



NVAO  THE NETHERLANDS

PEER REVIEW NEW PROGRAMME
HBO-BACHELOR
CREATIVE MEDIA AND GAME TECHNOLOGIES
Hanze University of Applied Sciences Groningen

SUMMARY REPORT
15 March 2021



1 Peer Review

The quality of a new programme is assessed by means of peer review. A panel of independent peers including a student reviews the plans during a site visit to the institution. A discussion amongst peer experts forms the basis for the panel's final judgement and the advisory report. The focus is on the curriculum, the teaching and learning environment, and student assessment.

The Accreditation Organisation of the Netherlands and Flanders (NVAO) takes a formal decision on the quality of the new programme based on the outcome of the peer review. This decision can be positive, conditionally positive or negative. Following a positive NVAO decision with or without conditions the institution can proceed to offer the new programme. Upon completion of the programme graduates are entitled to receive a legally accredited degree.

This summary report contains the main outcomes of the peer review. A full report with more details including the panel's findings and analysis is also available. NVAO bases an accreditation decision on the full report.

Both the full and summary reports of peer reviews are published on NVAO's website www.nvaio.net. There you can also find more information on NVAO and peer reviews of new programmes.

Because of COVID-19 temporary measures apply for this peer review.

2 Panel

Peer experts

1. Drs. Jurriënne Ossewold (chair)
Director Concepts of Change, creative consultancy & guidance
2. Prof. dr. Ben Schouten BA
Professor Playful Interaction, TUE; Lector Play & Civic Media, Amsterdam UAS
3. Patrick Huitema, MSc.
Teacher/researcher Creative Media and Game Technologies, Saxion UAS, Enschede
4. Sophie de Jong (student)
Student Art and Economics, HKU University of Arts, Utrecht

Assisting staff

- Yulia Krijthe, secretary
- Jona Rovers, NVAO policy advisor and process coordinator

Site visit (online)

11 February 2021

3 Outcome

The NVAO approved panel reaches a conditionally positive conclusion regarding the quality of the HBO-bachelor Creative Media and Game Technologies offered by Hanze University of Applied Sciences (Hanze UAS) in Groningen.

Creative Media and Game Technologies (CMGT) is a four-year full-time HBO-bachelor programme, amounting to 240 ECTS, and is offered at the Hanze UAS main campus. Given the international focus of the professional field, the programme is offered in English.

The programme has evolved from the international major Game Design successfully offered within the bachelor Communication and Multimedia Design. It was developed based on the input from the professional field, industry research reports, and findings from the benchmark analysis of the professional programmes in CMGT. The learning objectives of CMGT Groningen tie in well with the national education profile of Creative Technologies domain.

The panel is positive about the programme orientation and its study focus on the broad field of Game Technologies and on using games to access and explore new technologies. Also, the ambition to educate adaptive and socially involved creative professionals the panel ascertains as a distinctive character of the programme. The panel considers that the intended learning outcomes are sufficiently concrete and cover main programme domains of Creative Media, Game Technologies, User Experience Design, and 21st Century Skills.

The panel considers that the didactic approach is well developed and viable. The programme creates diverse opportunities for collaborative learning such as inter- and multidisciplinary projects in Innovation Workplaces. The panel commends the strong connection of the programme to the Institute professorship research groups and partners that bring real-life projects into the curriculum. The programme is supported by adequate facilities and elaborate student counselling services; they all create a conducive learning environment for students. The panel establishes that the staff is well-qualified for the realisation of the curriculum in terms of content and educational expertise.

The panel concludes that the curriculum structure is clear and coherent. The combination of core and electives courses, the flexibility through learning and authentic projects, overall, reflect the distinctive character of the CMGT programme. However, based on the studied materials and after the discussions with the programme representatives, the panel is yet unable to establish that the current curriculum content sufficiently reflects the distinctive 'identity' of CMGT Groningen and enables students fully to achieve a broad skill set of the envisioned graduate profile. This has led the panel to give a conditionally positive assessment.

The CMGT programme applies a varied mix of assessment forms and methods to evaluate students' knowledge, skills, and professional attitude. The panel is positive about the CMGT assessment programme and the quality of assessments that are safeguarded by active and well-qualified committees in place.

4 Commendations

The programme is commended for the following features of good practice.

1. Professional orientation – CMGT Groningen has a new orientation in Game Technologies towards developing future innovative technologies operating on the crossovers of societal and economic sectors. The programme strives to educate an adaptive and socially involved creative professional in this regard.
2. Internal Committees – The Exam Board, Assessment and Education Committees are operating in professional cohesion and play an instrumental role in the curriculum development of the programme.
3. Connection to Research – The programme collaborates closely with the Hanze UAS professorship research groups and incorporates real-life assignments and projects in the curriculum.
4. Collaborative Learning – The programme creates diverse opportunities for collaborative learning, for instance, through inter- and multidisciplinary projects in Innovation Workplaces, in Community of Learners groups and living labs.
5. Student Counselling Services – The CMGT Study Desk has an elaborate range of counselling events and activities within three focused guidance lines. Study Desk Experts strives to accommodate 'any student at any time'.
6. Institute Policy - This new programme is in line with the strategic policy of Hanze UAS and is actively supported in its development by the senior management.

5 Recommendations

For further improvement to the programme, the panel recommends a number of follow-up actions.

1. Vision CMGT Groningen – Make the professional orientation and ‘glocal’ focus of the programme more explicit.
2. Body of Knowledge and Skills (BoKS) - Define the CMGT Groningen BoKS, reflecting the programme’s distinctive profile and orientation.
3. Curriculum Content – Ensure to stay up to date with Creative Technologies contemporary, urgent issues and novel industry developments. Secure that the latest know-how and new staff expertise keep finding their way into the curriculum.
4. 21st Century Skills – Give these skills more emphasis in the content of the curriculum and include dealing with global societal and ethical issues to develop contextual awareness among students.
5. Portfolio Assessment – Revise assessment criteria on the description of the levels of attainment of the learning outcomes and ‘T-shaped’ curriculum structure.
6. Facilities – Organise the CMGT specific workspaces, digital toolsets and specialised hardware and software deemed sufficient for the realisation of the curriculum.

6 What comes next?

NVAO grants initial accreditation to a new programme on the basis of a panel’s full report. The decision is valid for a maximum of six years. For conditional accreditation other regulations apply. Upon accreditation the new programme will follow the NVAO review procedures for existing programmes. NVAO publishes the accreditation decision together with the full report and this summary report.¹

Each institution has a system of quality assurance in place ensuring continuous follow-up actions and periodic peer-review activities. Peer reviews help the institution to improve the quality of its programmes. The progress made since the last review is therefore taken into consideration when preparing for the next review. The follow-up activities are also part of the following peer-review report. For more information, visit the institution’s website.²

¹ <https://www.nvao.net/nl/besluiten>

² <https://www.hanze.nl/eng>

7 Summary in Dutch

Het panel oordeelt positief onder voorwaarden over de kwaliteit van HBO-bachelor Creative Media and Game Technologies van Hanzehogeschool Groningen. Dit is de uitkomst van de kwaliteitstoets uitgevoerd door een panel van *peers* op verzoek van de Nederlands-Vlaamse Accreditatieorganisatie (NVAO). Voor deze beoordeling heeft het panel online gesprekken gevoerd met de opleiding op 11 februari 2021.

Creative Media and Game Technologies (CMGT) is een vierjarige HBO-bacheloropleiding, beslaat 240 ECTS en wordt fulltime aangeboden op de hoofdcampus van de Hanzehogeschool Groningen. Gezien de internationale focus is de opleiding in het Engels. CMGT in Groningen sluit goed aan bij het landelijke opleidingsprofiel en leidt op voor een scala aan banen in de creatieve industrie.

Het panel vindt het positief dat de opleiding focust op het brede vakgebied van Creatieve Technologies en een nieuw perspectief op Gametechnologieën biedt: games gebruiken om toegang te krijgen tot nieuwe technologieën. Ook verwelkomt het panel het opleiden van adaptieve en sociaal betrokken creatieve professionals.

CMGT Groningen biedt voldoende faciliteiten en uitgebreide studiebegeleiding die een bevorderlijke leeromgeving creëren voor studenten. Het panel beveelt aan dat er specifieke CMGT-faciliteiten ter beschikking worden gesteld voor de realisatie van het curriculum.

Het panel heeft vastgesteld dat het onderwijs wordt verzorgd door vakinhoudelijk gedreven docenten met veel ervaring in de beroepspraktijk. Het panel beveelt aan dat de meest recente knowhow en de expertise van nieuwe docenten hun weg naar het curriculum blijven vinden. Het panel is zeer te spreken over de intensieve samenwerking tussen de opleiding en de lectoraten van de Hanzehogeschool Groningen: de professoren brengen real-life, authentieke projectopdrachten in binnen het curriculum van CMGT.

Het panel vindt de curriculumstructuur over het algemeen duidelijk en samenhangend. Het programma is gebaseerd op de professionele praktijk en omvat gebieden als Creative Media, Game Technologies, User Experience Design en 21st Century Skills. CMGT Groningen biedt daarnaast veel mogelijkheden voor samenwerkend leren, waaronder verschillende real-life projecten en casestudy's op 'Innovation Workplaces' en via 'Community of Learners'.

Het panel is positief over het systeem van toetsing en de kwaliteit van de beoordelingen, die wordt geborgd door actieve en deskundige interne commissies. De opleiding past verschillende toetsvormen toe om de kennis, vaardigheden en professionele houding van studenten te beoordelen.

Het panel kan echter nog niet vaststellen of de inhoud van het curriculum studenten volledig in staat stelt een professioneel specialisme te bereiken. Daarom verzoekt het panel de visie, kernwaarden en het beoogde beroepsprofiel van CMGT Groningen expliciet te vertalen naar het curriculum. Zo komt de onderscheidende 'identiteit' van CMGT Groningen duidelijk naar voren.

Meer informatie over de NVAO-werkwijze en de toetsing van nieuwe opleidingen is te vinden op www.nvao.net. Voor informatie over de Hanzehogeschool Groningen verwijzen we naar de website van de instelling.³

Als gevolg van de beperkende omstandigheden door COVID-19 geldt voor deze kwaliteitstoets een tijdelijke procedure.

³ <https://www.hanze.nl/eng>

The summary report was written at the request of NVAO and is the outcome of the peer review of the new programme HBO-Bachelor Creative Media and Game Technologies of Hanze University of Applied Sciences Groningen

Application no: 009915



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INITIAL ACCREDITATION
HBO-BACHELOR
CREATIVE MEDIA AND GAME TECHNOLOGIES
Hanze University of Applied Sciences Groningen

FULL REPORT
15 March 2021



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1 Peer review

The Accreditation Organisation of the Netherlands and Flanders (NVAO) determines the quality of a new programme on the basis of a peer review. This initial accreditation procedure is required when an institution wishes to award a recognised degree after the successful completion of a study programme.

The procedure for new programmes differs slightly from the approach to existing programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. Once accredited the new programme becomes subject to the regular review process.

The quality of a new programme is assessed by means of peer review. A panel of independent peers including a student reviews the plans during an online visit to the institution. A discussion amongst peer experts forms the basis for the panel's final judgement and the advisory report. The agenda for the panel visit and the documents reviewed are available from the NVAO office upon request.

The outcome of this peer review is based on the standards described and published in the limited NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2019, nr. 3198). Each standard is judged on a three-point scale: meets, does not meet or partially meets the standard. The panel will reach a conclusion about the quality of the programme, also on a three-point scale: positive, conditionally positive or negative.

This report contains the findings, analysis and judgements of the panel resulting from the peer review. It also details the commendations as well as recommendations for follow-up actions. A summary report with the main outcomes of the peer review is also available.

NVAO takes an accreditation decision on the basis of the full report. The NVAO decision can be positive, conditionally positive or negative. Following a positive NVAO decision with or without conditions the institution can proceed to offer the new programme.

Both the full and summary reports of each peer review are published on NVAO's website www.nvao.net. There you can also find more information on NVAO and peer reviews of new programmes.

Because of COVID-19 temporary measures apply for this peer review.

2 New programme

2.1 General data

Institution	: Hanze University of Applied Sciences
Programme	: Creative Media and Game Technologies
Mode of study	: Full-time
Degree	: Bachelor of Science (BSc)
Tracks	: none
Location	: Groningen
Study load	: 240 EC ¹
Field of study	: Technology (Techniek)

2.2 Profile

Creative Media and Game Technologies (CMGT) is a four-year full-time HBO-bachelor programme, amounting to 240 ECTS, NLQF level 6, and is offered at the Hanze UAS main campus. Given the international focus of the professional field, the programme is offered in English. The expected student intake commencing the first year of study is approximately 225.

The professional profile CMGT Groningen is derived from the Creative Technologies (CT) Professional Course Profile that sets the standard for the four currently active CMGT stem programmes within the CT domain. CMGT in Groningen focusses on the broad field of technology - and future technological advances - and the education of adaptive and socially involved creative professionals.

2.3 Panel

Peer experts

1. Drs. Jurriënne Ossewold (chair)
Director Concepts of Change, creative consultancy & guidance
2. Prof. dr. Ben Schouten BA
Professor Playful Interaction, TUE; Lector Play & Civic Media, Amsterdam UAS
3. Patrick Huitema, MSc.
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4. Sophie de Jong (student)
Student Art and Economics, HKU University of Arts, Utrecht

Assisting staff

- Yulia Krijthe, secretary
- Jona Rovers, NVAO policy advisor and process coordinator

Online visit: Groningen, 11 February 2021

¹ European Credits

3 Outcome

The NVAO approved panel reaches a conditionally positive judgement regarding the quality of the HBO-bachelor Creative Media and Game Technologies offered by Hanze University of Applied Sciences in Groningen. The programme complies with standards 1 and 3 of the limited NVAO framework and partially complies with standard 2.

The programme has evolved from the international major Game Design successfully offered within the bachelor Communication and Multimedia Design. It was developed based on the input from the professional field, industry research reports, and findings from the benchmark analysis of the professional programmes in CMGT. The intended learning outcomes are established based on the national competences of Creative Technologies domain.

The panel is positive about the programme orientation and its study focus on the broad field of technology and on using games to access and explore new technologies. Also, the ambition to educate adaptive and socially involved creative professionals the panel ascertains as a distinctive character of the programme. The panel considers that the intended learning outcomes are sufficiently concrete and cover main programme domains of Creative Media, Game Technologies, User Experience Design, and 21st Century Skills.

The panel considers that the didactic approach is well developed and viable. The programme creates diverse opportunities for collaborative learning such as inter- and multidisciplinary projects in Innovation Workplaces. The panel commends the strong connection of the programme to the Institute professorship research groups and partners that bring real-life projects into the curriculum. The programme is supported by adequate facilities and elaborate student counselling services; they all create a conducive learning environment for students. The panel establishes that the staff is well-qualified for the realisation of the curriculum in terms of content and educational expertise.

The panel concludes that the curriculum structure is clear and coherent. The combination of core and electives courses, the flexibility through learning and authentic projects, overall, reflect the distinctive character of the CMGT programme. However, the panel is yet unable to establish that the curriculum content sufficiently reflects the CMGT Groningen vision and enables students fully to achieve a broad skill set of the T-shaped graduate profile. Therefore, the panel advises the NVAO to impose the following condition for standard 2 (Teaching-learning environment):

The vision, core values and distinctive character of CMGT Groningen reflected in the T-shaped professional profile should be explicitly embedded in the study programme, so that the curriculum clearly reflects the choices underlying this particular CMGT programme.

The panel deems it important for both students and partners in the professional field to have a clear understanding of the 'identity' of CMGT Groningen before the start of the academic year. For that reason, the panel sets the deadline for meeting the aforementioned condition to 1 June 2021. The panel thinks this term is realistic given the current stage of development of the intended study programme.

The CMGT programme applies a varied mix of assessment forms and methods to evaluate students' knowledge, skills, and professional attitude. The panel is positive about the CMGT assessment programme and the quality of assessments that are safeguarded by active and well-qualified committees in place.

Standard	Judgement
1 Intended learning outcomes	meets the standard
2 Teaching-learning environment	partially meets the standard
3 Student assessment	meets the standard
Conclusion	conditionally positive

4 Commendations

The programme is commended for the following features of good practice.

1. Professional orientation – CMGT Groningen has a new orientation in Game Technologies towards developing future innovative technologies operating on the crossovers of societal and economic sectors. The programme strives to educate an adaptive and socially involved creative professional in this regard.
2. Internal Committees – The Exam Board, Assessment and Education Committees are operating in professional cohesion and play an instrumental role in the curriculum development of the programme.
3. Connection to Research – The programme collaborates closely with the Hanze UAS professorship research groups and incorporates real-life assignments and projects in the curriculum.
4. Collaborative Learning – The programme creates diverse opportunities for collaborative learning, for instance, through inter- and multidisciplinary projects in Innovation Workplaces, in Community of Learners groups and living labs.
5. Student Counselling Services – The CMGT Study Desk has an elaborate range of counselling events and activities within three focused guidance lines. Study Desk Experts strives to accommodate 'any student at any time'.
6. Institute Policy - This new programme is in line with the strategic policy of Hanze UAS and is actively supported in its development by the senior management.

5 Recommendations

For further improvement to the programme, the panel recommends a number of follow-up actions.

1. Vision CMGT Groningen – Make the professional orientation and 'glocal' focus of the programme more explicit.
2. Body of Knowledge and Skills (BoKS) - Define the CMGT Groningen BoKS, reflecting the programme's distinctive profile and orientation.
3. Curriculum Content – Ensure to stay up to date with Creative Technologies contemporary, urgent issues and novel industry developments. Secure that the latest know-how and new staff expertise keep finding their way into the curriculum.
4. 21st Century Skills – Give these skills more emphasis in the content of the curriculum and include dealing with global societal and ethical issues to develop contextual awareness among students.
5. Portfolio Assessment – Revise assessment criteria on the description of the levels of attainment of the learning outcomes and 'T-shaped' curriculum structure.
6. Facilities – Organise the CMGT specific workspaces, digital toolsets and specialised hardware and software deemed sufficient for the realisation of the curriculum.

6 Assessment

6.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Judgement

Meets the standard.

Findings and Considerations

Programme Vision and Professional Orientation

The programme aims to educate a new type of creative professional with future-proof technical and transferable skills. These skills will enable them to work with a new generation of Creative Technologies (CT) and advances in Game Technologies. The programme aspires to teach students how to deploy a broad skill set of Game Technologies to develop new technologies. Students will work with an array of the latest tools that will enable them to conceptualise and churn out innovative solutions for the Creative and Game industries and new digital industries.

The programme's main objective is to ensure that the CMGT graduates are optimally prepared for future jobs that bridge technology and people. While working in a team, students will learn how to create and iterate an applied game concept. They will also learn how to implement a concept in a final product through user interaction or user flows. Having this objective in mind, the programme intends to raise students' awareness of society and societal developments and develop a critical reflective attitude towards the impact of their choices. Value creation or having insight into how creative products can have a social and commercial impact is an important theme in the CMGT programme.

CMGT graduates will enter a professional field that is particularly broad and internationally focused. The intended programme prepares students for a range of jobs in the creative industry, such as game developer, VR/AR designer, technical artist, innovation designer. CMGT graduates can also start their own business in the CT industry. The panel has observed that the programme puts considerable emphasis on research, innovation, intercultural communication, and entrepreneurship. It thus aims at both a generalist and a specialist training programme for the CT industry.

The Profile of CMGT Groningen

The professional profile is derived from the Creative Technologies Professional Course Profile that sets the standard for the four currently active CMGT stem programmes in the Netherlands. Gathered from the information dossier and confirmed in the interviews during the online visit, the panel determines that the professional profile of CMGT Groningen has been developed in collaboration with the Advisory Board. This Board consists of both

industry representatives and Hanze UAS professorships. In addition, the programme has involved the professional network of international university-industry partners, utilized staff industry experience, and incorporated feedback provided by students currently following the Game Design major of the Communication and Media Design (CMD) study. The programme has also used the outcomes of 'Hanze UAS CMGT Market Analysis' desk research. This contains a benchmark of the four CMGT stem programmes in the Netherlands and several comparable programmes abroad.

Based on the input from various stakeholders the programme has developed the CMGT Groningen Core Domain Kite Model that encompasses the core domains of Creative Media, Game Technologies, User Experience Design, and 21st Century Skills. Each core domain is comprised of several subdomains.

The Advisory Board convinced the panel that the Creative Technologies professional field needs students capable of mastering diverse technological skills and applying those skills in creative ways to new issues. Students need to be able to adapt to any new technology quickly. This puts a high demand on the students' attitude and their ability to critically examine their skills and their own learning needs. In this regard, the panel has noticed that the programme sees the focus on 21st Century Skills as the 'guiding tail' of all other competencies to be crucial to the development of the CMGT programme.

In the 21st Century Skills study model students solve real-life issues of various complexity while collaborating with varied stakeholders. Central to this model are the Hanze UAS strategic themes such as vitality of the region, sustainability, and energy transition of the northern part of the Netherlands. The management has shared their intention to incorporate these themes into the curriculum content through the lab projects and Innovation Workplace Projects (IWP).

The CMGT programme has an international perspective. The panel commends the institute and programme attempts to build an international learning community by attracting more international students and staff to the northern region of the Netherlands.

The programme will be taught in English. This is substantiated by the strong international nature of the CT industry which the CMGT graduates will enter. The need for a new type of creative professional, indicated during the online visit, seems endorsed by the international professional field. This 'new' creative professional has both breadth in how to collaborate and innovate across disciplines and depth in specific areas of expertise (T-shaped professional). In addition, the global challenges and the Hanze UAS strategic themes associated with Sustainable Development Goals (SDGs) are clearly not restricted to the Netherlands.

Intended Learning Outcomes

The CMGT programme has formulated learning outcomes and competencies at the programme level, based on the national Creative Technologies (CT) Professional Course Profile. The Dublin Descriptors have been incorporated and tied in with the Dutch National Qualifications Framework (NLQF level 6) and Professional Bachelor Standard (HBO Bachelor standard).

The graduation qualifications as stated in the CT national competence profile dictate what students should be able to accomplish to qualify for the graduation degree. The intended CMGT programme covers the competences of the CT competence profile but has reduced the total number of competencies (12) to 7. According to CMGT Groningen, this should help students thoroughly understand the relation between the competencies and the core domains. The panel understands that CMGT Groningen wants to profile itself in regard to existing CMGT programmes but has questions whether deviating from the CT national competences is the most effective way to do so.

Overall

Having studied the intended learning outcomes and discussed these with the lecturers, management and professional field, the panel considers that the intended learning outcomes (ILOs) are formulated adequately for a bachelor's degree programme. The programme competences are derived from the CT Professional Course Profile, aligned with the Dublin Descriptors, and meet the requirements of the Dutch National Qualifications Framework (NLQF, level 6).

Based on the information provided the panel was not able to identify a conclusive definition of the vision. The discussions with management, lecturers and professional field, however, elucidated the vision of the CMGT in Groningen. Therefore, the panel concludes that the CMGT programme is based on a novel and distinctive vision and is conceptually geared to the expectations of the professional field. The panel affirms that the intended programme contributes to the professional field by fulfilling the need in the CT industry for graduates with the envisioned profile of a 'T-shaped' creative technical professional. The panel appreciates the programme's intention to offer a new take on Game Technologies: using games to access new technologies. Furthermore, the panel supports the programme's ambition to educate professionals who will be able to work adaptively with the latest advances in Games and Game-related Technologies and deliver impactful creative solutions to societal issues and challenges. The latter is seen in line with the strategic developments of Hanze UAS and its 'glocal' perspective. Also, the professional field and Hanze UAS research professorship have supported the interconnectedness of local change, industry needs and global societal challenges.

The panel recommends refining the present formulation of the professional vision in the CMGT Groningen profile further to make it explicit in relation to the orientation and 'glocal' focus of the programme. The panel believes that the programme's novel and distinctive

vision and approach to the field will facilitate meeting and managing the expectations of incoming students and ensure clarity in communication with the programme stakeholders.

Based on the interviews and study of the provided course documentation, the panel concludes that the intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements. The panel therefore concludes that the intended programme meets standard 1.

6.2 Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Judgement

Partially meets the standard.

Findings and Considerations

Curriculum Structure and Coherence

The English taught CMGT curriculum encompasses 240 ECTS. The programme consists of two phases: the propaedeutic phase (year 1) and the main phase (years 2, 3 and 4). Each year is structured in two semesters, subdivided into four 10-week blocks, representing a total of 40 weeks per academic year. Each block during the first two years will focus on a specific theme and features a representative combination of courses (5 ECTS each, divided over course streams) and lab projects. The courses of year 1 are constructed to provide orientation on a subject area in block 1 and to deepen insight on this area in block 2, respectively.

The basic structure of the year 1 semester includes a CMGT project through the 'doing line', 'core skills' courses, and 'bookend' courses that teach students how to profile and present themselves and their work.

Year 2 is divided into two semesters, with the first semester focusing strongly on Virtual Reality and Emergent Game Design. The second focusses on a longer production project, specific courses, and electives. Students are free to choose one of the available projects that may be inter- or multidisciplinary, collaborative with CMD or HBO-ICT students. During the project students will be guided by a professional coach.

Year 3 consists of a semester-length (international) internship and a semester of elective space aimed to advance student knowledge. Next to the internal electives, there are also minors offered by the School of Communication, Media & IT (SCMI) or Hanze UAS wide and at partner institutions. The management team has highlighted during the online visit that the School currently offers several minors that help students develop their entrepreneurial skills, for instance in the minors Digital Product Lab and Entrepreneurship and Technology.

In the first semester of year 4, students will collaborate in multidisciplinary work within an Innovation Workplace Project (IWP). Students will choose specialised electives according to a personal profiling path and own intended learning outcomes. The second semester is devoted to a graduation project functioning as the final capstone of the study and asking students to demonstrate the mastery of all the CMGT competences. Students are required to provide a tailor-made solution (an interactive digital product) for a concrete problem in the field of CMGT. From the provided Graduation Manual, the panel concludes that the programme is geared to provide certain flexibility and freedom of choice in the graduation content, sponsor profile and manner of graduation. Students may graduate individually or in pairs, opt for graduation abroad, or within their own company.

The vertical coherence of the curriculum can be found in the deepening of study units and the complexity of tasks students conduct and perform during their study. During the online visit, the panel has been convinced that the curriculum has a logical and sequential structure. Students are taken on a trajectory in which they gradually achieve the required competences and can profile their professional development. Once students obtain the core knowledge and skills in year 1 and 2, they get more challenged to integrate this knowledge and apply it to other, more complex, contexts in year 3 and 4. These contexts require a higher level of student autonomy and responsibility.

The horizontal coherence of the programme is achieved by linking the competences and BoKS from the core domain areas of Creative Media, Game Technologies and UX Design to the focus areas of the core domain of 21st Century Skills. The panel was able to observe this coherence to a limited extent through some first-year course guides, in which students would be asked to work on diverse professional situations and on the development of an emotional and social skill set. The panel considers it very important that the BoKS, that is aligned with the CMGT stem programmes, should be further developed to reflect the distinctive character of the CMGT Groningen curriculum.

Professional Practice and Application

The panel has observed that the programme is clearly based on professional practice that is reflected in the content of group projects and case studies. For instance, in year 1 and 2, students will develop their professional orientation through practical assignments designed in collaboration with the professional field. In year 3 students can undertake their internships, either in the Netherlands or abroad, where they learn how to operate in the professional field. In the final year students will engage in multidisciplinary cooperation and work with a real client on complex and challenging projects at the Institute Innovation Workplaces. To further the professional orientation, the panel supports the programme initiatives to offer regular guest lectures and involve alumni in a more active manner. The students of the major Game Design of the CMD programme the panel has spoken to explicitly acknowledge the professional nature of practice assignments as relevant and motivating.

The panel welcomes the programme's attempts to continuously optimise the learning content in a response to the changing demands of the professional field. From the discussion with the teaching and management staff, the panel gathers that the programme is geared, starting already from year 1, to increase student orientation and personalisation into the envisioned professional career. In this regard, the panel commends the programme's initiative as Work Field Orientation implemented in the year 1 curriculum in the context of Professional and Career Development.

Educational and Didactic Methods

The didactic approach applied in the programme is based on Dochy's concept of *High Impact Learning that Lasts* (HILL) outlined as follows:

- Students encounter authentic problems originated from the professional field or challenges set by a client. To enhance the connectivity of research tasks to prototype development, the CMGT programme aims to frame research in practical terms instead of creating explicit research courses. The panel welcomes the programme's aspirations to enhance the connectivity of research tasks to prototype development through incorporating research in practical projects and assignments within the curriculum's 'doing line' and in the Innovation Workspaces. This approach aims to increase the urgency among students for acquiring the needed research skills, attitude, and knowledge in congruence with the technical development work.
- During the study students develop ownership of their learning by taking greater initiative and receiving more freedom of choice through selecting minors and electives that may also be completed abroad; they can also participate in multidisciplinary projects with the Innovation Workplaces. Gathered from the conversation with the students the panel can confirm that experiential learning is crucial in the study process and it enables students to become part of an international and intercultural Community of Learners (COL) of Hanze UAS.
- The programme intends to incorporate a broad range of collaborative learning in the lab projects and activities in the Innovation Workplaces and Hubs, and by using active and hybrid learning methods. Students receive intensive coaching and continual constructive feedback (progress interviews, peer feedback) to facilitate effective collective learning. The CMGT course sessions have been structured following the StadsLab Rotterdam's 20-20-60 model that constructs peer interaction, teacher instruction and substantial in-class experience working together on assignments that enhance and guide their learning.
- The programme wants to pursue flexibility through formal and informal learning. Formal learning inside the classroom using hybrid, active learning. Informal learning outside the classroom, where students meet and work with each other, for instance, in workshops on demand, playtesting events, Demo Parties, portfolio reviews by industry and participate in Game Jams.
- From the conversations with the teaching staff and the Assessment Committee, the panel determines that the programme strives to implement the principle of 'assessment as learning' in the curriculum. Feedback, coaching and guidance from teachers are the key elements in the assessment programme.

Programme-Specific Facilities and Student Guidance Services

The programme has good infrastructural facilities that are accessible to students and that tap into the needs of a broad variety of students. The panel has observed that the management staff is monitoring this and proactively searches for solutions to respond to new infrastructural demands. The architectural facilities contribute positively to the atmosphere of an open, creative, and engaged community. The panel has enjoyed the virtual guided tour of the Institute main building that featured the CMGT 'Makerspace' and flexible workspaces, the Space Lab with a VR/AR Testing Room, and the Media Lab. In addition, the panel appreciates the intention of Hanze UAS senior management to facilitate new educational infrastructure such as designated 'Makerspaces' to support the realisation of the CMGT curriculum.

From the interviews with the teaching staff and students, the panel has learned that throughout the programme students will receive profound academic counselling. The support that individual students require depends on the current stage of the student's programme. For example, support in the first year will primarily focus on academic counselling (orientation, selection and referral), while from the second year onwards, greater attention is paid to career counselling and monitoring/improving study progress. The programme will also offer targeted support for students with disabilities. The panel was impressed by the CMGT Study Desk with focused guidance lines and clearly defined profiles of Study Desk Experts working to accommodate 'any student at any time' and facilitating activities with the 'Community of Learners' groups.

Staff

During the online visit the panel has met the core staff team who were involved in the development of the CMGT curriculum. This team has displayed a passion for the disciplines they are teaching and sounded enthusiastic about commencing the CMGT programme in the upcoming academic year.

The teaching staff can be characterized by their broad mix of profiles, including lecturers who mainly have teaching experience, lecturers with mainly industry experience and lecturers with field-specific competences. Gathered from the conversation with the students of the Game Design major during the online visit, the panel confirms that students appreciate the real industry experience many lectures share with them while stimulating their desire to gain new knowledge and competencies. The current lecturer team (28 people in total; 20 of these holding a Master's degree and two a PhD degree) involved in teaching the international stream of Game Design students comprises a diverse pool of experienced experts and recent graduates, four of those are international. The panel supports the management's intention to diversify the composition of the lecturer team by employing more international staff (vacancy worth 2 FTE) who are CMGT qualified and also varied in gender and sociocultural background.

From the provided staff curricula vitae, it has become clear that the lecturers and instructors put a lot of emphasis on advancing their own knowledge and skills in professional schooling. This takes place, for instance, through the cooperation in Innovation Workplace projects

under research professorship (e.g. projects at the Digital Society Hub), developing new electives reflecting the latest know-how in Creative Technologies, following master's programmes, and obtaining PhD degrees.

During the online visit discussions, the panel has furthermore noticed that overall, the staff is properly qualified in terms of didactic skills and assessment expertise in higher education (BKO and BKE/SKE certified). The panel commends the provision of the staff training on the didactic framework of HILL underpinning the CMGT curriculum design, as well as the Hanze UAS personnel professionalisation policy by facilitating exchange programmes, International Learning Lab courses and English proficiency courses.

It has become evident to the panel that the CMGT programme requires intensive guidance of the students; this asks a considerable time and energy investment from the staff. In addition to various teaching roles, the lecturer team fulfil specific roles established as internship and graduation supervisors, year 1 academic counsellor, coach, and a Study Desk Expert. The panel advises the management to monitor the staff workload and timely evaluate it.

Overall

Based on the interviews during the online visit and examination of the provided curriculum documentation, the panel considers that the curriculum, the staff, the facilities, and student counselling services create a conducive educational learning environment for students. Further, the panel concludes that the curriculum structure is clearly defined and coherent for an international bachelor programme. The combination of core and electives courses, the flexibility through informal and formal learning and authentic projects aimed at creative solutions present, overall, an appropriate reflection of the character of the CMGT programme and its 'glocal' focus.

The panel has observed that the programme is based on professional practice that is reflected in the content of group projects and case studies, which is commendable. Another commendable aspect acknowledged by the panel is that programme will be collaborating closely with the Hanze UAS professorship research (e.g. User-Centred Design (UCD) group). This research group strives to intensify the connections between the industry sector and academia, for instance, through the Digital Society Hub (Innovation Workplace). The professorship actively gathers the research questions from the professional field and business sector and incorporates these in the programme projects, graduation assignments and minors. The panel welcomes this embedding in the curriculum content and encourages the programme to foster this integration by further exploration of the 'broader society' and potential future fields of the Creative Technologies. The panel is of the opinion that such awareness of contemporary challenges and responsiveness in the curriculum will ensure that the CMGT graduates stay competent and adaptive to the demands of the professional field.

The panel considers that the didactic approach underpinning the design of the CMGT curriculum is well developed and viable. A range of hybrid, active learning techniques are

employed following the StadsLab Rotterdam 20-20-60 model in lesson structure; these methods are focussed on learning by doing and facilitate students to achieve the programme learning outcomes.

The programme is supported by adequate facilities and elaborate student counselling services provided by the CMGT Study Desk; they contribute to a holistic experience for students. However, it has remained uncertain to which extent the infrastructure is sufficiently scalable in the case of a continued student growth scenario, but the panel trusts the management will be able to solve this predicament if it happens.

The panel establishes that the staff is well-qualified for the realisation of the curriculum in terms of content and educational expertise. They are enthusiastic and eager to commence this new CMGT curriculum. The panel wants to encourage the teaching and management staff to continuously reflect on the learning outcomes and consider changes to the programme content in response to professional (both national and international) and discipline-related evolutions. The panel welcomes the programme's provision of new electives in this regard, inviting guest speakers from the professional field and alumni and following the national developments in the CMGT stem programmes. Also, the panel supports the management's intention to diversify the international composition of the staff and to increase their gender and sociocultural background diversity.

Given the defined professional positioning and orientation, the panel is of the opinion that contextual awareness deserves a more substantial role in the curriculum. The provided reflection of 21st Century Skills as gained from the curriculum overview and online visit discussions, does not suffice to demonstrate this fully yet. Thus, the panel recommends developing a more prominent relation of the curriculum to global societal challenges and ethical issues.

All in all, based on the studied curriculum materials and after intensive conferring with the programme representatives during the online visit, the panel is yet unable to establish that the current curriculum proposal sufficiently reflects the distinctive 'identity' of CMGT Groningen. This has led the panel to give a conditionally positive assessment that is detailed in the chapter Outcome of this report.

Based on the interviews and study of the provided course documentation, the panel concludes that the curriculum, the teaching-learning environment and the quality of the teaching staff partially meet standard 2.

6.3 Standard 3: Student assessment

The programme has an adequate system of student assessment in place.

Judgement

Meets the standard.

Findings and Considerations

Assessment Programme

The CMGT programme has developed an assessment system that adheres to the principles and procedures for the design, organisation, administration, and evaluation of assessment as defined in the Hanze University of Applied Sciences Assessment Policy (2016) and the SCMI Assessment Policy (2015). In line with the SCMI Assessment Policy, the programme has delivered an assessment plan that indicates where in the curriculum the programme competencies are assessed and at which level. The assessments are based on the learning outcomes as listed in the course guides.

Based on the talks and documents, the panel ascertains that the assessment programme guarantees a good structure and variety. Overall, it is aligned with the BoKS and competences under assessment. The curriculum in year 1 and 2 provides a solid knowledge base and contains more written assignments than in later study years, in which the integration of competencies in the execution of professional tasks within various contexts is central to the assessment (e.g. multidisciplinary projects with Hanze's Innovation Workplaces, specialisation minors and electives, internship).

During the online visit, the panel has confirmed that the vision on education is strongly linked to the 'assessment as learning' principle. Assessment constitutes an integral part of the educational process and adds to another learning opportunity for the student. The staff have showed a strong aspiration to further develop an assessment culture with a greater focus on active student participation, formative assessment, constructive feedback, coaching and guidance.

The programme employs a functional mix of assessment forms such as written assignments, demonstrations of professional products/prototypes, presentations, reflection reports and portfolios culminating the capstone experiences. Lecturers have been trained in the development of various assessment forms and formats. The assessment programme also includes test formats based on individual and group participation. Group work involves supervision of the process and assessment of individual contribution as well as peer feedback and evaluation of individual performance.

The focus on portfolios to integrate assessment and instruction and to promote meaningful learning has been detailed to the panel during the dialogue with the programme representatives. The CMGT programme plans to apply two types of portfolios designed to assess students' performance for a variety of purposes in core curriculum areas. One is a

showcase portfolio that exhibits the best of student performance. It may be used for creating professional presence, self-promotion in the application for jobs and work placements, and building industry connections. Two is a *development portfolio* (in combination with a criterion-based interview) that contains evidence of student attainment of the competencies of the course. For instance, student-selected samples of work experiences, prototypes and documents related to learning outcomes being assessed. The *development portfolio* is also used to address and support progress toward achieving learning goals, including student efficacy; this is accessed through critical reflection on the working process.

Formative and summative evaluations alternate. For instance, portfolio assessments will provide both formative and summative opportunities for monitoring progress toward achieving identified learning outcomes. The panel supports the programme actions to further integrate the CMGT course streams leading to a minimum number of tests along with more active application of informal (community) learning, peer review and continual constructive feedback in the assessment cycle.

From the Educational Training Plan and discussion with the lecturers and the chair of the Assessment Committee, the panel believes that the programme maintains enough transparency regarding assessment per study unit. The provided course guides and assessment rubrics in year 1 outline the type and formats of assessment with evaluation criteria that correspond to intended learning outcomes.

Quality Assurance in Assessment

The Exam Board (EB) functions School wide and is responsible for the quality of assessments and safeguarding the competency standards of its programmes. The EB monitors compliance with the TER, appoints examiners and handles fraud and complaints about examinations. The Exam Board also periodically consults with the programme managers on BSA policy, exemptions and identified problems with assessment quality and provides advice on quality improvement.

The Assessment Committee (AC) has a mandated responsibility in the field of quality assurance of assessment (formative and summative) and operates under the responsibility of the Exam Board. The Assessment Committee performs periodic screenings of course assessments on validity, reliability, transparency and the 'four-eyes' principle applied to the assessment design. They also monitor the extent to which the assessment form and content are consistent with the SCMI Assessment Policy requirements and assessment matrices. The AC reports to the Exam Board and gives feedback to examiners where necessary.

During the online visit, the panel has received confirmation on the AC involvement in the development of the CMGT programme. They conducted a thorough screening of the programme of the first year, ensuring that the constructive alignment between the profile and the curriculum had been achieved.

From the interviews with the assessment representatives, the panel can assert that the Exam Board and Assessment Committee are instrumental in monitoring the quality of assessment with the programme and safeguarding the quality of graduate assessment. The EB formally appoints examiners according to the established programme requirements and ensures necessary onboarding related to the assessment process and assessment criteria of graduation assignments. The panel has noticed that the communication with the EB and AC and teaching and management team is sustained in mutual understanding and cohesion.

Overall

The panel considers that the constructive alignment of competencies, course contents, teaching methods and assessment modes is well observed in the CMGT curriculum design and ready for implementation. The CMGT programme applies a varied mix of assessment forms and methods to evaluate students' knowledge and skills and professional competences. The assessments have been developed in line with the CMGT competence and assessment matrices.

The panel has reviewed the assessment material of year 1 and established that the assessments are linked to the intended learning outcomes, but there is room for improvement in transparency and construct validity. In this regard, the panel is of the opinion that more congruence is required between the CMGT programme learning outcomes and course learning outcomes. This alignment should clearly demonstrate a distinctive feature of the CMGT Groningen professional competency profile and level of attainment. The panel recommends bringing into uniformity the formulation of CMGT programme and course learning outcomes in the assessment rubrics and tweaking the language used in the definitions of the related assessment criteria.

Given the 'T-shaped' curriculum structure, the panel welcomes further development of the portfolio in the assessment programme that would require the ongoing involvement of students in the creation and assessment process. Portfolio design should provide students with the opportunities to become more reflective about their own work while demonstrating their abilities to learn and achieve in courses and projects. The panel appreciates the detailed description of several levels of attainment of the learning outcomes in the rubrics of the portfolio assessment in this regard.

The panel concludes that the quality of CMGT assessment programme is safeguarded in structural mutual communication and coordination between the management, lecturer teams, Exam Board, and Assessment and Education Committees. At this stage of development, it is not possible to assess the reliability of the assessments, however, the Hanze UAS assessment system and experience from the CMD programme give the panel enough confidence.

Based on the interviews and study of the provided documentation, the panel concludes that the programme has an adequate student assessment system primed for

implementation. With that, the panel judges that the intended programme meets standard 3.

6.4 Standard 4: Intended learning outcomes (if applicable)

The programme demonstrates that the intended learning outcomes are achieved, (As a rule, standard 4 is not addressed in an initial accreditation assessment. The panel will only assess this standard if, in the opinion of NVAO, the procedure involves an existing programme and final projects are available to be assessed.)

Not Applicable.

6.5 Degree and field of study

The panel advises awarding the following degree to the new programme: Bachelor of Science (BSc).

The panel supports the programme's preference for the following field of study: Technology (Techniek).

Abbreviations

AC	Assessment Committee
BoKS	Body of Knowledge and Skills
BSA	Binding Study Advice
CMD	Communication and Media Design
CMGT	Creative Media and Game Technologies
COL	Community of Learners
CT	Creative Technologies
EB	Exam Board
Hanze UAS	Hanze University of Applied Sciences
HBO	Hoger beroepsonderwijs
HILL	High Impact Learning that Lasts
ILO	Intended Learning Outcome
IWP	Innovation Workplace Project
NLQF	The Netherlands Qualifications Framework
SCMI	School of Communication, Media & IT
TER	Teaching and Examination Regulations
UCD	User-Centred Design
VR/AR	Virtual Reality / Augmented Reality

The full report was written at the request of NVAO and is the outcome of the peer review of the new programme HBO-Bachelor Creative Media and Game Technologies of Hanze University of Applied Sciences Groningen

Application no: 009915



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