Creative Business

Study Guide 2026 - 2027



CREATING MEANINGFUL EXPERIENCES

Academy for AI, Games, & Media

Study Year 2026 - 2027

Breda University OF APPLIED SCIENCES

Introduction

Dear students,

Whether you are about to embark on your first educational journey in Year 1 in Creative Business (CB), or starting in the second Year, or maybe even are heading towards the end of your educational journey in the third- or fourth year, you will all embark on (another) educational adventure. You all come from different backgrounds; many of you come from abroad, many of you will start the program directly after finishing high school, and some of you have already studied before or are continuing your study. CB will be your new home for the next year(s).

Through this Study Guide we would like to inform you about relevant issues of the program as well as about Breda University of Applied Sciences (BUas). We try to cover all important issues, and we hope that most answers to your questions can be found in this study guide. This study guide provides a broad overview of what you can expect in Creative Business for 2026 – 2027.

Subjects covered in this study guide are:

- General information about the program (CB)
- BUas Systems
- Information sources and communication
- Year 1, 2, 3 and 4 Program Details and Content

We wish you good luck with your study program!

Creative Business staff,

Breda, 2026

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1. General Information

As not all of you know BUAS and Creative Business (CB) equally well, we would like to provide you with some general information as an overview and guide you through other sources of information.

1.1 The Program

The CB program is based on the National Course Profile of Professional Bachelor's Degree in Creative Business. The core of the program consists of the 5 Core Tasks (CTs) which sets the expectations from all students who will graduate from CB program.



The Creative Business professional:

Conceptualising
Creative business professionals create media concepts that target meaningful experiences for specific target groups in response to specific issues. This involves exploring contextual, strategic, aesthetic, ethical, commercial, financial, legal, ecological, and technological factors.

Realise
Creative business professionals realise media applications by converting concepts into specific, functioning media applications through methodical, process-based implementation. They design implementation processes, coordinate with stakeholders, and manage production while considering financial, legal, and ethical frameworks.

Marketing
Creative business professionals market media concepts and media applications, and use media applications to market other products and services. They design marketing strategies based on market research and create measurable, financially justified operational marketing plans.

Research
Creative business professionals research issues to realise media solutions with impact. They conduct practice-oriented research on context, intended impact, stakeholders, content, and media to turn research data into practical recommendations for concept development, production, and marketing.

Management and Entrepreneurship
Creative business professionals take care of the processes surrounding creation and marketing of media concepts, focusing on people and organizational sustainability. They analyze business

opportunities, manage teams, establish networks, and work with business models while maintaining social responsibility.

In order to offer you meaningful education, we use the Industry Model and the CB Compass. These two models are reflected in all projects and content you will take throughout the years.

The Industry Model provides an ongoing context in which the content and structure of the curriculum are streamlined to reflect the international media and entertainment industry. It shows the three pillars of the industry, related to Core Tasks 1, 2 and 3: Conceptualising, Realise and Marketing. Around these pillars the two more generic components of the industry are shown. These components, Research and Management, are related to Core Tasks 4 and 5.



The Compass describes what the CB graduate should be able to achieve after completing CB program. The CB graduate is an industry relevant professional that is adaptable to the everchanging media landscape. They are critical thinkers and have an innovative mind.

The four components of this compass - professional, adaptable, critical, and innovative – will be part of all subjects throughout the whole CB program.

1.2 Set-up of each Year

Each year consists of four Blocks, and each block lasts about 9 – 10 weeks.

- Block A – 9 weeks
- Block B – 9 weeks
- Block C – 9 weeks
- Block D – 10 weeks

In those weeks you will work on various subjects related to the media industry. Week 1 till 7 is where the core activities take place, and week 8 and 9 is where assessment and preparation for next Block occurs. (Block D has 8 weeks of core activities as opposed to 7). Information about weeks involved in Blocks and holidays can be found in the Academic Year Calendar (see Appendix 1).

Your schedule will be available through the student portal and TimeEdit. Every Block the schedule has the same structure, but the content is different. There is the possibility that there can be some last-minute changes. Due to the post-pandemic and new developments, it brought some educational activities will take place on campus while few others may be offered online. You will be able find the location information in your schedule on the student portal as well.

During each Block you will be assessed on the various subjects that you worked on. Assessment can take place in various forms: assignments, reports, written exams, presentations, peer-assessment etc.

1.2.1 Media Lab

Media Lab will be a key component of your study. Every Block we offer projects for you to work on; in these projects different subjects are combined and integrated. Parallel to the projects you also keep track of your professional development. You build up a portfolio that serves as proof for this development at the end of your first year. Every week, there will be a dedicated time to work on these projects in the Media Lab. This is the place where the practicality of the projects take place. During Media Lab hours, supervisors, experts and mentors are available to support and guide you on the projects. See Chapter 4 for more detailed information about Media Lab. In Year 2, students complete one challenge-based group project (10 ECTS) and the individual Portfolio Path (5 ECTS) in every block. Two different group challenges run in parallel for separate student groups, while Portfolio Path supports ongoing individual professional development.

1.2.2 Credits

Every year of the CB Bachelor program is 60 ECTS. Those credits are divided over the four Blocks; every Block has 15 ECTS. One credit (ECTS) equals about 28 hours of study. For the exact division of the credits and courses, please see the Program Details and Content (Chapter 5).

When you pass the assessment(s) of a course or project, you will receive the credits corresponding with the respective course/project. If a course or project consists of multiple sub-tests, rule of compensation may apply, and you need to have a sufficient grade to receive the credits. At the end of Year 1, you need to have obtained all 60 ECTS, in order to be allowed into the second year of CB. The Board of Examiners will issue an advice to each student at the end of Year 1 regarding the obtained number of credits. If you do not meet the criteria for continuation of your studies, the Board of Examiners will send a negative binding recommendation (NBR) which means that you are not allowed to continue your studies at CB.

2. BUas Systems

2.1 Osiris

All your grades and credits are registered in Osiris. After an exam of any type (such as an assignment) has been assessed, the result will be uploaded in Osiris for you to see. Registration for re-exams also takes place in Osiris.

For every exam, assignment or project etc. you take, a registration in Osiris is required. For every first opportunity you will be automatically registered. If you have an insufficient grade or you want to try to get a higher grade, you need to register for the retake opportunity in Osiris yourself. If you do not use

the first or second opportunity- i.e., when there is no assessment, a missed opportunity (MO/GK) will be registered in Osiris.

2.2 Bright Space and Microsoft Teams

Creative Business uses Brightspace (BsP) for all official deliverables, course and/or project information, material, documentation, assignment details and all other information related to the educational study program. Within Creative Business, Brightspace is also used for communication regarding all related course/unit/project information. Course descriptions, assignments, assessments, slides, knowledge clips and any other course/project related information will only be available on Brightspace. You will also be able to communicate with your peers and staff on the relevant discussion and activity boards within Brightspace.

It can be the case that for some projects or courses, Microsoft Teams will be used as a way of communication. However, for all projects and courses Brightspace is the official place where all information is stored, and where you need to submit your assignment.

3. Information Sources and Points of Contact

3.1 Service Desk

The Service Desk is your first point of contact when you have any questions about:

- Email, OneDrive, Microsoft Teams, Brightspace, Student Portal, WiFi etc. (ICT related)
- Booking a classroom
- Payment when late for assessment registration
- Any other topic other than course-related information

You can find the Service Desk on the ground floor of Horizon Building.

3.2 Teaching and Exam Regulation (TER)

The Teaching and Examination Regulations (TER) is a very important document for you to read; in this document you can find what your rights and obligations are. Important information regarding exams, registration, credits etc. is all compiled in this document. You can find the TER on Brightspace. This can be found on the general Creative Business Year page on Brightspace.

3.2.1 Retakes

As stated in TER, every assessment is offered twice per year. If you fail the first time or missed the opportunity to take part in an assessment, you have one opportunity to retake the assessment. You are also allowed to retake any assessment if you want to get a higher grade. Deadlines for the retake assessments will be stated in the course/project briefs and will be announced on Brightspace.

3.3 Board of Examiners (BoE)

The Board of Examiners is an official body within the organization and consists of educational staff of all five study programs offered within the Academy of Games and Media and is charged by the Executive Board of Breda University of Applied Sciences with the ultimate responsibility for the quality of education and the unconditional compliance of all relevant procedures.

The BoE has the authority to:

- Issue or withdraw binding recommendations regarding the continuation of studies.
- Ratify and award degrees.
- Conduct investigations with regards to complaints and/or differences of opinion.
- Make changes to the program, procedures, or assessment systems with regards to irregularities, miscommunications, or procedural blameworthiness on the part of the educational organization.
- Allow participation in external minors.
- Honor requests for second opinions in the case of assessment-related issues.
- Establish or confirm academic dishonesty and implement a penalizing policy.
- Amend predetermined test/examination timetables and submission deadlines.
- Grant exemptions or agree to requests for postponement or other kinds of deviations from a program's standard curriculum.
- More information about the BoE and how to contact them can be found on Brightspace. For more information and questions: AGMboardofexaminers@buas.nl.

3.4 Mentors

A mentor is a lecturer that is assigned to your class to help you with your professional development over the year and throughout your study. You can also contact your mentor for advice concerning planning, and decisions regarding your study progress.

For other study problems, personal questions, and personal circumstances we advise you to contact the student counsellors.

3.5 Student Counsellors

Student counsellors are staff members whom you can contact if your study is affected by personal problems, (chronic) illness or mental/physical limitation, or in case you have special circumstances.

Student counsellors are in close contact with psychological centres (free intake), and all information you share with them is completely confidential.

3.6 Year Leads

The Year Lead safeguards that the quality of the program in Year 1 is up to the Bachelor standard. The Year Lead will serve as the main point of contact for any questions or cases related Year 1 that is not immediately related to the course or project content. When you have questions or concerns regarding the course or project content (i.e., details about the assignment, deadlines, assessment, grading etc.)

protocol is to content the lecturer(s) first. The next point of contact is the Year Lead who safeguards the overall quality and communication of Year 1.

3.7 Round Table and Feedback

During week 5 of every block, a survey will be sent to all student in the year 1, to all students in year 2, to all students in Year 3&4 by the Year Lead. This survey is used to gather and collect your input and response regarding the program and Block specific content. In the survey you have the option to notify if you would like to be present at a Round Table.

During week 7, a Round Table will be hosted and students – who have opted for joining the Round Table – will be invited. During the Round Table, you will have the opportunity to further discuss the input and to collect feedback. The Round Table is hosted by the Education Manager and Educationalist of the Academy. Each Year will have their own Round Table.

In week 1 of the following Block, the results of the survey and Round Table and what will be adopted is shared with all students – if applicable.

3.8 (Digital) communication

During your study time at Creative Business, you will make use of a lot of digital communication tools. Not only to communicate with fellow students and lecturers, but also as a form of information gathering and acquiring more details for your projects and courses. In order to prevent (digital) clutter or unnecessary messages, please follow the following rules and guidelines. This will ensure both staff and students will not get lost in the countless number of messages and communication will be much more efficient and effective.

<u>In general:</u>

- Be professional. Make sure that you use the proper spelling and grammar when constructing your message. Don't forget a subject header when writing an e-mail and address the person to whom you are sending an e-mail/message (Dear…., or Hello/hi….).
- Check your wording and phrasing. It is easy to quickly send a message, but tone of voice and intention is hard to communicate via digital text. Is what you want to communicate written in the proper way?
- Use proper language and act professionally. For a reminder, please check the 'Act like a Pro' guidelines from BUas.

<u>When using e-mail:</u>

- Please use e-mail if you have individual questions in relation to your studies or for personal matters.
- Don't forget to give your e-mail a subject and use proper way of addressing to person whom you send the e-mail to.

<u>When using Brightspace</u>

- Brightspace is used as an information channel. If you have a course related question that benefits more students, please use the right Brightspace environment and discussion board.
- Reply in threads if your question(s) are relevant. Do not start a new conversation every time as this would cause lots of clutter.

- Be professional in use of grammar and spelling. It is not WhatsApp or Messenger – it is an official platform for students and staff, so maintain a certain level of professionalism.
- Brightspace is **not used** for one-on-one communication dialogue, issues, or matters (either between staff – student or student-student) within each course. If you want, please send a private message to either student or staff or send an e-mail.
- Brightspace is a great and fantastic tool to communicate effectively to large number of members involved. Brightspace is not a platform for arguing or fights. Criticisms and suggestions for improvement are always appreciated when delivered in the right form and in a timely manner. For these occasions, the Round Tables are organized. See 3.7 for more information regarding Round Tables.

3.9 Points of Contact

Service Desk	servicedesk@buas.nl, 076- 533 22 33
Exam Center	https://edubuas.sharepoint.com/sites/examcentre_students - Exams@buas.nl
Osiris	Osiris@buas.nl
Board of Examiners	Student Portal-> Exam Centre - Student Information-> Board of Examiners
Study Counsellors	AGMStudentcounsellor@buas.nl
Equipment Desk	productionhouse@buas.nl
Year 1 Lead	Estela Lindes Creus | Lindescreus.e@buas.nl
Year 2 Lead	Zhanna Kozlova | kozlova.z@buas.nl
Year 3 Lead	Brigitte Castel | castel.b@buas.nl
Year 4 Lead	Sabrina Uytenbogaart | uytenbogaart.s@buas.nl

4. Media Lab

Media Lab has a central place in the curriculum. In Year 2, each student combines a Challenge-Based Group Project with an individual Portfolio Path in every block.

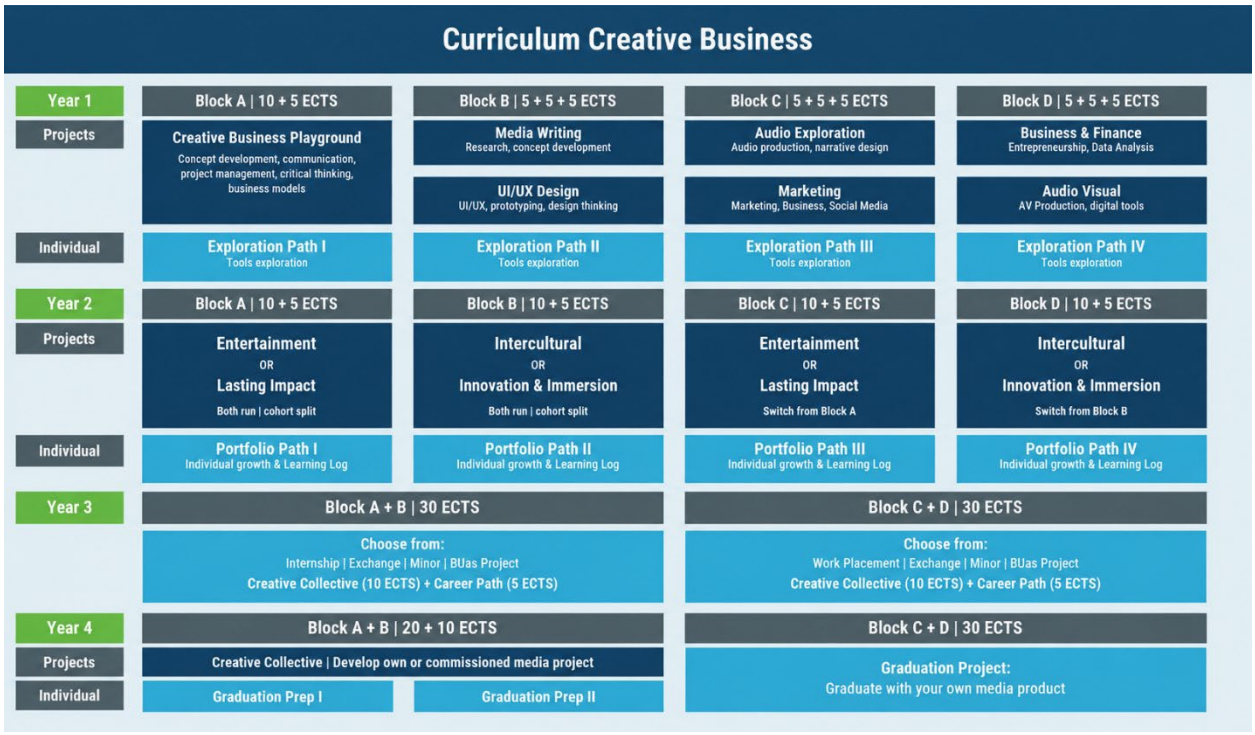
Media Lab is the CB in-house training company. As a simulation of the industry, the Media Lab will require you to work on various projects. These projects incorporate skills and knowledge acquired in during and current projects. You are expected to apply multiple areas of knowledge and skills in the fields of research, management, content, production, and marketing. Feedback will be provided by experts that will teach alongside the projects to provide you with the skills and expertise required.

In any project, an equal contribution to every aspect of the project by each student is required to ensure a level playing field in terms of learning outcomes. During your work at the Media Lab, lecturers will guide you concerning your development as a professional. Moreover, as these projects combine various elements, the process and/or end-result consists of a combined assessment from various lecturers/experts.

Media Lab provides the opportunity for students to experience a professional work environment, set within the educational institution (BUas), to obtain insight in client care practices, knowledge development, management, and project-based skills.

Starting in the first year, you will be working on various assignments, which combine a variety of knowledge and skills gained throughout the Blocks in various courses and projects. You are required to attend every Media Lab moment. These can be found in your schedule. You are required to read further information about Media Lab in the project briefs that can be found on Brightspace.

5. Program Details and Block Overview



5.1 Block overview

	Start	End	Week 1 – 7	Week 8 - 9
Block A	31st of August 2026	6th of November 2026	Educational Activities	Assessment & preparation
Block B	9th of November 2026	22nd of January 2027	Educational Activities	Assessment & preparation
Block C	1st of February 2027	9th of April 2027	Educational Activities	Assessment & preparation
Block D	12th of April 2027	25th of June 2027	Educational Activities	Assessment & preparation

Appendix 1 | Academic Year Calendar

	DATE	Weeks
33	10-08 / 14-08-2026	**Summer Holiday wk 5**
34	17-08 / 21-08	AGM Employees will start Mon 17 Aug
35	24-08 / 28-08	**Introduction Week**
36	31-08 / 04-09	Block A - week 1
37	07-09 / 11-09	Block A - week 2
38	14-09 / 18-09	Block A - week 3
39	21-09 / 25-09	Block A - week 4
40	28-09 / 02-10	Block A - week 5
41	05-10 / 09-10	Block A - week 6
42	12-10 / 16-10	Block A - week 7
43	19-10 / 23-10	**Autumn Holiday**
44	26-10 / 30-10	Block A - week 8
45	02-11 / 06-11	Block A - week 9 - Assessment
46	09-11 / 13-11	Block B - week 1
47	16-11 / 20-11	Block B - week 2
48	23-11 / 27-11	Block B - week 3
49	30-11 / 04-12	Block B - week 4
50	07-12 / 11-12	Block B - week 5
51	14-12 / 18-12	Block B - week 6
52	21-12 / 25-12	**X-mas Holiday**
53	28-12 / 01-01-2027	**X-mas Holiday**
1	04-01 / 08-01	Block B - week 7
2	11-01 / 15-01	Block B - week 8
3	18-01 / 22-01	Block B - week 9 - Assessment
4	25-01 / 29-01	**studyweek / lesluwe week**
5	01-02 / 05-02	Block C - week 1
6	08-02 / 12-02	**Spring Holiday**
7	15-02 / 19-02	Block C - week 2
8	22-02 / 26-02	Block C - week 3
9	01-03 / 05-03	Block C - week 4
10	08-03 / 12-03	Block C - week 5
11	15-03 / 19-03	Block C - week 6
12	22-03 / 26-03	Block C - week 7
13	29-03 / 02-04	Block C - week 8
14	05-04 / 09-04	Block C - week 9 - Assessment
15	12-04 / 16-04	Block D - week 1
16	19-04 / 23-04	Block D - week 2
17	26-04 / 30-04	**May Holiday**
18	03-05 / 07-05	Block D - week 3
19	10-05 / 14-05	Block D - week 4
20	17-05 / 21-05	Block D - week 5
21	24-05 / 28-05	Block D - week 6
22	31-05 / 04-06	Block D - week 7
23	07-06 / 11-06	Block D - week 8 - **(Assessment CB)**
24	14-06 / 18-06	Block D - week 9 - Assessment/**(Resit CB)**
25	21-06 / 25-06	Block D - week 10 - Resit /**(Year wrap up CB)**
26	28-06 / 02-07	Closure week
27	05-07 / 09-07	Finalisation week / BoE obj.
28	12-07 / 16-07	**Summer Holiday wk 1**
29	19-07 / 23-07	**Summer Holiday wk 2**
30	26-07 / 30-07	**Summer Holiday wk 3**
31	02-08 / 06-08	**Summer Holiday wk 4**
32	09-08 / 13-08	**Summer Holiday wk 5**
33	16-08 / 20-08	AGM Employees will start Mon 16 Aug 2027
34	23-08 / 27-08	**Introduction Week**
35	30-08 / 03-09	Block A - week 1

Appendix 2 | Levels of Development

Core Tasks Level	Complexity		Autonomy
	Complexity of the task	**Complexity of the context**	
1. OPERATIONAL **The student is able to execute a simple task with guidance in a limited context.**	Simple and structured. Issue is familiar. Standard procedures. Basic knowledge and skills are required.	Defined. Familiar, predictble. Mono-disciplinary. Few parties involved. Low level of interaction and communication.	With guidance: instructions, coaching and/or supervision Acting in accordance with the instructions, not based on own initiative.
2. TACTICAL **The student is able to execute a well-defined task independently in a relatively clearly arranged situation, or is able to perform in a complex and unpredictable situation under supervision.**	Complex but structured. Issue is partly familiar, partly unknown. Standard procedures must be adjusted. Specialist knowledge and skills are required.	Unknown but transparent. Mono-disciplinary. Several parties involved. Average level of interaction and communication.	With intermediate coaching, or coaching on demand. Acting upon own initiative (as well). Making (some) choices and decisions. Responding to unexpected circumstances (within limits).
3. STRATEGIC **The student is able to perform independently in a complex and unpredictable situation with complete control of the required skills.**	Complex and unstructured. Issue is unknown, must be analysed. No standard approach exists, new procedures must be developed. Advanced specialist (and sometimes interdisciplinary) knowledge and skills are required.	Unknown, dynamic and non-transparent. Multidisciplinary. Several parties as well as political sensitivities must be taken into account. High level of interaction and communication.	Little direction and coaching. Acting upon own initiative. Making well-argued choices and decisions. Responding to unexpected circumstances. Reflecting on own tasks and role.

Appendix 3 | Year 1 Project Details

3.1 Creative Business Playground

Project Name	**Creative Business Playground**
Year and Block	Y1 – Block A
Credits	10 ECTS
Project Description	In the Creative Business Playground group project, you and your team will get to know the Creative Business Industry better by means of different (guest) lectures and workshops. Besides getting a taste of the industry you will develop your collaboration skills by means of several given assignments. These assignments all revolve around the foundations of our Creative Business industry (the Industry Model) and they form the basis of your further future career, both at BUas and in the Creative Business industry. Every project in the industry starts with a brief (such as this document). This brief identifies the main business problem to focus on. The goal is to provide a solution to the business problem. The team is expected to create a deeper understanding of the problem through research, identify possible insights that would lead to the solution, engage in content, production and marketing activities to bring the solution into life. Overall, project, process, and team management are essential aspects for success. In a team of students you will be functioning as a full service agency that has experience in the Creative Business industry. Your company will be hired by a client – BUas HUB to execute several assignments. BUas HUB is a platform made by and for students and staff, the BUas community. There are three different focus areas: READ – LISTEN and WATCH. In the end of the block you will pitch and show your assignment results to the client. Your team consists out of 4/5 people each having a different role/function within the team. The different roles are: 1] Project Manager: oversees the complete project, structure, documentation, communication supervisor and spokesperson of the group 2] Research coordinator: oversees the research activities, division of research tasks and follows up on research findings ensuring it's embedded in final deliverables, facilitating analyses. Responsible for the quality of research and implementation of results. 3] Content coordinator: oversees the content tasks for the HUB ensuring quality of content and feedback is implemented in results. 4] Production coordinator: oversees the production tasks for the HUB ensuring quality of production, production planning, checks output on digital production. 5] Marketing coordinator: oversees the marketing tasks for the HUB (promotion), quality of output and feedback is implemented in final marketing activities. NOTE: For student teams with 4 members, Marketing coordinator and Content coordinator can be a combined role. Through this first group project in your CB program, you will: • develop skills in ideation, concept development, pitching and communication. • learn the foundations of storytelling • develop your critical thinking skills also by means of AI trainings

	• learn the basics of copyrights and contracts in our industry • learn the foundations of marketing and research. What is marketing and research and how will you analyze your target audience by means of research? • learn how to manage creative projects professionally. Linked to your individual project – role division, project management • learn how the mind of consumer works by means of the basics of Media Psychology By conducting research you will find out the wants and needs of your target audience which is needed in the end to also market your ideas. How else would people know of the interesting content you created? This group project is embedded in block A alongside the Individual Exploration Path 1 project. Things learned in your individual project should be applied in this group project such as collaboration, critical thinking, feedback literacy. The work done in the Creative Business Playground supports not only your team experience but also prepares you for future blocks with increased professional complexity and real-world application
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **1.01** The student demonstrates the ability to collaboratively use creative techniques to create a concept following given specifications. **1.09** The student demonstrates the ability to actively and inclusively collaborate with other team members. **1.13** The student demonstrates the ability to communicate information, concepts, and ideas effectively. **<u>Body of Knowledge and Skills (BoKS)</u>** - Creative ideation - Audio & Visual Communication - Technical Proficiency (project management tools) - Legal and Ethical - Project Management - Business Strategy - Research Skills (interviews) - Team dynamics - Diversity and inclusion - Adaptability - Collaborative Concepting - Presentation skills - Communication - Lifelong learning - Feedback & Feedforward

Deliverable description	Three assignments
Criteria & details that define project scope (e.g., group size, working with clients, team roles, etc).	Brief assignment description (detailed information in separate assignment brief): Assignment – Part A - Entertainment Format: Your task is to create a new entertainment format that can be hosted by HUB to create a sense of community among different members of Buas. This

	entertainment format will be created by your team by means of the newly learned creative techniques during the Creativity Process. How can you be truly creative if you go for the first thing that pops up in your head? First, you will practice your creativity skills with Creativity Bootcamp and then will go through an actual creative process to find the best possible entertainment format for your selected target group. It should also be a format that could continue for several years. We don't expect you to work out the details for this format but explain what results came out of your creative sessions and what was eventually chosen and why? Assignment – Part B - Content HUB- WATCH and LISTEN section: the client has asked you to produce engaging content for their platform the HUB. You will need to find ONE interesting story revolving around a person. This could be about their hobby, their band, their home country and so on. Find someone that you believe the BUas community should know of and share their story in a convincing and inspiring way. Assignment – Part C – Marketing: once you've produced this material it's time for the promotion of it all. How will your audience get to know there's interesting content for them on the HUB?
Learning Materials	Igor Byttebier, & Vullings, R. (2015). Creativity in Business, the basic guide for generating ideas. Bis Publishers BV Kotler, P., Armstrong, G., & Balasubramanian, S. (2023). Principles of Marketing (19th ed.). Pearson Higher Ed. Recommended literature: Wesner, S. (2024). Researching the Creative and Cultural Industries. Taylor & Francis.

3.2 Exploration Path 1

Year and Block	Y1 – Block A
Credits	5 ECTS
Project description:	In your future role as creative business professional (e.g. content creator, marketeer, production manager, project lead or researcher) soft skills are the foundation of successful teamwork and leadership in creative industries. Self-reflection, feedback, and collaboration are lifelong skills essential for adaptability, emotional intelligence, and career success. In Exploration path you will develop the skills to a level 1, foundation level Creative Business Bachelor's degree program. Exploration Path is the individual project (5 ECTs) in blocks A, B, C, and D. Each block has a different focus, built around main topics with flexible themes that adapt to students' needs throughout the year. Intra- and interpersonal skills are developed through weekly workshops, guided activities, and reflection, while a group project offers a parallel opportunity to reflect on how you work, communicate, and grow within a project-based learning environment. Focus and themes in block A: • Community & class relations • Collaboration • Feedback literacy In Block A, Exploration path runs alongside the Creative Business Playground group project. Your experiences and learnings feed directly into your personal and professional development portfolio.

Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **1.09** The student demonstrates the ability to actively and inclusively collaborate with other team members. **1.13** The student demonstrates the ability to communicate information, concepts and ideas effectively. **1.14** The student demonstrates the ability to develop a plan or strategy for addressing identified knowledge gaps. Body of Knowledge and Skills (BoKS) <u>COLLABORATION</u> Team Dynamics: understanding how different personalities and roles affect team performance. Diversity and Inclusion: valuing and working effectively with diverse perspectives. Adaptability: adjusting communication and behavior to support team cohesion. Conflict Resolution: navigating and resolving interpersonal tensions constructively. Stakeholder Engagement: building awareness of how to interact with others in varied roles and settings. **1.15** Students demonstrate the ability to apply feedback and newly acquired foundational knowledge or skills to improve products, processes, and/or professional behavior. <u>PROFESSIONALISATION</u> Communication: clearly expressing ideas through verbal, non-verbal, and visual means. Career Planning: beginning to identify values, strengths, and personal growth paths. Lifelong Learning: embracing continuous self-improvement and adaptability. Feedback & Feedforward: seeking and applying feedback for ongoing development. <u>DESIGN</u> Strategic Thinking: setting personal goals by analyzing strengths, gaps, and opportunities. Project Management: managing time, tasks, and progress in self-directed learning. Research Skills: using self-assessments and reflection tools to gather personal insights. Insight Generation: turning reflection into actionable personal development strategies.

Deliverable description	Week 5: Summative feedback Week 9: Formative Feedback (hand in Brightspace) Final Deliverable week 9: Portfolio Exploration Path 1 Format delivery: PDF Naming convention: BlockX_Classnumber_Groupnumber_ NameStudent_Student number_ Course Example: BlockA_Class3_Team3_Janssen_Piet_223344_EXP1 (Disclaimer: details on deliverables, exact dates for handing in and deadlines, feedback moments, summative and formative feedback kindly referred to Brightspace)
Criteria & details that define project scope (e.g., group size, working with clients, team roles, etc).	Individual

3.3 Interactive Realities

Project Name	**Interactive Realities: Where Experience Shapes Design**
Year and Block	Y1 – Block B
Credits	5 ECTS
Project Description	In this project, students explore **User Experiences (UX)**, and **User Interface (UI) Design** by redesigning an existing website and app of their choice. Through hands-on, user-centered design challenges, they will learn to design meaningful interactions while moving through each phase of the **design thinking process**—from **empathizing** to **testing**. The course places a strong emphasis on how each phase of the design thinking process helps students understand user needs and develop thoughtful, relevant digital solutions. It also introduces the **fundamentals of design thinking as a framework for evaluating media solutions**, laying the groundwork for more advanced applications in Year 2 and beyond. As future media professionals, students need tools to critically assess and improve media products in collaboration with their audiences. This project equips them with exactly that: a user-focused mindset and practical design tools to evaluate and enhance any media solution
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **1.01** The student demonstrates the ability to collaboratively use creative techniques to create a concept following given specifications. **1.03** The student demonstrates the ability to follow a given process and actively carry out the tasks related to their role in the project. **1.07** The student demonstrates the ability to gather information for a project using basic data collection techniques (e.g. surveys, observation, desk research, existing sources). **1.09** The student demonstrates the ability to actively and inclusively collaborate with other team members (P2P).

	1.15 The student demonstrates the ability to apply feedback and newly acquired foundational knowledge or skills to improve products, processes, or professional behavior. **1.18** The student demonstrates the ability to apply basic data analysis techniques and connects research findings to the project. **<u>Body of Knowledge and Skills (BoKS)</u>** User Research: Research skills, Insights, Social responsibility & Market analysis Technical skills: Technical proficiency Principles of Visual Design: Media Theory & psychology, Audio & Visual communication Interaction Design: Audio & Visual communication, Design Thinking, Creative problem solving Information Architecture: Messaging & Audiovisual communication Usability: Quality control & strategic thinking Prototype & wireframing: iterative thinking Communication: Messaging, communication & presentation skills

Deliverable description Provide a brief description of the deliverables including hand-in date	**Deadline:** Week 8 (Monday 11th January 2027, before 11:59am – noon) **Name:** UX&UI Design Package **Naming convention:** BlockX_classnumber_Groupnumber_name of the deliverable Ex: *BlockB_Class3_group2_UX&UIDesingPackage.* Your package has 5 <u>parts</u>: **1) PART 1:** **2 prototype iterations (Product):** • 1 x paper prototype (low fidelity) • 1 x digital prototype (mid-fidelity) **2) PART 2:** **Process Report (Project Documentation):** Includes all phases of the Design Thinking process, including the students' observations, empathy map, user journey, what-how-why table, ideation sessions and outcomes, problem statement, paper prototype, iterative session feedback and outcomes, navigation flow, prototype wireframes, testing (including iterations), and a follow-up from the Week 7 formative client pitch. **3) Group process log:** This is a shared document your group completes throughout the project. It records the significant decisions and changes you made as a team as well the individual contributions of each member of the team **4) PART 4:** **Peer Evaluation (P2P):** In Week 7, you will provide and receive peer feedback through FeedbackFruits. This feedback will be discussed with your advisor. **5)** AI Statement:

	Write a statement explaining how your team used AI in the project and final deliverable. Include the AI chat log to show it supported your process. **For this project students are allowed to use Level 2 - AI Planning: *Use AI for planning, but final submission must be free of AI.*** • Make sure that the final submission does not contain any content created by AI (no Figma Make or Claude Design for example). • Use AI to brainstorm, plan and improve your work, but ONLY before you finish the final submission. 1) All data remains secure when using Claude through our institutional license, which ensures compliance with educational privacy standards. You can log in with your BUas credentials. 2) For all smaller teaching activities given in this project, different levels of allowed AI usage might apply. To understand your options when it comes to the usage of this level we'd like to refer to: BUas student handbook on AI
Criteria & details that define project scope (e.g., group size, working with clients, team roles etc).	Students will work in **groups of 3–4** on an assignment that addresses the following challenge question: ***How can we improve the experience of BUas students (on a specific topic*) through a digital experience (app or website)?*** For the development of this assignment, students need to follow the Design Thinking process, a user-centered, iterative method that includes five phases: Empathize, Define, Ideate, Prototype, and Test. • *At the end of the pre-assessment in Week 1, students will receive a list of topics relevant to the BUas community from which they can choose. **Compulsory Material:** • Quesenbery, W. (2004). Balancing the 5Es of usability. *Cutter IT Journal*, 17(2), 4-11. (Available Online) **Recommended Material:** • Cooper, A (2004) The Inmates are Running the Asylum. Sams - Pearson Education. • Norman, D (2016). The Design of Everyday Things. MIT Press. (Available at the BUas library) • Garrett, J (2010). The Elements of User Experience. New Riders. (Available at the BUas library)

3.4 Media Writing

Project Name	**Media Writing**
Year and Block	Y1 – Block B
Credits	5 ECTS
Project Description	In this creative group project, teams of 3–4 students will produce a 16-page digital A5-sized (148 mm x 210 mm) mini-magazine ("zine") tailored to a specific Gen Z audience in the Netherlands (e.g., international students aged 18–24). The magazine blends infotainment and storytelling, with original content and visuals designed to engage and inform.

	This project offers hands-on experience in key media industry skills, including content creation, collaboration, and audience-focused communication. Students will develop critical thinking, problem-solving, and accountability while learning to write compelling content, write stories and conduct interviews. By combining storytelling, research, and digital strategy, the project reinforces essential communication skills and complements other coursework. The ability to craft engaging narratives, analyze audience needs, and work as a creative team prepares students for future careers in journalism, marketing, content creation, and other media-related fields.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **1.01** The student demonstrates the ability to collaboratively use creative techniques to create a concept following given specifications. **1.02** The student demonstrates the ability to collaboratively develop engaging content appropriate for the medium. **1.07** The student demonstrates the ability to gather information for a project using basic data collection techniques (e.g. surveys, observation, desk research, existing sources). **1.09** The student demonstrates the ability to actively and inclusively collaborate with other team members. **<u>Body of Knowledge and Skills (BoKS)</u>** **Creativity** • **Creative Ideation:** Generating innovative concepts during brainstorming sessions. • **Design Thinking:** Applying frameworks to develop human-centered solutions for the magazine. • **Storytelling:** Crafting compelling narratives for magazine articles. • **Creative Writing:** Writing original, engaging, and structured articles. • **Messaging:** Effectively communicating the theme, tone, and values of the magazine. • **Audio & Visual Communication:** Incorporating multimedia elements to enhance the magazine's appeal. • **Cultural Sensitivity in Creativity:** Adapting content for diverse, cross-cultural perspectives. **Technology** • **Technical Proficiency:** Using design software and media production tools for layout and content creation. • **Digital Literacy:** Understanding technical possibilities and limitations for creating the magazine. • **Production Processes:** Managing workflows for creating and finalizing magazine content. • **Quality Control:** Ensuring all content and designs meet high standards. **Design** • **Research Skills:** Gathering and analyzing information during desk research and interviews.

	• **Insights:** Developing actionable findings from research to shape the magazine's direction. • **Creative Strategy:** Aligning the magazine's creative goals with the chosen theme and audience. • **Social Responsibility:** Incorporating ethical and sustainable practices into the project. • **Project Management:** Organizing tasks, timelines, and resources to complete the magazine efficiently. • **Iterative Thinking:** Refining drafts based on peer feedback and stakeholder input. **Collaboration** • **Team Dynamics:** Collaborating effectively within groups to achieve shared objectives. • **Adaptability:** Flexibly responding to changing ideas and requirements during the project. • **Stakeholder Engagement:** Presenting the final portfolio to an audience and engaging them effectively. **Professionalisation** • **Presentation Skills:** Delivering impactful group presentations to showcase the magazine portfolio. • **Feedback & Feedforward:** Incorporating constructive insights from peers and mentors to refine the output.
Deliverable description	Your magazine should include a balanced mix of writing formats, such as: 1. Biography (mandatory for all) – Short personal, engaging profile that introduces a person. 2. Interview – Q&A or narrative-style conversation with a subject. 3. Feature Story – In-depth article exploring a topic, person, or trend. 4. Fictional Story – A creative, imagined narrative that entertains, inspires or provokes thought. 5. Photo Story – Visual narrative supported by captions or short text. 6. Review – Critique of a film, app, event, or product relevant to Gen Z. 7. Infotainment – Informative content presented in an entertaining way. 8. Advertorial – Promotional content written in editorial style. 9. Poetry or Spoken Word – Creative expression through verse or rhythm. 10. Your Own Suggestion (with approval) – Creative freedom to propose a new format. Writing Requirements • Each team member will write: - A biography about another team member (max. 200 words) (*Introduce the team member. Include a few personal touches – such as interests, strengths, or motivations - that show how each member's perspective or background enriches the magazine's content and purpose).* - Two additional writing pieces, each in a different format selected from the list above. • Each piece should be 600–800 words/two pages. In case the typical length of a format is shorter, you should create multiple pieces to match the page count. Please see the explanatory document for format details and requirements. ➤ *Note: An A5 page typically holds 300–400 words*

	Design & Content Guidelines • Design a cohesive and visually appealing layout using consistent fonts, colors, and styles, matching the target audience. • Incorporate original visuals or royalty-free images to enhance your content, using the knowledge you obtained about intellectual property (copyrights). • Write in a tone and style that connects with your chosen Gen Z audience and is consistent throughout. • Include a brief message statement "After reading this, the reader will know more about….." on page 2 to introduce your magazine's purpose. • Add 4-6 interactive elements to boost engagement (e.g., *clickable navigation, embedded videos and audio, hyperlinks, pop-ups, animations, and QR codes*). • Cite all sources appropriately in APA Style 7th ed. and include an AI Disclosure Statement if AI tools are used. No AI? No AI Disclosure Statement needed. Magazine Contents • Cover Page (Page 1) Eye-catching design with Gen Z fonts, and a strong visual theme. • Message Statement (Page 2) A brief welcome with the message statement "After reading this, the reader will know more about….." introducing the magazine's purpose. • Table of Contents (Page 3) A clear overview of the magazine's structure, listing article titles, authors, and page numbers. • Author Bios (Pages 4-5) Short profiles of contributors with names, roles, connection to the mini- magazine's theme, and personal touches. • Main Content + Interactive Elements (Pages 6–15) Core articles, visuals, and 4-6 interactive elements such as QR codes or links, tailored to Gen Z. AI Use Guidelines You may use AI tools (e.g., Microsoft Copilot, ChatGPT, Notion AI, Perplexity, etc.) only for idea generation and planning. This includes brainstorming themes, outlining article formats, or organizing workflow. • Final magazine content must be entirely student-created. • Any AI use must be disclosed in a short AI Disclosure Statement. • No AI-generated text or visuals may appear in the final submission. This aligns with Level 2: AI-Assisted Planning in BUas' AI in Assessment Scale.

	Academic Dishonesty & Plagiarism Suspicion of academic dishonesty – as described in the Teaching and Examination Regulations (TER) article 6.15 – will be reported to the Board of Examiners (BoE). Project Connection to Exploration Path 2 You have the option to develop the design expertise needed for your mini-magazine through your individual project, Exploration Path 2, where you might learn to work with tools such as: • Canva • Adobe Express • Adobe Photoshop • Adobe InDesign • Adobe Illustrator Electric Zine Maker Formative: At the end of the project, you will: • Participate (with all of Year 1) in the Share & Invest Fair to showcase your mini-magazine and check out the mini-magazines from your peers with an investor's eye. Summative: For this project you will hand in and be assessed on: • The digital mini-magazine • A Process Report to discuss your development in the indicated ILOs • Your Peer2Peer feedback via Feedback Fruits Deadline • Monday, 12 January 2026 • Upload to Brightspace no later than 11:59 am before noon • Late submission = Missed Opportunity (MO) with no feedback Submission Format • Use Heyzine to turn your PDF mini-magazine into a digital flipbook Hand-in Instructions • Include all group members' names in the final document • The Project Manager uploads the mini-magazine to Brightspace • All members are responsibile for checking completeness and formatting P2P (Peer-to-Peer feedback contribution) • Provide and receive (mandatory) P2P feedback via Feedback Fruits, focusing on your creative process and team collaboration. • Participate (within your class) in the Speed Dating Peer Review to exchange • feedback on each other's mini-magazines, prior to submission.
Criteria & details that define project scope (e.g., group size, working with clients, team roles, etc).	Credits & APA References (Page 16) Acknowledgments, APA-style citations, AI Disclosure Statement (if needed).

	Group Size Students work in teams of 3–4, fostering collaboration and consistency, shared responsibility, and diverse creative input. Team Roles (for the entire project) Each member edits and researches their own articles, but for overall consistency, assign these roles: • Project Manager – Keeps the team organized and on schedule • Editor-in-Chief* – Ensures clarity, tone, and consistency across all content • Designer – Creates the visual layout and style of the magazine • Researcher* – Checks sources, supports fact-checking, and prevents plagiarism *In teams of 3, combine Editor-in-Chief and Researcher roles Rotating Roles (for each meeting) To share leadership and keep meetings productive, rotate these roles: • Chairperson – Leads the meeting and keeps the team focused • Minute Taker – Records decisions and action points • Timekeeper – Keeps track of time and pacing All Team Members • Actively participate in Feedback Fruits and peer review sessions. • Provide respectful, specific, and actionable feedback to support team growth. Collaborate inclusively, valuing diverse perspectives and contributions. **Suggested Reading** Miller, C. (2024). Writing for digital media. PALNI Press. Free access: https://open.umn.edu/opentextbooks/textbooks/writing-for-digital-media

3.5 Exploration Path 2

Year and Block	Y1 – Block B
Credits	5 ECTS

Project description:	In your future role as creative business professional (e.g. content creator, marketeer, production manager, project lead or researcher) soft skills are the foundation of successful teamwork and leadership in creative industries. Self-reflection, feedback, and collaboration are lifelong skills essential for adaptability, emotional intelligence, and career success. In Exploration path you will develop the skills to a level 1, foundation level Creative Business Bachelor's degree program. Exploration Path is the individual project (5 ECTs) in blocks A, B, C, and D. Each block has a different focus, built around main topics with flexible themes that adapt to students' needs throughout the year. Intra- and interpersonal skills are developed through weekly workshops, guided activities, and reflection, while a group project offers a parallel opportunity to reflect on how you work, communicate, and grow within a project-based learning environment. Focus and themes in block B: o Collaboration o Feedback o International classroom o Tool development In Block B, Exploration path runs alongside the Creative Business group project. Your experiences and learnings feed directly into your personal and professional development portfolio.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** 1.09 Students demonstrate the ability to actively and inclusively collaborate with other team members. 1.13 Students demonstrate the ability to communicate information, concepts and ideas effectively. 1.14 Students demonstrate the ability to develop a plan or strategy for addressing identified knowledge gaps 1.15 Students demonstrate the ability to apply feedback and newly acquired foundational knowledge <u>COLLABORATION</u> Team Dynamics: understanding how different personalities and roles affect team performance. Diversity and Inclusion: valuing and working effectively with diverse perspectives. Adaptability: adjusting communication and behavior to support team cohesion. Conflict Resolution: navigating and resolving interpersonal tensions constructively. Stakeholder Engagement: building awareness of how to interact with others in varied roles and settings. <u>PROFESSIONALISATION</u> Communication: clearly expressing ideas through verbal, non-verbal, and visual means. Career Planning: beginning to identify values, strengths, and personal growth paths. Lifelong Learning: embracing continuous self-improvement and adaptability. Feedback & Feedforward: seeking and applying feedback for ongoing development. <u>DESIGN</u> Strategic Thinking: setting personal goals by analyzing strengths, gaps, and opportunities.

	Project Management: managing time, tasks, and progress in self-directed learning. Research Skills: using self-assessments and reflection tools to gather personal insights. Insight Generation: turning reflection into actionable personal development strategies.
Deliverable description	Week 5: Summative feedback Week 9: Formative Feedback (hand in Brightspace) Final Deliverable week 9: Portfolio Exploration Path 1 Format delivery: PDF Naming convention: BlockX_Classnumber_Groupnumber_ NameStudent_Student number_ Course Example: BlockA_Class3_Team3_Janssen_Piet_223344_EXP1 - (Disclaimer: details on deliverables, exact dates for handing in and deadlines, feedback moments, summative and formative feedback kindly referred to Brightspace)
Criteria & details that define project scope (e.g., group size, working with clients, team roles, etc).	Individual

3.6 Audio Exploration

Project Name	**Audio Exploration**
Year and Block	Y1 – Block C
Credits	5 ECTS
Project Description	In the Audio/Podcast project students will explore the possibilities of podcast creation. 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. Students will also get the opportunity to edit their recording. Students will therefore experience the pre-production, production and post-production phase. This will result in the making of their own podcast for the HUB, and a reflection upon their process and outcome. Students will present their Podcast creation during a presentation in week 7 as a performative presentation for feedback. Per class, student groups will work on different podcast episodes revolving around 1 theme. We will provide students with possible themes and these will be assigned to a class in a lecture by means of a draw. They will look for interesting content for the HUB audience to be dealt with in the different episodes. In the end, each team will create their own short-form Podcast episode related to one class theme. Every Podcast should have a length of max. 20 minutes (minimal length 15 minutes). In week 7 a performative presentation takes place in which students need to present their results. In this Presentation not the complete Podcast will be listened to but students present their podcast by means of a 'highlight reel/ sizzle reel'. A winner per class is chosen and the client will eventually pick some top winners that get uploaded to the HUB.
Skills learned	**Intended Learning Outcomes (ILOs)** **1.02**

	The student demonstrates the ability to collaboratively develop engaging content appropriate for the medium. **1.05** The student demonstrates the ability to apply appropriate knowledge, skills, and tools to realise a media concept, product, or service. **1.09** The student demonstrates the ability to actively and inclusively collaborate with other team members. **1.13** The student demonstrates the ability to communicate information, concepts, and ideas effectively. **1.15** The student demonstrates the ability to apply feedback and newly acquired foundational knowledge or skills to improve products, processes, or professional behavior. **<u>Body of Knowledge and Skills (BoKS)</u>** **Creativity** - messaging: communicating and evaluating key ideas, themes, tone, and values. - Audio & Visual communication: conveying information through the use of audio visual and multimedia elements. **Technology** - Production Process: knowledge and understanding of the entire production process & workflows of different media formats and channels. **Design** - Creative Strategy: ensuring creative goals align with objectives. - Market Analyses: gaining insights into consumer behaviour, desirability, identifying market opportunities, competitiveness, and monitoring trends. **Collaboration** - Adaptability: adjusting collaboration & communication style in order to foster a cohesive and productive team environment. - Collaborative concepting: using participatory approaches. **Professionalisation** - Presentation Skills: delivering impactful presentations in order to sell ideas and influence stakeholders. - Communication: verbal, non-verbal, and visual communication. - Feedback & Feedforward: giving and receiving constructive insights.

Deliverable description	Formal formative feedback = group delivery. Deadline Friday February 26th. 11.59 a.m. In week 3 students will deliver their Podcast proposal. See for exact template BrightSpace resources. In week 4 and possibly week 5 students will receive feedback on delivered work during the workshops. Students will have to make minutes of the given feedback

	and upload these minutes by the end of week 5 on BrightSpace. Deliveries that are late won't receive official feedback. Naming convention: delivery in pdf. BlockX_classnumber_Groupnumber_name of the deliverable Ex: BlockB_Class3_group2_Podcast Health Summative: the summative assessment of this Podcast Project consists out of: Group & Individual Process Report due Monday March 29th 11.59 - PDF In week 8, students submit their Process Reports which should demonstrate a full understanding of the ILO's of this project. Follow the template as given on BrightSpace - resources. In total 4 files should be uploaded. 1] the group process report; related to ILO2, ILO5 and ILO15 2] the individual process report related to ILO9 3] full episode of the Podcast (WAV file) 4] highlight reel used during presentation (WAV file)
Criteria & details that define project scope (e.g., group size, working with clients, team roles etc).	Students work in groups of 3-5 to produce the podcast. Their client is the HUB. The HUB produces content for students to LISTEN, WATCH and READ. The podcast focuses on the listening & watch part of the HUB. All content of the HUB is made by for BUas students.

3.7 Marketing

Year and Block	Y1 – Block C
Credits	5 ECTS
Project description:	Students act as a part of communication agency developing creative ideas for their client based on their existing communication strategy. Student team will analyze a communication plan based on fundamental marketing theories and develop executional creative ideas to present to their client. Creative ideas should be justified based on the existing company information, target group insights, communication objective, strategy of the brand, and related marketing theories. This project helps students to understand and analyze fundamental marketing concepts by giving the opportunity to experience an actual industry example and apply these concepts to develop promotion material. These operational skills related to research, analysis and creativity will provide fundamental experience in creating comprehensive marketing strategies in the later years of the curriculum as well as in their future career.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** The student demonstrates the ability to promote a media concept, product, or service using appropriate formats and tools to effectively engage the target audience. • The student demonstrates the ability to analyze factors, including intercultural factors and diverse perspectives, that have an effect on how the audience receives the media product. • The student demonstrates an understanding of the type of information research methodologies provide in the context of a project.

	• The student demonstrates the ability to apply basic data analysis techniques and connects research findings to the project
Deliverable description	Justification report including the pitch presentation slides. Pitch Presentations: In week 7 (formative feedback), students will present their creative ideas as a response to the clients' communication strategy. Top 3 presentations will be selected by the experts to pitch in front of their industry client (in Week 8). Justification report: Throughout the project, students will be given certain tasks related to marketing concepts and progress towards creating the pitch presentation. The justification report consists of the collection of these deliverables for weekly tasks and will provide justification for creative decisions. Submission: week 8, Monday before 11:59 (noon) Presentation slides + Justification report Client presentations- Week 8 AI Disclosure Statement: If any AI tool (e.g. Claude, ChatGPT, Midjourney, Copilot, etc) was used during this project, please describe: Where the AI tool was used, How it was used and Why you chose to use it (how this AI usage contributed to your group's product and/or learning). If no AI tools were used, please - clearly state: "No AI used".
Criteria & details that define project scope (e.g., group size, working with clients, team roles, etc).	Group

3.8 Exploration Path 3

Year and Block	Y1 – Block C
Credits	5 ECTS

Project description:	In your future role as creative business professional (e.g. content creator, marketeer, production manager, project lead or researcher) soft skills are the foundation of successful teamwork and leadership in creative industries. Self-reflection, feedback, and collaboration are lifelong skills essential for adaptability, emotional intelligence, and career success. In Exploration path you will develop the skills to a level 1, foundation level Creative Business Bachelor's degree program. Exploration Path is the individual project (5 ECTs) in blocks A, B, C, and D. Each block has a different focus, built around main topics with flexible themes that adapt to students' needs throughout the year. Intra- and interpersonal skills are developed through weekly workshops, guided activities, and reflection, while a group project offers a parallel opportunity to reflect on how you work, communicate, and grow within a project-based learning environment. Focus and themes in block C: o Collaboration o Feedback o International classroom o Tool development In Block C, Exploration path runs alongside the Creative Business group project. Your experiences and learnings feed directly into your personal and professional development portfolio.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** 1.09 Students demonstrate the ability to actively and inclusively collaborate with other team members. 1.13 Students demonstrate the ability to communicate information, concepts and ideas effectively. 1.14 Students demonstrate the ability to develop a plan or strategy for addressing identified knowledge gaps 1.15 Students demonstrate the ability to apply feedback and newly acquired foundational knowledge <u>COLLABORATION</u> Team Dynamics: understanding how different personalities and roles affect team performance. Diversity and Inclusion: valuing and working effectively with diverse perspectives. Adaptability: adjusting communication and behavior to support team cohesion. Conflict Resolution: navigating and resolving interpersonal tensions constructively. Stakeholder Engagement: building awareness of how to interact with others in varied roles and settings. <u>PROFESSIONALISATION</u> Communication: clearly expressing ideas through verbal, non-verbal, and visual means. Career Planning: beginning to identify values, strengths, and personal growth paths. Lifelong Learning: embracing continuous self-improvement and adaptability. Feedback & Feedforward: seeking and applying feedback for ongoing development. <u>DESIGN</u> Strategic Thinking: setting personal goals by analyzing strengths, gaps, and opportunities.

	Project Management: managing time, tasks, and progress in self-directed learning. Research Skills: using self-assessments and reflection tools to gather personal insights. Insight Generation: turning reflection into actionable personal development strategies.
Deliverable description	Week 5: Summative feedback Week 9: Formative Feedback (hand in Brightspace) Final Deliverable week 9: Portfolio Exploration Path 1 Format delivery: PDF Naming convention: BlockX_Classnumber_Groupnumber_ NameStudent_Student number_ Course Example: BlockC_Class3_Team3_Janssen_Piet_223344_EXP1 - (Disclaimer: details on deliverables, exact dates for handing in and deadlines, feedback moments, summative and formative feedback kindly referred to Brightspace)
Criteria & details that define project scope (e.g., group size, working with clients, team roles, etc).	Individual

3.9 Finance & Business

Project Name	**Finance and Business**
Year and Block	Y1 – Block D
Credits	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. By the end of this course, students will: • 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 This project equips students with essential, industry-relevant skills such as budgeting, financial literacy, business modeling, organizational planning, teamwork, and pitching. These competencies are highly valued across media companies, creative agencies, startups, and freelance careers, providing students

	with practical tools they can immediately apply in internships, entrepreneurial ventures, or entry-level roles in the creative business sector.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **1.08** The student demonstrates the ability to effectively implement timelines, budgets, and resources throughout the project. **1.09** The student demonstrates the ability to actively and inclusively collaborate with other team members. **1.10** The student demonstrates the ability to identify different business models and direct and indirect competitors in the creative business industry. **1.11** The student demonstrates the ability to identify organizational structures and operational factors. **1.18** The student demonstrates the ability to apply basic data analysis techniques and connects research findings to the project. **<u>Body of Knowledge and Skills (BoKS)</u>** • Business Strategy – For evaluating business and revenue models, operational feasibility, and financial sustainability. • Market Analysis – To analyze competitors, market needs, and opportunities. • Project Management – For implementing timelines, budgets, and resources throughout the project. • Creative Entrepreneurship – Leveraging creativity to identify and shape viable business opportunities. • Creative Strategy – Ensuring business and creative decisions align with overall goals. • Team Dynamics – For effective team collaboration and role execution. • Leadership – For managing team efforts and motivating progress. • Strategic Thinking – Aligning resources and opportunities for business growth. • Stakeholder Engagement – Presenting and justifying the business concept to potential funders or evaluators. • Presentation Skills – For the final pitch to communicate the value of the business. • Communication – For collaboration, documentation, and pitching. • Feedback & Feedforward – To improve both product and teamwork through iterative feedback. • Research Skills – To support development of financial plans and business models with real data. • Insights – Synthesizing findings into actionable components (e.g., market size, cost structure). • Technical Proficiency – Especially in tools for budgeting, financial modeling, and document creation.

Deliverable description	A business report contains the following items: • Financial Planning for the company and production • Business Model Canvas and in-depth explanation • Operational Plan and Organizational Structure for the Company Submission Deadline: Week 8 Monday 11:59 am (noon)
Criteria & details that define project scope (e.g., group size, working with clients, team roles, etc).	Group size: 4 persons Recommended Team Roles: CEO – Chief Executive Officer Leads the overall project vision, strategy, and coordination across all areas. Oversees the Business Model Canvas and ensures alignment between financial, operational, and business components. CFO – Chief Financial Officer Manages all financial planning and documentation, including income statement, cash flow, balance sheet, investment plan, and ratio analysis. Ensures financial viability and supports funding strategy. COO – Chief Operating Officer Designs the organizational structure and defines key operational factors like workflows, tools, and processes. Ensures the operational model supports both business strategy and financial planning. CMO – Chief Marketing Officer Conducts market and competitor analysis and supports customer strategy and value proposition in the Business Model Canvas. Prepares key messaging for the final pitch and stakeholder communication. We recommend rotating roles so that each person has the opportunity to experience each role at least once.

3.10 Audio Visual Journey

Project Name	**Audiovisual Journey**
Year and Block	Y1 – Block D
Credits	5 ECTS
Project Description	**What is the project about:** 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. *Portrait* A focused, interview-based video that highlights a real person's story, perspective, or expertise. This piece captures authentic voices and brings insight to the audience through compelling narrative and visuals. *Commercial* A persuasive, creative commercial designed to promote a product, service, or cause. This piece combines strong messaging, visual storytelling, and a clear call to action to inspire and motivate the audience.

	Feature An entertaining segment showcasing a lifestyle, culture, or creative topic such as a travel location, music scene, or cooking demo. This piece focuses on vivid storytelling through visuals and narration to entertain and inform. Selected portrait and feature videos will be shared on the online channels of the HUB: BUas' Campus Entertainment Network. The commercial's target audience depends on the product, service, or cause chosen by the students. **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. **How this connects to other projects in the year:** This course builds on multiple courses from earlier in the year. For example, students use what they learned in marketing to think about how to reach an audience. Now, they also learn how to record video for their podcast content, giving them a valuable new skill. This way, they add another important tool to their creative toolkit. **How this helps you beyond this project and in your future job or career:** After this entry-level audiovisual course, students can include two videos to their portfolio. Also, they'll have real experience planning and producing content for an audience. These are the kinds of skills and insights that employers look for, whether students go into film, marketing, social media, or another creative field. Additionally, they are now equipped to proceed to more complex AV courses, such as producing a short film or short documentary.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **1.02** The student demonstrates the ability to collaboratively develop engaging content appropriate for the medium. **1.05** The student demonstrates the ability to apply appropriate knowledge, skills, and tools to realise a media concept, product, or service **1.08** The student demonstrates the ability to effectively implement timelines, budgets, and resources throughout the project. **1.16** The student demonstrates the ability to address legal aspects relevant to the project, including copyright, intellectual property, and business regulations. **<u>Body of Knowledge and Skills (BoKS)</u>** Creativity: storytelling, messaging and audio & visual communication. Technology: technical proficiency, production processes, and digital literacy.

	Design: creative strategy, legal & ethical and iterative thinking. Collaboration: team dynamics Professionalization: presentation skills
Deliverable description Provide a brief description of the deliverables including hand-in date	**Summative:** • **Final product submission (week 8 > Monday 8 June by 11:59 am)** Video showcasing technical and creative skills with the following requirements: o Format: MP4 o Resolution: 1920 x 1080 pixels o Frame rate: 25 frames per second o Sample rate: 48.000 Hz • **Production bible (week 8)** Full set of pre-production documentation per video: script, storyboard, call sheet, location/risk assessments, copyright clearances. • **P2P (Peer-to-Peer feedback contribution) (week 8)** Participation and input during final peer review session via Feedback Fruits (evaluated as part of overall collaboration and engagement). **For this project students are allowed to use Level 2 - AI Planning: Use AI for planning, but final submission must be free of AI.** • Make sure that the final submission does not contain any content created by AI. • Use AI to brainstorm, plan and improve your work, but ONLY before you finish the final submission. <u>AI Disclosure Statement:</u> If any AI tool (e.g. Claude, ChatGPT, Midjourney, Copilot, etc) was used during this project, please describe: Where the AI tool was used, How it was used and Why you chose to use it (how this AI usage contributed to your group's product and/or learning). If no AI tools were used, please clearly state: "No AI used."
Criteria & details that define project scope (e.g., group size, working with clients, team roles, etc).	Groups of 3-4

3.11 Exploration Path 4

Year and Block	Y1 – Block D
Credits	5 ECTS

Project description:	In your future role as creative business professional (e.g. content creator, marketeer, production manager, project lead or researcher) soft skills are the foundation of successful teamwork and leadership in creative industries. Self-reflection, feedback, and collaboration are lifelong skills essential for adaptability, emotional intelligence, and career success. In Exploration path you will develop the skills to a level 1, foundation level Creative Business Bachelor's degree program. Exploration Path is the individual project (5 ECTs) in blocks A, B, C, and D. Each block has a different focus, built around main topics with flexible themes that adapt to students' needs throughout the year. Intra- and interpersonal skills are developed through weekly workshops, guided activities, and reflection, while a group project offers a parallel opportunity to reflect on how you work, communicate, and grow within a project-based learning environment. Focus and themes in block D: o Collaboration o Feedback o International classroom o Tool development In Block D, Exploration path runs alongside the Creative Business group project. Your experiences and learnings feed directly into your personal and professional development portfolio.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** 1.09 Students demonstrate the ability to actively and inclusively collaborate with other team members. 1.13 Students demonstrate the ability to communicate information, concepts and ideas effectively. 1.14 Students demonstrate the ability to develop a plan or strategy for addressing identified knowledge gaps 1.15 Students demonstrate the ability to apply feedback and newly acquired foundational knowledge <u>COLLABORATION</u> Team Dynamics: understanding how different personalities and roles affect team performance. Diversity and Inclusion: valuing and working effectively with diverse perspectives. Adaptability: adjusting communication and behavior to support team cohesion. Conflict Resolution: navigating and resolving interpersonal tensions constructively. Stakeholder Engagement: building awareness of how to interact with others in varied roles and settings. <u>PROFESSIONALISATION</u> Communication: clearly expressing ideas through verbal, non-verbal, and visual means. Career Planning: beginning to identify values, strengths, and personal growth paths. Lifelong Learning: embracing continuous self-improvement and adaptability. Feedback & Feedforward: seeking and applying feedback for ongoing development. <u>DESIGN</u> Strategic Thinking: setting personal goals by analyzing strengths, gaps, and opportunities.

	Project Management: managing time, tasks, and progress in self-directed learning. Research Skills: using self-assessments and reflection tools to gather personal insights. Insight Generation: turning reflection into actionable personal development strategies.
Deliverable description	Week 5: Summative feedback Week 9: Formative Feedback (hand in Brightspace) Final Deliverable week 9: Portfolio Exploration Path 1 Format delivery: PDF Naming convention: BlockX_Classnumber_Groupnumber_ NameStudent_Student number_ Course Example: BlockD_Class3_Team3_Janssen_Piet_223344_EXP1 - (Disclaimer: details on deliverables, exact dates for handing in and deadlines, feedback moments, summative and formative feedback kindly referred to Brightspace)
Criteria & details that define project scope (e.g., group size, working with clients, team roles, etc).	Individual

Appendix 4 | Year 2 Project Details

Year 2: Challenge-Based Group Projects and Portfolio Path

In each of the four blocks, every student works on two projects simultaneously: one Challenge-Based Group Project (10 ECTS) and the individual Portfolio Path (5 ECTS). Each block therefore represents 15 ECTS, for a total of 60 ECTS in Year 2.
Challenge-Based Group Projects: Two different challenges are offered to separate halves of the cohort in every block. In Blocks A and C, students complete Entertainment and Lasting Impact, switching to the other project in Block C. In Blocks B and D, students complete Intercultural and Innovation & Immersion, switching in Block D. Students work in teams of four to six and complete each of the four group projects once during Year 2.
Portfolio Path: This individual 5 ECTS project continues throughout all four blocks. Students explore professional roles and career options, establish goals, and build a Learning Log documenting their skills and developing professional identity. Self-directed individual and group learning takes place with supervisor guidance, progressively preparing students for their Year 3 work placement.

4.1 Entertainment Project

Project Name	**Entertainment Project**
Year and Block	Y2 – Blocks A & C (once per student)
Credits	10 ECTS
Project Description	Part theory, part production, this project provides students with the opportunity to explore and apply fundamental aspects of concept development, analysis and iteration in visual entertainment fields. The block is designed to build learning in a complexifying manner and invites student groups to take a concept from idea to pilot by following industry-based steps and applying specific knowledge and skills.

Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** 2.06 The student demonstrates the ability to create a process tailored to the concept, audience, and stakeholders using established methods. 2.07 The student demonstrates the ability to plan and adapt the process according to available resources, legal aspects, external factors, and project needs. 2.08 The student demonstrates the ability to assess and reflect on the performance of processes and tactics to enhance effectiveness. 2.17 The student demonstrates the ability to acquire relevant data/information using appropriate methodologies for the purpose. **<u>Body of Knowledge and Skills (BoKS)</u>** **Creativity** • Creative Ideation: inherent to entertainment format development. • Design Thinking: applied method with double diamond approach • Creative Entrepreneurship: by developing formats that answer a specific challenge, concepts emerge that can be sold to entertainment platforms, brands, and other content distributors. • Storytelling: applied in sample content to engage audiences and transport messages • Cultural Sensitivity: depending on the challenge statement, the platforms and the stakeholders, formats need to be adjusted. • Messaging: by creating consistency throughout all communications with stakeholders as well as within the formats and prototypes • Creative Writing: depending on the format • A/V communication: by presenting pitch decks and sample contents to various stakeholders **Technology** • Technical Proficiency (developing tangible prototypes and sample content) • Emerging Media Technologies (Platform analysis and exploration of VR and other future proof format elements) • Production Processes (in limitation during the prototyping phase) • Quality Control (by iterating prototypes from lofi to hifi) • Adaptations to trends (placing formats where the audience is, i.e. on twitch, the metaverse, or fast channels) • Digital literacy (shaping messages with appropriate technology, critically reflecting on bias and motivation, to limit noise between sender and receiver – which can also be partially tested by prototyping) **Design** • Interdisciplinarity (depending on challenge and research, formats can vary from web series to live-streams with influencers, across platforms from YouTube to twitch and therefore will need to be assessed on cultural, ethical and other factors.)
Deliverable description	Final deliverable package (group) > Panel Presentation (30 min per group, 2 assessors, oral defence) o Research poster ▪ Explain findings and iterations o Verbal Pitch with Deck ▪ Defend decisions o Play the Pilot episode > Production Bible (pass/fail) File name: PitchDeck_CompanyName.pdf > Production Bible_ CompanyName.pdf

	> Poster_ CompanyName.pdf
Criteria & details that define project scope (e.g., group size, working with clients, team roles etc).	You will be placed in a team of 4–6 and assigned one of the 4 tactical roles: Project Manager, Content Coordinator, Product Coordinator, Marketing & Communication Coordinator. Together, you will work out the previously described deliverables.

4.2 Portfolio Path 1

Project Name	**Portfolio Path 1**
Year and Block	Y2 – Block A
Credits	5 ECTS
Project Description	Portfolio Path is designed to help you actively shape your professional identity by combining structured personal development with self-directed learning and opportunities for professional practice. This project is designed to develop your goals, your interests, and your journey toward becoming a confident, industry-ready creative professional. Through this track, you'll explore different roles and career paths in the creative media industry, creative or strategic positions in other industries, as well as build a Learning Log that reflects your evolving skills. You'll learn how to present yourself professionally and to get ready for your work placement in year 3. The Portfolio Path Project runs alongside your group projects per block throughout the year. While group projects focus on a specific challenge, this track puts your individual growth at the centre. Learning is self directed, individual and in group formation, guided by supervisors. Each block will build on the one before, guiding you from exploration to professional readiness. Block A is the foundational block where you will explore different roles within the industry, look at your learning gaps, set goals and create a vision board to visualize your goals, motivations and career aspirations. At the end of this block the focus will be on working with clients and stakeholders, project management and client communication. Each week there will be learning activities in the form of lectures, workshops, and assignments. These are fundamental building blocks for your learning path for the entire year. With each assignment you'll add a chapter to your Learning Log. In the following blocks you'll actively work on your goals as set in block A through professional projects, independent study, online courses, and expert workshops provided by BUas.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** ILO 2.11: The student demonstrates the ability to identify gaps in their knowledge and skills and proactively explores relevant resources and or experiences to facilitate continuous learning. ILO 2.02: The student demonstrates the ability to apply feedback and newly acquired knowledge and skills to improve professional products, processes and behaviour. ILO 2.14: The student demonstrates the ability to select tools and technologies that best suit the project goals, considering international compatibility and understanding the broader implication of their choices. What you will learn > The importance and skill of lifelong learning > How to discover your core (work) values and talents > How to identify and address learning gaps

	> Reflective writing skills > Industry landscape and different industry roles > Setting up a client project > Client communication > Ethics and AI in professional development
Deliverable description	Final deliverable package > Learning Log with chapters 1,2,3,4 > Vision Board > Evidence log File name: StudentNR_LastName_FirstName_PP1_Package.pdf

4.3 Portfolio Path II

Project Name	Portfolio Path II
Year and Block	Y2 – Block B
Credits	5 ECTS
Project Description	Continued exploration and purposeful development. Building on the goals and Learning Log established in Portfolio Path I, students pursue their individual learning priorities, explore professional roles and opportunities, and collect evidence of the skills they develop. Activities are self-directed and may include independent work, group learning and supervised professional practice. Students document feedback and their progress in their ongoing Learning Log.
Development focus	Ongoing reflective learning, identifying and addressing skill gaps, exploring career possibilities, and recording feedback and professional development. The formally assessed ILOs and rubrics for this block are specified in the approved project brief.
Assessment and evidence	Continue the Learning Log and assemble evidence of individual progress. The exact assessment tasks, required evidence, and submission dates are provided in the approved Portfolio Path II brief on Brightspace.

4.4 Portfolio Path III

Project Name	Portfolio Path III
Year and Block	Y2 – Block C
Credits	5 ECTS
Project Description	Development through practice and reflection. Students build on their established learning goals, develop their professional abilities through appropriate individual and group activities, and examine the feedback and experiences collected so far. They continue to explore possible career directions and record their growing competencies and professional identity in the Learning Log, supported by supervisors.
Development focus	Self-directed professional development, applying feedback, evaluating progress against individual goals, communicating professional work, and documenting skills and learning. Formally assessed ILOs and rubrics are defined in the approved project brief.
Assessment and evidence	Update the Learning Log and supporting evidence to show ongoing learning and reflection. Consult the approved Portfolio Path III brief on Brightspace for block-specific assessment requirements and deadlines.

4.5 Portfolio Path IV

Project Name	Portfolio Path IV
Year and Block	Y2 – Block D
Credits	5 ECTS

Project Description	Consolidation and Year 3 preparation. Students reflect on their professional identity, strengths, interests and remaining development needs, and prepare to present their skills and experiences professionally. Portfolio Path continues as supervised, self-directed development through individual and group learning, using the Learning Log to demonstrate progression across all four blocks and preparation for Year 3 work placement.
Development focus	Reflecting on professional growth, communicating one's skills and interests, connecting learning to career directions, and identifying future development priorities. Formally assessed ILOs and rubrics are defined in the approved project brief.
Assessment and evidence	Maintain the Learning Log and provide evidence of development and readiness for the next stage. The approved Portfolio Path IV brief on Brightspace specifies final deliverables, assessment standards and submission deadlines.

4.6 Lasting Impact Project

Project Name	**Lasting Impact Project**
Year and Block	Y2 – Blocks A & C (once per student)
Credits	10 ECTS
Project Description	In this project, your team takes on the role of an Impact Team. You choose one of the 6 selected Sustainable Development Goals (1. Health and Well-being, 2. Gender Equality, 3. Reduced Inequality, 4. Life on Land, 5. Life on Water, 6. Peace, Justice and Institutions) that you would like to make an impact with, identify a specific local problem within it, and design an impact media product to address that problem locally within the feasibility of available staff expertise. Your impact strategy and product must be grounded in applied research, based on relevant stakeholder insights, collaboratively created by your team with a message that is relevant to the audience you want to impact, and a clear communication strategy on how to reach your target audience. Central Challenge Question: How can media not just inform or entertain, but create lasting impact by raising awareness, fostering involvement, and empowering change, starting in a local community? Local' means within BUas, the Netherlands or Belgium, or engaging with people from there. Your media product must be created with a clear understanding of how it can make an impact locally in order to "Act Locally & Think Globally." Team structure: students collaborate in teams of four to six. The project is offered in both of its listed blocks; each student completes it once.
Skills learned	**Intended Learning Outcomes (ILOs)** **2.03** The student demonstrates the ability to appropriately involve relevant and diverse stakeholders throughout the project. **2.04** The student demonstrates the ability to co-develop original content that enhances the concept, incorporating appropriate cultural perspective(s) to increase impact. **2.07** The student demonstrates the ability to apply strategies to cultivate collaboration and inclusivity, contributing to project outcomes by navigating cultural differences and promoting diverse perspectives.

	2.16 The student demonstrates the ability to identify underlying causes of a given problem through critical analysis and determines what needs to be addressed. **<u>Body of Knowledge and Skills (BoKS)</u>** **Creativity** • Creative Ideation: Techniques that incorporate originality, authenticity, divergent thinking, and adaptability in order to develop innovative concepts iteratively.. • Storytelling: Crafting compelling narratives using story structures. • Cultural Sensitivity in Creativity: Adapting ideas for diverse cross-cultural perspectives and global audiences. • Creative Problem Solving: Using creative techniques and research insights to overcome obstacles in execution. • Media Theory and Psychology: Understanding how media influences perception, behavior, and emotions to inform creative decisions and their bias. **Technology** • Technical Proficiency: Applying tools, resources, and material for media production, data analysis, and project management. • Adaptation to Trends: Understanding emerging platforms and tools for dynamic and impactful media concepts, products, and services. • Media Literacy: Understanding technical constraints and possibilities within media. **Design** • Interdisciplinarity: Understanding different perspectives, disciplines and context including societal, cultural, and ethical factors. • Insights: Developing actionable insights from synthesizing research findings. • Social Responsibility: Designing ethical and sustainable practices that address societal and global challenges. • Creative Strategy: Ensuring creative goals align with objectives. **Professionalization** • Presentation Skills: Communicating ideas with clarity, emotion, and structure, especially during the final pitch and campaign reveal. • Networking Skills: Seeking, cultivating, and maintaining professional connections. • Lifelong Learning: Continuously learning, self-regulation, and adapting professional skills to evolving industry demands. • Feedback & Feedforward: Giving and receiving constructive insights. **Collaboration** • Team Dynamics: Managing interdisciplinary teams and navigating cultural dynamics. • Collaborative Concepting: Using participatory approaches. • Diversity and Inclusion: Fostering equitable and inclusive environments. • Conflict Resolution: Negotiating and resolving disagreements
Deliverable description	Pre-Assessment: Panel Interview Insights (Week 1): ➢ Students will select their Sustainable Development Goal, articulate their first ideas, and share insights based off of the stakeholder insights. Students will be assessed on: critical thinking (ILO 2.16), cultural awareness (ILO 2.09), and first creative instincts (ILO 2.04).

	Formative Feedback- Research-to-Content Bridge (Week 4): ➢ Teams present their chosen impact product concept, with lecturers and experts to get formative feedback on their process so far. Specifically, students should translate all research findings into creative decisions. Students will be greenlit or given feedback for full production. Each team articulates: what is the product, who is it for, how does this product target the issue in a unique way that contributes to impact, and how does the research support it? Oral Assessment- Lasting Impact Presentation (Week 8): ➢ Teams present their final media product and project process to a panel. Each student is assessed individually through targeted questions. Student must speak to specific decisions they contributed to, not just describe the group's work to cover all four ILOs. Teams pitch their impact communication strategy, final product, and possible future initiatives that could scale their local impact. How does this product live beyond the project? Final Documentation Lasting Impact Strategy, Product & Peer to Peer (Week 9- Monday at 12pm) ➢ Lasting Impact Strategy: which includes your project planning, content, impact communication strategy, and research. ➢ Final Product ➢ Peer-to-Peer Evaluation: Submitted via Feedback Fruits alongside final documentation. Reflect on your own contribution; eval

4.7 Innovation & Immersion Project

Project Name	Innovation & Immersion Project
Year and Block	Y2 – Blocks B & D (once per student)
Credits	10 ECTS
Project Description	**Project Challenge:** *How might we use immersive and emerging media to design a meaningful experience that engages users and responds to real-world challenges?* 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 in-store 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. Working in small teams, you'll learn how to design and evaluate immersive media experiences by conducting user research, developing interactive prototypes, and experimenting with emerging tools and trends. Throughout the process, you'll explore how ethical, accessible, and sustainable design choices influence the impact of your concept on diverse audiences. This process will deepen your ability to think critically about media impact, ethical design, viability and sustainability. **How this project will equip your future career:** 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.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **2.05** The student demonstrates the ability to evaluate and monitor the technical quality and feasibility of the product according to industry standards and global market expectations. **2.10** The student demonstrates the ability to assess the viability and sustainability of a product or service while considering ethical practices. **2.13** The student demonstrated the ability to analyze the impact of a media product and/or service on diverse audiences, including intercultural, international audiences. **2.14** The student demonstrates the ability to select tools and technologies that best suit the project goals, considering international compatibility and understanding the broader implications of their choices. **2.18** The student demonstrates the ability to draw relevant insights from collected data. **<u>Body of Knowledge and Skills (BoKS)</u>** ***Technical quality & feasibility (ILO 2.05)***: Knowledge: Media prototyping fundamentals (AR/VR, 360 degree filming, WebXR, XR stage, any tools for creating POC?); technical standards in digital media; production workflows; market expectations Skills: Building a functional or representational POC; Identifying technical constraints and trade-offs; Aligning deliverables with industry expectations. ***Viability, sustainability & ethics (ILO 2.10)*** Knowledge: Sustainable product/service design (environmental, social, economic); Viability analysis tools (e.g., cost-benefit; stakeholder relevance); Ethics in technology (privacy, representation, inclusivity) Skills: Mapping solution viability to client needs; Embedding ethical reflection in design decisions; Demonstrating awareness of broader impact. ***Audience Impact & Diversity (ILO2.13)*** Knowledge: Audience Theory and segmentation; Inclusive and intercultural communication; UX and UI design principles for diverse users. Skills: Defining and engaging a target audience; Designing for inclusivity and cultural sensitivity; Testing POCs and interpreting audience feedback. ***Tools, Technologies & Implications (ILO 2.14)*** Knowledge: Tool assessment (functionality, scalability, compatibility); Immersive tech ecosystems and standards; Global tech trends and interoperability Skills: Selecting and justifying appropriate tools; Weighing implications of tech choices; Balance innovation with accessibility.

	Data-informed insights (ILO 2.18) Knowledge: Research design (quantitative and/or qualitative); Stakeholder interviewing, user surveys, prototyping feedback, experiments, physiological and behavioural measurements (such as eye-tracker); Data analysis strategies. Skills: Designing meaningful data collection processes; Interpreting data into actionable insights; Translating research into design choices.
Deliverable description	**Product Based:** • V1 of the prototype(s), including primary iterations leading up to the final version of the product • Final version(s) of the product, in consultation with the lecturer and client (think low, medium or high-fidelity prototypes). **Project Documentation:** • Immersive Media Design Report (refer to the approved project brief on Brightspace for report requirements; the Process Log is integrated into the final report) • Concept Document/Client Guide (client facing) • Project Management Plan (which include roles and task division and responsibilities) **Role Based Assessment:** • Final Client Presentation (see the approved project brief on Brightspace for presentation requirements) • Completed Peer and self-assessment (Mid semester + semester end) The final hand-in date for the relevant Block B or D offering will be published in the approved project brief on Brightspace.
Criteria & details that define project scope (e.g., group size, working with clients, team roles etc).	Collaborate in teams of 4–6, distributing the following core tactical responsibilities: Project Coordinator, Product Coordinator, Content Coordinator, or Marketing & Communication Coordinator, with responsibilities assigned or shared according to the team size and approved project brief. Students work with Clients.

4.8 Intercultural Project

Project Name	Intercultural Project
Year and Block	Y2 – Blocks B & D (once per student)
Credits	10 ECTS
Project Description	Culture shapes everything: what we watch, what we trust, what makes us feel seen. In this project, you will work at the intersection of culture, strategy, and craft to answer one central question: How might we develop media strategies and solutions that authentically connect with culturally diverse audiences while achieving our client's business objectives? You and your team will simulate a creative agency working with a real client, a real brief, and a real audience. Your job is to make things that work for people who actually care about the outcome. Using a Human-Centered Design (HCD) approach, you will investigate the real needs, contexts, and experiences of people from different cultural backgrounds. You will research your client's communication challenge and develop a Cross-Culture Campaign Concept grounded in genuine cultural insight, then produce culturally resonant and relevant executions that bring your idea to life across different channels and contexts.

	Along the way, you will work with and for people from different cultural backgrounds, test your ideas with real audiences, and refine your work through feedback, just as any professional creative agency would. There are no single solutions, we want to help you practice better ways of understanding people, and stronger ways of translating that understanding into creative work. Team structure: students collaborate in teams of four to six. The project is offered in both of its listed blocks; each student completes it once.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** 2.01 The student demonstrates the ability to collaboratively create a concept using design approaches to achieve project goal(s) that are relevant for the target audience and purpose. 2.04 The student demonstrates the ability to co-develop original content that enhances the concept, incorporating appropriate cultural perspective(s) to increase impact. 2.12 The student demonstrates the ability to adapt communication strategies to suit specific audiences and contexts effectively, while adhering to professional standards. 2.13 The student demonstrates the ability to analyse the impact of a media concept, product, and/or service on diverse audiences, including intercultural and international audiences. 2.19 The student demonstrates the ability to use relevant insights to support decisions that address project goals **<u>Body of Knowledge and Skills (BoKS)</u>** **Cultural Sensitivity in Creativity** - Cultural & bias awareness, analysis & positioning (tokenism, cultural appropriation, stereotyping, target audiences, media, etc) - Cultural frameworks and strategies for navigating cultural perspectives in media and communication - Communication adaptation across cultural contexts and for different cultural audiences.' (visuals, and non-visual representation). **Design Thinking** - Human-Centered Design Process and its application in cross-cultural settings - Co-creation and Participatory design principles (Inclusive Ideation, remotely and in person) - Creative research methods and tools (cultural probes, netnography) **Insights** - Insight synthesis techniques (affinity mapping) - Insight analysis techniques (conceptual framework, cultural dialogues) - Insight-Driven Strategic Thinking - Translating insights into and opportunity areas, while being culturally sensitive (targeted interventions) **Creative Strategy** - Value proposition basics - Competitive benchmarking - Cross industry analysis - Prioritizing ideas using feasibility–impact frameworks. **Media Psychology** - Tokenism and cultural appropriation - Stereotyping and representation **Stakeholder Engagement** - Stakeholder analysis frameworks (mapping and prioritizing of cross-cultural stakeholders)
Deliverable description	There are 2 group deliverables: 1) Group Process Package 2) Cross-Culture Campaign Package

	1. Group Process Package Deadline: Project Week 8 The Group Process Package has 3 parts: 1) Peer and Self Evaluation: Completed via Feedback Fruits 2) Group Iteration Log 3) AI disclosure statement 2. Cross-Culture Campaign Package Deadline: Project Week 8 The Cross-Culture Campaign Package has 4 parts: 1) Cross-Culture Campaign Concept (Documentation) 2) Assets 3) Cross-Culture Campaign Pitch Deck 4) AI disclosure statement AI use in the group deliverables: AI generated content is allowed in all written deliverables, but you are required to disclose all AI use in an AI disclosure statement (Lane 2). You can find the template on BSp. Naming convention: BlockX_classnumber_Groupnumber_name of the deliverable Ex: BlockX_Class3_group2_ Cross-Culture Campaign Package. INDIVIDUAL EXAMINATION: Date: Project Week 8 Attendance: On campus. Required. The Individual Examination is the individual assessment component of the Intercultural Dialogue Project. You attend as a team, but each team member is assessed individually on two things: your specific contribution, and how you integrated new knowledge and cultural insights into your work: drawing on the frameworks, topics and concepts from the lectures, Cultural Dialogues, and workshops. AI use in the Individual Examination: The Individual Examination is an examination without AI assistance (Lane 1). This means that you must complete the oral examination independently, without using AI tools at any point during the assessment

Appendix 5 | Year 3&4 Project Details

5.1 Career Path 1

Project Name	**Career Path 1**
Year and Block	Y3 – Block A
Credits	10 ECTS
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 A and B, student works toward deepening expertise and advancing their career ambitions. 1. Student is able to break down their individual project goal (learning ambition) using SMART goals. 2. Student can demonstrate that they have achieved their desired level of skills and knowledge according to a self-defined SMART criterion. 3. 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.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **3.01** The student demonstrates the ability to respond to a complex challenge through creating innovative concepts in an iterative manner. **3.05** The student demonstrates the ability to safeguard the overall process while ensuring the technical quality of the product. **3.12** The student demonstrates the ability to proactively specialize complex professional skills and knowledge that contribute to their career advancement in the CB industry and development in global contexts. **3.16**

	The student demonstrates the ability to support strategic project decisions through synthesizing insights into actionable knowledge. **3.17** The student demonstrates the ability to align details and overarching structure of the content in the creative concept to facilitate meaningful impact, ensuring relevance for diverse cultural and societal audiences. **Body of Knowledge and Skills (BoKS)** a. Technical Proficiency b. Production Processes c. Quality Control d. Digital Literacy e. Global Standard f. Creative Strategy g. Project Management
Deliverable description **Hand in Dates:** **Block A:** Monday, **27th of October** 2025 at 23:59. **Block B:** Monday, **12th of January** 2026 at 23:59.	***Project Development*** *(Investigation, Discussion and Practice)* Workshop: *Investigation and Discussion* ○ Select a learning goal (identify the skillset). ○ Participate in discussions, evaluate, review and discuss peers' input. Learning Path Pitch: ○ Define the level of complexity by reflecting on the student's baseline skillset and the knowledge gaps that need to be bridged to attain the desired proficiency. ○ Define SMART goals and accompany them with a proposal showcasing a clear, visual timeline. Project Plan Proposal: ○ Defending the project proposal and demonstrating the suitability of the desired learning plan. Learning Journal & Work Log *(Investigation, Discussion and Practice)* ○ The student highlights essential steps to achieve goals in the learning journal. ○ Consistently updating the learning journal by conducting weekly reflections and providing evidence to showcase the learning. ○ Complete a self-assessment and reflection ○ Create and update weekly project timelines Expand Professional Knowledge ○ **Attend minimum three Studium Generales.** ○ Attend conferences (show evidence in the learning journal) ○ Connect with industry professionals (show evidence in the learning journal)
Criteria & details that define project scope	The project is completed individually (including stakeholder interaction if and where applicable).

5.2 Career Path 2

Project Name	**Career Path 2**
Year and Block	Y3 – Block B
Credits	10 ECTS
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 A and B, student works toward deepening expertise and advancing their career ambitions. 4. Student is able to break down their individual project goal (learning ambition) using SMART goals. 5. Student can demonstrate that they have achieved their desired level of skills and knowledge according to a self-defined SMART criterion. 6. 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.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **3.01** The student demonstrates the ability to respond to a complex challenge through creating innovative concepts in an iterative manner. **3.05** The student demonstrates the ability to safeguard the overall process while ensuring the technical quality of the product. **3.12** The student demonstrates the ability to proactively specialize complex professional skills and knowledge that contribute to their career advancement in the CB industry and development in global contexts. **3.16** The student demonstrates the ability to support strategic project decisions through synthesizing insights into actionable knowledge. **3.17** The student demonstrates the ability to align details and overarching structure of the content in the creative concept to facilitate meaningful impact, ensuring relevance for diverse cultural and societal audiences. **<u>Body of Knowledge and Skills (BoKS)</u>** h. Technical Proficiency i. Production Processes j. Quality Control k. Digital Literacy l. Global Standard m. Creative Strategy n. Project Management

Deliverable description **Hand in Dates:** **Block B:** Monday, **12th of January** 2026 at 23:59.	***Project Development*** *(Investigation, Discussion and Practice)* Workshop: *Investigation and Discussion* ○ Select a learning goal (identify the skillset). ○ Participate in discussions, evaluate, review and discuss peers' input. Learning Path Pitch: ○ Define the level of complexity by reflecting on the student's baseline skill-set and the knowledge gaps that need to be bridged to attain the desired proficiency. ○ Define SMART goals and accompany them with a proposal showcasing a clear, visual timeline. Project Plan Proposal: ○ Defending the project proposal and demonstrating the suitability of the desired learning plan. Learning Journal & Work Log *(Investigation, Discussion and Practice)* ○ The student highlights essential steps to achieve goals in the learning journal. ○ Consistently updating the learning journal by conducting weekly reflections and providing evidence to showcase the learning. ○ Complete a self-assessment and reflection ○ Create and update weekly project timelines Expand Professional Knowledge ○ **Attend minimum three Studium Generales.** ○ Attend conferences (show evidence in the learning journal) ○ Connect with industry professionals (show evidence in the learning journal)
Criteria & details that define project scope	The project is completed individually (including stakeholder interaction if and where applicable).

5.3 Context Quest

Project Name	**Context Quest**
Year and Block	Y4 – Block A
Credits	5 ECTS
Project description	**Unlock Your Media Potential:** Students will explore the media landscape and engage with relevant stakeholder(s) in relation to their own professional identity and expertise. This course serves as the foundation for the following two courses. ***Context:*** *Work field orientation, topic exploration, media landscape, context, professional career/role* ***Connect:*** *Commissioner/stakeholder(s), end product orientation, companies.* ***Propose:*** *Analysis + project proposal* Students will explore a problem that correlates with products, services, or concepts related to creative businesses or industries, or media applications, products, services, or concepts for any industry.

	Connection to courses: Preparing for Navigating Methodologies and Graduation Realisation.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **3.02** The student demonstrates the ability to actively involve diverse stakeholders in the process through participatory and collaborative practices, ensuring inclusivity across cultural and/or interdisciplinary contexts. **3.10** The student demonstrates the ability to support the expected effect their media product will have on national and international culture and society, addressing broader societal implications. **3.13** The student demonstrates the ability to identify a key issue within a complex context and determines the aspects to address, while considering interdisciplinary and international perspectives.
Deliverable description	**Initial Proposal:** A bullet point document outlining your first project ideas (Possible Template on Brightspace) **Hand in:** Wk2 on Feedback fruits (Friday 18:00) **Project Proposal:** The final project proposal outlines the problem statement/question, product context, a detailed examination of the chosen topic, potential stakeholders, and references. **Hand in:** Wk8 on Brightspace **Justification:** Venn diagram and iteration log (see templates on Brightspace). **Hand in:** Wk8 on Brightspace Monday 12:00 (Noon) **Learning Log** – A weekly reflection journal, highlighting what you have learnt and reflecting on it, including a planning to keep yourself on track. **Hand in:** Wk8 on Brightspace Monday 12:00 (Noon) **Project Proposal Panel Discussion –** After submitting your proposal in Week 8, a panel discussion will be held to review it. This will be a traffic light assessment; no hand-in is required. Green is straight forward start block B Orange needs improvement in block B, but the start of block B is allowed Red is no go for block B start and requires a retake in Week 9.

5.4 Creative Collective

Project Name	**Creative Collective**
Year and Block	Y3 and Y4 – Block A+B
Credits	20 ECTS
Project Description	In the Creative Collective, students work within a simulated creative agency, reflecting the structure of a typical small-to-medium enterprise (SME) in the media sector. You'll take the lead on your own media project while also collaborating on a commissioned client project. This course

	builds on previous learning and gives you the opportunity to develop your professional portfolio in preparation for your capstone project and future career in the creative industries. The Creative Collective way of working requires you to operate on three different levels: The Creative Collective: this is your enterprise, and you need to decide what kind of venture you set up and manage. You will agree to a team contract, establish a mission and vision for your collective and set up a sustainability policy. Passion Media project: this can be a Year 3&4 level media project and can be exhibited at the end of the course. This can be a media project between 10-15 minutes in length. A commissioned client project: you pitch your ideas to a client, develop, produce and deliver the project as client brief. Your task is to manage client expectations and make creative suggestions to deliver a great media product. Mission The Creative Collective places students at the heart of a simulated SME, where they lead and co-produce media projects while managing a viable business operation. Through real-world stakeholder collaborations, industry events, and a final exhibition, students develop and present professional media products—equipping them for agile careers in the creative industries. Each project typically incorporates one or more of the following industry relevant components: Content Creation: Ideation and content development Marketing: Market Research, Target audience, Strategic positioning Production: Realisation and execution, including preparation and management Exhibition: organise an event to exhibit your project to an audience & stakeholders Entrepreneurship: SME-Business outlook, Aligning finance & sustainable resources to achieve project goals Research & Innovation: Supporting project development with evidence based insight, with new innovations and media trends Collaboration & Networking: Engaging with peers and industry for collaboration and visibility Students are expected to attend recognized industry events throughout the course to build networks, identify opportunities, and explore new ideas and innovations.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **3.04** The student demonstrates the ability to foster ethical and inclusive practices on both national and international levels through applying principles of social responsibility and sustainability within project processes. **3.06** The student demonstrates the ability to design sustainable ethical strategies that address emerging trends and global challenges in the media industry, aligning with project goals and adhering to industry standards. **3.08** The student demonstrates the ability to manage strategies effectively by overseeing their implementation, monitoring performance, and making informed adjustments to optimise outcomes. **3.13**

	The student demonstrates the ability to identify a key issue within a complex context and determines the aspects to address, while considering interdisciplinary and international perspectives. **3.15** The student demonstrates the ability to critically reflect on multiple perspectives, biases, and limitations within gathered insights, considering their relevance to the project context. **<u>Body of Knowledge and Skills (BoKS)</u>** a Creativity -> Cultural Sensitivity in Creativity; Adapting ideas for diverse cross-cultural perspectives and global audiences. b. Creativity -> Creative Perspective; Understanding how personal perspectives and contextual factors and limitations. c. Technology -> Quality Control; Ensuring excellence in creative outputs. d. Design -> Interdisciplinarity; Understanding societal, cultural, and ethical factors e. Design -> Social Responsibility; Designing ethical and sustainable practices that address societal and global challenges. f. Design -> Strategic Thinking; Iterative prototyping, testing, and concept refinement, based on stake-holder and audience feedback. g. Design -> Business strategy; Evaluating profitability, resource allocation, timelines, and business models to ensure the financial sustainability and potential for growth. h. Design -> Market analysis; Gaining insights into consumer behaviour, identifying market opportunities, and monitoring trends. i. Professionalization -> Lifelong Learning; Continuously learning and adapting professional skills to evolving industry demands h. Professionalization -> Networking Skills; Seeking, cultivating, and maintaining professional connections.
Deliverable description	Phase 1: a. Team Contract (including Company Vision and Mission) (Pass/Fail) b. Concept Poster (Pass/Fail) c. Project Documentation (Numeric Grade) d. Presentation (Numeric Grade) Phase 2: a. Project Protype: Show and Tell Progress (Pass/Fail) b. Project Documentation (Numeric Grade) c. Final Block D Presentation (Numeric Grade) d. Final Exhibition & Promotion (Pass/Fail) Grading will be between 1-10 and will be posted on Brightspace and Osiris. All rubrics should get a 5.5 to pass
Recommended reading	1. Running Lean, Ash Maura 2. Producing the Short Film, 5th edition, Irving / Rae 3. Creative Producing 101 2024, F Kohle 4. Bauer, M. W., & Gaskell, G. (Eds.). (2000). Qualitative researching with text, image and sound: A practical handbook for social research. Sage. 5. Verhoef, P.C., Kooge, E., & Walk, N. (2016). Creating Value with Big Data Analytics: Making Smarter Marketing Decisions. London: Routledge

Required materials	• Students use software such as Microsoft Office and Adobe Package to deliver a number of assignments. • Students apply their year one and two production workshops skills for editing software such as Adobe Premiere, Final Cut Pro, Da Vinci • Students apply knowledge gained during their internship when appropriate. • Students use an external hard drive or USB large enough to back up all course documentation and all media files. • Students use the school's equipment, i.e. stand-alone edit suites but are free to use their own equipment.
Technical support	• The school does not offer support when students use their own equipment, especially if equipment used is not in school or features illegally obtained production and post-production software. • Damage to school resources: students are responsible for loss or damage to school equipment if students are negligent, did not conduct a risk assessment and/or left equipment unattended.
Plagiarism & AI policy	The school operates **a strict copyright and plagiarism.** Students are not allowed to use illegally downloaded software. For the research, the system checks the AI and plagiarism issues, and, in case of suspicious material, this will be forwarded to BOE for detailed investigation.

5.5 Navigating Methodologies

Project Name	**Navigating Methodolgies**
Year and Block	Y4 – Block B
Credits	5 ECTS
Project Days	Thursday morning (learning activities)
Project description	**<u>Navigating Methodologies</u>** Project Teaser "Master the Art of Research: Equip yourself with the essential research and design methodologies needed to bring your media project to life. From qualitative and quantitative research techniques to innovative design thinking, this course empowers you to create impactful media solutions." Project Purpose Navigating Methodologies bridges the gap between your project proposal (Context Quest) and full project implementation (Graduation Realisation). You'll justify and develop your overarching design approach, select and build appropriate research methods and tools, conduct pilot testing with data collection and analysis, and create a comprehensive implementation plan—all while documenting your learning journey and demonstrating readiness for independent graduation work.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **3.14** The student demonstrates the ability to achieve goals connected to their concept, product, or service through designing and conducting relevant research using appropriate methodologies. **3.15** The student demonstrates the ability to critically reflect on multiple perspectives, biases, and limitations within gathered insights, considering their relevance to the project context.
Deliverable description	***Formative week 5 deliverable: "Methodology (design approach + tool(s) + test(s))"***

	Summative **"Methodology Plan & Implementation Readiness"** Submission Deadline: Monday, Week 8, 10:00 AM Assessment Format: Written document + Oral (panel discussion with 2 assessors, panel discussions in week 9)

5.6 Graduation Realisation

Project Name	**Graduation Realisation – Data Collection and Product Creation**
Year and Block	Y4 – Block C+D
Credits	30 ECTS
Project Days	Individual Supervision (no assigned days)
Project description	**Realise Your Media Potential:** Students will execute their methodological plan, collecting data to implement in their final product. The student will aim to solve the problem they highlighted in the context quest. The student will work with stakeholders and realise the final product of their research. ***Realisation:*** Data collecting and analysing, product creation, communication with stakeholders ***Iteration:*** Changing and reflecting on their product based on continuous feedback from stakeholders and peers. ***Dissemination***: Spreading the work, making it accessible, and ethical considerations for releasing the work. Students will realise and create a solution that correlates with products, services, or concepts related to creative businesses or industries, or media applications, products, services, or concepts for any industry.
Skills learned	**<u>Intended Learning Outcomes (ILOs)</u>** **3.01** The student demonstrates the ability to respond to a complex challenge through creating innovative concepts in an iterative manner. **3.03** The student demonstrates the ability to actively integrate diverse perspectives through collaborating and promoting active engagement with stakeholders and professionals from different disciplines and/or cultural backgrounds. **3.07** The student demonstrates the ability to translate strategies into actionable plans and processes focusing on effective implementation and adherence to legal aspects, professional standards, and industry best practices in a global context. **3.08** The student demonstrates the ability to manage strategies effectively by overseeing their implementation, monitoring performance, and making informed adjustments to optimize outcomes. **3.16** The student demonstrates the ability to support strategic project decisions through synthesizing insights into actionable knowledge. **3.11**

	The student demonstrates the ability to enhance and elevate the overall message through using tailored and coherent verbal and non-verbal strategies. **3.12** The student demonstrates the ability to proactively specialize complex professional skills and knowledge that contribute to their career advancement in the CB industry and development in global contexts. **3.10** The student demonstrates the ability to support the expected effect their media product will have on national and international culture and society, addressing broader societal implications. **3.17** The student demonstrates the ability to align details and overarching structure of the content in the creative concept to facilitate meaningful impact, ensuring relevance for diverse cultural and societal audiences.
Deliverable(s) description	**End Product:** The potential solution to your chosen highlighted challenge (documentary, marketing plan, event etc.) **Hand in:** Wk17 on Brightspace Monday 12:00 (Noon) **Justification:** Venn diagram and iteration log (see templates on Brightspace). **Hand in:** Wk17 on Brightspace Monday 12:00 (Noon) **Learning Log:** A weekly reflection journal, highlighting what you have learnt and reflecting on it, including a plan to keep yourself on track. **Hand in:** Wk17 on Brightspace Monday 12:00 (Noon) **Oral Defence:** After submitting your product, justification and learning log in Week 17, an oral defence conversation will be held to assess and review your understanding of the work you have achieved.

5.7 Workplacement

Project Name	**Work Placement A&B or C&D**
Year and Block	Y3 – Block A+B or Block C+D
Credits	30 ECTS
Project Days	Not applicable
Project Description	You will gain experience in the professional skills required in Creative Business and related media industries. You will also become acquainted with a professional environment, colleagues in the field, and corporate culture by applying knowledge to real-world tasks, enhancing your skills, collaborating with various stakeholders and diverse backgrounds to contribute to your career advancement and to help build strong industry networks for students in Creative Business.
Skills Learned	**Intended Learning Outcomes (ILOs)** **3.3** The student demonstrates the ability to actively integrate diverse perspectives through collaborating and promoting active engagement with stakeholders and professionals from different disciplines and/or cultural backgrounds.

	3.7 The student demonstrates the ability to translate strategies into actionable plans and processes focusing on effective implementation and adherence to legal aspects, professional standards, and industry best practices in a global context. **3.9** The student demonstrates the ability to inform strategic business decisions and ethical practices through analysing internal and external factors within the creative industry, using diverse frameworks and tools. **3.12** The student demonstrates the ability to proactivity specialize complex professional skills and knowledge that contribute to their career advancement in the CB industry and development in global contexts. **Body of Skills and Knowledge (BoKs)** Depends on the company or tasks stated in the work placement plan
Deliverable description	**WEEK 0: BEFORE THE WORK PLACEMENT:** Student must submit a "work placement plan" that includes: a. Description of company and company activities b. Description of roles and tasks of work placement student c. Work placement goals (use "Goal setting tools document") This document needs to be approved by the work placement office coordinator **WEEK 0-2: FIRST 2 WEEKS OF WORK PLACEMENT** Initial meeting with the assigned BUAs supervisor needs to be taken place to check the work placement goals and make necessary adjustments. If approved by supervisor, you can upload the final version in Brightspace. Students can keep a **learning journal** to show progress of achievement of work placement goals. Student can upload in Brightspace for supervisor feedback. **Between WEEK 11-13 HALFWAY TO THE WORK PLACEMENT** I. Student makes an online appointment with the company supervisor and BUas supervisor to make a **progress presentation** which should include: a. Company projects, workplace insights b. Student's active engagement in role, tasks and projects in the company, and show evidence c. Visual representation of learning log of work placement goals d. Mid-term status and/or reflection of accomplishment of work placement goals (Use "Reflection method document") e. Setting of new or updated goals for the 2nd half of the work placement

	II. BUas supervisor sends the company supervisor the **progress assessment advice form** to fill-up. Student submits the progress presentation deck via **PDF** on BrightSpace. **WEEK 20: END OF WORK PLACEMENT** I. Student makes an online appointment with the BUas supervisor to make a **FINAL presentation** which should include: a. Company projects, workplace insights b. Overall's student's engagement in role, tasks and projects in the company, and show evidence c. Visual representation of learning log of 2nd half of work placement goals d. Use a reflection of accomplishment of stated work placement goals and provide evidence (Use "Reflection goals document") e. Overall impression and evidence of professional skills of student that help in their career advancement. d. Answer **CB Industry challenge analysis question (2-4slides)** 1.Identify and analyse one emerging trend or global challenge in your company (choose from: ethical, sustainable, legal or business) and explain the context of this situation. 2. Provide an analysis on the situation, based on existing strategies, internal or external factors in the company and provide a recommendation for future actions that the company can adapt. Student uploads the PDF of the final presentation deck to BSP. II. BUas supervisor sends the company supervisor the **final assessment advice form** to fill-up.
Criteria & details that define project scope (e.g., group size, working with clients, team roles etc).	Guidelines for the organization and company for work placement for approval from work placement office: a. Company is established for at least three years b. Company employs a minimum of three full-time staff members c. The student's roles and tasks should be strongly aligned and related to Creative Business activities. d. Company or supervisor is not family-related to the student e. Company assigns a supervisor that is of a senior level or with prior work experience to provide guidance to the student. f. Exemptions can be made on a case- by-cases basis upon discussion and approval of the work placement office.



Games



Leisure & Events



Tourism



Media



Data Science & AI



Hotel



Logistics



Built Environment



Facility

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