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## Bachelor Creative Media and Game Technologies (CMGT)

Hanze University of Applied Sciences

Advisory report of the assessment of the existing programme  
22-23 January 2025

## Colophon

### Institution and programme

Hanze University of Applied Sciences  
Groningen  
Institutional Audit: yes

Programme: B Creative Media and Game Technologies  
Site: Zernikeplein 11, Groningen  
Mode: fulltime  
ISAT-number: 30036

### Assessment panel

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## Summary

On 22 and 23 January 2025, the bachelor's programme Creative Media and Game Technologies (CMGT) of Hanze University of Applied Sciences was assessed. The panel's overall judgement is **positive**. The full-time four-year programme has successfully established itself with a distinctive profile that effectively prepares students for careers in both traditional gaming and broader technology applications.

### Intended learning outcomes

Hanze CMGT's learning outcomes align with national CMGT competencies and Dublin Descriptors. The programme's T-shaped profile, combining broad technological literacy with specialised expertise, responds effectively to industry demands for versatile professionals who can adapt to rapidly evolving technologies. The strategic focus on serious games and applied gaming technologies is particularly well-timed, given current industry developments and expanding opportunities beyond entertainment gaming. While the programme maintains productive regional connections through its Workfield Advisory Board, there is potential to develop more ambitious strategic partnerships, particularly with European gaming hubs.

The panel thus concludes that the programme meets this standard.

### Teaching-learning environment

The programme has developed a clear educational philosophy that aligns with Hanze UAS's new learning concept and is implemented systematically through a pod system, creating intimate learning communities where students receive personalised attention while developing their skills. The curriculum demonstrates coherence and successfully integrates four core domains throughout all years. The T-shaped model is supported by an innovative elective system that allows students to deepen their specialisation by retaking courses more than once, with adjusted learning outcomes. While the curriculum content is generally appropriate,

technical skills development could benefit from more structured instruction. A major strength is that the programme has built a truly inclusive and international community with comprehensive support systems. The well-qualified teaching team upholds high educational standards and fosters a supportive learning environment.

The panel thus concludes that the programme meets this standard.

### Student assessment

The programme has an effective assessment system that combines structure and flexibility, focusing on ongoing feedback and portfolio assessment. While the system functions well overall, there are opportunities to strengthen the connection between learning outcomes and assessment criteria, and to better document informal feedback. Quality assurance mechanisms, including staff professionalisation and regular calibration sessions, provide adequate oversight while supporting CMGT's innovative assessment methods.

The panel thus concludes that the programme meets this standard.

### Achieved learning outcomes

Although the programme has not yet produced graduates, a review of student work across different years shows clear progression and achievement levels comparable to similar programmes. Combined with the professional maturity displayed by interviewed fourth-year

students this instills confidence that graduates will achieve the intended end level.

The panel thus concludes that the programme meets this standard.

### Recommendations

With an eye on the future, the panel offers the following suggestions for consideration:

- *Positioning* – Thoughtfully diversify the Workfield Advisory Board and develop strategic partnerships beyond the region to further strengthen the programme's positioning and create valuable opportunities for students in the broader European market.
- *Elective system* – Implement a more systematic approach to documenting how different elective combinations contribute to mastering core competencies to safeguard

achievement of all core competencies at the appropriate level.

- *Technical skills* - Introduce a more structured approach to technical skills development. This should include establishing clear baseline competency standards and a better balance between self-directed learning and formal instruction.
- *Assessment* – Establish clearer and more consistent connections between learning outcomes and assessment criteria, ensuring students understand how their work demonstrates their progress toward the intended learning outcomes.
- *Feedback* - Develop and implement a systematic approach to feedback documentation that balances the programme's valuable culture of continuous oral feedback with the need for traceability and accountability.

All standards of the NVAO framework have been positively assessed. On this basis, the panel provides a [positive recommendation](#) regarding the accreditation of the Creative Media and Game Technologies bachelor's programme.

On behalf of the entire site visit panel,  
Utrecht, March 2025

Raoul van Aalst  
Chair

Floor Meijer  
Secretary

## Introduction

### Profile

Hanze University of Applied Sciences (hereafter: Hanze UAS) offers 12 associate degree programmes, 45 bachelor programmes and 22 master's programmes. It has approximately 29,000 students and 3,800 staff members across 16 schools. Hanze UAS focuses on the strategic themes of Energy, Healthy Ageing and Entrepreneurship, with a strong emphasis on strengthening the Northern Netherlands through research-driven education and innovation in learning communities.

The Creative Media and Game Technologies (CMGT) programme is part of the School of Communication, Media & IT (SCMI), one of the largest schools at Hanze UAS with approximately 3,500 students. The school offers four bachelor's and two master's programmes and has three affiliated research groups, of which the Human-Centered Technologies research group is closely involved with CMGT. The programme is also strongly connected to the Digital Society Hub (DSH), an innovation workspace where companies, students, and researchers collaborate on innovative solutions for the digital age.

The CMGT bachelor's programme launched in September 2021 with 252 first-year students, following its initial accreditation earlier that year. The programme, which had been in development since 2019, evolved from the international Game Design major within the Communication & Multimedia Design (CMD) bachelor's programme. The primary motivation to start this independent English-taught bachelor's programme was the growing need for a specific international programme that better prepares students for the rapidly evolving world of new game and media technology. The programme is

built around three core principles: focusing on student development, providing a robust yet flexible structure that accommodates new developments, and creating an international, professional, and inclusive learning and living community for students and staff.

### The assessment

Hanze UAS 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 has a positive institutional audit decision, and therefore four standards were assessed. At the programme's request, the site visit included a development dialogue. This discussion was not formally part of the assessment and is not covered in this report. It will be reported on separately by CMGT/Hanze UAS.

The assessment was conducted as part of a cluster assessment of CMGT programmes. The panel aligned its evaluation with the broader cluster standards, drawing on the expertise of three panel members who had also assessed other CMGT programmes. This cluster-wide perspective informed both the site visit and final judgment formation.

Recommendations for further development were made during the initial accreditation. The programme has taken action 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.

## 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

#### *Intended learning outcomes*

The programme's intended learning outcomes are derived from the *Beroeps- en Opleidingsprofiel Creative Technology* (2016). This national framework sets the standards for all CMGT programmes in the Netherlands by outlining the specific competencies and skills students need to demonstrate to earn their degree. Hanze CMGT has thoughtfully merged the national competencies into a more manageable framework of seven main competencies, each elaborated into three intended learning outcomes. Each learning outcome is developed across three levels, with level 3 representing the final HBO bachelor level (NLQF-level 6). In developing this framework, the programme has ensured that all required competencies from the national profile are covered and that connections with the Dublin Descriptors have been made. Following a recommendation from the previous panel, the programme has also drawn up its own Body of Knowledge and Skills (BoKS), defining the essential knowledge and skills that students must acquire during their studies.

#### *Profile*

To respond to the professional field's increasing demand for innovative, tech-savvy professionals who can navigate rapidly evolving technologies and undefined future needs, the programme's professional profile is distinctly T-shaped, combining broad technological literacy and creative and professional skills with specialised expertise. Emphasis lies on four core domains: (1) Creative Media, (2) Game Technologies, (3) User

Experience Design, (4) 21st Century Skills which help graduates to adapt to tomorrow's technological landscape. The panel learned that this approach represents a deliberate evolution from the programme's origins as a Game Design major within CMD. Where CMD primarily trains designers, CMGT delivers developers with stronger technical capabilities – addressing a clear gap identified by both students and employers. CMGT's distinct focus on technical development, combined with an emphasis on adaptability and lifelong learning, should prepare graduates to conceptualise and implement innovative solutions for industries and applications that may not yet exist. The panel finds this intention to deliver versatile professionals who can adapt to rapid technological changes rather than relying on specific tools that may become obsolete commendable.

Given the inherently global nature of the games industry, the programme has appropriately adopted an international orientation. The programme's choice to teach in English aligns with industry practice, as digital and creative technology tools, resources, and knowledge sharing operate almost exclusively in English. Another distinctive feature of the programme is its strong focus on serious games. Students told the panel that they particularly value this aspect. Many who initially enrolled with aspirations to work for triple-A game companies discovered during their studies that serious games offer compelling opportunities to apply gaming technologies to real-world challenges in other

sectors – significantly expanding their career prospects beyond the entertainment sector.

As was discussed during the site visit, both the T-shaped profile and the strategic focus on serious games and applied game technologies are well-timed given current industry developments. Now that the traditional gaming industry faces volatility and layoffs, the panel observes expanding opportunities in sectors like healthcare, education, and corporate training where game technologies are increasingly applied. From this trend, the panel expects that graduates would benefit from enhanced capabilities in identifying market opportunities, developing business cases, and potentially starting their own ventures. The panel recognises that Hanze already has an extensive offer on entrepreneurship; the panel sees value in making this specific for this programme.

#### *Strategic positioning and partnerships*

To ensure continuous integration of cutting-edge insights and expertise, the programme is connected to Hanze UAS's research efforts, particularly through the Human-Centered Technologies research group, which develops digital solutions for societal challenges. Students engage with industry partners and researchers at the Digital Society Hub, focusing on digital transformation projects. Contacts with the professional field are primarily (but not solely) maintained through the Workfield Advisory Board, which meets quarterly and has helped to shape the programme's profile and competencies.

During its initial phase, the programme understandably focused on establishing a strong internal community. However, from interviews the panel learned that the programme is now actively working to cultivate a more dynamic network that better connects students, teaching staff, and industry partners through strategic

collaborations and increased visibility at industry events. The current focus lies on strengthening its position in the Northern Netherlands, where it aims to build an entrepreneurial ecosystem serving local SMEs in what students describe as a "mini-Amsterdam" environment. The programme has begun establishing connections to the creative sector through partnerships with major cultural institutions like ESNS (Eurosonic Noorderslag) and SPOT Groningen, which manages key venues including De Oosterpoort, Stadsschouwburg, Simplon, and De Machinefabriek.

While these local collaborations have created valuable opportunities for students to showcase their work, the panel believes the programme needs to expand its reach beyond regional partnerships to fully realise its potential. It recommends further developing strategic international connections, particularly with European gaming hubs in Scandinavia and Germany (such as Hamburg). Such relationships would give students broader industry exposure and networking opportunities across Europe.

As part of this effort, the panel suggests to also broaden membership of the Workfield Advisory Board, by including more non-gaming industry representatives and international partners. The programme has already established promising connections with companies like Wagenborg and Gasunie. Incorporating these and similar partners into the Advisory Board would help strengthen the programme's ability to apply gaming technology to practical challenges across various industries.

#### **Considerations**

The panel confirms that the programme's learning outcomes meet HBO bachelor's standards and effectively align with national CMGT competencies and Dublin Descriptors. The seven

core competencies clearly communicate expectations to students while reflecting (inter)national requirements from the professional field. Given the inherently international character of the discipline, the panel supports the choice to use an English name and offer instruction in English.

The panel positively assesses the programme's T-shaped professional profile, which delivers graduates who are both specialists in their focus area and versatile professionals with broad contextual understanding. The strategic focus on serious games and applied game technologies (rather than e.g. focus on the triple A game producers) gives the programme a distinct profile and character and is opportune given current industry developments.

While appreciative of the programme's productive connections to Hanze UAS's research efforts

and its regular interaction with the Workfield Advisory Board, the panel observes that the vision behind the programme's profile could be articulated more explicitly to maximise its potential impact. Additionally, while the programme has made encouraging initial steps in regional outreach to the work field, the panel recommends developing more ambitious strategic connections, particularly with prominent European gaming hubs. The current composition of the Workfield Advisory Board would benefit from including more non-gaming industry representatives and international partners to better reflect the programme's broad ambitions in applied game technologies.

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

#### *Educational vision and didactics*

The programme's teaching and learning environment is built on a clear vision and a well-developed didactical approach backed by the educational philosophy of "Engaged Learning". This approach aligns with Hanze UAS's new learning concept launched in September 2024. It emphasises collaborative, student-centred learning through a carefully structured yet flexible framework, employing several contemporary educational approaches: progression-focused coaching to support student development, formative action principles for continuous feedback and improvement, blended learning using 'KAOS methods' to ensure varied learning activities, and project-based teaching with real-world cases from industry partners.

The programme's educational vision is consistently implemented throughout the programme. The four core domains (Creative Media, Game Technologies, User Experience Design, 21st Century Skills) are effectively integrated, with each course incorporating at least two domains to ensure interdisciplinary learning. From the first year, students are introduced to the programme's working methods through design challenges that incorporate all four core domains. Professional skills like presentation, project management, and client communication are woven into the curriculum. Students develop these skills through practical application in an environment that mirrors industry settings, using professional equipment and digital collaboration tools that enable various teaching and learning styles. Flexible workspaces encourage peer interaction and creative exploration.

The programme has developed a distinctive educational approach that combines theoretical concepts with hands-on practice, balancing structured teacher-led learning with student-driven activities. This approach emphasises active, experiential learning over traditional lectures, with a special role for informal learning. At the core of curriculum design is an innovative 'pod' system, where students are organised into small learning communities of up to 4 classes (80-100 students), each supported by 6-8 dedicated lecturers. According to staff, the co-teaching model allows them to support and learn from each other's teaching styles while maintaining consistency in course delivery. This approach particularly helps new staff adapt to the distinctive teaching philosophy. To increase students' exposure to different staff members, pods are reorganised in year 2.

Staff and student interviews confirmed that the pod-system creates an intimate learning environment where students can develop their skills while receiving personalised attention. The intention is to create a safe learning environment where students are encouraged to take academic risks and learn from failure, stimulating personal growth and responsibility. Pod coordinators ensure educational coherence through bi-weekly team meetings to monitor student progress and ensure educational alignment across the curriculum. In the popular "Test 'n Chill" sessions, which occur 8 times per year, students from different year groups come together to share their work and exchange feedback.

### *Curriculum structure and contents*

The CMGT curriculum is built as a 4-year fulltime programme (240 EC) that combines foundational skills with progressive specialisation opportunities, aligning with the T-shaped professional profile. Built-in flexibility allows the programme to accommodate new developments. The panel determined that the curriculum demonstrates both horizontal alignment within each year and logical progression across years. It also verified that the learning outcomes of individual courses are demonstrably linked to the CMGT competencies, and that the curriculum as a whole adequately covers all competencies at the required level.

Year 1 establishes core competencies through a gradual progression from analogue orientation to digital development and ultimately 3D prototyping and production. Year 2 deepens this foundation by introducing advanced technologies and their application in games, including focus tracks and electives. Year 3 consists entirely of an internship and minor, allowing students to gain practical experience and broaden or deepen their knowledge. Year 4 culminates in an innovation workplace project and graduation project, emphasising independent project development and preparation for the work field.

The elective system offers 15 options, including two free-form choices ('X' and 'Y'). Interviews highlighted that the elective system in general, and X and Y in particular, effectively function as an incubator for new courses, allowing the programme to pilot and develop new course subjects (such as animation) based on emerging trends and student interests. Notably, the system allows students to repeat electives with adjusted learning outcomes to deepen their specialisation. Both staff and students praised this approach, which enables truly personalised learning paths. While the panel commends the

innovative elective system, it notes that this flexible approach requires clear safeguards to demonstrate how each student's chosen path ensures achievement of all core competencies at the appropriate level. To enhance transparency, the panel suggests implementing a more systematic approach to documenting how different elective combinations contribute to mastering core competencies.

The curriculum addresses the gaming industry's rapid technological evolution through an emphasis on adaptability and "learning to learn". This approach aims to find an appropriate balance between personal development and creative and technical skills acquisition. Nevertheless, feedback from students suggests a need to strengthen the technical skills component. In their opinion, areas like programming fundamentals, game engine development, and applied game technologies would benefit from more structured instruction. In particular, students advocate for clearer technical skill standards and a better balance between self-directed and formal learning approaches. The panel agrees with these remarks. While it endorses the programme's emphasis on adaptability, the panel stresses that this approach should not come at the expense of foundational technical knowledge – students need a solid grasp on core principles and techniques to effectively adapt to new tools and technologies as they emerge. Relatedly, the panel would like to see the subject of AI, which is currently covered mostly in elective courses, better embedded in the curriculum.

The programme maintains connections with the professional field through multiple touchpoints across the curriculum. Starting in year 2, students work with real clients, building towards their year 3 internship where they experience a professional environment. Guest sessions with

industry professionals within pods help maintain real-world relevance while building students' professional networks. The final year features an Innovation Workplace Project (IWP) that serves as a gateway to graduation, where students tackle complex challenges for real clients in a consultancy role. Interviews highlighted that the programme carefully manages these industry relationships, actively screening potential clients and assigning multiple student groups to each client to balance educational goals with client expectations. In line with the programme profile, there is a particular focus on serious games and applied technology, with about 20% of projects centred on health/aging applications. Students value this approach, which they describe as broadening their horizons beyond traditional entertainment games. They also appreciate that elective courses enable them to develop their own business ventures and that they are even allowed to complete internships at their own startups.

Overall, interviewed students expressed high satisfaction with the programme (8-9 out of 10), citing the open feedback culture and the programme's responsiveness to feedback, the strong community atmosphere and the flexibility in providing additional challenges for advanced students, particularly through a 30 EC honours programme. The curriculum itself scores a little lower than the overall programme (around 7-8 out of 10), mainly reflecting the abovementioned observations about the level of technical skills education and the heavy emphasis on self-directed learning.

#### *Intake, progression and support*

The programme welcomes students with a completed MBO-4, HAVO or VWO diploma, or international equivalent. International students must meet the English language requirement (minimum IELTS 6.0 with no sub-score below 5.5) and

demonstrate sufficient mathematics proficiency. All applicants must complete the Multicultural Personality Test. While annual enrolment reaches up to 250 students, retention is a challenge. Interviewed students attribute this primarily to misconceptions about the programme's demands, with many entering based on "liking games" without fully understanding the technical and creative challenges involved. The panel also notes that the programme has relatively lenient admission standards compared to similar CMGT programmes. Yet, the programme has adequately responded to dropout rates by better managing expectations of prospective students, connecting them to fellow applicants and senior students through the Discord platform. Also, the programme actively helps students adapt to the 'CMGT way' through standardised first-year course formats and formative action principles. Early warning systems were implemented to better support at-risk students.

The panel established that there is a comprehensive and multi-layered student support system that combines formal academic guidance with informal community-based support. Regular coaching sessions (2x4 hours per block, and weekly sessions) allow academic counsellors, who double as project coaches, to monitor progress through pod-based coaching and weekly learning outcome discussions. The student buddy system pairs first-year students with second years, effectively stimulating peer learning and community building. Career counselling begins in the second year alongside ongoing academic support. Students particularly value the accessibility of this support system and its responsiveness to individual needs. Staff professionalisation through the SKE trajectory ensures that teachers are well-equipped to support their students' learning journey.

The programme closely monitors feasibility through the pod-coaching system as well as through midterm evaluations via student panels, held four times a year. This enables early detection of study challenges and timely intervention by way of “patch notes”. Recent feedback from students about high study pressure in year 3 has been adequately addressed through adjusted coaching approaches and improved expectation management. While interviewed students report occasional workload peaks, these are generally considered manageable. The panel notes that this corresponds with data from the National Student Enquiry (NSE).

#### *Community*

The panel was pleased to find that in a relatively short period of time CMGT has successfully built a strong, inclusive community. Interviews with staff and students confirmed the programme’s strong focus on fostering like-mindedness, inviting inquisitiveness, and helping students to find their own personalities. The panel also observed that management, staff and students share a strong sense of pride in CMGT’s distinct ‘brand identity’, which sets it apart from the CMD programme. Staff, for instance, note that CMGT is unique within SCMI in the sense that students actively use the building facilities for their work. Within year groups, the learning community is structured around pods, which also serve as social structures, promoting both formal and informal learning. Students also regularly interact across pods through competitions and showcases, allowing them to share work and learn from peers at different levels and specialisations.

The international character of the English-taught programme, with over 20 nationalities in the student population and a deliberately internationalised teaching team, contributes to a rich multicultural learning environment. This helps

students to develop 21st century skills – particularly intercultural collaboration and teamwork – that are seen as essential for successful careers in today’s global gaming industry.

Special attention is given to specific groups: dedicated support groups have been established for neurodiverse students, including students with ADHD and autism, and LGBTQ+ students. Notably, some of these groups are student-initiated and student-led, with students even providing workshops to staff about their specific needs. The community is further strengthened by student-led clubs for various interests (e.g., music, photography, Dungeons & Dragons) and the activities of the study association GLITCH. Interviewed students indicate that the combination of formal support and informal activities creates a safe and supportive learning environment where students can develop optimally.

#### *Teaching staff*

Since 2021, the CMGT team has quickly expanded beyond the original CMD/Game Design staff to 47 members (28.6 FTE). This diverse and sufficiently large staff includes experienced educators, industry professionals, and promising recent graduates. Eight research-active members help to maintain strong connections between education and research. All teaching staff are didactically qualified and cover the required expertise areas. As discussed during the site visit, the panel sees additional value in occasionally bringing in renowned international guest lecturers who can inspire students with their practical industry knowledge. With 14 nationalities represented, the team naturally supports the international character of the programme. Staff members regularly participate in English proficiency training through Hanze UAS, including opportunities to obtain Cambridge Certificates, ensuring high-quality English-

language instruction. Students praise their teachers' engagement and accessibility.

The programme maintains teaching quality through a robust professional development system that includes regular team development days, peer-led workshops, and training in specific educational methods like KAOS, Progression Focused Teaching, and Formative Action. Professionalisation focuses on both pedagogical expertise and subject matter knowledge, ensuring staff stay up to date on emerging issues and industry practices. New teachers, some of whom were educated in entirely different systems, are supported through a structured onboarding process with biweekly meetings and a buddy system pairing them with experienced colleagues. Interviewed staff emphasise that there are short communication lines between teachers of different classes. Knowledge sharing occurs, for instance, through systematic calibration sessions where pod leaders and teachers meet both within their pods and across different pods to align their assessment approaches and share best practices. Team cohesion is further strengthened through regular community-building activities, including game nights.

### Considerations

The panel strongly commends the programme for developing and implementing a clear, well-substantiated educational philosophy that aligns seamlessly with Hanze's overall teaching vision. This philosophy is consistently and effectively implemented throughout all aspects of the programme, creating a learning environment that supports both formal and informal learning and that places strong emphasis on personal growth. This reflects an entirely different approach from more traditional Hanze programmes, like IT. The panel particularly appreciates how the educational philosophy manifests

in concrete educational practices, from the innovative pod system that creates intimate learning communities, to the integration of progression-focused coaching and blended learning approaches. This coherent implementation has resulted in a distinctive and well-designed learning environment that – on the whole – successfully balances structured guidance with student autonomy.

The curriculum demonstrates strong coherence both horizontally within years and vertically across years, integrating the four core domains throughout all years to promote interdisciplinary learning. In response to the previous panel's recommendation, the programme has made significant progress in strengthening its 21st century skills learning line. The panel also found that curriculum design and course content strongly reflect the programme's aim to develop T-shaped professionals with a "learning to learn"-mindset, as well as its distinctive focus on serious games and applied technology. The innovative elective system allows students to either broaden their knowledge across domains or deepen their expertise in specific areas by repeating electives, though the programme may need to implement clearer safeguards and systematically document how different elective combinations contribute to core competencies.

A noteworthy point raised by students in both the student chapter and during the site visit is that technical skills development requires a better balance between self-directed learning and formal instruction, with students expressing an overall desire for more advanced technical training. The panel suggests exploring ways to provide more structured technical instruction without compromising the programme's core educational principles.

The panel is especially impressed by the programme's success in building a truly inclusive community, supported by comprehensive student support systems and student-led initiatives. During interviews, management, staff and students conveyed a genuine sense of pride in these achievements. With over 20 nationalities represented, CMGT Groningen has created a multicultural learning environment that prepares students for the global gaming industry. The panel hopes this valuable diversity can be preserved despite the current political

climate and proposed restrictions on international students. The teaching team is sufficiently large, diverse, and well-qualified, with strong professional development systems and calibration mechanisms in place.

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

#### *Assessment vision*

As a relatively new programme within SCMI, CMGT deliberately takes a distinctive approach to assessment that prioritises personal growth and development. This approach, which was developed with the help of an educational adviser, aligns with principles of programmatic assessment and reflects both the Hanze UAS Assessment Policy (2024) and the Hanze Learning Concept (2024). The programme focuses on “assessment as learning” and feedback literacy, aiming to create a safe learning environment where assessment becomes an integral part of the learning experience rather than just a measurement tool. CMGT utilises portfolios and criteria-based interviews as primary assessment methods, maintaining a strong focus on continuous feedback throughout the learning process. While students often work collaboratively, final assessment remains individual to capture personal development.

Five key principles shape this vision: (1) portfolio-based assessment with capstone moments to mark progress, (2) continuous multi-source feedback from peers, staff, and industry professionals, (3) structured informal learning opportunities, (4) minimal grading to maintain student engagement, and (5) emphasis on process assessment over final products. The panel appreciates how the assessment vision and its key starting points support the programme’s broader educational philosophy of promoting individual development through continuous learning.

#### *System of assessment*

As was stressed in the self-evaluation report and interviews, CMGT’s assessment system has been evolving as the curriculum continued to roll out. After reviewing assessment materials and speaking with staff and students, the panel concludes that this system functions effectively overall. Nevertheless, there are also some blind spots, where further refinement would be beneficial.

The panel established that the programme operates with a clear assessment plan that maps where and at what level programme competencies are evaluated throughout the curriculum. Course assessments align with learning outcomes documented in course guides, with an intentional distinction between project-based courses which feature broader objectives and 5 EC courses that have more specific objectives.

The panel allows itself to make several observations regarding the rubrics used for assessment. As noted in the self-evaluation report, students have faced challenges in interpreting these rubrics effectively. Students told the panel that “reading rubrics is a skill in itself”, referring to the abstract language used that allows for varying interpretations. Students also report having experienced inconsistent grading when different staff members interpreted the baseline standards differently. The programme has responded constructively to this feedback, centring one of the ongoing SKE trajectories on improving this issue. Courses now begin with dedicated sessions to discuss the rubrics, and staff calibration efforts have been intensified. Fourth-year students confirm that these improvements

have made a noticeable positive impact on assessment clarity and consistency.

In the panel's opinion, there is room for further improvement with respect to rubrics. From its review of sample assessments and their associated rubrics, the panel noted a disconnect between course-specific learning outcomes and assessment criteria. While learning outcomes focus on demonstrating specific professional behaviours and competencies, the rubrics seem to primarily assess product-based criteria without clearly establishing how the quality of the final product demonstrates mastery of the learning outcomes. This creates a situation where the programme educates students toward certain learning outcomes but ultimately assesses them primarily on their products. The panel suggests that the programme establishes clearer and more consistent connections between learning outcomes and assessment criteria, ensuring students understand how their work demonstrates their progress toward the intended learning outcomes.

The programme uses an appropriate variety of assessment methods including written assignments, product/prototype demonstrations, presentations and reflection reports. There is a strong connection to real-life products and client work. Portfolio assessment plays a central role in the assessment mix, with students developing portfolios from year 1 onwards, thus ensuring that they can demonstrate their competencies in different ways. Students particularly appreciate the portfolio-based assessment approach over traditional task-based grading, as it allows them to demonstrate their growth and capabilities more holistically. The programme plans to further strengthen this approach by implementing a growth portfolio system once Hanze UAS launches its new learning management system in 2025, as the current LMS cannot

support multi-year portfolios. This is a promising development.

The panel appreciates that CMGT supports student development through continuous, iterative feedback from teachers, peers and stakeholders, using various innovative feedback mechanisms, including peer review sessions ("unicorn's lair", "Test 'n' Chill") and Miroboards for the more visual courses. In the latter, teaching staff and fellow students give week by week feedback on work in progress by way of digital sticky notes. Interviewed students confirm that the strong feedback system promotes ongoing learning rather than just "checking boxes". A point for improvement is the heavy reliance on informal feedback; the panel learned that approximately 90% of feedback is given orally. This creates challenges with traceability and accountability. More importantly, written feedback allows for longer term learning and evaluation that may now be lost. The panel suggests implementing a more streamlined and systematic approach to feedback documentation that supports student learning over time, next to leaving a clear paper trail thereof. For larger courses, the final assessment by the coach should be a transparent meta-assessment that is demonstrably based on the feedback provided by subject specialists for each component.

Group work plays a central role in the programme. This approach is grounded in the belief that learning to collaborate is just as crucial as developing technical skills. When group processes break down (which, as the panel observed, does occur sometimes), teachers view this as an important learning opportunity for students and as preparation for professional practice where collaborative abilities are crucial for success. Rather than just voicing complaints, students are encouraged to come up with

constructive solutions themselves, which is a helpful approach.

#### *Quality assurance*

The programme has implemented a robust quality assurance system for assessment that operates at multiple levels. A core element is the continuous professional development of teaching staff in assessment methods. All lecturers complete the Basic Assessment Qualification (BKE), with the programme further strengthening its assessment expertise through Senior Assessment Qualification (SKE) certifications. Two staff members have obtained their SKE and six more are currently pursuing it. The programme consistently applies the four-eyes principle for portfolio assessments. Regular calibration sessions, including rubric reviews, take place both within and across pods. At the end of every period, improvement plans are made based on the input of the students, staff, and pass rates. Notably, students play an active role in assessment quality improvement, including participation in defining assessment criteria. For (future) final projects, the programme has established solid procedures incorporating the four-eyes principle, regular training for graduation process participants and calibration sessions before final assessments.

Assessment quality is further safeguarded through two SCMI-wide committees with distinct but complementary roles. The Examination Committee focuses on maintaining the overall quality of assessment systems and procedures, providing staff training, and ensuring compliance with educational standards. They are responsible for appointing examiners, handling appeals and making decisions about individual student cases. The Assessment Committee, which is mandated by the Examination Committee, concentrates on validating specific tests, ensuring their alignment with course objectives

and maintaining consistency across the curriculum. They review assessment instruments before implementation and monitor their effectiveness afterward. Both committees include representatives from CMGT.

Interviewed representatives from both committees demonstrate a clear understanding of CMGT's specific needs in terms of quality assurance. Having helped develop its assessment system, they acknowledge that CMGT's innovative assessment methods, including its emphasis on portfolio assessment and continuous feedback, require a different approach to quality assurance than traditional examination-based programmes within SCMI. The panel established that both committees show flexibility in adapting their oversight to accommodate these distinctive features while maintaining rigorous quality standards.

#### **Considerations**

The panel concludes that CMGT has developed an effective and innovative assessment system that successfully balances structure with flexibility, grounded in a clear assessment vision. The programme's emphasis on continuous feedback, portfolio assessment, and real-world project evaluation creates meaningful learning opportunities and aligns well with professional practice.

The panel identifies two areas for further improvement. First it suggests a more streamlined and systematic approach to feedback documentation that supports student learning over time next to traceability and accountability. Secondly, it identifies the need to strengthen connections between learning outcomes and assessment criteria in rubrics. These suggestions should be viewed as refinements to a still young and overall well-functioning assessment system that is continuously evolving. The panel

particularly appreciates how the programme actively involves students in assessment development and demonstrates responsiveness to their feedback, as evidenced by recent improvements.

The programme's quality assurance structure, featuring staff professionalisation, regular calibration sessions and active involvement of

both examination and assessment committees, provides adequate oversight while remaining flexible enough to support CMGT's innovative assessment methods.

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

#### *Achieved level*

As the programme launched in September 2021, it has not yet delivered any graduates. The first cohort is set to complete their studies in July 2025. At the time of the site visit in January 2025, these students were just about to begin their graduation projects. At the instruction of the NVAO, the panel examined a representative sample of earlier student work to assess the level attained thus far in the programme.

Based on the detailed description provided in the self-evaluation report and conversations with staff members, the panel gained a clear understanding of how the first cohort of graduates will demonstrate their achieved level. Students will complete an individual graduation project – a 20-week full-time capstone assignment where they develop a professional product addressing a complex challenge for an external client. This final project requires them to showcase their competencies at the highest level through a working prototype and a comprehensive portfolio that demonstrates their T-shaped professional profile. The panel is satisfied that this approach effectively aligns with both the programme's profile and its intended learning outcomes.

The panel examined a representative sample of 15 second-year project portfolios, completed as part of the GameLab course. These were selected for their structural similarity to the graduation projects. While the second-year GameLab projects were completed in groups rather than individually, and demanded (far) less complexity and independence than will be required at graduation level, they provide valuable

insight into students' developmental trajectory. Like the upcoming graduation projects, these second-year assignments combine practical prototype development with individual portfolio documentation demonstrating acquired competencies, allowing the panel to evaluate how students are progressing toward the intended final level. These portfolios cover technical work like programming and game documentation as well as creative assets such as 3D models and UI designs. They also include research materials and professional documents that demonstrate project management capabilities. To complement these portfolios, the panel also looked at student work from year 3.

Based on its review of student portfolios, the panel concludes that students generally achieve a level comparable to that of similar programmes in the Netherlands. While project quality varies, as expected in any programme, no work fell below acceptable standards. Several projects stood out particularly positively, demonstrating strong UX design principles, effective use of diverse hardware platforms, well-developed concepts, and impressive pitching skills.

While the overall quality is satisfactory, the panel also identified some development points. On the technical side, there is significant variation in skill levels among students, with some showing gaps in anatomical knowledge and 3D modelling. Further issues included varying levels of conceptual depth and aesthetic quality, as well as some instances of general sloppiness and imperfect English. The panel also noted inconsistencies in tool selection, suggesting a

need for more structured guidance and supervision of this particular aspect.

Encouragingly, the panel's review of third-year work revealed clear skill progression throughout the programme. This positive trajectory, combined with the panel's interactions with fourth-year students who demonstrated impressive professional presence, maturity, and personality, provides confidence in the end level that graduates will achieve.

#### Considerations

While no graduation projects have been completed yet, the panel has gained insight into the achieved level through review of second and third-year work, as well as interactions with

fourth-year students. It is convinced that the planned graduation project structure provides an appropriate framework for students to demonstrate their competencies at the intended end level. The overall quality of student work produced thus far matches that of comparable programmes. Moreover, the clear progression visible in third-year work and the impressive professional maturity displayed by fourth-year students give the panel confidence that graduates will achieve the intended end level.

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

## Attachment 1: assessment panel

drs. Raoul van Aalst, chair  
Independent management consultant, philosopher and researcher

Tim Laning, member  
Owner Grendel Games

dr. Koen van Turnhout, member  
Professor of Human Experience and Media Design, HU University of Applied Sciences Utrecht

Junior Happé, student-member  
Student Bachelor Business Administration, Amsterdam University of Applied Sciences

The panel was supported by dr. Floor Meijer, 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 programme

*Wednesday 22nd January 2025*

<i>Time</i>	<i>Activity</i>
12:00-13:00	Briefing Team
13:00-13:20	Welcome and introducing CMGT
13:30-14:30	Meeting the Community
14:45-15:30	Meeting the Work Field
15:45-16:30	Meeting the Management
16:45-17:00	Feedback from the panel

*Thursday 23rd January 2025*

<i>Time</i>	<i>Activity</i>
08:30-09:00	Briefing Team
09:00-10:00	How to create an innovative & supportive learning community
10:15-11:15	Developing and maintaining a quality culture
11:15-11:45	Tour of the CMGT 'Home Base'
11:45-12:30	Break
12:30-13:15	Ready for the first graduates
13:30-14:15	Meeting the Students
14:15-15:30	Panel deliberation
15:30-16:30	Development conversation
16:30+	Drinks and snacks

## Attachment 3: Recommendations from previous assessment

1. **Vision CMGT Groningen** – Make the professional orientation and ‘glocal’ focus of the programme more explicit.  
*Action: Our programme is very much an international programme through our staff and students, but on the other hand the programme is firmly grounded in the region by the assignments we work on. To make this clearer we worked on building an international learning community and expanded our partner network, and at the same time made sure that the cases and assignments are provided by regional or national companies to allow for close collaboration. In most year 4 Innovation Workplace Projects, the assignments are closely connected to the research groups and their partners. Through these assignments, students experience that the skills they learn are transferable to so many more areas than games only. By doing so we made our orientation of “more than games” more explicit.*
  
2. **Body of Knowledge and Skills (BoKS)** - Define the CMGT Groningen BoKS, reflecting the programme’s distinctive profile and orientation.  
*Action: We defined our own BoKS in 2021 and since then have been discussing and updating this document yearly in the joint meetings of all CMGT programmes. With all five programmes in the Netherlands, we compare the BoKS and distil similarities and differences.*
  
3. **Curriculum Content** – Ensure to stay up to date with Creative Technologies contemporary, urgent issues and novel industry developments. Secure that the latest know-how and new staff expertise keep finding their way into the curriculum.  
*Action: Since 2021, a lot of new staff members have joined our team. That means that a lot of new, relevant expertise and work field experience was brought to the team by this new staff. At the same time, the team was able to develop their skills through team days, training and specific professional development.*
  
4. **21st Century Skills** – Give these skills more emphasis in the content of the curriculum and include dealing with global societal and ethical issues to develop contextual awareness among students.  
*Action: The 21st century skills play a very dominant role in our profile from the start. Following up on this remark, we adjusted the 21st century skills line in the programme and made this learning line more visible in all years. In Year 2 specifically we aim to prepare our students to succeed in an ever-changing world by helping them become futures-literate. In Futures Literacy we emphasize the societal and ethical aspects of working with new media and technologies.*
  
5. **Portfolio Assessment** – Revise assessment criteria on the description of the levels of attainment of the learning outcomes and ‘T-shaped’ curriculum structure.  
*Action: The portfolio assessment is the most important form of assessment we use in the programme. A lot of effort has been and still is spent on calibration and improving this assessment to work best for our programme. To honour the T-shape, our programme allows for a lot of choice.*

*Students are able to carve out their individual learning path. Of course, honouring the T-shape is still a balancing act.*

6. **Facilities** – Organise the CMGT specific workspaces, digital toolsets and specialised hardware and software deemed sufficient for the realisation of the curriculum.

*Action: Since 2021 we have elaborated our facilities to meet the requirements of our programme: we have our own teaching areas, our own materials, hardware and software, our own technical areas and on top of all that, in addition to our own Makerspace, an extra-large Hanze Makerspace.*

## Attachment 4: reviewed documents

- Self-evaluation report
- Sample work of 15 students ('GameLab portfolios' from year 2), along with other student work from year 3
- Overview of staff and their competencies
- Educational Training Plan CMGT
- Teaching and Examination Regulations CMGT 2024-2025
- CMGT Study Support 2023
- Twenty-first Century Skills Core Domain
- Quality Plan CMGT
- Examples – Calibration
- Examples – Student Panels & Patch Notes
- Annual Report Exam Committee
- Annual Report Programme Committee
- Assignment Assessment Committee

