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Master Game Technology

Breda University of Applied Sciences

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

Colophon

Institution and programme

Breda University of Applied Sciences
Breda
Institutional Audit: not applicable

Programme: Master Game Technology
Site: Breda
Mode: fulltime
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Assessment panel

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Summary

On 11 and 12 December 2024, the master's programme Game Technology 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 intended learning outcomes are based on the competencies from Dutch Professional Competency Profile Creative Technologies.

The programme is unique in its ambition to build bridges between research and innovation (and development) in the gaming industry. The programme contributes significantly to research in the field of gaming. And in doing so, the programme is also very compatible with the industry demands. 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. All blocks are centred around the student's research question and come together in the final thesis. While the panel appreciates this set-up, it also questions whether the iterative nature of conducting research is sufficiently embedded in this. The academy's research team (Cradle) and the professorships are well involved and integrated into the programme.

The small-scale character of the programme and the weekly individual supervision allow for interactive contact between students and lecturers/supervisors. In this way, the teaching format fosters small-scale education.

The international character of the programme is reflected in the content and set-up of the programme, in the international staff involved, the international students and the international character of the field. Lecturers 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 the programme. The small, dedicated team of lecturers is very committed and competent. In addition, sufficient lecturers are available to execute the programme and to maintain the small-scale didactical concept of the programme.

The programme has ample opportunities for (extra) guidance in place. These also match with students' different needs. The programme understands and actively addresses the needs of neurodivergent students. Taking these considerations into account, the panel assesses 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 panel programme has an adequate graduation procedure in place. In assessing students final work two examiners and an industry expert are involved. Based on the studied theses (15 in total), the panel concludes that the level reflected in these files is high and that students achieve the required master's level. In addition, students are recognised for their qualities by publishing their work and finding employment in the gaming industry.

In some of the studied theses, the feedback from the second reader was not documented. In addition, in some of the studied theses the grading from the supervisor and second reader differed significantly. The site visit learned that the finale grade is determined in calibration between both examiners. Taking these considerations into account, the panel assesses that the programme meets this standard.

Facilities

The programme has adequate facilities in place. These include state of the art labs and studios. The panel thus concludes that the programme meets this standard.

Quality assurance

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. Students in general feel heard by the programme and the programme acts on their feedback. Taking these considerations into account, the panel assesses that the programme meets this standard.

Recommendations

The panel recommends the following:

- Standard 2: to rethink if and how the set-up of the programme and the blocks can facilitate a more iterative research process, involving several research cycles.
- Standard 5: to enhance the facilities, including access to resources for papers and practical workspaces for students.

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 master programme Game Technology of Breda University of Applied Sciences.

On behalf of the entire panel,
Utrecht, April 2025

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 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 master programme Game Technology is part of the Academy for AI, Games and Media. This academy also offers the bachelor programme Creative Media and Game Technologies (CMGT).

The one-year master programme Game Technology 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 focuses on the development of advanced research and development skills with a strong emphasis on innovation and practical application. The programme is project-based. Students focus on their own chosen topic or 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 not used.

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 during 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 notes that game development is inherently a complex, interdisciplinary field that blends technical skills with artistic elements, leading to a broad array of topics that must be covered to adequately prepare students for professional roles. The programme aims to deliver graduates with specialist skills in researching and solving current issues related to the content, creation and culture of video games. The programme combines research methodology and data science with advanced game development skills. And the programme educates developers into research and development professionals. The programme prepares graduates for roles such as Game Developer, Research and Development Specialist, Technical Artist, and Game Designer. Graduates work in various sectors including game development studios, research institutions, and innovative tech companies.

The programme adheres to the Dutch Professional Competency Profile Creative Technologies. The competencies listed in this national profile underpin the intended learning outcomes of the programme. The competencies are translated into intended learning outcomes per block. The intended learning outcomes focus on higher-level problem-solving, the application of advanced research methods, and leadership in innovative game technology development. This prepares graduates for complex and unpredictable industry challenges.

Graduates have developed specialised knowledge in game technology, can critically evaluate complex problems, and design original research and development projects. Graduates demonstrate autonomy, professional research skills, and the ability to operate in unpredictable, innovative environments, as expected from master's-level professionals.
The intended learning outcomes are aligned with the Dublin Descriptors and NLQF level 7.

The Body of Knowledge and Skills (BoKS) builds upon the BoKS taught in the bachelor programme Creative Media and Game Technology. This includes topics such as artificial intelligence, data-driven game development, and procedural content generation. In consultation with industry and the Industry Advisory Board, the BoKS is updated continuously.

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. The board discusses developments in industry and advises the programme on this. Representatives from the board noted during the site visit that the programme acts on the advice from the board.

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.

Other collaborations

The programme collaborates with HOWEST (Belgium). HOWEST provides supervisors for the programme, this allows for a broader range of topics that can be supported by the programme. The programme notes that this also means that student projects are likely integrated into ongoing research initiatives, which contributes to the research agendas of BUas and HOWEST.

Previous accreditation

Following the recommendation of the previous panel, the programme has further refined its profile. The programme focuses on educating game developers to become research and development professionals. The programme also implemented research methodologies that align with the process of game development. In addition, the programme adheres to the Dutch Professional Competency Profile Creative Technologies.

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 intended learning outcomes are based on the competencies from the Dutch Professional Competency Profile Creative Technologies.

The panel is of the opinion that the programme is unique in its ambition to build bridges between research and innovation (or development) in the gaming industry. The programme contributes significantly to research in the field of gaming. And in doing so, the programme is very compatible with the industry demands. In addition, the professional field is actively involved in the programme.

The panel also concludes that the programme has acted upon the recommendations of the previous accreditation.

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 (15 EC each) of ten weeks. The blocks are linked to the stages of game development: concepting, pre-production, production, and release. Students are informed about the learning goals, deadlines and deliverables at the start of each block and in a project brief for each block. In addition, a project brief is provided that describes the whole programme.

As mentioned in the introduction, students work on their own topic or project. This topic is relevant for the game industry. Students develop a project plan that outlines their project, the planning and the risks. While working on their research and deliverables during the different blocks, students maintain a learning log. In this log students weekly document updates, learnings, progress and the (incorporation of the) feedback received.

In the first block (concepting), students conduct a thorough literature review of current academic and industry literature on their chosen topic. This review aims to identify a gap in the literature that their project can address, ensuring it has clear applicability and relevance to industry and/or academia. Students finetune their topic and formulate their research question. During this block, the lectures address topics such as critical thinking, academic writing skills, AI tools, formulating a research question and research methods. At the end of the block students have delivered the introduction chapter and the literature review chapter of their thesis.

In the second block (pre-production), students describe and plan their research. Students can opt for academic research or research in action. The latter is for students that wish to pursue research related to development. This includes rapid iteration cycles similar to industry prototyping. Students pursuing academic research follow the criteria for academic research practices. The self-evaluation report notes that all students are introduced to different types of research and data analysis and assess which process will work best to answer their individual research questions. In addition, all students run a test to see whether the chosen method yields the data that will answer their research question. The lectures in this block include topics such as research methods, interview methodology, ethics, project management and writing skills. At the end of the block students have delivered the methodology chapter of their thesis.

In the third block (production) students conduct their research and collect and interpret the data. Students also begin to draw initial conclusions about what this means for their research question. In this block, the lectures address topics such as qualitative data analysis, AI tools for data analysis, ethics, quantitative data analysis and research methods. At the end of the block students have delivered the data analysis chapter of their thesis.

And in the final, fourth block (release), students turn the results of their research and data into text that answers their research question. This is reflected in their thesis. In this block the lectures comprise topics such as research methods

(discussion), writing skills (extended abstract, arguments and editing), marketing and defense training. At the end of the block students have delivered the discussion chapter, the conclusion chapter, the abstract of their thesis, a research poster and an article (see also standard 4).

During the site visit, the panel learned that the structure of the blocks in which students write parts of their thesis and build upon that, is not as rigid as it might seem. Students noted that writing their thesis is a year-long process, in which the literature review for example does not stop after the first block. In addition, students also gather ideas for their methodology and data collection in the first block.
Lecturers remarked in this regard that most students are familiar with the game development cycle and that students are educated to be a bridge builder between research and development. In addition, lecturers stated that the programme facilitates students who wish to implement research in action, design thinking methods or more theoretical research to aim for a PhD position.

Students also confirmed that ethics is an important part of the programme and addressed in each block. This includes for example ethics related to data collection or artificial intelligence. Students stated that they are educated not only to become researchers but also to become critical thinkers.

Alumni with whom the committee met valued the personal character of the programme and the opportunity to focus on specialisation in a topic chosen by themselves. This allowed them to dive deep into their subject and obtain a lot of knowledge. Alumni noted that this personalised approach sometimes makes it hard to include lectures that suit all students.

Learning environment
The programme has a set weekly structure that includes lectures on Thursday, guilds on Friday and labdays for the rest of the week. 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 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 programme aims to start a research guild to facilitate collaborative learning and innovation among students and faculty.
On the labdays students work independently on their projects in a shared space, benefiting from peer support and feedback from lecturers.

In addition to this weekly structure, students are assigned a supervisor and a second reader. Students meet weekly with their supervisor, a content expert. The second reader is an academic expert with some knowledge of the student's chosen field of study and gives the student feedback on the academic side of their project upon request. Both the supervisor and the second reader assess the student's progress throughout the block by providing formative feedback. The site visit revealed that second readers also meet with students on a regular basis.

The programme is working on the implementation of special interest groups. These groups are tailored clusters of students who focus intensively on specific, cutting-edge areas within game technology for example Advanced Graphics Programming, Serious Games, Procedural Generation, and AI in Games. These groups provide in-depth, specialised training that might be too niche for larger, traditional classes but are nonetheless critical for preparing

students for high- demand roles in the game industry. These groups also allow for a strong synergy between students and research within the academy.

During the site visit, students noted that assigning supervisors could be accomplished more quickly. Students already discussed this issue with the programme management.

Connection to industry
The programme invites industry experts and specialists to provide guest lectures. The academy co-organises 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 a platform for industry professionals, staff, and students to engage in discussions, share insights, and explore advancements in the industry. The Industry Showcase Day is a platform for students to present their research poster and to engage with industry professionals, peers, and the press. It also provides ample networking opportunities for students.

The programme aims to expand its contacts with leading technology firms to gain insight into the latest advancements and applications of game technology in fields like AI, cloud computing, and virtual reality.

Students remarked that the programme offers ample connections with industry, which sets them up for their future career in the gaming industry.

Research
Research skills are an integral part of the programme. Approximately half of the course content is dedicated to research-focused classes. This includes classes on Introduction to Methodology, Data Analysis Process (Quantitative and Qualitative), Research Question Workshop, and Interview Methodology.

The programme is connected to Cradle, the academy's research team. Through Cradle, students have access to advanced technologies such as LED Volumes, virtual production, AI, photogrammetry, mocap, geodata, and augmented reality (AR). In addition, researchers from Cradle provide guest lectures and showcase their projects. Cradle also provides access to in-house developed tools and assists students in adopting, customizing, and effectively using these advanced tools.

Research and Development (R&D) staff from the professorships provides lectures on specialized topics. These staff members also supervise students with interests not directly addressed within the standard curriculum and are available for direct consultation.

Extracurricular activities
The programme also offers extracurricular activities for students to participate in. These include conferences, 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 network with professionals and peers.

Students the panel met with, value the BUas clubs. These are helpful in finding work-life balance.

Student well-being
The programme aims to ensure student well-being and student guidance in different ways. The programme believes that providing trans-

parency to students is a foundation for student preparation and for addressing student well-being. Each block starts with a kick-off about what to expect. The kick-off and the project briefs also address the student's expected emotional journey, highlighting when and where stress, frustration, and confusion will likely happen. According to the programme, this helps students prepare for stress and discomfort.

The supervisor and lecturers are the first point of contact when students face challenges. Moreover, study coaches and student counsellors are available for support. Study coaches for support related to study progress and success and student counsellors for support when personal matters impede study progress.

In addition, BUas offers different facilities for students. This includes personalised support from psychologists, extra support for students with functional limitations or special circumstances and free extracurricular training and activities such as study skills and professional skills. Moreover, external resources for support are available if needed.

As mentioned before, students can also participate in a diverse array of 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 and the programme coordinator. The programme is aware of the challenges neurodivergent students face and aims to create a flexible programme that allows students to develop their expertise without facing unnecessary barriers.

Students and alumni, the panel met with, know who to contact if support is needed. They are continuously reminded about the role of counsellors and other support available and feel supported by the programme.

Staff

The programme is part of the Academy for Gaming and Media. The academy employs 169 staff members. 71% hold a master's degree and 16% hold a PhD. 79 lecturers have attained the BKE qualification, 77 have completed specialised didactics training, and two have acquired the Senior Examiner Qualification (SKE). The academy offers lecturers the opportunity to pursue a PhD, in collaboration with other institutes.

The core team of the master programme consists of three members: a programme coordinator (who is also a supervisor and lecturer), a lecturer (who is also a supervisor), and a support officer for operations. The core team provides most of the lectures. The programme has a student to staff ratio of 17:1. Other staff at BUas and (external) guest lecturers are asked to provide lectures on specific topics. External guest lecturers are usually active in the industry or have specific expertise and experience. Supervisors can also be involved in the programme as lecturers.

The supervisors include members of the core team and staff at BUas who have expertise and experience that match students' project topics. Supervisors are recruited from the in-house research team, from the professorship of Creative and Entertainment Games and the professorship of Serious Games, Innovation & Society. Supervisors and second readers are also recruited from the bachelor's programme in Creative Media and Game Technologies, the bachelor's programme in Applied Data Science and Artificial Intelligence, and the Experience Lab at the Academy for Hotel & Facility.

The programme reviews the list of collaborating lecturers and supervisors each year. In addition, new supervisors start as a second reader, to familiarise themselves with the programme. The programme will develop a structured onboarding process for new supervisors.

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 BUas wide translation team.

Staff development focuses on professional skills and teaching related skills. This includes for example attending conferences, training courses in programming languages and new technologies but also training in didactics (BKO) and assessment (BKE).

Students and alumni are, as mentioned during the site visit, very content with their supervisors and lecturers. The supervisors provide them with weekly feedback which helps them to iterate and to improve. Lecturers provide relevant theoretical knowledge.

Intake

The legal enrolment criteria apply to the programme. Candidates can inform themselves about the programme through the website, open days, social media, etcetera. The website also informs candidates about the admissions criteria and the selection procedure.

The programme has a selective admission procedure in place. Since the programme educates developers into research and development professionals, candidates are expected to have a sufficient grasp of the development skills they need to complete the programme. In addition, candidates should be interested in the research process and the development of academic skills.

Candidates have to upload their CV, a motivation letter, a portfolio and an intake assignment. A positive assessment of these aspects leads to an invitation for an interview. A scoring system is used to assess whether candidates are invited for the interview and accepted to the programme. The intake assignment consists of a short literature review about their proposed topic, using academic style citations. Insight in the proposed topic gives the programme insight in the candidate's area of interest and allows the programme the check whether a knowledgeable supervisor is available. The application and intake assignment are reviewed by a content expert. The interview is conducted by two staff members.

The programme receives approximately 40 applications each year, of whom on average 23 are admitted. The programme aims to increase the number of enrolling students to 40. According to the programme this is in line with the demands in industry for R&D specialists.

BUas aims for a minimum of 30% of international students. In the programme currently 60% of the student population has an international background. This percentage has increased considerably in the last few years.

Considerations

The panel concludes that the content of the programme enables students to achieve the intended learning outcomes. The project brief for each block is helpful for students to understand the focus, deliverables and deadlines of the specific block. The panel notes that the content of the programme is relevant and up to date.

The students' own research question is leading in the programme. All blocks are centred around the research question and together culminate in the final thesis. While the panel appreciates this set-up, it also questions whether the iterative nature of conducting research is sufficiently embedded in this. It therefore invites the programme to rethink if and how the set-up of the programme and the blocks facilitate a more iterative research process, involving several research cycles.

The academy's research team (Cradle) and the professorships are well involved and integrated into the programme.

The small-scale character of the programme and the weekly individual supervision allow for interactive contact between students and lecturers. In this way, the teaching format fosters small-scale education. The panel endorses the programme's intention to incorporate special interest groups and link them with the existing guilds.

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.

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 small, dedicated team of lecturers is committed, competent and experienced 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 programme has ample opportunities for (extra) guidance in place. These also match with students' different needs. The programme understands and actively addresses the needs of neurodivergent students.

The panel concludes that the programme, with the one-on-one supervision, lectures, guilds, and extra-curricular activities, provides a rich and motivating learning environment for students.

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 programme. 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.

Summative assessment takes place at the end of each block, during the final presentation. For this summative assessment a rubric is used. The rubric also defines which intended learning outcome is qualified as 'must pass' and is critical to the overall success of the project. The programme notes that, while must-pass intended learning outcomes are non-negotiable, flexibility exists with other intended learning outcomes. This allows students to focus on their strengths and interests and prevents students from getting stuck on areas that may not align with their career aspirations and individual learning goals; while still ensuring they develop a broad range of skills. The programme also remarks that it is crucial that all intended learning outcomes are given appropriate attention.

In grading the students, the four-eyes principle is used. The aforementioned supervisor and second reader are involved in the assessment. Both assessors independently evaluate the student's work, then discuss their evaluations to agree on a grade and compile feedback. If they disagree, a third assessor, such as the course coordinator, reviews the work and makes the final decision.

For students that have failed a block, an additional Block E is available. In this block, which is planned in the summer holiday, students can prepare for another attempt at their assessment. Contact with their supervisor and second reader is arranged on an individual basis.

During each block, students receive formative feedback on their project and progress from their supervisor. Students document this in their learning log together with how the feedback is incorporated in their project. Students are encouraged to meet with staff and students other than their supervisor to gain input and feedback. As mentioned in standard 2, students value the weekly feedback from their supervisor.

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 encourages students to use any and all available tools to succeed in delivering a high-quality result. This includes generative AI, and other automated systems that assist in creating high quality work efficiently. All work however must be either student's own work, or accredited and referenced appropriately.

Board of examiners

The academy's board of examiners is responsible for ensuring the quality of the assessment and the end level of the programme. 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 team. 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, that 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 final oral defence, 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'.

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 final oral defence.

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.

Findings

The programme is finalised in the fourth and final block of the programme. As mentioned in standard 2, in this block students deliver the final chapters of their thesis and finalise the thesis. Students also write an industry-focused article or an academic publication, develop a research poster and present and defend their work in an oral defense.

Students are asked to deliver publication ready work that is appropriate to the intended audience of their research. According to the programme, this leads to various forms of output, for example an extended abstract for work that focuses on research or an industry article for more practise focussed results. The research poster outlines the work students did and what they found interesting. The poster is presented during the aforementioned Industry Showcase Day.

The assessment of the thesis and oral defense not only involves the student's supervisor and second reader but also an external industry expert. This expert has a role in validating students' work and assessing whether the work is applicable, relevant, and of proper standards in relation to the professional field and current developments. This is an advisory role.

The self-evaluation report notes that students have published various works in peer reviewed journals, research gate, gamedeveloper.com, LinkedIn, 80Level, and other industry-relevant hubs. In total, students have published 66 papers and 25 industry articles. Several rankings, such as the Keuzegids, Elsevier, GAMEducation and Princeton review show high scores and rankings for the programme.

The self-evaluation report notes that 76% of graduates find employment in the gaming industry. It also remarked that recent layoffs in the industry have impacted some of the most recent graduates. Among those currently employed, 90% are working in game-related roles.

Considerations

The panel concludes that the programme has an adequate graduation procedure in place. In assessing students final work two examiners and an industry expert are involved. The panel values the latter, this is in line with the programme's connection to industry and its ambition to impact industry.

To assess whether students achieve the required end-level and the intended learning outcomes, the panel studied 15 theses. Based on this, the panel concludes that the level reflected in these files is high and that students achieve the required master's level. The studied theses generally address very timely topics. And the research methodology is often well founded.

In addition, students are recognised for their qualities by publishing their work and finding employment in the gaming industry.

The panel noticed that in some of the studied theses, the feedback from the second reader was not documented. In addition, in some of the studied theses the grading from the supervisor

and second reader differed significantly. The site visit learned that the final grade is determined in calibration between both examiners.

The panel concludes that the programme prepares graduates for a career in industry and in research.

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, recording spaces and a library featuring a collection of both old and new consoles and games.

The programme has various labs and studios:

- Game Lab: a dedicated room for the students that has recently been made available where the majority of the learning activities take place. The programme aims to enhance the Game Lab with high-quality hardware and access to new technologies.
- Cradle Lab: the research team's lab. The research team provides guest lectures and supervisors and showcases their projects, investigating technologies like XR screens, virtual production, AI, photogrammetry, MoCap, geodata, and AR. Students can network and potentially secure internships with Cradle.
- Experience lab: for students interested in VR and AR. In the Experience lab, students get to share the space with researchers working on their own projects, designing their research questions around the many remaining unknowns of how VR and AR can be used to the best of human ability. Students can build VR and AR experiences and test their influence on players using biometrics, as well as other methods of data collection and analysis.
- 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.
- Extended Reality (XR) Stage, with access to immersive virtual production technology and a large LED screen that displays real-time content. In the XR Stage students experience what it is like to be on the cutting edge of new technology, experimenting with new hardware and software. Students can also participate in projects in the XR Stage through extracurricular activities.

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. 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 the current room for the programme needs improvement. This includes more hardware, more power outlets and appropriate furniture. In addition, the room is too small as it only accommodates eight students working at the same time. Students also mentioned that the access to (online) academic databases for papers could be improved.

Considerations

Based on the documentation and the tour of the facilities during the site-visit, the panel concludes that the programme has adequate facilities in place that support the realisation of the programme. These include state of the art labs and studios. The panel recommends that the programme enhances its facilities, including access to resources for papers and practical workspaces for students.

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 is set around the Deming cycle (Plan-Do-Check-Act) 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 lectures and labdays and making immediate adjustments. The formal feedback cycle involves student surveys and round-table sessions with students after each block. In addition, the Industry Advisory Board is involved in quality assurance, by offering insights into industry requirements and the essential competencies expected of graduates.

The degree programme committee (DPC) reviews major changes made to the programme or the rubric. The DPC also advises on the Teaching and Examination Regulations and is a reporting point for students in the case of complaints and suggestions. 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.

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 master programme in Game Technology meets all the criteria of the Distinctive Feature small scale and intensive education. During this initial assessment, the panel noted that the programme is already delivering on its small scale and intensive education ambitions. The goals and scope are more ambitious than what is usually expected of a master's programme; the programme is highly specialised. And it is unique in its ambition to build bridges between research and innovation (or development) in the gaming industry. In doing so, the programme not only contributes significantly to research in the field of gaming but is also very compatible with the industry demands regarding innovation. 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 and supervisors 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 theses show a high level. The high level of the programme is not only reflected in the theses but also in the recognition by industry. This is visible in the graduates' positions in industry and the published work by students. In addition, the success rate of the programme is good. Over the previous accreditation period, 76% of students are working in R&D or in game development related jobs. Job titles include Lead developer, Lead programmer/artist/designer, PD/PhD candidate, Project manager, Lecturer, or Founder.
According to the panel, the master programme Game Technology 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 programme are more ambitious than what is usually expected of a master's programme. The programme aims to deliver graduates with specialist skills in researching and solving current issues related to the content, creation and culture of video games. The programme educates developers into research and development professionals. The programme combines research methodology and data science with advanced game development skills. Research methodologies are used to encourage students to explore new technologies and contribute to the future of the game industry.

The Dutch Professional Competency Profile Creative Technologies underpins the intended learning outcomes of the programme. The programme has formulated intended learning outcomes for each block. The intended learning outcomes focus on higher-level problem-solving, the application of advanced research methods, and leadership in innovative game technology development. This prepares graduates for complex and unpredictable industry challenges. Graduates have developed specialised knowledge in game technology, can critically evaluate complex problems, and design original research and development projects. Graduates demonstrate autonomy, professional research skills, and the ability to operate in unpredictable, innovative environments, as is expected from master's-level professionals.

The Body of Knowledge and Skills (BoKS) builds upon the BoKS taught in the bachelor programme Creative Media and Game Technology. This includes topics such as artificial intel-ligence, data-driven game development, and procedural content generation.

The panel concludes that the programme is ambitious and unique with its focus on educating professionals that specialise in research and development in the gaming industry. The programme aims to build bridges between research and innovation (or development) in the gaming industry. In doing so, the programme not only contributes significantly to research in the field of gaming but is also very compatible with the industry demands regarding innovation.

B: Curriculum contents

Students work on the intended learning outcomes 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:

- Clubs at BUas, with over 30 clubs to choose from including baking, band jam, cycling, unplugged games and improve theatre;
- Conferences organised by the programme: Everything Procedural Conference, Graphics Programming Conference, Breda Game week and Virtual Production Gathering;
- Industry Showcase Day.

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. The programme is currently implementing special interest groups that focus on specific cutting-edge topics that are too niche for the larger group of students but are needed for some students.

Staff and students collaborate in organising masterclasses, guilds and clubs. Events such as the Industry Showcase Day are organised by the staff; students however actively participate by presenting their research posters.

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 set-up of the programme mirrors the development cycle of games within the industry. The project-based approach and the implementation of the development cycle are addressed in the previous section teaching learning environment (standard 2). This approach 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 guidance and support and continuous interaction between students and faculty. The student-staff ratio is 14:1. Students receive individual supervision once a week and are able to work on their projects on campus during the whole week. This allows for continuous interaction and feedback. The lectures are provided for groups of 35 students. The set-up of the programme with lab-days, a day for lectures and a day for guilds, together with the extracurricular activities contribute to a close-knit learning community of students and staff. In addition, 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 curriculum is structured in such a way that students can finish the entire curriculum within the nominal period. The programme offers research-based education, with guest lecturers, industry involvement and weekly one-to-one supervision. Moreover, the programme maintains close contact with students.

D: Intake

The programme is allowed to select its students. Candidates have to upload their CV, a motivation letter, a portfolio and an intake assignment. A positive assessment of these aspects leads to an invitation for an interview. A scoring system is used to assess whether candidates are invited for the interview and accepted to the programme. The intake assignment consists of a short literature review about their proposed topic, using academic style citations. Insight in the proposed topic gives the programme insight in the candidate's area of interest and allows the programme the check whether a knowledgeable supervisor is available. The application and intake assignment are reviewed by a content expert. The interview is conducted with two staff members.

The programme receives approximately 40 applications each year, of whom on average 23 are admitted. The programme aims to increase the number of enrolling students to 40. According to the programme this is in line with the demands in industry for R&D specialists.

The panel is of the opinion that the programme has a thorough and well-functioning admissions procedure in place. The programme succeeds in selecting motivated students who actively seek a demanding programme. The admissions criteria are well specified in the 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 14. The panel understands that this ratio is more favourable than in regular programmes.

The core team of the master programme consists of three members: a programme coordinator (who is also a supervisor and lecturer), a lecturer (who is also a supervisor), and a support officer for operations. The core team provides most of the lectures. Other staff at BUas and (external) guest lecturers are asked to provide lectures on specific topics. External guest lecturers are usually active in the industry or have specific expertise and experience.

In addition, supervisors and second readers are involved in the programme. The supervisors include members of the core team and staff at BUas who have expertise and experience that match students' project topics (recruited from the academy's research team and other programmes).

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 BUas 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 supervisor's feedback.

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 the Gamelab, the Cradle Lab, Experience Lag, 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. 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. The facilities however need improvement regarding students' workspaces and access to papers.

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 graduates' positions in industry and the graduates pursuing a PhD (3 students). Students have published various works in peer reviewed journals, research gate, gamedeveloper.com, LinkedIn, 80Level, and other industry-relevant hubs. In total, students have published 66 papers and 25 industry articles. Several rankings, such as the Keuzegids, Elsevier, GAMEducation and Princeton review show high scores and rankings for the programme.

76% of graduates find employment in the gaming industry. It is also remarked that recent layoffs in the industry have impacted some of the most recent graduates. Among those currently employed, 90% are working in game-related roles.

Considerations

Based on the written materials and the discussions on site, the panel assesses that the programme meets all the criteria of the Distinctive Feature small scale and intensive education. The assessment of the Distinctive Feature small scale and intensive education is a so-called initial review (before the assessment in practice); which implies that criterion G is assessed as a plan.

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 programme and the intended learning outcomes are ambitious. The programme is unique in its ambition to build bridges between research and innovation in the gaming industry.
The programme includes sufficient extra-curricular activities which are organised (and attended) by both students and staff.
The project-based and personalised nature of the programme enables small scale and student-centred learning. The study load of the programme is ambitious yet feasible.

The panel notes that a comprehensive admissions process is in place; this results in motivated students enrolling the programme. The staffing of the programme is adequate, both in terms of quantity and quality. A dedicated team of lecturers delivers teaching according to the principles of small scale and intensive education. The facilities at BUas are 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 thesis 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.

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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

Recommendation	Action
Intended learning outcomes The profile of the programme is not totally clear to the committee. Is it focussed on learning how to perform research, or is it also about diving deep into one topic to specialise? The committee agrees with the statement that the management made during the site visit that they need to build their profile further. This should coincide with stronger marketing to create more (international) awareness of the programme. **Programme orientation** It should be clear how the programme balances between craftsmanship and research. Develop own standardised research methodologies and ways to present their results (bring research into artefacts).	**Enhanced Research Integration:** - Standardised Methodologies: We have developed and implemented standardised research methodologies that align closely with industry practices. This ensures that students' research is both rigorous and applicable to real-world scenarios. - Research in Action: Introduced a 'Research in Action' approach to allow students to engage in rapid iteration cycles, simulating industry prototyping and ensuring their research skills are honed alongside practical application. - Key educational partners: have been identified that are related to the CT domain. We aim our efforts at these institutions to ensure we attract the right profile of student for our programme.
Programme content Together with the repositioning and reshaping the profile of the programme, the committee recommends to evaluate the competences. The pro- gramme is already considering alignment with the bachelor's competencies which would embed the master's competences better in the national profile of Creative Technologies and other international research institutes. If the programme decides to pursue this further, it needs to investigate whether the competencies still match the profile of the master's programme. **Curriculum structure** The committee agrees with the programme that the expert groups could be elaborated further to strengthen the learning community and to help students sharing their findings and skills. Without a well-developed learning community, the programme is rather divided into separate individual programmes for the students.	**Refined Programme Content and Learning Environment:** - CT alignment: The MGT programme now incorporates a clear and intentional progression from the bachelor's programme, with the CT competencies serving as a foundation. The competencies at the master's level have been elevated to focus on advanced research skills, problem- solving, and leadership within game technology development. - Curriculum Review: The curriculum undergoes an annual review involving feedback from students, industry partners, and academic staff. This ensures that the content remains current and aligned with industry trends, and that graduates possess a specialised skill set that is responsive to both academic and industry requirements. - Game Lab Development: We have established our dedicated Game Lab, making it a collaborative space for students to innovate, share, and create. **Strengthened Quality Assurance:** - Robust Quality Assurance System: Our quality assurance system, embedded in agile development practices, includes regular reviews,

	surveys, and feedback mechanisms. This system ensures continuous improvement and relevance of the programme. - Industry Advisory Board: Active engagement with an Industry Advisory Board provides insights into current industry needs, which are then translated into actionable curriculum updates.
Programme learning environment and assessment In some works a critical reflection on the methodology (reliability, validity) is non-explicit. The committee advises the programme to sharpen its profile (as earlier stated) and redefine the requirements for the student work based on this profile. The grading is not always clear to the committee; with some student works two marks are given, for product and report, which makes it unclear what they had to deliver. Also, the underpinning is limited. The committee believes that the programme will use new assessment forms from now that prove to be better.	**Improved Student Supervision and Tutoring:** - Individual Supervision: We have enhanced our supervision model by regularly reviewing the list of collaborating lecturers to ensure students receive guidance from experts on relevant topics. New supervisors first gain experience as readers before becoming full supervisors. - Tutoring and Support: The coordination between study career coaches and student counsellors has been strengthened to provide comprehensive support to students. - Grading Clarity: We apply the four-eyes principle, with both a supervisor and a second reader assessing student work to ensure balanced evaluations. If disagreements arise, a third reviewer is involved. An external industry expert participates in final assessments as well to ensure objectivity and relevance to industry standards. Clear grading rubrics now distinguish between product and report, ensuring students know what is expected. Additionally, we've streamlined our Intended Learning Outcomes (ILOs) across projects for clarity, with must-pass ILOs ensuring essential competencies are met before students' progress. Students can also self- assess using these ILOs.

Attachment 4: reviewed documents

- Self-evaluation report
- BUas Strategic Direction 2022-2025
- Industry Advisory Board
- Overview of ILOs and Rubric
- Project Brief
- Guild Overview
- Lecture Overview
- Policy Plan on Student Well-Being
- TER MGT 2024-2025
- BEST Training Courses
- HBO Monitor MGT 2023
- Guest lectures 2024
- Team Based Working at BUas 2022
- NSE Results MGT 2024
- MGT Block Evaluation Survey
- Members AGM Board of Examiners
- Template Literature Review for Intake
- Intake Scoring System
- BUas Industry Board 2024
- Assessment Policy 2022-2025
- Members Degree Programme Committee
- Annual Report BoE
- Members AGM Board of Examiners
- Graduation work of 15 students