CREATIVE BUSINESS

ERASMUS EXCHANGE HANDBOOK 2025 - 2026

FALL SEMESTER

DISCOVER YOUR WORLD

Breda University
OF APPLIED SCIENCES

Introduction

Hello and welcome to Creative Business (CB)!

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

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

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

Key Dates

1st September 2025	Start of first semester
13th October 2025 – 17th October 2025:	Autumn Holiday week
22nd December 2025 – 2nd January 2026:	X-mas Holiday
30th January 2026:	End of first semester

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How is CB structured?

- Years one, two and three have two semesters (Fall and Spring). Each semester consists out of two Blocks – Semester 1: Blocks A and B; Semester 2 – Blocks C and D.
- It is important for exchange students to be present during the entirety of the semester, as classes and testing are distributed throughout the semester.
- Attendance of classes is mandatory, so, unfortunately, it is not possible to travel during school weeks. However, there are a number of holiday weeks throughout the year that are suitable for travelling which ensures that our exchange students get plenty of chances to travel around Europe.
- The minimum passing grade in CB is a 5.5 out of 10.
- One study credit (1 ECTS) represents 28 hours of study. For a course of 5 ECTS a student will therefore spend approximately 140 hours (5 x 28 hours), which includes time spent in class (i.e., attending lectures and tutorials) as well as time required for self-study (i.e. homework, groupwork, research, etc.).

Whom is CB suitable for?

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

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Additional CB information

- If you are planning on joining CB in the Fall semester, classes are scheduled to commence in the week beginning 1st September 2025. In order to ensure that you settle in properly and familiarize yourself with Breda and our university, we advise you to arrive well in advance. In the week prior (25th August 2025–29th August 2025), an Introduction Week will be held and more information on this will be made available to you.
- As an exchange student you are welcome to choose a CB Study Package per semester. Each package consists of courses from either the first, second, or third year. Unfortunately, it is not possible to choose courses from different study years within the same semester as this results in scheduling conflicts.
- We welcome our exchange students to join the Dutch for Foreigners course which will teach you the basics of the Dutch language. Beginner's level is offered in Fall and Spring semester and runs across the whole semester.
- It is essential to bring your own laptop when studying in CB.

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Choosing a CB Study Package

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

1.1 Fall Semester

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

- **Study Package Year 1, First Semester.** The first semester is divided into two blocks; A and B. In Block A, students will participate in a group-based project (*Create a Media Company*) and an individual reflection of that work (*Personal Skill Development*). In Block B, students will participate in two group-based projects (*Publishing* & *Interactive Realities: UI/UX Design*) and an individual project (*Career Path 1*). A total of 30 ECTS are available within this package.

- **Study Package Year 2, First Semester.** The first semester is divided into two blocks; A and B. In Block A, students will participate in a group-based project (Format Development) and an individual project (Professional Growth Pathway 1). In Block B, students will participate in a group-based project (Social Impact) and an individual project (Professional Growth Pathway 2). A total of 30 ECTS are available within this package.

- **Study Package Year 3, First Semester.** The first semester is divided into two blocks; A and B. Students will participate in a group-based project (Creative Collective) that has two distinct stages across Block A and Block B, and will work on an individual project (Personal Project) in both Block A and Block B.. A total of 30 ECTS are available within this package.

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

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

FAQ

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

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

I am an American student and have to leave before the Spring semester starts in January at my home university. Can I do an exchange at CB during Fall?

It is important to double check the start and end dates of each block. If you are an American student you have to take into account that our Fall semester runs until the end of January. It is not possible to finish any courses before the Christmas holidays.

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

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

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Appendix A: Study Package Details

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

1.2 Year 1, First Semester

Course code	Course name	ECTS
Not yet available	Create a Media Company	10
Not yet available	Personal Skill Development	5
Not yet available	Interactive Realities: UI/UX Design	5
Not yet available	Publishing	5
Not yet available	Career Path 1	5
	TOTAL	**30**

1.2.1   Create a Media Company   (10 ECTS)

Project Description

In this project, students form diverse teams to develop their own media company. Their challenge is to start developing a bold, unconventional company that responds to a real-world opportunity in the media industry. The focus is not on creating a viable business, but on learning how to collaborate across cultures, manage a creative project professionally, and communicate ideas clearly. Students will define roles, set goals, create a project plan, and deliver a concept prototype, all while navigating the creative chaos of starting something new.

Through this project, students will:

• define roles and team goals;

• create a project plan;

• develop a concept prototype;

• navigate the creative chaos of innovation;

• reflect on your group process and contribution.

By the end of the project, students will pitch their media idea, reflect on how they worked as a team, and document their learning journey.

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Learning Outcomes (ILOs)

After completing the project, students will be able to:

• use creative techniques collaboratively to develop a concept;

• actively and inclusively collaborate in a culturally diverse team;

• communicate concepts and ideas clearly and persuasively in group settings;

• manage project workflows and roles within a creative team environment.

1.2.2   Personal Skill Development   (5 ECTS)

Project Description

In this individual project, students develop their intrapersonal and interpersonal skills through weekly reflections, assessments, and guided activities. While working in a group on a business concept, they simultaneously reflect on how they communicate, collaborate, and grow within a team.

Understanding personal strengths, blind spots, values, and collaboration styles is essential for becoming an effective creative professional. Whether pursuing roles as content creators, strategists, entrepreneurs, or team leaders, these soft skills are foundational to success in the creative industries.

Through this project, students will:

• reflect on their personality, working style, and communication habits;

• identify strengths, blind spots, and personal goals;

• build skills in self-regulation and feedback;

• develop lifelong strategies for learning how to learn.

This project is embedded in Block A alongside students' first group project. The personal development done here supports that team experience and prepares students for future blocks involving complex teamwork, client interaction, and professional roles. Self-reflection, feedback, and collaboration are lifelong skills and vital for thriving in creative careers that require adaptability, emotional intelligence, and strong team dynamics.

Learning Outcomes (ILOs)

By the end of the project, students will be able to:

• reflect critically on their personal strengths, working style, and communication habits;

• develop strategies to address individual knowledge and skill gaps through self-directed learning;

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• communicate with cultural sensitivity and emotional intelligence in diverse team settings;

• demonstrate self-regulation and openness to feedback to support continuous personal and professional development.

1.2.3   Interactive Realities: UI/UX Design   (5 ECTS)

Project Description

In this project students explore Design Thinking by redesigning an existing website or app of their choice designing interactions. Through hands-on, user-centered design challenges, students will go through each phases —from empathizing to testing—to create meaningful digital solutions. The course places a strong emphasis on design thinking, and how each phase contributes to understand and develop solutions.

Through this project, students will:

• Understand fundamental of design thinking on evaluating any media solution

• Be trained to be media professionals and understand which required tools that help them evaluate media solutions within the audience

By the end of the project, students will deliver a product prototype and process report that includes each phase of the design thinking process.

Learning Outcomes (ILOs)

After completing the project, students will be able to:

• demonstrate the ability to collaboratively use creative techniques to create a concept following given specifications.

• demonstrate the ability to follow a given process and actively carry out the tasks related to their role in the project.

• demonstrate the ability to gather information for a project using basic data collection techniques (e.g. surveys, observation, desk research, existing sources).

• demonstrate the ability to actively and inclusively collaborate with other team members (P2P)

• demonstrate the ability to apply feedback and newly acquired foundational knowledge or skills to improve products, processes, or professional behavior.

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1.2.4 Publishing   (5 ECTS)

Project Description

This project is focused on the creation of a magazine article that showcases students' abilities in collaborative creativity, content development, data collection, and teamwork.

Through this project, students will:

• reflect on their personality, working style, and communication habits;

• identify strengths, blind spots, and personal goals;

• build skills in self-regulation and feedback;

• develop lifelong strategies for learning how to learn.

The student will use creative ideation, designing thinking, story telling techniques among others to develop and create their product

Learning Outcomes (ILOs)

By the end of the project, students will be able to:

• Demonstrate the ability to collaboratively use creative techniques to create a concept following given specifications.

• demonstrate the ability to collaboratively develop engaging content appropriate for the medium.

• demonstrate the ability to gather information for a project using basic data collection techniques (e.g. surveys, observation, desk research, existing sources).

• demonstrate the ability to actively and inclusively collaborate with other team members.

1.2.5 Career Path 1   (5 ECTS)

Project Description

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

Through this project, students will:

• navigate the block's requirements and use the feedback acquired to translate it into independent work

• be part of a learning community among peers

• develop the technical and/or creative skills required for their careers but also gain professional readiness

Learning Outcomes (ILOs)

By the end of the project, students will be able to:

• demonstrates the ability to develop a plan or strategy for addressing identified knowledge gaps.

Course code	Course name	ECTS
Not yet available	Format Development	10
Not yet available	Professional Growth Pathway 1	5
Not yet available	Social Impact	10
Not yet available	Professional Growth Pathway 2	5
	TOTAL	**30**

1.3.1   Format Development   (10 ECTS)

Project Description

In this project you will acquire the knowledge and skills to develop two entertainment formats that answer a pre-set challenge by creating a series of prototypes. This will be important to you as future media professional in order to think critically about a challenge, gather relevant data, analyze and apply the gained knowledge towards creative solutions.

Through this project, students will:

• Select a role that matches the project (Marketing coordinator, Project Manager, Product coordinator, or Content Coordinator)

• create a project plan;

• develop two entertainment concepts

• reflect on your group process and contribution.

By the end of the project, students will deliver a format development report and Pitch Deck and sample content.

Learning Outcomes (ILOs)

After completing the project, students will be able to:

• collaboratively create a concept using design approaches to achieve project goal(s) that are relevant for the target audience and purpose actively and inclusively collaborate in a culturally diverse team;

• demonstrate the ability to apply feedback and newly acquired knowledge and skills to improve professional products, processes, and behavior, and manage project workflows and roles within a creative team environment.

• demonstrate the ability to create a process tailored to the concept, audience, and stakeholders, using established methods

• demonstrate the ability to acquire relevant data / information using appropriate methodologies for the purpose

1.3.2 Professional Growth Pathway 1 (5 ECTS)

Project Description

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

Through this project, students will:

• navigate the block's requirements and use the feedback acquired to translate it into independent work
• be part of a learning community among peers
• develop the technical and/or creative skills required for their careers but also gain professional readiness

In **Block A**, students will continue identifying their strengths, skill gaps, and career aspirations, selecting either a client project **or a** personal portfolio piece**.** This initial stage fosters self-reflection, helping students establish clear goals and career trajectories. Intervision groups and regular advisor check-ins will support peer learning and feedback.

Learning Outcomes (ILOs)

By the end of the project, students will be able to:
• demonstrate the ability to identify gaps in their knowledge and skills and proactively explore relevant resources and/or experiences to facilitate continuous learning.

Project Description

In this project, you'll work in an interdisciplinary team to design and prototype two original independent media products that respond to a real-world social issue. Your goal is to explore how media can be used not just to inform or entertain, but to spark awareness, invite reflection, and empower change. Drawing on tools like empathy mapping, audience research, and feedback-driven iteration, your team will move through the creative impact producing cycle which allows for framing a challenge, forging bold ideas, gathering feedback, and refining your work for meaningful impact. You'll apply creative thinking, ethical storytelling, and strategic collaboration to develop media that resonates with real people and real communities. You are not expected to have all the answers from the start. In fact, part of the process is learning how to work through ambiguity, respond to critique, and push past your first ideas. What matters most is your process, your purpose, and your potential for impact**.**

Through this project, students will:

• Select a role that matches the project (Marketing coordinator, Project Manager, Product coordinator, or Content Coordinator)

• Present two media prototypes

• Reflect on your role in the team, what you've learned as an individual and media maker

By the end of the project, students will deliver two media prototypes.

Learning Outcomes (ILOs)

After completing the project, students will be able to:

• demonstrate the ability to co-develop original content that enhances the concept, incorporating appropriate cultural perspective(s) to increase impact.

• demonstrate the ability to plan and adapt the process according to available resources, legal aspects, external factors, and project needs.

• demonstrate the ability to appropriately involve relevant and diverse stakeholders throughout the project.

• The student demonstrate the ability to assess and reflect on the performance of processes and tactics to enhance effectiveness.

• demonstrate the ability to identify underlying causes of a given problem through critical analysis and determines what needs to be addressed.

Project Description

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

Through this project, students will:

• navigate the block's requirements and use the feedback acquired to translate it into independent work

• be part of a learning community among peers

• develop the technical and/or creative skills required for their careers but also gain professional readiness

Block B builds upon the foundation laid in Block A, refining professional materials while continuing to engage with **client projects** and refine their portfolios, while learning to align their personal goals with industry needs. Advisors and peer groups will guide students through the process of integrating feedback and improving their work.

Learning Outcomes (ILOs)

By the end of the project, students will be able to:

• demonstrate the ability to identify gaps in their knowledge and skills and proactively explores relevant resources and/or experiences to facilitate continuous learning.

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1.4 Year 3, First Semester

Course code	Course name	ECTS
Not yet available	Creative Collective Pt. 1	10
Not yet available	Personal Project Pt. 1	5
Not yet available	Creative Collective Pt. 2	10
Not yet available	Personal Project Pt. 2	5
	TOTAL	**30**

1.4.1   Creative Collective Pt. 1 and Pt. 2   (20 ECTS)

Project Description

A creative collective that develops their own or a commissioned media project working with stakeholders. Subsequently, groups participate and/or showcase in an industry setting. Each block continuous collaboration and discussion, while going through steps if acquisition, practice, investigation and production. In Block A the aim is to arrive at a concept. In Block B the aim is to arrive at a media product or service that will be showcased.

Through this project, students will:

• Have the option to design their own project or choose one from a pool of commissioned projects

• Develop and ideate in couples, then a market to select the best ones

• Chosen projects recruit their own team (3-6 students)

By the end of the project, students will deliver project documentation, a learning log, Industry Report, and a Peer to Peer evaluation.

Learning Outcomes (ILOs)

After completing the project, students will be able to:

• demonstrate 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

• demonstrate 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.

• demonstrate the ability to manage strategies effectively by overseeing their implementation, monitoring performance, and making informed adjustments to optimise outcomes.

• demonstrate the ability to identify a key issue within a complex context and determines the aspects to address, while considering interdisciplinary and international perspectives.

• demonstrate the ability to critically reflect on multiple perspectives, biases, and limitations within gathered insights, considering their relevance to the project context.

1.4.2   Personal Project Pt. 1 and Pt. 2   (10 ECTS)

Project Description

The Personal Project allows students to develop desired media skills into a focused, independent project. This initiative is structured around "Studios" (and Guilds), which help students specialize while working independently within a community of peers. Blocks A and B aim to offer the students the opportunity to develop their skills for industry and in their personal development.

Through this project, students will:

• Be able to break down their individual project goal (learning ambition) using SMART goals

• Demonstrate that they have achieved their desired level of skills and knowledge according to a self-defined SMART criteria

Learning Outcomes (ILOs)

By the end of the project, students will be able to:

• demonstrate the ability to respond to a complex challenge through creating innovative concepts in an iterative manner.

• demonstrate the ability to safeguard the overall process while ensuring the technical quality of the product.

• demonstrate 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.

• demonstrate the ability to support strategic project decisions through synthesizing insights into actionable knowledge.

• 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.

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