



# Student Handbook 23-24

All you need to know as an ADS&AI student

## Table of Contents

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ADS&AI Overview	4
Project based learning	8
Assessment	13
Curriculum	21
Fast Track	41
The academic year	43
Project requirements	53
E-learning environment	62
Student councilors	69
Services	78

## Our mission

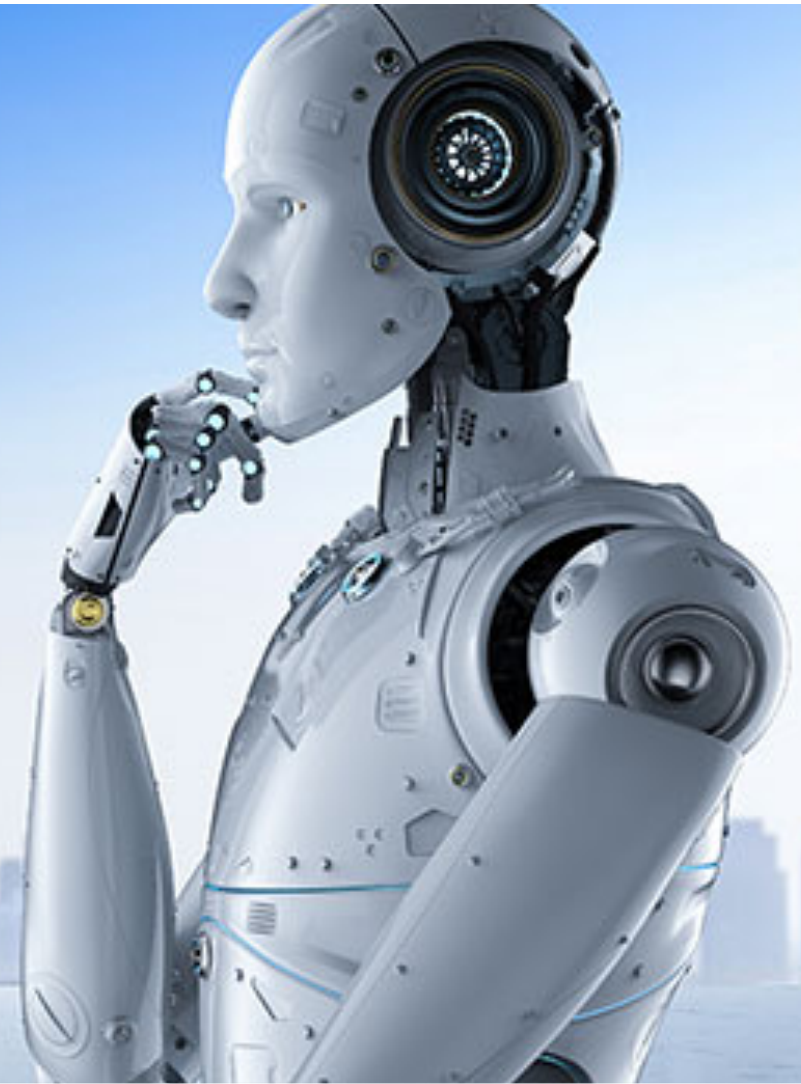
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“To excel at training the next generation of world-class Data Science and Artificial Intelligence professionals.”



# ADS&AI Overview

Information on our Undergraduate Programme



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# Final qualifications

The ADS&AI graduate:		
1	Problem analysis	Can analyse a problem by describing the context, trade-offs and formulation of the final demand (as a result of a process of demand articulation). In doing so, she identifies the possible solutions. As a result, she can formulate an approach for a data trajectory considering relevant actors and interests, involving relevant theories and (technical) possibilities.
2	Domain knowledge	Has such knowledge of and insight into one or more domains that she can function as a discussion partner for experts. She is able to quickly immerse herself in new domains and associated professional networks.
3	Data collection and processing	Masters (technological) skills to acquire, pre-process, process and manage the necessary data to create value for individuals, organizations and domains.
4	Data analysis	Can use analytical and statistical methods to analyse data to create value for individuals, organizations and domains.
5	Modelling	Can apply modelling techniques including Machine Learning and AI to create value for individuals, organizations and domains.
6	Design, prototyping and implementation	Can develop a prototype using an iterative cycle, explicitly involving stakeholders, and implement applications within an (existing) architecture.
7	Visualisation	Can apply visualization and storytelling techniques and skills to effectively and accurately inform stakeholders about (interim) results of AI and DS approaches.
8	Reporting and advising	Can translate (interim) results into effective reporting. She sees opportunities and possibilities and can translate these from a market-oriented vision into new concepts, products or services, while keeping the business side of the organization in mind.
Professional development		
9	Project management and cooperation	Can collaborate (internationally) in multidisciplinary teams with different levels of knowledge in the field of data use and applications. She can set up and execute projects in collaboration with stakeholders and team members. She can act as a sounding board in discussions with team members, customers, users and experts. She strives for a good balance between input of her own vision and additional expertise of others. She is able to lead a team.
10	Researching and reflective attitude	Applies relevant (research) methods and techniques in combination with relevant and adequate argumentation. She can reflect on (business) processes and her role in them, both theoretically and practically, by constantly evaluating her own actions and adapting them with input from others. She can translate the result of the reflection into concrete personal learning objectives.
11	Responsibility	Is aware of legal and ethical aspects within the context of her professional work environment and is able to make substantiated considerations in this regard. She acts from justice and integrity.



## Project management stages in Data Science and AI

One of the aims of the ADS&AI program is to consistently teach students to apply a systematic data science project management approach. We have chosen for CRISP as a methodology (In Data Science workshops the concept will be explained).



# Competency Levels & Project Focus Through the Years

- Year 1 - Foundation - Guided Development (Individual & Small Teams)
  - Acquiring the fundamental knowledge and skills
  - Year 2 - Exploration - Under Supervision (Teams)
  - Explore core roles
- Year 3 - Collaboration - Independent
- Core project; students work in large teams to integrate their skills in a multidisciplinary team and demonstrate their ability to manage their projects to completion
- Year 4 - Personalisation - Independent (Individual)
  - Further refine specific skill sets, connect with the industry, and direct their next steps beyond school

Level	Nature of the task	Context	Independence
1	Simple, structured, applies known methods directly according to specific norms.	Known; simple.	Guided supervision.
2	Complex, structured, applies known methods to changing situations.	Known; complex, in professional practice under supervision.	Supervision if necessary.
3	Complex, unstructured, improves methods & applies norms to the situations.	Unknown; complex, multidisciplinary & interdisciplinary practices.	Independent.



# Project Based Learning

Our teaching approach

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## Project Based Learning

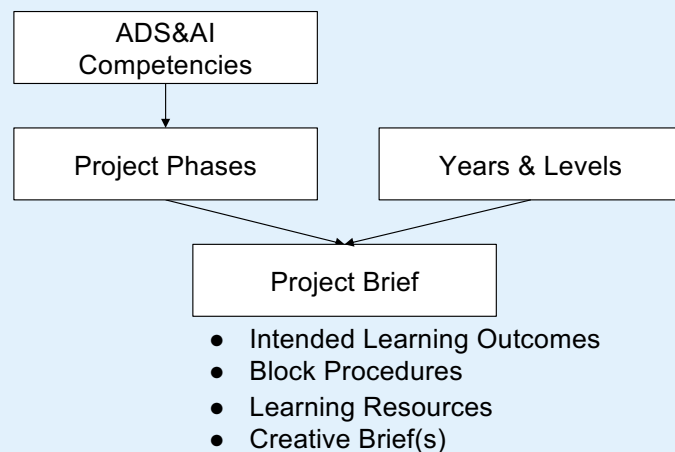
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- Our programme focuses on project based learning where methods and techniques are applied to creative problems in a 'simulated-real-life' setting.
- Students receive a project brief, which is specifically set up to create creative hurdles.
- Students are guided and supported in their approach and choices, while maintaining creative responsibility over their project.

# Project Brief

Central in our didactic structure is the Project Brief.

- The project brief is the one document that contains all information relevant to the block
- A project brief is written based on a project phase and competency level
- It contains Intended Learning Outcomes and other related info
- It contains one or multiple creative briefs



## Intended Learning Outcomes (ILOs)

- The project brief contains the ILOs for a block, which are the things we want students to learn during that project.
- ILOs are broken down into “indicators”, which are quality criteria used to assess the ILO.
- As the level of independence grows, students can personalise their evidence for these ILO.

Example ILO:

ILO: The student is able to develop proof of concepts that validate the intended user experience.

Indicator 1: The prototyping process prioritizes implementation of the core application loop through active risk mitigation with emphasis on finding the fun.

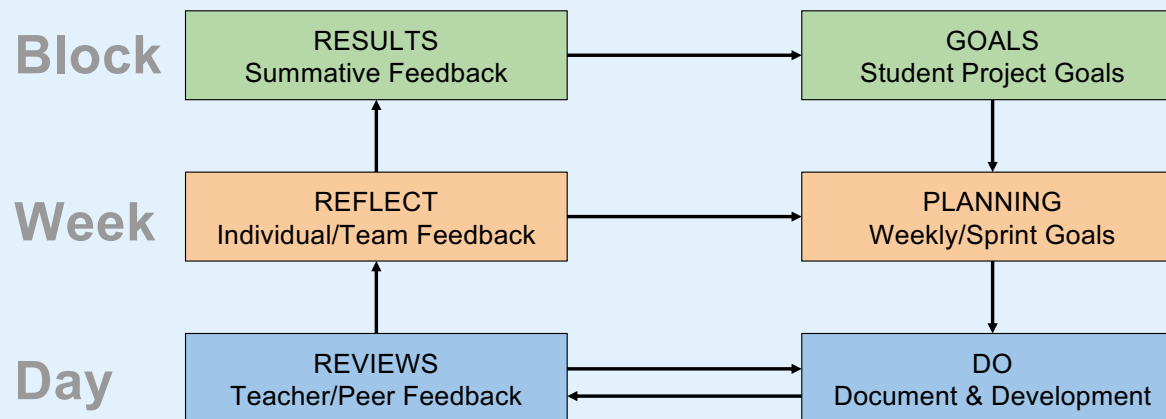
Indicator 2: Analysis of existing products is used to strengthen the development process.

Indicator 3: Proof of concept demonstrates that user interaction, tools and tech are aligned in a coherent whole that convincingly validates all these aspects of the concept.

# Project Loop

A block is organized cyclically in the Project Loop.

- At the start of a block students project **goals** based on the project brief and previous results.
- At the start of the week students (**reflect** on lessons learned and) **plan** their work for the week
- On a daily basis they **develop** work and **review** that work with peers and lecturers.
- At the end of the block students are assessed based on the learning evidence.





# Assessment

How are you assessed?

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## Formative Assessment

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- The Project Loop shows how important feedback is at all 3 levels.
- Feedback comes in various forms. It may be:
  - On your weekly reflections in a Learning Log review with a lecturer
  - From a teammate during Datalab, peer review or mentor group session
  - From asset reviews (code review, portfolio reviews, etc..)
  - From an external or other form of learning community
- Pro-actively seeking various types of feedback, and using it to learn and improve your work, is a critical skill and is part of the Professional Development ILO of every block.

## Summative Assessment

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- At the end of the project every student is individually assessed based on the project's ILOs by a team of lecturers.
- Assessment will take all evidence into account, but focuses on the Learning Log as core document.
- Other evidence looked at Work logs, team reviews and supporting evidence added to your assignment in Teams/Github
- Students are strongly advised to self-assess as well, so as to align mutual understanding of learning and progress.

## Retake Procedure

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- Each academic year you are entitled to **a maximum of 2 opportunities** to successfully complete the requirements for a Block.
  - For the first opportunity you will be signed up automatically.
  - For the second opportunity (a retake) you do need to register.
- The retake assessment submission deadline is the same as the normal project deadlines and will be assessed at the same time. You can take advantage of the retake moment at any point during the year.
  - For example, if you have failed the first opportunity of Block A, then you have until the end of week 8 in Block B, C, or D to submit your retake for Block A.

## Retake Procedure

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- You can inform the teaching team that you are ready to be reassessed by signing up for the second opportunity in Osiris: <https://osiris.buas.nl/>
  - Your retake will be assessed at the end of the block in which you signed up
  - The retake deadline is the same as the deadline of the normal project that runs that block
  - **Only sign up for retake in case you need it and your evidence is ready**
- You need to complete and hand-in the retake assignment in Teams as described in this video:
  - <https://web.microsoftstream.com/video/78581dd3-a7e1-4ead-bd82-8fc41b5d19ec>

## Retake Notes

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- Retakes are an individual matter, but generally there are 2 situations, and students can discuss with the lecturers whether they are eligible for option 2:
  1. Resitting the full project the following year
  2. Requesting feedback on the project so that the reassessment may be completed and submitted in a following block while completing their current project. Recommended if:
    1. the score of the student was close to a pass
    2. there are specific ILOs that need to be addressed
    3. the student feels confident that they can complete the rest of the project independently
- **Please be aware you can start on the retake when you want, preferably from the start of the next block. This will allow time to collect feedback from teachers and get yourself ready in time for the deadline.**



## Retake Notes

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- Year 1 students are encouraged to submit the retake for a project they failed the next block after to avoid staggering retakes towards the end of the year.
- If you are redoing a year and joining the same project again you will need to sign up for the first opportunity that year as well since in this case it is seen as a retake.
- A third opportunity is exemptional. If you need a third opportunity this needs to be requested with the Board of Examiners
- **IMPORTANT:**
  - When you have multiple retakes or redoing a year discuss your progress with your Study coach.
  - Always sign up for any form of a retake

## Credit Rules

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- To be allowed from one year into another the following rules apply:
  - Year 1 > Year 2: 60 credits
  - Year 2 > Year 3: 45 credits from year 2
  - Year 3 > Year 4: 120 credits from both year 2 and 3




# Curriculum

The year to year structure



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# Overview

Curriculum				
	 Data Science & AI			
YEAR 1	Block A   15 ECTS	Block B   15 ECTS	Block C   15 ECTS	Block D   15 ECTS
Projects	<b>Our World in Data:</b> Using data to understand global issues  > Introduction to AI & Data Science > Introduction to data-driven storytelling with Power BI > Academic Skills I	<b>Predictive Analytics</b> using Machine Learning  > Introduction to Programming in Python > Introduction to Machine Learning Algorithms > Data governance (ethical & legal frameworks)	<b>Responsible Design</b> of Deep-learning based AI using Human-centered design  > Introduction to Deep learning > Introduction to Linear Algebra > Responsible & Explainable AI > Human-centered AI	<b>Capstone Project:</b> Data Science Lifecycle Management using CRISP-DM  > Agile project management > Cooperation in groups > Data Engineering > Stakeholder Management
YEAR 2	Block A   15 ECTS	Block B   15 ECTS	Block C   15 ECTS	Block D   15 ECTS
Projects	<b>Digital Transformation, Data and AI Maturity Quick Scan</b>  > Digital Transformation & Change Management > Research Methods > Probability theory > Academic Skills II	<b>Robot Vision and Control:</b> Computer Vision applied to Robotics  > Computer Vision > Robotics and Reinforcement learning > Visual Cognition > Calculus: a primer	<b>Natural Language Processing</b>  > Text Mining > Natural Language Processing > Speech Cognition	<b>Capstone Project:</b> Deploying Machine Learning algorithms using the MLOps framework.  > Advanced programming concepts > MLOps: frameworks > MLOps: tools
YEAR 3	Semester 5   30 ECTS		Semester 6   30 ECTS	
	Specialisation project 1: Role and domain specialisation		Choose from: Specialisation project 2   Internship   Exchange abroad   "Kies op maat" minor	
YEAR 4	Semester 7   30 ECTS		Semester 8   30 ECTS	
	Choose from: Internship (Mandatory if not done in Y3 (not VWO))   Exchange abroad   Connection to university   BUas-wide Minor e.g. Entrepreneurship   "Kies op maat" minor: other University of Applied Sciences		Graduation Project	



# Year 1

Foundation

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## Year 1 - Foundation

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Year 1 focuses on acquiring the fundamental knowledge and skills of Digital Transformation, Data Science, Artificial Intelligence and Programming.

The teaching philosophy “guided development”. This implies the development of the project is guided in steps, where lecturers help with directive advice and may intervene if necessary.

The year is divided into 4 block periods (A, B, C, D) of 10 weeks each. Each block period consists of 8 weeks of classes and 2 weeks of assessment. Each week consists of three days of selfstudy and preparation and two days of DataLab. Github study materials guide you through all days.

Every self-study day from 4-5 PM there is a lecturer available for questions via Microsoft Teams.

## Year 1 - Content Blocks A, B & C

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For the first 3 blocks, students work on projects individually, intended to train the fundamental skills in:

- Digital Transformation
- Artificial Intelligence
- Data Science
- Programming

## Year 1 - Content Block D

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- The final block of Year 1 focuses on putting the skills of the previous blocks together in a team-based, multidisciplinary project.
- Students deal with the full spectrum of the data science life cycle, with the focus on deployment.



# Year 2

Exploration

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## Year 2 - Exploration

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Year 2 is about...

- **Exploration** - Explore core roles within their team and how those connect with other disciplines
- **Experimentation** - Investigate new areas of a role
- **Risk taking** - Be brave, push yourself, try new things!

Students are introduced to the three main roles in a data science/AI-project:

- AI-consultant
- Data Scientist
- Data/AI Engineer





# Year 3

Collaboration

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## Year 3 - Collaboration

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This year is about collaborating as an effective member of a bigger team where development of a single project happens over several blocks in the year.

The teaching philosophy is “Independent”. This year we expect to see you take more control and make more of the decisions in how to organize feedback and the creative process.

Individual progress will be measured with that of the team, this will be taken into account in the grading rubric

Aim is to finish a complete, complex data science/AI project in cooperation with domain specialists (students from other BUas programs).

## Year 3 - Vision

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Working on a large project in a large team helps you stand out and gain experience that helps open doors to the industry

It is important to demonstrate that you can work effectively in the team to help make one of the best additions to your portfolio

In job interviews being able to talk about these experiences and challenges of a larger project is important.

## Year 3 - Projects

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- We will provide creative briefs to follow to select from (Block A)
- Students select briefs and roles, staff finalise teams (Block A)
- Any deviations are always subject to approval by staff
- Switching teams is allowed between blocks (we recommend that you stay with your team)
- Interaction with domain specialists is an element of the project
- Students choose for one of the three roles distinguished earlier.
- Projects ideally include input and feedback from industry and research, or have business dimensions
- Exchange is an option. Apply before March to go in Blocks A to B the next academic year.

## Year 3 - Feedback & Supervision

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- A lecturer will provide hands-on supervision of one or more assigned teams
- They may attend standups, sprint reviews, team or discipline meetings
- We encourage you to ask other lecturers for feedback as well
- You need to actively seek feedback and add this to your Learning Log
- You can email lecturers to request a feedback meeting
- Every two week the teams will present their progress to the y3 staff and the staff will give feedback and advice

## Year 3 - Conflicting feedback

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You will encounter conflicting feedback both here and in the industry

Manage this by exploring points made and use professional reasoning on how you will move forward

Within teams use your management structure to help make decisions

Use what you see fit but include reasoning why you are proceeding the way you choose





# Year 4 - Graduation

Personalisation

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## Graduation Year - Personalisation

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During previous years students build up knowledge and skills of their respective discipline, while training and building professional attitudes.

The graduation year focuses on the professional development of the student as an independent creative professional.

The exit qualifications are based on the Professional Bachelor HBO standard profile, ADS&AI competencies, and assessed through a set of professional behavioural indicators.

## Graduation Year - Personalisation

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The students are provided with Professional Bachelor/HBO standard descriptors as a list of ILOs that are broken down into behavioural assessment indicators.

The students identify and commit to learning activities linked to indicators that they will undertake to justify they have met the exit qualifications.

Progress towards the exit qualifications is continually assessed through formative feedback:

Day-to-day	Student-driven in their own professional environment
Fortnightly (2 wks)	Submissions to the Learning Log
Every Block activities	Formative assessment: Reflection & Check of progress towards

## Grad Year - Credit Rules

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Students need to be credit complete to enter Graduation Year.

- This means students in the regular track need to have 180 credits in total (not including the propaedeutic phase).
- This means students in the fast track need to have 120 credits in total (not including the propaedeutic phase).

If students are not credit complete, they will officially remain in 3rd year or resit or retake failed projects.

## Grad Year - Block Procedures

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Graduation year is designed to prove your ability to raise your knowledge, skills and attitude to the level of a starter professional, ready for employment in a business environment.

To do this, you will be expected to craft an educational opportunity, for the full year, that enables you to exhibit certain qualities (Behavioural Indicators) in new, complex, multi/interdisciplinary contexts. This year long endeavour is referred to as the 'P0 (zero)' project or 'P1/P2' project.

# Grad Year - Content

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## **Semester 7 Options:**

- Work placement
- Premaster
- Exchange
- Buas wide minor

## **Semester 8: Graduation project**



# Fast Track

Completing the Undergraduate in 3 years

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## Fast Track

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- Students can apply for this option when they enroll via study-link.
- BUas student office checks whether the secondary school degree is of VWO-level or comparable, using NUFFIC input for this.
- Fast track students do the regular first two years, skip semester 5 and 6 and continue with the regular fourth year.
- In semester 7 their choice options are limited to “Internship” and “Connection to universities”. Other options are not available to them.
- After having completed their foundation year, students (under the assumption they have a VWO degree or comparable) can switch from regular track to three-year track or the other way around by sending a request by e-mail to: [RenC@buas.nl](mailto:RenC@buas.nl). This request can only be sent:
  - Before the intermediate study advise (in februari) of the propedeutic stage;
  - After having completed the propedeutic stage (60 ECTS), but before the start of the post-propedeutic stage.
- Hereafter switching is no longer an option: administratively it is a switch to a different program.



# The Academic Year

How each year is structured

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# The Academic Year, Blocks and Project Week

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The Academic year is divided in four **10 week blocks**.

- In year 1, 2 and 3 each project is mapped to a block
  - Week 1 is about planning, organisation and setting goals
  - Week 1 to 7 are focused on project lab, project work and development
  - Week 8 is focused on finalizing your project for assessment
  - *In week 9 your teaching team will assess your work, and grades will be released*
  - Week 9 and 10 are for self development, preparations and extracurricular activities.
- In year 4 (graduation year) P1 and P2 are mapped to two blocks, P0 to the full year

# Student Calendar

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The Student Calendar is a shared Outlook Calendar that includes:

- Project lab times
- Guilds, lectures and workshops scheduling
- Important dates for CMGT
- Big industry events

Please check this tutorial how to add this calendar to Outlook:

<https://web.microsoftstream.com/video/8070dd5c-abdf-49e6-b154-482daffbb902>

NOTE: This Calendar can best be previewed in the Outlook Desktop app

## Project Labs

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With the project labs we provide a simulated real life environment where you will work with fellow students and have all necessary office equipment and devices available. Year one and year 2 will have two scheduled Project Lab days assigned during which your teaching team is available. Year 3 teams will be spread across the week and Year 4 is encourage to work from home with exceptions made for students who need specialized equipment.

In the early years the Project Lab days are highly structured for the students, including instructions and lectures. During these contact hours students receive coaching, one-on-one feedback, and group work reviews. For instance, a typical day will start with the teachers setting direction by explaining how far we expect the project has progressed. After that people work on their tasks and lecturers walk around the classroom to help students individually or in groups. In the afternoon some work reviews, pitches, or discussion may be planned. In later years these days are more loosely structured. There are team reviews of project progress, students may have scheduled feedback sessions, but mostly students use this time to work on the project with their teams.

## Project Labs

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In year 1, 2 and 3 you will have two project lab days scheduled, attendance to these lab days is mandatory (but you can also follow classes online). On these two days your teaching team is scheduled for teaching, reviewing your work and providing feedback or assistance with the project you are working on.

For 2021-2022 the lab days are scheduled as follows:

- Year 1 - Tuesday and Friday
- Year 2 – Monday and Thursday
- Year 3 – Lab available Monday- Wednesday - Friday



## Project Labs

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*Attendance is taken seriously*

- Attendance will be kept and discussed in formative feedback sessions.
- Please timely inform your study coach/counsellor in case of absence.
- Missing attendance, late arrival and/or early departure are seen as unprofessional behaviour.
- After > 2 times absence professional competencies will be graded as “Missing”.

## BUAS Umbrella Non-Disclosure Agreement (To be updated for data protection)

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This is required if you are to work on any development kit

Download the NDA from [here](#) and then submit the completed NDA [here](#)

The NDA still allows you to talk to people about the school, your education, your project, or anything you make EXCEPT where clearly indicated.

The NDA DOES mean that you agree to NOT DISCLOSE details of anything that is to be considered confidential (not in the public domain) - including (but not limited to) development kit details, development kit SDKs, your source-code using the development kit SDKs, screenshots of development kit tools, unreleased commercial software, personal experiences of developers in game development without permission, details from commercial projects that are still in development, and your fellow students' unreleased game projects.

Understanding this is important because we do not want you to do anything that could impact your future employability. If unsure then ask a staff member. If unsure be safe and ask a teacher before sharing. In some cases you may be granted permission for certain use of NDA content.

# Project Labs

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*The atmosphere of Projectlab must be conducive to productive work.*

## **Keep the Noise Down:**

- Audio testing must be done in the conference room or Sound room. Conversations will be removed to the conference room or conducted as quietly as possible.
- YouTube, videos, music, and other sources of electronic sound will not be played outside the conference room without headphones. Volume levels should be low enough that nearby students cannot hear any sound carried by headphones

## **Keep Rooms Tidy:**

- At the end of a working day the Project Labs must be tidy of litter, chairs neatly arranged and any equipment returned to its proper place.

In case chairs, desks or screens are excessively dirty please report to Service Desk.

## Project Labs – Wireless Connections

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Please use the Eduroam network (this also works at other Universities worldwide that are a part of the Eduroam network).

- This requires your full BUas email as the username and normal password

Any connection difficulties – see ICT FAQ [here](#)

# Guilds, Expert Groups and Learning Communities

## **This is where you and others share best practice in an area of expertise**

- Lecturer(s) and/or student(s) are the organiser of the events
- Attendees can include 1st Years through to Masters and include Alumni/Industry
- Go to one or two of what you really want to master and work towards a career in
- Events may happen once a month to every couple of weeks

## **An event may include:**

- Short lectures/workshops given by students/lecturers/industry guests
- A chance to get feedback on your work or get fresh eyes on a problem
- You giving a short workshop/lecture in that area to share your tricks and skills
- An outing to a place or an event (if applicable)
- Group challenges and prizes
- Sharing research in the area





# Project Requirements

The structure and components of a project

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# Project Requirements

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There is a mandatory set of tools and deliverables made available to students:

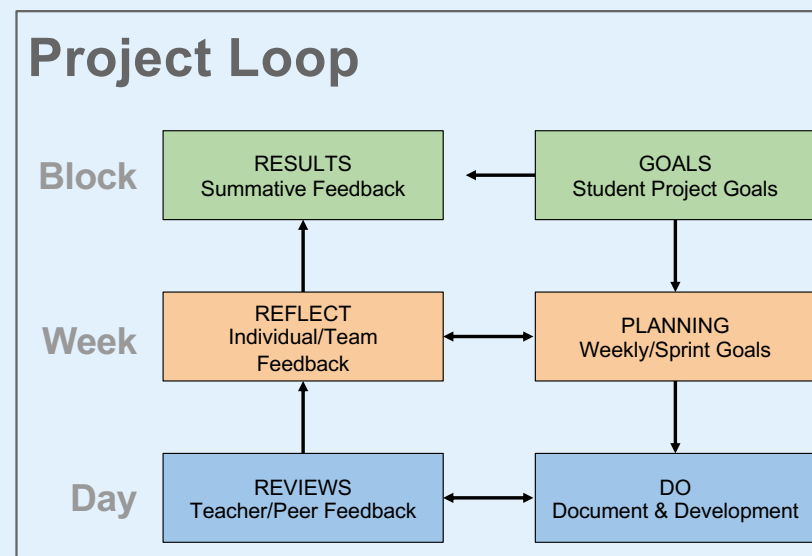
- Learning Log
- Assessment Sheet
- Evidence Folder and evidence

The Learning Log, Assessment Sheet and Evidence folder will be made available via Microsoft Teams. It is important to keep the Learning log and Evidence up to date throughout the block, only when this requirement is met, it this allows for regular reviews and formative feedback.

# Learning Log

All students keep a learning log to demonstrate their learning and growth as a student and ultimately as a game developer. The **Learning Log** is an essential tool to review and assess how well the **Project Loop** was executed.

- Section A: Goals
  - At the start of a block students project goals based on the project brief and previous results.
- Section B: Log
  - At the start of the week students (reflect on lessons learned and) plan their work for the week
  - On a daily basis they develop work and review that work with peers and lecturers.
- Section C: Reflection
  - Students reflect on their work for the block and use the self-assessment sheet for self-assessment



# Feedback

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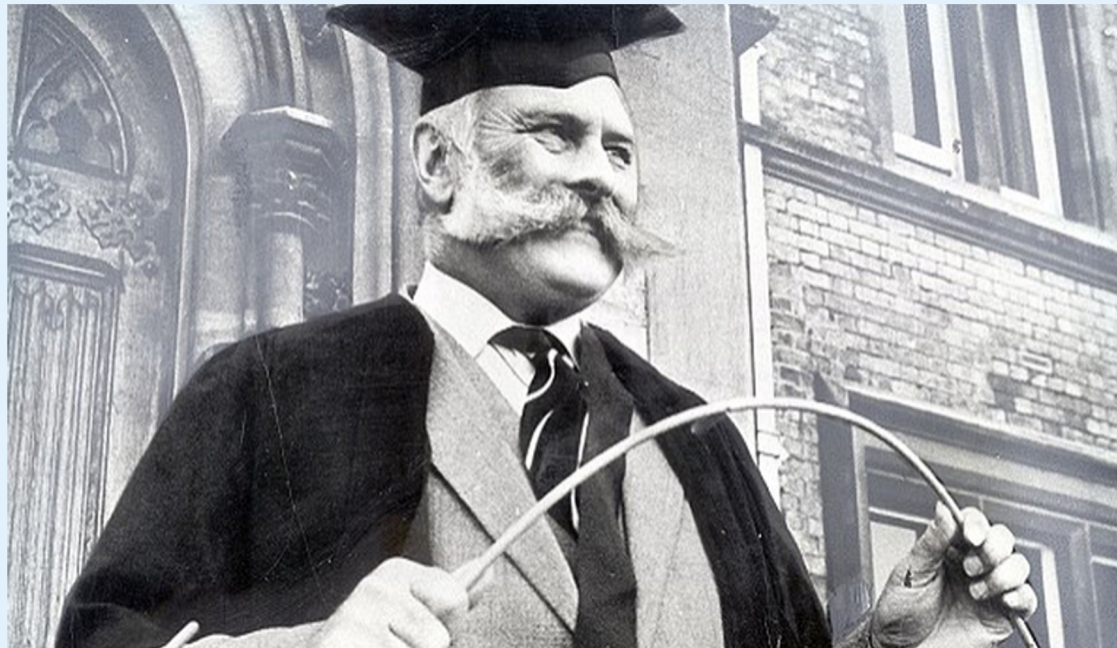
The **Learning Log** your main tool to collect **feedback** and show how you responded to this.

***Do not just ask for “Feedback”, try to formulate relevant questions!***

- You are responsible for recording feedback, for which you can use the slides in your Learning Log, make a habit of showing how you responded to the feedback collected.
- Make sure or double-check the feedback given, are you sure you understand it right?
- Make sure evidence is linked or presented with regard to feedback given.
- Pay attention to writing, are your comments clear, concise & use good English?
- The Learning Log allows teachers to add feedback through comments, keep an eye on this and respond accordingly.

## With regard to Feedback and Project Work

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***Everyday is an exam day!***

## All Feedback is Important!

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During your study time any feedback from staff both individual and to the team you are in, feedback from a client, fellow students, and other parties is important!

- Always be prepared to write down the feedback
- Record the feedback and source in your Learning Log
- Add your view and response to this feedback
- Detail how you are going to move forward given this feedback

# Evidence

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Throughout your time here your learning and development work should be captured each step along the way. The evidence for this process needs to be stored and kept up to date.

- Evidence includes:
  - Learning Log
  - Documents and presentations in the Assignment folder in MS Teams
  - Development assets in GitHub (use daily check-out/check-in of your (personal) files)
  - Development data in other relevant tools (like Jira or Toggl)
- It is important you always have your evidence and Learning Log up-to-date since the teaching team might provide feedback without notice



# Evidence Requirements

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Additional evidence requirements:

- All evidence should be easily accessible (e.g. through Teams, or GitHub) for review and assessment, otherwise it will not be accepted as evidence
- Videos - encode in mp4 to ensure they are compact ([click here to learn more](#))
- Websites include print to pdf versions of them that display the link of the website

# Student Work Labeling

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## *Student work labelling and release instructions*

- For all student work from year 1 to year 4, including Masters, we need you to include logo of Breda University of Applied Sciences and/or external client based on templates we provide
- This must be done until your graduation
- For still images use psd file as a layer above your work
- For movie files include logo at the beginning and end of movie for minimum 10sec!

Logos can be found <https://www.buas.nl/en/dna>



# E-Learning Environment

The supporting technologies for your learning

AI

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## BUAS Portal and BUAS e-mail

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- BUAS wide portal through which you can access:
  - The latest Corona updates
  - E-mail
  - LMS
  - Osiris (grades)
  - Other BUas services

<https://myportal.buas.nl>

## Microsoft 365

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As a student at BUas you have access to One Drive and Office 365 via their portal. You need your BUas email <student\_no>@buas.nl to access this.

- To access the portal, go to: [myportal.buas.nl](https://myportal.buas.nl)
- Use your @buas.nl email address to log in

# Using Teams and Office 365

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Please follow the following videos to get familiar with Teams and Office 365

- [Using Teams - 0. Introduction](#)
- [Using Teams - 1. Installing Office 365](#)
- [Using Teams - 2. Joining Teams](#)
- [Using Teams - 3. Synchronizing Files](#)
- [Using Teams - 4. Retake Procedure](#)
- [Using Teams - 5. Student Calendar](#)
- [Using Teams - 6. Adding Videos](#)



## Osiris

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- Osiris is the tool where your final grades and academic progress are stored.
- Access it through [portal.buas.nl](https://portal.buas.nl)



# Student Counselors

Supporting your study success

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# Student Counselors

## **Get in contact with the student counsellor if your study is affected by:**

- Personal problems
- (Chronic) Illness or mental/physical limitation
- Special circumstances

## **Or if you have questions about:**

- Financial regulations at BUAS or DUO
- Taking the right path in your studies, study doubts, training sessions
- The BUAS offers free training sessions (in English+Dutch) <https://edubuas.sharepoint.com/sites/BESTtrainings2>
- Referral to Student psychologist (Lucienne van Hooijdonk)
- The student counsellors are in close contact with psychological centers (free intake)

If you moved to Breda/the Netherlands, don't forget to find a doctor/GP and the right health insurance

## **All information is confidential.**

- Get in contact via e-mail: [AGMstudentcounsellor@buas.nl](mailto:AGMstudentcounsellor@buas.nl)
- Office Fe3.021
- Book a meeting via: <https://edubuas.sharepoint.com/sites/Counselling>  
or <https://outlook.office365.com/owa/calendar/SCAGM@edubuas.onmicrosoft.com/bookings/>



# Committees

Helping build the future

DISCOVER YOUR WORLD

# Round-Table Representatives

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## We need representatives for each year who will:

- Collect your feedback - both positive and negative
- It is the responsibility of each student to participate in providing feedback
- Be vigilant and proactive regarding issues and events
- Present at the end of each block to BUas management about what is great and what can be improved with constructive suggestions

We would like to have 2 representatives per year (2 from Year 1, 2 and 3&4)

Contact the Team if you are interested



## Board of Examiners (BOE)

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**The Board of Examiners (AGMboardofexaminers@buas.nl) handles the following:**

- Plans that need approval that may deviate from standard rules
- Appeals regarding your grading: Students who wish to appeal regarding their grading should go via Examination Appeal Board by using a respective app/tile on the BUas portal.
- Appeals about the outcome of your study.
- See TER for more information - there is a special section on communication with the BoE.
- Need more information?
- Ask your study coach (study related) or student counsellor (personal problems).

Form for appeals: [https://fd8.formdesk.com/buas/ADE\\_requestform\\_BoE](https://fd8.formdesk.com/buas/ADE_requestform_BoE)



## Code of Conduct

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- When communicating, **English must be spoken** in view of the international environment and out of respect for our foreign students
- Staff and students are expected to show **respect and good manners**. Lecturers and study career coaches engaged in conversation are not to be interrupted. Wait patiently or send an e-mail for an appointment
- **Mobile phones** should be switched off during sessions/meetings
- The Academy has been recently refurbished and offers outstanding facilities which we would like everyone to help maintain!

## Code of Conduct – BUas wide

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- There are two documents that are important toward the code of conduct.
- Both can be found on the Buas portal
  - [Link to BUas Houserules](#)
  - [Link to Student Charter](#)
- General link to BUas legal documents concerning students  
<https://buas.topdesk.net/tas/public/ssp/7807a31c-84f2-4c16-9c89-03949f763f44>

## Code of Conduct - Bullying

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We view bullying as any of the following:

- Physical harassment of any kind
- Mental harassment through any medium be it social media or in person
- Behaviour, or conduct, which is designed to upset or otherwise hurt another student
- This applies both in and out with the University
- Teasing can go too far, be compassionate and learn to apologise
- Bullying is completely unacceptable in any circumstance
- IGAD operates a zero tolerance policy towards bullying
- Any student who feels bullied or victimized should seek out the counsellors immediately
- We can't always deal with things immediately, but we will try

## Software Piracy

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- Pirated software is not permitted
- Do not install software that is not licensed for use at BUAS
- Do not install software on BUAS computers that BUAS is not licensed for
- If unsure ask your teachers what is available
- Some companies have free licenses for students (e.g. Autodesk, Unity3D and Unreal)
- Check what the limitations are of free licenses
- See [surfspot.nl](http://surfspot.nl), [dreamspark.com](http://dreamspark.com), [studica.nl](http://studica.nl), etc...

## TER (Teaching & Exam Regulations)

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**The TER or OER (Onderwijs en ExamenRegeling) is updated and released for each academic year:**

Consult this for the rules and regulations of the ADS&AI-programme

English (TER) 2023-24 - Teams > ADS&AI > General

Dutch (OER) 2023-24 - Teams > ADS&AI > General

## English Standards

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**We are preparing you for working internationally. The English you use in Learning logs/Perforce/Swarm, as well as in reports, self-reflections and postmortems should always be of a professional standard:**

- You are expected to always use your best professional English
- Your writing may be reviewed at any point by the English Lecturers
- English lecturers will run workshops that you can elect to attend or that will be recommended to you
- English lecturers may review your portfolio websites (3rd year)





# Services

How you can obtain support

DISCOVER YOUR WORLD

# Service Desk

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The Service Desk can be found on the first floor, for support on:

- BUas Portal and BUas e-mail issues
- Network issues
- Printing troubles
- Reporting broken facilities (chairs, desks, etc.. - make sure you have the room number)
- Loan of power cables and power boards
- Booking of rooms
- Lost and found
  
- [servicedesk@buas.nl](mailto:servicedesk@buas.nl)
- BUas phone number (076) 533 22 03
- Complaints can go to [complaintsservicepoint@buas.nl](mailto:complaintsservicepoint@buas.nl)