

**M Imagineering, Master in Business
Innovation from the Experience
Perspective.
NHTV Breda University of Applied
Sciences**

*Report of the extensive programme assessment
26 and 27 November 2012*


 *This document is best printed in duplex.*

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Summary

On 26 and 27 November 2012, the programme Master in Imagineering of NHTV was inspected by an assessment committee of Aequi. The overall judgment of the committee is **satisfactory**.

The 12 month Master programme (17 months executive students) Imagineering can be characterized as a professional master in business and social innovation from the experience perspective. The programme focuses on the concept of 'designing for organizational emergence using the imagination to enable other stakeholders to become co-designers of the future'. This focus is based on the assumption that business is a major force in realising change in society and that by helping organizations and institutions to make the required shift in logic, individuals can contribute to the change in society. The programme feels that this paradigmatic shift in society asks for a shift in education and therefore aims to prepare students to coordinate a collective process of collaboration between the participants in the learning organization, in order to reflexively and critically create a knowledge that help to understand the process of change promoted by the Imagineering Design Method. The assessment committee values the strong belief of the lecturers of the programme in this concept. The assessment committee also appreciates the ample input from the professional practice into the curriculum and feels the Academy succeeded in creating a programme that is highly appreciated by the students. Students praise the small scale, informal and friendly atmosphere and feel the lecturers are approachable and available.

Intended learning outcomes

The assessment committee qualifies the Intended learning outcomes as **satisfactory**.

The intended learning outcomes have been defined in eleven competencies. These competencies have been developed together with the industry on the occasion of the first assessment by the NVAO in 2005. According to the assessment committee the qualifications are adequately defined and there is a clear relation with the Dublin Descriptors. In order to be able to translate the competencies into the curriculum, the competencies are redefined in concrete terms by formulating three levels of competency. According to the assessment committee the competencies including the clarification by three levels and task performance conditions are concrete for the students.

Curriculum

The assessment committee qualifies standards 2,4,5 and 6 pertaining to the topic Curriculum as **good** and standards 3 and 7 as **satisfactory**.

The assessment committee feels the fully English taught curriculum is well oriented towards the application of concepts within the professional practice. The guest lecturers from the professional field (including several from abroad), the field trip and the assignment in the application company all give the students ample opportunity to apply the acquired theoretical concepts to real life assignments. There is a clear relationship between the competencies and the content of the programme and there is a clear build-up in the level of competencies. The didactical concept is based on the collaborative methodology and fits in to the concept of Imagineering according to the assessment committee. The programme uses a wide

range of teaching methods, which are well aligned and successful in realizing a student learning community and stimulating co-creative abilities of the students. Students confirm that the curriculum is feasible, though hard work. The programme appeals to students with diverse nationalities. This diversity in the student population fosters intercultural awareness and strengthens the international perspective of the programme.

Staff

The assessment committee qualifies all standards pertaining to the topic Staff as **good**.

The team of lecturers is enthusiastic and has a strong believe in bringing the concept of Imagineering into practice. Students also value the professionalism of the lecturers. The lecturers show commitment to the programme and the students.

There is a firm staff policy within NHTV. According to the assessment committee this policy involves a large investment in the professional development of the staff. The assessment committee is impressed by the high academic level of the lecturers. The staff student ratio is favorable in comparison to the national mean.

Facilities

The assessment committee qualifies standard 11 pertaining to the topic Facilities as good and standard 12 as satisfactory.

The assessment committee is content with the general services and facilities. Two days a week a specific classroom with state-of-the-art equipment is reserved for students of the Master in Imagineering. The library and the digital learning environment are up to standard. Several communication channels are used to

provide students with information. For individual students with disabilities there is a specific, tailor made policy. The assessment committee considers the procedures for tutoring and the student counsellor to be adequate.

Quality assurance

The assessment committee qualifies standard 13 pertaining to the topic Quality assurance as **good** and standards 14 en 15 as **satisfactory**.

NHTV uses standards and systems enabling a systematic and continuous quality improvement process. This system follows the PDCA cycle and is translated to the Academy where objectives are formulated and being evaluated. The system of quality care is adequately organized and executed thoroughly, structurally and periodically at the Academy. The programme is capable of and willing to implement measures for improvement and will make them more demonstrable in the near future.

Assessment and learning outcomes achieved

The assessment committee qualifies all standards pertaining to the topic Assessment and learning outcomes achieved as **good**.

The specific characteristics of the didactical concept of the programme is leading in the testing policy. The programme uses a variation of testing methods. Tests are also closely related to practice and the industry. The testing policy is well structured according to the assessment committee. The Board of Examiners plays a central role in the process of quality control. The tests in itself represent good quality and the right complexity. The graduation works represent Master level. Grading is realistic and the research skills are clearly appropriate for the Master level. Most of the subjects of the graduation works are relevant and up to date.

Recommendations

All standards of the NVAO assessment framework are assessed positively, hence the assessment committee awards a positive recommendation for the accreditation of the programme.

On behalf of the entire assessment committee, Utrecht, December 2012,



mr. K.S. Visscher
Chair



drs C.J. de Monchy CMC CPF
Secretary

Besides these positive findings, there are some improvements to be recorded. These issues are mainly seen as the space for further improvement and do not affect the overall assessment.

The professional profile and the learning outcomes have not been updated since 2005. The assessment committee feels that this is partly an effect of the assumption of the programme that Imagineering is a completely new and unique concept. Certainly it obtains unique elements but to achieve the ambitions of the programme it has to navigate from the pioneering phase to a next level. Collaboration with different disciplines, co-creating knowledge and practices and a dialogue with the professional field is needed. An up-date of the professional profile should be part of this. As well as the need for regular meetings with the advisory board. It is not enough to only assume the value and the necessity of the programme on a thorough comprehension of literature on the trends in business and society. A structured dialogue with the professional field and other disciplines on business issues is important and will be also be helpful to articulate the value of Imagineering for the professional field. In the slip stream it may help to spread the word about the added value of Imagineering in creating business solutions.

Although the assessment committee feels that the prescribed and recommended reading list consists of good, relevant and up to date books and articles, the reference to the design thinking is not as well exemplified as expected. Also the absence of an 'anti-book' – academic literature that reflects more traditional viewpoints and values and perhaps questions the concept of Imagineering – is regrettable. The assessment committee feels that the articulation and contrasting of different sets of values is important for students to develop their own professional identity. The assessment committee strongly supports the improvement in involving the external stake holders more structurally in evaluating the programme.

Overview

The judgements per standard are presented in the table below.

Standard	Judgement
Intended learning outcomes 1. Intended learning outcomes	<i>Satisfactory</i>
Curriculum 2. Orientation of the curriculum 3. Contents of the curriculum 4. Structure of the curriculum 5. Qualifications of incoming students 6. Feasibility 7. Scope and duration	<i>Good</i> <i>Satisfactory</i> <i>Good</i> <i>Good</i> <i>Good</i> <i>Satisfactory</i>
Staff 8. Effective staff policy 9. The staff is qualified 10. The size of staff	<i>Good</i> <i>Good</i> <i>Good</i>
Services and facilities 11. Accommodation and infrastructure 12. Tutoring and student information	<i>Good</i> <i>Satisfactory</i>
Quality assurance 13. Evaluation of the programme 14. Measures for improvement 15. Programme committees, examining boards, staff, students, alumni and the professional field are actively involved	<i>Good</i> <i>Satisfactory</i> <i>Satisfactory</i>
Assessment and learning outcomes achieved 16.1 Assessment system 16.2 Achieved learning outcomes	<i>Good</i> <i>Good</i>
General conclusion	Satisfactory

Colophon

Institute and programme

NHTV Breda University of Applied Sciences
Archimedesstraat 17, 4816 BA Breda
Telephone +31 76 5302203
Status institution: publicly funded
Result of institutional assessment: *not* applied for

Programme: M Imagineering, Master in Business Innovation from the Experience Perspective
Level: Professional Master
Number of credits: 60 EC
Nomenclature: Master in Imagineering, Master in Business Innovation from the Experience Perspective
Location: Breda
Mode of study: full-time and part-time
ISAT: CROHO: 70073
Data on intake, graduates and drop-outs: see attachment 3.

Responsibility for the quality of the programme: A. Hardorff, director Academy for Leisure
Contact with regard to the quality of the programme: Ms. Diane Nijs, Associate professor Imagineering
Email: nijs.d@nhtv.nl

Assessment committee

mr. K.S. Visscher, chair
Prof. R.A. Young PhD, domain expert
Prof. Dr. D. de Corte, domain expert
Prof. dr. D. Jacobs, domain expert (on 26th November)
I. Földényi MA, student member
drs C.J. de Monchy, secretary

The Committee was presented to the NVAO for approval.

The assessment was conducted under responsibility of
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Introduction

NHTV Breda University of Applied Sciences positions itself as an independent international institution in Higher Education and Research with a focus on the development of academic knowledge and the promotion of sound professional practice. NHTV has a strong commitment to making a positive contribution to society.

The institute

The following mission statement is part of NHTV's Strategic Plan 2009-2012: "NHTV seeks to make a contribution to society by training young people to become responsible professionals capable of operating efficiently in a **globalising** work and knowledge environment in conjunction with international industry players. The institute aims to inspire and challenge both students and staff to develop their talents to the fullest, to integrate knowledge and skills and apply these to society, as professionals or academics, in an excellent and sustainable manner".

This mission statement is translated into three strategic spearheads:

- Internationalisation: NHTV prepares its students for careers with international perspectives.
- Academic development: NHTV only invests in academic programmes that are not (yet) taught elsewhere in the Netherlands. The strength of NHTV lies in making knowledge applicable.
- Excellence: The linkage between education, research and industry leads to the continuous innovation of education, which gives graduates a competitive edge in the labour market. It also leads to knowledge development, which allows NHTV to evolve into a valuable partner for the industry.

Through five Academies, both this strategic orientation and the crosscutting themes are implemented through educational programmes, knowledge output and cooperation with the following professional fields: Digital Entertainment, Hotel & Facility, Leisure, Tourism, Urban Development and Logistics & Mobility.

The Academy of Leisure was created 25 years ago as a separate domain of studies next to the related field

of tourism studies. It currently offers several educational programmes:

	Bachelor	Master
Vocational	BBA (In Dutch & English) (International) Leisure Management (ILM)	Master in Imagineering (IMA) (in English)
Academic	BSc (in English) International Leisure Sciences (ILS)	MSc Master of Leisure Studies (LS) (in English) (due to start in 2013)

In all of these programmes and in the research programme of the academy, the experience perspective, storytelling and designing in the narrative mode are crucial topics.

The Academy hosts 1,777 students – of which 23 (17 full time and 6 part time) are from the Master in Imagineering – and some 100 lecturers and administrative staff (85 FTE) are supervised by a management team.

The programme Master in Imagineering

The Master in Imagineering programme focuses on the concept of 'designing for organizational emergence using the imagination to enable other stakeholders to become co-designers of the future'. The programme is based on the assumption that business is a major force in realising change in society and that by helping organisations and institutions to make the required shift in logic, individuals can contribute to the change in society. The programme's management feels that this paradigmatic shift in society asks for a shift in

education, including management education. So, the programme is positioned as a professional Master of Business and Social innovation from the experience perspective.

The programme aims to prepare students to coordinate a collective process of collaboration between participants in the learning organisation, in order to reflexively and critically create a knowledge that helps to understand the process of change promoted by the Imagineering Design Method.

The Master in Imagineering is an attempt to answer two challenges:

- Content-wise this Master is oriented towards design thinking in management (relating to human systems) via the design methodology of Imagineering (i.e., designing for evolution rather than designing for solutions). It envisions helping organisations transform enterprise logic from industrial exchange towards value co-creating logic;
- Didactic-wise this Master programme is based on the philosophy of positive management education and is conceptualised as a yearly 'expedition' to appeal to the imagination of all stakeholders: students, application companies and (guest-)lecturers in discovering new enterprise logic from experience.

The assessment

NHTV Breda University of Applied Sciences has assigned AeQui to perform a quality assessment. In close co-operation with NHTV, AeQui has convened an independent and competent assessment committee. A preparatory meeting with representatives of the programme has taken place. In this meeting, the itinerary for the site-visit and the interviewees were determined, see attachment 2.

Two weeks prior to the site-visit, NHTV announced the open consultation to students and staff. Neither students nor staff used this possibility.

The assessment committee has made a choice of theses over the last two years, and has reviewed these theses. The results of this review were input for discussions during the site-visit. The committee made an assessment independently; at the conclusion of the assessment, the results were presented to representatives of the programme.

The concept of this report has been sent to the representatives of the programme; their reactions have led to this final version of the report.

Intended learning outcomes

The intended learning outcomes have been defined in 11 competencies. The competencies of the programme have been concretely enough described in the format of the Academy of Leisure and are clearly linked to the learning outcomes of the programme. The description of the Dublin Descriptors reflects the professional level and is well linked to the competencies and the intended learning outcomes as defined in all elements of the programme.

The assessment committee ascertains that the rationale for the programme stems from a thorough comprehension of the literature in the field of leadership, business strategy, positive psychology and the science of complexity. It is important to balance this theoretical approach with a well-structured dialogue with the professional field about the real life issues they face. This will enable the programme to articulate the value of the practice of Imagineering in appealing language for the professional field. Therefore, it is very important that meetings with the Advisory board be restarted. The professional profile has not been updated since the start of the programme. This is an appropriate item for a meeting with the Advisory Board.

Intended learning outcomes

Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies the intended learning outcomes as **satisfactory**.

Links with professional practice

The Imagineering programme has been designed as a methodology for business transformation. The rationale for the programme is the perception that society is moving towards a new world in which consumers will become participants in value creation. For organisations, this means a shift in enterprise logic: from industrial exchange to networked co-creative logic. Organisations need different styles and learning methods to cope with this emerging world. Imagineering – engineering with and for the imagination – is seen as a way to discover a new kind of convergence between consumers' desires, technological capabilities and organisational innovations. The goal of the programme is to educate business innovation oriented students to become experts at Imagineering who:

- Analyse the future from the experience perspective (keeping in mind the evolution in marketing and organisation thinking);

- Shape the strategy of an organisation in a 'connected context';
- Inspire/orchestrate the implementation of a strategy

in such a manner that sustainable value creation for the organisation can be realised.

The Master in Imagineering works with an Advisory Board, which in the past has met on a regular basis. For the last two years, there have been no meetings with the Advisory Board due to organisational issues. Instead, lecturers consulted on an individual basis with members of the Board. The programme's managers assume that in the future the Advisory Board will meet again on a regular basis, as the organisational issues have been addressed.

The Critical Reflection mentions that few vacancies for an Imagineer can be found, as the word 'imagineer' stands for an innovative concept that is hardly known in the professional field. Students find jobs in the context of marketing, project management and quite a few executive alumni have jobs in education.

The assessment committee strongly supports the need for regular meetings with the Advisory Board. The assessment committee notices that the lecturers assume the value and necessity of the programme based on a thorough comprehension of literature on the trends in business and society. It would be recommended for the tutoring staff to express the value of the programme more in terms of business

issues and impact on the professional field. A structured dialogue with the professional field and other disciplines on business issues will be helpful to articulate the value of Imagineering for the professional field. Also the Advisory Board can play an important part in this dialogue. In the slipstream, it may help to spread the word about the added value of Imagineering in creating business solutions.

Up to date

The Master in Imagineering works with 11 competencies (see the explanation in appendix 4):

1. (Intercultural) exploration with an open mindset
2. Creating value change and value innovation from the experiential perspective
3. Initiating, implementing and interpreting experience-research
4. Developing a vision based on internal and external values
5. Creating new business concepts from new perspectives
6. Initiating change in an organisation
7. Managing for creativity
8. Organising, managing and improving the experiential platform
9. Directing interactive communication
10. Directing financial perspectives
11. Continuing one's own professional and personal development: 'BEING INSPIRATIONAL YOUR-SELF'

These competencies have been developed together with the industry at the first assessment by NVAO in 2005. Since then, the professional profile and learning outcomes have not been updated.

The assessment committee feels that an up-date of the professional profile should be a part of the dialogue with the professional field as mentioned before. The assessment committee feels that the competences and the professional profile are satisfactory at this moment, but in this rapidly changing world the programme runs the risk that without an update the professional profile and the competences become obsolete.

Concrete

During the interviews, the management explained that for the last two years they have put considerable effort in aligning the educational and

organisational processes of the programme with the overall structures and routines of the Academy of Leisure. For each competency, 3 levels have been formulated describing the task performance conditions in terms of increasing complexity, transfer and responsibility. To describe the competency levels, a fixed format has been used, which incorporates:

- A description of operations and illustrates professional products for each core competency;
- An elaboration of the 3 levels focusing on the context, role, operations and
- Examples of professional products per level.

Each of the 11 competencies is described in this format in the Competency Manual 2012 – 2013.

The assessment committee studied the Competency Manual and concludes that the competences have been explained well enough. The three levels of competency have been addressed sufficiently.

Dublin Descriptors

The programme is oriented towards the development of research competencies and design competencies. The programme uses the term 'artifact' – from arte-factum: an object formed by humans. In the Imagineering process, a narrative artifact is designed to realise, create or catalyse in real life the imagined potentials. This artifact is supposed to evoke innovative thinking and consecutively coherent innovative acting by individual actors.

The intended learning outcomes of the curriculum are described in terms of the Dublin Descriptors as follows:

Knowledge and Insight: The IMA Graduate has deepened his or her knowledge on organisation development, starting at the Bachelor level, with the perspective of the science of complexity and design thinking in combination with one another. He/she has insight into the complexities of enterprise logic transformation from mass consumption to mass collaboration in all kinds of industries and societal situations. The graduate is capable of contributing to the production of knowledge related to relevant areas of organisation development (business innovation as well as societal innovation) from the experience perspective, taking a trans-disciplinary approach.

Application of knowledge: The IMA Graduate is capable of applying existing knowledge and insight in organisational development/organisational emergence in all areas of business innovation and social innovation, and is capable of providing insight into these complexities by integrating different sources of knowledge available at the organisational level and to synthesise the solution-direction with an 'interpretive lens'/ artifact/verbal design that transforms the dialogue in order to generate new order in the envisioned direction.

Independent judgement The IMA Graduate is capable of developing an independent judgment on complex realities in organisations and their environment, taking into account different stakeholders' perspectives in society, applying techniques that enable the graduate to build this judgment in situations with incomplete or unclear sources of information.

Communication: The IMA Graduate is capable of communicating insights, judgments on organisational contextual settings, as well as to synthesise the related conclusions from research in a clear, concise and professional report to professionals and academics in organisation development (orally as well as in writing) in an 'interpretive lens'/artifact/verbal design that transforms the

dialogue in order to generate new order in the envisioned direction enabling others to become co-designers of the envisioned future.

Learning skills: The IMA Graduate is independently capable of analysing any complex organizational or societal situation, its contextual settings and builds a professional opinion on future development and is able to translate them into an evolutionary perspective by designing an evolutionary mechanism. The IMA graduate, as a designer, has a reflective attitude to become a better designer each opportunity he/she gets to design for evolution in human settings. In this learning perspective, he/she also inspires involved stakeholders to learn continuously.

The relation between the Dublin Descriptors and the competencies has been established in a matrix (see appendix 4). For all elements of the programme, specific learning outcomes have been defined. These have been linked to the competencies in a well-structured matrix.

The assessment team is satisfied that the intended learning outcomes reflect the Dublin Descriptors for a Professional Master programme.

Curriculum

The programme's courses are at the Master level with a total number of 60 credits. The regular programme for full-time students covers 12 months. The programme for executive part-time students covers the same credits and workload with different deadlines, resulting in a 17-month programme.

The assessment committee appreciates the ample input from professional field into the curriculum: professionals from industries, field trips as well as the application company and real life assignments in the design course. The content of the curriculum is well described in the 'Body of Knowledge and Skills'. In the view of the assessment committee, the reading list contains good and adequate international literature, although the design thinking is less well exemplified. The curriculum is well structured in a coherent body of carefully designed study units with a wide variety of teaching methods, such as classrooms, T-lab, assignments and a field trip in which students learn and work together. The teaching is based on the collaborative methodology. This method emphasises learning together, connecting theory and practice, learning by doing and reflection on action, which is completely in line with the intended learning outcomes.

The international perspective plays an important role in the curriculum: in the learning objectives, the literature and learning materials, and in the teaching methods. The programme appeals to students with diverse nationalities, almost 35% have a non-Dutch nationality. The diversity in the student population fosters intercultural awareness, which is one of the learning objectives. The admission procedures for students also pays attention to the intercultural mix of the student cohort

The structure of the programme allows for an even spread of the workload over the academic year. The admission requirements are realistic and adequately tested in the procedures. The policy that monitors the delays and learning disabilities of the students foresees adequate assistance when needed.

Orientation

Standard 2: The orientation of the curriculum assures the development of skills in the field of scientific research and the professional practice.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **good**.

As a Professional Master, the programme has been structured to provide a wide range of input from the professional field. In addition to guest lecturers invited from universities, professionals from industries (such as Unilever, KLM, and Organisational consultants) participate almost annually in sharing with the students their innovative methods and how they are applied to transform organisations through creativity and interaction. This brings practical knowledge into the curriculum.

In the design course, students apply their knowledge in real life assignments. The assignments are:

- Assignment 1 is a group assignment on designing an appealing concept for inspiring people to get involved in the issue at stake;

- Assignment 2 is a group assignment on business innovation. This assignment is a collaborative intervention-research project with the Master-students and ten recreational companies (and their CEOs). It is called the North-project and focuses on enabling the students to work with an organisation at a strategic level as well as to offer CEOs the opportunity to learn and understand how society is changing and how they can optimise value creation;
- Assignment 3 is a group assignment on business or social innovation in another cultural setting; the assignment in the field trip;
- Assignment 4 is an individual assignment on social innovation or business innovation in the application company; the thesis assignment

The field trip (2 EC) allows the students to apply theoretical frameworks and concepts to a different cultural setting. The destination area for the field trip is carefully selected by the Imagineering team in collaboration with the students. Then, a design assignment (assignment 3) is prepared together with local stakeholders of the country to be visited. Combined with the assignment, the students visit

local universities as well as organisations. During the past six years, the field trip has focused on three destinations: South Africa, Brazil, and the United States. The students appreciate the field trip as a valuable learning experience. They would like to have more field trip activities.

The students are responsible for finding their own application company: an organisation that accepts students applying the ideas, concepts and methods of the Imagineering design methodology in a thesis project. Before the beginning of the academic year, a workshop is offered on finding an application company. The thesis process is finalised with the development of an artifact, the written thesis, and the inspiration guide. The inspiration guide is the translation of the thesis into a much smaller version. It is a concise, less academic document using creative language and an appealing format. The inspiration guide can be a small booklet, a short movie, or any other document or medium that the company can keep and distribute in order to encourage the transformation.

The student population is international: in seven years, more than 10 different nationalities have enrolled in the Master in Imagineering programme. Almost 35% of the participants have a non-Dutch nationality, for example: Belgium, Venezuela, Indonesia, Finland, Germany, Poland, India, Vietnam, Mexico, Brazil, the Czech Republic, Austria, the Russian Federation, Iran, Bulgaria, Spain, South Africa and Singapore.

The assessment committee feels that the curriculum is well oriented towards the application of concepts within the professional field. Guest lecturers from the professional field, the field trip and the assignment in the application company all give students ample opportunity to apply the acquired theoretical concepts to real life assignments. The translation of the thesis into an inspirational guide strengthens the orientation to the professional field to the last part of the curriculum. The curriculum has a strong international orientation: it is an English taught programme with a wide diversity of the student population across nationalities and cultures.

Contents

Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

On the macro-level, the programme is built as a design process in which theoretical classes, along with assignments are delivered. (See the overview of the curriculum in appendix 5.) On average, 10-12 guest lecturers, invited from other Universities (including New Hampshire, Nyenrode, Tilburg, and Antwerp) come to share their research and expertise on topics related to organisational development, strategy, and change.

- The Master starts with an *Introduction week*. An intensive week of activities to enable the students to get to know each other as well as the programme and its learning concepts. In this week, the students do their first assignment, called Assignment 0, related to the city of Breda.
- *Block 1 Inspiration (8 EC)* provides a sound theoretical foundation for more practical work in the following blocks and also in the thesis work. The students get acquainted with relevant theoretical concepts and domains of design thinking, enterprise logic, paradigm shift, complexity theory, social constructionism, co-creation and value creation. The students study processes of value creation and change/innovation/emergence from the complexity perspective.
- *Block 2 Ideation (8 EC)* aims to explore creative processes within organisations and possibilities for transformation. The block is divided into theoretical material, practical examples and workshops that provide discussion and invite reflection on creativity, innovation, and meaning, which are the basic components for organisation transformation. The first part of the block questions the traditional approaches to the organisation, while offering more innovative ones, such as the Imagineering design methodology, relating this methodology to the contemporary organisation. Throughout the block, topics such as generative dialogue and critical/creative thinking within organisations are also explored. Creativity plays an important part in block 2. The students develop their own understanding and vision. The

study and practice of proper methods to generate and achieve creativity results in tools and instruments to generate and achieve transformative developments in the organisation.

- *Block 3 Implementation (8 EC)* continues with the focus on the design of the organisation in such a way that helps students to be able to realise the experience concept (the artifact) in order to be optimally implemented. The block advances deeper into the networked knowledge society, teaching managerial and governance systems. During this block, management is offered with a fresh perspective. Imagineering is presented as a methodology and a process to transform an organisation from a fixed position with an industrial logic towards a flexible and functional place in the networked co-creative logic of dynamic organisations.

Each block has a coordinator who is responsible for the content and process of the blocks, contacting guest lecturers, and making sure all classes and activities are integrated to the core of the block objectives. The students from year '11 – '12 give high to very high evaluations on the content and the orientation of the three blocks, with slightly higher ratings for the first two blocks.

Parallel with the three blocks, two courses are delivered throughout the academic year: the Imagineering research course and the Imagineering design course.

- *The Research Course (5 EC)* has been adjusted from an online course provided by the University of South Africa in collaboration with NHTV into an in-house course, with theoretical classes, activities to be developed at the transformational lab (T-Lab.) and experiential assignments. Throughout the Imagineering research course, there are three assignments they hand in: a literature review, an analysed interview, and a research proposal. By the end of block three, students deliver their final assignment – the research proposal – and field work at the application company starts from there.

- *The Design Course (7 EC)*. The design perspective is central to the Master in Imagineering. Throughout the three blocks, theoretical classes are provided to give the students the specific perspective adopted by the Imagineering approach. There are four assignments during the academic year which accumulate a growing level of complexity. The design assignments are developed by small groups

of students and discussed and articulated during T-Lab work. Only the final assignment is developed individually, as it is related to the application company and to the final thesis work of the particular student.

The content of the curriculum has been documented in the 'Body of Knowledge and Skills (BOKS), Augustus 2012'. This document describes the three perspectives on which the curriculum is based: the complexity perspective, the design perspective and the social constructionist perspective. The curriculum draws on the field of organisation development, making use of post-modern theories and using design thinking as the main approach to tackle contemporary issues.

Feedback from student surveys show high ratings for the first two blocks and adequate ratings for block 3. In the interview, students stress the learning and importance of the first block: 'that is the one you can't miss!'.

The assessment committee observes that the prescribed and recommended reading list consists of good, relevant and up-to-date books and articles in the broad field of organisational development and change, social constructionism and narrative. Reference to design thinking is not as well exemplified as expected. Also more literature should be included about the practices of innovation and innovation management.

The literature reflects a clear stream of thought in which the values of Imagineering are well covered. The absence of an 'anti-book' – academic literature that reflects more traditional viewpoints and values and perhaps questions the concept of Imagineering – is missing. The assessment committee feels that articulating and contrasting different sets of values is important for students to develop their own professional identity.

Structure

Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **good**.

The curriculum adopts collaborative methodology as learning philosophy. Collaborative methodology refers to learning environments in which students engage in a common task where each individual depends on and is accountable to one another by sharing their experiences and taking on different roles. It aims to create a working space that invites the students to get involved with the learning topic in different ways, and to have different roles throughout the programme. The collaborative methodology is inspired by the social constructionist approach, a theory concerned with relational processes in the construction of meanings and possibilities for new action.

Collaborative methodology can be adapted to the curriculum in three spectra:

- *Theory*. Classroom lectures provide a space for theoretical and practical discussions, offering theoretical material to the students in order to enter into new knowledge in the field. The classes are clustered in common topics to build the knowledge required to develop fieldwork.
- *Practice*. Experimental assignments transform the theoretical concepts into action. The students learn to apply theory to their own contexts by working with research and design assignments.
- *Practicing*. The T-Lab is a group-work space where students come together with their peers to experiment with concepts and tools as they prepare their research and design assignments. Twice a year there is a peer evaluation – a collective moment to evaluate how the students are working together, how they are learning from each other, providing some reflection for improvements. The full-time students have T-lab on Wednesday mornings, the executive students organize their own T-lab.

This methodology is spread throughout the year in every activity provided. In the interview, students confirm that they learn from each other especially in the T-lab, that the diversity in the student community is an asset to their learning.

The assessment committee feels that the learning philosophy offers a strong concept that fits exactly into the idea of Imagineering. The curriculum uses a wide range of teaching methods, which are well aligned and successful in realising a student learning community. The design of the three blocks as a design project, the parallel stream of the research course and the design course with design

assignments, show an integrated concept. Teaching is also based on system thinking, which is aligned with methods the teaching materials offers.

Incoming students

Standard 5: The curriculum ties in with the qualifications of the incoming students.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **good**.

The Master in Imagineering is accessible for a diverse group of international candidates. In 2007-2008, the Master in Imagineering had an executive programme. Lack of capacity forced cessation of the executive Master. But in 2011-2012, an executive part-time programme was started. It is dedicated to professionals with a minimum of five years of working experience.

Enrolment requirements are published for prospective students on the NHTV website as well as in Imagineering brochures. The enrolment criteria are described in the admission and exam regulations of the programme. In all circumstances, a personal interview is part of the selection procedure.

Applicants for the Master in Imagineering are required to submit a portfolio with their CV and a letter of motivation. After receipt, the portfolio is assessed at the International Office to determine if the candidate meets the standard requirements. If the portfolio is sufficient according to the International Office, the candidate is interviewed by the Course Coordinator to assess education, experience, level of English, background and motivation.

Students who are in possession of a BBA degree in one of the following domains will be directly admissible: Tourism, Leisure Management, Hotel Management, Media and Entertainment Management, Marketing, Management, Retail Marketing, Human Resources Management, and Communication. With a degree other than those mentioned above, students will be assessed in the personal interview on their knowledge of business strategy (Bachelor's level); cross cultural studies (Bachelor's level) and academic study and research skills (Bachelor's level).

According to the assessment committee, the procedure for admission is thorough. The documents regarding the admission procedure show that not all students who apply are admitted. This illustrates that the procedures are applied consistently.

Feasibility

Standard 6: The curriculum is feasible.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **good**.

The curriculum has been redesigned from 68 ECTS to 60 ECTS. The result is a clear focus on the topics taught, making the curriculum more coherent, with a lighter study load. The study load is organized to avoid peaks in the units.

Policies for students confronted with delays and/or disabilities are also provided. There is an established policy that monitors delays and learning disabilities, offering counselling in close cooperation with lecturing staff if necessary, making assessments on progress and, if required, providing extra coaching sessions.

Students confirm that the curriculum is feasible although it requires hard work. They are full of enthusiasm about the curriculum and report that learning together at the T-lab enhances their learning.

Staff members mention that many students fall behind in their studies, and only a few of them complete their Master degree within the specified duration. Staff explains that this is partly due to the high engagement of the students with the staff and

programme, so they do not feel the need to finish on time.

The assessment committee is content with the feasibility of the programme. The workload is spread evenly over the academic year and the students are being monitored and offered assistance when needed. The culture of a learning community strengthens the students' motivation.

Scope and duration

Standard 7: The programme meets statutory requirements regarding the scope and duration of the curriculum.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

The Master in Imagineering is a full-time Master programme with a total number of 60 credits (ECTS). The executive part-time Master has the same credits and workload as the regular one with different, extended deadlines and web lectures replacing the Thursday classes (which are all recorded). The regular Master is a 12-month programme, offering the students the possibility of getting a certificate instead of a diploma in case they are not able to successfully finish their thesis. The certificate is given when the student has completed all of the blocks as well as the assignments. The executive part-time programme is a 17-month programme.

In the view of the assessment committee, the scope and duration of the programme meet the formal requirements.

Staff

The assessment committee met an enthusiastic team of lecturers with a strong belief in the value of the programme and dedicated to bringing the concept of Imagineering into practice. The staff policy of NHTV has a strong focus on the professional and academic development of the lecturers. The policy is well executed, and will lead to an increasing number of Master degrees and PhDs among the lecturers. The assessment committee is impressed with the high academic level of the lecturers. The Programme staff has a professional attitude, showing their support to students and being available when needed. The staff:student ratio is favourable, although with the small number of students and staff the balance is fragile. Therefore, it is important that the Master is firmly embedded in the Academy of Leisure.

Staff policy

Standard 8: The programme has an effective staff policy in place.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **good**.

The staff policy of the Master in Imagineering is embedded in NHTV's overall Human Resources Management (HRM) policy, which derives from the NHTV-wide policy plan: higher academic level, internationalisation, and excellence.

In the previous 3 years, international experience and excellence have been explicitly embedded in the recruitment policy of NHTV. Also, the selection procedure for Associate Professors tightens the focus more to knowledge development, one of the strategic ambitions of NHTV. At the same time, NHTV supports the involvement of Endowed Associate Professors with stronger links to the field, preferably in the region and Associate Professors.

At the operational level, the staff policy of the Academy for Leisure includes annual planning, performance and assessment interviews with all staff members. Interviews and staff incentive schemes are based on clear and verifiable criteria, including evaluation from students, feedback from colleagues and knowledge output.

Since 2011/12, each staff member is responsible for proactively gathering evidence for his or her performance. An electronic portfolio template was developed, so that staff members can include hyperlinks to the required documents.

Staff members are encouraged to draw up their own PDP (Personal Development Plan) in consultation with their managers during the performance review.

NHTV has an employee-training department, the School for Creative Education, to support the professional development of the employees.

NHTV has a formalized Knowledge Development and Research (KD&R) programme, with 5 blocks corresponding to the five academies. Knowledge development and research at NHTV comprises both practice-oriented and academic-oriented research activities, performed by the staff. In this framework lecturers can perform one or more of the following roles: 1) Education related knowledge development; 2) Practice-based professional research; 3) Practice-based academic research or 4) Fundamental academic research (mainly PhD candidates). Assessment criteria have been developed to direct this process. Incentive tools include attending conferences or short-visits abroad dependent on concrete output (e.g. publications). This framework has been a part of the HRM cycle since last year.

According to the assessment committee, there is a firm staff policy within NHTV, with clear procedures for recruitment, performance appraisal and the development of knowledge and research. This policy involves a large investment in the professional development of the staff of the Academy of Leisure, which will lead to an increasing amount of Master degrees and PhDs among the staff.

Staff is qualified

Standard 9: The staff is qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **good**.

Most teachers at the Academy for Leisure have PhDs or are engaged with a PhD trajectory: of the core nine lecturers, five have PhDs and two are PhD candidates finalising their theses.

All the staff members have previous experience in international classroom settings with diverse nationalities and cultures, at the graduate and executive level. In fact, 40% of the staff are non-Dutch.

All guest lecturers are PhD level academics, from international or Dutch universities or professionals with at least a Master degree.

All permanent staff of the Master have – or are in the process of acquiring – didactic credentials.

All staff have an active role in the research programme of the Academy for Leisure. The core staff members of the Master in Imagineering are either in role two or role three in the KD&R framework. In the last five years, staff have published both peer-reviewed items and articles in trade publications. Individual staff members have recently participated in international conferences on complexity, design, social constructionism, narrativity and leisure related topics.

The evaluation from students on the quality of staff shows very high scores. They recognise the expertise of lecturers, find them inspiring and consider their English level more than sufficient.

The assessment committee is impressed by the percentage of PhD and Msc in the staff, as it exceeds the national level. The staff are dedicated to the programme and show a strong belief in the value and necessity for the professional field. The students are very content with the qualities of the staff. The assessment committee studied the resume's and concluded that only the endowed associate professors possess recent work experience in the professional field. It is a point of attention for the programme to enhance the relevant work experience within the staff.

Size of staff

Standard 10: The size of the staff is sufficient for the realisation of the curriculum.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **good**.

The Master in Imagineering is a small programme: the average number of students is 15,5, varying from 7 to 25. The programme will be delivered from 2013 onwards with the involvement of a core team of the Academy for Leisure lecturers and additional external or NHTV colleagues.

Two of the Associate Professors (of Imagineering and of Storytelling) teach in the Master in Imagineering. Of the two, the Associate Professor of Imagineering plays a central role. The programme is aware that from the start there has been too much dependence on the Associate Professor of Imagineering. From 2012 onwards, new members of staff are teaching on the Master programme.

The staff quantity is based on the hour allocation for running the programme: 1,3 FTE. (See appendix 3.) This makes the staff:student ratio = 1:15, although with these small numbers the variation might be considerable.

Staff at the Master in Imagineering maintains a network of contacts both academic and commercial. The staff notices that contacts with industry up until now have been of a personal nature.

The audit committee has the opinion that it is very important for the Master programme to be incorporated firmly into the Academy of Leisure, so that the teaching load can be distributed among more colleagues.

The audit committee stresses the importance for the programme to connect to other networks and partners, co-creating knowledge and practices. In light of the limited resources, the staff members need to develop a solid strategy to develop their network: which entities can be used as benchmarks, what can be offered to natural allies, how to benefit from the valorisation of the Master programme?

Similar to the remark about the one-sidedness in the offered literature, the audit committee feels that it is important for staff members not just to connect to other schools involved in business, but to connect to design schools (for. ex. design academy Eindhoven) where social design is discussed in depth. Also connection to the world of innovation and innovation management is recommended.

Services and facilities

The assessment committee is content with the general services and facilities. The classroom for the programme is a strong point. The library is attractive and has up-to-date stock. Tutoring is generally good and if a student indicates that he or she needs additional guidance, he or she will get it. The information is appropriate.

Accommodation and infrastructure

Standard 11: The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **good**.

In September 2011, the Master in Imagineering moved to the Archimedesstraat building where the Academy for Leisure is located. The Archimedesstraat is situated close to the train station and has sufficient parking facilities.

One of these classrooms in the C-building is reserved specifically for the Master in Imagineering on Tuesdays and Thursdays. This classroom has state-of-the-art equipment like a projector, smart board, sound equipment and video recording equipment. This classroom is suitable for lectures and tutorials, and provides the opportunity for recording web lectures. Full-time students are at Archimedesstraat both Tuesdays and Thursdays. Part-time students are only present on Tuesday; they can watch Thursday's lectures online.

In line with the academy's internal organisational structure, lecturers and students work closely to one another on the 1st floor of building C. The staff members consider the noise pollution when lectures are given in adjacent classrooms to be a point of improvement. The management team is working on improvement with the housing department.

The library collection at Archimedesstraat is international and scientifically oriented, consisting of books, e-books, reports, international and national journals in the field of leisure, newspapers, audio-visual materials, and databases. Additionally, the NHTV library makes use of PiCarta and the loan system, IBL.

The programme is supported by the digital learning environment N@tschool. Additional literature and study materials are offered here, such as recorded

lectures (web lectures) and short videos. Students have their own workspace at N@tschool where they can make, process, send, and administer materials and make them available to fellow-students and lecturers to assess and give feedback.

The Service desk in the A-building serves as an on-site support facility for staff and students. In addition, many services are available via 'Service desk-online'. NHTV's international office assists foreign students in six areas: admissions, exchange, visa, scholarships, international crisis management and international student support.

According to the assessment committee, the accommodation and the facilities are generally adequate and up to date. The library and the digital learning environment are up to standard. Feedback from students indicates that they are very content with the information and assistance from the international office.

Tutoring and student information

Standard 12: Tutoring and student information provision bolster students' progress and tie in with the needs of students.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

The programme is small in scale, characterized by an informal and friendly atmosphere. Students report that they can easily contact teachers with questions; teachers are approachable and available. Conversely, teachers can address students directly. In addition, each student of the Master in Imagineering has a (graduation) coach. All coaches are NHTV staff members. The coaches meet their students at least once per block to discuss their progress and to take action if necessary. Study coaches can follow the study progress in the digital learning environment.

The programme mentions that limited time is available for coaches to support students and stimulate their developments. The staff notices that foreign students ask for more guidance.

In case of problems that are not directly related to the study, but could affect the study (e.g. personal circumstances, cultural differences, home sickness, dyslexia), the student counsellors of the Academy for Leisure give individual advice, support and guidance to students. In addition, the student counsellors provide information on all kinds of legislation, such as grants and regulations.

The programme components of the Master (study units, projects, goals, assignments, literature, timetables as well as assessments) are described in detail in the study guide. In the student guidelines, detailed lesson plans are included per study unit, as well as indications of study load per unit and methods of assessment. The students get the information at the beginning of each unit to enable them to plan their workload and hand in their assignments on time.

The study manual, programme, handbook, and study material are provided to students digitally. Digital communication channels are also used to provide students information about their study progress. Students can register for exams and see their results in Osiris. For other purposes, the Academy for Leisure uses its website, Facebook and N@tschool.

Feedback from students reveals that the logistics of the programme could be better. Study materials and web lecture materials are added rather late on the N@tschool, and deadlines could be better adhered to.

Students are mostly content with the tutoring and coaching by lecturers.

The assessment committee considers the procedures for tutoring and the student counsellor to be adequate. The small scale, open and informal atmosphere, and close contacts between students and staff are strong points of the programme. Information logistics is suggested for improvement.

Quality assurance

The assessment committee has seen that the quality system of NHTV is thorough and that the Master of Imagineering accommodates to the system. The evaluations from students take place structurally. Until recently, evaluation from external stakeholders took place on an informal and personal basis. The system to formalize input from external stakeholders will be organized in the near future. The evaluations lead to implementation of improvement measures.

Evaluation of the programme

Standard 13: The programme is evaluated on a regular basis, partly on the basis of assessable targets.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **good**.

NHTV uses standards and systems enabling a systematic and continuous quality improvement process. This system follows the PDCA cycle that targets (Plan), executes (Do), tests whether plans are realized (Check) and, if necessary, prepares corrective actions (Act). Each academy tailors the overall NHTV quality system to its own specific situation.

At the institutional level, responsibility for quality assurance lies with the Board of Governors. At the Academy level, this responsibility lies with the Academy Director. The quality of the study programmes is the subject of discussion every year in management contract negotiations between the Board of Governors and Academy Directors.

Within the Academy for Leisure, a Quality Policy Team has been set up (the Q-team), which is involved in 'quality of quality' measurements. The department has a quality policy plan, in which goals, responsibilities and instruments are described. The Q-team is responsible for setting up, carrying out and reporting on evaluations held with all stakeholders.

The Programme committee has an official task to make sure that the Teaching and Examination regulations (TER) are carried out in the intended manner. Furthermore, it is involved in the interpretation of, and decision-making regarding the evaluation results.

The Director of the Academy for Leisure sets performance objectives with the involved member

of the Management team with respect to success rates, the evaluation of results and the integration of education and research.

The Master in Imagineering has worked with pure qualitative evaluations until 2010-2011. The small scale of the programme made this an adequate method. In the 'Round table sessions' (student panel conversations) after each phase, all aspects of that phase were evaluated. A round table consists of about five students, the secretary of the programme, and the main teachers.

Since 2011-2012, round tables have been organized, but are now combined with a digital survey after each block. That way there is a combination of quantitative and qualitative data. The topics in the survey (based on the Academy for Leisure standard questionnaires) are the level of education, the quality of testing and feedback, guidance and supervision provided by lecturers, theoretical and practical components in the study programme, and the feasibility of the study programme.

The assessment committee appreciates that the evaluation methods of the Academy of Leisure have been adopted so that a proper quality circle is now organized. The combination of student surveys and round table conversations is a strong point, as it offers the staff real insight into student evaluations.

Measures for improvement

Standard 14: The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

Evaluations have grown from small, informal and personal to a regular basis and standardized, in line with the Academy for Leisure and NHTV guidelines. The outcome of the evaluations, such as the notes from the round tables, are discussed in a programme committee that decides on the main points for improvement.

Every year the Master in Imagineering has made changes in the testing methods, the awarding of ECs, and compensation arrangements based on the experiences of students, lecturers and results. The testing policy that has been written is reviewed every three years; the attendant-testing plan will be amended every year, if necessary.

Next year, the programme will assign an educational advisor to the team. Based on the student evaluations, she will give feedback and advice to the teachers, and input to the programme coordinator, so the programme delivery improves, when needed.

The assessment committee understands the small scale of the programme, which allows adjustments to the programme to be based on the informal and personal evaluations. The assessment committee trusts that with the growth of the team, the assignment of the educational advisor and with more feedback from other stakeholders, the measures for improvement will be taken more formally.

Active involvement of stakeholders

Standard 15: Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

NHTV carries out an employee satisfaction survey (MTO) every two years, which includes the Master in Imagineering.

The Master in Imagineering has an Advisory Board. In the past, this Board has met on a regular basis but for the last two years, lecturers consulted on an individual basis with members of the Board, due to organisational issues. These being solved, new meeting will take place in the near future.

Before the start of the academic year, the Imagineering Academy invited lecturers, guest lecturers and coaches to an Expert Meeting.

The programme works on improving involvement with external stakeholders. Up until now, only personal and informal evaluations have taken place. Because of the rising number of alumni, the programme considers it to be possible to perform quantitative research. In the Spring of 2012, the Master in Imagineering performed alumni research. The research will be repeated every three to five years.

At the end of October 2012, a questionnaire for the application companies involved over the past years has been organised.

The assessment committee strongly supports improvement in involving the external stakeholders in the programme, as argued in standard 1.

Assessment and achieved learning outcomes

The assessment committee has seen that the programme has an assessment system that relates to the testing system of NHTV. The Master in Imagineering uses a variation of testing methods. Tests are also closely related to practice and the industry. The graduation projects represent the Master's level. Grading is realistic and the research skills are clearly appropriate for the Master's level. The subjects of graduation projects are relevant and up to date.

Assessment

Standard 16, part 1: The programme has an adequate assessment system in place.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this part of the standard as **good**.

NHTV has developed an NHTV-wide testing framework, which safeguards and improves the quality of testing. This framework describes the testing policy, the composition and use of the Board of Examiners and the tasks of the testing committee. Based on this framework, all academies have reviewed and improved their testing policy.

Testing within the Master in Imagineering is geared to the contents of the study programme, and the didactic principle of collaboration method. The central issue of testing is that lecturers examine accurately how the student operates in actual practice, the degree to which the student is capable of reflecting on this, the degree to which the student is capable of directing his or her own development, and the degree to which the student knows and understands the theoretical framework.

The team of lecturers is responsible for the contents and development of the various types of tests. Some assessments are the responsibility of more than one lecturer, whereas other types of tests are assessed by an individual lecturer.

Exam regulation is structured so that the students have to successfully complete each assignment of the block, finalising them with sufficient marks in order to complete the whole unit.

The student cannot compensate one assignment with another assignment that has a better mark, but rather should be able to get a sufficient mark for every single assignment of each unit. The same

applies when defending the thesis. The students are only entitled to defend their thesis once they have passed all the other components of the programme in a satisfactory way and with sufficient grades. These requirements are aimed at assuring the professional Master level of the programme.

Validity

Within the study programme, the following forms of assessment are used: presentations (both group and individual presentations) oral exams; minute papers; written exams; individual reports; review presentations; individual Master thesis. The programme values the use of various testing and assessment methods based on the argument that every type of test has its own particular strengths and weaknesses (there is no such thing as the perfect test). The aim is to test and assess all competencies several times by means of a variety of types of tests. Students are supplied with interim feedback, so that they know whether or not they are on the right track, and learn from the mistakes they make as they go along, and have the opportunity to make adjustments and/or improvements.

There are four moments in which the students will formally discuss the competencies and their development in their own learning processes, two of which fall within the T-Lab (one during introduction week and the final one during the thesis defence). The discussion is led by some lecturers. Afterward the student has to provide the so-called Individual Transformation Report (ITR). In this report, students report their discussion with the feedback given about their competency development, using examples to demonstrate their competence. The ITR is part of the portfolio that students build over the academic year.

Quality assurance

The Academy for Leisure has formulated a specific structure with regard to Boards of Examiners. In previous years, every study programme has had its own Board of Examiners. Beginning this academic year (2012-2013), a number of Boards of Examiners have been merged. For instance, the academic Bachelor's programme and the Master in Imagineering have a joint Board of Examiners. This Board of Examiners consists of 5 lecturers, 2 of which are specifically for the Master in Imagineering. The duties and responsibilities have been laid out in "The Regulations pertaining to the Boards of Examiners of NHTV Breda" (2011), in the "NHTV-wide testing framework" as well as in the TER (the Teaching and Examination Regulations). Members of the Board of Examiners operate in accordance with these duties and responsibilities. Seeing that the Master in Imagineering is a small-scale study programme, a separate testing committee has not been set up for it.

Transparent

The testing and assessment practices mostly take place at the end of each block. They have been defined in advance in the Expedition Guide, which is available for students at the start of the programme.

Student evaluations in 2011-2012 show that the level of the tests in Terms 1 and 3 had been sufficiently attuned to the level of education. For the level of testing in Term 2 a small group of students (4 out of 14) reported the level as too low.

As far as the clarity of the assessment criteria is concerned, the staff notices that there is room for improvement. Especially in term 1, the assessment criteria are not yet sufficiently clear to students. However, the results from term 3 show that the criteria were clear.

The assessment committee is content with the assessment policy of NHTV and the Master in Imagineering. The policy is well documented and is well executed. The programme uses a variety of tests, which allow students to show their development of competencies. The assessment committee has evaluated samples of several tests and is of opinion that the tests reflect the defined learning outcomes and the grading is realistic. The quality assurance of the programme meets the

formal requirements. Students are satisfied with the testing and assessment procedures.

Achieved learning outcomes

Standard 16, part 2: The programme demonstrates that the intended learning outcomes are achieved.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this part of the standard as **good**.

The final part of the programme consists of writing the Master thesis based on systematising all acquired knowledge. The thesis project is an individual assignment on social innovation or business innovation in the application company based on the demand and needs of the organisation. The student may choose to do a theoretical thesis. The student is responsible for the research and report, and is offered regular coaching meetings and consultancy sessions with lecturing staff in charge of supervising field research. The feedback provided by the coaches aims to assure that topics meet the minimum (methodological and academic) required conditions for starting research, and also support students in planning a realistic research project within the time frame and related study load of 20 ECTS.

In the end, the dissertation will be submitted to one internal and one external reader for approval and defence. Along with the thesis, the student must provide an 'inspiration guide' to the organization. (See standard 3.)

The final graduation exams take place through oral dissertation defence presentations, twice every academic year. For these presentations, a jury is composed in which one external commissioner takes place together with internal lecturers. The external commissioners are professionals from the organisational development sector, such as managers of airline companies, consulting companies in the field of change and strategies, etc. In addition, Supervisory Board members sometimes act as external commissioners.

The programme has defined three instruments that are interconnected to provide a smooth and clear thesis trajectory:

1) *Thesis guidelines*: aim to provide an orientation for the students on the basic requirements for the Master thesis. They are composed of four main aspects: form, structure, content and the process of writing.

2) *Thesis Assessment Matrix*: which describes in clear terms the scales (Good: 7.5 > ; Pass: 5.5 – 7.4 and Fail: 5.4 <) for each of all the aspects to be judged. The objective is to give a concrete indication of what is expected from the students and what they have to accomplish in order to get a certain mark. At the same time, it aims to be a point of reference for the coaches/readers/judges of the thesis in order to be a common reference and a standardised way to evaluate the final thesis.

3) *Final written assessment form*: The written assessment form is the final form in the process of evaluating the thesis. It is composed of general and specific aspects that will help guide the readers/judges in giving the final evaluation.

The assessment committee feels that the three instruments give students clear information and the coaches/judges a common reference as well as a standardised way to evaluate the final thesis.

The alumni survey has recently been finalised. This survey included aspects, such as current job, opinion of the Master programme, and opinion of one's own development due to the Master programme. The alumni gave answers about their current employment. 87.5% are currently employed, 64% of which have a permanent position. 60% of the alumni are working in the Netherlands, 40% work abroad.

The assessment committee has selected and studied 15 Master theses together with the evaluations. The general impression was that a good level of graduate attainment was being reached by the students. The assessment committee thinks that the grading is realistic. The research skills are clearly appropriate for the Master level. The subjects of the theses are mostly relevant and up to date, however the assessment committee feels that some projects were not quite in the field of Imagineering and mainly descriptive.

Initially, it was unclear to the assessment committee how the final grade was determined, because the old format of the final grading forms had been send. These contained only the final mark, without further comments. At the site visit, the assessment committee viewed the underlying assessment forms

of the individual assessors in the new format, as well as the assessment matrix. The assessment committee agrees that the new formats with the written judgement of the general and specific aspects, are a considerable improvement.

Attachments

Attachment 1 Assessment committee

This form is produced in accordance with NVAO standards [overnemen vanuit aanvraag panelgoedkeuring]

Overzicht panelleden en secretaris

Naam (inclusief titulatuur)	Rol (voorzitter / lid / student-lid / secretaris)	Domeindeskundige (ja / nee)
Prof. D. De Corte	lid	ja
Prof. dr. D. Jacobs	lid	ja
Prof. dr. R. Young	lid	ja
Mr. K.S. Visscher	voorzitter	nee
I. Földényi MA	studentlid	ja

III Secretaris/Coördinator

Drs C. de Monchy	Gecertificeerd oktober 2010	
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IV Korte functiebeschrijvingen panelleden

1	Dirk De Corte is managing partner en eigenaar van ImproveMenT. Als trainer, coach en consultant is houdt hij zich bezig met strategie ontwikkeling, strategie implementatie, leiderschap en organisatie ontwikkeling. De heer De Corte is ook senior associate bij Bookbuzz. Bookbuzz helpt management van organisaties om innovatief te denken ('fresh thinking'). Tevens is de heer De Corte deeltijd hoogleraar aan de Universiteit van Antwerpen. Hij combineert deze activiteiten met diverse posities in de culturele sector.
2	Dany Jacobs is lector Kunst, Cultuur en Economie bij de HAN en ArtEZ. Daarnaast bijzonder hoogleraar Industriële ontwikkeling en innovatiebeleid aan de UVA.
3	Robert Young is hoogleraar Design Practice en tevens directeur van het Centre for Design Research, Northumbria University
4	Karina Visscher heeft vele jaren ervaring als manager in hoger onderwijsorganisaties en tevens ervaring als voorzitter van visitatiecommissies
5	Irma Földényi studeerde in juli 2012 af als master-student aan de Design Academy in Eindhoven

V Overzicht deskundigheden binnen panel¹

Deskundigheid	De deskundigheid blijkt uit:
a. deskundigheid ten aanzien van de ontwikkelingen in het vakgebied	<p>De heer De Corte is als deeltijd hoogleraar aangesteld bij de Universiteit van Antwerpen. Hij voert o.a. onderzoek uit op het gebied van governance in de creative industry. Daarnaast vervult hij functies bij ImproveMenT, Bookbuzz en diverse organisaties in de culturele sector.</p> <p>De heer Jacobs is lector Kunst, Cultuur en Economie bij de HAN en ArtEZ en bijzonder hoogleraar industriële ontwikkeling en innovatiebeleid aan de UVA. De heer Jacobs is mede auteur van het recent verschenen rapport 'Creative Industries NeXt: Creative Business Innovation – Ontwerp voor een kennis- en innovatieagenda in het kader van het innovatiecontract creatieve industrie 2012'.</p> <p>De heer Young is hoogleraar Design Practice en tevens directeur van het Centre for Design Research, Northumbria University. Belangrijk aandachtsgebieden van zijn onderzoek zijn Service Design en Value Innovation.</p>
b. internationale deskundigheid	<p>De heer De Corte is deeltijd hoogleraar aan de Universiteit van Antwerpen. Tevens is hij directeur en bestuurder van diverse internationale organisaties.</p> <p>Mevrouw Földényi studeerde cum laude af als master-student aan de Design Academy in Eindhoven. Daarvoor is ze afgestudeerd als master aan Moholy-Nagy University of Arts & Design (MOME) in Budapest. Ze werkt nu als een internationale social designer voor onder andere Philips, Eindhoven.</p>

¹ N.B. De secretaris is GEEN panellid

	De heer Young is hoogleraar aan de Northumbria University in Newcastle.
c. werkvelddeskundigheid in het voor de opleiding relevante beroepenveld	De heer De Corte is werkzaam bij ImproveMenT en Bookbuzz waar hij zich bezighoudt met innovatief denken, strategie ontwikkeling, leiderschap en organisatieontwikkeling. Daarnaast vervult hij functies bij diverse organisaties in de culturele sector. Hij combineert grondige financiële kennis met liefde voor cultuur. De heer Jacobs voert diverse projecten uit in de culturele sector op het grensvlak kunst, cultuur en economie. Daarnaast is mede auteur van het recent verschenen sector brede rapport 'Creative Industries NeXt: Creative Business Innovation – Ontwerp voor een kennis- en innovatieagenda in het kader van het innovatiecontract creatieve industrie 2012'. Mevrouw Földényi is een internationale social designer voor onder andere Philips, Eindhoven.
d. ervaring met het geven en ontwikkelen van onderwijs op het desbetreffende opleidingsniveau en deskundigheid ten aanzien van de door de opleiding gehanteerde onderwijsvorm(en) ²	De heer De Corte is als deeltijd hoogleraar aangesteld bij de Universiteit van Antwerpen. Hij geeft o.a. college en begeleidt studenten op het gebied van governance en Financial management in de creative industry. De heer Jacobs is lector Kunst, Cultuur en Economie bij de HAN en ArtEZ en vanuit die hoedanigheid docent in verschillende masteropleidingen. De heer Young onderwijst met name op 'professional doctorate level', onder andere de modules Value Innovation en Social Innovation.
e. visitatie- of auditdeskundigheid	Mevrouw Visscher heeft diverse visitatiecommissies voorgezeten. Tevens volgde zij met succes de NVAO-opleiding tot secretaris.
f. studentgebonden deskundigheid	Mevrouw Földényi heeft cum laude haar master-studie afgerond aan de Design Academy, Eindhoven, in juli 2012.

Curricula Vitae

Dirk De Corte

Werkervaring

Managing Partner & Owner: ImproveMenT

September 2008 – present

"Have you got room for ImproveMenT" "Unlocking Human Potential". As part of MenT Group, specialised in executive search, assessment and interim management, ImproveMenT encourages leaders to powerfully connect with their followers. Concentrating on people's skills, the challenges of leadership are placed in the current context of continuing change.

Senior Associate: Bookbuzz

April 2007 – present

Bookbuzz was founded in the belief that senior executives deserve a platform where they can expand their minds, keep up with innovative business ideas, and develop fresh thinking that will help define the future of their companies. Bookbuzz offers a unique solution to the challenge of constantly being exposed to an ever changing environment and the opportunities this engenders.

Associate Professor Faculty of Economics: University of Antwerp

September 2004 – present

Lecturing Financial Management in Master of Culture Management. Info on www.ua.ac.be/dirkdecorte

Board Member – Chairman: VTI - Vlaams Theater Instituut

January 2004 – present

² Hieronder worden bijvoorbeeld verstaan afstandsonderwijs, werkplekgerelateerd onderwijs, flexibel onderwijs, competentiegericht onderwijs of onderwijs voor excellente studenten.

Managing Partner and Owner: Cymbeline

April 2003 – present

Advising on corporate finance, strategy and change management for profit and not for profit corporations. Advising government and municipalities on arts management issues.

Board Member: Forum voor Amateurkunsten, Gent

January 2001 – present

Board Member: Snel Logistics

January 1992 – present

Director and co-founder: Theater de WAANzin

1988 - present

Managing Director: NTGent

August 2000 – May 2007

Managing Director of one of Belgium's largest professional theatre company.

Treasurer: AITA/IATA

1995 – 2001

Executive Board member of the International Amateur Theatre Association. + 70 countries member. Initiated and implemented secretariat transfer from Copenhagen to Tallinn.

Free Lance journalist: VRT

January 1987 – December 2000 (14 years)

Free lance journalist (live) sports commentary for Belgian National Radio

Director Structured Finance: ING

January 1997 – August 2000

Director Structured Finance ING Head Office (1998-2000)

Vaardigheden en deskundigheid

1. Change Management
2. Leadership Development
3. Coaching
4. Management Consulting
5. Government
6. Organizational Development
7. Executive Coaching
8. Business Strategy

Dany Jacobs

Education & career

- | | |
|-----------|---|
| 2007-now | Professor of Industrial Dynamics and Innovation Policy at the University of Amsterdam and professor of Art, Culture and Economy at the professional universities ArtEZ and HAN in Arnhem. |
| 2003-2007 | Part-time professor at the Amsterdam Fashion Institute. |
| 1998-2003 | Associate dean (1998-2000: acting dean) of TSM Business School in Enschede. |
| 1998-2007 | Professor of Strategic Management at the University of Groningen. |
| 1988-1997 | Senior researcher and advisor at the TNO Center for Technology and Policy Studies in |

Apeldoorn, the Netherlands. Project leader of about 70 strategic industry studies. From 1992 onwards also team leader of the Technology, Economy, Organisation and Strategy group (TEOS) and member of the management team of this TNO Institute. From 1997 also professor of Innovation and External Organisation at the Technical University Eindhoven.

- 1988 Doctorate Social Sciences, Catholic University Nijmegen with a thesis on the national and international economic regulation of the West-European steel industry 1750-1950.
- 1982-1988 Assistant professor Institute for Political Sciences, Catholic University Nijmegen, the Netherlands.
- 1980-1981 Project for the establishment of a social scientific journal, Antwerp.
- 1979-1980 Volkshogeschool Elcker-Ik, Antwerp, adult education.
- 1977-1979 Lecturer Department of Sociology, Catholic University Leuven.
- 1971-1976 M.A. sociology (specialisation organisation sociology), Catholic University Leuven, plus extra study year at the University of Amsterdam with a Dutch international scholarship grant.

Other activities and responsibilities

- 2007-now Member of the Strategic Advisory Committee of the Stichting Industriebeleid en Communicatie (Foundation Industrial Policy and Communication)
- 2006 Chairman of the Advisory Board of the government programme Creative Challenge Call stimulating new combinations between business and cultural organisations.
- 2006 Member of the jury of the Jan Pen Award.
- 2005-now Member of the research committee of IFFTI, the International Foundation of Fashion Technology Institutes.
- 2005-now Member of the editorial board of the *Holland Management Review*.
- 2005-now Member of the Commission of 'Wise Men' ICES-KIS, advising the Dutch government on investments in the knowledge infrastructure.
- 2003-now Member of the editorial committee of *IK, Intellectueel Kapitaal*.
- 2001-now Member of the scientific advisory board of the Max Goote Kenniscentrum voor Beroepsonderwijs en Volwasseneneducatie, Amsterdam.
- 2000-2003 Member of the Advisory Board Technocentra.
- 2000 Member of the Book of the Year jury of the Dutch Organisation of Business Consultants (Ooa).
- 1997-1999 Chairman of the jury/advisory committee of the government programme Transito Cognito, later renamed Knowledge Exchange Business and Professional Education (KeBB).
- 1995-nu Columnist and book reviewer for *NRC Handelsblad* (1997-2000 own column about the knowledge seconomy), *Intermediair*, *Financieele Dagblad*, *Texpress* and *Trends* (Belgium).

Robert Young

Robert Young is Chair in Design Practice and the Director for the Centre for Design Research in the School of Design, where he has directed research activities since 1991. He originally trained as an Industrial Designer. Before taking up a full time academic appointment in 1984 he worked in the furniture and engineering manufacturing industries, as a design researcher with the Home Office and emergency services. He studied for his PhD in design

methods for complex systems design through the CNAA and York University Institute of Advanced Architectural Studies whilst working as a consultant designer and lecturer.

Young's own research and consultancy interests involve; exploring the future of design practice, complex systems design, service design theory and practice, design innovation and technology transfer to assist resilience in industry and action research in design practice including collaborative learning projects.

All his teaching at present is at doctoral level; PhD, Doctorate in Design Practice (DDP) a professional doctorate with a taught first year, and PhD by published work.

Areas of doctoral study in design that he supervises include:

- Discourses on Design Activity – Reflection and criticism that explores the nature and power of design, on topics including: The Future of Design Practice; Design's Evolving Role within Society; Design Innovation and Entrepreneurship.
- Experimental Design Research Methodologies.
- Value Innovation – identifying and exploring contexts to create new economic, social and environmental value in business and society. Example research topics include: Implementing Value Innovation Practices in the FMCG Business Sector. Nurturing Health and Wellbeing Product & Service Innovation within SMEs; Promoting Design-led Innovation as a Functional Driver in Corporate Industry.
- Social Innovation – Understanding how designers can use their skills, creativity and enterprise to envisage, shape and create a better world through co-creative processes. Example research topics include: Service Design; The Politics of Bringing Design to Market.

A list of recent or key publications that best represent his current research interests is available on request.

Karina Visscher

Karina Visscher heeft rechten gestudeerd aan de Universiteit van Leiden (1997). Zij is vervolgens werkzaam geweest bij de rechterlijke macht en heeft in 1999 de overstap gemaakt naar het onderwijs. Zij is gedurende tien jaar verbonden geweest aan de Leidse Onderwijsinstellingen. In haar functie als businessunit manager bepaalde zij de productontwikkelingsstrategie en marktpositie van haar businessunit. Zij was eindverantwoordelijk voor de initiatie, realisatie, innovatie, kwaliteit en actualiteit van een groot aantal opleidingen, variërend van korte functiegerichte cursussen tot middelbare en hogere beroepsopleidingen en master studies. Vanuit deze positie heeft Karina niet alleen kennis verworven van de gehele beroepskolom, maar ook aan de wieg gestaan van de invoering van een aantal onderwijsvernieuwingen zoals het competentiegerichte onderwijs in combinatie met afstandsleren. In 2009 heeft zij "Visscher & Van Noort Educational Services" mede-opgericht. Daarnaast heeft zij verschillende keren opgetreden als panelvoorzitter bij visitaties.

Irma Földényi

Education

- 2010 - 2012 - Design Academy Eindhoven / Masters Social Design Department, cum laude
- 2004 - 2009 - Moholy-Nagy University of Arts & Design (MOME) Product Designer MA, Budapest, Hungary
- 2008 - École Nationale des Arts Appliquées, ENSAAMA, Paris (exchange)
- 2007 - University of Technologies/Fine Arts, FAVU, Brno, Czech Republic (exchange)
- 2004 - Budai Foundational School of Applied Arts, Goldsmith Certificate, Budapest, Hungary

Experience

- 2011 - Philips Design Probes, Eindhoven
- 2010 - Researcher at Baltan Laboratories, Eindhoven, The Netherlands
- 2010 - Researcher at Kitchen Budapest Media Lab, Budapest, Hungary
- 2009 - Internship at Philips Design Eindhoven, Lifestyle Studio, The Netherlands
- 2008 - Internship at Zoboki&Demeter Associates and Architects, Budapest, Hungary
- 2007 - Sziget Festival, architectural open- air installation designer, Budapest, Hungary

Awards

2012 - HOT100 Talents, Virtueel Platform, The Netherlands
2011 – Huygens Scholarship for Excellent Students, The Netherlands
2010 - Hungarian Design Award/Special Prize awarded by The Chairman of Hungarian Design Council and President of the Hungarian Intellectual Property Office, student category, Budapest, Hungary, “Eco-Highway”, graduation project
2010 - Pachube Open Call/ by Usman Haque and Natalie Jeremijenko
Winner with Kitchen Budapest Media Lab Teamwork
2009 - Product Design Graduation Prize / Dean's Recognition Award 2009, MOME, Budapest, Hungary, “Eco-Highway”, graduation project
2004-2009 - Scholarship for Excellency, MOME, Budapest, Hungary
2008 - Hungarian National Heritage Trust
Reinterpretation of the Baroque Architecture in Hungary - identity concept category, winner with Sara Kele, Budapest, Hungary
2008 - Philips France, Professional Lighting&Luminaires, shortlisted student project for the best 5 projects, ENSAAMA, Paris, France
2008 - Erasmus Scholarship awarded by MOME
2007 - Ceepus Scholarship awarded by MOME
2006 - “Fingertips” project selected for the :OUTPUT International Yearbook of Awarded Students of Communication Design, editor Florian Pfeffer

Attachment 2 Programme of the assessment

Day 1: Exploration (date: 26 November, 2012)

12.30 – 14.00	<i>Arrival of committee and internal meeting</i>	
14.00 – 14.30	<i>Board and management</i> Introduction, purpose and program of the assessment	Nico van Os Arend Hardorff Marisa de Brito Diane Nijs
14.30 – 15.15	<i>Show-cases</i> Demonstration-possibility	Students
15.15 – 16.00	<i>Open consultation</i> Possibility for students and staff to exchange thoughts with the committee. Also documentation review	
16.00 – 17.00	<i>Representatives of the Professional field committees</i> Connection between programme and professional field, examination and intended learning outcomes	Dr. Montuori Dr. van Engelen Mw. Van Moerkerken Dhr. Kaspers
	<i>Alumni</i> Connection between programme and professional field, examination and intended learning outcomes	W. Lankhorst MA F. Verdaasdonk M. Poonath O. Vugts
17.00 – 17.15	Internal meeting of the committee	
17.15 – 17.30	Feedback of preliminary findings, focus-points for the next assessment day	Audit committee and all interested

Day 2: In-depth assessment (date: 27 November, 2012)

09.00 – 09.30	<i>Arrival of committee</i>	
09.30 – 11.00	<i>Teaching staff</i> Intended learning outcomes, programme, examining, quality of staff	Celiane Camargo-Borges Margo Rooijackers Moniek Hover Geoff Maree lenia Marques Liliya Terzieva Shirine van Moerkerken
11.00 – 11.45	<i>Delegation examining board, testing committee</i> Exam policy, examining, testing and learning outcomes achieved	Margo Rooijackers Esther peperkamp Celiane Camargo-borges Liliya Terzieva
11.45 – 12.30	<i>Associate professors</i> Applied research, role en position in the programme	Diane Nijs Moniek Hover Marisa de Brito
12.30 – 14.00	<i>Lunch and document review</i>	
14.00 – 15.00	<i>Students (including a delegation of the programme committee)</i> Programme, testing, quality of staff	Camilo H. Gonzales Pauline Romanesco Michelle Dekker Joyce Fong Suzan lindhout Adriane Stam Roeland Bottema
15.00 – 16.30	<i>Additional research, formulating conclusions</i>	
16.30 – 17.00	<i>Feedback of findings and conclusions</i>	Audit committee and all interested

Attachment 3 Quantitative data

1. Enrolment data

	Regular Students			
	Enrolled	Graduated	Certificates	Stopped
2006-2007	10	9		1
2007-2008	7	7		
2008-2009	20	19	1	
2009-2010	16	11	4	1
2010-2011	25	18(*)		7
2011-2012	13	1(**)		
2012-2013	17			

In addition to the table:

(*) For the cohort 2010-2011 some participants have asked for a Certificate that will be handed to them in October 2012, but did not appear on this list yet.

(**) For the cohort 2011-2012, the first date for handing in the thesis was set on September 10th, 2012. This is the last cohort with 68 EC.

	Part time Students			
	Enrolled	Graduated	Certificates	Stopped
2006-2007				
2007-2008	10	7	3	
2008-2009			1	
2009-2010			4	
2010-2011				
2011-2012	5			
2012-2013	167			

2. Teacher -student ratio achieved.

Overview of FTE to run the Master in Imagineering programme

Activities	FTE
Programme management (including committees)	0.4 FTE
Delivering the programme	1.3 FTE
Research and knowledge development IMA team (including projects such as the North project)	1.3 FTE
Total	3.0 FTE

Staff : student ratio = 1,3 FTE : 20 Students = 1 : 15.

Attachment 4 Final qualifications

The 11 Imagineering competencies are the following:

Name of the competency	Explanation: this involves:
1. (Intercultural) exploration with an open mind set	<ul style="list-style-type: none"> - The imagineer being receptive and able to absorb situations and meaningful events, by observing them and living through them, without passing immediate judgement. He explores meanings within context and is critical about prevailing beliefs and opinions in the business environment. In the early stages of analytical processes, the imagineer asks more questions than he tries to answer; - Recognising that international customers possess diverse value systems, but also international potential competitors of the corporate business (the organizational level at which the participant applies the analytical reflections and tools) often have a different viewpoint and diverse value chains and problems to deal with
2. Creating value change and value innovation from the experiential perspective	<ul style="list-style-type: none"> - Analyzing the value curves in different industries - Determining critical success factors - Constructing strategy canvas - Recognizing opportunities for value creation - Developing different strategic scenarios based on experience perspective - Evaluating cost to various departments/stakeholders
3. Initiating, implementing and interpreting experience-research	<ul style="list-style-type: none"> - Understanding research basics - Being able to select the appropriate research techniques - Collecting supporting evidence for the exploration through experience and other types of research in order to formulate a vision - Setting up a research project - Formulating research objectives - Briefing and managing execution - Being able to interpret results and translate them into action
4. Developing a vision based on internal and external values	<ul style="list-style-type: none"> - Understanding value systems - Based on exploration and research, formulating the subjective / personal / idealistic vision of the organization and its core values, based on which an experience based high concept can be developed. - Capturing various stakeholder interests, which means that besides commercial benefits, also social and ethical responsibilities of the organization are taken into account.
5. Creating a new business concept from the new perspective	<ul style="list-style-type: none"> - Translating an experience strategy in a high involvement experience concept. - Managing the creative process - Evaluating experience concepts while: <ul style="list-style-type: none"> o Allowing for (future) interactivity and innovation o Incorporating cost effectiveness in final concept as well as process - Involving stakeholders in the process - Presenting the concept
6. Initiating change in an organization	<ul style="list-style-type: none"> - Analysing the difference between the existing and desired situation - Assessing the prevailing attitudes towards change - Formulating the change strategy - Drawing up an appropriate intervention plan - Managing the change process - Involving stakeholders - Convincing stakeholders and getting commitment

Name of the competency	Explanation: this involves:
	- Communicating appropriately to realise change
7. Managing for creativity	<ul style="list-style-type: none"> - Inspiring and structuring oneself, others and organizations to release and use creative powers. - Creating an environment in which creativity can take place and in which creative initiatives will result in change processes. - Knowing about creativity as a way of thinking and being able to use techniques that streamline the creative process.
8. Organising, managing and improving the experiential platform	<ul style="list-style-type: none"> - Analyzing the current internal and external touch points and determine the desired situation - Translating the concept in meaningful symbols/experiences/interaction - Based on that developing a marketing plan - Briefing, planning, supervising and managing the creative process - Assuring a sound financial basis - Incorporating flexibility that will lead to durable and sustainable interaction
9. Directing the interactive communication	<ul style="list-style-type: none"> - Initiating interactive communication between the organization and its stakeholders. Whereby interactive communication is defined as two way process between sender and receiver. In this process the different roles (sender/receiver) change constantly. - Recognizing that electronic media change the communication between individuals. New (mobile) media give access to platforms and databases which were not available in the past. New digital environments also change the content of messages and stories.
10. Directing financial perspectives	<ul style="list-style-type: none"> - Being accountable for the financial results of project. - Presenting reliable financial reports to the various stakeholders in an organization. - Performing financial calculations to support management decisions regarding a project. - Analyzing financial statements and adjust the strategy where needed
11. Continuing one's own professional and personal development: 'BEING INSPIRATIONAL YOURSELF'	<ul style="list-style-type: none"> - Planning enough time and attention for personal development - Defining one's own strengths and weaknesses by means of the competency profiles (Individual Competency Card) - Reflecting on personal professional actions - Asking for active feedback to personal professional actions - Formulating individual learning goals - Drawing up an ITP (Individual Transformation Plan) - Being driven to stay informed about and contribute to developments in the professional field of Imagineering Inspiring others

The relation between the Dublin Descriptors and the 11 competencies

Competency \ Dublin Descriptor	Knowledge and insight	Application of knowledge and insight	Independent judgement	Communicatio	Learning skills
1. (Intercultural) exploration with an open mind set	X	X		X	
2. Creating value change and value innovation from the experiential perspective	X	X			
3. Initiating, implementing and interpreting experience-research	X	X	X		
4. Developing a vision based on internal and external values	X	X	X		
5. Creating a new business concept from the new perspective	X	X			
6. Initiating change in an organization	X	X			
7. Managing for creativity	X	X			
8. Organising, managing and improving the experiential platform	X	X			
9. Directing the interactive communication	X	X		X	
10. Directing financial perspectives	X	X			
11. Continuing own professional and personal development: 'BEING INSPIRATIONAL YOURSELF'	X	X		X	X

Attachment 5 Overview of the programme

The total of the study units makes 60 EC which are distributed in the following manner:

Theory 25 EC		
Block 1. Inspiration 8 ec	Block 2. Ideation 8 dc	Block 3 Implementation 8 ec
Literature review 1 ec		
Research 5 ec		
Literature review 1 ec	Interview Report 1 ec	Research proposal 3 ec
Practice 7 ec		
Design Assignment 1. 1ec	Design Assignment 2. 4 ec	Field trip 2 ec
T-Lab / 3 ec		
T-lab session 1 ec		Individual Transformation Reports 2 ec
Thesis 20 ec		

Attachment 6 Documents

Overview of used literature

- Application procedure Master in Imagineering
- Assessment matrix IMA Master thesis
- Body of Knowledge and Skills (BOKS)
- Competency matrix
- Critical reflection
- Imagineering Master Thesis - a research guideline
- List of Final projects
- List of Linked in with alumni
- List of the last 25 thesis projects
- Master in Imagineering - Competency Manual 001
- Metis list
- Organogram AFL
- Orientation to the quality assessment forms and guidelines
- Overview contacts with the industry/ professional field
- Overview of allocated staff with names, positions, scope of appointment, level and expertise
- Overview of the curriculum in diagram form (matrix goals x curriculum-parts)
- Study guide fulltime & Study guide part-time
- Subject specific reference framework and the learning outcomes
- Teaching and Examination Regulations (TER)
- Testing Policy
- Thesis assessment form IMA Acad
- Year planning

List of selected theses projects

Student number	Study year	Title masterthesis	Grade
042363	2009/2010	Meet the world	6
093483	2009/2010	Transitie naar duurzaam toerisme	8
093408	2009/2010	The music industry in the digital era	7
092257	2009/2010	Sustainability, social constructionism and social systems	9
060689	2009/2010	Naarden-Vesting een imagineering casus vol leven	7
092255	2009/2010	De behoefte aan professionele afgestudeerden in het besturen van maatschappelijke ondernemingen	8
103406	2010/2011	Innovaties in het digitaal ontsluiten van cultureel erfgoed	7
103201	2010/2011	Let's turn pages	9
103348	2010/2011	Stories are there to be told	6
101968	2010/2011	What are the dynamics of engagement with the developing market of electric vehicles?	6,5
050121	2010/2011	Business transformation at Hotel Pulitzer, A luxury Collection Hotel	9
102075	2010/2011	Sustainable - Change	8
102110	2010/2011	Co-creative elements in B2b Environments:	9
102449	2010/2011	Discovering the dynamic of imagineering roadmap	7
112963	2011/2012	Coopeting Globally	6

Attachment 7 Declarations of independence

Declaration of independence and confidentiality

Prior to the assessment

The undersigned has been asked to assess the programme M Imagineering, at NHTV Breda.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name: Karina Visser

Place: Breda

Date: 26-11-2012

Declaration of independence and confidentiality

Prior to the assessment

The undersigned has been asked to assess the programme M Imagineering, at NHTV Breda.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- (- being acquainted with the NVAO code of conduct)
not really -

Signature:



Full name:

Danny Jacobs

Place:

Breda

Date:

26 " 12 -

Declaration of independence and confidentiality

Prior to the assessment

The undersigned has been asked to assess the programme M Imagineering, at NHTV Breda.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:

Irma Földenyi

Full name:

IRMA FÖLDENYI

Place:

BREDA

Date:

26. 11. 2012

Declaration of independence and confidentiality

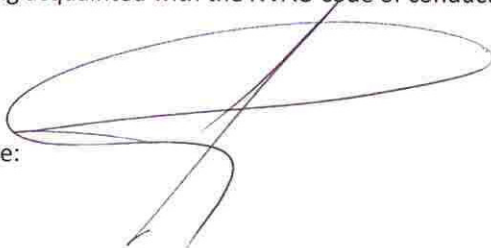
Prior to the assessment

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- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

Dirk De Corte

Place:

Breda

Date:

26/11/2012

Declaration of independence and confidentiality

Prior to the assessment

The undersigned has been asked to assess the programme M Imagineering, at NHTV Breda.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
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- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

Carolina Johanne de Manchy

Place:

Rotterdam

Date:

26.11.2012

Declaration of independence and confidentiality

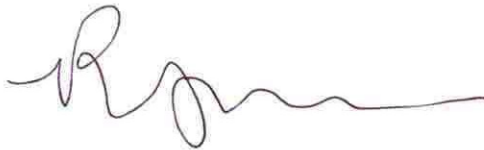
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The undersigned has been asked to assess the programme M Imagineering, at NHTV Breda.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

PROF ROBERT A. YOUNG

Place:

SCHOOL OF DESIGN
FACULTY OF ARTS, DESIGN & SOCIAL SCIENCES
NORTHUMBRIA UNIVERSITY,
NEWCASTLE UPON TYNE -
UK

Date:

27 11 2012