



## TER HBO Bachelor

Creative Media and Game Technologies (differentiation Game Architecture and Design)  
Game Architecture and Design

Breda University of Applied Sciences

Academic Year 2018-2019 (1 September 2018 – 31 August 2019)

*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 institution as a whole, and of specific parts pertaining to the various study programmes. The Students' Charter is subject to alterations in laws and regulations.*

Academy	ADE
Study programme	B CMGT diff. GAD B GAD
Date of consent/advice from degree programme committee	9 July 2018
Date of approval by academy director	9 July 2018
Date of adoption by CvB	12 July 2018
<b>Based on General TER Framework for HBO bachelor's programmes 2018-2019</b>	
Date of intended decision to adopt general framework by CvB	14 November 2017
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# Chapter 1 General

## Article 1.1 Definitions

When applying these regulations, the following is meant by:

<b>Academic year</b>	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.
<b>Academy</b>	Organisational unit as referred to in article 10.3a WHW, which offers one or more study programmes.
<b>Academy director</b>	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 him/her by the Executive Board.
<b>Academy participation council</b>	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.
<b>Accreditation</b>	The quality mark 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.
<b>Area of specialisation</b>	A coherent whole of educational units relating to a specific discipline in the main phase of a study programme.
<b>Assessment</b>	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.
<b>Assessment grid</b>	A grid containing the assessment criteria (grading rubric) by means of which students are assessed.
<b>Assessment results</b>	A collection of academic results registered by the examiner(s). This collection is recorded in the Osiris student progress monitoring system.
<b>Associate Degree programme</b>	An Associate degree programme is a programme that lasts two years and has a study load of at least 120 credits as referred to in article 7.8a paragraph 1 and paragraph 2 of the WHW. Upon completion of this programme, students are awarded an Associate Degree (AD).
<b>Binding recommendation (regarding the continuation of studies)</b>	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.
<b>Block</b>	A continuous period consisting of a number of lecture weeks. An academic year consists of four blocks.

<b>Board of examiners</b>	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.
<b>Competency</b>	A competency is, based on knowledge, skills and attitudes, competent acting and meta-acting, in a certain role and professional context, and at a certain level.
<b>Competency-based education</b>	A type of education in which the final objectives are expressed in terms of competencies.
<b>Course</b>	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.
<b>CROHO</b>	The Central Register of Higher Education Programmes in the Netherlands, as referred to in article 6.13 paragraph 1 of the WHW.
<b>CROHO domain</b>	Classification by education sectors.
<b>Curriculum</b>	An interrelated set of courses for a particular study programme, including assessment/marketing standards.
<b>Degree certificate</b>	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.
<b>Degree programme committee</b>	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 <sup>1</sup> and the right to prior consultation with regard to parts of the TER. Also see the Regulations pertaining to Degree Programme Committees.
<b>Diploma supplement</b>	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.
<b>Double Degree</b>	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 education institution.
<b>ECTS credit</b>	A unit which expresses the study load for a student. One ECTS credit is equivalent to a study load of 28 hours of study.
<b>Examination</b>	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.

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<sup>1</sup> In accordance with legislation effective from September 2017.

<b>Examinations Appeals Board (CBE)</b>	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.
<b>Examiner</b>	A member of staff, or an external expert - appointed by the board of examiners - for the purpose of administering and marking examinations, as referred to in article 7.12c paragraph 1 of the WHW.
<b>Executive Board</b>	The governing and policy-making 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 Stichting Breda University of Applied Sciences.
<b>Extraneous student</b>	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 has the right to take examinations and final exams. An extraneous student does not have the right to attend classes/lectures.
<b>Final exam</b>	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 level of knowledge, understanding and skills of the student.
<b>Formative assessment</b>	Feedback provided during the learning process aimed at improvements.
<b>HBO bachelor's programme</b>	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, students are awarded the title of Bachelor. Also see 'Study programme'.
<b>Institute</b>	Breda University of Applied Sciences.
<b>Intended learning outcome</b>	A brief, clear statement about what students will be able to do when they complete a degree programme as related to a specific competency and level.
<b>ISAT code</b>	The code under which a study programme is officially registered in CROHO.
<b>Learning journal</b>	Document in which the student and lecturer regularly describe and update the choices and learning progress.
<b>LMS</b>	Learning Management System (CL Learning, previously known as N@tschool).
<b>Main phase</b>	The second part of the bachelor's programme which follows the propaedeutic phase, as referred to in article 7.30 of the WHW.
<b>Management and administrative regulations</b>	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.
<b>Management team</b>	The staff members of an academy who are responsible for academy policy and have been appointed for this purpose by the Executive Board.

<b>Minor</b>	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 education institution (university of applied sciences).
<b>NDA</b>	Non-disclosure agreement. Contractual obligation of confidentiality for graduation projects and external projects.
<b>Numerus fixus</b>	A restriction, set by the Executive Board, on the number of students to be admitted to the propaedeutic phase of a study programme for the first time, as referred to in WHW article 7.53.
<b>NVAO</b>	Accreditation Organisation of the Netherlands and Flanders charged with providing expert and objective assessments of the quality of higher education in the Netherlands and Flanders.
<b>Osiris</b>	The Student Information System.
<b>Participation Council</b>	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.
<b>Personal Development Plan (PDP)</b>	Targets or combination of targets agreed during a project by a lecturer, study coach or student counsellor with the individual student in order to improve the student's personal attitude and/or professionalism throughout the current project.
<b>Project</b>	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).
<b>Project Lab</b>	Educational environment in which students work on projects.
<b>Project role</b>	Professional role that a student takes on within a project team upon the start of a project.
<b>Propaedeutic exam and final exam</b>	See 'Final exam'.
<b>Propaedeutic phase</b>	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.
<b>Reflection report</b>	Evaluation document in which the student analyses his learning outcomes and future improvement possibilities at the end of each project. The reflection report is part of the panel assessment.
<b>Role-based learning</b>	Pragmatic teaching method with (self-)chosen professional project roles within relevant industry simulations as a guiding principle.
<b>Selection list</b>	The list which describes how long the institute is obliged to retain archive records.
<b>Semester</b>	A consecutive period of 20 lecture weeks.
<b>Standard duration of studies</b>	Number of study load hours of the study programme divided by 60 ECTS credits, expressed in years.



<b>Student</b>	A person enrolled on Breda University of Applied Sciences, as referred to in WHW article 7.32.
<b>Student counsellor</b>	An officer whose core task is to guide, inform and advise current and prospective students in the area of education and studying.
<b>Study coach / mentor</b>	A staff member of the academy charged with coaching and guiding a group of students.
<b>Study load</b>	The study load expressed in ECs, as referred to in WHW article 7.4 paragraph 1.
<b>Study programme</b>	An interrelated whole of courses, as referred to in WHW article 7.3.
<b>Transitional project</b>	Project with a study load of less than 15 ECTS credits, specifically intended to align the curriculum of individual IGAD students with the curriculum of CMGT.
<b>WHW</b>	The Dutch Higher Education and Research Act (WHW), including any changes.
<b>WO bachelor's programme</b>	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, students are awarded the title of Bachelor. Also see 'Study programme'.
<b>Year representative</b>	A student who represents his cohort and who takes part on behalf of this cohort in round table sessions to evaluate education.
<b>Year team</b>	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 from the Participation Council ('medezeggenschapsraad'). The Students' Charter consists of a part pertaining to the institution as a whole and a part pertaining to the various study programmes. The part relating to the institution 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.
- 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 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 2018-2019, which runs from 1 September 2018 up to and including 31 August 2019.
- 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:

<b>Name of study programme</b>	B Creative Media and Game Technologies differentiation area: Game Architecture and Design
International name	B Creative Media and Game Technologies
ISAT code	30036
Degree title (in full)	Bachelor of Science
Degree title (abbr.)	BSc

<b>Name of study programme</b>	B Game Architecture and Design
International name	B Game Architecture and Design
ISAT code	39279
Degree title (in full)	Bachelor of Science
Degree title (abbr.)	BSc

as well as the ensuing rights and duties of the Executive Board, the academy director, the board of examiners, the study 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 'he' or 'his' is used in these teaching and examination regulations, it should be taken to represent both 'he' / 'his' and 'she' / 'her'.
- 8 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.
- 9 Where 'course' is used in these teaching and examination regulations, it should be taken to represent course, project, training programme, module, workshop or learning arrangement.

- 10 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.
- 11 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.
- 12 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.
- 13 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.
- 14 Where CMGT is used in these teaching and examination regulations, it should be taken to represent CMGT (Creative Media and Game Technologies) / IGAD (International Game Architecture and Design) 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 It is forbidden to record, copy and/or distribute lectures or parts of lectures without the lecturer's written permission.

#### **Article 1.5 Evaluation of Education**

##### **1.5.1 General**

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

<b>Respondent group</b>	<b>Name of evaluation / survey</b>	<b>Evaluation frequency</b>	<b>Report</b>	<b>Topics</b>	<b>Particulars</b>
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	

## **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/IGAD, each term is evaluated in a round-table evaluation. Each cohort has its own year 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 coordinator.

After a term has ended, the year team coordinator and the year representatives get together in a round-table session. If needed, a member of the degree programme committee, the educational advisor, or the educational 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.

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

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

- 1 The objective of the bachelor's degree programme CMGT-IGAD is to ensure that its graduates comply with the relevant professional competencies (see appendix 2).
- 2 The objective of the bachelor's programme CMGT-IGAD is to ensure that students from the previous bachelor's programme IGAD too are enabled to complete their study programme and that graduates comply with the professional competencies as set out below:
  - a IGAD students who completed the entire IGAD programme upon commencement of the academic year of 2015-2016, but who still have to complete the graduation part, will receive – after their graduation – a bachelor's degree in IGAD stating the original IGAD competencies (see appendix 2b). Upon commencement of the academic year of 2015- 2016, the board of examiners will draw up a list of names of students who qualify under the above-mentioned condition for being awarded a degree. This degree variant will be offered up to and including 31 August 2019.
  - b IGAD students who have not fully completed the first three years of the original IGAD curriculum upon commencement of the academic year of 2015-2016, will receive – after their graduation – a bachelor's degree in IGAD stating the professional CMGT competencies (see appendix 2a). This degree variant will be offered up to and including 31 August 2019.

### Article 2.2 Mode of Delivery

WHW article 7.7

- 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 (240 ECTS credits)
  - Accelerated 3-year VWO programme – English-taught (180 ECTS credits)

### Article 2.3 Language

WHW article 7.2

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).

### Article 2.4 Regular 4-year programme

WHW articles 7.4 and 7.4b

#### 2.4.1 General

- 1 The HBO bachelor's programme consists of a propaedeutic phase consisting of 60 ECTS credits and a main phase consisting of 180 ECTS credits. The propaedeutic phase has a threefold purpose: orientation, selection and/or referral.
- 2 The total HBO bachelor's programme corresponds to a total of 240 ECTS credits. The standard duration of the study programme is four years. One year of study consists of 60 ECTS credits (1680 hours of study).
- 3 The curriculum of the study programme(s) can be found in appendix 3.

- 4 The study programme Creative Media and Game Technologies comprises four years of study and has role-based learning within project-based industry simulations as a guiding principle. Information about role-based learning is available in the Student Handbook. the Student Handbook is formally part of the TER. In each term, students work on a project, individually or in groups and based on a chosen or assigned project role, after approval from the year team.
- 5 During the project, students will receive formative feedback regarding their learning process, either individually or in groups. At the end of each term, the student is assessed based on his development. A successful term assessment will earn the students 15 ECTS credits in Osiris. In the case of an unsatisfactory term assessment, the student will not be awarded any credits in Osiris. For more detailed information, you are referred to the assessment plan. The assessment plan is formally part of the TER.
- 6 The first three years of study each comprise four terms with projects (each worth 15 ECTS credits) in which students take part on the basis of a variety of project roles – sometimes chosen by the students themselves, sometimes assigned to them. The fourth year of study consists of two semesters, in which students choose (per semester) one of the options offered: personal project, exchange, minor, placement, own business (for the conditions, see article 2.7). Each semester has a study load of 30 ECTS credits.
- 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 consists of two personalisation semesters.
- 8 The students who are enrolled on the IGAD programme (cohort of 2014-2015 and earlier) will also follow the above-mentioned programme. A transitional arrangement applies to them, providing for specific transitional projects in order to optimise the alignment between IGAD and CMGT. Also see article 2.11 and appendix 7.

#### **2.4.1.1 Variants**

Students belonging to the intake from September 2015 onwards are enrolled on the CMGT programme. The CMGT programme has the following content-based variants:

- Programming
- Visual Artist
- Design & Production

When they apply, students opt for one of the three content-based variants mentioned above, and during the propaedeutic phase they attend the curriculum offered within that particular variant. After the propaedeutic phase students get more and more freedom to personalise their study pathways.

#### **2.4.2 Propaedeutic phase**

- 1 The propaedeutic phase consists of four foundation terms.
- 2 Students obtain fundamental knowledge of the area of specialisation which they passed the intake procedure with:
  - Programming
  - Visual Arts
  - Design and Production
- 3 Students obtain core competencies which are necessary to fulfil their roles. In this year, students obtain the basic knowledge and skills needed to further develop in their roles and 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 area of specialisation 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 learning outcomes that need to be chosen. In this way, the year team guides the student on his path to the second year of the programme.
- 7 During the propaedeutic phase, switching between the variants as mentioned in 2.4.1.1 is advised against. If a student wants to switch anyway, this will only be possible after approval by the year team coordinator. 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 his 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, section 5). The aim of the propaedeutic year is to prepare students for year 2.

### **2.4.3 Years 2 and 3**

- 1 Year two consists of four exploration terms, during which students develop and fine-tune their roles.
- 2 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 area of specialisation, or they may be linked to other areas of specialisation. 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 rationalise their skills in a team-based game project, focusing on communication, project scope, and production pipelines.
- 3 The aim of year two is to prepare students for year three.
- 4 At the end of year two, students will be ready for their industry-like year-long project that starts in year three.
- 5 Year three is the year-long game project year. It consists of four collaboration terms.
- 6 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 large team. At the beginning of the year, projects will be developed or selected (out of idea pitches) by the coordinator of year three in consultation with his year team.
- 7 The project is subdivided into four terms, which roughly represent the different phases of the game development process: concept, pre-production, production, release. Compared to the projects in previous years, the project in year three is more extensive in terms of time path and team size, as is customary in the international games industry.
- 8 All third-year projects:
  - Last an entire year (despite the fact that 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
- 9 At the end of year three, students make their '4th year plan' which prepares the student for the graduation year. The aim of year three is to enable the students to prove that they are

able to operate professionally in a large team in a game development project. In addition, the aim is to prepare students for the graduation year.

#### **2.4.4 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 the third year, students have made a plan in which they describe how they plan to enter the fourth year and how they intend to finalise their competency profile.

The graduation year consists of one year, which can either be broken into two separate semesters: 'personalisation project' and 'graduation project', or combined into one year long graduation project. 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 2.7.6.

### **Article 2.5 Accelerated 3-Year HBO Programme for VWO Graduates**

WHW article 7.9a

#### **2.5.1 General**

- 1 The accelerated 3-year HBO programme consists of a propaedeutic phase consisting of 60 ECTS credits and a main phase consisting of 120 ECTS credits. The propaedeutic phase has a threefold purpose: orientation, selection and/or referral.
- 2 The accelerated 3-year HBO programme corresponds to a total of 180 ECTS credits. The standard duration of the study programme is three years. One year of study consists of 60 ECTS credits (1680 hours of study).
- 3 The curriculum of the study programme(s) can be found in appendix 3.
- 4 The programme of Creative Media and Game Technologies for students with previous VWO education comprises three years of study and has role-based learning within project-based industry simulations as a guiding principle.
- 5 In each term, students work individually or in groups on a project, based on a chosen or assigned project role, after approval by the year team. During the project, students will receive formative feedback regarding their learning process, either individually or in groups. At the end of each project, the student is assessed based on his development. A successful term assessment will earn the students 15 ECTS credits in Osiris. In the case of an unsatisfactory term assessment, the student will not be awarded any credits in Osiris. For more information, you are referred to the CMGT-IGAD assessment plan.
- 6 The first two years of study each comprise four terms with projects (each worth 15 ECTS credits) in which students take part on the basis of a variety of project roles – sometimes chosen by the students themselves, sometimes assigned to them. The third year of study consists of two semesters, and consequently, comprises two projects (each worth 30 ECTS credits).
- 7 The first year of study consists of four foundation terms. The second year consists of four exploration terms. The third year consists of 2 personalisation semesters.

##### **2.5.1.1 Variants**

The CMGT programme has the following content-based variants:

- Programming
- Visual Artist
- Design & Production



When they apply, students opt for one of the three content-based variants mentioned above, and during the propaedeutic phase they attend the curriculum offered within that particular variant. After the propaedeutic phase students get more and more freedom to personalise their plans of study.

## **2.5.2 Propaedeutic phase**

The Propaedeutic phase is identical to that of the regular 4 year programme. See article 2.4.2.

## **2.5.3 Year 2**

Year two consists of four exploration terms.

Students will 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 area of specialisation, or they may be linked to other areas of specialisation. 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 rationalise their skills in a team-based game project, focusing on communication, project scope, and production pipelines.

The aim of year two is to prepare students for year three.

## **2.5.4 Graduation year**

The main aim of the graduation year is to finalise the competency profile.

The graduation year consists of two personalisation semesters.

At the end of the graduation year, the students must have finalised their competency profile. Several options are offered in the graduation year. For more information about these options, you are referred to article 2.7.6.

## **Article 2.6 Short 3-Year HBO Programme**

Not applicable.

## **Article 2.7 Building Blocks**

### **2.7.1 Minors**

- 1 In the graduation year it is possible to opt for a minor. A minor is either an institute-wide minor (broadening the student's knowledge), a programme-specific minor (deepening the student's knowledge), or an external minor. All minors are offered throughout the entire first semester of the academic year 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 achieved by students. For more details with regard to the provision of information and registration, you are referred to the LMS. Also see appendix 5 for information on how to register for a minor.
- 2 If a student opts for participation in an institute-wide minor, as referred to in section 1, or for a programme-specific minor within his own degree programme, this student will not need permission from the board of examiners. In any other kind of minor choice, this choice will have to be authorised by the board of examiners of the student's own degree programme.

- 3 Breda University of Applied Sciences offers the following broadening minors in the academic year of 2018-2019. These are offered in English:

<b>Minor</b>	<b>Academy responsible</b>
Co-creating Events & Designing Experiences	AfL
Resilient Entrepreneurship	ADE
Modern Business in a Changing World	SLM
Making Places & Shaping Destinations	AfT
Sustainability, Social Responsibility & Professional Identity	HFM

See appendix 4 for more detailed information on the minor programmes.

- 4 CMGT/IGAD does not offer any programme-specific minors.
- 5 Academic results obtained in a minor cannot be used for compensation within the main phase programme.

### 2.7.2 External minor<sup>2</sup>

- 1 If a student wants to attend a minor at another education institution than that of his first enrolment, he can do so on the basis of a second or higher enrolment. No extra costs will be charged for this by the host institution, in principle. However, specific courses may be refused if participation in these courses leads to disproportionate expenses, owing to for instance, the necessity of forming an extra group. All costs involved in attending this external minor will be fully payable by the student. If the student wants to use this minor towards completing his bachelor's programme, he will need permission from the board of examiners.
- 2 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.

### 2.7.3 Exchange

- 1 It is possible for the student to take part in an international exchange programme in the second semester of year 3 or the first semester of year 4. In this process, the student can choose from a number of programmes taught at foreign institutions, all approved by the academy.
- 2 The size of an exchange programme is exactly 30 ECTS. If more credits are obtained, these credits will be incorporated in the student's academic progress transcript under the category of 'Other'. If too few credits are obtained, the student himself will have to organise the second attempt / remedial actions with the partner institute concerned.
- 3 Contrary to section 1, students on the 3-year accelerated VWO track will have the possibility to take part in an international exchange programme in the first semester of year 3.
- 4 The results obtained abroad, including the course names concerned, will be registered in Osiris, and consequently, printed on the student's list of marks

### 2.7.4 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. This work placement corresponds to 30 ECTS credits.

<sup>2</sup> As from the academic year of 2019-2020, Breda University of Applied Sciences will take part in the 'Kies op maat' scheme. Registration for an external minor will be part of this scheme. More detailed information can be obtained via [www.buas.nl](http://www.buas.nl)

- 2 The work placement can only take place after explicit approval from the work placement coordinator.
- 3 The work placement, as referred to above, comprises a total of 720 hours 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.

## **2.7.5 Projects in Graduation Year**

### **2.7.5.1 General**

- 1 If the graduation work placement / project / thesis takes place abroad (either fully or partially), the student will be required to register via the 'Fill in and take off' form (available on the intranet), within the scope of crisis prevention).
- 2 In the graduation year, the student has to comply with the conditions set out in the Graduation handbook. This Handbook 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 students, the graduation year is divided into two semesters: P1 and P2.
- 5 For regular students, the following options are available per semester:
  - a a minor (only offered as P1 in the semester that consists of terms A and B)
  - b a personal project
  - c work placement (see article 2.7.5)
  - d exchange (only possible as P1, see article 2.7.4)
  - e graduating in one's own business (see article 2.7.7)
- 6 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)
- 7 In addition to the above-mentioned possibilities, students may also choose to opt for a year-long study track, which doubles the duration of a personal project, work placement or own company semester. This will be a 60 ECTS project.

- 8 The semester consists of 720 hours completed on workdays of consecutive calendar weeks. In this process, and if relevant (in the case of an work placement), the start and end dates as mentioned in the contract of the work placement will serve as the guiding principle.
- 9 In preparation for each semester of his graduation year, the student writes a plan. In this plan, he describes:
- his choice (minor, work placement, personal project, etc.)
  - the relationship with his learning pathway
  - how this structure is going to ensure that he will acquire his competencies.
- 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 his graduation year.
- 10 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.
- 11 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 Handbook. See section 2 of this article.

#### **2.7.5.2 Early graduation**

- 1 Given the nature of the educational programme in which students follow their own learning pathway, it is theoretically possible for students to comply with the requirements of the exit qualifications and competencies ahead of time, in a few exceptional cases. The following rules apply to a request for early graduation:
- a Only excellent students will be considered for early graduation. This means that the weighted average of the results of all courses of the main phase programme completed so far is at least a 9.0.
  - b All lecturers in the year team of the cohort of the student concerned are in agreement about the fact that the student has exceeded the exit levels of the degree programme.
- 2 If the conditions as set out in section 1 are met, the year team coordinator of the cohort of the student concerned will send a request for early graduation to the academy director and the educational manager. After approval by the academy director, the academy director and the educational manager will submit a joint request to the board of examiners. Any such requests cannot be submitted by the students themselves.
- 3 Documents to be submitted as attachments to the request to the board of examiners are:
- A list of the marks obtained by the student thus far;
  - A justification of how the competencies and exit levels have been obtained;
  - A letter of recommendation from the year team coordinator of the cohort of the student concerned.
- 4 If a request is granted, a graduation assessment session will be scheduled. In addition to the standard graduation procedure, the graduation assessment will meet the following conditions:
- The assessment is always carried out by two lecturers and a member of the board of examiners. An industry expert will be present to give advice, if needed.
  - The assessment concludes with a panel in which the student presents his learning growth as measured during his time in IGAD and/or CMGT/IGAD.
- 5 If the outcome of the assessment, as referred to in section 4, is positive, the student will be exempted from any incomplete ECTS credits.

### **2.7.6 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, in which the student has to demonstrate that he:
  - has the intention of starting his own business during graduation
  - has the intention of starting his own business after graduation
  - has already started his own business
- 4 Participation in the honours programme 'The Entrepreneurial Journey' or in the minor in Entrepreneurship is not a condition to being selected.

### **2.7.7 Double degree**

Not applicable.

### **2.7.8 ATPM (Attractions and Theme Parks Management)**

Not applicable.

### **2.7.9 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 The entry requirements for admission to the SBM pre-master's track are:
  - 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 2.8 Honours Programme<sup>3</sup>**

WHW article 7.9b

- 1 An honours programme is an extra programme that a student attends in addition to his regular studies and that is aimed at attaining a higher knowledge and skills level.
- 2 The honours programmes of Breda University of Applied Sciences are general institute-wide programmes with a broad-based set-up, or in other words, they are accessible to all students who are attending a bachelor's programme and who comply with the selection criteria. As a consequence, education within the honours programme is planned in such a way that all students can attend. For an overview of the honours programmes, see appendix 4.
- 3 The selection procedure will be started in October.
- 4 Students attending the three-year accelerated VWO programme or short MBO programme, will also be allowed to take part in the selection procedure as referred to in section 3.
- 5 The honour 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 his 'fit' with the study track (entrepreneurial competencies as a person) and the viability of his business idea (feasibility).
- 6 Every honours programme has a coordinator. This coordinator will inform the board of examiners of the bachelor's programme about the academic progress of individual honours students.
- 7 Contrary to the provisions of article 5.2 section 7, a minimum mark of 5.5 applies to partial examinations that are part of an honours programme. If a different minimum mark is applied, the lecturer responsible will communicate this in advance.
- 8 Results earned in the honours programme cannot be used by way of compensation within the propaedeutic or main phase.
- 9 If the honours student has incurred a credit deficit of 10 ECTS credits or more within the curriculum of his own bachelor's programme, the board of examiners may decide that this student will have to terminate his participation in the honours programme at the end of the academic year. If such a decision is made, the academic results already achieved in the honours programme will be added to the list of marks of the bachelor's programme under the category of 'Other'. The honours certificate will not be awarded to the student. The honours credits completed cannot be used in the curriculum of the bachelor's programme.
- 10 Upon successful completion of the honours programme, an honours certificate will be awarded to the student. A condition in this respect is that any study delay incurred must not exceed four months and that the bachelor's exam must have been passed.
- 11 The results from the honours programme will be mentioned as a separate programme on the list of marks that is awarded upon completion of the bachelor's degree.

## **Article 2.9 Associate Degree**

WHW article 7.8a

Not applicable.

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<sup>3</sup> In the academic year of 2018-2019, no new entrants into the honours programme will be admitted.

**Article 2.10 Referral in the Main Phase**

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

Not applicable.

**Article 2.11 Transitional Arrangement Relating to Curriculum Changes**

If any changes occur in the curriculum, the board of examiners will establish a transitional arrangement. If necessary, the board of examiners will also stipulate how to deal with any changes in the assessment weighting of certain courses. Furthermore, the provisions of article 5.4 section 5 will be taken into account. See appendix 7 for the complete transitional arrangement.

## 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 his academic achievements no later than<sup>4</sup> 1 March in the first year of study. If a student has earned an unsatisfactory score for a term assessment, a warning will be issued immediately, which is referred to as the provisional recommendation. This warning will also specify the reasonable period of time within which the student will have to improve his academic performance.
- 4 The warning mentioned in section 3 will be issued if a student has earned an unsatisfactory score for a term assessment.
- 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 can only reject a student if the academic results are not in compliance with the academic performance criteria. If the student fails to comply with the academic performance criteria referred to in section 5, and there is no reason to postpone the term of the study recommendation due to personal circumstances (see section 13), the student will be deemed incapable of completing the study programme successfully, and the board of examiners will give a negative study recommendation (rejection) to this student
- 7 A negative recommendation, as referred to in section 6, involves a rejection, in which case it is called a negative binding recommendation regarding the continuation of studies (or in short: negative binding recommendation; or abbreviated in Dutch as 'BSA'). The board of examiners is authorised to deviate from this.
- 8 Before issuing a rejection, the board of examiners will give the student the opportunity to be heard.
- 9 Prior to the possible decision of issuing a negative binding study recommendation, 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.
- 10 The rejection as referred to in section 7 only relates to the study programme on which the student is enrolled.
- 11 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.

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<sup>4</sup> At the time when the warning is issued, it still has to be possible for the student to remedy his academic performance in order to comply with the academic performance criteria after all.



- 12 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.
- 13 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 to no later than the end of the second year of enrolment.
- 14 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 criteria as referred to in section 5, a negative binding recommendation will be issued to this student after all.
- 15 If the student is of the opinion that personal circumstances influenced (or are influencing) his 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.

### **Article 3.2 Binding Recommendation in the Propaedeutic Phase upon Early Termination of Enrolment**

- 1 In derogation from article 3.1, a negative binding recommendation regarding the continuation of studies is issued to every student who terminates his enrolment at some point during the first year of the propaedeutic phase (and/or whose enrolment is terminated by the institute), unless the board of examiners decides otherwise, on the advice of the student counsellor.
- 2 A student may appeal against a negative binding recommendation with the Examinations Appeals Board of Breda University of Applied Sciences within six weeks after the negative binding recommendation is issued.

### **Article 3.3 Withdrawal of the Negative Binding Recommendation**

- 1 The board of examiners may withdraw a negative binding recommendation. This happens when the student is deemed capable by the board of examiners to successfully complete the study programme at the moment of re-entering this programme. 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 A request for advice to the student counsellor is part of the procedure of withdrawing the binding negative recommendation. Within that context, a student counsellor may conduct enquiries at his own discretion, for instance with a year team coordinator. The advice will be recorded in Osiris.

## 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; Processing of Student Personal Data'<sup>5</sup>. These regulations are part of the Students Charter.

### Article 4.2 Student Counselling within the Academy / Study Programme

- 1 Within the CMGT/IGAD programme, the study coaches are 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.
- 2 Student coaching / counselling is incorporated in the projects, and constitutes one of the assessment components.

### Article 4.3 Personal Circumstances

WHW article 7.51 paragraph 2

Personal circumstances<sup>6</sup> are taken to mean:

- board activities;
- illness or pregnancy;
- a disability or chronic illness;
- special family circumstances;
- other circumstances specified by the Executive Board, such as 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) his 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
- 2 The student counsellor of a study programme or group of study programmes may provide advice to the board of examiners, both when asked and on his own initiative.

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<sup>5</sup> This is what the current regulations are called. They have yet to be adjusted to the new name of Breda University of Applied Sciences.

<sup>6</sup> See 'Profiling Fund Regulations' for more detailed information.

#### **Article 4.5 Studying with a Disability<sup>7</sup>**

- 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 his 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 academy, 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 his studies due to his 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; Processing of Student Personal Data<sup>8</sup>'.

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<sup>7</sup> See the website of Breda University of Applied Sciences for more information.

<sup>8</sup> This is what the current regulations are called. They have yet to be adjusted to the new name of Breda University of Applied Sciences.

## Chapter 5 Examinations

### Article 5.1 Competency-based Education and Earning ECTS credits

- 1 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 2a and 2b. 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.
- 2 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 the assessment plan. Upon a satisfactory assessment of a sufficient number of different 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 (project) is concluded by means of a term assessment. After every project, each student is assessed individually by the year team concerned.
- 2 The board of examiners will appoint one or more examiners for the purpose of administering term assessments 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 term assessments, also see article 5.7. In the case of competency examinations, examiners are called assessors.
- 3 Every term assessment 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.
- 6 At the beginning of each term, the project brief will be shared with the students outlining the project. See the assessment plan for more information.
- 7 The term assessment is passed if:
  - a the result obtained for the examination is a 5.5. or higher, 'satisfactory' or higher, or 'pass' (also see article 5.8.1),
  - c the course 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 student will only be allowed to proceed to the graduation year if he has completed the other part of the main phase entirely. This also applies in full to the student who, with effect from the academic year of 2015-2016, has been making use of the transitional arrangement (see appendix 7).
- 3 The student will only be allowed to proceed to the second semester of his graduation year, if he has successfully completed the first semester, or if he is able to demonstrate that he is going to do so in the short term.
- 5 Supplementary to the above, the following applies: the student may perform several project roles per term, if so desired in several projects. However, the student can only earn a maximum of 15 ECTS credits per term assessment. In this process, the provisions of article 6.2.1 should be taken into account.

### **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 complete a term assessment.
- 2 A student will be allowed to participate in no more than two opportunities per term.
- 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 term assessment during the same academic year will be identical in terms of the form of testing and comparable in terms of subject matter to the first term assessment.
- 5 If a course is no longer offered, the student will be offered another two opportunities to take the term assessment 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 2.11.
- 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 examination (P2, graduation project), 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 With a view to the project-based nature of the study programme, all students will automatically be registered by or via the secretarial office of the study programme for the term in which they take part.

- 2 If a person is not enrolled as a student (any more), but still takes part in an examination, then this person's participation in the examination will be declared invalid and the result will not be registered in any way.

### **5.5.2 Possibility to register after the registration period**

Not applicable.

### **5.5.3 Possibility to cancel registration**

Not applicable.

## **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.

Contrary to section 1, the following applies to graduation:

- 2 If a student registers for an examination, 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 1, was caused by force majeure, then the student may submit a request to the board of examiners to have his 'GK' result repealed.
- 4 If the board of examiners is of the opinion that force majeure<sup>9</sup> applies, the board of examiners will remove the 'GK' result from Osiris. The student will be expected to take part in the first upcoming opportunity for this examination. If there are no more opportunities in the current academic year for the examination concerned, then an extra opportunity will be offered.

## **Article 5.7 Regulations regarding Examinations**

- 1 Throughout a term, a student is assessed on a continuous basis by means of formative feedback.
- 2 To comply with the identification requirement, each student will be required to show valid proof of identity (passport, driving licence, or identity card) to one of the members of the year team of his cohort in each term.
- 3 If a student has not shown a valid means of identification, he will not be admitted to the examination and a missed opportunity ('GK') will be entered into Osiris.
- 4 During the educational period, students submit evidence in the relevant digitally archivable format. For a detailed description of the evidence, see the assessment plan.
- 5 Oral examinations are no public events. The board of examiners has the authority to deviate from this rule in special cases.

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<sup>9</sup> Public transport delays, traffic jams, etc. are NOT regarded as force majeure.

- 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 tape-record the interview.

## **Article 5.8 Assessment of Examinations**

### **5.8.1 General**

- 1 All project roles or concluding examinations will be assessed by the year team concerned in conformity with the predetermined (and published) assessment criteria.
- 2 During the educational period, students submit evidence in the relevant digitally archivable format. For a detailed description of the evidence, see the assessment plan.
- 3 External experts, also referred to 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).
- 4 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.
- 5 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).
- 6 The term assessment result is expressed in terms of either a numerical or verbal descriptor. For more detailed information you are referred to appendix 6.
- 7 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 (see article 5.2 section 1), and in case of a P2 or P0, supplemented by a panel assessment. The panel assessment may amend the grade provided in the regular assessment.

- 2 The summative assessment in the form of a mark after each semester will take place by means of a panel consisting of two examiners. The composition of the panel depends on the student's choice (work placement, personal project, etc.) and is described in the Student Handbook as published on LMS.
- 3 If possible, an external expert from the relevant industry or relevant professional field will be added to the panel in P2. Only if this external expert has been formally appointed as 'assessor' by the board of examiners, and appointed in writing as such by the academy director, 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 and the academy director, the external expert will not assess the student's graduation work by means of a mark, but he will have an advisory role.
- 4 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.
- 5 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 year coordinator.
- 6 Without a complete file including all completely filled-in and signed assessment forms, the result of the concluding 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 Breda University of Applied Sciences.
- 7 The student will have a maximum of two opportunities to successfully complete each semester of 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 to redo the entire semester unless the supervisor thinks another opportunity is a better solution.
- 8 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 year team 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 provisions in section 1. Any arrangements to the contrary should be communicated to the students in time.
- 3 Up to a maximum of 10 working days after publication of the provisional mark in Osiris, the student will be entitled to feedback (see article 5.11) concerning the assessment and/or final mark he obtained for the project.
- 4 The results of an assessment (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.



- 5 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.
- 6 The academy will finalise the results (in definitive form) in Osiris within five working days after the inspection opportunity (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 Throughout an uninterrupted period of enrolment of a student on a study programme, the period of validity of examinations passed will be indefinite, taking into account any transitional arrangements that may exist, as mentioned in article 2.11.
- 2 The period of validity of the propaedeutic certificate will be indefinite.
- 3 In the event of an interruption of enrolment on a study programme, the board of examiners of this study programme may impose an additional or substitute examination to complete a certain course, if four years have passed after the year in which the original examination of this course was passed, before the student is admitted to the final exam of the bachelor's programme.
- 4 A result for a partial examination may be qualified by the board of examiners as having expired. A decision of this sort is possible if the entire course, to which the partial examination belongs, has not been passed within the term of the academic year following the academic year in which the first result for a partial examination was earned.

#### **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 permitted to inspect the assessment results as well as the assessment criteria used. To this end, students may sign up for an inspection opportunity after each term in the form of an individual talk.
- 2 If a student can demonstrate that he was in a situation of force majeure which rendered him unable to attend the individual inspection talk 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 differ from the provisions in section 1. Any arrangements to the contrary should be communicated to the students in time.

#### **Article 5.12 Possibility to appeal against assessments**

- 1 If a student disagrees with an assessment (finalised examination result), he may lodge an appeal with the Examinations Appeals Board of Breda University of Applied Sciences, provided that he does so within six weeks after the date on which the finalised result was published in Osiris.
- 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**

WHL 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 (projects).
- 2 Requests for exemptions from examinations must be submitted before the project and term concerned.
- 3 The student has to submit a written reasoned request to the chair of the board of examiners. The request must be supported by 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 The student may lodge an appeal, within six weeks, against the decision of the board of examiners 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 coordinator;
  - 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 (in the case of CMGT, this only involves the graduation year), 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 he was 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 himself off as someone else during an examination or has/has had himself 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 himself 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 to check, if applicable, the examination (that the student handed in for assessment) for academic dishonesty by means of anti-plagiarism software and for his 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.

### **5.15.2 Procedure**

- 1 Upon suspicion of academic dishonesty, the invigilator will promptly address this with the student concerned and the board of examiners. The invigilator 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 he 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 that academic dishonesty is proven, the board of examiners may impose one of the following disciplinary measures:
  - 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 his study programme in the case of serious academic dishonesty.
- 3 In the event of a case 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 his 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 a term assessment 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 (or project), but to whom a certificate as referred to in article 6.5, section 2 cannot yet be awarded, will receive – upon his own request - a written certified statement from the board of examiners listing the roles and projects concerned. 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 he 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 study programme. Passing this exam will earn the student 60 ECTS credits. The compensation possibilities as mentioned in article 6.4 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 he has passed the propaedeutic exam and if he 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, he 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.

### Article 6.3 Final exam as a part of the associate degree programme

Not applicable.

### Article 6.4 Compensation Possibilities

#### 6.4.1 General

Not applicable.

#### 6.4.2 Additional provisions in the propaedeutic phase

Not applicable.

#### 6.4.3 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 honours or minor programme cannot be used for the purpose of compensation of any other curriculum components (and vice versa).

#### **6.4.4 Additional provisions in the Associate Degree**

Not applicable.

#### **Article 6.5 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') pursuant to 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, list of marks, and diploma supplements are in compliance with the regulations and procedures of Breda University of Applied Sciences.
- 3 If the student is attending 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 6.6 Degrees Conferred**

WHW article 7.10a

##### **6.6.1 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).

##### **6.6.2 Associate degree**

WHW article 7.10b

Not applicable.

## **Article 6.7 'Cum Laude' Distinction**

- 1 If a student complies with all the criteria as mentioned in section 2, and has completed the entire study programme (propaedeutic and main phase) within the standard duration of the degree programme + one year, he may receive the designation 'cum laude' for his 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.
  - b The student's graduation result is a final mark of at least an 8.0.
  - 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, plagiarism or 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 study 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 study programme or group of study programmes, the Executive Board will form 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 study 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 Other Committees

#### 7.2.1 Assessment Committee

##### 7.2.1 Composition

The board of examiners institutes a permanent assessment committee.

- 1 The assessment committee falls under the direct competence of the board of examiners.
- 2 The assessment committee consists of a representative cross-section of all study programmes represented within the academy. This cross-section arises by the number of students studying at the academy.
- 3 The board of examiners proposes new members for the assessment committee, after which they are appointed and facilitated by the academy director.
- 4 The board of examiners appoints one of its members as chair of the assessment committee. A maximum of two members of the assessment committee are also members of the board of examiners.
- 5 The term of members of the assessment committee comprises two academic years. After this term has passed, members may be eligible for reappointment.
- 6 (One of the) educational advisor(s) of the academy is/are involved in the assessment committee as adviser(s), but is/are not part of the assessment committee.

##### 7.2.2 Tasks

- 1 The assessment committee provides solicited and unsolicited advice to the board of examiners with regard to quality assurance and quality policy relating to final exams and interim examinations.
- 2 As a guiding principle in providing its advice, as referred to in section 1 above, lecturer members of the assessment committee have an obligation not to give evidence with regard to units of study or parts of units of study which they are involved in as lecturers responsible.
- 3 As a guiding principle in forming its advice and viewpoints, the assessment committee carries out cyclical checks of all interim examinations offered to students within the academy.

- 4 The checks mentioned in section 3 are based on a cycle of three academic years, in which the cycle is cancelled if the subject, content and/or form of assessment are changed.
- 5 The assessment committee carries out its work by order of, for the purpose of, and under the responsibility of the board of examiners.
- 6 The assessment committee regularly reports its findings and results to the board of examiners and confers with the board of examiners about the details of its tasks arising from these conferrals.
- 7 The assessment committee confers with the board of examiners every year about updating of the assessment policy as it is used within the academy. Any changes in the assessment policy will always take effect from 1 September of every calendar year.

## **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

### Article 9.1 Hardship Clause

- 1 The board of examiners is authorised to deviate from these regulations 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 his 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 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 The project brief, assessment criteria, participant lists, and evaluations must be kept on file for seven years after the date of assessment.
- 2 As for the term assessments, the student's product, the assessment results, the formative feedback, the learning journal, second assessment (if applicable), the reflection report, and the PDP 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 (like the teaching and examination regulations and study guides)
  - b In the course materials made available by the academy (like lecture notes and readers)
  - c In all teaching / study activities
  - d In all contacts with organisational units of the academy
- 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 (such as study guides)
  - b In the course materials made available by the academy (like lecture notes and readers)
  - c In all teaching / study activities
  - d In all contacts with organisational units of the academy
- 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

### 2a Professional CMGT competencies

#	Area	Competency	Description	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	<b>Design</b>	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	<b>Design</b>	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	<b>Organisational</b>	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	<b>Organisational</b>	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	<b>Organisational</b>	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	<b>Organisational</b>	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	3

			choices and progress in the course of the assignment.	
<b>11</b>	<b>Professional</b>	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.	<b>3</b>
<b>12</b>	<b>Professional</b>	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.	<b>3</b>

## **2b: Professional IGAD competencies**

### **1. Design and Production competencies**

English & Communication skills  
Game-concept development  
Documentation  
Game / Level Design  
Audio-Visual Design and Production  
Narrative Design  
Production  
Management Quality  
Assurance Knowledge  
Updating Professional  
Presentation

### **2. Programming Competencies**

Artificial Intelligence programming  
Tools Programming  
Game Engine  
Development with resource  
constraints 3D Engine Programming  
Audio Programming  
Platform specific  
programming Game Play  
Programming Multi-player  
Programming

### **3. Visual Art Competencies**

Graphic  
communication  
Technical design  
Visual Production Design  
World Building  
Advanced Modelling  
Texturing  
Animation  
Lighting and rendering

The competencies for the Indie Game Development variant are a combination of several of the above-mentioned competencies.

## Appendix 3 Curriculum Overview

For students with previous VWO education who attend the accelerated 3-year track, year three of the regular programme below will not apply.

### Year 1 Academic year 2018-2019

Coursecode	Terms				Competencies / professional tasks	Teaching method (lecture, seminar etc)	Contact hours per method	self-study hours	Total ECTS course	Test element	ECTS test element	Test Moment
	1	2	3	4								
FGA1.P1-03	X					Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term
FGA1.p2-03		X				Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term
FGA1.p3-03			X			Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term
FGA1.p4-03				X		Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term

## Year 2

## Academic year 2018-2019

Coursecode	Terms				Competencies / professional tasks	Teaching method (lecture, seminar etc)	Contact hours per method	self-study hours	Total ECTS course	Test element	ECTS test element	Test Moment
	1	2	3	4								
FGA2.P1-03	X					Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term
FGA2.p2-03		X				Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term
FGA2.p3-03			X			Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term
FGA2.p4-03				X		Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term

## Year 3

## Academic year 2018-2019

Coursecode	Terms				Competencies / professional tasks	Teaching method (lecture, seminar etc)	Contact hours per method	self-study hours	Total ECTS course	Test element	ECTS test element	Test Moment
	1	2	3	4								
FGA3.P1-03	X					Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term
FGA3.p2-03		X				Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term
FGA3.p3-03			X			Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term
FGA4.p4-03				X		Lecturers, playlist reviews, presentations, tutorials	16 hours project work with supervision, 4 hours workshops	16 hours project work 8 hours selfstudy	15	Playlist reviews, Panel	15	During term and end of term

## Year 4

## Academic year 2018-2019

Coursecode	Terms				Competencies / professional tasks	Teaching method (lecture, seminar etc)	Contact hours per method	self-study hours	Total ECTS course	Test element	ECTS test element	Test Moment
	1	2	3	4								
FGA4.P0-03	X	X	X	X		Lecturers, playlist reviews, presentations, tutorials	1 hours supervision per month	39 hours project work	60	Playlist reviews, Panel	15	During term and end of term
FGA4.p1-03	X	X	X	X		Lecturers, playlist reviews, presentations, tutorials	1 hours supervision per month	39 hours project work	30	Playlist reviews, Panel	15	During term and end of term
FGA4.p2-03	X	X	X	X		Lecturers, playlist reviews, presentations, tutorials	1 hours supervision per month	39 hours project work	30	Playlist reviews, Panel	15	During term and end of term

## **Appendix 4 Minors, Honours and Other Specialisation Options**

Breda University of Applied Sciences offers the following institute wide education:

### **A Institute-wide minors**

- 1 Co-creating Events & Designing Experiences
- 2 Resilient Entrepreneurship
- 3 Modern Business in a changing world
- 4 Making Places & Shaping Destinations
- 5 Sustainability, Social Responsibility and Professional Identity

### **B Honour Entrepreneurship**

### **C Attraction and Theme Parks Management**

### **D Strategic Business Management and Marketing**



## A Institute-wide minors

### 1 Co-creating Events & Designing Experiences (AEDE.18 minor)

<b>Short description/ subjects of the minor</b>	<p>The minor focuses on co-creating events with a variety of stakeholders (including students from different academies). Strategy, Concept design, Branding, City-marketing, (trans&amp;social) Media, Hospitality (including food concepts), Event logistics and Crowd Control are key elements and competencies in this minor. Part of this minor is to set up and organize your own event for a real life commissioner.</p> <p>The developers and organizers of this wide Event minor believe in the strength of events as a strategic marketing tool. We see the benefits of strengthen brands through events and believe that we can empower events by making brands of them. So what is going to happen if you bring all knowledge, experience and skills of the different academies together, both students and lecturers? Then you can design and organize the “perfect event”! So our aim is to bring together students and professionals from different academies. Of course you should be willing to share your knowledge and experience and furthermore you see the challenge of creating public or business events.</p> <p>Whether these events are green, entertaining, innovative, commercial or in one way or another generates social development, we are going to explore together all the relevant aspects of professional events.</p>
<b>Learning goals/ competencies</b>	<ol style="list-style-type: none"> <li>1. Learning about different typologies of events: public/private, free/entrance fee, etc.</li> <li>2. Marketing of events &amp; events as a marketing tool; including developments in transmedia and social media</li> <li>3. Event design: use of professional instruments like the experience and touchpoint model, customer journey, value research and different Imagineering tools</li> <li>4. Creating awareness about process design and crowd management concepts in any kind of event</li> <li>5. Getting insight in hospitality experience design and food concepts</li> <li>6. Learn about the impact of events on cities and countries and the link between sustainability and events.</li> </ol>

	competencies/professional tasks	teaching method (lecture, seminar etc.)	contact hours per method	self-study hours	total ECTS test of course	Test element	weight %	min. grade course	Exam in calendar week	Resit in calendar week	test form	testing time in hours
<b>Core Module 30 ects</b> AEDE4.CCEVD-02	Event organization	supervising group by lecturer	71	260	9	Large assignment (strategy&concept, media, lo	30	5,5	w eek 49	w eek 03	report & presentation 1/2 hour per group	1/2 per group
	Event organization & Execution skills	supervising group by lecturer	60	160	9	Large real life assignment	30	5,5	w eek 43-03	w eek 03	report & real life execution	does not apply
	Analysing & presentation skills	lectures & supervising group by lecturer	8	30	2	Sector analysis	7	5,5	w eek 38	w eek 03	presentation	1/2 hour per group
	Analysing skills	lectures & supervising group by lecturer	8	30	2	Mystery guest experience	7	5,5	w eek 41	w eek 03	report	does not apply
	Event organization, execution & presenting skills	supervising group by lecturer	8	60	4	Participation congressstival	13	5,5	w eek 04	w eek 06	presentation	1/2 hour per group
	All minor competencies	(individual) supervising by lecturer	1	60	4	Oral exam on the basis of a Portfolio	13	5,5	w eekm 05	w eek 06	blog/portfolio	oral end exam 1 hour

## 2 Resilient Entrepreneurship (AREM.18 minor)

<b>Short description/ subjects of the minor</b>	In the program a link will be made between the creativity discipline (right brain) and the entrepreneurial discipline (left brain). In the course students will be challenged to develop, create and change. Moreover, students will be encouraged to focus on results and outcomes, and ultimately create a feasible business model.
<b>Learning goals/</b>	<p>Creativity and Entrepreneurship are leading themes in the new economy (service-based economy) and the creative industry. Revolving around these themes, the minor in Creative Entrepreneurship builds a bridge between creativity and entrepreneurship</p> <ol style="list-style-type: none"> <li>1. Understanding creativity (process, generating ideas, individual and in organisations)</li> <li>2. Understanding innovation (types, sources, barriers (market/organisational, individual)</li> <li>3. Understanding entrepreneurship (extreme uncertainty, lean start- up, personal characteristics)</li> <li>4. Developing a concept and strategy fit for a fast-changing marketplace</li> <li>5. Developing a successful, agile and sustainable business model</li> </ol>
<b>Competencies</b>	<ol style="list-style-type: none"> <li>1. Exploration with an open mind-set</li> <li>2. Creating new business concepts</li> <li>3. Developing a vision based on internal and external values</li> <li>4. Developing sustainable business models</li> </ol>

	Coursecode	Name Course	Competencies / professional tasks	Teaching method (lecture, seminar etc)	Contact hours per method	self-study hours	Total ECTS course	Test element	ECTS test element	Weight %	min. grade course	min. grade test	Test form
<b>Courses 30 ECTS</b>	AREM4.BTC-01	Boostcamp	Marketing, Research, Imagineering	Lecture/w orkshops	70	20	2	TEST01 Participation on Level	2	100%	Pass	Pass	Participation
	AREM4.CPR-02	Case Product	Develop a business case	Lecture/w orkshops	80	140	8	TEST01 Team Assignment	8	100%	5,5	5,5	Assignment
	AREM4.DPR-02	Dream Product	Develop a business case	Lecture/w orkshops	80	140	10	TEST01 Individual Assignment	10	100%	5,5	5,5	Assignment
	AREM4.DRV-02	Drive	Entrepreneurship Development	Coach meeting	15	120	5	TEST01 Pre-plan and 'live up to'	5	100%	Pass	Pass	Assignment
	AREM4.ODR-02	Overdrive	Entrepreneurship Development	Coach meeting	15	120	5	TEST01 Pre-plan and 'live up to'	5	100%	Pass	Pass	Assignment

### 3 Modern Business in a changing world (AMBC.18MINOR)

<b>Short description/ subjects of the minor</b>	You are provided with workshops around five themes: Change Management, Project Management, Behavior, Strategy & Innovation, and Learning & Development.
<b>Learning goals/ competencies</b>	Your overall goal for the change minor is to develop the competence to successfully plan, execute, and evaluate organizational change.

	<b>competencies /professional tasks</b>	<b>teaching method (lecture, seminar etc.)</b>	<b>Test element</b>	<b>weight %</b>	<b>min. grade test</b>	<b>Exam in calendar week</b>	<b>Resit in calendar week</b>
<b>Course 30 ECTS credits</b>	Successful planning, executing, and evaluation of organizational change	Workshops, project work	Exam		Sufficient	38	40
			Intermediate report 1		Sufficient	39	41
			Literature study	20	5,5	43	47
			Intermediate report 2		Sufficient	45	47
			Field research	20	5,5	46	50
			Peer evaluation		Sufficient	47	2
			Portfolio		Sufficient	50	3
			Assessment talk	10	5,5	3/4	5
			Final report	20	5,5	3	5
			Final presentation	30	5,5	4	5

#### 4 Making Places & Shaping Destinations (AMPD.18MINOR)

<b>Short description/ subjects of the minor</b>	<p>Geographical areas (cities, but also natural areas, beaches, etc.) are physical places where residents and visitors meet and interact. The examples of Amsterdam and Barcelona show that this interaction leads to tensions, but also offers possibilities. The minor will focus on the interaction between these actors and zoom in on the way in which geographical places develop and destinations are created and shaped.</p> <p>It includes topics on management, sustainably placemaking &amp; branding, urban design, technology, governance, economics hospitality, digital storytelling and visitor experiences. The minor touches specifically on understanding cultural identities in places, as well as management and online marketing of destinations.</p> <p>To be successful in placemaking and destination management, good analytical skills, a critical sense and understanding of context-related issues, and the ability to deal with that in a strategically way, are crucial.</p> <p>Tourism interacts with (urban) societies at multi-sectoral and interdisciplinary level. Tourism services are the result of combined efforts of different stakeholders or actors (private and public), a complex phenomenon with many interdependencies.</p> <p>The course will be bringing a real-life case study (Rio de Janeiro &amp; Silva Jardim in Brazil, Antwerp, Rotterdam) into education and connect with business partners in cities (experts) to involve their professional expertise. This course will widen and broaden the knowledge of students interested in taking this minor related to placemaking and shaping (tourism) destinations.</p>
<b>Learning goals/ competencies</b>	<ol style="list-style-type: none"> <li>1. examining the relationship between tourism businesses and the geographical space in which they develop from an economic, environmental and socio-cultural perspective</li> <li>2. understanding the complexity of destination governance (theory and practice)</li> <li>3. applying place-making concepts to cities and tourism destinations,</li> <li>4. analysing and identifying the reasons why places need to adopt different place-making strategies</li> <li>5. understanding the impact of digital technologies of Destination Management Systems (DMS), related to effective customer journeys</li> <li>6. acquiring depth of knowledge with regard to internal and external environmental issues and their impact(s) on destination branding strategy</li> <li>7. to define the public space by mapping its functional and social use - to address shortcomings and improvement plans in public space.</li> </ol>

	Coursecode	Name Course	Term		teaching method (lecture, seminar etc.)	contact hours per method	self-study hours	total ECTS course	Test element	ects test element	min. grade course	Exam in calendar week	Registration period Osiris exam	Resit in calendar week	Registration period Osiris resit	test form
			A	B												
<b>Courses 30 ECTS</b>	AMPD4.INT-01	Introduction to each other: Concept, Perspectives, Knowledge Production	X	X	Lecture and presentations	7	49	2	TOETS01 Assignment	2	5,5	44	A 02 oct - 08 oct	3	RESIT-A 04 dec - 10 dec	assignment
	AMPD4.DGE-02	Destination Governance & Economics	X		Lectures and seminars	60	108	6	TOETS01 Assignment 1	6	5,5	44	A 02 oct - 08 oct	3	RESIT-A 04 dec - 10 dec	assignment
	AMPD4.DMP-02	Sustainable Placemaking and Branding	X		Lectures and places visits	70	98	6	TOETS01 Assignment 1	6	5,5	44	A 02 oct - 08 oct	3	RESIT-A 04 dec - 10 dec	assignment
	AMPD4.PLCI-02	Playable City; Urban Design and Digital Technologies	X	X	Lectures and areas visits	60	108	6	TOETS01 Assignment 1	6	5,5	2	B 27 nov - 03 dec	4	RESIT-B 04 dec - 10 dec	assignment
	AMPD4.FIE-01	Fieldwork		X	Synthesis, preparation	31	249	10	TOETS01 Assignment & Presentation	10	5,5	4	B 27 nov - 03 dec	4	RESIT-B 04 dec - 10 dec	assignment & presentation

For competences see the LMS

## 5 Sustainability, Social Responsibility and Professional Identity (ASSP18.MINOR)

<b>Short description/ subjects of the minor</b>	This minor is based on combining three main topics: sustainability, social responsibility and professional identity. Insights from these three fields are used to develop a clear and deep understanding of what a professional in fields relevant to the institute could and should pursue from a social responsibility perspective. Students are encouraged and supported in developing their own identity as a professional.
<b>Learning goals</b>	The main learning outcome is for students to develop their own professional identity and for this identity to be supported by broad and in-depth knowledge, skills and attitudes related to social responsibility as a professional.

	coursecode	Name	ECTS credits	Exam	min. grade course	Value	min. grade exam	weight %	test form
<b>Courses 30 ECTS</b>	ASSP4.PPE-02	Learning Journal	10	Intermediate Learning Journal - Assignment 1	5,5	Pass/fail	5,5	0%	Written report
				Final Learning Journal - Assignment 2		Grade	5,5	100%	Written report
	ASSP4.POA-01	Plan of Approach	5	Plan of Approach - Assignment	5,5	Pass/fail	5,5	100%	Written report
	ASSP4.FA-01	Final assignment	15	Final assignment	5,5	Grade	5,5	100%	Written report

## B Honour Entrepreneurship (CENT.17HONOURS)

	coursecode	compulsary or elective course	Name	total ECTS course	Test element	weight %	min. grade test	test results	Registration Osiris
<b>COURSES 20 ECTS</b>	AENTH.ESK-01C	elective	Entrepreneurial Skills	6	TOETS01 Entrepreneurial Skills	100%	5,5	VD/NVD	YEAR
	AENTH.BM1-01C	elective	Business Modelling 1	6	TOETS01 Business Modelling 1	100%	5,5	VD/NVD	YEAR
	AENTH.SBI-01C	elective	Sustainable Business Innovation	4	TOETS01 Sustainable Business Innovation	100%	5,5	VD/NVD	YEAR
	AENTH.BM2-01C	elective	Business Modelling 2	4	TOETS01 Business Modelling 2	100%	5,5	VD/NVD	YEAR

### C Attractions and Theme Parks Management (not applicable)

Year 2	Name Course	Terms				Competences /professional tasks	Teaching methods	Contact hours	Self study hours	ECTS	Testform	Weight
		1	2	3	4							
ATPM2.P1IATP-02P ATPM2P1IAT	Project 1: Introductions to the Attractions & Theme Park Industry	x				BA 1, 2, 5	Fieldtrip Lectures , seminars and assignments in teams	45	95	5	Written Assignment	2 tests, minimum grade 4,5 weight 50%-50% P1.1 w ritten test P1.2 assignment
ATPM2.P2PHG-02P ATPM2P2PHG	Project 2: Principles of Hospitality & Guestology	x				BA 3, 4, 5, 6, 9 10	Fieldtrip Mystery-visit Lectures , seminars and assignment in teams	45	95	5	Written Assignment	2 tests. Minimum grade 4,5 weight 50%-50% P1.1 w ritten test P1.2 assignment
ATPM2.P3FSA-02P ATPM2P3FSA	Project 3: Fundamentals of Storytelling in Attractions		x			BA 1, 2, 5, 9, 10	Event Lectures , seminars and assignments in teams	45	95	5	Written Assignment	2 tests. Minimum grade 4,5 weight 50%-50% P1.1 w ritten test P1.2 assignment
ATPM2.PDL-01C ATPM2PDL	Professional Development & Leadership	x	x	x	x	BA 1-10, met name BBA 7,8 en 9	Seminars, training, fieldtrips, discussions, reflection Portfolio	30	138	6	PDL exam w ritten	1 test, minimum grade 5,5
ATPM2.ENG1-02C ATPM2ENG1	English 1	x				B2/C1	Lectures and seminar	16	40	2	Essay	1 test Min cijfer 5,5
ATPM2.ENG2-02C ATPM2ENG2	English 2	x				B2/C1	Lectures and seminar	8	20	1	Written	1 test Minimum grade 5,5
ATPM2.ENG3-02C ATPM2ENG3	English 3		x			B2/C1	Lectures and seminar	8	20	1	Blog	1 test Minimum grade 5,5
ATPM2.PLACE-01 ATPM2PLACE	Stage			x	x	BA 1-10	Placement of 26 w eeks			35	Reflectie-rapport + dossier	1 test Minimum grade 5,5

Year 3	Name course	Terms				Competences /Professional tasks	Teaching methods	Contact-hours	Self study hours	ECTS credits	Testform	Weight
		1	2	3	4							
ATPM3.P4OPM-01P ATPM3P4OPM	Project 4: Operations Management	x				BA 2,3,4, 5,7,9				10	Know legde test Assignment	2 tests, minimumgrade 4,5 w eight 50%-50% P1.1 w rittten test P1.2 assignment
ATPM3.P4RES-01C ATPM3P4RES	Research project 4	x				BA 1,2				2	Assignment	1 test, minimum grade 5,5 P4 Assignment
ATPM3.P5RMF-02P ATPM3P5RMF	Project 5 Revenue Management & Finance		x			BA 2,4,5, 7,9,10				5	Assignment	assignment minimum grade 4,5
ATPM3.P5RES-01C ATPM3P5RES	Research project 5		x			BA 1,2				2	Assignment	1 test P5 opdracht
ATPM3.P6MRC-01C ATPM3.P6MRC	Project 6 Marketing & Communication			X		BA 1,2,4, 5,7,10				10	Know legde test Assignment	2 tests, minimumgrade 4,5 w eight 50%-50% P6.1 w rittten test P6.2 assignment
ATPM3.P6RES-01C ATPM3P6RES	Research project 6			X		BA 1,2				2	Know legde test Assignment	2 tests, minimumgrade 4,5 w eight 50%-50% Assignment 6.3 Quantitative research Test 6.4 SPSS
ATPM3.P7MAN-01P ATPM3P7MAN	Project 7: Managing change in the attractions industry				X	BA 1-10, m.n. BA 6				10	Know legde test Assignment	2 tests, minimumgrade 4,5 w eight 50%-50% P7.1 Oral test P7.2 Assignment
ATPM3.P7RES-01C ATPM3P7RES	Research project 7				X	BA 1,2	w orkshops			2	Assignment	1 test P7 Assignment
ATPM3.PDL1-02	Professional Development & Leadership	x	x	x	x	BA 1-10 m.n. BA 7,8 en 9	Seminars, training, fieldtrips, discussions, reflection, portfolio			3	Written	Written portfolio
ATPM3.CE2-01	Competence exam					BA 1-10				3	Oral	
ATPM3.ENG4-01C	English 4	x				C1	Seminar	4	24	1	Synthesis	
ATPM3.ENG5-01C	English 5	x				C1		12	16	1	Interview	
ATPM3.ENG6-01C	English 6		X			C1	Lectures and seminars	12	16	1	Financial text	
ATPM3.ENG7-01C	English 7			X		C1	Lectures and seminars	12	16	1	Meeting	
ATPM3.ENG8-02C	English 8				x	C1	Lectures and seminars	12	44	2	Business proposal	

## D Strategic Business Management and Marketing

Name	Term in which course is held				Teaching method (lecture, seminar etc.)	Contact hours per method	Self-study hours	Total ECTS course	Test element <sup>1, 2</sup>	Ects test element	Weight %	Min. grade course	Min. grade test	Test form (written, MC, assignment etc.)
	A	B	C	D										
Research Methods	A				HC, WC	42	42	12	TOETS01 Qualitative Res. Methods	3	25%	6,0	6,0	Written
		B			HC, WC	56	56		TOETS02 Quantitative Res. Methods	4	33%		6,0	Written
			C		HC, WC, Training	60	80		TOETS03 Statistics + SPSS	5	42%		6,0	Written
Introduction into Social Sciences		B			HC	28	56	3	TOETS01 Social-Psych. appr. consumer behavior	3	100%	6,0	6,0	Written
Business Administration	A	B			HC, WC	28	56	9	TOETS01 Strategic Management	6	67%	6,0	6,0	Written
	A				HC, WC, Consult	42	42		TOETS02 Final Appraisal	3	33%		6,0	Written
Adv. Strat. Marketing	A				HC, WC	42	42	12	TOETS01 Advanced Strategic Marketing	3	25%	6,0	6,0	Written
		B			HC	28	56		TOETS02 Marketing Communication & Social Media	3	25%		6,0	Paper
		B			HC, WC	28	56		TOETS03 E- Business	3	25%		6,0	Written
	A				HC	28	56		TOETS04 CRM	3	25%		6,0	Written
Research Practica Training	A	B	C	D	WC	64	160	6	TOETS01 Res. Practica Training <sup>3</sup>	6	100%	6,0	6,0	?
Dissertation Research Project	A	B	C	D				18	TOETS01 Dissertation Research Project	18	100%	6,0	6,0	Thesis
Honours programme, dissertation	A	B	C	D				15	TOETS01 Honours programme, dissertation	15	100%	6,0	6,0	

1= Registration by backoffice Osiris; 2= test resultaten numeriek met 1 decimaal; 3= test results: VD/NVD



## Appendix 5      Registration for a minor programme

- 1      Timely registration for a minor is a condition for being allowed to take part. To register for a minor, students are to make use of Osiris.
- 2      Registration for minors will be open during the last two weeks of March. The student will be informed of this.
- 3      Every student can register for one minor at the most. If any admission requirements apply to a minor, then these are mentioned in the TER of the academy that offers the minor.
- 4      If the regular registration period has passed, the student is offered the opportunity to register after the registration deadline via the secretarial office of his own academy. This involves service charges (€15). This extra (late) registration possibility is possible up to no later than two weeks after the regular registration period has closed. Breda University of Applied Sciences retains the right to refuse late registration if the available capacity of the minor has been reached.
- 5      Contrary to section 4, the student who indicated in Osiris that he opts for an external minor will be subject to a different registration period should this student register for an minor of Breda University of Applied Sciences after all. The service charges will not apply in this case.
- 6      If it turns out that the number of registrations for a minor is higher than the places available on it, students will be selected by draw. Students who do not get selected, will be notified of this. These students will be given the opportunity to register for another minor (free of charge). In the case of an academy-specific minor, a selection procedure may be applicable too.
- 7      No later than at the beginning of June, all students who registered for a minor<sup>10</sup> will receive a confirmation of placement into the minor.
- 8      If registration was impossible due to personal circumstances, the student may request the board of examiners for another possibility to register.

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<sup>10</sup> Please mind: registration for a minor is not the same as registration for examinations within a minor. This is something that has to be done separately. Article 5.5 applies to registration for examinations.

## Appendix 6 Assessment and Completion

- 1 The following rating descriptors are used in the assessment of examinations:
- a numerical descriptor (mark) between 0 and 10, up to one decimal place accurately,
  - 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

- a pass or fail; without numerical equivalent.

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

- 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:
- Marks are entered into Osiris up to one decimal place accurately at the most. This is something that is determined at academy level.
  - 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

- 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
- 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 7 Transitional Arrangement for Students from IGAD to CMGT-IGAD

With effect from the academic year of 2015-2016 the curriculum of the bachelor's programme International Game Architecture and Design will be replaced by the curriculum of the bachelor's programme Creative Media and Game Technologies. With effect from September 2015, it will no longer be possible to make up incomplete coursework by means of resits/retakes during holiday periods, also known as 'summer retakes'. Former students who participated in the programme of International Game Architecture and Design, and who have not been admitted to the main phase of that study programme based on a 'BSA', can make no claim to results obtained earlier, if they want to attend the programme of Creative Media and Game Technologies. In all cases, they will be required to go through the regular intake procedure, and if they are admitted, complete the entire regular CMGT curriculum. The provisions in article 5.16 will continue to apply in full.

Below you will find a calculation example with regard to the transitional arrangement\*

Senior-year student with a major study credit deficit in years 2 and 3

**Student** has completed his propaedeutic phase at IGAD, but has only earned 26 ECTS credits in his second year, and only 8 in his third year. He has not earned any credits at all in his fourth year.

This student:

- Has previously earned  $26 + 8 = 34$  ECTS credits, which means he still has to earn  $120 - 34 = 86$  credits in his second and third years;
- For this purpose, he will attend the regular second-year CMGT programme (four projects of 15 ECTS) in academic year 2018-2019 and will earn 60 ECTS credits.
- After that, in academic year 2019-2020, he will take part in a regular project of 15 ECTS in term A of year 3;
- Will complete a transitional project worth 11 ECTS credits in term B of the third year, which will earn him all 86 credits for years two and three;
- Will be allowed to start his graduation year in term C of academic year 2019-2020.

\*No rights can be derived from these calculation examples.