



CREATIVE BUSINESS

ERASMUS EXCHANGE HANDBOOK 2025- 2026

SPRING SEMESTER

DISCOVER YOUR WORLD



Breda  
University  
OF APPLIED SCIENCES

# Introduction

Hello and welcome to Creative Business (CB)!

CB was first founded in 2002 with the aim to educate management professionals for the broad industry field of media and entertainment. Our education is focused on a wide variety of media and management related subjects. We pay special attention to the international orientation of the media industry and this is also reflected in the composition of both our students and our staff. Approximately 33% of our students have an international background, while more than 50% of CB's lecturing staff have joined the academy from a number of places around the world.

In keeping with our international nature, and in order to ensure transparent communication within the academy, the language of both instruction and communication is English.

Students who would like to attend CB for an exchange programme of one or two semesters are welcome to join courses from either the first, second or third year in **either** the Spring semester or Fall semester. Exchange students in CB get added to a regular class of our students which insures greater integration and participation in student life outside of the classroom.

## Key Dates

2 <sup>nd</sup> February 2026	Start of second semester
16 <sup>th</sup> February 2026 – 20 <sup>th</sup> February 2026	Spring Holiday Week
27 <sup>th</sup> April – 1 <sup>st</sup> May 2026	May Holiday
26 <sup>th</sup> June 2026	End of second semester

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## How is CB structured?

- Years one, two and three have two semesters (Fall and Spring).
- It is important for exchange students to be present during the entirety of the semester, as classes and testing are distributed throughout the semester.
- Attendance of classes is mandatory, so, unfortunately, it is not possible to travel during school weeks. However, there are a number of holiday weeks throughout the year that are suitable for travelling which ensures that our exchange students get plenty of chances to travel around Europe.
- The minimum passing grade in CB is a 5.5 out of 10.
- One study credit (1 ECTS) represents 28 hours of study. For a course of 5 ECTS a student will therefore spend approximately 140 hours (5 x 28 hours), which includes time spent in class (i.e., attending lectures and tutorials) as well as time required for self-study (i.e. homework, groupwork, research, etc.).

## Whom is CB suitable for?

CB is most suitable for exchange students with a management, AV-production, film, media, communication, advertising/PR or media-marketing major as the courses have a strong focus on these subjects.

## Additional CB information

- If you are planning on joining CB in the Fall semester, classes are scheduled to commence in the week beginning 2<sup>nd</sup> February 2026. In order to ensure that you settle in properly and familiarize yourself with Breda and our university, we advise you to arrive well in advance.
- As an exchange student you are welcome to choose a CB Study Package per semester. Each package consists of courses from either the first, second, or third year. Unfortunately, it is not possible to choose courses from different study years within the same semester as this results in scheduling conflicts.
- We welcome our exchange students to join the Dutch for Foreigners course which will teach you the basics of the Dutch language. Beginner's level is offered in Fall and Spring semester and runs across the whole semester.
- It is essential to bring your own laptop when studying in CB.





# Choosing a CB Study Package

As an exchange student joining CB for a semester, you are welcome to choose from one of a number of CB Study Packages. *Please be aware that we are undergoing a minor restructuring of our curriculum and there may be some minor changes between what is described and what runs in the 2025-2026 academic year.*

## 1.1 Spring Semester

In the Spring semester students are able to select one of the following study packages (see Appendix A for full course information):

- **Study Package Year 1, Second Semester.** The second semester is divided into two blocks; C and D. In Block C, students will participate in group-based projects (*Audiovisual Journey* and *Audio Exploration*) and an individual reflection of that work (*Exploration Path 3*). In Block D, students will participate in two group-based projects (*Marketing* and *Finance & Business*) and an individual project (*Exploration Path 4*). A total of 30 ECTS are available within this package.
- **Study Package Year 2, Second Semester.** The first semester is divided into two blocks; C and D. In Block C, students will participate in a group-based project (*Innovation & Immersive Project*) and an individual project (*Portfolio Path*). In Block D, students will participate in a group-based project (*Intercultural Project*) and an individual project (*Portfolio Path*). A total of 30 ECTS are available within this package.
- **Study Package Year 3, Second Semester.** The first semester is divided into two blocks; C and D. Students will participate in a group-based project (*Creative Collective*) that has two distinct stages across Block C and Block D, and will work on an individual project (*Career Path 1 & Career Path 2*) in both Block C and Block D. A total of 30 ECTS are available within this package.

The full details of all study packages and their course content can be found in Appendix A (Study Package Details).

Please ensure that you obtain approval from your home university before applying for a study package.

## FAQ

**I am doing a Film degree at my home university, can I still do a Media management exchange at CB?**

Yes, you can. If you are a Film production student at your home university, you have to check with the study advisor of your university whether you are allowed to take our courses as they cover a broad range of media related subjects including management, marketing, production, content and research.

**I wish to do a course package but my exchange supervisor (from my home university) said that there is a course I do not need to take. Can I choose to skip that course in this package?**

Yes. It is possible to skip a course within a package if your home university approves this.

**I wish to do an exchange at CB, but my home university does not have a partnership with Breda University of Applied Sciences. What do I have to do?**

Please ask the International Office at your home university to contact Anna Voinova ([voinova.a@buas.nl](mailto:voinova.a@buas.nl)) to discuss possibilities to set up a partnership with CB.

# Appendix A: Study Package Details

In this section you can find out a full breakdown of courses contained within each of the CB study packages. *Be aware that, due to a curriculum update, there may be some slight changes to the details published within this appendix.*

## 1.2 Year 1, Second Semester

Course code	Course name	ECTS
FME1.POEX-1	Podcast Exploration	5
FME1.MARK-1	Marketing	5
FME1.EXP3-1	Exploration Path 3	5
FME1.AVJO-1	Audiovisual Journey	5
FME1.FIBU-1	Finance & Business	5
FME1.EXP4-1	Exploration Path 4	5
	<b>TOTAL</b>	<b>30</b>

### 1.2.1 FME1.POEX-1 Podcast Exploration

(5 ECTS)

#### Project Description

In the Podcast project students will explore the possibilities of mini-podcast creation (15-20 minutes). They will analyse existing podcasts, research their target audience, learn about different podcast structures for diverse goals and they will experiment with the use of audio during podcast recording. This will result in the making of their own podcast for the HUB, and a reflection upon their process and outcome. Students will sell their Podcast idea to the HUB-client in a pitch.

#### What will you gain or learn from this project:

Students will learn how to turn an idea into a finished video. This includes developing concepts, using camera and audio equipment, editing in professional software, and presenting their work. On top of that, they will gain experience working as part of a creative team, learning how to communicate effectively, share responsibilities, and support each other's ideas to bring a shared vision to life.

### 1.2.2 FME1.MARK-1 Marketing

(5 ECTS)

#### Project Description

*Course description to follow*



### 1.2.3 FME1.EXP3-1 Exploration Path 3

(5 ECTS)

#### **Project Description**

In this foundational project, students begin a journey of personal and professional growth. Through workshops, reflection, and teamwork, they explore their values, strengths, collaboration styles, and communication preferences—core skills for future careers.

#### **What will you gain or learn from this project:**

- Awareness of personality and creative strengths
- Experience with giving and receiving feedback
- Tools for self-reflection and growth
- Stronger teamwork and communication skills
- A mindset for goal-setting and self-directed learning

### 1.2.4 FME1.AVJO-1 Audiovisual Journey

(5 ECTS)

#### **Project Description**

In this project, students create two short videos (max 90 sec) choosing from: a portrait, a commercial, and a feature. Each video will be made with a different purpose and style. The goal is to help students explore how to tell stories audio-visually in ways that connect with a real audience. It's an important starting point for learning how to communicate ideas through visuals and sound.

#### **What will you gain or learn from this project:**

Students will learn how to turn an idea into a finished video. This includes developing concepts, using camera and audio equipment, editing in professional software, and presenting their work. On top of that, they will gain experience working as part of a creative team, learning how to communicate effectively, share responsibilities, and support each other's ideas to bring a shared vision to life.

### 1.2.5 FME1.FIBU-1 Finance & Business

(5 ECTS)

#### **Project Description**

In this project, students will build on the media startup they created in Block A. While the earlier phase focused on concept development and branding, Block D shifts toward making the startup viable by developing a business model, operational structure, and financial plan. Over seven weeks, students will refine their Business Model Canvas, design an effective organizational structure, define key

operational factors, and produce core financial documents—including an Income Statement, Balance Sheet, Cash Flow Statement, Investment and Financing Plan, and Ratio Analysis. The project concludes with a final report and pitch, presenting the startup as a credible and fundable media business.

**What will you gain or learn from this project:**

- Develop and refine a scalable business model using the Business Model Canvas
- Create and analyze key financial statements and planning documents
- Understand organizational structures and operational workflows
- Gain pitching experience by presenting their business to stakeholders
- Improve their ability to work collaboratively and carry out tasks within a team

1.2.6 FME1.EXP4-1 Exploration Path 4

(5 ECTS)

**Project Description**

In this foundational project, students begin a journey of personal and professional growth. Through workshops, reflection, and teamwork, they explore their values, strengths, collaboration styles, and communication preferences—core skills for future careers.

**What will you gain or learn from this project:**

- Awareness of personality and creative strengths
- Experience with giving and receiving feedback
- Tools for self-reflection and growth
- Stronger teamwork and communication skills
- A mindset for goal-setting and self-directed learning

### 1.3 Year 2, Second Semester

Course code	Course name	ECTS
FME2.INIM-1	Innovative & Immersive Project	10
FME2.PFP1-1	Portfolio Path 3	5
FME2.INTD-1	Intercultural Dialogue Project	10
FME2.PFP2-1	Portfolio Path 4	5
	<b>TOTAL</b>	<b>30</b>

#### 1.3.1 FME2.INIM-1 Innovative & Immersive Project

(10 ECTS)

##### Project Description

In this project, you will dive into the world of **immersive and emerging media** to develop a concept and prototype that responds to real world challenges for real clients. Whether you're making a waiting area more interactive, enhancing an instore experience, or designing a moment of surprise through AR or 360° video - your goal is to create an **impactful, viable and engaging media solution** using innovative tools and technologies.

##### What will you gain or learn from this project:

The skills you'll build in this project, such as user research, prototyping, creative thinking, and working with new technologies, are the kind of abilities that employers in media, design, and tech are looking for. By learning how to design meaningful experiences for real world challenges, you will be better prepared for future roles in areas like UX design, digital storytelling, or creative strategy.

#### 1.3.2 FME2.PFP3-1 Portfolio Path 3 and FME2.PFP4-1 Portfolio Path 4

(10 ECTS)

##### Project Description

The Portfolio Path allows students to bridge the gap between academic learning and professional development by cultivating their media skills through a self-directed, hands-on projects. This initiative is structured to guide students through each stage of project creation, from initial concept to final product, while integrating real-world client work and personal reflection. Throughout the process, students will build a Personal Development Plan (PDP), produce portfolio entries, and engage in continuous self-assessment.

**Project Description**

The purpose of this project is to collaboratively co-create or redesign a media concept, service, or strategy -intervention(s )- with an international and or culturally diverse stakeholder(s). Using a Human-Centered Design (HCD)\* approach, you will investigate the real needs, contexts, and experiences of people from different cultural backgrounds. In this project you will design with empathy, embrace diverse perspectives, and co-develop solutions that are meaningful, respectful, and relevant to your intended audiences. Through this process, you will strengthen your ability to collaborate inclusively, adapt communication across cultural contexts, and make design decisions grounded in human insights, additionally, you will learn how to adapt your ideas through creative research and design. You will practice working with real partners from different cultural backgrounds, explore open-ended challenges with no single right answer, and through ongoing cultural dialogues, you will reflect on how culture shapes media and examine how your creative choices are influenced by your cross-cultural understanding.

## 1.4 Year 3, Second Semester

Course code	Course name	ECTS
FME3.CCL1-1	Creative Collective Pt. 1	10
FME3.CARP1-1	Career Path 1	5
FME3.CCL2-1	Creative Collective Pt. 2	10
FME3.CARP2-1	Career Path 2	5
	<b>TOTAL</b>	<b>30</b>

### 1.4.1 FME3.CCL1-1 Creative Collective Pt. 1 and FME3.CCL2-1 Pt. 2

(20 ECTS)

#### Project Description

Working in a creative collective—a simulation of a typical small-to-medium enterprise (SME) in the sector—students lead and collaborate on both their own and commissioned media projects. By the end of this course students have completed their and client project. This course builds on prior learning and allows students the opportunity to add it to their professional portfolio in preparation for their capstone and careers in the creative industries. Projects will be distributed through a project market within the first 2 weeks of the planning. These projects are developed in close cooperation with real-world stakeholders and include but are not limited to the following industry related components:

- Marketing (Strategy)
- Content Creation (Ideation, content development)
- Production (execution, realization)
- Entrepreneurship (Align resources to achieve the project goal)
- Research (Project supporting research)
- Networking (Project market to assign project to groups and the industry showcase)

**Project Description**

The Career Path (CP) enables students to independently develop media skills aligned with their professional interests. Student is supported through a structured environment that encourages peer interaction and specialisation. Across Blocks C and D, students work toward deepening expertise and advancing their career ambitions.

**Through this project, students will:**

- Student is able to break down their individual project goal (learning ambition) using SMART goals.
- Student can demonstrate that they have achieved their desired level of skills and knowledge according to a self-defined SMART criterion.
- An independent student-focused, competency-based approach forms the cornerstone of the CB framework, emphasising student's self-analysis.
- This reflective process helps the student align their personal career ambitions with current industry trends and practical workplace contexts. Building on the skills acquired during the first two years of study, the student is supported in deepening their expertise in industry most relevant to their future careers.





Games



Media



Hotel



Facility



Built Environment



Logistics



Tourism



Leisure & Events



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