

COMBINED ASSESSMENT • Report

LUNEX INTERNATIONAL UNIVERSITY OF HEALTH, EXERCISE & SPORTS S.A

- INSTITUTIONAL ASSESSMENT

- PROGRAMME ASSESSMENTS:

- Bachelor in Physiotherapy
- Bachelor in Sport and Exercise Science
- Bachelor in International Sport Management
- Master in International Sport Management

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Content

1	Executive Summary.....	5
2	Introduction	9
2.1	Procedure	9
2.2	Panel report	10
3	Description of the institution and the programmes	11
3.1	Overview	11
3.2	Profile of the institution.....	11
3.3	Profile of the programmes.....	12
4	Institutional assessment – LUNEX International University of Health, Exercise & Sports	13
4.1	Criterion A – Strategic objectives.....	13
4.2	Criterion B – Origin of financial resources	14
4.3	Criterion C – Regular academic programmes	15
4.4	Criterion D – Staff recruitment	16
4.5	Criterion E – Qualified staff.....	16
4.6	Criterion F – Infrastructure	17
4.7	Criterion G – Collaboration with other institutions	19
4.8	Criterion H – Participation in knowledge exchange.....	20
4.9	Overall conclusion.....	21
4.10	Overview of the assessments	22
5	Programme assessment – Bachelor in Physiotherapy.....	23
5.1	Standard 1 – Intended exit level	23
5.2	Standard 2 – Teaching-learning environment	24
5.3	Standard 3 – Exit level to be achieved	28
5.4	Standard 4 – Internal quality assurance	30
5.5	Standard 5 – Research	32
5.6	Overall conclusion.....	33
5.7	Overview of the assessments	34
6	Programme assessment – Bachelor in Sport and Exercise Science	35
6.1	Standard 1 – Intended exit level	35
6.2	Standard 2 – Teaching-learning environment	36

6.3	Standard 3 – Exit level to be achieved	40
6.4	Standard 4 – Internal quality assurance	41
6.5	Standard 5 – Research	44
6.6	Overall conclusion.....	45
6.7	Overview of the assessments	46
7	Programme assessment – Bachelor in International Sport Management.....	47
7.1	Standard 1 – Intended exit level.....	47
7.2	Standard 2 – Teaching learning environment.....	48
7.3	Standard 3 – Exit level to be achieved.....	52
7.4	Standard 4 – Internal quality assurance	53
7.5	Standard 5 – Research	56
7.6	Overall conclusion.....	57
7.7	Overview of the assessments	58
8	Programme assessment – Master in International Sport Management.....	59
8.1	Standard 1 – Intended exit level.....	59
8.2	Standard 2 – Teaching-learning environment	60
8.3	Standard 3 – Exit level to be achieved.....	62
8.4	Standard 4 – Internal quality assurance	63
8.5	Standard 5 – Research	63
8.6	Overall conclusion.....	64
8.7	Overview of the assessments	64
9	Annexes.....	65
9.1	Annex 1 - Composition of the panel	65
9.2	Annex 2 – Schedule of the site visit	66
9.3	Annex 3 – Documents reviewed	67

1 Executive Summary

This document reports on the institutional assessment of the Differdange-based LUNEX International University of Health, Exercise & Sports S.A., as well as on the assessment of four bachelor and master programmes LUNEX is already delivering or intends to offer. The assessments are carried out by an international expert panel convened by the Accreditation Organisation of The Netherlands and Flanders (NVAO) on behalf of the Ministry of Higher Education and Research of Luxembourg.

The panel studied the information materials put at disposition by LUNEX and discussed the state of play of both the institution and the programmes with a variety of stakeholders on 3-6 February 2020 at the LUNEX campus in Differdange and at the Ministry for Higher Education and Research in Luxembourg. LUNEX is a private initiative and part of the Germany-based COGNOS AG. It was established in 2014 as a company to become a specialised higher education institution according to the legal framework in force in Luxembourg. Currently, LUNEX is accredited as a specialised higher education institution (further: SHEI) by the Ministry for Higher Education and Research in Luxembourg and is currently offering five programmes which are also accredited.

In so far as the **institutional assessment** is concerned, the panel judges six criteria as “met” and two criteria as “partially met”; its overall judgement is therefore **positive**. The panel considers that LUNEX has identified a niche in the Luxembourg higher education market: its degree programmes on physiotherapy, sport and exercise, and international sport management attract a variety of local, regional and international students. The panel appreciates the ambitions of the SHEI to stand out and deliver excellent quality in terms of education, teaching, research, collaboration and internationalisation. The governance of LUNEX is well organized with a clear division between stakeholders and management, which secures academic neutrality. The institution operates in line with the requirements of Luxembourg law in terms of financial accountability, degree programmes, recruitment policy and staff qualifications. Moreover, the panel considers that the facilities at LUNEX are modern and allow to host both the current and forecasted number of students. The panel thinks highly of the international profile of the institution and considers the multi-lingual and multi-cultural community of staff, lecturers and students as a clear asset to the different programmes. Moreover, the panel appreciates the enthusiasm, dedication and academic standing of the LUNEX team. The panel considers that LUNEX did not yet fully meet the criteria “collaboration” and “international exchange” but is confident that it is only a matter of time before the institution will catch up on these elements. In addition to these positive appreciations, there are several issues LUNEX should keep in mind when delivering its current programmes and implementing its envisaged plans. As a young, small and ambitious institution LUNEX wants to develop as soon as possible from a start-up to a scale-up. The panel, however, considers that it is best to consolidate the start-up before moving on to become a scale-up, and therefore recommends LUNEX:

- to consolidate the existing structures and invest first in more staff both centrally and for the ongoing programmes before it moves to the next step of its ambitious strategic plan, i.e. to develop and implement new programmes;
- to set up a Professional Advisory Board, possibly one dedicated to each programme domain, to collect input in a structural way from the professional field and labour market actors and use this feedback to keep the different bachelor and master programmes professionally up to standard;
- to check if the current staff is properly qualified in terms of professional and practical know-how to have students fulfil the expectations of the professional field during and after their studies;
- to expand the publicly available information on the website on what LUNEX and its programmes stand for.

Moving from institutional to programme assessment, the panel noticed that LUNEX has organised its **quality assurance** system and its **research** activities very similarly across its programmes. Its overall appreciation of both standards is **satisfactory**, and this judgement applies to all programmes. LUNEX has developed the necessary policies and procedures to deal with quality management and quality

assurance. The panel welcomes in particular the creation of the Teaching and Learning Council as a committee to monitor and enhance Quality Assurance at the level of modules and programmes. Students evaluate each individual module and report that their comments are heard. It goes to the credit of LUNEX that students feel at ease to voice their concerns openly and directly. Moreover, the panel thinks highly of the attention LUNEX is paying to research and the way it is integrating this research into the education of its students. Through their training in research skills, their exposure to research-informed education and the opportunity to perform research in the research laboratory, LUNEX students acquire good academic and research competences. In addition to these positive appreciations, the panel does recommend LUNEX:

- to raise awareness of students on the opportunities for, and relevance of, student representation at the different levels and bodies of the institution;
- to ensure that students are represented as equal stakeholders on relevant committees;
- to bring focus in the breadth of the current research activities, areas and domains.

In so far as the **Bachelor in Physiotherapy** is concerned, the panel judges all five evaluation standards as “satisfactory”; its overall judgement is therefore **positive**. The panel considers that the aim and objectives of the programme are translated into befitting learning outcomes at programme level and individual course learning goals. According to the panel, the learning outcomes set the right preconditions for students to meet, upon graduation from the master programme, the requirements for the regulated profession of physiotherapist in Luxembourg. The teaching learning environment is up to standard in terms of curriculum, staff and facilities. The panel acknowledges the efforts of the programme to make the curriculum fit the new legal requirements and has established that students are trained in all components of the physiotherapy domain. Moreover, the clinical placements are organized adequately and overall provide students with the different professional skills. The panel thinks highly of the academic qualifications of the teaching staff, their didactic skills, enthusiasm and dedication to the students and to their track record in terms of research. In terms of infrastructure, the panel considers that the programme-specific facilities LUNEX put at disposition are adequate. Furthermore, student assessment is organised properly: course assessments are transparent for students and organised in line with the learning outcomes of the respective modules. The panel appreciates in particular the way clinical placements are assessed and the efforts of the staff to ensure calibration of scores across clinical educators and placement providers. In addition to these positive appreciations, the panel identified several issues that will enhance the quality of the programme even more and therefore recommends:

- to ensure that all module contents are sufficiently challenging and require students to effectively dedicate the associated workload;
- to recruit more teaching staff, preferably with extensive professional field experience, in order to reduce the staff-student ratio in the physiotherapy programmes;
- to increase the level of the written exams, as well as the requirements for the bachelor dissertation;
- to manage expectations of all stakeholders involved in the clinical placements.

In so far as the **Bachelor in Sport and Exercise Science** is concerned, the panel judges all five evaluation standards as “satisfactory”; its overall judgement is therefore **positive**. The panel considers that the programme has a relevant profile that is likely to cater for a growing group of students with specific professional ambitions. This profile has been translated into befitting educational objectives at programme level and learning goals at course level. Moreover, the teaching learning environment is up to standard in terms of curriculum, staff and facilities. The panel acknowledges the efforts of the programme to make the curriculum fit the new profile: the curriculum build-up is appropriate and the individual modules interesting. The panel thinks highly of the academic qualifications of the teaching staff, their didactic skills, enthusiasm and dedication to the students and to their track record on research. In terms of infrastructure, the panel considers that the programme-specific facilities LUNEX put at disposition are adequate. Furthermore, student assessment is organised properly: there is a good balance in the assessment types across the years, course assessments are transparent for students and organised in alignment with the learning outcomes of the respective modules. In addition to these

positive appreciations, the panel identified several issues that will enhance the quality of the programme even more and therefore recommends:

- to benchmark the set of intended learning outcomes at programme level and the core of knowledge and skills against an international institution, programme or domain-specific framework;
- to ensure that all module contents are sufficiently challenging and require students to effectively dedicate the associated workload;
- to increase the level of the written exams, as well as the requirements for the bachelor dissertation;
- to manage the expectations of all students and communicate clearly on what the programme can and cannot offer as a preparation for the entrance exam as physical education teacher.

In so far as the **Bachelor in International Sport Management** is concerned, the panel judges all five evaluation standards as “satisfactory”; its overall judgement is therefore **positive**. The panel considers that the programme has a relevant profile, which has been translated into befitting learning outcomes at programme level and learning goals at course level. The panel appreciates the comprehensive work of the management to design not only a programme with a highly specific profile but also to have this profile underpinned in good detail. According to the panel, the intended exit level of the programme reflects the current requirements of the professional field and the sport management discipline from an international perspective. Moreover, the teaching learning environment is up to standard in terms of curriculum, staff and facilities. The curriculum fits the profile, its build-up is appropriate and the individual modules interesting. The panel thinks highly of the academic qualifications of the teaching staff, their didactic skills, enthusiasm and dedication to the students and to their track record on research. Furthermore, student assessment is organised properly: there is a good balance in the assessment types across the years, course assessments are transparent for students and organised in alignment with the learning outcomes of the respective modules. In addition to these positive appreciations, the panel identified several issues that will enhance the quality of the programme even more and therefore recommends:

- to review all module contents and ensure that these are sufficiently challenging and require students to effectively dedicate the associated workload;
- to review the complexity of the current assessments and where needed increase the level of difficulty of the (written) exams;
- to recruit additional staff and consider including more field experts as guest lecturers in order to enhance the quality of education, the consolidation of the programme and the sustainability of the department.

In so far as the **Master in International Sport Management** is concerned, the panel judges two evaluation standards as “satisfactory” and three standards as “unsatisfactory”; its overall judgement is therefore **negative**. The panel considers that the new programme will be fully embedded in the structure and approach of LUNEX and will benefit to a similar extent as all other existing programmes of the general provisions in terms of governance, quality assurance, research policy, assessment regulations, facilities, etc. Given its appreciation of these structures and approaches, the panel is confident that the envisaged programme will eventually benefit from this integration. While acknowledging that an initial programme accreditation consists of verifying the intended delivery of a programme, the panel found that the application contained too little concrete information on the operationalisation of the intended programme to warrant a positive advice. This finding applies to the three main components of a programme (review): learning outcomes, curriculum and assessment. Furthermore, the panel considers that the permanent staff that is currently available for developing, managing and implementing the new master programme is far too limited. In fact, the panel urges LUNEX to have the current staff – together with other staff that still needs to be recruited – focus first on the delivery of the existing bachelor programme in the given field. The panel strongly suggests the institution to postpone the development and implementation of the new master programme until the

bachelor programme, as well as the staffing in the International Sport Management department, is consolidated.

In sum, based on the findings and considerations that are summarised above and presented in detail in the report, the panel issues a positive recommendation on the institutional accreditation of the LUNEX International University of Health, Exercise & Sports S.A. With regard to the programmes, the panel concludes that the three ongoing programmes - the Bachelor in Physiotherapy, the Bachelor in Sport and Exercise Science, and the Bachelor in International Sport Management - fulfil the requirements for programme accreditation. However, the panel advises negatively on the envisaged Master in International Sport Management, which the panel considers to be too premature in its development and in the human resources LUNEX currently has at its disposition.

The Hague, 25 March 2020

On behalf of the international expert panel charged with the institutional assessment of LUNEX International University of Health, Exercise & Sports in Differdange, Luxembourg, and the assessment of the programmes Bachelor in Physiotherapy, Bachelor in Sport and Exercise Science, Bachelor in International Sport Management, and Master in International Sport Management.

Prof. dr. Walter Nonneman
(chair)

Mark Delmartino, MA
(secretary)

2 Introduction

2.1 Procedure

The Ministry of Higher Education and Research of Luxembourg requested NVAO to carry out an institutional assessment of the LUNEX International University of Health, Exercise & Sports S.A. (LUNEX) in Differdange (Luxembourg), as well as an assessment of four programmes LUNEX is currently delivering or planning to offer soon. LUNEX is a private initiative, established in 2014 by the German COGNOS AB, and aims to provide higher education in the areas of health and fitness, therapy and preventive medicine. LUNEX has been accredited in 2015 as a specialised higher education institution (SHEI) by the Ministry for Higher Education and Research in Luxembourg and currently offers several programmes that comply with the legal regulations in Luxembourg.

Given the particular features of this request, the NVAO convened an international panel of experts consisting of:

- Prof. dr. Walter Nonneman, Belgium, chair
- Dr. Jorit Meesters, The Netherlands, member
- Dr. Inge Derom, Belgium, member
- Prof. Elisa Pelosin, Italy, member
- Geert Hendriks MSc, Switzerland, member
- Dale Whelehan BSc. PGdip, Ireland, student member

The composition of the panel reflects the expertise deemed necessary by NVAO for this double accreditation exercise. Short CV's of the panel members are provided in annex 1. On behalf of NVAO, Dr. Mark Frederiks was responsible for the coordination of the assessment process. The external secretary certified by NVAO, Mr. Mark Delmartino MA, drafted this report in close cooperation with the panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality.

The panel is carrying out the assessments after which the Board of NVAO will make a recommendation to the Ministry of Higher Education and Research of Luxembourg. It is up to the Ministry to make the final decision on the accreditation of the institution and the four programmes. The frameworks for assessment comprise the amended Law of 19 June 2009 on the organisation of higher education and the criteria under article 4 of the Grand Ducal Regulation of 24 August 2016 on accreditation of institutions and programmes of higher education, as well as the Flemish standards for programme assessment.

Having studied the documentation provided by LUNEX before the visit, the panel held a preliminary online meeting on 17 January 2020. Following this discussion, the panel asked LUNEX to produce some further clarifications and to make available programme-related materials for consultation on site. Annex 3 lists the materials made available by LUNEX either before or during the site visit.

The visit to the LUNEX campus in Differdange took place from 3 to 6 February 2020. After an internal meeting to discuss its preliminary findings and study the additional materials, the panel spoke to representatives of the Ministry of Higher Education and Research. During this meeting, the panel discussed the position of LUNEX within the higher education landscape of Luxembourg whereby the representatives of the Ministry provided useful clarifications on the criteria for institutional and programme assessment. Furthermore, the panel spoke to the management of the institution and the programmes, as well as to lecturers, administrative staff, students, alumni and representatives of the professional field. The schedule of the visit is presented in annex 2.

Immediately after the discussions, the panel formulated its considerations and preliminary conclusions. These are based on the findings of the site visit and build on the assessment of the documents. The panel chair reported these preliminary findings to the institutional and programme management of

LUNEX. The panel ended its visit with a debriefing to the Ministry of Higher Education and Research in Luxembourg. After the visit, the external secretary drafted the advisory report and circulated it to all panel members for review and feedback. The comments of the members were incorporated in a second version, which was validated by the chair and submitted to LUNEX for comments on factual errors. Following this review, a final draft was prepared and submitted on behalf of the panel to NVAO, which in turn will send the report to the Ministry of Higher Education and Research in Luxembourg.

2.2 Panel report

The first chapter of this report is the executive summary, while the current chapter is the introduction. The third chapter describes the institution, the programmes and their position within the higher education system of Luxembourg. The fourth chapter describes the quality of the institution (LUNEX), according to the standards and criteria for institutional accreditation, while chapters five to eight report on the quality of the respective programmes. For each standard/criterion the panel describes its findings and considerations and issues a judgement. Findings are the objective facts as found by the panel in the programme documents, in the complementary materials and during the site visit. Considerations are the panel's interpretation of these findings and their respective importance. The considerations of the panel logically lead to a concluding assessment per standard/criterion. The panel concludes each chapter with an overall judgement on the quality of the institution/programme and a table containing an overview of its assessments.

3 Description of the institution and the programmes

3.1 Overview

Institution: LUNEX International University of Health, Exercise & Sports S.A
Location: Differdange
Country: Luxembourg
Status: privately funded institution

Programme: Bachelor in Physiotherapy
Institution: LUNEX International University of Health, Exercise & Sports S.A
Location: Differdange
Country: Luxembourg
Degree: Bachelor
Study load: 180 ECTS

Programme: Bachelor in Sport and Exercise Science
Institution: LUNEX International University of Health, Exercise & Sports S.A
Location: Differdange
Country: Luxembourg
Degree: Bachelor
Study load: 180 ECTS

Programme: Bachelor in International Sport Management
Institution: LUNEX International University of Health, Exercise & Sports S.A
Location: Differdange
Country: Luxembourg
Degree: Bachelor
Study load: 180 ECTS

Programme: Master in International Sport Management
Institution: LUNEX International University of Health, Exercise & Sports S.A
Location: Differdange
Country: Luxembourg
Degree: Master
Study load: 120 ECTS

3.2 Profile of the institution

According to the information materials, LUNEX International University of Health, Exercise and Sports was established in 2014 as a Société Anonyme (S.A., public stock company) according to Luxembourg law. It is a 100% subsidiary of the German COGNOS AG Group. LUNEX is a specialised higher education institution in the areas of health, fitness, sports, therapy and preventive medicine. LUNEX is based in Differdange: it has a 30-year leasehold contract with the city of Differdange for its campus, can use the nearby sports facilities of the municipality, and is located a few kilometres from the Belval campus of the University of Luxembourg.

In its Strategic Plan 2020-2025, LUNEX sets out to be a leading international university for sport and health in Europe; its mission is to deliver skilled graduates in the field of sports and health, lead innovative research that has an impact on society, provide students a good quality evidence-based educational experience, and enhance the national and international employability of its graduates. LUNEX is the only higher education institution in Luxembourg that offers academic degree programmes in physiotherapy, sport and exercise science and international sport management.

Since the start of its activities, LUNEX is recognised by the Luxembourg Ministry of Higher Education and Research as a specialised higher education institution; this accreditation is valid until September 2020. At the time of the site visit in February 2020, LUNEX is offering 5 English-language bachelor and master programmes, to approximately 580 students from Luxembourg, the neighbouring countries and beyond. Around 40 academic and administrative staff representing a similar variety of nationalities are on its payroll, who ensure the management of LUNEX and are key to (supporting the) education programmes. These staff belong to either one of the administrative departments headed by the CEO of LUNEX, or to one of four academic departments under the leadership of the academic director. The academic departments are set up in line with the educational programme domains Physiotherapy, Exercise and Sport Science, International Sport Management, and Foundation Programme.

3.3 Profile of the programmes

LUNEX is currently offering three bachelor and two master programmes, as well as one Foundation (preparatory) programme, and intends to expand its portfolio in the near future. All five programmes have been accredited by the Luxembourg authorities in 2015 and 2019, respectively. This report looks at the re-accreditation of the first three bachelor programmes. Furthermore, LUNEX submitted a request to the Ministry for the initial accreditation of a sixth programme, the Master International Sport Management, which builds further on the bachelor's programme International Sport Management that is up for re-accreditation.

The *bachelor's programme in Physiotherapy (BPT)* is a three-year full-time programme that amounts to 180 ECTS. When the first cohort started in April 2016, students had the perspective to register as physiotherapists in Luxembourg upon completing the BPT. In the meantime, the legal provisions have changed: as of 2018, newly enrolled students need to have a master's degree to register as physiotherapist (students enrolled prior to the modifications of the legal provisions benefit from transitional measures and can still access the profession of physiotherapist with the BPT. Hence, LUNEX has adjusted the BPT programme that is now submitted for (re)accreditation. The 'new' BPT prepares students explicitly for a follow-up master programme. At the time of the site visit 359 students from Luxembourg, the wider Luxembourg region and beyond were enrolled in the 'old' BPT. Last year about 30 students from the first BPT cohorts graduated.

The *bachelor's programme Sport and Exercise Sciences (BSES)* is a three-year full-time programme that amounts to 180 ECTS. It has two specialisation profiles: Coaching and Physical Education, and Sport Management. The BSES prepares both for a master programme and for employment as coach, entrepreneur or manager in the sports sector. Students who continue the master programme often aspire to become a physical education teacher. The first cohort started in October 2016. At the time of the site visit 44 mainly Luxembourg students were enrolled. A first group of eight students graduated in October 2019.

The *bachelor's programme International Sport Management (BISM)* is a three-year full-time programme that amounts to 180 ECTS. The BISM prepares students to be professional sport management practitioners with the theoretical knowledge, skills and personal attributes to become leaders in the sport industry. Upon graduation, students can either continue a master programme or enter the labour market in (junior) management positions within the broader sports sector. The first cohort started in October 2017. At the time of the site visit 49 mainly Luxembourg students were enrolled. The first graduates are expected in autumn 2020.

The *master's programme International Sport Management (MISM)* is a new programme that has not yet started. It is designed as a two-year full-time 120 ECTS programme that also allows for part-time study. Part of the curriculum would be offered as hybrid programme: on-campus lectures combined with online courses (e-learning). The MISM intends to build on the BISM programme and was developed to answer a specific need for highly qualified and skilled managers able to work in global and complex situations in the sport sector.

4 Institutional assessment – LUNEX International University of Health, Exercise & Sports

4.1 Criterion A – Strategic objectives

The higher education institution bases its activity on the guidelines and strategic objectives that it makes public. It publishes clear, accurate and updated information on its activities, including its academic programmes, admission requirements, achieved learning outcomes and qualifications achieved at the end of these programmes.

Findings

LUNEX International University of Health, Exercise and Sports was established in 2014 as a *Société Anonyme* (S.A., public stock company) according to Luxembourg law. It was founded as a company for a specialised higher education institution based in Luxembourg and is a 100% subsidiary of the German COGNOS AG Group. Since the start of its activities, LUNEX is recognised by the Luxembourg Ministry of Higher Education and Research as a specialised higher education institution; this accreditation is valid until September 2020 for the three Bachelor programmes.

The panel learned from the application documents, the additional clarifications, and the discussions on site, that LUNEX focuses its education and research activities on the areas of health, fitness, sports, therapy and preventive medicine. In its Strategic Plan 2020-2025, LUNEX sets out to be a leading international university for sport and health in Europe; its mission is to deliver skilled graduates in the field of sports and health, lead innovative research that has an impact on society, provide students a good quality evidence-based educational experience, and enhance the national and international employability of its graduates. The panel understood from the discussions that LUNEX is working hard to realise all four ambitions. Currently recognised by the authorities as a specialised higher education institution, LUNEX intends to obtain the status of university according to Luxembourg law. In this regard, the panel understands and appreciates the efforts of LUNEX to develop a research component within the institution, to attract qualified teaching staff with research expertise and to deliver research-informed education. While the panel has some doubts about the sheer speed with which LUNEX wants to grow from a start-up to a scale-up, the panel does think that overall LUNEX has set itself clear - and in the long run feasible - objectives.

The panel gathered from different interviews that LUNEX has identified a niche in the higher education market. It is the only higher education institution in Luxembourg that offers academic degree programmes in physiotherapy, sport and exercise science and international sport management. Furthermore, it offers all programmes in English – although the majority of its students and staff have a different mother tongue, mainly French (students) or German (staff). The programmes target a young audience of secondary school graduates from both Luxembourg and the neighbouring countries. The panel noticed in the discussions with students that many of them had specific - and according to the panel valid - reasons to enrol with LUNEX. Several local students are top level athletes who are facilitated by LUNEX' flexible study concept (e.g. teaching in modules or intensive weeks) to combine their professional sports career with an academic degree programme. Other local students indicated they want to obtain a qualification with LUNEX that allows them to take the state exam to become a physical education teacher in Luxembourg. Moreover, a considerable number of physiotherapy students are from France: some of these students indicated they preferred the more hands-on practical-professional approach of LUNEX over the more theoretical-academic physiotherapy programmes in France; others joined LUNEX because they did not pass the very medical oriented first year of physiotherapy in their home country.

Information on the institution and its programmes is available publicly and in three languages (English, French, German) on www.lunex-university.net. The panel visited the website and noticed that it features introductory information on the educational programmes. While basic information is available,

the panel thinks there could be more detailed and comprehensive materials on the website: such as on the history, current status and future ambitions of LUNEX, on the unique selling propositions of the institution and its respective programmes, on the respective curricula (e.g. an overview of the modules taught) and the didactical concept underlying the programmes, and on the total cost of the respective programmes. Regarding the latter point, the panel was struck by the fact that the tuition fees on the website are mentioned per month, not per semester or year.

Considerations

Based on the written materials and the discussions on site, the panel considers that LUNEX takes up a unique position within the higher education landscape in Luxembourg. It has identified a niche in the market and has developed a clear strategy to serve this niche. The panel appreciates the enthusiasm and the ambitions of the institution in terms of education, teaching, research, collaboration and internationalisation and thinks highly of the fact that both enthusiasm and ambitions are shared by all staff. According to the panel, LUNEX knows very well in which direction it wants to head and this direction is adequate because it addresses a need in society / among students and because it is fully in line with its own “raison d’être”. If anything, the panel recommends LUNEX not to be too ambitious in its envisaged developments in the short-term, but to focus first and foremost on consolidating what is currently in place before growing to the next level of development.

The information that is currently on the website is adequate to get a first impression on the respective programmes on offer. However, it could be expanded according to the panel with more information on what LUNEX stands for. As the panel got good information on the current stance of LUNEX and its plans for the near future through the accreditation application and the recently approved Strategic Plan 2020-2025, it suggests that more of its content is shared on the website.

Conclusion

The panel judges that LUNEX **meets** criterion A.

4.2 Criterion B – Origin of financial resources

The origin of the financial resources available to the institution is transparent and organised in compliance with the rules of scientific neutrality.

Findings

LUNEX was established by the German COGNOS AG Group and is a 100% subsidiary of this company. The panel gathered from the information materials and the discussions that COGNOS AG has deposited the share capital, has made a considerable investment to cover the initial running of the SHEI, and provides LUNEX with the necessary financial resources as stipulated in the 2017 business plan, approved by the COGNOS Supervisory Board. In line with its policy towards other companies in the Group, COGNOS provides administrative services, including accounting and payroll services to LUNEX. The institution also follows the group’s quality management system.

In 2015, LUNEX entered into a 30-year leasehold contract with the city of Differdange regarding the premises of the campus. LUNEX also took a bank loan to cover the reconstruction of the building, to be paid back quarterly over 25 years. Furthermore, the institution created a non-profit organisation (ASBL) to enable LUNEX to apply for and obtain research grants.

The panel received clear information on the financial resources of LUNEX, as well as on how it intends to finance its plans on additional programmes, staff and infrastructure for the near future. In line with its above-mentioned finding on the ambitions of LUNEX, the panel thinks that the financial projections on the revenue side leading to substantial surpluses in the very near future are rather optimistic. Overall, however, the panel does think that the financial plan itself is adequate and aligns with the current situation and the envisaged developments.

Moreover, the panel gathered from the discussions and the materials that the governance of LUNEX is organised in a transparent way. There is a clear division between the stakeholders (COGNOS AG) who sit on the supervisory board and the management of LUNEX. The LUNEX Board of Directors consists of the CEO and the academic director.

Considerations

The panel considers that the financial situation of LUNEX is organised adequately. The origin of financial sources are clear and monitored regularly. There is a clear separation between the interests of shareholders and the management of the institution securing academic neutrality. Moreover, LUNEX fulfils all statutory obligations according to Luxembourg law in terms of yearly financial statements.

According to the panel there is a common understanding among shareholders and management about the way forward for LUNEX. If needed and deemed necessary, the parent company COGNOS AG Group reportedly has the financial means to support LUNEX SHEI in realising its strategy.

Conclusion

The panel judges that LUNEX **meets** criterion B.

4.3 Criterion C – Regular academic programmes

The institution provides regular academic programmes as defined under article 28bis, para 3 of the law.

Findings

As LUNEX is accredited by the Ministry of Higher Education and Research since 2015, it is only offering degree programmes that comply with the legal regulations. In line with these legal provisions, LUNEX is offering and intends to offer academic programmes that lead to either a bachelor or a master degree, two types of programmes that are explicitly foreseen by article 28 bis, paragraph 3 of the Law of 23 July 2018.

At the time of the site visit, LUNEX' portfolio consisted of the following programmes:

- Bachelor in Physiotherapy (180 ECTS);
- Master in Physiotherapy (120 ECTS);
- Bachelor in Sport and Exercise Science (180 ECTS);
- Master in Sport and Exercise Science (120 ECTS);
- Bachelor in International Sport Management (180 ECTS).

LUNEX also offers a Foundation programme preparing students to meet the entry requirements of the bachelor programmes in Physiotherapy and Sports and Exercise Science in terms of English language proficiency and natural sciences (biology, physics, chemistry). This Foundation programme is not accredited and leads to a certificate. Hence it is not part of the panel's accreditation assignment.

Furthermore, LUNEX plans to offer a Master in International Sport Management (120 ECTS). Following the application for accreditation with the Ministry in August 2019, the review of this programme is part of the panel's assignment. The result is reported in a separate chapter of this report.

Considerations

The panel considers that as a specialised higher education institution, LUNEX is providing regular academic programmes leading to bachelor and master degrees. The master degrees are accredited in 2019 but are subject to conditions.

Conclusion

The panel judges that LUNEX **meets** criterion C.

4.4 Criterion D – Staff recruitment

The recruitment of staff members follows clearly defined procedures.

Findings

The panel noticed from the information materials that both academic and administrative staff are hired following standardised appointment procedures. The recruitment process is quite extensive and was clearly visualised through flowcharts. These procedures (including flowcharts) are laid down in the document “LUNEX HR Policies, Processes and Procedures”, which the panel was provided with on site. This document also covers several other issues such as the organisation of working time, home office (teleworking), sick leave, continuous professional development and visiting lecturers. All sections of the HR policy document explicitly state that they aim to comply with the Luxembourg Labour Code.

During the visit the HR manager explained how the recruitment process is implemented. Appointment criteria for academic staff are prepared during the selection process by an appointment committee, in charge of the selection process. The selected candidate is then endorsed by the LUNEX senate. During the visit the panel was provided with some files on staff recruitment, including a vacancy published to attract interested candidates for a professorship position. The paper trail indicated that the recruitment practice is in line with the procedures laid down in the HR policy document.

Considerations

The panel considers that staff recruitment at LUNEX is well organised. The institution has developed adequate HR policies and the recruitment of staff aligns with the procedures laid down in the policy document.

Conclusion

The panel judges that LUNEX **meets** criterion D.

4.5 Criterion E – Qualified staff

In the Grand Duchy of Luxembourg, the institution employs staff with the necessary scientific and professional qualifications to provide training within the frame of the academic programmes offered by the institutions under the provisions of the law (art. 28ter, para 1-2).

Findings

According to the information materials, lecturers at LUNEX have a degree that is at least one level higher than the level they teach. The panel studied the staff quality overview in the application file and noticed that this is indeed the case for the four programmes submitted for accreditation. Students, moreover, indicated that they are satisfied with the content expertise, the didactical quality and the professional know-how of their lecturers. In the discussion with the professional field, some employers in the field of physiotherapy indicated that the LUNEX students who perform an internship at their organisations seem to be stronger in research skills than in professional skills. According to these employers/internship providers, this observation does not come as a surprise when looking at the qualifications of the teaching staff at LUNEX. Most teaching staff have impressive academic credentials but often lack practical professional experience.

The Luxembourg law stipulates that a specialised higher education institution such as LUNEX can be accredited if it employs at least 15 full-time equivalent (FTE) employees with a professional qualification that is at least equivalent to the level of studies for which the final diploma is awarded and of which the courses are built on recent results of scientific research. The panel observed that LUNEX fulfils both the quantitative and qualitative component of this requirement. At the time of the site visit, LUNEX employed 16 non-academic staff in charge of the management and administration of the institution and 26 academic staff with teaching (and programme management) responsibilities. Most staff members are employed full-time. According to an update provided by the HR manager on site, 24 FTE of academic

staff are on the payroll of LUNEX delivering the current portfolio of programmes. Furthermore, the panel understands from the materials and discussions that external academic staff and professional experts are invited as visiting lecturers to provide students with current academic and practical knowledge. In terms of quality, the panel noticed in the most recent overview that 15 out of 26 academic staff members hold a PhD, while another two are PhD candidates.

Finally, the panel was informed that continuous professional development is part of the HR policy and is effectively organised. The panel gathered from the informative discussion with the chair of the Teaching and Learning Council (TLC) that it is an explicit goal of TLC to support consistent and ongoing academic staff professional development. Until now, one staff training day was held in 2019, and another one was planned for 2020.

Considerations

The panel considers that the managerial, administrative and academic staff currently on the payroll of LUNEX has the necessary expertise to organise and deliver higher education programmes at bachelor and master level. The panel was impressed by the high quality and enthusiasm of the academic staff, as well as administrative and managerial personnel.

The panel confirms that LUNEX complies with the requirement of article 28 ter of the law on the organisation of higher education. At the time of the site visit LUNEX employed 24 full-time equivalent academic staff to deliver its programmes.

The panel considers that the current size of the academic and administrative staff is commensurate with the development phase of the institute, the students it attracts and the number of programmes it currently delivers. As LUNEX intends to offer a broader portfolio of programmes attracting more students, the panel recommends that the institution gives priority to matching academic staff teaching capacity to student needs in current programmes, rather than staff development for additional programmes.

In view of comments made by the professional field, the panel advises LUNEX to first discuss with these representatives what skills they expect students to possess by the time of their placement, and then to verify if current staff is properly qualified to teach these skills and check the need for adequate additional teaching profiles.

Conclusion

The panel judges that LUNEX **meets** criterion E.

4.6 Criterion F – Infrastructure

On the territory of the Grand Duchy of Luxembourg the institution has adequate infrastructure for the various academic programmes and allowing students to complete the required work to achieve the educational objectives.

Findings

LUNEX constructed its own campus in Differdange for which it agreed a 30-year leasehold contract with the municipality. Following reconstruction, the building opened in November 2016, featuring 2500 sqm of teaching and administration rooms and common areas for students. In the meantime, two more buildings were constructed or renovated on campus to accommodate the central administration services and the research laboratory.

The panel was tasked by the Ministry of Higher Education and Research to thoroughly consider the infrastructure available to the institution and the students for all programmes, both ongoing and future ones. During an extensive visit of the building and facilities, the panel noticed first of all that the building is attractive and that the rooms are equipped state-of-the-art. Furthermore, the size and capacity of the

rooms is different but some rooms can be enlarged or reduced depending on the purpose and the expected audience. This is all the more important because there is one programme (Bachelor in Physiotherapy) with many students per year, while the student cohorts in other programmes are relatively modest.

All in all, the panel found that the number of rooms (12) and their respective capacity (750 in total) are sufficient for the current scope of the school, the student numbers and the needs of the respective programmes. During the visit, the panel received an overview of the available teaching infrastructure and its respective occupancy throughout the year. The panel learned from this overview, as well as from the discussions with several stakeholders, that the current capacity is more than adequate for now and will suffice also in the near future, even in case the ambitious forecasts of the institution are met in terms of student numbers. Given that several programmes feature block teaching with students alternating between intensive course weeks and self-study at home (see programme sections), the infrastructure can be used optimally. This finding also applies to large student cohorts who can be split in smaller groups and still be taught within the available infrastructure.

Further to the request of the Ministry of Higher Education and Research, the panel looked with special attention into the two rooms that are currently available for practical sessions of physiotherapy. The panel found that these rooms are appropriate in the way they were organised and equipped at the time of the site visit. Panel experts indicated that these rooms were very much in line with their own experiences at their home universities. However, the size of these rooms does not allow to have bigger audiences participate at the same time in a practical physiotherapy session. This means that in case of a further increase of the students, the programme will have to offer the same session repeatedly by splitting the total number of students into audiences that fit the current practical rooms. The programme management is aware of this caveat and confirmed that, when needed, physiotherapy sessions can and will be offered in more groups in order to stay within the overall capacity and use of the practical rooms.

The panel visited the small student library that is also available as silent room for students who want to read or work without being disturbed. Furthermore, the research laboratory is relatively new and according to the panel has good potential for both researchers and students. Currently staff is using this laboratory for research on issues such as sport and the brain, musculoskeletal injury prevention and rehabilitation, sports performance analysis and training. The panel learned that the laboratory will be further equipped following additional contracts with companies and research grants.

A separate session in the programme was dedicated to a demonstration of the online systems LUNEX is using for its administration and communication with students. The panel learned that LUNEX has two systems: a staff-oriented electronic administration software, and a student portal, Studynet. The panel gathered from the discussion with the system administrators and with users that both systems respond to the respective needs of staff and students.

Students from all programmes indicated that the education facilities at LUNEX are fine, including the practical rooms at disposition of the physiotherapy students. If anything, they would like to have a canteen, or at least more facilities to have lunch in a dedicated part of the building. For now, students bring their lunch from home and eat it in the common areas where they also study and relax. The management is aware of this request and has equipped a small part of the recently added building with kitchen facilities, such as microwaves.

Furthermore, the panel was informed that LUNEX intends to build a student hotel, which would offer accommodation for 120 students, as well as another 670 sqm for classes and offices. This new building should be ready by the end of 2020 and features a common 'meet and eat' area.

Considerations

The panel considers the material facilities are LUNEX modern, attractive and fit for purpose. In terms of size the rooms are overall sufficient for the current number of students. By adopting the concept of block teaching, the current rooms will suffice also in the near future, even in case the ambitiously forecasted student numbers would be reached. The practical rooms for physiotherapy sessions are adequate in size and equipment for the number of students that currently make use of the rooms at the same time.

According to the panel, the research laboratory demonstrates that LUNEX is indeed also pursuing research and exposes its students directly to research-informed education. Moreover, this laboratory has good potential to familiarise students with, and interest them for, research.

Furthermore, the panel considers that the online systems LUNEX are using, constitute effective tools for administrators, staff and students.

Finally, the panel endorses the plans of LUNEX to add another building for student accommodation, offices and classrooms. The building will also fulfil the reasonable expectations/requests of students for a canteen.

Conclusion

The panel judges that LUNEX **meets** criterion F.

4.7 Criterion G – Collaboration with other institutions

The institution regularly collaborates with other institutions on the national and international levels as well as with economic and social actors of the Grand Duchy of Luxembourg.

Findings

Since its establishment, LUNEX has been looking to collaborate in different fields and with different bodies, both nationally and internationally. Based on the information materials and the discussions, the panel learned that the individual academic staff members have been instrumental in linking up LUNEX with their own professional networks, mostly of an academic nature and often connected to their previous home university.

Furthermore, there are contacts and agreements with domain-specific professional organisations, mainly in Luxembourg but also in neighbouring countries, that offer placements to students across all three programme domains (physiotherapy, sport and exercise, international sport management).

The panel very much appreciated the meeting with the professional field. It showed the variety of stakeholders LUNEX is dealing with, as well as the dedication of these organisations to LUNEX and its students. The panel thinks LUNEX could make good use of the input and advice from these organisations by structurally involving them in the quality assurance of the programme profile, contents and exit qualifications.

Considerations

The panel first and foremost acknowledges the efforts undertaken by the SHEI since its inception and welcomes the research contacts that the key teaching staff brought along when joining LUNEX.

However, the panel also considers that formal international links are rather limited and that existing collaborations need to be more institutionalised by collaboration on teaching materials, student and staff exchange or research collaboration. According to the panel this component needs consolidation. Moreover, LUNEX should enhance its cooperation with the economic and social actors in Luxembourg.

Further to its meeting with the professional field, the panel recommends LUNEX to set up a Professional Advisory Board, possibly a dedicated Board per programme domain, soliciting their input in a structural way, and use their feedback to keep the different bachelor and master programmes professionally up to standard.

Conclusion

The panel judges that LUNEX **partially meets** criterion G.

4.8 Criterion H – Participation in knowledge exchange

The institution actively participates in international exchange programmes for students and teachers.

Findings

LUNEX positions itself as a specialised higher education institution with an outspoken international dimension. Its programmes are offered in English. Its staff is highly international (13 different nationalities). Students are recruited across the globe (representing 24 nationalities, according to the application document) and internship opportunities are mainly provided in Luxembourg, France, Germany and Belgium.

The panel noticed from the discussions with students and staff that they appreciate this international environment which contributes to developing intercultural competencies. While students indicated that most of them are French-speaking and that French is also the language you most often hear in the corridors, they appreciate nonetheless that the SHEI in general and staff members in particular uphold a strict English-language regime in class.

According to the Luxemburg criteria for accreditation, all bachelor or master students should go abroad for a semester as part of their curriculum to avoid that they are exposed exclusively to the Luxembourg system of education before entering the labour market. The panel understood from the discussions during the site visit that currently, all bachelor physiotherapy students complete at least one (of three) internship period abroad.

The panel gathered from the discussion with the management that LUNEX has obtained recognition as Erasmus+ institution and is therefore allowed to participate in inter-institutional cooperation partnerships. Around the time of the site visit, the institution had submitted a proposal for three exchange arrangements with universities in Italy, Germany and France, enabling 2 to 3 students per programme to study abroad, and have a similar number of inbound students. The result of this application is expected in June 2020.

Furthermore, LUNEX has signed about 15 bilateral agreements with higher education institutions across Europe and envisages signing three other collaboration agreements with universities in the United States. The panel learned that taken together these agreements – both existing and envisaged – cover all three programme domains.

Considerations

The panel thinks highly of the international profile of LUNEX and sees the multi-lingual and multi-cultural community of staff, lecturers and students as a clear asset to the different programmes.

The panel acknowledges furthermore the efforts undertaken by the institution in this regard since its inception and supports the management in its endeavours to offer students of all programmes the opportunity to study abroad as part of their curriculum.

At the time of the site visit, however, LUNEX is not yet meeting the requirement of the standard as none of the collaboration agreements have already materialised into student exchanges. The panel, however,

is confident that the SHEI will soon be involved in exchange programmes, possibly through Erasmus+ and certainly through other agreements.

Conclusion

The panel judges that LUNEX **partially meets** criterion H.

4.9 Overall conclusion

Having judged six criteria as “met” and two criteria as “partially met”, the panel’s overall judgement of the institutional assessment criteria is **positive**.

According to the panel, LUNEX has identified a niche in the Luxembourg higher education market: the bachelor and master programmes on physiotherapy, sport and exercise, and international sport management attract a variety of local, regional and international students. The panel appreciates the ambitions of the institution to stand out and deliver excellent quality in terms of education, teaching, research, collaboration and internationalisation.

Furthermore, the governance of LUNEX is well organized with a clear division between stakeholders and management, which secures academic neutrality. The SHEI operates in line with the requirements of Luxembourg law in terms of financial accountability, degree programmes, recruitment policy and staff qualifications.

The panel considers that the material facilities at LUNEX are modern, having a capacity of classrooms and facilities that are overall adequate for both the current and forecasted number of students. This evaluation also applies to the practical rooms for physiotherapy sessions.

The panel thinks highly of the international profile of the institution and considers the multi-lingual and multi-cultural community of staff, lecturers and students as a clear asset to the different programmes. Moreover, the panel appreciates the enthusiasm, dedication and academic standing of the LUNEX team.

The panel considers that LUNEX did not yet fully meet the criteria “collaboration” and “international exchange” but is confident based on the discussions that it is only a matter of time before the SHEI will catch up on these elements.

Finally, the discussions on site have made the panel realise that there are several issues LUNEX should keep in mind while it delivers its current programmes and implements its envisaged plans. All these issues relate in one way or another to focus and reputation, two elements which are all the more important for a young, small and ambitious SHEI which wants to develop as soon as possible from a start-up to a scale-up. The panel, however, considers that it is best to consolidate the start-up before moving on to become a scale-up, and therefore recommends LUNEX:

- to consolidate the existing structures and invest first in more staff both centrally and for the ongoing programmes before it moves to the next step of its ambitious strategic plan, i.e. to develop and implement new programmes;
- to set up a Professional Advisory Board, possibly one dedicated to each programme domain, to collect input in a structural way from the professional field and labour market actors and use this feedback to keep the different bachelor and master programmes professionally up to standard;
- to check if the current staff is properly qualified in terms of professional and practical know-how to have students fulfil the expectations of the professional field during and after their studies;
- to expand the publicly available information on the website on what LUNEX and its programmes stand for.

4.10 Overview of the assessments

Criterion		Judgement
A	The higher education institution bases its activity on the guidelines and strategic objectives that it makes public. It publishes clear, accurate and updated information on its activities, including its academic programmes, admission requirements, achieved learning outcomes and qualifications achieved at the end of these programmes.	met
B	The origin of the financial resources available to the institution is transparent and organised in compliance with the rules of scientific neutrality.	met
C	The institution provides regular academic programmes as defined under article 28bis, para 3 of the law.	met
D	The recruitment of staff members follows clearly defined procedures.	met
E	In the Grand Duchy of Luxembourg, the institution employs staff with the necessary scientific and professional qualifications to provide training within the frame of the academic programmes offered by the institutions under the provisions of the law (art. 28ter, para 1-2).	met
F	On the territory of the Grand Duchy of Luxembourg the institution has adequate infrastructure for the various academic programmes and allowing students to complete the required work to achieve the educational objectives.	met
G	The institution regularly collaborates with other institutions on the national and international levels as well as with economic and social actors of the Grand Duchy of Luxembourg.	partially met
H	The institution actively participates in international exchange programmes for students and teachers.	partially met
Overall judgement		positive

5 Programme assessment – Bachelor in Physiotherapy

5.1 Standard 1 – Intended exit level

With respect to level, orientation and content, the intended exit level reflects the current requirements that have been set for the programme by the professional field and/or discipline from an international perspective.

Reference criteria

- *The academic programme has a structured curriculum, which reflects the objectives of the programme. It includes knowledge, specific skills and transversal skills.*
- *The academic programme is defined in line with the European standards and the Bologna process. It is defined in terms of ECTS credits and designed based on student centred learning and in particular in support of the student's success, active participation in the studies and the development of skills, knowledge and know-how.*
- *The academic programme is divided into modules each of which is assigned a certain number of ECTS credits. The objectives and the learning outcomes of each module are clearly defined.*

Findings

The bachelor Physiotherapy (BPT) is a three-year 180 ECTS programme which LUNEX offers since 2016. At that time, the programme was designed to meet the requirements for professional registration as physiotherapist in Luxembourg. In 2018, the government decided to extend the requirements for professional registration: from November 2018, physiotherapists with a national diploma who wish to register must hold a master's degree, have obtained at least 300 ECTS study credits in a higher education institution and demonstrate at least 1600 hours of clinical placement (transitional measures are in place for students enrolled prior to the modifications for whom a BPT is still sufficient for registration as physiotherapist until 2021). Candidates with foreign diplomas must have their qualifications recognised via directive 2005/36/EC. The panel gathered from the information materials and the discussions that this decision is having considerable implications for the organisation of the BPT. Hence, the curriculum that is up for reaccreditation has been adjusted to prepare students for a follow-up master programme. Moreover, the curricula of both bachelor and master programme – the latter was accredited in May 2019 and started for the first time in October last year – have been attuned to ensure that students meet all formal requirements for professional registration when they graduate the master programme.

According to the information materials, the overall aim of the physiotherapy programmes at LUNEX is to ensure that its graduates attain the professional standards of knowledge, skills, values and behaviours as specified by the World Confederation for Physical Therapy (WCPT). These competences are required in order to register as physiotherapist in Luxembourg, developed during the BPT programme and consolidated during the master programme. In order to achieve this aim, the bachelor programme has identified three objectives and five programme learning outcomes. According to the panel, these objectives and learning outcomes are adequate.

Furthermore, the panel gathered from the application file and its annexes that the learning goals of the different BPT course modules altogether cover the objectives and learning outcomes at programme level. In these modules students are expected to develop a set of competences that are essential for a contemporary safe, effective, evidence-based and person-centred physiotherapy practice: knowledge and understanding, professional skills and competences, scientific thinking and working, personal development, and social awareness and engagement.

Given that the programme prepares for a regulated profession, the Ministry of Higher Education and Research has asked the panel to check if students are trained throughout their study in all treatments that are stipulated in the 2018 Regulation of the Luxembourg Authorities. This regulation determines the requirements for obtaining registration as physiotherapist in Luxembourg. LUNEX provided the

panel with an extensive matrix indicating which treatments were introduced, partly covered and entirely covered throughout the bachelor and master programme. Having studied the matrix, the panel concluded that the combined bachelor and master curricula cover all treatments listed in the regulation. Students are introduced to all treatments during the BPT and some treatments are partly or fully covered in the BPT, while in depth coverage is completed in the master programme.

Considerations

The panel considers that the aim and objectives of the BPT are translated into befitting learning outcomes at programme level and individual course learning goals. In this regard, the panel appreciates the explicit reference in the set-up of the programme to the WCPT as international domain specific framework of reference. Moreover, it welcomes the efforts of LUNEX to adjust the contents of its bachelor programme to fit the recent changes in the legislation.

According to the panel, this exercise has been done meticulously and successfully. In terms of programme structure and curriculum planning, students will be trained in all treatments stipulated by the Government Regulation. The panel confirms that the learning outcomes of the BPT sets the right preconditions for students in the master Physiotherapy to meet, upon graduation, the requirements for the regulated profession of physiotherapist in Luxembourg.

In sum, the panel considers that the intended exit level of the BPT reflects the current requirements that have been set for the programme by the professional field and the physiotherapy discipline from an international perspective.

Furthermore, the panel considers that the bachelor programme Physiotherapy fulfils the following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- BPT has a structured curriculum which reflects the objectives of the programme;
- BPT is defined in line with European standards and the Bologna process;
- BPT is designed considering the principles of student-centred learning;
- BPT is divided into modules with which are assigned a certain number of credits;
- The objectives and learning goals of each BPT module are clearly defined.

Conclusion

The panel judges standard 1, intended exit level, to be **satisfactory**.

5.2 Standard 2 – Teaching-learning environment

The teaching-learning environment enables the students to achieve the intended learning outcomes.

Reference criteria

- *The workload is appropriate and distributed in a balanced way between semesters.*
- *The relationship between theoretical and practical courses is in line with the programme objectives. Based on the objectives of the programme, internships are planned.*
- *Within the frame of the academic programme leading to the Bachelor's degree, with the exception of alternating courses, a compulsory training period with a university or a higher education institution abroad is included in the programme which is subject to the validation of studies followed outside the home institution.*
- *The admission requirements to the academic programme are clearly defined and published. The admission criteria provide validation of prior experience.*
- *The academic programme has sufficient resources in terms of teachers as well as financial and material resources to cover its specific needs and achieve its objectives. Such resources are available for the entire duration of the academic programme.*
- *Courses are provided by competent staff on the teaching and pedagogical level, capable of linking subject matters to professional practice in the relevant field and current research. Teaching is based on student centred learning, promoting active participation by the students.*
- *The proportion between permanent teachers and external speakers is adapted to the objectives of the academic programme.*

- *Continuing education programmes are provided to teachers.*
- *Adequate supervision and comprehensive information for students are provided. Students are offered tutoring or mentoring programmes.*

Findings

In terms of curriculum structure, the BPT programme amounts to 180 ECTS, spread equally across three years of two semesters each. The panel noticed that the semesters build on each other, representing a logical sequence in learning from basic knowledge over applied knowledge to placements and dissertation. The panel learned that compared to the programme that was accredited in 2015, there are less but larger modules. Instead of addressing each component separately, students are now exposed in one module to comprehensive and complementary knowledge and skills in the respective areas of physiotherapy. While some modules are more extensive than others, the workload per semester is similar and amounts to 25 notional study hours per credit.

Throughout the curriculum, students are acquiring knowledge, skills, values and behaviours in line with the overall programme learning outcomes and detailed in the learning goals per module. Altogether the BPT curriculum represents a fair balance of competences. While the first part of the curriculum emphasises the development of fundamental knowledge and core values and behaviours through essentially lectures and seminars, the second part focuses on skills and applied knowledge in musculoskeletal, neurological and cardio-respiratory physiotherapy and involve a lot of practical hours and placements. The programme is concluded with the dissertation, a largely self-directed study of a specialist topic.

The panel investigated the BPT module descriptions that were provided in the annex of the application file. While the goals of the modules were described in detail, it was not always clear how the implementation of the module as a combination of contact hours and self-study could be linked to the study load associated with the size of the module. Furthermore, some students indicated that in a few cases course contents were relatively easy and did not exhaust the study load envisaged. In these cases, they would like to be more challenged through additional materials that both broadens and deepens the subject.

The panel learned that in order to comply with the new requirements, BPT students are expected to complete three clinical placements for a total of 950 hours, covering each of the three main areas of physiotherapy education: musculoskeletal, neurological and cardio-respiratory conditions. Students and staff informed the panel about the organisation of these placements. Students can either sign up for a placement with a partner that belongs to the network of LUNEX or propose a clinical placement themselves. All placement partners and their clinical educators need to fulfil certain conditions, and at least one placement must be with an institution outside Luxembourg. Students indicated that they find these arrangements reasonable and feasible as it provides a strong framework but still leaves sufficient freedom for students to choose a specific provider.

According to the provisions of the Luxembourg law on higher education, all bachelor programmes should include a compulsory study/training period abroad. Further to what was mentioned in the institutional part of this report, the panel learned that at least one placement (of at least 12 ECTS) is organised outside Luxembourg. Moreover, the management indicated that LUNEX is about to engage in the Erasmus+ programme as of September 2020, subject to its application being accepted. The involvement in such scheme should considerably facilitate a study or internship period abroad. The panel understands that even a positive outcome of the Erasmus+ application will not lead to all BPT students studying abroad. The panel therefore subscribes to the approach of LUNEX: the programme will encourage but not oblige students to sign up for an international exchange and uphold the requirement that all students should spend at least one of the three placements abroad.

In terms of admission, the panel learned that in order to enter the BPT, students should have a secondary school diploma and an adequate level of English (level B2 according to the European

Common Languages Framework). Applicants must pass a science test before the start of the semester. Those who fail the test can enrol on the Foundation programme, which covers biology, chemistry and physics. In terms of English language, students can either demonstrate their proficiency through a certificate or pass the LUNEX language test. The Foundation programme also consists of English language training for those who failed the test. Students indicated to the panel that both science and English are important prerequisites if one wants to follow the courses successfully. While most applicants pass both tests, those who fail one or both components indicated that the Foundation programme prepared them well for the bachelor programme.

The information materials provided extensive information on the qualifications of the teaching staff. During the visit, moreover, the panel received additional clarifications on the number of staff and students in the BPT and on the teaching load of the respective staff members. The panel gathered from the documents that in December 2019, there were 359 students enrolled in BPT, while 31 students had recently entered the first cohort of the master programme. The Physiotherapy department of LUNEX counted 15 academic staff involved in teaching. Most staff were (nearly) full-time on the LUNEX payroll and altogether they teach 93% of the BPT study load. The programme also makes use of guest lecturers, who altogether deliver 7% of the total study load (13 ECTS). The panel noticed that the permanent staff-student ratio is 1:28. This is quite high, according to the panel, certainly when taking into account that the calculation is based on the full-time equivalent of permanent staff and these staff members also have other tasks (e.g. research, management).

Looking at the CVs and talking to several teaching staff, the panel found that their academic credentials were very good. Students were very enthusiastic about the knowledge, didactical skills and dedication of the staff. Moreover, students appreciated the advice and tutoring they receive throughout the programme. While academic/study advice is provided by the programme leader and the respective module coordinators, the guidance tutor is a trained physiotherapist with extensive clinical background who supports students in reflecting on their own learning and professional development.

Furthermore, several staff members indicated that their contracts with LUNEX foresee continuous education. This is covered in regular staff meetings per department, in monthly workshops on effective academic practice where they share best teaching and assessment practice, and through teaching days organised by the Teaching and Learning Council. These TLC teaching days deal with specific topics on teaching and assessment and are addressed with the support of an external expert. The panel welcomes these initiatives and supports LUNEX, the Teaching and Learning Council and the respective departments to further develop this attention to lifelong learning.

During the discussion with the professional field, representatives of placement providers indicated that staff seemed better qualified academically than professionally. They based this statement on the fact that upon arriving at their first placement, most students were very strong in terms of academic skills, while some students did not seem very well prepared for the practical aspects of the physiotherapy placement. The panel discussed this issue with the management, staff and students and gathered from the different inputs that first and foremost, there is room for better expectation management towards all stakeholders. In this regard, the panel suggested to produce a short video to announce students what they can expect during the respective placements and to inform placement providers which competences the programme expects students to acquire during the internship. In this regard, the panel supports LUNEX in ensuring that the envisaged meetings and trainings with clinical educators of the different placement providers effectively take place and are used also to harmonise the expectations of all parties. In addition, LUNEX could consider training the placement providers/supervisors and follow-up this training periodically. Furthermore, the panel advised the programme management to discuss regularly – and ideally in a structural way through a dedicated Professional Advisory Board (see institutional section) – with the placement providers what to expect of the BPT students. Finally, the panel recommended the programme management to check if the professional capacity of the current

teaching staff is sufficiently robust to deliver on the requirements of the programme and the expectation of the professional field.

Further to its findings and considerations on the infrastructure in the institutional part of the report, the panel gathered from the discussions with BPT students and alumni that they were satisfied with the facilities at LUNEX. They appreciated the modern building, the state-of-the-art rooms, the equipment available for practice, and the useful student portal. Following the explicit questioning from the panel, students indicated that they thought the dedicated practical rooms for physiotherapy are up to standard and sufficiently large to cater for the current audience. Asked for possible improvements, students and alumni indicated that information is not always communicated sufficiently well in advance, that course materials are not always available within the announced deadline, and that they would appreciate more silent rooms to work in between courses and a dedicated space (canteen) to have lunch.

Considerations

Based on the written materials and the discussions on site, the panel considers that the teaching learning environment of the bachelor Physiotherapy is up to standard. This appreciation covers the curriculum, the staff and the facilities.

The panel considers that the programme has put in good efforts to make the BPT curriculum fit the new legal requirements that have been set for this regulated profession. Furthermore, the organization of the curriculum in more comprehensive modules is relevant. Nonetheless, the panel advises the programme in general and the module coordinators in particular to ensure that the module contents are sufficiently challenging and require students to effectively dedicate the workload that is associated with each module.

Further to its consideration on the intended learning outcomes, the panel thinks that students are trained in all components of the physiotherapy domain as stipulated by the new governmental regulation. Moreover, the clinical placements are organized adequately and overall provide students with the different professional skills. The panel does recommend the programme to manage the expectations of all stakeholders – placement providers, clinical educators, students, physiotherapy staff – regarding competences students should have acquired by the time they perform their first clinical placement.

The panel thinks highly of the academic qualifications of the teaching staff, their didactic skills, enthusiasm and dedication to the students and to their track record in terms of research. The panel acknowledges that among PT staff 50% of the instructors have 8+ years of clinical background as either full-time or part-time clinicians before joining LUNEX. However, if the growing number of physiotherapy students would require recruiting new staff, the panel advises the programme to reinforce teaching staff with solid practical professional expertise (rather than academic research) to increase the professional capacity that is currently available in LUNEX.

Further to its findings on infrastructure in the institutional part of the report, the panel agrees with the positive impressions of the BPT students regarding the programme-specific facilities LUNEX put at disposition. The panel recommends the programme to consider the specific suggestions of students and improve the communication (e.g. on the availability of the library as silent room) and ensure that course materials are available in time.

In sum, the panel considers that the teaching-learning environment of the BPT enables students to achieve the intended learning outcomes.

Furthermore, the panel considers that the academic bachelor programme Physiotherapy fulfils following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- an appropriate and correctly distributed workload;
- an adequate balance between theoretical and practical modules;
- the internships are in line with the legal provisions on their variety and duration;
- at least one programme component takes place abroad;
- admission criteria are clear and published;
- BPT has adequate human, financial and material resources;
- staff is qualified in terms of disciplinary know-how and didactical skills;
- the proportion of permanent teachers and external speakers is adequate;
- staff has opportunities for continuing education;
- students get adequate supervision;
- students are offered tutoring.

Conclusion

The panel judges standard 2, teaching-learning environment, to be **satisfactory**.

5.3 Standard 3 – Exit level to be achieved

The programme has an adequate assessment, testing and examination system in place to ascertain whether the intended learning outcomes are being achieved.

Reference criteria

- *The evaluation methods are defined on the basis of the educational objectives.*
- *The evaluation methods applied in the various modules are clearly communicated to the students.*
- *Diplomas and degrees issued by the higher education institution provide information on the acquired qualifications. They are accompanied by a diploma supplement describing the knowledge and skills acquired by the holder.*

Findings

Student assessment in the BPT programme is based on the assessment policy and provisions laid down in the Assessment Regulations of LUNEX. These Regulations are applicable to all bachelor and master degree programmes at LUNEX and came into force in April 2018. The panel studied the Assessment Regulations and found that the document covered all relevant aspects in the broad domain of assessment. In addition to provisions on the examination system, the document also addresses general issues such as the duration of the study programme, admission criteria, and the validation of prior learning. It also covers the assessment of the bachelor's dissertation and the degree certificate and transcript.

Following the request of the Ministry of Higher Education and Research, the panel investigated the provisions for accreditation of prior learning and found these to be adequately covered in the Assessment Regulations. Furthermore, the panel was informed that the Examination Office receives only a limited number of applications for equivalence.

The Examination Board consists of representatives of all academic departments and the Examination Office. Based on the provisions in the Assessment Regulation, its tasks seem adequate and its functioning is described in good detail. Furthermore, the panel looked into the minutes of an Examination Board meeting and noticed that the individuals on the board are knowledgeable on assessment and that the topics addressed were in line with what one would expect of an examination board at an academic institution.

The Examination Board establishes formally whether students have completed all modules and are therefore eligible to graduate, and whether they graduate with the mark Satisfactory, Good, or Very Good. The panel noticed that the first BPT students graduated in 2019.

Upon graduation, students receive a bachelor's degree transcript detailing the individual module results, as well as a degree certificate specifying the grade in accordance with the ECTS grading scale. While both degree transcript and certificate are processed smoothly, the panel was informed that there is some uncertainty among LUNEX management as to how the template of the European-wide Diploma Supplement should be completed regarding background information on the education system in Luxembourg. The panel understood that this issue has no impact on the validity of the degree and will be solved shortly after a meeting between LUNEX and the Ministry of Higher Education and Research.

During the visit, the panel investigated a number of PBT course dossiers, which included both handouts and completed exam forms, and noticed that the provisions of the Assessment Regulations are properly implemented in the day-to-day assessment practice of the programme. Furthermore, the panel gathered from a very interesting meeting with the PBT staff how assessment is organised in foundation courses, practical sessions, clinical placement and the dissertation. The panel found that the staff is very knowledgeable on assessment and that student assessment is well organised. This applies to all types of assessment, and notably to clinical placement, where the programme is working together with the local clinical educators to have student performance evaluated through the Assessment of Physiotherapy Practice Education (APP) tool. Students from their side indicated to the panel that assessment is transparent. They know in advance what they need to study for the exam and how they will be assessed.

In line with its findings under module contents, the panel gathered from the exam samples it reviewed on site that several tests were not particularly challenging. Confronted with this finding, some students – in fact those who wanted to be more challenged in class and through additional learning materials – agreed to this. Although it was not its task to perform a systematic review of the bachelor dissertation, the panel did notice in the few samples it studied that the thesis volume was rather modest in view of the credits and associated study load. The panel emphasises in this regard that it does not question the competencies students acquire in the modules or at the end of the entire curriculum. However, the panel does think that exams could be made more challenging in order to test whether students have really acquired all learning goals and that the bachelor dissertation could be more comprehensive to allow BPT students to demonstrate that by the time they graduate they have indeed achieved all learning objectives.

The first BPT students having graduated in 2019, the panel spoke to two BPT alumni. They were positive about the programme and indicated they were properly qualified to apply for and enter a master's programme.

Considerations

The panel considers that student assessment is well organised in the BPT programme. The institution-wide Assessment Regulations are adequate and implemented properly in the day-to-day assessment practice of the programme. According to the panel, the Examination Board functions adequately and the individual members have good expertise to deal with their tasks.

The panel considers that course assessment is organised in line with the aim and objectives of the respective modules, be they foundation courses, practical sessions, clinical placement or the dissertation. The panel appreciates the way in which clinical placement is assessed and the efforts of the staff concerned to ensure calibration and harmonisation of scores across clinical educators and placement providers. Furthermore, the panel considers that assessment is transparent for students as they know in advance what they need to study for the exam and how they will be assessed.

Nonetheless, the panel thinks that both written exams and the dissertation requirements could be made more challenging. This consideration, however, does not question the exit qualifications of the BPT graduates. In fact, the panel thought that the BPT graduates it met on site, demonstrated that they have fully acquired all programme learning outcomes.

In sum, the panel considers that the BPT programme has an adequate assessment, testing and examination system in place to ascertain whether the intended learning outcomes are being achieved.

Furthermore, the panel considers that the academic bachelor programme Physiotherapy fulfils following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- evaluation methods are defined on the basis of the educational objectives;
- evaluation methods are communicated to students;
- diplomas provide information on the acquired qualification.

Conclusion

The panel judges standard 3, exit level to be achieved, to be **satisfactory**.

5.4 Standard 4 – Internal quality assurance

The set-up and organisation of the internal quality assurance are aimed at systematically improving the programme with the involvement of the relevant stakeholders.

Reference criteria

- *The higher education institution ensures to collect, analyse and use relevant information for the effective management and the continuous improvement of its academic programmes and research activities.*
- *The higher education institution has an internal and external quality assurance system that it makes public and that forms an integral part of its strategic management. The internal and external measures for the quality assurance of the institution are in compliance with the standards and guidelines for quality assurance in the European Higher Education Area (ESG).*
- *The academic programmes are regularly subject to an internal review to ensure they reflect the latest results of research and teaching in the relevant field, that they fulfil the targeted objectives and meet the continuously changing needs of students and society.*
- *Responsibilities, competencies and the decision-making process within the higher education institution are clearly and transparently defined.*
- *Teachers and students have sufficient means to make known their position and to participate in the decision-making process.*
- *The defined institution has a person or a committee dealing with issues relating to equal opportunities policy.*

Findings

LUNEX is part of the COGNOS AG Group, and as such integrated in the quality management system (QMS) of the COGNOS Group and certified according to international DIN ENO ISO standards. The main principles of the institution-wide quality assurance (QA) system are described in a dedicated document that at the time of the visit was only available in German: *Qualitätssicherungssystem der LUNEX International University of Health, Exercise and Sports*. The panel noticed that the document contains relevant information on both QMS and the instruments for external and internal QA.

The panel gathered from the application form, the policy document and the discussions that LUNEX complies with all formal requirements regarding the set-up, implementation and follow-up of both QMS and QA. Furthermore, the panel noticed that in terms of governance, the responsibilities and decision-making processes are clearly described in the Constitution. However, the panel found that this information was not publicly available on the website. In line with its recommendation on the institutional part of the report, the panel advises the management to publicise more information on the governance of LUNEX.

Furthermore, the panel noticed that the Constitution of the institution envisages student representation in several committees but that this opportunity was not widely communicated among students. In fact, while there may have been a student representative in the LUNEX senate, on the Teaching and Learning Council and on the Research Council, the discussions with students revealed that they were not aware

of these bodies and representative fellow students. Asked what the role of the LUNEX Student Union was, students indicated that this body is mainly in charge of entertainment and events and not so much involved in student representation issues towards the programme and the overall institution management. According to the panel, the issue of student representation at programme and central level requires priority attention.

The panel learned that the Teaching and Learning Council (TLC) is the dedicated body for internal quality assurance. It gathered from the useful discussion and the informative presentation that TLC has a mission to “pursue teaching and learning excellence and quality management through the implementation of a continuous improvement process that supports student academic success and employability”. The panel was informed by the TLC Chair about the various objectives of the council and how it is implementing its mission. The panel found that the TLC has a broad remit, ranging from quality control over student satisfaction to staff professional development. While each of the domains are described on paper and activities are effectively operational, the panel was not clear to what extent the envisaged role of the students in this QA body was communicated to and taken up by students. The panel thinks TLC can play an important role in assuring the quality of teaching and learning. However, the panel is also concerned about the limited involvement of BPT students in this body. Hence its suggestion to clarify the respective tasks and responsibilities of the TLC and, if needed, have subcommittees per topic. In this way, topics that are of direct importance to BPT students could be addressed in separate subcommittees and involve structural / mandatory student representation.

In terms of QA at programme and course level, BPT students indicated that they evaluate each module and emphasised that their comments are heard by the individual module coordinator and the programme management. The panel investigated some evaluation forms and found these to be adequate. Furthermore, BPT students appreciated the small-scale character of the programme, which allows for much interaction between students and staff. Students mentioned that BPT staff manages to create a positive atmosphere and a safe environment, in which students feel at ease to bring forward issues of concern.

The panel gathered from the discussions that staff is also involved in quality assurance and is effectively sitting on the respective committees created by the LUNEX Constitution. A staff representation council has been set up in 2019 and its elected members are among others following up issues related to Equality and Health and Safety.

LUNEX is also using the individual (academic) networks of the staff to benchmark the quality and relevance of the BPT programme. Moreover, BPT staff and programme have many individual contacts with the professional field, notably through its placement network and the clinical educators of the respective internship providers. The panel gathered from the discussion with representatives of the professional field that they are keen to increase the cooperation with LUNEX and provide guidance and input on a more structural basis. Hence the panel’s suggestion to establish a Professional Advisory Board dedicated to physiotherapy.

Considerations

The panel considers that over the years LUNEX has developed the necessary policies and procedures to deal with quality management and quality assurance. Moreover, the governance of the institution is organised in such a way that it fulfils all legal requirements on representation of staff and students. The panel suggests LUNEX to consider making part of this information publicly available through the website.

The panel welcomes the creation of the Teaching and Learning Council and thinks this council will monitor and enhance quality assurance at the level of modules and programmes. The panel suggests the council to ensure that the student voice is heard and represented in a structural way, either in the overall council or in relevant subcommittees.

The panel considers that students have ample opportunities to evaluate individual modules in a formal and structural way and that its comments are heard. Moreover, the panel appreciates that students feel at ease within LUNEX and can also voice their concerns openly and directly.

In sum, the panel considers that the set-up and the organisation of the internal quality assurance are aimed at systematically improving the programme with the involvement of the relevant stakeholders. Nonetheless, there is room for improvement with regard to awareness raising on opportunities for student representation. In this regard, the panel thinks it is important that LUNEX monitors and safeguards that students are indeed represented on the respective boards as equal stakeholders. Moreover, the BPT programme would benefit from a more structural involvement of the professional field.

Furthermore, the panel considers that the academic bachelor programme Physiotherapy fulfils following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- BPT is subject to internal review to ensure it reflects the latest results of research and teaching and fulfils the needs of students and society;
- Teachers and students can voice their opinion and participate in the decision-making process.

Finally, the panel considers that across the programmes, the system of quality assurance at the level of LUNEX fulfils following reference criteria for accreditation:

- It collects, analyses and uses information for the management and improvement of its programmes;
- It has an internal and external QA system that is part of its strategic management;
- The QA system complies with the European Standards and Guidelines (ESG);
- It has defined responsibilities, competencies and decision-making processes in the institution;
- It has a dedicated person/committee to deal with equal opportunities.

Conclusion

The panel judges standard 4, internal quality assurance, to be **satisfactory**.

5.5 Standard 5 – Research

Reference criteria

- *The higher education institution performs, in the relevant areas, basic oriented research activities or applied research activities as defined in article 1 of the law of 3 December 2014 on the organisation of public research centres. These research activities will lead to publications in the institution's name in international scientific and peer-reviewed journals.*
- *The institution incorporates the results of its research in the education it is providing.*

Findings

The panel already indicated in the institutional part of the report that LUNEX is paying considerable attention to research. During the visit, the panel discussed at several occasions on the current research activities of the team and its ambitions for the future. Moreover, the panel was informed about the Research Council (RC), which LUNEX has established to encourage and support research, to advise the institution on the research and to stimulate and maintain scientific excellence. In this regard, the panel welcomes the creation of the LUNEX Ethics Committee, which considers and advises on ethical issues in relation to research within the SHEI.

Furthermore, the panel noticed that there is a clear link between the programmes on offer and the research domains. In so far as the domain and bachelor programme of physiotherapy is concerned, the panel learned that research skills are an explicit component of two BPT modules on research and evidence in physiotherapy and in the dissertation. Moreover, the research performed by the academic staff finds its way directly to three modules on human movement sciences, on principles and

approaches in musculoskeletal PT and on principles and approaches in neurophysiotherapy. Students are involved in research in the framework of their bachelor dissertation.

The panel learned that the research activities within the physiotherapy department had undergone a planning and organisational process to become an even more consistent component of the study programme. In addition, the Research Council has decided to foster cross-departmental research activities in four areas: applied biomechanics and technology, neurophysiology & motor control, sport management and innovation, and prevention and rehabilitation throughout the lifespan. The panel welcomes the efforts of the Research Council and the respective departments to focus its research activities on a limited range of topics both domain-specific and cross-departmental. However, the panel failed to see, even after extensive discussion, how the organisation of the research activities in four research areas and fifteen research domains was actually narrowing down the focus and did not constitute a mere rebranding of the research topics every individual staff member was working on anyway.

Considerations

The panel thinks highly of the attention LUNEX is paying to research and the way it is integrating this research into the education of its students. This appreciation extends to all programmes, including the bachelor physiotherapy. According to the panel BPT students get adequate training in research skills and acquire the necessary Scientific Thinking and Working competences mentioned as part of the learning outcomes and objectives.

Further to the reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research, the panel considers that both LUNEX and the staff involved in the BPT perform adequate research activities. This research is leading to publications and is used by staff to inform its education to BPT students.

Conclusion

The panel judges standard 5, research, to be **satisfactory**.

5.6 Overall conclusion

Having judged all five standards as “satisfactory”, the panel’s overall judgement of the bachelor’s programme Physiotherapy is positive.

The panel considers that the aim and objectives of the BPT are translated into befitting learning outcomes at programme level and individual course learning goals. It appreciates the explicit reference in the programme set-up to the WCPT. According to the panel, the learning outcomes set the right preconditions for students to meet, upon graduation from the master programme, the requirements for the regulated profession of physiotherapist in Luxembourg.

The teaching learning environment of the bachelor Physiotherapy is up to standard in terms of curriculum, staff and facilities. The panel acknowledges the efforts of the programme to make the BPT curriculum fit the new legal requirements and has found that students are trained in all components of the physiotherapy domain stipulated in the new Regulation. Moreover, the clinical placements are organized adequately and overall provide students with the different professional skills. The panel thinks highly of the academic qualifications of the teaching staff, their didactic skills, enthusiasm and dedication to the students and to their track record in terms of research. In terms of infrastructure, the panel considers that the programme-specific facilities LUNEX put at disposition are adequate.

The panel considers that student assessment is organised properly within BPT: course assessments are transparent for students and organised in line with the learning outcomes of the respective modules. The panel appreciates in particular the way clinical placements are assessed and the efforts of the BPT staff to ensure calibration of scores across clinical educators and placement providers.

LUNEX has developed the necessary policies and procedures to deal with quality management and quality assurance. The panel welcomes in particular the creation of the Teaching and Learning Council as a committee to monitor and enhance QA at the level of modules and programmes. Students evaluate each individual module and report that their comments are heard. It goes to the credit of the programme that students feel at ease to voice their concerns openly and directly.

The panel thinks highly of the attention LUNEX is paying to research and the way it is integrating this research into the education of its students. Through their training in research skills, their exposure to research-informed education and the opportunity to perform research in the research laboratory, BPT students acquire good Scientific Thinking and Working competences.

Finally, the discussions on site have made the panel realise that there are several issues the BPT programme management should keep in mind in order to enhance the quality of the programme even more. The panel therefore recommends BPT:

- to make sure that all module contents are sufficiently challenging and require students to effectively dedicate the associated workload;
- to recruit more teaching staff, preferably with extensive professional field experience, in order to reduce the staff-student ratio in the physiotherapy programmes;
- to increase the level of the written exams, as well as the requirements for the bachelor dissertation;
- to manage expectations of all stakeholders involved in the clinical placements;
- to involve the professional field in the QA process of the programme, e.g. through a dedicated Professional Advisory Board in physiotherapy.

Furthermore, there are a few issues that are part of the programme evaluation standards but apply to the entire institution. Hence, the panel recommends LUNEX:

- to raise awareness of students on the opportunities for, and relevance of, student representation at the different levels and bodies of the SHEI;
- to ensure that students are represented as equal stakeholders on relevant committees;
- to bring focus in the breadth of the current research activities, areas and domains.

5.7 Overview of the assessments

Standard		Judgement
1	Intended exit level	satisfactory
2	Teaching-learning environment	satisfactory
3	Exit level to be achieved	satisfactory
4	Internal quality assurance	satisfactory
5	Research	satisfactory
Overall judgement		positive

6 Programme assessment – Bachelor in Sport and Exercise Science

6.1 Standard 1 – Intended exit level

With respect to level, orientation and content, the intended exit level reflects the current requirements that have been set for the programme by the professional field and/or discipline from an international perspective.

Reference criteria

- *The academic programme has a structured curriculum, which reflects the objectives of the programme. It includes knowledge, specific skills and transversal skills.*
- *The academic programme is defined in line with the European standards and the Bologna process. It is defined in terms of ECTS credits and designed based on student centred learning and in particular in support of the student's success, active participation in the studies and the development of skills, knowledge and know-how.*
- *The academic programme is divided into modules each of which is assigned a certain number of ECTS credits. The objectives and the learning outcomes of each module are clearly defined.*

Findings

The bachelor's programme Sport and Exercise Science (BSES) is a three-year full-time programme that amounts to 180 ECTS. The panel learned that the BSES that is now submitted for (re)accreditation is somewhat different from the programme that was initiated in October 2016. In the run-up to this accreditation, the programme management noticed that there is a growing demand in Luxembourg and beyond for scientifically educated professionals qualified to coach, to teach physical education, to run their own sport/exercise related companies, and to be part of public and private sport organisations. Hence it consulted its own BSES students as well as relevant local stakeholders and adapted the existing programme in order to have its new students graduate according to the above-mentioned profiles.

The 'new' BSES programme features a common part of two years on sport and exercise science and sport management, while students can choose in the third year for one of two specialisations: Coaching and Physical Education, or Sport Management. The courses in this last year allow students in the first track to gain a coaching licence or become entrepreneurs. The latter option targets students who envisage managerial positions in sport clubs or health institutions. Students who want to become physical education teacher can take the former option and proceed to a master programme. The panel understands the rationale behind the new programme and thinks that LUNEX has adapted its programme in a relevant, future oriented way.

The panel learned from the discussions on site that the new BSES profile has been translated in four programme objectives, which serve as a framework for the learning goals of the course modules. Furthermore, the programme has identified seven transferable skills which graduates should possess in order to enter the labour market. These skills are trained throughout the modules. While the panel acknowledges the link between profile, objectives, skills and curriculum, it was somewhat surprised that the BSES programme does not feature dedicated learning outcomes stipulating domain-specific knowledge and skills. Similarly, the panel noticed that the application form is very informative about the profile of the programme but does not provide any information about the knowledge domains that constitute the foundation of any academic bachelor programme. Furthermore, there is no mention of an international domain-specific reference framework or of similar programmes that could serve as benchmark for this BSES. The panel therefore suggests the programme to make the backbone of this programme more robust with a set of (intended) learning outcomes at programme level, with a body of knowledge and skills, and with reference to an international benchmark institution, programme or framework.

Considerations

The panel considers that the BSES has a relevant profile that is likely to cater for a growing group of students in Luxembourg and possibly beyond with specific professional ambitions. The panel welcomes the efforts of the programme to adapt the curriculum in line with the most recent tendencies and needs in society. The profile has been translated into befitting educational objectives at programme level and learning goals at course level. Given the emphasis in the materials on graduation profiles and (transferable) generic skills, the panel misses the attention to domain specific knowledge in the overall design and the envisaged exit qualifications of the programme. Hence its suggestion to consolidate the backbone of the programme accordingly.

Furthermore, the panel considers that the bachelor programme Sport and Exercise Science fulfils following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- BSES has a structured curriculum which reflects the objectives of the programme;
- BSES is defined in line with European standards and the Bologna process;
- BSES is designed considering the principles of student-centred learning;
- BSES is divided into modules with which are assigned a certain number of credits;
- The objectives and learning goals of each BSES module are clearly defined.

Conclusion

The panel judges standard 1, intended exit level, to be **satisfactory**.

6.2 Standard 2 – Teaching-learning environment

The teaching-learning environment enables the students to achieve the intended learning outcomes.

Reference criteria

- *The workload is appropriate and distributed in a balanced way between semesters.*
- *The relationship between theoretical and practical courses is in line with the programme objectives. Based on the objectives of the programme, internships are planned.*
- *Within the frame of the academic programme leading to the Bachelor's degree, with the exception of alternating courses, a compulsory training period with a university or a higher education institution abroad is included in the programme which is subject to the validation of studies followed outside the home institution.*
- *The admission requirements to the academic programme are clearly defined and published. The admission criteria provide validation of prior experience.*
- *The academic programme has sufficient resources in terms of teachers as well as financial and material resources to cover its specific needs and achieve its objectives. Such resources are available for the entire duration of the academic programme.*
- *Courses are provided by competent staff on the teaching and pedagogical level, capable of linking subject matters to professional practice in the relevant field and current research. Teaching is based on student centred learning, promoting active participation by the students.*
- *The proportion between permanent teachers and external speakers is adapted to the objectives of the academic programme.*
- *Continuing education programmes are provided to teachers.*
- *Adequate supervision and comprehensive information for students are provided. Students are offered tutoring or mentoring programmes.*

Findings

In terms of curriculum structure, the BSES programme amounts to 180 ECTS, which are spread equally across three years of two semesters each. The panel noticed that the semesters build on each other, representing a logical sequence in learning from fundamentals over applying knowledge and skills to advanced training in the specialisation tracks. Although some modules are more extensive than others, most courses are set at 5 ECTS. The study load is similar across all semesters and amounts to 25 notional study hours per credit. Furthermore, the panel learned that BSES students attend some of the early

module components together with BPT students, while several courses in the latter part of the curriculum are joined with the bachelor programme International Sport Management.

The panel investigated the BSES module descriptions that were provided in the annex of the application form, as well as into a few course files that were put at disposition on site. The panel found first and foremost that based on the module titles, students will receive an adequate education that befits the programme objectives, featuring several interesting courses both in the common trunk and the specialisation tracks. While the goals of the modules were described in detail, it was not always clear how the implementation of the module as a combination of contact hours and self-study could be linked to the study load associated with the size of the module. In several cases the panel noticed that the content descriptions seemed either meagre based on the handouts or too comprehensive in view of the reading list. Furthermore, some students indicated that in a few cases course contents were relatively easy and did not exhaust the study load envisaged. In these cases, they would like to be more challenged through additional materials that both broadens and deepens the subject.

The educational concept underlying the BSES programme is student-centred learning and active participation. Teaching is designed to inspire and engage students through a range of delivery techniques which encourage interactive learning, and by drawing on relevant research and professional practice: lectures, seminars, practice workshops, guest lecturers, industry visits and field trips, and individual and group projects. The panel also learned that several courses consist of a blend of theory and practice, i.e. hands-on learning. Students indicated during the visit that the BSES programme is delivered through block training, which means that intensive course weeks are followed by self-study periods. This schedule allows students with top athlete status to combine their professional sport activities with an academic study. The panel noticed that students have mixed opinions on this approach: some consider it a necessity in view of their sports career, others appreciate the free periods to do additional course-related work, and still others think it hampers the study flow and jeopardises the acquisition of course learning goals and programme objectives.

The panel learned that the curriculum features two internships, in semesters two and four. Students and staff informed the panel about the organisation of these placements: students can either sign up for a placement with a partner that belongs to the network of LUNEX or propose a placement themselves. Students find this arrangement reasonable and feasible: it provides a strong framework but still leaves enough freedom for students to choose a specific placement provider. While it gathered from discussions with the students and the professional field that these placements are appreciated, the panel wonders what the added value is for students – apart from finding a potential employer upon graduation - in terms of acquiring programme educational objectives when they spend two relatively short periods in the field. The programme may therefore want to consider alternative ways to make the internship components in the curriculum (even) more effective for students from each specialisation.

According to the provisions of the Luxembourg law on higher education, all bachelor programmes should include a compulsory study/training period abroad. The panel gathered from the materials and the discussions that currently students do not go abroad unless they would perform one or two placements outside Luxembourg. However, the management indicated that LUNEX is about to engage in the Erasmus+ programme as of September 2020, subject to its application being accepted. The involvement in such scheme should considerably facilitate a study or internship period abroad as the BSES programme has already established agreements with several partner universities across Europe.

In terms of admission, the panel learned that in order to enter the BSES, students should have a secondary school diploma and an adequate level of English (level B2 according to the European Common Languages Framework). Applicants must pass a science test before the start of the semester. Those who fail the test can enrol on the Foundation programme, which covers biology, chemistry and physics. In terms of English language, students can either demonstrate their proficiency through a certificate or pass the LUNEX language test. The Foundation programme also consists of English

language training for those who failed the test. Students indicated to the panel that both science and English are important prerequisites if one wants to follow the courses successfully; while most applicants pass both tests, those who fail one or both components indicated that the Foundation programme prepared them well for the bachelor programme.

The information materials provided extensive information on the qualifications of the teaching staff. During the visit the panel received additional clarifications on the number of staff and students in the BSES and on the teaching load of the respective staff members. The panel gathered from the documents that in December 2019, there were 44 students enrolled in BSES, while 8 students had recently entered the first cohort of the master programme. The Exercise and Sports Science department of LUNEX counted 5 academic staff involved in teaching; most staff were (nearly) full-time on the LUNEX payroll. These staff together with other permanent staff at LUNEX teach 84% of the BSES study load. The programme also makes use of guest lecturers, who altogether deliver 16 % of the total study load (25 ECTS). The panel noticed that the permanent staff-student ratio is 1:21, which is, according to the panel, an acceptable ratio. However, one should consider that the calculation is based on the full-time equivalent of permanent staff and these staff members also have other tasks (e.g. research, management).

Looking at the CVs and talking to several teaching staff, the panel found that their academic credentials were very good. Students were enthusiastic about the knowledge, didactical skills and dedication of the staff. Students also appreciated the advice and tutoring they receive throughout the programme; while academic advice is provided by the programme leader and the respective module coordinators, the tutor is a member of staff advising students on their personal and academic challenges and outlining available support.

Furthermore, several staff members indicated that their contracts with LUNEX stipulate continuous education. This is taken care of in regular staff meetings per department, in monthly workshops on effective academic practice where they share best teaching and assessment practice, and through teaching days organised by the Teaching and Learning Council, where specific topics on teaching and assessment are addressed with the support of an external expert. The panel welcomes these initiatives and supports LUNEX, the Teaching and Learning Council and the respective departments to further develop this attention to lifelong learning.

During the discussion with the professional field, representatives of placement providers and other external stakeholders indicated that they were keen to develop the cooperation with LUNEX and the BSES programme. Given the useful input of the professional field during the session and in view of the adapted profile of the BSES programme, the panel advises the programme management to discuss regularly – and ideally in a structural way through a dedicated Professional Advisory Board – with employers and placement providers on their expectations of the curriculum and the competences of BSES students and graduates.

Further to its findings and considerations on the infrastructure in the institutional part of the report, the panel gathered from the discussions with BSES students and alumni that they were satisfied with the facilities at LUNEX: they appreciated the modern building, the state-of-the-art rooms, the equipment available for practice, and the useful student portal. Moreover, the panel noticed during the guided tour that the research laboratory features several programme-specific research technologies. Asked for possible improvements, students and alumni indicated that information is not always communicated sufficiently well in advance, that course materials are not always available within the announced deadline, and that they would appreciate more silent rooms to work in between courses and a dedicated space (canteen) to have lunch. With respect to silent rooms, it was pointed out by the management that the library at LUNEX has been offered to students as a quiet study room and that outside official opening hours, students can book the library. Also, classrooms can additionally be

booked by students outside of teaching use. Furthermore, a state-of-the-art learning centre at the nearby University of Luxembourg Belval campus is also available for LUNEX students.

Furthermore, some students indicated that they explicitly enrolled on the BSES programme in order to be prepared for the state exam as physical education teacher. While they consider the programme to be very relevant in terms of academic and professional preparation, they see room for improvement regarding the preparation for the practical component of the exam, i.e. swimming, athletics, gymnastics. The panel thinks this is a reasonable request and invites the programme to consider if this can be incorporated in the curriculum and communicate clearly on this element to current and potential students.

Considerations

Based on the written materials and the discussions on site, the panel considers that the teaching learning environment of the bachelor Sport and Exercise Science is up to standard. This appreciation covers the curriculum, the staff and the facilities.

The panel considers that the programme has put in good efforts to make the BSES curriculum fit the new profile targeting potential coaches, physical education teachers, entrepreneurs and sport managers. Furthermore, the curriculum build-up is appropriate and the individual modules interesting. Nonetheless, the panel advises the programme in general and the module coordinators in particular to ensure that the module contents are sufficiently challenging and require students to effectively dedicate the workload that is associated with each module. This is all the more important given the organisation of the curriculum in block periods.

The panel thinks highly of the academic qualifications of the teaching staff, their didactic skills, track record in terms of research, enthusiasm and dedication to the students.

Further to its findings on infrastructure in the institutional part of the report, the panel agrees with the positive impressions of the BSES students regarding the programme-specific education and research facilities LUNEX puts at disposition. The panel recommends the programme to investigate the specific suggestions of students (e.g. on sports training opportunities), improve the communication and ensure that course materials are available in time.

In sum, the panel considers that the teaching-learning environment of the BSES enables students to achieve the programme objectives. Furthermore, the panel considers that the academic bachelor programme Sport and Exercise Science fulfils following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- an appropriate and correctly distributed workload;
- an adequate balance between theoretical and practical modules;
- admission criteria are clear and published;
- BSES has adequate human, financial and material resources;
- staff is qualified in terms of disciplinary know-how and didactical skills;
- the proportion of permanent teachers and external speakers is adequate;
- staff has opportunities for continuing education;
- students get adequate supervision;
- students are offered tutoring.

Conclusion

The panel judges standard 2, teaching-learning environment, to be **satisfactory**.

6.3 Standard 3 – Exit level to be achieved

The programme has an adequate assessment, testing and examination system in place to ascertain whether the intended learning outcomes are being achieved.

Reference criteria

- *The evaluation methods are defined on the basis of the educational objectives.*
- *The evaluation methods applied in the various modules are clearly communicated to the students.*
- *Diplomas and degrees issued by the higher education institution provide information on the acquired qualifications. They are accompanied by a diploma supplement describing the knowledge and skills acquired by the holder.*

Findings

Student assessment in the BSES programme is based on the assessment policy and provisions laid down in the Assessment Regulations of LUNEX. These Regulations are applicable to all bachelor and master programmes at LUNEX and came into force in April 2018. The panel studied the Assessment Regulations and found that the document covered all relevant aspects in the broad domain of assessment: in addition to provisions on the examination system, the document also addresses general issues such as duration of the study programme, admission, and validation of prior learning. It also covers the assessment of the bachelor's dissertation and the degree certificate and transcript.

Following the request of the Ministry of Higher Education and Research, the panel looked into the provisions for accreditation of prior learning and found these to be adequately covered in the Assessment Regulations. The panel was informed that the Examination Office receives only a limited number of applications for equivalence.

The Examination Board consists of representatives of all academic departments and the Examination Office. Based on the provisions in the Assessment Regulation, its tasks seem adequate and its functioning is described in good detail. Furthermore, the panel investigated the minutes of an Examination Board meeting and noticed that the individuals on the board are knowledgeable on assessment and that the topics addressed were in line with what one would expect of an examination board at an academic institution.

The Examination Board establishes formally whether students have completed all modules and are therefore eligible to graduate, and whether they graduate with the mark Satisfactory, Good, or Very Good. The panel noticed that the first BSES students graduated in 2019.

Upon graduation, students receive a bachelor's degree transcript detailing the individual module results, as well as a degree certificate specifying the grade in accordance with the ECTS grading scale. While both degree transcript and certificate are processed smoothly, the panel was informed that there is some uncertainty among LUNEX management as to how the template of the European-wide Diploma Supplement should be completed regarding background information on the education system in Luxembourg. The panel understood that this issue has no impact on the validity of the degree and will be solved shortly after a meeting between LUNEX and the Ministry of Higher Education and Research.

During the visit, the panel investigated a number of BSES course dossiers, which included both handouts and completed exam forms, and noticed that the provisions of the Assessment Regulations are properly implemented in the day-to-day assessment practice of the programme. Furthermore, the panel gathered from the meeting with the BSES staff how assessment is organised in foundation courses, practical sessions, internships and the dissertation. The panel noticed that there is a good balance in the assessment types (written exams, essays, practical tests, presentations, portfolio) across the years and that these assessments are aligned with the key objectives and learning goals of the modules. The panel found that the staff is very knowledgeable on assessment and that student assessment is well organised. Students from their side indicated to the panel that assessment is transparent: they know in advance what they need to study for the exam and how they will be assessed.

In line with its findings under module contents, the panel gathered from the exam samples it reviewed on site that several tests were not particularly challenging. Confronted with this finding, some students – in fact those who wanted to be challenged more in class and through additional learning materials – agreed to this. Although it was not its task to perform a systematic review of the bachelor dissertation, the panel did notice in the few samples it studied that the thesis volume was very modest in view of the credits and associated study load. The panel emphasises in this regard that it does not question the competencies students acquire in the modules or at the end of the entire curriculum. However, the panel does think that exams could be made more challenging in order to test whether students have really acquired all learning goals and that the bachelor dissertation could be more comprehensive to allow BSES students to demonstrate that by the time they graduate they have indeed achieved all programme objectives.

The first BSES students having graduated in 2019, the panel spoke to two alumni. They were positive about the programme and indicated they were properly qualified to apply for and enter a master's programme.

Considerations

The panel considers that student assessment is well organised in the BSES programme. The institution-wide Assessment Regulations are adequate and implemented properly in the day-to-day assessment practice of the programme. According to the panel, the Examination Board functions adequately and the individual members have good expertise to deal with their tasks.

The panel considers that course assessment is organised in line with the aim and objectives of the respective modules: there is a good balance in the assessment types across the years and these assessments are aligned with the learning outcomes of the modules. Moreover, assessment is transparent for students as they know in advance what they need to study for the exam and how they will be assessed.

In sum, the panel considers that the BSES programme has an adequate assessment, testing and examination system in place. Nonetheless, the panel thinks that both written exams and the dissertation requirements could be made more challenging. In this regard, it might be good for the BSES programme to identify some benchmark programmes and check the requirements in terms of dissertation and end level (exit qualifications) to be achieved.

Furthermore, the panel considers that the academic bachelor programme Sport and Exercise Science fulfils following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- evaluation methods are defined on the basis of the educational objectives;
- evaluation methods are communicated to students;
- diplomas provide information on the acquired qualification.

Conclusion

The panel judges standard 3, exit level to be achieved, to be **satisfactory**.

6.4 Standard 4 – Internal quality assurance

The set-up and organisation of the internal quality assurance are aimed at systematically improving the programme with the involvement of the relevant stakeholders.

Reference criteria

- *The higher education institution ensures to collect, analyse and use relevant information for the effective management and the continuous improvement of its academic programmes and research activities.*

- *The higher education institution has an internal and external quality assurance system that it makes public and that forms an integral part of its strategic management. The internal and external measures for the quality assurance of the institution are in compliance with the standards and guidelines for quality assurance in the European Higher Education Area (ESG).*
- *The academic programmes are regularly subject to an internal review to ensure they reflect the latest results of research and teaching in the relevant field, that they fulfil the targeted objectives and meet the continuously changing needs of students and society.*
- *Responsibilities, competencies and the decision-making process within the higher education institution are clearly and transparently defined.*
- *Teachers and students have sufficient means to make known their position and to participate in the decision-making process.*
- *The defined institution has a person or a committee dealing with issues relating to equal opportunities policy.*

Findings

LUNEX is part of the COGNOS AG Group, and as such integrated in the quality management system (QMS) of the COGNOS Group and certified according to international DIN ENO ISO standards. The main principles of the institution-wide quality assurance (QA) system are described in a dedicated document that at the time of the visit was only available in German: Qualitätssicherungssystem der LUNEX International University of Health, Exercise and Sports. The panel noticed that the document contains relevant information on both QMS and the instruments for external and internal QA.

The panel gathered from the application form, the policy document and the discussions that LUNEX complies with all formal requirements regarding the set-up, implementation and follow-up of both QMS and QA. Furthermore, the panel noticed that in terms of governance, the responsibilities and decision-making processes are clearly described in the Constitution. However, the panel found that this information was not publicly available on the website. In line with its recommendation on the institutional part of the report, the panel advises the management to publicise more information on the governance of LUNEX.

Furthermore, the panel noticed that the Constitution of the institution envisages student representation in several committees but that this opportunity was not widely communicated among students. In fact, while there may have been a student representative in the LUNEX senate, on the Teaching and Learning Council and on the Research Council, the discussions with students revealed that they were not aware of (their representative on) these bodies. Asked what the role of the LUNEX Student Union was, students indicated that this body is mainly in charge of entertainment and events and not so much involved in student representation issues towards the programme and the overall institution management. According to the panel, the issue of student representation at programme and central level requires priority attention.

The panel learned that the Teaching and Learning Council (TLC) is the dedicated body for internal quality assurance: it gathered from the useful discussion and the informative presentation that TLC has a mission to “pursue teaching and learning excellence and quality management through the implementation of a continuous improvement process that supports student academic success and employability”. The panel was informed by the TLC Chair about the various objectives of the council and how it is implementing its mission. The panel found that the TLC has a broad remit, ranging from quality control over student satisfaction to staff professional development. While each of the domains are described on paper and activities are effectively operational, it was not clear to the panel to what extent the envisaged role of the students in this QA body was communicated to and taken up by students. The panel thinks TLC can play an important role in assuring the quality of teaching and learning. However, the panel is also concerned about the limited involvement of BSES students in this body. Hence its suggestion to clarify the respective tasks and responsibilities of the TLC and, if needed, have subcommittees per topic. In this way, topics that are of direct importance to students could be addressed in separate subcommittees and involve structural / mandatory student representation.

In terms of QA at programme and course level, BSES students indicated that they evaluate each module and emphasised that their comments are heard by the individual module coordinator and the programme management. The panel investigated some evaluation forms and found these to be adequate. Furthermore, BSES students appreciated the small-scale character of the programme, which allows for much interaction between students and staff. Students mentioned that BSES staff manages to create a positive atmosphere and a safe environment, in which students feel at ease to bring forward issues of concern.

The panel gathered from the discussions that staff is also involved in quality assurance and is effectively sitting on the respective committees created by the LUNEX Constitution. A staff representation council has been set up in 2019 and its elected members are among others following up issues related to Equality and Health and Safety.

LUNEX is also using the individual (academic) networks of the staff to benchmark the quality and relevance of the BSES programme. Moreover, BSES staff and programme have many individual contacts with the professional field. The panel gathered from the discussion with representatives of the professional field that they are keen to increase the cooperation with LUNEX and provide guidance and input on a more structural basis. Hence the panel's suggestion to establish a Professional Advisory Board dedicated to sport and exercise science.

Considerations

The panel considers that over the years LUNEX has developed the necessary policies and procedures to deal with quality management and quality assurance. Moreover, the governance of the institution is organised in such a way that it fulfils all legal requirements regarding representation of staff and students. The panel suggests LUNEX to consider making part of this information publicly available through the website.

The panel welcomes the creation of the Teaching and Learning Council and thinks this council will monitor and enhance quality assurance at the level of modules and programmes. The panel suggests the council to ensure that the student voice is heard and represented in a structural way, either in the overall council or in relevant subcommittee(s).

The panel considers that BSES students have good opportunities to evaluate individual modules in a formal and structural way and that its comments are heard. Moreover, the panel appreciates that students feel at ease within LUNEX and can also voice their concerns openly and directly.

In sum, the panel considers that the set-up and the organisation of the internal quality assurance are aimed at systematically improving the programme with the involvement of the relevant stakeholders. Nonetheless, there is room for improvement regarding awareness raising on opportunities for student representation. In this regard, the panel thinks it is important that LUNEX monitors and safeguards that students are indeed represented on the respective boards as equal stakeholders. Moreover, the BSES programme would benefit from a more structural involvement of the professional field.

Furthermore, the panel considers that the academic bachelor programme Sport and Exercise Science fulfils following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- BSES is subject to internal review to ensure it reflects the latest results of research and teaching and fulfils the needs of students and society;
- Teachers and students can voice their opinion and participate in the decision making process.

Finally, the panel considers that across the programmes, the system of quality assurance at the level of LUNEX fulfils following reference criteria for accreditation:

- It collects, analyses and uses information for the management and improvement of its programmes;
- It has an internal and external QA system that is part of its strategic management;
- The QA system complies with the European Standards and Guidelines (ESG);
- It has defined responsibilities, competencies and decision making process in the institution;
- It has a dedicated person/committee to deal with equal opportunities.

Conclusion

The panel judges standard 4, internal quality assurance, to be **satisfactory**.

6.5 Standard 5 – Research

Reference criteria

- *The higher education institution performs, in the relevant areas, basic oriented research activities or applied research activities as defined in article 1 of the law of 3 December 2014 on the organisation of public research centres. These research activities will lead to publications in the institution's name in international scientific and peer-reviewed journals.*
- *The institution incorporates the results of its research in the education it is providing.*

Findings

The panel already indicated in the institutional part of the report that LUNEX is paying considerable attention to research. During the visit, the panel discussed at several occasions on the current research activities of the team and its ambitions for the future. Moreover, the panel was informed about the Research Council (RC), which LUNEX has established to encourage and support research, to advise the institution on the research and to stimulate and maintain scientific excellence. In this regard, the panel welcomes the creation of the LUNEX Ethics Committee, which considers and advises on ethical issues in relation to research within the SHEI.

Furthermore, the panel noticed that there is a clear link between the programmes on offer and the research domains. In so far as the domain and bachelor programme of sports and exercise science is concerned, the panel learned that research skills are an explicit component of two BSES modules on research methods in sport and exercise science and in the bachelor thesis. Moreover, the research performed by the academic staff finds its way directly to five modules on fundamentals and advanced testing and training, on functional biomechanics, on motor control and learning, and on evaluating motor performance. Students are involved in research in the framework of their bachelor dissertation.

The panel learned that the research activities within the sport and exercise science department had undergone a planning and organisational process to become an even more consistent component of the study programme. In addition, the RC has decided to foster cross-departmental research activities in four areas: applied biomechanics and technology, neurophysiology & motor control, sport management and innovation, and prevention and rehabilitation throughout the lifespan. The panel welcomes the efforts of the RC and the respective departments to focus its research activities on a limited range of topics both domain-specific and cross-departmental. However, the panel failed to see, even after extensive discussion, how the organisation of the research activities in four research areas and fifteen research domains was actually narrowing down the focus and did not constitute a mere rebranding of the research topics every individual staff member was working on anyway.

Considerations

The panel thinks highly of the attention LUNEX is paying to research and the way it is integrating this research into the education of its students. This appreciation extends to all programmes, including the bachelor sport and exercise science. According to the panel BSES students get adequate training in research and acquire the necessary research and critical thinking skills which the programme has earmarked as essential for the labour market.

Further to the reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research, the panel considers that both LUNEX and the staff involved in the BSES programme perform adequate research activities. This research is leading to publications and is used by staff to inform its education to BSES students.

Conclusion

The panel judges standard 5, research, to be **satisfactory**.

6.6 Overall conclusion

Having judged all five standards as “satisfactory”, the panel’s overall judgement of the bachelor’s programme Sport and Exercise Science is positive.

The panel considers that BSES has a relevant profile that is likely to cater for a growing group of students with specific professional ambitions. This profile has been translated into befitting educational objectives at programme level and learning goals at course level.

The teaching learning environment of the bachelor Sport and Exercise Science is up to standard in terms of curriculum, staff and facilities. The panel acknowledges the efforts of the programme to make the BSES curriculum fit the new profile: the curriculum build-up is appropriate and the individual modules interesting. The panel thinks highly of the academic qualifications of the teaching staff, their didactic skills, enthusiasm and dedication to the students and to their track record on research. In terms of infrastructure, the panel considers that the programme-specific facilities LUNEX put at disposition are adequate.

The panel considers that student assessment is organised properly within BSES: there is a good balance in the assessment types across the years, course assessments are transparent for students and organised in alignment with the learning outcomes of the respective modules.

LUNEX has developed the necessary policies and procedures to deal with quality management and quality assurance. The panel welcomes in particular the creation of the Teaching and Learning Council as a committee to monitor and enhance QA at the level of modules and programmes. BSES students evaluate each individual module and report that their comments are heard. It goes to the credit of the programme that BSES students feel at ease to voice their concerns openly and directly.

The panel thinks highly of the attention LUNEX is paying to research and the way it is integrating this research into the education of its students. Through their training in research skills, their exposure to research-informed education and the opportunity to perform research in the research laboratory, BSES students acquire good research and critical thinking skills.

Nonetheless, the discussions on site have made the panel realise that there are several issues the BSES programme management should keep in mind in order to enhance the quality of the programme even more. The panel therefore recommends the programme:

- to benchmark the set of intended learning outcomes at programme level and the core of knowledge and skills against an international institution, programme or domain-specific framework;
- to make sure that all BSES module contents are sufficiently challenging and require students to effectively dedicate the associated workload;
- to increase the level of the written exams, as well as the requirements for the BSES bachelor dissertation;
- to manage the expectations of all BSES students, and communicate clearly on what the programme can and cannot offer as a preparation for the entrance exam as physical education teacher;

- to involve the professional field in the QA process of the programme, e.g. through a dedicated Professional Advisory Board in sport and exercise science.

Furthermore, there are a few issues that are part of the programme evaluation standards but apply to the entire institution. Hence, the panel recommends LUNEX:

- to raise awareness of students on the opportunities for, and relevance of, student representation at the different levels and bodies of the SHEI;
- to ensure that students are represented as equal stakeholders on relevant committees;
- to bring focus in the breadth of the current research activities, areas and domains.

6.7 Overview of the assessments

Standard		Judgement
1	Intended exit level	satisfactory
2	Teaching-learning environment	satisfactory
3	Exit level to be achieved	satisfactory
4	Internal quality assurance	satisfactory
5	Research	satisfactory
	Overall judgement	positive

7 Programme assessment – Bachelor in International Sport Management

7.1 Standard 1 – Intended exit level

With respect to level, orientation and content, the intended exit level reflects the current requirements that have been set for the programme by the professional field and/or discipline from an international perspective.

Reference criteria

- *The academic programme has a structured curriculum, which reflects the objectives of the programme. It includes knowledge, specific skills and transversal skills.*
- *The academic programme is defined in line with the European standards and the Bologna process. It is defined in terms of ECTS credits and designed based on student centred learning and in particular in support of the student's success, active participation in the studies and the development of skills, knowledge and know-how.*
- *The academic programme is divided into modules each of which is assigned a certain number of ECTS credits. The objectives and the learning outcomes of each module are clearly defined.*

Findings

The bachelor's programme International Sport Management (BISM) is a three-year full-time programme that amounts to 180 ECTS. The panel learned that the BISM which is now submitted for (re)accreditation is a revised version of the programme that was initiated in October 2017. While it kept the essence of the previous BISM, the revised programme has been adapted by adding, reorganising, repositioning and merging modules across the curriculum. This exercise has been done following discussions with students and staff, as well as with external academics and professional organisations. The panel understands the rationale behind the new programme and thinks that LUNEX has adapted its programme in a relevant way.

The BISM prepares students to be professional sport management practitioners with the theoretical knowledge, skills and personal attributes to become leaders in the sport industry. Upon graduation, students can either continue a master programme or enter the labour market in (junior) management positions within the broader sports sector. The panel gathered from the extensive information materials and the interesting discussion with the programme director that BISM has been developed to answer a specific need for qualified and skilled sport managers in Luxembourg and beyond. Inspired by the work of the European project "S2A Sport – improving skills for sport administration", which mapped the key areas where skills are most needed according to sport employers, the BISM programme has now integrated these skills in the curriculum. Moreover, the programme identified ten generic and transferable learning goals (such as commercial awareness, problem solving, IT skills, etc.), which are trained throughout the modules and are reflected in the programme learning outcomes. These eight learning outcomes in turn have been formulated considering Bloom's taxonomy for teaching and learning. The panel thinks that the programme framework has been designed properly, establishing clear links between the BISM profile, the functional map for sport administration, the skills BISM graduates are expected to acquire and the overall learning outcomes. Furthermore, the panel gathered from the application and the module handbook that the learning goals at course level are in line with the overall learning outcomes at programme level.

Moreover, the panel learned during the discussion that the BISM programme is essentially a bachelor's degree in a specific and specialist area of management. Students, therefore, are exposed to all foundation courses (management, finance, marketing, business) that are commonly associated with a bachelor's degree in business. In addition, the panel noticed in the extensive benchmarking exercise that the programme seeks to set itself apart from other similar programmes in sport management by the combination of the English language, the international focus, the practical orientation and the attention to scientific enquiry and research-informed teaching. Overall, the panel appreciates the efforts

of the programme management to design a programme with a highly specific profile and have this profile underpinned in such detail.

Considerations

The panel considers that the BISM programme has a relevant profile that is likely to cater to a growing group of students in Luxembourg and possibly beyond. The panel welcomes the efforts of the programme to use the occasion of this reaccreditation to adapt the existing BISM curriculum along the feedback it collected among a wide range of internal and external stakeholders.

The panel considers that the revised programme profile has been translated into befitting learning outcomes at programme level and learning goals at course level. The panel appreciates the comprehensive work of the management designing a programme with a highly specific profile and underpinning this profile in good detail.

In sum, the intended exit level of the BISM reflects the requirements that have been set for the programme by the professional field and the sport management discipline from an international perspective.

Furthermore, the panel considers that the bachelor programme International Sport Management fulfils following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- BISM has a structured curriculum which reflects the objectives of the programme;
- BISM is defined in line with European standards and the Bologna process;
- BISM is designed taking into account the principles of student-centred learning;
- BISM is divided into modules which are assigned a certain number of credits;
- The objectives and learning goals of each BISM module are clearly defined.

Conclusion

The panel judges standard 1, intended exit level, to be **satisfactory**.

7.2 Standard 2 – Teaching-learning environment

The teaching-learning environment enables the students to achieve the intended learning outcomes.

Reference criteria

- *The workload is appropriate and distributed in a balanced way between semesters.*
- *The relationship between theoretical and practical courses is in line with the programme objectives. Based on the objectives of the programme, internships are planned.*
- *Within the frame of the academic programme leading to the Bachelor's degree, with the exception of alternating courses, a compulsory training period with a university or a higher education institution abroad is included in the programme which is subject to the validation of studies followed outside the home institution.*
- *The admission requirements to the academic programme are clearly defined and published. The admission criteria provide validation of prior experience.*
- *The academic programme has sufficient resources in terms of teachers as well as financial and material resources to cover its specific needs and achieve its objectives. Such resources are available for the entire duration of the academic programme.*
- *Courses are provided by competent staff on the teaching and pedagogical level, capable of linking subject matters to professional practice in the relevant field and current research. Teaching is based on student centred learning, promoting active participation by the students.*
- *The proportion between permanent teachers and external speakers is adapted to the objectives of the academic programme.*
- *Continuing education programmes are provided to teachers.*
- *Adequate supervision and comprehensive information for students are provided. Students are offered tutoring or mentoring programmes.*

Findings

In terms of curriculum structure, the BISM programme amounts to 180 ECTS, which are spread equally across three years of two semesters each. The panel noticed that the three years build on each other, representing a logical sequence in learning from fundamental concepts over modules in specific areas of sport management and research to advanced learning related to professional behaviours in sport organisations.

Although some modules are more extensive than others, most courses are set at 5 ECTS; the study load is similar across all semesters and amounts to 25 notional study hours per credit. The panel learned that modules in year one are all of a similar level of foundation knowledge; this allows students to enter the programme at two moments per year and follow all first-year courses together with the other cohort which arrived a semester before/after.

The panel investigated the BISM module descriptions that were provided in the annex of the application form, as well as into a few course files that were put at disposition on site. The panel found first and foremost that based on the module titles, students will receive an adequate education that befits the programme objectives, featuring several interesting courses across the six semesters. While the goals of the modules were described in detail, it was not always clear how the implementation of the module as a combination of contact hours and self-study could be linked to the study load associated with the size of the module (in terms of ECTS). In several cases the panel noticed that the content descriptions in the handouts were quite concise and needed further details. Furthermore, some students indicated that in a few cases course contents were relatively easy and did not exhaust the study load envisaged. In these cases, they would like to be more challenged through additional materials that both broaden and deepen the subject. While the panel noticed that some handouts contained references to additional readings, it seems students were not required or challenged to work through those materials.

In educational terms, the modules are divided in lectures, seminars and practical workshops. The panel learned that also lecture-based courses are delivered in an interactive way, stimulating active and collaborative learning. Students indicated during the visit that the BISM programme is delivered through block teaching, which means that intensive course weeks are followed by self-study periods. This schedule allows students with top athlete status to combine their 'professional' activities with an academic study. The panel noticed that students have mixed opinions on this approach: some consider it a necessity in view of their sports career, others appreciate the free periods to do additional course-related work and non-academic work in terms of part-time paid positions, and still others think it hampers the study flow and makes the acquisition of course learning goals and programme objectives debatable.

The panel learned that the curriculum includes one internship, in semester five. During the visit the panel received an informative handout on the organisation and educational underpinning of the internship, which consists of 120 hours of placement with a sport organisation, either in the headquarters or at a dedicated event (such as the cycling Tour de Luxembourg). Students find this arrangement reasonable and feasible: it provides a strong framework but still leaves enough freedom for students to choose a specific placement provider. While it gathered from discussions with the students and the professional field that these placements are appreciated, the panel wonders if the added value for students is always guaranteed and adequate from an educational perspective. The panel appreciates that students get the chance to demonstrate their competences to a potential employer, but are concerned that in some cases these students are only offered the opportunity to experience the work of a volunteer at an event. In this regard, the panel emphasises the importance of the domain-specific expertise and availability of the internship mentor (i.e. the person in the organisation who coaches the student during the placement) for the quality of the learning experience of the student.

According to the provisions of the Luxembourg law on higher education, all bachelor programmes should include a compulsory study/training period abroad. The panel gathered from the materials and the discussions that currently BISM students do not go abroad unless they would perform their placement outside Luxembourg. However, the management indicated that LUNEX is about to engage in the Erasmus+ programme as of September 2020, subject to its application being accepted. The involvement in such scheme should considerably facilitate a study or internship period abroad as the BISM programme has already established agreements with several partner universities across Europe.

In terms of admission, the panel learned that in order to enter the BISM, students should have a secondary school diploma and an adequate level of English (level B2 according to the European Common Languages Framework). Students can either demonstrate their proficiency through a certificate or pass the LUNEX language test. The Foundation programme offers English language training for those who failed the test. Students indicated to the panel that English is an important prerequisite if one wants to follow the courses successfully. They also mentioned that most Luxembourg students have a sufficient level of English after high school to enter LUNEX programmes.

The information materials provided extensive information on the qualifications of the teaching staff. During the visit, moreover, the panel received additional clarifications on the number of staff and students in the BISM and on the teaching load of the respective staff members. The panel gathered from the documents that in December 2019, there were 49 students enrolled in BISM. The International Sport Management department of LUNEX counted 3 full-time academic staff on the LUNEX payroll. These staff together with other permanent staff at LUNEX teach 80% of the BISM study load. The programme also makes use of guest lecturers, who cover specific domains such as law, HRM in sport or sport policy and altogether deliver 35 ECTS of courses. According to the panel, this division looks highly appropriate given the diversity of topics and the specific expertise available with the guest lecturers.

Looking at the CVs and talking to several teaching staff, the panel found that their academic credentials were very good. Students moreover were enthusiastic about the knowledge, didactical skills and dedication of the staff. Students also appreciated the advice and tutoring they receive throughout the programme; while academic advice is provided by the programme leader and the respective module coordinators, the tutor is a member of staff advising students on their personal and academic challenges and outlining available support.

Notwithstanding the expertise, enthusiasm and dedication of the three academic staff members, the panel found that the limited number of staff makes the programme vulnerable at present, but acknowledges that a recruitment process has started for two additional permanent staff by the end of the year. Moreover, one could question whether it is appropriate for an academic bachelor programme to have most courses taught by the same three staff. Hence the panel's suggestion to the academic and programme management to spread the modules that are currently taught in-house over a broader range of permanent academic staff. This will require the recruitment of additional staff and thus more financial investments. However, in view of the quality of education provided, the consolidation of the programme and the sustainability of the international sport management department, it is an important and necessary investment.

Several staff members indicated that their contracts with LUNEX foresee continuous education: this is taken care of in regular staff meetings per department, in monthly workshops on effective academic practice where they share best teaching and assessment practice, and through teaching days organised by the Teaching and Learning Council, where specific topics on teaching and assessment are addressed with the support of an external expert. The panel welcomes these initiatives and supports LUNEX, the Teaching and Learning Council and the respective departments to further develop this attention to lifelong learning.

During the discussion with the professional field, representatives of placement providers and other external stakeholders indicated that they were keen to develop the cooperation with LUNEX and the BISM programme. Given the useful input of the professional field during the session and in view of the adapted profile of the 'new' BISM programme, the panel advises the programme management to discuss regularly – and ideally in a structural way through a dedicated Professional Advisory Board – with employers and placement providers on their expectations of the curriculum and the competences of BISM students and graduates.

Further to its findings and considerations on the infrastructure in the institutional part of the report, the panel gathered from the discussions with BISM students that they were satisfied with the facilities at LUNEX: they appreciated the modern building, the state-of-the-art rooms and the useful student portal. Asked for possible improvements, students indicated that information is not always communicated sufficiently well in advance, that course materials are not always available within the announced deadline, and that they would appreciate more silent rooms to work in between courses and a dedicated space (canteen) to have lunch. With respect to silent rooms, it was pointed out by the management that the library at LUNEX has been offered to students as a quiet study room and that outside official opening hours, students can book the library. Also, classrooms can additionally be booked by students outside of teaching use. Furthermore, a state-of-the-art learning centre at the nearby University of Luxembourg Belval campus is also available for LUNEX students.

Considerations

Based on the written materials and the discussions on site, the panel considers that the teaching learning environment of the bachelor International Sport Management is up to standard. This appreciation covers the curriculum, the staff and the facilities.

The panel considers first and foremost that based on the module titles, students will receive an adequate education that befits the programme objectives, featuring several interesting courses across the six semesters. Furthermore, the programme build-up is appropriate, and students are exposed to a good mixture of teaching formats. Thanks to the relatively small student cohorts, most courses are highly interactive and stimulate collaborative learning. Nonetheless, the panel advises the programme in general and the module coordinators in particular to ensure that all module contents are sufficiently challenging and require students to effectively dedicate the workload that is associated with each module. This finding of high variability in module workload is common to all LUNEX programmes under review but according to the panel was most strikingly present in BISM and requires priority attention of the programme. This issue is all the more important given the organisation of the curriculum in block periods.

The panel thinks highly of the academic qualifications of the teaching staff, their didactic skills, track record in terms of research, enthusiasm and dedication to the students. However, the limited number of staff in the department makes the programme very vulnerable. The panel therefore suggests recruiting additional staff to enhance the quality of education, the consolidation of the programme and the sustainability of the department.

Further to its findings on infrastructure in the institutional part of the report, the panel agrees with the positive impressions of the BISM students regarding the education facilities LUNEX puts at disposition. The panel recommends the programme to look into the specific suggestions of students, improve the communication (e.g. on the availability of the library as silent room) and ensure that course materials are available in time.

In sum, the teaching-learning environment of the BISM enables students to achieve the programme objectives. Furthermore, the panel considers that the academic bachelor programme International Sport Management fulfils following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- an appropriate and correctly distributed workload;
- an adequate balance between theoretical and practical modules;
- admission criteria are clear and published;
- sufficient human, financial and material resources;
- staff is qualified in terms of disciplinary know-how and didactical skills;
- the proportion of permanent teachers and external speakers is adequate;
- staff has opportunities for continuing education;
- students get adequate supervision;
- students are offered tutoring.

Conclusion

The panel judges standard 2, teaching-learning environment, to be **satisfactory**.

7.3 Standard 3 – Exit level to be achieved

The programme has an adequate assessment, testing and examination system in place to ascertain whether the intended learning outcomes are being achieved.

Reference criteria

- *The evaluation methods are defined on the basis of the educational objectives.*
- *The evaluation methods applied in the various modules are clearly communicated to the students.*
- *Diplomas and degrees issued by the higher education institution provide information on the acquired qualifications. They are accompanied by a diploma supplement describing the knowledge and skills acquired by the holder.*

Findings

Student assessment in the BISM programme is based on the assessment policy and provisions laid down in the Assessment Regulations of LUNEX. These Regulations are applicable to all bachelor and master degree programmes at LUNEX and came into force in April 2018. The panel studied the Assessment Regulations and found that the document covered all relevant aspects in the broad domain of assessment: in addition to provisions on the examination system, the document also addresses general issues such as duration of the study programme, admission, and validation of prior learning. It also covers the assessment of the bachelor's dissertation and the degree certificate and transcript.

Following the request of the Ministry, the panel looked into the provisions for accreditation of prior learning and found these to be adequately covered in the Assessment Regulations. The panel was informed furthermore that the Examination Office receives only a limited number of applications for equivalence.

The Examination Board consists of representatives of all academic departments and the Examination Office. Based on the provisions in the Assessment Regulation, its tasks seem adequate and its functioning is described in good detail. Furthermore, the panel investigated the minutes of an Examination Board meeting and noticed that the individuals on the board are knowledgeable on assessment and that the topics addressed were in line with what one would expect of an examination board at an academic institution.

During the visit, the panel investigated a number of BISM course dossiers, which included both handouts and completed exam forms, and noticed that the provisions of the Assessment Regulations are properly implemented in the day-to-day assessment practice of the programme. Furthermore, the panel gathered from the meeting with the BISM staff how assessment is organised in foundation courses, practical sessions, internship and the dissertation. The panel noticed that there is a good balance in the assessment types (written exams, coursework, self-reflection, presentations, dissertation) across the years and that these assessments are aligned with the key objectives and learning goals of the modules. The panel found that the staff is very knowledgeable on assessment and that student assessment is well

organised. Students from their side indicated to the panel that assessment is transparent: they know in advance what they need to study for the exam and how they will be assessed.

In line with its findings under module contents, the panel gathered from the exam samples it reviewed on site that several tests were not particularly challenging. Confronted with this finding, some students – in fact those who wanted to be challenged more in class and through additional learning materials – agreed to this. At the time of the site visit, students had not yet reached the sixth semester and therefore had not started the bachelor thesis. Given that this dissertation is described in the information materials as “a substantial piece of work that demonstrates the ability of students to develop and engage into a research project, as well as their academic writing skills”, the panel would expect each thesis to contain not only a literature review and a protocol, but preferably also data collection and analysis. The panel advises the programme to ensure that the volume and requirements of the work are commensurate to the credits and objectives of the dissertation. The panel emphasises in this regard that it does not question the competencies students acquire in the modules. However, the panel does think that exams could be made more challenging in order to test whether students have really acquired all learning goals. Similarly, BISM students should have to opportunity to demonstrate through their thesis that by the time they graduate they have indeed achieved all programme objectives.

Considerations

The panel considers that student assessment is well organised in the BISM programme. The institution-wide Assessment Regulations are adequate and implemented properly in the day-to-day assessment practice of the programme. According to the panel, the Examination Board functions adequately and the individual members have good expertise to deal with their tasks.

The panel considers that course assessment is organised in line with the aim and objectives of the respective modules: there is a good balance in the assessment types across the years and these assessments are aligned with the learning outcomes of the modules. Moreover, assessment is transparent for students as they know in advance what they need to study for the exam and how they will be assessed.

In sum, the panel considers that the BISM programme has an adequate assessment, testing and examination system in place. Nonetheless, the panel thinks that the written exams could be made more challenging. This finding is common to all LUNEX programmes under review but according to the panel was most strikingly present in BISM and requires priority attention of the programme.

Furthermore, the panel considers that the academic bachelor programme International Sport Management fulfils following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- evaluation methods are defined on the basis of the educational objectives;
- evaluation methods are communicated to students;
- diplomas provide information on the acquired qualification.

Conclusion

The panel judges standard 3, exit level to be achieved, to be **satisfactory**.

7.4 Standard 4 – Internal quality assurance

The set-up and organisation of the internal quality assurance are aimed at systematically improving the programme with the involvement of the relevant stakeholders.

Reference criteria

- *The higher education institution ensures to collect, analyse and use relevant information for the effective management and the continuous improvement of its academic programmes and research activities.*

- *The higher education institution has an internal and external quality assurance system that it makes public and that forms an integral part of its strategic management. The internal and external measures for the quality assurance of the institution are in compliance with the standards and guidelines for quality assurance in the European Higher Education Area (ESG).*
- *The academic programmes are regularly subject to an internal review to ensure they reflect the latest results of research and teaching in the relevant field, that they fulfil the targeted objectives and meet the continuously changing needs of students and society.*
- *Responsibilities, competencies and the decision-making process within the higher education institution are clearly and transparently defined.*
- *Teachers and students have sufficient means to make known their position and to participate in the decision-making process.*
- *The defined institution has a person or a committee dealing with issues relating to equal opportunities policy.*

Findings

LUNEX is part of the COGNOS AG Group, and as such integrated in the quality management system (QMS) of the COGNOS Group and certified according to international DIN ENO ISO standards. The main principles of the institution-wide quality assurance (QA) system are described in a dedicated document that at the time of the visit was only available in German: Qualitätssicherungssystem der LUNEX International University of Health, Exercise and Sports. The panel noticed that the document contains relevant information on both QMS and the instruments for external and internal QA.

The panel gathered from the application form, the policy document and the discussions that LUNEX complies with all formal requirements regarding the set-up, implementation and follow-up of both QMS and QA. Furthermore, the panel noticed that in terms of governance, the responsibilities and decision-making processes are clearly described in the Constitution. However, the panel found that this information was not publicly available on the website. In line with its recommendation on the institutional part of the report, the panel advises the management to publicise more information on the governance of LUNEX.

Furthermore, the panel noticed that the Constitution of the institution envisages student representation in several committees but that this opportunity was not widely communicated among students. In fact, while there may have been a student representative in the LUNEX senate, on the Teaching and Learning Council and on the Research Council, the discussions with students revealed that they were not aware of (their representative on) these bodies. Asked what the role of the LUNEX Student Union was, students indicated that this body is mainly in charge of entertainment and events and not so much involved in student representation issues towards the programme and the overall institution management. According to the panel, the issue of student representation at programme and central level requires priority attention.

The panel learned that the Teaching and Learning Council (TLC) is the dedicated body for internal quality assurance: it gathered from the useful discussion and the informative presentation that TLC has a mission to “pursue teaching and learning excellence and quality management through the implementation of a continuous improvement process that supports student academic success and employability”. The panel was informed by the TLC Chair about the various objectives of the council and how it is implementing its mission. The panel found that the TLC has a broad remit, ranging from quality control over student satisfaction to staff professional development. While each of the domains are described on paper and activities are effectively operational, it was not clear to the panel to what extent the envisaged role of the students in this QA body was communicated to and taken up by students. The panel thinks TLC can play an important role in assuring the quality of teaching and learning. However, the panel is also concerned about the limited involvement of BISM students in this body. Hence its suggestion to clarify the respective tasks and responsibilities of the TLC and, if needed, have subcommittees per topic. In this way, topics that are of direct importance to students could be addressed in separate subcommittees and involve structural / mandatory student representation.

In terms of QA at programme and course level, BISM students indicated that they evaluate each module and emphasised that their comments are heard by the individual module coordinator and the programme management. The panel investigated some evaluation forms and found these to be adequate. Furthermore, BISM students appreciated the small-scale character of the programme, which allows for much interaction between students and staff. Students mentioned moreover that BISM staff manages to create a positive atmosphere and a safe environment, in which students feel at ease to bring forward issues of concern.

The panel gathered from the discussions that staff is also involved in quality assurance and is effectively sitting on the respective committees created by the LUNEX Constitution. A staff representation council has been set up in 2019 and its elected members are among others following up issues related to Equality and Health and Safety.

LUNEX is also using the individual (academic) networks of the staff to benchmark the quality and relevance of the BISM programme. Moreover, BISM staff and programme have many individual contacts with the professional field. The panel gathered from the discussion with representatives of the professional field that they are keen to increase the cooperation with LUNEX and provide guidance and input on a more structural basis. Hence the panel's suggestion to establish a Professional Advisory Board dedicated to international sport management.

Considerations

The panel considers that over the years LUNEX has developed the necessary policies and procedures to deal with quality management and quality assurance. Moreover, the governance of the institution is organised in such a way that it fulfils all legal requirements regarding representation of staff and students. The panel suggests LUNEX to consider making part of this information publicly available through the website.

The panel welcomes the creation of the Teaching and Learning Council and thinks this council will monitor and enhance quality assurance at the level of modules and programmes. The panel suggests the council to ensure that the student voice is heard and represented in a structural way, either in the overall council or in relevant subcommittee(s).

The panel considers that BISM students have good opportunities to evaluate individual modules in a formal and structural way and that its comments are heard. Moreover, the panel appreciates that students feel at ease within LUNEX and can also voice their concerns openly and directly.

In sum, the panel considers that the set-up and the organisation of the internal quality assurance are aimed at systematically improving the programme with the involvement of the relevant stakeholders. Nonetheless, there is room for improvement with regard to awareness raising on opportunities for student representation. In this regard, the panel thinks it is important that LUNEX monitors and safeguards that students are indeed represented on the respective boards as equal stakeholders. Moreover, the BISM programme would benefit from a more structural involvement of the professional field.

Furthermore, the panel considers that the academic bachelor programme International Sport Management fulfils following reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research:

- BISM is subject to internal review to ensure it reflects the latest results of research and teaching and fulfils the needs of students and society;
- Teachers and students can voice their opinion and participate in the decision-making process.

Finally, the panel considers that across the programmes, the system of quality assurance at the level of LUNEX fulfils following reference criteria for accreditation:

- It collects, analyses and uses information for the management and improvement of its programmes;
- It has an internal and external QA system that is part of its strategic management;
- The QA system complies with the European Standards and Guidelines (ESG);
- It has defined responsibilities, competencies and decision making processes in the institution;
- It has a dedicated person/committee to deal with equal opportunities.

Conclusion

The panel judges standard 4, internal quality assurance, to be **satisfactory**.

7.5 Standard 5 – Research

Reference criteria

- *The higher education institution performs, in the relevant areas, basic oriented research activities or applied research activities as defined in article 1 of the law of 3 December 2014 on the organisation of public research centres. These research activities will lead to publications in the institution's name in international scientific and peer-reviewed journals.*
- *The institution incorporates the results of its research in the education it is providing.*

Findings

The panel already indicated in the institutional part of the report that LUNEX is paying considerable attention to research. During the visit, the panel discussed at several occasions on the current research activities of the team and its ambitions for the future. Moreover, the panel was informed about the Research Council (RC), which LUNEX has established to encourage and support research, to advise the institution on the research and to stimulate and maintain scientific excellence. In this regard, the panel welcomes the creation of the LUNEX Ethics Committee, which considers and advises on ethical issues in relation to research within the SHEI.

Furthermore, the panel noticed that there is a clear link between the available programmes and the research domains. In so far as the domain and bachelor programme of international sport management is concerned, the panel learned that research skills are an explicit component of two BISM modules on academic skills and on research methods, and of the bachelor thesis. Moreover, the research performed by the academic staff finds its way directly to five modules on trends in sport and sport business, on strategic management in sport business, on governance in sport, on sport policy, and on entrepreneurship and innovation in sport. Students are also involved in research in the framework of their bachelor dissertation.

The panel learned that the research activities within the international sport management department had undergone a planning and organisational process to become an even more consistent component of the study programme. In addition, the RC has decided to foster cross-departmental research activities in four areas: applied biomechanics and technology, neurophysiology & motor control, sport management and innovation, and prevention and rehabilitation throughout the lifespan. The panel welcomes the efforts of the RC and the respective departments to focus its research activities on a limited range of topics both domain-specific and cross-departmental. However, the panel failed to see, even after extensive discussion, how the organisation of the research activities in four research areas and fifteen research domains was actually narrowing down the focus and did not constitute a mere rebranding of the research topics every individual staff member was working on anyway.

Considerations

The panel thinks highly of the attention LUNEX is paying to research and the way it is integrating this research into the education of its students. This appreciation extends to all programmes, including the bachelor international sport management. According to the panel BISM students get adequate training in research and acquire the necessary analytical, reasoning and problem-solving skills which the programme has earmarked as essential for the labour market.

Further to the reference criteria for accreditation set by the Luxembourg Ministry of Higher Education and Research, the panel considers that both LUNEX and the staff involved in the BISM programme perform adequate research activities. This research is leading to publications and is used by staff to inform its education to BISM students.

Conclusion

The panel judges standard 5, research, to be **satisfactory**.

7.6 Overall conclusion

Having judged all five standards as “satisfactory”, the panel’s overall judgement of the bachelor’s programme International Sport Management is positive.

The panel considers that the BISM programme has a relevant profile, which has been translated into befitting learning outcomes at programme level and learning goals at course level. The panel appreciates the comprehensive work of the management to design not only a programme with a highly specific profile but also to have this profile underpinned in good detail. According to the panel, the intended exit level of the BISM reflects the current requirements of the professional field and the sport management discipline from an international perspective.

The teaching learning environment of the bachelor International Sport Management is up to standard in terms of curriculum, staff and facilities. The BISM curriculum fits the profile, its build-up is appropriate and the individual modules interesting. The panel thinks highly of the academic qualifications of the teaching staff, their didactic skills, enthusiasm and dedication to the students and to their track record on research. In terms of infrastructure, the panel considers that the facilities LUNEX puts at disposition are adequate.

The panel considers that student assessment is organised properly within BISM: there is a good balance in the assessment types across the years, course assessments are transparent for students and organised in alignment with the objectives of the respective modules.

LUNEX has developed the necessary policies and procedures to deal with quality management and quality assurance. The panel welcomes the creation of the Teaching and Learning Council as a committee to monitor and enhance QA at the level of modules and programmes. BISM students evaluate each individual module and report that their comments are heard. It goes to the credit of the programme that BISM students feel at ease to voice their concerns openly and directly.

The panel thinks highly of the attention LUNEX is paying to research and the way it is integrating this research into the education of its students. Through their training in research skills, their exposure to research-informed education and the opportunity to perform research in the research laboratory, BISM students acquire good research and critical thinking skills.

Nonetheless, the discussions on site have made the panel realise that there are a number of issues the BISM programme management should address in order to enhance the quality of the programme even more. The panel therefore recommends the programme:

- to review all BISM module contents and ensure that these are sufficiently challenging and require students to effectively dedicate the associated workload;
- to review the complexity of the current assessments and where needed increase the level of difficulty of the (written) exams;
- to recruit additional staff and consider including more field experts as guest lecturers in order to enhance the quality of education, the consolidation of the programme and the sustainability of the department;

- to involve the professional field in the QA process of the programme, e.g. through a dedicated Professional Advisory Board in international sport management.

Furthermore, there are a few issues that are part of the programme evaluation standards but apply to the entire institution. Hence, the panel recommends LUNEX:

- to raise awareness of students on the opportunities for, and relevance of, student representation at the different levels and bodies of the SHEI;
- to ensure that students are represented as equal stakeholders on relevant committees;
- to bring focus in the breadth of the current research activities, areas and domains.

7.7 Overview of the assessments

Standard		Judgement
1	Intended exit level	satisfactory
2	Teaching-learning environment	satisfactory
3	Exit level to be achieved	satisfactory
4	Internal quality assurance	satisfactory
5	Research	satisfactory
Overall judgement		positive

8 Programme assessment – Master in International Sport Management

8.1 Standard 1 – Intended exit level

With respect to level, orientation and content, the intended exit level reflects the current requirements that have been set for the programme by the professional field and/or discipline from an international perspective.

Reference criteria

- *The academic programme has a structured curriculum, which reflects the objectives of the programme. It includes knowledge, specific skills and transversal skills.*
- *The academic programme is defined in line with the European standards and the Bologna process. It is defined in terms of ECTS credits and designed based on student centred learning and in particular in support of the student's success, active participation in the studies and the development of skills, knowledge and know-how.*
- *The academic programme is divided into modules each of which is assigned a certain number of ECTS credits. The objectives and the learning outcomes of each module are clearly defined.*

Findings

The master's programme International Sport Management (MISM) is a two-year full-time programme that amounts to 120 ECTS. The panel gathered from the information materials and the discussion with the programme director that the MISM programme intends to be a continuity of the BISM while further developing graduates' skills in the management of sport organisations through advanced knowledge and practical tasks. In line with the bachelor's programme, the MISM has been developed to answer a specific need for highly qualified and skilled managers able to work in global and complex situations in the sport sector. Furthermore, the panel understands that LUNEX aims to position the Master with a digital focus and how digitalisation affects sports, preparing students to be sport managers in the digital age.

When translating the profile into objectives, learning outcomes and competencies, the programme has been inspired by the so-called "Mastersness toolkit" to identify the generic and transferable learning goals at master level, such as business analysis, critical thinking, leadership and team-working. Furthermore, the MISM programme looked at the European project "S2A Sport – improving skills for sport administration", which mapped the key areas where skills are most needed according to sport employers. Finally, the programme formulated eight programme learning outcomes which considered both the Mastersness toolkit and Bloom's taxonomy. The panel thinks that the programme framework has been designed properly, establishing clear links between the MISM profile, the functional map for sport administration, the skills MISM graduates are expected to acquire and the overall learning outcomes. Furthermore, the panel gathered from the application and the module handbook that the learning goals at course level are in line with the overall learning outcomes at programme level. If anything, the panel found the formulation of the learning outcomes to be rather vague in the sense that it was not clear how these learning outcomes can and will be addressed in the respective modules, how the programme will measure that students are (making progress in) achieving these outcomes and what the end level is that students are expected to reach for each of these learning outcomes.

Moreover, the panel noticed in the extensive benchmarking exercise that the programme seeks to set itself apart from other similar master programmes in sport management. While it had appreciated a similar benchmarking of the BISM and understood how the bachelor programme could distinguish itself from its benchmarks, the panel did not understand how this same combination of elements – English language, international focus, practical orientation, attention to scientific enquiry and research-informed teaching - was also significantly differentiating the MISM programme from its peers.

Considerations

The panel welcomes the efforts of LUNEX to develop a master's programme that is a continuity of the bachelor's programme and whose profile is based on an identified need for highly qualified and skilled managers in the sport sector. The programme developers have taken good care to ensure that the learning outcomes reflect both the profile and the level of the MISM programme. Moreover, the learning goals at course level relate to the programme learning outcomes.

Notwithstanding the above strengths, the panel was not entirely convinced by the presentation of the envisaged master programme in three ways. First, the panel fails to see the fundamental difference between the bachelor and the master programme in terms of graduation profile. A second related issue concerns the orientation of the programme. The panel does not understand what the programme developers have in mind with this programme - will it deliver highly skilled professionals or rather use the research capacity at LUNEX to bring bachelor graduates up to academic master level in sport management. Third, the panel found that the formulation of the programme learning outcomes need clarification. While the wording indicates that these are outcomes at master level, the panel does not see how these outcomes can be operationalised, tested and verified.

In sum, the panel considers that at the time of the site visit, the objectives of the envisaged master programme were not sufficiently developed. While the rationale for the programme is good, the operationalisation requires further clarification. The panel therefore recommends the programme development team to reflect on the above-mentioned issues, take decisions and further develop the programme along these decisions.

Conclusion

The panel judges standard 1, intended exit level, to be **unsatisfactory**.

8.2 Standard 2 – Teaching-learning environment

The teaching-learning environment enables the students to achieve the intended learning outcomes.

Reference criteria

- *The workload is appropriate and distributed in a balanced way between semesters.*
- *The relationship between theoretical and practical courses is in line with the programme objectives. Based on the objectives of the programme, internships are planned.*
- *Within the frame of the academic programme leading to the Bachelor's degree, with the exception of alternating courses, a compulsory training period with a university or a higher education institution abroad is included in the programme which is subject to the validation of studies followed outside the home institution.*
- *The admission requirements to the academic programme are clearly defined and published. The admission criteria provide validation of prior experience.*
- *The academic programme has sufficient resources in terms of teachers as well as financial and material resources to cover its specific needs and achieve its objectives. Such resources are available for the entire duration of the academic programme.*
- *Courses are provided by competent staff on the teaching and pedagogical level, capable of linking subject matters to professional practice in the relevant field and current research. Teaching is based on student centred learning, promoting active participation by the students.*
- *The proportion between permanent teachers and external speakers is adapted to the objectives of the academic programme.*
- *Continuing education programmes are provided to teachers.*
- *Adequate supervision and comprehensive information for students are provided. Students are offered tutoring or mentoring programmes.*

Findings

In terms of curriculum structure, the MISM programme amounts to 120 ECTS, which are spread equally across two years of two semesters each. The programme consists of 9 courses, including a placement (20 ECTS) and a research project (30 ECTS). The panel learned that the programme developers intend to offer the first five courses in two variants: either as on-campus lectures or through distance learning.

Based on the application, the module descriptions and the discussions, the panel got a general idea of what the MISM programme contents will be about. While some of the modules seemed very interesting and relevant, the panel found it hard to grasp on the basis of the module descriptions how the implementation of the module as a combination of contact hours and self-study could be linked to the study load associated with the size of the module (in terms of ECTS).

Moreover, the information available on what the online variant of the first five courses would look like is rather sketchy. The panel understands that students would be provided with online materials and exercises, pre-recorded videos and live sessions and tested by coursework submission, oral presentations and written exams. However, the panel evaluates this approach as challenging and questions if this set-up fully achieves the learning outcomes and programme objectives at a sufficient level. Similarly, the programme team remained rather vague on the scope, organisation and implementation of both internship and research project.

According to the programme management, the online variant is aimed at offering advanced education in sport management at a specific target group, i.e. international students and those working part-time or full-time. For the panel, the extent of the market for such an online variant is not clear. Also, it is unclear whether the online variant, if successful, will not undermine the market for the on-campus variant. The panel thinks that this issue deserves to be considered in more depth.

The information materials provided extensive information on the qualifications of the key teaching staff, which will consist of both permanent staff on the payroll of LUNEX and external lecturers. According to the panel, the division of the teaching load between permanent staff (80%) and guest lecturers (20%) looks appropriate, given the diversity of topics and the specific expertise of the external lecturers. However, the panel found the International Sport Management department to be critically understaffed. At the time of the site visit, 3 full-time academic staff were taking care of management, research and teaching the BISM programme. The panel indicated in its report on BISM that the limited number of staff is making the bachelor programme very vulnerable. It therefore strongly encouraged LUNEX to recruit additional staff. Given the critical staff situation of the department for one programme, the panel thinks it is not feasible to expect the same three staff members to develop and implement the bigger part of yet another new programme.

Further to its findings and considerations on the infrastructure in the institutional part of the report, the panel gathered from the discussions that the same facilities will be available for MISM students. Hence, the appreciations of the panel with regard to the facilities, as well as its suggestions for improvement, are also valid for the new MISM programme.

Considerations

Based on the written materials and the discussions on site, the panel acknowledges that the new master International Sport Management will benefit to a similar extent of the teaching learning environment at LUNEX. It also gathered from the application that the overall structure of the new programme is in place and is fully embedded in the LUNEX approach. Given that the panel has expressed its appreciation for this approach, it is confident that the envisaged programme will eventually benefit from this position.

However, the panel considers that at the time of the site visit, there was far too less information available on the concrete curriculum components. The panel understands that an initial programme accreditation consists of verifying the intended delivery of a programme. However, the information that was at hand on the operationalisation of the curriculum and its modules was insufficient. Hence, the panel is not in a position to establish that the content and the design of the programme enable the admitted students to achieve the intended learning outcomes.

Furthermore, the panel found the present International Sport Management department understaffed in view of the scope of the programmes – BISM, MISM on-campus variant, MISM online variant – to be covered. The panel acknowledges that a recruitment process has started for two additional permanent staff by the end of the year. Even with this additional staffing, the panel doubts whether this extended team can guarantee an immediate quality start up in the coming academic year of the MISM programme. In this regard, the panel strongly recommends LUNEX to first and foremost recruit additional staff to maintain the quality and sustainability of the BISM. Afterwards, when the bachelor programme is consolidated, the management may want to hire even more staff to help develop and operationalise the MISM programme before it is submitted again for initial accreditation.

Conclusion

The panel judges standard 2, teaching-learning environment, to be **unsatisfactory**.

8.3 Standard 3 – Exit level to be achieved

The programme has an adequate assessment, testing and examination system in place to ascertain whether the intended learning outcomes are being achieved.

Reference criteria

- *The evaluation methods are defined on the basis of the educational objectives.*
- *The evaluation methods applied in the various modules are clearly communicated to the students.*
- *Diplomas and degrees issued by the higher education institution provide information on the acquired qualifications. They are accompanied by a diploma supplement describing the knowledge and skills acquired by the holder.*

Findings

Student assessment in the MISM programme will be based on the assessment policy and provisions laid down in the Assessment Regulations of LUNEX. The panel studied the Assessment Regulations and found that the document covered all relevant aspects in the broad domain of assessment.

The current Examination Board will also cover the envisaged MISM programme: the panel confirms its appreciation of the organisation and functioning of this committee and of the expertise of its members.

While the overall procedures and systems are in place, the panel noticed that there was hardly concrete information available on how the MISM modules would be assessed. There was a general outline in the application form, but no operationalisation of how assessment would take place in the modules. The module handbook provided an overview of the modules, as well as a systematic description per module. In both cases, only the assessment format (coursework, oral presentation, ...) was mentioned. The module descriptions contained information on the topics that will be covered and the required readings. However, the panel could not establish from the information available how the chosen assessment method – be it coursework, written exam, oral presentation or a combination - would measure that students had indeed processed the topics and the required reading. According to the panel, the available information does not allow to establish if the evaluation is valid and reliable.

Similarly, there was insufficient indication how the coursework and its assessment would relate to the internship MISM students are expected to perform for a total study load of 20 ECTS. The same remark applies to the research project of 30 ECTS. Given the importance of this component, the panel would have expected an evaluation format with criteria and possibly rubrics to be available.

Finally, there was no information as to how the assessment, testing and examination of the students will demonstrate that at the end of the programme they will have achieved all learning outcomes.

Considerations

In view of the above findings, the panel considers that the overall assessment framework at central institution level is fine but that there is too little information available on the assessment of the MISM

programme and its respective modules. The panel is not in a position to establish that the modules will be assessed in a valid, reliable and transparent way, nor that the assessment, testing and examination will demonstrate that the intended learning outcomes are achieved.

Conclusion

The panel judges standard 3, assessment, to be **unsatisfactory**.

8.4 Standard 4 – Internal quality assurance

The set-up and organisation of the internal quality assurance are aimed at systematically improving the programme with the involvement of the relevant stakeholders.

Reference criteria

- *The higher education institution ensures to collect, analyse and use relevant information for the effective management and the continuous improvement of its academic programmes and research activities.*
- *The higher education institution has an internal and external quality assurance system that it makes public and that forms an integral part of its strategic management. The internal and external measures for the quality assurance of the institution are in compliance with the standards and guidelines for quality assurance in the European Higher Education Area (ESG).*
- *The academic programmes are regularly subject to an internal review to ensure they reflect the latest results of research and teaching in the relevant field, that they fulfil the targeted objectives and meet the continuously changing needs of students and society.*
- *Responsibilities, competencies and the decision-making process within the higher education institution are clearly and transparently defined.*
- *Teachers and students have sufficient means to make known their position and to participate in the decision-making process.*
- *The defined institution has a person or a committee dealing with issues relating to equal opportunities policy.*

Findings

The panel understood from the information materials and the discussions on site that the quality assurance provisions that are currently in place at LUNEX and its accredited programmes will also apply to the envisaged Master programme International Sport Management. Hence, the appreciations of the panel about the organisation of QA at central and programme level, as well its suggestions for improvement, are also valid for the new MISM programme.

Considerations

In view of the above finding, the panel considers that the set-up and the organisation of the internal quality assurance are aimed at systematically improving the programme with the involvement of the relevant stakeholders. Nonetheless, there is room for improvement with regard to awareness raising on opportunities for student representation. Moreover, the MISM programme would benefit from a more structural involvement of the professional field.

Conclusion

The panel judges standard 4, internal quality assurance, to be **satisfactory**.

8.5 Standard 5 – Research

Reference criteria

- *The higher education institution performs, in the relevant areas, basic oriented research activities or applied research activities as defined in article 1 of the law of 3 December 2014 on the organisation of public research centres. These research activities will lead to publications in the institution's name in international scientific and peer-reviewed journals.*
- *The institution incorporates the results of its research in the education it is providing.*

Findings

The panel understood from the information materials and the discussions on site that the attention of LUNEX to research, as well as the research activities coordinated by the Research Council and performed in the department international sport management, will also extend to and apply for the envisaged Master programme International Sport Management. Hence, the appreciations of the panel regarding the organisation, implementation and dissemination of research, as well its suggestions for improvement, are also valid for the new MISM programme.

Considerations

In view of the above finding, the panel thinks highly of the attention LUNEX is paying to research and the way it is integrating this research into the education of its students. This appreciation extends to all programmes, including the envisaged master International Sport Management.

Conclusion

The panel judges standard 5, research, to be **satisfactory**.

8.6 Overall conclusion

Having judged two standards as “satisfactory” and three standards as “unsatisfactory”, the panel’s overall judgement of the new master’s programme International Sport Management is negative.

The panel considers that the new programme will be fully embedded in the structure and approach of LUNEX and will benefit to a similar extent as all other existing programmes of the general provisions in terms of governance, quality assurance, research policy, assessment regulations, facilities, etc. Given its appreciation of these structures and approaches, the panel is confident that the envisaged programme will eventually benefit from this integration.

While acknowledging that an initial programme accreditation consists of verifying the intended delivery of a programme, the panel found that the application contained too little concrete information on the operationalisation of the intended programme to warrant a positive advice. This finding applies to the three main components of a programme (review): learning outcomes, curriculum and assessment.

Furthermore, the panel considers that the permanent staff that is currently available for developing, managing and implementing the new master programme is far too limited. In fact, the panel urges LUNEX to have the current staff – together with other staff that still needs to be recruited – focus first on the delivery of the existing bachelor programme in the given field. The panel strongly suggests LUNEX to postpone the development and implementation of the new master programme until the bachelor programme, as well as the staffing in the International Sport Management department, is consolidated.

8.7 Overview of the assessments

Standard		Judgement
1	Intended exit level	unsatisfactory
2	Teaching-learning environment	unsatisfactory
3	Exit level to be achieved	unsatisfactory
4	Internal quality assurance	satisfactory
5	Research	satisfactory
Overall judgement		negative

9 Annexes

9.1 Annex 1 - Composition of the panel

Prof. Dr. Walter Nonneman, panel chair

Emeritus Professor in Economics, University of Antwerp. Worked with Harvard Business School and Warwick University. Specialized in management in the public and non - profit sector, economic policy, and public economics. Board/supervisory positions at KBC, Cera, Fluxys België N.V. Expert in previous NVAO assessments in Luxembourg.

Dr. Jorit Meesters, expert

Postdoc researcher at the department of Orthopedics, Rehabilitation and Physical Therapy at Leiden University Medical Center. Senior Researcher/Associate Lector eHealth in Rehabilitation at The Hague University of Applied Sciences. Head researcher at Basalt rehabilitation center in The Hague. PhD at Leiden UMC, MSc at Faculty of Human Movement Sciences of Vrije Universiteit Amsterdam, BA at Academy for Physical Therapy in Enschede.

Dr. Inge Derom, expert

Assistant Professor in Sport Management, Sport marketing and communication, Sport business etc. at the Department of Movement and Sport Sciences of Vrije Universiteit Brussel (VUB). PhD in Sport Management at University of British Columbia (Canada). M.A. in Sport Management at University of Windsor (Canada). M.A. in Physical Education at KU Leuven.

Prof. Elisa Pelosin, expert

Associate Professor at the University of Genova (Italy) - Dipartimento di Neuroscienze, Riabilitazione, Oftalmologia, Genetica e Scienze Materno - Infantili (DINOGLI). Associate Professor candidate, Physiotherapist and expert in Neurological Rehabilitation.

Geert Hendriks MSc, expert

CEO of Sport and Sustainability International in Geneva, Director of Blueshift/Sustainability experts in Lausanne. Former Head of Projects at the International Academy of Sports Science and Technology (AISTS) in Lausanne. Master of Advanced Studies in Sports Administration and Technology at AISTS (2012).

Dale Whelehan MSc, student expert

PhD student in Surgical Performance at Trinity College Dublin, BSc in Physiotherapy at Trinity College Dublin, Postgraduate Diploma in Sports Medicine at FIFA (Switzerland). Physiotherapist at Tallaght University Hospital, Dublin. Quality expert reviewer in ENQA, Freelance student quality consultant, ESU QA student pool, Deputy President Trinity College Students Union.

The panel was supported by:

- Mark Delmartino MA, secretary trained and certified by NVAO
- Dr. Mark Frederiks, NVAO process coordinator

All panel members and the secretary have signed a declaration of independence and confidentiality.

9.2 Annex 2 – Schedule of the site visit

Venue: LUNEX University, Differdange, Luxembourg

Monday 3 February 2020

- 12.00 Arrival panel, internal meeting and lunch
- 15.00 Meeting with Ministry of Higher Education and Research of Luxembourg
- 16.00 Internal panel meeting
- 18.00 End of day one

Tuesday 4 February 2020

- 09.00 Meeting with Management LUNEX
- 10.15 Meeting with staff responsible for HRM
- 11.00 Meeting with staff and students on internationalisation
- 12.00 Lunch and internal panel meeting
- 13.00 Guided tour of the facilities
- 14.15 Meeting with staff responsible for facilities and online system
- 15.15 Meeting with Research Council and Teaching & Learning Council
- 16.15 Meeting with employers and external stakeholders
- 17.15 Closed panel meeting
- 18.00 End of day two

Wednesday 5 February 2020

- 09.00 Meeting with management of Bachelor Physiotherapy
- 10.00 Meeting with staff of Bachelor Physiotherapy
- 11.00 Meeting with students of Bachelor Physiotherapy
- 12.00 Lunch and internal panel meeting
- 13.00 Meeting with management of Bachelor in Sport and Exercise Science
- 13.45 Meeting with staff of BSEM
- 14.45 Meeting with students of BSEM
- 16.00 Meeting with management of Bachelor & Master International Sport Management
- 17.00 Internal panel meeting
- 18.00 End of day three

Thursday 6 February 2020

- 08.30 Arrival panel and visit to LUNEX library
- 09.00 Meeting with staff of Bachelor and Master ISM
- 10.00 Meeting with students of Bachelor ISM
- 11.00 Meeting with alumni of LUNEX programmes
- 12.00 Lunch and internal panel meeting
- 14.00 Feedback on preliminary findings to LUNEX and programme management
- 14.30 Transfer to Luxembourg
- 15.30 Feedback meeting with Ministry of Higher Education and Research
- 16.00 End of site visit

9.3 Annex 3 – Documents reviewed

LUNEX International University of Health, Exercise & Sports, Request for Accreditation, August 2019.

- Application for institutional accreditation of LUNEX
- Application for accreditation Bachelor in Physiotherapy (BPT)
- Application for accreditation Bachelor in Sport and Exercise Science (BSES)
- Application for accreditation Bachelor in International Sport Management (BISM)
- Application for accreditation Master in International Sport Management (MISM)
- Annexes to the request for accreditation
 - Plans of the student hotel
 - Modules Handbook of the BPT
 - Modules Handbook of the BSES
 - Modules Handbook of the BISM
 - Modules Handbook of the MISM
 - Contract with the World Anti-Doping Agency
 - Research funding
 - Publication list

In the run-up to the site visit, the panel also received following background materials:

- Documents on the registration of LUNEX University
- Documents on the (conditional) accreditation of LUNEX and its programmes
- Documents on the follow-up of the conditional accreditation
- Documents on the professional qualification of physiotherapists in Luxembourg
- Documents on the accreditation of the Master Physiotherapy and the Master Sport and Exercise Sciences by the French accreditation agency HCERES
- Note with additional information requested prior to the site visit
- LUNEX Strategic Plan 2020-2025, January 2020

On site, the panel was provided with following documents:

- Note with additional information requested at the start of the site visit
- LUNEX Constitution, February 2018
- LUNEX Assessment Regulations, April 2018
- Qualitätssicherungssystem der LUNEX University
- Presentation handout on Research Council LUNEX
- Presentation handout on Teaching and Learning Council LUNEX
- Presentation handout on LUNEX electronic university administration software
- Evolution on the infrastructure use for 2019-2022
- LUNEX Dissertation Registration Form
- LUNEX Academic Misconduct Regulations
- Minutes of the Examination Board Meeting, September 2019
- Materials on LUNEX HR policies, processes and procedures
- Materials on LUNEX finances: balance sheet, profit and loss account, cash flow account

Colophon

LUNEX International University of Health, Exercise and Sports S.A.

Combined Assessment • Report

April 2020

Final report submitted to the Ministry of Higher Education and Research of Luxembourg on 19th May 2020

NVAO



Nederlands-Vlaamse Accreditatieorganisatie
Accreditation Organisation of the Netherlands and Flanders

Parkstraat 83 • 2514 JG Den Haag
P.O. Box 85498 • 2508 CD The Hague
The Netherlands

T +31 (0)70 312 23 00
E info@nvaio.net
www.nvaio.net