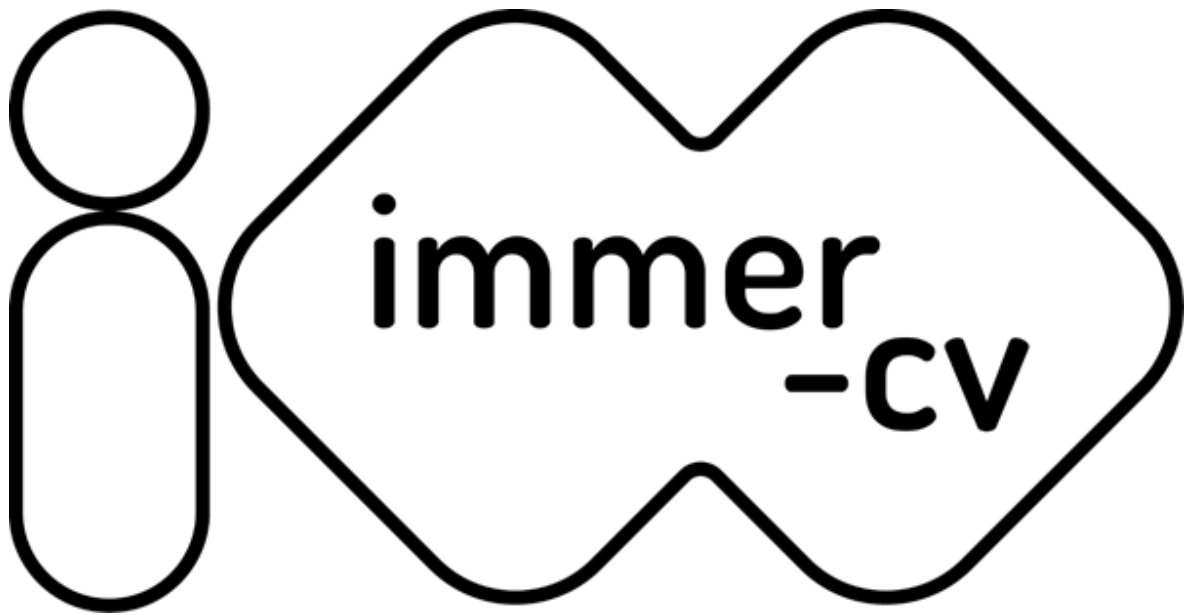




IMMER-CV: Curriculum development for Management of Immersive technologies by Professionals in Cultural and Creative Sectors

Title: Vocational training curriculum for immersive technology management

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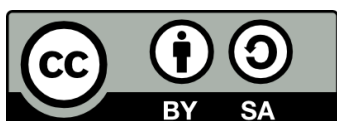
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EXECUTIVE SUMMARY

This report has been developed as part of Activity 4 of the Erasmus+ KA210-VET project *IMMER-CV – Curriculum Development for Management of Immersive Technologies by Professionals in Cultural and Creative Sectors*. It presents the structure, development process, and implementation framework of a modular training programme designed to equip professionals, students, and educators in the Cultural and Creative Sectors (CCS) with the skills needed to understand, manage, and apply immersive technologies in their work.

The curriculum responds to the growing need for interdisciplinary competences at the intersection of cultural practice and digital innovation. It was shaped through a multi-phase, evidence-based process, including desk research, expert interviews, competence mapping, and co-creation workshops held in Greece and Spain. These activities led to the identification of key training needs, sectoral challenges, and pedagogical preferences. Based on these insights, six modules were developed, covering technical, creative, operational, and interpersonal domains, as well as introductory content and a practice-based immersive project. Each module includes defined learning objectives, suggested delivery methods, and practical assessment strategies.

The IMMER-CV curriculum is designed for implementation by vocational training institutions, cultural organisations, or higher education providers. Its modular and competence-based structure provides the flexibility to offer a broad introductory course covering the full spectrum of immersive technologies or to be expanded and deepened into a more advanced training path, such as a postgraduate or MSc-level programme.

1 Introduction

1.1 Introduction

The IMMER-CV curriculum was developed in the framework of the Erasmus+ KA210-VET project “Curriculum Development for Management of Immersive Technologies by Professionals in Cultural and Creative Sectors.” It addresses the growing need for upskilling in the Cultural and Creative Sectors (CCS), driven by the increasing adoption of immersive technologies such as Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR). Grounded in principles of stakeholder co-creation, practical relevance, and modularity, the curriculum draws upon good practices, expert interviews, and collaborative workshops conducted in Greece and Spain. It is designed to empower learners with the skills required to design, manage, and apply immersive technologies within diverse cultural settings.

1.2 Objectives

The IMMER-CV curriculum has been developed to strategically address the evolving training needs of professionals and learners in the Cultural and Creative Sectors (CCS), particularly in relation to the growing role of immersive technologies. Its primary objective is to build capacity across the sector by offering a balanced mix of technical, creative, and managerial competences, tailored to real-world cultural and educational contexts. More specifically, the curriculum aims to strengthen the sector’s ability to engage with immersive technologies through interdisciplinary collaboration, bridging the divide between artistic practice, digital tools, and audience engagement strategies. It is designed as a flexible, modular framework that can be integrated into both formal and non-formal training environments, with a strong emphasis on practical learning, real-world applications, and sectoral relevance. In doing so, it not only supports the digital transition of CCS institutions but also fosters innovation, adaptability, and the professional development of individuals working—or seeking to work—at the intersection of culture and technology.

1.3 Target Audience

The IMMER-CV curriculum has been designed with a diverse group of learners in mind, reflecting the interdisciplinary nature of immersive technology applications within the Cultural and Creative Sectors (CCS). It addresses both the current workforce and those preparing to enter the sector, offering a responsive and inclusive learning framework. Thus, the primary target groups include early-career professionals and recent graduates seeking to develop specialised skills in immersive media, as well as experienced CCS practitioners—such as cultural managers, artists, curators, and heritage professionals—who aim to enhance their

capacity to integrate immersive technologies into their institutions. The curriculum also speaks directly to educators and trainers working in arts, multimedia, and cultural management, supporting them in embedding emerging technologies into their teaching strategies and programme design. In addition, the curriculum serves job seekers who are pursuing career transitions or entry into the CCS through immersive technology roles, which at the moment is a fast-emerging area marked by evolving job profiles, high demand for hybrid skill sets, and limited formal training pathways. By targeting this wide spectrum of learners, the curriculum promotes cross-sectoral skill-building and reinforces a culture of continuous learning within an increasingly digitised creative landscape.

2 Foundations and Insights from Activities 1, 2 & 3

The IMMER-CV curriculum has been developed through a structured, activity-driven process rooted in research, stakeholder engagement, and co-creation. Rather than adopting a top-down design model, the partnership built the curriculum progressively—grounding it in data collected through earlier project activities and validating it through continuous consultation with professionals from the Cultural and Creative Sectors (CCS).

2.1 Activity 1 - Desk Research and Use Case Analysis

The initial phase of the curriculum design process was informed by an extensive desk research exercise, which involved the collection and analysis of 30 use cases demonstrating how immersive technologies are being applied across the Cultural and Creative Sectors. These examples, drawn from international and European contexts, highlighted how leading institutions in fields such as museums, performing arts, digital heritage, and multimedia storytelling are leveraging immersive tools to enhance visitor experiences, educational capabilities, and audience engagement. So, this activity provided critical insight into what is possible when resources, expertise, and strategic vision align. It also revealed a clear gap between these high-end implementations and the capacity of smaller, local or regional organizations to access and apply similar approaches. The curriculum has been designed in part as an attempt to bridge this gap—translating best practices from leading institutions into accessible, modular training that supports adoption of immersive technologies by a wider range of cultural actors.

2.2 Activity 2 - Skills Mapping and Stakeholder Interviews

Activity 2 focused on identifying the skillsets required for immersive technology implementation in the Cultural and Creative Sectors, based on real-world practices, through a combination of semi-structured expert interviews and a competence-mapping survey. Six professionals from different CCS domains—including immersive media producers, museum technologists, and creative technologists—participated in in-depth interviews and the follow-up survey. The interviews provided qualitative insights into how immersive tools and methods are being used in practice, while the survey allowed participants to reflect and prioritise the key competences required in their work. Key takeaways included:

- Regular application of tools such as Unity, Unreal Engine, and 3D modelling software like Blender, Cinema 4D, and Maya for creating virtual environments, prototypes, and digital assets.
- Hands-on use of immersive hardware systems, including XR hardware, headsets, sensors, and projection equipment, particularly in relation to calibration, testing, real-time deployment, interactive media workflows, and performance optimization.
- Integration of creative and narrative approaches, such as storyboarding, user journey mapping, and multisensory composition, within immersive experience design processes.
- Recognition of instrumental competences, such as project management, UX research, team coordination, and the ability to communicate between technical and creative teams.
- Emphasis on soft skills, particularly collaboration, adaptability, and the ability to lead or participate in cross-disciplinary teams—especially when working in rapidly evolving or experimental environments under creative constraints.

The insights gathered through the interviews and survey were synthesized into four primary competence domains that directly shaped the curriculum's core structure. These domains are:

- **Technical**
- **Creative**
- **Instrumental (Organisational/Operational)**
- **Personal and Interpersonal**

Each of these domains forms the basis of a dedicated module (Modules 2–5), reflecting how immersive technologies are currently applied in real CCS contexts. The definition of these domains allowed the partnership to design a curriculum that mirrors actual working practices—balancing technical instruction with creative exploration, operational coordination, and interpersonal collaboration. These findings laid the groundwork for the thematic organization of the training

curriculum, which would later be validated and further shaped through stakeholder input in the 2 co-creation workshops.

2.3 Activity 3 - Co-Creation Workshops

The third activity in the curriculum development process involved the organization of two co-creation workshops, held in Athens (Greece) and Valencia (Spain). These workshops brought together a diverse group of participants, including students, early-career professionals, cultural practitioners, and educators from the CCS. The purpose of the workshops was to validate the preliminary structure of the curriculum and further refine its content and delivery methods based on stakeholder expectations, learning needs, and real-world challenges. The workshops employed a participatory methodology and included activities such as empathy mapping, needs identification, brainwriting, and curriculum prototyping. Through these tools, participants reflected on their own experiences with immersive technologies—either as users or aspiring creators—and collaboratively identified what kind of training would best support their development. Key insights from the two workshops included:

Training Content and Competence Priorities

- Technical skills such as VR/AR development, hardware calibration, 3D modelling, and use of real-time engines (e.g. Unity, Unreal Engine) were prioritized by both students and educators.
- Creative competences—including narrative building, visual composition, and the artistic use of immersive tools—were rated as highly relevant, particularly for integration in art and cultural institutions.
- Management-related skills (project planning, coordination, evaluation) and teamwork competences were given high importance, especially by educators in Valencia.
- Educators placed greater emphasis on framework-based training approaches (e.g. DigComp), technical literacy, and digital strategy alignment.

Preferred Delivery and Learning Formats

- There was strong support for practical training: participants consistently valued activities that provide hands-on experience with immersive technologies in experimental or controlled environments.
- Participants proposed incorporating MSc-level programmes, integration in formal curricula, or new art school courses.
- Immersive rooms, hackathons, and project-based labs were proposed as viable formats for developing applied competences.
- Athens' participants called for evaluation mechanisms, including standardised procedures and follow-up assessment.

Institutional and Resource Requirements

- Both cities underlined the lack of access to updated equipment, dedicated spaces for experimentation, and technical support within educational and cultural settings.
- Proposals included creating shared virtual labs, launching funded residencies or internships, and fostering institutional partnerships between universities, museums, and tech providers.
- Students in Valencia requested more sector-specific information spaces, while Athens' participants emphasised the need for easy access to tutorials and open online materials.

Collaboration and Ecosystem Development

- Cross-sector collaboration was a recurring theme: participants saw value in connecting academic, technological, and cultural actors.
- Suggestions included cooperative models for equipment sharing, joint programmes, and shared infrastructures.
- Some participants highlighted the need for more transparency in immersive technology ecosystems, particularly in funding and content development processes.

These insights validated the relevance and structure of the four core competence domains—technical, creative, instrumental, and personal/interpersonal—as defined through Activity 2. The content proposed and prioritised during the workshops confirmed that these areas align closely with the real training needs and expectations of both learners and educators across different cultural and educational contexts.

At the same time, the process of engaging such a diverse group of stakeholders across the different activities revealed an important gap: participants came with highly varied levels of familiarity with immersive technologies, depending on their background (technical, artistic, educational, etc.). This highlighted the need for a common starting point—a way to ensure that all learners begin the programme with a shared understanding of key concepts, tools, and CCS applications. In response, the consortium introduced Module 1, an introductory unit designed to establish foundational knowledge and enable participants from different disciplines to move forward with confidence.

Additionally, the strong emphasis across all exercises on real-world application, hands-on experience, and project-based learning directly informed the creation of Module 6—a practice-based immersive project in which learners independently or in groups design, develop, and present an immersive concept or prototype. This module consolidates the skills acquired throughout the curriculum and reflects actual CCS workflows, where interdisciplinary teams are expected to translate ideas into attractive immersive artwork.

In summary, together these activities ensured that the IMMER-CV curriculum is not only pedagogically sound, but also deeply aligned with the realities and evolving needs of the Cultural and Creative Sectors. It reflects the expectations of both current and emerging professionals, while offering a structure that is inclusive, adaptable, and responsive to diverse educational and institutional contexts. As a result, the curriculum stands as a grounded and forward-looking training offer—relevant to today’s challenges and capable of supporting future innovation within the sector.

3 Curriculum Structure Overview

3.1 Key Features

The IMMER-CV curriculum is structured to support practical learning, institutional flexibility, and alignment with European vocational training standards. Its design reflects both pedagogical principles and the operational realities of delivering training within the Cultural and Creative Sectors. The total curriculum spans approximately 170 hours, which corresponds to 2 months of full-time or 4 months of part-time learning. It is composed of six modules, each addressing a distinct competence domain while contributing to a coherent learning progression. Delivery is intended primarily for in-person implementation, supported by hybrid or blended approaches when feasible. The curriculum places strong emphasis on hands-on, on-site activities, including practical exercises with immersive technologies, collaborative group work, and applied learning environments, as strongly highlighted during all co-creation activities carried out during the project. The approach is learner-centred and project-based, ensuring active engagement and relevance to professional practice. Real use cases, co-creation methods, and sector-informed content form the backbone of the learning experience. Each module is supported by a clear structure of learning objectives, expected outcomes, and recommended training formats, making the curriculum adaptable to diverse institutional contexts—including vocational training providers, cultural institutions, and higher education programmes.

3.2 Training Types

A central aim of the IMMER-CV curriculum is to provide an engaging and effective learning experience that reflects the real demands of immersive work in the Cultural and Creative Sectors (CCS). To achieve this, the curriculum emphasises interactive learning, hands-on practice, and collaborative formats that mirror how immersive projects are developed in real-world contexts. A defining feature of the curriculum is its commitment to practice-based learning through the use of real tools, technologies, and creative workflows. Each module is designed to promote active learner engagement, combining structured input with experimentation,

teamwork, and reflection. This approach is particularly essential in the context of immersive technologies, where technical fluency, spatial awareness, and creative collaboration must be built through direct application—not theory alone. By focusing on collaborative problem-solving and experiential learning, the curriculum supports deeper retention and the development of critical transversal skills, including adaptability, communication, and leadership—skills that are fundamental in interdisciplinary creative environments and have been identified by the experts as one of the main barriers for the effective integration of immersive technologies in the Cultural and Creative Sectors.

Below is a list of the core course types used throughout the curriculum:

Thematic Presentation

Trainer-led sessions designed to introduce learners to key concepts, methodologies, tools, and theoretical frameworks relevant to immersive technologies and their applications in CCS. These sessions provide the necessary foundation upon which more applied learning activities are built.

Live Demonstration

Real-time showcases where instructors or guest experts present immersive tools, software platforms, or workflows in action. These sessions allow learners to observe professional practices, technical setups, and creative techniques in an applied setting.

Collaborative Group Task

Structured group-based activities that require learners to work together to explore a topic, solve a problem, or develop a concept. These tasks are designed to promote teamwork, critical thinking, and creative negotiation—mirroring how interdisciplinary teams operate in real immersive projects.

Experimentation Rooms (*Practical Application Sessions*)

Hands-on sessions that introduce learners in real or simulated environments where they can directly use immersive hardware and software. These sessions allow for exploration, testing, and iteration, giving learners space to apply what they've learned and build technical confidence.

Structured Co-Creation Workshop

Facilitated workshops where learners engage in the co-design of concepts, prototypes, or experiences. These sessions encourage rapid ideation, iterative design, and collaborative creativity, supporting both individual expression and collective output.

Individual Exercise

Independent tasks tailored to specific learning objectives, allowing participants to apply theoretical knowledge, strengthen individual technical or conceptual skills, and reflect on their progress.

Learner Presentation

Opportunities for participants to present their work—whether concepts, prototypes, or final projects—to peers, trainers, or external stakeholders. These sessions develop communication and presentation skills, and the ability to articulate and defend design and technical choices effectively.

Formative or Summative Assessment

Evaluation activities aimed at measuring progress, understanding, and performance. These may include quizzes, project-based tasks, peer review, or reflective exercises, and are designed to provide constructive feedback and track learning outcomes.

Gamification / Hackathon / Challenge-Based Learning

Short, high-intensity formats such as timed competitions, design sprints, or collaborative challenges. These activities encourage creativity under pressure, promote experimentation, and simulate real-world production conditions in a motivating and dynamic way.

4 IMMER-CV Curriculum

4.1 Curriculum Summary

The IMMER-CV curriculum is composed of six interrelated modules that together provide a structured and flexible training pathway for learners engaging with immersive technologies in the Cultural and Creative Sectors (CCS). The curriculum is structured around the four competence domains defined in Activity 2—Technology, Creativity, Instrumental, and Personal Abilities. These domains are not only represented thematically across modules but also embedded in learning objectives, training formats, and assessment methods. Each module corresponds to a specific competence area—technical, creative, instrumental, or interpersonal—and is aligned with European reference frameworks, including EQF and ECVET, to ensure transparency and portability across institutional contexts. The curriculum combines theoretical input with applied learning activities and is designed to accommodate a range of learner profiles, from early-career professionals to educators and cultural practitioners. Its modular structure and rich content allow it to be delivered as a vocational training programme, as it is suggested in this document, while also offering the flexibility for educators to explore topics in greater depth or adapt the content to more advanced academic settings such as postgraduate or MSc-level programmes. Table 1 below provides a summary of the six modules, including their duration, assigned credit values, and a brief description of their primary learning objectives.

Table 1 IMMER-CV Curriculum overview

Module Title	Contact Hours Duration (hrs)	ECVET	EQF	Brief Objective
1. Fundamentals of Immersive Technologies and Job Market Needs	6	1	4	Overview of emerging immersive technologies, key CCS applications, and current job market demands.
2. Technical Foundations of Immersive Production	40	5	5	Gain practical skills in software, hardware, and systems integration.
3. Creative Design and Immersive Aesthetics	40	5	5	Develop creative concepts and aesthetics for immersive media.
4. Tools and Workflow for Immersive Production	30	4	5	Manage tools, UX, and project workflows in immersive production.
5. Personal and Interpersonal Skills for interdisciplinary Teams	8	1	4	Build soft skills for collaboration, leadership, and problem-solving.
6. Hands-On Lab / Individual Immersive Project	46	6	5	Apply skills to develop and present an immersive project prototype.

4.2 Module 1: Fundamentals of Immersive Technologies and Job Market Needs

This module introduces learners to the core concepts, tools, and applications of immersive technologies within the Cultural and Creative Sectors. It provides a shared foundation for participants from diverse backgrounds, contextualising current market trends and highlighting emerging professional roles in the field. C.H. Duration stands for

Table 2 Module 1: Fundamentals of Immersive Technologies and Job Market Needs

Module 1: Fundamentals of Immersive Technologies and Job Market Needs						
C. H. Duration ¹	6 hours	ECVET	1	EQF Level	4	
Learning Objectives	● Understand immersive technologic tools and approaches ● Explore immersive tech applications in the CCS sector ● Recognize key job roles and professions ● Understand current market trends and skill demands					
Lectures	1. Understanding Immersive technologies					
	Type	Lecture + Live Demonstration			C. H. Duration	2 hours
	2. Immersive Applications in CCS					

¹ CC. H. Duration stands for Contact Hours Duration

	Type	Lecture + Case Study + Collaborative Group Task	C. H. Duration	2 hours
	3. Professions and Trends in the Immersive Field			
	Type	Structured Workshop + Formative Assessment	C. H. Duration	2 hours
Learning Outcomes	• Core tech definitions and tools' types, uses and capabilities of immersive technologies • Real-world CCS use cases (museums, heritage, arts) • Identify relevant roles and competencies • Analyze how trends affect job opportunities			

4.3 Module 2: Technical Foundations of Immersive Production

Table 3 Module 2: Technical Foundations of Immersive Production

Module 2: Technical Foundations of Immersive Production					
Contact Duration	40 hours	ECVET	5	EQF Level	5
Learning Objectives	• Learn the basic functionalities of immersive development tools (e.g. Unity, Unreal Engine) • Understand principles of 3D modelling and environment design • Operate and configure immersive hardware (headsets, sensors, projection systems) • Integrate software and hardware into functional immersive setups				
Lectures	1. Introduction to Immersive Development Tools				
	Type	Lecture + Live Demonstration		C. H. Duration	6 hours
	2. 3D Modelling and Asset Preparation (2 rounds)				
	Type	Lecture + Experimentation Rooms		C. H. Duration	6 hours
	3. Immersive Hardware Setup and Configuration				
	Type	Workshop		C. H. Duration	8 hours
	4. Software-Hardware Integration and Testing				

	Type	Collaborative Group Task	C. H. Duration	10 hours
	5. Prototype Setup			
	Type	Gamification	C. H. Duration	10 hours
Learning Outcomes	• Use 3D modelling, rendering, and real-time engines (like Unity / Unreal Engine basics) • Create and adapt basic 3D assets for immersive experiences (like Blender, Cinema 4D, Maya) • Set up and troubleshoot immersive hardware installations (trackers, displays, sensors). • Integrate software and hardware into a testable prototype to validate processes like calibration, mapping and system testing • Present and explain a simple technical setup for immersive use			

4.4 Module 3: Creative Design and Immersive Aesthetics

Table 4 Module 3: Creative Design and Immersive Aesthetics

Module 3: Creative Design & Storytelling for Immersive experiences					
Contact Duration	40 hours	ECVET	5	EQF Level	5
Learning Objectives	• Understand storytelling principles and narrative structures in immersive experiences • Explore visual, spatial, and sensory design in immersive environments • Apply design thinking for audience-centered concept development • Develop creative proposals tailored to CCS applications				
Lectures	1. Narrative Design in Immersive Experiences				
	Type	Lecture + Collaborative Group Task		C. H. Duration	6 hours
	2. Aesthetic and Sensory Composition				
	Type	Lecture + Experimentation Rooms		C. H. Duration	10 hours
	3. Creative Ideation and Co-Creation				
	Type	Structured co-creation Workshop		C. H. Duration	8 hours
	4. Design Thinking for Cultural Experiences and Psychology of Immersive Perception				
	Type	Lecture		C. H. Duration	8 hours

5. Concept Pitch and Peer Feedback				
	Type	Learner Presentation + Gamification + Formative Assessment	C. H. Duration	8 hours
Learning Outcomes	• Apply visual storytelling techniques to immersive experience design • Create immersive storyboards and user-centered experience concepts • Use multisensory and spatial design strategies • Tailor immersive concepts to different CCS contexts and audiences using ideation tools (mind maps, personas) • Present and refine a creative idea based on peer and trainer feedback			

4.5 Module 4: Tools and Workflow for Immersive Production

Table 5 Module 4: Tools and Workflow for Immersive Production

Module 4: Tools and Workflow for Immersive Production					
Contact Duration	30 hours	ECVET	4	EQF Level	5
Learning Objectives	• Understand the stages, roles, and tools involved in immersive production in the CCS • Apply basic project management methods tailored to immersive projects • Explore user experience (UX) principles in immersive environments • Coordinate interdisciplinary teams and production workflows				
Lectures	1. Production Workflows and Team Roles				
	Type	Lecture + Individual Exercise	C. H. Duration	6 hours	
	2. Project Management Tools and Methods				
	Type	Individual exercise	C. H. Duration	6 hours	
3. UX Design for Immersive Experiences					
	Type	Experimentation Rooms + Collaborative Group Task	C. H. Duration	8 hours	
4. Audience Development Strategies and Workflow Simulation					
	Type	Collaborative Group Task + Learner Presentation + Formative Assessment	C. H. Duration	8 hours	
5. Regulatory Framework					
	Type	Lecture	C. H. Duration	2 hours	
Learning Outcomes	• Describe the production process and workflows in immersive projects using Agile and waterfall methods				

	• Use tools like Trello, Miro, or Gantt charts for project planning and task allocation • Apply UX/UI research tools (journey maps, validation loops, personas) in immersive design • Integrate market knowledge, business objectives and engage stakeholders into immersive projects
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4.6 Module 5: Personal and Interpersonal Skills for multidisciplinary Teams

Table 6 Module 5: Personal and Interpersonal Skills for multidisciplinary Teams

Module 5: Personal and Interpersonal Skills for Interdisciplinary Teams					
Contact Duration	8 hours	ECVET	1	EQF Level	4
Learning Objectives	• Strengthen collaboration and communication in multidisciplinary teams • Develop leadership, adaptability, and conflict resolution skills • Apply reflective thinking and feedback techniques in creative settings				
Lectures	1. Effective Communication in Immersive Teams				
	Type	Lecture + Collaborative Group Task		C. H. Duration	3 hours
	2. Decision-Making in Creative Projects, Problem Solving and Conflict Resolution				
	Type	Structured Co-Creation Workshop		C. H. Duration	5 hours
Learning Outcomes	• Techniques to communicate effectively in interdisciplinary teams • Apply teamwork and basic leadership strategies in creative environments • Respond constructively to team challenges and project feedback				

4.7 Module 6: Hands-On Lab / Individual Immersive Project

Table 7 Module 6: Hands-On Lab / Individual Immersive Project

Module 6: Hands-On Lab / Individual Immersive Project					
Contact Duration	46 hours	ECVET	6	EQF Level	5
Learning Objectives	• Independently plan, design, execute, and present an immersive project based on a real-world CCS scenario • Apply interdisciplinary knowledge and technical, creative, organizational, and interpersonal skills acquired across the curriculum				

	Present and defend the project with clarity, responding constructively to expert and peer feedback		
Lectures	1. Immersive Project – Development Phase		
	Type	Individual Exercise or Collaborative Group Task + Access to Tools/Facilities + Mentoring Sessions	C. H. Duration 40 hours
	2. Immersive Project – Presentation & Evaluation		
	Type	Learner Presentation + Formative Assessment + Competition/Hackathon	C. H. Duration 6 hours
Learning Outcomes	- Design and produce a small-scale immersive project or theoretical concept - Present the project and explain its technical, creative, and contextual components		

5 Implementation Requirements

The effective implementation of the IMMER-CV curriculum requires a set of organisational, technical, and pedagogical conditions that ensure the quality and integrity of the training experience. Although the curriculum has been designed with flexibility in mind, a minimum standard of resources, infrastructure, and expertise is necessary to maintain consistency with its intended outcomes.

Personnel Requirements

Implementation should be supported by a multidisciplinary team with relevant experience across the domains of immersive technologies, creative practices, and vocational education. At minimum, this includes:

- A lead trainer or facilitator with demonstrated experience in adult or vocational training, preferably with a background in the Cultural and Creative Sectors.
- A technical expert familiar with immersive tools and workflows, including software such as Unity, Unreal Engine, Blender, and associated hardware (VR/AR headsets, sensors, projection equipment).
- A creative or pedagogical profile capable of supporting modules related to storytelling, design, and audience engagement.
- All trainers should be prepared to engage with learners from diverse educational and professional backgrounds, including those with limited prior exposure to immersive technologies, as highlighted during the co-creation workshops.
- Where feasible, external contributors (e.g. sector professionals, guest lecturers, cultural managers) may be invited to enhance the learning experience with real-world insights.

Technical and Physical Infrastructure Requirements

The hosting organisation must ensure access to the necessary infrastructure for both theoretical instruction and hands-on application. This includes:

- Equipped classroom or workshop space suitable for group-based and interactive learning.
- Access to immersive hardware and software (e.g. VR headsets, 3D modelling tools, motion capture devices).
- (Recommended but not prerequisite) Facilities or partner organizations that can support the real-world application of the practical and experiential aspects of the curriculum (e.g. cultural institutions, exhibition spaces, maker labs).

Institutional Capacity and Recognition Requirements

To ensure the credibility and long-term value of the IMMER-CV curriculum, it is recommended that implementation is carried out by established institutions with recognized standing in vocational education, higher education, or cultural training. Thus, organisations should demonstrate:

- Accreditation or formal recognition at the national or European level (e.g. EQF, ECVET-compatible programmes).
- A proven track record in delivering training within the Cultural and Creative Sectors or in digital/technological fields.
- The ability to issue certificates of completion or micro-credentials that are meaningful to learners and recognised by employers or cultural institutions.
- Adequate administrative and quality assurance mechanisms to support the delivery and evaluation of the training.

Implementing the curriculum through prestigious or well-established institutions adds significant value to the learning experience. It increases trust among participants, improves employability outcomes, and contributes to the recognition of immersive technologies as a legitimate and strategic area of skills development in the CCS.

Broader Support Measures – Strongly Recommended

While not formally required, several supporting measures are strongly recommended to ensure the successful implementation and sustainability of the IMMER-CV curriculum. These include collaborative, financial, and infrastructural strategies that enhance both the accessibility and sectoral relevance of the training. Training providers are encouraged to:

- Pursue funding opportunities and explore resource-sharing models to reduce cost-related barriers for both institutions and learners. This may include national or European-level grants, public-private partnerships, or collaborative infrastructures such as shared labs, maker spaces, and cultural tech residencies.
- Establish partnerships with local or regional CCS stakeholders, including museums, cultural centres, creative hubs, and performing arts organisations, to situate the training within real cultural ecosystems.
- Facilitate on-site visits and applied learning opportunities that bridge theoretical content with real-world CCS environments, enabling learners to engage with tools, workflows, and audiences in authentic contexts.

- Support project-based learning activities rooted in sectoral challenges and existing institutional setups, allowing learners to contribute meaningfully to ongoing initiatives.
- Foster knowledge exchange between learners and active professionals in immersive design, production, and cultural innovation.
- Create networking channels and visibility pathways that support learner employability and long-term engagement with cultural institutions, particularly through collaboration with museums and other heritage-focused organisations.

These requirements and recommendations form a comprehensive framework for implementing the IMMER-CV curriculum effectively, ensuring pedagogical integrity, alignment with sectoral needs, and meaningful impact for both learners and training providers.

6 Conclusions

The IMMER-CV curriculum represents a comprehensive and evidence-based response to the evolving skill demands of the Cultural and Creative Sectors in the era of immersive technologies. Developed through a structured, participatory process—including research, expert input, and co-creation workshops—the curriculum bridges the gap between technological innovation and sectoral readiness. Its modular design, based on four key competence domains (technical, creative, instrumental, and interpersonal), enables targeted and flexible learning pathways. The inclusion of both an introductory and a project-based module ensures accessibility for diverse learner profiles and alignment with real-world CCS workflows. Through its emphasis on practical training, cross-disciplinary collaboration, and responsiveness to sector needs, the IMMER-CV curriculum offers both immediate applicability and long-term strategic value. It supports learners in acquiring relevant, transferable skills while enabling institutions to keep up-to-date their training capabilities and strengthen their role in digital cultural transformation. By offering a structured yet adaptable framework, the IMMER-CV curriculum contributes to building a more digitally capable, creatively empowered, and professionally resilient Cultural and Creative Sector across Europe.