



TER HBO Bachelor Creative Media and Game Technologies

Teaching and examination regulations of the HBO (professional) bachelor's programme of Creative Media and Game Technologies

Breda University of Applied Sciences

Academic Year 2023-2024 (1 September 2023 – 31 August 2024)

The teaching and examination regulations are part of the study programme-specific part of the Students' Charter. The Students' Charter describes the rights and duties of students, ensuing from the Dutch Higher Education and Research Act (WHW) and consists of a general part pertaining to the institute as a whole, and of specific parts pertaining to the various degree programmes. The Students' Charter is subject to alterations in laws and regulations.

Academy	AGM
Study programme	HBO Bachelor Creative Media and Game Technologies
Date of approval by academy director	
Date of consent/advice from academy degree programme committee	
Date of adoption by EB	
Based on General TER framework for HBO bachelor programmes 2023-2024	
Date of intended decision regarding adoption by EB	
Date of consent from Participation Council	
Date of adoption of TER framework by EB	

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Chapter 1 General

Article 1.1 Definitions

When applying these regulations, the following is meant by:

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 article 10.3a WHW, which offers one or more study programmes.
Academy director	Leading officer of an academy. The academy director bears final responsibility for the day-to-day running of an academy on the grounds of the duties and powers authorised to them by the Executive Board.
Academy participation council	A body instituted for each academy, as referred to in WHW article 10.25, which exercises the right of consent and the right to prior consultation vested in the Participation Council, insofar as it concerns matters that pertain to the academy. For more information, you are referred to the BUas Regulations pertaining to Staff and Student Participation in Decision-Making.
Accreditation	The quality label which expresses that the quality of a study programme has been positively assessed, as referred to in article 1.1 under 's' of the WHW.
Admission requirements	Requirements, as referred to in WHW article 7.24, which the applicant's previous education must meet for admission to a programme in higher education.
Area of specialisation	A coherent whole of education relating to a specific discipline in the main phase of a study programme.
Assessment	A specific examination in which the student is given a realistic professional assignment, and/or carries out professional activities, by means of which the student allows the assessor to establish the extent to which the student masters the relevant competencies and/or sub-competencies.
Assessment results	A collection of academic results registered by the examiner(s). This collection is recorded in the Osiris student progress monitoring system.
Associate Degree programme	A programme as referred to in articles 7.3 and 7.3a paragraph 2 of the WHW. Upon completion of this programme, students are awarded an Associate Degree (AD).
Binding recommendation (regarding the continuation of studies)	The recommendation, as referred to in WHW article 7.8b paragraphs 1 and 2, which is issued to the student no later than at the end of the first year of enrolment on the propaedeutic phase and which concerns the student's continuation on the study programme concerned.

Board of examiners	The body, as referred to in article 7.12 paragraphs 1 and 2 of the WHW, which establishes – in an objective and competent manner – whether a student complies with the conditions of the TER in terms of knowledge, understanding and skills which are required in order to earn 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.
Cohort	A group of students who started on the degree programme at the same time.
Competency	Competent acting and meta-acting, based on knowledge, skills and attitudes, in a certain role and professional context, and at a certain level.
Competency examination	An examination aimed at testing a student's level of competency development, and which concludes a course.
Competency-based education	A type of education in which the final objectives are expressed in terms of competencies.
Course	A part of a study programme that is concluded by means of an examination. The study load of a course is, in principle, expressed in whole ECTS credits. If necessary, however, a maximum of two decimal places can be applied.
CROHO	The Central Register of Higher Education Programmes in the Netherlands, as referred to in article 6.13 paragraph 1 of the WHW.
CROHO domain	Classification by education sectors.
Curriculum	An interrelated set of courses for a particular study programme, including assessment/marking standards.
Degree certificate	A certificate awarded by the board of examiners, as referred to in article 7.11 paragraph 2 of the WHW, to prove that the final exam of a study programme has been completed successfully.
Degree programme committee	A participation body, established for a study programme or group of study 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. Also see the Regulations pertaining to Degree Programme Committees. For more information, you are referred to the BUas Regulations pertaining to Staff and Student Participation in Decision-Making.
Diploma supplement	A supplement to the degree certificate, as referred to in WHW article 7.11 paragraph 4, with the aim of providing an insight into the nature and content of the study programme completed, partly with a view to the international recognisability of the programme(s). Diploma supplements are drafted in the English language and comply with the standard European format.
Double Degree	Graduation programme which will earn the student – upon successful completion – two degree certificates. The degree certificate of the other (second) programme may be earned within Breda University of Applied Sciences or at another educational institution.

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 (CBE)	A judicial body established in accordance with WHW article 7.60 to which students can appeal against decisions as listed in WHW article 7.61.
Examination period	Period during which one or more examinations take place.
Examiner	A member of staff or an external expert, appointed by the board of examiners for the purpose of administering examinations and establishing the results of these examinations, 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 student, as referred to in article 7.36 of the WHW, who is enrolled on a study programme at Breda University of Applied Sciences who only has the right to take examinations and final exams. An <i>extraneus</i> student does not have the right to attend classes/lectures.
Feed-Forward	Recommendations given to the student on what next steps to take to improve their work.
Final exam	The total of successfully completed examinations of the courses belonging to the study programme, possibly supplemented with an investigation carried out by examiner(s) appointed by the board of examiners into the student's level of knowledge, understanding and skills.
Further admission requirements	Further requirements, as referred to in WHW article 7.25, in addition to the admission requirements, which the applicant's previous education must meet for admission to a programme in higher education.
HBO bachelor's programme	A degree programme as referred to in articles 7.3 and 7.3a paragraph 2 of the WHW. Upon completion of an HBO bachelor's programme (also called 'professional bachelor's programme'), students are awarded the title of Bachelor. Also see 'Study programme'.
Institute	Breda University of Applied Sciences.
Intended Learning Outcome (ILO)	A brief, clear statement about what students will be able to do when they complete instruction as related to a specific competency and level.
ISAT code	The code under which a study programme is officially registered in CROHO.
LMS	Learning Management System (CL Learning, previously known as N@tschool).

Main phase	The second part of the bachelor's programme which follows the propaedeutic phase, as referred to in article 7.30 of the WHW.
Management and administrative regulations	A set of regulations in which the Executive Board has laid down how the management, administration and organisation of the institute is arranged, as referred to in WHW article 10.3b.
Management team	The staff members of an academy who are responsible for academy policy and have been appointed for this purpose by the Executive Board.
Microcredentials	A reliable and recognised certificate that allows professionals to demonstrate their knowledge, skills and understanding after successful completion of a short unit of study within the framework of contract education.
Minor	A part of the curriculum of 30 ECTS that is completed in the fourth year of study. The minor is either an institute-wide minor (broadening the student's knowledge) or a programme-specific minor (deepening the student's knowledge). A minor may also be attended at another educational institution (university of applied sciences).
NVAO	Accreditation Organisation of the Netherlands and Flanders charged with providing expert and objective assessments of the quality of higher education programmes in the Netherlands and Flanders.
Osiris	The Student Information System.
Participation Council	An independent body, as referred to in article 10.17 of the WHW. Half of this body consists of members chosen from among employees, and the other half of members chosen from among students. For more information, you are referred to the BUas Regulations pertaining to Staff and Student Participation in Decision-Making.
Project	Unit of study for the duration of one term with a study load of 15 ECTS credits, in which the student completes an assignment based on a chosen or assigned role and learning outcome(s).
Project Lab	Educational environment in which students work on projects.
Project role	Professional role that a student takes on within a project team upon the start of a project.
Project-based learning	Pragmatic teaching method with (self-)chosen professional project roles within relevant industry simulations as a guiding principle.
Propaedeutic exam and final exam	See 'Final exam'.
Propaedeutic phase	The first part of an HBO bachelor's programme (60 ECTS credits) which is followed by the main phase, as referred to in article 7.8 paragraphs 2 and 4 of the WHW.
Reflection report	Evaluation document in which students analyse their learning objectives and future improvement opportunities at the end of each project. The reflection report is part of the panel assessment.
Selection list	The list which describes how long the institute is obliged to retain archive records.

Semester	A consecutive period of 20 lecture weeks.
Standard duration of studies	Number of study load hours of the study programme divided by 60 ECTS credits, expressed in years.
Student	A person enrolled at Breda University of Applied Sciences, as referred to in WHW article 7.32.
Study coach / mentor	A staff member of the study programme charged with coaching and guiding a group of students.
Study contract	A document containing agreements between the student and the study programme staff in which the student specifies how they are planning to catch up on incomplete coursework of a curriculum within the available duration of studies.
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 load	The study load expressed in ECTS credits, as referred to in WHW article 7.4 paragraph 1.
Study programme	Or 'degree programme'. An interrelated whole of courses, as referred to in WHW article 7.3.
Term	A continuous period consisting of a number of lecture weeks. An academic year consists of several terms.
WHW	The Dutch Higher Education and Research Act (WHW), including any changes.
WO bachelor's programme	A degree programme as referred to in articles 7.3 and 7.3a paragraph 1 of the WHW. Upon completion of a WO bachelor's programme (also called 'academic bachelor's programme'), students are awarded the title of Bachelor. Also see 'Study programme'.
Year representative	A student who represents their cohort and who takes part on behalf of this cohort in round table sessions to evaluate education.
Year team	Team of lecturers and supervisors/study coaches who are charged with assigning and assessing projects for a year group of students.

Article 1.2 General Provisions

- 1 In conformity with article 7.59 of the WHW, Breda University of Applied Sciences has a Students' Charter which has been laid down by the Executive Board ('College van Bestuur' or 'CvB') of the institute, after approval by the Participation Council ('medezeggenschapsraad'). The Students' Charter consists of a part pertaining to the institute as a whole and a part pertaining to the various study programmes. The part relating to the institute as a whole has been laid down 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 be in compliance with the rules and regulations of the 'General TER Framework HBO Bachelor's Programmes'. The date when the General

TER Framework was adopted by the Executive Board and the date when consent was received from the Participation Council are listed in the status table on the cover page of this TER document.

- 3 The teaching and examination regulations will be approved by the academy director in conformity with article 8.1 of these regulations.
- 4 The academy director will ensure annual evaluation of the teaching and examination regulations, and in this process, will take into consideration – for the purpose of monitoring and (if necessary) adjusting the study load - the students' required time commitments arising from this (WHW article 7.14).
- 5 The degree programme committee will evaluate the way in which the teaching and examination regulations are implemented. 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 take precedence over the English translation.
- 7 The provisions in these regulations are only legally valid if and insofar as they are not contrary to the provisions in or by virtue of the WHW.

Article 1.3 Applicability

- 1 These teaching and examination regulations apply to the academic year of 2023-2024, which runs from 1 September 2023 up to and including 31 August 2024.
- 2 The TER as referred to in section 1 of this article are applicable to all students who are enrolled on a study programme as specified in section 5.
- 3 The term 'study programme(s)' - as mentioned in section 2 - refers to all modes of delivery of the study programme(s) in conformity with its/their registration in CROHO.
- 4 If the decisions regarding the teaching and examination regulations are not finalised by 1 September of the academic year concerned, the teaching and examination regulations of the previous academic year will remain in force until the teaching and examination regulations of the current academic year are adopted.
- 5 These teaching and examination regulations specify the rights and duties of students of the following study programmes:

Name of study programme	Creative Media and Game Technologies
International name	Creative Media and Game Technologies
ISAT code	30036
Degree title (in full)	Bachelor of Science
Degree title (abbr.)	BSc

as well as the ensuing duties of the Executive Board, the academy director, the board of examiners, the degree programme committee, and the employees of the study programme(s).

- 6 Where 'students' are mentioned in these teaching and examination regulations, this also includes *extraneus* students, unless otherwise determined.
- 7 Where 'student counsellor' is used in these teaching and examination regulations, it should be taken to represent one of the student counsellors within the academy concerned.

- 8 Where 'course' is used in these teaching and examination regulations, it should be taken to represent, among other things, course, project, training programme, module, workshop or learning arrangement.
- 9 Where 'examination' is used in these teaching and examination regulations, it should be taken to represent interim examinations, partial examinations, assignments, assessments or competency examinations.
- 10 Where 'board of examiners' is mentioned in these teaching and examination regulations, it should be taken to represent the board of examiners of the student's own bachelor's or AD programme.
- 11 Where '...communicated / announced / etc. to students...' or '...students will be informed....' is used in these teaching and examination regulations, it should be taken to include all communication channels: e-mail (to the e-mail address of the institute), internet, intranet, portal, LMS, Osiris, verbally or in writing.
- 12 In these teaching and examination regulations, several references are made to other sets of regulations. These regulations can be consulted via intranet/the portal/internet, unless specified otherwise.
- 13 Where CMGT or Creative Media and Game Technologies is used in these teaching and examination regulations, it should be taken to represent B Creative Media and Game Technologies and vice versa.

Article 1.4 Rules of Conduct

WHW article 7.57h

- 1 To maintain a proper course of business within Breda University of Applied Sciences, the Executive Board has established rules of conduct and disciplinary measures for students. These rules have been incorporated in the Students' Charter.
- 2 Students are forbidden to record, copy and/or distribute lectures or parts of lectures without the lecturer's (written, including via chat and e-mail) permission.

Article 1.5 Evaluation of Education

1.5.1 General

Quality assurance system of Breda University of Applied Sciences

The following institute-wide evaluations are carried out on a structural basis to monitor quality and satisfaction.

Respondent group	Name of evaluation / survey	Evaluation frequency	Report	Topics	Particulars
Current students	NSE	Every year	End of May	Student satisfaction with e.g. study programme, lecturers, study facilities, and environment	Benchmark NL, Specific questions of Breda University of Applied Sciences once every two years
Alumni	HBO-monitor	Every year	April/May	Alumni satisfaction with e.g. study programme, alignment between education and work	Benchmark NL, Possibility to add specific questions
Drop-outs	Exit survey	Every year	Autumn	E.g. reasons to quit, study choice, expectations, future plans	

International students	International Student Survey	Every two years	January/February	Satisfaction, social life, intercultural skills	
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1.5.2 Academy-specific

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

Within CMGT, each term is evaluated in a round-table evaluation. Each cohort has its own student representatives. These students represent their respective degree variants within the cohort. At the end of each term, the year representatives send a survey to their fellow students. This survey consists of a set of general, recurring questions about the degree programme, supplemented with questions about topics that are specific to the cohort concerned. The survey results are shared with the year team lead.

After a term has ended, the year team lead and the year representatives get together in a round-table session. A member of the Degree Programme Committee, the education policy officer, or education manager may also attend this round-table session. Input for these round-table sessions is provided by the survey results. The minutes and action items produced by the round-table sessions are published on LMS/Microsoft Teams.

Chapter 2 Content and Organisation of the Study Programme(s)

Article 2.1 Objective of the Study Programme(s) and Competencies

The educational profile of the bachelor's degree programme CMGT has been derived from the national competency profile Creative Technologies (see appendix 2).

Article 2.2 Admission Requirements (per study programme)

WHW article 7.24 et seq.

The admission requirements (relating to previous education), and any further / additional admission requirements are set out in the BUas Application and Enrolment Regulations (AER). The AER are an integral part of the TER and can be found on the website / LMS.

Article 2.3 Mode of Delivery

WHW article 7.7 and 7.4b, 7.5 and 7.9a

- 1 The degree programme(s) is (are) delivered in a full-time mode.
- 2 The bachelor's programme(s) has (have) the following variants:
 - Regular 4-year programme – English-taught
 - Accelerated 3-year programme for VWO graduates – English-taught

Article 2.4 Language

WHW article 7.2

- 1 The degree programme is taught in English; the examinations are administered in English too. Where the use of the English language is concerned, a code of conduct is in effect (appendix 1).
- 2 Contrary to the provisions of section 1, the target language is also used in modern language courses.

Article 2.5 Regular 4-year programme

WHW articles 7.4 and 7.4b

2.5.1 General

- 1 The HBO bachelor's programme corresponds to a total of 240 ECTS credits and consists of a propaedeutic phase consisting of 60 ECTS credits and a main phase consisting of 180 ECTS credits. The standard duration of the degree programme is four years. The propaedeutic phase has a threefold purpose: orientation, selection and/or referral.
- 2 The curriculum of the degree programme(s) can be found in appendix 3.
- 3 The study programme Creative Media and Game Technologies comprises four years of study and presents a project-based learning within industry simulations as a guiding principle. In each term, students work on a project, individually or in groups and based on a chosen or

assigned project role. The project brief is the central document stipulating working procedures, project scope and role definitions for each project and assessment.

- 4 During the project, students are continuously formatively assessed based on their project work and learning process, both individually and in groups. The project brief states the format, frequency and procedures of the formative assessment as well as lists the ILOs the students are assessed on. During these moments, students receive feedback for enhancement, or a clear warning if the student is not on track for passing the term. This formative assessment process provides the student with regular opportunities for improvement.
- 5 At the end of a term a student is summatively assessed based on the ILOs as listed in the assessment rubric. A successful term assessment will earn the students 15 ECTS credits registered in Osiris. In the case of an unsatisfactory term assessment, the student will not be awarded any credits in Osiris.
- 6 The first three years of study each comprises four terms with projects (each worth 15 ECTS credits) in which students take part in from a variety of project roles - sometimes chosen by the students themselves, sometimes - assigned to them. The fourth year of study may take a whole year and has a study load of 60 ECTS or may consist of two semesters in which students choose (per semester) one of the options offered: exchange or minor and personal project or own business (for the conditions, see article 2.8). Each semester has a study load of 30 ECTS.
- 7 The first year of study consists of four 'Foundation' terms. The second year of study consists of four 'Exploration' terms. The third year of study consists of four 'Collaboration' terms. The fourth year of study presents a 'Personalisation' project that either a year-long or consists of two semesters as subject of a student's choice (see article 2.8).
- 8 The CMGT programme has the four content-based variants: Programming, Visual Arts, Design & Production, and Visual Effects. When students apply, they opt for one of the four content-based variants mentioned above, and during the propaedeutic phase they attend the curriculum offered within the chosen variant. After the propaedeutic phase students gradually get more control over setting their individual learning goals to personalise their course of study.

2.5.2 Propaedeutic phase

- 1 The propaedeutic phase consists of four 'Foundation' terms.
- 2 Students obtain fundamental knowledge in the area of the variant which they passed the intake procedure with:
 - Programming
 - Visual Arts
 - Design & Production
 - Visual Effects
- 3 Students actively obtain all competencies to level one. In this year students obtain the basic knowledge and skills needed to further develop in their roles in the further curriculum.
- 4 The year consists of four different projects in which students choose or are assigned roles.
- 5 The first three projects are specific to the variant concerned. In the fourth project, students work in a multidisciplinary setting for the first time.
- 6 The project briefs in the first year have a focused scope in terms of ILOs that need to be fulfilled. In this way, the year team guides the student on their path to the second year of the programme.

- 7 During the propaedeutic phase, switching between the variants is advised against. If a student wants to switch anyway, this will only be possible after approval by the management team. Such a switch cannot take place during a term. A switch from, for example, Visual Arts to Programming between terms B and C, means that the student completes their project role (and is assessed in this capacity) in accordance with foundation 3 of Programming in term C.
- 8 The following applies to year 1: all 60 ECTS credits must be obtained within one year (also see article 3.1). The aim of the propaedeutic year is to prepare students for year 2 through the established format of feed-forward provision, as well as formative and summative assessment.

2.5.3 Years 2 and 3

- 1 Year 2 consists of four 'Exploration' terms, during which students develop and fine-tune their roles. In the second year, students choose the role they want to fulfil within the framework that the programme offers them. Students can either deepen and/or broaden their knowledge. The roles may be in line with the student's original variant or may be linked to other variants, or they may be linked to other variants through the role they take on the cross-variation projects, and always through the self-development time which includes what guilds, guest lectures and workshops the student decides to attend.

As such, students may use year 1 learning resources, but will need to apply them to their year 2 project. In this year, students alternately work on variant-specific projects in which they deepen their basic knowledge and on multidisciplinary projects in which they learn to apply their skills in a team-based game project, focusing on communication, project scope, and production pipelines.
- 2 The aim of year 2 is to prepare students for year 3. At the end of year 2, students will be ready for their industry-like year-long project that starts in year 3.
- 3 Year 3 is the year-long game project year. It consists of four 'Collaboration' terms.
- 4 In the third year, students will deepen their knowledge, skills and attitude in the setting of an industry-like year-long game project. The student assumes a role within a big team. At the beginning of the year, projects will be developed by the year team.
- 5 The project is subdivided into four terms, which roughly represent the different phases of the game development process: concept, preproduction, production, release.
- 6 All year 3 projects:
 - last an entire year (even though projects may fail and be replaced by other projects)
 - are multidisciplinary and involve multiple roles
 - are game-related
 - are developed with student roles as the driving force
 - are developed to promote teamwork
 - support individual personal development, but always within the team context and the project requirements
- 7 At the end of year 3, students make a 'Graduation Plan' which prepares the student for the graduation year. The aim of year 3 is to enable the students to prove that they can operate professionally in a big team in a game development project. In addition, the aim is to prepare students for the graduation year.

2.5.4 Graduation year

The graduation year is the 'Personalisation' year. In this year, the student's knowledge and skills are deepened even further, and students will finalise their competency profile. At the end of year 3,

students create a 'Graduation plan' that presents a proposal in which they set direction for their fourth year of study.

The graduation year consists of one year, which can either be broken into two separate semesters: 'P1' and 'P2' or combined into a year-long graduation project, named 'P0'.

At the end of the graduation project, students will be required to have finalised their competency profile. For a more detailed description of the various options, see article 2.8.

Article 2.6 Accelerated 3-Year Programme for VWO Graduates

WHW article 7.9a

2.6.1 General

- 1 This accelerated 3-year programme corresponds to a total of 180 ECTS credits and consists of a propaedeutic phase consisting of 60 ECTS credits and a main phase consisting of 120 ECTS credits. The standard duration of studies is three years. The propaedeutic phase has a threefold purpose: orientation, selection and/or referral.
- 2 The curriculum of this 3-year programme can be found in appendix 3.
- 3 All provisions under 2.5.1 apply, as the accelerated 3-year programme is basically the same as the regular programme without year 3. Students in the accelerated track are generally expected to perform at a high level of performance and spend significant time on extracurricular development.
- 4 If a student in the accelerated programme wishes to return to the regular programme, they can do so during the propaedeutic phase or year 2, upon approval of the board of examiners (BoE).

2.6.2 Propaedeutic phase

The Propaedeutic phase 'Foundation' is identical to that of the regular 4-year programme. See article 2.5.2.

2.6.3 Year 2

The year 2 'Exploration' is identical to that of the regular 4-year programme. See article 2.5.3.

2.6.4 Graduation year

In principle, the graduation year 'Personalisation' is identical to that of the regular 4-year programme. See article 2.5.4.

Article 2.7 Short 3-Year Programme

Not applicable.

Article 2.8 Building Blocks

2.8.1 Minors in general

- 1 In the graduation year, it is possible to opt for a minor (only possible in P1). This choice is made in the year prior to the graduation year. Students may opt for a minor offered by Breda University of Applied Sciences or a minor offered by another institute
- 2 The student will enter their minor choice in Osiris during the regular registration period (second semester of the previous year of study). See minor catalogue for additional information.
- 3 Academic results obtained during a minor or an exchange abroad will not be translated (converted). These results are registered in Osiris as 'completed'. The units of study completed with the ECTS credits that apply to them are mentioned on the BUas list of marks and the academic progress report. Results obtained abroad do not count towards the grade point average nor the 'Cum Laude' qualification.
Academic results obtained during a minor at another Dutch institution will be included in the BUas list of marks. These results count towards the grade point average and the 'Cum Laude' qualification in accordance with appendix 6.

2.8.2 Minors offered by Breda University of Applied Sciences

- 1 All minors are offered during the entire first semester of the last year of study and have a study load of 30 ECTS credits. The academy in charge of organising the minor is responsible for this minor in terms of content and quality, as well as in terms of processing the results obtained by students. For more details with regard to the provision of information and registration, you are referred to the minor catalogue on LMS.
- 2 If a student opts for participation in a minor at Breda University of Applied Sciences, a choice will have to be made from the list of minors offered. The board of examiners who is responsible for the minor may apply admission requirements for the minor. The minor catalogue (see LMS) contains the list of minors including any accompanying information, such as admission requirements and selection.
- 3 A number of multidisciplinary minors are also offered via the 'Kies op maat' scheme for students from other educational institutions. These are offered in Dutch or in English. Participation in a minor may be subject to admission requirements and/or selection. The minor catalogue (see LMS) contains the list of 'Kies op Maat' minors including any accompanying information, such as admission requirements and selection. Also see the minor catalogue on LMS for more detailed information about educational programmes.
- 4 Academic results obtained in a minor cannot be used for compensation within the main phase programme.
- 5 If students from other educational institutes take part - via 'Kies op Maat' - in a minor at Breda University of Applied Sciences, the TER of the degree programme offering this minor will apply to these students. This also holds true for all other relevant rules, regulations and procedures of Breda University of Applied Sciences.

2.8.3 External minors offered via 'Kies op maat'

- 1 A student may attend a minor at another educational institute that takes part in the 'Kies op maat' scheme. If the student wants to use this minor towards completing their own bachelor's programme, this student will need permission in advance from their own board of examiners (if applicable, based on a substantiated request).

- 2 Minors attended via 'Kies op maat' and for which approval from the board of examiners has been obtained, will not involve any extra registration costs. Costs involved in attending the minor (e.g. teaching materials and field trips) will always be fully payable by the student.
- 3 Minors for which the board of examiners has not granted its approval, cannot be used for completion of the student's own curriculum. The student will be allowed, however, to attend the minor outside the scope of their own curriculum (as an extracurricular component). The costs involved in attending a minor of this kind will be fully payable by the student.
- 4 A minor, as referred to in section 1, should comprise at least 30 ECTS credits. If a minor comprises more than 30 ECTS credits, the board of examiners will determine what to do with these extra ECTS credits.

2.8.4 External minors (not via 'Kies op maat')

- 1 A student may attend a minor at another educational institute that does not take part in the 'Kies op maat' scheme. If the student wants to use this minor towards completing their own bachelor's programme, this student will need permission in advance from their own board of examiners, by means of a substantiated request.
Minors for which the board of examiners has not granted its approval, cannot be used towards completion of the student's own curriculum. The student will be allowed, however, to attend the minor outside the scope of their own curriculum (as an extracurricular component).
- 2 Any costs charged for attending the external minor at an institute that is not participating in the 'Kies op maat' scheme, will always be fully payable by the student.
- 3 A minor, as referred to in section 1, should comprise at least 30 ECTS credits. If a minor comprises more than 30 ECTS credits, the board of examiners will determine what to do with these extra ECTS credits.

2.8.5 Exchange

- 1 Students are permitted under certain conditions to take part in an exchange programme at a foreign educational institution designated by Breda University of Applied Sciences. To this end, prior permission will have to be requested from the board of examiners.
- 2 A selection procedure may apply to participation in the exchange programme mentioned in section 1 of this article.
- 3 Participation in an exchange programme is only possible if P1 (see article 2.8.5).
- 4 The academic results obtained during the exchange programme or the minor will be translated/converted (if necessary) into the marking system applicable at BUAs after completion of the external programme. The conversion table included in appendix 6 will be used for this purpose. The (translated/converted) external marks and the accompanying ECTS credits will be registered in Osiris and will be taken into account in the calculation of the grade point average and for the Cum Laude qualification.

2.8.6 Placement and practical assignment

- 1 Every student will be recommended to do a work placement in at least one of the two semesters of the graduation year only (i.e. graduation work placement). The work placement corresponds to 30 ECTS credits that may be awarded as separate 30 ECTS (duration 18-20 weeks) or may be used accumulatively for 60 ECTS (duration 36-40 weeks) awarded at the

end of the graduation year. The awarding of ECTS credits in the graduation year is done according to the chosen graduation project option as listed in the 'Graduation plan'.

- 2 The work placement can only take place after explicit approval from the work placement coordinator.
- 3 The work placement, as referred in article 2.8.6, section 1, worked on workdays of consecutive calendar weeks, subject to any days off and/or holiday weeks permitted by the work placement host company. These fall outside the above-mentioned official work placement period.
- 4 If the student does not comply with the conditions as set out in section 2, the beginning of the work placement will be postponed until the moment when said conditions are complied with.
- 5 For the didactic foundations of the work placement, more detailed content- and process-related information on the work placement, as well as for the assessment procedure and assessment criteria, you are referred to the work placement manual which is updated every year and offered to new fourth-year students upon the start of each academic year via LMS.
- 6 Participation in projects (or parts of projects), panel assessments, and/or resits/ second opportunities (or parts of those) during the work placement period will not be permitted.
- 7 If the placement or practical assignment takes place abroad (either fully or partially), the student will be required to register via the 'Fill in and take off' form, within the scope of crisis prevention.

2.8.7 Graduation internship / project / thesis

- 1 If the graduation internship / project / thesis takes place abroad (either fully or partially), the student will be required to register via the 'Fill in and take off' form, within the scope of crisis prevention.
- 2 In the graduation year, the student has to comply with the conditions set out in the Graduation Project Brief. This Project Brief is updated annually and made available to students in the graduation year at the beginning of each academic year via LMS.
- 3 Upon commencement of the graduation year as referred to in section 1, the condition as specified in article 5.3 must be complied with, and all results must have been recorded and confirmed in the Osiris student monitoring system.
- 4 For regular track students, the following graduation project options are available:
 - a A year-long study track, registered as 'P0', which doubles the duration of a personal project, work placement or own company semester or has a combination of those. This will be a 60 ECTS project.
 - b A semester-long track, registered as 'P1' and 'P2', when students may choose to opt for a minor (only offered as P1 in the semester that consists of terms A and B) or exchange (only possible as P1, see article 2.8) and a personal project, own company or graduation work placement. Upon successful completion of each semester 30 ECTS credits will be awarded.
- 5 For VWO students who take part in an accelerated programme, the following additional options are available in the first semester:
 - a teaming up with a project of regular third-year students
 - b taking part in another group project (depending on the year team's approval)
 - c participating in an exchange

- 6 Each semester consists of 720 hours completed on workdays of consecutive calendar weeks. In this process, and if relevant (in the case of a work placement), the start and end dates as mentioned in the contract of the work placement will serve as the guiding principle.
- 7 In preparation for their graduation year, the student writes a 'Graduation plan'. In this plan, they describe:
 - their graduation choice: P0 or P1/P2
 - the relationship with their learning pathway
 - how this structure is going to ensure that they will provide enough evidence (through behaviour indicators) to achieve learning outcomes of professional competencies.
- 8 As soon as this plan has been approved by the lecturer responsible, a supervisor will be assigned to the student, and the student will be allowed to start their graduation year.
- 9 Any activities - carried out in anticipation of, or without the supervision of an assigned graduation supervisor of the study programme - will fall outside the graduation periods and will be regarded as extracurricular.
- 10 For information about the didactic foundations of the graduation project, the details of this year (in terms of content and process), as well as the assessment procedures, the panels in the graduation year, and the assessment criteria, you are referred to the Graduation Project Brief. See section 2 of this article.

2.8.8 Graduating in one's own business (as an entrepreneur)

- 1 Within Breda University of Applied Sciences, it is possible for students to graduate within their own business (entrepreneurial graduation). To this end, the institute offers professional support. Entrepreneurial graduation is possible within all programmes in all academies.
- 2 The student who is allowed to start on the graduation phase, may qualify for admission into 'entrepreneurial graduation'.
- 3 For admission into this form of graduation, a selection procedure is applied. The criteria for selection are in any case the student's entrepreneurial competencies and the viability of the student's business idea.

2.8.9 Double degree

Not applicable.

2.8.10 ATPM (Attractions and Theme Parks Management)

Not applicable.

2.8.11 Pre-Master SBM (Strategic Business Management and Marketing)

- 1 The SBM pre-master's track comprises a period of one year of study, represents a study load of 75 ECTS, and is divided into four terms.
- 2 The SBM pre-master's track may be chosen as a replacement of the graduation year.

- 3 The Academy for Tourism is responsible for the pre-master's track in terms of content and quality.
- 4 A selection procedure is applicable to admission into the SBM track. The student must at least meet the following requirements:
 - the student has earned 180 ECTS credits in the HBO bachelor's programme (including any exemptions granted);
 - the student did not receive any insufficient assessments for SBM-related courses;
 - the student's English proficiency is sufficient (TOEFL minimum score 80 internet-based and minimum score 20 oral fluency (or comparable level));
 - the student's motivation letter (in English) with accompanying CV and list of marks has been assessed as 'good';
 - the student's interview with regard to motivation and knowledge has been assessed as 'good'. This interview is conducted in English.
- 5 The board of examiners has not specified any additional conditions for attending the SBM pre-master's track in the graduation year.
- 6 A detailed description of the programme of the SBM pre-master's track is presented in appendix 4.

Article 2.9 Excellence Track in Entrepreneurship

- 1 An Excellence track is an extra programme that a student attends in addition to their regular studies and that is aimed at attaining a higher knowledge and skills level.
- 2 The Excellence track of Breda University of Applied Sciences is an institute-wide programme, or in other words, it is accessible to all students (HBO/WO bachelor, HBO/WO master) who comply with the selection criteria. As a consequence, education within the Excellence track is planned in such a way that all students have the opportunity to attend.
- 3 Recruitment for the Excellence track takes place in September. The selection procedure starts in October.
- 4 The Excellence track in Entrepreneurship uses an online application form that constitutes the basis of the intake interview. During this intake interview, the student will be assessed for their 'fit' (entrepreneurial competencies as a person) with the study track and the viability of their business idea (feasibility).
- 5 If the bachelor's student attending the Excellence track has incurred a credit deficit of 10 ECTS credits or more within the curriculum of their own degree programme, the board of examiners may decide that this student will have to terminate their participation in the Excellence track at the end of the academic year.
- 6 Upon completion of the Excellence track, a certificate of participation will be awarded to the student.

Article 2.10 Associate Degree

WHW article 7.8a

Not applicable.

Article 2.11 Referral in the Main Phase

WHW article 7.9 – applies only to bachelor's programmes that have areas of specialisation

Not applicable.

Article 2.12 Transitional Arrangement Relating to Curriculum Changes

Not applicable.

Chapter 3 Binding Recommendation Regarding the Continuation or Discontinuation of Studies

WHW article 7.8b

Article 3.1 Binding Recommendation in the Propaedeutic Phase at the End of the First Year

- 1 No later than at the end of the first year of enrolment on the propaedeutic phase of a study programme, every student will be issued with a written recommendation with regard to the continuation of studies, either on the same programme or another one.
- 2 The board of examiners has been mandated by the Executive Board to issue this study recommendation.
- 3 In anticipation of the recommendation as referred to in section 1, every student will receive an up-to-date transcript of their academic achievements no later than¹ 1 March in the first year of study. If these achievements give cause to do so, a warning (the provisional recommendation) will be attached to this transcript. This warning will also specify the reasonable period of time within which the student will have to improve their academic performance.
- 4 The warning mentioned in section 3 will be issued if less than 30 ECTS credits have been obtained.
- 5 The board of examiners will issue a positive recommendation if the student has passed the propaedeutic exam at the end of the first year.
- 6 The board of examiners will issue a negative recommendation, if the student has failed to comply with the academic performance standard referred to in section 5, and there is no reason to postpone the term of the study recommendation due to personal circumstances (see section 12). An 'intention to reject' will be attached to a negative recommendation. The board of examiners is authorised to deviate from this.
- 7 Before converting the aforementioned 'intention to reject' into a definitive rejection (negative binding recommendation), the board of examiners will give the student the opportunity to be heard.
- 8 Prior to the possible provisional decision of issuing a negative binding study recommendation (see section 6), the board of examiners will ask the student counsellor concerned for advice. The student counsellor's advice will be taken into account in the formation of the study recommendation.
- 9 The rejection as referred to in section 7 only relates to the study programme (regardless of the variant concerned)² on which the student is enrolled.
- 10 The rejection as referred to in section 7 is final, and applies to an indefinite period of time. The board of examiners may decide to withdraw a negative binding recommendation, see article 3.3.
- 11 A student may appeal against a negative binding recommendation with the Examinations Appeals Board within six weeks after the negative binding recommendation is issued. Also see article 5.12 section 2.

¹ At the time when the warning is issued, it still has to be possible for the student to remedy their academic performance in order to comply with the academic performance standard after all.

² If a programme has several variants (such as a regular, accelerated or short track), the study recommendation (and therefore any rejection) at the end of the first year will apply to all variants.

- 12 If the board of examiners believes that any personal circumstances (see article 4.3) are involved, which may have caused the student to fail to make satisfactory academic progress (see section 5), the board of examiners may postpone the term for issuing the study recommendation until the end of the second year of enrolment. This is referred to as a deferred recommendation.
- 13 A student whose term for the binding recommendation has been postponed (see section 13), will be presented with a study recommendation no later than at the end of the second year of enrolment. If, by that time, the student still does not comply with the academic performance standard as referred to in section 5, a negative binding recommendation will be issued to this student after all.
- 14 If the student is of the opinion that personal circumstances influenced (or are influencing) their academic results, this student will be required to report these circumstances to the student counsellor as soon as possible after they occur and to discuss these circumstances with the student counsellor. Only in this way will it be possible for the board of examiners to consider these personal circumstances in their final study recommendation.
- 15 If the student terminates their enrolment on a study programme before 1 February of the first year of study, this student will not receive a negative binding study recommendation as referred to in this article. The student will have one opportunity to apply for the same study programme again. If a selection procedure is applied for the study programme (with or without enrolment restrictions), the student will have to go through the selection procedure of the same study programme again.

Article 3.2 Binding Recommendation in the Propaedeutic Phase upon Early Termination of Enrolment after 1 February

If the student's enrolment is terminated early at some point during the first year of the propaedeutic phase after 1 February (and/or this student's enrolment is terminated by the institute), a negative binding recommendation will be issued, unless the board of examiners decides otherwise, on the advice of the student counsellor.

Article 3.3 Withdrawal of the Negative Binding Recommendation

- 1 The board of examiners may withdraw a negative binding recommendation. Withdrawal of the negative binding recommendation will be recorded in Osiris. Withdrawal of the negative binding recommendation regarding the continuation of studies is an absolute condition to re-enrolment.
- 2 The study recommendation withdrawn will be regarded as not to have been issued. Articles 3.1 and 3.2 will apply (again) to the student concerned.

Chapter 4 Student Counselling and Student Progress

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

Article 4.1 Student Counselling

This article does not apply to *extraneus* students.

- 1 The academy will apply an individual student counselling system. By means of this student counselling system, the academy seeks to ensure that study-related problems are either avoided or discovered in time, and to offer support in solving these problems.
- 2 If desired or necessary, notes of talks between a student and a student counsellor, within the framework of student counselling, can be recorded in Osiris.
- 3 The registration of data relating to student counselling will be in compliance with the provisions of the 'Privacy Regulations for Students'. These regulations are part of the Students' Charter.

Article 4.2 Student Counselling within the Academy / Study Programme

- 1 Student counselling that deals with personal circumstances impeding student progress is available within AGM Academy and CMGT programme.
- 2 Within the CMGT programme, the study coaches are also available as part of the Year Team. The main task of a study coach is to coach/guide and monitor the development of the students' personal and professional development, both individually and in groups.
- 3 Study coaching is incorporated in the CMGT curriculum design through the content geared towards personal development and professional practice; it also constitutes one of the assessment components through project Intended Learning Outcomes (ILOs).

Article 4.3 Personal Circumstances

WHW article 7.51 paragraph 2

Personal circumstances³ are taken to mean:

- board activities;
- illness or pregnancy;
- a disability or chronic illness;
- special family circumstances;
- other special circumstances - specified by the Executive Board – which apply to a student (e.g. top-class sport).

Article 4.4 Personal Circumstances and the Student Counsellor's Role

- 1 If the student is of the opinion that personal circumstances, as referred to in article 4.3, influenced (or are influencing) their academic results, this student will be required to report these circumstances to the student counsellor as soon as possible after they occur and to discuss these circumstances with the student counsellor. In this respect, the student may be asked for supporting evidence, such as a medical or psychological statement. If a special circumstance is likely to affect a decision of the board of examiners, then this special circumstance should be reported before the board of examiners makes this decision

³ See 'Profiling Fund Regulations' for more detailed information.

- 2 The student counsellor of a study programme or group of study programmes may provide advice to the board of examiners, both solicited and unsolicited.

Article 4.5 Studying with a Disability⁴

- 1 In this article, a 'disability' should be taken to mean any disability or chronic illness that may cause a student to fall behind in their studies.
- 2 Students with a disability may be offered the opportunity by the board of examiners to attend courses and take attendant examinations in a specially adapted manner. The facilities to be provided for this purpose consist of a type or duration of courses and/or examinations geared to individual situations, or of practical aids being provided and/or made available. Also see the LMS for more information.
- 3 To qualify for any of the facilities as referred to in section 2 of this article, students are required to submit their request to the board of examiners, via the student counsellor of the study programme, as soon as possible after enrolment on the study programme or after the occurrence of the disability.
- 4 The board of examiners will inform the student and the student counsellor of its reasoned decision in writing (or via Osiris).
- 5 In principle, facilities will be provided throughout the student's enrolment on a study programme within Breda University of Applied Sciences, unless otherwise determined by the board of examiners.
- 6 A student who falls behind in their studies due to their disability may submit a request for financial support from the Profiling Fund of Breda University of Applied Sciences.

Article 4.6 Student Progress Monitoring

- 1 The academy will ensure that the students' academic achievements are carefully and accurately recorded by means of the student progress monitoring system Osiris.
- 2 Students themselves will be responsible for regularly checking their results for accuracy in the academy's student progress monitoring system Osiris. In the case of incorrect or incomplete records in the system, the student is to report to the lecturer concerned.
- 3 Academic progress data will be recorded in compliance with the provisions of the 'Privacy Regulations for Students'.

⁴ See the website of Breda University of Applied Sciences (www.buas.nl) for more information.

Chapter 5 Examinations

Article 5.1 Competency-based Education and Earning ECTS credits

The guiding principle of the bachelor's programme CMGT is that all students, at the end of the study programme, have acquired the professional competencies, as described in appendix 2. The student who masters all competencies at the prescribed level will comply with the exit qualifications of the study programme and will receive a certified degree. Also, see article 5.9.

To comply with this condition, all competencies have been described in terms of concrete learning outcomes, which are linked to the various project roles. The chosen learning outcomes will be assessed throughout the term concerned. For more information, see a project brief pro term. Upon a satisfactory assessment of a sufficient number of project learning outcomes, the student will ultimately comply, at competency level, with the exit qualifications of the bachelor's programme.

Article 5.2 Organisation of Examinations

WHW article 7.10 paragraph 1

- 1 Every course is concluded by means of an examination. The examination may consist of several partial examinations.
- 2 The board of examiners will appoint one or more examiners for the purpose of administering examinations and establishing the results of these examinations. The examiners will provide the board of examiners with the requested information, for which purpose they may be invited to a meeting. The board of examiners establishes rules with regard to the proper course of business during examinations, also see article 5.7. In the case of competency examinations, examiners are called assessors.
- 3 Every examination comprises a measurement of the student's knowledge, understanding and/or skills, as well as the assessment of the results of this measurement.
- 4 An examination may take the form of an assessment, written or oral questions, a reflection on one's own performance, a study task or project, a paper, carrying out practical activities, a thesis, a research report, a placement report, carrying out placement assignments, other practical components, or fieldwork.
- 5 In special cases, the board of the examiners is authorised to allow an alternative form of examination than that specified by the examiner. This power includes the decision to conduct online / digital examinations.
- 6 At the beginning of each term, the project brief will be communicated to the students outlining the following information:
 - a Content (subject matter),
 - b Learning targets,
 - c Study load (in ECTS credits) and accompanying substantiation;
 - d Type/form of the examination or partial examinations,
 - e The sequence in which the partial examinations have to be taken (if applicable),
 - f Any materials that students are permitted to use while taking the examination,
 - g The assessment criteria relating to partial examinations,
 - h The procedure regarding student inspection of examinations assessed.
- 7 A term assessment is passed if:
 - a the result obtained for the term assessment is a 5.5. or higher, 'satisfactory' or higher, or 'pass' (also see article 5.8.1),
 - b the project requirements, specified in advance, have been fulfilled.

- 8 When the term assessment has been taken, the result for it will be entered into the Osiris student progress monitoring system.

Article 5.3 Sequence of Examinations

- 1 In the propaedeutic phase, there is no mandatory sequence in which examinations should be taken.
- 2 In the main phase, the students will only be allowed to proceed to the graduation year if they have completed the other part of the main phase entirely.
- 3 In case of graduation project option P1/P2, the student will only be allowed to proceed to the second semester of their graduation year, if they have successfully completed the first semester, or if they are able to demonstrate that they are going to do so in the short term.

Article 5.4 Periods of Time and Frequencies of Examinations

WHW article 7.13 paragraph 2h and 2j

- 1 Every year, students will be offered at least two opportunities to take examinations.
- 2 A student will be allowed to participate in no more than two opportunities every academic year.
- 3 The opportunities referred to in section 2 are inclusive of 'GKs' (Dutch abbreviation of Missed Opportunities). See article 5.6 section 1.
- 4 A second or subsequent examination during the same academic year will be comparable to the first examination in terms of the form of testing and in terms of subject matter. The board of examiners is authorised to offer students (whether or not on the advice of the examiner / student counsellor / study coach), after a number (to be determined by the board of examiners) of used but insufficiently assessed opportunities, to take the examination in a different form. The subject matter must be the same as that of previous opportunities.
- 5 If a course is no longer offered, the student will be offered another two opportunities to take the examination or partial examination that belongs to this course in the subsequent academic year. The provisions of section 4 will also apply. The board of examiners will be authorised to extend this period of time. This will be laid down in the transitional arrangement, see article 2.12.
- 6 A student will be allowed to take a second attempt at every 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, the second opportunity will not apply to the concluding final exam, if the student has earned a 5.5 or higher for this.

Article 5.5 Registration for Examinations and Resit Examinations

5.5.1 Regular procedure

- 1 Timely registration for examinations, whatever their nature or form, is compulsory for all students as well as a condition to being awarded an assessment or result in Osiris. Students are registered at central level for the first opportunity of an examination or partial examination

at the time when the course is offered in the curriculum. For every next opportunity, regardless of what year of study the student is in, the student themselves will have to register for a resit.

- 2 Registration for a written resit examination will open until five working days before the Monday of the week in which an examination or examination period is scheduled.
- 3 Registration for all other resit examinations will be open during the period as mentioned in the academic year calendar.
- 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 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.

5.5.2 Possibility to cancel registration

The student can cancel their registration for an examination or resit examination for which they already registered (or for which they were already registered at central level) during the period when registration for this examination is open (see article 5.5.1 section 2).

Article 5.6 Inability to Attend an Examination

- 1 As the term assessment of students is conducted by the year team, and students are not physically present in this process, the inability to attend an assessment is not applicable.
- 2 If a student has registered for an examination via Osiris, but fails to take part in it, a 'GK' (Dutch abbreviation of Missed Opportunity) will be entered and displayed in Osiris as the result for this examination.
- 3 If the inability to take part in an examination, as referred to in section 2, was caused by force majeure, according to the student, then the student may submit a request for an extra opportunity to the board of examiners.
- 4 If the board of examiners is of the opinion that force majeure⁵ applies, the student will be required to take part in the first upcoming opportunity for this examination. If no opportunity is offered any more in the current academic year for the examination concerned, then an extra opportunity will be offered by the board of examiners.

Article 5.7 Regulations regarding Examinations

- 1 During all examinations, students must furnish proof of identity (passport, driving licence, or identity card). This identity document will be checked before commencement 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.

⁵ Public transport delays, traffic jams, etc. are NOT regarded as force majeure.

- 2 If a student does not carry 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 inspection of examination results. Any breach of this provision will be regarded as fraud/academic dishonesty (see article 5.15).
- 4 There are several additional rules that apply to written examinations. These are included in the Examination Regulations.
- 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 under the supervision of at least two examiners, in which one of the examiners, at the instruction of (the chair of) the board of examiners, will act as first examiner. The examination can also be administered by one examiner, who in this case will record the interview.

Article 5.8 Assessment of Examinations

5.8.1 General

- 1 All examinations will be assessed by the examiner concerned in conformity with the predetermined and published assessment criteria.
- 2 External experts, also referred to as external examiners at Breda University of Applied Sciences, will be allowed to assess students, if they have been appointed as examiners by the board of examiners. In this process, the board of examiners applies a specific examiner profile, compiled 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 will be applied:
 - a The way in which a study task or assignment has been carried out (in terms of quantity);
 - b The degree to which the specific criteria with regard to the study task or assignment have been met (in terms of quality) (for instance, the degree to which the questions have been answered correctly, the degree of participation in the execution of a study task or assignment in a group of students);
 - c The degree of participation in practical assignments; this criterion only applies to the assessment of examinations or parts of examinations that go with courses or parts of courses which have been designated as practical components with mandatory attendance, and which has been announced as such at the beginning of the course (see section 5.2).
- 5 The assessment of an examination is expressed in terms of either a numerical or verbal descriptor. For more detailed information you are referred to appendix 5.
- 6 If an examination consists of several partial examinations, the attendant ECTS credits will only be awarded when all partial examinations have been completed successfully, taking into account any compensation arrangements. All results for the partial examinations will be entered into Osiris.

5.8.2 Assessment of placement and practical assignment

See article 5.8.3.

5.8.3 **Assessment of graduation internship / graduation project / thesis**

- 1 Summative assessment will take place at the end of P1, P2 or P0. This assessment takes place by means of a regular assessment, and in case of a P0 or P2, supplemented by a panel assessment. The panel assessment may amend the grade provided in the regular assessment.
- 2 The summative assessment (oral defense component) may be supported remotely or online. Requests are subject to the prior consent of Year 4 Lead/Graduation Coordinator.
- 3 The summative assessment in the form of a mark will be held by a panel consisting of two examiners.
- 4 If possible, an external expert from the relevant industry or relevant professional field will be added to the panel in P0 or P2. Only if this external expert has formally been appointed as 'assessor' by the Board of Examiners will he assess the student's graduation work in the same capacity as the two lecturer members by means of a mark. Without the aforementioned formal appointment by the Board of Examiners, the external expert will not assess the student's graduation work by means of a mark, but he will have an advisory role.
- 5 The external expert as referred to in section 3 may be 'present' via video conferencing, if he has not been formally appointed as assessor, and as such, only has an advisory role.
- 6 Every academic year has four regular graduation periods; parallel to the term structure of the academic year. All four final exam periods in an academic year are concluded with a final determination of the end results and with an evaluation of the procedures. This determination / evaluation procedure will be chaired by the Graduation coordinator.
- 7 Without a complete file including all completely filled-in and signed assessment forms, the result of the final examination, as referred to in section 5 above, cannot be established and the degree certificate cannot be signed. Taking the provisions in section 5 of this article as a starting point, the complete file will always be signed on location at BUAs.
- 8 The student will have a maximum of two opportunities to successfully complete the graduation year. These two opportunities relate to each other as 'first opportunity' and 'second opportunity'. If, after the second opportunity, the student's work is assessed as unsatisfactory, the student will have two new retake opportunities provided in the next academic year.
- 9 Supplementary to the provisions of section 5, the student will be required to complete his graduation year within two calendar years. The initial measuring moment for this will be the moment when the graduation plan for the first semester is approved. If this term is exceeded, the Board of Examiners may impose additional requirements.

Article 5.9 Announcement of Examination Results

WHW article 7.13 paragraph 2o

- 1 The examiner will determine the results of an examination and enter these (provisional) results into Osiris, within 10 working days after the day on which the examination was held. These provisional results can then be consulted via Osiris. Provisional results may be adjusted upwards or downwards, if necessary.
- 2 If there is any reason to do so, the academy director may decide to deviate from the term stated in section 1. Any arrangements to the contrary should be communicated to the students in time.
- 3 The results of an examination (in provisional form) have to be announced no later than three whole working days before the second opportunity of this examination. If this term is exceeded, the second opportunity will be postponed to a date to be set by the academy

director. In this process, the provisions of article 5.11 section 1 should be taken into account. Any arrangements to the contrary should also be communicated to the students in time.

- 4 If a second assignment builds on a previous one, the result of the first assignment must be announced before the deadline for handing in the second assignment.
- 5 The academy will finalise the results (in definitive form) in Osiris within five working days after the inspection date of an examination (see article 5.11). Consequently, the definitive examination results are announced within 25 working days after the examination was held. Finalised examination results can only be adjusted upwards or downwards via the board of examiners.

Article 5.10 Period of Validity

- 1 The period of validity of examination results obtained will be indefinite. This is without prejudice to any curriculum changes and the transitional arrangements applicable thereto.
- 2 The period of validity of the propaedeutic certificate will be indefinite.

Article 5.11 Inspection

- 1 During a period of 10 working days after the announcement of the provisional results of an examination, students will be entitled to inspect the written examinations assessed as well as the assessment criteria used, on the understanding that this inspection takes place no later than three working days before the second opportunity. The date and time for this inspection opportunity will be set by the lecturer involved or scheduled by academy 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 should be communicated to the students in time.
- 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 inspection of examination results. Any breach of this provision will be regarded as fraud/academic dishonesty (see article 5.15).
- 5 During the inspection opportunity, the student has no access to personal belongings and/or aids or means of communication. The rules that apply to a written examination also apply here, see the Examination Regulations of Breda University of Applied Sciences.

Article 5.12 Possibilities to appeal

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 lodge an appeal against this decision with the Examinations Appeals Board (abbreviated in Dutch as CBE) of Breda University of Applied Sciences. This appeal must be lodged in writing within six weeks after the date on which the decision was made.

- 2 This appeal can be lodged via the digital Complaints Service Point of Breda University of Applied Sciences. This Service Point is available via the student portal. The appeal will be dealt with in conformity with the provisions of the Code of Order of the CBE Breda University of Applied Sciences.

Article 5.13 Individual Exemptions

5.13.1 Exemptions from taking examinations

WVW article 7.13.2r

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- 1 At the student's written request, the board of examiners may grant exemption from the propaedeutic exam or one or more interim examinations.
- 2 Requests for exemptions from examinations must be submitted before the start of the relevant term project.
- 3 To obtain an exemption, the student has to submit a written reasoned request to the chair of the board of examiners. The request must be supported by one or more of the following documents:
 - a copy of the certificate, diploma, degree or statement;
 - a copy of the accompanying list of qualifications;
 - a list of literature, lecture notes, etc. studied;
 - an official 'EVC' (accreditation of prior learning) procedure gone through at Breda University of Applied Sciences or somewhere else;
 - written proof of a successfully completed assessment.
- 4 The board of examiners will decide as soon as possible – within 20 working days after the request has been submitted – whether or not to grant the request, possibly in consultation with the examiners involved. The decision will be recorded by the board of examiners, and communicated to the student (digitally via Osiris).
- 5 An exemption granted will be registered as 'VRIJ' in the Osiris student progress monitoring system.
- 6 An exemption granted for a course from the propaedeutic curriculum will count towards the academic performance standard of the binding recommendation.
- 7 The student may lodge an appeal, within six weeks, against the decision of the board of examiners as referred to in section 4 with the Examinations Appeals Board. Also see article 5.12 section 2.

5.13.2 Assessment frameworks applied by the board of examiners in granting exemptions

- 1 As a rule, requests for exemption are honoured by the board of examiners if:
 - The request is submitted in writing and before the start of the term in question
 - There is a content overlap of at least 70%, such to be determined by the Year Team Lead
 - A score of at least a 7, or the international equivalent of this, was obtained for the original unit of study.
- 2 The criteria as set out in Student Handbook are applicable to submitting requests to the board of examiners and in all communication with the Board of Examiners in general.

Article 5.14 Contingency Scheme

A contingency is any situation that requires everyone present in a building to leave this building immediately. If an examination is being administered at that time, then this examination will be declared invalid and the work submitted will not be assessed. A new examination will be scheduled as soon as possible and the students will be informed of the date, place and time of the new examination

Article 5.15 Academic Dishonesty and Plagiarism

WHW article 7.12b paragraph 2

5.15.1 Definitions

- 1 Academic dishonesty involves any act or omission by the student that makes it impossible, either fully or partially, to form a correct assessment of the student's knowledge, understanding and skills. This may involve providing incorrect facts, deliberate concealment of any fact that the student knew or should have known they were obliged to disclose, using a false name or false identity, and/or engaging in forgery of documents.
- 2 Academic dishonesty or fraud concerns all cases which involve any form of deception as laid down by law, among other things in the Dutch Criminal Code and the Dutch Civil Code (Book 3), and as such it is a punishable offence.
- 3 Academic dishonesty or fraud is also understood to mean any attempt towards fraud, complicity, being a fellow perpetrator in fraud, making preparations for academic dishonesty/fraud, and preventing academic dishonesty/fraud from being discovered.
- 4 Plagiarism is the act of copying or quoting from someone else's work by not or not properly acknowledging one's source(s), and/or by falsely placing any name or mark on someone else's work, and/or by forging the real name or mark on someone else's work. The aim of this is to create the false impression that the work (and/or the quotation) is the plagiarist's own. Plagiarism also involves selling, offering for sale, or storing for sale such forged works.
- 5 The term academic dishonesty or fraud includes, but is not limited to, the following instances where it is established that the student:
 - a uses/has used - in the room where the examination takes place - tools that have been explicitly designated by the invigilator as not being permitted for reference during the examination.
 - b uses/has used information in any way - during the examination - that has not been supplied by the invigilator, and this information was obtained either inside or outside the examination room.
 - c discloses/has disclosed information in any way – either prior to or during the examination – to another student about the examination, including information about the contents and answers of the examination.
 - d passes/has passed themselves off as someone else during an examination or has/has had themselves represented by someone else during an examination.
 - e takes/has taken unauthorised cognizance – either prior to or during the examination – of the examination questions, assignments and/or answer keys of the examination.
 - f applies/has applied changes to examination work already handed in, either after the examination time or during the inspection opportunity afterwards.
- 6 Other forms of academic dishonesty include, but are not limited to:
 - a any act or omission of a student aimed at making it impossible – either fully or partially – to form a correct and reliable judgement about the knowledge, understanding and skills acquired by the student or about the knowledge, understanding and skills acquired by fellow students.
 - b presenting someone else's work or ideas as their own, including the work of fellow students, even if a reference to other authors has been included.

- c Handing in, as a first version, a text (or comparable text) already handed in previously by the student themselves or another student for assignments from other courses.
 - d Fabricating research results.
- 7 Where 'academic dishonesty' or 'fraud' is used in the TER, it should be taken to represent 'plagiarism' as well.
 - 8 By taking part in an examination, the student gives implicit permission for the examination they have handed in for assessment, if applicable, to be checked for academic dishonesty by means of anti-plagiarism software and for their work to be included into the anti-plagiarism software database. In their digital examinations or any other digital text that is part of education, students are not allowed to apply any software blocks against anti-plagiarism software.
 - 9 Irregularity is defined as an event or circumstance that prevents the examiner from forming an objective opinion of a student's knowledge and ability. An irregularity as referred to in this article does not automatically qualify as fraud or academic dishonesty. In the case of an irregularity as referred to in this article, the board of examiners may decide that the examination in question is declared invalid. The examination is not assessed and an 'OV' is entered into Osiris.

5.15.2 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.
- 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 taken note of the suspicion of academic dishonesty, the student will be given the opportunity to be heard by 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 complies with the criteria of academic dishonesty as specified in these regulations, and will inform the student, no later than within 2 weeks after the student has been heard, of its decision and – if applicable - disciplinary measures in writing, stating the possibility to appeal to the Examinations Appeals Board.
- 6 The student will have the possibility to appeal (within six weeks after announcement of the decision of the board of examiners) to the Examination Appeals Board against the decision. The appeal procedure is described in the Code of Order of the CBE Breda University of Applied Sciences.

5.15.3 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 revoke 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 academic progress system 'Osiris', this will result in a recorded mark of 'FR', or
 - c a combination of a and b.

Any previous incidents of academic dishonesty will be involved in determining the severity of the disciplinary measure.
- 2 On the proposal of the board of examiners, the Executive Board may decide to definitively terminate the student's enrolment on the study programme in the case of serious academic dishonesty.
- 3 In confirmed cases of academic dishonesty, the Executive Board of Breda University of Applied Sciences may file a report with police or justice officials.
- 4 Cases of academic dishonesty established after degree completion will be reported to police or justice officials 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 revoked in all formal registers and that the degree certificate will be destroyed.

Article 5.16 Examination Certificates

WHW article 7.11 paragraph 1
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- 1 As proof of an examination having been passed, the examiner concerned will issue a written piece of evidence. The registration of the confirmed result in Osiris will also be regarded as evidence.
- 2 The student who has passed more than one examination, but to whom a certificate as referred to in article 6.5, section 2 cannot yet be awarded, will receive – upon their own request - a written certified statement from the board of examiners listing the examinations passed. Students have to submit a written request for this statement themselves to the chair of the board of examiners.

Chapter 6 Final Exams

Article 6.1 Exam Concluding the Propaedeutic Phase

WHW articles 7.8 and 7.10

A student will pass the propaedeutic exam, if this student has met the completion requirements of all the examinations that go with the courses of the propaedeutic phase of the study programme. This exam is the first exam of the HBO bachelor's programme. Passing this exam will earn the student 60 ECTS credits. The compensation possibilities as mentioned in article 6.3 will be applicable in this process.

Article 6.2 Exam Concluding the Main Phase (Final Exam)

WHW article 7.10

6.2.1 Final exam as a part of the HBO bachelor's programme

- 1 A student will pass the final exam of the main phase, if this student has passed the propaedeutic exam and if this student has met the completion requirements of all the examinations that go with the courses of the main phase. Passing this exam will earn the student 180 ECTS credits. The compensation possibilities as mentioned in article 6.4 will be applicable in this process.
- 2 The final exam is the second exam of the HBO bachelor's programme. If a student has passed both the propaedeutic exam and the final exam, this student will have successfully completed the HBO bachelor's programme and have earned 240 ECTS credits in total.
- 3 Contrary to sections 1 and 2, for the student who attends a HBO bachelor's programme with a standard duration of three years, the main phase programme as referred to in section 1 will correspond to 120 ECTS credits, and the study load of the bachelor's programme as referred to in section 2 will amount to 180 ECTS credits.

6.2.2 Final exam as a part of the associate degree programme

Not applicable.

Article 6.3 Compensation Possibilities

6.3.1 General

- 1 Every project contains a number of ILOs listed in a project assessment rubric, which are summatively assessed as a whole resulting in the final mark at the term assessment. There is full compensation between the scores of these ILOs.
- 2 Compensation is not possible between projects. If a student receives an unsatisfactory mark for a term assessment, this cannot be compensated with a mark on another project.

6.3.2 Additional provisions in the propaedeutic phase

Not applicable.

6.3.3 Additional provisions in the main phase

- 1 Within a minor, compensation at course level is not possible. Within a course, compensation of a partial examination is possible. In this respect, the minimum mark for the partial examination must be a 4.5.
- 2 Results obtained in an excellence track, minor programme, or exchange programme cannot be used for the purpose of compensation of any other curriculum components (and vice versa).
- 3 If during the main phase a project is concluded with an unsatisfactory mark, the student will need to redo this project. The student has two attempts per academic year to pass a project. The student can register for one retake assessment to take place at the end of any term following the failed attempt and/or be reassessed the following year either by re-sitting the project or requesting reassessment. Before entering the graduation phase, the student must have a pass mark for all projects.
- 4 During year 2 of the main phase a student must have a satisfactory grade of three out of the four block projects (45 ECTS) in order to move into year 3, otherwise the student must redo the missing year 2 projects. Similarly, if during year 3 of the main phase a student concludes all projects with an unsatisfactory mark, the student will redo all year 3 projects. The student may only enter the graduation phase without any study delay.

6.3.4 Additional provisions in the Associate Degree

Not applicable.

Article 6.4 Announcement of Final Exam Results

WHW article 7.11 paragraphs 2 and 4

- 1 In its exam meeting, the board of examiners will establish the results of the final exams (of the propaedeutic phase, the main phase, or the associate degree programme). The names of the students who comply with the requirements of the final exams (of the propaedeutic phase, the main phase, or the associate degree programme) will be registered in an official report ('proces verbaal') drawn up as a result of the final exam meeting.
- 2 As proof of the final exam having been passed, the board of examiners will issue a degree certificate with attendant list of marks. The board of examiners has been mandated to do so by the Executive Board. Furthermore, students who have passed the final exam of the main phase or the associate degree programme, will be awarded 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 attended one or more courses which are not part of the curriculum, the results will be presented in the 'other' category on the list of marks.
- 4 The marks on the list of marks that is attached to the certificate of the propaedeutic phase, main phase, or associate degree phase are rounded to 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 compared to international standards.
- 6 The GPA is determined by taking the weighted average of the results obtained within the curriculum. The GPA is expressed on a scale from 1 through 4, to two decimal places accurately. For information about calculating the weighted average, you are referred to

appendix 6. An explanation of the GPA value will be included in the diploma supplement. In addition, a complete conversion table (from weighted average to GPA) is available via the portal and on the internet.

Article 6.5 Degrees Conferred

WHW article 7.10a

6.5.1 HBO bachelor's degree

The Executive Board will confer the bachelor's degree on students who have passed the final exams of the propaedeutic phase and of the main phase of the bachelor's programme (see article 1.3, section 5).

6.5.2 Associate degree

Not applicable.

Article 6.6 'Cum Laude' Distinction

- 1 If a student complies with all the criteria as mentioned in section 2, and has completed the entire degree programme (propaedeutic and main phase) within the standard duration of the degree programme + one year, this student may receive the designation 'cum laude' for the final exam of the main phase.
- 2 The criteria mentioned in section 1 are:
 - a The weighted average of the results of all courses of the main phase is at least an 8.0 (unrounded).
 - b The student's graduation result is a final mark of at least an 8.0 (unrounded).
 - c The student graduated on the first attempt.
 - d The total of exemptions from courses in the main phase granted to the student must not exceed 60 ECTS credits.
 - e The student has never been involved in an incident of fraud/academic dishonesty.
- 3 If the student has passed more than the required 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 the main phase of another degree programme, and/or completed a graduation internship, the board of examiners will establish the value and weighting of these courses.
- 5 The designation 'cum laude' will be stated on the degree certificate.

Chapter 7 Committees

Article 7.1 Board of Examiners

WHW article 7.12 and 7.12b

For each degree programme or group of degree programmes, the Executive Board has formed 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 complies with 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 Breda University of Applied Sciences has a participation council whose task is to exercise student and employee participation in decision-making within the institute as laid down in the BUas Staff and Student Participation Regulations. These regulations determine, 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 formed. 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

Not applicable.

Chapter 8 Adoption and Amendment of the Teaching and Examination Regulations

Article 8.1 Adoption and Entering into Effect

- 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 agreement.
- 4 After agreement by the degree programme committee, the TER will be submitted for approval to the academy director.
- 5 After this, the TER will be submitted for adoption to the Executive Board.
- 6 The academy director will make sure that students and staff are informed of the TER in time, 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 Amendments that apply to the academic year to which the TER relate will only be made if they do not harm the interests of the students. Exceptions in this respect concern amendments that are a direct consequence of a legislative change.
- 2 Amendments will furthermore not affect:
 - Examinations passed;
 - Exemptions granted;
 - Any other decisions, already taken 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 Definitive amendments to the TER will be communicated to the persons concerned through the usual channels within the academy in the form of an overview of amendments (possibly in cumulative form).

Article 8.3 Unforeseen Circumstances

- 1 In situations or circumstances which should be covered by the TER, but which are not, the chair of the board of examiners will decide, in consultation with the academy director. In the written argumentation to the student or students concerned, the situations and/or circumstances, considerations, and decisions will be clarified (and the possibility to appeal will be mentioned).
- 2 Should any differences of opinion arise within the board of examiners with regard to the interpretation of the regulations and procedures in the TER, the academy director will be asked to provide an explanation. Afterwards, the board of examiners will make its decision.

Chapter 9 Additional Provisions

Voorgescreven tekst

Article 9.1 Hardship Clause

- 1 The board of examiners is authorised to deviate from these regulations – for the benefit of the student - if their application leads to extreme unfairness, and to make decisions in situations not provided for in these regulations.
- 2 If a student is of the opinion that there are any cases of extreme unfairness at issue, the student will have to submit a written, well-founded request regarding this matter to the board of examiners. The board of examiners will decide on the request and inform the student of its decision and the reasons it is based on in writing, and of the student's right of appeal.
- 3 To determine whether any case of extreme unfairness is at issue, the board of examiners will carefully weigh the interests of the student and the academy. If an immediate decision is required, the chair of the board of examiners or the chair's replacement will decide, after which the other members of the board of examiners must be notified as soon as possible.

Article 9.2 Retention Periods

Selection List of Breda University of Applied Sciences

9.2.1 Retention period of exemption decisions

- 1 The decisions relating to exemptions will be retained for seven years after the date of the decision concerned.
- 2 The seven-year retention period also applies to all underlying documents:
 - Request for exemption
 - Diploma (previous education)
 - Diploma supplement (previous education)
 - Evidence of accredited prior learning ('EVC')
 - Exemption including supporting information

9.2.2 Retention period of study recommendations

The warning regarding the continuation of studies (see article 3.1 section 3) and the recommendation regarding the continuation of studies (see article 3.1 section 1) must be retained for five years after the date of issuance.

9.2.3 Retention period of examinations

- 1 Examination question papers, answer keys, pass criteria, attendance lists, official reports of examinations, and evaluations of examinations must be kept on file for seven years after the date of assessment.
- 2 Examination papers completed by students, assessment results, and second assessment results (if there are any) must be kept on file for two years after the date of assessment.
- 3 Reports on graduation internships and theses and attendant results (in writing) will be kept on file for at least seven years after the year of graduation of the student concerned.

- 4 Personal data, copies of propaedeutic and degree certificates, and attendant lists of marks will be kept on record for 50 years.
- 5 The term mentioned in section 1 may be extended by the board of examiners, should this be necessary.

9.2.4 Retention period of examination certificates

- 1 The certified statement referred to in article 5.16 section 2 must be retained for ten years after the date it was issued.
- 2 The request as referred to in article 5.16 section 2 must be retained for one year after the date it was settled.

9.2.5 Retention period of degree certificates

- 1 The certificate, as referred to in section 2 of article 6.5, belonging to the final exam of the propaedeutic phase, main phase or the associate degree phase, must be retained for 50 years after the date of issuance.
- 2 The 50-year retention period also applies to:
 - Degree statement
 - Diploma supplement
 - Certificate (additional education)
 - Certificate (minor)
- 3 With regard to the propaedeutic exam, the requests and the decisions list of the board of examiners must be retained for five years.
- 4 With regard to the final exam of the main phase and the associate degree, the requests, the assessment of the requests, the assessment of the board of examiners, the decisions list of the board of examiners, and the student's statement of receipt of the degree certificate, must all be retained for seven years.

9.2.6 Retention period of academic dishonesty cases

- 1 The proposal to the Executive Board, as referred to in article 5.15.3 section 2, must be retained for two years after the date of termination of enrolment.
- 2 The retention period of two years after the date of termination of enrolment also applies to:
 - The discovery of academic dishonesty
 - Letter to the student
 - The student's defence statement
 - Revocation of the student's right to sit one or more examinations (if applicable)
 - Declaration of invalidity of the examination (if applicable)

9.2.7 Retention period of appeal cases

The following retention periods apply to the documents pertaining to the procedure as referred to in article 5.12:

- Confirmation of receipt: 1 year
- Notice of appeal, if dealt with: 10 years
- Notice of appeal, if not dealt with: 3 years
- Assessment of amicable settlement: 5 years

Appendix 1 Code of Conduct (English-taught study programmes)

WHW article 7.2

1 General

- 1 Article 2.3 specifies whether the study programme is either fully or partially delivered in English.
- 2 The academy director will be required to attach conditions to the use of the English language with the aim of assuring the quality of the course (or courses) in question, which explicitly includes the language proficiency of the lecturers involved.

2 Additional provisions

- 1 If the study programme is taught in English entirely, academy staff and students are obliged to use the English language in the following cases:
 - 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 In all teaching / study activities
 - d In all contacts with staff members of the academy organisation, except for contacts with a student counsellor or confidential counsellor
 - e An exception to the above-mentioned points can be made if the student is doing a placement or graduation assignment at an external client in the Netherlands. In this case, the final product may also be submitted in Dutch.
- 2 If only one or a few courses (such as a minor) is / are delivered in English, academy staff and students are obliged to use the English language in the following cases:
 - a In official documents that relate to the course in question (e.g. study guides)
 - b In the course materials made available by the academy (e.g. lecture notes and readers)
 - c In all teaching / study activities of this course
- 3 The use of the English language by Dutch students is not obligatory in the following cases:
 - a Contacts with the student counsellor
 - b Contacts with staff members of other academies / study programmes
 - c Contacts with the Executive Board
 - d In the following cases, specified by the academy: not applicable.

Appendix 2 Competencies and BoKS

CMGT programme follows the Creative Technologies (CT) Professional Competencies aiming at graduation level 3 for all competences as listed below:

#	Area	Competency	Description	CT Graduation Level
1	Technological	Technical Knowledge & Analysis	The starter professional practitioner has a thorough knowledge of current digital technologies within the part of the work field which is the focus of the programme. The starter professional practitioner is capable of carrying out technical research and analysis.	3
2	Technological	Design & Prototyping	The starter professional practitioner is capable of creating value by, on the basis of new or existing technology, designing or prototyping a creative idea or demand articulation iteratively. The starter professional practitioner demonstrates an innovative, creative attitude in defining, designing and elaborating upon an assignment proposition on the limits of what is technically and creatively achievable.	3
3	Technological	Implementation & Testing	The starter professional practitioner is capable of repeatedly assessing the technical results, which come about in the various stages of the design process, for their value in relation to behaviour and experience. The starter professional practitioner provides the prototype/product/service in combination with the design, taking the user, client and technical context into account.	3
4	Design	Research & Analysis	The starter professional practitioner is capable of substantiating a design assignment by means of research and analysis. The starter professional practitioner demonstrates in his/her research activities that he/she has a repertoire of relevant research skills and is able to select the correct method from this repertoire, given the research circumstances. Is capable of developing prototypes as a means of communication within the context of the application.	2
5	Design	Conceptualising	The starter professional practitioner demonstrates he/she is capable of achieving a realistic cross-sector demand articulation and project definition. He/she is capable of developing, on the basis of his/her own idea or demand articulation, an innovative concept which creates value.	2
6	Design	Designing	The starter professional practitioner is capable of designing concepts and elaborating upon them as far as contents are concerned, as well audio- visually.	2
7	Organisational	Entrepreneurial Attitude	The starter professional practitioner identifies opportunities and possibilities and knows how to translate them from a market-oriented vision into new concepts, products and services to attain value creation and earning models.	3

8	Organisational	Entrepreneurial Skills	The starter professional practitioner has entrepreneurial skills for being able to function as an employee or being self-employed. The starter professional practitioner is capable of translating commercial skills into innovative products, services or collections, taking their commercial feasibility into account.	2
9	Organisational	Working in Projects	From an engagement with stakeholders, the starter professional practitioner demonstrates that he/she is capable of taking on, setting up and implementing projects, whether working with others in a team or not. He/she demonstrates that he/she is capable of working productively together with others in a multidisciplinary team, in which he/she achieves a good balance between contributing his/her own expertise and being confident about the complementary expertise of others. He/she demonstrates he/she is capable of providing guidance for team members.	2
10	Organisational	Communicating	The starter professional practitioner demonstrates that he/she is capable of presenting himself/herself as well as his/her work to third parties professionally and immaculately. He/she demonstrates that he/she is capable of communicating with a client about choices and progress in the course of the assignment.	3
11	Professional	Learning and Reflective Capacity	The starter professional practitioner demonstrates that he/she is a 'reflective practitioner' by continually analysing his/her own actions and adjusting them accordingly, responding to feedback by others. The starter professional practitioner demonstrates that he/she remains oriented to and capable of keeping up-to-date with the relevant developments in the work field. The starter professional practitioner is able to further develop and deepen his/her expertise, his/her personal interpretation of the professional situation and his/her creativity.	3
12	Professional	Responsibility	The starter professional practitioner has the capacity to empathize with other sectors and demonstrates his/her awareness of ethical issues in his/her role as designer and is able to make such considerations explicit in accounting for choices in the design process.	3

National 'BoKS' profile – Creative Media and Game Technologies

Body of Knowledge & Skills

BASICS	NIVEAU	VISIONS	TRENDS
1 Technische kennis en analyse	3	Audio technology	Adaptive (audio) systems
		Hardware	Audio networking
		Interfacing	Coding
		Modelling/Texturing	Creative development
		Programming and scripting	Functional programming
		Scripting	Open source
		System design	Reversed engineering
		Tooling	Sensors
		Spatial audio design	Wearables
2 Ontwerpen en prototypen	3	Agile development	3D printing
		Creative problem solving	Fablab
		Mock ups	Maker culture
		Paper prototyping	
		Rapid prototyping	
		Sonic design	
		Sound art	
		Sound representation (live and studio)	
3 Testen en implementeren	3	Co-design	Living labs
		De-bugging	Real time metrics
		Metrics	Sonic interaction labs
		Programming languages	
		System architecture	
		Usability testing	
4 Onderzoek en analyse	2	Action research	A-B testing
		Artistic research	Big data

BASICS	NIVEAU	VISIONS	TRENDS
		Design research	Bio feedback
		Desk research	Online surveys
		History of design	Open data
		Humanities	
		Observation in context	
		Psychology	
		Qualitative research	
		Qualitative research	
		Sociology	
		Technical research	
		User research	
5 Conceptualiseren	2	Articulation of demand	Multidisciplinary teamwork
		Benchmarking	Working cross sectoral
		Design thinking	
		Generating creative ideas	
		Trendwatching	
		User-centered design	
6 Vormgeven	2	Concept art	Augmented reality
		Sound and music production	Motion capture/Technical art
		Synthesis	Multi speaker
		Visualizing	Realtime analysis
		Business models	Ubiquitous media
7 Ondernemende houding	3	Business planning	International business
		Network economy	Open innovation
		New business development	
		Trendwatching	
8 Ondernemende vaardigheden	2	Creative Commons	Bartering
		Fundraising	Crowdfunding
		IP (intellectual property)	
		Networking	
		Portfolio	
		Social media	

BASICS	NIVEAU	VISIONS	TRENDS
9 Projectmatig werken	2	Adaptive working	Agile development
		Distributed design processes	
		Leadership	
		Project management	
		SCRUM	
		Work culture	
		Working iterative	
10 Communicatie	3	Briefing-Debriefing	Fast and many
		Community	Multi channel
		NDA (non-disclosure agreement)	Transparency
		Online workbench	
		Portfolio	
		Positioning	
		Presentation/Pitching	
11 Leren en reflecterend vermogen	3	Authenticity	Critical reflection
		Positioning	Excellence
		Postmortem/lessons learned	Life long learning
		Profiling	Personal development
		Reflective practitioner	Talent development
		Self reflection	Various professional roles
12 Verantwoordelijkheid	3	Critical studies	Normative professional
		Empathy	Privacy
		Ethics	Security
		Give and take	Self-directed professional
		Sustainability	Well-being

Appendix 3 Curriculum Overview of CMGT

Year 1

Course code	Unit of study	Terms*				Competencies / Professional tasks	Teaching Method	Contact hours (per week)	Self-study hours (per week)	ECTS credits	Type of test	Weighting factor of the partial tests	Test moment
		1	2	3	4								
FGA1.P1-02	1	x				see Assessment Sheet	Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)
FGA1.P2-02	1		x				Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)
FGA1.P3-02	1			x			Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)
FGA1.P4-02	1				x		Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)

Year 2

Course code	Unit of study	Terms*				Competencies / Professional tasks	Teaching Method	Contact hours (per week)	Self-study hours (per week)	ECTS credits	Type of test	Weighting factor of the partial tests	Test moment
		1	2	3	4								
FGA2.P1-02	1	x				see Assessment Sheet	Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)
FGA2.P2-03	1		x				Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)
FGA2.P3-03	1			x			Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)
FGA2.P4-02	1				x		Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)

Year 3

Course code	Unit of study	Terms*				Competencies / Professional tasks	Teaching Method	Contact hours (per week)	Self-study hours (per week)	ECTS credits	Type of test	Weighting factor of the partial tests	Test moment
		1	2	3	4								
FGA3.P1-02	1	x				see Assessment Sheet	Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)
FGA3.P2-02	1		x				Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)
FGA3.P3-02	1			x			Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)
FGA3.P4-02	1				x		Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project work with supervision 4 hours workshops	16 hours project work 4 hours self-study	15	Assignment	N.A.	During term (formative) and End of term (summative)

Year 4

Course code	Unit of study	Terms*				Competencies / Professional tasks	Teaching Method	Contact hours (per week)	Self-study hours (per week)	ECTS credits	Type of test	Weighting factor of the partial tests	Test moment
		1	2	3	4								
FGA4.P0-02	1	x	x	x	x	see Assessment Sheet	Tutorials, supervision, presentations	P0: 40 hour supervision per month	39 hours project work	60	Assignment	N.A.	During term (formative) and End of term (summative)
FGA4.P1-02	1	x	x	x	x	see Assessment Sheet	Tutorials, supervision, presentations	P1: 20-25 hour supervision per month	39 hours project work	30	Assignment	N.A.	During term (formative) and End of term (summative)
FGA4.P2-02	1	x	x	x	x	see Assessment Sheet	Tutorials, supervision, presentations	P2: 20-25 hour supervision per month	39 hours project work	30	Assignment	N.A.	During term (formative) and End of term (summative)

FAST TRACK

Year 1

Course code	Term	Competencies / Professional tasks	Teaching method	Contact hours	Self-study hours	ECTS credits	Type of test	Weighting factor of the partial tests	Test moment
FGA1.P1-02V Project 1.1 - Foundation 1	A	see Assessment Sheet	Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project lab with supervision 4 hours workshops	16 hours project work 4 hours selfstudy	15	Project 1.1 Assignment	N.A.	During term (formative) and End of term (summative)
FGA1.P2-02V Project 1.2 - Foundation 2	B	see Assessment Sheet	Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project lab with supervision 4 hours workshops	16 hours project work 4 hours selfstudy	15	Project 1.2 Assignment	N.A.	During term (formative) and End of term (summative)
FGA1.P3-02V Project 1.3 - Foundation 3	C	see Assessment Sheet	Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project lab with supervision 4 hours workshops	16 hours project work 4 hours selfstudy	15	Project 1.3 Assignment	N.A.	During term (formative) and End of term (summative)
FGA1.P4-02V Project 1.4 - Foundation 4	D	see Assessment Sheet	Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project lab with supervision 4 hours workshops	16 hours project work 4 hours selfstudy	15	Project 1.4 Assignment	N.A.	During term (formative) and End of term (summative)

Year 2

Course code	Term	Competencies / Professional tasks	Teaching method	Contact hours	Self-study hours	ECTS credits	Type of test	Weighting factor of the partial tests	Test moment
FGA2.P1-02V Project 2.1 - Exploration 1	A	see Assessment Sheet	Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project lab with supervision 4 hours workshops	16 hours project work 4 hours selfstudy	15	Project 2.1 Assignment	N.A.	During term (formative) and End of term (summative)
FGA2.P2-03V Project 2.2 - Exploration 2	B	see Assessment Sheet	Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project lab with supervision 4 hours workshops	16 hours project work 4 hours selfstudy	15	Project 2.2 Assignment	N.A.	During term (formative) and End of term (summative)
FGA2.P3-03V Project 2.3 - Exploration 3	C	see Assessment Sheet	Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project lab with supervision 4 hours workshops	16 hours project work 4 hours selfstudy	15	Project 2.3 Assignment	N.A.	During term (formative) and End of term (summative)
FGA2.P4-02V Project 2.4 - Exploration 4	D	see Assessment Sheet	Lectures/tutorials, work reviews, feedback sessions, presentations	16 hours project lab with supervision 4 hours workshops	16 hours project work 4 hours selfstudy	15	Project 2.4 Assignment	N.A.	During term (formative) and End of term (summative)

Year 3

Course code	Term	Competencies / Professional tasks	Teaching method	Contact hours	Self-study hours	ECTS credits	Type of test	Weighting factor of the partial tests	Test moment
FGA3.P0-02V Project 3.0 - Personalisation 0	ABCD	see Assessment Sheet	Tutorials, supervision, presentations	1 hour supervision	39 hours project work	60	Personal Project Work Placement Own Company	N.A.	During term (formative) and End of term (summative)
FGA3.P1-02V Project 3.1 - Personalisation 1	AB	see Assessment Sheet				30	Exchange Minor	N.A.	End of term (summative)
FGA3.P2-02V Project 3.2 - Personalisation 2	CD	see Assessment Sheet	Tutorials, supervision, presentations	1 hour supervision	39 hours project work	30	Personal Project Work Placement Own Company	N.A.	During term (formative) and End of term (summative)

Appendix 10 Registration for a minor

Choice for multidisciplinary (institute-wide) or programme-specific minors within BUas

- The minor information is published on the LMS in October/November of the preceding academic year;
- Information sessions on the multidisciplinary and programme-specific minors take place in November and February;
- During the registration period in February, the student registers their minor choice in Osiris;
- Students who are not selected based on a draw or selection procedure, will be sent an invitation to make a second minor choice;
- At the beginning of April, all students will be notified of their definitive placement.

Choice for an external ‘Kies op maat’ minor, approved in advance (see list on the LMS)

- During the registration period in February of the preceding academic year, the student registers their external minor choice in Osiris;
- The student submits a request to the board of examiners for signing the study contract for the external minor;
- The student arranges registration via the ‘Kies op maat’ website;
- Costs of participation in the external minor will be settled via ‘Kies op maat’;
- ECTS credits earned will be entered into the student’s curriculum.

Choice for other external minors within ‘Kies op maat’

- During the registration period in February of the preceding academic year, the student registers their external minor choice in Osiris;
- The student submits a substantiated request for participation in the external minor to the board of examiners;
- The board of examiners decides on admission into the external minor:
 - a Positive decision: the ECTS credits earned will be included in the student’s curriculum and the costs will be settled via ‘Kies op maat’.
 - b Negative decision: the ECTS credits earned will not be included in the student’s curriculum and the costs for participation in the external minor will be charged to the student.

Choice for external minors at institutes that have not joined ‘Kies op maat’

- During the registration period in February of the preceding academic year, the student registers their external minor choice in Osiris;
- The student submits a substantiated request for participation in the external minor to the board of examiners;
- The board of examiners decides on admission into the external minor:
 - a Positive decision: the ECTS credits earned will be included in the student’s curriculum. The costs of participation in the external minor will be charged to the student.
 - b Negative decision: the ECTS earned will not be included in the student’s curriculum and the costs of participation in the external minor will be charged to the student.

Appendix 11 Assessment and Completion

- 1 The following rating descriptors are used in the assessment of examinations:
- a a numerical descriptor (mark) between 0 and 10, up to one decimal place accurately,
 - b a verbal descriptor (with numerical equivalent) as listed in the table below:

Verbal descriptors	Dutch abbreviation	Numerical equivalent	ECTS credits awarded
Zero	N	0	No
Extremely poor	ZS	1	No
Very poor	S	2	No
Poor	ZO	3	No
Unsatisfactory	O	4	No
Weak	Z	5	No
Satisfactory	V	6	Yes
Above average	RV	7	Yes
Good	G	8	Yes
Very good	ZG	9	Yes
Excellent	U	10	Yes

- c a pass or fail; without numerical equivalent.

Verbal descriptors	Dutch abbreviation	ECTS credits awarded
Pass	VD	Yes
Fail	NVD	No

- d another kind of rating, without numerical equivalent, as listed in the table below:

Verbal descriptors	Dutch abbreviation	ECTS credits awarded
Fraud	FR	No
Missed opportunity	GK	No
Exemption	VRIJ	Yes

- 2 The following is applicable to the rounding and averaging of examination results:
- a Marks are entered into Osiris up to one decimal place accurately at the most. This is something that is determined at academy level.
 - b If whole marks are entered into Osiris:
 - a 6 or higher will count as a pass for awarding ECTS credits
 - and if marks need to be rounded (to the nearest whole number) before they can be entered, this is done as follows: up to n.50 down (mark will be 'n'), and from n.50 up (mark will be 'n+1').

Example:

Mark	Rounded to whole numbers
5.40	5
5.49	5
5.50	6
5.51	6

- c If marks with one decimal place are entered into Osiris:
 - a 5.5 or higher will count as a pass for awarding ECTS credits
 - marks with two (or more) decimal places will be truncated (to numbers with one decimal) before they can be entered. They are truncated after the first decimal digit. Examples of this are:
 - 5.49 becomes 5.4
 - 6.73 becomes 6.7
- d Verbal descriptors, without any numerical equivalent, cannot be used in calculating averages (including GPA) and compensation arrangements.

- e All examination results that come with a numerical equivalent can be used in calculating a student's average result.
- f Averages can only be determined as weighted averages based on the number of ECTS credits of the underlying components.

Appendix 6 – External Marks Conversion Table

Appendix 7 Procedures of the AGM Board of Examiners

7.1 General

1. The Board of Examiners is an official body, consisting of lecturers from the four study programmes that come under the umbrella of the Academy for Games and Media, which has been charged by the Executive Board of Breda University of Applied Sciences with the ultimate responsibility for the quality of education and unconditional compliance with the relevant procedures.
2. The AGM Board of Examiners applies a maximum time limit of six weeks for receipt of complaints. Complaints that the board of examiners receives after six weeks have passed will be regarded as inadmissible.
3. The Board of Examiners is the only body within the AGM that has the authority to:
 - Issue or withdraw binding recommendations regarding the continuation of studies;
 - Ratify and award degrees;
 - Conduct investigations with regard to complaints and/or differences of opinion;
 - Allow participation in external minors;
 - Establish or confirm academic dishonesty and implement a penalizing policy;
 - Amend predetermined test/examination timetables and submission deadlines;
 - Grant exemptions or agree to requests for postponement or other kinds of deviations from a programme's standard curriculum.
4. The Board of Examiners is not to be approached for:
 - Reporting technical problems regarding registrations for examinations and/or resit examinations, of whatever nature. The student has to send an e-mail to agmexams@buas.nl
 - Submitting requests for leniency for forgetting to register in Osiris. The student has to send an e-mail to osiris@buas.nl;
 - Submitting unfounded or unsubstantiated complaints, whatever the form or contents. The student sends a request to the board of examiners for assessment of the online request form.
5. For all matters and/or problems relating to Osiris and the student progress monitoring system, you are referred to osirisstudent@buas.nl. E-mail correspondence that is not sent to this address, will not be taken into consideration.
6. For all questions about regulations, possibilities and impossibilities, procedures, consequences, and so on, students must first consult the TER, before contacting the board of examiners. If answers to these questions can be found in the TER and its appendices, and these questions do not fall into the sphere of activity of the board of examiners, the board of examiners will not consider these questions. Questions that are rightly sent to the board of examiners, will be answered as and when the occasion arises.
7. For answers to simple procedural questions, as referred to in section 5, see the learning management system (LMS):
 - TER 2023-2024
 - Curricula 2023-2024, also see appendix 3
 - CMGT Student Handbook
 - Annual timetable, examination timetable, class timetable, etc.
 - If you are unable to locate a document, please contact agmoperations@buas.nl

7.2 Communicating with the Board of Examiners

- 1 All initial / general communication with the AGM Board of Examiners should be sent via agmboardofexaminers@buas.nl.
Please note: requests should be submitted by means of the online form that can be found on the LMS:
Management→ Academy for Games and Media → News→ Folder of AGM Board of Examiners Media & Games→ Online request form

or via Intranet:
Organisation→ Complaints Service Point→ Board of Examiners→ Academy for Games and Media→ Online request form.

E-mail messages or letters are to be addressed to the chair of the board of examiners. All communication with the AGM board of examiners should be in English.
- 2 E-mail messages or letters should always be sent to the entire board of examiners. E-mail messages or letters sent to individual members of the board of examiners in the form of a request, will be dealt with by the board of examiners on the established dates, unless otherwise communicated.
- 3 With regard to questions or requests (via e-mail or otherwise) to which the student should be able to find the answer himself relatively easily, through the usual communication channels, the board of examiners will retain the right not to answer these questions or request (via e-mail or otherwise).
- 4 After submitting a request in the appropriate manner (via the application form on LMS or via Intranet (Complaints Service Counter)), the student will receive an automatically generated confirmation of receipt stating the date on which the request will be dealt with. If the request is insufficiently substantiated and/or insufficiently complete for the board of examiners to be able to deal with it adequately, the secretary will indicate which information or documents are missing. If the request is complete and substantiated, the case will be put on the agenda and the student will be informed via Osiris of the outcome within 14 working days (excluding public and school holidays) after the board of examiners has discussed the request.
- 5 By 'completeness' of the request, complaint or comment is meant that the letter to the board of examiners is substantiated, stating the grounds on which it is based, and supplied with correct and complete basic information. This basic information consists of:
 - The student's name
 - The student's code
 - Full postal and e-mail address outside the institute, as listed in Osiris, ST address
 - The correct and complete course code (including the correct version number) in accordance with the year of study concerned to which the communication relates
 - The correct and complete name of the course
 - The lecturer responsible for the course to which the communication relates
 - All documents and evidence, which are requested in the relevant passages in the OER from an 'onus of proof' viewpoint;
 - All relevant e-mail communication to show that, in the case of a difference of opinion with a lecturer, the student has already taken the necessary action to solve the problem.
- 6 Incomplete requests, as referred to in section 4 of this article, will not be considered by the board of examiners.
- 7 The form of communication is always in writing via Osiris and takes place within the set time limit for reply of 14 working days after the decision. After a hearing, the board will orally inform the student of the outcome, after which this decision will also be sent to the student in writing via Osiris within 14 working days.

