AeQui

Bachelor
Creative Media and Game Technologies

Breda University of Applied Sciences

Advisory report of the assessment of the existing program
11 and 12 December 2024

Summary

On 11 and 12 December 2024, the bachelor's programme Creative Media and Game Technologies of Breda University of Applied Sciences was assessed. The panel's overall judgement is positive. The panel also assessed the Small Scale and Intensive Learning feature and concludes that the programme meets these criteria. The panel's overall judgement regarding this feature is also positive. This is described starting on page 24 of this report.

Intended learning outcomes

The intended learning outcomes tie in with (inter)national requirements for the field of gaming. In addition, the intended learning outcomes are in line with Dublin descriptors. The programme adheres to the Dutch Professional Competency Profile Creative Technologies and translated the competencies into learning outcomes for the various variants and blocks in the programme.

The programme is very compatible with the demands from the industry. The focus on project-based working in an international setting aligns with industry requirements. In addition, the professional field is actively involved in the programme. The panel thus concludes that the programme meets this standard.

Teaching-learning environment

The content of the programme enables students to achieve the intended learning outcomes. The project-based character of the programme allows for interactive contact between students and lecturers. The programme has an adequate balance between individual and group projects.

In addition, the teaching format fosters small-scale education, and the programme is closely connected to industry. Students have ample opportunities to connect with industry during the programme.

The international character of the programme is reflected in the content and set-up of the programme, in the international profile of the staff involved, the international students attending and the international character of the field. Lecturers involved are experienced in English-language teaching to students from diverse backgrounds. The site visit showed that both staff and students have excellent command of English.

The legal enrolment criteria are applicable to the programme. And the programme has a thorough selection procedure in place that ensures that motivated students enrol in the programme.

The staff involved is very committed, competent and has ample experience in the gaming industry. In addition, sufficient lecturers are available to execute the programme and to maintain the small-scale didactical concept of the programme.

A wide range of tutoring activities is in place that match the increasing independence expected of bachelor students during their study and the different students' needs. The panel thus concludes that the programme meets this standard.

Student assessment

The programme has an adequate assessment system in place. The quality assurance of the assessment system is solid, and effective measures are taken to guarantee the validity, reliability and transparency of the assessments. The board of examiners safeguards the quality of the assessments and the end level of the programme. In doing so, the board systematically attends the graduation sessions. The panel thus concludes that the programme meets this standard.

Achieved learning outcomes

The programme has an adequate graduation procedure in place. In assessing students final work two examiners are involved. Students can adjust their graduation phase to their own ambitions.

The panel concludes that the level reflected in studied graduation files (15 in total) is high and that students achieve the required bachelor's level. In addition, students are recognised for their qualities in game development by winning awards and quickly finding positions in the (triple-A) gaming industry (during or after graduation). The panel notes that the information in the studied learning logs is mostly procedural, and less content based.

The panel thus concludes that the programme meets this standard.

Facilities

The programme has very good facilities in place. These include state of the art labs and studios. The panel agrees with the students that ample workplaces should be made available for them. The panel concludes that the programme meets this standard.

Quality assurance

The programme has an effective system of quality assurance in place. The PDCA cycle with formal evaluations and the involvement of committees with all relevant stakeholders, are at the heart of this system. Students in general feel heard by the programme and the programme acts on their feedback. The panel thus concludes that the programme meets this standard.

Recommendations

The panel recommends the following:
- Standard 1: to formulate the intended learning outcomes in a more uniform manner.
- Standard 2: to include lectures or workshops on intercultural competences and working in international teams.
- Standard 3: to stimulate that students' learning logs focus more on the 'why' and less on the 'what'.
- Standard 4: to relate the evidence documented in the learning log directly to the intended learning outcomes.

The suggestions mentioned in the remainder of the report are non-committal in nature.

All standards of the NVAO framework have been positively assessed. On this basis, the panel provides a positive recommendation regarding the accreditation of the bachelor programme Creative Media and Game Technologies of Breda University of Applied Sciences.

On behalf of the entire site visit panel,
Utrecht, January 2026

Raoul van Aalst
Chair

Titia Buising
Secretary

Introduction

Profile

Breda University of Applied Sciences (BUas) aims to be an internationally leading knowledge institute, recognised for its contribution to solving the challenges of our society and for meeting the changing industries it serves. BUas's mission is to empower young professionals on their journey to shape a better world. This is translated into educating '+shaped' professionals, whose education both in and across domains enables them to think and work transdisciplinary. The '+' represents the BUas Skills for Life: creating meaningful experiences, integrating and shaping the future in a hyperconnected world and showing guts and personal leadership to become a self-directing professional.

BUas offers programmes in the fields of AI, Built Environment, Facility, Games, Hotel, Leisure & Events, Logistics, Media and Tourism. BUas is organised in five academies. The bachelor programme Creative Media and Game Technologies (CMGT) is part of the Academy for AI, Games and Media. This academy also offers the master programme Game Technology.

The CMGT programme is an international and English taught programme, with students and lecturers from all over the world. The programme is connected to the professorship of Creative and Entertainment Games and the professorship of Serious Games, Innovation & Society.

The programme aims to prepare students for a career in the dynamic world of triple-A games by providing techniques and skills to design and develop innovative games and media. The programme is project-based; in each period students work on a project.

The assessment

BUas has commissioned AeQui to carry out the current assessment. For this purpose, AeQui, in collaboration with the programme, has assembled an independent and knowledgeable panel. A preparatory meeting with representatives of the programme has taken place.

The assessment was conducted based on the Accreditation Framework for Higher Education in the Netherlands, according to the programme outlined in Appendix 2. The institution does not have a positive institutional audit decision, and therefore six standards were assessed. The open consultation hour was attended by three people. Their input was considered in the overall assessment of the programme.

The panel oriented itself during the preparatory meeting and during the deliberation phase towards the cluster of programmes to which this programme belongs. The necessary expertise for this was present within (a part of) the panel. Recommendations for further development were made during the previous assessment. The programme has acted in response (see Appendix 3). The panel has integrated this follow-up into its considerations for the current assessment.

The panel conducted the assessment independently; the panel received the necessary information to arrive at a judgement. At the end of the assessment, the programme was informed of the findings and conclusions. This report was sent in draft to the programme; the programme's responses have been incorporated into this final report.

At the initiative of the programme, a development meeting will take place later in 2025. The results of this development meeting will not affect the assessment presented in this report.

Intended learning outcomes

Standard 1: 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.

Findings

The programme aims for students to develop a broad knowledge base and specialized skills, preparing them for high-level roles in the triple-A game development industry. In addition, students learn to be adaptable, reflective, and prepared for lifelong learning. This allows them to have a successful career in game development. The AAA-game design industry refers to the development of high-budget, high-quality video games produced by major international studios.

The programme focuses on advanced application, critical thinking, and addressing industry-relevant challenges. The self-evaluation report notes that, unlike other programmes, the programme extends beyond the prototype stage. In the third year for example, students are challenged to develop and bring to market a game.

The programme adheres to the Dutch Professional Competency Profile Creative Technologies. The competencies listed in this national profile form the intended learning outcomes of the programme. Within this set of twelve competencies, the programme emphasizes technological and professional competences. The competencies are linked to the Dublin descriptors. For each competency, the end level is defined using the AUCOM model. The end level is level 3 for all competencies. For each course, the competencies are translated into intended learning outcomes. The intended learning outcomes are formulated at three levels by using the AUCOM model. Level one is covered in year 1; level two in year 2; and level three in year 3

and 4. The complexity and independence expected from students increases with the levels.

The Body of Knowledge and Skills (BoKS) is also derived from the Dutch Professional Competency Profile Creative Technologies. The BoKS includes specific topics relevant to the AAA gaming industry. These include for example game programming, game design and game industry fundamentals. In consultation with the other CMGT programmes, the BoKS is updated every two years.

In addition to the competencies, the programme focuses on students' professional development. The programme aims to foster a 'learn to learn' mindset, encourage self-directed learning, critical thinking, and personal growth. According to the self-evaluation report, this is an integral part of the programme and assessed in each block and the final graduation phase.

The programme offers the following variations: game programming, visual arts, film visual effects, and game design and production. Students start in one of these variations and expand and personalize their roles as they progress. Students build a strong foundation in their discipline and later explore different roles within their variation. For example, designers can become level designers, system designers, or producers, and artists can become character artist, environment artist, or technical artist.

The visual arts variation is offered as of 2023. This variation prepares students for work in film post-production facilities. This variation aligns

with the overlap in tools and expertise between film and games.

Connection to industry
Input from the professional field is gathered through the academies international Industry Advisory Board, the input from industry guest lecturers and lecturers that are active in industry. The Industry Advisory Board consists of five members and meets regularly. The board is involved in evaluating the programme and the intended learning outcomes.

In 2024 a BUas wide industry advisory board was installed, consisting of more than twenty members from the professional field. The board discusses relevant trends and developments in the industry, both in education and research, competencies they regard as essential and the alignment between BUas strategy and industry needs. In addition, in 2023 the first BUas-wide industry day was held, for the key accounts/partners of all BUas knowledge domains.

During the site visit, the panel met with several representatives of the professional field. They value the project-based character of the programme, and that the complexity of the projects increases during the programme. Students are trained to work in teams on complex projects and to work on self-directed projects. The representatives were also positive about the students and alumni's attitude and readiness to work.
The Industry Advisory Board discusses developments in industry and advises the programme on this. It was noted that the programme acts on the advice from the board.

Other collaborations
The programme collaborates with HOWEST (Belgium). Additionally, a joint project with ISART (France) has been initiated. The programme is currently working on establishing a collaboration with ArtEZ (Enschede) on Game Audio and several top universities from the US.

Considerations
Based on the interviews and the examination of underlying documentation, the panel concludes that the intended learning outcomes tie in with (inter)national requirements for the field of gaming. In addition, the intended learning outcomes are in line with Dublin descriptors. The programme adheres to the Dutch Professional Competency Profile Creative Technologies and translated the competencies into learning outcomes for the various variants and blocks in the programme. The panel recommends formulating the intended learning outcomes in a more uniform manner.

Moreover, the panel concludes that the programme is very compatible with the demands from the industry. The focus on project-based working in an international setting aligns with industry requirements. In addition, the professional field is actively involved in the programme. The panel also concludes that the programme has acted upon the recommendation of the previous accreditation to strengthen its contacts with partner schools.

Taking these considerations into account, the panel assesses that the programme meets this standard.

Teaching-learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

The programme is structured into four blocks of ten weeks per academic year. In each block, students work on one project (15 EC). Each block consists of eight weeks of instruction and two weeks of independent study and preparation. During these two weeks, students also engage in extracurricular activities such as conferences, Game Jams, workshops, masterclasses, industry guest lectures, and playdays where the public can experience the games developed during the block.

The expectations for each project are outlined in a project brief. This brief informs students about the project's procedures, deadlines, and the specific requirements regarding the intended learning outcomes. The creative brief states the project's creative constraints. Students have the freedom to interpret the creative brief. The programme notes that the creative brief allows students to showcase their creativity and skills, and it enables lecturers to integrate new trends or technologies without having to redevelop a project.

The first, foundational year of the programme focuses on developing fundamental skills through structured individual projects supported by lectures and workshops. The final project of the first year is a group project. In the second year, students explore diverse industry roles through both individual and group projects. The projects comprise bi-weekly sprints, in which students work on different parts of their project. During sprint reviews reflection on the work takes place. In the second-year students

also start to build their portfolio, to discover their creative identity and the type of game professional they wish to be(come), the panel learned during the site visit.

In the third year, focused on collaboration, students become a member of a large-scale, multidisciplinary team project simulating real studio environments. In this year-long project, student groups develop a game together and bring it to market. For each phase of this project, a different project brief is available. In the third year, students also develop their own website with their portfolio. Students are supported in this through lectures, feedback and several mock interviews with industry. During the Industry Day, students receive feedback from industry on their portfolio. During the Portfolio Day students showcase their portfolios and engage with leading studios from the film industry. Industry panels provide insights into portfolio requirements, professional standards, and career pathways.

In the final year, personalisation takes place, and students pursue specialized projects such as minors, internships, or entrepreneurial ventures, allowing them to align their education with personal career goals.

During the site visit, the panel learned that the personal development track, which is an integral part of the programme, includes workshops on topics such as leadership, decision making in teams and ethics.

Connection to industry

In each year, ample industry experts and specialists are invited to provide guest lectures. Some staff members also work in industry and share this knowledge with students. In addition, students are encouraged to share their knowledge through presentations and guest lectures for each other. During the 'come back day', fourth year students for example present their experiences from their minor, internship or personal project.

The academy organises and/or hosts several (annual) conferences that foster informal knowledge exchange between students, researchers and industry professionals (Everything Procedural Conference, Graphics Programming Conference, Breda Game Week and Virtual Production Gathering). These conferences provide students and alumni with opportunities to showcase their work and to network within the global gaming community.

The Showcase Day is a platform for students to present their creations to industry professionals, peers, and the press, allowing visitors to explore the latest technologies and tools in interactive media. The Showcase Day aims to highlight student achievements while creating opportunities for internships and job placements.

Research

According to the programme, research allows students to explore the world beyond the classroom, enabling them to create the game worlds of their imagination. Research skills are directly related to developing projects. These skills include for example reverse engineering systems from existing games to prototype them, analysing architectural styles to build modular environment kits, and researching new technologies.

The programme is connected to Cradle, the academy's research team. Through Cradle, students have access to advanced technologies for

their projects. In addition, researchers from Cradle provide guest lectures and showcase their projects.

Internationalisation

The programme offers students international exchange programmes and collaborative projects with schools across Europe. And the guest lecturers involved in the programme share their networks with students and this leads to internships at gaming studios worldwide. The programme collaborates with ISART, a gaming school in Paris and is exploring collaborations with universities in the US. Regarding international and intercultural skills, the Global Mind Monitor will be introduced in the programme. This monitor is a tool to measure students' intercultural competencies. This will be implemented in the 'soft landing' programme, the placement and the graduation phase.

Representatives from the international office stated that mixing students from different backgrounds allows for students the learn soft skills such as communicating and collaborating in an international environment. In addition, lecturers noted that students learn about cultural differences by working in project groups with international students and giving each other peer feedback. On occasion, for example when international tensions arise, the programme organises sessions that also address intercultural and international differences and perspectives.

The curriculum however does not (yet) contain lectures or workshops on exploring and understanding cultural differences.

Extracurricular activities

The programme also offers extracurricular activities for students to participate in. These include conferences, game jams, masterclasses, BUas clubs, industry showcase day and the aforementioned guilds. These activities allow students to explore specific topics, to get insights in the

latest developments and to expand their net-work with professionals and peers.

The students the panel met during the site visit, are aware of the competencies of the programme and the relation between the competencies and the intended learning outcomes.
Regarding the number of lectures and workshops, the students the panel met with have different opinions. Some would prefer more lectures while others prefer more time for their project. Students noted that the first year is foundational for their knowledge and skills. In the second and third year they build upon this in the projects and specialise. Alumni expressed a need for more lectures and theoretical knowledge in the programme.

Alumni the panel met with, value the project-based character of the programme. This taught them to collaborate in teams with people from different disciplines and to communicate efficiently. In addition, the programme offers ample opportunities for them to build their network and to use their lecturers' connections in this.

Learning environment
The programme is project based. The programme notes that this immerses students in authentic, hands-on projects mirroring real-world industry scenarios and simulating industry conditions. This approach cultivates essential technical skills, fosters collaboration, critical thinking, and adaptability among students. The curriculum is designed to ensure the gradual development of knowledge and skills, tailored to align with the intended learning outcomes of each student's chosen variation and role. Project groups consist of approximately 5-7 students in the first year and 15 – 20 students in the second year. In the third year, the groups are larger, consisting of 25 tot 35 students. Within this

group, students work in smaller groups on specific parts of the game.

The programme offers 20 contact hours per week in the first, second and third year (16 hours of supervised project work and 4 hours of workshops). In the first year, students have three one-on-one meetings with their lecturers per block. Teaching methods used include lectures, workshops, tutorials, work reviews, feedback sessions and presentations. Projects are run by teaching teams of three to twelve people from different disciplines (including study coaches) who work closely together.
Students work on their projects in the GameLab. Here, students meet twice a week and are guided by their lecturers. The GameLab aims to simulate the day-to-day practice and operation of a game studio. On lab days, the whole teaching team is present and available for project supervision.

In addition, guilds are formed throughout the programme. The guilds are learning communities where students with a shared interest in a particular subject can come together. The guilds are student-driven but coordinated by staff to ensure effective guidance and support. Students from all years, including master's students, are welcome to join any guild that interests them. The topics covered are diverse and vary from watercolour painting and level design to C++ refreshers and environment art. The guilds offer students diverse opportunities to explore and deepen their knowledge in specific areas.

Regarding group work, students noted during the site visit, that the groups always consist of students with different backgrounds and from different variations. Students commented that when group dynamics do not work as intended, students can discuss this with their lecturers. And if needed, lecturers will intervene. This was

confirmed by lecturers during the site visit. If necessary, an intervision session is organized and guided by a lecturer. Alumni shared a different opinion during the site visit; the programme could have provided more safety for students when creative or personal conflicts arose in project groups. In addition, it was noted by alumni that the programme could have protected them better from the stress that comes with the job. The programme reflected the stress of working in the gaming industry sometimes too well.

Student well-being

The programme aims to ensure student well-being and student guidance in different ways. First, the team includes 3,2 fte for coaches to offer short-term guidance on learning skills and aspects of professional development. For more extended support in personal matters, including neurodivergence, four counsellors are available within the academy.

Second, lecturers guide students in developing their academic and professional skills. They are also the first point of contact when students face challenges. Third, BUas offers different facilities for students. This includes the 'soft landing' programme to help new students transition smoothly into university life, with orientation sessions, study skills workshops, and social activities, supported by dedicated study coaches. In addition, BUas offers personalised support through trained student counsellors and psychologists integrated within the academies. This also comprises extra support for students with functional limitations or special circumstances. To enhance personal and academic skills, BUas offers free extracurricular training and activities such as study skills and professional skills. Moreover, external resources for support are available if needed.

For international students, the 'soft landing' programme also comprises an introduction to the Dutch language and intercultural training. In addition, the programme organises annual events for international students such as drinks, a field trip, 'bring a Dutchie' event and a winter celebration. The programme works together with other BUas programmes to ensure that sufficient housing is available for international students.

As mentioned before, students can participate in the BUas clubs. These clubs are also intended to create a sense of belonging and thus increase student well-being. This also includes the Neurodiversity Club, which is supported by a student counsellor.

Students and alumni whom the panel met, feel safe and know who to contact if support is needed. Students are informed about the role of counsellors and the confidential advisor. The panel has learned that safety nonetheless can be an issue for students. This may be related to the highly competitive environment that the game industry is, and that to some extent also influences the project-based learning environment. The programme is aware of these concerns, and has started a project to address these for both students and teachers. The panel supports this wholeheartedly.

Staff

The programme is part of the Academy for Gaming and Media. The academy employs 169 staff members (138 fte). 71% hold a master's degree and 16% hold a PhD. 79 lecturers have attained BKE qualification,77 have completed specialised didactics training, and two have acquired Senior Examiner Qualification (SKE). The bachelor CMGT involves 37 fte. The programme has a student to staff ratio of 17:1. 50% of the

lecturers involved are international. Some staff members also work in industry.

The programme emphasizes team-based working and is organised in teams (self-organising units), based on programme years and variations. So-called year leads coordinate the activities within a year and oversee the staff involved in that year. The general managers are responsible for curriculum development across the entire programme variation and managing staff within specific disciplines.

Since the programme is offered in English, the academy supports staff in enhancing their English language skills by a) offering team-based coaching, b) Brighton English training, c) individual support from an English lecturer or Babel taalinstituut and d) support from the translation team.

Development of staff focuses on professional skills and teaching related skills. This includes for example attending conferences, training courses in technical skills and new technologies but also training in didactics (BKO) and assessment (BKE). Staff is being trained in AI. The programme has recently developed a toolkit for intercultural and international teaching and project management for lecturers.

The self-evaluation report noted some concerns about social safety and communication in the workplace that were raised in an external employee experience survey. The academy is currently in a trajectory with an independent consultant to develop and implement strategies for improving social safety and communication. The discussions about this during the site visit made clear that the programme works on changing the culture in the team and programme, by focusing on team building,

collaboration and hiring new lecturers that also have pedagogical competencies.

Students are, as mentioned during the site visit, content with their lecturers and their background in industry. Lecturers are also open to suggestions from students about including guest lectures on specific topics.

Intake and progression
The legal enrolment criteria apply to the programme. Candidates can inform themselves about the programme through the website, open days, online webinars, orientation days, study choice conferences, and site visits with their secondary school. Candidates can also explore games made by students on different public platforms. The programme offers a C++ course for prospective students to help them build foundational skills before starting the programme. Candidates with a VWO diploma can opt for the accelerated 3-year programme.
The accelerated 3-year programme corresponds to a total of 180 EC and consists of a propaedeutic phase consisting of 60 EC and a main phase consisting of 120 EC. The 3-year programme is essentially the same as the regular programme without year 3. These students that are deemed 'ready for the market" by lecturers, management and through portfolio analysis have a choice to skip the third year. The panel recognises this as an adequate accelerated track.

The programme has a selective admission procedure in place. Candidates must partake in an intake assignment and an intake interview. Based on the results of the intake assignment, candidates are invited for the interview. The intake assignment is tailored to the different variations of the programme. A scoring system is used to assess students on their assignment and

portfolio, motivation, communication skills and assignment reflection.

The programme aims to further refine the intake process. In doing so a pilot is prepared to assess candidates' study skills based on the Big Five personality model.

The programme receives approximately 800 applications each year, of which approximately 200 are admitted. The first-year dropout rate is on average just below 20% over the past year.

BUas aims for 30% of international students. In the CMGT programme currently 45% of the student population has an international background.

Considerations

The panel concludes that the content of the programme enables students to achieve the intended learning outcomes. The course catalogue for each variation is helpful for students to understand the focus and organisation of the programme and their chosen variation. The panel notes that the content of the programme is relevant and up to date.

The project-based character of the programme allows for interactive contact between students and lecturers. The programme has an adequate balance between individual and group projects. In group projects students work together with students from the other variations; this also prepares them for their future career in the gaming industry.

In addition, the teaching format fosters small-scale education. This is reflected in the small group size in the first two years and the final year.

The programme is closely connected to industry. The principle of project-based learning and

working mirrors the industry. In addition, students have ample opportunities to connect with industry during the programme.

While the panel appreciates the project-based concept and the connection to industry, it invites the programme to also maintain a continued focus on the pedagogical side of the programme.

The international character of the programme is reflected in the international profile of the staff involved, the international students attending and the international character of the field of study and research: gaming. The panel therefore concludes that the international name of the programme is more than appropriate. The panel also agrees to the fact that the programme is entirely taught in English. In addition, the panel establishes that the lecturers involved are experienced in English-language teaching to students from diverse disciplinary and cultural backgrounds. The meetings during the site visit showed that both staff and students have excellent command of English.

Regarding learning intercultural competencies and learning to work in international teams, the panel is of the opinion that this should be addressed by more than working in groups with students from a different background. The panel recommends the programme to include lectures or workshops on these topics to give students the theoretical base for their collaboration in projects.

The panel concludes that the legal enrolment criteria are applicable to the programme. In addition, the programme has a thorough selection procedure in place that ensures that motivated students enrol in the programme. Moreover, the panel is of the opinion that the programme ties in with the student's different backgrounds.

The staff involved is very committed, competent and has ample experience in the gaming industry. In addition, sufficient lecturers are available to execute the programme and to maintain the small-scale didactical concept of the programme. The panel already noted that the staff involved has an excellent command of the English language. The panel supports the programme in its efforts to create a safe environment for lecturers.

The programme has a wide range of tutoring activities in place, that match the increasing independence expected of bachelor students during their study. Moreover, the tutoring available also matches the different students' needs.

Regarding the recommendation of the previous accreditation, on providing for students who might feel a need for further experiment, self-expression and authenticity, the panel concludes that the programme has ample opportunities for students to do so. In the projects (and the project briefs) students can follow their own ambitions and learning goals.

The panel concludes that the programme, with the projects, guilds, labdays and extra-curricular activities etcetera, provides a rich learning environment.

Taking these considerations into account, the panel assesses that the programme meets this standard.

Student assessment

Standard 3: The programme has an adequate system of student assessment in place.

Findings

The academy's assessment policy sets out the Code of Assessment Practice (Code) for the programmes. The academy's assessment policy outlines the vision on assessment, the principles of assessment, the provision of feedback and the quality assurance of assessment and feedback. In addition, it gives insight into the premises and procedures for the design, organisation, administration, and evaluation of assessment.

The programme has standardised the assessment procedure for all years and variations. This means that the projects are set up the same. The aforementioned project brief also contains information about the assignment, the intended learning outcomes, the grading rubric and the forms of formative assessment. Students document their progress regarding the intended learning outcomes in a learning log. In addition, students can add games, videos, images, feedback, personal reflections and other items that demonstrate their progress. The learning log is assessed by means of a rubric. In addition, lecturers have access to the work students have developed.

Summative assessment takes place after the end of each block, when a team of lecturers assesses if the students have demonstrated the intended learning outcomes. For this a rubric is used. Students also use this rubric to assess their progress (or their peers progress) throughout and at the end of the block. Students also receive feedback during the summative assessment.

Assignments are assessed by two examiners. In the final year, a third and sometimes fourth assessor, for example from industry, can be part of the evaluation process. The programme regularly reviews grade averages and pass rates.

Formative assessment is an ongoing process, and students receive this during GameLab days, presentations, playtests and individual sessions with their lecturers. During each block, students receive formative feedback on their learning log but also on the product they are working on. This includes feedback on the product quality, students' creative process and student's attitude towards the project. Each block, students receive at least three times formative feedback. The site visit made clear that after each block so-called 'good bad and ugly' sessions are held. During these sessions students discuss what went well, what went wrong and what they find hard to admit. The results of these sessions are not routinely included in the learning log.
In addition, in the year-long group project in the third year, students receive feedback as a team. As a team students respond to the feedback via email and detail how the feedback was implemented. Students can also invite the lecturers to discuss the feedback.

Students the panel met with during the site visit, value the quality of the feedback from their lecturers. Students also contact specific teachers to request feedback on certain aspects of their work. Students noted that in grading group work also communication skills, collaboration skills and presentation skills are included.
Students also noted that different years set different expectations regarding the learning log.

In the first- and third-year weekly learning logs are expected, in the second year this is less often. In addition, this also seems to vary between the variations of the programme.

Regarding the retakes students remarked that students can use the whole year for their retake. The time available for the retake of the final block of the first year is however limited to two weeks. This is related to the binding study recommendation. Students noted that improving this is currently discussed in the programme.

In response to the developments in artificial intelligence, BUas has a policy to manage AI use in assessments. This comprises five levels, varying from not using AI to full use of AI with human oversight. The BUas policy will be implemented in the academic year 2025 - 2026. In addition, a BUas wide project group explores tools and technologies and trains staff. The programme notes that teaching students how to use AI effectively and responsibly is essential in preparing them for their professional realities since AI is increasingly used by AAA studios to accelerate the development process of games.

Board of examiners and testing committee
The academy's board of examiners is responsible for ensuring the quality of the assessment and the end level of the programme. In addition, the board of examiners is also concerned with the binding study recommendation for first year students. Members of the board participate in graduation sessions to verify adherence to assessment protocols and to ensure that the high-quality standards are maintained. The board writes a yearly report and reports directly to the Executive Board.

The academy is currently in a transition where the responsibilities of the assessment committee are distributed among lecturers within the different year teams in the programme. These lecturers will monitor adherence to assessment standards, review policies, analyse project results, and ensure alignment between project briefs and assessment criteria. This transition is supported by the Course and Assessment Support Team, which has an important role in setting academy-wide assessment policies, creating tools, and offering guidance and resources to lecturers.

During the site visit, the panel met with representatives of the board of examiners. It became clear that during the graduation sessions, representatives of the board of examiners check whether examiners assess and discuss the intended learning outcomes, and the level and complexity of the students work.

Considerations
The panel is of the opinion that the programme has an adequate assessment system in place. The quality assurance of the assessment system is solid, and effective measures are taken to guarantee the validity, reliability and transparency of the assessments. These include using rubrics, the four-eye principle, written feedback for students and calibration between lecturers.

During the site visit, the panel studied several learning logs made by students. The panel is of the opinion that the learning logs could focus more on the 'why' and less on the 'what'. In addition, the panel noted that the feedback was highly procedural and could benefit from a more reflective approach. The panel also studied some of the project briefs and found them to be very comprehensive.

The board of examiners safeguards the quality of the assessments and the end level of the programme. In doing so, the board systematically attends the graduation sessions.

Taking these considerations into account, the panel assesses that the programme meets this standard.

Achieved learning outcomes

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

The programme is finalised with the Personalisation phase in the graduation year. In this phase, students deepen their knowledge and skills and achieve level 3 across all competencies and the specific intended learning outcomes for this phase. Students design their graduation year themselves. They can choose for one year-long activity or two half-year activities. The choices include a minor (30 EC), an exchange (30 EC), their own company (30 EC), a work placement (30 EC or 60 EC), a personal project (30 EC or 60 EC), or the Strategic Business Management and Marketing (SBM) trajectory. SBM is a BUas-wide option that offers talented and motivated students a differentiating, academically oriented approach to their graduation year. The SBM trajectory comprises a regular curriculum of 60 ECTS credits, supplemented with an extra-curricular honours enrichment programme of 15 ECTS credits. SBM is small-scale with a maximum of 30 students per cohort. Upon successful completion, students can directly enroll in more than 50 Master of Science programs in the Netherlands and abroad. The selection procedure for SBM focuses on the top 10% of students from Breda University of Applied Sciences who have proven their intellectual competencies during their bachelor's programme. The selection procedure includes a motivation letter and an intake interview in which the motivation for the study program and the academic results are discussed. Through intensive personal guidance, students are supported in their efforts for the extracurricular honours trajectory, with the guidance focusing on both academic results and personal well-being.

In the second semester, students can opt for a work placement (new or continuing the one of the first semester), a personal project or their own company. The latter is accompanied with the minor Building your own business in the first semester. A personal project gives students the opportunity to further develop specific skills they wish to become experts in. In addition, it provides students the opportunity to build a portfolio project to increase their chances of finding a suitable Work Placement.

Students lay out their plans in their graduation plan. This plan is reviewed by the graduation team and students are assigned a supervisor. The supervisor approves the graduation plan. Students keep track of their learning activities in a learning log and a quarterly worklog. The notes from their regular sessions with their supervisor are also part of the learning log. Students present their knowledge and experience in a presentation during one of the comeback days.

After each block, students write a self-reflection. The oral defense presentation after the fourth block is the final reflection. And also, after each block students receive formative feedback from their supervisor and, in case of a work placement, from their company supervisor.

Students opting for the yearlong project are assessed during the final oral defense, by their supervisor and an independent examiner. Prior to the oral defense, the supervisor checks, based on the work and evidence, if the student is ready for the oral defense. Students opting for a minor or exchange in the first semester of the final year are assessed according to the chosen minor or programme. For the second part of their final

year, the assessment is the same as for students that opt for the yearlong project.

The self-evaluation report notes students' accomplishments throughout the years. This includes games made by students that won the Dutch Game Awards for Best Student Game in 2019, 2020, 2021 and 2023 and games that reached over 50.000 unique players. Student games also won awards in industry competitions such as Indigo, Grad in Games and The Rookies. In addition, students that go on an internship often get the opportunity to work at the company. Several rankings, such as the Keuzegids, Elsevier, GAMEducation, Princeton review and Rookies, show very high scores and rankings for the programme.

The self-evaluation report also notes that 88% of graduates find employment in the gaming industry or related sectors, of whom 44% work in the AAA segment.
To keep talent in the region, the programme has set up Gamelaunch, a programme that offers support and resources for entrepreneurship to senior students and recent graduates. Together with the city of Breda, BUas has set up these incubator spaces to help alumni grow professionally and contribute to the local game development scene.

Considerations
The panel concludes that the programme has an adequate graduation procedure in place. In assessing students final work two examiners are involved. The panel values that students can create their own graduation phase, this allows them to adjust their graduation phase to their own ambitions.

To assess whether students achieve the required end-level and the intended learning outcomes qualifications, the panel studied 15 graduation files. Based on this, the panel concludes that the level reflected in these files is high and that students achieve the required bachelor's level. In addition, students are recognised for their qualities in game development by winning awards and quickly finding positions in the (triple-A) gaming industry (during or after graduation).

The panel noticed that in some of the studied files the first and second examiner differed quite a lot in their grading. Also, some of the studied files reflected the feedback from only one of the examiners. The panel notes that the information in the studied learning logs is mostly procedural, and less content based. The panel recommends that the programme relate the evidence documented in the learning log directly to the intended learning outcomes.
In addition, the panel also observed that in case of an internship or placement, the learning log and the feedback from the placement supervisor in the assessment form are the basis for the assessment. Students do not write a placement report.

Taking these considerations into account, the panel assesses that the programme meets this standard.

Facilities

Standard 5: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings

The programme is offered at the BUas campus in Breda. The campus includes a Chapel for hosting graduation ceremonies and conferences, arcade machines, console development kits, an e-sports room, MoCap facilities, a drawing room, dedicated incubator space and a library featuring a collection of both old and new consoles and games.

The programme has various labs and studios:
- Cradle Lab: where students and researchers engage in designing and developing the future of digital realities. Projects encompass the integration of geodata, big data, models, and simulations with artificial intelligence, advanced gaming technologies, motion capture systems, virtual and augmented reality (VR/AR), and interactive design.
- Experience lab: dedicated to studying human experiences, with advanced tools for measuring emotions and experiences through psychophysiological and neuroscience techniques.
- Motion Capturing Studio, including gloves, full-body suits, and high-fidelity camera tracking systems.
- Photogrammetry Studio to scan humans and objects in 3D using 33 high-resolution cameras and custom-built software.
- XR Lab for exploring and creating Extended Reality (XR) experiences, including Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR).
- Extended Reality (XR) Stage, with access to immersive virtual production technology and a large LED screen that displays real-time content.

In addition to the labs and studios, the programme has an extensive e-learning infrastructure in place that includes Teams, BrightSpace, P4, GitHub, Swarm, Devkits, Jira, and Confluence, as well as platforms such as PSN, Houdini, and Unreal. Itch.io and Steam are used to host the games students create. Perforce is used to facilitate teams to work efficiently together. Currently, the plans for a Games HUB on campus are being developed. This is a new building that will serve as a dedicated space to expand the GameLab facilities and support infrastructure.

Students noted during the site visit that it is especially difficult for third year students to find suitable workplaces to work on their project. Project rooms are fully booked in advance and also reserved by students from other programmes.

Considerations

Based on the documentation and the tour of the facilities during the site-visit, the panel concludes that the programme has very good facilities in place that support the realisation of the programme. These include state of the art labs and studios. The panel agrees with the students that ample workplaces should be available for them.

Taking these considerations into account, the panel assesses that the programme meets this standard.

Quality assurance

Standard 6: The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

Findings

The programme's quality assurance system is in line with BUas's quality assurance system. The BUas quality assurance system focuses on the implementation of the Deming cycle (Plan-Do-Check-Act), in all organisational units to set, execute, evaluate, and refine objectives. The quality assurance system is rooted in a decentralised, horizontal organisational structure to promote engagement and ownership at all levels, with central monitoring provided by the Executive Board.

Within the academy, formal and informal feedback cycles are combined and used for collecting input from students, staff, alumni, and industry professionals.
The informal feedback cycle involves implementing feedback from students received during projects and lab days and making immediate adjustments. The formal feedback cycle involves a structured and data driven approach to curriculum development and alignment with industry standards. This includes student evaluations and round-table sessions with students after each block, staff retrospectives after each block, alumni surveys, and industry board consultations. This process is overseen by the educational managers.

Within the academy, several committees are involved in the process of quality assurance. The degree programme committee (DPC) monitors the quality of education and, with input from students and staff, advises the management team on educational matters. The DPC consists of an equal number of staff and student members. The DPC provides advice to the management team and gets its input from students and staff.

Staff and students are also represented in the Academy Participation Council (APC). The council is involved in the decision-making process and communication within the academy. The APC provides advice to the management team and gets input from students and staff.

The board of examiners is also part of the quality control process. This is elaborated on in standard 3.

The site visit made clear that the DPC was renewed last academic year. Members of the DPC the panel met feel heard and the programme acts upon the feedback from the DPC.
Students noted that student feedback is collected and interpreted by students. However, students do not always know how to analyse this data. Some changes have been made through the use of standardized questions, but according to the students, there is still room for improvement.

Considerations

The panel concludes that the programme has an effective system of quality assurance in place. The PDCA cycle with formal evaluations and the involvement of committees with all relevant stakeholders, are at the heart of this system.

Based on the discussions during the site-visit and the documentation studied, the panel

determines that students in general feel heard by the programme and that the programme acts on their feedback.

Taking these considerations into account, the panel assesses that the programme meets this standard.

Distinctive Feature small scale and intensive education

The bachelor programme in Creative Media and Game Technology (CMGT) meets all the criteria of the Distinctive Feature small scale and intensive education. The goals and scope are more ambitious than what is usually expected of a bachelor's programme; students are expected to reach level 3 of all competencies. The programme includes sufficient extra-curricular activities that involve both staff and students and in which students also take the lead in organising. The learning environment is based on project-based education and learning, personalisation and small-scale interactive education. The programme has a selective and comprehensive admissions procedure in place. The staffing is adequate, both in terms of quantity and quality, and lecturers teach according to the principles of small scale and intensive education. The facilities enable small scale and intensive education and support efficient and effective learning, as well as community building. The studied graduation files show a high level. The high level of the programme is not only reflected in the graduation files but also in the recognition by industry. This is visible in the games released, the industry awards received and the graduates' positions in industry. In addition, the success rate of the programme is good, and the drop-out rate is low. According to the panel, the bachelor programme CMGT meets the criteria of the Distinctive Feature small scale and intensive education.

Findings
A: Intended learning outcomes

The panel noted that the goals and scope of the CMGT programme are more ambitious than what is usually expected of a bachelor's programme.

The competencies listed in the Dutch Professional Competency Profile Creative Technologies profile form the intended learning outcomes of the programme. Within this set of twelve competencies, the programme emphasizes technological and professional competences. The competencies are linked to the Dublin descriptors. For each competency, the end level is defined using the AUCOM model. The end level is for all of the competencies, level 3. For each course, the competencies are translated into intended learning outcomes. The intended learning outcomes are formulated at three levels by using the AUCOM model. Level one is covered in year 1; level two in year 2; and level three in year 3 and 4. The complexity and independence expected from students increases with the levels.

The Body of Knowledge and Skills (BoKS) is also derived from the Dutch Professional Competency Profile Creative Technologies. The programme included specific topics relevant to the AAA gaming industry in the BoKS. These include for example game programming, game design and game industry fundamentals. In consultation with the other CMGT programmes, the BoKS is updated every two years.

The programme offers the following variations: game programming, visual arts, film visual effects, and game design and production. Students start in one of these variations and expand and personalize their roles as they progress. Students build a strong foundation in their discipline and later explore different roles within their variation. For example, designers can become level designers, system designers, or producers, and artists can become character artist, environment artist, or technical artist.

According to the programme, level three focuses on advanced application, critical thinking, and addressing industry-relevant challenges. This is visible in the third year, where students are tasked with developing a game to bring to market, introducing a new dimension of hard skills and innovative thinking. This phase requires students to conduct in-depth research into advanced technologies, acquire new or enhance existing skills, understand the business aspects of the market, and engage with their target audience. Students are also expected to test their game with live audiences, manage their own marketing, interact with players, fix bugs, and perform live updates. The programme notes that this transition from being taught to self-directed development is essential for becoming self-reliant professionals.

The panel concludes that the programme adheres to the Dutch Professional Competency Profile Creative Technologies and translated the competencies into learning outcomes for the various variants and blocks in the programme. Students have to achieve all competencies at level 3. In addition to the competencies, the programme focuses on students' professional development. The programme aims to foster a 'learn to learn' mindset, encourage self-directed learning, critical thinking, and personal growth. According to the self-evaluation report, this is an integral part of the programme and assessed in each block and the final graduation phase.

B: Curriculum contents

Students work on the development of their academic, professional and social skills both within the curriculum and outside of it. The curriculum related part is assessed positively by the panel and is covered in standard 2, regarding the teaching learning environment. The extracurricular activities include:
-    Masterclasses;

-    Clubs at BUas;
-    The soft-landing programme;
-    Activities organised by the student association;
-    Conferences organised by the programme: Everything Procedural Conference, Graphics Programming Conference, Breda Game week and Virtual Production Gathering
-    Attending conferences such as Film and Media Exchange, the Game Developers Conference, GamesCom, Pocket Gamer Connects, Nordic Game Jam, INDIGO Showcase and Dutch Game Day;
-    Participating in industry competitions: Dutch Game Awards, INDIGO, The Rookies, Epic Student Reel, the BAFTA Awards and the Independent Games Festival;
-    Industry Showcase Day;
-    Portfolio Day;
-    Global Game Jam.

In addition, guilds are formed throughout the programme. The guilds are learning communities where students with a shared interest in a particular subject can come together. The guilds are student-driven but coordinated by staff to ensure effective guidance and support.

Staff and students collaborate in organising masterclasses, guilds and clubs. Events such as the Industry Showcase Day and the Portfolio Day are organised by the staff; students however actively participate by presenting their projects and progress in achieving the intended learning outcomes.

The programme also offers students international exchange programmes and collaborative projects with schools across Europe. And the guest lecturers involved in the programme share their networks with students and this leads to internships at gaming studios worldwide. The programme collaborates with ISART,

a gaming school in Paris and is exploring collaborations with universities in the US.

The panel concludes that there are many extracurricular activities, of which a lot are organised by students. In addition, many events involve both students, staff and industry. The panel concludes that the curriculum and the extracurricular activities are intrinsically linked and complement each other. The extracurricular activities aim to deepen and broaden students' mindset, skills and perspectives.

C: Learning environment

The programme is project based. The project-based approach mirrors the professional practice of the game development industry. The project-based approach is addressed in the previous section teaching learning environment (standard 2) and contributes to the strength of the programme, according to the panel.

In terms of small scale and intensive education, the panel understood from the written materials and the site visit that close involvement with students is realised through personalised attention and frequent interaction between students and faculty. In addition, the programme fosters open communication, peer support and collaborative learning. Extracurricular activities are attended by students from all years, facilitating cross-cohort learning. Moreover, students are involved in mentoring and guiding their peers.

Students have a considerable number of contact hours, on average 20 contact hours per week in the first, second and third year (16 hours of supervised project work and 4 hours of workshops). Teaching methods used include lectures, workshops, tutorials, work reviews, feedback sessions and presentations. Lectures and workshops are provided for groups of 60 students

maximum. And students work in smaller groups on their projects.

The industry has an important role in the learning environment. Guest lecturers, conferences and networking events allow for students to gain insight in trends, innovations and industry demands.

The self-evaluation report notes that balancing workload can be a challenge for students. Students are highly motivated, fully engaged with their game development and need encouragement in finding work-life balance. The programme organises so-called 'Gaming Unplugged Nights' where students play board games and socialise with other BUas students.

The curriculum is structured in such a way that students can finish the entire curriculum within the nominal period. The programme offers practical hands-on education, with guest lecturers, projects, industry involvement, one-to-one coaching. Moreover, the programme maintains close contact with students.

D: Intake

The programme is allowed to select its students. Candidates must partake in an intake assignment and an intake interview. Based on the results of the intake assignment, candidates are invited for the interview. The intake assignment is tailored to the different variations of the programme. A scoring system is used to assess students on their assignment and portfolio, motivation, communication skills and assignment reflection. The programme offers a C++ course for prospective students to help them build foundational skills before starting the programme.

The programme aims to further refine the intake process. In doing so a pilot is prepared to assess

candidates' study skills based on the Big Five personality model.

The panel notes that with the different variations, the programme is able to tie in with students' different interests.

The programme aims for 200 new students per academic year. In general, approximately 800 prospective students apply, of whom circa 300 – 400 are invited for the intake interview based on the quality of their portfolio and intake project.

The panel is of the opinion that the programme has a thorough and well-functioning admissions procedure in place. The programme aims to select motivated students who actively seek a demanding programme in an international community. The admissions criteria are well specified in the rubric or scoring form.

E: Staff

The panel noticed in the previous section in standard 6, that the staffing of the programme is adequate, both in terms of quantity and quality. The staff involved at the academy consists of 169 staff members (138 fte). The majority of staff is involved in the bachelor- and master programme of the academy. The staff-student ratio is 1 on 17. The panel understands that this ratio is more favourable than in regular programmes. The team includes 3,2 FTE for coaches to offer short-term guidance on learning skills and aspects of professional development. For more extended support in personal matters, including neurodivergence, four counsellors are available within the academy.

The academy supports staff in enhancing their English language skills by a) offering team-based coaching, b) Brighton English training, c) individual support from an English lecturer or Babel taalinstituut and d) support from the translation team.

Development of staff focuses on professional skills and teaching related skills. This includes for example attending conferences, training courses in technical skills but also training in didactics (BKO) and assessment (BKE). Staff is being trained in AI.

As mentioned in standard 2 and 3 of the previous section, students value their lecturers feedback and their industry experience.

F: Facilities

The programme (and academy) is housed at the BUas campus. The layout of the building ensures that staff and students can mix easily. The facilities are addressed in standard 5 of the previous section.

Students have access to facilities such as motion capture studios, an XR Stage, and dedicated art rooms. These spaces provide hands-on learning experiences that align with industry standards and support the project-based nature of the programme. The programme also has arcade machines, console development kits, a collection of retro games, tools for collaboration and development tools for developing technical skills. In addition, areas for collaborative work are available, including incubator spaces where students can work on their own game development projects and participate in group activities. These spaces allow for teamwork and creative collaboration. The bar and the BUas clubs are used for informal gatherings that help strengthen the student community.

During the guided tour, the panel noticed that the facilities are suitable for small-scale and intensive education and support efficient and effective learning, as well as extracurricular and social activities.

G: Achieved learning outcomes

The panel has established in the previous section (standard 4) the programme realises the intended learning outcomes. The teaching and learning environment ensures, according to the panel, that students achieve the intended learning outcomes. Moreover, based on the studied graduation files, the panel concludes that the level of the studied files is high and, in some cases, clearly surpasses the baseline quality.

The high level of the programme is not only reflected in the graduation files but also in the recognition by industry. This is visible in the games released, the industry awards received and the graduates' positions in industry. Games made by students won the Dutch Game Awards for Best Student Game in 2019, 2020, 2021 and 2023. Moreover, games developed by students (such as A.R.D., Archipelago Promise and Arid) reached over 50.000 unique players. Student games also won awards in industry competitions such as Indigo, Grad in Games and The Rookies. In addition, almost half of the internships result in the opportunity to work at the company. Several rankings, such as the Keuzegids, Elsevier, GAMEducation, Princeton review and Rookies, show very high scores and rankings for the programme.

The drop-out rate of the programme is low, on average 15% in the first year. The drop-out rates are stable over the last few years. The Binding Study Recommendation (BSA) threshold is 60 ECTS (during the Covid pandemic this threshold was dropped). From the remaining students 80% graduates within 5 years and 88% of graduates find employment in the gaming industry or related sectors. 40% work in the AAA segment. 10% work in leadership roles. Moreover, graduates have contributed to high profile games such as Baldur's Gate 3, Hellblade 2, Avatar and the Horizon Zero Dawn series.

Compared to other CMGT programmes in the Netherlands, the programme has a high success rate after eight years. This rate is also higher than the national average, which fluctuates around 66%.

Considerations

Based on the written materials and the discussions on site, the panel assesses that the bachelor programme CMGT meets all the criteria of the Distinctive Feature small scale and intensive education.

Combining its findings and considerations from the previous sections on the overall programme quality with the elements that address in particular the small scale and intensive education components, the panel considers that the programme is delivering on its ambitions.

The panel concludes that the intended learning outcomes of the programme are ambitious; students are expected to achieve all competencies at level 3.
The programme includes sufficient extra-curricular activities which are organised (and attended) by both students and staff. In addition, extra-curricular activities are also attended by industry, giving students the opportunity to showcase their games and to network.
The project-based nature of the programme ensures that students work together in small groups on the development of their knowledge and skills. The programme enables small scale and student-centred learning. The study load of the curriculum is ambitious yet feasible.

The panel notes that a comprehensive admissions process is in place and that this selection results in cohorts of motivated students. The panel establishes that the staffing of the programme is adequate, both in terms of quantity

and quality. Lecturers deliver teaching accord-ing to the principles of small scale and intensive education. The facilities at BUas are very good and support efficient and effective learning, as well as community building.

As mentioned in standard 4 of the previous part, the panel notes that the level of the studied the-sis is high. The panel also concludes that, com-pared to other programmes, the dropout is low, and the success rate is high.

Attachment 1: assessment panel

R. van Aalst, Chair
Independent organisational consultant, philosopher and researcher

Prof. Dr. B. Schouten
Professor of Design for Playful Interaction, Industrial Design, Eindhoven

J. Shinnick
Lecturer and coach, Rotterdam University of Applied Sciences

S. de Jong
Creative Director at Epic Games, Uppsala, Sweden

L. Goos, Student Member
Master's student in Sociology, Utrecht University

The panel was supported by Titia Busing, certified secretary.

All panel members have completed and signed a statement of independence and impartiality, and these have been submitted to NVAO.

Attachment 2: site visit program

Wednesday 11 December 2024

10.30 – 11.00	Arrival of the Panel and Programme Kick-Off
11.00 – 13.00	Internal meeting and lunch
13.00 – 13.45	Board and Management
13.45 – 14.00	Break
14.00 – 16.00	Campus tour (incl XR stage) Showcases CMGT & MGT Showcase Cradle Lab
16.00 – 16.15	Break
16.15 – 17.00	Representatives of the Professional Field and Alumni
17.00 – 17.15	Break
17.15 – 17.30	Wrap up first day with accreditation project team

Thursday 12 December 2024

08.45 – 09.15	Arrival of the Panel and Internal Meeting
09.15 – 10.15	Teaching staff CMGT (including a member of the Degree Programme Committee)
10.15 – 10.30	Break
10.30 – 11.30	Teaching staff MGT (including a member of the Degree Programme Committee)
11.30 – 11.45	Break
11.45 – 12.30	Board of Examiners (including a member of the Assessment Committee)
12.30 – 13.15	Lunch and Document Review
13.15 – 14.00	Internationalisation CMGT
14.00 – 14.15	Break
14.15 – 15.15	Students CMGT (including a member of the Degree Programme Committee)
15.15 – 15.30	Break
15.30 – 16.30	Students MGT
16.30 – 18.00	Additional Research; Formulating Conclusions
18.00 – 18.15	Feedback on Findings and Conclusions

Attachment 3: Recommendations from previous assessment

The panel recommended to further enhance the curriculum, particularly encouraging the programme to consider the 'flip side' of our strong and commercially viable projects. The panel suggested that the programme provide more opportunities for experimentation, self-expression, and authenticity. Additionally, the panel acknowledged the vital role the industry plays in the programme, particularly through the yearly Industry Advisory Board, and supported the intention to strengthen contacts with partner institutions.

In response to these recommendations, the programme has taken significant steps:
- Enhanced Creative Freedom: The programme adjusted project structures to allow students more time to focus on individual portfolio work. This change provides students with greater creative freedom and flexibility in how they shape their projects, encouraging them to express their unique styles and ideas more fully.
- Strengthened Industry Collaborations: The programme formalised a collaboration agreement with HOWEST (Belgium), initially focusing on the Master Game Technology programme due to greater demand in that area. The programme is now exploring further ways to collaborate across different programmes. Additionally, the programme initiated a joint project with ISART (Paris, France), and is working on establishing a collaboration with ArtEZ in Enschede, particularly on Game Audio and several top universities from the US, including Rensselaer Polytechnic Institute (Troy, NY), Northeastern University (Boston, MA), Rochester Institute of Technology (Rochester, NY), University of UTAH (Salt Lake City, UT), and Laguna College of Art & Design (Laguna Beach, CA).

Attachment 4: reviewed documents

- Self-evaluation report
- Competencies
- Dublin Descriptors
- AUCOM model
- Link Between Elements
- Body of Knowledge and Skills
- BUas Strategic Direction 2022-2025
- Industry Advisory Board
- Graduate Roles
- Curriculum Framework Visual
- Complete Curriculum Structure
- Guest Lectures 2023-2024
- Guilds
- Policy Plan on Student Well-Being
- Intake Scoring System
- Team Based Working at BUas 2022
- Project Brief and Creative Brief
- Learning Log
- Rubric
- Graduation Project Brief
- Ranking Details
- BUas Quality Assurance System for Education
- Roundtable Survey
- Members Degree Programme Committee
- Annual Report BoE
- Members AGM Board of Examiners
- TER CMGT 2024-2025
- Extracurricular Activities
- Bachelor of Creative Technologies Beroeps- en competentieprofiel
- Education@work Educational vision 2014-2024
- Student Recruitment Marketing Plan 2023- 2024
- Campus Compass
- Implementation Plan on Student Well-Being
- Project Loop
- HBO Monitor B Creative Media & Game Technologies
- BUas Industry Board 2024
- AGM Assessment Policy 2022-2025
- Graduation work of 15 students (of which 3 of the 3-year track)