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Master Imagineering

Breda University of Applied Sciences

Advisory report of the assessment of the existing programme
20-21 January 2025

Colophon

Institution and programme

Breda University of Applied Sciences
Breda

Institutional Audit: not applicable

Programme: Master Imagineering

Location: Breda

Mode: full-time and part-time

ISAT-number: 70073

Assessment panel

Raoul van Aalst, chair

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Summary

On 20 and 21 January 2025, the master's programme Imagineering of Breda University of Applied Sciences was assessed. The panel's overall judgement is **positive**.

The English-taught programme is organized in Breda and has a study load of 60 EC. Students can choose the intensive full-time (one year) or the executive parttime (one and a half years) option. Students learn how to design and facilitate co-creative processes towards strategic transformation of organisations.

Intended learning outcomes

Graduates of the professional master's programme Imagineering are able to manage change and innovation in different types of organisation through a co-creative process. The target group ranges from recent graduates and young professionals for the full-time track, to more senior professionals for the executive part-time option. The programme has a distinctive profile that deserves more students. For this, a focused marketing strategy is needed. The intended learning outcomes reflect the master's level and the aim of the programme. In the current review process of the programme, the number of intended learning outcomes is reduced, but remains high. The panel advises focusing on a small number of key elements. The intended learning outcomes are in line with the needs and expectations of the professional field, thanks to the strong ties of the programme with alumni and the industry. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Teaching-learning environment

The curriculum enables the students to become a competent imagineer in three consecutive courses, flanked by a special course (I Ignite) on personal and professional development. A research course prepares the students for the final graduation project. The content is identical for

the full-time and the part-time students, but the timeline is different. Both groups appreciate that they share lectures one day per week, because it leads to a useful exchange of perspectives and enriches the learning experience. A revised curriculum will begin in September 2025. The new credit system in units of 5 EC will allow interdisciplinary sharing of courses with other programmes, which is a strong point. Students and lecturers work together in a co-creative process and emphasise the strong learning community. The international target group justifies English as the working language. The programme aims for a diverse group of students and uses an adequate intake procedure based on the candidates' portfolio and an intake interview. Coaching and tutoring are strong. Both the lecturers and specific counsellors support the students when they have personal or study-related issues. The teaching team consists of a sufficient number of well-qualified and committed lecturers, supplemented by an equally qualified number of guest lecturers. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Student assessment

Assessment in the master's programme is guided by a policy document with advice on how to guarantee the validity, reliability and transparency of assessments. The lecturers are aware of the difficulty of assessment in an open

and co-creative programme such as Imagineering and have taken steps to make the link of assessment criteria with the intended learning outcomes more explicit. The assessment methods show an adequate variety, with a good balance between individual and group assignments. Students receive adequate feedback and are given a second chance when their first examination attempt is not sufficient. They appreciate this as a chance to grow. The Board of Examiners fulfils its legal role pro-actively. Both lecturers and the Board of Examiners are aware of the opportunities and risks of Artificial Intelligence and have taken measures to ensure that it is used in a responsible way. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Achieved learning outcomes

In the graduation phase of the programme, students work on an innovation project in a company. As an outcome, they deliver two papers: the research-based Imagineering Paper and the Business Inspiration Report for the company stakeholders. In an oral exam, their authentic approach as an imagineer is assessed. Students are prepared for their graduation project in a research course. Individual and group coaching are provided, and an assessment rubric makes it clear to students and coaches what is expected. Based on a sample of fifteen students, the panel confirms that all graduates demonstrate the master's level. Alumni find work easily and remain connected as guest lecturers or in company projects. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Facilities

The BUAs campus buildings offer well-equipped classrooms and workspaces for staff and students and facilities for social events. The master's programme has its own classroom in one

of the three buildings. The working spaces invite collaboration, also across disciplinary boundaries. The digital learning environment Brightspace is an effective support system for educational activities. The library is well-stocked and provides extensive support for staff and students. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Quality assurance

The master's programme has a sound quality assurance system in place. Courses are evaluated regularly through student surveys and round table sessions are used to discuss issues in more detail. The students confirm that feedback is used quickly and effectively. The Degree Programme Committee monitors the programme quality regularly and communication lines are short. Through the regular evaluations, the programme staff is aware of possibilities for further improvement and has initiated internal discussions to address them but has not yet come to decisions. The panel encourages proactive decision-making and emphasizes the importance of maintaining focus and making clear, deliberate choices. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Suggestions and recommendations

The master's programme Imagineering meets the six accreditation standards. With an eye on the future, the panel offers the following recommendations and suggestions for consideration:

Recommendations:

- develop and implement an active and focused marketing and recruitment strategy;
- be more specific in where the programme wants to go and make choices to address points of improvement.

Suggestion:

- be more concise in communicating the programme characteristics, such as the student profile, the intended learning outcomes and the specific type of research taught.

All standards of the NVAO framework have been positively assessed. On this basis, the panel provides a [positive recommendation](#) regarding the accreditation of the master's programme Imagineering.

On behalf of the entire site visit panel,
Utrecht, March 2025

Raoul van Aalst
Chair

Marianne van der Weiden
Secretary

Introduction

Profile

Breda University of Applied Sciences (hereafter: BUAs) is a medium-sized specialist higher education and research institute with a strong international focus. BUAs offers bachelor's and master's degree programmes at professional and academic level, in the domains of Built Environment, Data Science & AI, Facility, Games, Hotel, Leisure & Events, Logistics, Media, and Tourism. Some 7,000 students study on the campus in Breda.

The master's programme Imagineering is part of the Academy of Leisure and Events. Imagineering is a design approach, which originated in the domain of the leisure industry, where it focused on creating meaningful experiences for all stakeholders involved. In the master's programme, students learn to use Imagineering as a strategic tool to strengthen the creative and transformative capacity of businesses and other (non-profit) organisations.

The programme targets an international group of students. The full-time option is an intensive one-year course aimed at recent graduates or those seeking to fully immerse themselves in their studies. The executive part-time programme spans 1.5 years and is tailored for professionals wishing to continue working while studying. This flexible format enables students to integrate their learning with real-world applications, focusing on strategic management and co-creation of value. The annual intake varies between 10 and 18 students.

Students not only gain a deeper theoretical insight and the necessary analytical and design skills to approach issues of organisational

design in the context of enterprise transformation, but also learn how to facilitate and implement change. They build and strengthen their expertise to innovate, participate and lead processes of collaboration and creativity in an organisational and cross-cultural setting. This learning path is reflected in the three blocks of the curriculum: Inspiration, Ideation and Implementation. In the fourth block, students perform a research-based Imagineering project at or in cooperation with a company. In this project, they demonstrate that they can facilitate, (co)create and (re)design business and social processes aiming at igniting a transformative organisational change in an imaginative, informative and social-mediated way.

The assessment

BUAs has commissioned AeQui to carry out the current assessment. For this purpose, AeQui, in collaboration with the programme, has assembled an independent and knowledgeable panel. One of the domain experts had to excuse herself and could not attend the site visit for health reasons. She participated in the panel's work, however, by submitting her input for the site visit, based on the written documentation, and by commenting on the panel's assessment report. A preparatory meeting with representatives of the programme has taken place.

The assessment was conducted based on the Accreditation Framework for Higher Education in the Netherlands, according to the programme outlined in Appendix 2. The institution does not have a positive institutional audit decision, and therefore six standards were assessed.

Recommendations for further development were made during the previous assessment. The programme has acted in response (see Appendix 3). The panel has integrated this follow-up into its considerations for the current assessment.

The panel conducted the assessment independently; the panel received the necessary information to arrive at a judgement. At the end

of the assessment, the programme was informed of the findings and conclusions.

This report was sent in draft to the programme; the programme's responses have been incorporated into this final report.

At the initiative of the programme, a development meeting will take place in spring of 2025. The results of this development meeting will not affect the assessment presented in this report.

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.

Graduates of the professional master's programme Imagineering can manage enduring change and innovation in different types of organisations through a co-creative process. The target group ranges from recent graduates and young professionals for whom the full-time track is organised, to more senior professionals who prefer the executive part-time option. The programme has a special and distinctive profile that deserves more students. For this, a focused marketing strategy is needed, highlighting what it means to be an imagineer. The intended learning outcomes reflect the master's level and the aim of the programme. In the current review process of the programme, the number of intended learning outcomes is reduced, but remains high. The panel advises focusing on a small number of key elements and formulating them concisely. The intended learning outcomes are in line with the needs and expectations of the professional field, thanks to the strong ties of the programme with alumni and the industry. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Findings

Profile

The professional master's programme aims to deliver graduates who can manage change and innovation in organisations that have to deal with a continuously changing context. Upon graduation, they have become effective system innovators. Students learn how they can help build organizational resilience and foster creativity to shape the future of organisations by using a design perspective in a co-creative process. Graduates are awarded the degree of MBA, but the programme distinguishes itself from more traditional MBA programmes by paying less attention to economic and financial aspects, and focussing on the management of organizational change. This ambition is in line with the BUAs vision and mission to 'educate for and in a continuously changing world'.

The programme offers a full-time and a part-time option. The full-time option targets students who have recently completed their bachelor's degree and young (often international) professionals, who have a few years of experience and are looking to take the next step or

switch directions in their careers. The part-time executive track attracts professionals with substantial working experience who are often sponsored by their organisations to bring new knowledge into their workplace.

From the discussions with students, staff and alumni, the panel became increasingly convinced of the way imagineering is used as a method of change. This way of facilitating change is quite special and should be able to attract more students than the fairly low numbers in recent years. The panel advises developing and implementing an active and focused marketing strategy shortly. In this respect, the panel notes that the current BUAs tag line (Creating Meaningful Experiences) is especially appropriate to the bachelor programmes in leisure and events. 'Become an expert on organization transformation and innovation', the proposed subtitle of the new curriculum, is a better representation of the programme.

Intended learning outcomes

Students develop the ability to facilitate, (co)create, and (re)design business processes,

aiming to ignite sustainable organisational change in an imaginative, research-based, and socially mediated manner. This aim has been translated in seven competences and 39 intended learning outcomes. For the new curriculum, proposed to start in September 2025, the Imagineer is defined in terms of five roles (Organizational Developer, Co-creative Designer, Transformative Leader, Investigative Interventionist and Value Creation Strategist), each of which comprises five intended learning outcomes. Both sets of learning outcomes are certainly relevant and, as recommended by the 2018 accreditation panel, the number of learning outcomes is reduced. Nevertheless, the panel thinks that either 39 or 25 intended learning outcomes are rather much for a one-year programme. The panel advises choosing e.g. five key elements and being more concise in the formulation of intended learning outcomes at programme level. Regarding research, the information could for example be simplified by communicating that research in the master's programme Imagineering is action or design research, based on a social constructivist paradigm. A stronger focus could be helpful in explaining the programme to potential students.

In one of the appendices, the intended learning outcomes have been convincingly linked to the Dublin Descriptors at master's level and to level 7 of the Netherlands Qualification Framework. The master's level is also evident from the three underlying paradigmatic perspectives: the Complexity & Systems perspective, the Transformative Design perspective and the Co-creative & Appreciative perspective. The panel is convinced that graduates who have learned to work based on these perspectives, will have achieved the required master's level of analytical, reflective and creative skills.

Relation with the professional field

In line with the collaborative and co-creative orientation of the programme, the intended learning outcomes and their revision are the result of intensive discussions with alumni, (guest) lecturers, industry professionals and research experts associated with Imagineering. Their input was used in an Innovation Circle Event with alumni in January 2024 and led to the formulation of the five roles of an Imagineer. This outcome was then discussed again with representatives from the professional field, including stakeholders unfamiliar with Imagineering, as recommended by the 2018 accreditation panel. In addition, a market scan was executed, and discussions were held with other universities of applied sciences. In general, the relationship with the professional field is strong, not only through guest lecturers and project work in companies, but mainly through continued contact with alumni. This ensures that the programme is periodically evaluated and remains up to date and in line with the needs of the professional field.

Considerations

The panel recognizes a clear vision of what the programme intends to achieve: graduates who can use imagineering as a method of change. This method is usable in different kinds of profit and non-profit organisations. The focus on a process of co-creation to achieve transformation and innovation gives the programme a distinctive profile. A marketing strategy is needed to attract more students and keep the programme viable.

The intended learning outcomes reflect the required master's level. The programme includes all aspects of an imagineer's role in the intended learning outcomes, which makes them needlessly complex. The panel advises choosing a limited number of higher-level learning outcomes instead, e.g. five key elements.

The intended learning outcomes are in line with the needs and expectations of the professional field. The strong relationship with the industry and alumni keeps the programme up to date.

Taking these considerations into account, the panel assesses that the programme meets this standard. This applies to both the full-time and part-time variants.

Teaching-learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

The curriculum enables the students to become a competent imagineer in three consecutive courses, flanked by a special course (I Ignite) on personal and professional development. A research course prepares the students for the final graduation project. The content is identical for the full-time and the part-time students, but the timeline is different. Both groups appreciate that they share lectures one day per week, because it leads to a useful exchange of perspectives and enriches the learning experience. A revised curriculum will start per September 2025. The new credit system in units of 5 EC will allow interdisciplinary sharing of courses with other programmes, which is a strong point. Students and lecturers work together in a co-creative process, often based on real-life cases. They all emphasise the strong learning community. This is in line with the BUAs educational vision. The international target group justifies English as a working language. The programme aims for a diverse group of students and uses an adequate intake procedure based on the candidates' portfolio and an intake interview. Coaching and tutoring are strong. Students are given a soft landing at the start of the programme through an introduction week and both the lecturers and specific counsellors support the students when they have personal or study-related issues. The teaching team consists of a sufficient number of well-qualified and committed lecturers, supplemented by an equally qualified number of guest lecturers. The English language proficiency of lecturers is good. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Findings

Curriculum

The curriculum is well-designed. In three blocks of 8 EC each, students are acquainted with the design and innovation process logic, progressing from a theoretical foundation of imagineering as a strategic design approach (Inspiration) to creative and transformative processes (Ideation) and, finally, to management issues (Implementation). Each of these courses spans six weeks and concludes with an exam or design week. Students apply their insights in the Design Course, the Design Hackathon, the international fieldtrip (6 EC in total), and, finally, in their graduation company project. The research course (6 EC) prepares students for the research component of this company project. Parallel to these courses, students follow the I Ignite course (6 EC), a coaching and tutoring programme, where

students learn to act in a transparent, reflective, inspiring, appreciative and leading way. The graduation phase (company project, research component, competency presentation) comprises 18 EC.

The intended learning outcomes are holistically and as an iterative process integrated into almost all components. The panel confirms that this translation of the intended learning outcomes in the curriculum is well-done and that the curriculum enables students to achieve the intended learning outcomes. If, as suggested, the number of intended learning outcomes at programme level is reduced, the more detailed intended learning outcomes can be used to formulate the learning outcomes of the various curriculum components and be translated into assessment criteria.

During the site visit, the panel was introduced to the new curriculum structure, due to start in the academic year 2025-2026. This curriculum follows the logic of the five roles of an imagineer and includes theoretical courses, project work, research preparation and a graduation project, similar to the current curriculum. Although the new curriculum is not yet finalised, the panel expects that it will enable students to achieve the intended learning outcomes as well as the existing curriculum. An advantage of the new set-up is that curriculum components will be measured in units of 5 EC. As this is the regular credit system in BUAs, this will enable the interdisciplinary sharing of modules with other programmes in the Academy of Leisure and Events or with other BUAs programmes.

The full-time track has a duration of one year, while the part-time track is spread over 1.5 years. The content in both tracks is the same, scheduling and deadlines are different. Full-time students are on campus three days per week, while part-time students are physically present only one day. Mondays are shared lecture days for both groups. Students told the panel that they appreciate the exchange of experiences and viewpoints and enjoy the group dynamics in these shared sessions. Part-time students are expected to study more independently. Knowledge clips and lecture recordings are available for them. Part-time students find it challenging at times to have a limited number of on-site lectures, but feel welcome to reach out to full-time students to check if they missed something. Meetings for project work and the research course are organized separately for both groups. The panel considers the flexible combination of the two tracks a strong point, leading to useful interaction and exchange between the two groups with their different backgrounds.

Didactic approach

In the various meetings during the site visit, the panel recognised that co-creation is both the subject and the organising principle of the course. Students work closely together with each other and with lecturers in a collaborative and open atmosphere, thus practicing what is preached. This way, students develop reflective academic skills, a professional consultancy attitude and competency for designing in a co-creative way.

The student body is internationally and interculturally diverse. Students have different nationalities, educational backgrounds and work experiences. This creates a meaningful learning environment. It was clear during the site visit that the learning community is strong. Both students and alumni emphasize the safe and supportive learning environment and the lecturers' commitment.

Teaching formats are interactive and diverse, including interactive lectures, workshops, group work, coaching, and reading assignments. Students work on real-life cases, designing professional products for external organisations. Projects can also be linked to BUAs-wide research lines, such as the new professorship 'Leisure in a Social Context' with a focus on community development, resilience, inclusion and diversity.

Language

The programme is taught in English. This is a logical choice as the programme targets international students and aims for a culturally diverse learning environment. English as a working language attracts non-Dutch speaking students and offers an international classroom dynamic. The English proficiency of staff members is good (level C1/C2).

Intake

The intake procedure is appropriate. Admission is granted based on a bachelor's degree in business administration, preferably in a relevant field of study, e.g. economics, marketing management, governance and public administration, industrial or other fields of design, information technology, hospitality or social & business Innovation. An English proficiency test is required for all international students. Personal qualities and a motivation to create change are assessed in an intake interview. The programme does not have an ideal type of student in mind when assessing the applications, but aims for a diverse group of open-minded students to create a stimulating learning environment.

Coaching

The programme ensures robust student support and information dissemination, beginning with a soft-landing programme at the start of the year. The introduction week focuses on cultivating a safe and supportive learning community. With small class sizes, personalised attention is guaranteed, supported by daily face-to-face interaction with accessible staff members. Course coordinators can be approached for study-related questions. The Ignite umbrella course provides students with specialised coaching tailored to their individual needs, equipping them with skills for transformative leadership. Reflective group sessions and tutoring foster personal growth and competency development.

The programme has a dedicated student counsellor, but students can also approach one of the other counsellors or contact one of the BUAs psychologists or the general practitioner for individual support or advice. Personal support is also offered through BEST. BEST (BEtter STudying) offers a variety of training activities that help students to become stronger learners. Courses cover study skills, professional skills,

and well-being topics, such as studying with a disability, assertiveness training, and coping with fear of failure.

Teaching staff

The master's core team consists of seven lecturers. Twenty other lecturers are involved in parts of the curriculum. The team is well-qualified academically and didactically. All lecturers have a relevant degree at master's or PhD level and have an English proficiency level of C1 or C2. Almost all have obtained a didactical qualification and the Basic Qualification in Examination. Most staff members have substantive teaching and/or industry experience and are involved in one of the Academy's research lines. Academic, international, and sector-specific experience is a focal point in the selection process. The students praise the openness and accessibility of the lecturers.

Twenty national and international guest lecturers, coming from a wide range of profit and non-profit organisations, play a significant role in the curriculum. They are qualified at master's or PhD level and share their knowledge and expertise with the students using real-life cases.

BUAs personnel policy includes a strong focus on the personal development of staff members. Lecturers talked about the regular team meetings and hay days where they discuss educational policy and practice. The common floor with teaching facilities and workspaces for lecturers keeps the lines of communication short. As an example of staff support, lecturers mentioned the topic of internationalization. As part of an experiential learning programme, staff members can go abroad for a certain period, e.g. to a partner university or to set up new connections. Hours and language support are provided. Lecturers are proud of the master's programme Imagineering and strongly appreciate

the intensive relationships with students in a collaborative learning environment. A drawback of this way of working is, however, the time pressure. This was identified as a point of improvement in a recent employee experience survey (spring 2024). Steps have now been taken to monitor the number of hours and distribute them more evenly throughout the year to avoid peak loads in certain periods.

Considerations

The panel appreciates the design of the curriculum: it represents the iterative process of imagineering in three blocks, supported by self-development through the I Ignite course and including a research component, culminating in a final project. This integrated curriculum structure ensures that students are immersed in imagineering thinking from the beginning, which strongly supports their development as an imagineer. The panel is also positive about the new curriculum proposal with largely the same characteristics and with more focus on the intended learning outcomes. It is positive that the new credit system will allow the interdisciplinary sharing of modules with other programmes in the Academy or BUas-wide.

The diverse student body and the attention for internationalization with different related

opportunities create a meaningful learning environment. Adequate support is given to students and lecturers to fully profit from the internationalisation possibilities. The international audience justifies that the programme is taught in English. The lecturers have adequate proficiency in English. The learning community is strong, with students and lecturers working closely together in a co-creative process of learning. This learning environment reflects the BUas educational vision, which emphasises learning communities, personalisation, and a wide variety of activating didactic methods. Students and alumni like and enjoy the programme. The teaching staff is committed to make it even better. Students are adequately supported and receive additional counselling when needed. The lecturing team is well-qualified and sufficiently large to fulfil all teaching and coaching tasks. Guest lecturers provide an extra link with the professional field.

Taking these considerations into account, the panel assesses that the programme meets this standard. This applies to both the full-time and part-time variants.

Student assessment

Standard 3: The programme has an adequate system of student assessment in place.

Assessment practices in the master's programme are guided by a detailed policy document with useful advice on how to guarantee the validity, reliability and transparency of assessments. The lecturers are aware of the difficulty of assessment in an open and co-creative programme such as Imagineering and have taken steps to make the link of assessment criteria with the intended learning outcomes more explicit. The assessment methods show an adequate variety, with a good balance between individual and group assignments. The balance between formative and summative assessment is appropriate as well. Students receive adequate feedback and are given a second chance when their first examination attempt is not sufficient. They appreciate this as a chance to grow. The Board of Examiners fulfils its legal role pro-actively, e.g. by ruling that externals may play an advisory role, but cannot be appointed as formal examiners. Both lecturers and the Board of Examiners are aware of the opportunities and risks of Artificial Intelligence (AI) and have taken measures to ensure that AI is used in a responsible way. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Findings

Assessment policy

Assessment in the master Imagineering is based on a careful assessment policy, with due attention for the validity, reliability and transparency of the assessment process. The assessment policy determines the framework within which lecturers design and implement their assessment practices. The document provides detailed advice on how to ensure that assessments meet the quality criteria, such as the importance of constructive alignment and the four-eyes principle. A revised assessment policy is under development, parallel to the redevelopment of assessment in the Academy of Leisure and Events and the fundamental BUas-wide redesign of the testing framework and educational vision. The new testing policy is expected to fit the characteristics of the programme even better.

Assessment is used not only to measure a student's performance level (summative assessment), but also to identify gaps in a student's knowledge or skills and provide feedback on those gaps (formative assessment). Feedback to

students is, therefore, considered a crucial element of assessment.

Assessment practice

The validity of the assessment programme is discussed annually with the teaching team, to emphasise that all assessments must be aligned with the intended learning outcomes. This has e.g. led to an adjustment of the assessment in the research course. The first assignment in that course used to be a classical and academic literature review and was assessed as a separate product. Since the goal of the programme is not learning to write literature reviews, but using literature in a co-creative process of change, this assignment is no longer an end product, but seen as a tool to reflect critical thinking and the ability of students to use research effectively.

In agreement with the four-eyes principle of the assessment policy, each assessment involves two lecturers. The reliability of the assessment programme is further enhanced using a varied mix of assessment methods, such as individual and group presentations and written reports,

oral exams, written reflections and essays. The balance between individual and group assessments is fair. In their meeting with the panel, the lecturers mentioned that assessment in a collaborative programme with a very diverse student body is challenging. In preparation of the re-accreditation, the teaching team recognised the need to make the intended learning outcomes more explicit and adjusted the assessment forms. The lecturers also emphasised the importance of fairness in group assessments. In group assignments, students are invited to present perspectives from their various backgrounds, to make sure that every voice is heard, and to reflect on that. Both output and process are assessed.

Detailed information on assessments and the assessment forms, including rubrics, can be found in the study guides for each course. The students agree that this makes the assessment transparent, although foreign students have difficulties in interpreting the Dutch grading system at first. The students consider that the assessments are distributed evenly throughout the year, which ensures a balanced workload. Students appreciate that two opportunities per year are organized for each assessment. This is especially important because the programme requires a new way of thinking. For some students, this is not easy. A second chance helps them to stay engaged and see growth. In cases of pressing needs, the Board of Examiners can allow an additional chance.

Feedback is provided during the courses and after grading. Students not only receive feedback from lecturers but also give feedback to each other on their development and work. The balance between formative and summative assessment is good.

Quality assurance of assessment

The Board of Examiners fulfils its legal role, as was apparent from the annual report provided and the discussion during the site visit. A relevant example is the appointment of examiners. Until recently, externals could be appointed as examiners, but a check by the Board of Examiners showed fairly large discrepancies in grades between internal and external examiners. Externals are now involved in an advisory role, which the panel considers an improvement.

Written work is checked for plagiarism with Turnitin. The use of AI is not automatically considered a case of misconduct. Students learn to use it as one of the sources to engage critically. In the research course, students are educated in academic rigour. This includes the responsible use of AI, which is different in a co-creative process than when writing an academic paper. For lecturers, it means that, for the assessment of critical and reflective skills, a paper is not the end product, but used as a basis for dialogue. The rules for when and how to use AI are clear. When a lecturer suspects fraud, the case is referred to the Board of Examiners. For such cases, a protocol and procedure are in place.

Considerations

The panel considers the assessment policy a good basis for the assessment practice in the master's programme Imagineering. The assessment methods are carefully designed, and the four-eyes principle is used consistently. The difficulty of grading in this type of programme is recognisable and approached seriously. Two examination chances per year are positive and give students a chance to grow. The Board of Examiners is knowledgeable and plays a proactive role.

Taking these considerations into account, the panel assesses that the programme meets this

standard. This applies to both the full-time and part-time variants.

Achieved learning outcomes

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

In the graduation phase of the programme, students work on a research-based innovation project in a company. As an outcome, they deliver two papers: one to prove that they can use the body of knowledge and research skills to design an innovation process (Imagineering Paper), and another to inspire the company stakeholders involved to continue the transformation (Business Inspiration Report). In an oral exam, their authentic approach as an imagineer is assessed. Students are prepared for their graduation project in a research course. This course could be more helpful when the focus is on action and design research from the start. Individual and group coaching are provided, and an assessment rubric makes it clear to students and coaches what is expected. Based on a sample of the written deliverables of fifteen students, the panel confirms that all graduates demonstrate the master's level. Alumni find work easily and remain connected as guest lecturers or in company projects. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Findings

Graduation project

The final graduation project consists of two parts, in which students demonstrate that they have taken on the role of researcher, co-creative catalyst and designer and have become a professional master in Imagineering. The assignment is not that of a classical consultant to solve a problem, but that of a catalyst to get things in movement in co-creation. Impact is not measured in a report that tends to be put in a drawer, but by testimonials of the client organisation on the influence a student had and on how the organisation is going to use the outcome.

The first part is a research-based Imagineering assignment carried out for an application company. This project must aim to ignite transformation, engage and mobilise stakeholders in imaginative ways, and evolve through co-creative processes. When finalising the research-based Imagineering project, students need to deliver two written deliverables: an Imagineering Paper and a Business Inspiration Report. The Imagineering Paper is derived from their research-based Imagineering project, with the

aim of enhancing both the practical application of and the existing body of knowledge in Imagineering, making it interesting for a wider audience to read. The Business Inspiration Report is addressed to the application company and aims to inspire the participants and stakeholders involved to continue the transformation process initiated by the student. Both deliverables are equally weighted at 50%. Until 2022, the Business Inspiration Report had a weight of 30% and the Creative Tension Engine was a separate deliverable with a weight of 20%. The Creative Tension Engine serves as a reminder of the envisioned future, motivating stakeholders to continue the transformative journey. The separate weighting of it led students to focus excessively on developing a Creative Tension Engine. Because it is not a goal, but a means, it is now one of the assessment criteria within the Business Inspiration Report and no longer has a separate weighting.

The second part of the graduation process is an oral competency exam that focuses on evaluating what kind of Imagineer the student has become and their authentic approach to igniting

transformational processes. The oral exam is the completion of the Ignite course.

Students receive research training and guidance during the graduation track. All research classes are made available online and specific topics can thus be consulted by students when they want to refresh their knowledge. It is clear from the discussions during the site visit that the programme has a clear vision on the role of research, focusing on action and design research and based on the social constructivism paradigm. The panel suggests making this focus more explicit for students in the research teaching. At the moment, students may get lost in the wide range of what is taught.

In addition to the individual coaching, a number of online sparring sessions with the participation of students and coaches are scheduled during the period when students work on their research-based Imagineering projects. These sessions make students feel less isolated and provide a safe platform to test ideas and receive advice. They also help coaches to develop a clearer understanding of what is expected from students and come to a better alignment among the coaches, which was one of the recommendations in 2018.

A comprehensive assessment rubric is available for coaches, assessors and students. The written deliverables used to be graded by three assessors: the coach, a second assessor, and an external assessor. Grading discrepancies of 1.5 points or more between assessors and the discussion about this must be reported to the Board of Examiners. The reports are monitored by the graduation coordinator in consultation with the Board of Examiners. Based on these reports, the role of the external assessor has been changed and is now advisory (see Standard 3).

Graduation products

In preparation of the site visit, the panel assessed the written deliverables of fifteen graduates of the last three years. The sample consisted of a representative set of high, intermediate and low grades. On this basis, the panel confirms that all graduates demonstrate the master's level. The research papers are fairly compact, all of them include a literature review with recent articles and show adequate reflection. The better papers link research more explicitly to their project work than the other. The Business Inspiration Reports are clearly geared to the users. Together the two products are a good reflection of the intended learning outcomes and the required master's level.

Alumni

The self-evaluation report provides data on the graduates' success on the labour market. Full-time students found work in consultancy or innovation positions at various international organisations or started their own consultancy firm. The more senior alumni who completed the part-time executive programme often advanced in their careers in the years following graduation. A recent survey (April/May 2024) shows that alumni are positive about their competency regarding the programme outcomes of the master Imagineering. The highest score (8.5 out of 10) is for the competency 'Acting in a transparent, reflective, inspiring, appreciative, and leading way'.

During the site visit, alumni told the panel that the master's programme connected them to meaningful real-world problems and industry and taught them valuable skills that make it easy for them to find employment. They also mentioned the importance of the international and intercultural learning community, which taught them to always be aware of different lenses, look at how these can be made to work and

make people grow. Representatives from the professional field added that every company should have an imagineer working. Alumni remain involved with the programme as guest lecturers or in projects and are convincing ambassadors of the programme.

Considerations

The panel considers the two written deliverables and the oral exam a good representation of the master's level in imagineering. Together they show the graduates' academic skills and their ability to effect innovation and change in practice. Students are well-prepared by a research course, individual coaching and group sessions.

The panel advises a clearer focus on action and design research in the research training. The graduation products show that graduates achieve the intended learning outcomes and can work as a professional master Imagineering. This is confirmed by the success of alumni on the labour market. They find employment easily and prove to be strong ambassadors of the programme.

Taking these considerations into account, the panel assesses that the programme meets this standard. This applies to both the full-time and part-time variants.

Facilities

Standard 5: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

The BUAs campus buildings offer well-equipped classrooms and workspaces for staff and students and facilities for social events. The master's programme has its own classroom in one of the three buildings. The working spaces invite collaboration, also across disciplinary boundaries. The digital learning environment Brightspace is an effective support system for educational activities. The library is well-stocked and provides extensive support for staff and students. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Findings

The BUAs campus consists of three buildings (Frontier, Ocean, and Horizon Building) for the students and employees of all programmes. The buildings house rooms and meeting places for various activities such as the Innovation Square with student training companies, start-ups, seats to meet, brainstorming facilities and flex spaces, and the Lighthouse, a place to relax, have a drink, perform, or watch a performance.

The Academy for Leisure and Events is situated in the Ocean Building, where the master Imagi-neering has its own classroom, and a mix of work and meeting areas is available. Lecturers do not have a fixed room, but choose their workplace depending on the activities that need to be done. They can log in anywhere in the building. Many different collaboration spaces have been created, to stimulate students to learn actively and independently and to look beyond the boundaries of their own disciplines, as was hoped for by the 2018 accreditation panel. Each building offers small and large classrooms and several large lecture halls. All are equipped with a writing wall and a smartboard. Laptops can be connected to the display. During a campus tour, the panel was shown around part of the buildings and rooms and could verify

the positive description in the Self-evaluation Report.

BUAs has adopted Brightspace as its Learning Management System. It is used for course-related educational purposes, for creating and hosting online learning resources, assignments, and for assessing work submitted by students. Microsoft Teams is used for communication between lecturers and students and between students as well as for collaboration in documents. The master's programme makes good use of these systems.

The well-stocked BUAs library supports education and research through its collection and various services. The library collection consists of over 40,000 books and provides online access to books, journals, databases and courses.

Staff and students have access to this electronic collection through their personal portal or through the library's website. The library also offers information literacy support, a research and information registration system that provides an up-to-date overview of the staff's knowledge output, and a Copyright Information Point. Finally, the library supports the student well-being programme by offering additional support

and activities such as the BUas Book club and Vintage Game Nights.

Considerations

The panel recognises that the BUas campus and the programme's premises facilitate organic interaction between staff and students and among students, thus enhancing the learning

environment. The digital learning environment Brightspace and the library services support the work of lecturers and students well.

Taking these considerations into account, the panel assesses that the programme meets this standard. This applies to both the full-time and part-time variants.

Quality assurance

Standard 6: The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

The master's programme has a sound quality assurance system in place, embedded in the BUAs-wide system. Blocks and courses are evaluated regularly through student surveys and round table sessions are used to discuss issues in more detail between lecturers and students. Feedback is used quickly and effectively, as was confirmed by the students. The Degree Programme Committee monitors the programme quality in regular meetings and communication lines in the programme are short. Through the regular evaluations, the programme staff is sufficiently aware of possibilities for further improvement and has initiated internal discussions to address them, but has not yet come to decisions. The panel encourages proactive decision-making and emphasizes the importance of maintaining focus and making clear, deliberate choices. The panel concludes that both the full-time and the part-time track of the programme meet this standard.

Findings

Quality assurance in the master's programme Imagineering is embedded in the BUAs-wide quality assurance system. This system uses the PDCA (Plan-Do-Check-Act) cycle to work on continuous improvement.

At the Master Imagineering, all blocks are evaluated through customized online student surveys. In addition, general quality assurance questions were asked periodically throughout the year. Too many surveys, however, affected the response rate. To enhance efficiency and improve participation, these surveys were, therefore, consolidated into four comprehensive surveys annually, starting from academic year 2024-2025. The results of block evaluations are presented in Q-cards (Quality-cards) that display student satisfaction trends over the years for each block. This provides the teaching team and the Degree Programme Committee (DPC) with an overview of consistently successful blocks, those requiring improvement, and those that have been improved. After the analysis of the surveys, round table sessions with the lecturer, educational specialist and students are

organized. The outcomes of the round tables feed into the quality cycle. In their meeting with the panel, the students expressed their satisfaction with this approach and feel that their feedback is taken seriously by the course coordinators. Students also mentioned that feedback during a course, directly with the lecturer or course coordinator, leads to satisfactory responses, either by an explanation or by a change in e.g. the organization of a block. The lecturers confirm that the lines of communication are short lines and that changes can be implemented in a week's time. The panel recognises that this agrees with the collaborative approach and the strong learning community of the programme.

The Self-evaluation Report lists the student satisfaction with the curriculum, teaching staff, facilities etcetera, as measured in the National Student Survey (NSS) and uses it as a benchmark to identify trends over the years. The panel appreciates that this approach illustrates the programme's continuous improvement culture.

The DPC plays an important role in promoting the quality culture and internal quality assurance system. Its core task is to advise on enhancing and assuring the programme's quality and on the relevant parts of the Teaching and Examination Regulations. The DPC consists of two elected student members and three elected lecturer members. Every other meeting is attended by an educationalist, the master's coordinator, and a member of the Management Team. The panel heard that the student members take an active role. They organized their own round table and discussed the report in the DPC. Staff members also mentioned the team meetings, hay days and the common floor as contributing factors to open communication as the basis for quality assurance.

The reflection paragraphs in the Self-evaluation Report are extensive and illustrate the programme's awareness of its strong points and the possibilities for further improvement. It was clear during the site visit that the process of re-thinking was initiated in various areas, such as the intended learning outcomes, the programme vision, its outreach, the learning environment and the assessment forms. While decisions and steps forward are still in progress, the panel recognizes the potential for these initiatives to bring about meaningful improvements. With a clear and focused approach, it can

effectively address the current challenges posed by the decline in student numbers. The panel emphasizes that it sees no risk for the current students: the master Imagineering with its strong learning community is a great programme to be in, even if the loose ends are not yet addressed. To attract new students, however, more focus is needed, especially for a marketing and recruitment strategy.

Considerations

The panel considers the quality assurance system pragmatic, open and responsive. It is embedded in the BUAs-wide quality system and effectively uses the PDCA-cycle to monitor and improve the educational quality. The main components are the regular surveys and the round tables. The experiences and feedback of students are used immediately for improvements, which makes the programme dynamic. The DPC, including its student members, plays an active role. The programme staff is sufficiently aware of possibilities for further improvement, but has not yet come to decisions. The panel advises focusing, being more specific in where it wants to go and making choices.

Taking these considerations into account, the panel assesses that the programme meets this standard. This applies to both the full-time and part-time variants.

Attachment 1: assessment panel

Drs. Raoul van Aalst, chair

An independent consultant with extensive experience in corporate finance, innovation management, and higher education assessment. He has led numerous accreditation panels and supports curriculum development in higher education. His background includes leadership roles in finance, strategy, and program management at various institutions.

Katinka Bergema

A network innovator with expertise in strategic social product design and consortium development. She has worked with institutions like TU Delft and NWO, facilitating interdisciplinary collaboration. She has experience in higher education curriculum design and fostering partnerships between academia and industry for research and innovation.

Dr. Anita Maček

A senior lecturer at FHJ University of Applied Sciences in Graz and a professor at DOBA Faculty in Slovenia. She specializes in international business, economics, and financial literacy. Her work includes research, curriculum development, and Erasmus+ projects on digital and financial education.

Aisling Tiernan MSc

A project manager at Griffith College Dublin with a background in learning and development. She has experience in curriculum design, internationalisation of higher education, and quality assurance. She has also served as a registrar at Dublin Design Institute and is trained in CeQulnt assessments.

Gerwin Pol BSc

A master's student in International Climate Change at Wageningen University. He has conducted research in Ireland and Sweden and studied at Mendel University in Brno. He was an Education Board member until 2024 and has a strong interest in sustainability and environmental policy.

The panel was supported by dr. M.J.H. (Marianne) van der Weiden, certified secretary.

All panel members have completed and signed a statement of independence and impartiality, and these have been submitted to NVAO.

Attachment 2: site visit program

DAY 1: Monday 20 January 2025

12:00	Arrival Panel
12:00-13:30	Internal Deliberations Panel & Lunch
13:30-14:15	Board & Management
14:15-14:30	Break
14:30-15:15	Internationalisation Officers
15:15- 15:30	Break
15:30-16:30	Showcase
16:30-17:30	Internal Deliberations Panel
17:30-17:45	Feedback on Accreditation Day 1

DAY 2: Tuesday 21 January 2025

9:00	Arrival Panel
9:30-10:15	Board of Examiners
10:15-10:30	Break
10:30-11:30	Lecturing Staff
11:30-11:45	Break
11:45-12:45	Students
12:45-13:30	Lunch
13:30-13:45	Information session on Intended Learning Outcomes and the new curriculum
13:45-14:15	Campus Tour
14:15-15:15	Alumni and Industry Partners
15:15-16:45	Wrap-up Session Panel
16:45-17:15	Feedback & Closure

Attachment 3: Recommendations from previous assessment

Standard 3 Programme Content:

From a technical-educational point of view, the current operationalisation 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.

Actions taken:

Over the years, many curriculum components have been improved, with the most substantial changes made in Block 3, as outlined in the Curriculum chapter.

We are now nearing the conclusion of a comprehensive process to revise the programme ILOs through a co-creative approach (see Chapter 2). In autumn 2023, interviews were conducted with alumni, lecturers, industry professionals, and research experts to identify complex innovation challenges and necessary future skills. Insights from these interviews informed the Innovation Circle Event in January 2024, featuring interactive sessions like World Café discussions and LEGO SERIOUS PLAY®.

In spring 2024, the insights gathered were used to draft the ideal Body of Knowledge, Skills, and Attitudes (BoKSA). At the start of the 2024-2025 academic year, feedback on this blueprint was sought from alumni, lecturers, and industry and research experts, including stakeholders unfamiliar with Imagineering, to ensure diverse perspectives. Additionally, an independent consultancy firm will conduct a market scan to obtain a deeper understanding the innovation challenges and required capabilities in various sectors. The programme learning outcomes will be explicitly translated into learning objectives for each block.

Standard 7 Facilities:

The committee is convinced the new campus will further enhance the quality of the facilities, allowing for even more crossovers among students and domains.

Actions taken:

Student satisfaction with the facilities has improved after BUAs moved to the new campus. It is a compact, green campus with all relevant facilities nearby (Library, Innovation Square, Studio, Catering, etc.).

Imagineering students have a dedicated classroom, with spaces for group work on the same floor. Furthermore, Imagineering team members are located in the flex area on the same floor.

Crossovers have taken form in, for example:

- more guest lecturers from other academies;
- Hackathon located at the Innovation Square;
- some shared guest lecturers and activities for Imagineering students with Master SEM students;
- regular events/drinks for all BUAs master's students;
- participation in BUAs events (e.g., Sport&Play fest for BUAs students and employees).

Standard 9 Quality Assurance:

The idea of the Imagineering programme as a learning community of lecturers and students is very appealing and constitutes an important element in the quality culture, according to the committee. However, the size of the programme is small and so is the circle of stakeholders; hence the risk of creating a bubble of like-minded stakeholders. In order to benchmark (the uniqueness of) the Imagineering

programme it is important to organise 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 poke a hole in the bubble and invite the world outside.

Actions taken:

Several actions were taken to address this recommendation and ‘make an opening in the Imagineering bubble’:

- Multidisciplinary projects, open platforms and international cooperation, as described in the Curriculum chapter;
- Participation of our students in external events such as the Dutch Design Week 2020 and the Creativity World Forum 2019, where they also facilitated workshops for conference participants;
- Cross-collaborations between academies;
- National and international collaborations with other universities and institutes, as demonstrated through various projects.

Standard 10 Assessment:

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 scores are likely to diminish in the future because of the more detailed rubrics in the new assessment form and the regular alignment sessions among thesis supervisors. Furthermore, the Board of Examiners indicated that if assessments differ one point (out of ten), then assessors meet to discuss their evaluation; if the difference is larger, then the reviewers add a protocol to substantiate their final score. Nonetheless, there could be a stronger link between assessment 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 assessment forms.

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 in this for the Board of Examiners.

Actions taken:

As demonstrated in Chapter 5, many actions have been implemented to align intended learning outcomes, learning goals, and assessment criteria. The BoE was closely involved in this process.

- Using detailed assessment rubrics with clear descriptions to ensure assessors have a consistent understanding of insufficient to excellent criteria;
- Changing the role of the CTE in the assessment process;
- Introducing sparring sessions;
- Investing in a consistent team of coaches;
- Changing the role of external assessors to external advisors starting September 2024.

In revisiting the programme and intended learning outcomes and educational renewal, the following key changes will be implemented:

- Greater emphasis on research as intervention, grounded in the principles of design thinking, participatory action, interventionist, and transformative research;
- Requiring students to articulate their impact and facilitate a clear handover;
- Redesigning the assessment form to be more holistic;
- Anticipating developments in artificial intelligence.

Standard 11 Achieved Learning Outcomes:

To stimulate the notion of excellence in the graduation track.

To provide more research training and guidance during graduation.

Actions taken:

As explained in Chapter 5, we were in the first stages of initiating an Imagineering platform, when our priorities drastically changed due to Covid-19. The review and revision of the intended learning outcomes, and the subsequent educational renewal, will provide new opportunities to revive our ambition to explore ways to organise and launch an Imagineering platform.

As demonstrated in Chapter 5, many actions have been implemented to provide more research training and guidance:

- All research classes have been converted to online, demand-based equivalents, accessible to both students and coaches;
- Three weekly online sparring sessions are scheduled during the period when students work on their research-based Imagineering projects;
- Biweekly learning community meetings are arranged for students who have incurred a delay of more than three years;
- Multiple deadlines are offered to help students align their work with the application company, based on recommendations from the developmental dialogues of April 2019.

Attachment 4: reviewed documents

- Self evaluation report
- Appendices
 - 01: Strategic Direction 2022-2025: BUAs+ More Than a University of Applied Sciences
 - 02: Master Imagineering Intended Learning Outcomes alignment with Dublin Descriptors and NLQF level 7
 - 03: Fact Sheet Buas National Student Survey 2024 – Master Imagineering
 - 04: External Projects of the master Imagineering Staff 2019-2024
 - 05: BUAs Student Guide Levels of AI use 2024-2025
 - 06: BUAs AI Strategy one-pager - Meaningful AI Endeavours
 - 07: Master Imagineering Expedition Guide 2024-2025
 - 08: Study Guide Block 1 Inspiration Master Imagineering
 - 09: Study Guide Block 2 Ideation Master Imagineering
 - 10: Study Guide Block 3 Implementation Master Imagineering
 - 11a: Study Guide Design Assignments 1 & 2 Master Imagineering
 - 11b: Study Guide Design Assignment 3 – Fieldtrip Chapter Master Imagineering
 - 12: Study Guide Research Course- Imagineering Essay Master Imagineering
 - 13: Study Guide Research Course- Research Proposal Master Imagineering
 - 14: Study Guide Research Course- I Ignite Master Imagineering
 - 15: Study Guide Final written deliverables Master Imagineering
 - 16: Quality Card 2021-2024 of the Master Imagineering (2024)
 - 17: Education@work - Educational Vision of Breda University of Applied Sciences 2014-2024
 - 18: Policy Plan on Student Well-Being at BUAs (May 2021)
 - 19: BUAs student well-being - Where to go to when you need guidance
 - 20: Overview of Guest Lecturers in the Master Imagineering
 - 21: Overview of Internal BUAs Lecturers in the Master Imagineering
 - 22: Buas HRM Policy Framework 2018-2021
 - 23: Team Based Working (updated) – A proposed framework for working in professional teams within BUAs (HRM , November 2021)
 - 24: Assessment Policy 2018-2024 Master Imagineering, Academy for Leisure & Events, BUAs
 - 25: Annual Report of the Board of Examiners
 - 26: Year Schedule of the Master Imagineering (including deadlines) 2024-2025
 - 27: Testing and Examination Regulations of the Master Imagineering. Academic Year 2024-2025
 - 28: Feedback Form for Final Written Deliverables for Assessors- 2023-2024
 - 29: Imagineering Research Proposal Chapter 3 Methodology 7-rigour
 - 30: Overview graduates Master Imagineering 2021-20024
 - 31: BUAs Campus Tour - Discover (y)our campus
 - 32: BUAs Quality Assurance System for Education, July 2022

- 33: Quality Card 2018-2021 of the Master Imagineering (2021)
- 34: Student Overview of the Master Imagineering 2021-2022
- 35: Report of special round table session for accreditation, 11 March 2024
- 36: Report of Innovation Circle Event with Master Imagineering Alumni, 29 January 2024
- 37: Master Imagineering Competency Profile
- 38: LinkedIn Overview Alumni Master Imagineering
- Graduation work of 15 students: 10 fulltime and 5 parttime

