NHTV Academy for Digital Entertainment (ADE)
Course program: Regular track International Media & Entertainment Management (IMEM)

Erasmus Exchange
Course handbook 2014-2015 (IMEM)

This document contains an overview and short description of all courses. The new curriculum is applicable for students according to the overview below.

Please take into account!

- Every course must be passed with a sufficient grade (5.5) in order to get study credits.
- At NHTV the first semester (fall) exist out of block A and B. The second semester (spring) covers block C and D. Each block has 7 lecture weeks, 1 study week, 1 exam week and 1 re-exam/activity week.
- All courses are taught in English.
- An exchange student may choose from courses of year 1, 2, 3 and 4, but some courses are not suitable for exchange students (SCC1,2,3,4 / WP1, GP) Especially with our production courses (for which the students might need some skills/knowledge already) a talk with the relevant teachers must be done in order to be accepted in that specific course.
- The course Dutch for Foreigners is offered to all international NHTV students
- Students must have their own laptop.
- Explanation of course codes
  FME = Full time Media & Entertainment program
  FME1 = year 1 course
  GE   : general courses (focus on research),
  MG   : Management (project/people/financial management)
  CO   : Content (creativity)
  MR   : Marketing (general + media marketing)
  PR   : Production (video, audio, interactive media design)

Course overview IMEM 2014-2015

2014-2015	IMEM Year 1	Fall A	B	Spring C	D
	Semester:	**Fall**		**Spring**	
2014-2015	**IMEM Year 1**	**A**	**B**	**C**	**D**
FME1.GE1-03	Introduction to Media and Entertainment	3			
FME1.MG1-02	Introduction to Management	3			
FME1.MG2-02	Project management	2			
FME1.GE2-02	Presentation Skills	2			
FME1.CO1-05	Fundamentals of Storytelling	3			
FME1.SC1-02	Study Coaching 1	2			
FME1.MG3-02	People Management		3		
FME1.MR1-02	Introduction to Marketing 1		3		
FME1.PR1-02	Image Editing		3		
FME1.GE3-02	English Academic Writing		2		
FME1.CO2-05	Media Literacy		2		
FME1.PH1-06	Production House 1		2		
FME1.GE4-02	Introduction to Research			2	
FME1.MR2-02	Introduction to Marketing 2			3	
FME1.PR2-02	Camera and Audio			3	
FME1.MG4-02	Financial Management 1			3	
FME1.CO3-05	Script Writing			2	
FME1.PH2-06	Production House 2			2	
FME1.GE5-02	Conducting Research				3
FME1.CO4-05	Concept Creation				2
FME1.PR3-02	Audio Production				3
FME1.MG5-02	Financial Management 2				3
FME1.CO5-02	Media Narrativity				2
FME1.PH3-06	Production House 3				2
FME1.DF1-01	Dutch for Foreigners 1		3		
FME1.DF2-01	Dutch for Foreigners 2				3

2014-2015	IMEM Year 2	Semester: Fall		Spring	
		A	B	C	D
FME2.GE6-02	Media Ethics	2			
FME2.MR3-05	Marketing Plan	3			
FME2.CO6-02	Non-Fiction Storytelling	3			
FME2.GE7-02	Critical Reading & Writing	2			
FME2.MG6-02	Financial Management 3	3			
FME2.PH4-02	Production House 4	2			
FME2.GE8-02	Media Psychology		2		
FME2.MR4-02	Marketing Communication		3		
FME2.PR4-02	Introduction to Web Design & Development		3		
FME2.GE9-02	Persuasive Writing		2		
FME2.GE10-02	Quantative Research		3		
FME2.PH5-05	Production House 5		2		
FME2.GE11-02	Media Legislation			3	
FME2.MR5-02	Media Planning			3	
FME2.PR5-02	Web Design & Development			3	
FME2.MG7-02	Business Strategy			2	
FME2.GE12-02	Qualitative Research			2	
FME2.PH6-05	Production House 6			2	
FME2.PR6-02	Media Production				11
FME2.PH7-05	Production House 7				2
FME2.SC2-02	Study Coaching 2				2

Specialisation phase IMEM Year 3 & 4

2014-2015	IMEM Year 3	Semester: Fall		Spring	
		A	B	C	D
FME3.WPS-03	Work Placement		30		
FME3.MR6-02	Sales & Account Management			5	
FME3.CO7-02	Content Analysis			5	
FME3.PR8-02	Mobile Application Development			5	
FME3.GE15-02	Media Sociology			2	
FME3.MG9-02	Business Models			5	
FME3.PH8-02	Production House 8			3	
FME3.MR7-02	Direct / Database Marketing				5
FME3.CO8-02	Transmedia Storytelling				5
FME3.PR10-02	International Producing				5
FME3.MG11-02	Entrepeneurship & Innovation				3
FME3.GE13-03	Research Methodology				4
FME3.PH9-04	Production House 9				3

2014-2015	IMEM Year 4	Semester: Fall		Spring	
		A	B	C	D
FME4.MR8-02	Online Marketing	5			
FME4.MR9-02	Branded Entertainment Marketing	5			
FME4.PR9-02	Interactivity	5			
FME4.PR7-02	Media Production Practice	5			
FME4.CO9-02	Creativity	5			
FME4.CO10-01	Ideas for Brands	5			
FME4.GE14-02	Applied Research Methodology		5		
FME4.PH10-02	Production House 10 (M)		6		
FME4.SC3-02	Placement Preparation		2		
FME4.SC4-03	Portfolio Preparation			2	
FME4.GRP-03	Graduation project				30

Course Track Summary Descriptions

GE = General courses

GE1 – Introduction to Media & Entertainment (year 1)
This course will provide an overview of the various media industries (Film, Television, Music, Games, Print, Internet, etc.) with particular emphasis on current trends and issues, and the economic forces that continually drive change across every facet. Through examining where the industry has been and where it is currently at, we will give students a basis for reflection and for anticipating where industry trends are leading long-term.

GE2 – Presentation Skills (year 1)
Presentations are a popular way to communicate an idea, your skills or a company to an audience. You may need to present a concept, a finished product or even your skills for a job application within the industry. Pitch presentation structure, audience, personal skills and use of presentation tools are covered during this course.
This course will prepare you for all other course where the delivery of a presentation is required.

GE3 – English Writing (year 1)
The language of communication and instruction at the ADE is English. The overall English Communication Skills Programme is designed to provide ample learning opportunities in critical reading, writing, and speaking. The English working language at ADE allows for productive cross connections with all other courses (Management, Production, Content, Marketing and Research). Moreover, it should be taught as a comprehensive social practice because language is context sensitive. Therefore, there is a close relation between this course and all the other courses instructed within ADE. This course also provides the academic writing skills required for writing research and the graduation thesis.

GE4 – Introduction to Research (year 1)
Research allows you to make informed decisions and to take informed action. This course is the foundation to your understanding of research and how it is conducted. Virtually all of your courses, from marketing to content to management, will require research. For instance, in marketing, research is used in order to gain insight into target groups and to discover current or future trends.
In this course you will learn how to develop research questions and hypothesis, develop surveys and write an introduction and method section for a research paper.

GE5 – Conducting Research (year 1)
In this course students will learn to create a data entry tool in Lime Survey and export the data results to Statistical Package for the Social Sciences software (SPSS). The course further focuses on SPSS and statistics. Topics include uni-variable analysis (measures of central tendency, measures of dispersion) and bi-variable analysis (correlation measures, T-test) and the creation of tables and graphs. The goal of the course is that students are able to report their results to an audience.

GE6 – Media Ethics (year 2)
Course focusses on the evaluation of ethical issues in the field of media, and on making substantiated decisions, taking different stakeholder's interests into account. With the 'Potter Box Model' as a recurring theoretical framework to build sound ethical arguments and with selected philosophical theories connected to it, students are challenged to broaden their general critical awareness of ethical issues and to increase their ability to ethically justify their decision making from several different perspectives.

GE7 – Critical Reading & Writing (year 2)
Critical Reading & Writing skills will teach you how to improve your academic writing skills and develop your own argument. These skills also can tell you how the person who is reading your text might learn from what you have written or even be persuaded and encouraged to take action. To be sure, strong writing skills are demonstrated through concise wording, clear punctuation, and accurate spelling. Most importantly, however, strong writing skills reveal an understanding of how writing can strengthen the link with a particular audience. A carefully composed text showing rhetoric skills will bring the intended message across.

GE8 – Media Psychology (year 2)
In today's experience economy, in which most physiological needs are fulfilled, people are looking for emotions and affection. And that's what media and entertainment have to offer: emotions as pure entertainment or as a commercial tool to attract people and engage them to a product or brand. Whether in the future students will work in the production area, making those appealing media products, or in the marketing area, trying to engage people to your brand, fact is that 'touching people' will be their job in order to create meaningful media experiences for them. But how can we move people if we don't know anything about the reasons why people have these emotions? Why do people react in the way they do? This course in elementary media psychology will provide basic insight in how media work and how they provoke human

emotions. Understanding this will make students better able to influence these processes in the future when working as media producers.

GE9 – Persuasive Writing Skills (year 2)

How to sell your message in writing, in a convincing and reader-focused way? That's the challenge in this course. This is something to take into consideration when working out your marketing campaign. This talent can also be vital when pitching for a new assignment, to stand out from your competitors. So it directly relates to Production House assignments as well as students third and fourth year internship periods.

Relation to Industry: 'How to sell yourself and your message (in writing)' is important from acquisition to finally marketing your product or service. Convince prospects, clients and consumers by communicating the right message in the most interesting way possible.

GE10 – Quantative Research (year 2)

Students execute in groups of two a small quantitative research project. During this course the following activities need to be trained:
- writing a research proposal
- collecting data
- analysing and interpreting results
- reporting a study via a research report
- reporting a study via a research poster

The students explain and defend the poster (and receive some feedback) in a 'poster session' at the end.

Groups may choose between five research fields, introduced in a kick-off meeting (including some literature suggestions), and have to narrow down the chosen topic in their problem statement. They may choose between three main research designs/data collection methods: (1) online survey, (2) quantitative content analysis, (3) experiment (it depends on the research field which research designs and methods are applicable).

In every study a program to design an electronic questionnaire or a data entry instrument (Lime Survey) should be used and SPSS to analyse them.

GE11 – Media Legislation (year 2)

This course explores the most common areas of law encountered in media practice: intellectual property (copyright, trademark and patent law), contract law, and laws affecting the individual (privacy, defamation and portrait rights). The issues discussed in these areas of law support and directly relate to the substance and structure of the various personnel and business transactions students have to undertake in relation to the projects in the production courses. In developing and creating content for the content course projects, students have to bear in mind the issues explored in intellectual property, privacy, defamation and portrait rights laws. Also, this course complements the topics of privacy and freedom of expression covered in Media Ethics, from a legal standpoint. Further, this course is a foundation for the production stream course International Producing in the fourth year, where more complex legal transactions affecting production will be explored.

The process of creating media content touches on a range of legal aspects that a media professional needs to be aware of. As such, the course content directly addresses these legal aspects, and exposes the student to standard legal and business processes that are common in the industry.

GE12 – Qualitative Research (year 2)

This course introduces the students to the epistemological underpinnings of qualitative research and furthers their knowledge of a variety of different qualitative data collection and analysis possibilities. Although this course cannot address every contemporary qualitative technique, it covers the most commonly used. Furthermore, the lecturers are committed to provide 'hands on' experience with these techniques in the best means to ensure effective learning.

The qualitative research methods are introduced to the students through step-by-step instruction on how to conduct research and interpret research findings. Next to that, in-depth discussions during the tutorials help the students to understand the cultural, historical and theoretical background of the methods and case studies drawn from published media and mass communication scholarship.

The theoretical knowledge in combination with the practical experience gained in this course enables the students to design and conduct qualitative research projects in the future independently.

The main topics that will be covered in the course are:
- Ethics in qualitative research
- Case Studies
- In-depth interviews
- Focus Groups
- Participant Observation

GE15 – Media Sociology (year 3)
Relation to other courses: GE6 Ethics, CO7content analysis, GE13 research Methodology, GE8 Media Psychology, MR8 Online marketing (content management) and practical skills: presentation skills.
Potential topics (still to be decided which topics will be central)
- Social forces that form the media landscape
    - Political/Economical/Cultural
- Technological forces that shape the media landscape
    - Exponential growth ICT's
    - Digitalization
    - Convergence
    - Immediacy
    - Personalization
    - AI
- Assumed Effects of media
    - Digital divide
    - Decrease of social capital
    - Information overload
    - Personalization bubble
    - Gamification
- Social vs technological determinism
- Mass media & Cultural studies
    - Identity
    - Post-modernisme/deconstructivisme/semiotiek
- Media and gender
- Debate techniques and presentation skills

GE13 – Research Methodology (year 3)
Conducting Research (GE13) continues the research track curriculum by giving students the opportunity to put this knowledge and the acquired tools to practice. Within the course they will conduct a full qualitative or quantitative study, which will result in a proposal, report and presentation. Their process will be guided with lectures and working classes, which will refresh and extend the knowledge from year 1 and year 2. Depending on their decision to conduct either a qualitative or quantitative study they will be assigned to the corresponding working class.

Relation to Industry: Decisions within the media industry/marketing are usually based on research data gathered through qualitative and/or quantitative systematic examination. Hence, designing, conducting, reporting and interpreting research should be part of a media professional's skill set.

GE14 – Applied Research Methodology: from idea to research proposal (year 4 Fall)
The main goal of the course is to implement the methodological and (media theoretical) knowledge from previous courses* into a solid research proposal. As such it is related to all previous courses. Of course it has a direct link with the other research courses:
Relation to Industry: The course relates strongly with the industry. The general idea is that guest lecturers from industry partners provide the students with real cases / problems that need to be translated by the students into research briefings and research proposals. In doing so it brings researchers from industry and students together. As such, the course connects research (new insights) with industry dealing with specific areas such as (a) new media concepts and products, (b) improving existing media products (through measuring media and communication effects) and (c) media marketing.

* GE4: Introduction to research, GE5: Conducting Research, GE11: Quantative Research, GE13: Qualitative Research, CO7: Content Analysis and GE13: Research Methodology

CO = Content related courses

CO1 – Fundamentals of Story Telling (year 1)
This course covers the fundamentals of concept development as well as content quality analysis and recognition on a basic level. Course contents include storytelling as a cultural backbone, story cultures and theories, semiotics and stylistic devices in storytelling.

CO2 – Media Literacy (year 1)
Media Literacy implies understanding the meaning of media messages, focusing on the content of the message and its semiotics. It also implies proper behaviour in mediated communication, emphasizing communicative characteristics of the specific media.
This course covers the concepts and range of media literacy i.e. the understanding of the specific meanings of media messages as well as the cultural standards and responsibilities that come with mediated communication.

CO3 – Script Writing (year 1)
This course is designed to assist students in distinguishing good scripts from bad (or underdeveloped) ones, whether the purpose of the scripts is purely for the entertainment industry, or whether they are being used as marketing tools for brands.
Topics include creating characters, story structure and scene breakdown.
The output of this course (a branded drama script) will be used as input for the PR3 course in which the best scripts will be taken into production.

CO4 – Concept Creation (year 1)
This course covers the fundamentals of creating (branded) experiences for a specific target audience, which is the core business of the media and entertainment industry. Topics covered in the course include communicating your concept, using creativity to create concepts, adding value and understanding the target group.

CO5 – Media Narrativity (year 1)
This course elaborates on the recognition of narrative concepts and of content quality standards. Topics covered are the specific narrative features pertaining to the following media platforms: film, television drama, televised entertainment, internet and online messaging.

CO6 – Non Fiction Story Telling (year 2)
In this course, students will find and tell a human interest story in a non-fictional way. Each student has to find and prepare such a human-interest story individually and deliver a written editorial portfolio for one part of the final grade. The most promising stories and non-fiction scripts are selected to be filmed and edited in groups. The filmed feature stories have to be submitted by each group and will add the second part to the final grade per student.

The tutorials will take the students through one editorial cycle from developing a human-interest story over researching and interviewing to filming and editing a feature story. Students will get to know and train on- and offline research skills, prepare and practice journalistic interview techniques and document all editorial steps in an industry relevant fashion and format. The lectures will provide students with theoretical knowledge to each step of the editorial cycle, practiced in the tutorials. They will also allow the students insights in editorial work in connection with the media and entertainment industry. The content of the lectures aims to help students gain an overview over the past, present and probable future developments in the non-fiction market and develop a motivated opinion about the use of human-interest in various media genres.

In their own study time, students are expected to read articles and book chapters provided prepare assignment and actively search and research relevant background information and topic related contacts that lead to a real story as well as plan, film and edit the filmed feature from beginning to end.

The main topics that will be covered in the course are:
• The content editor's part in the creation of non-fiction features, collaboration with the team
• Non-fictional writing skills, TV grammar and TV language
• Journalistic research, interview and storytelling skills, communication on location

CO7 – Content Analysis (year 3)
Within this course individual students in the content specialization have the possibility to explore media products or phenomena that they particularly interested in – preferably connected to the area of their desired future profession. They are expected to gather their own sources of (academic) information, perform proper literature study, analyse the media communication content of one or more products and report their findings in both a presentation as a well written essay.

Content analysis within the course will relate to the humanist approach, as opposed to the behaviourist approach (Shoemaker & Reese, 1996). This means that students will study media content itself and identify what the chosen content says about society and the culture producing it. Which effect the content produces in society doesn't fit within the scope of this course.

Relation to Industry: Content analysis is a methodology in the social sciences for studying the content of communication. Having a more profound insight in how specific media content is constructed will be of great value when being asked to develop creative media content yourself.

CO8 – Transmedia Story Telling (year 3)
An introduction to the evolution of transmedia storytelling. How multiple entry points create different implicit audiences across different media platforms and categories, all within a single story world. Students will examine transmedia storytelling as linear and non-linear narrative structures that expand through both different languages (verbal, iconic) and media (cinema, comics, television, video games, webisodes) and not as isolated adaptations from one media to another. Themes explored will include a theoretical approach to transmedia storytelling combining interactivity and narratology as well as the importance of building and designing story worlds so individual narratives can meet specific dynamics and requirements of the individual platforms without compromising the integrity of the meta story.

CO9 – Creativity (year 4)
The course starts off with an intensive 3 day workshop, led by an expert form the professional field. In small groups students will learn to develop Big Ideas that are an answer to a client brief. By turn they will take the lead in managing their own group. These way students will be prepared for the mADE production house 4th year project in which they will manage their fellow students from other specialisations in the creative process and guide them safely through it – the desired end result being guaranteed.
Besides that students will study how creativity works by studying theories on creativity and different creative techniques. Guest lecturers will give them an insight how these theories will be applied in the daily practice of creative companies. Students will also design a creative technique themselves, which they have to motivate based on the theory they studied, and test them in focus groups

CO10 – Ideas for Brands (year 4)
You learn how to conceptualize a solution to a communication problem, deliver texts and concepts fro various media and with various purposes, review a text/concept and check with the original briefing of the client, communicate the results to client according to a fixed template.

In this course students will be asked to produce creative work as an answer to a client brief - on a weekly basis, with strict deadlines. Students have to pitch their work to each other, receiving feedback from both their lecturers as their fellow students. Besides that, during tutorials some writing exercises will be done to prepare students for the weekly assignments.
The course is related to first-year course Concept Creation, to Persuasive Writing in the second year and to a minor degree to the marketing courses of the first and second year.

MG = Management related courses

MG1 – Introduction to Management (year 1)
This course is a foundation course for the management stream. Students forming or working within a corporate structure need to understand how this structure works. Topics include understanding management roles and functions, the decision-making process and biases, change management, global environment assessment, social responsibility and ethics and introduction to Operations Management.

MG2 – Project Management (year 1)
This course is relevant to all courses in which students are required to use project management elements such as planning. Topics include project characteristics and lifecycle, practical approaches, project team roles and responsibilities, business case, quality management, planning and budgeting, risk management, importance of reporting and clarity of documentation (agendas, meetings and progress reports, documentation and project evaluation).

MG3 – People Management (year 1)
This course is relevant to all courses in which students are required to work within and participate as part of a group. Topics include group theory and development, diversity in organizations, conflict management, power and politics, organizational culture, the HRM cycle, motivation and leadership.

MG4 – Financial Management 1 (year 1)
Managers in the Media and Entertainment business are working on a daily basis with budgets and financial figures. Projects need to be profitable and budgets need to be managed. This course should give you the tools and skills to manage the budget of a film production, project or your own business. Also tools are given to make a sound decision whether or not to invest in a media project, event, etcetera. In the end, all ideas/projects need cash to make them happen. When financing a business a business plan should be made. At the end of this course you should be able to:
• Understand the elements of a business plan.
• Understand topics of corporate finance:
• Correlation between investment and financing issues
• Capital budgeting
• Sources of capital

MG5 – Financial Management 2 (year 1)
This course is a follow up of MG4 course and covers the creation of value, financial statements, financial management and in particular equity, liabilities and financial statement analysis in order to control the creation of value and costs. Topics include the nature and purpose of the three major financial statements, simple financial statement analysis and underpinning accounting conventions and working capital calculations.

MG6 – Financial Management 3 (year 2)
This course is following after MG4 Financial Management 1 and 2 the first year. In the first year basic subjects such as cashflow, balance sheet were covered. Emphasis was more on definitions and understanding the subjects. In this year's course the focus is more on the management side. This course should give you the tools and skills to manage the budget of a film production, project or your own business. Also tools are given to make a sound decision whether or not to invest in a media project, event etcetera. In the end, all ideas/projects need cash to make them happen. When financing a business a business plan should be made. Detailed information on all financial statements within financial accounting is given.
The main topics that will be covered in the course are:
• fixed and variable costs
• cost volume profit analysis
• absorption costing
• direct costing
• costs and decision making
• cost allocation
• budgets
• variance analysis
• financial reporting
• investments

MG7 – Business Strategy (year 2)
This course is a continuation of the Management stream of year 1. The course prepares students for their upcoming work placements by exposing them to more advanced management concepts allowing them to add value to their perspective work organizations.
Relation to Industry: The advanced management concepts taught in this course relate directly to industry. Students would be expected to use skills learned from this class in day-to-day business operations, decision-making and strategy considerations.
The main topics that will be covered in the course are:
1. Strategic leadership
2. Organizational structures
3. Vision & Mission Statement
4. Corporate, competitive & functional strategies
5. Formulating, implementing & evaluating strategies
6. Entrepeneurship & innovation

MG9 – Business Models (year 3)
"A business model describes the rationale of how an organization creates, delivers and captures value."

An understanding of the fundamental difference between business models can help to unravel business successes and ultimately avoid making mistakes in creating a business model from a creative concept. Designing a successful business model is an essential task in commercial success. In this sense it has an external (market perspective) and an internal (organizational perspective) and therefore this subject is an addition to marketing because of the holistic approach. In this sense a business model is a tool to understand the organization and design of the process of value creation by a firm.

Business Models relates to the management and marketing courses in the first and second year. This course is a comprehension of the marketing-/production courses (Value creation of firms) and of the financial-/marketing courses (how does a firm capture value from the market).

Relation to Industry: This course relates to the three main disciplines in the value chain of the media industry: Content creation, Production, Marketing.
In the business model all aspects need to be harmonized in order to create value proposition for customers. Transfer this value proposition to target customers and capture value of the target customers

MG11 – Entrepeneurship & Innovation (year 3)
The course contains all the aspects involved in setting up an innovative media or entertainment related business. Relevant strategic, organizational and legal issues will be explored.
The course will also teach the student what aspects are involved with financing a business. What sources of funds exist, applying financial management tools regarding the business plan (profit & loss, cash flow, investments, balance sheet, budgeting, forecasting).
We will also discuss innovative ways in applying marketing & sales. We will let the student understand the relevance of good concept development as the starting point of setting up a business. The strong relationship between the concept (value proposition) and the target group. The students need to work together in teams.
Last but not least we will explore the most important aspect of entrepreneurship, the entrepreneur her/himself. What entrepreneurial skills can we distinguish and what different entrepreneurial roles for different situations we can identify. The entrepreneur as manager, leader, calculator, marketer, innovator, specialist and researcher.

The course is focused on applying legal-, financial-, commercial-, business model and innovation knowledge. Attention is given to improving the students entrepreneurial skills. This course helps the student to develop a good concept, to write a business plan and to better understand the different roles and skills of the entrepreneur. And the course offers a lot of very practical & important tools to start-up and run a new business.

Students will better understand the links and relationships between legal, financial, organizational and commercial issues. How they all relate to innovation and how to apply this knowledge in a business plan.

MR = Marketing related courses

MR1 – Introduction to Marketing 1 (year 1)
This course is a springboard to all courses within the marketing stream and provides a sound introduction to the basic principles and techniques of marketing and introduces students to the first two elements of the "marketing mix", product and price. Topics include marketing environment and situation analysis, strategy and tactics, segmentation, targeting, positioning, CRM, product, price and consumer behaviour.

MR2 – Introduction to Marketing 2 (year 1)
This course focuses on two of the instruments within the marketing mix called Distribution (Place) and Marketing Communication (Promotion). Topics include services marketing, integrated marketing communications, advertising and public relations, sales promotions, retail, distribution and tactics.

MR3 – Marketing Plan (year 2)
While 1st year courses MR1 and MR2 taught you the basic principles of marketing, MR3 will take you one step further by focussing on writing a marketing plan. During this course you will apply and analyse the marketing principles learned in previous lessens and synthesise that into a marketing plan. You will also learn which role a marketing plan plays in the strategic planning of a company.
The main topics that will be covered in the course are:
• what is the structure of a marketing plan
• designing a marketing plan for a self-selected existing product
• the essentials of the strategic planning process versus the functional planning process
• the characteristics of B-t-B marketing and its differences compared to B-t-C marketing

MR4 – Marketing Communication (year 2)
This course is the follow-up of Introduction to MR1 and MR2 of the first year, and MR3 Marketing Plan of the second year. Besides this, it will (partly) form the input for the course Media Planning, which will happen in block C.
In one of the previous marketing courses the Marketing Mix was explained. This course will focus on one of the instruments within this mix called Promotion, or even more specifically Marketing Communication.
This course will provide students with some insights into ways marketers approach their own communication activities. Beginning with some background in communication theory, the course goes into the mechanics of producing marketing communications. Through this, we'll survey various techniques marketers have for telling their story. In sum, the course will provide students the tools to create a standard Marketing Communications Plan.

Topics covered in the course:
• The scope of marketing communications
• Communication: interactivity and conversations
• Audiences: attitudes, behavior and decision-making
• Strategies, objectives and positioning
• Integration and planning
• Agencies: practice, regulation and international communications
• The marketing communications mix
• Interactive Marketing Communications

MR5 – Media Planning (year 2)
Related to all previous marketing courses, Media Planning can be considered as the end of the marketing process. Media Planning (MR5) tries to answer the question: what media do I need, to communicate the message to my target group?
The main topics that will be covered in the course are:
- Relation of media versus marketing and communication
- Media behavior of the target group
- Media strategy
- Media metrics like: reach/frequency/GRP, media pricing an media budgets
- The media mix
- Cross media propositions

MR6 – Sales & Account management (year 3)

This course aims at all skills which people need to build, maintain and keep the relation between the (key) accounts and the own organisation. It will focus on gaining an adequate knowledge about sales and account management in general. Furthermore basic commercial skills will be developed. At the end of this course the student is:

- Having an adequate knowledge about sales and account management in general;
- Having an adequate knowledge on the international advertising branch
- Aware of the role of the account manager within the organisation
- Be able to make an analysis of the role of the AM within a specific branch;
- Having a clear view on the function of conferences and exhibitions within sales;
- Having a basic development of social, communication and commercial skills (sales conversations) which are necessary within a sales role.

MR7 – Direct / Database Marketing (year 3)

The general objective of this course is to provide students with thorough theoretical as well as practical knowledge on direct and database marketing, and insights into ways that marketers use databases to focus on their customers. This knowledge is of a strategic, a technical-analytical, as well as an organizational nature. More in particular the learning objectives are:

1. Knowledge and understanding of direct and database marketing strategy and objectives, and its position within the marketing discipline.
2. Analyse and explain a practical case in terms of direct and database marketing.
3. Knowledge and skills of databases and database analysis techniques
i. knowledge of CHAID, LTV (including Net Present Value), correlation and regression;
ii. skills in RFM/FRAC scoring, gains charts
4. Knowledge of customer loyalty, relationship marketing and CRM
5. Understand the role of the Internet for direct and database marketing
6. Make a motivated choice of the most appropriate media for direct and database marketing communication campaigns
7. Analyse, apply and present scientific literature on direct and database marketing

MR8 – Online Marketing (year 4)

Working as a marketing professional in the world of new media means working in a creative, digital, interactive, and multimedia environment. During the IMEM curriculum, students have had the opportunity to increase their knowledge and experience in many of the areas mentioned. In the Interactive Marketing 2 course, we want students to gain some experience with regard to the integrated use of the traditional and online marketing methods.

It is related to all marketing courses, with the focus on using the internet (with a variety of devices) as the main channel. It is most closely related to Interactive Marketing 1, which is the third year course. At the end of this course, students are able to:

- Identify and understand the main techniques available for online marketing
- Critically evaluate each of the techniques for appropriate application to a marketing problem and present this in a structured online marketing plan
- Apply the knowledge and skills obtained during the course to a specific and real marketing business case and create an interactive marketing plan that follows the SOSTAC criteria
- Analyse, apply and present scientific literature on Online marketing.

Relation to Industry: Online and Interactive Marketing, including Social Media, are critical for almost any marketing campaign these days, so this course has great relevancy within the media and entertainment industry, as well as outside.

MR9 – Branded Entertainment Marketing (year 4)

The basic idea behind the Media & Entertainment Marketing course is that students try to develop a marketing & communication plan based on a media/entertainment concept. In other words media and/or entertainment will be used as a fundamental instrument to approach customers in a market oriented way in order to create long term relationship.
In this course a real client confronts students with one of their marketing 'problems'. Within the context of 'this problem' the assumption is that entertainment marketing will help to build better customer relations

As a first step in the process students are supposed to analyse the market of the customer and its clients. Next to the desk research, as a way of analysing a market, students will get in touch with (potential) clients to determine the, so called, values of the brand.
All information gathered will be taken in consideration when developing a concept statement that should be the foundation to build branded entertainment concepts on.
Finally students will work out their ideas in terms of a detailed set of marketing activities, an implementation plan and a proposal to communicate the idea's to the market including reach, budgets, timing etc.

Relation to Industry: In today's marketing branded entertainment is an important tool for companies to realize marketing objectives. Advertising investment are becoming less effective and branded entertainment can be used as a substitute for traditional advertising.

PR = Production related courses

PR1 – Image Editing (year 1)
This course is the first Multimedia Production course for students within the IMEM Program. The course creates a foundation for this track (including both AV and Web production streams) whereby students gain awareness of visual literacy, and also technical knowledge and awareness of the design and technical processes related to working with digital and printed images. The course explores industry standard software and tools related to the image editing processes. The course also aims to illustrate the evolving roles of graphic and web professionals by contrasting it with the increased influence of the "prosumer " within the industry.
Students will:
- be introduced to three different Image Editing Software's.
- specifically focus during working classes on each software's unique features and qualities, in order to develop a broad knowledge of (Image Editing Software's) capabilities.
- examine the relationship between the Software's and the specific tasks that each should be used for, and also in what way they can be combined to produce effective visual communication.
- be introduced to the vocabulary of design principles and elements in order to create a framework for usage when producing and managing visual communication. They will also be provided with a technical Lecture.
- use AdobeKnowHow.com web site and follow the course (Photoshop for beginners) as a foundation for all homework exercises.

PR2 – Camera and Audio (year 1)
This course is a foundation for all production, marketing and content courses requiring AV productions, as well as for production house in years 1 through 4.
To be a successful producer in the contemporary media industry it is essential to be able to recognize quality in both; ideas and finished productions. In order to achieve this, a comprehensive understanding is required of all the various tasks that are normally carried out by experts (cinematographers, video editors, sound engineers, etc.).
This course aims at giving you the ability to learn the basic technical understanding necessary to be able to discuss professional AV productions with experts, to create realistic production and shooting schedules and to review AV products based on industry quality standards.
You get introduced to fundament filming, editing and audio recording and editing rules and conventions and you are given the opportunity to experience and understand the necessity of these by applying them in hands-on AV assignments.
These assignments aim at teaching you how to make professional production decisions in their future job positions.
The main topics that will be covered in the course are:
- Basic video and audio recording in an AV production team
- Basic video and audio editing in an AV production team
- Professional Quality Assessment of AV products
- Basic AV productions and shooting schedules

PR3 – AV Production (year 1)
This course covers advanced AV production techniques for all production, marketing and content courses requiring AV productions, as well as for production house in years 1 through 4.
To be a successful producer in the media industry it is essential to be able to recognize quality in both: ideas and finished productions. In order to achieve this, a comprehensive understanding is required of all the various tasks that are normally carried out by specialists (Camera work, Editing, Sound, etc.).
In this course we aim to give you the ability to learn the advanced technical understanding necessary to be able to discuss professional video and audio productions with specialists and to advise and review based on quality.
You learn advanced filming, audio recording and continuity film editing techniques. You also get introduced to storytelling via pictures and non-dialogue sound (only sound effects/background sounds are expected and allowed). Amateurs mainly tell stories via interviews and voice over. Professional audio and video producers are also capable of expressing ideas and stories without the help of spoken words. This course and its assignments helps you to understand the importance of images and sounds in storytelling.
The main topics that will be covered in the course are:
- Continuity editing
- Telling stories via pictures and non-dialogue sounds only
- Use of Sound effects & Music

PR4 – Introduction to Web Design & Development (year 2)
This course will be informed on a technical and self management level by the course Image Editing of year one. The course will also serve as an entry point to the course Web Design & Development, which will build upon technical aspects of HTML and CSS styles to create mobile based web applications

This course offers students an insight into a new emerging format of media production (mobile). This course also will serve as an entry point that will open new lines of enquiry within both app production and content for tablets, whilst also

creating a foundation for students to embark on both practical and theoretical aspects of transformations within the industry.

Students will work within Adobe Dreamweaver to create a mobile website. This will be built with using CSS styles to effectively demonstrate that they will be able to customize a basic template of their work. They will also be introduced to alternative mechanisms available in order to help them understand the developing market and the possibilities available. Students will initially design concepts, they will then be introduced to usability features, before authoring and publishing finalized concepts.

The main topics that will be covered in the course are:
- Concepting.
- Design Usability.
- 3. Css Styles Creation and Implementation.

PR5 – Web Design & Development (year 2)

The course builds partly upon PR4 - Introduction to Web Design and Development

The course will be based in rapidly developing websites with existing solutions such one of the most popular CMS systems: Wordpress (WP). WordPress is web software you can use to create a website and a blog. At the end of the course, students will be able to setup a Wordpress system, customize it with CSS, extended it with plugins and widgets and enrich it with user-generated content. Moreover, they will get an insight into management aspects of websites such as (topics are only indicative) tracking the performance of the website with analytics, promoting the website with search-engine-optimization (SEO) and managing users of a complex website. Moreover, the course will also put into practice some of the knowledge of HTML and CSS learnt in the PR4 course into customizing WP.

PR6 – Media Production (year 2)

This course builds on the experiences students had in Year 1 & Block A, B & C of Year 2. This course provides insight into the delivery of a multi-camera live studio programmes and equips the future media manager with the skills and knowledge needed to develop content for, produce, distribute and market a multi-camera live TV programme in a transmedia environment. Students will work in three groups: Content, Production and Marketing.

Students develop the programme format and content in the Netherlands, UK or USA, produce the programme, develop a marketing strategy and ensure the programme will go out live and on schedule.

The course is structured over a seven week period of which four weeks are initial training for all students. In Hilversum, UK and Flagstaff students also receive some training specific for their choice, i.e. Hilversum or UK or Flagstaff. Hilversum students follow a student centred syllabus. UK and Flagstaff students are required to follow a lecture-led syllabus in the UK/US.The main topics that will be covered in the course are:
- Roles & responsibilities, man-management, logistics, budgeting & scheduling,
- delegating tasks
- Content objectives: guidelines within which students can develop their programme ideas for the Netherlands and Flagstaff
- Develop a programme format which integrates the idea of an "international correspondent" allowing for an exchange of field reports between Breda and Flagstaff to encourage greater insight into cultural differences
- Develop a common theme for both programmes in the Netherlands and Flagstaff
- Journalism and research skills needed for the programme
- Studio operations: sound and vision mixing, studio lighting, talk back system,
- dolly operations, health & safety
- Field reports: additional workshops introducing students to advanced techniques for
- field work
- Development of a marketing strategy for the programme, set up of a website and production of a BTS

PR8 – Mobile Application Development (year 3)

The main topics that will be covered in the course are:

- The practical objective of the course is to provide students the knowledge and skills to develop a mobile app. Nowadays one does not need to have a computer science background to actually develop an app. Tools for rapid prototyping and development have radically improved the last few years enabling non-technical oriented students to actually develop fairly sophisticated mobile apps. The knowledge-development objective of the course is twofold. First to familiarize students with an industry standard when it comes to management of software development: SCRUM and second to understand good practices when it comes to designing mobile apps.

- The course has hearing lectures, in which theoretical aspects of mobile app development will be presented and tutorials, in which practical aspects of mobile app development will be worked out. The weekly tutorials are planned to be two hours. A tutorial will commence with the project groups having their Daily Scrum meeting. The Daily Scrum meeting is a 15-minute, time-boxed, stand-up meeting in which the progress of the work is reported by each member of the team. Then each team will present to the whole class in one slide the following three points: 1) What has been accomplished since the last meeting? 2) What will be done before the next meeting? 3) What obstacles are in the way? The remainder of the tutorial will be focused on completing exercises to develop the students' technical knowledge

PR10 – International Producing (year 3)
The main topics that will be covered in the course are:
- Script and project development for television, film, documentary and new media
- Creative Producing: Ideation, Pitch and packaging, development and financing with a focus on International co-productions
- Programming and acquisition in broadcast television markets
- Production contracts, copyright, rights clearances, negotiations and legal issues in acquisition, production and distribution of media projects
- Business and risk management strategies in media production
- Media distribution outlets including TV markets , festivals, broadcasting and the internet
- Live international TV production and distribution
- Future trends in broadcast, film and transmedia projects

PR9 – Interactivity (year 4)
The Interactivity course aims at illustrating the ways in which the concept of interactivity can be broken down into and at teaching students a general framework for designing interactive applications that provide a satisfying user experience.
To this end, the course will cover the following topics:
- Interactivity
- Performative interactions
- Interaction in pubic and semi-public spaces
- Proxemics
- Augmented and Mixed Reality
- Wearables
- Ubiquitous Computing
The course will show examples of interactivity in several contexts (i.e., digital humanities, digital performance, interactive art, games).

PR7 – Media Production Practice (year 4)
This course builds on knowledge and skills acquired during Year 1 production skills classes, Year 1 & 2 content classes, mADE AV Year 1 & 2 and International Producing PR10, Year 3. In PR10 students will have prepared a written pitch prospectus which they will further develop for production during PR7.

This class is designed to build upon previous production, content and marketing class material, allowing students to synthesize and apply these concepts in a real world situation after their 3rd year internship. The course is designed to accommodate up to 70 students.

Classes will provide students with the basic tools needed to further develop a concept, creating a short narrative film or documentary within a transmedia story world, managing people and the production process, developing promotions as well as an introduction to finance and fundraising management.

Students are expected to demonstrate their ability to work independently and often unsupervised applying skills and knowledge learned in previous courses, based on the competences for this 4th year course. Lecturers coach students step by step through the process of creating one of the below options:

- Students were given the opportunity to further refine their PR10 pitch prospectus during the end of Block D and over the summer break.

- Students are given the opportunity to option a written pitch prospectus developed in International Producing, PR10.

- At the NHTV Film market students will select 10-12 projects for production, depending on class size. Each student can vote for two projects, projects with the most votes pass to the next stage.

- In week 1 students form teams. They are free to choose team-members provided they establish a team contract which clearly outlines each team-members responsibility. Producers cannot be directors and/or writers at the same time. Directors cannot direct their own material. These guidelines also apply in the industry and students are expected to demonstrate the ability to produce and direct concept which is not their own.

- Once teams have been formed producers begin the process of optioning a project selected at the NHTV film-market. Once a project has been optioned, pre-production begins. The sooner this happens, the more time students have to produce the project.

- Anything is possible as long as students deliver a production project. For example students can create a web series pilot, a short drama-film or documentary.

Examples:
www.danger5.tv, www.doclab.org, www.shortoftheweek.com, www.idfa.nl/industry/idfa-tv.aspx

Each group will also appoint a "Festival Committee" team member with an interest in marketing. The task of the festival committee is to:

- organise a final screening and award exhibition suitable for projects produced.

- Establish, promote and market the screening and exhibition at NHTV,
  the local community in Breda, friends and family.

- attract potential sponsors.

A major philosophy adopted in the teaching of this class is that, at the end of the course, each student should be able to demonstrate both a theoretical knowledge of concepts relating to video production and a basic technical competence with the tools of production. For this particular course, an HD digital video camera is used during the production phase, and Final Cut Pro X non-linear editing systems are used during the post-production phase.

Lectures are used to introduce production methods through interaction with the lecturer. Screenings and analysis of a variety of projects and student projects expose students to different styles of shooting, and encourage them to mimic, explore, or further develop their own shooting style.

The importance of effective storytelling, character development and structure are routinely stressed during the lectures. Students are further encouraged to apply their knowledge from previous transmedia story telling classes in order to explore new and innovative ways with regards to social media applications.

Weekly tutorials are used for demonstration of the technical tools of video production. Various production exercises are conducted to provide as much hands-on practice as possible to equip students with the skills required for their video production projects. Students receive formative feedback on their work during these tutorials.

The group project is ambitious in scope and culminates in groups of students shooting and editing a 8-10 minute narrative film or documentary. Throughout the course, establishing and meeting deadlines and working as a team member in a collaborative, professional manner are stressed to the class.

PH = Production house / practical learning company

PH1 - 2 – 3 (year 1)
mADE Production House is connected to courses taught within the same block or in previous blocks. A project brief is provided in the beginning of each block stating the exact relation to each course. Spread over the blocks B/C/D, the following courses are implemented in production house assignments:
The Production House course simulates an industry-like work environment. Similar to actual media companies and enterprises, students work together in small, diverse teams to realize various media-related projects.

• You will be able to execute a project based upon the brief of a client
• You will develop an understanding of the basics of project management, project lifecycle and basic project planning techniques, oversee a project lifecycle and maintain control.
• You will be able to coordinate a team in a small project, delegating work and reporting on the progress by providing continuous documentation of a group project and it's results.
• You will be able to manage your personal development regarding learning, working (self-reflection), to take the initiative and to act independently.

PH1
What is your assignment during PH1?
The client wants your class to organize a fair that showcases a media related topic. The theme of the fair will be determined for each class during the introduction lecture. As a group within this class you have to contribute to the overall theme and success of the fair. The fair and all its parts must form a coherently themed event that is interactive, informative and entertaining for your audience.

What is your final product?
Your final product, as a class, is a one hour fair about the assigned media topic.

Project Outline
Each group within one class will then have to research the topic and brainstorm on different ways to approach the class theme. Choose your best idea and pitch it to your fellow students and your supervisor. Make sure you explain in your pitch, how you will fulfil the clients specifications. Use your knowledge and skills, acquired in GE2, to deliver a convincing presentation. Plan your project using the knowledge and skills acquired in MG2. Make sure you deliver each aspect to the client's expectations, as stated in the assignment. This means you must do relevant research in order to provide the

appropriate decorations and atmosphere. Try to use the knowledge you have acquired in GE1 to create a meaningful experience about the media industry.

PH2
What is your assignment during PH2?
The mADE production house company wants you to conceptualise, create and publish an interactive PDF file of a digital children's book by focussing on a subject that is educational, and relevant to your chosen target group, and which is presented in an entertaining and engaging way for them.

What is your final product?
Your final product is an interactive Adobe PDF file of your project group's digital children's book.

Project Outline
Each production house group will be responsible for one complete digital children's book: researching into subject and audience needs, developing the concept and pitching it to your supervisor, writing the story, creating the visuals, editing the digital children's book, publishing it as an Adobe PDF File at the end of the project. Develop your story and the appropriate visuals and illustrations by applying the knowledge and skills acquired in CO1 and PR1. Use your knowledge and skills, acquired in GE2, to deliver a convincing pitch. Plan and schedule your project using the tools acquired in MG2

PH3
What is your assignment during PH3?
The mADE production house company wants you to conceptualise, and launch a multi- faceted film marketing campaign for the film you are producing as part of the production skills 3 (PR3) course happening in parallel during block D.

What is your final product?
Your final product is a promotion campaign document, along with a social media element that includes such items as a behind the scenes of your film shoot, a movie poster, a trailer, and one other promotional tool of choice that effectively promotes the assigned film to your target group.

Project Outline
Each production house group will be responsible for one complete campaign strategy: researching the subject and audience interests, developing a persona, deciding on the positioning of the film, writing the promotional "tagline", creating the visuals for the movie poster, editing a trailer from the film footage (including recording of any needed voice over). No third party material permitted. All other deliverables, including titles and graphics must be created by the group. Develop your Promotion campaign by applying the knowledge and skills acquired in MR1 and MR2. Plan and schedule your project using the management tools acquired in MG2 and MG3.

PH4 – 5 – 6 (year 2)
mADE Production House aims at incorporating the skills and knowledge acquired in previous courses students had. These courses are related to the three areas of expertise: marketing e.g. doing market research, content e.g. developing concepts for internal or external clients, and production e.g. producing AV material and arranging the right (management) documentation for this. It also relates to our so called general courses, such as Media Ethics, Legislation and our management courses.

Based on the IMEM educational vision, Production House aims to ensure that students: "acquire not only knowledge, but also the skills and attitude needed to be able to enter their professional careers".
Educational Framework IMEM, 2011

mADE provides the opportunity for students to experience a professional work environment set within an educational institution to obtain insight in client care practices, quality control and project based skills and knowledge development.

Beginning in the second year, students start working within a company on assignments for external and internal clients. There are different companies reflecting the media industry and within a broad range of fields of interest. Each company has its own company director (or directors) and its own company structure.

The company structure depends upon the expertise of the company. However, all companies will function in the same way (workflow, documentation, etc). Because of the learning environment and the integrated learning line, all clients' assignments are adapted into a format which contributes to and connects with the objectives of the production house. During block A, B and C the students of each company will work on projects specific for that company. Each block, all project groups will have to develop a financial budget for the project(s) they are working on (see brief Financial Budgets for all information).

mADE Production House consists of eight companies:
1. mADE Audio & Video (AV)
2. mADE Radio (RD)

3. mADE Marketing & Consultancy (M&C)
4. mADE Printed Media (PM)
5. mADE Interactive (IA)
6. mADE Television (TV)
7. mADE Events (EV)
8. mADE Transmedia (TM)

PH7 (year 2)
The PH7 – 55HR project is the mADE PH block D assignment, to be executed by all 2nd year students. In this block you will take on one of the preselected creative challenges for a brand on www.Brandfighters.com.

For this brand, you will develop [1] an overall concept for and [2] content answering to the creative brief (design challenge) of the brand. Additionally, you will also [3] develop an activation campaign to strengthen the effect of parts 1 and 2 and create interaction with the intended target group. Finally, you will [4] pitch your concept, design content and activation campaign to the representatives of Brandfighters, your fellow students and the crew of PH7. All of this you will do within only a matter of days!

The preselected (and translated) challenges will be revealed at the Kick-off of PH7 and further information will then be published on N@tschool.

You will be divided into multi-disciplinary teams, consisting of approximately 5-6 students. A key competence you will be working on within this Made PH project is the competence management. This means you will have to show and actively work on your management skills, keeping a clear eye on the process, distributing the tasks equally and develop clear and complete documentation. At the end of the project, in block week 3, you will have a peer 2 peer session [5] with your group and your supervisor present to evaluate this.

The topics connected to the other main competence you will be working on, concepting, are:
-        creative concept development in practice
-        doing research with regards to the concept idea, the competition, the target group and relevant trends
-        explaining the concept by means of a concept document and a pitch presentation (including the research done to argument your concept)
-        developing (design) content answering to the creative brief and an activation campaign to complement it (both also part of the pitch)

PH8-9 Production house (year 3)
During the third year, students work within the in-house training company of the Academy for Digital Entertainment on real assignments for external and internal clients. There are different companies reflecting the industry and within a broad range of fields of interest. All companies have there own company director (or directors) and its own company structure. The company structure is structured according the following expertise: mADE Marketing and Consultancy. mADE Interactive, mADE Printed Media, mADE Events, mADE TV/Radio and mADE Audio/Visual.

All the different divisions will work the same way (workflow, documents, etc). Because of the learning environment and the integrated learning line all clients' assignments are adapted into a format which contributes and connects to the objectives for the production house.
During the first year you worked on 4 assignments, each of which had a specific instructional purpose with a heavy emphasis on certain competencies. During the second year you consolidate the skills that you have learned during the first year and work with an increased level of autonomy on a number of assignments within the companies. During the third year the objectives can be summed up as follows: to consolidate second year skills, to develop an increased level of autonomy in comparison to the second year and to gain an overall view and professional experience in dealing with real clients.
Within the companies and the project there must be six different aspects addressed.
Organize| Enterprise| Research | Concept | Develop | Post delivery & evaluation

PH10 - Production house (year 4)
More and more companies are using entertainment as a way to reach their strategic goals. The development of branded entertainment should engage the audience and send out the right brand message to them.

Students from the marketing, production and content specialisations work together in teams on a simulated project or from an external client.
The project starts with a briefing (basic concept) and will end with a final pitch to a selected commission. This means that groups get the unique chance to introduce and promote themselves to these potential employers.

The teams define and develop a so called 'Big Idea'. These 'Big Idea's' are the creative outlines for cross media branded entertainment concepts which should be complementary to the brand's marketing strategy. It should communicate the brands image to its target audience in an original way.

The team doesn't need to develop the entire product but brings it to the level of prototype. Sufficient to demonstrate and communicate the Big Idea in a convenient way.

Working method
Every group will consist out of approx. 6 students and will have a predefined number of students from the 3 specializations (marketing, content and production). Every specialisation member has their own responsibilities, deliveries and deadlines. All specialization students will be involved in all parts of the process according to their role in the production pipeline.

SC = Study career Coaching *not possible for exchangers*

SC1 – Study Coaching year 1
This course assists students to manage the workload of their IMEM curriculum. Its focus is on competence-related learning, professionalism, managing workload and self-reflection. Students set up a portfolio, while building a relationship with their study coach. Together students and coaches will discuss setting goals and self-monitoring techniques intended to help students to achieve their goals.
Study Coaching topics include study skills, time management, professional personal development, SMART goals, STARR method reflection techniques and portfolio creation.

SC2 – Study career Coaching (year 2)
The student will:
- orientate him/herself towards a fitting work placement
- apply for a fitting work placement
- justify or create learning goals (SMART) to reach all the competencies on level 2 in a Competency Development Plan (CDP)
- create or update an Appendix connected to the CDP (a visual appendix which includes proof for the competencies on level 2 that the student has reached

SC3 – Study career coaching (year 4 Fall semester)
Before you set the first step in the media industry you need to have a clear vision of your competences and update your portfolio to match your described skills. At the same time you need to be aware of the industry needs and opportunities. If both are done successfully you will find an internship that will guide you to the final graduation phase and a research topic that suits you and strengths your ambition.
The course SC3 will guide the fourth year students until the moment he successfully is accepted in an internship company.

This course is the follow-up to previous coaching courses and mentor support offered during the previous years at IMEM.

General (learning) goals
- Update the student's portfolio (intended for job application interviews).
- The student is able to formulate his future career plans and matches his competences, skills sets, knowledge and strengths with the profession-specific skills needed in the media and entertainment sector.
- The student is able to present himself based upon his competences and updated portfolio in different (media) channels according to the industry's expectations.
- The student is able to write a good graduation work plan and come up with a research topic that fits his personal interests and competences as well as the needs of the internship company.
Relation to Industry: You are offered a program which will help you to fine-tune your goals and create a portfolio that will help your future career

SC4 – Study career coaching (year 4 Spring semester)
SC4 is the follow up to SC3 and is working together with the guidelines of GRP-02 Graduation Project.

WPS = 3rd year Work placement *not possible for exchangers*
Work placement is an opportunity to apply and further develop work-related knowledge and skills they've learnt in previous courses.
The objective of the placement is twofold:
- To gain experience at the level of higher professional education with the profession-specific skills in the media and entertainment sector.
- To demonstrate, by means of a placement plan, placement report, assignment(s) and activities, that you are able to apply the knowledge and skills acquired in class in an integrated manner when operating in the media and entertainment branch.

Relation to Industry: The work placements of the International Media and Entertainment Management department revolve around working in a real-life professional environment.

Throughout the placement, the student is given the opportunity to learn all about the media and entertainment profession from a professional. This course prepares students for managerial positions in following fields such as;
• Television and radio broadcasting;
• Film production / distribution;
• Advertising/ communication agencies;
• Digital Media;
• Event organisations (media related).

GRP = 4th year Graduation Project *not possible for exchangers*
In the Graduation Research Project the individual student shows its ability to conduct a research and to gain experience at the level of higher professional education with the profession-specific skills in the media and entertainment sector.

At the start of the graduation period the student needs to have an approved company or NHTV research assignment. The assignment will be assessed according the guidelines as mentioned in the graduation work plan manual.

Students will be coached individually by a graduation supervisor. This takes place during the whole graduation period, normally running from January till May.
At the beginning of this period the supervisor will visit the company in order to reach final agreement about the research assignment together with the student involved and the company supervisor.

Relation to Industry: The graduation research takes place on industry client's request (or NHTV/industry request). The subject of the research can be either marketing, content or production related.