Student Handbook 25-26

All you need to know as an ADS&AI student

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ADS&AI Overview

Information on our Undergraduate Programme
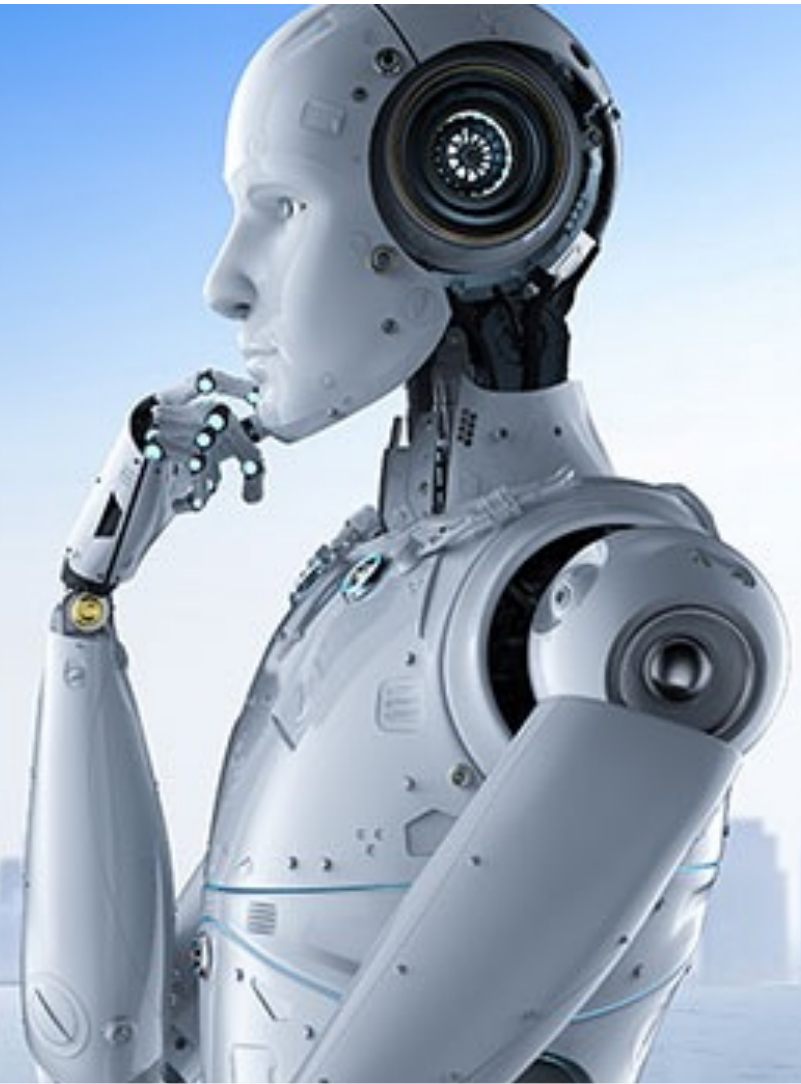
Final qualifications

The HBO bachelor ADS&AI graduate:

1	*Problem Analysis*	Can analyse a problem by describing the context, trade-offs, and a formulation of the final question (as a result of a process of *demand articulation*). Identifies the possible solutions. As a result, can formulate an approach for a data trajectory that considers relevant actors and interests, involving relevant theories and (technical) possibilities.
2	*Domain knowledge*	Has such knowledge and insight into one or a few domains that the graduate can function as a discussion partner for experts. Can quickly delve into new domains and associated professional networks.
3	*Data acquisition, processing and storage*	Masters (programming) skills to acquire, pre-process, process, store in an appropriate structure and manage the necessary data to create value for individuals, organizations and domains.
4	*Data analysis*	Can use analytical and statistical methods to analyse data to create value for individuals, organizations, and domains. Can determine the quality of data based on analysis.
5	*Data Modelling*	Can apply modelling techniques, including Machine Learning and AI to create value for individuals, organizations, and domains.
6	*Design, prototyping and implementation*	Can develop a prototype using an iterative cycle, explicitly involving stakeholders, and can implement applications within an (existing) architecture.
7	*Visualize*	Can apply visualization and storytelling techniques and skills to inform stakeholders about (interim) results of AI and DS approaches effectively and accurately.
8	*Reporting and advising*	Can translate (interim) results into effective reporting. She sees opportunities and possibilities and can translate them from a market-oriented vision into new concepts, products, or services, while keeping an eye on the business side of the organization.
9	*Project Management & Collaboration*	Can work together (internationally) in multidisciplinary teams with different levels of knowledge in the field of data use and applications. Can set up and execute projects in collaboration with stakeholders and team members. Can act as a sounding board in discussions with team members, customers, users, and experts. Strives for a good balance between input from her own vision and additional expertise from others. Can manage a team.
10	*Inquisitive and reflective attitude and skills*	Applies relevant (research) methods and techniques in combination with relevant and adequate argumentation. Can reflect on (business) processes and her role in them, both theoretically and practically, by constantly evaluating and adapting her own actions with input from others. Can translate the result of the reflection into concrete personal learning objectives.
11	*Responsibility*	Is aware of social, legal, and ethical aspects within the context of a professional working environment and is able to make informed considerations. Acts based on justice and integrity.

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Project management stages in Data Science and AI

One of the aims of the ADS&AI program is to consistently teach students to apply a systematic data science project management approach. We have chosen for CRISP as a methodology (In Data Science workshops the concept will be explained).

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Competency Levels & Project Focus Through the Years

- Year 1 - Foundation I (Individual & Small Teams)
  Acquiring the fundamental knowledge and skills

- Year 2 – Foundation II - Under Supervision (Individual & Small Teams)
  Acquiring the fundamental knowledge and skills / Explore core roles

- Year 3 - Collaboration – Team work
  Core project; students work with students from other programmes to solve open problems

- Year 4 - Personalisation - Independent (Individual)
  Further refine specific skill sets, connect with the industry, and direct their next steps beyond school

Level	Nature of the task	Context	Independence
1	Simple, structured, applies known methods directly according to specific norms.	Known; simple.	Guided supervision.
2	Complex, structured, applies known methods to changing situations.	Known; complex, in professional practice under supervision.	Supervision if necessary.
3	Complex, unstructured, improves methods & applies norms to the situations.	Unknown; complex, multidisciplinary & interdisciplinary practices.	Independent.

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Project Based Learning

Our teaching approach

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Project Based Learning

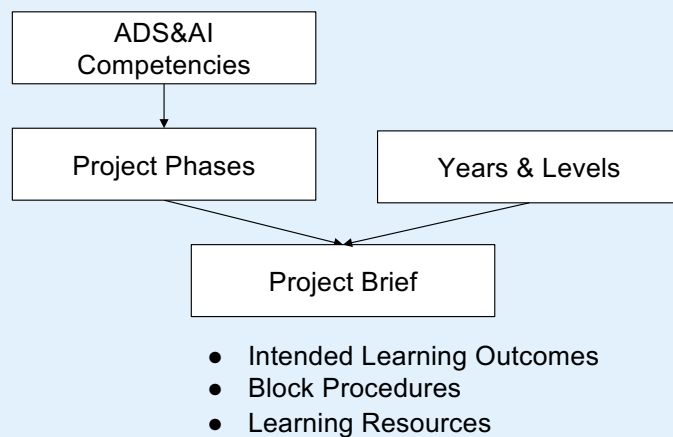- Our programme focuses on project-based learning where methods and techniques are applied to creative problems in a 'real-life' setting.
- Students receive a project brief, which is specifically set up to create creative hurdles.
- Students are guided and supported in their approach and choices, while maintaining creative responsibility over their project.

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Project Brief

Central in our didactic structure is the Project Brief.

- The project brief is the one document that contains all information relevant to the block
- A project brief is written based on a project phase and competency level
- It contains Intended Learning Outcomes and other related info

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┌─────────────────┐
│   ADS&AI        │
│   Competencies  │
└────────┬────────┘
         │
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┌─────────────────┐        ┌─────────────────┐
│  Project Phases │        │  Years & Levels │
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                    ▼   ▼
            ┌─────────────────┐
            │  Project Brief  │
            └─────────────────┘
```

- Intended Learning Outcomes
- Block Procedures
- Learning Resources

Intended Learning Outcomes (ILOs)

- The project brief contains the ILOs for a block, which are the things we want students to learn during that project.
- ILOs are broken down into "indicators", which are quality criteria used to assess the ILO.
- As the level of independence grows, students can personalise their evidence for these ILO.

Example ILO:

ILO: The student is able to develop proof of concepts that validate the intended user experience.

Indicator 1: The prototyping process prioritizes implementation of the core application loop through active risk mitigation with emphasis on finding the fun.

Indicator 2: Analysis of existing products is used to strengthen the development process.

Indicator 3: Proof of concept demonstrates that user interaction, tools and tech are aligned in a coherent whole that convincingly validates all these aspects of the concept.

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Assessment

How are you assessed?

Summative Assessment

- At the end of the project every student is individually assessed based on the project's ILOs by a team of lecturers.
- Assessment will take all evidence that is linked to the Learning Log as core document.
- **In cases links to evidence are missing**, these won't be assessed.
- Other evidence looked at Work logs, team reviews and supporting evidence added to your assignment in Github
- Students are strongly advised to self-assess as well, so as to align mutual understanding of learning and progress.

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Retake Procedure

- Each academic year you are entitled to **a maximum of 2 opportunities** to successfully complete the requirements for a Block.
  - For the first opportunity you will be signed up automatically.
  - For the second opportunity (a retake) you do need to register.
- A third opportunity is exemptional. If you need a third opportunity this needs to be requested with the Board of Examiners
- The retake assessment submission deadline is the final Friday (week 8) of the next block.
- See the year planning for deadlines of assessments and retakes.

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Retake Procedure

- You have to sign up for the second opportunity in Osiris: https://osiris.buas.nl/ before handing it in.
- A retake consists of handing in the original learning log with slides added for your improvement. It are these pages that will be assessed.
- Year 1 students are obliged to submit the retake for a project they failed **the next block** after to avoid staggering retakes towards the end of the year.
- You need to complete and hand-in the retake assignment in Brightspace.
- Projects have a validity of **one academic year (Block 1B 24-25 until the end of 25-26)**, after that submissions are only allowed based on the project of the current year. Do your retakes within a year therefore.

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Retake options (1)

1. Same Academic Year

If you retake a block within the same academic year, the deadline is **Week 8 of the following block**.

Example: if you take Block Y2B, you can retake it in Y2C.

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Retake options (3)

2. Following Academic Year

If you postpone your retake to the next academic year, you have **two opportunities total**, and **three possible windows**:

- Fast Retake (Only year 2 blocks before Block A)
  - Only possible if you are maximum 15 credirts behind
  - **Only one block** can be submitted through this option.
  - **Other opportunity has been used**
  - This counts as your **first of two retake attempts** in the upcominga academic year (So only one option left
  - The deadline is **before Block A begins** (typically in **late August**, exact date to be announced).
  - *This option is especially intended to support students who need to meet credit requirements before starting their internships or specialization projects.*

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Retake options (2)

2. Following Academic Year

If you postpone your retake to the next academic year, you have **two opportunities total**, and **three possible windows**:

- Regular Retake in Block A (3rd opportunity)
  - You may submit **multiple blocks**.
  - Deadline: **end of Week 8 of Block A**.
- Retake 2 in Block B (4th opportunity)
  - Final opportunity using the **original creative brief and assessment**.
  - You may submit **multiple blocks**.
  - Deadline: **end of Week 8 of Block B**.

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Retake options (4)

3. Two Academic Years Later

- If you retake the block **two academic years after the original**, you must use the **updated creative brief and assessment criteria** of that year.

- *Example: If you want to retake Y2B in Year 4, you must follow the version of Y2B offered during that academic year, including its updated creative brief and assessment criteria*

IMPORTANT:

- *After you have completed your propaedeutic stage there are no option to retake year 1 blocks:The propodeutic stage is a formal exam and is being closed then.*

Curriculum and year calendar

The year-to-year structure

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Overview

Curriculum			

Data Science & AI

YEAR 1	Block A | 15 ECTS	Block B | 15 ECTS	Block C | 15 ECTS	Block D | 15 ECTS
Projects	**Introduction to Data Science**	**Machine Learning**	**Deep Learning**	**Data Science Lifecycle Management**
	> Introduction to AI & Data Science > Data Visualisation with Power BI > Introduction to programming in Python > Mathematics	> Data analysis with Python > Introduction to Machine Learning Algorithms > Calculus/Linear Algebra > Introduction to SQL	> Introduction to Deep learning > Responsible & Explainable AI > Human-centered AI > Image classification	> Agile project management > Time series analysis > Data Engineering > Stakeholder Management

YEAR 2	Block A | 15 ECTS	Block B | 15 ECTS	Block C | 15 ECTS	Block D | 15 ECTS
Projects	**Natural Language Processing**	**Computer Vision & Robotics**	**Research methodology & Statistics**	**Deploying Machine Learning solutions**
	> Speech-to-text > Translation > Text classification > Transformer models > Generative AI	> Traditional Computer Vision > Object Detection > Image Segmentation > Control Theory Fundamentals > Reinforcement Learning	> Research Methods - > Quantitative / Qualitative research > Probability theory > Academic Skills	> Advanced programming concepts > MLOps: frameworks > MLOps: tools > Cloud computing

YEAR 3	Semester 5 | 30 ECTS	Semester 6 | 30 ECTS
	Specialisation project: Role specialization/Consultancy skills	**Choose from:** Specialisation project 2 | Internship | Exchange abroad

YEAR 4	Semester 7 | 30 ECTS	Semester 8 | 30 ECTS
	Choose from: Internship (Mandatory if not done in Y3 (not VWO)) | Exchange abroad | Connection to university | BUas-wide Minor e.g. Entrepreneurship | Minor: other University of Applied Sciences	**Graduation Project**

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Year calendar

	DATE	Year 1	Year 2	Year 3	Year 4	Buas activities	ADS&AI activities
33	11/08 - 15/08	Summer Holiday wk 5	Summer Holiday wk 5	Summer Holiday wk 5	Monday 11 Aug.: hand in date for Graduation - week retake (block E 24-25)	Summer Holiday	Summer Holiday
34	18/08 - 22/08	AGM Employees will start Mon 18 Aug	AGM Employees will start Mon 18 Aug	AGM Employees will start Mon 18 Aug	AGM Employees will start Mon 18 Aug	Start employees	Start employees
35	25/08 - 29/08	Introduction Week					
36	01/09 - 05/09	Block A - week 1	Block A - week 1	Block A - week 1	Block A - week 1	Start Block A	Start Block A
37	08/09 - 12/09	Block A - week 2	Block A - week 2	Block A - week 2	Block A - week 2		
38	15/09 - 19/09	Block A - week 3	Block A - week 3	Block A - week 3	Block A - week 3		
39	22/09 - 26/09	Block A - week 4	Block A - week 4	Block A - week 4	Block A - week 4		
40	29/09 - 03/10	Block A - week 5	Block A - week 5	Block A - week 5	Block A - week 5		
41	06/10 - 10/10	Block A - week 6	Block A - week 6	Block A - week 6	Block A - week 6		
42	13/10 - 17/10	Autumn Holiday	Autumn Holiday	Autumn Holiday	Autumn Holiday	Autumn Holiday	Autumn Holiday
43	20/10 - 24/10	Block A - week 7	Block A - week 7	Block A - week 7	Block A - week 7		
44	27/10 - 31/10	Block A - week 8	Block A - week 8	Block A - week 8	Block A - week 8		
45	03/11 - 07/11	Block A - week 9 - Assessment	Block A - week 9 - Assessment	Block A - week 9 - Assessment	Block A - week 9 - Assessment		
46	10/11 - 14/11	Block B - week 1	Block B - week 1	Block B - week 1	Block B - week 1	Start Block B	Start Block B
47	17/11 - 21/11	Block B - week 2	Block B - week 2	Block B - week 2	Block B - week 2	Saturday 22 November 2025 – Open Day	
48	24/11 - 28/11	Block B - week 3	Block B - week 3	Block B - week 3	Block B - week 3		
49	01/12 - 05/12	Block B - week 4	Block B - week 4	Block B - week 4	Block B - week 4		
50	08/12 - 12/12	Block B - week 5	Block B - week 5	Block B - week 5	Block B - week 5		
51	15/12 - 19/12	Block B - week 6	Block B - week 6	Block B - week 6	Block B - week 6		
52	22/12 - 26/12	X-mas Holiday	X-mas Holiday	X-mas Holiday	X-mas Holiday	Christmas holiday	Christmas holiday
1	29/12 - 02/01	X-mas Holiday	X-mas Holiday	X-mas Holiday	X-mas Holiday	Christmas holiday	Christmas holiday
2	05/01 - 09/01	Block B - week 7	Block B - week 7	Block B - week 7	Block B - week 7		08/01: Comeback day Internships
3	12/01 - 16/01	Block B - week 8	Block B - week 8	Block B - week 8	Block B - week 8		
4	19/01 - 23/01	Block B - week 9 - Assessment	Block B - week 9 - Assessment	Block B - week 9 - Assessment	Block B - week 9 - Assessment		23/01: Deadline Internships
5	26/01 - 30/01	studyweek / lesluwe week	studyweek / lesluwe week	studyweek / lesluwe week	studyweek / lesluwe week	29-01-2026 Education Day	29-01-2026 Education Day
6	02/02 - 06/02	Block C - week 1	Block C - week 1	Block C - week 1	Block C - week 1	Start Block C	Start Block C
7	09/02 - 13/02	Block C - week 2	Block C - week 2	Block C - week 2	Block C - week 2		
8	16/02 - 20/02	Spring Holiday	Spring Holiday	Spring Holiday	Spring Holiday	Spring Holiday / Mon: Mandatory day off (Carnival)	Spring Holiday / Mon: Mandatory day off (Carnival)
9	23/02 - 27/02	Block C - week 3	Block C - week 3	Block C - week 3	Block C - week 3		
10	02/03 - 06/03	Block C - week 4	Block C - week 4	Block C - week 4	Block C - week 4	Saturday 7 March 2026 – Open Day	
11	09/03 - 13/03	Block C - week 5	Block C - week 5	Block C - week 5	Block C - week 5		
12	16/03 - 20/03	Block C - week 6	Block C - week 6	Block C - week 6	Block C - week 6		
13	23/03 - 27/03	Block C - week 7	Block C - week 7	Block C - week 7	Block C - week 7		
14	30/03 - 03/04	Block C - week 8	Block C - week 8	Block C - week 8	Block C - week 8 - Assessment	Fri: Good Friday	Fri: Good Friday
15	06/04 - 10/04	Block C - week 9 - Assessment	Block C - week 9 - Assessment	Block C - week 9 - Assessment	Block C - week 9 - Assessment	Mon: Easter Monday / Thursday 9 April 2026 – Open Evening	Mon: Easter Monday / Thursday 9 April 2026 – Open Evening
16	13/04 - 17/04	Block D - week 1	Block D - week 1	Block D - week 1	Block D - week 1	Start Block D	Start Block D
17	20/04 - 24/04	Block D - week 2	Block D - week 2	Block D - week 2	Block D - week 2		
18	27/04 - 01/05	May Holiday	May Holiday	May Holiday	May Holiday	May Holiday	May Holiday
19	04/05 - 08/05	Block D - week 3	Block D - week 3	Block D - week 3	Block D - week 3	Tue: Liberation Day	Tue: Liberation Day
20	11/05 - 15/05	Block D - week 4	Block D - week 4	Block D - week 4	Block D - week 4	Thu: Ascension day / Fri: mandatory day off	Thu: Ascension day / Fri: mandatory day off
21	18/05 - 22/05	Block D - week 5	Block D - week 5	Block D - week 5	Block D - week 5		
22	25/05 - 29/05	Block D - week 6	Block D - week 6	Block D - week 6	Block D - week 6	Mon: Whit Monday	Mon: Whit Monday
23	01/06 - 05/06	Block D - week 7	Block D - week 7	Block D - week 7	Block D - week 7		04/06: Comeback day internships
24	08/06 - 12/06	Block D - week 8 - (Assessment CB)	Block D - week 8 - (Assessment CB)	Block D - week 8 - (Assessment CB)	Block D - week 8 - Oral Exam	RG: Finalisation/Marking Week	RG: Finalisation/Marking Week
25	15/06 - 19/06	Block D - week 9 - Assessment/(Resit CB)	Block D - week 9 - Assessment/(Resit CB)	Block D - week 9 - Assessment/(Resit CB)	Block D - week 9 - Assessment/(Resit CB)		19/06: Deadline Internships
26	22/06 - 26/06	Block D - week 10 - Resit /(Year wrap up CB)	Block D - week 10 - Resit /(Year wrap up CB)	Block D - week 10 - Resit /(Year wrap up CB)	Block D - week 10 - Resit /(Year wrap up CB)		
27	29/06 - 03/07	Closure week	Closure week	Closure week	Graduation week 1		
28	06/07 - 10/07	Finalisation week / BoE obj.	Finalisation week / BoE obj.	Finalisation week / BoE obj.	Graduation week 2		
29	13/07 - 17/07	Summer Holiday wk 1	Summer Holiday wk 1	Summer Holiday wk 1	Summer Holiday wk 1	Summer Holiday	Summer Holiday
30	20/07 - 24/07	Summer Holiday wk 2	Summer Holiday wk 2	Summer Holiday wk 2	Summer Holiday wk 2	Summer Holiday	Summer Holiday
31	27/07 - 31/07	Summer Holiday wk 3	Summer Holiday wk 3	Summer Holiday wk 3	Summer Holiday wk 3	Summer Holiday	Summer Holiday
32	03/08 - 07/08	Summer Holiday wk 4	Summer Holiday wk 4	Summer Holiday wk 4	Summer Holiday wk 4	Summer Holiday	Summer Holiday
33	10/08 - 14/08	Summer Holiday wk 5	Summer Holiday wk 5	Summer Holiday wk 5	Monday 10 Aug.: hand in date for Graduation - week retake (block 25-26)	Summer Holiday	Summer Holiday
34	17/08 - 21/08	AGM Employees will start Mon 17 Aug 2026	AGM Employees will start Mon 17 Aug 2026	AGM Employees will start Mon 17 Aug 2026	AGM Employees will start Mon 17 Aug 2026	Start employees	Start employees
35	24/08 - 28/08	Introduction Week				Introduction week	Introduction week
36	31/08 - 04/09	Block A - week 1	Block A - week 1	Block A - week 1	Block A - week 1	Start academic year	Start academic year

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Year 1

Foundation I

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Year 1 - Foundation

Year 1 focuses on acquiring the fundamental knowledge and skills of Digital Transformation, Data Science, Artificial Intelligence and Programming.

The teaching philosophy "guided development". This implies the development of the project is guided in steps, where lecturers help with directive advice and may intervene if necessary.

The year is divided into 4 block periods (A, B, C, D) of 10 weeks each. Each block period consists of 8 weeks of classes and 2 weeks of assessment. Each week consists of three days of self-study and preparation and two days of DataLab. Github study materials guide you through all days.

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Year 1 - Content Blocks A, B & C

For the first 3 blocks, students work on projects individually, intended to train the fundamental skills in:

- Digital Transformation
- Artificial Intellingence
- Data Science
- Programming

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Year 1 - Content Block D

- The final block of Year 1 focuses on putting the skills of the previous blocks together in a team-based, multidisciplinary project.
- Students deal with the full spectrum of the data science life cycle, with the focus on deployment.

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Year 2

Foundation II

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Year 2 - Exploration

Year 2 is about...

- Research
- Computer vision
- Robotics
- Natural Language processing
- Deployment

Students are introduced to the three main roles in a data science/AI-project:

- AI-consultant
- Data Scientist
- Data/AI Engineer

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Year 3

Collaboration

Year 3 - Collaboration

This year is about collaborating with domain specialists to solve open/wicked problems.

The teaching philosophy is "Independent". This year we expect to see you take more control and make more of the decisions in how to organize feedback and the creative process.

Individual progress will be measured with that of the team; this will be considered in the grading rubric.

Aim is to finish a complete, complex data science/AI project in cooperation with domain specialists (students from other BUas programs).

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Year 3 - Projects

- We will provide project briefs to follow to select from (Block A)
- Students select briefs and roles, staff finalise teams (Block A)
- Interaction with domain specialists is an element of the project
- Students choose for one of the three roles distinguished earlier.
- Projects ideally include input and feedback from industry and research, or have business dimensions

- Exchange is an option in the secon. Apply before March to go in Blocks A to B the next academic year.

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Year 3 - Feedback & Supervision

- A lecturer will provide hands-on supervision of one or more assigned teams
- They may attend stand-ups, sprint reviews, team or discipline meetings
- We encourage you to ask other lecturers for feedback as well
- You need to actively seek feedback and add this to your Learning Log
- You can email lecturers to request a feedback meeting
- Every two week the teams will present their progress to the y3 staff and the staff will give feedback and advice

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Year 3 - Conflicting feedback

You will encounter conflicting feedback both here and in the industry

Manage this by exploring points made and use professional reasoning on how you will move forward

Within teams use your management structure to help make decisions

Use what you see fit but include reasoning why you are proceeding the way you choose

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Choice options semester 6

Choose one of the options below:

- Internship

- Exchange abroad

- "Kies-op-maat"-minor

- A second specialization project

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Year 4 - Graduation

Personalisation

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Graduation Year - Personalisation

During previous years students build up knowledge and skills of their respective discipline, while training and building professional attitudes.

The graduation year focuses on the professional development of the student as an independent creative professional.

The exit qualifications are based on the National ADS&AI programme profile.

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Graduation Year - Personalisation

The students are provided with Professional Bachelor/HBO standard descriptors as a list of ILOs that are broken down into intended learning outcomes.
The students identify and commit to learning activities linked to indicators that they will undertake to justify they have met the exit qualifications.

Progress towards the exit qualifications is continually assessed through formative feedback:

Day-to-day   Student-driven in their own professional environment
Four-nightly (2 wks)   Submissions to the Learning Log
Every Block   Formative assessment: Reflection & Check of progress towards activities

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Grad Year - Credit Rules

Students need to be credit complete to enter the Graduation Project.

- This means students in the regular track need to have 210 credits in total (not including the propaedeutic phase).
- This means students in the fast track need to have 150 credits in total (not including the propaedeutic phase).

If students are not credit complete, they will first have to retake failed projects.

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Grad Year - Content

Semester 7 Options:

- Work placement
- Pre-master
- Exchange
- Buas wide minor / Kies-op-maat minor

Semester 8: Graduation project

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Fast Track

Completing the Undergraduate in 3 years

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Fast Track

- Students can apply for this option in case their secondary school degree is of VWO-level or comparable when they enroll via study-link .
- BUas student office checks whether the secondary school degree is of VWO-level or comparable, using NUFFIC input for this.
- Fast track students do the regular first two years, skip semester 5 and 6 and continue with the regular fourth year.
- In semester 7 their choice options are limited to "Internship" and "Connection to universities". Other options are not available to them.
- After having completed their foundation year, students (under the assumption they have a VWO degree or comparable) can switch from regular track to three-year track or the other way around by sending a request by e-mail to: RenC@buas.nl. This request can only be sent:
  o Before the intermediate study advise (in Februari) of the propedeutic stage;
  o After having completed the propeudeutic stage (60 ECTS), but before the start of the post-propedeutic stage.
- Hereafter switching is no longer an option: administratively it is a switch to a different program.

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The Academic Year

How each year is structured

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The Academic Year, Blocks and Project Week

The Academic year is divided in four **10-week blocks**.

- In year 1, 2 and 3 each project is mapped to a block
    - Week 1 is about planning, organisation and setting goals
    - Week 1 to 7 are focused on project lab, project work and development
    - Week 8 is focused on finalizing your project for assessment
    - *In week 9 your teaching team will assess your work, and grades will be released at the end of week 10*
    - Week 9 and 10 are for self-development, preparations and extracurricular activities.

- In year 3 and 4 (graduation year) projects are mapt to a semester (20 weeks)

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Student Calendar

The Student Calendar is a shared Outlook Calendar that includes:

- Project lab times
- Guilds, lectures and workshops scheduling
- Important dates for ADS&AI

Please check this tutorial how to add this calendar to Outlook:
https://web.microsoftstream.com/video/8070dd5c-abdf-49e6-b154-482daffbb902

NOTE: This Calendar can best be previewed in the Outlook Desktop app

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Data Labs

With the project labs we provide a simulated real life environment where you will work with fellow students and have all necessary office equipment and devices available. Year 1, year 2 and year 3 will have two scheduled Project Lab days assigned during which your teaching team is available.

In the early years the Project Lab days are highly structured for the students, including instructions and lectures. During these contact hours students receive coaching, one-on-one feedback, and group work reviews. For instance, a typical day will start with the teachers setting direction by explaining how far we expect the project has progressed. After that people work on their tasks and lecturers walk around the classroom to help students individually or in groups. In the afternoon some work reviews, pitches, or discussion may be planned. In later years these days are more loosely structured. There are team reviews of project progress, students may have scheduled feedback sessions, but mostly students use this time to work on the project with their teams.

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Data Labs

In year 1, 2 and 3 you will have two project lab days scheduled, attendance to these lab days is mandatory (but you can also follow classes online). On these two days your teaching team is scheduled for teaching, reviewing your work and providing feedback or assistance with the project you are working on.

For 2024-2025 the lab days are scheduled as follows:

- Year 1 - Tuesday and Friday
- Year 2 – Monday and Wednesday
- Year 3 – Monday and Thursday

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Data Labs

Attendance is taken seriously

- Attendance will be kept and discussed in formative feedback sessions.
- Please timely inform your study coach/counsellor in case of absence.
- Missing attendance, late arrival and/or early departure are seen as unprofessional behaviour.
- After > 2 times absence professional competencies will be graded as "Missing".

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Data Labs

The atmosphere of Datalab must be conducive to productive work.

Keep the Noise Down:
- Audio testing must be done in the conference room or Sound room. Conversations will be removed to the conference room or conducted as quietly as possible.
- YouTube, videos, music, and other sources of electronic sound will not be played outside the conference room without headphones. Volume levels should be low enough that nearby students cannot hear any sound carried by headphones

Keep Rooms Tidy:
- At the end of a working day the Project Labs must be tidy of litter, chairs neatly arranged and any equipment returned to its proper place.

In case chairs, desks or screens are excessively dirty please report to Service Desk.

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Data Labs – Wireless Connections

Please use the Eduroam network (this also works at other Universities worldwide that are a part of the Eduroam network).

- This requires your full BUas email as the username and normal password

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Guilds, Expert Groups and Learning Communities

This is where you and others share best practice in an area of expertise

- Lecturer(s) and/or student(s) are the organiser of the events
- Attendees can include 1st Years through to Masters and include Alumni/Industry
- Go to one or two of what you really want to master and work towards a career in
- Events may happen once a month to every couple of weeks

An event may include:

- Short lectures/workshops given by students/lecturers/industry guests
- A chance to get feedback on your work or get fresh eyes on a problem
- You giving a short workshop/lecture in that area to share your tricks and skills
- An outing to a place or an event (if applicable)
- Group challenges and prizes
- Sharing research in the area

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Project Requirements

The structure and components of a project

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Project Requirements

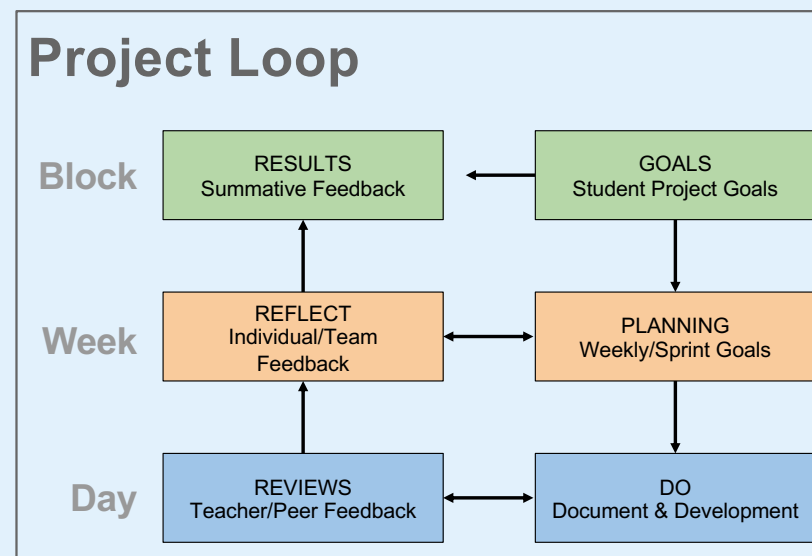There is a mandatory set of tools and deliverables made available to students:

- Learning Log
- Assessment Sheet
- GitHub repository

The Learning Log, Assessment Sheet and GitHub repositorywill be made available via Brightspace.
It is important to keep the Learning log and Evidence up to date throughout the block, only when this requirement is met, it this allows for regular reviews and formative feedback.

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Learning Log

All students keeps a learning log to demonstrate their learning and growth as a student and ultimately as a game developer. The **Learning Log** is an essential tool to review and assess how well the **Project Loop** was executed.

- Section A: Goals
  - At the start of a block students project goals based on the project brief and previous results.
- Section B: Log
  - At the start of the week students (reflect on lessons learned and) plan their work for the week
  - On a daily basis they develop work and review that work with peers and lecturers.
- Section C: Reflection
  - Students reflect on their work for the block and use the self-assessment sheet for self-assessment
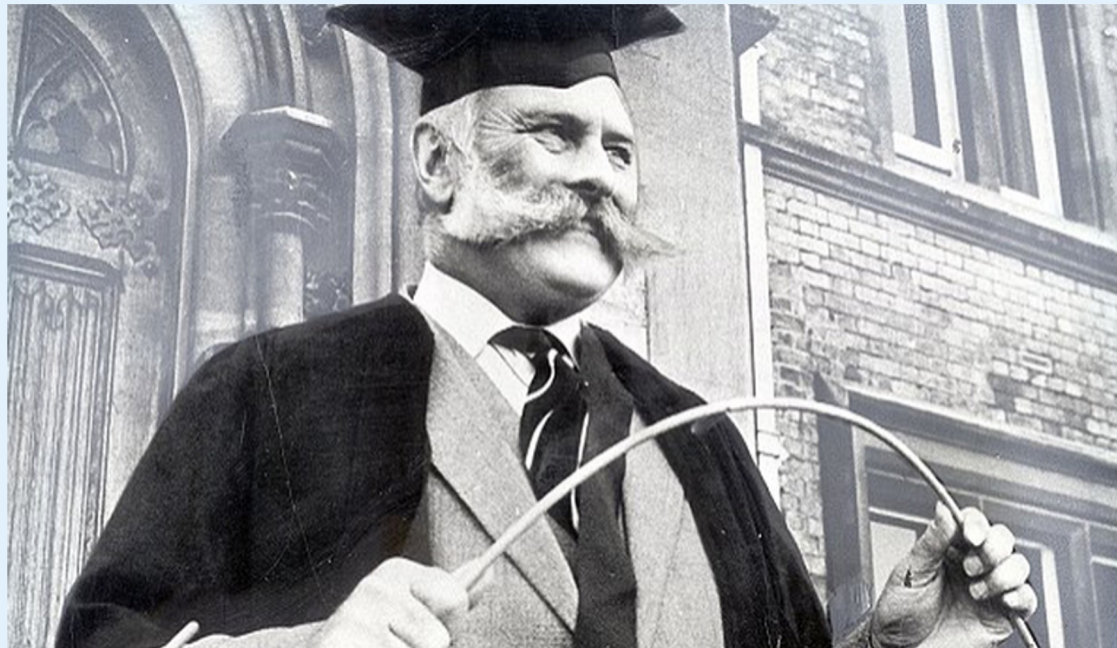
Project Loop

Block	RESULTS Summative Feedback	GOALS Student Project Goals
Week	REFLECT Individual/Team Feedback	PLANNING Weekly/Sprint Goals
Day	REVIEWS Teacher/Peer Feedback	DO Document & Development

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Feedback

The **Learning Log** your main tool to collect **feedback** and show how you responded to this.

Do not just ask for "Feedback", try to formulate relevant questions!

- You are responsible for recording feedback, for which you can use the slides in your Learning Log, make a habit of showing how you responded to the feedback collected.
- Make sure or double-check the feedback given, are you sure you understand it right?
- Make sure evidence is linked or presented with regard to feedback given.
- Pay attention to writing, are your comments clear, concise & use good English?
- The Learning Log allows teachers to add feedback through comments, keep an eye on this and respond accordingly.

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With regard to Feedback and Project Work

Everyday is an exam day!

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All Feedback is Important!

During your study time any feedback from staff both individual and to the team you are in, feedback from a client, fellow students, and other parties is important!

- Always be prepared to write down the feedback
- Record the feedback and source in your Learning Log
- Add your view and response to this feedback
- Detail how you are going to move forward given this feedback

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Evidence

Throughout your time here your learning and development work should be captured each step along the way. The evidence for this process needs to be stored and kept up to date.

- Evidence includes:
  - Learning Log
  - Documents and presentations in the GitHub repository
  - Development assets in GitHub (use daily check-out/check-in of your (personal) files)
  - Development data in other relevant tools (like Jira or Toggl)

- It is important you always have your evidence and Learning Log up-to-date since the teaching team might provide feedback without notice

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Evidence Requirements

Additional evidence requirements:

- All evidence should be easily accessible for review and assessment, otherwise it will not be accepted as evidence
- Videos - encode in mp4 to ensure they are compact (click here to learn more)
- Websites include print to pdf versions of them that display the link of the website

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Student Work Labeling

Student work labelling and release instructions

- For all student work from year 1 to year 4, including Masters, we need you to include logo of Breda University of Applied Sciences and/or external client based on templates we provide
- This must be done until your graduation

- For still images use psd file as a layer above your work
- For movie files include logo at the beginning and end of movie for minimum 10sec!

Logos can be found https://www.buas.nl/en/dna

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Formal Regulations

Code of conduct

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Code of Conduct

BUas strongly beliefs that respectful behaviour is the corner stone of a good learning behaviour. The code of conduct is availbale in the general course information on Brightspace.

For those who feel unsafe a confidencial person is available: Bert Heesakkers. You can reach him via heesakkers.b@buas.nl

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E-Learning Environment
The supporting technologies for your learning

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BUAS Portal and BUAS e-mail

- BUAS wide portal through which you can access:
  - E-mail
  - LMS (BrightSpace)
  - Osiris (grades)
  - Other BUas services

Osiris

- Osiris is the tool where your final grades and academic progress are stored.

- Access it through portal.buas.nl

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Student Counselors

Supporting your study success

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Student Counselors

Get in contact with the student counsellor if your study is affected by:
- Personal problems
- (Chronic) Illness or mental/physical limitation
- Special circumstances

Or if you have questions about:
- Financial regulations at BUAS or DUO
- Taking the right path in your studies, study doubts, training sessions
- The BUAS offers free training sessions (in English+Dutch) https://edubuas.sharepoint.com/sites/BESTtrainings2
- Referral to Student psychologist (Lucienne van Hooijdonk)
- The student counsellors are in close contact with psychological centers (free intake)

If you moved to Breda/the Netherlands, don't forget to find a doctor/GP and the right health insurance

All information is confidential.
- Get in contact via e-mail: AGMstudentcounsellor@buas.nl
- Office Fe3.021
- Book a meeting via: https://edubuas.sharepoint.com/sites/Counselling
  or https://outlook.office365.com/owa/calendar/SCAGM@edubuas.onmicrosoft.com/bookings/

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Committees

Quality assessment

Board of Examiners (BoE)

The Board of Examiners (AGMboardofexaminers@buas.nl) handles the following:

- Plans that need approval that may deviate from standard rules
- Appeals regarding your grading: Students who wish to appeal regarding their grading should go via Examination Appeal Board by using a respective app/tile on the BUas portal.
- Appeals about the outcome of your study.
- See TER for more information - there is a special section on communication with the BoE.
- Need more information?
- Ask your study coach (study related) or student counsellor (personal problems).

Form for appeals: https://fd8.formdesk.com/buas/ADE_requestform_BoE

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Degree programme committee

- Exists of 3 teaching staff, and 3 students
- Agrees with the content assessment of each of the blocks
- Meets 4 x a year, app 6 weeks before the start of a new block

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Industry advisory board

- Meets once a year
- Advises staff on curriculum content etc.
- Members are industry professionals.

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Code of Conduct - Bullying

We view bullying as any of the following:

- Physical harassment of any kind
- Mental harassment through any medium be it social media or in person
- Behaviour, or conduct, which is designed to upset or otherwise hurt another student
- This applies both in and out with the University
- Teasing can go too far, be compassionate and learn to apologise
- Bullying is completely unacceptable in any circumstance
- ADS&AI operates a zero tolerance policy towards bullying
- Any student who feels bullied or victimized should seek out the counsellors immediately
- We can't always deal with things immediately, but we will try

TER (Teaching & Exam Regulations)

The TER or OER (Onderwijs en ExamenRegeling) is updated and released for each academic year:

Consult this for the rules and regulations of the ADS&AI-programme

English (TER) 2024-25 – Brightspace general information

Dutch (OER) 2023-24 - Brightspace general information

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Services

How you can obtain support

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Service Desk

The Service Desk can be found on the first floor, for support on:

- BUas Portal and BUas e-mail issues
- Network issues
- Printing troubles
- Reporting broken facilities (chairs, desks, etc.. - make sure you have the room number)
- Loan of power cables and power boards
- Booking of rooms
- Lost and found

- servicedesk@buas.nl
- BUas phone number (076) 533 22 03
- Complaints can go to complaintsservicepoint@buas.nl

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