



Erasmus Exchange

Creative Media Game Technologies

2026 - 2027 Exchange Handbook

Introduction

Breda University of Applied Sciences consists of more than 7,000 students from over 100 countries. Our campus is situated in the south of the Netherlands, in the city of Breda, which is only 100 km from both Amsterdam and Brussels. Our institute, formerly known as NHTV Breda, was founded in 1966 as a provider of bachelor's courses in tourism and leisure, and in this field, it is currently the largest and leading education institute in the world. Today we offer degree programmes in the domains of Games, Media, Hotel, Facility, Logistics, Built Environment, Tourism and Leisure & Events.

Creative Media Game Technologies

The professional bachelor's programme of Creative Media and Game Technologies (CMGT) is taught in English entirely, preparing students for careers in the international AAA gaming industry. The programme has a practical orientation and is delivered by highly qualified and international lecturers with years of experience in the game development industry.

CMGT uses the Project-Based Learning (PBL) approach to education. In a simulated game studio - our Project Lab - students learn about concept development, game design, game architecture, game production, game business and marketing. In addition, students can choose from several workshops and lectures that match their interests and personal goals. Breda University of Applied Sciences is an official partner of Sony and is part of the PlayStation First Academic Development Programme. Furthermore, we are Houdini certified and collaborate with Ubisoft and Guerrilla Games, EPIC / Unreal Engine.

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Course Program

This program focuses on the Project-Based Learning (PBL) system. Most of your time (four days per week) is spent working on projects. There are no 'traditional' classes or courses, but workshops and lectures, with guest lectures given on Fridays to support your project work. In addition, expert groups in various subjects and roles are organized on Fridays so that students can deepen their knowledge/skills in various subjects and contribute to the learning community. All workshops and lectures are open for all CMGT students to join so students are free to join any workshop which interests them.

Based on your prior knowledge gained at your home university, you continue your study path specifically in Visual Arts, Programming, Design & Production, or Visual Effects by choosing a role within a project and following one of these pathways. All communication and documentation at school is conducted in English. Information on the CMGT study paths can be found at www.buas.nl.

As part of the assessment and learning process, the students highlight project goals, deliver a learning journal and upload supporting project materials weekly. This learning journal consists of reflection from previous projects, project & personal goals, planning & scheduling, significant contributions on the project, a work log and highlights feedback the student has received throughout the project. The learning journal and supporting evidence are the main deliverables for the courses and is used to assess if the student has met the criteria set in the project brief and measure how well they have achieved the intended learning outcomes for each project.

The assessment is done "behind closed doors" by the teaching team and students are encouraged to fill in a self-assessment to detail their views on their performance for each of the Intended Learning Outcomes (ILO). Students are assessed on an individual basis even when working in teams. The project lab supervisors offer continual feedback throughout the block to assist students in achieving their goals and meeting the requirements of the projects. Attendance is mandatory on project lab days and students will be given time for self-study activities. Every project must be passed with a sufficient grade (5.5) to obtain the study credits.

1.1 Semesters and Arrival date

At CMGT, the first semester (fall) consists of blocks A and B, while the second semester (spring) consists of blocks C and D. Each block has eight project weeks, one assessment week, totalling in 9 weeks.

When visiting for an exchange in the fall semester, classes commence in the first week of September. When visiting for an exchange in the spring semester, classes commence in the beginning of February (exact dates are dependent on the calendar year).

Date	Activity
August 24 – August 28, 2026	Introduction Week
August 31, 2026	Start Semester 1
October 19 – 23 October 23, 2026	Autumn Holiday
December 21, 2026 – January 1, 2027	Christmas Holiday
February 1, 2027	Start Semester 2
February 8 – February 12, 2027	Spring Holiday
April 26 – April 30, 2027	May Holiday
May 5-6-7, 2027	Public holidays
July 5 – July 9, 2027	Final Week

Table 1 2026-2027 Academic Year

1.2 Laptop specifications

You can find the most recent laptop specification here: <https://bit.ly/3mS36Kx>

We try to keep this document up to date, but it is only intended to give you a general idea of what kind of laptop you should expect to have when joining our programme. Not everyone can afford a laptop that meets all these specifications, but there are three things you want to consider when purchasing a new laptop:

1. **CPU:** Get the best one you can afford. We work with Windows PC's with Intel or AMD CPU's. Try to get the latest generation of CPU (for Intel, currently 14th generation Intel i7 or i9)
2. **GPU:** Get the best one you can afford. We generally work with NVIDIA GPU's. Try to get the latest generation of GPU (currently NVIDIA RTX 5070, 5080, 5090)
3. **RAM:** This is one of the most important components. Always get as much RAM as you can afford. The speed of the RAM is less important than the amount of RAM that your computer needs to keep running smoothly. We recommend **at least** 32GB of RAM.

With these three important components considered, the other features/specifications will likely fall into place.

If you prefer AMD over Intel/NVIDIA, then this is fine too, but please make sure you get an equivalent CPU/GPU as to what is described here.

1.3 Curriculum Overview

Creative Media and Game Technology is a 4-year degree programme. Each year consist of 4 10-week blocks. Each block consists of 15 EC and requires approximately 420 hours (according to the European Credit Transfer System). Upon successful completion of the block, you receive 15 EC. There are no partial credits per block: it's 15 EC or nothing.

Year 1			Fall		Spring	
Discipline	Course code	Course name	Block A	Block B	Block C	Block D
VA	FGE1.VALC-1	Visual Literacy & Communication	15 Credits			
VA	FGE1.VAGA-1	Game Art Production		15 Credits		
VA	FGE1.VATA-1	Technical Art Production			15 Credits	
DP	FGE1.DPGD-1	Game Design Fundamentals	15 Credits			
DP	FGE1.DPRC-1	Rebuild a Classic		15 Credits		
DP	FGE1.DPPD-1	Platformer Level Design			15 Credits	
PR	FGE1.PR2D-1	C++ 2D Game	15 Credits			
PR	FGE1.PRRP-1	C++ 3D Game		15 Credits		
PR	FGE1.PRRT-1	Ray Tracing			15 Credits	
VA-DP-PR	FGE1.DMDP-1	Multi-disciplinary Project				15 Credits

Year 2			Fall		Spring	
Discipline	Course code	Course name	Block A	Block B	Block C	Block D
VA	FGE2.VAPP-1	Production Pipeline and Skillset	15 Credits			
VA	FGE2.VARD-1	Pre-Production and R&D		15 Credits		
VA	FGE2.VACC-1	Concepting and Creative Vision			15 Credits	
DP	FGE2.DPTT-1	Twin-stick Jukebox Trenchbroom	15 Credits			
DP	FGE2.DPRE-1	Reverse Engineer a Feature		15 Credits		
DP	FGE2.DPCO-1	Concepting			15 Credits	
PR	FGE2.PRCG-1	Create a Game Engine Module	15 Credits			
PR	FGE2.PRCC-1	Create a Complex Feature/Tool		15 Credits		
PR	FGE2.PRAC-1	Assemble a Custom Game Engine			15 Credits	
VA-DP-PR	FGE2.DROI-1	Release on itch.io				15 Credits

Year 3			Fall		Spring	
Discipline	Course code	Course name	Block A	Block B	Block C	Block D
VA-DP-PR	FGE3.HSPD-1	Hard Skills & Portfolio Development	15 Credits			
VA-DP-PR	FGE3.COPP-1	Concepting & Pre-production		15 Credits		
VA-DP-PR	FGE3.PPPR-1	Pre-production & Production			15 Credits	
VA-DP-PR	FGE3.PRRE-1	Production & Release				15 Credits
FilmVFX	FGE3.FXPA-1	Film Visual Effects Project A	15 Credits			
FilmVFX	FGE3.FXPB-1	Film Visual Effects Project B		15 Credits		
FilmVFX	FGE3.FXPC-1	Film Visual Effects Project C			15 Credits	
FilmVFX	FGE3.FXPD-1	Film Visual Effects Project D				15 Credits

Table 2 Curriculum Overview for year 1-2-3

1.3.1 What courses/project can you take

An exchange student may choose from the projects of year 1, 2 or 3, but must stay within the year they have chosen. The final project you can attend will be decided by the Buas Exchange coordinator, while looking at your current skill set and your goals for the exchange.

1.4 Courses/Projects

1.4.1 Year 1 - Foundation

The first year consists of 4 project blocks focused on developing student's *foundational skills*. The final block is a collaborative team project consisting of programmers, designers, producers, and artists. All blocks consist of tightly defined projects to build your knowledge and skills and are supported by lectures and workshops.

Year 1 Block A - Foundation 1 (Variation Specific)

- Visual Art - DRAW!

The first Visual Arts project consists of a variety of exercises that seek to improve their observation, drawing and composition skills. These fundamental abilities constitute a skillset that any computer graphics artist should obtain, maintain, and develop further throughout their career. They are a necessary means to help describe ideas, visualize abstract concepts, and/or to communicate and inform other artists and developers on the team. For this project students will only be using traditional media.

- Programming - 2D Retro Game Programming

Your first project is to reproduce a classic arcade game like Galaxians, Gauntlet, or a 2D top-down RTS game. The purpose is to allow you to demonstrate your problem-solving skills, demonstrate your knowledge of C++ and become more familiar with use the Visual Studio integrated development environment (IDE), and provide a platform to use and learn source control systems. When you complete the project, you can further expand and evolve the project with a list of features, and we will guide you towards a better understanding of game programming.

- Design & Production - Game Design

In this project, students learn the basics of game design. We do this through creating board games. Rapid prototyping, research, and testing. Create two board games and go through the design cycle. Improve the work each cycle. Master the fundamentals of game design.

Year 1 Block B - Foundation 2 (Variation Specific)

- Visual Art - Computer Graphics Fundamentals

The second Visual Arts project will enable students to become familiar with navigation within a 3d modelling working environment. Students will learn basic modelling and texturing tools, and how these tools affect modelling and texturing decisions. Students who successfully complete this project will be able to perform most basic tasks within the 3D modelling tool at a proficient level. Visual Arts students will also attend (technical) drawing workshops for the purpose of improving their visual literacy.

- Programming - 3D Game Programming

During this block, you will be asked to produce a 3D game using C++ and OpenGL. Quite a bit of mathematics is needed for the game. You will explore vector mathematics, including matrices. Additionally, you will learn how to properly use libraries (including STL) and API (here: OpenGL).

- Design & Production - Technical Design

In this project, you have to recreate a classic arcade game in Unreal engine. Work together on technical documentation and communication. You learn how to setup technical documentation, create flow-charts, and use UE5. This block will get you ready to prototype and make your ideas viable in engine.

Year 1 Block C - Foundation 3 (Variation Specific)

- Visual Art - Animation and Tech Art Fundamentals

This project will provide students with an introduction to the fundamentals of computer animation. Initially, students will work with pre-existing rigs to learn core animation principles. They will then create their own rig, which will be used for animations and the development of a cinematic sequence. Part of the project involves storyboarding for the cinematic sequence.

- Programming - Ray Tracing

This block is focused on the Ray Tracing algorithm for rendering 3D graphics. We will explore physically based light transport and data structures for fast ray tracing. Since ray tracing is demanding for a CPU, we will pay special attention to software optimization. Recent research in the field is applied to make the renderer suitable for real-time games.

- Design & Production – Level Design

Students work in small teams to create their own platformer game learning how to communicate ideas effectively, how to validate choices through research and rapid prototyping, and how to work within the constraints of a business environment. As a team, create interesting 3Cs (camera, character and controls). Build a level for the game. Finish the block by releasing your first game on itch.

Year 1 Block D - Team Game Development (All variations together)

Students work in cross-disciplinary teams to develop a game using Unreal Engine, practising their skills on a real project and learning how to work on a small development team. This is an 'all-variations' block, but variation-specific challenges may apply.

1.4.2 Year 2 - Exploration

Year 2 provides the opportunity for students to explore several industry roles in team-based projects. Students may also experiment with moving across multiple variations. However, achieving a high level of expertise requires time and commitment, which is not achievable if a student changes roles or variations too often.

Year 2 Block A - Exploration 1 (Variation Specific)

- Visual Art

Students will focus on developing their practical skills and knowledge further in choosing one of five areas: environment, procedural, character, animation & rigging and Film & VFX. The final aim is game-ready content presented in a game development context. On Tuesday's, art students will develop their fundamental skills in sculpting and SubD modelling.

- Programming – Components of a game engine

Every student chooses between three modules (Engine & Tools, Graphics, AI & Physics) to develop themselves further in a specific programming role. Each module is supported by lectures and led by an expert teacher. The main goals of this block are gaining a deep understanding of the concepts and technology involved in a certain role, to gain experience in programming that technology yourself, and to learn more about writing clean and efficient code. Near the end of the block, students can apply their own creativity and expand the project to their liking.

- Design & Production

Students in this project can choose between two roles: level design or technical design. As level designers they

learn about the level design pipeline and build a BoomerShooter level in a Unreal template project As technical designers they deepen their skills in Blueprinting and develop and balance a top-down action game in Unreal Engine.

Year 2 Block B - Exploration 2 (Variation Specific)

- Visual Art

Visual Arts students focus on researching one of the main areas of interest: environment / props, procedural, character, animation & rigging and Film & VFX. They create a benchmark asset that is founded on research done on the subject. On Tuesdays, art students will develop practical skills in texturing, materials, and lighting.

- Programming – Create a tool/feature through self-study

Based on a “dream job” search, each student decides what skills/knowledge they want to obtain in the upcoming block and then writes a self-study project plan around it. The project output should be a production-ready tool or feature that can be embedded in (or combined with) other game technology. In weekly meetings, the student shows their project progress and receives feedback from teachers and peers. The focus of the block lies on writing and maintaining a study plan, researching and analyzing technical problems with minimal supervision, and profiling and optimizing code.

- Design & Production

Students are asked to point at a feature/system/content from an existing game, analyse it, and rebuild it in Unreal as a complete “plug in” with museum and a demo level. By focussing on a single element in a game we will hone your knowledge about modularity and efficient pipelines.

Year 2 Block C - Exploration 3 (Variation Specific)

- Visual Art

Visual artists are put in small teams balanced by their roles. They create a concept for a game or cinematic with the focus on creating an art vision. The end deliverable will be a prototype of the concept where the teams shows that it is capable to create a coherent shared vision. On Tuesdays, art students will focus on various ideation and creativity strategies to enrich your concepting skillset.

- Programming - Assemble a game engine together

Students form small teams of programmers to create a custom cross-platform game engine for a specific target genre, based on the work from Blocks A+B. The engine should run efficiently on PC and on a modern console (such as the PlayStation 5), and artists and designers should be able to work with it. To achieve this, students need to learn about engine design, testing, development toolchains, QA pipelines, and (most importantly) to effectively work together on a codebase. This block is separated into Scrum sprints; each team needs to decide on their features and priorities per sprint. Ideally, Block C ends with multiple engines that can be used in Block D.

- Design & Production

Students are grouped into small teams and are tasked to explore creative briefs and come up with a game concept. While going through several workshops that teach creative ideation techniques they collaborate to design and prototype a small game.

Year 2 Block D - Exploration 4 (All variations together)

In multidisciplinary teams, students work on a single game project developing team skills, project scoping, production pipelines and meeting project requirements. Choice of projects include any developed in the previous blocks. At the end of the block, you will have a game that will be published to a digital distribution platform (like buas.itch.io).

1.4.3 Year 3 - Collaboration

During the 3rd year of the Games degree programme, the students will work together in large, multi-disciplinary teams to create a game that will be released to a digital distribution platform (like [Steam](#)). This is a year-long project (except for Visual Arts students, see below) and requires all the knowledge and skills that have been developed in the previous two years of the study. It is extremely unlikely that an exchange student will succeed in the 3rd year unless they are coming from another university that focuses on triple-A game development. For this reason, accepting an exchange student into the 3rd year requires an interview and approval from the exchange coordinator.

Year 3 Block A – Collaboration 1 (Concept)

VA students will do a VA specific block with a focus on developing hard skills and portfolio. Students choose between 5 specializations (Environment, Character, Animation & Rigging, Tech and Concept). Block A revolves around individual projects that follow a provided VA specific project brief. Guilds must be attended in support of your specialization. In week 8 VA students present their final work in a final Show & Tell. The outcome of this block is at least one polished portfolio piece.

DP & PR students will build one or more proof-of-concepts / prototypes based on aspects from the creative briefs. Examples include blocking out (parts of) a level (could be in Unreal or other tools like UEFN or editors of similar games), prototyping a game-mechanic, implementing a technical (sub)system. The focus is exploration, experimentation, validation and developing hard skills. It is more about individual parts of the creative brief and less about the whole game. DP & PR Students can work individually or collaborate. These “concepts” can be made in any framework, engine or tool as long as they represent what it would contribute to the project.

DP producers specifically will work on a market analysis for their game alongside managing their teams.

Year 3 Block B – Collaboration 2 (Pre-production)

first three weeks, VA students join DP and PR to help solidify the concepts / prototypes from block A. VA will have 3 weeks to come up with the visual art direction of their game. DP&PR split from VA in week 4. VA focuses on portfolio work in line with the direction of the game project. work that can go on their portfolio and set a benchmark for their team project from block C onwards. DP and PR continue the process with deepening the concept and prototypes, block they will have a solid understanding of what they are going to proceed with in block C.

Year 3 Block C – Collaboration 3 (Production)

During this phase the bulk of the game's content is built. The teams are combined (VA, DP, PR). This is where the nested game loops are added and the UI/UX is refined. Art and Audio will be refined, and the game will begin to lead to its conclusion. QA processes are in full swing and high priority bugs are being fixed quickly. At the end of this block, you are aiming to be feature complete.

Year 3 Block D – Collaboration 4 (Release)

In the final block of the year, your project undergoes final polish, bug fixing, balance, and optimisations to get it ready to achieve a successful final release in week 6. Alongside this, regular updates and patches are delivered to your community resolving high priority issues and adding content where applicable. This week 6 launch window allows for the release of an emergency update after final release if needed, time for the team to reflect on the year, write and analyse in a post-mortem, prepare for playday and industry days. Also, it allows time for you to finalise your evidence for the year. If working on a console, teams are also required to make their content compliant to the licence holders Technical Requirements (TRC's).

Appendix 1 – Didactic Principles

The Project Lab occupies a central position within the study programme. Each Project Lab has a focus on the development of a project or game and within that, students define their role and development, both professionally and personally. This practical and applied approach is offered to students in all years of the study programme and trains students, to an ever-increasing degree, in complex skills, and relevant professionalism.

The following didactic principles underlie the in-school training company:

1. The Project Lab is the core building block of the programme in CMGT and forms the foundation of the curriculum. The labs are occupied by year. Year 1 will use the labs on Monday and Wednesday. Year 2 will use the lab on Tuesday and Thursday. Year 3 will have access to their own lab, but individual team arrangements will be made to see what team is in the lab on what day.
2. Every year of study, each 8-week Project Lab is worth 15 EC must be completed by carrying out practice-oriented assignments where students take on various roles within the Project.
3. The Project Lab groups enable students to deepen their understanding of their acquired knowledge in a simulated professional environment. In this professional simulation students are expected to behave as professional employees. This means that they are expected to be present and actively engaged in the business during office hours and to take their share of responsibility for the quality of the professional processes and/or the final product during their presence.
4. All Project groups will be assisted by a year team. The team will provide individual support to team members in the various roles on the Project.
5. The Project will also be reviewed and evaluated from the Game/Product level by the year team. This can include external parties if involved such as an industry client for example.
6. Students will be assessed on their individual contribution to one (or more) projects during a block.
7. In case of absence due to (health) reasons, students are obliged to notify their teaching staff via e-mail before the start of the Project Lab (9:00 AM). In case of severe medical issues, the student needs to inform the student counsellor as soon as possible.



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