

Teaching and Examination Regulations MGT and MMI

Academic Year 2026-2027 (1 September 2026 – 31 August 2027)

CREATING MEANINGFUL EXPERIENCES

TER MGT and MMI 2026-2027	
Academy	AGM
Study programme(s)	MGT and MMI
Date of consent/advice from degree programme committee	19 May 2026
Date of approval by academy director	8 June 2026
Date of adoption by CvB	15 June 2026
Based on the general TER Framework for HBO master's programmes 2026-2027	
Date of proposed decision to adopt general framework by CvB	28 October 2025
Date of consent to general framework from MR	02 December 2025
Date of adoption of general framework by CvB	09 December 2025

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1 General

Article 1.1 Definitions

In these regulations, the following is understood to mean:

(Academic) results	A collection of results as registered by the examiner or examiners. This collection is recorded in student progress monitoring system Osiris.
Academic year	The period that starts on 1 September and ends on 31 August of the subsequent year, as referred to in WHW article 1.1 under k. An academic year comprises 60 ECTS credits (1,680 hours).
Academy	Organisational unit as referred to in WHW article 10.3a WHW, within which one or more study programmes are offered.
Academy director	Leading officer of an academy. The academy director is ultimately responsible for the day-to-day running of an academy by virtue of the duties and powers mandated by the Executive Board.
Assessment	A specific examination in which the student receives a realistic professional assignment and/or performs professional activities, enabling the assessor to determine the extent to which the student has mastered the competencies and/or sub-competencies.
Board of examiners	The body, as referred to in article 7.12 paragraphs 1 and 2 of the WHW, which determines objectively and expertly whether a student meets the conditions set out in the TER with regard to the knowledge, understanding and skills required to obtain a degree. Every study programme or group of study programmes of the institute has its own board of examiners. Also see the Regulations pertaining to Boards of Examiners.
Competency	Knowledge, skills and attitude according to the exit qualifications of a study programme.
Competency-based education	A type of education in which the exit qualifications are expressed in terms of competencies.
Course	A component of a programme that is concluded with an examination. The study load of a course is expressed in whole ECTS credits.
Curriculum	A group of related courses, including assessment/marking standards.
Declaration of invalidity	Qualification of an examination that is not assessed or that cannot be assessed.
Degree certificate	A certificate issued by the board of examiners, as referred to in article 7.11 paragraph 2 of the WHW, stating that the final exam of a programme has been successfully completed.

Degree programme committee	A participation body established for each programme or group of programmes as referred to in WHW article 10.3c, which has the right of consent and the right to prior consultation with regard to parts of the TER. For more information, see the BUas Participation Council Regulations .
Diploma supplement	A supplement to the degree certificate, as referred to in WHW article 7.11 paragraph 4, with the aim of providing insight into the nature and content of the completed study programme, partly in connection with the international recognisability of the study programme(s). The supplement is drawn up in the English language and complies with the standard European format.
ECTS credit	A unit which expresses the study load for a student. One ECTS credit is equivalent to a study load of 28 hours of study.
Examination	An examination, as referred to in article 7.10 paragraph 1 of the WHW, of the student's knowledge, understanding and skills, as well as an assessment of the results of this examination.
Examinations Appeals Board (Dutch abbreviation: CBE)	A judicial body established under WHW article 7.60 to which the student may appeal against decisions as listed in WHW article 7.61.
Examiner	A member of staff, as well as experts from outside the institute, appointed by the board of examiners to administer examinations and determine their results, as referred to in article 7.12c paragraph 1 of the WHW.
Executive Board	The governing body of <i>Stichting Breda University of Applied Sciences</i> , as referred to in article 10.2 of the WHW in conjunction with articles 3 to 5 inclusive and article 7 of the articles of association of <i>Stichting Breda University of Applied Sciences</i> .
Extraneus student	A person, as referred to in WHW article 7.36 who is enrolled at BUas with only the right to take examinations and final exams. An <i>extraneus</i> student does not have the right to attend education.
Final exam	The collection of successfully completed examinations in the courses belonging to the programme, possibly supplemented by an assessment of the student's knowledge, understanding and skills, conducted by one or more examiners appointed by the board of examiners.
Full-time programme	A programme that is organised without taking into account the performance of activities other than educational activities. Activities in the form of placements are part of the study programme and can earn ECTS credits.
Further previous education requirements	Further requirements, as referred to in WHW article 7.25, in addition to the previous education requirements that the applicant must meet for admission to a study programme in higher education.

HBO master's programme	An HBO study programme as referred to in article 7.3a paragraph 2b and/or article 7.3b paragraph b of the WHW. Also see: study programme.
Institute	Breda University of Applied Sciences.
Intended learning outcomes (ILOs)	Intended Learning Outcome (ILO): Statements, written from the students' perspective, indicating the level of understanding and performance they are expected to achieve as a result of engaging in the teaching and learning experience. ILOs can be formulated at different aggregation levels: Graduate ILOs, Programme ILOs, and Unit ILOs.
LMS	Learning Management System (Brightspace, formerly CL Learning)
Management team	Staff members of an academy who are responsible for academy policy and have been appointed by the Executive Board for this purpose. For more information, see BUas Participation Council Regulations .
Osiris	The Student Information System.
Participation council	An independent body, as referred to in WHW article 10.17. Half of this body consists of elected staff members and the other half of elected students. For more information, see BUas Participation Council Regulations .
Part-time education	A study programme, as referred to in WHW articles 7.7 and 7.27, which is structured in such a way that the student can carry out certain professional activities in addition to the educational activities.
Programme code	Code by which the programme is officially registered in the Dutch Institutions and Programmes Register (Dutch abbreviation: RIO).
Retention schedule	The schedule that specifies how long the institute is required to retain archival documents.
RIO	<i>Registratie Instellingen en Opleidingen</i> : Dutch Institutions and Programmes Register.
Semester	A continuous period of 30 ECTS credits.
Student	A person enrolled at BUas, as referred to in WHW article 7.32.
Student counsellor	An officer whose core task is to guide, inform and advise current and prospective students in the area of education and studying.
(Study) coach/mentor	A staff member within the programme who has the task of providing coaching and guidance to students.
Study load	The study load expressed in ECTS credits, as referred to in WHW article 7.4 paragraph 1.
Study programme	A cohesive set of courses, as referred to in WHW article 7.3.

Supplement	Supplement to the degree certificate as referred to in WHW article 7.11 paragraph 4. The supplement will include, among other things, the list of marks.
WHW	The Dutch Higher Education and Research Act, including amendments.
WO master's programme	A WO master's programme as referred to in WHW article 7.3a paragraph 1b. Also see: study programme.

Article 1.2 General Provisions

- 1 Breda University of Applied Sciences (hereinafter BUas) has a Students' Charter, in accordance with article 7.59 of the WHW, which has been adopted by the institute's Executive Board with the approval of the participation council. The Students' Charter consists of an institute-specific part and a programme-specific part. The institute-specific part is included in a separate document. The Teaching and Examination Regulations (TER) are part of the study programme-specific part of the Students' Charter.
- 2 The Teaching and Examination Regulations will comply with the rules and regulations of the 'TER Framework for Master's Programmes'. The date of adoption of the TER Framework by the Executive Board and the date of consent by the participation council are listed in the status table on the cover page of the TER.
- 3 The Teaching and Examination Regulations will be approved by the academy director in accordance with article 8.1 of these regulations.
- 4 The academy director will ensure an annual evaluation of the Teaching and Examination Regulations and, for the purpose of monitoring and, if necessary, adjusting the study load, will consider the resulting time commitment for the student (article 7.14 of the WHW).
- 5 The manner of implementation of the Teaching and Examination Regulations will be evaluated by the degree programme committee. The degree programme committee will present the results of its evaluation to the academy director.
- 6 The original Dutch version of the Teaching and Examination Regulations will prevail over the English translation.
- 7 The provisions of these regulations will be legally valid only if and insofar as they do not conflict with the provisions of or under the WHW.

Article 1.3 Applicability

- 1 These Teaching and Examination Regulations apply to the academic year of 2026-2027, which runs from 1 September 2026 up to and including 31 August 2027.
- 2 The TER, as referred to in section 1 of this article, will apply to all students who are enrolled on a study programme as mentioned in section 5.
- 3 The term 'study programme', as mentioned in section 2, refers to all forms of this programme as registered in RIO.

4 If, on 1 September of the academic year, the decision-making process regarding the Teaching and Examination Regulations of that academic year has not yet been finalised, the Teaching and Examination Regulations of the previous academic year will remain in force until the decision-making process has been finalised.

5 These Teaching and Examination Regulations lay down the rights and obligations of students of the programme(s)

Master Game Technology

Programme code: 49120

Degree (in full): Master of Science:

Degree (abbreviation): MSc

Master Media Innovation

Programme code: 49121

Graad (voluit): Master of Arts

Graad (verkort): MA

as well as the resulting obligations of the Executive Board, the academy director, the board of examiners, the degree programme committee, and the staff of the programme(s).

6 Where these Teaching and Examination Regulations refer to students, it also applies to extraneous students, unless otherwise specified.

7 Where these Teaching and Examination Regulations refer to the student counsellor, this means one of the student counsellors within the relevant academy.

8 Where these Teaching and Examination Regulations refer to course, this should be read as, among other things, course, project, training session, module, workshop, or learning arrangement.

9 Where these Teaching and Examination Regulations refer to examination, this should be read as examination, partial examination, assignment, assessment, or competency examination.

10 Where these Teaching and Examination Regulations refer to board of examiners, this means the board of examiners of the student's own master's degree programme.

11 Where these Teaching and Examination Regulations mention 'communicated to students' or 'students will be informed', this means communicated by e-mail (to the institute's e-mail address), internet, portal, LMS, Osiris, in writing or orally.

12 These Teaching and Examination Regulations contain several references to other regulations. These other regulations can be consulted via the portal/internet, unless otherwise stated.

13 Where these Teaching and Examination Regulations refer to master's, master's programme or master's degree, this should be read as Master Game Technology (MGT) and Master Media Innovation (MMI) and vice versa.

Article 1.4 Rules of Conduct

WHW article 7.57h

- 1 To maintain proper conduct within BUas, the Executive Board has established codes of conduct and disciplinary measures for students. These rules are included in the Students' Charter.
- 2 Without the written permission of the lecturer, it is forbidden to digitally record, copy and/or distribute (parts of) lectures.

Article 1.5 Evaluation of Education

1.5.1 General

Quality assurance system of Breda University of Applied Sciences

At an institute-wide level, the following surveys/evaluations are conducted regularly to monitor quality and satisfaction.

Research group	Survey/evaluation name	Evaluation frequency	Report	Topics	Particulars
Current students	NSE	Every year	End of May	Student satisfaction with programme, lecturers, facilities, environment, etc.	Benchmark NL, 1x per 2 years, specific BUas questions
Alumni	HBO-monitor	Every year	April/May	Alumni satisfaction with programme, alignment between education and work, etc.	Benchmark NL, possibility to add our own questions
Drop-outs	Exit survey	Every year	Autumn	Reasons to quit, study choice, expectations, future plans, etc.	

1.5.2 Academy-specific

Within an academy, the academy director is responsible for the quality of education. Academies have the freedom to organise their own quality assurance systems, within the institute-wide frameworks, and tailor these to the specific features of education within the academy concerned. Every year, the academies draw up an annual report on educational quality. All degree programmes are covered in the annual report. The annual report provides insight into the quality, quality policy, and improvement actions within the academy and its study programmes.

Within the master's programme, each block is systematically evaluated by means of a round-table discussion and/or a survey. At the end of each block, a round-table discussion is held with the master's programme coordinator, to which students are invited. Upon request, a member of the degree programme committee, the educationalist or the education manager may also attend. The minutes and action points arising from the round-table discussions are published.

2 Admission Requirements

Article 2.1 Admission Requirements Related to Previous Education

2.1.1 General admission requirements

WHW article 7.30

- 1 For enrolment on a master's programme in academic education or a master's programme in higher professional education, the following admission requirement applies:
 - a Possession of a bachelor's degree in academic education or a bachelor's degree in higher professional education; or
 - b Possession of knowledge, understanding and skills at the level of a bachelor's degree in academic education or a bachelor's degree in higher professional education.¹
- 2 In addition to the requirements referred to in the first section, the Executive Board may establish qualitative admission requirements. These requirements are set out in article 2.1.2.
- 3 The Executive Board will admit those who meet the requirements to a master's programme. To this end, the prospective student will go through an admissions procedure, see [Admission procedures master programmes](#).
- 4 If the Executive Board has set a maximum number of persons who may enrol for the programme, an additional admission requirement is that this number may not be exceeded by admissions. Article 2.1.2 states whether or not a maximum number has been set for the master's programme.

2.1.2 Qualitative admission requirements

- 1 In addition to the general requirements mentioned in article 2.1.1, the prospective student must also meet the following requirements:
 - a The prospective student preferably has a bachelor's degree in the field of CMGT, when applying for the Master Game Technology;
 - b The prospective student preferably has a bachelor's degree in the field of media, when applying for the Master Media Innovation.
- 2 A maximum number of students has been set for the Master Game Technology².
No maximum number of students has been set for the Master Media Innovation.

2.1.3 Exemption from admission requirements (related to previous education) based on other diplomas

- 1 The Executive Board will grant exemption from the admission requirements specified in article 2.1.1 to anyone holding a diploma, whether or not issued in the Netherlands, that is at least equivalent to the admission requirements specified in article 2.1.1.
FC&S Student Office will make this decision as authorised by the Executive Board.

¹ Admission without a bachelor's degree is only possible if there is a procedure that has been established by the Executive Board, see article 2.1.4.

² As soon as the maximum has been set, this information will be published at www.buas.nl.

- 2 Students who are admitted on the basis of the provisions of section 1 of this article will also be subject to the requirements as included in article 2.2.

2.1.4 Admission in cases where the prospective student does not hold a bachelor's degree (article 2.1.1 section 1b)

- 1 For admission to the master's programme, prospective students who do not hold a bachelor's degree must demonstrate that they possess knowledge, understanding and skills at the level of a bachelor's degree in higher professional education. Prospective students may demonstrate this with:
- courses/education taken and diplomas and certificates obtained;
 - professional roles held;
 - any other documents deemed relevant by the prospective student;

For information purposes, reference may also be made to the exit qualifications / competencies of the bachelor's programmes referred to in article 2.1.2, section 1. The competencies are set out in the TER for this bachelor's programme.

If an applicant is admitted via this route, the obligation to meet the English language requirements (see article 2.2) remains in full force.

- 2 If, during the application procedure (Studielink and My Online Application), it appears that the prospective student does not meet the admission requirements referred to in section 2.1.1, but does have several (multiple) years of relevant work experience at senior level, this prospective student will be asked to provide information in which they demonstrate that they possess knowledge, understanding and skills comparable to the requirements referred to in section 2.1.1. The prospective student must submit a request for admission, substantiated by documents relevant to the prospective student (see section 1). The admissions committee (consisting of a representative of Admissions, the master's coordinator, and a representative of the board of examiners) will decide on such a request for admission within six weeks after submission of this request.

Article 2.2 Language Test for Students with Previous Education Completed in a Non-Dutch Educational System (who will be attending English-taught education)

- 1 The prospective student does not have to take an English language test to be allowed to attend an English-taught programme at BUas if one of the following conditions is met:
- the prospective student, regardless of nationality, has completed a programme in one of the following countries where the language of instruction was English: Australia, Canada (excluding Quebec), Ireland, New Zealand, United Kingdom, and the United States.
 - the prospective student, regardless of nationality, has obtained a diploma included in the [Nuffic List of Diplomas](#). This also includes having taken an exam in the subject of English.
 - the prospective student meets the previous education requirements based on a regionally accredited US High School diploma, an International Baccalaureate (IB) diploma, GCE A(S) level certificates issued by AQA, Pearson, OCR or Cambridge, or the European Baccalaureate certificate (English language 1 or 2).
- 2 The prospective student who does not meet one of the conditions mentioned in section 1 must, in order to be allowed to attend an English-taught master's programme at BUas, have obtained the corresponding minimum score on one of the following tests:³

³ Only tests administered at a test location.

- **IELTS academic test**
The minimum score to be obtained is:
 - total score 6.0
 - speaking score 6.0
- **TOEFL iBT test**
The minimum score to be obtained is:
 - internet-based (iBT) 4,5
 - speaking skills 4
- **Cambridge English Qualification results** (B2 First, C1 Advanced, or C2 Proficiency)
The minimum score to be obtained is:
 - total score 169
 - speaking score 169
- **Pearson PTE academic test**
The minimum score to be obtained is:
 - total score 61
 - speaking score 61
- **LanguageCert academic test**
The minimum score to be obtained is:
 - total score 65
 - speaking score 65

3 In deviation from the provisions of section 2, the following minimum scores apply to students choosing the Master of Science Leisure and Tourism Studies:

- **IELTS academic test**
The minimum score to be obtained is:
 - total score 6.5
 - speaking skills 6.0
 - reading skills 6.0
 - writing skills 6.0
 - listening skills 6.0
- **TOEFL iBT test**
The minimum score to be obtained is:
 - internet-based (iBT) 90
 - speaking skills 20
 - reading skills 20
 - writing skills 20
 - listening skills 20
- **Cambridge English Qualification resultaten** (B2 First, C1 Advanced, or C2 Proficiency)
The minimum score to be obtained is:
 - Total score 180
 - Speaking skills 169
- **Pearson PTE academic test**
The minimum score to be obtained is:
 - total score 61
 - speaking score 61

- **LanguageCert academic test**

The minimum score to be obtained is:

- total score 65
- speaking score 65

3 Content and Structure of the Programme

Article 3.1 Objective of the Study Programme and Competencies

The objective of the master's programme is to ensure that graduates meet the professional competencies pertaining to the study programme (see appendix 2).

Article 3.2 Mode of Delivery

WHW article 7.7

The master's programme is delivered in a full-time mode and in a part-time (executive) mode.

Article 3.3 Language

WHW article 7.2

Teaching and examinations are in English; the use of the English language is subject to a code of conduct (appendix 1).

Article 3.4 Scope and Duration of the Master's Programme

WHW article 7.4

- 1 The master's programme corresponds to 60 ECTS credits and is concluded by means of a final exam. One ECTS credit represents 28 hours of study.
- 2 The standard duration of the master's programme is 1 year (study load of 1,680 hours).

Article 3.5 Structure of the Programme

3.5.1 General

- 1 The curriculum of the master's programme is included in appendix 3.
- 2 The following applies to MGT: the project is based on the seamless integration of four phases over the course of an academic year; therefore, each phase is designated as a 'must-pass'. Halfway through the academic year, after block B, an interim progress review takes place in the form of a formative assessment. Students have two opportunities per year to complete a project phase. If, after a resit, a student fails a phase – meaning that the project as a whole cannot be completed satisfactorily – they will not be permitted to sit the summative assessment for the next phase. The student will have two further opportunities to complete a project phase in the following academic year.

3.5.2 Graduation

- 1 If the graduation project / thesis takes place abroad (either fully or partially), the student will be required to register via the 'Travel Abroad' form prior to departure, within the context of crisis prevention.
- 2 The master's programme offers two graduation moments per academic year.
- 3 In order to be permitted to sit the final assessment, the student must have completed all previous courses of the master's programme with a mark of at least 5.5, or a 'pass' in the case of pass/fail assessments.
- 4 As described in the project brief, the student will be assigned a supervisor who is suitable for the topic of the graduation track. In consultation with the student, a different supervisor may be appointed during the year if necessary. The supervisor monitors the progress of the graduation track and is the first point of contact for all matters relating to the graduation track.
- 5 Students are required to keep their work up to date and to keep their supervisor(s) informed. By a set deadline, the student must submit their graduation documents via the designated platform or directly to the designated assessor.
- 6 Further information about graduation and the graduation programme (including the deadlines for submitting graduation documents) will be communicated to students in advance.

Article 3.6 Transitional Arrangement Related to Curriculum Changes

Not applicable.

Article 3.7 Extra Master's Fee upon Delayed Degree Completion

- 1 A master's programme has two graduation moments/opportunities, see article 3.5.2.
- 2 If a student fails to graduate at the specified times (or does not make use of these opportunities), the student may request an extension of their enrolment period from the programme's management team.
- 3 The programme's management team will determine the duration of the extension. The extension includes at least one graduation opportunity. There are costs associated with the extension, see the [Tuition Fee Regulations](#).

4 Student Guidance and Academic Progress

WHW article 7.13 paragraph 2u and article 7.34 paragraph 1e

Article 4.1 Student Guidance

This article does not apply to *extraneus* students.

- 1 The programme has a system of individual student guidance in place. Student guidance is aimed at preventing and identifying study-related problems, and at offering support to solve them.
- 2 If desired or necessary, notes of talks between a student and a supervisor, as part of student guidance, can be recorded in Osiris.
- 3 The registration of data related to student guidance will be in compliance with the provisions of [Privacy Regulations for Students \(https://www.buas.nl/regulations/privacy-regulations-students.pdf\)](https://www.buas.nl/regulations/privacy-regulations-students.pdf); these regulations are part of the Students' Charter.

Article 4.2 Student Guidance within the Academy / Programme

The master's programme provides a system of academic support. Students may request a meeting with the programme coordinator to discuss their academic progress and matters relating to the programme. If there are personal circumstances that may affect their academic performance, students must also request a meeting with the student counsellor (see article 4.4).

Article 4.1 Personal Circumstances

WHW article 7.51 paragraph 2

Personal circumstances⁴ are understood to mean :

- board activities
- illness or pregnancy
- disability or chronic illness
- exceptional family circumstances
- other circumstances affecting a student and that are deemed exceptional by the Executive Board (including top-level sports)

Article 4.2 Personal Circumstances and the Student Counsellor's Role

- 1 If the student believes that personal circumstances, as mentioned in article 5.3, have (had) an influence on their study results, they should report and discuss these circumstances with the student counsellor as soon as possible after they have arisen. A supporting explanation may be requested, such as a medical or psychological statement. If such a circumstance is likely to influence a decision of the board of examiners, this circumstance should in any case be known before the board of examiners makes its decision.
- 2 The student counsellor of a degree programme or group of programmes may provide solicited and unsolicited advice to the board of examiners.

⁴ See Student Support Fund Regulations for more detailed information.

Article 4.3 Studying with a Functional Limitation⁵

- 1 In this article, functional limitation refers to a disability or chronic illness that may cause a student to fall behind schedule in their studies.
- 2 A student with a functional limitation may be given the opportunity by the board of examiners or the student counsellor to attend courses and take examinations in a modified manner. The facilities available for this purpose consist of a modified type or duration of courses and/or examinations, or the provision of and/or permission to use practical aids, all tailored to the student's specific individual situation. Also see LMS for more information.
- 3 The student should discuss this with a student counsellor of the programme as soon as possible after enrolment on the programme or after the functional limitation has occurred. Depending on the facilities required, a request may be dealt with immediately by the student counsellor or the request should be forwarded to the board of examiners with a recommendation from the student counsellor:
 - a. Practical aids: this is decided by the student counsellor;⁶
 - b. Extra time for an examination: this is decided by the student counsellor, assuming an extension of one-third of the examination time up to a maximum of one hour;
 - c. Type of examination: this is decided by the board of examiners. To this end, the student will submit a substantiated request, including a recommendation from the student counsellor, to the board of examiners.
- 4 A reasoned decision will be communicated to the student in writing (or via Osiris). If the decision is made by the board of examiners, the decision will also be communicated to the student counsellor.
- 5 In principle, the facilities will apply to the entire enrolment within BUAs, unless the board of examiners determines otherwise.
- 6 The student who falls behind schedule in their studies due to their functional limitation may submit a request for financial support from the Student Support Fund of BUAs.

Article 4.4 Registration of Academic Progress

- 1 The academy will ensure that the students' academic results are carefully and accurately recorded by means of the student progress monitoring system Osiris.
- 2 Students themselves will be responsible for regularly checking their academic results in the student progress monitoring system Osiris. Students should report any inaccurate or incomplete information in the system to the lecturer concerned.
- 3 The registration of data related to academic progress will be in compliance with the provisions of the [Privacy Regulations for students \(https://www.buas.nl/regulations/privacy-regulations-students.pdf\)](https://www.buas.nl/regulations/privacy-regulations-students.pdf).

⁵ For more information, see the BUAs website (www.buas.nl)

⁶ The student counsellor will coordinate with the Exam Centre whether the use of a practical aid is feasible

5 Examinations

Article 5.1 Organisation of Examinations

WHW article 7.10 paragraph 1

- 1 Each course concludes with an examination. The examination may consist of several partial examinations.
- 2 For the purpose of conducting the examinations and determining their results, the board of examiners will appoint one or more examiners. The examiner will provide the board of examiners with the requested information, for which purpose they may be invited to the meeting. The board of examiners establishes rules with regard to the proper conduct during examinations, see article 5.6. In a competency examination, the examiner is referred to as assessor.
- 3 Each examination comprises an assessment of the student's knowledge, understanding and/or skills, as well as the evaluation of the results of that assessment.
- 4 An examination may take place through an assessment, written or oral questions, a reflection of one's own performance, a study task or assignment, a paper, the performance of practical activities, a thesis, a research report, a placement report, the completion of placement assignments, practicals or field-work, or a combination of these.
- 5 In special cases, the board of examiners is authorised to allow an examination format other than the one determined by the examiner. This authority includes the decision to hold examinations online/digitally.
- 6 At the beginning of each course, the following will be communicated in writing:
 - a the course content (subject matter),
 - b the learning goals,
 - c the study load (number of ECTS credits) and the accompanying substantiation,
 - d the form of the examination or partial examinations,
 - e the sequence in which the partial examinations have to be taken (if applicable),
 - f any aids permitted during the examination,
 - g the assessment criteria of examinations or partial examinations,
 - h the manner in which inspection of the assessed work is allowed,
 - i the choice made by the lecturer regarding the use of AI (appendix 6).
- 7 The examination of a course has been passed if:
 - a the examination has been assessed with a mark of 5.5 or more, with 'sufficient' or more, or with a 'pass' (also see article 6.8.1),
 - b the weighted average of the results obtained for the partial examinations is at least 5.5, with a minimum mark of 4.5 for these partial examinations. In consultation with the board of examiners, the lecturer may decide to set a higher minimum mark (of no more than 5.5) for a particular examination or partial examination,
 - c the course requirements, specified in advance, have been fulfilled.
- 8 Once the examination or partial examination has been taken, the result for it will be registered in the student progress monitoring system Osiris.

Article 5.2 Sequence of Examinations

- 1 On the Master Game Technology, the examination for the next stage may only be sat if the examination for the previous stage has been passed and marked with a 5.5 or higher.
- 2 On the Master Media Innovation, there is no mandatory sequence in which examinations must be taken.

Article 5.3 Periods of Time and Frequencies of Examinations

WHW article 7.13 paragraphs 2h and 2j

- 1 At least two opportunities are offered annually for taking examinations.
- 2 A student will be allowed to participate in no more than two opportunities per academic year.
- 3 The opportunities mentioned in section 2 are inclusive of 'GKs' (Dutch abbreviation of 'missed opportunities'). See article 5.5 section 1.
- 4 A second or subsequent examination during the same academic year is comparable in test format and subject matter to the first examination. The board of examiners is authorised to offer a student (whether or not on the advice of the examiner/student counsellor/study coach) a different form of examination after a number of opportunities determined by the board of examiners have been used, but assessed as insufficient. The subject matter should be the same as that of the previous opportunities.
- 5 If a course is no longer offered, the student will be offered two more opportunities to take the corresponding examination or partial examination in the subsequent academic year. The provisions of section 4 also apply in this respect. The board of examiners has the authority to extend this period. This is laid down in the transitional arrangement, see article 3.6.
- 6 A student may resit any examination, regardless of the result obtained and taking into account the provisions of section 2. The highest result obtained will count.
- 7 Contrary to section 6, it is not possible to retake a test or examination that is part of a composite exam that the student has already passed.

Article 5.4 Registration for Examinations and Resit Examinations

5.4.1 Regular registration

- 1 Timely registration for examinations, in whatever form, is compulsory for all students and a prerequisite for being awarded an assessment in Osiris. Students are automatically registered for the first opportunity of an examination or partial examination at the time when the course is offered in the curriculum. For every subsequent opportunity, regardless of what year of study the student is in, students themselves will be required to register for a resit examination.
- 2 Registration for a written resit examination will be open until 5 working days before the Monday of the week in which an examination or examination period starts.
- 3 Registration for all other resit examinations (for example, but not exclusively: assignments, presentations, etc.) will be open throughout the relevant semester.

- 4 Students will be notified of this via the LMS at the beginning and at the end of a registration period for resit examinations.
- 5 If a person is not enrolled as a student (any more), but still takes part in an examination or resit examination, then this person's participation in the examination will be declared invalid and the result will not be registered in any way.
- 6 If registration for a resit examination has not been possible due to personal circumstances, the student may request the board of examiners to be given the opportunity to register after all.
- 7 If it turns out that registration for a resit examination was impossible due to technical problems in Osiris, the registration period will be adjusted by the management team of the academy.

5.4.2 Possibility to cancel registration

The student can cancel their registration for an examination or resit examination for which they have previously registered (or were registered automatically) during the period when registration for this examination is open (see article 5.4.1 section 2).

Article 5.5 Inability to Take an Examination

- 1 If a student has (been) registered for an examination via Osiris but does not actually take it, a 'GK' (missed opportunity) will be registered as a result for this examination.
- 2 If the inability to take an examination, as referred to in section 1, according to the student, was caused by force majeure, the student may submit a request to the board of examiners for an additional opportunity.
- 3 If the board of examiners is of the opinion that force majeure⁷ applies, the student must take part in the next opportunity for this examination. If no further opportunity for this examination is offered in the current academic year, an additional opportunity will be offered by the board of examiners.

Article 5.6 Examination Regulations

- 1 During all examinations, students must furnish proof of identity (passport, driving licence, or identity card). This identity document will be checked before the start of the examination. If this check reveals that the name of a student does not occur on the attendance list (which means that the student did not register for the examination via Osiris), this student will not be admitted to the examination.
- 2 If a student is unable to present an identity document, this student will not be admitted to the examination and a missed opportunity ('GK') will be entered into Osiris.
- 3 Without the express written permission of the lecturer, it is not permitted to copy, distribute and/or record examination materials. This provision applies during the actual examination as well as during the post-examination inspection period. Any breach of this provision will be regarded as fraud/academic dishonesty (see article 5.14).
- 4 Several additional rules apply to written examinations. These are included in the [Examination Regulations](https://www.buas.nl/regulations/examination.pdf) (<https://www.buas.nl/regulations/examination.pdf>).

⁷ Public transport delays, traffic jams, etc. are not regarded as force majeure.

- 5 Oral examinations are no public events. The board of examiners has the authority to deviate from this rule in special cases.
- 6 An individual oral examination is taken in the presence of at least two examiners, one of whom will act as the first examiner, who is so designated by the board of examiners (or its chair). The examination may also be held in the presence of one examiner, who in this case will record the oral examination.

Article 5.7 Assessment of Examinations

5.7.1 General

- 1 Examinations are assessed by the relevant examiner in accordance with the assessment criteria published in advance.
- 2 An external expert, also referred to as external examiner at BUAs, may give an assessment if this person has been appointed as examiner by the board of examiners. To appoint an external expert as examiner, the board of examiners uses a profile drawn up by the institute (see Regulations pertaining to Boards of Examiners).
- 3 If the board of examiners has decided that external experts (e.g. supervisors of the placement or thesis host company) are to be involved in the assessment, a description will be made of the way in which this is done.
- 4 One or more of the following assessment criteria applies:
 - a the execution of a study task or assignment (in terms of quantity),
 - b the extent to which the specific criteria for the study task or study assignment have been met (in terms of quality) – for example, the extent to which the questions have been correctly answered, the degree of participation in carrying out the study task or assignment as part of a group,
 - c the degree of participation in practicals or practical exercises; this criterion applies only to the assessment of examinations or partial examinations belonging to courses or parts of courses designated as practicals with mandatory attendance, as announced at the start of the course (see article 5.1).
- 5 The assessment of each examination is expressed in a numerical mark or a verbal qualification. For more information, see appendix 4.
- 6 If an examination consists of several partial examinations, the relevant ECTS credits will only be awarded once all partial examinations have been completed successfully, taking into account any compensation arrangements. All results for the partial examinations will be recorded in Osiris.

5.7.2 Assessment of placements and practical assignments

Not applicable.

5.7.3 Assessment of graduation internships/projects/theses

- 1 The graduation committee is composed for each graduate candidate and consists of two internal examiners (lecturers) and one external examiner.
- 2 The two internal examiners will assess the student's graduation project, awarding a mark based on the assessment rubric.

- 3 The external examiner does not assess the work in the capacity of an internal examiner, but contributes their opinion as advice to the student's final assessment.
- 4 In accordance with the provisions of article 5.3, sections 1 and 2, a graduate candidate who fails the final assessment forfeits one of their two opportunities to graduate.
- 5 The oral defence (panel assessment) lasts a maximum of 60 minutes.
- 6 The defence (panel assessment) will take place in person at Breda University of Applied Sciences. As an exception to the above, the assessment may take place remotely or online. To do so, the student must request permission from the programme coordinator.
- 7 The final mark will be communicated to the student immediately after the defence (panel assessment) and is based on the graduation project and the oral defence. The final mark determined by the graduation committee will be recorded in Osiris.
- 8 If a student fails the graduation assessment, a second attempt will be scheduled. The student will receive feedback on the assessment, with the key points being recorded. On this basis, the student will draw up an action plan to prepare for the second attempt and discuss this with their graduation supervisor.

Article 5.8 Announcement of Examination Results

WHW article 7.13 paragraph 2o

- 1 The examiner will determine the result of an examination and will enter this (provisional) result in Osiris within 10 working days after the examination date. This provisional result can then be consulted in Osiris. If necessary, the provisional result can be adjusted upwards or downwards.
- 2 The academy director may, if there is reason to do so, deviate from the period mentioned in section 1. Any such deviation must be communicated to the student in a timely manner.
- 3 The programme staff will ensure that the result of an examination is finalised (confirmed) in Osiris within 5 working days after the inspection of an examination (see article 5.10). This means that the results are confirmed no later than 25 working days after the examination date. Finalised/confirmed examination results can only be adjusted upwards or downwards through the board of examiners.
- 4 The provisional result of an examination must be announced 3 full working days before the second opportunity. If this deadline is not met, the second opportunity will be postponed to a date to be determined by the academy director. In this process, article 5.10 section 1 must be taken into account. Any such deviation must also be communicated to the student in a timely manner.
- 5 If any second assignment is a continuation of a previous assignment, the results of the first assignment must be announced before the deadline for handing in the second assignment.

Article 5.9 Period of Validity

Examination results do not lose their validity. This does not affect any possible changes to the curriculum or the transitional arrangements applicable thereto.

Article 5.10 Inspection

- 1 Students will have the right to inspect their written examinations, assessments and the standards on which assessment was based within 10 working days of the announcement of the provisional examination results. The right to inspect must be granted no later than 3 working days before the second examination opportunity is scheduled. The inspection moment is determined by the lecturer or scheduled by the programme staff.
- 2 If a student can demonstrate that they were in a situation of force majeure which rendered them unable to attend the regular inspection opportunity within the set period of time, this student may be offered an alternative opportunity within the scope of the provisions of section 1 of this article.
- 3 If there is any reason to do so, the board of examiners may decide to deviate from the provisions in section 1. Any arrangements to the contrary must be communicated to the students in a timely manner.
- 4 Without the express written permission of the lecturer, it is not permitted to copy, distribute and/or record examination materials. This provision applies during the actual examination as well as during the post-examination inspection period. Any breach of this provision will be regarded as fraud/academic dishonesty (see article 5.14).

Article 5.11 Appeal Options

WHW article 7.61

- 1 If a student disagrees with a decision of an examiner and/or the board of examiners as referred to in WHW article 7.61, this student may appeal against that decision to the Examinations Appeals Board (CBE) of BUas, as referred to in article 9.2.

Article 5.12 Individual Exemptions

5.12.1 Exemptions from examinations

WHW article 7.13.2r

Not applicable.

Article 5.13 Emergency Procedure

In the event of an emergency, all those present must follow the instructions of BUas staff. If an examination takes place at that time, it will be declared invalid. Examinations already submitted will not be assessed. A new examination will be offered as soon as possible and students will be informed of the place, date and time of the new examination.

Article 5.14 Academic Dishonesty and Plagiarism

WHW article 7.12b paragraph 2

5.14.1 Definitions

- 1 Academic dishonesty is defined as a (suspected) act or omission thereof by a student that makes it impossible, either completely or partially, to form an accurate assessment of this student's knowledge, understanding and skills. Plagiarism is a form of academic dishonesty.

- 2 Academic dishonesty is understood to mean at least, but not exclusively, the following:
 - a. the student uses or has used aids in the room where the examination takes place, which have not been explicitly authorised by the examiner for consultation during the examination;
 - b. the student uses information from someone other than the examiner in any way during the examination, which information was obtained in or outside the examination room;
 - c. before or during the examination, the student gives or has given information in any way to another student about (the contents, details and/or answers/ solutions) the examination;
 - d. the student has impersonated someone else during the examination or has allowed themselves to be represented by someone else during the examination;
 - e. the student has taken unauthorised notice of the examination questions, assignments and/or model answers prior to or during the examination;
 - f. the student makes changes to examination papers already handed in, either after the end of the examination time or during the inspection opportunity afterwards.
- 3 Other forms of academic dishonesty include, but are not limited to:
 - a. any action or omission by a student that aims to make it completely or partially impossible to form a correct and reliable judgement about the knowledge, understanding, and skills acquired by the student, or about the knowledge, understanding, and skills of fellow students;
 - b. falsifying research data.
- 4 Plagiarism is understood to mean at least, but not exclusively, the following:
 - a. the student copies passages from someone else's work verbatim⁸ without proper citation;
 - b. the student paraphrases passages from someone else's work⁸ without proper citation;
 - c. the student presents ideas or findings of others⁸ as their own ideas or findings.
 - d. the student submits an initial version of a text that has previously been submitted (or a comparable text) by the student or another student for assignments of one or more curriculum components;
 - e. the student sells, offers for sale, or holds in stock falsified works as described in points a to d.
- 5 Academic dishonesty also includes an attempt to commit academic dishonesty, complicity, participating in academic dishonesty, and preparing and preventing (or attempting to prevent) the discovery of academic dishonesty.
- 6 By taking part in an examination, the student agrees that the examination submitted by the student for assessment, if applicable, will be checked for academic dishonesty using anti-plagiarism software, and that the examination will be stored in the anti-plagiarism software database. Students are not allowed to implement any software-based measures aimed at circumventing or cheating anti-plagiarism software used for electronic examinations or any other electronic texts that are part of their study programme.
- 7 An irregularity is defined as an occurrence or circumstance that prevents the examiner from being able to reach an objective assessment of a student's knowledge and skills. An irregularity as referred to in this article does not automatically constitute academic dishonesty. In the event of an irregularity as referred to in this article, the board of examiners may decide that the examination in question be declared invalid. The examination will not be assessed and the code 'OV' will be entered into Osiris.

5.14.2 Procedure

- 1 Upon suspicion of academic dishonesty, the examiner will promptly address this with the student concerned and the board of examiners. The examiner will submit to the board of examiners all relevant evidence with regard to the academic dishonesty or suspicion of academic dishonesty.

⁸ Waaronder het met behulp van technische hulpmiddelen zoals bijvoorbeeld AI tools gecreëerde werken.

- 2 Upon suspicion of academic dishonesty arising during an examination, the invigilator will promptly address this with the student. The invigilator will make a note of the incident in the official report of the examination, confiscate any evidence regarding the incident and submit this evidence to the board of examiners. The student concerned will be given the opportunity to finish and hand in the examination.
- 3 No later than within 2 weeks after the board of examiners has been notified of the suspicion of academic dishonesty, the student will be given the opportunity for a hearing before the board of examiners. The board of examiners may – acting either ex officio or at the student's request – obtain information from witnesses and/or experts. Furthermore, the board of examiners must have the possibility to carry out any investigations that it deems necessary.
- 4 The board of examiners will lay down all findings in a written report.
- 5 The board of examiners will check whether the student's behaviour that was observed fulfills the academic dishonesty criteria as specified in these regulations and will inform the student in writing, no later than 2 weeks after the student has been heard, of its decision and – if applicable – of any disciplinary measures to be imposed. This will include information on the option to appeal to the Examinations Appeals Board.
- 6 Within 6 weeks from the announcement of the board of examiner's decision, the student may appeal the decision to the Examinations Appeals Board, as referred to in article 9.2.

5.14.3 Disciplinary measures

- 1 In the event of academic dishonesty, the board of examiners may impose one of the following disciplinary measures upon the student concerned:
 - a. withdraw the student's right to sit one or more examinations, to be designated by the board of examiners, during a term of one year at the most, to be determined by the board of examiners, or,
 - b. declare the fraudulent examination invalid. In the student progress monitoring system Osiris, this examination will be marked with the code 'FR', or,
 - c. a combination of a and b.
 Any previous incidents of academic dishonesty will be considered when determining the severity of the disciplinary measure.
- 2 On the proposal of the board of examiners, the Executive Board may decide to permanently terminate the student's enrolment on the study programme in the case of serious academic dishonesty.
- 3 In the case of confirmed academic dishonesty, the Executive Board of Breda University of Applied Sciences may file a report with police or judicial authorities.
- 4 Cases of academic dishonesty established after degree completion will be reported to police or judicial authorities by Breda University of Applied Sciences. Moreover, the degree certificate will subsequently be declared invalid and/or the degree title will be revoked. The student will promptly return their degree certificate to the institute upon first request. The institute will ensure that the degree awarded will be removed from all formal registers and that the degree certificate will be destroyed.

Article 5.15 Examination Certificates

WHW article 7.11 paragraph 1

- 1 As proof that an examination has been passed, the examiner will issue a certificate relating to it. The registration of the confirmed result in Osiris will be regarded as proof.

- 2 The student who has passed more than one examination, but to whom a certificate as referred to in article 6.4 section 2 cannot yet be awarded, will receive – upon their own request - a written certified statement from the board of examiners listing the examinations completed successfully. Students are required to submit a written request for this statement themselves to the chair of the board of examiners.

6 Final Exams

Article 6.1 Master's Exam

WHW articles 7.8 and 7.10

The student will pass the master's exam, if this student has met the requirements of all examinations related to the courses of the master's programme. Passing this exam will earn the student 60 ECTS credits.

Article 6.2 Compensation Possibilities

Not applicable.

Article 6.3 Conditions for Passing the Final Exam

Prior to the final exam of the master's programme, the board of examiners will determine whether this student has successfully completed all the courses of the master's programme.

Article 6.4 Announcement of Final Exam Results

WHW article 7.11 paragraphs 2 and 4

- 1 The board of examiners will determine the results of the master's exams in its exam meeting. The names of the students who meet the requirements of the final master's exam will be registered in an official report (*proces verbaal*) drawn up following the exam meeting. The term 'official report' also includes a meeting list or a document provided digitally.
- 2 As proof of the final master's exam having been passed, the board of examiners will issue a degree certificate with accompanying list of marks. The board of examiners has been mandated to do so by the Executive Board. Furthermore, students will receive a 'diploma supplement'. Certificates, lists of marks, and diploma supplements are in compliance with the regulations and procedures of Breda University of Applied Sciences.
- 3 If the student has completed one or more courses that are not part of the curriculum, the results will be added to the supplement to the degree certificate under 'other'.
- 4 The marks on the list of marks issued with the master's degree certificate are presented with one decimal place (ranging from n.0 to n.9).
- 5 The student's Grade Point Average (GPA) will be included in the list of marks to represent the student's performance in relation to international standards.
- 6 The GPA is derived from the weighted average of the results obtained within the master's curriculum. The GPA is expressed on a scale of 1 to 4 to two decimal places. For the calculation of the weighted average, see appendix 4. An explanation of the GPA value is included in the diploma supplement. In addition, the complete conversion table (from weighted average to GPA) is available via the portal and internet.

Article 6.5 Degree Awarded

WHW article 7.10a

The Executive Board will award the master's degree to students who have passed the final exam of the master's programme (see article 1.3, section 5).

Article 6.6 'Cum laude' Distinction

- 1 If a student meets all the criteria set out in section 2, this student may receive the 'cum laude' distinction for the final exam of the master's programme.
- 2 The criteria referred to in section 1 are:
 - a The weighted average of the results of the master's exam is at least an 8.0 (unrounded).
 - b The final graduation mark is at least an 8.0 (unrounded).
 - c The student graduated on the first attempt.
 - d A maximum of 15 ECTS credits have been granted as exemptions within the master's programme.
 - e The student has never been involved in an incident of fraud/academic dishonesty.
 - f The master's degree has been completed within the standard duration of studies.
- 3 If the student has passed more than the required number of courses, only those examination results which are part of the curriculum as specified in the Teaching and Examination Regulations of the study programme in question will be considered.
- 4 If the student has attended courses of another master's degree programme, and/or completed a graduation internship, the board of examiners will establish the value and weighting of these courses.
- 5 The 'cum laude' distinction will be mentioned on the degree certificate.

7 Committees

Article 7.1 Board of Examiners

WWH article 7.12 and article 7.12b

For each degree programme or group of degree programmes, the Executive Board has established a board of examiners. The guiding principle at Breda University of Applied Sciences is to have a board of examiners for each academy, except for the academic WO degree programmes and master's programmes. These study programmes will have separate boards of examiners. The task of a board of examiners is to establish, in an objective and competent manner, whether a student meets the conditions as outlined in the TER with regard to the knowledge, understanding and skills required to obtain a degree (also see Regulations pertaining to Boards of Examiners).

Article 7.2 Participation Council

- 1 BUAs has a participation council whose task is to exercise student and staff participation within the institute as laid down in the [Participation Council Regulations](#) of BUAs. These regulations specify, among other things, the matters on which the participation council has the right of consent and/or the right to prior consultation.
- 2 Depending on the subject, the participation council has the right of consent and/or the right to prior consultation over the generic part of the Teaching and Examination Regulations (TER Framework).

Article 7.3 Degree Programme Committee

- 1 For each degree programme or group of degree programmes, a degree programme committee has been established. The task of this committee is to provide advice on ensuring and improving the quality of the degree programme.
- 2 Depending on the subject, the degree programme committee has the right of consent and/or the right to prior consultation over the programme-specific part of the Teaching and Examination Regulations.

Article 7.4 Other Committees

7.4.1 Assessment committee

The quality of assessment is overseen by the assessment committee, which plays a central role in maintaining high standards across the curriculum. They ensure that assessment practices comply with BUAs-wide and academy-specific policies and regulations, monitor adherence to assessment standards, review policies, analyse project results, and ensure alignment between project briefs and assessment criteria. By offering targeted feedback and recommendations, they contribute to the ongoing enhancement of assessment practices, aligning them with both educational objectives and industry standards.

7.4.2 CAST

Course and Assessment Support Team (CAST) provides comprehensive support. This team plays a crucial role in setting academy-wide assessment policies, creating tools, and offering guidance and resources to maintain high standards of course and assessment quality. CAST works closely with the BoE and the assessment committee, ensuring that they have the necessary support to execute their responsibilities effectively. By providing centralised support and coordination, CAST aims to bridge the gap between the educational expertise required for these roles and the practical resources needed for effective assessment.

8 Adoption and Amendment of the Teaching and Examination Regulations

Article 8.1 Adoption and Entry into Force

- 1 The academy director, together with the degree programme committee, will evaluate the current TER at least once a year.
- 2 Partially based on the advice of the degree programme committee, the academy director will draw up the draft version of the TER for the new academic year.
- 3 The academy director will submit the TER text, the academy-specific part in particular, to the degree programme committee for consent.
- 4 Once the degree programme committee has given its consent, the TER will be returned to the academy director for approval.
- 5 After this, the TER will be submitted for adoption to the Executive Board.
- 6 The academy director will ensure that students and staff are informed of the TER in a timely manner, though no later than 1 September of the academic year to which the TER relate. In any case, the TER must be published no later than 1 September of the academic year to which the TER relate.

Article 8.2 Amendments

- 1 Any amendments that apply to the academic year to which the TER relate may only be made if they cannot reasonably be expected to adversely affect students' interests. An exception to this are amendments that are the direct result of a change to the law.
- 2 Amendments may not affect:
 - successfully completed examinations,
 - exemptions granted,
 - any other decision already made with regard to a student by the board of examiners pursuant to these regulations.
- 3 If an amendment relates to the academy-specific part of the TER, sections 4, 5 and 7 will apply. If an amendment relates to the general TER framework, sections 6 and 7 will apply.
- 4 An academy-specific amendment must not conflict with the TER framework. The decision will require approval from the academy director. Additionally, consent from the degree programme committee will be required.
- 5 The proposed amendment will be submitted for adoption to the Executive Board. If the Executive Board rejects the amendment, the original TER will remain in force.
- 6 Any amendments to the TER framework will be submitted to the Executive Board for adoption. The Participation Council will have the right of consent.
- 7 As soon as any amendments to the TER have been adopted, they will be published through the usual channels at the academy in the form of a cumulative amendment overview.

Article 8.3 Unforeseen Circumstances

- 1 Situations or circumstances that should be covered by the TER but are not, will be decided by the chair of the board of examiners in consultation with the academy director. The written justification to the student or students concerned will explain the situations and/or circumstances, considerations, and decisions, and will also refer to the option to appeal, in accordance with in article 9.2.
- 2 Should any differences of opinion arise within the board of examiners with regard to the interpretation of the provisions in the TER, the academy director will be asked to provide an explanation. Afterwards, the board of examiners will make its decision.

9 Additional Provisions

Article 9.1 Hardship Clause

- 1 The board of examiners is authorised to deviate from these regulations in favour of a student if their application were to have a seriously unfair effect on the student, and to make decisions on matters not provided for in these regulations.
- 2 If a student is of the opinion that a seriously unfair situation exists, this student should submit a well-founded written request to that effect to the board of examiners. To determine whether there is a seriously unfair situation, the examination board will weigh the interests of the student against those of the programme/academy. The board of examiners will decide on the request and inform the student concerned of its decision in writing, stating the reasons for the decision and the option to appeal as referred to in article 9.2.
- 3 If an immediate decision is necessary, the chair of the board of examiners or their deputy will decide. In the latter case (deputy), they will notify the members of the board of examiners as soon as possible.

Article 9.2 Appeal Clause

WHW article 7.61

- 1 If a student disagrees with a decision as referred to in WHW article 7.61, this student may appeal the decision to the Examinations Appeals Board (CBE) of BUas. This appeal must be submitted in writing within six weeks of the date on which the decision was taken.
- 2 This appeal can be submitted through the BUas Legal Protection Service. This service is available via the student portal or the BUas website. The appeal will be dealt with in accordance with the provisions of the [Rules of Procedure of the Examinations Appeals Board \(https://www.buas.nl/Regulations/Rules-Procedure-EAB.pdf\)](https://www.buas.nl/Regulations/Rules-Procedure-EAB.pdf) of BUas.

Appendix 1 Code of Conduct for English-Taught Study Programmes

WHW article 7.2

1 General

- 1 Article 3.3 specifies whether the study programme is offered entirely or partially in English.
- 2 The academy director must attach conditions to the use of English that guarantee the quality of the course(s) in question, explicitly including the language proficiency of the lecturers involved. Teaching staff who provide English-language education must demonstrate a minimum language level of C1 English, as laid down in the BUas Language Policy.

2 Additional Provisions

- 1 If the study programme is taught in English entirely, the use of the English language by academy staff and students is mandatory in the following situations:
 - a In official education-related documents (e.g. the Teaching and Examination Regulations and study guides)
 - b In the course materials made available by the academy (e.g. lecture notes and readers)
 - c During all teaching / study activities
 - d During all contacts with staff members of the academy organisation.
- 2 To promote inclusivity and support the development of language skills for all students, BUas encourages the use of English as a common language in both academic and social settings. However, taking into account the needs of Dutch-speaking students, Dutch-speaking students are not required to use English in:
 - a Contact with the student counsellor
 - b Contact with staff outside the programme/academy
 - c Contact with the Executive Board
 - d In the following situations, specified by the academy: during contacts with student administration staff and with legal / policy staff.

Appendix 2 Competencies / Exit Qualifications

2.1 MGT

#	Professional Role	Competency
1	Researcher	Is able to identify market opportunities, trends and developments for an international market, describe information needs (with an academic approach) and can brief a researcher based on these insights and is able to interpret research results critically.
2	Innovator	Is able to operate as an innovator in a production environment, prepare a product and/or market development plan which is targeted at the future and which anticipates and responds to the wishes of the target group and the possibilities of new technologies, using scientific theory.
3	Organiser	Is able to identify if narrowing or broadening the scope is necessary in order to be able to have a publishable piece of work at the end of the programme.
4	Polisher	Is able to critical look at one's own work and identify the points that need polishing before it is ready for publication. Knows who to ask for feedback in order reach this goal.
5	Communicator	Is able to present the end product in a manner that shows structure and creativity. One communicates appealing for both a public with and without the in-depth background knowledge.
6	Craftsman	Is able to apply and convert previous knowledge, skills and attitude into a game-oriented artifact of excellent standard. The product (practice or research oriented) is ready for public.

2.2 MMI

No.	Professional role	Competency
1.	Researcher	Being able to identify and present market opportunities, trends and developments for an international market by means of applied research that adheres to academic and ethical standards and industry quality. Select the relevant methods of research and evaluate the research results critically, informing the specific development of a media innovation product or strategy.
2.	Innovator	Being able to operate as a strategic innovator in a digital media environment. Being conversant with the principles of new and emerging technologies while preparing a product and/or market development plan which anticipates and responds to the wishes of the target group and stakeholders and the possibilities of new technologies.
3.	Business Strategist	Being able to construct and implement innovative business models and strategies, considering theories of consumer behaviour that can be applied by an innovative media product. Applying essential legal and ethical knowledge to the development of an innovative media product, ensuring compliance with regulatory and ethical standards. Understands organisational change to aim towards successful implementation of these strategies.
4.	Content Strategist	Being able to manage and monitor the creation of content design and strategy for innovative, interactive and immersive media products and services, with consideration of connectivity and cross-platform thinking.
5.	Product Designer	Being able to consider specific design requirements of a target audience. Able to monitor and manage the design of an overall product concept while adhering to ethics-by-design. Is able to manage and monitor the design of the user experience and specify this through appropriate documentation.
6.	Responsible Leader	Being able to effectively manage oneself working in multidisciplinary and intercultural teams within innovative media projects, demonstrating creative and adaptable leadership and promoting responsible media practices. Contribute meaningfully to the media landscape while upholding ethical standards, integrity, sustainable, and societal impact considerations.

Appendix 3 Curriculum Overview

3.1 Master Game Technology

2026-2027	Term	Teaching method	Contact hours (per week)	Independent study hours (per week)	ECTS credits	Type of test	Test moment
Course code							
FGT.P1-01 Concept	1	Lectures, presentations, tutorials	1 hour with supervisor 4 hours classes 4 hours workshops	31	15	Panel	End of term
FGT.P2-01 Pre-Production	2	Lectures, presentations, tutorials	1 hour with supervisor 4 hours classes 4 hours workshops	31	15	Panel	End of term
FGT.P3-01 Production	3	Lectures, presentations, tutorials	1 hour with supervisor 4 hours classes 4 hours workshops	31	15	Panel	End of term
FGT.P4-01 Release	4	Lectures, presentations, tutorials	1 hour with supervisor 4 hours classes 4 hours workshops	31	15	Panel	End of term

3.2 Master Media Innovation

Year x	Course	Blocks*				Competencies / professional tasks (if applicable)	Teaching method	Contact hours	Hours of independent study	ECTS credits	Type of examination	Weighting factor for partial examinations	Examination time
Course code		1	2	3	4								
FME1.MRED-1	Research & Development (R&D)	x	x	x	x	1,2,4,5,6	Lecture, Discussion, Group and individual work, Blended learning	120	420	15	Research Proposal Full Circle Ad Creation and pitch	50% 50%	Block A Block B
FME1.MM TT-1	Media Theory and Technologies	x	x	x	x	1,2,4,5,6	Lecture, Discussion Group and individual work, Blended learning	130	420	15	Transmedia Bible written essay Concept pitch Concept proposal	Block A Block B Block C	
FME1.MBI C-1	Business and Industry case	x	x	x		1,2,3,4,5,6	Lecture, Discussion, Group work, Blended learning	152	420	15	Business Article Debate Industry Case +	Block A Block C	

											Business Application		
FME1.MG TH-1	Thesis			x	x	1,2,6	Lecture, Discussion, Group work Blended learning	28	280	10	Written work Oral defence	Block D Block D	
FFME1.M GMC-1	Concept document			x	x	1,2,6	Lecture, Discussion Group work, Blended learning		140	5	Concept Document Pitch and EPOC	Block D Block D	

Appendix 4 Assessment and Rounding off

- 1 The assessment of each examination is expressed in one of the following ways:
- a figure from 0 to 10, to one decimal place,
 - in words, with an equivalent mark as shown in the following table.

Assessment in words	Abbreviation	Equivalent mark	Issuing of ECTS credits
Zero	N	0	No
Very poor	ZS	1	No
Poor	S	2	No
Very unsatisfactory	ZO	3	No
Unsatisfactory	O	4	No
Weak	Z	5	No
Satisfactory	V	6	Yes
More than satisfactory	RV	7	Yes
Good	G	8	Yes
Very good	ZG	9	Yes
Outstanding	U	10	Yes

- passed, not passed; no equivalent mark exists for these assessments.

Assessment in words	Abbreviation	Issuing of ECTS credits
Passed	VD	Yes
Not passed	NVD	No

- other assessments, without equivalent marks, as shown in the following table:

Assessment in words	Abbreviation	Issuing of ECTS credits
Fraud	FR	No
Missed opportunity	GK	No
Declaration of invalidity	OV	No
Exemption	VRIJ	Yes

- 2 The rounding off and calculation of averages of examinations is subject to the following:
- Marks are entered into Osiris with a maximum precision of one decimal place. This choice is made at academy level.
 - If whole marks are entered into Osiris:
 - a 6 or higher is sufficient for the issuing of ECTS credits
 - and if marks have to be rounded up or down to whole numbers before they can be entered, this is done as follows: up to n.49, rounded down (the mark is then 'n'), from n.50, rounded up (the mark is then 'n+1').

For example:

Mark	Rounding up or down to a whole number
5.40	5
5.49	5

5.50	6
5.51	6

- c If marks are entered into Osiris to one decimal place:
 - a 5.5 or higher is sufficient for the issuing of ECTS credits.
 - marks of up to two or more decimal places are rounded down to one decimal place before they can be entered. The rounding down is done after the first decimal. For example:
 - 5.49 becomes 5.4
 - 6.73 becomes 6.7
- d Assessment in words, without an equivalent mark, do not count for the purpose of calculating averages (including GPA) or compensation arrangements.
- e All assessments with an equivalent mark count towards the calculation of the student's average result.
- f Averages are always weighted averages. The weighted average is calculated on the basis of the number of ECTS credits of the subordinate parts.

Appendix 5 Transitional Arrangement

Not applicable.

Appendix 6 Student AI Guidelines

	LEVEL OF AI USE	FULL DESCRIPTION	DISCLOSURE REQUIREMENTS
1	No AI use	Students are required to: -Complete the work by themselves without using AI -Make sure everything they do is based on what they know and can do themselves, this ensures that they rely solely on their own knowledge and skills AI must not be used at any point during the assessment.	The students: -Do not use AI in their work -Confirm that they did not use AI
2	AI-Assisted Idea Generation and Structuring	Students: - Make sure that the final submission does not contain any content created by AI - Use AI to brainstorm, plan their work, improve their work, but ONLY before they finish the final submission No AI is allowed in the final product submitted.	Students are required to: -Write a statement explaining how they used AI in the assignment/project, etc. -Include the AI chat log to show how it supported their process
3	AI-Assisted Editing	Students: -Use AI to clarify and improve their own work, so as to create the best possible final submission (i.e. only editing of the final work) -Make sure no new ideas and content are included at this stage AI can be used, but the original work with no AI content must be provided in an appendix.	Students are required to: -Write a statement explaining how they used AI in the assignment/project, etc. -Include the AI chat log to show how it supported their process - Provide, in an appendix, the original product (written in English or Dutch) alongside the AI-edited version for comparison
4	AI for Specified Task Completion	Students: -Use AI to assist with parts of the project/assignment that the lecturer has given permission for -Make sure that they check everything AI has produced is correct AI is used to complete certain elements of the task/ assignment, with students engaging in discussions or providing commentary on the AI-generated content. This level requires critical	Students are required to: - Use APA7 for all AI- created content -Include the AI chat log to show how it supported their process

		engagement with AI-generated content and evaluating its output (critical thinking) AI is used to complete specified tasks in your assessment. Any AI- created content must be cited. Referencing of Generative AI - Generative AI Tools and Resources - LibGuides at Breda University of Applied Sciences	
5	Full Use with Human Oversight	Students: -Use AI while working on the project/assignment to assist with the work in ways they think are needed, right and fair-use AI as an assistant to make their creative ideas even better -Make sure they check the output generated and carefully consider everything that the AI assists them with in completing the assignment - Use AI as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity AI may be used throughout their assignment to support their own work, provided that they specify precisely which content is AI generated.	Students are required to: -Include the AI chat log to show how it supported their process



Games



Leisure & Events



Tourism



Media



Data Science & AI



Hotel



Logistics



Built Environment



Facility

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