

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

Study Programme: Master of Music

Code: 44739

Full time

Location: Tilburg (Fontys Hogescholen)

The study programme section of the Students' Charter was adopted by the institute's director on **29 May 2019** after obtaining the IPC's consent on **27 May 2019** the Programme Committee's consent on **16 May 2019**.

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

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A – Teaching and Examination Regulations

Section 1 General

Article 1 Definitions

Academic year	The period from 1 September up to and including 31 August of the following year.
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.
Competency examination	<i>A test to assess whether a student has certain competencies.</i>
Credit	One credit equals 28 standard study-load hours. Students are awarded credits on passing the interim examination of a unit of study. The international term for credits is European credits (EC's).
Education components	The courses offered to students to help their learning process.
CROHO	Central Register of Higher Education Study Programmes, which is a register of all study programmes. Students that pass the interim examinations of a study programme registered in CROHO are entitled to an official higher professional education certificate with the associated degree (associate degree, Bachelor or Master).
Deficiency	Any required prior qualification(s) a student lacks.
Differentiation	A specific definition of the curriculum within a programme, from the start of the programme that contributes to the development of generic or specific competencies aimed at deepening a specific area of knowledge in the professional field, application throughout the programme.
Diploma supplement	Document drawn up in accordance with a European format that is added to the certificate and states the nature, level, context, content and status of the study programme.
Dual-study programme	A dual-study programme is organised in such a way that education is alternated with one or more periods of professional practice related to the study programme. The study programme therefore consists of an educational segment and a 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 of which the IB Group forms a part.
ECTS	European Credit Transfer System. The system that is used to express credits in order to facilitate international comparison. See also: credits.
EVC (RPL)	Erkenning van Eerder Verworven Competenties (Recognition of Prior Learning).
Examination	Completion of (the foundation-year phase of) a study programme. The final examination may also include a supplementary assessment conducted by the Examination Board.
Examination Appeals Board	The Board as referred to in Sections 7.60 up to and including 7.63 of the WHW and Articles 45 and 46 of the Students' Charter. The organisation, duties and

	powers of the Board are laid down in the Rules of Procedure adopted by the Examination Appeals Board and approved by the Executive Board.
Examination Board Examiner	The board of persons referred to in Section 7.12 of the WHW. Member of staff who is designated by the Examination Board to administer examinations and assess the results thereof or an external expert.
Executive Board	The administrative body of Fontys University of Applied Sciences, as described in the articles of association and the WHW.
Exemption	Full or partial exemption from meeting enrolment and/or admission conditions and/or sitting interim examinations.
Exit assessment	Part of the competency examination administered at the student's request when he or she wishes to terminate his or her study programme prematurely.
Exit qualifications	Qualifications students must have on completing the study programme.
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.
FSS Board	Board charged by the Executive Board to implement the student financial support scheme (FSS), now known as the Profiling Fund Board.
FSS Scheme	<u>Scheme</u> for the granting of support to Fontys students in the form of graduate funding, committee member grants or holiday allowances from the profiling fund, now known as the <u>Profiling Fund Scheme</u> .
Full-time study programme	A full-time study programme is a study programme whose structure is such that students are assumed not to participate in any activities other than 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	Wherever 'he/him' is used in these rules, this should also be understood to mean 'she/her'.
IELTS	International English Language Teaching System, a tool used to determine a student's command of the English language.
Institute	The operational unit at Fontys that is, in particular, responsible for organising Fontys's core competencies and that executes the primary processes.
Institute Director	The staff member charged with running a Fontys institution.
Institution	The Fontys Universities of Applied Sciences.
Intake assessment	Portfolio assessment conducted at the student's request to validate previous learning experiences prior to enrolment in the study programme. A fee covering the costs is charged for an intake assessment.
Intake interview	Interview conducted at the student's request prior to the start of the study programme if the student believes that he or she has competencies acquired previously. An intake interview comprises a general assessment from which no rights can be derived by a student.
Interim examination	An examination of the knowledge, understanding, skills and/or competencies of a student required to conclude a unit of study, including an assessment of the results of such an examination (<i>Section 7.10(1) of the WHW</i>). An interim examination may consist of one or more parts.
IPC	Institute Participation Council
Main subject	A specific definition of the post-first year programme.
Occupational requirements	The legal requirements to which the practice of a particular profession is subject (<i>Section 7.6 of the WHW</i>).
Part-time study programme	A part-time study programme is a study programme whose structure is such that the student is able to participate in supplementary activities, either work-related or educational, alongside 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 holiday allowances from the profiling fund, now known as the <u>Profiling Fund Scheme</u> .

PC	Opleidingscommissie (Programme Committee, PC), a committee established for a particular study programme of a school referred to in Section 10.3c of the Act (see the <u>Regulations on the Participation Councils and Degree PC's</u>).
Tailored programme	Special programme which differs from the standard programme.
Teaching period	Period in the academic year during which education components are organised. A teaching period is referred to as a study quarter in the Fontys annual calendar.
Top-level athletes scheme	Scheme for top-level athletes that specifies which students are eligible to benefit from it and the facilities that they may use under it.
TER	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/institution or the termination of their studies.
Study Career counsellor	Counsellor who helps students with issues such as planning their studies, taking the right approach to their studies, making the right choices and the progress of their study careers.
Students' Charter	The charter 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).

Definitions FHK

Intaker	Intaker Examiner appointed by the institute for conducting intake assessment.
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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:
 - a. The candidate is in possession of a Bachelor of Music or a Master of Music degree, a certificate of a programme that has been granted equivalence by the Examination Board, or an experience certificate stating the required level.
 - b. The candidate has submitted a personal development plan evaluated by the Admissions Committee. The candidate's personal development plan gives insight into her potential for artistic growth, her ability to conduct research, and her language skills (see appendix 4).
 - c. The candidate possesses a satisfactory degree of the required motivation.
 - d. The candidate meets the language requirements (see Appendix 4).
 - e. The candidate is considered admissible for the main subject by the Admissions Committee.Further information about the entry requirements, can be found on the Fontys website of the Master of Music program.

In the case of a student starting the programme immediately and withdrawing in the course of the first year on account of special circumstances, the decision for admission based on the inquiry is valid for a maximum period of two years. Consultation on deregistration and the nature of the special circumstances with the study career coach and the main professor are mandatory. The Examination Board must be informed.

Every student who meets the requirements will be admitted to the programme.
3. The regulations for admission to the Master of Music are described in Appendix 3 and 4.
4. Every student who meets the requirements will be admitted to the programme, unless the number of persons enrolled in the study programme or in a specific main subject / specialisation exceeds the maximum number of students that can be enrolled in the programme/ main subject/ specialisation.

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 he may be expected to be able to meet them within a reasonable period of time, he will be offered the opportunity to repair them and yet meet the entry requirements.

Article 4 Requirements regarding foreign diplomas/international students

1. 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*.)
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 may be withheld once during the course of each study programme.
3. According to the Code of Conduct regarding International Students, international students seeking admittance to an English-taught study programme must be able to prove that their command of the English language is at least equal to the following scores:

IELTS	5.5
TOEFL Paper	525
TOEFL Computer	196
TOEFL Internet	70
TOEIC	620

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

Cambridge ESOL	FCE-C
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Article 5 Professional activity requirements

The professional practice environment is not subject to any requirements.

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 assessment to determine which part of the study programme still has to be completed. No intake assessment is needed if agreements regarding re-enrolment in the study programme were already made with the Executive Board at the time that the student interrupted his study. If a student enters a study programme during the foundation year, agreements will be made on the period of time the student will be granted before he or she receives advice regarding the continuation of studies.
3. A study programme will be drawn up based on the assessment of the competencies previously acquired and will be submitted to the Examination Board for approval.

Article 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 and/or proof of administrative activities, with which the student can show that he or she 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 organisation of the study programme must be able to accommodate the short-track option.
2. A request as meant in paragraph 1 is prepared in a talk between the student and intake assessor appointed by the course. On the basis of proof supplied by the student, it is decided from which units of study the student can be exempted, and which units of study may have to be tested in a different way than prescribed in the TER. This overview is added to the request to the Examination Board, which must give its approval.

Section 4 Facilities with reference to Study career counselling, special facilities for students with a functional disability, top-level athletes scheme, board memberships

Article 9 Study career counselling

Every student is coached by a study career counsellor. This is done as follows:

The study career coach coaches the student with regard to personal and professional development and in overseeing the overall progress of the student in the programme.

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 or her application.

4. In the case of a protracted or chronic disability, such an application will only have to be made once for the entire study programme; in all other cases once per testing period or academic year. In its decision to grant the facilities, the Examination Board may also rule that these will apply for the entire duration of the student's study or that the student is to consult with his study career counsellor annually to discuss whether the facilities are still adequate.
5. At the beginning of the academic year the institute will inform students regarding the possibilities for special facilities. Students will be informed of their right to consult a student counsellor.

Article 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 study career counsellors, how the board membership can contribute to the acquisition of one or more competencies of their Master's programme. The Student Centre must confirm on the report that the student concerned has been active as a member of the DC, IPC, CPC, or FSR.
2. Board memberships can be listed on the diploma supplement. The student must request the listing at least 3 weeks prior to the *graduation ceremony* via the study programme administration. At the request of the student's study programme, the Centre for Administrative Activities 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 skills, etc. that are assessed in particular tests for which credits are awarded may apply for an exemption from such tests from the Examination Board.
4. A student may apply to be included under the Profiling Fund Scheme (FSS Scheme) on the basis of his administrative activities and submit a request to his institution for a holiday allowance or for a board membership scholarship from the Profiling Fund Board (FSS Board).
See also article 14 of the [Participation Regulations on the participation councils and degree programme Committees](#).

Article 12 Top-level athletes scheme

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

Article 12a Student entrepreneurship

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

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 in appendix 1.
2. The programme has various main subjects: overview is given in appendix 2.
3. The programme can be classified as non-denominational private education
4. The study programme does not impose any specific occupational requirements.

Article 14 Study programme layout

The Master's programme has a study load of 120 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. Below you will find an overview of the distribution of credits. (See *appendix 5*)

Article 16 Education components

1. Below is an overview of the education components that are part of the study programme. (see *appendix 5*)
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 is not required.
4. The timetable is announced by way of communication on the portal of the academy no later than 3 weeks prior to the start of classes.
5. Students who have registered for an education component must ensure that they meet the entry requirements of that component. The overview in Article 16, paragraph 1, indicates the education components to which requirements apply for participation as well as the nature of these requirements. If the requirements concern compulsory attendance, students who are eligible for the top-level athletes scheme or the [student entrepreneur scheme](#) can apply to meet this requirement in a parallel group or for exemption from this obligation (see also Article 11 and 11a).

Article 16a - Evaluation of teaching

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

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

Section 6 Tests, assessment and study progress

Article 17 Types of tests

1. The study programme has the following test types:
 - Tests with credits result in the immediate award of credits when passed. A competency examination is a special form of a test with credits.
 - Tests without credits provide evidence that can be included in the portfolio which can be assessed during a competency examination.
2. A test comprises an examination conducted by the examiner of a student's knowledge, insight, skills or competencies as well as an assessment of the examination results.
3. Tests are conducted in writing or orally or in a fashion that combines both writing and oral delivery (e.g. product and presentation/interview).
4. An oral examination, including an assessment, is conducted by at least two examiners, with one of them acting as the first examiner designated by the (chairman of the) Examination Board. A report must always be drawn up of an oral test to enable an assessment of the quality afterwards. A test may be conducted by a single examiner only following the approval of the Examination Board and provided the student does not object.

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

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

Article 18 Overview of tests

The following tests are part of the study programme: (see *appendix 5*).

Article 19 Tests and assessments

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

Article 20 Content of tests, duration of the test and test aids and test timetables

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

Article 21 Sitting competency examinations

1. Prior to sitting a competency examination, students must consult their study career counsellor. The study career counsellor will give the student (non-binding) advice regarding the student's request to sit the competency examination.¹
2. The Examination Board determines, in consultation with the examiner if necessary, whether the student meets the conditions to be allowed to take the competency examination, notwithstanding the student's own responsibility to determine whether he or she meets the conditions.
3. Students that terminate their study programmes prematurely may request to take part of the competency examination (exit assessment).

Article 22 Registration for tests

1. Registration for tests is not required.
2. Students who have failed to act in accordance with the registration procedure cannot sit the test.

Article 23 Proof of identity during tests

Students must prove their identity at every test by showing a legally valid form of ID other than a student ID card.

Article 24 Test marking system

1. The assignments, questions, assessment norms and criteria are determined by the examiners with due regard for the guidelines and instructions provided by the Examination Board. The examiner conducts the test and determines the result on the basis of the determined assessment standards and assessment criteria.
2. If one and the same test is conducted and assessed by more than one examiner, the Examination Board will ensure that these examiners adhere to the same standards and criteria.

Article 25 Test results

1. The test results must be announced in writing to the student within ten days of the date of the test apart from the exceptions laid down in the Teaching and Examination Regulations. The study programme administration is responsible for announcing the test results. The privacy of students will be respected when test results are announced.
The tests of which the results may be announced later than ten days are:
 - Research Report
 - Research Assignments
2. Students are entitled to inspect all assessed tests and the accompanying assessment criteria used and to be given feedback on the results.

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

3. Inspection takes place during an evaluation with teacher/examiner(s), or at the request of the student, up until 3 weeks after receiving the test result at the latest.
4. Feedback is given during an evaluation with the teacher/examiner(s), or at the request of the student, up until 4 weeks after receiving the test result at the latest.
5. On request students will receive written notification of their results, from which the student can derive rights.

Article 26 Inability to sit tests

1. Students who have acted in accordance with the registration procedure described in Article 21 but who are unable to sit the test for reasons beyond their control, the legitimacy of which reasons is subject to assessment by the Examination Board, may apply to the Examination Board to sit the test within a period of time to be set by the Board.
2. The application referred to in the previous paragraph must be submitted in writing to the chairman of the Examination Board and include the necessary evidence. The Examination Board will then take a decision and inform the student concerned. If the request is granted, the Examination Board will set a date, time and place for the test. Any rejection of the request will be substantiated and the student will be informed of his or her right to appeal. In assessing the request, the Examination Board's primary criteria are the obstruction of the study progress and the student's personal circumstances.

Article 27 Request for a review

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

Article 28 Resits

1. Tests are conducted at least twice an academic year.
Students can resit components marked with a pass no more than once, and at least once, in which case the highest mark will count. The regular test moments are the test itself and a re-examination. After the re-examination, the student can submit a well-founded request to the Examination Board for an extra chance in the same academic year, which will be honoured in exceptional cases only.
For the practical tests referred to below, resits only take place in the following academic year: performance 1 and final performance.
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 in the studyguide and programme portal.
3. The possibility to have competencies not yet acquired assessed again later is discussed at every competency examination.
In consultation with the student, a determination is made regarding what needs to be done, when and how the student will be able to show that he or she has worked on acquiring the competencies and when he or she will have acquired these competencies,

Article 29 Period of validity of results

1. The period of validity of successfully completed component tests is 10 years.
Results achieved for interim examinations can only lapse if the understanding/knowledge/skills to which these interim examinations relate can be shown to be obsolete. Understanding, knowledge and skills that were assessed more than 10 years ago can evidently be shown to be obsolete.
The period of validity of successfully completed interim examinations is:
10 years
The Examination Board may extend this term.
2. In the event of special circumstances as referred to in the Profiling Fund Scheme, the period of validity of interim examinations will as a minimum be extended by the duration of the support granted on the basis of that scheme.

3. If the study programme has been substantially altered, details on how this term will be restricted can be stated below, whether in the form of a written decision issued to a student or incorporation in the Teaching and Examination Regulations, if it applies to the entire cohort.

Article 30 Final paper - Knowledge bank

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

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

Article 31 Study progress

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

Section 7 Graduation

Article 32 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 11. (*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 his or her 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. The certificate of a study programme comes with a diploma supplement.
The Examination Board will determine that the student has passed within a maximum of eight calendar weeks after the last academic activity.
If the student wishes for the certificate to be dated later, the student must postpone the completion of his or her final academic activity.
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 associate degree programme or the study programme examination
For the study programme's examination the Master of Music 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 have received grades of at least 8 for the following assessments. The grade for the final performance should be 9 or higher:
 - Performance 1
 - Final grade Research2
 - Final PerformanceStudents who have been granted exemption for the domain Research do not qualify for a 'cum laude' distinction.
In addition, the jury in a final performance can decide that this performance qualifies as a distinctive feature, for instance for performing in sold-out venues (distinction for audience outreach), virtuosity, or innovation. Awarding a distinctive feature is not conditional upon a particular grade for the **performance**. Each member of the jury may propose a distinctive feature. The committee will discuss the appropriateness of a distinction and, if awarded, the wording of the distinction. The distinctive feature will only be granted by unanimity.
7. The Executive Board reports to DUO the students that have passed the examination of the study programme.

Article 33 Statement on departure

1. Every student who seeks to terminate his enrolment without having passed the study programme's final examination will be invited for an interview.
2. At the student's request, the student may be issued a statement listing any results achieved. Results of successful tests without credits can be converted into an equivalent of credits based on the study load. (*Section 7.11 of the WHW.*)
3. The statement must specify that the 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.

Section 8 Irregularities and fraud

Article 34 Irregularities and fraud

1. If irregularities are discovered in connection with a test, as a result of which the Examination Board cannot guarantee the test's quality and any of its results, the Examination Board may forgo having the test checked, or declare a test result void. In such cases, the Examination Board must ensure that an opportunity to resit the test in the near future is offered to the affected students.
2. If a student is guilty of an irregularity committed with respect to (a component of) an examination or fraud, the Examination Board may exclude the student from sitting one or more tests of the study programme for a period to be determined by the Examination Board but which will not exceed one year. If the test has already been assessed, the result will be declared void. Any act contrary to the rules laid down around testing will be considered an irregularity or fraud within the meaning of this article.
3. In the case of serious fraud, the Examination Board can propose to the Executive Board that the enrolment of the student involved be prematurely terminated (*Section 7.12b of the WHW.*)
4. If the irregularity is only discovered after the examination, the Examination Board may withhold or claim back the certificate of the study programme or decide that the certificate will not be issued unless the student sits a new test or examination in the components to be determined by the Examination Board and in a fashion to be determined by the Examination Board.
5. Before taking a decision, the Examination Board will hear the student and any other interested parties. A report will be drawn up of this hearing, of which a copy is forwarded to the student. The Examination Board must notify the student of its decision without delay, which notification can be given orally if required but must in any event also be issued in writing. Furthermore, the student is informed of his right of appeal.
6. The Examination Board makes up a report of its decision and the facts it is based on.

Section 9 Examination Board, appeal

Article 35 Examination Board

1. The institute director establishes an Examination Board for all study programmes of the Fontys Hogeschool voor de Kunsten.
2. The Examination Board's duties and responsibilities are laid down in the WHW. (*Sections 7.12, 7.12b and 7.12c of the WHW*). These include the following duties and responsibilities:
 - responsibility for guaranteeing the quality of testing;
 - responsibility for guaranteeing the quality of the organisation of and the procedures surrounding tests and examinations;
 - to determine objectively and professionally whether a student has passed an examination;
 - to award certificates and the diploma supplement;
 - to determine alternative tracks;
 - to assess applications for exemptions and reviews and to award applications for special facilities;
 - to determine whether an interim examination has been conducted in a way other than that prescribed in the TER;The composition of the Examination Board can be found on [the portal of FHK](#)
3. An application to the Examination Board can be submitted to [the portal of the Examination Board](#)

Article 36 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 (see Articles 45 and 46 of the [Student's Charter](#), (Section 7.61 of the WHW.)

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

Section 10 Retention and hardship clause

Article 37 Retention of documentation

1. The Examination Board is responsible for retaining the minutes of its meetings and its decisions for a period of seven years.
2. The Examination Board is responsible for retaining its issued statements, among others, the statement on departure of a student who terminates his or her enrolment without having passed the study programme's final examination, for a period of ten years.
3. The Examination Board will ensure that the following information on each student will remain in the institute's archives for 50 years:
 - information on whether each student has obtained a 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 38 Hardship clause

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

Section 11 Final provisions and implementation

Article 39 Entry into force, amendments, publication and official title

1. The TER applies to all students enrolled in the study programme in question during the **2019-2020** academic year, unless otherwise stated below.
2. The general section of these regulations and any amendments thereto will be established by the Executive Board, after having obtained the consent of the students' section of the Central Participation Council. PC's will be given an opportunity to issue advice to the CPC. That general section of the TER constitutes the basis on which the study programme-specific TER for each study programme will be drawn up before being submitted to the Examination Board for their advice and

the (joint) study PC and IPC for their advice/consent. The (joint) study programme committee advises the institute director and sends its advice to the IPC for informational purposes. The IPC advises the institute director and sends its advice to the (joint) study PC. The establishment of and amendments to the study programme-specific TER are effected following a proposal from the institute and require the consent of the students' section of the competent IPC and the (joint) study PC. (see Sections 10.20 and 7.13 of the WHW.)

3. The text of the TER can be amended if warranted by changes to the organisation or organisational components with due observance of the provisions of paragraph 4. In the event of an interim change, the procedure as described in paragraph 2 applies.
4. If the interests of an individual student are prejudiced as a result of interim amendments of the regulations, the student may submit a written application to the Examination Board to protest against the amendment of the rules. The Examination Board examines the student's application and bases its decision on a weighing-up of the interest of the individual student on the one hand and the interest of the quality of the study programme on the other.
5. The institute director adopts the study programme-specific TER before 1 June of the academic year preceding the academic year that starts on 1 September. He ensures the publication of the study programme-specific component of these regulations and any amendments thereto by making them available for inspection with the secretariat of the study programme and placing them on the website.
6. The 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 Master of Music 2019-2020**

Article 40 Transitional provisions

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

Article 41 Unforeseen cases

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

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

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

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

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

2. Facilities for students

Information on facilities for students can be found at:

- the institutional section of the Fontys Students' Charter (www.fontys.nl/regelingen)
- the website of [Fontys](#)
- de website van [Fontys Study Abroad](#)
- the study programme's digital prospectus

3. Study support

Information on study support can be found in:

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

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.

Appendix 1:

Master of Music Programme Qualifications and Learning Objectives

Cohort 2018

I Artistic and technical development	
Learning Outcomes	The Master of Music graduate has the instrumental/vocal expertise required in the profession and the appropriate technical skills and knowledge. Based on these, she has developed a musical and artistic personality. She can create, realize and express personal artistic concepts independently on a high professional level. She has insight into general cultural movements and is familiar with the international world of music.
Learning objectives:	<p>The Graduate:</p> <ul style="list-style-type: none"> • (1.1) Can perform music independently at a professional level from a personal artistic vision in accordance with the stylistic requirements of the music (S1, S2.2, S4, K1.1, K1.2, K2.3, K3, C1); • (1.2) Can compile her own program, present and perform it with knowledge of the historical context and performance practice (S1, S2.1, S4, S5, S6, K1.1, K2.2, K3, C1, C3, C4, C5.1, C5.2); • (1.3) Has mastered a broad or specialist repertoire and/or extensive improvisation skills (S2.1, S4, S7); • (1.4) Has interpretive skills (S1, S4, C1, C4); • (1.5) Has knowledge of literature and extensive repertoire knowledge and can use this in her own music practice (S2.1, S4, K1.1); • (1.6) Is internationally oriented and familiar with the international world of music (C5.1); • (1.7) Can function in various forms of collaboration (S3, S4, S6, C5);

II Personal and professional development	
Learning Outcomes	The Master of Music graduate works consciously and independently on her own professional development. She has self-insight and can identify her own strong and weak points. This enables her to indicate how she can develop further as a professional musician.
Learning objectives:	<p>The Graduate:</p> <ul style="list-style-type: none"> • (2.1) Can express her own vision and substantiate it (S5, C1, C2, C3); • (2.2) Can indicate how and in what direction she wants to develop her vision (S5, C2); • (2.3) Can reflect on her own progress and give direction to her own career (C2);

III Research skills	
Learning Outcomes	The Master of Music graduate can conduct practical research into her profession and is familiar with common and suitable methods. The Master is capable of formulating a researchable problem and the correct research questions and can draw up and carry out a research plan based on these. The Master is capable of presenting her own research in its own musical context.
Learning objectives:	<p>The Graduate:</p> <ul style="list-style-type: none"> • (3.1) Has an inquisitive attitude and can use this to initiate research (C3); • (3.2) Can formulate and answer a research question based on a theoretical or practical artistic problem (S1, S5, K2.3, C1); • (3.3) Can obtain relevant information independently and convert this into a researchable problem (S1, K2.3, C1); • (3.4) Can draw up a research plan with an outline of the problem, questions, research model, planned approach, time schedule (S1, K2.3, C1); • (3.5) Can test personal views and judgments against specific and/or artistic findings and place them in a specific musical context; • (3.6) Can present and defend the results of her own research in an artistic research report and a research presentation with an explanation (S5, S6, K2.2, K2.3, C5).

IV Social positioning, communication and collaboration	
Learning Outcomes	<p>The Master of Music graduate can establish a professional career in the world of music and has insight into the social meaning of music and specialist music education while having an eye for general cultural movements and the role of music in a social context.</p> <p>The Master of Music graduate is capable of conveying ideas, views on her work and/or studies and research results clearly and engagingly to target audiences within and outside of her own professional musical field. The Master can encourage people to cooperate. The Master is capable of representing an institution or group in contacts with external parties, and of taking strategic action.</p>
Learning objectives	<p>The Graduate:</p> <ul style="list-style-type: none"> • (4.1) Knows how the world of music is organised and how to relate to public institutions, such as orchestras, venues and agencies (K2.1, C5); • (4.2) Can initiate and realize productions on her own (K2.1, K2.2, K2.3, C5); • (4.3) Can deal with relations in a musical and/or cultural context effectively (network). (C5). • (4.4) Can collaborate with colleagues and work purposefully with groups towards a joint product in a musical-cultural context and fulfil a leading role in this (S3, C1, C5); • (4.5) Can communicate effectively with professionals and lay people (S3, S5, C5); • (4.6) Can present a personal vision in an artistic context and adapt form and style to suit a subject, target audience and situation. (S5, S6, C3, C5)

V Deepened methodological, didactical and pedagogical knowledge
(Only for the graduation profile Performance with focus on education)

Learning Outcomes	The Master of Music graduate deepens her knowledge of methodology, didactics/pedagogy and educational theory and develops useful insights into these fields, enabling her to contribute to specialist music education and art and culture education.
Learning objective	The Graduate: <ul style="list-style-type: none"> • (5.1) Can develop methodologically sound concepts for specialist music education and art and culture education, based on a personal vision and contemporary learning theories (K2.3, K4, S5, S8, C1, C5.2); • (5.2) Can design and implement educational curricula (S8, C2, C4); • (5.3) Can develop a learning environment, for instance with the help of technology, in which individual students can develop their talents fully. (S8, C4).

Cohort 2019

1. Technical skills

<i>The student has a wide range of professional knowledge and skills, and applies them in different musical contexts.</i>	
	Master
1	The student creates and produces artistic concepts at a high professional level.
2	The student commands a representative, varied repertoire within his/her field, has enhanced or broadened his/her knowledge and knows how to set himself/herself apart as a professional artist.
3	The student works in ensembles or in creative collectives varying in composition, size and style.
4	The student has enhanced and/or broadened his/her basic knowledge of music theory, music history, musical styles and performance practices.
5	The student demonstrates that he/she is capable of analysing music he/she hears, or notated music with which he/she is presented, based on his/her understanding of rhythmic, melodic and harmonic structures and forms, and on that basis, can interpret and perform it.
6	The student demonstrates the ability to apply individual advanced-level improvisation techniques associated with the repertoire performed.
7	The student has mastered effective study and rehearsal skills.
8	The student is aware of his/her posture and movements. He/she demonstrates awareness of health risks and takes preventative measures.

2. Creative skills

<i>The student can shape musical expression based on his/her own artistic vision and aims.</i>	
Master	
1	The student independently develops musical products at a high professional level based on his/her own artistic concept and/or puts together programmes on the basis of that concept.
2	The student shows extensive creativity in his/her choice of repertoire, programming, arrangements, compositions and/or productions, in performance and in musical solutions.
3	The student uses research methods to develop and enrich his/her work in an artistic sense.
4	The student expresses a musically artistic personality.
5	The student puts his/her musically artistic personality and skills at the service, and in the context of, a larger whole.
6	As an initiator, the student carries out a musical project.

3. Contextual focus

<i>The student identifies developments in the national and international professional world and in society at large, positioning himself/herself and his/her work in relation to these.</i>	
Master	
1	The student is aware of developments in his/her specialist field, the wider professional music world and society at large. The student demonstrates how he/she integrates that awareness into his/her professional abilities and uses it to enhance his/her own career and to serve the community.
2	The student identifies opportunities in the community, turning these into concrete actions. He/she is not afraid to take risks and positions himself/herself with his/her products or activities.
3	The student demonstrates an understanding of how the national and international music markets function and are organized. To that end, he/she has knowledge of music marketing and production, money flows and revenue models, and applies that knowledge to position himself/herself in the professional music world.
4	The student participates in professional/cultural life, and networks with peers, other musicians, members of the public and press, and potential and current clients.
5	The student demonstrates resourcefulness and is capable of securing commissions, jobs and/or work.
6	The student is aware of technological developments and of the influence technology has on the professional music world. The student has relevant knowledge and skills, and applies them in a music-specific context.

4. Research and development skills

<i>The student evaluates his/her own artistic performance by reflecting on and exploring the development of his/her own identity, personal actions and work, and those of others, with the aim of continuously improving that performance.</i>		<i>The student constantly evaluates his/her own artistic performance through self-initiated research and reflection on his/her own identity, actions and work with the aim of improving that performance and simultaneously contributing to innovation in his/her field.</i>	
Master			
1	The student asks critical questions and is open to the questions of others.		
2	The student reflects on his/her own assumptions, preferences, strengths and weaknesses, and understands their implications for his/her development and career opportunities.		
3	The student reflects on his/her own working methods, and thus understands the implications of choices and decisions, which he/she can defend retrospectively both to colleagues and to individuals working outside the field.		
4	The student gives a justified assessment of the artistic merit of his/her own work and that of others, as well as an assessment as to how effectively it meets his/her intentions.		
5	The student independently collects, analyses and interprets knowledge and information relevant to his/her field and contributes through his/her own research to the development of new source material.		
6	The student conducts structured research on issues directly or indirectly related to his/her own field.		
7	The student proactively organizes his/her own input in the form of reflection, feedback and research, using knowledge, insight and skills to help further develop his/her work, professional status and field.		
8	The student explores, identifies and experiments with innovations in his/her field, in addition to fostering innovation himself/herself.		

5. Communication skills

<i>The student interacts effectively in various professional contexts, using appropriate forms and means of communication.</i>	
Master	
1	The student presents himself/herself and his/her work, individually and/or collectively, in a way that is suited to the work presented and the intended audience.
2	The student actively and demonstrably contributes to multi- and/or interdisciplinary collaborations in his/her own discipline.
3	The student leads creative processes, projects and/or collaborations.
4	The student demonstrates skills and initiative in teamwork, negotiation and organization.
5	The student uses his/her oral, written and IT skills to convincingly and effectively communicate his/her own work, working method, vision and research results to professionals and the public.
6	The student deals strategically and respectfully with the various roles, responsibilities, interests and qualities inherent in a collaborative undertaking.
7	The student demonstrates effective intercultural communication skills.

6. Organizational skills

<i>The student creates sustainable work situations and networks, enabling himself/herself to achieve his/her goals.</i>	
Master	
1	The student sets realistic goals, and makes and works according to a plan.
2	The student has sufficient business, organizational and administrative knowledge and skills, operating as a professional to ensure the success and continuity of his/her career.
3	The student organizes workflows mutually with others, seeking an appropriate balance between artistic, business and facilitating activities.
4	The student maintains sustainable professional networks and contacts, thereby strengthening his/her own activities and those of others.
5	The student responds to changing situations and circumstances, and contributes to solving complex context-specific problems and issues.
6	The student is aware of relevant parameters and deals with them appropriately.

7. Teaching skills

<i>The student uses his/her own musical knowledge and skills to facilitate the musical development or performance of others.</i>	
Bachelor	
1	Using his/her knowledge and skills, the student formulates goals for development or performance in consultation with the person(s) involved.
2	The student uses various teaching methods, resources and materials – geared to the needs and learning style of those involved – to develop and implement musical learning situations and/or processes.
3	The student identifies, assesses and evaluates the learning effect on the person(s) involved in the educational situations or processes designed and implemented.

Appendix 2: Overview of main subjects

Croho name programme	Programme code	Main subject
Master of Music	44739	<p>Music Theatre Music Theatre Classical</p> <p>Guitar Pop Bass Pop Drums Pop Keyboards Pop Vocals Pop Singer/song writing Rap Electronic Music Production</p> <p>Conducting Harmony and brass band classical music Choir conducting classical music Orchestra conducting classical music Ensemble direction new music Creative performer</p> <p>Theory of Music classical music</p> <p>Accordion classical music Bass clarinet classical music Composition classical music Guitar classical music Harp classical music Organ classical Music</p> <p>Piano classical music Saxophone classical music Percussion classical music Solo singing classical music Flute classical music Oboe classical music Bassoon classical music Clarinet classical music Horn classical music Trumpet classical music Trombone classical music Tuba classical music Euphonium classical music Violin classical music Viola classical music Cello classical music Contrabass classical music Piano accompaniment classical music Harmonium classical music</p> <p>Trumpet Light Jazz Trombone Jazz Saxophone Jazz Piano Jazz Guitar Jazz Bass guitar Jazz Contrabass Jazz Drums Jazz Vocals Jazz Composition/Arrangement/Performance Jazz</p>

Appendix 3:

Regulations admission Master of Music

Article 1:

In order to be admitted to the Master of Music programme, an enrolment certificate issued by the institute director is mandatory. (*W.H.W. art 7.30*)

Article 2:

For the purpose of being admitted to the Master of Music for bachelor students of the home institution, assessment committees are operating for the benefit of the final practical examinations. In the course of the final examination, this committee will decide whether a student can be admitted to the Master of Music programme, considering the academic discipline. As far as students who wish to enroll from outside are concerned, the conservatory disposes of separate admissions committees. The Examination Board is responsible for the composition of these commissions per location.

Article 3:

During the enrolment procedure, an enrolment certificate is handed out via the Student Facilities Services desk.

Article 4:

An enrolment certificate is given to students who have successfully passed the enrolment procedure (see article 2.2 of the TER [Teaching and examination Regulations]), and who have met the English language requirements (*see Appendix 4*).

Article 5:

The student who is not granted an enrolment certificate will be informed by the admissions committee. The rejection is open to objection. At Fontys, the objection has to be addressed to the Fontys Examination Appeals Board.

Appendix 4:

Protocol Entry Requirements English Language Proficiency

Before the final enrolment for the Master of Music, international students must have an English language proficiency level that equals or can be compared with a 5.5 score in the IELTS academic test. (www.ielts.org)

Depending on the country of origin, there are the following options:

Option 1

Every international student meets the English language proficiency requirements if she can submit an IELTS certificate with a 5.5 score (level academic). The student is bearing the costs.

The IELTS test report form (TRF) should be presented to Fontys Master of Music by the student. The authenticity of this TRF can be checked by Fontys MoM.

Option 2

International students (in or outside the EU/EEA [European Economic Area]) from a country that has English as the official language of communication (native speakers) meet the language proficiency requirements. In order to prove this, a copy of the ID must be submitted.

Option 3

Students from the EU/EEA must prove that they have a similar level by submitting a general certificate of secondary education, including a list of grades with a passing grade for English.

Option 4

International students (in or outside the EU/EEA) must prove that they have a similar level by submitting a Bachelor diploma from a school in a country that has English as its official language of communication.

Option 5

For students from non-EU/EEA countries in which English is not the official language of communication, the school organizes a language test. If possible, this test will be organized at the school on the day of the entrance examination; the level is comparable to that of IELTS 5.5. The test is mainly focused on the evaluation of the listening skills. If a student should fail the test, but should show potential to enhance her skills to the required level within a short period of time, he or she will be given the opportunity to eliminate her deficiencies. A possible way to achieve this is for instance by attending a (digital) training programme. The student must hand in her IELTS-certificate before October 1 of the year of enrolment (see option 1).

The student who has handed in an IELTS or comparable certificate prior to the entrance examination (see option 1 or 4) is exempt from the language test.

International students who do not meet the language skills requirements will not be accepted at the Master of Music.

Appendix 5:

Overview of units of study, names, credits, and tests (Fontys)

- At Fontys Master of Music, it is the student herself who, together with the study career coach and main subject professor, administers the budget for artistic and technical development classes. A minimum of 30% of the student's budget is to be spent at FHK.
- The credits in the artistic and technical development domain are communicating vessels; the number of credits spent on ensemble performance, project and orchestral parts performance corresponds to an equivalent reduction of credits for artistic performance.
- Attending the second-year individual main subject classes is submitted to entry requirements: the study career coach must have given a pass for the submitted first year portfolio.
- Students are obliged to participate in projects they are assigned to. If a student wants to apply for exemption for a project, she should send a letter with argumentation to the head of studies. The head of studies decides on validation of the exemption.
- If the orchestral part examination does not fit in with the student's Personal Development Plan and Vision Statement, the orchestral part assessment is not mandatory, subject to the agreement of the main subject professor and the study career coach.
- The candidate is only admitted to the final recital if she has successfully concluded the following study components February 1 of the second academic year:
 1. Performance 1
 2. Research report
 3. Portfolio assessment year 1

This will be ascertained on February 15th of the year concerned, based on the data of the student performance and progress system. If the student has not passed the tests concerned on February 15th, the student will not be admitted to the final recital before the summer holidays. The next opportunity to perform the final recital will be in the last week of August 26, provided that the student has complied with all above-mentioned conditions, and the final research report has been handed in on June 15th of the academic year at the latest.

Overview units of study:

Profile: performance classical with orchestra performance year 1		
Name unit of study	ECTS/Credits	Name Interim examination
Artistic performance*	33	Performance 1
Chamber music performance	2	Chamber music 1
Orchestral part performance	2	Orchestral part 1
Project	5	Project 1
Research	13	Research 1
Electives	3	Electives 1
Study career coaching	2	Portfolio assessment 1

Profile: performance classical year 1		
Name unit of Study	Credits	Name Interim Examination
Artistic performance*	35	Performance 1
Chamber music performance	2	Chamber music 1
Project	5	Project 1
Research	13	Research 1
Electives	3	Electives 1
Study career coaching	2	Portfolio assessment 1

Profile: performance year 1		
Name unit of Study	Credits	Name Interim Examination
Artistic performance*	37	Performance 1
Project	5	Project 1
Research	13	Research 1
Electives	3	Electives 1
Study career coaching	2	Portfolio assessment 1

Profile: performance classical with orchestra performance year 2		
Name Unit of Study	Credits	Name Interim Examination
Artistic performance*	37	Final performance
Chamber Music performance	2	Chamber music 2
Orchestral part performance	2	Orchestral part 2
Project	5	Project 2
Research	12	Research 2
Study career coaching	2	Portfolio assessment 2

Profile: performance classical year 2		
Name Unit of Study	Credits	Name Interim Examination
Artistic performance*	39	Final Performance
Chamber Music performance	2	Chamber music 2
Project	5	Project 2
Research	12	Research 2
Study career coaching	2	Portfolio assessment 2

Profile: performance year 2		
Name Unit of Study	Credits	Name Interim Examination
Artistic performance*	41	Final Performance
Project	5	Project 2
Research	12	Research 2
Study career coaching	2	Portfolio assessment 2

*The size of the unit of study 'artistic performance' differs by profile and depends on the student's graduation profile. Because of the prerequisite deepening of the profile, a student spends between 33 and 41 EC on this unit of study.

Overview of Education components (name units of study):

Name unit of study	Name education-components	Admission requirements (niet verplicht, zie lid 3)	Entry requirements (niet verplicht, zie lid 5)
Artistic performance	Main subject courses	n/a	yes
Chamber music performance	Chamber music course	n/a	n/a
Orchestral part performance	Orchestral part course	n/a	n/a
Project	Main subject course	n/a	n/a
Research	Artistic and Education research programme	n/a	n/a
Electives	Personal and Professional Development programme	n/a	n/a
Study career coaching	Personal and Professional Development programme	n/a	n/a

Overview of tests:

Name Interim Examination	Parts of the interim examination	Weighing	Test type	Individual/group	Assessment scale	Entry requirements
Year 1						
Performance 1	<i>Performance 1</i>		Performance exam	Individual	1-10	-
Chamber music 1	<i>Chamber music performance 1</i>		Performance exam	Group	1-10	-
Orchestral part 1	<i>Orchestral part performance 1</i>		Performance exam	Individual	1-10	-
Project 1	Project 1		Assignment	individual	Pass/fail	
Research 1	Students choose					
	1. Artistic Research profile	2. Education Research profile				
	Module 1 AR	Module 1 ER	25%	Assignment	Individual	1-10
	Module 2 AR	Module 2 ER	25%	Assignment	Individual	1-10
	Module 3 AR	Module 3 ER	25%	Assignment	Individual	1-10
	Module 4		25%	Assignment	Individual	1-10
Electives	Elective 1		Assignment	Individual	Pass/fail	-
	Elective 2		Assignment			
	Elective 3		Assignment			
Portfolio assessment 1	Pre-recital portfolio assessment 1		Assignment	Individual	Pass/fail	
	Post-recital portfolio assessment 1		Assessment	Individual	Pass/fail	

Name Interim Examination	Parts of the interim examination	Weighing	Test type	Individual/group	Assessment scale	Entry requirements
Year 2						
Final performance	<i>Final performance</i>		Performance exam	Individual	1-10	-
Chamber music 2	<i>Chamber music performance 2</i>		Performance exam	Group	1-10	-
Orchestral part 2	<i>Orchestral part performance 2</i>		Performance exam	Individual	1-10	-
Project 2	Project 2		Assignment	Individual	Pass/fail	
Research 2	Research report	65%	Assignment	Individual	1-10	-
	Research presentation	35%	Presentation assessment	Individual	1-10	-
Portfolio assessment 2	Pre-recital portfolio assessment 2		Assignment	Individual	Pass/fail	-
	Post-recital portfolio assessment 2		Assessment	Individual	Pass/fail	-