innerlijke noodzaak deze te communiceren en van daaruit zijn identiteit als danskunstenaar vorm te geven in dans(theater)producties.
Creërend/vertolkend vermogen De student kan zelfstandig bewegingsonderzoek uitvoeren en zichtbaar vormgeven aan de eigen identiteit als danskunstenaar.
Vermogen tot samenwerken De danser bezit het vermogen om vanuit de eigen deskundigheid samen met anderen een actieve bijdrage te leveren aan een gezamenlijk product of proces.
Communicatief vermogen De danser bezit het vermogen om zijn handelen in de verschillende beroepscontexten en zijn visie en fascinatie voor dans zowel mondeling als schriftelijk effectief en efficiënt over te brengen, af te stemmen en te verantwoorden.
Analyserend vermogen De danser bezit het vermogen om aan de danskunst ontleende artistieke producten en processen te ontleden.
Ambachtelijk vermogen De danser bezit het vermogen om een breed scala aan instrumentele vaardigheden en ambachtelijke kennis vakbekwaam toe te passen in zijn werkzaamheden.
Ondernemerschap De danser bezit het vermogen om zelfstandig vorm te geven aan een professioneel bestaan binnen de danswereld. (Verbindt eigen kwaliteiten met marktmogelijkheden in het dansveld)
Omgevingsgerichtheid De student bezit het vermogen om relevante omgevingsfactoren in de samenleving te signaleren en te gebruiken in zijn onderwijstraject en zijn ontwikkeling als danskunstenaar.
Lerend vermogen De student kan vernieuwingen binnen de dans en verworven kennis en vaardigheden zelfstandig integreren in zijn visie, werkwijze bij zijn eigen ontwikkeling en scholing.
Reflectief vermogen De student bezit het vermogen om eigen (artistiek) handelen te beschouwen, te analyseren, te duiden en te beoordelen en dientengevolge zijn handelen te verbeteren en optimale kwaliteit te leveren.
Innovatief vermogen De danser bezit het vermogen om zelfstandig mogelijkheden te verkennen en onderzoek te doen op het eigen vakgebied.

Opleidingsprofiel Afstudeerrichting Theaterdans Uitvoerend (vanaf cohort 2018)

Creërend vermogen De afgestudeerde is in staat om vanuit een eigen artistieke visie betekenis te geven aan choreografisch werk.
Ambachtelijk vermogen De afgestudeerde past brede instrumentele vaardigheden en kennis vakmatig toe in zijn werk.
Onderzoekend en reflectief vermogen De afgestudeerde komt door onderzoek en reflectie tot inzicht en kennis voor zijn functioneren als professional en kan deze inzetten in artistieke en maatschappelijke context.
Vermogen tot groei en vernieuwing De afgestudeerde kan zijn kunstenaarschap en zijn werkwijze blijvend ontwikkelen en verdiepen en levert hierdoor een bijdrage aan de ontwikkeling van het vakgebied en de maatschappij.
Ondernemend en organiserend vermogen De afgestudeerde kan zijn ambities effectief vormgeven in een interdisciplinair en (inter)nationaal werkveld van de uitvoerende kunsten.
Communicatief vermogen De afgestudeerde is in staat tot effectieve interactie binnen uiteenlopende beroepscontexten
Vermogen tot samenwerken De afgestudeerde draagt vanuit zijn functie constructief bij aan de totstandkoming van een artistiek product of proces.

Opleidingsprofiel Afstudeerrichting Choreografie (voor huidige afstudeerfase)

Visie	De choreograaf bezit het vermogen om opvattingen en overtuigingen op het eigen vakgebied te verwerven en voelt een innerlijke noodzaak deze te communiceren en productief zichtbaar te maken in choreografieën.
Creërend/vertolkend vermogen	De choreograaf bezit het vermogen om scheppend om te gaan met intuïties, waarnemingen, indrukken en emoties door deze in concepten en artistieke ideeën te vertalen en in een choreografie vorm te geven.
Vermogen tot samenwerken	De choreograaf bezit het vermogen om samen met overige betrokkenen (veelal multidisciplinair) een actieve bijdrage te leveren aan een gezamenlijk product of proces.
Communicatief vermogen	De choreograaf bezit het vermogen om zijn handelen in de verschillende beroepscontexten zowel mondeling als schriftelijk effectief en efficiënt over te brengen, af te stemmen en te verantwoorden.
Analyserend vermogen	De choreograaf bezit het vermogen om artistieke producten en processen te ontleden.
Ambachtelijk vermogen	De choreograaf bezit het vermogen om een breed scala aan instrumentele vaardigheden en ambachtelijke kennis vakbekwaam toe te passen in danskunstwerken.
Ondernemerschap	De choreograaf bezit het vermogen om zelfstandig vorm te geven aan een professioneel bestaan binnen de danswereld.
Omgevingsgerichtheid	De choreograaf bezit het sensitieve vermogen om relevante omgevingsfactoren in de samenleving te signaleren en te gebruiken in dansproducties.
Lerend vermogen	De choreograaf bezit het vermogen om te leren en zich blijvend te ontwikkelen binnen de dans.
Reflectief vermogen	De choreograaf bezit het vermogen om te reflecteren op het eigen handelen om tot betere prestaties te komen.
Innovatief vermogen	De choreograaf bezit het vermogen om mogelijkheden te verkennen, onderzoek te doen en te experimenteren op het eigen vakgebied.
Organiserend vermogen	De choreograaf bezit het vermogen om het creatieve en productionele proces doelbewust, doelgericht en doelmatig te organiseren.

Opleidingsprofiel Afstudeerrichting Choreografie (vanaf cohort 2018)

Creërend vermogen	De afgestudeerde is in staat om choreografisch werk te maken waarin de persoonlijke artistieke visie zichtbaar wordt..
Ambachtelijk vermogen	De afgestudeerde past brede instrumentele vaardigheden en kennis vakmatig toe in zijn werk.
Onderzoekend en reflectief vermogen	De afgestudeerde komt door onderzoek en reflectie tot inzicht en kennis voor zijn functioneren als professional en kan deze inzetten in artistieke en maatschappelijke context.
Vermogen tot groei en vernieuwing	De afgestudeerde kan zijn kunstenaarschap en zijn werkwijze blijvend ontwikkelen en verdiepen en levert hierdoor een bijdrage aan de ontwikkeling van het vakgebied en de maatschappij.
Ondernemend en organiserend vermogen	De afgestudeerde kan zijn ambities effectief vormgeven in een interdisciplinair en (inter)nationaal werkveld van de uitvoerende kunsten.
Communicatief vermogen	De afgestudeerde is in staat tot effectieve interactie binnen uiteenlopende beroepscontexten
Vermogen tot samenwerken	De afgestudeerde draagt vanuit zijn functie constructief bij aan de totstandkoming van een artistiek product of proces.