Graduation Manual

version 1.3 | 29/01/2025 | Croho 30036

This graduation guide is only intended for students who will start their graduation in February 2025.

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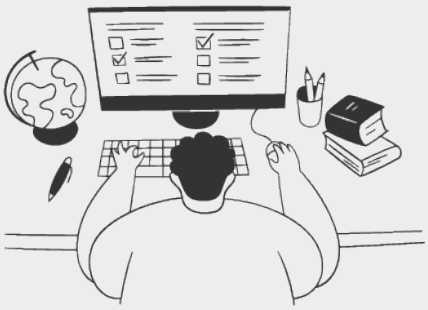


Year 1

Explore Everything

Year 2

Define Yourself

Year 3

Explore the World

Year 4

Define the World

1 Introduction.

Graduating is one of the most decisive and exciting steps on the journey to becoming a junior CMGT professional. This capstone assignment is the moment to showcase everything you've learned, combining your creativity, knowledge, and skills to develop a project that truly represents your unique vision. It's a thrilling challenge that may feel overwhelming at times, but don't worry: this guide is here to provide you with all the info and support your need to navigate the process with confidence and success.

This manual is intended to inform stakeholders of the process and organisation of the **final capstone** for the Creative Media and Game Technologies (CMGT) programme. It contains regulations, roles of stakeholders and info about CMGT competences, learning outcomes and the final assessment. Within the CMGT programme students learn the competences necessary to function as a junior professional within the working field in the student's field of expertise. *Figure 1* shows the CMGT **T-shaped professional** model. The students combine deep knowledge and skills in one or more CMGT areas as a **specialist** with broad knowledge and skills in other areas as a **generalist**.

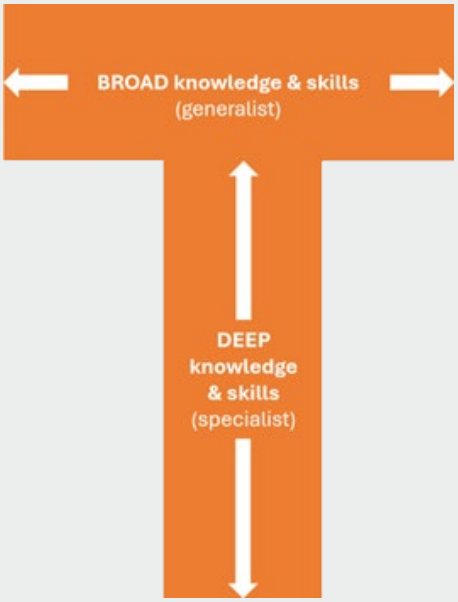


Figure 1 - CMGT T-shaped model

Figure 2 shows the CMGT **student journey**. After an initial year of exploring the CMGT programme and the industry landscape, students can begin to specialize by choosing to broaden or deepen their skill sets in their second year. In the third year, students have the opportunity to participate in a minor, either within the programme or internationally, and to gain practical experience through internships. In the **fourth year**, students engage in an innovation workplace project, allowing them to diverge and prepare for this **CMGT Graduation Assignment** as their capstone project, which will define their entry point into the professional field.

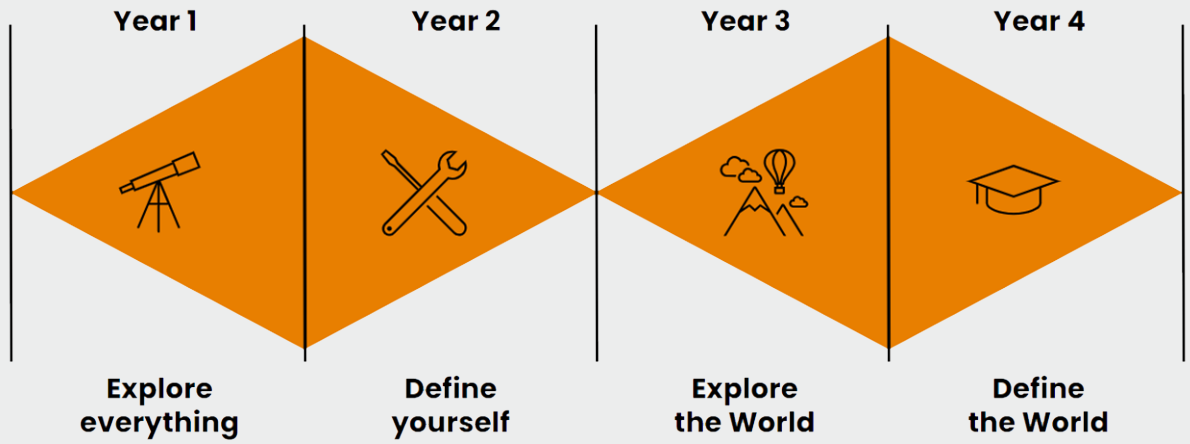


Figure 2 - CMGT student journey

The seven competences and the learning outcomes are determined in agreement with the working field and are specified in **Appendix 1**. The student will need to demonstrate that the end level of **all of the seven competences** are meeting expectations. The rubric with all of the belonging criteria can be found in **Appendix 2**.

- **Competence A | Contextualising and Framing**
  The CMGT professional integrates their own and other's perspectives, assesses the impact of contextual factors and justifies concepts with relevant theory and co-creation with users;

- **Competence B | Developing and Programming**
  The CMGT professional synthesises relevant technical knowledge and combines digital technologies to create complex technological solutions and can reframe solutions based on appropriate research;

- **Competence C | Visualising and Prototyping**
  The CMGT professional modifies and experiments with appropriate prototyping methods to produce coherent visualisations of technical solutions;

- **Competence D | Inquiring and Evaluating**
  The CMGT professional can elaborate, adapt and iterate using UX practices and theories to extrapolate and motivate improvements for the end user;

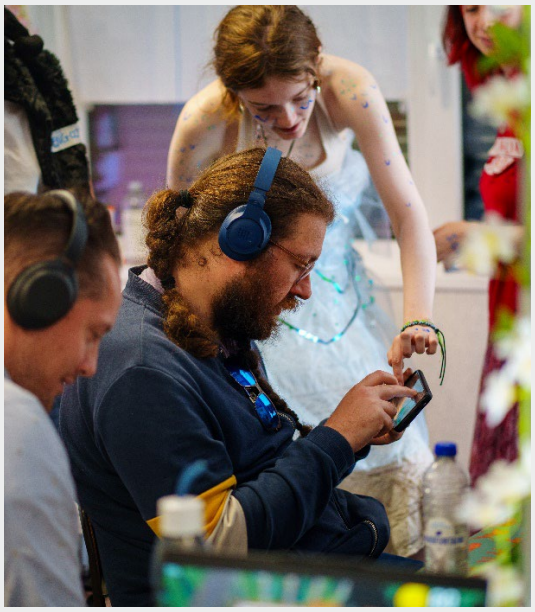
- **Competence E | Organising and Implementing**
  The CMGT professional can verify the value for and deploy their technological solution to appropriate channels and exhibits and defends the functionality of the chosen solution in a complex and ambiguous context;

- **Competence F | Futures Innovating**
  The CMGT professional designs innovative concepts into realisable solutions, considering the consequences and impact of their solutions, and iterates them to achieved desired futures;

- **Competence G | Self-Fashioning**
  The CMGT professional manages their own strengths and weaknesses and collaborates with others, synthesising diverse perspectives and stimulates information exchange to foster a productive work climate.

The graduation assignment is a one-semester course of **30 EC**[1] in which the student works individually or in a team to create a professional product in a complex context to solve a problem for an external supervisor, delivering an individual portfolio and an individual final prototype that will be demonstrated individually as well within a specified timeframe. This assignment is the capstone for the CMGT bachelor diploma.

The graduating student works full time for one semester (**20 weeks**) on a complex assignment in a professional situation within the CMGT domain, following a design process method of choice, the T-shaped professional model and producing a final product demonstrating that the student has attained **all seven competencies** at the CMGT end level. The graduation assessors use three elements for the **individual assessment** to gain a multifaceted impression of the student's attained competences:



1. Submitted **Portfolio**;
2. (this will include the) **Final Product;**
3. **Final Demonstration** (of both the portfolio and the final product).

These three elements reinforce each other, and the graduation capstone assignment is therefore assessed as a whole.

By successfully completing the CMGT Graduation Assessment, the student demonstrates to be ready to enter the CMGT working field in the capacity as a junior professional.

[1] According to the European Credit Transfer and Accumulation System (ECTS)

2 Graduation assignment.

The main characteristics of the graduation assignment are shown in *Table 1*:

Table 1 - Characteristics of the CMGT graduation capstone assignment

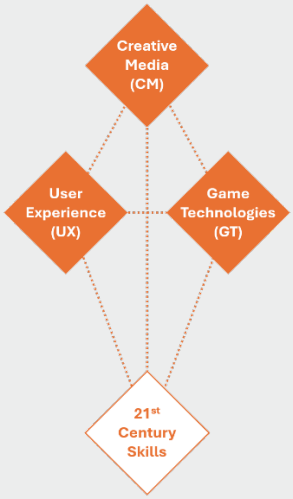
CHARACTERISTIC	DESCRIPTION
Assignment	20-week assignment where students will work individually or in small teams in a professional working environment to create a professional product;
Purpose	The student demonstrated to have reached level 3 in each of the CMGT competences and being in possession of the competences needed by a junior professional starting in the CMGT field;
Student's task	Work with complex task synthesizing methods to address the design brief: A professional problem and working situation either solo or in small team with a specified individual research question;
Task context	The task has an indeterminate solution in both a complex multidisciplinary context and interdisciplinary context;
Stakeholders	▪ **External supervisor** (client, sponsor or stakeholder); ▪ **CMGT Graduation Supervisor**; ▪ **Target audience (TA)** who are also end users; ▪ **Other stakeholders** as relevant to the design brief;
Research question	Specific, individual, timely and relevant, the answering of which addresses the design brief from the external party and the requirements of the CMGT graduation process;
Way of working	Independent, self-structured, self-directed and taking responsibility;
Supervision	Community of Learners (CoL) led by a CMGT Graduation Supervisor;
Solution	A CMGT-relevant product that meets your design brief and can be used independently by end users;
Assessment	An individual capstone portfolio appropriately submitted and followed by a product demonstration.

3 Roles, responsibilities and tasks.

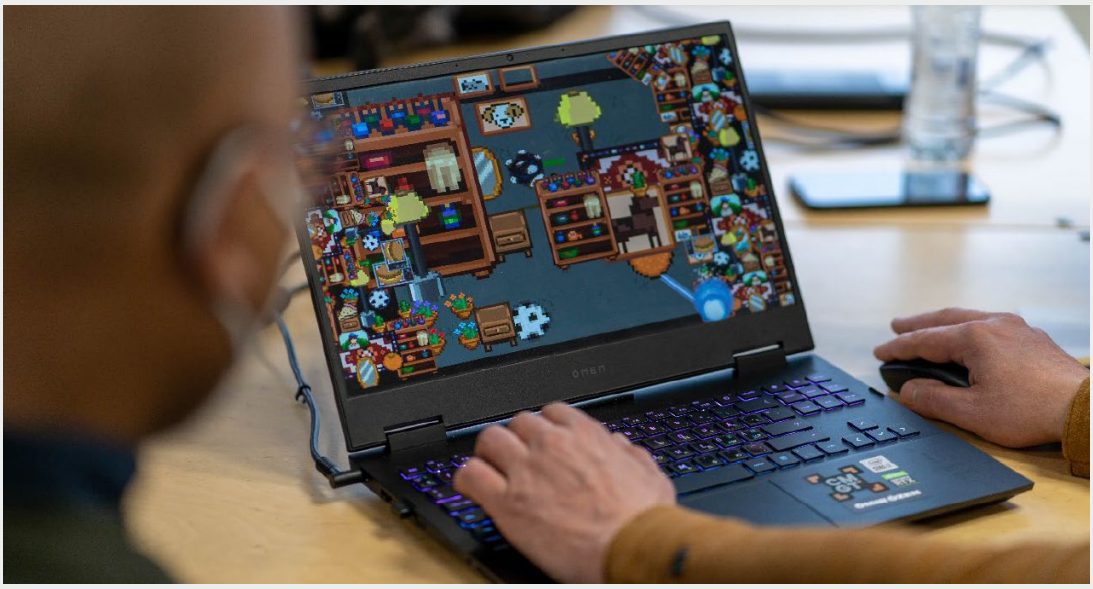
Table 2 provides an overview of the roles of the different stakeholders in the graduation project and what their responsibilities and tasks are. It is possible that a stakeholder fulfils more than one role within the organisation of graduation at CMGT.

Table 2 - Responsibilities and tasks stakeholders

ROLE	RESPONSABILITIES AND TASKS
Graduation Student	▪ Responsible for making (design) choices and achieving goals, how to proceed with feedback, delivering the portfolio and the final product in time and demonstrating the final product.
Graduation Supervisor	▪ First contact person for the graduation student; ▪ Qualified CMGT staff member appointed by Exam Committee; ▪ Affinity with task, context and/or design brief of assignment; ▪ Supervising and monitoring both content and process; ▪ Will assess to what extend objectives have been reached; ▪ Responsible for a Community of Learners (CoL).
CMGT Career Desk	▪ Graduation Coordinator and the support staff are responsible for the organisation of both the internship course and the graduation course at CMGT; ▪ Central mailbox: **cmgt.careerdesk@org.hanze.nl**
Graduation Coordinator	▪ Responsible for coordinating the graduation process, including informing students, appointing graduation supervisors and secondary assessors, coordinating graduation presentations and quality control of the graduation process; ▪ Contact for the student for matters that the student doesn't discuss with the Graduation Supervisor in the student's CoL, such as agreements that a client presents to the student; ▪ In the event of undesired developments during the graduation process the Graduation Coordinator needs to be informed by one or more of the graduation supervisor, external supervisor and student.
Graduation Committee	▪ Responsible for coordinating the graduation Final Demonstration and ensuring the validity, reliability, and transparency of the assessment; ▪ Approves all graduation proposals made by CMGT students; ▪ Members: Graduation Coordinator and all Lead Assessors.

ROLE	RESPONSABILITIES AND TASKS
Graduation Community of Learners (CoL)	▪ A group of graduation students and Graduation Supervisor; ▪ Regular meetings to actively facilitate learning from peers; ▪ Active student participation is expected, since learning is an active collaborative process revolving around peer review, peer learning, progress reporting and monitoring; ▪ Lack of active participation in the CoL can be taken as evidence of lack of progress in the graduation assignment; ▪ Hybrid construction that can be online, offline, both online and offline, in person or remote as needed.
Flying Squads  *Figure 3 - CMGT Kite Model*	▪ Every assessment panel has four members, in line with the **CMGT Kite Model** *(Figure 2)*: ○ **UX | User Experience Assessor / Lead Assessor** An experienced (BKE certified) assessor who assesses User Experience (UX) **competences A and D** at the Final Demonstration, member of the Graduation Committee and appointed by the Examination Committee; ○ **CM | Creative Media Assessor:** Assesses CM **competences C and F** at the Final Demonstration, and is not necessarily a CMGT Graduation Supervisor; ○ **GT | Game Technology Assessor:** Assesses GT **competences B and F** at the Final Demonstration, and is not necessarily a CMGT Graduation Supervisor; ○ **21st | 21st Century Skills Assessor** An experienced (BKE certified) assessor who is the **CMGT Graduation Supervisor** and assesses the 21st century skills **competences E and G** during the Final Demonstration of the students in their own Community of Learners (CoL), and is appointed as assessor by the Examination Committee. Will still assess these 21st century skills when this Graduation Supervisor is expert in on or more other domains of the CMGT Kite Model as well.

ROLE	RESPONSABILITIES AND TASKS
	▪ Set up in this standardised way to ensure **validity** and **reliability** of the graduation assessment, as well as the **transparency** of roles of each member of the Flying Squad; ▪ The Flying Squad as a whole **attends** the Final Demonstration and assesses the submitted portfolio and final prototype.
External Supervisor	**If the students works for a client:** ▪ The person acting on behalf of the company client as the primary contact person/supervisor for the duration of the graduation period; ▪ Responsible for regular, adequate, and substantive supervision of the student on questions of content, market suitability and design brief; ▪ Responsible for support in getting access to the target audience (TA) as the real future users of the solution; ▪ Can't be an immediate family member, close friend or a member of the CMGT-staff. **If the student works on an own assignment:** ▪ Acts as a sort of product owner; ▪ Should have sufficient experience to be able to provide adequate, regular guidance to the student on questions of content, market suitability and the design brief that the student comes up with; ▪ Can't be an immediate family member, close friend or a member of the CMGT-staff.



4 Research question.

All CMGT graduation assignments must have a research question that, through answering, allows the graduating students to demonstrate that all seven CMGT competences are possessed individually at **end-level**. A good research question is:

1. **Focused:** It specifies a target and when it might be answered;
2. **Feasible:** Answering it is achievable within 20 weeks;
3. **Arguable:** It is an open-ended question that needs research to answer this question.

The basic structure of research question that CMGT uses is:

- 'How to **[do something]** for **[a goal]** using **[a technique]**?' Examples:
  - 'How to improve accessibility for virtual reality experiences using voice control and gesture recognition?'
  - 'How to boost learning outcomes for young students up to 12 years old using augmented reality in history lessons?'

- 'How to **[verb]** for **[noun]** using **[conditional]**?' Examples:
  - 'How to design for user retention using adaptive user interfaces?'
  - 'How to enhance gameplay for mobile platforms using AI-driven difficulty adjustment?'

As the purpose of the research question is to ensure every graduation assignment has **sufficient complexity and independence**, and allows the graduating student to demonstrate they have met **all seven CMGT competences at end-level**, the CMGT Graduation Committee pays attention to the research question when assessing potential graduation assignments.

5 Graduation process.

The graduation process consists of a number of elements that start one after the other:

- **Prepare** | From finding a design challenge to receiving a GO from the CMGT Graduation Committee;
- **Support** | Link the student with a Community of Learners (CoL) and a Graduation Supervisor with support from the CMGT Career Desk;
- **Design** | Choose a design process model, make a plan/roadmap and design the product for the client or external supervisor;
- **Submit** | Upload all the necessary elements of the portfolio, including the final prototype, in time to the (My Hanze) OnStage platform;
- **Assess** | Individual assessment of the portfolio and final product. This will take place in a demonstration setting with the members of the CoL and a Flying Squad.

Figure 3 on the next page shows a visual representation of the graduation assignment process. Each student has **two opportunities** per academic year to complete the graduation capstone with a grade of 5.5 or higher and receive the 30 EC in Osiris.

See the paragraph on the resit for information on the extra August round. In case of a missed opportunity or a grade lower than 5.5 at the **resit** (opportunity two), a student has the **right to request an extra opportunity** from the **CMI Examination Board**. If no additional opportunity is granted, a student will restart the entire graduation assignment process in the following semester or the next academic year.

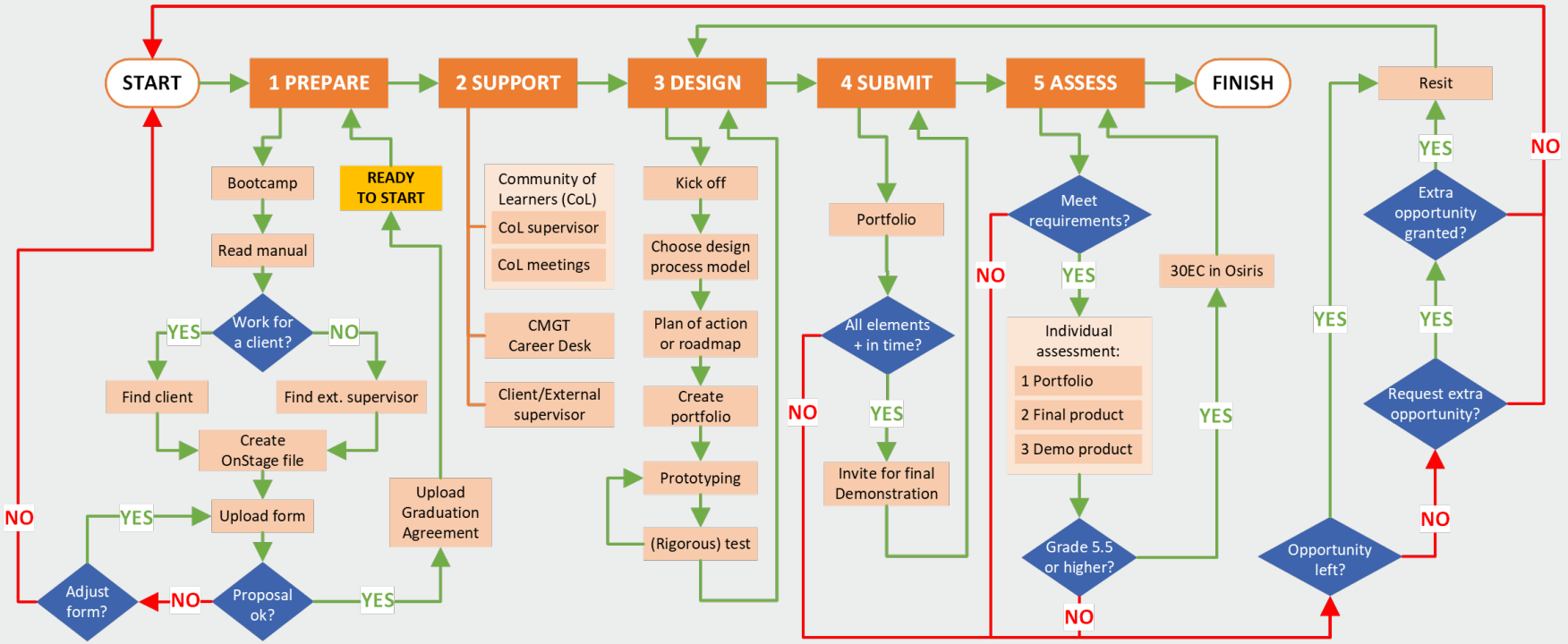


Figure 4 - CMGT Graduation process

5.1 PREPARE.

5.1.1 Admission requirements

Admission is determined by the requirements in the **CMGT Teaching and Examination Regulations (TER)** and upon approval from the **Graduation Committee**. According to the TER, the student will be admitted to Year 4 and the graduation programme only if the student meets **all of the following four conditions**. The student …

- … passed the **propaedeutic phase**;
- … has obtained 60 EC(TS credits) from **Year 2**;
- … has obtained at least 20 EC(TS credits) from **minors** in the **Year 3** programme;
- … has completed the **internship in Year 3**, as entered in Osiris.

5.1.2 Bootcamp

The **CMGT Career Desk** will organise a **Bootcamp** in the semester before the start to help students to determine what they would like to work on, what a good graduation assignment looks like, how to approach a relevant client or external supervisor, and defining their proposed assignments for scope, depth, complexity and level.

The **Digital Society Hub** (DSH) also offers a range of possible graduation assignments, as do each of the **Hanze Research Groups** that can act as clients for a graduation project, provided the assignment is appropriate to the CMGT working field and the research group has someone available and appropriate to act as an external supervisor for a CMGT graduation assignment.

All graduation products, including final prototypes and portfolios, must be **submitted in English**, even in cases where the language of the target audience or the requirement of the external supervisor is different. So, in some cases, it might be necessary for a student to implement language selection for English and the target audience's language in the final product. The student can also choose to provide a version in both languages.

5.1.3 Graduating individually or in teams

All graduation assignments are individual. Each student submits a portfolio of their own work that demonstrates they individually have met all CMGT competences at the CMGT end-level. However, the assignment that the student works on can be a **team assignment** as well. The CMGT working field works in team-based work, thus the junior professional should be able to graduate in a professional (team) setting. In cases where a student graduates working on such a team assignment, the research question of each member of the team has to be sufficiently distinct that it is clear to all stakeholders how the student's work of every student member of the team is their individual work.

Note that graduating in teams and graduating in an own company are **not the same**. Student teams wishing to graduate in their own company must **satisfy both:**

- the requirements for graduating in teams, **and**
- the requirements for graduating in an own company.

When graduating in a team, there are no formal limits to the maximum or minimum team size, although there are some requirements:

- It has to be clear to the Graduation Committee, via the research question, **what** each member of the team is doing, and **how** this is clearly different from each other;
- There cannot be **dependencies** in the team or assignment that prevent team members from making suitable progress; this judgment is made by the Graduation Committee when the proposal is made;
- Every team member has to be able to **demonstrate individually**, to the satisfaction of the Graduation Committee, that they are able to meet **all seven competences**.

5.1.4 Graduating in an own company

CMGT Groningen provides the motivated and ambitious student the opportunity of graduating in their own company. A student wishing to graduate in their own company describes the assignment from the perspective of the content in a similar way as describing a graduation assignment at an external organisation. The **requirements**:

- All graduations at Universities of Applied Sciences in the Netherlands **must have an external supervisor or client**, there are no exceptions to that rule;
- The student that would like to graduate in an own company is responsible for finding and organizing an **external supervisor** to act in the role of company supervisor. **This person** ...
  - ... must have **sufficient experience** in the working field;
  - ... must be able to provide **adequate guidance**;
  - ... cannot be a **family** member or close **friend** of any student working on the CMGT graduation assignment;
  - ... cannot be a member of the **CMGT staff**.

- A student who wishes to graduate in their own company must have successfully completed **one or more** of these electives:

  - Elective Z;
  - Marketing and Monetisation Elective;
  - Elective Y (if this elective was focused on business competences).

- Students wishing to graduate in their own company must have a properly constituted company under Dutch Law and a valid **Kamer van Koophandel (KvK)** registration. This organization also offers this to our foreign CMGT students.

5.1.5 Graduating outside of the Netherlands

Students can carry out their graduation assignment in any country of their choice. Organising a graduation both outside of Groningen (thus **graduating remotely**) and outside one's home country often requires more time to organize. The student is advised to **begin this process early** if they wish to pursue it. The student is responsible for organising the additional requirements this entails:

- Housing;
- Subsidies;
- Moving;
- **Notifying the Graduation Coordinator in a time.** This makes it possible for the student to be placed in an online or hybrid Community of Learners (CoL).

5.1.6 Submission of the graduation application form

During Bootcamp, students will automatically receive a **graduation application form** by email when they create a dossier in **OnStage**. They will need to fill it in with their proposal that has to be uploaded in the dossier before a given deadline, see **Planning**.

Figure 5 shows the interface of the **OnStage** platform (the interface design may change during the academic year). The student must upload the form as a **Microsoft Word document**. The **Graduation Committee** will download each document after the deadline has passed, discusses each proposal, adds feedback if necessary and upload the document into OnStage. If a **repair** is needed, the student can upload the modified file before the second deadline. In case of a **final No Go**, a new dossier must be created in OnStage for a new request before the second deadline.

1. Log in to My Hanze and **open OnStage**;
2. **Enroll** in file CMGT Graduation Semester X 202Y-202Z,
   where X, Y and Z stand for the correct semester number and academic year;
3. Add details of the client organization/ external supervisor in the **Preparation Phase**;
4. Open **'Internship found by student'**, **add** the Microsoft Word document and **Save**.

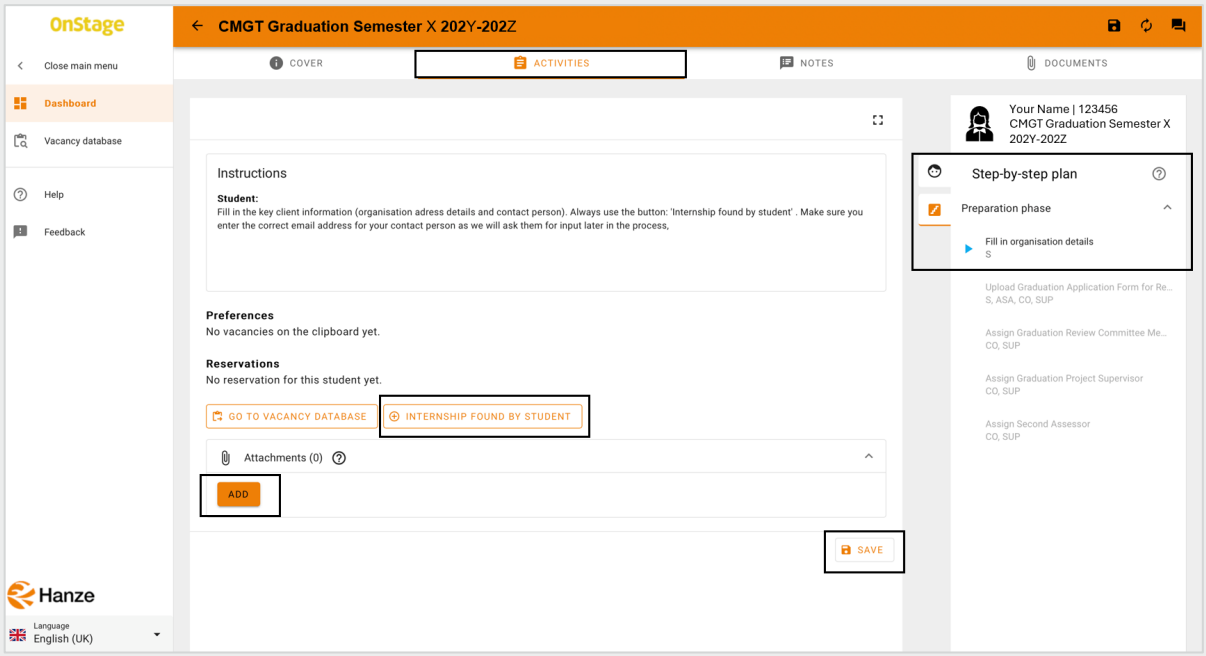


Figure 5 – Screenshot submission of the graduation application form in OnStage

5.1.7 Approval from the CMGT Graduation Committee

The **CMGT Graduation Committee** assesses if the student's graduation proposal was uploaded in time, if the student can demonstrate the end level qualifications in all CMGT competences through the proposed graduation assignment and if the proposal meets these three requirements:

1. **Content** | Clear information about the product or the service of the company;
2. **Level** | The nature of the task and the context are appropriate;
3. **Complexity** | Final portfolio, final product and demonstration of the final product must be sufficiently complex at the CMGT end level and fit in with 20 weeks of work.

Proposals that meet the conditions will receive a **GO** from the CMGT Graduation Committee. If a proposal does not meet the requirements the committee can decide that the student adjusts parts of the proposal, so that a GO can be given after all and the student can start on time. In that case, it is **the student's responsibility** to come up with an improved proposal on time. Adjusted proposals that are too late or still don't meet these requirements can be rejected (**NO GO**), and the student will need to wait to the next following graduation semester to submit a new proposal.

The **CMGT Graduation Committee** is responsible for approving all graduation assignments. This committee assesses the proposed graduation assignments and determines the suitability of the client or external supervisor in or for which the graduation assignment is being conducted, and whether a proposed graduation assignment is suitable for the student to demonstrate they have met all competences at the end level. Students who wish to graduate **remotely**, in particular those who intend to do the Final Demonstration remotely, must indicate this in their graduation proposal.

The graduation assignment addresses a problem at **University of Applied Sciences level** related to the CMGT working field with the following characteristics:

- A **complex** task synthesising **methods** to address the design brief and allowing the student to **demonstrate** the possession of all CMGT competences at end level;
- An indeterminate **problem requiring research** to be undertaken to determine the best solution;
- A task that can be executed within **20 full time working weeks**.

5.1.8 Graduation client | External supervisor

The graduation client (company, client or external supervisor) must meet requirements:

- The graduation client, or someone employed by the graduating client, must have **sufficient common ground** with the chosen specialisation of the student;
- The graduation client needs to have a **clear interest in the outcome** of the assignment, so here must be a clear reason for carrying out the graduation assignment for the graduation client;
- The graduation client must involve the student in the client's **professional environment** (eg, communication channels, workflows, project tracking, etc.);
- A specific **person** (company employee or designated external supervisor) must be **available and responsible** for the guidance of the student(s) regarding the contents of their assignment;
- This company supervisor must be sufficiently **involved** in the graduation process to give appropriate and regular **guidance** to the graduating student, and willing to **communicate** with the graduating student on a daily basis.

A student can work remotely with a graduation client, however the appointed supervisor from the client must still be **sufficiently involved** in the graduation process for **adequate guidance**.

5.1.9 Submission of the graduation agreement and confidentiality

The student must submit the signed graduation agreement via **OnStage** no later than the last day of the **Kick Start Graduation** week.

Some clients want their assignment (and results) to remain **confidential**. In that case, the following procedure will apply: **1:** The client will state (in an email or by letter) that the assignment is confidential; **2:** This statement must then be submitted in the optional step *'Confidentiality agreement'* in OnStage; **3:** The students must also make it clear in their portfolio artefacts (evidence) that the documents are confidential by clicking ***'under embargo'***. If a student wants to be eligible for a **graduation award**, a signed document must be added as well in which the client indicates that he or she agrees that the graduation portfolio will be presented to a jury.

5.2 SUPPORT.

5.2.1 CMGT Graduation Supervisor

Graduation is the moment where students demonstrate they are in possession of the CMGT end-level competences, thus the working form is **independent**, and the **initiative** and **responsibility** lies with the student. Guidance for the graduation assignment comes from the **CMGT Graduation Supervisor** and the **External Supervisor**. The graduation supervisor will be appointed by the Graduation Committee when the student receives a positive response (GO) on the Graduation Proposal, and will be done based on affinity and availability of the CMGT Graduation Supervisors.

5.2.2 Community of Learners (CoL)

The CMGT didactic method insists that learning is a social activity, and thus every student in graduation will be part of a Community of Learners (CoL). Every CoL consists of **one Graduation Supervisor** and **a number of students** (max. 8), depending on how many graduation assignments the graduation supervisor is responsible for supervising. Every CoL meets every few weeks either on the **Zernike campus**, **online** or **hybrid**. The physical or digital location is depending on the location of the graduation assignments.

Every CoL should be considered as a **Sprint Review**. Students should be expected to show progress at each scheduled CoL meeting. Additionally, it is expected that the students of each CoL organise their own CoL meetings in all of the weeks without a scheduled meeting, and report back to the Graduation Supervisor on the outcomes of these meetings at the next scheduled CoL. At a CoL meeting, the students …

- … share their **progress**;
- … share what they are **currently working on**;
- … share what **problems** they have encountered;
- … receive **feedback** from the fellow students;
- … receive **guidance** where appropriate from their Graduation Supervisor.

CoLs are **not mandatory** to attend, but participation in them is **strongly encouraged**, as research[2] shows that working together in a group leads to better **problem solving**, **critical thinking** and a higher **learning performance** (Smith et al., 1993). A graduation group like a Community of Learners (CoL) acts as a support network that **solves** joint problems and **motivates** each other, with potential higher grades as a result for all members of the community.

[2] https://www.researchgate.net/publication/242282475_What_is_Collaborative_Learning

One of the features of the **self-directing independent junior professional** is the ability to ask for frequent and useful feedback. Feedback on progress and guidance for directions of the assignment find their place in the Community of Learners (CoL):

THE STUDENTS	THE GRADUATION SUPERVISOR
▪ Responsible for **asking questions** and for **asking feedback** to enable progress; ▪ Can ask for **feedback or guidance** and are encouraged to do so during the CoL meetings with(out) Graduation Supervisor;	▪ Responsible for **running the CoL** in a productive and professional manner; ▪ Can ask to see **work done** or be shown **progress** during a CoL meeting;

5.2.3 Graduation Visit

The student will take the **initiative** to organise a graduation visit at least once during the course of the graduation. In this visit, the Graduation Supervisor will meet with the External Supervisor and the student together. This meeting is ideally on site of the graduation assignment but can be done remotely as needed. If the client's location is outside the provinces of **Groningen, Drenthe or Friesland**, the graduation visit can take place digitally via a tool such as Microsoft Teams.

The main function of the graduation visit is **contact** between CMGT and the graduation company, and the graduation visit can also play an important role in helping all stakeholders understand the nature and scope of the graduation assignment. This graduation visit should occur in the first month of the graduation semester.

5.2.4 Guidance from the External Supervisor

The External Supervisor is the **principal contact point** for the student. Regular meetings (eg weekly) will occur at the request of the external supervisor or the student and will be regarding the process of the assignment and the (preliminary) solutions to the design brief. The External Supervisor must be sufficiently **available to guide** the graduation assignment and **provide guidance** as necessary.

5.3 DESIGN.

5.3.1 Kick Start Graduation

The graduation begins with a week-long **Kick Start Graduation**. The goal is for the student to have a **complete, feasible and plausible roadmap** of their graduation assignment made, and a solid begin made towards **Competence A - Contextualising and Framing**. During this week, the student weighs up different **design process** methods, makes a choice, and connects it to the roadmap phases.

The graduation start is framed **similarly to the Gate 1 of GameLab** in Year 2, such that all students are aware of both process and expectations. The graduation start is a **formative feedback moment**, not an assessment. There is no grade attached or resits associated with this process. The intent is that all students will make a **quick and solid start** to their graduation projects. Students who do not make this quick start will need to do so on their own recognisance. As a requirement of the Kick Start Graduation, the students must present the **roadmap** during the 1st CoL to the Graduation Supervisor and the other CoL students.

5.3.2 Planning

Table 3 shows an overview of the planning of the **CMGT Graduation course**. Check the **Blackboard** course for possible changes that will be communicated in announcements. The student is **responsible** for staying informed of these announcements.

Table 3 - Planning CMGT Graduation course

SEMESTER 2 ACADEMIC YEAR 24-25	
WEEK	**ACTIVITY / DEADLINE**
42	**16-10-24 |** Opening OnStage: students can create an individual dossier in OnStage;
49	**06-12-24 |** Before 12 noon: Submit the graduation application form in OnStage for review by the Graduation Committee;
07	**10-02-25 |** Graduation Kick-off week;
24	Please check the overview of CMGT **deadlines** for the date and time of submitting portfolio and product;
26	**All week |** Final Demonstration;
28	**08-07-25 |** CMGT Graduation Ceremony

5.4 SUBMIT.

The Graduation Portfolio consists of **evidence** by which a student **demonstrates** that all of the end level requirements of the CMGT programme have been met. The portfolio must be submitted via (My Hanze) **OnStage**. The Graduation Portfolio is set up **similarly** to the portfolios used throughout the CMGT programme, to ensure that students are aware of the form of the graduation and how to upload evidence to it.

Specifically, the graduation portfolio consists of:

- **The student's own individual work:** All work submitted must be the student's own work. When graduating in a team, and showing team-created products, it must be clearly identified which part of the work was made by the individual student. It is the responsibility of the student to be clear about this;

- **Artifacts:** For each competence, the student must provide work they have done as part of the graduation assignment that demonstrates they have met the end level of that competence;

- **Annotation:** Each artifact should have a brief explanation of how and why it demonstrates the acquired competence. The annotation should be brief, explaining what the evidence is, why it was produced (within the context of the graduation assignment), and how it demonstrates the end level of the acquired competence;

- **Final product:** Independent of the individual evidence in the artifacts, the student must also include evidence of the final product to be shown at the final Demonstration, including how the final product addresses (or fails to address) the design brief and, given the outcome, the best plan for future action for the client or external supervisor.

- **Reflection:** A personal reflection on the graduation assignment and the near future as a graduated CMGT young professional as part of **competence G Self-fashioning**.

The graduation portfolio must be submitted by a given date - in principle **one week prior to the final Demonstration**, see the *Planning* - ensuring that the CMGT Graduation Committee can determine that the submitted portfolio contains all the requirement elements for an invitation to the Final Demonstration, and ensuring that all relevant assessors have sufficient time to read through the relevant competences in the portfolio prior to the Demonstration.

When using tools **while conducting research**, students may only use software that has been approved by Hanze UAS. The use of tools such as Google Forms and Discord **for conducting research** is not permitted due to European privacy legislation. See **My Hanze / ICT Support** for the list of approved software and the list of rejected software.

SUBMITTING IN ONSTAGE

In **OnStage** there is **one submission step for each competency**. Make sure that evidence files and your other documents are uploaded in the correct step and that each document is placed in **only one of the steps**.

The **maximum size** of each individual file in OnStage is **200Mb**. Please check the **plagiarism detector for competency G only**, the maximum size that a document may have will then decrease to **100Mb** for competence G.

If files are **too large to upload** and they cannot be divided into separate PDF documents or if your prototype is too large, please submit them as a **zip file** via the **SURFfilesender** platform (log in with your Hanze account at **www.surffilesender.nl/** (Dutch) or **www.surf.nl/en/services/surffilesender**). In that case, always use a **structure** like the one on the left in your zip file with a **Prototype folder** and for all other documents **folder names A to G** so the documents can be found per competency by the assessors.

Please indicate **CMGT Career Desk** as the addressee with the email address **cmgt.careerdesk@org.hanze.nl**, adjust the maximum number of days that it can be opened by an assessor from the standard of 14 days to **30 days** and send it before the given deadline (see the **Planning**).

If a student receives a **(provisional) invitation** to the Demonstration, the determination of *'sufficient to be invited to the Final Demonstration'* will be made in the last instance by the CMGT Graduation Committee, based on submitted portfolio and prototype, after which the invitation becomes **final**.

Graduation portfolios that are not submitted in the required form or using the required tool, that is not the student's own work, that are too late, or in the circumstances where fraud regarding graduation project requirements has been committed, will result in the student **not receiving an invitation** to the Final Demonstration and being required to **resit** the graduation assignment in the first available regular opportunity. Suspicion of **plagiarism** will first be discussed with the student and if the suspicion persists it will be reported to the **CMI Examination Board**. A student who is **not invited** to the Final Demonstration for whatever reason will receive a **Missed Opportunity (MO)** as the result of the graduation course in Osiris.

5.5 ASSESS.

5.5.1 Final Demonstration

The Final Demonstration will take place in accordance with the Planning. The Final Demonstration is a four-hour session in which **every student demonstrates** ...

- ... their **final product** to a Flying Squad team of four CMGT assessors;
- ... their **individual portfolio** as previously submitted;
- ... how the product **matches** both the design brief and the evidence presented in the portfolio.

This process is the same whether the student worked individually or on a team assignment, so every student needs to demonstrate the final product and their submitted portfolio. **The Final Demonstration is ...**

- **... open to stakeholders:**
  Other students, CMGT staff, external supervisors and members of the graduation client and the CMGT Work Field Advisory Board are welcome to attend the Final Demonstration, if there is enough space in the room;

- **... not public:**
  Family and friends of the student, or other persons may not attend except with the express written approval of the CMGT Graduation Committee.

5.5.2 Procedure Final Demonstration

This procedure is described in more detail in text and as a flowchart in **Appendix 3**.

- The Final Demonstration is planned by the **CMGT Career Desk** and organized where possible by a CoL. It consists of all CoL students who have submitted their portfolio. There can be **multiple parallel** sessions up to the number of Assessment Panels;

- In the event that the student is working on an **embargoed assignment**, the student can request, at least **five days before** the Final Demonstration, to have a closed demonstration consisting only of the student, the assessors and the external supervisor (should they so wish). In this case the demonstration will occur at the same time but in a separate, adjoining location;

- Each CoL member demonstrates in the same session to the same **Flying Squad**. This assessment panel will consist of these four assessors:

  - **UX | User Experience Assessor |** This also is the Lead Assessor: Assesses User Experience (UX) competences **A and D**;
  - **CM | Creative Media Assessor:** Assesses CM competences **C and F**;
  - **GT | Game Technology Assessor:** Assesses GT competences **B and F**;
  - **21st | 21st Century Skills Assessor |** This also is the Graduation Supervisor: Assesses the 21st century skills competences **E and G**.

- In situations where there are **insufficient graduating students** from one CoL to make a full Final Demonstration, students from other CoLs (and attendant Graduation Supervisors) can be added by the CMGT Career Desk to a different Final Demonstration room to ensure the experience for all students is comparable;

- Each student, even those graduating in a team, make **individual demonstrations** of their **prototypes** and submitted **portfolio** in the first hour of the four hours session. The Assessment Panel can ask each student about the final product, submitted portfolio and demonstration itself. The student can present or show additional materials as appropriate, and the Flying Squad assessors will take notes regarding the demonstrated material and the answers given to questions;

- After the first hour, all students **leave the demonstration area**, leaving only their final product and supporting materials (if needed), and **remaining near the classroom** in case their assistance is needed to get their prototype started.

- The Flying Squad then has a maximum of **two and a half to three hours** to assess the final products, portfolios and given answers, to come up with a final agreed grade. This process is **coordinated by the Lead Assessor**.

- The students are then **invited back** to the demonstration room **one by one**, prior to the end of the session, to hear their **points per competence, final grade** and **explanations and feedback** for how it was arrived at by the four assessors.

- After the Final Demonstration is completed, the Flying Squad assessors will submit the grades for the seven CMGT competences in OnStage. The **CMGT Career Desk** will process the final result in **Osiris** within two working days;

- If the Flying Squad **cannot agree** on the assessment, the Lead Assessor will pass this on to the Graduation Coordinator, who as the so called **Reserve Squad**, will come to a final decision together with another Lead Assessor. The substitute will take his/her place if the Graduation Coordinator is also the Graduation Supervisor.

5.5.3 Hybrid demonstration

The Final Demonstration is, in principle, an **on-campus assessment**, including for students graduating remotely or online. Students who are unable to attend on-campus **must notify** the CMGT Career Desk before the start of their graduation semester.

Please note the following criteria:

- The student needs to make sure to have access to a computer with a **functioning camera and microphone;**
- The student needs to have **delivered a working prototype** through OnStage to make sure the examinators can operate the prototype themselves;
- If the student does not meet these criteria, the assessment will be considered to be terminated and the exam will be considered a **missed opportunity** (M.O.).

5.5.4 Grading

The student receives one of the following scores for **each of the seven competencies**:

- 0 points **Absent |** Assessment result = **Fail**;
- 1 point **Does not meet expectations** | Assessment result = **Fail**;
- 2 points **Meets minimal expectations**;
- 3 points **Meets expectations**;
- 4 points **Exceeds expectations**.

There are three types of **possible results** for a CMGT Graduation Assessment:

- **5.5 or higher grade:** Each of the 7 competencies meets the minimum expectations, so **2 points or higher per competency**, at the CMGT end level;
- **Fail:** Less than 14 points **or** one or more competences with less than 2 points;
- **Missed Opportunity:** Rejected proposal, revoked permission to start or 0 points.

CMGT students combine as T-shaped junior professionals (see Introduction) deep knowledge and skills in one or more CMGT areas as a **specialist** with broad knowledge and skills in other areas as a **generalist**. In **addition** to the points obtained for the seven competencies and **only** if the requirement of at least 2 points per competency is met, a graduation student who has scored lower on a competency in which the student is a generalist, can **receive a general bonus** for his or her work as a **specialist**.

This only happens if the **Flying Squad unanimously** believes that the student has done an **excellent** job in the field of his or her specialism. In that case, the Flying Squad is authorized to **increase the final grade** in general to a maximum grade of 10.

Possible results in Osiris, with 0 = Missed Opportunity, are listed in *Table 4*:

Table 4 - Possible results in Osiris

1 point = Fail	8 = Fail	**15 = 5.8**	**22 = 8.1**
2 = Fail	9 = Fail	**16 = 6.1**	**23 = 8.4**
3 = Fail	10 = Fail	**17 = 6.5**	**24 = 8.7**
4 = Fail	11 = Fail	**18 = 6.8**	**25 = 9.0**
5 = Fail	12 = Fail	**19 = 7.1**	**26 = 9.4**
6 = Fail	13 = Fail	**20 = 7.4**	**27 = 9.7**
7 = Fail	**14 = 5.5**	**21 = 7.8**	**28 = 10.0**

The grade in OnStage will be final after a check by the CMGT Career Desk.

5.5.5 Questions about grade or assessment procedure

The CMGT assessment process (see Appendix 3) is carefully designed, with four assessors assessing student work within their area of expertise. Three forms of **calibration** will be applied to arrive at a **professional and fair assessment**:

- Various **training workshops** in working with the CMGT Graduation Rubric for the assessors based on specific examples of previously submitted work by students;
- A session with **all CMGT assessors** together before the final demonstrations;
- A session with the **Lead Assessors** after the first day with final demonstrations;
- Immediately after student demonstrations in a CoL session by the **Flying Squad**.

5.5.6 Resit: Second and subsequent opportunities

- A student who for whatever reason fails the first opportunity of their Graduation Assignment, must take the **next available opportunity**;

- A student who does not pass their Graduation Assignment after two opportunities must begin a **new assignment** in the next graduation round. The student will again have two opportunities within an academic year;

- In the event of **exceptional circumstances**, the student can submit a request for a third opportunity to the CMI Examination Committee. See the **Planning** paragraph;

- Students who started their graduation in the second semester in February can automatically **resit in October** of the following academic year;

- Students who started their graduation in the second semester in February but have not attained a passing grade for their Graduation Assignment before the summer holiday may participate in the **August resit** round, if they meet the following criteria:

  - Their first submission was **not a Missed Opportunity** (MO);
  - They were awarded a **Fail grade** for their first opportunity;
  - **Only one competence** in the graduation portfolio was assessed as 0 or 1 point;
  - All **other study results** have been completed satisfactorily and recorded in the Osiris platform;
  - The Graduation Coordinator has received a **request** to take part in the August resit round via mail (**cmgt.careerdesk@org.hanze.nl**) and has approved this.

- During the **summer holidays** there is no coaching by the Graduation Supervisor and no support by the CMGT Career Desk;

- A student who participates in the August resit round is considered to have had the **second opportunity**. If the student fails this Graduation Assignment, the student will no longer be eligible for the October resit round and will have to start the graduation process again;

- A student who begins the graduation assignment in the first semester in September has their **resit in March** of the same academic year, and there is no equivalent of the August round. The dates for resits can be found in the **Planning** paragraph.

6 Appendices.

The first appendix describes all of the **CMGT learning outcomes** at final level, sorted by competency. The seven competencies are linked to the **CMGT Graduation Rubric** criteria in appendix two and elaborated with specific examples of what a student could provide as evidence. Finally, appendix three contains a flowchart and table with the steps of the **CMGT Graduation Assessment Process**.

6.1 Appendix 1: CMGT Graduation Competences and Learning Outcomes

COMPETENCE	LEARNING OUTCOMES AT CMGT END LEVEL	
COMPETENCE A **Contextualising and Framing** *Assessed by the UX Assessor*	**A1** |	The CMGT professional synthesises and situates diverse perspectives to develop informed and appropriate solutions to complex problems;
	A2 |	The CMGT professional assesses the impact of their solution on the wider social context;
	A3 |	The CMGT professional generates innovative concepts for technical solutions that are appropriate for complex contexts;
COMPETENCE B **Developing and Programming** *Assessed by the GT Assessor*	**B1** |	The CMGT professional generates technical solutions by using the relevant knowledge and theories of digital technologies;
	B2 |	The CMGT professional iterates with digital technology to improve technical solutions;
	B3 |	The CMGT professional analyses and researches technological solutions to serve a wider goal;
COMPETENCE C **Visualising and Prototyping** *Assessed by the CM Assessor*	**C1** |	The CMGT professional visualizes technological solution by using relevant digital technologies;
	C2 |	The CMGT professional develops digital interactive prototypes, using prototype development methods and techniques;
	C3 |	The CMGT professional experiments with digital technologies to elaborate concepts;
COMPETENCE D **Inquiring and Evaluating** *Assessed by the UX Assessor*	**D1** |	The CMGT professional extrapolates improvements for the end user based on iterative evaluations of designs and prototypes;
	D2 |	The CMGT professional masters a range of user experience methods and techniques, including relevant theories, to improve the solution;

COMPETENCE		LEARNING OUTCOMES AT CMGT END LEVEL
COMPETENCE E **Organising and Implementing** *Assessed by the 21st Assessor*	**E1 |**	The CMGT professional is capable of planning, implementing, monitoring, and managing process-based projects as part of a team and providing information on the progress;
	E2 |	The CMGT professional delivers technological solutions through relevant channels and translates them to appropriate business solutions;
	E3 |	The CMGT professional can convincingly communicate the added value and function of a concept or solution amongst clients, team and users;
COMPETENCE F **Futures Innovating** *Assessed by the CM Assessor and the GT Assessor*	**F1 |**	The CMGT professional reframes new technological trends and instantiates them into realisable solutions;
	F2 |	The CMGT professional imagines innovative concepts and solutions to address previously unaddressed problems or situations;
	F3 |	The CMGT professional can imagine different futures and can take the necessary steps to reach the desired future;
COMPETENCE G **Self-fashioning** *Assessed by the 21st Assessor*	**G1 |**	The CMGT professional manages their own development, is capable of formulating learning needs, can reflect on and takes responsibility for their own learning process;
	G2 |	The CMGT professional operates and performs within a team, taking ethical and intercultural values into account;
	G3 |	The CMGT professional builds connections, brings people together, encourages the exchange of information, and makes use of their own network to obtain specific information or knowledge.

6.2 Appendix 2: CMGT Graduation Rubric

COMPETENCE A | CONTEXTUALISING AND FRAMING

All work of students will be calibrated by the Flying Squad | Final result assessed by the **User Experience (UX) assessor**

The CMGT professional integrates their own and other's perspectives, assesses the impact of contextual factors and justifies concepts with relevant theory and co-creation with users.

Possible evidence:

- Roadmaps or plan of approach;
- Concepting or background research;
- Empathy Maps;
- Gamer motivation research and/or Target Audience (TA) research;
- Personas or other audience visualisations;
- Case studies or Reference Studies of similar products;
- Design principles;
- Design methodologies;
- Derived design requirements;
- Research Question;
- Qualitative fieldwork (including cultural probes and observations) relevant to the case.

Absent (0 points)	Does not meet expectations (1)	Meets minimal expectations (2)	Meets expectations (3)	Exceeds expectations (4)
There is no research question, or the research question does not relate to any of the contextual factors.	The student begins to demonstrate the ability to construct a research question with evidence of most relevant contextual factors, but research question is superficial.	The student demonstrates the ability to construct a research question with evidence of most relevant contextual factors, and research question is adequately detailed.	The student demonstrates the ability to construct a clear and insightful research question with evidence of relevant contextual factors.	The student can construct a clear and insightful research question in co-creation with users, incorporating evidence of all relevant contextual factors and how these impact upon the research question and possible solutions.

COMPETENCE B | DEVELOPING AND PROGRAMMING

All work of students will be calibrated by the Flying Squad | Final result assessed by the **Game Technologies (GT) assessor**

The CMGT professional synthesises relevant technical knowledge and combines digital technologies to create complex technological solutions and can reframe solutions based on appropriate research.

Possible evidence:

- Evidence of structured experimentation with or implementation of game technologies to create solution;
- Evidence of selecting appropriate technologies for solution;
- Software testing and/or unit tests;
- Code blocks;
- Personal programming experiments that provide insights into or lead to solution;
- Evidence of API use in product;
- Project files;
- Used tutorials/resources and results for solution;
- State machines;
- Procedural design;
- Creation and use of Shaders;
- Implementation of external assets in the prototype;
- Optimization & Updates of assets in the prototype.

Absent (0 points)	Does not meet expectations (1)	Meets minimal expectations (2)	Meets expectations (3)	Exceeds expectations (4)
The student has not used game development methodologies or theoretical frameworks.	Critical elements of game development methodologies or theoretical frameworks are missing, incorrectly developed, or unfocused.	Critical elements of game development methodologies or theoretical frameworks are appropriately developed; however, more subtle elements are ignored or unaccounted for.	All critical elements of game development methodologies or theoretical frameworks are skillfully developed. Appropriate methodology or theoretical frameworks have been adapted from other disciplines or from relevant subdisciplines.	All elements of game development methodologies or theoretical frameworks are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.

COMPETENCE C | VISUALISING AND PROTOTYPING

All work of students will be calibrated by the Flying Squad | Final result assessed by the **Creative Media (CM) assessor**

The CMGT professional modifies and experiments with appropriate prototyping methods to produce coherent visualisations of technical solutions.

Possible evidence:

- Style guide and mood boards for the solution (e.g. character, architecture, environments, properties);
- Reference studies that address the case (e.g. character, architecture, environments, properties);
- 3D assets, UV, and Texturing created using applicable tools & rendering techniques;
- Applicable rigged and skinned 3d asset(s) with real-time or keyframed animation to support or enhance the solution direction;
- Evidence of (iterative) optimisation of implemented assets and rendering (technical & functional);
- Interactive design and implementation of UI and menu screens (wireframe, low-fi, hi-fi validation);
- Interactive sound design and music assets that support or enhance the solution direction;
- Realtime, baked or hybrid light experiments that support or enhance the solution direction;
- Personal assets/art visualisation and rendering experiments that use tools not covered in the course

Absent (0 points)	Does not meet expectations (1)	Meets minimal expectations (2)	Meets expectations (3)	Exceeds expectations (4)
The student has not used prototyping and visualisation techniques.	Critical elements of prototyping and/ or visualisation techniques are missing, incorrectly developed, or unfocused.	Critical elements of prototyping and visualisation techniques are appropriately developed; however, more subtle elements are ignored or unaccounted for.	All critical elements of used prototyping and visualisation techniques are skilfully developed. Appropriate methodology or theoretical frameworks have been adapted from other disciplines or from relevant subdisciplines.	All elements of used prototyping and visualisation techniques are skilfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.

COMPETENCE D | INQUIRING AND EVALUATING

All work of students will be calibrated by the Flying Squad | Final result assessed by the **User Experience (UX) assessor**

The CMGT professional can elaborate, adapt and iterate using UX practices and theories to extrapolate and motivate improvements for the end user.

Possible evidence:

- Evaluative research done that contributed to the development of the prototype;
- Evidence of evaluative research done (focus group, interview, fly on wall, etc.) and analysis of findings;
- Evidence of personal role in evaluative research;
- Summaries/ analyses/ conclusions from evaluative research;
- Research logs and transcripts;
- Evidence of application of research to solution;
- Videos of testing sessions;
- Evidence of playtesting done and analysis of findings;
- Analytics or other in-game user data.

Absent (0 points)	Does not meet expectations (1)	Meets minimal expectations (2)	Meets expectations (3)	Exceeds expectations (4)
The student doesn't list any UX or evaluation evidence.	The student organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities to improve the solution.	The student organizes evidence to reveal important patterns, differences, or similarities that can be used to improve the solution.	The student organizes and elaborates evidence to reveal insightful patterns, differences, or similarities that are used to improve the solution.	The student synthesizes and integrates UX insights gained from multiple perspectives or iterations to reveal insightful patterns, differences or similarities that are used to guide the iteration of the solution.

COMPETENCE E | ORGANISING AND IMPLEMENTING

All work of students will be calibrated by the Flying Squad | Final result assessed by the **21st Century Skills (21st) assessor**

The CMGT professional can verify the value for and deploy their technological solution to appropriate channels and exhibits and defends the functionality of the chosen solution in a complex and ambiguous context.

Possible evidence:

- Project Planning and Management;
- Burndown charts with an explanation;
- GDD (Game Design Document) or similar documentation of planning;
- Sprint Review sessions milestone planning;
- Sprint Retrospective findings;
- Sprint planning meetings;
- Lean Canvas Retrospective;
- Business Model Canvas;
- Business planning;
- Feedback from teammates and peers implemented into solution;
- Feedback from relevant stakeholders on the process implemented into solution.

Absent (0 points)	Does not meet expectations (1)	Meets minimal expectations (2)	Meets expectations (3)	Exceeds expectations (4)
The student does not implement a working solution or does not show any evidence of the solution.	implements a solution to the design challenge in a manner that does not directly address the design challenge.	Implements the solution to the design challenge in a manner that addresses the needs of stakeholders in a surface manner.	Implements the solution to the design challenge in a manner that addresses the needs of a range of stakeholders in a manner that improves the solution.	Implements a solution to the design challenge that thoroughly and deeply addresses the needs of the full range of stakeholders and can articulate reasons for choosing that solution.

COMPETENCE F | FUTURES INNOVATING

All work of students will be calibrated by the Flying Squad
Final result assessed by the **Creative Media (CM) & Game Technologies (GT) assessors**

The CMGT professional designs innovative concepts into realisable solutions, considering the consequences and impact of their solutions, and iterates them to achieved desired futures.

Possible evidence:

- Relevance of solution to design brief;
- Evidence of inclusion of stakeholders in solution creation;
- Evidence of selection of concepts according to stakeholder needs;
- Prototype pitch deck;
- Feedback from stakeholders on prototype;
- Video or trailer of final product demonstrating ethical and social implications of solution;
- Evidence of implementation of stakeholder feedback;
- Ethical considerations analysis.

Absent (0 points)	Does not meet expectations (1)	Meets minimal expectations (2)	Meets expectations (3)	Exceeds expectations (4)
The student is unable to identify even basic business or ethical dimensions of their intended solution.	The student identifies basic ethical and business dimensions of their intended solution.	The student can explain the ethical and social (including business) implications of their intended solution, and can articulate possible solutions and alternatives.	The student analyses the ethical and social implications of their intended solution, informed by their understanding of the design challenge, and iterates the solution based on this analysis.	The student takes informed and responsible action to address the ethical and social implications of their intended solution, and evaluates the consequences of the iterations made on the basis of these actions.

COMPETENCE G | SELF-FASHIONING

All work of students will be calibrated by the Flying Squad | Final result assessed by the **21st Century Skills (21st) assessor**

The CMGT professional manages their own strengths and weaknesses and collaborates with others, synthesising diverse perspectives and stimulates information exchange to foster a productive work climate.

Possible evidence:

- Critical Reflections;
- Evidence of contacting experts, reaching out to new relevant contacts;
- Showcase Portfolio that shows your competence as an entry-level professional in your chosen specialization or field.
- Evidence of reaching out to the industry for personal network, setting up graduation project for further implementation.

Absent (0 points)	Does not meet expectations (1)	Meets minimal expectations (2)	Meets expectations (3)	Exceeds expectations (4)
The student does not describe their own performances.	The student articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness) but the description has no actionable points for improvement.	The student evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	The student manages their own learning over time, recognises and adapts to complex contextual factors in the working environment in order improve the working environment and information exchange.	The student envisions a future self and makes plans that build on past experiences that have occurred across multiple and diverse contexts to improve their work climate and stimulate information exchange.

6.3 Appendix 3: CMGT Graduation Assessment Process

The CMGT Career Desk will plan the Final Demonstrations just before the start of the graduation semester with an initial plan of which CoL will present when in what room on what date and time. *Figure 6* shows the CMGT Graduation Assessment process translated into concrete steps off the staff:

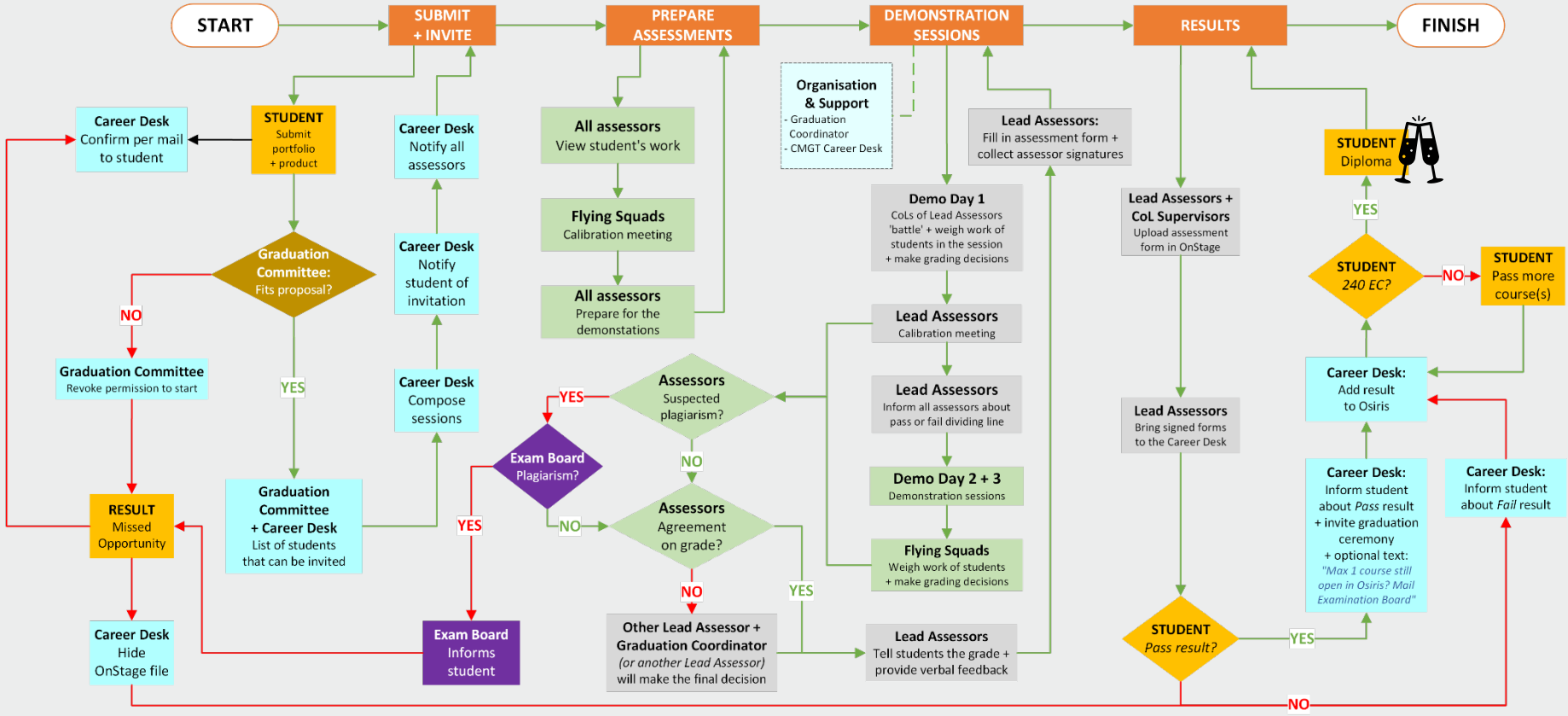


Figure 6 - CMGT Graduation Assessment process

	PROCESS STEP	WHO?	WHAT?	WHEN?
PHASE SUBMIT				
1A	**Submit for opportunity**	Student	Portfolio + final prototype in OnStage.	See the CMGT overview with deadlines at the CMGT Sharepoint community
1B	**Submission confirmation**	CMGT Career Desk	E-mail confirmation of submitting.	Right after the submission deadline (1A)
1C	**Potential fraud check**	CMGT Graduation Committee *(+ optional: CMI Examination Committee)*	Does the work fit the approved proposal? If previously notified of potential fraud, submitted work can be referred to the CMI Examination Committee, as per Graduation Manual.	
1C1	**No fraud detected**	CMGT Graduation Committee	Add the student to the list for final demonstration.	
1C2	**Fraud detected**	CMGT Graduation Committee	Revoke the given permission to start.	
1C3	**Notify of detected fraud**	CMGT Career Desk	The result is a Missed Opportunity (MO). The student will be notified of detected fraud by email and hide the student's file in OnStage.	
1D	**Send invitation list**	CMGT Graduation Committee	Inform CMGT Career Desk about the students that can be invited for the Final Demonstration.	
1E	**Invite students**	CMGT Career Desk	Invite students per email for Final Demonstration.	
1F	**Inform all assessors**	CMGT Career Desk	Inform what students were invited.	

	PROCESS STEP	WHO?	WHAT?	WHEN?
1G	**Compose sessions**	CMGT Career Desk	Compose schedule for Final Demonstration. Ensure maximum of 6 students per 4 hour session by CoL and infill as necessary.	Start of week 25
PHASE PREPARE ASSESSMENTS				
2A	**View portfolios + prototypes**	Graduation Assessors	Quick assessment of the work of invited students to get a first idea about the quality of the work.	From the day after the submission deadline
2B	**Calibration meeting**	Graduation Assessors (Flying Squads)	The submitted work will be calibrated where 2 students are compared to each other and it is determined whose work is the best. This process will be repeated.	Early in week 25
2C	**Pencil grading**	Graduation Assessors (Flying Squads)	Looking over relevant competences in assigned students to determine the likely (pencil) grade at the Final Demonstration. This includes plagiarism and fraud scans by the assessors per competence (A-G): • **A | User Experience (Lead) assessor;** • **B | Game Technologies (GM) assessor;** • **C | Creative Media (CM) assessor;** • **D | User Experience (Lead) assessor;** • **E | 21st Century Skills (21st) assessor;** • **F | Game Technologies (GM) assessor and Creative Media (CM) assessor;** • **G | 21st Century Skills (21st) assessor.**	After the calibration meeting until the Final Demonstrations

	PROCESS STEP	WHO?	WHAT?	WHEN?
PHASE FINAL DEMONSTRATIONS				
3A	**Organisation & Support**	CMGT Career Desk	Making sure the process happens as planned.	Week 26
3B	**Demo Day 1**	Lead Assessors	The CoL of a Lead Assessor will *battle* with the CoL of another Lead Assessor in the role of Graduation Supervisor and vice versa.	23-06-25
3C	**Calibration meeting**	Lead Assessors	Share experiences with the other Lead Assessors and mail all assessors about possible decisions of this calibrations.	23-06-25
3D	**Demo Day 2 + 3**	All Assessors	Per session the Flying Squad Lead Assessor ensures that the Final Demonstration will according to plan, including ensuring that the Final Grade is arrived at.	26-06-25 and 27-06-25
3E	**Agreement on grade**	Lead Assessor	At the end of every session the participating students will be asked back into the room. The Lead Assessor will inform them about the grade, and all assessors can share some feedback.	23-06-25 until 27-06-25
3F	**Disagreement on grade**	Lead Assessor Another Lead Assessor and Graduation Coordinator	If no agreement can be reached on the grades within a Flying Squad, the Lead Assessor will ask the Reserve Squad (Graduation Coordinator and another appointed Lead Assessor) to jointly arrive at the final grade. If the Graduation Coordinator is the CoL Coordinator of the student the coordinator's replacement will take over. Both assessors can ask CM assessors and/or GT assessors from other Flying Squads for advice on competences B, C and F. We aim to complete the grades in the 4 hour session, or as soon as possible	23-06-25 until 27-06-25

	PROCESS STEP	WHO?	WHAT?	WHEN?
			afterwards if the Reserve Squad members are active in another session at the same time.	
3G	**Inform students**	Lead Assessor	The Lead Assessor will ask the students one by one to come back into the room and tell the grades, some feedback and improvement points in case of a Fail.	At the end of a Final Demonstration session
3H	**Administrative work**	Lead Assessor	The Lead Assessor will make sure that the final grades are in the Microsoft Excel assessment document and print the process form worksheet to collect signatures from the CoL Supervisor (in the Reserve Squad this will be another member of the Graduation Committee) and sign the document as well.	At the end of a Final Demonstration session
PHASE RESULTS				
4A	**Upload in OnStage**	Lead Assessor + CoL Supervisor	Create pdf-documents per individual student by clicking on the button in the Microsoft Excel file (only available in the desktop app) and upload it in the individual dossier of a student in OnStage.	Right after every Final Demonstration session
4A	**Process form to the CMGT Career Desk**	Lead Assessor	Bring the signed process form to the CMGT Career Desk, that will scan and archive it.	As soon as possible after the Final Demonstration
4C	**Inform student**	CMGT Career Desk	If the result of a student is a grade 5.5 or higher the student will receive a confirmation of the Pass result. The student will also be invited to the Graduation Ceremony. *If the student has not completed a maximum of 1 course according to Osiris, the student is informed that the CMI*	As soon as possible after the Final Demonstration and in the same week

	PROCESS STEP	WHO?	WHAT?	WHEN?
			Examination Committee can be requested by email for an immediate extra opportunity to finish that course.	
4D	**Inform student**	CMGT Career Desk	Inform the student if the final result is a Fail or Missed Opportunity per mail.	As soon as possible after the Final Demonstration and in the same week
4E	**Result in Osiris**	CMGT Career Desk	Add the results of students in Osiris.	As soon as possible after the Final Demonstration and in the same week

7 Document versions.

DOCUMENT	CHANGES
Version 0.1	**Sean Smith** | First version;
Version 0.2	**Sean Smith** | After feedback from Graduation Development team, Curriculum Committee, graduation supervisors, O&O and programme managers;
Version 0.3	**Sean Smith** | After further feedback from Hanze O&O, CMGT Curriculum Committee, CMGT Workfield Advisory Board and programme managers;
Version 0.4	**Sean Smith** | After further feedback from CMGT Curriculum Committee, Student Advisory Board, Graduation Development team;
Version 1.0	**Sean Smith** | After feedback Assessment Committee and further CMGT team and student feedback. *Published on Blackboard*;
Version 1.2	**Martin Specken** | Editing text and layout;
Version 1.3	**Kees Westerkamp, Martin Specken, Sean Smith and Tess van den Heuvel** | Overview graduation assessment process added + CMGT document layout.