Master Imagineering
Breda University of Applied Sciences

Report of the extensive programme assessment
27-28 November 2018

Colophon

Programme
Breda University of Applied Sciences
Master Imagineering
Location: Breda
Modes of study: full-time and part-time (executive variant)
Croho: 70073
Result of institutional assessment: not applied for

Panel
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The panel was presented to the NVAO for approval.

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This document is best printed in duplex

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Summary

On 27 and 28 November 2018 an assessment committee of AeQui visited the Master programme Imagineering at Breda University of Applied Sciences. This 60 ECTS programme consists of two variants: a full-time version for bachelor graduates and a part-time version for executive students with job experience. For this assessment the committee has used the NVAO framework for extended programme assessment. The committee judges that each standard is either satisfactory or good quality; the programme structure and the Imagineering staff are particularly strong, according to the committee. The overall quality of the Master Imagineering is **satisfactory**.

Intended learning outcomes

The programme's vision on Imagineering has been adjusted over the years and resulted in a new professional profile. Both the vision and the profile are properly translated in the intended learning outcomes. These final qualifications are formulated as seven professional competencies and five intended learning outcomes and reflect very well the content, level and orientation of the programme. Imagineering is clearly in the DNA of all stakeholders concerned; they hold very similar views on the domain of Imagineering and on what the master programme on Imagineering should aim for.

Curriculum

There is a growing interest from academia and industry in Imagineering as study field and methodology, and this is also reflected in the curriculum. Students and alumni appreciate the learning environment at BUas in which theory, research and practice on Imagineering are increasingly integrated. The curriculum and the course components prepare Imagineering students for a professional career in which they can combine their expertise as designer, co-creative catalyst and researcher. The programme is well coordinated; its effective structure enables both full-time and part-time students to achieve the intended learning outcomes. Moreover, the programme has an attractive vision on providing small-scale high-quality education while addressing the personal development of individual students in interculturally diverse and hybrid cohorts. These cohorts are formed following a detailed and transparent admission and selection process.

Staff

Although the number of Imagineering students is rather limited, the programme features many different staff members who all together expose students to a wide variety of expertise. Both the Imagineering programme team and the other lecturers are competent professionals with good didactic skills, English proficiency and content expertise. Together they play a crucial role in bringing the quality of the teaching and learning environment up to the level where it stands now.

Facilities

The current accommodation and infrastructure are adequate as they fit the educational requirements of the programme and allow for interaction among students and between students and staff. In 2019, the Academy will relocate to a renovated building on the central BUas campus. In line with the explicit policy at institutional and academy level that students are at the centre of all educational interventions, the information and coaching services are of good quality. The distinctive value of the Imagineering programme lays in the individualized attention from coaches and lecturers, who look at the person behind the student. This in turn ensures that there is a pleasant and informal atmosphere on campus.

Quality assurance

The Academy for Leisure has a clear commitment to quality which it achieves through an adequate quality assurance system. The interviewees connected to the Imagineering programme provided evidence of a true quality culture and a dedication to continuous improvement. The programme features several formal and informal tools to measure the quality of its education and effectively acts upon the evaluation outcomes. The voice of the students is heard systematically and recommendations from internal and external reviews are taken at heart.

Assessment

The programme has an adequate assessment system that is based on the BUas-wide testing frame-

work. Moreover, the programme's vision on assessment is aligned with its educational vision. The sample of tests reviewed indicate that assessments are valid, reliable and transparent. The quality of the thesis evaluation is acceptable and will further improve following the introduction of the Imagineering final deliverables. The Board of Examiners is operating properly but could be more pro-active in monitoring that the final competencies of the programme are tested and eventually achieved. Furthermore, the programme could enhance the common understanding among thesis coaches and assessors of what constitutes a poor, sufficient, adequate and good final deliverable.

Achieved learning outcomes
The achievement of the intended learning outcomes is established by looking at the quality of the final deliverables (Imagineering Paper, Business Inspiration Report and High Concept) and at the jobs young graduates move into after their studies. The review of recently accepted deliverables demonstrates that Imagineering students eventually achieve the intended learning outcomes. Upon graduation, moreover, these students are very successful in finding a relevant position that is commensurate with the level and object of their study. While the ambitions of the programme are certainly realised in the performance of its graduates on the labour market, this strive for excellence is not yet reflected to the same extent in the quality of the final deliverables.

Recommendations
The Imagineering programme at BUas has a considerable track record. The committee considers that the recent changes leading up to the current programme have been for the better. While the Academy for Leisure and the programme can be proud of its achievements, there is nonetheless room for improvement. In order to bring the Imagineering programme to an even higher level of quality in the future, the committee issues the following recommendations:
- to better align the programme competencies, the learning goals and assessment criteria per block;
- to make the research training component more explicit in the final deliverables;
- to include a genuinely external view in the quality assurance provisions of the programme;
- to stimulate the notion of excellence in the graduation trajectory;
- to strengthen the position of the Board of Examiners in monitoring that the final competencies are tested and eventually achieved.

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

On behalf of the entire assessment committee,

Utrecht, February 2019

drs. L. (Lisa) W.J.M. Janssen   Mark Delmartino MA
Chair   Secretary

Overview

The judgements per standard are presented in the table below.

Standard	Judgement
1. Intended learning outcomes	*Good*
2. Orientation of the curriculum	*Good*
3. Contents of the curriculum	*Satisfactory*
4. Structure of the curriculum	*Good*
5. Qualifications of incoming students	*Good*
6. Staff: qualified and size	*Good*
7. Accommodation and infrastructure	*Satisfactory*
8. Tutoring and student information	*Good*
9. Quality assurance of the programme	*Good*
10 Assessment system	*Satisfactory*
11 Achieved learning outcomes	*Satisfactory*
Overall judgement	**Satisfactory**

Introduction

The master programme Imagineering was initially accredited by NVAO in 2007 and is now presented for a second re-accreditation. Imagineering as a topic and a programme is well embedded in the education and research of the Academy for Leisure at Breda University of Applied Sciences. The 60 ECTS programme is offered in two variants: a full-time version for bachelor graduates and a part-time version for executive students with job experience. Every year around 25 students are educated to become Imagineering professionals who combine the roles of designer, co-creative catalyst and researcher. This expertise allows graduates to innovate, transform and reframe business and social processes using the strategic design approach of Imagineering.

The institute

Breda University of Applied Sciences (BUas) is the new name of NHTV Breda. It was founded in 1966 as an institute offering bachelor programmes in tourism and leisure. While these are still the core domains of its activities, BUas nowadays also has degree programmes in Games, Media, Hotel and Facility, Logistics and Built Environment. According to its educational vision 2014-2024, BUas trains students to become graduates who are competent, qualified for the labour market, self-managing, (self-) responsible, creative and innovative.

Education and research at BUas are organised trough five Academies. The Academy for Leisure has a portfolio of professional, academic, bachelor, pre-master and master programmes in leisure studies, leisure & events management and Imagineering. Research-wise, it has professorships on Productivity in Leisure and Hospitality, Storytelling, Imagineering, and Business Development in Leisure. The student body consists of 1500 students and about 110 lecturers, researchers and administrative staff (85 FTE). In line with the overall vision of BUas, the Academy's mission statement is 'designing for meaningful experiences through education, research and industry related projects and consultancy'.

Since 1993, Imagineering is taught as a separate course in the programmes Tourism Management and Leisure Management. Also today, it remains an important element of education at bachelor level, a methodology that teaches students how to create and innovate (meaningful) experiences. At master's level and in research, Imagineering is a methodology to frame innovation challenges and provides a distinctive approach for innovation trajectories within organisations or among stakeholders.

The programme

The hbo-master programme Imagineering was initially accredited by NVAO in 2007 and reaccredited in 2012. It is a 60 ECTS programme in which students are taught, trained and developed to become professionals assuming three roles: designer, co-creative catalyst and researcher. Using this (combined) expertise, Imagineering graduates are able to innovate, transform and reframe business and social processes using the strategic design approach of Imagineering.

The programme is offered in two variants: one regular full-time twelve-month variant for students with an adequate bachelor degree and an 18-month executive part-time variant that requires in addition some professional experience. Over the years, the programme has cherished its small-scale set-up, allowing not more than 27 students per cohort (combining both variants).

The assessment

The Academy for Leisure of Breda University of Applied Sciences assigned AeQui VBI to perform a quality assessment of its master programme Imagineering. In close co-operation with the Academy for Leisure and the programme man-

agement of Imagineering, AeQui convened an independent and competent assessment committee. A short CV of the committee members is provided in Attachment 1. A preparatory meeting with representatives of the programme was held to exchange information and plan the date and programme of the site-visit.

The Imagineering programme produced a self-evaluation report. In the run-up to the site visit, the assessment committee has studied this report and reviewed a sample of theses accepted during the last two years. Attachment 5 lists the materials the committee has studied before or during the site visit. The findings from the report and the materials, as well as the results of the thesis review were input for discussions during the visit. The site visit was carried out on 27 and 28 November 2018 according to the programme presented in Attachment 2.

The committee has assessed the master programme Imagineering in an independent manner; at the end of the visit, the chair of the assessment committee presented the initial findings of the committee to representatives of the programme and the Academy. In this document the committee is reporting on its findings, considerations and conclusions according to the NVAO framework for extended programme assessment. A draft version of this report was sent to the programme management in December 2018; where appropriate, its reactions will be incorporated in the final version of the report.

Intended learning outcomes

The programme's vision on Imagineering has been adjusted over the years and resulted in a new professional profile. Both the vision and the profile are properly translated in the intended learning outcomes. These final qualifications are formulated as seven professional competencies and five master level outcomes and reflect very well the content, level and orientation of the programme. Imagineering is clearly in the DNA of all stakeholders concerned; they hold very similar views on the domain of Imagineering and on what the master programme on Imagineering should aim for. The assessment committee qualifies the intended learning outcomes as **good**.

Intended learning outcomes
Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings
The master programme Imagineering offers students theoretical insight in issues of organisational, business and societal design in the context of organisation transformation. By developing both their design skills and an analytical and problem-solving attitude, students acquire the competencies that are required to design and implement professional advice in an organisational and cross-cultural setting.

Throughout the visit the committee inquired about the specific position and value added of Imagineering in comparison to other professions such as creative consultant, change manager or innovator. Several interviewees, ranging from students and lecturers to alumni and industry representatives, indicated to the committee that they see a clear difference: more traditional professionals tend to focus on the request of the management and come up with ideas from the outside which they try to get implemented; Imagineers position themselves in between management and work floor, activate the potential among stakeholders and design - and facilitate the implementation of - sustainable solutions and processes. As one of the interviewees mentioned: "Imagineers are acknowledging that the world is changing; it is in the DNA of Imagineering to be yourself and be part of the change – not leading the change, but be in the middle of it."

Since the previous accreditation visit, the master programme Imagineering has reconsidered its competency profile and started using the new one from the academic year 2017-2018 onwards. The profile has changed in the sense that the programme developed and formulated an overarching goal for a professional master in Imagineering: to facilitate, (co)create and (re)design business processes aiming at igniting a sustainable organisational change in an imaginative, research based and social mediated way. In order to reach this profile, the programme has formulated seven competencies, intended learning outcomes, that are listed in Attachment 3. When developing this new profile, the programme has explicitly taken on board the Dublin Descriptors: this has resulted in an additional set of five intended learning outcomes, which constitute a reformulation of the Imagineering competency profile along the lines of the respective Dublin Descriptors. These learning outcomes are also listed in Attachment 3.

Over the years, the domain of Imagineering has developed its own body of knowledge and skills. The committee has noticed from the report and the discussions that the programme features a clear set of research paradigms and theoretical concepts.

Considerations
The committee considers that the programme has developed a clear vision on (the domain of) Imagineering which is shared by all programme stakeholders. This vision has been adjusted and enhanced over the years and resulted in a specific

professional profile and related programme objectives. According to the committee, the intended learning outcomes befit both the profile and vision on Imagineering. The final qualifications, formulated as seven professional competencies and five master level outcomes, reflect well the content, level and orientation of the programme.

The committee thinks highly of the way in which Imagineering is in the DNA of all interviewees, irrespective of whether they directly related to the programme or indirectly involved through the Academy for Leisure. Moreover, the committee noticed that all interviewees hold very similar views on the domain of Imagineering and on what the master programme on Imagineering should aim for. Even at the level of the executive board, Imagineering is reportedly used to facilitate processes of transformation.

Finally, the committee appreciates that the Imagineering programme is practising what it preaches: changes in the profile and competencies have been the result of an extensive and common review and co-creation process involving internal and external stakeholders. In this respect, the input of both alumni and executive students should be emphasised: they provide not only placement and job opportunities for students, but also a wealth of information and advice on both domain and programme developments.

Based on these considerations, the committee qualifies the intended learning outcomes as **good**.

Curriculum

There is a growing interest from academia and industry in Imagineering as study field and methodology, and this acknowledgement is also reflected in the curriculum. Students and alumni appreciate the learning environment at BUas in which theory, research and practice on Imagineering are incorporated and increasingly integrated. The curriculum as a whole as well as the individual course components prepare Imagineering students for a professional career in which they can combine their expertise as designer, co-creative catalyst and researcher. The programme is well coordinated; its effective structure enables both full-time and part-time students to achieve the intended learning outcomes. Moreover, the programme has an attractive vision on providing small-scale high-quality education addressing the personal development of individual students in interculturally diverse and hybrid cohorts. These cohorts are formed following a detailed and transparent admission and selection process. While the committee qualifies the different standards positively, it sees room for enhancing the quality of the curriculum through a better alignment of the programme competencies and learning goals per block and by strengthening the research training component.

Orientation

Standard 2: The curriculum enables the students to master appropriate (professional or academic) research and professional skills.

Findings

As a master programme of professional orientation, Imagineering students are taught, trained and developed to be employable in industry. The committee has noticed that the curriculum was designed in full alignment with the institutional vision on education according to which BUas trains students to become graduates who are competent, qualified for the labour market, self-managing, responsible, creative and innovative.

Over the years, there has been a growing interest from practice, academia and industry for the Imagineering approach and methodology. This interest and acknowledgement by industry and academia is also reflected in the curriculum and has led among others to an enriched literature set featuring new materials from guest lecturers and industry practitioners. Moreover, and further to the recommendation of the previous assessment committee, so-called 'anti-books' are part of the compulsory and recommended literature; this allows students to critically review where Imagineering stands among other strategic design approaches.

Given the involvement of an increasingly broad spectrum of industry sectors, students are exposed in guest lectures and practical assignments to real professional life; throughout the entire curriculum, students meet in class or in the field with different types of employers including governmental and not-for-profit organisations.

Moreover, the curriculum pays considerable attention to research. Interviewees indicated that within a higher education institution of applied sciences, the programme prepares students to be research literate in Imagineering. The committee understood from the discussions on site that the attention in the curriculum to research has changed in recent years, in line with the new professional profile. Nowadays, there are classes on research in each of the three blocks, while students do research in application companies during the graduation phase.

Considerations

The committee considers that over the years the Imagineering curriculum has been continuously developed and redesigned to provide a learning environment in which theory, research and practice are incorporated and increasingly integrated. According to the committee, there is a close link between research and education on Imagineering at BUas, and it commends the programme and

the Academy for this strong connection, which is updated on a continuous basis. The committee gathered from the discussions that the attention to – and the close link between - theory and practice in the curriculum is very much appreciated by students, alumni and the professional field. The committee fully understands and shares this viewpoint.

The committee thinks highly of the professional orientation of the programme and considers that the curriculum enables the students to acquire both professional and research skills at master level.

Based on the interviews and examination of the underlying documentation, the committee qualifies the programme orientation as **good**.

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

Findings
The programme is structured around four components and is presented in Attachment 4. The different study units covering theory, design/practice, research, and personal development amount to a total of 60 ECTS. The curriculum is described in the 'Expedition Guide', which students receive as study guide at the start of the programme. Students go on a journey with a specific focus to 'develop their knowledge and skills in order to function more maturely, skilled and inspirational in society' than before.

The programme consists of three blocks on Inspiration, Ideation and Implementation; three design assignments; a research component featuring literature review, research proposal and graduation project; and the I ignite unit focusing on the profile of the Imagineer as described in programme competency 7: 'acting in a transparent, reflective, inspiring, appreciative and leading way.' Each component is described in detail in a separate study manual. Students and alumni indicated that they are satisfied with the programme contents in

general and with the knowledge, skills and attitudes they acquire in each of the constituent blocks.

The committee noticed that for each component many learning goals have been set. These learning goals are linked to the seven competencies / intended learning outcomes of the programme. While there is no doubt that both the competencies and the learning goals are adequate in their own right, the committee did not grasp from the overview how learning goals and competencies are effectively connected. This was all the more complicated given the sheer number of learning goals, particularly in the three blocks.

Considerations
The committee considers first and foremost that the curriculum enables Imagineering students to achieve the intended learning outcomes. In this regard the committee thinks that the individual curriculum components are interesting and relevant from a contents point of view.

Having established that the programme definitely meets the genuine quality criteria on this standard, the committee sees room for enhancing the programme contents – and thus the quality of the curriculum - in two ways. From a technical-educational point of view, the current operationalization of competencies into learning goals can be improved through a better alignment of (a more limited number of) the learning goals per block/component. By doing so, the link between course components and programme competencies will become more clear and the fulfilment of both learning goals and competencies can be established in a more straightforward way.

Moreover, and in line with the findings on the achieved learning outcomes, the committee considers that the research training component can be further enhanced; while the current outputs are adequate, they do not yet live up to the level of excellence which the programme clearly sets out for itself.

Based on the interviews and examination of the underlying documentation, the committee qualifies the programme contents as **satisfactory**.

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

Findings
The educational vision underlying the master programme Imagineering is to educate the professional of the 21st century who is ready to deal with a fast-changing society. This vision is based on didactic principles which are set at central BUas level: 'action learning', 'learning communities', 'personalisation' and 'ambitious study climate'. The knowledge and principles covered in the master programme are applied to problems that are taken straight from the professional field. The curriculum on Imagineering adopts in particular the 'learning community' methodology, which aims to create a working space that invites students to get involved with the topic in different ways. This means that in each of the blocks, a coherent learning experience is provided in which theory and practice, as well as contents and methods are integrated.

A particular feature of the programme is its hybrid character: the curriculum is offered simultaneously to regular students and executive students. Both groups are enrolled for the same courses and spend at least one full day per week together in class. Regular students follow 3 days of courses per week, while executive students spend at least one day in class and catch up with the other registered lectures in their own time. Several executive students and alumni mentioned moreover that they sometimes attend(ed) a second day in class. Students and alumni from both variants indicated to the committee that they were properly informed about this arrangement before and appreciate the cooperation with their more junior or senior counterparts. Executive students appreciate the fresh minds and inspiration of their junior colleagues, while the regular students learn from the real-life professional experience of the executives. Several full-time students indicated moreover that they were invited by their senior colleagues to perform assignments in their companies. Students moreover emphasised that the diversity within the entire cohort is inspiring and that this diversity is not so much felt in terms of age or professional experience; the added value of this diversity is particularly strong in terms of student backgrounds, be they geographical, cultural, educational or professional.

The committee gathered from the discussions on site that both curriculum variants consist of two periods: from September to March, full-time students follow the three blocks and the design and research courses, while from April to August they focus on the graduation project. Part-time students also start in September and are allowed to extend the deadlines for delivering the block and design assignments. As of April they start with the research course and can finish until December the research assignments and the graduation project.

Students indicated that the programme is feasible in both variants provided that they dedicate sufficient time to the study: in line with the announcements made in the information materials and during the intake, full-time students should dedicate five full days per week to their study. Part-time students should (be able to) spend 2,5 days per week on their study. Moreover, students appreciate the assistance they receive from the programme to find application companies. If anything, full-time students consider the graduation trajectory to be rather short, hence the importance of finding as early as possible an application company for the research part. Moreover, both full-time and part-time students appreciate the recent initiatives of the programme to organise or facilitate (self-organised) support groups during the graduation phase. After having been together as a group for seven to eight months, it is difficult to keep up the study pace and complete the graduation project alone.

Considerations

The committee considers that the structure of the master programme Imagineering is particularly strong. The individual study units are well coordinated and the respective block coordinators and overall programme coordinator ensure that there is consistency within each block and across all components. Moreover, the committee thinks highly of the way this programme uses its small scale and its hybrid character to enhance the quality of its educational approach.

The committee gathered from the discussions that the programme focuses very much on the personal development of students and commends the Imagineering team for doing so. These discussions also convinced the committee that the above-mentioned principles and approaches are appreciated by the students. In this way, the structure of the Imagineering curriculum is effective in enabling students to achieve the intended learning outcomes.

Based on the interviews and examination of the underlying documentation, the committee qualifies the programme structure as **good**.

Incoming students

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

Findings

Since the very start of the programme, the number of incoming students has remained stable. Every year cohorts of around 25 full-time and part-time students join the Imagineering programme. The executive board and the programme management emphasised during the visit that this is an explicit choice: the programme aims for good quality education, which is feasible in a small-scale setting of maximum 25-27 students. The current number of enrolments is financially viable. Any growth in student number would jeopardise the quality of education and in particular the personalised attention for each student;

alternatively, hiring more staff to teach and coach the growing number of students would endanger the financial viability of the programme.

The admission criteria for prospective students are published on the website and in the promotion materials. Moreover, the enrolment criteria are described in detail in the Teaching and Examination Regulations. The committee gathered from the materials and the discussion that the programme has a detailed and strictly regulated selection procedure in place to manage the growing number of applications; over the past ten years the number of applicants has risen from 40 to 90 per year.

In the final selection, the programme also includes elements to ensure that groups are sufficiently diverse to create an intercultural classroom. The programme strives for diverse groups, consisting of students from at least 15 different educational or professional backgrounds and at least 8 nationalities; moreover, approximately 1/3 of students should enrol for the executive variant.

Considerations

The committee considers that the programme has a well-defined vision on enrolment as well as the adequate tools to organise the admission and selection process in a transparent way. The committee thinks highly of the focus of the Imagineering programme on small scale education with personalised attention to each student. The meetings and discussions on site have demonstrated according to the committee that this approach is very effective. Students benefit from high quality education and consider the diversity among each other as a value and a strength rather than an obstacle. Any discrepancy in student competencies at the start of the programme can be repaired because of the small-scale character of the education.

Based on the interviews and examination of the underlying documentation, the committee qualifies the student intake as **good**.

Staff

Although the number of Imagineering students is rather limited, the programme features many different staff members who all together expose students to a wide variety of expertise. Both the Imagineering programme team and the other lecturers are competent professionals with good didactic skills, English proficiency and content expertise. Together they play a crucial role in bringing the quality of the teaching and learning environment up to the level where it stands now. The assessment committee qualifies the programme staff as **good**.

Standard 6: The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.

Findings

The institution, Academy and the programme management have made the strategic choice for small scale student groups (25-27 students) and for the allocation of several staff to the programme ensuring in this way that students are exposed to a wide variety of expertise. A core team of four staff members ensures the coordination of the programme.

The staff-student ratio is 1:21, hence most staff members only spend a small part of their BUas contract to teaching on the master programme Imagineering. Several of these lecturers, however, also teach in the other professional and academic programmes offered by the Academy for Leisure. The committee understood from the discussion with the lecturers that there is a lot of knowledge exchange between the different programmes.

The downside of this approach is that staff on the programme has a considerable workload. This issue has been raised in the report and during the discussions. Staff emphasised to the committee that they appreciate very much their work on the Imagineering programme, which compensates somewhat for the workload; moreover, the management is receptive to the issue and takes action whenever the going gets too tough.

The committee gathered from the report, the materials and the discussions that lecturers invariably are competent professionals with good didactic skills, English proficiency and content expertise. They are involved in academic and applied research – all lecturers spend at least 10-20% of their time to research - and their knowledge is fed back to the education programmes. Moreover, each lecturer is member of one of the domain research lines (*kenniskringen*) and connected to the professional field either directly or indirectly. Students indicated at several occasions that they are very satisfied with the quality and accessibility of the lecturers and their genuine interest in the background and ambitions of each individual student.

Considerations

The committee considers that the staff teaching on the Imagineering programme is not only properly qualified but also highly motivated. According to the committee, the choice made by the management to allocate more staff to the programme for relatively small assignments works out nicely. Students are exposed to a broad diversity of expertise and the greater number of staff ensures the sustainability of the programme. Moreover, there is good attention to staff professionalisation, which is backed up by appropriate provisions at institutional level.

Throughout the visit, the committee has come to appreciate that the staff on the Imagineering programme plays a very important part in bringing the quality of the teaching and learning environment up to the level where it stands now. This contribution is difficult to define as it consists of a combination of content know-how, didactical skills, professional exposure, but also enthusiasm

and a strong interest in Imagineering and in students who want to become Imagineering professionals.

Based on the interviews and examination of the underlying documentation, the committee qualifies the personnel as **good**.

Breda University of Applied Sciences

Services and facilities

The current accommodation and infrastructure are adequate as they fit the educational requirements of the programme and allow for interaction among students and between students and staff. In 2019, the Academy and programme will relocate to a renovated building on the central BUas campus. In line with the explicit policy at institutional and academy level that students are at the centre of all educational interventions, the information and coaching services are of good quality. The distinctive value of the Imagineering programme lays in the individualized attention from coaches and lecturers, who look at the person behind the student. This in turn ensures that there is a pleasant and informal atmosphere on campus.

Accommodation and infrastructure
Standard 7: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings
The committee convened at the Academy for Leisure, which has been located in these buildings since 2006. The Academy is somewhat distant from the main BUas building and the city centre of Breda. In the summer of 2019 a new home base will be created for all the Academy programmes on the central BUas campus. Students from the Imagineering programme were reportedly involved in designing the new campus.

The current premises are adequate for the number of students and the type of education that is offered. The building features a library and a canteen, as well as various open spaces and workspaces for students. One of the rooms is equipped for and designed by master students of the Imagineering programme. It has functions to make live recordings and knowledge clips. Full-time students are on site three days per week and are joined for at least one day by their executive colleagues. The lecturers have offices per team, which are situated near the classroom and workspaces.

Students indicated that they appreciate having their own 'Imagineering' classroom and are satisfied with the facilities. They mentioned in particular the library, which contains an international collection of academic and applied research materials on Imagineering and is connected to international library networks. The librarians are very accessible for support and have produced very useful library guides on Imagineering and Design research.

Considerations
The committee considers that the accommodation and infrastructure are adequate. It fits the requirements of the programme and the number of students. Its set-up facilitates interaction among students and between students and staff. The committee is convinced that the new campus will further enhance the quality of the facilities allowing for even more cross-overs among students and domains.

Based on the interviews and examination of the underlying documentation, the committee qualifies the accommodation and infrastructure as **satisfactory**.

Tutoring and student information
Standard 8: The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.

Findings
The materials and discussions demonstrate that students are in the centre of the educational attention at the Academy for Leisure. Students indicated during the visit that already prior to enrolment, the Academy manages to transfer a positive vibe about studying at BUas. Students also appreciate the efforts of the programme to make them feel welcome at the start of the programme.

It is explicit policy of the programme to limit the number of students in class: with cohorts of 25-27 students it is possible to ensure personal attention for each and every individual student. Furthermore, staff members are approachable for students, which facilitates face to face contact and helps to solve problems immediately.

Every student is appointed a personal coach, who is responsible for research supervision, final graduation deliverables and for the personal development of the student in the I ignite module. These specific responsibilities ensure that the coach fulfils the same three roles Imagineering students should acquire throughout the programme: researcher, designer and co-creative catalyst.

Students indicated to the committee that they feel very welcome at the Academy and that the programme staff is addressing them in a personal way. Individual testimonials from students who had experienced private and/or educational setbacks showed that student counsellors support students very effectively and look at the individual.

The committee learned that over the past few years, the Academy has been paying particular attention at helping slow progressing students to catch up, notably in the final phase of the programme. One recent initiative is to organise small study groups who meet during the second phase of the programme to discuss their advancement on the final graduation product.

Considerations
The committee considers that the available information and guidance services are of good quality. The small scale of the programme constitutes an important lever for personalized attention by staff. Moreover, the coaching offer is tailored to the individual student and delivered in line with the student-centred philosophy of the Academy and BUas. According to the committee, there is an informal and safe atmosphere for students, who feel at home in the Academy and respected by staff.

Based on the interviews and examination of the underlying documentation, the committee qualifies the tutoring and student information as **good**.

Quality assurance

The Academy for Leisure and the Imagineering programme have a clear commitment to quality which it achieves through an adequate quality assurance system. The interviewees connected to the Imagineering programme provided evidence of a true quality culture and a dedication to continuous improvement. The programme features several formal and informal tools to measure the quality of its education and effectively acts upon the evaluation outcomes. The voice of the students is heard systematically and recommendations from internal and external reviews are taken at heart. The assessment committee qualifies the quality assurance as **good**.

Standard 9: The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

Findings

Quality assurance (QA) at the Academy for Leisure is part of the overall BUas system and based on the Plan-Do-Check-Act cycle. Planning happens through several policy documents that have been written or updated over the past few years and which define the overall goals of (good quality) education.

The quality system of the master programme Imagineering is designed to meet the needs of lecturers, coordinators and students. Several stakeholders are involved in quality assurance and their respective roles have been described in the self-evaluation report. The Imagineering Programme Committee for instance is set up jointly with the academic bachelor and master programmes on Leisure Studies and provides advice on promoting and securing the quality of the degree programmes.

The committee spoke to several bodies and their representatives who manage the quality process, such as the Board of Examiners and the Degree Programme Committee. They invariably indicated that the Academy and the Imagineering programme are taking quality assurance very seriously.

The student opinion on each programme component is evaluated every year through a quantitative survey and a round table that gathers qualitative information. The results are reported per block. Lecturers reflect on the student feedback and adjust their courses when needed. Students indicated to the committee that in addition to these formal procedures, a lot of day-to-day issues are reported informally and acted upon swiftly by the programme.

Every year the programme holds a strategic two-day event, the so-called 'hay days': staff, management, students, alumni and industry experts work together on the process, content, quality cycle outcomes, day-to-day tactics, and the programme's short and long-term strategy.

Several interviewees had been involved in such event and indicated to the committee that it constitutes an important occasion to take stock of the programme achievements and discuss the way forward. Students mentioned that they felt an integral part of the group during the hay days and were satisfied that they could be part of the co-creation process of the programme.

The committee noticed moreover that further to the previous accreditation report, several modifications had been introduced to the programme: an update of the professional profile, a strengthened dialogue with the professional field, an enhanced literature list, and a more structural involvement of external stakeholders in quality assurance.

Considerations

The committee considers that the Academy for Leisure and the Imagineering programme have a clear commitment to quality which it achieves through an adequate quality assurance system. At the level of the Imagineering programme, the committee observed a strong quality culture and a dedication to continuous improvement: several stakeholders are involved in advancing the quality of the programme in a spirit of co-creation.

The programme features several formal and informal tools to measure the quality of its education; according to the committee the programme takes into account the evaluation results and acts upon the outcomes when needed. The voice of the students is heard systematically and recommendations from internal and external reviewers are taken at heart. The committee therefore considers that all stakeholders involved in the quality assurance of the Imagineering programme are competent and dedicated to continuous improvement. This, according to the committee, is not only a sign of individual capacity, but also part of a wider quality culture within the Academy and the programme.

The idea of the Imagineering programme as a learning community of lecturers and students is very appealing and constitutes according to the committee an important element in the quality culture. However, the size of the programme is small and so is the circle of stakeholders; hence the risk of creating a bubble of likeminded stakeholders. In order to benchmark (the uniqueness of) the Imagineering programme it is important to organize a genuinely external view that goes beyond the existing circle of critical friends. The committee suggests that if the programme wants to take a next step in its development, it should not enlarge the bubble but pick a hole in the bubble and invite the world outside.

Based on the interviews and examination of the underlying documentation, the committee qualifies the internal quality assurance as **good**.

Assessment

The programme has an adequate assessment system that is based on the BUas-wide testing framework. Moreover, the programme's vision on assessment is aligned with its educational vision. The sample of tests reviewed indicate that assessments are valid, reliable and transparent. The quality of the thesis evaluation is acceptable and will further improve following the introduction of the Imagineering final deliverables. The Board of Examiners is operating properly but could be more pro-active in monitoring that the final competencies of the programme are tested and eventually achieved. Furthermore, the programme could enhance the common understanding among thesis coaches and assessors of what constitutes a poor, sufficient, adequate and good final deliverable. The assessment committee qualifies assessment as **satisfactory**.

Standard 10: The programme has an adequate student assessment system in place.

Findings

Assessment in the master Imagineering is based on the programme's assessment policy, which is drawn up in accordance with the BUas-wide assessment framework and the institutional vision on education. The Imagineering programme is based on competency driven education. Competencies have been integrated in the various curriculum components and are assessed in an integrated manner. Assessments are used to verify whether students have attained the desired level of competency and to give students an insight in the level reached and their progress. Throughout the programme students are tested in different ways, both summative and formative. Each test is aligned with what is needed in the future profession and thus includes an authentic reflection.

Every block in the curriculum has its own learning goals, derived from the competency profile. The assessment method is chosen based on the block's learning goals and the requirements of the professional field. The committee has received an overview of the different testing methods and noticed that there is a considerable variety in testing and that the individual tests are relevant.

Lecturers produce a testing matrix to ensure the validity of the test, as well as an assessment form and the criteria the students have to achieve. The form of testing, as well as the weight of each test and the criteria are communicated to the students in the study manual and in class. Each assessment involves two lecturers who complete an assessment form in order to safeguard the reliability of their evaluation. Students indicated that they are properly informed about the object of the tests, the assessment methods and the criteria for evaluation. If anything, they would like to get more feedback on their tests as they see this feedback as a lever towards performance improvement rather than the mere confirmation of a score.

The committee spoke to two members of the Board of Examiners. This Board appoints the examiners, ensures that testing is in compliance with the Teaching and Examination Regulations and verifies whether students have achieved the intended learning outcomes. Board members are selected for their knowledge of the programme; one member is linked to Wageningen University and brings in the external viewpoint. The Board of Examiners also monitors the quality of testing and relies in this regard on the expertise of the educational advisors. The committee gathered that all examiners are educated at least to academic master level and have a basic examination qualification (BKE); the members of the Board of Examiners are currently pursuing the senior qualification (SKE).

In the run-up to the site visit, the committee reviewed a sample of fifteen graduation papers from the academic years 2016-2017 and 2017-2018 and their respective evaluation forms. The format of this assignment has changed, which means that the committee saw two different

types of deliverables: a more traditional thesis and a research-based Imagineering final deliverables. The final deliverables are reviewed by three people: two lecturers and one external member. The committee noticed that the evaluation forms are fine and contain relevant rubrics. However, further to its findings under curriculum contents, the committee observed that the (programme) competencies, the learning goals of the thesis paper and the criteria to evaluate the final deliverables are not always explicitly linked to each other. Furthermore, the committee was surprised that in several cases reviewers had given widely differing scores to the same deliverable. In five cases the committee's appreciation differed from the score that was eventually given to the thesis, with both positive and negative differences. According to the lecturers, the internal differences in score are likely to diminish in the future because of the more detailed rubrics in the new evaluation form and the regular calibration sessions among thesis supervisors. Furthermore, the Board of Examiners indicated that in case assessments differ one point (out of ten), then assessors meet to discuss their evaluation; in case the difference is larger, then the reviewers add a protocol to motivate the final score.

Considerations

The committee considers that the programme has an adequate assessment system that is based on the BUas-wide testing framework. Moreover, the programme's vision on assessment – including elements such as authentic testing - is aligned with its educational vision. The committee appreciates the attention of the programme to formative assessment and to providing systematic feedback to students as an element of continuous improvement.

During the visit, the committee has consulted several tests that were linked to different components of the curriculum. According to the committee, these tests have been designed and assessed adequately. Based on the information provided by the students, the transparency of the tests and their assessment is fine.

With regard to the evaluation of the final deliverables, the committee considers that the quality of the evaluation was acceptable and has further improved following the introduction of the Imagineering project. Nonetheless, there could be a stronger link between evaluation criteria, learning goals and programme competencies. Moreover, the programme could ensure that all thesis coaches and assessors have the same understanding of what constitutes a poor, sufficient, adequate and good product. This is all the more important according to the committee as some of the new final deliverables, such as the Business Inspiration Report and the High Concept, are difficult to assess without strong guidance by the evaluation forms.

According to the committee, the Board of Examiners is operating in line with the provisions of the law and the practice at BUas. In view of the above considerations, the committee suggests that the Board of Examiners takes a more pro-active stance in the programme by monitoring that the seven competencies are properly tested and eventually achieved through the research-based Imagineering final deliverables. The committee recommends the programme to organise a regular/mid-term review of the Imagineering Paper and the Business Inspiration Report to check the achieved learning outcomes and sees an important role therein for the Board of Examiners.

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

Achieved learning outcomes

The achievement of the intended learning outcomes is established by looking at the quality of the final thesis product and at the jobs young graduates move into after their studies. The review of recently accepted deliverables demonstrates that Imagineering students eventually achieve the intended learning outcomes. Upon graduation, moreover, these students are very successful in finding a relevant position that is commensurate with the level and object of their study. While the ambitions of the programme are certainly realised in the performance of its graduates on the labour market, this strive for excellence is not yet reflected to the same extent in the quality of the final deliverables. Hence the suggestion to include more research in the curriculum as well as guidance during the graduation track. The assessment committee qualifies the achieved learning outcomes as **satisfactory**.

Standard 11: The programme demonstrates that the intended learning outcomes are achieved.

Findings

In recent years the programme has reconsidered both its profile and the exit qualifications. These changes have also led to a reconsideration of the final deliverables. Hence, as of 2017-2018, the thesis assignment has been transformed into research based Imagineering final deliverables: instead of a theoretical assignment, students now work with a client in an application company and produce an Imagineering Paper and a Business Inspiration Report. The oral exam is no longer the thesis defence but a Conversation that is focused on the TRIAL competencies addressed in the I ignite component. The committee gathered from the discussions and the first set of projects that the final deliverables allow for a better assessment of the exit qualifications and constitute more relevant products for the client and for the body of knowledge in Imagineering.

In order to establish whether students achieve the exit qualifications, the committee has reviewed a sample of fifteen graduation papers from the academic years 2016-2017 and 2017-2018, thus including both old style assignments and new Imagineering papers and Business Inspiration Reports. In its internal deliberations, the committee members mentioned that fourteen products were clearly of a sufficient quality to pass; one paper, however, was rather weak and the committee spoke with the management and examiners about the expectations for a product at master

level. Furthermore, the overview of final papers in the self-evaluation report indicated that almost all deliverables obtained a final score between 6.0 and 7.5. Having reviewed a much smaller sample, the committee thought that at least two papers deserved a somewhat higher score. Nonetheless, the committee agreed with the assessors that the quality of the large majority of deliverables was either sufficient or satisfactory. The committee observed that in several cases, students seemed to have struggled in particular with the first part of the thesis, i.e. formulating a proper research problem and finding the adequate – Imagineering related - methodology to investigate the problem. Moreover, the committee noticed that students were not always very explicit in explaining the steps they had taken in their trajectory from design over methodology and data gathering to presenting the results of the analysis.

In addition to verifying the quality of the final deliverables, the labour market performance of graduates is another way to establish whether students achieve the intended learning outcomes upon completion of the programme. The committee gathered from the materials and the discussions on site that students have a positive opinion on their ability to start as an Imagineering professional while Imagineering graduates generally find employment in innovation related positions, marketing and branding roles or as business consultants. Because of the broad nature of the student's knowledge, they have a wide range

of professional careers to choose from. The professional track record of the alumni moreover confirmed that Imagineering nowadays can be 'performed' in a variety of sectors and with a wide range of employers, including governmental organisations (several alumni are working for municipalities), higher education institutions and as self-employed freelancer.

Considerations
The achievement of the intended learning outcomes is established by looking at the quality of the final thesis product and at the jobs young graduates move into after their studies. The committee has established that the reviewed final deliverables fulfil the requirements of a final master product of professional orientation. In this respect, it is fair to state that Imagineering students eventually achieve the intended learning outcomes.

Furthermore, the information materials and the discussions have demonstrated that upon graduation Imagineering students are very successful in finding a relevant position that is commensurate with the level and object of their study.

The combination of both considerations definitely warrants a satisfactory judgement on this standard and the committee noticed that the ambition of this programme is certainly realised in the performance of its graduates on the labour market. However, this strive for excellence is not yet fully reflected in the quality of the final deliverables / Imagineering projects. The committee is very supportive of the recent transition to three final deliverables that test the abilities of the student as a researcher, co-creative catalyst and designer. Based on its review of the deliverables, however, the committee considers that students require more research training as well as guidance during the graduation track if they want to demonstrate excellence in their achieved competencies in Imagineering. In this regard, the committee is very sympathetic to the idea of launching a journal featuring articles from lecturers and alumni, as well as graduation papers of students. Such initiative could boost not only the quality of the final products but also enlarge the body of knowledge and skills in Imagineering.

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

Attachments

Attachment 1 Assessment committee

	Short description of panel members (1-3 zinnen)
drs. L.W.J.M. Janssen	Lisa Janssen regularly chairs programme assessments in higher education; she was director of Schouten University until 2015.
Prof. MMad. Dr. H.A. Friedl	Harald A. Friedl is an international consultant and lecturer in the field of marketing, ethics and tourism.
N. Rijnders	Nies Rijnders is manager of the Avans Centre of Expertise Sustainable Business.
J. Schildkamp	Joop Schildkamp is a student Liberal Arts and Sciences at Utrecht University; he is board member of study association Atlas.

The panel was supported by Mark Delmartino MA, NVAO certified secretary.

All panel members have signed a declaration of independence; these have been submitted to NVAO.

Attachment 2 Programme of the assessment

Tuesday 27 November 2018

12.30   Arrival assessment committee – lunch and internal consultation

14.00   Industry and alumni

15.15   Exam committee

16.15   Research, knowledge, development and valorisation

17.00   Internal consultation

17.30   End of day 1

Wednesday 28 November 2018

09.00   Internal consultation

09.30   Management Team and Executive Board

10.45   Showcase - Session I-ignite with full-time students Imagineering

11.30   Open consultation

12.00   Lunch and internal consultation

13.00   Students

14.15   Lecturers

15.30   Internal consultation

17.15   Feedback

17.30   End of visit

Attachment 3 Final qualifications

The profile from the master programme consists of the following 7 competences:

1.   Designing for interventions in human systems from the complexity perspective
• Understanding the Paradigm Shift in Society: The complexity challenge, its causes and consequences for leadership and management • Explaining how a complexity science view differs from a Newtonian science view of the world • Understanding and explaining the implications of complexity insights for management practice in general and for thinking and acting concerning change and innovation as processes of emergence specifically • Understanding and describing the concept and use of systems thinking and design thinking in management • Applying systems thinking and design thinking in coping with complex management issues in practice

2.   Facilitating and igniting processes of collective creativity
• Knowing about creativity and collective creativity as a way of thinking and applying techniques that streamline the creative process • Creating an environment in which collective creativity can take place and in which creative initiatives will result in innovation processes • Analysing and creating interactive communication (a two way process between sender and receiver, where in this process the different roles (sender/receiver) change constantly) between the organization and its stakeholders • Inspiring and structuring oneself, others and organizations to release and use creative powers • Understanding and describing the co-creation paradigm and applying it in different industries and settings • Understanding, explaining and analysing new digital environments as "creative places" of communication between individuals, organizations, actors, stakeholders, etc.

3.   Leading business innovation processes
 • Understanding and describing the implications of growing complexity in society for strategy, business and innovation • Articulating the implications of a shift from Goods Dominant Logic to Service Dominant Logic for the business model • Understanding and describing the principles of Effectuation and Sustainability • Designing and applying new business models based on a high-involvement experience concept • Understanding and working with innovation lifecycles and discontinuous change • Understanding and applying practical approaches towards innovative business processes • Understanding and applying generative leadership approaches, theories and concepts to various industries and sectors • Performing financial calculations and analysing financial statements to support management decisions regarding a project

4.   Initiating and executing design research
• Generating new insights for the specific context in a rigorous way • Promoting collective creativity • Creating an ongoing dialogue • Developing interventions aimed at transformation • Contributing to the management of the dynamics of emergent processes • Evaluating the impact of a designed high concept/adaptive tension engine

5.   Designing and facilitating dialogues that create new perspectives, behaviour and practices
• Describing and explaining the processes in which meaning making is constructed and the implications for stability, change and transformation • Understanding and using communication skills that are fundamental in building an environment for co-creation and change • Understanding and working with dialogue theories • Understanding, analysing and articulating the complex dynamics of intercultural dialogue and collaboration

6.   Designing high concepts/adaptive tension engines
• Articulating creativity, art, dialogue, improvisation and role plays to initiate transformative processes by means of a high concept • Understanding and applying principles of playfulness and gamefulness, (corporate) Storytelling, Service Design and Experience Design in practice • Understanding, developing and analysing high concepts while: steering the creative process in a highly-involving and networking way; allowing for (future) interactivity and innovation; incorporating cost effectiveness in final concept as well as process; translating the concept in meaningful symbols/experiences/interaction

7. Acting in a transparent, reflective, inspiring, appreciative and leading way
• Orchestrating processes with a meaningful and appealing perspective based on appreciative understanding and critical analysis of and reflection on situations and assumptions • Redesigning meaning schemes in order to transform thinking and dialogues • Examining practice reflectively and reflexively, paying critical attention to the practical values and theories that inform everyday actions • Being able to fill someone with the urge or ability to do or feel something, especially something creative • Affecting, guiding, or arousing creative passion through innovative ways • Fostering an environment in which every member of the value creating network feels appreciated in order to embrace and fully capitalize on professional human community • Being able to invite and guide people to the future by starting in the present as well as to inspire people to develop themselves from 'reader of the past' to 'author of the future'

The Intended learning outcomes of the Master Imagineering (IMA) are formulated along the Dublin Descriptors:

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

Application of knowledge and insight
The IMA Graduate is capable of applying existing knowledge in organization development/organizational emergence in all kind of areas of business innovation and social innovation, and is capable of providing insight into these complexities by integrating different sources of knowledge available at organizational level and to synthesize the solution-direction in an 'interpretive lens'/artefact/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 organizations 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 organizational contextual settings, as well as to synthesize the related conclusions from research, in as well a clear, concise and professional report to professionals and academics in organization development (orally as well as in writing) as in an 'interpretive lens'/artefact/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 judgment 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 by all the opportunities he/she gets to design for evolution in human settings. In this learning perspective he/she also inspires involved stakeholders to learn continuously.

Attachment 4 Overview of the programme

Master Imagineering. Master in Business Innovation from the Experience Perspective

Theory (25 ECTS)
- Block 1 – Inspiration (8 ECTS)
- Block 2 – Ideation (8 ECTS)
- Block 3 – Implementation (8 ECTS)
- Book review (1 ECTS)

Research (5 ECTS)
- Literature review (2 ECTS)
- Research proposal (3 ECTS)

Practice (7 ECTS)
- Design assignment 1 (1 ECTS)
- Design assignment 2 (4 ECTS)
- Fieldtrip (2 ECTS)

I ignite – oral exam (5 ECTS)

Final graduation project (18 ECTS)

Attachment 5 Documents

Information report
- Master Imagineering. Self-Evaluation Report NVAO accreditation, Breda University of Applied Sciences.
- Annexes:
    - Points of improvement from previous accreditation
    - Important roles in quality assurance of the Master Imagineering
    - Staff overview (internal BUas lecturers)
    - Master Imagineering – overview of final papers
    - Alumni members of Imagineering LinkedIn community
    - Admission and selection process
    - Student Video

Materials made available electronically
- Student video
- Creating Professional Value – Strategy 2018-2021 Breda University of Applied Sciences
- Competencies and Dublin Descriptors
- Competencies and learning goals per programme component
- Literature list Master Imagineering
- Expedition Guide 2018-2019
- Study manuals per block
- Staff biographies
- NHTV Quality Assurance System for Education
- Quality Care at Academy for Leisure
- Overview of types of tests
- Assessment Policy 2018-2021 Master Imagineering
- NHTV Testing Framework
- Teaching and Examination Regulations Master Imagineering 2018-2019
- Imagineering Research Course manual
- Assessment Form written deliverables
- Overview of Application Companies
- Graduation Projects of fifteen students

Breda University of Applied Sciences