

**Study programme section of the Students' Charter  
with the 2022-2023 Teaching and Examination Regulations  
of the Master's programme**

*Master of Applied IT*

*Study programme code*

*Full-time, part-time*

*Eindhoven*

The study programme section of the Students' Charter was adopted by the institute's director on 1 June 2022, after obtaining the IPC's consent on 1 June 2022 and the PC's consent on 1 June 2022.

The Teaching and Examination Regulations of the study programme expand on the institutional section of the Teaching and Examination Regulations of Fontys Master's programmes.

This general section for the 2022-2023 academic year was established by the Executive Board on 14 December 2021, following the consent of the students' section of the CPC, which was given on 7 February 2022

## Table of contents

<i>Section 1 General</i>	<b>4</b>
Article 1 Definitions.....	4
<i>Section 2 Admission to a Master's programme</i> .....	7
Article 2 Educational entry requirements .....	7
<i>Article 3 Reparation of non-compliance of entry requirements</i> .....	8
Article 4 Requirements regarding foreign diplomas/international students.....	8
Article 5 Professional activity requirements .....	9
<i>Section 3 Intake assessment, exemptions, short-track/tailored study programmes</i> .....	9
Article 6 Intake interview.....	9
Article 7 Exemptions .....	9
Article 8 Short-track/tailored study programmes.....	9
<i>Section 4 Facilities with reference to student coaching, special facilities for students with a functional disability, Elite athletes scheme, board memberships</i> .....	9
Article 9 Student coaching.....	9
Article 9a Facilities for Dutch in English language programmes.....	9
Article 10 Special facilities for students with a functional disability .....	10
Article 11 Students with board memberships.....	10
Article 12 Elite Athletes scheme - Student entrepreneurship .....	10
<i>Section 5 Study programme content</i> .....	10
Article 13 Study programme profile – main subjects – occupational requirements.....	11
Article 14 Study programme layout.....	11
Article 15 Overview of units of study and credits.....	11
Article 16 Education components – learning environment .....	12
Article 16a - Evaluation of teaching.....	12
<i>Section 6 Tests, evidence, assessment and study progress</i> .....	12
Article 17 Types of tests - evidence .....	12
Article 18 Tests and assessments.....	12
Article 19 Content of tests, duration of the test and test aids and test timetables .....	13
Article 20 Registration for tests.....	13
Article 21 Proof of identity during tests .....	13
Article 22 Test marking system .....	13
Article 23 Test results.....	13
Article 24 Inability to sit tests.....	13
Article 25 Request for a review .....	14
Article 26 Resits.....	14
Article 27 Period of validity of results - <i>evidence</i> .....	14
Article 28 Final paper - Knowledge bank .....	14
Article 29 Study progress.....	15
<i>Section 7 Graduation</i>	<b>15</b>
Article 30 Examinations - certificates - diploma supplement .....	15
Article 31 Statement on departure .....	15
<i>Section 8 Irregularities and fraud</i> .....	15
Article 32 Irregularities and fraud .....	16
<i>Section 9 Examination Board, appeal</i> .....	16
Article 33 Examination Board.....	16
Article 34 Appeals.....	16
<i>Section 10 Retention and hardship clause</i> .....	16
Article 35 Retention of documentation.....	17
Article 36 Hardship clause .....	17
<i>Section 11 Final provisions and implementation</i> .....	17
Article 37 Entry into force, amendments, publication and official title .....	17
Article 38 Transitional provisions .....	18
Article 39 Unforeseen cases .....	18

<b>Appendix 1 Exit qualifications .....</b>	<b>19</b>
<b>Appendix 2 Criteria for Professional Development .....</b>	<b>20</b>
<b>B - Set-up of the study programme and support facilities .....</b>	<b>22</b>
<b>C - Internal complaints procedure.....</b>	<b>22</b>

## A – Teaching and Examination Regulations

### Section 1 General

#### Article 1 Definitions

Academic year	The period from 1 September up to and including 31 August of the following year.
Accreditation of prior learning	Accreditation of prior learning awarded by a recognised provider of prior learning assessment and recognition.
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.
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).
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.
CPC	Central Participation Council
Cohort	The group of students who are enrolled for the first time in the first 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.
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 CROHO	The courses offered to students to help their learning process. 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). The CROHO will be replaced by the RIO in 2022.
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 professional placement segment, both of which are integral parts of the study programme.
DUO	Short for <i>Dienst Uitvoering Onderwijs</i> , a government agency charged with implementing education legislation and regulations.
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 programme or the foundation-year phase. The final examination may also include a supplementary assessment conducted by the Examination Board.
Examination Appeals Board	The Board as referred to in Sections 7.60 up to and including 7.63 of the WHW and Articles 45 and 46 of the Students' Charter. The organisation, duties and powers of the Board are laid down in the Rules of Procedure adopted by the Examination Appeals Board and approved by the Executive Board.
Examination Board	The board of persons referred to in Section 7.12 of the WHW.
Examiner	Member of staff who is designated by the Examination Board to administer examinations and assess the results thereof or an external expert.

Executive Board	The administrative body of Fontys University of Applied Sciences, as described in the articles of association and the WHW.
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.
Fraud	Any act (including plagiarism ) or omission that either partially or fully impairs the correct assessment of a person's knowledge, insight, 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 education components.
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, i.e. the statutory tasks as referred to in Section 1.3, paragraphs 3 and 1.9(1) of the WHW.
Institute Director	The staff member charged with running a Fontys institution.
Institution	The Fontys Universities of Applied Sciences.
Intake assessment	Portfolio assessment conducted at the student's request to validate previous learning experiences prior to enrolment in the study programme. A fee covering the costs is charged for an intake assessment.
Intake interview	Interview conducted at the student's request prior to the start of the study programme if the student believes that the student 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
Occupational requirements	The legal requirements to which the practice of a particular profession is subject. The legal requirements to which the practice of a particular profession is subject ( <i>Section 7.6 of the WHW</i> ).
Part-time study programme	A part-time study programme is a study programme whose structure is such that the student is able to participate in supplementary activities, either work-related or educational, alongside education components.
Portfolio	A collection of evidence, digital or otherwise, with which students can demonstrate that they master the competencies of a particular study 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 non-denominational private 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> ).
RIO	The register ( <i>Registratie Instellingen en Opleidingen</i> ) that will replace existing registers such as the CROHO and the BRIN.
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.

Elite athletes scheme TER	Scheme for elite athletes that specifies which students are eligible to benefit from it and the facilities that they may use under it. Teaching and Examination Regulations. The TER consists of an institutional 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.
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.
Studentcoach	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.
Studentcoaching	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.
Students' Charter	The <u>charter</u> containing the rights and obligations of students, divided into an institutional section and a study programme section.
Study load	The standardised time investment expressed in units of 28 study load hours related to a study programme.
Student entrepreneur scheme	<u>Scheme</u> which is intended to help Fontys students who are deemed student entrepreneurs to combine entrepreneurship and study.
Study programme	A coherent totality of education components in which students participate as part of their education. Every study programme is recorded in the CROHO.
Study programme profile	The entire set of exit qualifications for which the study programme provides training.
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, insight, skills, attitude) or a combination of competencies. Students are awarded the relevant credits on passing the interim examination for the unit of study.
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).

### **Programme-specific definitions**

Canvas	<i>Electronic learning environment where among other things learning materials are being made available, products are being submitted by students, students and teachers communicate and formative feedback is being saved.</i>
FHICT Programme Guide	<i>The programme guide contains all the information of all educational activities. The programme guide shall be published on the Fontys website 1 week before the start of the semester, as an appendix to the TER.</i>
Formative indication	<i>Development-oriented feedback and feedforward moment.</i>
Learning outcomes	<i>A learning outcome is a statement on what the student is expected to know, understand and be able to handle at the end of the learning process, and how the student demonstrates this. The learning outcomes are listed per unit of study in the FHICT Programme Guide.</i>
Open learning	<i>An open learning pathway, in which the learning outcomes and the road to those outcomes are determined by the student. Students choose their own learning outcomes, study materials (Open Educational Resources) and educational activities in dialogue with a coach. The criteria within which the</i>

	<i>learning outcomes can be determined are specified in the <u>FHICT Programme Guide</u>.</i>
<i>Partial test</i>	<i>Any type of work for which formative feedback is given and which influences the final summative assessment.</i>
<i>Professional product</i>	<i>Evidence for student's portfolio.</i>
<i>Progress Dashboard</i>	<i>Progress is the Fontys-wide study progress programme that records the results achieved that ultimately lead to the award of credits.</i>
<i>Semester coach</i>	<i>A teacher in the role of student coach for a semester. Also known as mentor.</i>
<i>Teaching method</i>	<i>An implementation form of education. Four teaching methods are used in education at FHICT to meet the different needs of students and lecturers (particularly in the degree of predictability and flexibility). The four teaching methods are: course-based learning, demand-based learning, research-based learning and open learning. Within this master, only open learning is used.</i>
<i>Teaching period</i>	<i>A number of connected educational activities ('blocks'), which are carried out within a quarter or semester. A teaching period or 'block' is between 224 study load hours and 840 study load hours.</i>

## Section 2 Admission to a Master's programme

### Article 2 Educational entry requirements

1. The following qualify as proof of admission for enrolment in a Master's programme:
  - a. an academic or higher professional education Bachelor's degree; or
  - b. possession of knowledge, insight and skills at the level of an academic or higher professional education Bachelor's degree (Section 7.30(b) of the WHW).
2. Admission to the study programme is subject to the following qualitative admission requirements:
  1. Possess a relevant Bachelor's degree in IT education or equivalent.
  2. Proficiency in English at a minimum of B2 level, which can be demonstrated with at least a 6.0 on an IELTS test or a completed English-taught Bachelor's degree.
  3. For the part-time study programme, the student must have a relevant workplace during the entire study program that qualifies as a suitable graduation environment.
3. All prospective students who fulfil the stated requirements will be admitted, unless there is a maximum number of students that can be enrolled and this maximum would be exceeded by the admission of additional students.  
Admission to the Master's programme is subject to a maximum of 25 students at each starting moment (sum of full time and part-time students).
4. If admission to the study programme is subject to an admission quota (see paragraph 3), then admission regulations will be laid down stipulating the number of available places and the procedures for the allocation of proofs of admission.  
Every applicant that meets the requirements stated in paragraph 2 will be offered an interview. During this interview, more information about the goals and plans of the student are collected. The admission committee will then select applicants from the list, in which the following aspects are taken into account:
  - Are the student's goals realistic and achievable within the allotted time and with the student's prior knowledge?;
  - Do the student's goals meet the graduation requirements?;
  - Does the student have the correct expectations and view on the Master's programme as offered by FHICT?
  - Does the part-time student meet the following graduation requirements?:
    - a relevant work environment with a position in which the student is involved in ICT activities.
    - It is likely that this position can be continued for the entire duration of the programme.
    - It is plausible that sufficient work can be performed at master's level during the total duration of the programme, as evidenced by the job description and size of the appointment of the student/employee.
    - In addition, a concrete assignment from the workplace must be delivered that contributes to the graduation project.

Also the selection will be made in such a way that a good spread between the different architectural layers and interests exists, because this diversity allows the students to participate in a wider range of challenges and achieve better results.

### Article 3 Reparation of non-compliance of entry requirements

If the candidate does not comply with the entry requirements as referred to in article 2 and may be expected to be able to meet them within a reasonable period of time, the candidate will be offered the opportunity to repair them and yet meet the entry requirements.

### Article 4 Requirements regarding foreign diplomas/international students

1. Foreign prospective 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.)
2. 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 based on the same special circumstances may be withheld once during the course of each study programme.
3. For international<sup>1</sup> students, the following language requirement applies for admission to an English-language programme.
  - an average IELTS score of 6.0, for which the student must have a score of 6.0 for at least three components and may have a score below 6.0 for no more than one of the four components, provided this score is at least a 5.5.

A previously completed language test, with the exception of Cambridge, may be no more than two years old at the time the study commences, which can be either on 1 September or on 1 February. Exemption may be granted for this requirement if the international student can submit a diploma from prior education that was obtained in a country in which English is the official language of instruction. If the diploma was granted more than two years ago, the student will be asked to demonstrate their language skills again, unless English is the only language of instruction in the country where the student obtained the diploma.

Test	Overall Score	Component	No more than 1 deviating component
<b>IELTS</b>	≥ 6,0		
• IELTS reading		≥ 6,0	≥ 5,5
• IELTS listening		≥ 6,0	≥ 5,5
• IELTS speaking		≥ 6,0	≥ 5,5
• IELTS writing		≥ 6,0	≥ 5,5
<b>Cambridge</b>	≥ 169		
• Cambridge reading		≥ 169	160 t/m 168
• Cambridge listening		≥ 169	160 t/m 168
• Cambridge speaking		≥ 169	160 t/m 168
• Cambridge writing		≥ 169	160 t/m 168
<b>TOEFL</b>	≥ 72 <sup>2</sup>		
• TOEFL reading		≥ 18	
• TOEFL listening		≥ 17	
• TOEFL speaking		≥ 20	
• TOEFL writing		≥ 17	
<b>TOEIC speaking and writing</b>	≥ 310		
• TOEIC speaking		≥ 160	-
• TOEIC writing		≥ 150	-
<b>TOEIC reading and listening</b>	≥ 785		
• TOEIC reading		≥ 385	-
• TOEIC listening		≥ 400	-

<sup>1</sup> According to the Code of Conduct International Student, the term 'international student' refers to a 'student with a foreign nationality who, in case of a third-country national on the basis of a residence permit granted to this effect, desires to continue, continues or has continued his/her full time education at a higher education institution in the Netherlands'.

<sup>2</sup> In the draft code of conduct that will come into force on 1-9-2022, a minimum score of 60 applies.



Please note: the TOEFL and TOEIC programmes do not have a deviating component, as the lower limit applied in the 'Test Component' table is already the B2 lower limit as well.

#### **Article 5 Professional activity requirements**

There are no requirements for the professional practice environment.

### **Section 3 Intake assessment, exemptions, short-track/tailored study programmes**

#### **Article 6 Intake interview**

1. Students entering a study programme may be offered an intake interview if they have competencies previously acquired elsewhere. Students can include the evidence of the competencies previously acquired elsewhere in their portfolios or may use this evidence to substantiate a request for exemption before the Examination Board.
2. Students who re-enrol after an interruption in a study programme in which they were previously enrolled will be required to take an intake interview to determine which part of the study programme still has to be completed. No intake interview is needed if agreements regarding re-enrolment in the study programme were already made with the Executive Board at the time that the student interrupted the study.
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 7 Exemptions**

Students who believe they are eligible for an exemption must submit an application to that end to the Examination Board. The Examination Board may grant an exemption from one or more interim examinations on the grounds of a review of an assessment or the holding of a diploma or other 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 the student has already met the requirements of the interim examination in question. Exemptions are recorded in the study progress system. The period of validity of the exemption is stated in the exemption decision.

#### **Article 8 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 must be enclosed with the application. The organisation of the study programme must be able to accommodate the short-track option.

### **Section 4 Facilities with reference to student coaching, special facilities for students with a functional disability, Elite athletes scheme, board memberships**

#### **Article 9 Student coaching**

Every student is coached by a student coach. This is done as follows:

*Each student is supervised by a student coach, also known as a semester coach. The student determines in consultation with the semester coach how the student wants to develop and how the student gives substance to the learning process. The student consults with the semester coach about the progress of the learning process. Every semester a different semester coach is assigned. If the student wishes to stay with the same semester coach during the study period, the student can submit a request to that effect to the Examination Board.*

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

For Dutch students who are enrolled in an English language programme, the following facilities are offered:

- a. Courses on writing and giving presentations in Dutch;
- b. language tests.

## 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, Section 2a of the Equal Treatment of Disabled and Chronically Ill People Act.*) See also <https://fontys.nl/fontyshelpt/Studentenbegeleiding/Bijzondere-omstandigheden.htm>.)
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 the 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 the 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. Students 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 Master'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 6 weeks prior to the graduation ceremony via the study programme administration, [studentdeskfhict-teamb@fontys.nl](mailto:studentdeskfhict-teamb@fontys.nl).  
At the request of the student's study programme, the Centre for Administrative Activities can confirm that the student has been an active board member of the 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, insight and/or skills that are assessed in particular tests may apply for an exemption from such tests from the Examination Board.
4. Facilitation for board memberships is laid down in the [Fontys Regulations on the Participation councils and degree programme committees](#), the [Regulations on board membership grants](#) and the [Remuneration scheme for committees and steering groups](#).

## 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 [top-class Athletes scheme contact](#).
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*.

## Section 5 Study programme content

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

1. The study programme is based on a study programme profile. The exit qualifications of the study programme are described in the study programme profile. The study programme profile can be found *in the attachment 1*.
2. The study programme has *no* main subjects.
3. The principle of the study programme is mentioned in the Register of Study Programmes
4. The study programme *does not impose any* specific occupational requirements, laid down in the following laws and regulations.

### Article 14 Study programme layout

The Master's programme has a study load of 60 credits. The nominal study load is 60 credits per year.

### 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 overview below you will find an overview of the distribution of credits.
3. *The entire study programme is offered in English.*
4. *In the tables in paragraph 7, it is indicated per unit of study in which teaching methods they are offered. The learning outcomes within a unit of study are the same regardless of the teaching method.*
5. *Units of study shall be assessed by examiners at the end of the semester based on a portfolio assessment. The portfolio may consist of professional products that have been handed in, written tests on knowledge, feedback given and received, etc. Throughout the semester, the teaching staff will give feedback on this. The content of the portfolio is meant to demonstrate the knowledge, insight and skills required for the relevant unit of study. The FHICT programme guide outlines the content and requirements regarding the portfolio.*
6. *Continuation shall be determined by whether or not students achieve a passing grade for the unit of study. If a student has not achieved a passing grade for a unit of study, the student shall be required to follow the relevant unit again.*
7. *Where the indicated assessment scale is U / S / G / O, this always means Unsatisfactory / Satisfactory / Good / Outstanding.*

#### Full time master's programme

Unit of study	Credits	Test type	Assessment indiv. or group	Assessment scale	Substantive entry requirements	Teaching method
<b>Semester 1 Master of Applied IT: Team Research</b>	<b>30</b>	Portfolio assessment	Individually	U / S / G / O		Open Learning
<b>Semester 2 Master of Applied IT: Graduation Research</b>	<b>30</b>	Portfolio assessment	Individually	U / S / G / O	Semester 1 has been successfully completed	Open Learning
Total	60					

#### Part time master's programme

Unit of study	Credits	Test type	Assessment indiv. or group	Assessment scale	Substantive entry requirements	Teaching method
<b>Semester 1 Master of Applied IT: Team Research</b>	<b>30</b>	Portfolio assessment	Individually	U / S / G / O		Open Learning
<b>Semester 2 Master of Applied IT: Graduation Research</b>	<b>30</b>	Portfolio assessment	Individually	U / S / G / O	Semester 1 has been successfully completed	Open Learning
Total	60					

## **Article 16 Education components – learning environment**

1. Education takes place in a learning environment. The education components may be found on Canvas.
2. Any entry requirements a student must meet before participating in a course or educational activity are stated in the overview as referred to in paragraph 1.
3. Enrolment in education components proceeds as follows:  
*Enrolment in education components is not required.*
4. The timetable is announced by way of the *FHICT intranet no later than 1 week* prior to the start of classes.
5. Students who have registered for a course or educational activity must ensure that they meet the specific entry requirements. The overview in Article 16, paragraph 1, indicates the education components to which requirements apply for participation as well as the nature of these requirements. If the requirements concern compulsory attendance, students who are eligible for the 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 16a - Evaluation of teaching**

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

*During the semester teaching (and teacher) evaluations shall be sent out to all students (with the exception of graduating students). Sessions will be scheduled for each course to discuss the results of the teaching evaluations. In the event of special circumstances, a second evaluation is possible at the end of the semester, upon request. In the case of graduation, the teaching evaluations shall be made available to students at the end of the semester. The results of the teaching evaluation shall be published on the student platform. Improvements made as a result of the teaching evaluations are laid down on Canvas. The results of the teaching evaluations are also taken into account in the performance review cycle of teaching staff. For questions or complaints, contact [kwaleitszorg-fhict@fontys.nl](mailto:kwaleitszorg-fhict@fontys.nl).*

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

### **Article 17 Types of tests - evidence**

1. A test consists of/may consist of:
  - a. one or more mandatory tests or mandatory partial tests;
  - b. freely-chosen evidence evaluated as an assessment, such as a portfolio;
  - c. a combination of a) and b).
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. 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 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.
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 Canvas.

### **Article 18 Tests and assessments**

1. The Examination Board will designate one or more examiners for each test. An examiner can also be an external expert.

#### **Article 19 Content of tests, duration of the test and test aids and test timetables**

1. The content of the test, including the learning objectives, is described on *Canvas* and in the *FHICT programme guide* and is made available to students at least 1 week before the start of the semester.
2. The examiner determines the period of time allowed to students to take the test as well as any aids that students may use during the test, subject to the guidelines and instructions provided by the Examination Board. This information must be stated on the examination paper and in the *FHICT programme guide*.
3. The test timetable will be published through *email* no later than 1 week before the start of the test period in question.

#### **Article 20 Registration for tests**

1. *Registration for tests is not required.*

#### **Article 21 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 22 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. *The assessment criteria are published on Canvas.*
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 23 Test results**

1. The test results must be announced in writing to the student within ten days of the date of the test unless there are 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.
2. Students are entitled to inspect all assessed tests and the accompanying assessment criteria used and to be given feedback on the results.
3. Inspection is subject to the procedure described below.  
*All feedback and comments on deliveries are visible to the students in Canvas at any time during the semester. Students can discuss this feedback and the comments with their teachers on simple request until 6 weeks after their work was graded.*
4. Feedback is given according to the following procedure.  
*Feedback is provided during formative discussions with the student during the course of the semester.*
5. Students will receive a *general email at least once a year regarding the then-current state of affairs in Progress Dashboard. The email shall also provide students with the option of collecting an official, certified list of results achieved*, which can be used to exercise certain rights.

#### **Article 24 Inability to sit tests**

1. Students who have acted in accordance with the registration procedure described in Article 20 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 the examiner involved 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 33 (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 the 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.

## Article 25 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 33 (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 26 Resits

1. *A practice-based semester is a semester in which an authentic vocational task is centralized, and the student receives the necessary support in order to develop professional qualifications. As a result, with FHICT, every semester is practice-related. Resits for practice-related semesters can take place in the following semester or no later than in the following academic year. During a practice-related semester, at the student's request, teaching staff will give feedback on professional products. In this way, the student has the chance of remedying shortcomings before the final assessment of the semester. There will be at least two opportunities for written tests and submissions per semester. If the final assessment of the semester is unsatisfactory, at the initiative of the assessor the student can be offered the possibility of remedying the situation before the start of the next semester if it concerns repair of small parts. In such case, the student shall hand in an improved or supplemented portfolio of professional products for assessment.*

Students can resit components marked with a pass no more than once, and at least once, in which case the highest mark will count.

2. At least two opportunities to take tests that assess the material they have learned will be offered. Following these two test opportunities, the material to be studied for the test may be adapted to the material offered in the teaching block prior to the test. An up-to-date description of the material to be tested can be found via the *FHICT programme guide*.
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.  
*The evidence collected in the portfolio may consist of formative tests and / or professional products. The student can request feedback on professional products during the semester. This forms a continuous process within the semester, which gives the student many repair options until the final assessment. The formative tests can also be retaken within the semester. Feedback is registered in FeedPulse or via the assignments in Canvas. The student records the feedback in FeedPulse and the assessor gives a rating of the overall performance up to that point, minimal by means of a smiley rating.*

*Within Open Learning, students determine their own learning outcomes under supervision and are also free to collect evidence. These will be professional products.*

## Article 27 Period of validity of results - evidence

1. The period of validity of evidence and formative tests are one semester.  
Results achieved for interim examinations can only lapse if the understanding/knowledge/skills to which these interim examinations relate can be shown to be obsolete. Understanding, knowledge and skills that were assessed more than 10 years ago can evidently be shown to be obsolete.  
The period of validity of successfully completed interim examinations is:  
*10 years*  
The Examination Board may extend this term.
2. In the event of special circumstances as referred to in the *Profiling Fund Scheme*, the period of validity of interim examinations will as a minimum be extended by the duration of the support granted on the basis of that scheme.
3. If the study programme has been substantially altered, details on how this term will be restricted can be stated below, whether in the form of a written decision issued to a student or incorporation in the Teaching and Examination Regulations, if it applies to the entire cohort.

## Article 28 Final paper - Knowledge bank

If the study programme provides for the submission of a graduation product that can be included in a knowledge bank, students must submit the product digitally, as one document, to enable its inclusion in one or more digital knowledge bank(s). On submission of the product, students must also attach the signed 'Permission form for the filing and making available of a in a digital knowledge bank'. With this form, students give their permission for the graduation product 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 graduation product, the student and/or client and/or organisation offering the internship may indicate their objection to the graduation product being entered in the databank.

## **Article 29 Study progress**

The study programme is responsible for recording the test results in the programme administration, *as well as the assessments of the learning outcomes.*

*Administrative errors may be corrected after the grades have been entered, provided it can be demonstrated that such instances were in fact cases of administrative error.*

## **Section 7 Graduation**

### **Article 30 Examinations - certificates - diploma supplement**

1. Students have passed the examination of the study programme if they have passed all units of study which form part of the study programme, as referred to in Article 15. *(Section 7.10 of the WHW.)*
2. The certificate will only be given after it has been established that the student is enrolled and has paid the tuition fees for all the enrolment years. *(Section 7.11 of the WHW.)*
3. 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 that the student has passed within a maximum of eight calendar weeks after the last academic activity (test or assessment).  
If the student wishes for the certificate to be dated later, the student must postpone the completion of the final academic activity (test or assessment).
4. 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 Executive Board, the Examination Board also confers on the student the degree of the study programme if the student has taken the study programme examination  
For the study programme's examination the *Master of Science* degree is awarded.
5. The award ceremony takes place at a time decided by the institute.
6. *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:*
  - Both semester 1 and 2 were passed the first time **AND**
  - Semester 1 is graded with Outstanding **AND**
  - The graduation project is graded with Outstanding*Students will be awarded the distinction 'with merit' if they meet the following criteria:*  
N/A
7. The Executive Board reports to DUO the students that have passed the examination of the study programme.

### **Article 31 Statement on departure**

1. Every student who seeks to terminate the 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. *(Section 7.11 of the WHW.)*
3. The statement must specify that the 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 also Article 27).

## **Section 8 Irregularities and fraud**

## Article 32 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. Any act that contravenes the regulations that have been established regarding testing and assessment shall be considered fraud in the sense of this article. If the test has already been assessed, the result will be declared void.  
*Violations of prescribed rules concerning the procedures for testing shall also be regarded as fraud. The rules concerning the procedures for written tests, oral tests and digital tests are available on the intranet.*
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 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 the right of appeal.
6. The Examination Board makes up a report of its decision and the facts it is based on.

## Section 9 Examination Board, appeal

### Article 33 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 interim examination has been conducted in a way other than that prescribed in the TER;The composition of the Examination Board can be found in the Appendix 'Composition of the Examination Board'.
3. An application to the Examination Board can be submitted to the Secretary of the Board (see also Article 24(2) and Article 25).

### Article 34 Appeals

Student 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 Student's 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 35 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 the 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 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 36 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 the 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 the right of appeal.

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

### **Article 37 Entry into force, amendments, publication and official title**

1. The TER applies to all students enrolled in the study programme in question during the **2022–2023** academic year.
2. The general section of these regulations and any amendments thereto will be established by the Executive Board, after having obtained the consent of the students' section of the Central Participation Council. PC's will be given an opportunity to issue advice to the CPC. That general section of the TER constitutes the basis on which the study programme-specific TER for each study programme will be drawn up before being submitted to the Examination Board for their advice and the (joint) 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 'Institutional Section of the Teaching and Examination Regulations of Fontys'.*  
The official title of the TER of the Master's programme is TER 2022-2023 HBO-ICT Master.

#### **Article 38 Transitional provisions**

When a study programme is subject to a substantial overhaul, the following transitional provisions will apply.

#### **Article 39 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.

## Appendix 1 Exit qualifications

The exit qualifications of the master are based on the HBO-i competence framework (see [www.hbo-i.nl](http://www.hbo-i.nl)). This model splits the field of ICT in 5 architectural layers: user interaction, organisational processes, infrastructure, software and hardware interfacing. Also, it defines 5 engineering activities: analysis, advise, design, realisation and manage & control. Since every activity can be done in any architectural layers, the model defines 25 cells. For each cell there are 4 levels of proficiency. Level 1 is an introductory level. Level 2 corresponds to Associate Degree level, level 3 corresponds to Bachelor level and level 4 defines the Master level. For each cell at each level a number of performance indicators are defined, all of which need to be shown by students in order to prove their proficiency at that level. Also, the HBO-i model defines 4 personal skills: future-oriented organisation, investigative problem solving, personal leadership and targeted interaction. The HBO-i model covers all Dublin descriptors. The model is also discussed with and endorsed by the work field.

To qualify for graduation within the master, a student must show level 4 proficiency for at least one cell of every activity (being 5 cells at level 4) and level 3 in at least 4 different cells. Moreover all personal skills must be shown at level 4.

## Appendix 2 Criteria for Professional Development

The method of assessment of these criteria within the units of study is described in the [FHICT programme guide](#).

The student should proactively ask for feedback, possibly at set times, throughout the semester.

Dimension	Master-level
<b>Future-oriented organisation</b>  To explore the organisational context of IT assignments, make business, sustainable and ethical considerations and manage all aspects of the execution of the assignment	<ul style="list-style-type: none"> <li>You analyse and make connections between the environment and stakeholders of the assignment.</li> <li>You underpin the added value of a solution and map it to other (practical) situations.</li> <li>You are familiar with ethical standards and involve social ethical themes in the judgment process.</li> <li>You independently make an inventory of sub-tasks, plan and monitor time, money, quality and ethics of the execution of the work.</li> <li>You recognise opportunities and risks and ensure future-oriented implementation, commissioning and management and can place these in a broader context.</li> <li>You can deal with unforeseen challenges by using your view of the future to innovate the present.</li> <li>You understand the cultural differences that exist and play a role in an ICT project and when needed can adapt your way of working and you can bring these differences together within the project.</li> </ul>
<b>Investigative problem solving</b>  To take a critical look at IT assignments from different perspectives, identify problems, find an effective approach and arrive at appropriate solutions	<ul style="list-style-type: none"> <li>You identify the problem, determining the aim of solution and picking an appropriate approach taking in account a practice based focus and scope.</li> <li>Based on the analysis of complex, unstructured practice based challenges you are able to define matching main and sub question and are able to monitor the relevance of these questions throughout the process in order to redefine them</li> <li>You place practice based challenges in an international (scientific) conceptual framework and/or applicable discourse and other forms of knowledge, such as know-how and practical knowledge.</li> <li>You are being curious throughout the solving process and asking questions from various perspectives, matching these questions with fitting approach that is pragmatic but nevertheless show your critical thinking ability and the use of solid (re)sources.</li> <li>You work independently and come to evidence based solutions using a design oriented and rigor (transparent, reliable and valid) methodology.</li> <li>You are able to maintain the required rigor of your methodology even when information is unclear or limited,</li> <li>You incorporate multiple perspectives into your research phases (problem analysis, analysis, design, realisation and evaluation).</li> <li>Solving professional challenges is an integrated and natural characteristic of your professional practice, thinking and behaviour.</li> <li>Your research methodology is rooted in the use of available work (resources) and shows a drive towards generalisation of its outcomes.</li> <li>Being able to methodically and creatively solve problems, finding alternatives and critically analysing your own and others' line of reasoning.</li> <li>You create designs, interventions and solution that contribute to knowledge creation and innovation within the context of the challenge as well as the domain (practice). This means that your solutions apply to a specific use case (1-to-1) but at the same time you are able to generalize (parts of) it (1-to-many).</li> <li>Your solutions show your awareness of strategy and your adaptive and creative abilities.</li> </ul>
<b>Personal Leadership</b>  To be entrepreneurial around IT assignments and personal development, pay attention to your own learning ability and keep in mind what kind of IT professional and/or what type of positions you aspire to	<ul style="list-style-type: none"> <li>You can look at your own development placed in a wider perspective.</li> <li>You are actively attentive to possibilities and opportunities.</li> <li>You motivate not only yourself but also your team.</li> <li>You consciously look at what else you want to learn and can make your own decisions in how to develop yourself.</li> <li>You reflect on and evaluate your own actions and can adjust them if necessary.</li> <li>You examine what type of professional you are and how you distinguish yourself from others.</li> </ul>

Dimension	Master-level
	<ul style="list-style-type: none"> <li>• You can act as a global citizen taking into account different international and cultural perspectives.</li> <li>• You demonstrate ethical sensitivity.</li> <li>• You critically view your own conduct and the conduct of others based on moral values.</li> </ul>
<p><b>Targeted interaction</b></p> <p>To determine which partners play a role in the IT assignment, collaborate constructively with them and communicate appropriately to achieve the desired impact.</p>	<ul style="list-style-type: none"> <li>• You anticipate different types of collaboration partners, and develop and maintain professional networks in (international) professional practice.</li> <li>• You can operate in new or unfamiliar circumstances within a broad or multidisciplinary context related to the professional domain.</li> <li>• You share knowledge, ideas and analyses with others in a learning network and thereby contribute to the valorisation of knowledge development of the day to day practices and the profession.</li> <li>• You communicate as an expert with other professionals that are from a different field of expertise.</li> <li>• You can effectively manage international and cultural differences in your interactions with stakeholders.</li> <li>• You are critically aware of complex issues concerning your own field of study and on the interface between various fields of study and can act on an interprofessional basis and manage multiple processes.</li> </ul>

The assessment is satisfactory if all dimensions have been sufficiently assessed.

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

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

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

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

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

Information on facilities for students can be found at:

- the institutional section of the Fontys Students' Charter ([www.fontys.edu/rules](http://www.fontys.edu/rules))
- the website of Fontys, among others, Fontys helps
- the website of Fontys Study Abroad
- *the study programme's digital prospectus*
- 

### **3. Study support**

Information on study support can be found in:

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

## **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.