



This TER is only applicable to students who are enrolled for study year 2021 – 2022 (re. law/procedures etc.). Further study programme specific information for each cohort can be obtained from the FIBS portal.

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

**Study programme section of the Students' Charter  
with the 2021-2022 Teaching and Examination Regulations  
of the Bachelor's programme**

**for students of cohort 2021, 2020, 2019 and 2018  
study programme year 1, 2, 3 and 4**

Name Study programme	<b>Logistics Management - Main subject International Fresh Business Management*</b>
Location:	Venlo
Study programme code:	35522
Form of study programme:	Fulltime
BRIN number:	30 GB
Institute's number:	27

The study programme's section of the Students' Charter was adopted by the institute's director on **15 June 2021**, after obtaining the IPC's consent on **14 June 2021** and the PC consent on **11 June 2021**.

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 **2021-2022** academic year was established by the Executive Board on **15.. December 2020**, following the consent of the students' section of the CPC, which was given on **14 January 2021**.

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

Key	
Purple	study programme specific text

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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.
Component test	If an interim examination consists of several tests, each of those tests is referred to as a component test.
Coordinating institute	The coordinating institute is the Fontys Institute which bears final responsibility for the development, implementation, assessment and improvement of a minor programme.
Credit	One credit equals 28 standard study-load hours. Students are awarded credits on passing the interim examination of a unit of study. The international term for credits is ECTS credits (EC's).
Education components	The courses offered to students to help their learning process.
CROHO	Central Register of Higher Education Study Programmes, which is a register of all study programmes. Students that pass the interim examinations of a study programme registered in CROHO are entitled to an official higher professional education certificate with the associated degree (Associate degree, Bachelor or Master).
Deficiency	Any required prior qualification(s) a student lacks.
Diploma supplement	Document drawn up in accordance with a European format that is added to the certificate and states the nature, level, context, content and status of the study programme.
Dual-study programme	A dual-study programme is organised in such a way that education is alternated with one or more periods of professional practice related to the study programme. The study programme therefore consists of an educational segment and a practical segment, both of which are integral parts of the study programme.
DUO	Short for Dienst Uitvoering Onderwijs, a government agency charged with implementing education legislation and regulations.
Diploma with subject combination	Former senior general secondary education (HAVO) or pre-university education (VWO) diploma based on subject combinations. These diplomas were issued before the HAVO and VWO profiles were introduced (from 1998).
ECTS	European Credit Transfer System. The system that is used to express credits in order to facilitate international comparison. See also: credits.
EVC (RPL)	<i>Erkenning van eerder Verworven Competenties</i> (Recognition of Prior Learning).
Examination	Assessment administered by the Examination Board to determine whether students have successfully completed the educational components of a study

Examination Appeals Board	programme or the foundation-year phase. The final examination may also include a supplementary assessment conducted by the Examination 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 or external expert not employed by the institution who has been designated by the Examination Board to administer examinations and assess the results thereof.
Executive Board	The administrative body of Fontys University of Applied Sciences, as described in the articles of association and the WHW.
Executive institute	A Fontys institute responsible for the execution of a minor.
Exemption	Full or partial exemption from meeting enrolment and/or admission conditions and/or sitting interim examinations.
Exit qualifications	Qualifications students must have on completing the study programme.
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.
Full-time study programme	A full-time study programme is a study programme whose structure is such that students are assumed not to participate in any activities other than academic activities.
Hardship clause	A provision in a law or regulation that makes it possible to deviate from regulatory provisions in favour of the student or external student.
He/him	He/him is taken here to refer to men, women and individuals who do not identify as either of these options.
IELTS	International English Language Teaching System, a tool used to determine a student's command of the English language.
Institute	The operational unit at Fontys that is, in particular, responsible for organising Fontys's core competencies and that executes the primary processes.
Institute Director	The staff member charged with running a Fontys institute.
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 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 curriculum within a programme, which begins immediately from year 1 or following the foundation year. ( <i>That part of the Bachelor's programme with a study load of 210 credits that contributes to the competencies associated with the programme and that is directly related to the study programme(s)'s registration in the CROHO.</i> )
Major	<i>That part of the Bachelor's programme with a study load of 210 credits that contributes to the competencies associated with the programme and that is directly related to the study programme(s)'s registration in the CROHO.</i>
Minor	<i>Programme of optional subjects within a Bachelor's programme with a study load of 30 credits that contributes to generic or specific competencies.</i>
Minor regulations	Regulations that describe the content, the education components, the testing and the completion of a minor. The regulations of all minors offered by Fontys can be found on the Fontys website ( <a href="http://www.fontys.nl/minors">www.fontys.nl/minors</a> ). The regulations of the minors associated with a particular study programme have been included as an appendix of the study programme's TER.
Nt2 diploma	Diploma of the Nt2 official state examination in Dutch as a second language, of which programme II is considered to be the guideline for admittance to higher education.

Occupational requirements	The legal requirements to which the practice of a particular profession is subject. A study programme aimed at such an occupation will prepare students to meet the relevant requirements. ( <i>Section 7.6 of the WHW</i> ).
Part-time study programme	A part-time study programme is a study programme whose structure is such that the student is able to participate in supplementary activities, either work-related or educational, alongside the study programme.
Portfolio	A collection of evidence, digital or otherwise, with which students can demonstrate that they master the competencies of a particular study programme.
Post-foundation year phase	Second phase of a Bachelor's programme.
Principle	All study programmes offered are based on one of the following principles: non-denominational private education (NPE), Roman Catholic (RC), Protestant Christian (PC) or a combination of general special education, Roman Catholic and Protestant Christian (NPE, RC, PC).
Profiling Fund Board	Board charged by the Executive Board with implementing the Profiling Fund scheme, formerly known as the FSS Board.
Profiling Fund Scheme	Scheme for the granting of support to students in the form of graduate funding, committee member grants or attendance fee from the profiling fund, now known as the <u>Profiling Fund Scheme</u>
PC	Opleidingscommissie (Programme Committee, PC), a committee established for a particular study programme of an institute referred to in Section 10.3c of the Act (see the <u>Regulations on the Participation Councils and Degree PC's</u> ).
Tailored programme	Special programme which differs from the standard programme.
Teaching period	Period in the academic year during which education components are organised. A teaching period is referred to as a study quarter in the Fontys annual calendar.
TER	Teaching and examination regulations. The TER consists of a general section for all study programmes offered by the Fontys Universities of Applied Sciences as well as information specific to individual study programmes. The TER forms a part of the study programme section of the Students' Charter.
Test	Activity used to assess whether a student has certain knowledge, insight, skills and/or competencies.
Elite athletes scheme	Scheme for elite 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/institute or the termination of their studies.
Students' Charter	The <a href="#">charter</a> containing the rights and obligations of students, divided into an institution-specific section and a study programme-specific section.
Student entrepreneur scheme	<u>Scheme</u> which is intended to help Fontys students who are deemed student entrepreneurs to combine entrepreneurship and study.
Student coach	Coach who provides guidance on issues relating to student progress, including those that stimulate a student to develop a personal and professional identity, focusing on a student's talents and personal leadership qualities.
Student coaching	System of guidance that focuses on the development of the individual student. It stimulates students to reflect on their own development as future practitioners of the profession and to take responsibility for their own development.
Study check advice	Advice provided to a prospective student who has participated in the study check with regard to his choice of Bachelor's.
Study check	The activity offered by Fontys whereby the prospective student is given advice with respect to his choice of study programme. The study check consists of at least two components: a digital questionnaire and a consultation to discuss the results of the questionnaire.
Study load	The standardised time investment expressed in units of 28 study load hours related to a study programme.

Study programme	A coherent totality of education components aimed at achieving the well-defined objectives in the area of knowledge, understanding and skills which the person completing the study programme should possess. Every study programme is recorded in the CROHO.
Study programme minor	A minor which can only be taken by students from a specific domain or study programme and which highlights one particular theme.
Study programme profile	The entire set of final qualifications for which the study programme provides training or, in other words, the professional competencies expected of a beginning professional.
Unit of study	Part of a study programme that is concluded with an interim examination as referred to in Section 7.3(2) of the WHW or an additional assessment carried out by the Examination Board, as referred to in Section 7.10(2) of the WHW. Units of study may relate to the assessment of one or more competencies, a component of competencies (knowledge, understanding, skills, attitude) or a combination of competencies or of a minor. Students are awarded the relevant credits on passing the interim examination for the unit of study.
WEB	Adult and Vocational Education Act ( <i>Wet Educatie en Beroepsonderwijs</i> , WEB; Bulletin of Acts and Decrees 507, 1995, and later supplements and amendments).
WHW	The Dutch Higher Education and Research Act ( <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i> , WHW; Bulletin of Acts and Decrees 593, 1992, and later supplements and amendments).

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

BILL	Business Innovation Learning Lab
BILL Portfolio	A portfolio is a collection of various ( intermediate) products, project results and activities on which feedback has been received and with which the student can demonstrate his personal development and the achievement of the BILL learning outcomes. The portfolio is used to assess the competence development of a student. For each learning outcome, a student describes ( based on evidence) how, for example through a project, he/she worked on achieving the learning outcomes of the BILL profile and what his/her progress is.
BILL PPD coach	The PPD coach guides the student individually and where necessary (just-in-time) in his personal and professional development (PPD). The PPD coach is linked to a student during the entire BILL journey (academic year 3 and 4).
BILL profile	In the BILL profile, the learning outcomes per unit are described. The BILL profile consists of the following 7 units of study: BILL project 1 BILL project 2 BILL Work Placement (Internship) BILL Business research Education knowledge component 1 Education knowledge component 2 BILL Graduation project
BILL programme	The BILL programme (Business Innovation Learning Lab) is a multidisciplinary hybrid learning environment in which students, lecturers, researchers and entrepreneurs from different disciplines work closely together to solve business challenges. The BILL programme consists of several units of study that are described in the BILL profile.
BILL project	A BILL project is a business challenge or research assignment, elaborated in Communities for Design.
BILL Project coach	The project coach supervises the execution of projects at group level and provides formative feedback to the group and individual students. The project coach is part of the Community for Design that works on solving a business challenge.
BILL expert	Teacher from the programme who gives substantive feedback on the progress of the projects to ensure that the professional products meet the learning outcomes set by the CROHO.
Blueprint	The blueprint contains the education activities (also called Learning Arrangements LA's) that are offered, a kind of "default" curriculum.
Community for Design	A group of students working together on an authentic assignment under the supervision of an expert, coach and/or researcher.
Course-based learning	A fixed, offered study programme in which the learning outcomes and the path towards them are determined by the educational institution
FIBS	Fontys International Business School



FFM	Food and Flower Management; a main subject within the croho bachelor programme Marketing.
Graduation Assignment	Graduation Assignment(s) as completion of phase 3 (graduation phase).
Graduation Phase	Third phase in bachelor education. This is the phase after the main phase, starting with semester 7 till and including semester 8.
IB	From 1 September 2018 the new name for the study programme is International Business (old name IBMS).
IBE	International Business Economics is the old name for the study programme IFC: International Business Economics; Dutch name “Bedrijfseconomie”, Finance & Control (official English translation as mentioned on the Diploma).
IBMS	International Business and Management Studies is the old name for the study programme IB: International Business.
IM	International Marketing is the old name for the study programme MM: Marketing Management, Dutch name “Commerciële economie” .
IFC	From 1 September 2018 the new name for the study programme International Finance & Control, official croho-name Finance & Control (old name IBE).
Learning arrangement	A unit of study or part of a unit of study.
Learning outcomes	Content and level of knowledge, understanding and skills that are required to obtain a certain number of credits.
LM-IFBM	Logistics Management – – main subject International Fresh Business Management. From 1 September 2018 the new croho-name.
MM	Marketing Management: From 1 September 2020 the new name (old name IM).
PLO	Programme Learning Outcome
Practice-based learning	A flexible learning journey, in which the learning outcomes are determined by the study programme and the student makes his / her own choices on the basis of practical cases.
Professional product	Professional products are services or products that a professional must be able to provide in the exercise of his profession (from the assessment policy, Losse, 2016).
Propaedeutic Phase	First phase in a Bachelor’s programme, also known as <i>foundation year</i> .
Study advisor	Advisor providing a study choice advice to a prospective student with regard to his choice of Bachelor’s.
Work placement / Internship and graduation coördinators	Employees who have been appointed to carry out a specific task with regard to the organisation of work placement / Internship and graduation.
Work placement / Internship	The Work placement assignment is part of phase 2 (main phase), and consists of the two parts Business Research and Internship.

## 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.
4. *The previous qualifications of students seeking enrolment in a Bachelor's programme are subject to the following additional requirements in respect of HAVO and/or VWO diplomas, MBO diplomas and the teacher training programme for primary education.*
  - a. *The following additional educational entry requirements apply to students seeking admission on the basis of a HAVO or VWO diploma (Section 7.25(1) of the WHW).*  
*Students who do not have the required subject cluster or did not take the right subject may be admitted provided an assessment conducted before the commencement of the study programme demonstrates that, in terms of the subject matter, the student concerned meets similar requirements. (Section 7.25(5) of the WHW.)*

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

*(for Dutch students:)*

*Requirements 'new' subject clusters havo/ vwo::*

	Cultuur en Maatschappij	Economie en Maatschappij	Natuur en Gezondheid	Natuur en Techniek
Havo-profiel	(ECON of M&O of BE) + (wisA of wisB)	+	ECON of M&O of BE	ECON of M&O of BE
Vwo-profiel	ECON of M&O of BE	+	ECON of M&O of BE	ECON of M&O of BE

*+ this profile gives access to the relevant study programme*

*Other profiles are admissible as soon as the specific condition(s) are met.*

5. *Enrolment in a Bachelor's programme is subjected to the following additional requirements (Section 7.26 and 7.26a of the WHW):*

*There are no additional requirements.*

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

*The aim of this examination is to determine the student's suitability to take part in the Bachelor's programme as well as the student's command of the Dutch language.*

*The entrance examination consists of two parts.*

*Part 1 is evaluated on the basis of the following test components: diagrammatic reasoning, math skills, analogous reasoning, and spatial reasoning.*

*Students must meet the following requirements:*

*An average score of 4 or higher on all components and a minimum score of 3 or higher on each individual test component;*

*or*

*requirements set by the specific programme.*

- the student must have sufficient (obvious) pre-knowledge/experience in economics and English.

Part 2 consists of a Dutch language test. Students must obtain a score of 5.5 or higher.

Students are not required to take the language test if they have already obtained:

- a recognised Nt2 degree programme level II, or
- a certificate for the Dutch language at the MBO 4, HAVO or VWO level granted by a prior degree programme.

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

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

*The institute director has declared that the 'old' HAVO and VWO diplomas with old profiles are equivalent to 'new' diplomas with profile requirements. Consequently, prospective students holding these types of diploma may be admitted. Students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). (Section 7.28 of the WHW.)*

8. Where a student applies for admission to a study programme based on a diploma other than one of the diplomas referred to above, the institute director will decide whether that diploma is equivalent and if it grants access to the study programme. Students must, however, meet any requirements regarding previous qualifications (paragraph 4) and any further additional requirements (paragraph 5). *(Section 7.28 of the WHW.)*

Students with a German degree 'Allgemeine Hochschulreife (Abitur)' or 'Fachhochschulreife –Schulischer und Praktischer Teil' are at least equivalent to a Dutch vwo-, havo- or mbo-diploma and therefore admissible. Students will be exempted for the deficiency test economy if applicable.

9. *Students who are admitted by virtue of a diploma as referred to in paragraphs 2, 7 or 8 of this article will be subject to an additional assessment to determine whether they meet the knowledge and skills requirements as referred to in paragraph 4 and 5 of this article. (Section 7.28 of the WHW.) Students must meet the requirements of this assessment prior to enrolment.*

## Article 2a Study choice check and study choice advice

1. The study choice check consists of at least the completion of a digital questionnaire and a contact moment with the study programme. *The following additional activity or activities will also be provided as part of the Study Choice Check:*

The contact moment with the study programme consists of an interview with the study advisor, in which at least the following criteria from the regulation are discussed:

- orientation on the study programme (from superficial to deep);
- reflection on the study choice (from low to high);
- expectations of the prospective student (from unrealistic to realistic).

Further topics to be discussed for the study programme LM-IFBM are:

- the reflection on the **study attitude and study methods**
- the degree of affinity with the **fresh sector**

And for the students of the English stream:

- the level of **English language skills**

The study choice check for international students as referred to in the Study Choice Advice Rules consists of **information evenings/activities with an option to make an appointment for a personal conversation with the study advisor or to follow online webinars if the student is not able to attend the activities on campus**

2. Within 4 weeks following registration, the prospective student will receive a link to the digital questionnaire. Within 4 weeks following completion of the questionnaire, the prospective student will receive an invitation to the contact moment with the study programme.

*International students as referred to in the Study Choice Check Rules will receive further information on the study choice check within 4 weeks following registration.*

3. **For Dutch students** the digital questionnaire can be completed in the period between **1 October and 31 August**  
*The study choice activities for international students will take place in the period between 1 October and 31 August*
4. The contact moments with the study programmes are planned in the period between **1 October and 31 August**
5. The contact moment will consist of **a personal, individual conversation**.  
**For international students, this individual conversation can also take place by telephone or via skype contact.**
6. The study choice advice will be sent to the prospective student by e-mail within ten working days of the contact moment.
7. The study choice advice is non-binding for prospective students who apply by no later than 1 May. Students who apply after 1 May will not be permitted to enrol, except in the case of a situation as referred to in Article 2(2) or in the event of exceptional circumstances as set out in Article 3(3), under a through d of the Study Choice Check Rules.
8. The Study Choice Check Rules determine the categories of students for whom the study choice advice is not obligatory. *The study choice advice is likewise not binding for those groups of students.*

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

1. Holders of a foreign diploma may not sit tests in the foundation year of a Dutch-taught study programme before having demonstrated to the Examination Board to have an adequate command of the Dutch language. (*Section 7.28 of the WHW.*)  
 Command of the Dutch language must be at *Nt2, programme II, level*.  
*The certificates for Dutch as a foreign language, Higher Education Language Proficiency Subject Cluster and Academic Language Proficiency Subject Cluster (CNaVT- PTHO and PAT) can be viewed as equivalents, as can the certificates for Dutch as a foreign language, Educational start-skilled and Educational Professional (STRT and EDUP).*
2. The institute director may also decide that a student with a foreign diploma may be admitted after the student has demonstrated that he has an adequate command of the Dutch language. (*Section 7.28 of the WHW.*)  
 Command of the Dutch language must be at *Nt2, programme II, level*
3. Students with a foreign diploma seeking admittance by virtue of an entrance examination as referred to in Article 2, paragraph 6, must be at least 21 years of age.
4. Foreign students from outside the EU who are 18 years of age or older on the date of their first enrolment must have a valid residence permit. (*Section 7.32 of the WHW.*)
5. Foreign students with a residence permit are required to earn at least 50% of the available credits each year. The IND will be informed if the student fails to meet this requirement, unless there are special circumstances due to which the student was unable to meet this requirement. Such a notification may be withheld once during the course of each study programme.
6. *According to the Code of Conduct regarding International Students, international students<sup>1</sup> seeking admittance to an English-taught study programme must be able to prove that their command of the English language is at least equal to the following scores:*

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

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

### **Article 4 Professional activity requirements**

1. *The study programme only exists as a full-time programme, in which case the professional practice environment is not subject to any requirements.*  
**Not applicable.**

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

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

### Article 5 Intake interview

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

### Article 6 Exemptions

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

**See also the FIBS Exemption Policy in Appendix 1.**

3. The Examination Board can grant an exemption from a minor based on the certificate of an accredited Associate degree, 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 Associate degree, 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, or second year if it concerns an Associate Degree programme) and if these results do not overlap substantially with the student's current Bachelor's programme.  
A student who has taken part in the Fontys Empower programme and has successfully completed all components of that programme may, on that basis, be granted an exemption for a minor provided the student submits a request to that effect and this possibility has been set out in Article 16(5).

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

1. Students who believe they are able to proceed with and/or complete their study programmes at an accelerated pace may submit an application requesting such to the Examination Board. The student coach's advice **or the advice of the study programme manager** must be enclosed with the application. The organisation of the study programme must be able to accommodate the short-track option.
2. **From the students who register for the BILL programme at the end of the 2nd year, a maximum of 30 students will be selected on the basis of an interview and according to the conditions below:**
  1. **Sufficient study results:** A student may only start the BILL programme if they have passed the complete propaedeutic year (60 EC) and have passed year 2 with at least 50 EC.
  2. **Multidisciplinary:** Students must be equally divided from the various study programmes, so that multidisciplinary is guaranteed.
  3. **Motivation:** The student must have demonstrated, in an interview with the BILL team, that he is sufficiently motivated to participate in BILL.



4. The students need to have a positive recommendation from the study programme manager.  
See also article 15.3.

## **Section 4 Facilities with reference to student coaching, language, functional disability, administrative activities, Elite athletes scheme, student entrepreneurship**

### **Article 8 Student coaching**

1. Every student is coached by a student coach.
2. In consultation with the student coach, the student decides how best to work on his development and how to shape the learning process.
3. The student consults with the student coach on the progress of the learning process.
4. The student coach conducts support and orientation interviews with the student in the foundation year.  
*include the study programme's own method of recording such interviews.*  
**Students add reflective reports in their personal development portfolio. Students are responsible for reporting in the digital portfolio and the study career or PPD coach has access to this.**
5. Students may submit a request to the institute director to be assigned a different student coach if they can give arguments for this.

### **Article 9 Dutch as a second language – Facilities for Dutch in English language programmes**

1. 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 10 Special facilities for students with a functional disability**

1. Students with a functional disability are legally entitled to effective adjustments, unless such adjustments would burden the institution disproportionately. (*Section 7.13 of the WHW.*)
2. These adjusted facilities must be aimed at the removal or restriction of any obstacles and encourage the independence and full participation of the student as much as possible. The adjusted facilities may relate to the study programme (including internships), the timetables, and type of study programme, the tests and educational tools.
3. A student who seeks to have adjusted facilities must submit a written and substantiated application in good time to the Examination Board. If necessary, the Examination Board will seek an expert's advice (such as a student counsellor) before taking a decision. If the Examination Board deems it necessary before taking a decision, it may confidentially inspect the medical certificate that may be available with the student counsellor, unless the student objects.  
The Examination Board must decide within four work weeks after receipt of the application, unless it requires further inquiry, in which case the student will be informed as to when more clarity can be given with respect to his application.
4. In the case of a protracted or chronic disability, such an application will only have to be made once for the entire study programme; in all other cases once per testing period or academic year. In its decision to grant the facilities, the Examination Board may also rule that these will apply for the entire duration of the student's study or that the student is to consult with his student coach 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 11 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 student coach, how the board membership can contribute to the acquisition of one or more competencies of their Bachelor's programme.
2. Board memberships for the DPC, IPC, CPC, or for study associations, student associations and as members of committees at Fontys can be listed on the diploma supplement. The student must request the listing at least **four** weeks prior to the graduation *ceremony* via the study programme administration, **mailadres: [ssc-venlo@fontys.nl](mailto:ssc-venlo@fontys.nl)**.  
At the request of the student's study programme, the Centre for Administrative Activities (CAA) can confirm that the student has been an active board member of a CPC. In the case of board memberships of a PC or IPC, the study programme can request confirmation from the relevant IPC or PC.
3. Students who believe that their board memberships demonstrate that they have the knowledge, understanding and/or skills, etc. that are assessed in particular tests may apply for an exemption from such tests from the Examination Board.

4. A student may apply to be included under the Profiling Fund Scheme on the basis of his administrative activities and submit a request for a board membership scholarship from the Profiling Fund Board.  
See also Article 14 of the **Fontys Regulations on the Participation councils and degree programme committees.**

#### **Article 12 Elite Athletes scheme - Student entrepreneurship**

1. Students who have been granted an Elite Athletes or Talent status are entitled to facilities from the Elite Athletes Scheme. Facilities regarding the adjustment of tests or test timetables, an adjusted arrangement regarding compulsory attendance, working in groups and an adjusted internship must be sought from **the examination board**  
[connect.fontys.nl/instituten/fibs/Institute/ExamBoard](https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard)  
Advice regarding the continuation of studies may be deferred for students with an Elite Athlete status (see Article 32).
2. Students who are eligible for the Student Entrepreneurship Scheme may apply to the Examination Board, among others, for facilities regarding the adjustment of tests or test timetables, an adjusted arrangement regarding compulsory attendance for education components, working in groups and an adjusted internship. These facilities should be sought from **the examination board**  
[connect.fontys.nl/instituten/fibs/Institute/ExamBoard](https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard)  
Advice regarding the continuation of studies may be deferred for students with entrepreneur status (see Article 32).



## Section 5 Study programme content

### Article 13 Study programme profile – main subjects/differentiations – occupational requirements

1. The study programme is based on a study programme profile. The exit qualifications of the study programme are described in the study programme profile. The study programme profile can be found *on the study programme's site*  
<https://connect.fontys.nl/instituten/fibs/Institute/Pages/OER.aspx>  
*At the end of the study programme, the student will be expected to command the competencies expected of a newly qualified professional in the field. During the course of the study programme, the student will be taught the required competencies and the student's command of them will be assessed. The professional requirements the student must command are described below:*  
 The study programme profile is elaborated in the course competence matrix (opleidingscompetentiematrix (OCM)). For cohort 2017 and earlier see the course competence matrix (OCM) on  
<https://connect.fontys.nl/instituten/fibs/Institute/Pages/OER.aspx>
2. The study programme has the following main subjects *with their own programme profile*:  
 - Logistics Management – International Fresh Business Management and  
 - Logistics Management  
 The main subject Logistics Management has been elaborated in a separate TER, namely the TER for the bachelor programme Logistics Management of Fontys School for Technology and Logistics in Venlo.
3. The study programme is based on the following principle: *general special education ('algemeen bijzonder') / roman catholic.*
4. The study programme *does not impose any* specific occupational requirements.

## Programme learning outcomes - International Fresh Business Management Marketing

### Based on the national profile bachelor Logistics Management

This text is only available in Dutch

#### Uitwerking van leeruitkomsten (PLO's) op fase niveau

Hieronder worden de competenties en de bijhorende leerdoelen per studiefase uitgewerkt. Er wordt onderscheidt gemaakt tussen drie verschillende studiefasen, de propedeuse fase, de hoofdfase en de afstudeerfase.

<b>Leeruitkomst BC1.1 – Project- en onderzoeksplan</b>	
De student onderkent potentiële bedrijfsproblemen en beleidsvraagstukken en is in staat <b>een onderzoeksplan op te stellen</b> waarin het vraagstuk nader onderzocht wordt	
<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Probleemherkenning en specificering;</li> <li>- Project- en/of onderzoeksplan;</li> <li>- Bedrijfsomgeving;</li> <li>- Onderzoeksvragen en sub-vragen;</li> <li>- Onderzoeksaanpak, methodiek en fasering;</li> <li>- Economische modellen, onderzoeksmethoden en –technieken;</li> <li>- Literatuuronderzoek, desk research, field research;</li> </ul>
<b>Niveau</b>	
Afstudeerfase	De student kan zelfstandig voor een complexe context in een bedrijf een onderzoeksplan opstellen waarin probleemstelling, onderzoeksvragen en doelstelling uitgewerkt worden en een onderzoeksaanpak gekozen en gemotiveerd wordt. Dit geldt ook voor de gekozen modellen, methoden en technieken. De verantwoording van de onderzoeksaanpak is gebaseerd op hetgeen gangbaar is in de toegepaste wetenschap / literatuur.
Hoofdfase	De student kan samen met anderen voor een complexe, maar duidelijk beschreven casus – al dan niet in een bedrijf -, een onderzoeksplan opstellen waarin probleemstelling, onderzoeksvragen en doelstelling uitgewerkt worden en een voorgestelde onderzoeksaanpak uitwerken en evalueren. Dit betreft o.a. de gekozen onderzoeksmethoden.
Propedeuse	De student kan samen met anderen voor een eenvoudige, maar duidelijk beschreven casus, delen van een onderzoeksplan uitwerken en de eigenschappen en voor- en nadelen van een gekozen onderzoeksaanpak benoemen.
<b>Koppeling curriculum</b>	
Op alle drie niveaus wordt deze leeractiviteit getoetst in de projecten en in de leereenheden onderzoeksvaardigheden.	

<b>Leeruitkomst BC1.2 – Gegevens verzamelen</b>	
De student <b>verzamelt</b> op basis van dit plan <b>gegevens</b> over relevante trends en ontwikkelingen in de interne en externe bedrijfsomgeving;	
<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Variabelen definiëren;</li> <li>- Kengetallen en key performance indicatoren (KPI's) vaststellen (meten);</li> <li>- Openbare gegevensbronnen;</li> <li>- Google scholar;</li> <li>- Fontys Library (IGD, Euromonitor passports, Kamer van Koophandel);</li> <li>- Specifieke gegevensbronnen, elementaire data;</li> <li>- Specifieke journals en vakliteratuur;</li> <li>- Excel, Access, ERP;</li> <li>- Tijds studie;</li> </ul>
<b>Niveau</b>	
Afstudeerfase	De student is zelfstandig in staat om voor logistieke en andere relevante variabelen te bepalen welke gegevens verzameld dienen te worden opdat binnen de beschikbare tijdperiode een antwoord op de onderzoeksvragen gegeven kan worden. De variabelen dienen te passen bij de in B1.1 gekozen en voor het vraagstuk relevante onderzoeksaanpak.
Hoofdfase	De student is in staat om op basis van primair onderzoek additionele gegevens te verzamelen in de interne en externe bedrijfsomgeving. De student leert een gedegen enquête op te zetten. De student heeft inzicht in variabelen die voor bedrijven in de versketen relevant zijn.
Propedeuse	De student is in staat samen met anderen gegevens te verzamelen uit openbare bronnen zoals hbo-literatuur, nationale statistieken, brancherapporten en jaarverslagen van bedrijven. De student heeft kennis van gegevensbronnen die

	voor de versketen van bijzonder belang zijn: FADN, LEI, Wageningen Economic Research, specifieke journalen.
<b>Koppeling curriculum</b>	
Op alle drie niveaus wordt deze leeractiviteit getoetst in de projecten en in de leereenheden onderzoeksvaardigheden, Fresh Business Knowledge (ketenkennis), Fresh Business (marketing) en Fresh Economics (algemene economie / bedrijfseconomie). Het belang van gegevensverzameling en de wijze waarop gegevens verzameld dienen te worden komen ook terug bij bedrijfseconomie (lezen financiële jaarverslagen, financiële ratio's, kosten meten, ABC-analyse).	

<b>Leeruitkomst BC1.3 – Methode en analyse</b>	
De student <b>analyseert</b> deze gegevens aan de hand van relevante <b>modellen, methoden en managementtechnieken</b> om problemen en oplossingen (definitief) vast te stellen	
<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Gebruik best practices uit toegepaste wetenschap;</li> <li>- Modelmatige aanpak;</li> <li>- Statistische onderbouwing;</li> <li>- Representativiteit, validiteit en betrouwbaarheid;</li> <li>- Oorzaak-gevolganalyses;</li> <li>- Logistieke modellen en technieken, marketing modellen en technieken, management modellen en technieken;</li> </ul>
<b>Niveau</b>	
Afstudeerfase	De student voert de analyses uit aan de hand van best practices uit de toegepaste wetenschap. De student evalueert de resultaten op basis van criteria als representativiteit, validiteit en betrouwbaarheid, indien mogelijk m.b.v. statistische toetsen. De student vergelijkt de resultaten van zijn of haar onderzoek met vergelijkbare resultaten bij het betrokken bedrijf, maar ook andere bedrijven en met resultaten uit de literatuur.
Hoofdfase	De student lost de onderzoeksvragen op door middel van beschrijvende en inferentiële statistiek en door toepassing van een selectie van meer complexe economische modellen uit jaar 1 en 2. De student probeert oorzaak en gevolg aan te wijzen.
Propedeuse	De student lost de problemen op door middel van beschrijvende statistiek en door toepassing van de eenvoudige modellen uit jaar 1.
<b>Koppeling curriculum</b>	
Op alle drie niveaus wordt deze leeractiviteit getoetst in de projecten en in de leereenheden onderzoeksvaardigheden. Het belang van analyse komen ook terug bij de economische hoofdvakken: Fresh Supply Chains (logistiek), Fresh Economics (economie) en Fresh Business (marketing) waar de studenten inzicht krijgen in relevante modellen, methoden en technieken en deze leren toepassen.	

<b>Leeruitkomst BC2.1 – Strategie en beleid</b>	
De student <b>formuleert</b> beleid en <b>ontwerpt</b> strategische opties, scenario's, verbetervoorstellen en doelstellingen op basis van de uitgevoerde analyses;	
<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Strategie;</li> <li>- Logistieke strategieën <ul style="list-style-type: none"> <li>o Centrale versus decentrale distributiestructuren;</li> <li>o Uitbesteding en 'strategic sourcing' inclusief landselectie;</li> <li>o Samenwerking en integratie met leveranciers en afnemers;</li> <li>o Internationaliseringsstrategieën;</li> <li>o Transportmodaliteiten kiezen;</li> <li>o Efficiënt Consumer Response;</li> <li>o Bestel- en voorraadsystemen;</li> <li>o Vendor Managed Inventories (VMI);</li> <li>o Collaborative Forecasting &amp; Replenishment (CPFR);</li> <li>o Continuous Replenishment;</li> </ul> </li> </ul>
<b>Niveau</b>	
Afstudeerfase	<p>De student werkt zelfstandig een verbetervoorstel uit voor een opdrachtgever. Het voorstel is gebaseerd op een integrale analyse en beschouwt bij voorkeur meerdere strategische opties. Voor de uiteindelijk gekozen strategische optie benoemt de student kritische succesfactoren en stelt hij een evaluatiesysteem op.</p> <p>De casus betreft een complex, niet-duidelijk omschreven logistiek vraagstuk in een versketen. De casus omvat bijvoorbeeld meerdere logistieke omgevingen binnen één bedrijf of meerdere bedrijven. De student werkt alle, relevante aspecten van het vraagstuk en de integrale oplossing uit. De student hanteert bij voorkeur een integraal ketenperspectief.</p>

Hoofdfase	<p>De student doet samen met anderen een verbetervoorstel voor een complexe, doch duidelijk omschreven logistiek vraagstuk in een versketen. Deze omgeving omvat bijvoorbeeld meerdere logistiek omgevingen binnen één bedrijf of meerdere bedrijven.</p> <p>De groep studenten werkt meerdere aspecten van het vraagstuk en mogelijke oplossingen uit: oorzaken, gevolgen en effecten. Deze aspecten betreffen bijvoorbeeld het bedrijf en de interne organisatie, logistiek, bedrijfseconomie, marketing, kwaliteit en duurzaamheid.</p> <p>De groep studenten benoemt een aantal strategische opties voor een casus in de versketen. De opties worden gestructureerd en teruggebracht tot een aantal haalbare opties. Voor de uiteindelijke geselecteerde optie formuleert de student korte en middellange termijn doelstellingen.</p>
Propedeuse	De student doet samen met anderen een verbetervoorstel voor een logistieke of aanverwante omgeving.

#### Koppeling curriculum

Logistieke strategieën staan centraal bij Fresh Supply Chains (logistiek) tijdens met name de hoofd- en de afstudeerfase. Logistieke projecten worden uitgevoerd in alle drie de fases van de studie. Productkwaliteit in al zijn dimensies (inclusief bijvoorbeeld duurzaamheid en kwaliteit) wordt bestudeerd in het vak versketenkunde. De financiële gevolgen van strategische keuzes kunnen onderzocht worden aan de hand van instrumenten uit de bedrijfseconomie.

#### Leeruitkomst BC2.2 – Versketenkennis

De student is vertrouwd met de laatste trends en ontwikkelingen in het **agro-logistieke domein** en neemt deze mee in het ontwikkelen en selecteren van verbetervoorstellen voor processen, netwerken, ketens en relaties

<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- (Mega-)trends en ontwikkelingen (zie paragraaf 2.c);</li> <li>- Integrale kwaliteitszorg;             <ul style="list-style-type: none"> <li>o Productkwaliteit, voedingswaarden en levensmiddelentechnologie;</li> <li>o Proceskwaliteit, labels en certificering (HACCP, ISO, IFS, BRC);</li> </ul> </li> <li>- Productie (en verwerking);</li> <li>- Duurzaamheid en voedselverspilling;</li> <li>- Voedselveiligheid en tracking &amp; tracing, telematica;</li> <li>- Geconditioneerd transport en opslag;</li> <li>- Import- en exportregelingen voor dieren, planten en voeding;</li> <li>- Risicomanagement in ketens;</li> </ul>
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#### Niveau

Afstudeerfase	<p>De student kan zelfstandig in het afstudeerwerk alle belangrijke implicaties van het verse karakter van zijn of haar product meenemen.</p> <p>Voedselkwaliteit wordt nader uitgewerkt voor duurzaamheid en veiligheid (HACCP). Daarnaast wordt ingegaan op het begrip waardeketens.</p>
Hoofdfase	<p>De student kan in een gedegen analyse de implicaties van het verse karakter van voedings- en sierteeltproducten voor de casus aangeven.</p> <p>In de hoofdfase wordt het begrip voedselkwaliteit nader uitgediept door in te gaan op kwaliteitsmanagement en kwaliteitssystemen (ISO, IFS, BRC) en het meten van kwaliteit.</p>
Propedeuse	<p>De student heeft kennis van specifieke aspecten van versketens en relevante gegevensbronnen.</p> <p>De propedeuse geeft een inleiding in de versketen, de stand van zaken, trends en ontwikkelingen in consumptie en productie, voedselkwaliteit en labels.</p>

#### Koppeling curriculum

Op alle drie niveaus wordt deze leeruitkomst getoetst in de projecten en in de leereenheden rond om Fresh Business Knowledge (versketenkennis).

<b>Leeruitkomst BC3.1 – Implementatieplan opstellen</b>	
De student is in staat om bedrijfs-, organisatie- en ketenprocessen daadwerkelijk in te richten, te beheersen en af te stemmen op basis van een <b>implementatieplan</b>	
<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Ordergrootte en –frequentie bepalen</li> <li>- Ontwerp van een productie- magazijn- of distributieomgeving</li> <li>- Capaciteitsbeslissingen nemen</li> <li>- Verkoop- en operationsplanning</li> <li>- Documentatie verzorgen</li> <li>- Kwaliteitszorg</li> <li>- Knelpunten identificeren</li> <li>- Budgetten incl. investeringsplannen opstellen</li> </ul>
<b>Niveau</b>	
Afstudeerfase	<p>De student kan zelfstandig vanuit een situatieschets een probleem / knelpunt identificeren en van daaruit logistieke bedrijfs- en ketenprocessen inventariseren en analyseren. Voor het probleem worden veranderingen en verbeteringen voorgesteld die gevolgen kunnen hebben voor meerdere functionele gebieden van de organisatie.</p> <p>Het voorstel gaat in op de fasering, de inzet van personeel, de benodigde budgetten en de implicaties voor de relaties met ketenpartners als leveranciers en afnemers.</p>
Hoofdfase	<p>De student ontwikkelt voor één bedrijf samen met anderen een actieplan voor een logistiek vraagstuk. Het voorstel beschouwt meerdere aspecten en gaat in op de fasering, de inzet van personeel en de benodigde budgetten.</p> <p>Andere actieplannen betreffen bijvoorbeeld eenvoudige logistieke processen over meerdere bedrijven heen; kwaliteitssystemen binnen een bedrijf en tussen bedrijven in de versketen, inclusief systemen voor voedselveiligheid, tracking &amp; tracing en duurzaamheid; en oplossingen voor meer complexe, afdelingsoverstijgende knelpunten.</p>
Propedeuse	De student werkt samen met anderen een eenvoudig plan of advies uit voor een logistieke of aanverwante omgeving voor een organisatie binnen de Fresh Businessketen. De student kan eenvoudige knelpunten herkennen en oplossen.
<b>Koppeling curriculum</b>	
Plannen voor herinrichting magazijn, distributie en productie komen aan de orde bij SCM op alle drie de niveaus van de studie. Andere relevante vakken: economie, versketenkunde, marketing.	

<b>Leeruitkomst BC3.2 – Ondersteuning bij uitvoering</b>	
De student <b>ondersteunt</b> bij het ontwikkelen, implementeren, uitvoeren en evalueren van veranderingsprocessen binnen organisaties	
<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Management en leiding geven (in projecten);</li> <li>- Verandermanagement;</li> <li>- Budgetten / Masterbudgetten opstellen;</li> </ul>
<b>Niveau</b>	
Afstudeerfase	Een veranderingstraject ontwikkelen in de betrokken organisatie(s), onder andere gericht op prioriteitstelling bij het management en draagvlak in gehele organisatie. Communicatiestrategie opzetten met belanghebbenden.
Hoofdfase	<p>Belangen van interne en externe belanghebbenden in kaart brengen. Risico's in kaart brengen.</p> <p>Master- en flexibele budgetten opstellen.</p>
Propedeuse	Operationele randvoorwaarden invullen: benodigde budget, personeelsinzet en tijdsplanning.
<b>Koppeling curriculum</b>	
<ul style="list-style-type: none"> <li>- Management</li> <li>- Verandermanagement</li> <li>- Budgettering</li> <li>- Study Career Management</li> <li>- Fresh Connection</li> </ul>	

<b>Leeruitkomst BC3.3 – Monitoring en controle</b>	
De student <b>monitort</b> en <b>controleert</b> de prestaties van de geïmplementeerde maatregels.	
<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Flexibele budgetten;</li> <li>- Ratio-analyse incl. Dupont-analyse;</li> <li>- Sturing op basis van key performance indicators en standaarden;</li> <li>- Kaizen en 'continuous improvement', PDCA;</li> <li>- Analytische gereedschap voor continue verbetering (flow charts, run charts, pareto charts, control charts, Ishikawa, check sheets, management dashboards, etc.);</li> <li>- Lean / Six sigma (statistische controle);</li> </ul>
<b>Niveau</b>	
Afstudeerfase	<p>De student stelt vast of instrumenten een kosten-efficiënte bijdrage aan het behalen van doelstellingen geleverd hebben. Oorzaak-gevolganalyses zijn een integraal onderdeel van de uit te voeren analyses. Borgingsplannen spelen hierin een rol. Deze plannen meten de input en output van plannen alsmede de processen. Er is ruimte voor evaluatie, lessen en verbetertrajecten. Er vindt ook evaluatie plaats met externe belanghebbenden (klanten) en validatie van de prestaties. Mogelijke analysemethoden zijn benchmarking, KBA's, multi-criteria analyses.</p> <p>Processen in een productie-, distributie- en magazijnomgeving kunnen o.a. beheerst worden door toepassing van methoden voor vraagvoorspelling, productieplanning, kostprijscalculatie en budgettering.</p>
Hoofdfase	<p>De student stelt vast of doelen behaald zijn en of instrumenten hier een bijdrage aan geleverd hebben. Borgingsplannen spelen hierin een rol. Deze plannen meten de input en output van plannen alsmede de processen. Er is ruimte voor evaluatie, lessen en verbetertrajecten.</p> <p>Processen in een productie-, distributie- en magazijnomgeving kunnen o.a. beheerst worden door toepassing van methoden voor vraagvoorspelling, productieplanning, kostprijscalculatie en budgettering.</p>
Propedeuse	De student stelt vast of doelen behaald zijn.
<b>Koppeling curriculum</b>	
Nuttige vakken: bedrijfseconomie, Fresh Connection, SCM.	

<b>Leeruitkomst AC1.1 – Samenwerken en organisatie</b>	
De student is in staat om in een team <b>resultaatgericht samen te werken</b> en zichzelf en het team mede te <b>organiseren</b> .	
<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Plan van aanpak opstellen;</li> <li>- Rollen aannemen, eigen stiel ontwikkelen;</li> <li>- Feedback geven en ontvangen;</li> <li>- Afspraken nakomen;</li> <li>- Tijdsmanagement (gant charts);</li> <li>- Groepsproces organiseren;</li> </ul>
<b>Niveau</b>	
Afstudeerfase	De student werkt proactief in een organisatie en neemt zelfstandig beslissingen. De student neemt verschillende teamrollen op zich en brengt zijn eigen mening overtuigend naar voren brengen. Hij toets zijn mening in het team en/of de organisatie.
Hoofdfase	De student kan zichzelf aansturen. De student werkt resultaatgericht in team en/of organisatie en definieert zijn of haar eigen activiteiten. Hij of zij participeert actief in het vaststellen van doelen en werkafspraken. De student is in staat verschillende rollen op zich nemen.
Propedeuse	De student kan zijn eigen werkzaamheden in een eenvoudige situatie plannen. Hij of zij komt afspraken over tijd en beloofde resultaten na en levert een zichtbare bijdrage leveren aan het groepsresultaat. De student neemt actief deel aan het groepsproces deelnemen. De student stimuleert en enthousiasmeert collega's om doeltreffend samen te werken.
<b>Koppeling curriculum</b>	
Deze competentie staat centraal in de projecten inclusief stage en afstudeeropdracht.	

<b>Leeruitkomst AC1.2 – Zelfreflectie</b>	
De student is in staat om op het eigen functioneren te <b>reflecteren</b> , sterke en zwakke punten te benoemen en maatregelen te nemen <b>om het eigen functioneren te verbeteren</b> ;	
<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Zelfreflectie;</li> <li>- Persoonlijke SWOT analyse;</li> <li>- Persoonlijk ontwikkelplan;</li> <li>- Feedback ontvangen/geven;</li> <li>- Peer reviews;</li> <li>- Initiatief nemen en zelfstandig optreden;</li> <li>- CV en sollicitatie opstellen;</li> </ul>
<b>Niveau</b>	
Afstudeerfase	De student werkt proactief in een organisatie en neemt zelfstandig beslissingen die gerelateerd zijn aan de organisatiedoelen. De student laat in een portfolio zien te kunnen reflecteren op zijn kennis, vaardigheden, motivatie, voorkeuren. De student kan een CV en motivatiebrief opstellen en zichzelf presenteren in een sollicitatiegesprek.
Hoofdfase	De student kan zichzelf aansturen en zijn of haar keuzes verantwoorden. De student kan zelfstandig doelen stellen en realiseren in een meer complexe situatie. De student kan een verbeterplan opstellen op basis van feedback en zelfreflectie.
Propedeuse	De student kan een zelfevaluatie uitvoeren en verantwoording nemen voor het eigen handelen. Hij of zij kan eigen SMART gedefinieerde doelen opstellen. De student kan zijn of haar ontwikkeling in een portfolio documenteren.
<b>Koppeling curriculum</b>	
Deze competentie staat centraal in studie loopbaan begeleiding (SLB) en in de projecten in alle fases van de studie.	

<b>Leeruitkomst AC1.3 – Internationalisering</b>	
De student kan in een <b>internationale</b> en <b>multiculturele</b> omgeving functioneren	
<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Communiceren in meerdere talen (tegelijktijd);</li> <li>- Cultuurverschillen;</li> <li>- EU-regionalisering: samenwerking Nederland – Duitsland;</li> <li>- Project in een ander land uitvoeren;</li> </ul>
<b>Niveau</b>	
Afstudeerfase	De student kan adequaat inspelen op verschillen in cultuur, samenleving en gedrag patronen in Duitsland, Nederland en andere landen. De student kan omgaan met verschillen in bedrijfscultuur.
Hoofdfase	De student kan omgaan met aspecten van de cultuur, samenleving en gedrag patronen in Duitsland, Nederland en andere landen. De student is zich bewust van verschillen in bedrijfscultuur.
Propedeuse	De student is zich bewust van verschillen in cultuur, samenleving en gedrag patronen in Duitsland, Nederland en andere landen.
<b>Koppeling curriculum</b>	
De studenten voeren gedurende de studie echter projecten uit voor Nederlandse en Duitse bedrijven. Zij dienen rekening te houden met de expliciete en impliciete wensen van de opdrachtgevers, hun medewerkers en de bedrijfscultuur.	

<b>Leeruitkomst AC2.1 - Communicatie</b>	
De student is in staat om effectief en zakelijk te <b>communiceren in woord en geschrift</b>	
<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Rapporteren;</li> <li>- Presenteren / Pitchen / Key-noting;</li> <li>- Vragen beantwoorden (tijdens / na presentatie);</li> <li>- Discussiëren en debatteren;</li> <li>- Adviseren (luisteren en overtuigen);</li> <li>- MS office <ul style="list-style-type: none"> <li>o Outlook en alternatieven;</li> <li>o Word en alternatieven;</li> <li>o PPT en alternatieven;</li> </ul> </li> </ul>
<b>Niveau</b>	
Afstudeerfase	De student kan een complexe analyse en de resultaten daarvan mondeling en schriftelijk tot uitdrukking brengen. De analyse bestaat uit meerdere onderdelen en de student is in staat deze onderdelen duidelijk te structureren en met elkaar in verbinding te brengen. De student is in staat om vragen die tijdens of na een presentatie gesteld worden over de inhoud, maar ook de context te beantwoorden.

Hoofdphase	De student kan een meer complexe analyse en de resultaten daarvan mondeling en schriftelijk tot uitdrukking brengen. De analyse bestaat uit meerdere onderdelen en de student is in staat deze onderdelen duidelijk te structureren. De student heeft ervaring met niet-standaard presentaties en rapportages zoals een fact sheet, een pitch of een management samenvatting.
Propedeuse	De student kan een eenvoudige analyse en de resultaten daarvan mondeling en schriftelijk verwoorden. De student heeft voldoende kennis van ondersteunende ICT.

### Koppeling curriculum

De studenten rapporteren en presenteren in de projecten op alle drie de niveaus. Daarnaast spelen rapportage en presentatie vanaf jaar 2 een belangrijke rol in de toetsing van de andere vakken. Ook in het taalonderwijs komen beide toetsvormen terug.

### Leeruitkomst AC2.2 – Vreemde talen

De student beheerst **Engels** en een **tweede vreemde taal**

<b>Kenmerken</b>	<ul style="list-style-type: none"> <li>- Business Engels;</li> <li>- Nederlandse en/of Duits;</li> <li>- Andere talen optioneel;</li> </ul>
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### Niveau

Afstudeerfase	<p>De student kan een middellange presentatie geven of een middellange rapportage opstellen in het Engels van de resultaten die hij of zij in de projecten of de economische vakken behaald heeft. Het niveau van Engels is minimaal ERK B2/C1. Daarnaast beheerst de student business English BEC. De student heeft een goed vocabulaire van begrippen uit economie en management.</p> <p>De student kan een kort gesprek voeren met autochtone Nederlanders of Duitsers in het kader van een interview. De student kan eenvoudige Nederlandse en Duitse vakliteratuur begrijpen. Het niveau van de tweede vreemde taal voor lezen, spreken en luisteren is minimaal ERK B1.</p>
Hoofdphase	<p>De student kan een korte presentatie geven of een korte rapportage opstellen in het Engels van de resultaten die hij of zij in de projecten of de economische vakken behaald heeft. Het niveau van Engels is minimaal ERK B2.</p> <p>De student kan een kort gesprek voeren met autochtone Nederlanders of Duitsers in het kader van een kort interview. De student kan eenvoudige Nederlandse en Duitse vakliteratuur begrijpen. Het niveau van de tweede vreemde taal voor lezen, spreken en luisteren is minimaal ERK A2.</p>
Propedeuse	<p>De student kan een korte samenvatting in het Engels geven in woord of geschrift van de resultaten die hij of zij in de economische vakken behaald heeft. Het niveau van Engels is minimaal ERK B1.</p> <p>De student kan zich zelf voorstellen in een tweede vreemde taal (Nederlands of Duits). Het niveau van de tweede vreemde taal voor lezen, spreken en luisteren is minimaal ERK A1.</p>

### Leeractiviteiten

De studenten krijgen les in het Engels vanaf jaar 1. In het bijzonder in de projecten dienen zij met elkaar te communiceren in de gemeenschappelijke taal Engels. De studenten voeren gedurende de studie echter projecten uit voor Nederlandse en Duitse bedrijven. Zij dienen voldoende kennis van Nederlands en Duits te hebben om de projecten uit te kunnen voeren: bronnen bestuderen, enquête opstellen en afnemen.



#### Article 14 Study programme layout

1. Each Bachelor's programme has a foundation year phase with a study load of 60 credits, which is concluded with the foundation year examination. The function of the foundation year is to orientate the student, allowing him or her to make suitable choices.
2. A Bachelor's programme has a study load of 240 credits with a nominal study load of 60 credits per academic year *and consists of a major and a minor. The major has a study load of 210 credits. The minor has a study load of 30 credits.*

For students following the BILL programme, the bachelor's programme only consists of a major with a study load of 240 credits

3. Not applicable

#### Article 15 Overview of units of study and credits

1. Every study programme consists of a coherent set of units of study, which are components of a study programme concluded with an interim examination. Units of study cannot exceed 30 credits.
2. Only whole credits are awarded for units of study. In [the examination overviews below](#) you will find a distribution of the credits.
3. *Study programmes and tests conducted in a foreign language are subject to the Code of Conduct for Study Programmes taught in a Foreign Language and/or the Fontys Language Policy; the overview of units of study states which teaching and testing is provided in a foreign language.*

The programme consists of 3 phases:

Propaedeutic phase	Year 1
Main phase	Year 2 and 3
graduation phase	Year 4

In year 3 and 4 two different learning routes are offered: 'course-based learning' and 'practice-based learning'. The learning outcomes of both learning routes are the same.

**'Course-based learning'** means that the study programme is structured in a supply-oriented way and is offered as a fixed 'regular' educational programme (blueprint). Each student is strongly recommended to follow the curriculum according to the blueprint (see Article 16). The programme is offered in Dutch, English and German.

The study programme is composed of learning arrangements. These are indicated with resp. PLA, HLA and ALA (with the exception of the minor). All tests in the first study year are offered in two or three languages. From the second year onwards, the tests will only be offered in English, but the student may choose whether to answer in Dutch, English or German. For example the E in P01FE20 is for 'English'. The last 2 digits represent the specific cohort.

See for the exam planning the annual calendars with the exam weeks [link to annual calendars](#) and the exam schedules (on LA level) [link to exam timetables](#)

Students of FIBS follow an international study programme. Going abroad on work placement / internship and/or graduation is strongly recommended - although not mandatory - by Fontys International Business School.

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

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

Name LA	Requirement for access to LA
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Start-Up Factory	Minimum of 45 credits in the propaedeutic phase Note: for study year 2021-2022 the following exception applies: a minimum of 30 credits in the propaedeutic phase.
Work Placement / Internship and Business Research	Minimum propaedeutic phase completed (60 credits).
Minor <sup>2</sup>	Minimum propaedeutic phase completed (60 credits).
Phase 3 / Semester 7	At least passed the modules HLA11, HLA13, HLA14, HLA21, HLA24 and 85 credits in the main phase (of the total 120 credits) successfully.
Graduation Assignment <sup>3</sup>	Minimum propaedeutic phase (60 credits) and main phase (120 credits) completed (180 credits)

**'Practice-based learning'** means that the study programme is set up on the basis of real-life practical business challenges and is offered as a 'BILL (Business Innovation Learning Lab) programme' to a maximum of 30 students from six study programmes located on the Venlo campus (of the FIBS and FHTenL institutes).

#### *Explanation BILL programme*

The BILL programme (Business Innovation Learning Lab) is a multidisciplinary hybrid learning environment in which students, BILL coaches, BILL experts, researchers and entrepreneurs from different disciplines work closely together to solve business issues. In the BILL programme, practical issues are leading in the development of the student; these are addressed in projects. In BILL, a CfD -Community for Design-, consisting of students from different programmes, a project coach, expert from the programme, researcher and client, works together on (a) solution(s) for the problem.

From the students who register for the BILL programme at the end of the 2nd year, a maximum of 30 students will be selected on the basis of an interview and on the basis of the conditions below:

1. Sufficient study results: A student may only start the BILL programme if he has obtained the full propaedeutic phase (60 EC) and in the second year at least 50 EC.
2. Multidisciplinarity: The students must be equally divided from the various study programmes, so that multidisciplinarity is guaranteed.
3. Motivation: In an interview with the BILL team, the student must have demonstrated sufficient motivation to participate in BILL.
4. Students must have a positive recommendation from their programme manager.

During the programme each BILL student is supervised by a PPD coach: personal professional development coach and an expert from the programme. During the execution of the BILL projects the student records in the personal portfolio (by means of evidence) how he or she worked on achieving the learning outcomes (see BILL profile) and what his or her progress is.

This BILL programme is offered in English only.

<sup>2</sup> Students who did not complete their propaedeutic phase yet can continue with a minor offered by Fontys in Venlo in order to avoid further study delay. This is a standard exception to the rule which the examination board has approved.

<sup>3</sup> Students have to do their Work Placement / Internship project and their graduation assignment in two different companies.

During the 3rd and 4th year of study, BILL students carry out BILL projects, i.e. business issues or research assignments, instead of the regular 'course based' programme. For these students, the minor is not applicable.

Three pillars with formulated learning outcomes are integrated in BILL project(s) portfolio 1, 2 and 3.

During the 3rd and 4th academic year, these students perform in projects, i.e. business challenges or research assignments, instead of the regular 'course based' programme (as described above). For these students, the minor also expires. This BILL programme is offered in English only.

Within the BILL programme, the student participates in BILL projects in communities for design. See Article 1 for the elaboration of the definitions.

**Explanation of the assessment method and test type in the BILL programme:**

In addition to the regular units of study from the bachelor's programme, the BILL programme has BILL units of study: The BILL project(s) portfolios. These BILL projects are each concluded with a (summative) test moment: a test moment to demonstrate the competence with regard to the BILL learning outcomes. In the BILL project(s) portfolios, the student is assessed by two certified assessors in a criterion-based interview.

The assessors base the grading on:

1. the student's portfolio (source 1);
2. the interview (60 minutes) with the student using the above sources.

The assessors evaluate each unit of study on a scale of 1-10.

In the BILL programme, the following threshold has been set:

A student may only start the graduation project if the student has successfully completed semester 5 and 6.

The following examination overview lists all assessments that will be offered in study year 2021-2022. For each test, the progress code, name unit of study, test for main course or sub-assessment, type of test, weighting, minimal grade, assessment scale (grade, good / sufficient / insufficient, etc.) are included. Entry requirements that apply to ensure participation in units of study (e.g. that certain tests must be passed before participation is permitted) are also included.

Note: even in the case of a group assignment, students are assessed individually.

## Examination overview LM-IFBM 2021-2022

Examination overview 2021-2022 LM-IFBM			CONCEPT											
Progresscode	Name unit of study	ECTS	Main course / Sub-assessment	Assessment methods	Type of test	Weighting	Minimal grade	Assessment strategy	Entry requirement	Test duration (minuut)	Exam schedule	Grades published within	Requirements/remarks	
P11FD/E/N21	Project Market Research	5	Main course	Group_assignment	Professional products	100	5,5	0,1-10,0	No	nvt	No	15 working days		
P12FD/E/N21	Fresh Business Knowledge	5	Main course			100	5,5	0,1-10,0	No	nvt	No			
P12FD/E/N21-1	Fresh Business Knowledge I	0	Sub-assessment	Case_study	Applied knowledge test	50	5,0	0,1-10,0	No	120	Yes	10 working days		
P12FD/E/N21-2	Fresh Business Knowledge II	0	Sub-assessment	Case_study	Short-case studies	50	5,0	0,1-10,0	No	nvt	No	15 working days		
P13FD/E/N21	Fresh Business I	5	Main course	Knowledge_test	Open questions	100	5,5	0,1-10,0	No	120	Yes	10 working days		
P14FD/E/N21	Fresh Supply Chains I	5	Main course	Knowledge_test	Open questions	100	5,5	0,1-10,0	No	120	Yes	10 working days	P14: BNA. Therefore there is a 3rd c	
P15FD/E/N21	Fresh Economics I	5	Main course	Knowledge_test	Open questions	100	5,5	0,1-10,0	No	120	Yes	10 working days		
P16FD/E/N21	Research Skills	5	Main course			100	5,5	0,1-10,0	No	nvt	No			
P16FD/E/N21-1	h Skills I: Descriptive statistics and pr	0	Sub-assessment	Knowledge_test	Open questions	50	5,0	0,1-10,0	No	120	Yes	10 working days		
P16FD/E/N21-2	Skills II: Interferential statistics and F	0	Sub-assessment	Knowledge_test	Open questions	50	5,0	0,1-10,0	No	120	Yes	10 working days		
P17FD/E/N21	Foreign Language I (Dutch or German)	3	Main course											
	Written test	0	Sub Assessment	Knowledge Test	Semi-open questions	30	5,5	0,1-10,0	nee	30	yes	10 working days		
	Orals	0	Sub Assessment	Project Assignment	Oral examination	70	5,5	0,1-10,0	nee	20	yes	10 working days		
P18FD/E/N21	Study Career Management I	2	Main course	Portfolio_assessment	Portfolio_assessment	100		Behaald; Niet behaald	No	20	No	15 working days		
P21FD/E/N21	Project Logistics	5	Main course	Group_assignment	Professional products	100	5,5	0,1-10,0	No	nvt	No	15 working days		
P23FD/E/N21	Fresh Business II	5	Main course	Knowledge_test	Open questions	100	5,5	0,1-10,0	No	120	Yes	10 working days		
P24FD/E/N21	Fresh Supply Chains II	5	Main course	Knowledge_test	Open questions	100	5,5	0,1-10,0	No	120	Yes	10 working days		
P25FD/E/N21	Fresh Economics II	5	Main course	Knowledge_test	Open questions	100	5,5	0,1-10,0	No	120	Yes	10 working days		
P27FD/E/N21	Foreign Language II (Dutch or German)	2	Main course											
	Written test	0	Sub Assessment	Knowledge Test	Semi-open questions	30	5,5	0,1-10,0	nee	30	yes	10 working days		
	Orals	0	Sub Assessment	Project Assignment	Oral examination	70	5,5	0,1-10,0	nee	20	yes	10 working days		
P28FD/E/N21	Study Career Management II	3	Main course	Portfolio_assessment	Portfolio_assessment	100		Behaald; Niet behaald	No	30	No	15 working days		
PXFD/E/N21	Extra curricular: Foreign Language	0	Main course											
PXFD/E/N21-A	Reading and vocabulary training		Sub-assessment											
PXFD/E/N21-B	Writing skills		Sub-assessment											
PXFD/E/N21-C	Speaking practice		Sub-assessment											

FIBS Talencentrum biedt de talen Nederlands, Spaans en Duits vanaf september 2021 in jaar 1 op 2 niveaus aan. Spaans wordt alleen voor IB – studenten in het curriculum aangeboden.

\* Het eindniveau na 2 semesters is, afhankelijk van het instapniveau, tussen A1 en B1.

[illegible][illegible]

See for the FIBS Exam policy

<https://connect.fontys.nl/instituten/fibs/Institute/Pages/OER.aspx>

See also the work placement (Internship and Business Research) regulations for requirements and further conditions, such as the minimum duration of 15 weeks (3,5 months) and the latest starting date:

<https://connect.fontys.nl/instituten/fibs/StudyProgrammes/IFBM/>).

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

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

Further stipulations with regard to the execution of the examination policy cohort 2021 :

Pass standard phase I

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

Pass standard phase II

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

Pass standard phase III

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

### **Pass standard Bachelor diploma**

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

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

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

### **Article 16 Content of minors and other special programmes**

1. *Students are not restricted in their choice of a minor, whether the minor is a minor specific to a study programme or one offered across Fontys, or an external minor, provided there is no overlap with the major programme (see also paragraph 2).*

*The institute offers the following minors.*

**FUN – Finland, the UK and the Netherlands Experience**

## Minor doing business in and with Europe

*The following minors cannot be taken as they overlap with the major.*

Minor doing business in and with Europe:

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

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

- State the minors that cannot be taken

IBM (International Business Management)

Students following the BILL programme do not have a free choice of minor and for these students the minor expires.

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

The Examination Board allows students to follow a minor here at Fontys in Venlo, Eindhoven or Tilburg if they do not have completed the Propaedeutic phase yet.

3. Enrolment in a minor must be done before the start date as stated on the [Fontys minor portal](#) or in the Minor Regulations.
4. High-achieving students can take a minor on top of the regular study programme of 240 credits. This is subject to the following conditions:

A student is able to follow an extra minor when he can achieve his bachelor degree within the study period of four years;

- with a weighted average grade of at least 7.0 for all tests taken thus far (including the propaedeutic year) and
- without any backlog in study progress

A minor that has been passed will be mentioned on the diploma supplement.

5. The Fontys Empower reorientation programme is open to students who have hit a roadblock in their studies. The programme has a study load of 30 ECTS credits. The regulations for this reorientation programme can be found on the [Pulsed](#) portal.

A student who has taken part in the Fontys Empower programme and has successfully completed all components of that programme may, on that basis, be granted an exemption for a minor, provided the student requests an exemption from the Examination Board of the programme in which they are enrolled, unless that programme does not offer a minor.

## Article 17 Education components - learning environment

1. Below is an overview of the educational activities, including BILL, offered by the programme



## Curriculum LM-IFBM cohort 2021

Curriculum LM IFBM Cohort 2021 (Blueprint)							
Propedeutic phase		Phase 2: Main phase				Phase 3: Graduation phase	
Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
PLA11 Project Market Research (5)	PLA21 Project Logistics (5)	HLA11 Project Logistics (5)	HLA21 Project Logistics (5)	HLA 31 Internship (20)	MINOR (30)	ALA11 Project Logistics (10)	ALA15 Graduation Project (30)
		SUF I (5)	SUF II (5)				
PLA12 Fresh Business Knowledge I+II (5)		HLA12 Fresh Business III (5)	HLA22 Fresh Business Knowledge III (5)				
PLA13 Fresh Business I (5)	PLA23 Fresh Business II (5)						
PLA14 Fresh Supply Chains I (5)	PLA24 Fresh Supply Chains II (5)	HLA14 Fresh Supply Chains III (5)	HLA24 Fresh Supply Chains IV (5)			ALA12 Project Market Research (10)	
PLA15 Fresh Economics I (5)	PLA25 Fresh Economics II (5)	HLA15 Fresh Economics III+IV (5)					
PLA16 Research Skills I+II (5)		HLA16 Research Skills III+IV (5)		HLA32 Business research (10)		ALA13 Research Skills (5)	
PLA17 Foreign language I (3)	PLA27 Foreign language II (2)	HLA17 Foreign language III+IV (5)					
PLA18 Study Career Management I (2)	PLA28 Study Career Management II (3)	HLA18 Study Career Management III+IV (5)				ALA14 Internationalization and professional development (5)	
60 ECTS		60 ECTS		60 ECTS		60 ECTS	
N.B.: Ik heb extra curriculair onderwijs aanbod uit de LM-IFBM Blueprint gehaald.							

Curriculum LM IFBM Cohort 2020 (Blueprint)									
Propedeutic phase		Phase 2: Main phase				Phase 3: Graduation phase			
Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024		
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8		
PLA11 Project Market Research (5)	PLA21 Project Logistics (5)	HLA11 Project Logistics (5)	HLA21 Project Logistics (5)	HLA 31 Work Placement (20)	MINOR (30)	ALA11 Project Logistics (10)	ALA15 Graduation Project (30)		
		SUF I (5)	SUF II (5)						
PLA12 Fresh Business Knowledge I+II (5)		HLA12 Fresh Business III (5)	HLA22 Fresh Business Knowledge III (5)						
PLA13 Fresh Business I (5)	PLA23 Fresh Business II (5)								
PLA14 Fresh Supply Chains I (5)	PLA24 Fresh Supply Chains II (5)	HLA14 Fresh Supply Chains III (5)	HLA24 Fresh Supply Chains IV (5)			ALA12 Project Market Research (10)			
PLA15 Fresh Economics I (5)	PLA25 Fresh Economics II (5)	HLA15 Fresh Economics III+IV (5)						ALA13 Research Skills (5)	
PLA16 Research Skills I+II (5)		HLA16 Research Skills III+IV (5)		HLA32 Applied research (10)		ALA14 Internationalization and professional development (5)			
PLA17 Foreign language I (3)	PLA27 Foreign language II (2)	HLA17 Foreign language III+IV (5)							
PLA18 Study Career Management I (2)	PLA28 Study Career Management II (3)	HLA18 Study Career Management III+IV (5)							
60 ECTS		60 ECTS		60 ECTS		60 ECTS			
Extra curricular		Extra curricular		Extra curricular		Extra curricular			
Foreign language V		Foreign language VI				Foreign language VII			

Curriculum LM IFBM Cohort 2019 (Blueprint)									
Propedeutic phase		Phase 2: Main phase				Phase 3: Graduation phase			
Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023		
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8		
PLA11 Project Market Research (5)	PLA21 Project Logistics (5)	HLA11 Project Logistics (5)	HLA21 Project Logistics (5)	HLA 31 Work Placement (20)	MINOR (30)	ALA11 Project Logistics (10)	ALA15 Graduation Project (30)		
		SUF I (5)	SUF II (5)						
PLA12 Fresh Business Knowledge (5)		HLA13 Fresh Business III (5)	HLA22 Fresh Business Knowledge III (5)						
PLA13 Fresh Business I (5)	PLA23 Fresh Business II (5)								
PLA14 Fresh Supply Chains I (5)	PLA24 Fresh Supply Chains II (5)	HLA14 Fresh Supply Chains III (5)	HLA24 Fresh Supply Chains IV (5)			ALA12 Project Market Research (10)			
PLA15 Fresh Economics I (5)	PLA25 Fresh Economics II (5)	HLA15 Fresh Economics (5)							
PLA16 Research Skills (5)		HLA16 Research Skills (5)		HLA32 Applied research (10)		ALA13 Research Skills (5)			
PLA17 Foreign language I (3)	PLA27 Foreign language II (2)	HLA17 Foreign language (5)							
PLA18 Study Career Management I (2)	PLA28 Study Career Management II (3)	HLA18 Study Career Management (5)				ALA14 Internationalization and professional development (5)			
60 ECTS		60 ECTS		60 ECTS		60 ECTS			
Extra curricular		Extra curricular		Extra curricular		Extra curricular			
Foreign language IV		Foreign language V				Foreign language VI			

Curriculum LM IFBM Cohort 2018 (Blueprint)									
Propedeutic phase		Phase 2: Main phase				Phase 3: Graduation phase			
Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022		
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8		
PLA11 Project Market Research (5)	PLA21 Project Logistics (5)	HLA11 Project Logistics (5)	HLA21 Project Logistics (5)	HLA 31 Work Placement (20)	MINOR (30)	ALA11 Project Logistics (10)	ALA15 Graduation Project (30)		
		SUF I (5)	SUF II (5)						
PLA12 Fresh Business Knowledge (5)		HLA13 Fresh Business III (5)	HLA22 Fresh Business Knowledge III (5)						
PLA13 Fresh Business I (5)	PLA23 Fresh Business II (5)								
PLA14 Fresh Supply Chains I (5)	PLA24 Fresh Supply Chains II (5)	HLA14 Fresh Supply Chains III (5)	HLA24 Fresh Supply Chains IV (5)			ALA12 Project Market Research (10)			
PLA15 Fresh Economics I (5)	PLA25 Fresh Economics II (5)	HLA15 Fresh Economics (5)							
PLA16 Research Skills (5)		HLA16 Research Skills (5)		HLA32 Applied research (10)		ALA13 Research Skills (5)			
PLA17 Foreign language I (3)	PLA27 Foreign language II (2)	HLA17 Foreign language (5)							
PLA18 Study Career Management I (2)	PLA28 Study Career Management II (3)	HLA18 Study Career Management (5)				ALA14 Internationalization and professional development (5)			
60 ECTS		60 ECTS				60 ECTS		60 ECTS	
Extra curricular		Extra curricular		Extra curricular		Extra curricular			
Foreign language IV		Foreign language V				Foreign language VI			

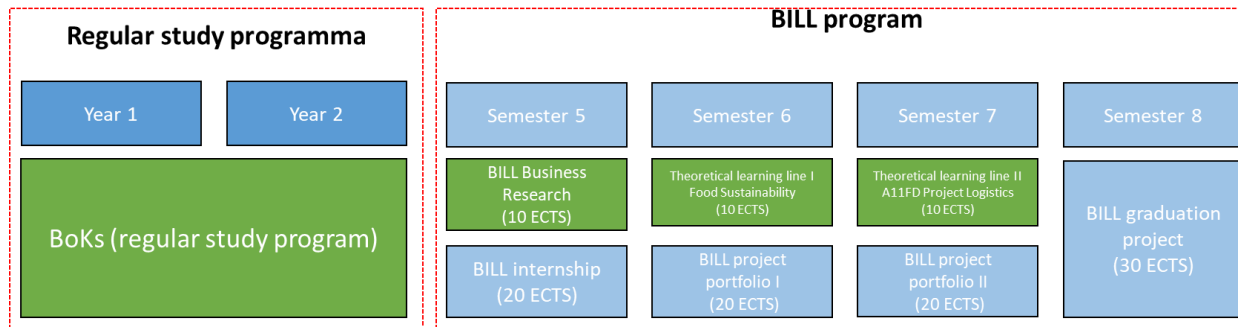
## Examination plan cohort 2021, 2020, 2019 and 2018

Fase 1 Exam Plan		Cohorts 2021, 2020, 2019 and 2018															
		Onderwijseenheden															
		PRO		FBK		FB		FSC		FE		RS		FL		PPD	
		PLA11	PLA21	P12		PLA13	PLA23	PLA14	PLA24	PLA15	PLA25	PL16		PLA17	PLA27	PLA18	PLA28
Competentie	leerdoelen			P12-1	P12-2							P16-1	P16-2				
BC1	BC1.1																
	BC1.2																
	BC1.3																
BC2	BC2.1																
	BC2.2																
BC3	BC3.1																
	BC3.2																
	BC3.3																
AC1	AC1.1																
	AC1.2																
	AC1.3																
AC2	AC2.1																
	AC2.2																

Fase 2 Exam Plan		Cohorts 2020, 2019 and 2018																	
		Onderwijseenheden																	
		SUF		PRO		FB	FBK	FSC		FE		RS	FL		PPD	WP	BR		
		SUF I	SUF II	HLA11	HLA21	H12	H22	H14	H24	H15		H16		H17		H18			
Competentie	leerdoelen									H15-1 BE	H15-2 AE	H16-1	H16-2	H17-1	H17-2	H18-1	H18-2	HLA31	HLA32
BC1	BC1.1																		
	BC1.2																		
	BC1.3																		
BC2	BC2.1																		
	BC2.2																		
BC3	BC3.1																		
	BC3.2																		
	BC3.3																		
AC1	AC1.1																		
	AC1.2																		
	AC1.3																		
AC2	AC2.1																		
	AC2.2																		

Fase 3 Exam Plan		Cohorts 2018						
		Onderwijseenheden						
		PRO-L	PRO-MR	RS	PPD	GP		
Competentie	leerdoelen	ALA11	ALA12	ALA13	ALA14	ALA15		
BC1	BC1.1						BC1.1	BC1
	BC1.2						BC1.2	
	BC1.3						BC1.3	
BC2	BC2.1						BC2.1	BC2
	BC2.2						BC2.2	
BC3	BC3.1						BC3.1	BC3
	BC3.2						BC3.2	
	BC3.3						BC3.3	
AC1	AC1.1						AC1.1	AC1
	AC1.2						AC1.2	
	AC1.3						AC1.3	
AC2	AC2.1						AC2.1	AC2
	AC2.2						AC2.2	

## Curriculum BILL Programme for LM-IFBM cohort 2019





## Overview BILL-programma\_Logistics Management: International Fresh Business Management

semester	Code	Onderwijseenheid	Pijlers BILL	Learning outcomes bacheloropleiding	EC
6	BILL 1.01	Theoretical learning line 1	Project Food Sustainability	BC2.1 – Strategie en beleid, BC2.2 – Versketenkennis, BC3.1 – Implementatieplan opstellen BC3.3 – Monitoring en controle	10
			Theoretical skills level 1*		
6	BILL-1.02	BILL projects 1			20
			Research skills level 1	BC1.1 – Project- en onderzoeksplan, BC1.2 – Gegevens verzamelen, BC1.3 – Methode en analyse BC3.1 – Implementatieplan opstellen	
			Professional skills level 1	BC3.2 – Ondersteuning bij uitvoering, AC1.1 – Samenwerken en organisatie, AC1.2 – Zelfreflectie, AC1.3 – Internationalisering, AC2.1 – Communicatie, AC2.2 – Vreemde talen	
			Ethical and social orientation level 1	AC1.1 – Samenwerken en organisatie, AC1.2 – Zelfreflectie, AC1.3 – Internationalisering,	
7	BILL 2.01	Theoretical learning line 2	A11FDXX Project Logistics	Zie leeruitkomsten van A11FD (OER LM-IFBM)	10
			Theoretical skills level 2*		
7	BILL-2.02	BILL projects 2			20
			Research skills level 2	BC1.1 – Project- en onderzoeksplan, BC1.2 – Gegevens verzamelen, BC1.3 – Methode en analyse BC3.1 – Implementatieplan opstellen	
			Professional skills level 2	BC3.2 – Ondersteuning bij uitvoering, AC1.1 – Samenwerken en organisatie, AC1.2 – Zelfreflectie, AC1.3 – Internationalisering, AC2.1 – Communicatie, AC2.2 – Vreemde talen	
			Ethical and social orientation level 2	AC1.1 – Samenwerken en organisatie, AC1.2 – Zelfreflectie, AC1.3 – Internationalisering,	

\* TBD by study programme

Toetsing theoretical learning line I: Research report and presentation

Toetsing theoretical learning line II: zie A11FD

2. The education components of the minors are described in the minor regulations. The regulations governing the minors offered across Fontys can be found at [www.fontys.nl/minors](http://www.fontys.nl/minors). The regulations governing minors specific to study programmes are included as an appendix 2 to this TER.
3. Any entry requirements a student must meet before participating in an education component are stated in the overview as referred to in paragraph 1.
4. Participation in education components in the post-foundation year phase is allowed after passing the foundation year examination. The Examination Board may grant permission to a student who has not passed the foundation year examination to participate in education components in the post-foundation year phase. (*Section 7.30 of the WHW.*)  
*In case a student achieved 45 credits after the first study year, she will be permitted in the post Propaedeutic Phase.*
5. *Enrolment in the education components proceeds as follows:*  
*Enrolment in the education components is not required*
6. The timetable is announced by way of <https://www.fontys.nl/roosters/FIBS/> no later than *three* weeks prior to the start of classes.
7. Students who have registered for an education component must ensure that they meet the entry requirements of that component. The overview in Article 17, paragraph 1, indicates the education components to which requirements apply for participation as well as the nature of these requirements. If the requirements concern compulsory attendance, students who are eligible for the Elite athletes scheme or the Student entrepreneur scheme can apply to meet this requirement in a parallel group or for exemption from this obligation (see also Article 12).

#### **Article 18 - Evaluation of teaching**

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

*Education will be evaluated as follows:*

*- Student evaluation at the end of each semester (digitally done, announced by study career coaches)*

*- Evaluation sessions with students (by quality coordinator)*

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

*The results of the evaluation of the BILL programme are reported to the management team, the IPC, others involved (such as lectorates and entrepreneurs) and to students during evaluation sessions. Actions for improvement will be determined by persons in charge.*

## Section 6 Tests, *evidence*, assessment and study progress

### Article 19 Types of tests - evidence

1. A test consists of/may consist of:
  - a. *one or more mandatory tests or mandatory partial tests (course based programme);*  
Or
  - b. *freely-chosen evidence evaluated as an assessment, such as a portfolio (practice based programme)*
2. Tests are conducted in writing or orally or in a fashion that combines both writing and oral delivery (e.g. product and presentation/interview).
3. An oral examination, including an assessment, is conducted by at least two examiners. *If only one examiner conducts the oral examination, the session will be recorded (audio or video) in order to have a second examiner make a second assessment based on this recording.* A report must always be drawn up of an oral test *on a specially designed evaluation form* an assessment of the quality of the evaluation 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.  
*The assessment of the BILL projects is described in the BILL Course manual. Students of BILL have formative assessments throughout the study year and one summative assessment at the end of semester 6 and 7.*
4. If a test consists of an assessment of freely-chosen evidence, the programme should allow the student to collect such evidence and receive feedback from the examiners, external experts and/or peers. The requirements that the evidence must meet are given in the [Course manual](#)

### Article 20 Tests and assessments

1. The Examination Board will designate one or more examiners for each test. An examiner can also be an external expert.
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 21 Content of tests, duration of the test, test aids and test timetables

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

### Article 22 Registration for tests

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

#### **Registration procedure:**

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

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

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

**Students who have already passed the test, have one opportunity to improve their grade and in this case the highest mark will count (see also Article 28.1). According to the regulations students must register themselves by sending an e-mail to [fibs-grades@fontys.nl](mailto:fibs-grades@fontys.nl) in the first month of each semester (before the 24<sup>th</sup> of September 2021 and the 25<sup>th</sup> of March 2022).**

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

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

2. Students who have failed to act in accordance with the registration procedure cannot sit the test.
3. *Students may cancel a registration for a test in accordance with the following procedure.*  
**Not applicable.**

#### **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 the 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.

**For all projects, including Work placement / Internship project, Business Report and het Graduation project test results will be announced within 15 days.**

**For the Graduation project, the results will be announced at the end of the graduation presentation.**

**See also the Examination overview for study year 2021-2022 in article 15.**

2. Students are entitled to inspect all assessed tests and the accompanying assessment criteria and to be given feedback on the results.
3. Inspection is subject to the procedure described below.
4. Feedback is given according to the following procedure.  
**Inspection and feedback is subject to the procedure described below.**  
**Within 2 weeks of the max. publication date of the results of the written tests the student will be given the opportunity to review the assessed test. During this period each student that took the test can get information about questions and**

assignments of the specific test and, of the norm that has been maintained for the assessment.

The executive committee of the examination board can determine whether the review will take place at an exact location and time or by appointment.

If the student concerned can prove that he was unable to be present at the arranged location and time due to force majeure, another option will be agreed upon.

5. *Students will receive written notification of their results at least once a year, from which notification students may derive rights.*

Students receive a general e-mail at least once a year with a link to the student's current academic accomplishments in Progress and the information how to receive an overview with the results authenticated with stamp and registered signature at the Student Service Centre.

#### **Article 26 Inability to sit tests**

1. Students who have acted in accordance with the registration procedure described in Article 22 but who are unable to sit the test for reasons beyond their control, the legitimacy of which reasons is subject to assessment by the Examination Board, may apply to the Examination Board to sit the test within a period of time to be set by the Board. The student in question must have notified [FIBS-Grades@fontys.nl](mailto:FIBS-Grades@fontys.nl) by email before the test that he/she has been prevented from sitting, including the reasons for not attending.
2. The application referred to in the previous paragraph must be submitted in writing to the chairman of the Examination Board and include the necessary evidence (see Article 38 (3)). The Examination Board will then take a decision and inform the student concerned. If the request is granted, the Examination Board will set a date, time and place for the test. Any rejection of the request will be substantiated and the student will be informed of his right to appeal. In assessing the request, the Examination Board's primary criteria are the obstruction of the study progress and the student's personal circumstances.
3. If such a request relates to a test of a minor offered across Fontys, the student must direct the request to the coordinating institute responsible for the minor, as described in regulations governing the minor

#### **Article 27 Request for a review**

1. Students who do not agree with an assessment can submit a request for a review of the assessment to the Examination Board within 4 working weeks after the date of the assessment (see Article 38 (3) of these Teaching and Examination Regulations and Article 44 of the Students' Charter). The Examination Board must take a decision within 4 work weeks at a maximum.
2. Students may also appeal directly to the Examination Appeals Board within 6 calendar weeks after the date of the assessment via [www.fontys.nl/studentenloket](http://www.fontys.nl/studentenloket). (see Article 45 and Article 46 of the Students' Charter).

#### **Article 28 Resits**

*Paragraphs 1 en 2 apply to course-based programmes. Paragraph 3 applies to practice-based programmes (BILL).*

1. Tests are conducted at least twice an academic year.  
Students can resit components marked with a pass no more than once, and at least once, in which case the highest mark will count.  
*For the practical tests referred to below, resits only take place in the following academic year: (in case there is not enough time to successfully complete the resit (retake) before the end of the academic year):*
  - Internship
  - Business Research
  - Graduation assignment
  - Projects year 1,2,and 4
  - SUF 1 And SUF 2 in the second year
  - BILL
2. At least two opportunities to take tests that assess the material they have learned will be offered. Following these two test opportunities, the material to be studied for the test may be adapted to the

material offered in the teaching block prior to the test. An up-to-date description of the material to be tested can be found [on the FIBS portal in the course manuals](https://portal.fontys.nl/FIBS/IFBM) (portal.fontys.nl/FIBS/IFBM – propaedeutic phase, main phase of graduation phase).

Also further requirements regarding the Internship, Business Research and Graduation assignment can be found on the FIBS portal <https://connect.fontys.nl/instituten/fibs/StudyProgrammes/IFBM/>

When a phase is administratively closed, it's no longer possible to retake modules that already have been achieved successfully. A phase is administratively closed when a student passed all exams concerning this phase.

3. *If a test consists of an assessment of freely-chosen evidence, then the programme should offer the student the following option of improving or supplementing the evidence.*  
For the BILL projects, the institute offers the opportunity for a resit. For more information see the [BILL Course manual](#)

#### **Article 29 Period of validity of results - evidence**

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

#### **Article 30 Final paper - Knowledge bank**

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

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

For registration in the HBO knowledge database, a minimum grade of 7.5 is required and both the student and the company must give their approval. For further information, see <https://connect.fontys.nl/instituten/fibs/StudyProgrammes/GP> step 'Hand in your graduation report'.

#### **Article 31 Study progress**

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

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

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

1. During the first year of enrolment in the foundation phase of a bachelor study programme and, where possible, prior to the start of the second semester, the student is given advice on his study progress.



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

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

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

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

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

If a student has passed tests representing the value of 20 to 25 credits, but also received the notification that at the end of the academic year at least **45** credits and a “passed” for P14 Fresh Supply Chains must have been obtained.

If a student has passed tests representing less than 20 credits, also received the notification that at the end of the academic year **45** credits and a “passed” for P14 Fresh Supply Chains must have been obtained, to prevent a binding negative advice at the end of the first study year. In addition this student is under obligation to present a ‘study agreement’ to his study career/PPD coach within 2 weeks.

2. The study programme must give students advice regarding the continuation of studies in writing before the end of their first year of enrolment (12 months) in the foundation phase. Advice may be related not only to the continuation of the study programme, but also to the main subject the student may take. Advice regarding the continuation of studies can be negative (binding negative study advice), meaning that the student’s enrolment in that particular study programme will be terminated and that he 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 student coach or student counsellor the moment they occur.

If the student misses the deadline for reporting special circumstances, the Examination Board will examine whether it was excusable for the student to miss the deadline for reporting those circumstances.

Engaging in top-class sports activities by students who have been granted a Top-Class Sport or Talent status are entitled is regarded as a special circumstance, on the basis of which the delivery of advice regarding the continuation of studies can be deferred. *A minimum number of credits these students must earn in order to be eligible for such postponement has been established.*

The practice of running a business of his own by student entrepreneurs who have been awarded student entrepreneur status, as defined in the Fontys Student 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:  
*name criteria*

The student has achieved the norm of **45** credits and a “passed” for P14 Fresh Supply Chains within 12 months of enrolment.

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

*name criteria*

The student has obtained **less** than **45** credits and/or a “failed” for P14 Fresh Supply Chains within 12 months of enrolment

*Students who have been granted a Top-Class Sport or Talent status as referred to in Article 32(3) must have earned at least **45 credits** in order to be eligible for postponement of their study advice. The minimum number of credits which that must be achieved to qualify for that deferral for student entrepreneurs is **45 credits***

5. Where there are special circumstances as defined in paragraph 3 of this article which may have had an influence on the credits the student obtained, the delivery of advice regarding the continuation of studies may be deferred until the end of the second year of enrolment or until the end of a shorter period. At the end of the second year or the shorter period, there will be a further review of whether the student has met the criteria for a positive study advice as defined in paragraph 4.
6. Students who seek the termination of their enrolment during the first year of enrolment will be given a warning from the director stating his expectation that they may not be suitable for the study programme. The director must seek the advice from the Examination Board before doing so. The number of months of enrolment students have left before being given advice regarding the continuation of studies must also be determined in the event the student should decide to enrol in the same study programme at a later date (see also Article 35).

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

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



## Section 7 Graduation

### Article 34 Examinations - certificates - diploma supplement

1. Students have passed the examination of the foundation year or the study programme if they have passed all units of study which form part of the foundation year or the study programme, as referred to in Article 15. (*Section 7.10 of the Act.*)
2. Certificates are given at the following occasions:
  - on passing the foundation year examination;
  - on passing the study programme's final examination.
3. The certificate will only be given after it has been established that the student is enrolled and has paid his tuition fees for all the enrolment years. (*Section 7.11 of the WHW.*)
4. After successful completion of the examination, the Examination Board awards the certificate. The certificate is dated on the date of the student's final academic activity (test or assessment). The certificate of a study programme comes with a diploma supplement. This diploma supplement may include mention of a student's board activities (see Article 11). Students who have served as members of the Examination Appeals Board may also request that activity to be included on their diploma supplement.  
The Examination Board will determine whether a student has passed within a maximum of eight calendar weeks after the student's final academic activity (test or assessment).  
If the student wishes for the certificate to be dated later, the student must postpone the completion of his final academic activity (test or assessment).
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 study programme examination.  
For the study programme's examination the **Bachelor of Science** degree is awarded.
6. The award ceremony takes place at a time decided by the institute.  
Students who passed the study programme examination and have requested the postponement of the award of the certificate may be issued a statement that the study programme degree has been conferred on them. (*Section 7.11 of the WHW.*)
7. *The certificates of students whose performance has been extraordinary will state the distinctions referred to below.*

*The distinction 'cum laude' is the highest degree possible.*

*Students will be awarded the distinction 'cum laude' if they meet the following criteria:*

#### **“With honours” / “Cum laude” (post propaedeutic phase)**

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

*Students will be awarded the distinction ‘with merit’ (in Dutch “met genoegen”), if they meet the following criteria:*

#### **“With merit” / “met genoegen” (post propaedeutic phase)**

the student has achieved a weighted average grade of 7.0 or higher for the post-propaedeutic components (modules) of the study programme. Results for the minor, exemptions and modules graded with ‘passed / failed’ are not included.

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

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

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**Article 35 Statement on departure**

1. Every student who seeks to terminate his enrolment without having passed the study programme's final examination will be invited for an interview.
2. At the student's request, the student may be issued a statement listing any results achieved.
3. The statement must specify that the interim examination test results will in principle be valid for **ten** years. The statement can include a reservation in the event of a substantial overhaul of the study programme. (See Article 29.)

**Article 36 Transfer**

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

*There are no specific arrangements regarding student transfers.*

## Section 8 Irregularities and fraud

### Article 37 Irregularities and fraud

1. If irregularities are discovered in connection with a test, as a result of which the Examination Board cannot guarantee the test's quality and any of its results, the Examination Board may forgo having the test checked, or declare a test result void. In such cases, the Examination Board must ensure that an opportunity to resit the test in the near future is offered to the affected students.
2. If a student is guilty of an irregularity committed with respect to (a component of) an examination or fraud, the Examination Board may exclude the student from sitting one or more tests of the study programme for a period to be determined by the Examination Board but which will not exceed one year. If the test has already been assessed, the result will be declared void.  
[See also the FIBS Fraud Policy in Appendix 5.](#)
3. In the case of serious fraud, the Examination Board can propose to the Executive Board that the enrolment of the student involved be prematurely terminated (*Section 7.12b of the WHW.*)
4. If the irregularity or fraud is only discovered after the examination, the Examination Board may withhold or claim back the certificate of the study programme or decide that the certificate will not be issued unless the student sits a new test or examination in the components to be determined by the Examination Board and in a fashion to be determined by the Examination Board.
5. Before taking a decision, the Examination Board will hear the student and any other interested parties. A report will be drawn up of this hearing, of which a copy is forwarded to the student. The Examination Board must notify the student of its decision without delay, which notification can be given orally if required but must in any event also be issued in writing. Furthermore, the student is informed of his right of appeal.
6. The Examination Board makes up a report of its decision and the facts it is based on.
7. [Examiners of Fontys International Business School use software programs to detect or track down plagiarism.](#)
8. [Violating the rules as laid down in the ' examination protocol ' falls within the definition of fraud. This applies also to non-permitted use and carrying informative items. Informative items that are allowed are stated thoroughly on the exam cover page.](#)

## Section 9 Examination Board, appeal

### Article 38 Examination Board

1. The institute director establishes an Examination Board for each study programme or group of study programmes.
2. The Examination Board's duties and responsibilities are laid down in the WHW. (*Sections 7.12, 7.12b and 7.12c of the WHW*). These include the following duties and responsibilities:
  - responsibility for guaranteeing the quality of testing;
  - responsibility for guaranteeing the quality of the organisation of and the procedures surrounding tests and examinations;
  - to determine objectively and professionally whether a student has passed an examination;
  - to award certificates and the diploma supplement;
  - to determine alternative tracks;
  - to assess applications for exemptions and reviews and to award applications for special facilities;
  - to determine whether an examination has been conducted in a way other than that prescribed in the TER;
  - approval of the details of a foreign minor or external minor;
  - to give advice to the institute director on advice regarding the continuation of studies to be issued;
 The composition of the Examination Board can be found in the [Appendix 4 'Composition of the Examination Board'](#).
3. An application to the Examination Board can be submitted to <https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard> (see also Article 26(2) and Article 27).

### Article 39 Appeals

Students who do not agree with a decision of the Examination Board can lodge an appeal against this decision within six calendar weeks after the date of the decision with the Examination Appeals Board via [www.studentenloket.nl](http://www.studentenloket.nl) (see Articles 45 and 46 of the [Students' Charter](#)). (*Section 7.61 of the WHW*.) Students can contact the Student Counselling Office ([iStudent@fontys.nl](mailto:iStudent@fontys.nl)) for help on lodging an appeal.

## Section 10 Retention and hardship clause

### Article 40 Retention of documentation

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

### Article 41 Hardship clause

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

## Section 11 Final provisions and implementation

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

1. The TER applies to all students enrolled in the study programme in question during the 2021-2022 academic year, unless otherwise stated below.
2. The general section of these regulations and any amendments thereto will be established by the Executive Board, after having obtained the consent of the students' section of the Central Participation Council. PC's will be given an opportunity to issue advice to the CPC. That general section of the TER constitutes the basis on which the study programme-specific TER for each study programme will be drawn up before being submitted to the Examination Board for their advice and the (joint) PC and IPC for their advice/consent. The (joint) PC advises the institute director and sends its advice to the IPC for informational purposes. The IPC advises the institute director and sends its advice to the (joint) PC. The establishment of and amendments to the study programme-specific TER are effected following a proposal from the institute and require the consent of the students' section of the competent IPC and the (joint) PC. (see Sections 10.3c, 10.20 and 7.13 of the WHW.)
3. The text of the TER can be amended if warranted by changes to the organisation or organisational components with due observance of the provisions of paragraph 4. In the event of an interim change, the procedure as described in paragraph 2 applies.
4. If the interests of an individual student are prejudiced as a result of interim amendments of the regulations, the student may submit a written application to the Examination Board to protest against the amendment of the rules. The Examination Board examines the student's application and bases its decision on a weighing-up of the interest of the individual student on the one hand and the interest of the quality of the study programme on the other.
5. The institute director adopts the study programme-specific TER before 1 June of the academic year preceding the academic year that starts on 1 September. He ensures the publication of the study programme-specific component of these regulations and any amendments thereto by making them available for inspection with the secretariat of the study programme and placing them on the website.
6. *The official title of these rules is 'General Section of the Teaching and Examination Regulations of Fontys'.*

The official title of the TER of the Bachelor's programme is **the institutional section of the TER 2021 – 2022 from Fontys International Business School from the bachelor study Logistics Management - International Fresh Business Management.**

### Article 43 Transitional provisions

When a study programme is subject to a substantial overhaul, the following transitional provisions will apply. *After the last regular activities of the 'old' programme and the related test or examination have been completed, this test or examination will be held two more times by way of resits. After that, it will be decided which test or examination that is part of the 'new' programme the student must sit to replace the 'old' one.*

See <https://connect.fontys.nl/instituten/fibs/Institute/Pages/OER.aspx> voor de specifieke informatie per cohort/opleiding.

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

### **2. Facilities for students**

Information on facilities for students can be found at:

- the institution-specific section of the Fontys Students' Charter ([www.fontys.edu/rules](http://www.fontys.edu/rules))
- the website of the Students Facilities Department (<http://www.fontys.nl/studentenvoorzieningen>)
- the website of [Fontys Study Abroad](#)
- the intranet site of the institute (<https://connect.fontys.nl/instituten/fibs/> )

### **3. Study support**

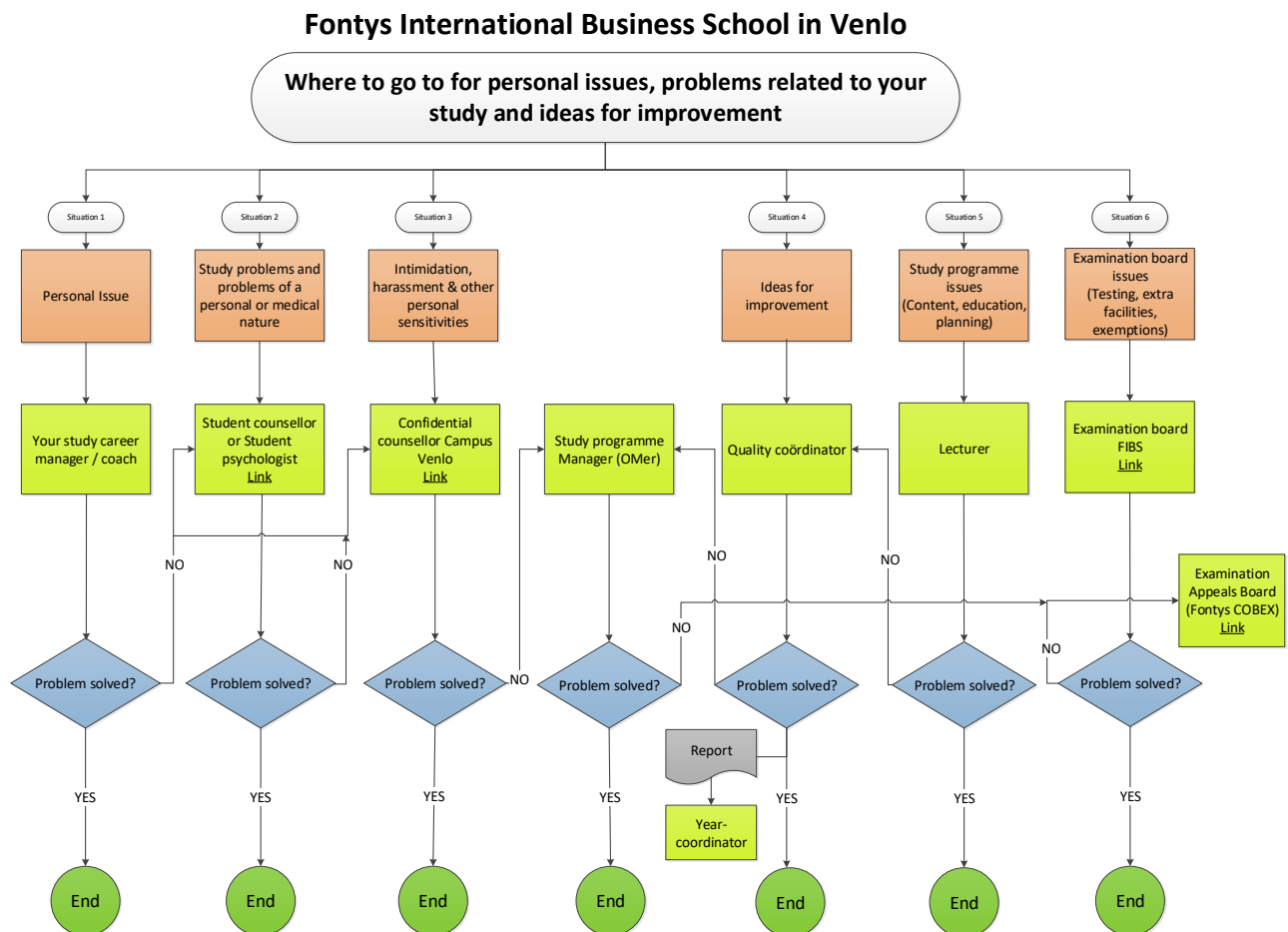
Information on study support can be found in:

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

## 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.*

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





## Appendix FIBS Teaching and Exam Regulations academic year 2021-2022



## Appendix 1 FIBS Exemption policy study year 2021-2022

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### 1) Introduction

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

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

### 2) Attention points for obtaining exemptions

Exemptions can be requested based on:

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

Exemption from an educational activity can be granted if the student took a module/course with the same content and workload (possibly elsewhere) of at least equal (higher education) level and completed the module/course successfully.

Students who switch programs within FIBS, or Fontys, must also apply for an exemption from the completed FIBS / Fontys module(s) via the regular procedure.

Note:

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

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

### 3) Request for exemption for one or more educational activities

Every student who believes that he/she is qualified to fast-track his/her study and/or graduate sooner hand in a motivated request with the Examination Board of FIBS by use of the online *Exemption Form* on the portal <https://connect.fontys.nl/instituten/fibs/Institute/ExamBoard>.

The student must include a written motivation with the exemption request. In addition, the student needs to hand in documents that prove the relevancy of the request, such as:

- certified copy of the diploma with a related higher education programme
- Certified copy of the study certificate obtained and the study material of the course followed tot are related to the exemption applied for.

The exemption request should be submitted to the Examination Board during the **first four weeks** of the semester in which a student takes a course for the first time. Requests that are handed in after this deadline will not be accepted anymore.

### 4) Granting an exemption

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

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

The decision whether or not an exemption is granted will be communicated by the Examination Board before the (closure of the) first registration period of the test concerned by e-mail to the Fontys student e-mail address.

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

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

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

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

## 5) Exemption propaedeutic exams

A student can apply for an exemption from all propaedeutic exams, e.g. because he/she holds a Dutch or foreign diploma that is of at least equal level (see TER 2021-2022 as well as art. 7.30 of the Law):

TER art. 6, par. 1:

"The institute director can exempt a student from the foundation year examination if the student holds a diploma, Dutch or foreign, which is at least equivalent. (Section 7.30 of the *WHW*.) (In the case of students who hold a foreign diploma, also see Article 3.)"

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

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

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

There are two deadlines in the application for exemption from propaedeutic exams, being:

- no later than 15 June (decision by 1 August)
- no later than 15 August (decision by 31 August)
- no later than 15 January for the February intake (decision by 31 January)

## 6) Revised decision of the Examination Board / appeal procedure

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

The students also has the possibility to object with the Board of Appeals for Examinations in Eindhoven within six weeks.



## Appendix 2a Minor regulations – 2021-2022

### Minor International Business Management

#### 1. Name minor: International Business Management

#### 2. English name: International Business Management

#### 3. Content of minor

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

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

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

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

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

Two general courses are offered in this minor programme: International Management and International Marketing. Next to these courses students could choose a specialization course: Global Sport Marketing, Business Psychology, Individual Research and Report Writing, Leadership and Coaching, Event Management, PR&Social Media and International Customer Insights. In depth information about the courses is available in the Minor Manual.

#### Resume for diploma supplement

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

study together. This creates an exciting and dynamic classroom setting where students solve business challenges in intercultural and interdisciplinary groups.

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

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

#### 5. Enrolment in the education components

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

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

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

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

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

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

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

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

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

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

Request concerning the examination could be posted to the exam committee: [fibs-examencommissie@fontys.nl](mailto:fibs-examencommissie@fontys.nl)

#### 9. Validity

This information is valid for the academic year 2021-2022.

## **10. Entry requirements minor**

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

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

## **11. Not accessible for**

Students who study at Fontys International Business School. Only students from other institutes are allowed to participate in the minor International Business Management. Except for IFC students who have to follow the mandatory course International Marketing.

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



## Appendix 2b Minor regulations – 2021-2022

### Minor Doing Business in and with Europe

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

### 3. Content of minor

Home to 500 million consumers, Europe, or more clearly the European Union (EU), is one of the major regions in the global economy and one which offers many and varied business opportunities to both European businesses and foreign investors. Since the establishment of the European Single Market, hundreds of technical, legal and bureaucratic barriers to free trade and free movement between the EU's member countries have been abolished. In the EU's single market people, goods, services, and money can move around the EU as freely as within a single country. As a result, companies have expanded their operations and foreign investors are attracted by the possibility to gain access to this huge opportunity. At the same time, the EU still represents a region which is highly diverse in language, culture and geography. 27 countries are members of the European Union with 6 countries waiting for membership. Uniting economic, political and cultural interests is a challenging task and one which has led to much turbulence in recent years.

This course offers you a chance to learn about this fascinating region while living and studying in Venlo – an area which is a key logistics and supply-chain hub to Western Europe. All courses are delivered in English and designed to build an understanding of the business environment in Europe. This is done in mandatory modules: seminar on European Regions, Clusters, Cultures and People and a major project on internationalisation of business within or into Europe. Students are offered a range of elective modules which allows for flexible choices.

### Resume for diploma supplement:

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

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

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

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



## 5. Enrolment in the education components

Students do have to enrol in Progress until the communicated deadline in Progress. The Minor accepts a maximum of 100 FIBS students, and 20 exchange students. Students who would like to have more information about the enrolment, or would like to have advice about their deepening course, could contact [fibs-minors@fontys.nl](mailto:fibs-minors@fontys.nl).

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

Study load	Module	Type of Assessment	Individual or group	Grading scale	Passing grade
10	Project: Internationalisation Strategy – Expand into/in Europe	Report and presentation	Individual	1-10	5.5
5	European regions, clusters, culture and people	Portfolio	Individual	1-10	5.5
5	**Elective 2: European Economics, trade and law	Written Exam	Individual	1-10	5.5
5	**Elective 3: International taxation	Written Exam	Individual	1-10	5.5
5	**Elective 4: Fresh Supply Chain and Logistics (Euregion focus)	Written Exam	Individual	1-10	5.5
5	**Elective 5: Marketing in Europe	Presentation	Group	1-10	5.5
5	**Elective 6: Current Affairs in Europe	Portfolio	Group	1-10	5.5
5	** Elective 7: Cross Border Business Development Research Project	Research report	Group	1-10	5.5
6	**Elective 8: Sustainability in European Business	Academic poster presentation, Reflection and Report	Individual	1-10	5.5

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

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

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

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

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

Request concerning the examination could be posted to the exam committee: [fibs-examencommissie@fontys.nl](mailto:fibs-examencommissie@fontys.nl)

## 9. Validity

This information is valid for the academic year 2021-2022.

#### **10. Entry requirements minor**

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

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

#### **11. Not accessible for**

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



## Appendix 2c Minor regulations – 2021-2022

### Minor FUN

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

### 3. Content of minor

In this module, students will work on an interdisciplinary and international project in Agri- and Bio-economics at JAMK University (Finland), Writtle University College (UK) and Fontys International Business school (NL).

Students show their capabilities by applying their competences in a team of students from different and complementary backgrounds and universities. Students gain experience of three different professional backgrounds and cultures within one semester, studying and living in all three countries.

During this international semester, the students will develop, divided in small international and interdisciplinary groups, their own agricultural product. This new product or product differentiation will be based on fundamental market and consumer research in three countries of the participating institutions.

Students will study in three places, according to their exchange at the respective institutes; lecturers from all three universities will be available for all students during the semester. Evaluation moments will be held at the end of each phase (5-week period at hosting university).

This module features therefore three innovative elements:

- Interdisciplinary research
- An international and cross-cultural experience

Credits: 30

Period: Spring 2022: February-June (Block minor)

Partner universities: Writtle College (UK), JAMK (Finland)

### Resume for diploma supplement

In this module, the student worked on an interdisciplinary and international project in Agri- and Bio-economics at JAMK University (Finland), Writtle University College (UK) and Fontys International Business school (NL).

The student showed her/his capabilities by applying their competences in a team of students from complementary backgrounds and universities. The student gained experience of three different professional backgrounds and cultures within one semester, studying and living in three countries.

During this International semester, the student developed, divided in small International and interdisciplinary groups, her/his own agricultural product. This new product or product differentiation was based on fundamental market and consumer research (conjoint analysis) in all three countries of the participating institutions.

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

*The International Minor FUN Euregional consists of the following courses:*

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

#### 5. Enrolment in the education components

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

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

The students submit 11 deliverables (4+3+4, see below the test overviews) for the minor:

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

**Tests per college: Fontys, Writtle and JAMK****Fontys (10 EC)**

Course element	Test type	Individual/Group	Scale	Weight	EC	Progress code	Mark type
Research skills, Consumer behavior & project	Written exam; Report	Individual	1-10	50%	5	FUN11	0-100%
Project	Presentation	Group	Bi-nominal	50%	5	FUN12	pass / fail
In total				100%	10 EC		Average percentage FUN 11-12

**Writtle college (10 EC)**

Course element	Test type	Individual/Group	Scale	Weight	EC	Progress code	Mark type
1	written report on ind. topic	Individual	1-10	50%	5	FUN21	0-100%
2	Presentation	Group	Bi-nominal	50%	5	FUN22	pass or fail
In total				100%	10 EC		Average percentage FUN 21-23

**JAMK (10 EC)**

Course element	Test type	Individual/Group	Scale	Weight	EC	Progress code	Mark type
1	Learning diary	Individual	Bi-nominal	20%	1	FUN31	Pass or fail
2	Written report ind.	Individual	1-10	20%	1	FUN32	0-100%
3	Topic presentation	Group Present.	1-10	60%	4	FUN33	0-100%
In total				100%	10 EC		Av. % FUN 32-33

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

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

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

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

Request concerning the examination could be posted to the exam committee:

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

## **9. Validity**

This information is valid for the academic year 2021-2022.

## **10. Entry requirements minor**

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

## **11. Not accessible for**

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

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

**Appendix 1:**

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

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

# Test Policy

Fontys International Business School



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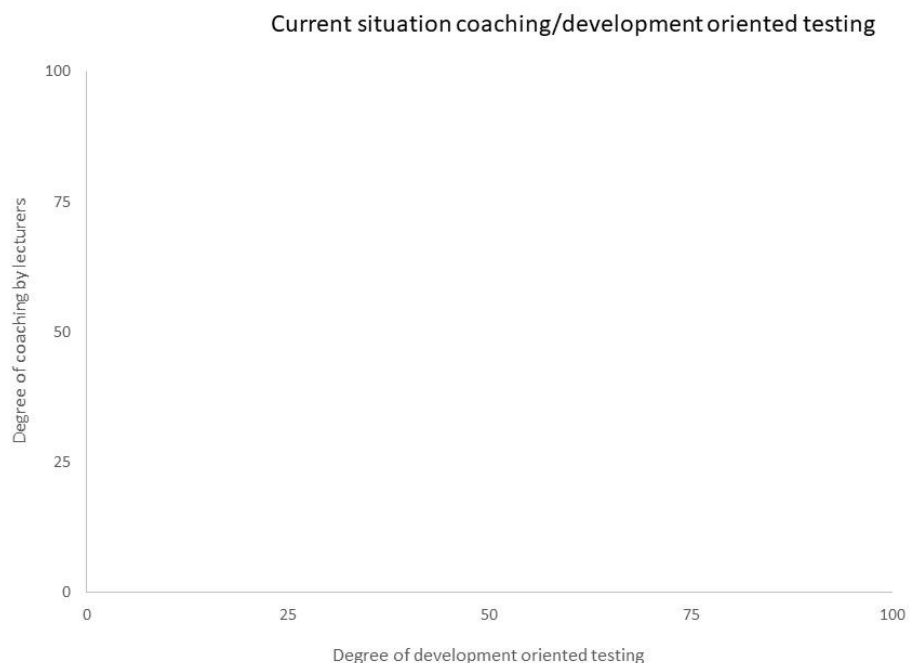
## 1. Introduction

Fontys International Business School (FIBS) is part of Fontys University of Applied Science. In 2018 FIBS formulated her renewed educational vision for her four study programs: FIBS Educational vision and its' justification. From 2018, FIBS is implementing this vision in different phases. FIBS is phasing out the former vision (Framework FIHE 2010-2013).

The renewed educational vision led to a renewed vision on testing. This renewed vision is the backbone of the test policy. "A test policy is a set of agreements, both substantive and procedural, on testing and assessment (Sluijsmans, Joosten-ten Brinke & Schilt-Mol, 2015)."

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

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



*Fig 1: Current situation coaching/development oriented testing*

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

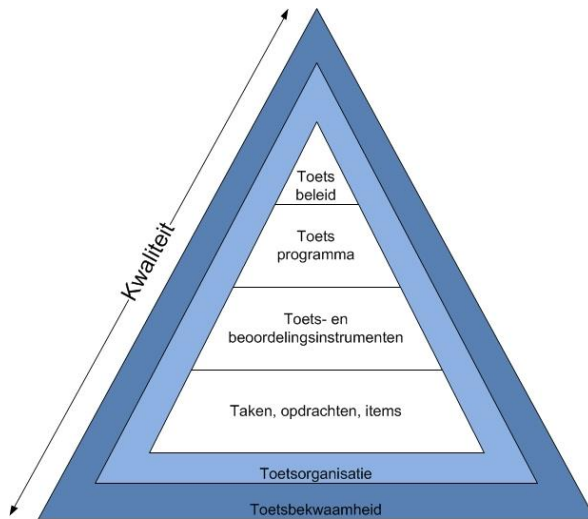
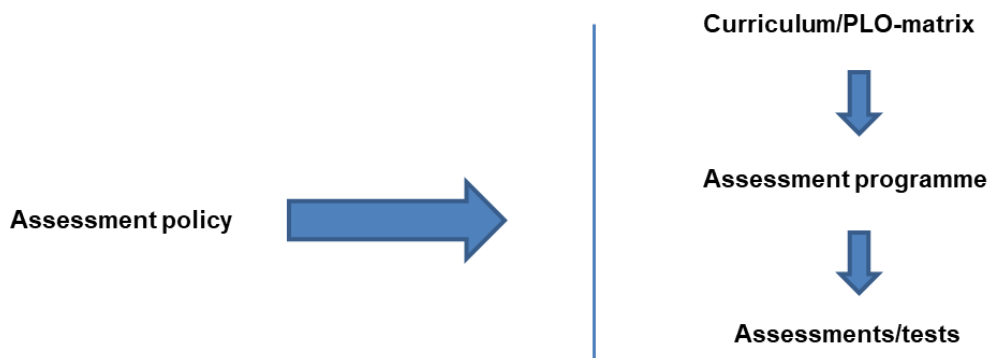


Fig 2: The quality pyramid for testing and assessment (Sluijsmans, Peeters, Jakobs & Weijzen, 2012)

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



of test policy within FIBS

Fig 3: The role

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

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

## 2. Desired structure of test programme and education programme

The goal of each programme is to prepare the student to demonstrate his or her start competency. The student demonstrates the start competency via the graduation phase.

"In order to assess the student's professional competence, the graduation programme consists of a series of tests that provide information about the student's professional thinking and working (Van der Vleuten et al, 2012)."

"The tests in a graduation programme are the professional assignments that the student is required to complete, and which demonstrate the range of the student's work performance in order to come up with a valid and reliable assessment of the student's professional competence (Sluijsmans et al, 2014)."

The propedeutic phase and the main phase prepare the student for the graduation phase. To achieve that goal, the programme uses a balanced combination of formative and summative tests. To prepare the students for tests, the programmes contain modules connected to one or more learning outcomes, belonging to the level of ability of the student. The levels of ability are 'hoofdphasebekwaam' (end of the propedeutic phase), 'afstudeerbekwaam' (end of the main phase) and 'startbekwaam' (end of the graduation phase).

Modules, learning outcomes, tests and levels of ability are consistent. This can be seen in the test programmes. The consistency of the programme can be found in the blueprint of each programme. The blueprint includes also the obtainable credits and is published in the OER. The course manual of each module includes the corresponding information about testing (the link with learning outcomes, the way of testing and the grading criteria).

In the accountability document each programme describes the way in which the programme works towards the start competency in the graduation phase. The degree programme explains also the composition of the test programme based on the the national framework and the vision on education.

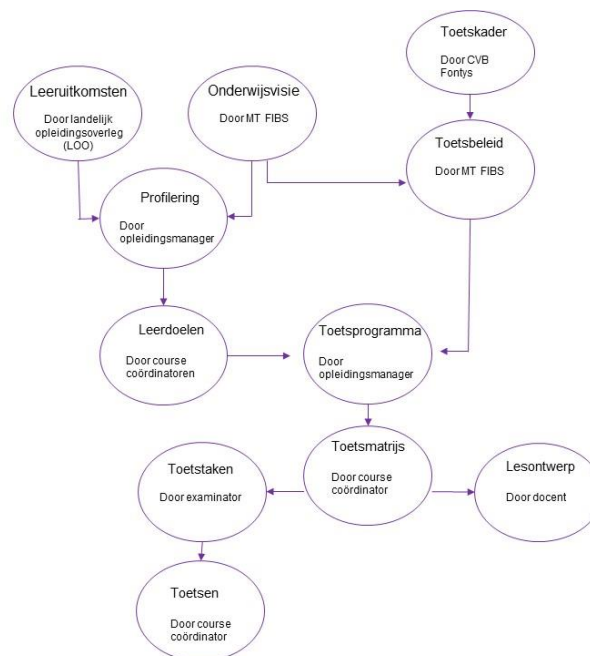


Fig. 4: Process 'From learning outcomes to testing'

### 3. Vision on testing

#### Testing steers learning

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

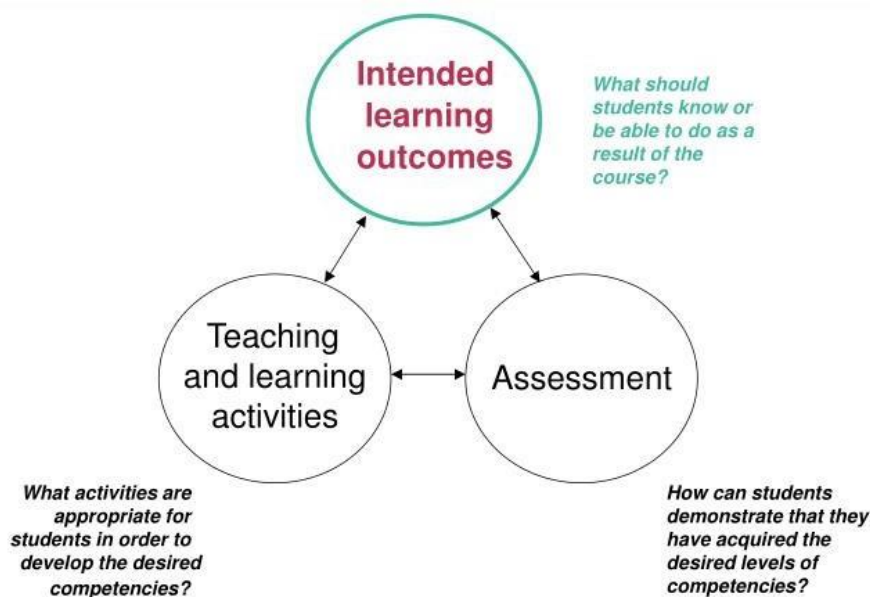


Fig. 5: Constructive alignment (Biggs & Tang, 2011)

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

#### Summative testing

Summative testing at FIBS takes place in authentic/practical situations or is derived from practical situations. Internships and the Start-up factory are examples of these authentic practical situations in which FIBS assesses. Students deliver authentic professional products, assessed in a summative way. If assessing in a practical situation is not possible, for example in case of knowledge testing, we use real life business cases/situations as starting point for the questions in a test. Summative testing is used to decide about pass or fail (expressed in a grade or wording), it is used as a qualification tool. If a student passes a summative test, the student meets the requirements, he is qualified. He has the knowledge, the insight, the skills and the attitude required after completing the study component (module). In this way, the summative test is used as a closure to decide whether student can obtain credits.

## Professional Products

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



Naar Losse, 2016

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

## Diversity of assessment methods

Every student is unique and has his own background, needs, interests and way of learning. FIBS has students from all over the world with a different mother tongue, culture and background in learning. These students have different experiences with previously followed education. On this basis their expectations may differ. It is important to manage the expectations using the blueprint and the course manual in which expected learning outcomes are the starting point of modules. Both in the education offered and in the test programme, the diversity must be taken into account. A good mix of assessment methods ensures that the student gets the chance to show his strengths.

In addition, it is important that different assessment methods are used to make a statement that is as valid and reliable as possible about the competencies of a student. This could for example include written tests, oral tests, skill tests and competency assessments.

## Learning outcomes and assessment methods

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



Fig 7: Taxonomy of Bloom

## Types of testing

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

## **Formative testing**

FIBS' educational principles start from personalised learning (Meijer, 2017). By taking the student as starting point and giving him autonomy, he will get responsibility for his own development (FIBS educational vision and it's justification 2018). In the opinion of FIBS, formative testing is a way to give both students and lecturers information about the development of the student. Based on the feedback from a formative test, the student is able to plan his own development. FIBS defines herself as a professional learning community. In that community, both students and lecturers reflect continuously on learning and the impact of learning on the changing environment. "FIBS aims to be a professional learning community in which students and teachers constantly reflect on learning and the effect it has on the changing environment" (FIBS Staff Policy, 2018).

At FIBS, the student is being prepared to deal with an ever changing society in which he / she can adapt and develop, based on his / her talents, to meet the rapidly changing environment. Therefore a basic knowledge is important, from which a student needs to be able to reflect to take the right actions. Next to the knowledge component, the development of a student is influenced by attitude, skills, ethics and values. Feedback contributes to the development of self-regulating learning among students. Hattie & Timperly (2007) en Shute (2008), argue that feedback is an essential element of formative testing. Sadler (1989) explicitly describes the importance of assessment skills in the process of self-regulation. The educational process must offer students the opportunity to develop these skills so that they are not solely dependent on the judgment of the lecturer. Formative testing offers both students and lecturers the opportunity to develop these skills and thus contributes to their ability to adapt to the rapidly changing environment. Formative tests can be conducted in several ways: in class, per projectgroup, individually. All, in either online or off-line situations.



## 4. Frameworks and guidelines for testing and assessment

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

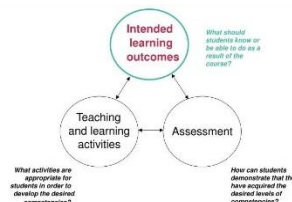
Students demonstrate that they have met the learning outcomes necessary for performing the professional task. As much as possible, testing is in line with professional practice and with the student's degree of self-management and personal responsibility. Assessment is made on the basis of:

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

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

### Frameworks and guidelines for testing

1. All study units are based on learning outcomes and will conclude with a summative test. To avoid excessive testing, the aim is to test only units of at least 5 EC. Modules that last longer than a semester will be split into 2/3 or 3/2 testing in order to maintain educational feasibility.
  - a. Learning outcomes are developed into learning objectives.
  - b. All learning objectives will be tested.
  - c. A test can consist of subtests of a minimum of 2 or 3 EC in case a module is spread over an academic year. The course manual explains how these relate to each other.
  - d. All results are recorded in Progress.
2. A test is designed based on the learning outcomes, followed by the lessons (constructive alignment, Biggs & Tang, 2011).
  - a. A testing programme is developed based on the learning outcomes
  - b. A test matrix is made (per module) based on the testing programme. This serves as the blueprint for the test that is to be written.
  - c. A test consists of various test tasks.
  - d. In a resit, a test is based on an unchanged test matrix.
  - e. In line with the test matrix, the content of lecture is determined based on the learning outcomes and the related learning objectives Biggs & Tang, 2011).
  - f. Test matrix, test design, learning objectives and grading criteria of tests are equal in each language stream.
3. The co-ordinator of the module bears final responsibility for the quality of the tests in that the same unit of study.
  - a. Each module is described in a course manual (or similar document) in which the examination is recorded. The type of test, duration of the test, grading criteria and the learning objectives are also specified.
  - b. The test is adequate and serves only to investigate whether the student has achieved the standards that were set as the objective of the relevant module and that are recorded in the test matrix and course manual.
4. The student will be tested using a wide range of test types.



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



## Frameworks and guidelines for assessment

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

## 5. Quality of testing

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

### Validity

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

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

### Reliability

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

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

## Transparency

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

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



## 6. Tasks and responsibilities with regard to tests

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

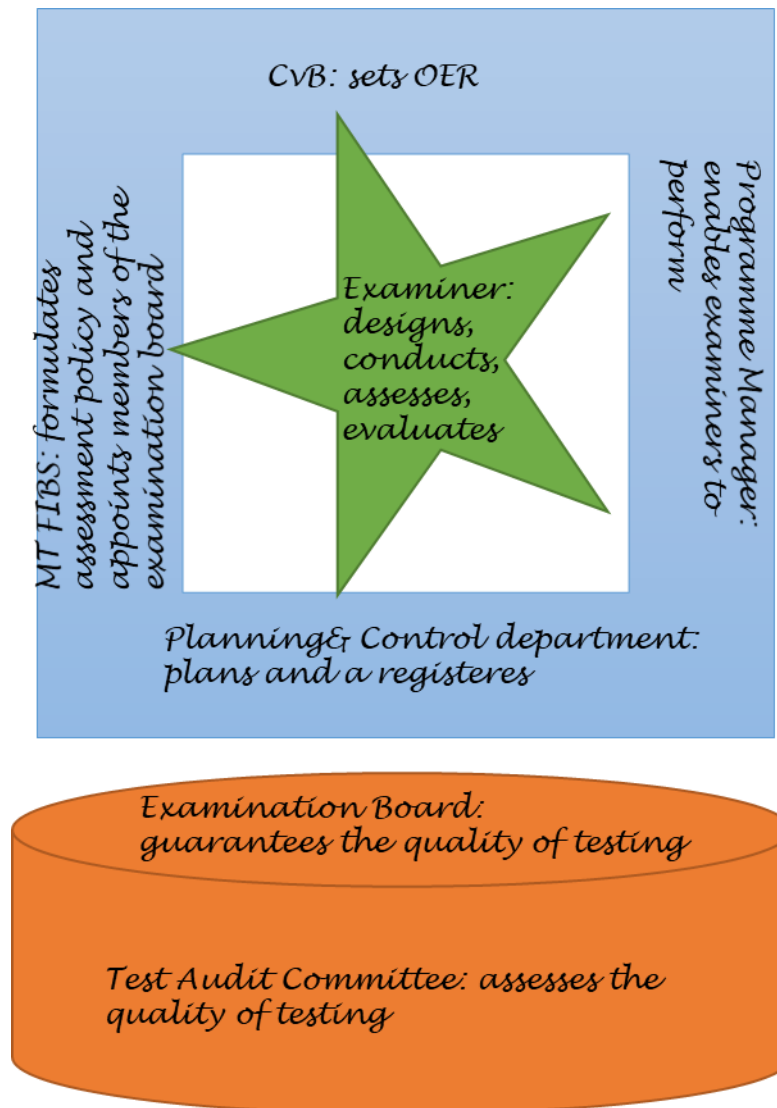


Fig 8: Testing tasks and responsibilities

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

### **Examiner**

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

### **Programme Manager**

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

### **FIBS MT**

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

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

### **Executive Board**

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

### **Planning and control department**

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

### **Examination Board**

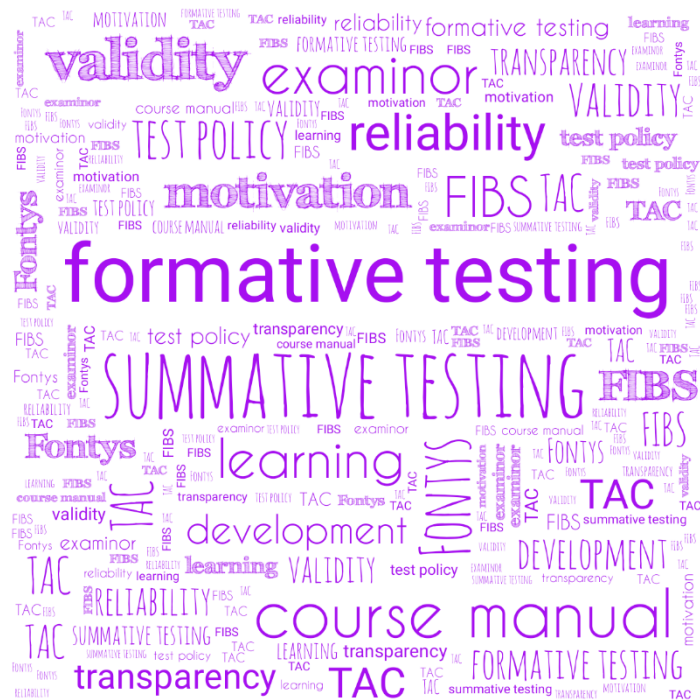
The Examination Board is responsible for guaranteeing the quality of testing and upholding the test system.

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

### **Test Audit Committee (TAC)**

The TAC assesses the quality of testing. To this end, the TAC audits the assessment process within each programme. The TAC determines how the PDCA test construction cycle will proceed.

The TAC falls under the examination committee and reports back to the Examination Board on its findings. The Examination Board discusses these findings and reports on them to the director of FIBS.





## 7. Quality assurance for testing

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

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

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

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

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

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

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

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

## 8. Test organisation

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

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

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

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

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

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## Appendix 1 – Assuring the quality of the final level

### Assuring the quality of the final level

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

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

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

The way in which the assessment of each phase is organised should also be clear and transparent.

Specific areas that the Examination Board looks at:

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

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

### Assuring thesis quality

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

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

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

The assessment for the report should be carried out separately.

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

## Appendix 2 – Test cycle (Formative and Summative)

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

	<p style="text-align: center;"><b>Formative Test Cycle</b></p>	<p style="text-align: center;"><b>Summative/BKE Test Cycle</b></p>
Objective	Obtain insight into the student's development and make targeted adjustments	Develop a qualitatively good, usually summative test
Turnaround time	Short cycle, in class	Long cycle, when designing and creating a module
Is it systematic?	Usually unplanned, meets the needs of that moment. Constantly recurs in all classes	Usually planned, results in agreed time for test
Type of test	All sorts of ways of collecting information about the student(s)	Predetermined and fixed type of test
Coherence of both cycles	<p>In good education, and certainly in a good testing programme, both cycles are seamlessly connected. For example:</p> <ul style="list-style-type: none"> <li>Summative tests (developed via the Summative/BKE test cycle) can also be used formatively (via the FT cycle)</li> <li>The learning outcomes from the Summative/BKE test cycle (step 1) and the expectations in the FT cycle (phase 1) should correspond. By following students in education along these learning outcomes, via the FT cycle, you will prepare them well for the summative test.</li> <li>The analysis of the test results (phase 3 of the FT cycle/step 5 of the summative/BKE test cycle) can be used to make adjustments to teaching (FT cycle) and to improve test quality (summative/BKE test cycle).</li> </ul>	

## Appendix 3 – Examiners

### Examiners

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

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

### Appointment of examiners for graduation assignments

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

#### Requirements for the-examiner:

1. The examiner has a higher academic degree (master's or PhD) than the degree to be awarded to the examinee. This can be compensated by demonstrable and significant experience (within and/or outside Fontys).
2. The examiner must have at least two years of teaching experience and at least one year of experience in assessing Work Placement projects before s/he can assess graduation assignments. This can be compensated by equivalent experience elsewhere.
3. If the examiner examines a student in a language other than his/her primary working language, s/he has a minimum C1 language level.
4. In addition to the BKO (Branch Protocol for Quality Assurance in Research), the examiner also has the BKE (Teaching Qualification Assessment and Examination in an International Classroom) certificate, or is exempt from this due to, for example, significant teaching experience.
5. The examiner has an economic background.

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

The Examination Board reserves the right to reject a nominated examiner who **does** meet all the requirements, i.e. **not** to appoint him or her.

**Recommendations regarding examiner:**

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

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## Attachment 5 FIBS Policy on Fraud study year 2021-2022<sup>1</sup>

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### 1) Introduction

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

### 2) Definition of fraud

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

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

Therefore we are talking about fraud when it has been established that the knowledge and skills of a student cannot or could not be assessed correctly because the student used resources that were not permitted such as peeking at the work of another student, or presenting the work of someone else as his/her own (plagiarism). Latter is also the



case when the student uses quotes of others without proper acknowledgement. Quoting from one's own work, without adequate use of references, is also considered to be plagiarism. In addition, it is considered to be fraud when a student does not follow the instructions of the invigilator during the test.

### **3) Providing information to the student**

Before we can talk about fraud it is important that students are informed about the regulations that apply to them.

Students will be informed about the resources they are allowed to use for each test. This will be communicated in writing during the lectures prior to the written test (and is at least laid down in the course manual). It is also stated on the test assignments so that the invigilator knows what is allowed.

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

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

During the lectures prior to writing reports, or specifically during lectures that are about writing reports, attention will be paid to the proper way of acknowledgement so that the students know (should know) how plagiarism can be avoided.

### **4) Providing information to lecturer/invigilator**

Lecturers and invigilators know what is being considered as fraud, which resources are allowed in tests and how to act if they suspect fraud.

Lecturers know if and when they should use software to detect plagiarism when students hand in reports for assessment.

Lecturers try to phrase assignments in such a way that it will be difficult for students to use the work of others (e.g. by changing something in the assignment every year, by asking input from own experiences, workplacement etc.)

### **5) Suspicion of fraud**

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

### **6) Procedure**

#### 6.1 Signaling possible fraud and reporting

##### Test/exam

If during a test/exam a student is caught peeking at the work of another student or using resources that are not allowed, the student will be approached. The lecturer/invigilator will mention his/her observations (data and facts) on the test record and will hand in the

record, if possible with evidence, with the School Support Staff. Within 48 hours the SSS will submit the report and the means of proof to the Examination Board.

## Paper

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

### 6.2 Hearing of the persons involved

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

### 6.3 Determine if / which sanctions will be imposed

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

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

### 6.4 Possible sanctions

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

### 6.5 Communicating sanctions and appeal procedure

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

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

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

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<sup>1</sup> This document Policy on Fraud of the Fontys International Business School is based on the format of the Policy of Fraud by the Legal Department (02 June 2010).

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

<sup>3</sup> See also the 'statement plagiarism, no!' (Legal Department, Eindhoven, June 2008).  
<https://connect.fontys.nl/diensten/OenO/Paginas/Auteursrecht-en-plagiaat.aspx>