

# Quality Assurance Report 2025



**IMLEX**

Master of Science in  
Imaging and Light in  
Extended Reality

ERASMUS MUNDUS JAPAN

The **IMLEX – Master of Science in Imaging and Light in Extended Reality** – programme has the intention to train experts who combine a solid theoretical understanding of virtual reality with strong practical skills in virtual reality applications. It is designed as a multidisciplinary Advanced Master's Degree programme corresponding to 120 ECTS credits, integrating topics related to image conversion, lighting and computer science. It has been offered since academic year 2020-2021 by a consortium of four universities. IMLEX is in its second term as Erasmus Mundus programme: the current mobility track and curriculum are implemented since of 2025-2026.

The quality assurance (QA) methodology is founded on an appreciative approach according to the principles of subsidiarity, verified trust and continuous improvement. It is summarized in the overview below. In essence, the methodology is process-oriented and follows an iterative PDCA cycle.

## OBJECTIVE 1/ To design, implement and report on the QA process

The consortium is managed by an Academic and Management Board (AMB) and a Quality Assurance Board (QAB), integrating all partners. These boards meet several times a year. They provide each other with intermediate updates and periodically have joint meetings. A complementary Industrial Board (IB) is being established in 2025-2026.

A Quality Assurance System and Procedures handbook (QASPH) is in place and publicly published. It provides a reference guide for policies, procedures, principles and practices where needed. This handbook is mainly based on the initial IMLEX project description, supplemented with notes by the QAB. It is revised on a yearly basis to account for new insights and further policy development during implementation.

Key Performance Indicators (KPIs) are defined as desired outcomes and discussed several times a year at QAB meetings.



## OBJECTIVE 2/ To involve stakeholders in the QA process

Daily QA is the responsibility of the teachers and administrative staff, who get ownership for their engagement in line with the principles of subsidiarity and verified trust. This is the case both for course-specific and general matters. If and where issues prove to be out of their authority or requiring strategic decisions, are these being reported to the AMB and/or QAB.

An MS Teams Platform allows the boards and consortium members to collaborate in a hybrid, efficient and transparent manner. The AMB and QAB minutes as well are published there.

IMLEX Days are organised once a year by the AMB. During this event students, academics, and company representatives present their activities as well as connect during a get-together. The 2025 edition took place in Joensuu, Finland.

## OBJECTIVE 4/ To define and review procedures

The course catalogue including ECTS course descriptions are published on the IMLEX website. Hybrid teacher meetings are organized between semesters to share impressions, advice and background information on the current cohort to facilitate student mobility and learning trajectories. Minor curriculum changes may occur from one academic year to the next based on feedback (informal as well as formal) from stakeholders.

Student admission is a collaborative process. Administrative coordinators screen all applications with regards to eligibility and compliance with requirements. Eligible applications are evaluated by AMB members. The final student selection is reported, and the procedure is finetuned upon advice by the QAB.

The curriculum is discussed by the AMB; reports and initiatives by the QAB; interaction with the professional field by the IB. The consortium moreover engaged in an external audit by the French agency Hcéres in 2025 for formal accreditation in accordance with the consortium partners' national legislation as well as to acquire expert recommendations for continued improvement.

## OBJECTIVE 3/ To enhance the outcomes of the IMLEX programme

Staff members and student representatives are approachable on a continuous basis for feedback from students, peers, and professional contacts. They will look for the most efficient follow-up in the local context. They are also welcome to address topics at AMB and QAB meetings to bring these under the attention of the other consortium members.

A tool kit of survey templates (questionnaires) drafted by the QAB can be used internally to collect feedback from stakeholders, to support (self-)assessment, or as inspirational guidelines on which topics to tackle with other types of QA initiatives (e.g., qualitative interviews or focus group interviews). As such, these support multimethodological quality assurance. The tool kit is available to teachers, local coordinators, communication officers, AMB, ... on the MS Teams Platform. An included readme file can be consulted for info on target audiences, intended timing and policy related to the templates. Each university has for example collected feedback through a student evaluation of teaching, the results of which are discussed internally. In 2025 a comprehensive self-evaluation report was also drafted by the AMB and QAB together.