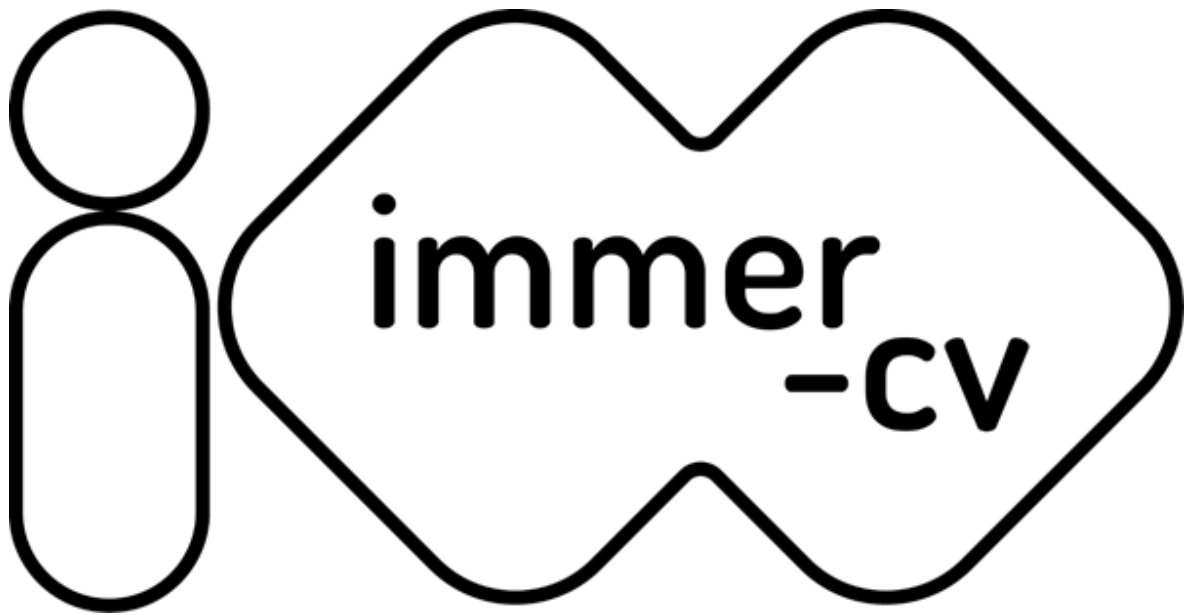




IMMER-CV: Curriculum development for Management of Immersive technologies by Professionals in Cultural and Creative Sectors

Title: Curriculum validation survey report

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Author(s): Maria Kotzagianni (Hypertech)

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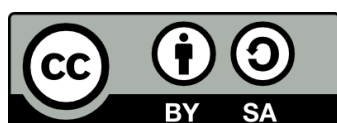


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EXECUTIVE SUMMARY

This report presents the outcomes of the validation process for the IMMER-CV curriculum, a modular training framework developed to equip professionals, educators, and learners in the Cultural and Creative Sectors (CCS) with the skills needed to manage and apply immersive technologies in their work. Developed under the Erasmus+ KA210-VET project, the curriculum integrates technical, creative, operational, and interpersonal competences through six structured modules.

The validation activity (Activity 5) involved the design and dissemination of an online survey via the EU Survey platform. The survey collected both quantitative and qualitative feedback from a diverse group of stakeholders, including students, technology professionals, cultural workers, and educators. Participants evaluated the curriculum's overall structure and each of its six modules in terms of clarity, relevance, instructional approach, balance between theory and practice, and time allocation.

Findings from the survey were largely positive. Participants confirmed the curriculum's coherence, modular logic, and practical value, particularly highlighting the strength of the hands-on project-based module (Module 6) and the creative design module (Module 3). Feedback also identified areas for enhancement, including increased time allocation for foundational and interpersonal skill-building modules, better balance between theory and practice, and stronger inclusion strategies for underrepresented learner groups.

Based on this feedback, several key adjustments were made in the final version of the curriculum:

- A revised objective highlighting inclusive education and equitable access;
- An expanded learner profile and access requirements section;
- Increased programme duration and contact hours in selected modules;
- Strengthened implementation requirements, including mandatory external collaboration;
- Content refinements across multiple modules to better reflect user needs, including real-world implementation, business modelling, and inclusion frameworks.

The final curriculum is now more inclusive, practice-oriented, and institutionally grounded, ensuring alignment with the realities of immersive production and training in the CCS. It offers flexibility for formal, non-formal, and vocational learning contexts, and provides a strong foundation for learners to engage critically and creatively with immersive technologies.

This report documents the validation findings and the corresponding curriculum refinements, demonstrating the IMMER-CV partnership's commitment to user-centered design, accessibility, and impact in digital cultural education.

1 Introduction

Activity 5 of the IMMER-CV project focused on validating the proposed training curriculum developed in the previous phase (Activity 4). This curriculum was designed to equip professionals, students, and educators in the Cultural and Creative Sectors (CCS) with the skills and knowledge necessary to understand, manage, and apply immersive technologies in their respective fields. To ensure the curriculum's relevance, clarity, and adaptability, a structured online survey was developed and disseminated to targeted stakeholders across the education, culture, and creative industries.

The purpose of this activity was to collect informed feedback from individuals with diverse backgrounds—including students, educators, museum professionals, curators, and researchers—who represent the intended users of the IMMER-CV curriculum. The survey aimed to evaluate the overall curriculum structure as well as the individual modules, gathering insights on their coherence, content, instructional approaches, and practical value.

The responses obtained through this survey served not only to validate the pedagogical and technical aspects of the proposed modules but also to identify potential areas for refinement. In doing so, Activity 5 played a crucial role in reinforcing the user-centred and demand-driven nature of the IMMER-CV curriculum, ensuring that it responds effectively to real-world training needs in immersive technology within the CCS.

2 Survey Design and Structure

To validate the IMMER-CV curriculum and gather targeted feedback from relevant stakeholders, a structured online survey was developed and deployed using the official **EU Survey** platform. The survey was designed to assess both the overall structure of the curriculum and the six individual modules, with a focus on evaluating clarity, coherence, relevance, duration, and practical applicability within the Cultural and Creative Sectors (CCS).

The content of the survey was informed by the structure of the curriculum itself and included a mix of closed and open-ended questions. Participants were first introduced to the objectives and rationale behind the curriculum. They were then asked to provide their evaluation of the curriculum's overall design in terms of its clarity, alignment with the needs of different user groups, balance between theory and practice, and suitability for hybrid or short-format learning.

In the second part, each of the six modules was presented individually with a short description and an illustrative image. Respondents were asked to rate aspects such as:

- Clarity of learning objectives
- Relevance to target end-users
- Balance between theory and practice
- Suitability of the proposed training methods
- Sufficiency of the allocated time

In addition to Likert-scale ratings, participants were invited to share qualitative comments on what they considered the strongest elements of the curriculum, what aspects could be improved, and whether they identified any gaps or missing content. Finally, the survey included optional questions regarding participants' professional background and contact details for those interested in receiving future updates. This structured approach allowed the IMMER-CV team to collect both quantitative and qualitative insights that directly informed the refinement and finalisation of the curriculum.

3 Respondent Profile

To ensure that the feedback collected through the validation process was representative and actionable, particular attention was given to engaging stakeholders with diverse backgrounds and professional perspectives. As illustrated in Figure 1, the distribution of participants reflects the interdisciplinary nature of the target audience for the IMMER-CV curriculum. Responses were evenly split among students, technology professionals, cultural/arts sector professionals, academics, and individuals with other relevant roles. This diversity aligns well with the core objectives of the project, which aims to foster cross-sector collaboration and inclusivity in immersive technology training.

Select which of the following options best describes your profile:

5 απαντήσεις

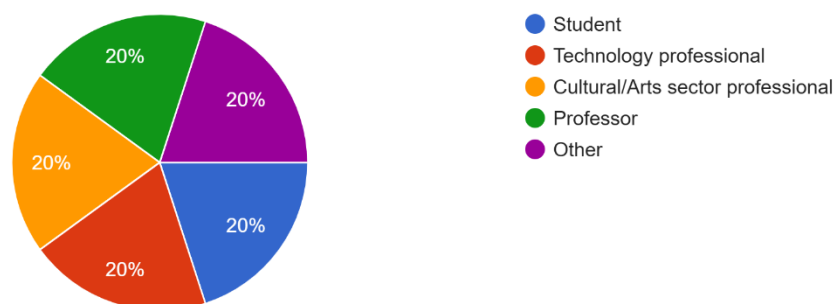


Figure 1 Participants' profile distribution across academic and professional roles

In terms of educational background (Figure 2), the majority of the respondents came from digital and technological disciplines (40%), followed by cultural studies (20%), creative media (20%) and education (20%). This mix highlights the dual focus of the curriculum: supporting both technically proficient learners seeking to understand cultural applications, and cultural practitioners looking to develop digital fluency. From a curriculum development standpoint, this reinforces the need for a modular, accessible approach that bridges these two completely opposite knowledge domains.

What is your main educational background?

5 απαντήσεις

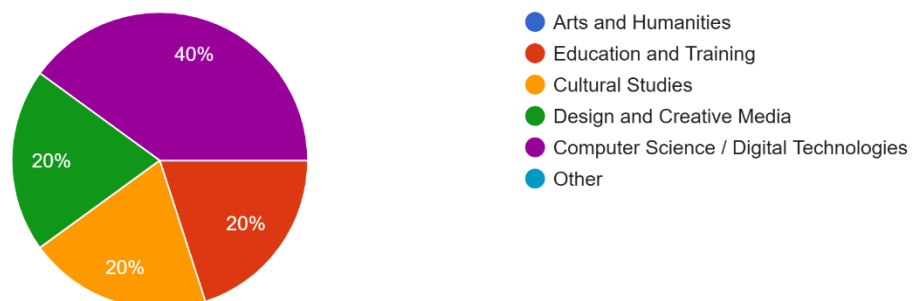


Figure 2 Educational background of survey respondents by discipline

Finally, as shown in Figure 3, most respondents had already participated in previous IMMER-CV activities, including interviews, workshops, or co-creation sessions. This prior involvement was instrumental in strengthening the quality of responses, as participants were already familiar with the project's vision, structure, and intended use cases. This continuity not only enriched the quality of their feedback but also created a strong sense of ownership and recognition. Participants could clearly see how their earlier contributions had shaped the curriculum—through proposed topics, formats, or pedagogical methods—and this visibility strengthened their sense of being valued as co-creators. It also ensured that the validation exercise was not a one-off consultation but part of a sustained and participatory development process, while their insights not only validated core components of the training design but also helped surface nuanced suggestions for improvement based on practical sectoral needs.

Have you participated in any IMMER-CV past activities (e.g. interviews, workshops)

4 απαντήσεις

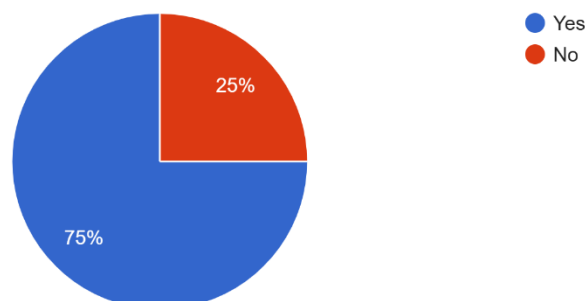


Figure 3 Previous involvement in IMMER-CV project activities

In sum, the respondent group provided a well-balanced cross-section of the ecosystem the IMMER-CV curriculum is intended to serve. Their contributions reinforced the curriculum's real-world relevance and offered critical direction for its refinement and finalisation.

4 Stakeholder Feedback and Curriculum Insights

4.1 Evaluation of the Overall Curriculum Structure

The curriculum structure of IMMER-CV received encouraging feedback from respondents, confirming its overall clarity, pedagogical logic, and alignment with real-world training needs in the Cultural and Creative Sectors (CCS). As shown in Figure 4, participants provided ratings across five core criteria for the overall structure of the IMMER-CV curriculum: clarity, coherence, alignment with user needs, balance between theory and practice, and modular flexibility. Most aspects of the curriculum were rated positively on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with a noticeable concentration of scores in the 4–5 range.

The clarity of the curriculum emerged as a strong point, with all respondents rating it either 4 (Agree - 4 answers) or 5 (Strongly Agree - 7 answers). This confirms that the curriculum's structure, including module descriptions, learning objectives and content were easy to understand — even for participants from diverse backgrounds. This validates the effort invested in forming a curriculum with clear instructional design and modular transparency which is well understood across all diverse participant profiles.

The highest level of consensus was observed in relation to the coherence of the curriculum, where 100% of responses fell in the "Strongly Agree" category. This validates the logical flow, the modular sequence and instructional design, reinforcing the consortium's decision to build the curriculum around clearly defined competence domains and a progressive learning pathway, from foundational knowledge to hands-on application.

Overall Structure: Please rate the following aspects of the curriculum structure using a scale from 1 to 5: 1 = Strongly Disagree | 5 = Strongly Agree

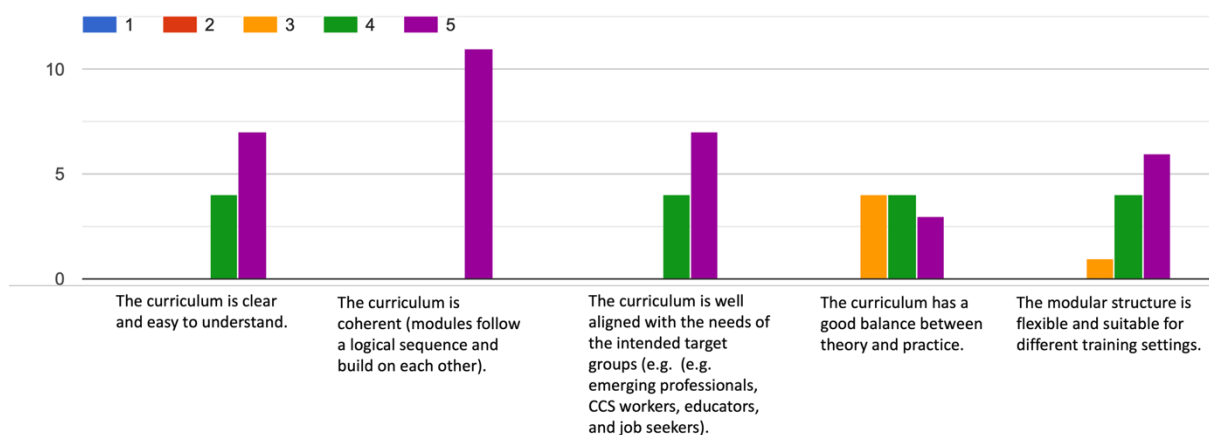


Figure 4 Stakeholders ratings of the IMMER-CV curriculum across five key structural dimensions — clarity, coherence, alignment with user needs, balance between theory and practice, and modular flexibility — based on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

Notably, alignment with the needs of target groups—including educators, emerging professionals, and cultural workers—was unanimously rated positively. Specifically, 4 respondents selected "Agree" (4) and 7 selected "Strongly Agree" (5). This is a strong validation of the curriculum's relevance across diverse CCS roles and confirms that the user profiles and use cases developed in earlier stages accurately reflect real training needs in the field.

The only dimension showing broader variation was the balance between theory and practice. While still rated positively overall, responses were more evenly split across levels 3 (Neutral), 4 (Agree), and 5 (Strongly agree). This reflects a tension between different expectations: several respondents emphasised the need for greater practical exposure, especially in soft skills and collaborative work, while others expressed a preference for deeper theoretical teaching. These insights directly shaped subsequent curriculum refinements: Module 1 was extended to

include foundational theoretical input, while Modules 5 and 6 were expanded to provide more hands-on, real-world learning experiences.

Finally, the flexibility of the modular structure received mostly favourable feedback; however, one respondent rated this aspect as 3. Taking into account some of the remarks acquired later in the survey, one could conclude that it is suggested that the curriculum's format may still present access barriers for underrepresented or underserved audiences—such as immigrants or learners without institutional support. This reinforced the need for implementers to actively consider delivery adaptations (e.g. hybrid formats, community partnerships, and low-barrier entry points) when applying the curriculum in different settings.

When asked to identify the strongest elements of the IMMER-CV curriculum, respondents highlighted Module 3 (Creative Design and Storytelling) as the most impactful, with 60% of participants selecting it. This affirms the importance of narrative and aesthetic development in immersive media, particularly within the CCS context. In addition, Modules 4, 5, and 6 were each selected by 40% of respondents, underscoring the value placed on interdisciplinary workflow, personal and interpersonal skills, and hands-on application through project-based learning. Although Module 1 (Fundamentals) was not selected by any respondent, this does not necessarily reflect a lack of relevance but rather confirms its role as a foundational module—essential but introductory in nature. These preferences guided refinements in content emphasis and delivery strategy in the final version, ensuring that the most valued modules were reinforced while maintaining coherence across the entire curriculum.

Which modules do you consider as the strongest element(s) of the curriculum?

5 απαντήσεις

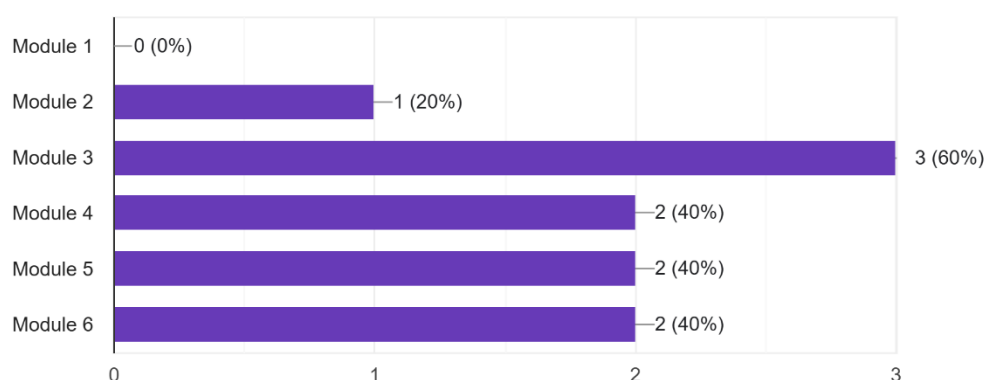


Figure 5 Participants' selection of the strongest modules of the curriculum

4.2 Module-Specific Observations and Feedback

In this chapter, we delve into more detailed feedback regarding the six individual modules that synthesize the IMMER-CV curriculum. While the previous section addressed the overall structure and perceived coherence of the training programme, the following analysis focuses on how each module was received in terms of clarity, relevance, instructional approach, and allocated duration. Both quantitative scores and open-ended responses are considered to provide a well-rounded view of participant perceptions. These insights were instrumental in informing the revisions introduced in the final version of the curriculum, ensuring that each module not only meets the expected learning outcomes but also resonates with the practical and pedagogical needs of the Cultural and Creative Sectors (CCS).

Feedback on Module 1 was broadly positive, especially regarding its clarity of learning objectives and sufficiency of allocated time. Most respondents rated the module highly (score 5), confirming its importance in setting a solid conceptual foundation. However, there was slightly more variation in the ratings for balance between theory and practice and training methods, with some participants indicating a preference for a deeper theoretical grounding. This feedback aligned well with qualitative suggestions calling for stronger conceptual anchoring—particularly for participants unfamiliar with immersive technologies.

Module 1: Please rate the following aspects of the curriculum structure using a scale from 1 to 5: 1 = Strongly Disagree | 5 = Strongly Agree

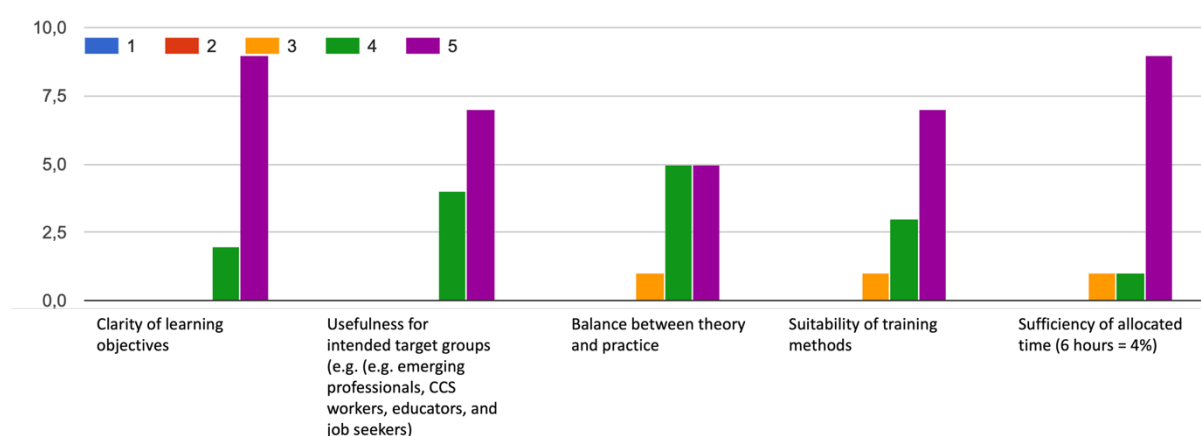


Figure 6 Participants' evaluation of Module 1 across clarity, relevance, balance, method suitability, and time allocation (scale: 1 = Strongly Disagree, 5 = Strongly Agree)

Module 2 was generally well received, with a clear majority of participants rating it positively, particularly in terms of clarity of learning objectives and suitability of training methods. The largest number of responses across these two categories were in the “Strongly Agree” (5) range, indicating that participants recognised the module as a well-structured and essential introduction to immersive production

tools and workflows. High acceptance rate also achieved the sufficiency of allocated time received a broader range of responses, suggesting that the allocated time dedicated to mastering specific tools and systems is considered sufficient.

Module 2: Please rate the following aspects of the curriculum structure using a scale from 1 to 5: 1 = Strongly Disagree | 5 = Strongly Agree

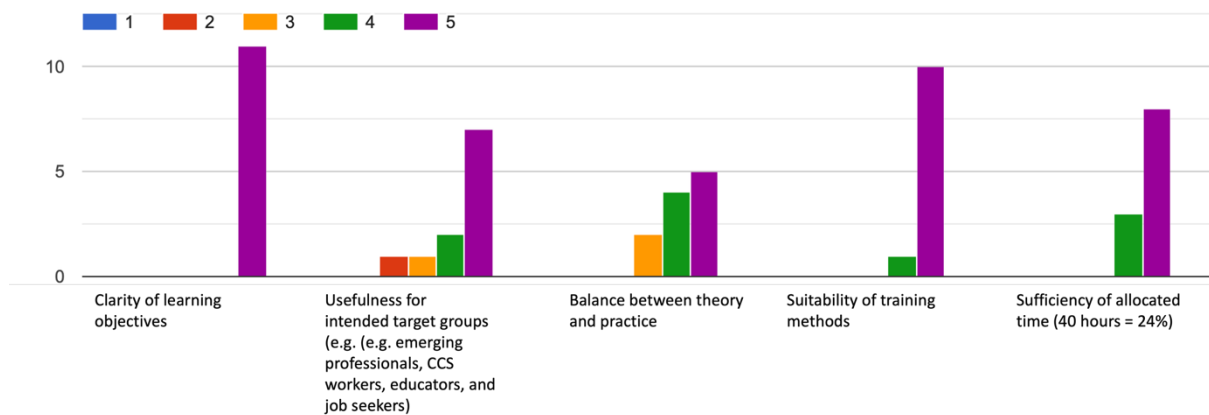


Figure 7 Participants' evaluation of Module 2 across clarity, relevance, balance, method suitability, and time allocation (scale: 1 = Strongly Disagree, 5 = Strongly Agree)

Furthermore, responses were more mixed regarding the usefulness for the intended target groups, sufficiency of allocated time, and especially the balance between theory and practice, suitability of training methods.

While feedback remained largely favourable overall, a slightly more varied response pattern emerged in relation to its usefulness for the intended target groups. Specifically, while 7 respondents rated this criterion as “Strongly Agree”, one selected “Neutral” and another “Disagree”. This suggests that while most participants found the module relevant and well aligned with their professional needs, a minority—from professional from Cultural / Art sector and a professor in unidentified discipline— maybe have perceived a gap between the module's content, their educational background and specific learning expectations.

Similarly, the balance between theory and practice also received a broad range of responses. This indicates that expectations differed among participants regarding how in-depth the technical components should be, and what should be the balance between theoretical lectures and hands-on experiences.

Overall, the feedback confirms Module 2's strong relevance and instructional value, while also suggesting that trainers may benefit from being attentive to varying learner backgrounds when delivering technical content.

Module 3 was one of the most highly rated components of the IMMER-CV curriculum. The majority of participants expressed strong satisfaction with the clarity of learning objectives, with 10 out of 11 respondents rating this criterion as “Strongly Agree” (5). This reflects the perceived relevance, accessibility and necessity of the module’s narrative design and visual storytelling content.

Module 3: Please rate the following aspects of the curriculum structure using a scale from 1 to 5: 1 = Strongly Disagree | 5 = Strongly Agree

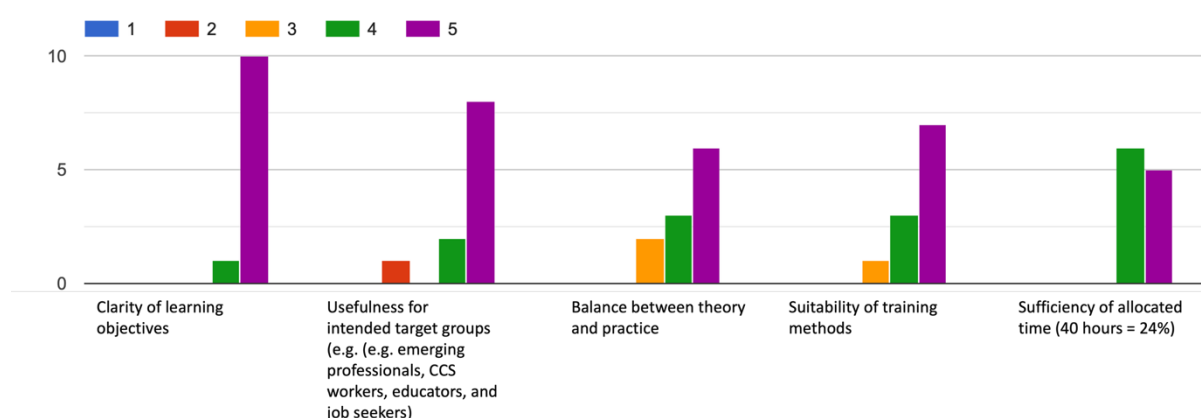


Figure 8 Participants' evaluation of Module 3 across clarity, relevance, balance, method suitability, and time allocation (scale: 1 = Strongly Disagree, 5 = Strongly Agree)

In terms of usefulness for the intended target groups, the module also scored highly, with 8 participants selecting “Strongly Agree”, 2 selecting “Agree”, and only 1 respondent rating it as “Disagree”. This outlier came from a professional in the Cultural/Arts sector, possibly indicating that certain profiles within this group may seek deeper contextual alignment or discipline-specific examples within the module’s creative framework. The criteria related to balance between theory and practice and suitability of training methods were both positively evaluated, though with a more balanced spread across response levels. For balance between theory and practice, 2 participants rated it as “Neutral”, 3 as “Agree”, and 6 as “Strongly Agree”. Similarly, the suitability of methods was confirmed by 7 respondents as “Strongly Agree”, 3 as “Agree”, and 1 as “Neutral”. These distributions suggest that while the overall design of the module was successful, expectations varied slightly regarding the delivery format and the ideal proportion between conceptual input and practical activity. Finally, time allocation received unanimous positive feedback. All participants rated the sufficiency of time as either “Agree” or “Strongly Agree”, confirming that the 40-hour duration was considered appropriate for exploring both creative theory and applied practice in immersive design.

Participant feedback for Module 4 was strongly positive, especially in terms of clarity of learning objectives and suitability of training methods. Both criteria received the majority of responses in the “Agree” or “Strongly Agree” range,

confirming that learners found the module's structure, instructional approach, and applied project orientation highly effective.

Module 4: Please rate the following aspects of the curriculum structure using a scale from 1 to 5: 1 = Strongly Disagree | 5 = Strongly Agree

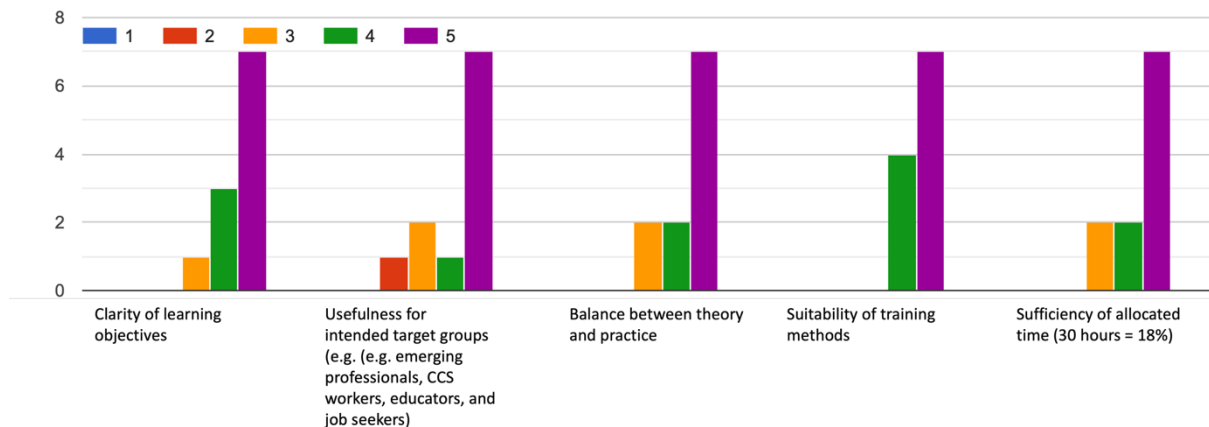


Figure 9 Participants' evaluation of Module 4 across clarity, relevance, balance, method suitability, and time allocation (scale: 1 = Strongly Disagree, 5 = Strongly Agree)

In terms of usefulness for the intended target groups, the feedback was again predominantly favorable, with most respondents rating this criterion as either "Agree" or "Strongly Agree". However, one respondent — again identified as a professional from the Cultural/Arts sector — selected "Disagree", suggesting a perceived mismatch between the module's content and their specific sectoral needs or day-to-day operational context. This may reflect a broader concern among certain cultural practitioners about the immediate applicability of project management frameworks and workflow tools often rooted in digital production settings. The remaining criteria, balance between theory and practice and sufficiency of allocated time, were both well rated. Almost all participants selected either "Agree" or "Strongly Agree", suggesting that the module successfully achieved its aim of blending instructional input with practical team-based exercises. The time allocation appears to have been considered appropriate for covering the complex topics of UX design, production roles, and interdisciplinary coordination.

Module 5 received very strong feedback on the clarity of learning objectives, with 10 out of 11 respondents rating this dimension as "Strongly Agree" (5) and one as "Agree" (4). This indicates that the module's focus on developing interpersonal competences—such as communication, leadership, adaptability, and conflict resolution within interdisciplinary teams—was clearly conveyed and well understood by participants.

The ratings for usefulness to intended target groups, balance between theory and practice, and suitability of training methods were also very positive, though slightly more spread across the upper scale. Most respondents selected either

“Agree” or “Strongly Agree”, confirming that the module was perceived as relevant and appropriately delivered. Given the growing importance of collaborative skills in immersive project environments—where artists, technologists, and cultural professionals must work together—these results validate the strategic inclusion of this topic within the IMMER-CV curriculum.

Module 5: Please rate the following aspects of the curriculum structure using a scale from 1 to 5: 1 = Strongly Disagree | 5 = Strongly Agree

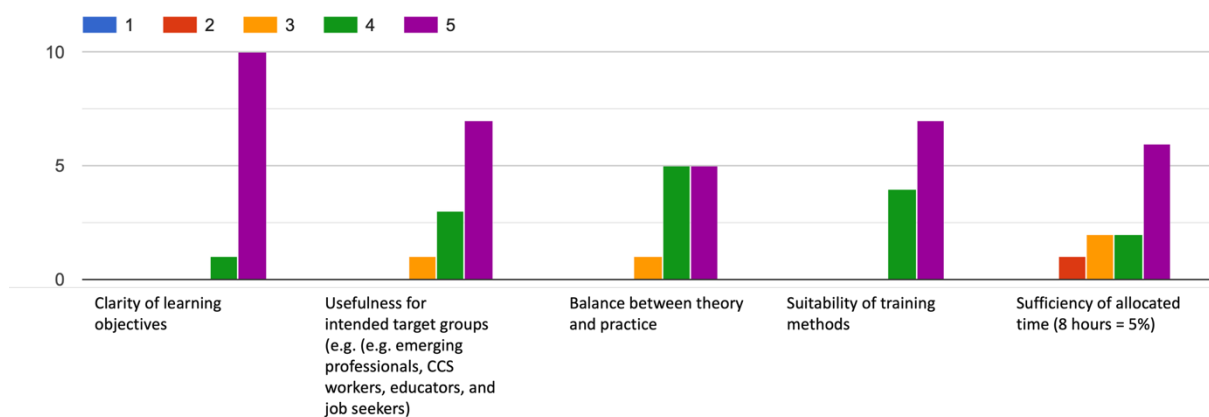


Figure 10 Participants' evaluation of Module 5 across clarity, relevance, balance, method suitability, and time allocation (scale: 1 = Strongly Disagree, 5 = Strongly Agree)

However, the results for sufficiency of allocated time showed greater variation than other categories. While several respondents still rated this criterion as “Strongly Agree,” others selected “Agree” and even “Neutral” and “Disagree”. This spread suggests that participants felt the original 8-hour allocation was not sufficient to adequately address the reflective and skill-building nature of the module’s content.

Last but certainly not least, the module of the IMMER-CV curriculum is Module 6, which focuses on the design, development, and presentation of an individual or group immersive project. As a capstone learning experience, this module brings together all the knowledge and skills acquired throughout the training and challenges learners to apply them in a real or simulated cultural context.

Module 6 was identified by participants as one of the strongest elements of the entire curriculum. In fact, it received high levels of agreement across all evaluation categories, with at least 63% of respondents selecting “Strongly Agree” (5) in every criterion, and a further 18% or more selecting “Agree” (4), resulting in a combined approval rate of over 81% across all assessed dimensions. The only point of divergence emerged under the balance between theory and practice, where one respondent selected “Disagree” (2). While this did not affect the overall positive perception of the module, it does suggest that expectations regarding the ratio of instructional input to independent practice can vary among learners—especially in a self-directed format.

Module 6: Please rate the following aspects of the curriculum structure using a scale from 1 to 5: 1 = Strongly Disagree | 5 = Strongly Agree

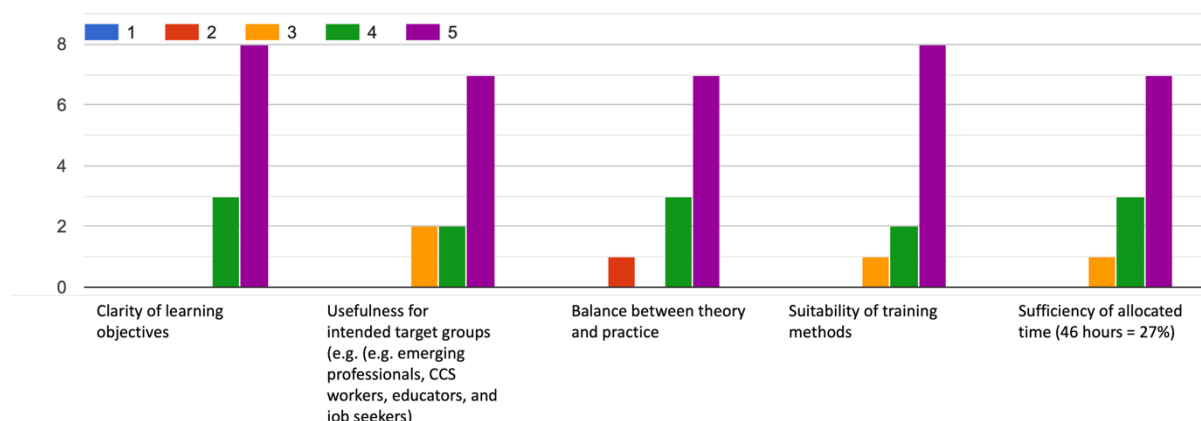


Figure 11 Participants' evaluation of Module 6 across clarity, relevance, balance, method suitability, and time allocation (scale: 1 = Strongly Disagree, 5 = Strongly Agree)

4.3 Qualitative Feedback and Improvement Suggestions

The open-ended responses collected at the end of the validation survey offer important complementary insights into participants' perceptions of the IMMER-CV curriculum. They highlight specific strengths, areas for refinement, and broader considerations for inclusion, impact, and dissemination. Suggestions for improvement centred around four main themes: time allocation, curriculum depth, practice orientation, and inclusion.

Several respondents requested more time for key modules—particularly Module 5 (Personal and Interpersonal Skills) and Module 6 (Hands-On Lab). These suggestions reflect a broader desire for extended engagement with reflective practices and applied project development. One respondent even proposed the creation of a seventh module, allowing cultural professionals to implement immersive projects within their actual workplace settings and evaluate their outcomes. This indicates a strong appetite for longer-term, real-world application, building on the curriculum's already hands-on design.

In addition, participants expressed the need for more practical case studies and greater emphasis on theory, particularly to better balance the curriculum's instructional approach. One respondent recommended a more practice-oriented structure, while another asked for stronger integration between theory and practice, depending on the target group. A related comment stressed the importance of ensuring that learners possess a suitable initial background or entry-level standard, to fully benefit from the programme.

Several comments highlighted broader systemic and strategic recommendations. One respondent encouraged a stronger focus on business models, management, and financial aspects, especially as these are directly relevant to the sustainability

and exploitation of immersive projects within the CCS. Another recommended that the curriculum better integrate inclusive education policies and actively involve underrepresented groups, such as young migrants, through co-creation and participatory design. Suggestions also included better alignment with emotional resilience, digital equity, informal learning recognition, and culturally responsive teaching. These comments reinforce the importance of adaptive, modular design and the role of immersive technologies in promoting equity and access across educational contexts.

When asked whether any important gaps or missing topics were identified, the majority of respondents replied “No,” or otherwise indicated satisfaction with the curriculum’s thematic scope and comprehensiveness. However, the small number of more in-depth responses provided valuable perspectives on how the curriculum might evolve to support inclusion, digital access, and emotional well-being.

Finally, in the section addressing content, structure, impact, and dissemination, one participant offered a detailed endorsement of the curriculum’s practical value for cultural professionals, highlighting its contribution to leadership, adaptability, and team-based learning. Another recommendation pointed toward targeting private universities as potential early adopters, due to their greater flexibility and innovation readiness. Others suggested broader dissemination through digital ecosystems, social media, metaverse platforms, NGOs, and schools, alongside the creation of an open-access multilingual repository to ensure equitable uptake across regions.

Overall, the qualitative feedback affirms the curriculum’s strengths—particularly its modularity, real-world relevance, and collaborative focus—while also offering clear and constructive suggestions for making it more inclusive, scalable, and impactful in future iterations.

5 Adaptations and changes to IMMER-CV curriculum

The development of the IMMER-CV curriculum followed a structured, iterative process grounded in co-creation and stakeholder validation. Following the release of the first version, targeted feedback was collected through surveys and consultations with professionals, educators, and students. This input—combined with critical reflections within the partnership—guided a number of refinements, resulting in a more inclusive, comprehensive, and practically oriented final version of the curriculum.

One of the first areas to evolve was the articulation of the curriculum’s overall objectives. While the initial formulation focused on fostering innovation and lifelong learning, the revised version placed stronger emphasis on inclusion and accessibility. The updated framing explicitly recognises the importance of

supporting diverse and often underrepresented learner groups, and promotes immersive co-creation as a pathway toward more equitable cultural participation.

This inclusive mindset was further reflected in the addition of a dedicated section outlining the learner profile and access requirements. Beyond educational background, this new segment highlights foundational digital and cultural literacy, the value of peer-to-peer support, and the need for modular flexibility to accommodate different learning journeys. The curriculum was thus repositioned not only as a technical and creative training offer, but also as a responsive tool for social empowerment.

In terms of implementation, the curriculum's structure was slightly expanded to allow for deeper engagement. The full training path was extended in duration, providing more space for both foundational understanding and immersive project development. This adjustment also acknowledged the logistical needs of training providers who may deliver the programme in part-time, hybrid, or non-formal formats. The role of institutional collaboration was also strengthened. Whereas the initial version recommended partnerships to enhance real-world application, the final curriculum frames such collaboration as a core requirement. By involving external organisations—such as museums, cultural centres, or tech hubs—the curriculum ensures that learners can work within authentic cultural ecosystems, grounding their practice in tangible outcomes.

The refinement process also touched several modules. The introductory unit (Module 1) was notably expanded to support a wider range of learners, offering more time and a clearer theoretical foundation to ensure all participants—regardless of background—begin with shared knowledge. In parallel, interpersonal and leadership skills were elevated within the curriculum, with additional time allocated to activities that promote teamwork, adaptability, and reflective practice (Module 5).

The final module (Module 6), which serves as the hands-on application of the learning experience, also underwent significant enrichment. It was extended in duration and redesigned to simulate real-world implementation more closely. A new lecture was introduced, enabling learners to pilot their immersive projects in collaboration with actual cultural institutions. This addition underscores the curriculum's commitment to applied learning, professional readiness, and public engagement. Finally, in Module 4, across several lectures, learning objectives and content were adjusted to ensure better integration of business models, financial planning, ethical considerations, and inclusion strategies. These elements were not treated as peripheral, but were embedded into project workflows and assessment methods—preparing learners not just to create, but to sustain and advocate for immersive practices in diverse cultural contexts. In Annex 1 there is a summary of all changes

6 Conclusions

The IMMER-CV curriculum represents a comprehensive and forward-looking training framework designed to address the evolving competence needs at the intersection of immersive technologies and the Cultural and Creative Sectors (CCS). Developed through a collaborative and iterative process, the curriculum integrates expert input, stakeholder engagement, and structured validation to ensure both pedagogical coherence and sectoral relevance.

The online survey conducted as part of Activity 5 served as a key validation mechanism, providing both quantitative and qualitative insights from students, educators, cultural practitioners, and technologists. The overall results confirmed the curriculum's clarity, modular structure, and practical orientation, while also identifying specific areas for refinement. Participants highlighted the need for stronger inclusion strategies, additional time for soft skill development and applied learning, and a more prominent focus on real-world implementation and sustainability.

These findings directly informed a series of targeted revisions in the final version of the curriculum. Key updates included the expansion of contact hours in foundational and project-based modules, the integration of business models and ethical considerations, and the inclusion of a new real-world implementation component in Module 6. The curriculum's objectives were also reframed to reflect a deeper commitment to inclusive education, while a newly added participant profile section helps clarify access conditions and supports diverse learning pathways.

What emerges from this process is a curriculum that is not only technically robust and creatively rich, but also inclusive, adaptable, and grounded in the real-world contexts of cultural work. It bridges theoretical foundations with hands-on application, fosters cross-disciplinary collaboration, and prepares learners to navigate the complex digital and social transitions currently reshaping the CCS.

Ultimately, the IMMER-CV curriculum stands as a strategic educational tool: capable of being deployed across formal, non-formal, and vocational settings; responsive to diverse learner needs; and supportive of institutions seeking to embed immersive technologies within their training offer. The validation process has not only improved the curriculum's content but also reinforced its legitimacy and relevance as a contribution to Europe's digital and cultural transformation.

Annex 1 – Table of changes

Change	1st Version	Final Version
Curriculum Objective	To foster lifelong learning and innovation, enabling learners to lead and co-create immersive experiences that add value to the cultural and creative sector.	To promote lifelong learning and inclusive education by empowering diverse learners including unprivileged societal groups to co-create immersive experiences.
Participant Profile & Access Requirements	Not included	Defined educational background, foundational skills, inclusion strategy, and supportive onboarding mechanisms.
Total Programme Duration	2 months full-time / 4 months part-time	2.5 months full-time / 5 months part-time
External Collaboration	Recommended	Required (at least 1 institute)
Module 1 - Duration	Contact Hours: 6h	Contact Hours 1: 15h
Module 1 - Lecture Format and Duration	Three short mixed-format lectures (2h each)	Longer theoretical lectures, including a 10h introduction and refined learning outcomes
Module 2	Initial version retained	No changes
Module 3 - Lecture 4	Lecture only	Lecture + Collaborative Group Task
Module 4 - Learning Objectives	Focus on roles, workflows, and UX design	Expanded to include financial planning, business models, and collaboration
Module 4 - Lecture Titles and Learning Outcomes	General project management, UX, and evaluation	Includes budgeting, business models, ethics, inclusion, external collaborations

Module 5 - Duration	8 hours total	25 hours total (same structure, more time allocated per lecture)
Module 6 - Duration	Contact Hours: 46h	Contact Hours: 70h
Module 6 - Structure	2 lectures, 46h total	3 lectures, 70h total including real-world implementation
Module 6 – Real-world Application	Focus on individual project execution and presentation	Expanded to include collaboration with cultural institutions, real-world testing, and peer review

Annex 2 – Final IMMER-CV Curriculum



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Project Coordinator:

Innopac Asociación De Investigación E
Impacto
www.innopac.org

Project partners:

Hypertech Anonymos Viomichaniki
Emporiki Etaireia Pliroforikis Kai Neon
Technologion
www.hypertech.gr

Authors:

Maria Kotzagianni, Hypertech
Chuan Li, Innopac
Guillem Bacete, Innopac

Countries:

Spain
Greece



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Curriculum Contents

1. Introduction
2. Objectives
3. Target groups
4. Curriculum overview
5. Curriculum units
6. Final remarks

Introduction

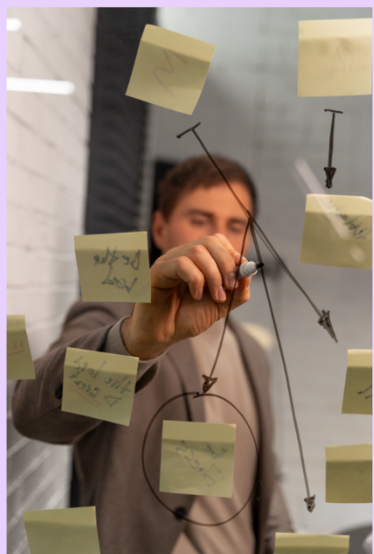
This curriculum was developed under the Erasmus+ project IMMER-CV to equip cultural and creative, current and future professionals with the skills to understand, integrate, and lead immersive technology projects in their sector.

Grounded in the principles of vocational relevance, stakeholder co-creation, and flexible learning pathways, the curriculum reflects the findings of targeted interviews, competence mapping surveys, and participatory workshops held in Athens and Spain. Each module has been shaped to address real training gaps identified by professionals and learners — combining technical know-how, creative fluency, and transversal skills.

The IMMER-CV curriculum is designed to be a flexible tool for upskilling professionals, supporting innovation and technological transition and strengthening capacity across the the evolving CCS landscape.



Objectives



- To equip **professionals, students, and educators in the Cultural and Creative Sector** with the technical, creative, and managerial skills needed to apply immersive technologies effectively in their work, practice, or teaching.
- To **promote interdisciplinary collaboration** by bridging the gap between technology, art, and cultural practice.
- To **support the digital transition of the CCS** by addressing real skill requirements identified through stakeholder engagement.
- To offer a **modular training framework** that can be implemented in diverse educational and professional contexts with emphasis on real hands-on experience.
- To promote **lifelong learning and inclusive education** by empowering diverse learners including unpreviledged societal groups to co-create immersive experiences.

Target Groups



Early-career professionals



Educators and Trainers



Graduates & Marginalised Learners



Cultural & creative practitioners



Job Seekers

Participant Profile & Access Requirements

Educational Background:

- Suitable for learners with post-secondary education or equivalent professional experience in the Cultural and Creative Sectors (CCS), digital media, or related fields.

Foundational Skills:

- Participants should have basic digital literacy and a general understanding of the cultural and/or technological landscape. Module 1 is designed to level the field for those entering from diverse disciplines.

Inclusion Strategy:

- The curriculum promotes inclusion by offering a modular and adaptable structure that can be tailored to diverse learner needs, including linguistic, cultural, or educational differences. Institutions are encouraged to adjust delivery to support equitable participation.

Supportive Entry Pathways:

- Orientation materials and Module 1 are expected to assist diverse learners in onboarding, while peer-to-peer support mechanisms are highly recommended to foster collaboration and help bridge the trainees' diverse educational and cultural backgrounds.

Curriculum Overview

The IMMER-CV curriculum is a modular and interdisciplinary training programme designed to build the capacity of professionals, students, and educators in the Cultural and Creative Sectors (CCS) to effectively engage with immersive technologies. Each module blends technical knowledge, creative design, and transversal skills, offering a balanced, practice-oriented learning experience.

Key features:

- **Duration:** 2.5 months Full-time or 5 months part-time training
- **Format:** Hybrid
- **Approach:** Learner-centered and project-based, grounded in real CCS use cases and sector needs
- **Structure:** Modules supported with learning objectives, competences, and delivery methods
- **Suitability:** Designed for flexible use across vocational training institutions, universities, cultural organisations, and educational programmes
- **Implementation Requirements:**
 - Personnel with relevant expertise in all domains of the curriculum
 - Access to equipment and facilities for hands-on training (e.g. VR/AR headsets,)
 - Institutional Support: Recognised training or cultural institution capable of certifying learners
 - External Collaboration (At least 1 Institute): To enable real-world project implementation and institutional partnership.

IMMER-CV Curriculum

Module Title	Contact Hours Duration(hrs)	ECVET	EQF	Brief Objective
1. Fundamentals of Immersive Technologies and Job Market Needs	15	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	25	1	4	Build soft skills for collaboration, leadership, and problem-solving.
6. Hands-On Lab / Individual Immersive Project	70	6	5	Apply skills to develop and present an immersive project prototype.

Module 1

Fundamentals of Immersive Technologies and Job Market Needs

C. H. Duration *	15 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		C. H. Duration	10 hours
	2. Immersive Applications in CCS			*C. H. Duration stands for Contact Hours Duration	
	Type	Lecture		C. H. Duration	2 hours
	3. Professions and Trends in the Immersive Field				
	Type	Structured Workshop + Formative Assessment		C. H. Duration	3 hours
Learning Outcomes	- Core tech definitions and tools' types, uses and capabilities of immersive technologies, historical evolution of immersive media and theoretical frameworks - Real-world CCS use cases (museums, heritage, arts, etc.) - Identification of relevant roles and competencies, Analysis on how trends affect job opportunities				

Module 2

Technical Foundations of Immersive Production (1/2)

C.H. Duration	40 hours	ECVET	5	EQF Level	5
Learning Objectives	Learn core functionalities of immersive development tools (e.g. Unity, Unreal Engine) Understand principles of 3D modelling, asset creation and spatial design Operate and configure immersive hardware (headsets, sensors, projection systems) Integrate software and hardware into cohesive immersive prototypes for practical use.				
Lectures	1. Exploring Core Tools for Immersive Production				
	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. Setting Up and Operating Immersive Hardware				
	Type	Workshop		C. H. Duration	8 hours

Module 2

Technical Foundations of Immersive Production (2/2)

Lectures	4. Integrating Systems (Software & Hardware) for Immersive Experiences			
	Type	Collaborative Group Task	C. H. Duration	10 hours
	5. Prototype Setup			
	Type	Gamification	C. H. Duration	10 hours
Learning Outcome	• Use 3D modeling, 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 • Present and explain a simple technical setup for immersive use			

Module 3

Creative Design & Storytelling for Immersive experiences (1/2)

C. H. Duration	40 hours	ECVET	5	EQF Level	5
Learning Objective	• 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

Module 3

Creative Design & Storytelling for Immersive experiences (2/2)

Lectures	4. Design Thinking for Cultural Experiences and Psychology of Immersive Perception			
	Type	Lecture + Collaborative Group Task	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			

Module 4

Tools and Workflow for Immersive Production (1/2)

C. H. 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 and team coordination techniques tailored to immersive media workflows - Integrate UX principles and interdisciplinary collaboration into the production process - Recognise key financial elements of immersive projects, including budgeting, resource planning, and bus. models				
Lectures	1. Production Workflows, Team Roles and Budgeting				
	Type	Lecture + Individual Exercise		C. H. Duration	6 hours
	2. Project Management and Business Models for Immersive Projects				
	Type	Lecture + Individual exercise (based on a real case study)		C. H. Duration	6 hours
	3. UX and User-Centered Design in Immersive Environments				
	Type	Experimentation Rooms + Collaborative Group Task		C. H. Duration	8 hours

Module 4

Tools and Workflow for Immersive Production (2/2)

Lectures	4. Audience Development, Outreach, External Collaborations and Workflow Simulation			
	Type	Collaborative Group Task + Learner Presentation + Formative Assessment	C. H. Duration	8 hours
	5. Ethical, Regulatory, and Inclusion Guidelines			
	Type	Lecture	C. H. Duration	2 hours
Learning Outcomes	• Apply basic project management methods using Agile and waterfall methods and planning tools (e.g., Gantt charts, Trello, Miro) to coordinate interdisciplinary teams, immersive project delivery, project planning and task allocation • Incorporate UX research methods (e.g., journey mapping, feedback loops) into imm. experience design processes. • Understanding of core financial and strategic components of immersive media projects, including budgeting, business models, stakeholder engagement and outreach, strategic collaborations and market awareness. • Recognise ethical, regulatory, and inclusion-related considerations in immersive content creation, ensuring responsible design and broader audience accessibility.			

Module 5**Personal and Interpersonal Skills for Interdisciplinary Teams**

C. H. Duration	25 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	15 hours
	2. Decision-Making in Creative Projects, Problem Solving and Conflict Resolution				
	Type	Lecture + Structured Co-Creation Workshop		C. H. Duration	10 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				

Module 6**Hands-On Lab / Individual Immersive Project**

C. H. Duration	70 hours	ECVET	6	EQF Level	5
Learning Objectives	• Create and present a functional immersive project prototype. & Evaluate and select projects through peer review. • Implement selected projects in collaboration with cultural institutions, managing planning, budgeting, audience interaction, and real-world testing.				
Lectures	1. Immersive Project – Development Phase				
	Type	Individual Exercise or Collaborative Group Task + Access to Tools/Facilities + Mentoring Sessions	C. H. Duration	25 hours	
	2. Immersive Project – Presentation & Evaluation				
	Type	Learner Presentation / Project Pitch + Competition and/or Hackathon + Collective voting process to select project(s) to be implemented in real-world conditions in Lecture 3	C. H. Duration	5 hours	
	3. From Prototype to Practice: Real Installations in Museums or Cultural Venues				
	Type	On-site Real-World Implementation + Institutional Collaboration + Evaluation Based on Public Engagement and Exhibition Outcomes	C. H. Duration	40 hours	
Learning Outcomes	• Develop and showcase an immersive experience based on real-world criteria and user feedback. • Collaborate with cultural institutions to deliver, test, and assess the impact of implemented projects.				





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