



**Hanzehogeschool  
Groningen**  
University of Applied Sciences

# CMGT Dress Code For Professional Writing

**School of Communication, Media & IT**



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## Version Management

Revision Date	Author	Summary	Approval	Version
September 2021	Odette Jansen	Converted CMD Dress Code to CMGT, shortened guide	Approved CMGT Curriculum Committee	1.0
September 2024	Sean Smith	Updated for new plagiarism and citation policy	Approved CMGT Curriculum Committee	2.0

# 1 Introduction

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Within the programme Creative Media and Game Technologies (CMGT) we emphasize the development of professional communication throughout all our courses. Many assessments found within the programme require a form of written submission. This Dress Code style guide contains guidelines, recommendations, and advice for writing, structuring, and citing sources within written documents in the CMGT programme.

The goal of this Dress Code is to help the student develop their skills in professional writing as the field requires our graduates to be effective communicators (Loshkareva *et al.*, 2017). The following chapters show guidelines and advice to develop the professional writing skills of the student. As plagiarism is forbidden, rules have been written out in the teaching and exam regulations (Creative Media and Game Technologies, 2024). Tips on structuring reports have been added in the Appendix.

During the CMGT programme, the student will encounter written documentation as a form of assessment, which can take many forms – typically as evidence in a development portfolio, but also essays, reflections, design reports and other documentation. Check the Blackboard page of the course for specifics on written documentation and citation. When in doubt, please contact your lecturer.

## 2 Principles of sourcing and citation in CMGT

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At CMGT we prioritise working in teams to enable students to learn the professional skills they will need in the industry after graduation. However, although much of the work done by the student is done in a team, all assessments are individual.

Although the work done in a project is done collaboratively with the team, all evidence the student uploads to their portfolio must be their own work or their contributions made to the uploaded evidence clearly identified.

Evidence submitted that is done collaboratively or where the contribution of the student is not identified is ignored for grading purposes. Evidence submitted that the student did not personally participate in or done by another student but presented as own work, will be forwarded to the Exam Committee for plagiarism.

Additionally, students are encouraged to use and learn from sources and tools outside the CMGT programme - tutorials, practice materials, libraries, generative software, etc. Use of these tools must be indicated in all submitted assessments.

Four principles apply for all work submitted for assessment at CMGT, adapted from the Association for Computing Machinery (ACM, 2024):

1. **Effort and Transparency:**

The submitted work is an accurate reflection of the student's input and contribution and not primarily the result of the source or tool, or of other's work. Submitted work must be sufficiently transparent that the student's effort can be established.

2. **Disclosure:**

If the student uses sources or tools in evidence submitted, these must be disclosed; the level of disclosure should be commensurate with the input of the source or tool on the evidence. A watched video might only need an acknowledgement, whereas a followed tutorial might require a full citation and link to the repository. Work done in collaboration with others will need the specific contributions of the student identified.

3. **Traceability:**

The point of all assessment is to follow the student's own development - thus it is necessary that we can trace what the student has learnt and done. Submitted work where the student's contribution is unclear can be ignored for the purposes of grading; submitted work made by another but presented as the student's own work

4. **Proportionality:**

The detail and accuracy of disclosure and traceability depends on the progress of the student through the programme - in Year 1, mistakes do not significantly interfere with professionalism or traceability; in Year 4, mistakes should be sporadic at best.

### 3 Proportionality: Dress Code levels per year

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At CMGT we aim to support our students in their development, and we do so by scaffolding their learning in all courses throughout the 4-year programme. We do so similarly when it comes to the development of professional writing which has to be taught gradually. Tables 1-4 show the Dress Code per year and per block to indicate what the requirements are for professionally writing reports.

The overall vision guiding the Dress Code style guide is that all texts must be transparent, traceable, and professional in style. A text must have sufficient structure to be understandable for and to provide guidance to the reader. The information in the text must be based on sources that can be traced and confirmed; and the layout and language use within the text must be of a sufficiently professional standard.

All written documents submitted for assessment within CMGT must conform to the Dress Code standards, and hence this Dress Code style guide can be included as a pre-requisite for assessment on an assessment rubric. The exception is courses that teach Dress Code within CMGT: for these courses, Dress Code usage is graded as part of the rubric and is not a pre-requisite. In courses where Dress Code is listed as a pre-requisite, failure to meet the Dress Code standard will result in a grade of 1,0 for that assessment.

It is expected that a student graduating at Year 4 conforms to all sections of the Dress Code, with only sporadic exceptions. At Year 2 and Year 1 there are reduced conditions, in line with the expectation that a student learns Dress Code as part of becoming a CMGT professional.

At CMGT we teach APA as a citation style; students are not required to use APA but it is recommended, and any chosen citation style has to be suitable and of a similar professional standard as APA; interpretations of suitable and similar rest with the relevant course coordinator.

Table 1 Dress Code Year 1

<b>Proportionality: Dress Code for level 1</b> Introduction to Dress Code in Year 1. Mistakes or deviations do not significantly interfere with transparency, traceability, or professionalism			
<b>Transparency</b>	Document structure	Block 1	No prerequisites. Part of the Futureproof assessment criteria.
		Block 2, 3 and 4	Components of the document are present as much as possible; deviations from the norm do not significantly interfere with meaning. Norm for reports is: Cover page, title page, page numbers, introduction, chapters and sections with titles; paragraphs separated. Preface and table of contents as needed. Appendices as needed and mentioned in the text.
	Text structure	Block 1	No prerequisites. Part of the Futureproof assessment criteria.
		Block 2, 3 and 4	Deviations from the norm do not disturb the transparency of the text. The norm is: Sections and chapters clearly present and provided with titles. Paragraphs concern a single topic, have a logical sequence and are connected to each other via signal or connecting words.
<b>Traceability</b>	Reference list	Block 1	No prerequisites. Part of the Futureproof assessment criteria.
		Block 2, 3 and 4	Reference list of used sources is present.
	References in the text	Block 1	No prerequisites. Part of the Futureproof assessment criteria.
		Block 2, 3 and 4	References in text to used sources are present
<b>Professionalism</b>	Writing style	Block 1, 2, 3 and 4	Writing style is as objective and as formal as possible.
	Language use	Block 1, 2, 3 and 4	Sentences are arranged in a logical manner or sequence and are linked together. Errors in sentence structure and spelling do not seriously disturb the readability of the text.

	GDPR and Privacy	Block 1, 2, 3 and 4	Research has been conducted in line with GDPR principles: all collecting is lawful (including consent forms as appropriate), all processing is fair, and all storage is transparent.
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Table 2 Dress Code in Year 2

<b>Proportionality: Dress Code for level 2</b> Level is between Year 1 and Year 4. Mistakes or deviations from the norm are acceptable and do not unduly harm disclosure.		
<b>Transparency</b>	Document structure	Deviations from the norm to an acceptable level. The norm is: cover page, title page, page numbers, correct table of contents; introduction, chapters and sections with correct numbering and titles; paragraphs clearly separated. Preface optional, summary as needed. Attachments as necessary, if present, mentioned in the text
	Text structure	Deviations from the norm to an acceptable level. The norm is: Informative titles of sections and chapters. Content of section or chapter is in line with title. Organisation of chapters and sections can be traced. Paragraphs deal with one topic, contain a core sentence, have a logical structure, and are connected to each other via signal words and/or connection words.
<b>Traceability</b>	Reference list	Reference list is consistent and follow the norm with acceptable errors. The norm is APA or equivalent citation style. Errors to an acceptable level; for example, at the level of layout. All in-text references must be listed in the bibliography, and all references in the bibliography must be referred to in the text.
	References in the text	Following the rules with acceptable errors. Content corresponds to source list. Source references and quotes are correct, paraphrasing may still be reasonably close to original text.
<b>Professionalism</b>	Writing style	Formal and objective writing style. Little use of the "I" form.
	Language use	Sentences are arranged in a logical manner or sequence and are linked together. Errors in sentence structure and spelling to an acceptable level.

	GDPR and Privacy	Participants have been informed in advance of purpose of research, informed consent forms have been signed and collected as appropriate, and all data has been pseudonymised or anonymised.
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\* Current APA guidelines: <https://apastyle.apa.org/>

Table 3 Dress Code in Year 4

<b>Proportionality: Dress Code at level 3</b> Dress Code fully applicable at Graduation. Mistakes or deviations from norm are sporadic at best and do not harm disclosure.		
<b>Transparency</b>	Document structure	Present: cover page, title page, page numbers, correct table of contents; introduction; chapters and sections with correct numbering and titles; paragraphs clearly separated. Preface as optional, summary as needed. Attachments as necessary, if present, mentioned in the text.
	Text structure	Meaningful titles of sections and chapters. Content of sections and/or chapters in line with the title. Organisation of chapters and sections is clear. Paragraphs deal with one topic, contain a core sentence, have a logical sequence and are connected to each other using signal and/or connection words.
<b>Traceability</b>	Reference list	Prepared according to APA or similar professional citation style. Layout correct and alphabetical. Errors made only sporadically.
	References in the text	Following the rules with sporadic errors. All sources used can be found in the reference list. Citations and paraphrasing are correct.
<b>Professionalism</b>	Writing style	Style is objective and formal. No use of the “I” form.
	Language use	Sentences are arranged in a logical manner or sequence and are linked together. Sentence structure and spelling are correct. Errors made only sporadically.
	GDPR and Privacy	Participants have been informed in advance of purpose of research and consent forms collected where appropriate.

\* Current APA guidelines: <https://apastyle.apa.org/>

## 4 REFERENCES

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Association of Computing Machinery. (2024). ACM Policy on

Authorship. <https://www.acm.org/publications/policies/frequently-asked-questions>

Creative Media and Game Technologies. (2024). *Teaching and Examination Regulations (TER) Fulltime Bachelor programme Creative Media and Game Technologies*. Groningen.

Loshkareva, E. *et al.* (2017). *Skills of the future: How to thrive in the complex new world*.

Luksha, P. *et al.* (2018). 'Educational ecosystems for societal transformation', *Global Education Futures (GEF)*, p. 117. <https://globaledufutures.org/educationecosystems>



## 5 APPENDICES

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### 5.1 APPENDIX 1: TIPS FOR STRUCTURING A REPORT

The table below gives advice on structuring a report, with reasoning as to why the student would be writing these parts and possible questions to ask oneself when writing these parts. These could help with structuring and writing the report.

Chapter	Why?	Options for writing
Design Challenge	A design challenge takes up center stage within the creative industry and it is the reason a solution came to be. What was that challenge?	<ul style="list-style-type: none"><li>- What is the challenge?</li><li>- Why is this a challenge?</li><li>- What caused this problem?</li><li>- What are the consequences of this problem?</li><li>- What could be done about it?</li><li>- Who experiences this problem?</li></ul>
A proposal	As a CMGT professional you propose a solution, this could be the topic of your report. Such as; research into the challenge, a design proposal, new tech solution, evaluation of a product.	<ul style="list-style-type: none"><li>- What are you proposing?</li><li>- Why is this the right proposal?</li><li>- What is your plan for implementing this proposal?</li><li>- What impact will this proposal have</li></ul>
The Assessment	The proposal is part of your assessment. This is where you give body to your assessment.	<ul style="list-style-type: none"><li>- Which competencies are being assessed with this?</li><li>- How do I find these competencies back in the proposal?</li><li>- What are the positive and negative effects of this?</li></ul>

The Design	This is where you explain the design and give body to the report.	<ul style="list-style-type: none"> <li>- What is the design for the challenge?</li> </ul>
		<ul style="list-style-type: none"> <li>- How is the design going to solve the challenge?</li> <li>- What are the criteria for the design?</li> <li>- What resources have been used for the creation of the design?</li> <li>- How is the user going to use this design?</li> </ul>
The Research	If you focused on research then explain the research methods, tools and conclusions of your research.	<ul style="list-style-type: none"> <li>- What has been researched?</li> <li>- What methods have been used in the research?</li> <li>- What are the results of the research?</li> <li>- What conclusions can be drawn from it?</li> </ul>

## 5.2 APPENDIX 2 – DATA PRIVACY, GDPR AND USER DATA

The EU General Data Protection Regulation (GDPR) govern the collection, storing and use (in the regulations: processing) of personal data within the European Union. The GDPR holds whenever personal data is processed, including all research and testing. Any student who conducts any sort of research on people - interviews, surveys, user tests, playtests, etc - must do so in accordance with the GDPR.

The GDPR defines 'personal data' as any data about living persons from which they can be identified: name, email address, home address, age, IP address, etc. Data that has been pseudonymised (via removal of demographic identifiers) is still personal data. If it is possible to identify an individual directly from the information you are processing, then that information is personal data.

GDPR demands that all data processing is **lawful, fair and transparent**.

**Lawful:** there is a lawful justification to collecting the research. At a minimum, this requires consent forms to be collected from participants prior to participating.

**Fair:** data collected is only used for the specified purposes, and only the minimum necessary data is collected.

**Transparent:** participants are informed in advance what data is collected and why; can have their data removed from your research at any time; and the data is not retained longer than necessary.

**Within CMGT, that means the following:**

1. Participants have given informed consent to the collection of the data by means of a signed consent form, prior to the research being conducted.
2. The participant can view, adjust and delete their personal data at any time.
3. After the research is completed, the personal data is not kept longer than necessary.
4. No data is collected that is not necessary for the research.
5. The data is pseudonymised by removing personal identifiers as soon as possible.