

COMBINED ASSESSMENT • REPORT

**LUNEX S.A.**

- **MASTER IN SPORT MANAGEMENT AND DIGITAL STRATEGY (LU12A-25)**
- **BACHELOR IN OSTEOPATHY (LU13T-25)**

FINAL REPORT SUBMITTED TO THE MINISTRY OF RESEARCH AND  
HIGHER EDUCATION ON 26 FEBRUARY 2026

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# 1 Executive Summary

This document reports on the combined assessment of 2 programmes of LUNEX S.A. (Differdange): the *Master in Sport Management and Digital Strategy* (reaccreditation) and the new *Bachelor in Osteopathy* (initial accreditation).

The assessments were carried out by an international expert panel convened by the Accreditation Organisation of The Netherlands, Flanders and Luxembourg (NVAO) on behalf of the Ministry of Research and Higher Education of Luxembourg.

The panel studied the information material put at disposition by LUNEX and discussed the state of play of the programmes with a variety of stakeholders on 27-29 October 2025 at the LUNEX campus in Differdange. The panel valued LUNEX's hospitality, open attitude during the discussions, and willingness to provide the panel with additional information.

LUNEX is a private institution and part of the Germany-based Carl Remigius Fresenius Education Group. It was established in 2014 as a company to become a specialised higher education institution in Luxembourg in the fields of health-related matters and sports education. Currently, LUNEX is accredited as a Specialised Higher Education Institution (SHEI) by the Ministry of Research and Higher Education in Luxembourg and is offering five accredited Bachelor and three accredited Master programmes.

The panel judges that LUNEX meets both the institutional assessment areas (1. Organisation, strategy and sustainability of the SHEI, 5. Research and 6. Quality Assurance Measures) and the programme-specific assessment areas (2. Aims and objectives of the study programme, 3. Admission, evaluation, certification and 4. Implementation of the programme) for both the *Master programme in Sport Management and Digital Strategy* and the new *Bachelor in Osteopathy*.

The panel appreciates LUNEX' efforts for continuous improvement and has seen the results of such effort. It nevertheless has several recommendations and suggestions to further improve the organisation and governance structure of the Institute, and the quality of the programmes evaluated in this report:

## Institutional level

- The panel recommends putting in place a clear policy that acknowledges distinction of roles and inhibits the simultaneous appointment of a staff member for leading positions at the different levels of the organisation, to avoid conflicts of interests and likely confusion of roles embodied by staff members.
- The panel recommends improving transparency of the information on the website, to ensure updated, correct and complete information on the programmes and the respective courses, as well as on the dedicated teaching and research staff, their academic titles, study and work experiences, expertise and research output.
- Regardless of its robust quality assurance system and agile feedback loops, the panel sees room for further strengthening the monitoring and feedback mechanisms in LUNEX regarding the internships.

### Master in Sport Management and Digital Strategy

- In view of the updated objectives and ambition of the Master programme in *Sport Management and Digital Strategy*, the panel recommends increasing the number of staff and attracting a senior profile with a relevant research track record that is focussed on sports management and skilled in digital components for the sector.
- The panel advises to ensure that the renewed focus on digital strategy is fully understood by the teaching staff in place and adequately translated in the content of the different modules.
- The panel recommends ensuring the integrated use of different digital tools that lie the heart of the programme's digital components.
- The panel also advises to integrate concepts and tools related to virtual reality (VR), fan experiences, the metaverse, (exer)gaming...that make up the virtual world in the sports sector but are not (yet) reflected in the course content. Further the programme would benefit from integrating a reflection on current concerns in the world of sports, such as societal impact of sports, 'sport-for-development' (S4D), inclusion and diversity in the sports sector, health-related matters (fitness), etc.
- The panel advises to rethink the approach to data-analysis and better use the in-house statistical expertise to offer more advanced methods and up to date tools for the *Master in Sport Management and Digital Strategy*.

### Bachelor in Osteopathy

- The panel encourages LUNEX to implement its plans for recruiting additional staff with relevant academic and research competencies in the field.
- The panel recommends enriching teaching material with relevant research approaches and findings, and to liaise with the community to introduce relevant research topics to the students.
- The panel encourages the programme to make sure that evidence-based principles are clearly documented as the foundation of the full curriculum. To the panel, it is key to state 'evidence-based practice' (EBP) as a learning outcome on a module level. It recommends being explicit on the need for a critical approach towards those fields and practices in osteopathy that are not backed up by solid scientific evidence.
- To clearly limit the use of the non-EBP techniques for internships, the panel proposes to set a maximum percentage of such techniques that students can be confronted with. The panel also suggests developing clear guidelines and a standard on who would qualify to supervise internships.
- Further, the panel expects that the programme management puts in place a mechanism whereby guest lecturers are well informed on the expectations and guiding principles of EBP.

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 combined accreditation of LUNEX S.A. The *Master in Sport Management and Digital Strategy*, and the *Bachelor in Osteopathy* fulfil the requirements for programme accreditation.

The Hague, 15 December 2025

On behalf of the international expert panel charged with the assessments of the programmes *Master in Sport Management and Digital Strategy* (reaccreditation) and *Bachelor in Osteopathy* (initial accreditation) in Differdange, Luxembourg.

Nicole Pouliart  
Chair

Anja Detant  
Secretary

## 2 Introduction

### 2.1 Procedure

The Ministry of Research and Higher Education of Luxembourg (MESR) requested the Accreditation Organisation of the Netherlands, Flanders and Luxembourg (NVAO) to carry out an assessment of the *Master in Sport Management and Digital Strategy* (reaccreditation) and of the new *Bachelor programme in Osteopathy* (initial accreditation) that LUNEX (Differdange, Luxembourg) wants to organise.

LUNEX is a private institution, established in 2014 by the German Carl Remigius Fresenius Education Group and provides higher education in the areas of health, fitness, sports, therapy, and preventive medicine. LUNEX has been accredited in 2015 as a specialised higher education institution (SHEI) by the Ministry of Research and Higher Education in Luxembourg and currently offers several programmes that comply with the legal regulations in Luxembourg. The programmes that are the subject of this accreditation concern a programme that was last accredited in 2021 for a period of five years, the *Master in Digital Sport Management* and a new programme, the *Bachelor in Osteopathy* (initial accreditation).

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

- Prof. Dr. Nicole Pouliart, Belgium (chair)
- Dr. Emiel van Trijffel, the Netherlands (member)
- Prof. Dr. Pamela Wicker, Germany (member)
- Dr. Jens De Rycke, Belgium (member)
- Mr. Ömer Faruk Sönmez, Turkey (student member)

The composition of the panel reflects the expertise deemed necessary by NVAO for this accreditation exercise. Short CVs of the panel members are provided in annex 1 (7.1). On behalf of NVAO, Dr. Dagmar Provijn was responsible for the coordination of the assessment process. The external secretary, Ms. Anja Detant, drafted this report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality.

The panel carried out the assessment following the NVAO “Framework for combined assessments at Specialised Higher Education Institutions (3 July 2024)”, which is based on the Luxembourg higher education law of 21 July 2023. NVAO will forward the conclusion of its Board, consisting of an advice to the Minister and the underlying assessment report, to MESR after which the Minister takes the accreditation decisions.

The panel members studied the accreditation file and the annexes and submitted their first impressions on the materials prior to the preparatory panel meeting, which was held online on October 23<sup>rd</sup>, 2025. The process coordinator of NVAO also spoke with representatives of the Ministry of Research and Higher Education on October 16<sup>th</sup>, 2025. The site visit took place from October 27<sup>th</sup> to October 29<sup>th</sup>, 2025. The panel talked with the management of the institution and the programme, as well as with council members, teaching staff, administrative staff, students, alumni, and representatives of the professional field. The schedule of the visit is presented in Annex 2 (7.2). Annex 3 (7.3) lists the materials made available by the programme before and during the site visit.

Immediately after the discussions, the panel formulated its considerations and preliminary conclusions. These were based on the findings of the site visit and built on the assessment of the documents. The external secretary then drafted the advisory report and circulated it to all panel members for review and feedback. The comments of the panel were incorporated in a second version, which was validated by the chair and submitted to LUNEX for comments on factual errors. The Ministry of Research and Higher Education in Luxembourg also received the report for a factual error check. 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 Research and Higher Education in Luxembourg.

## 2.2 Panel Report

The following chapter describes the institution, the programmes, and their position within the higher educational system of Luxembourg. The fourth chapter describes the institutional assessment areas (namely assessment areas 1, 5, and 6), while the fifth and sixth chapter describe for each of the programmes the programme-specific assessment areas (assessment areas 2, 3, and 4). The discussion is structured according to the assessment areas and addresses the underlying assessment criteria. After the discussion of the institutional assessment areas and after the discussion of each programme, the panel summarised the findings and issued a judgement. The judgements are based on the findings and the considerations regarding the assessment areas, which have led to some suggestions and recommendations to further improve the policies in the Institution and the quality of the programmes assessed in this report.

### 3 Description of the institution and the programmes

#### 3.1 Overview

<b>Programme:</b>	Master in <i>Sport Management and Digital Strategy</i>
<b>Institution:</b>	LUNEX S.A.
<b>Location:</b>	Differdange
<b>Country:</b>	Luxembourg
<b>Degree:</b>	Master
<b>Study load:</b>	120 ECTS
<b>Programme:</b>	Bachelor in <i>Osteopathy</i>
<b>Institution:</b>	LUNEX S.A.
<b>Location:</b>	Differdange
<b>Country:</b>	Luxembourg
<b>Degree:</b>	Bachelor
<b>Study load:</b>	180 ECTS

#### 3.2 Profile of the institution

LUNEX was established in 2014 as a Société Anonyme (S.A., public stock company) according to Luxembourg law. It is a 100% subsidiary of COGNOS International SE. LUNEX is a specialised higher education institution in the areas of health, fitness, sports, therapy and preventive medicine. LUNEX is based in Differdange where it has a lease contract with the city of Differdange for its campus and can use the nearby sports facilities of the municipality.

LUNEX has the ambition to be a leading international higher education institution for sport and health in Europe. It aims to deliver skilled graduates in these fields, 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, as well as international sport management. The Institute also wants to position itself with the new Bachelor (and planned Master) programme as a provider of academic education in the field of osteopathy, delivering skilled professionals for the Luxembourg market and beyond.

Since the start of its activities, LUNEX is recognised by the Luxembourg Ministry of Research and Higher Education as a specialised higher education institution. At the time of the site visit in October 2025, LUNEX is offering five English-language Bachelor programmes, three Master programmes, to over 1000 students from Luxembourg, the neighbouring countries, and beyond. Its academic and administrative staff, representing a variety of nationalities, are key to supporting the education programmes and ensuring the management of LUNEX. The staff belongs to either one of the administrative departments, or to one of three academic

departments (Department of Health, Department of Sport, Department of Management) under the leadership of the academic director.

To implement its programmes, LUNEX works closely with an international network of experts, including sports organisations, clubs and associations, training centres, clinics, therapists, and commercial companies. The partnerships of the Institution include Erasmus partners, research collaborations, supervision of postgraduate students and sports institutions, federations and training institutions, as well as partnerships for student internships.

### 3.3 Profile of the programmes

LUNEX is currently offering five Bachelor and three Master programmes, that have been accredited. The Master programme in *Sport Management and digital strategy* that is the object of this report was last accredited by the Luxembourg authorities in 2021 as *Master in Digital Sport Management*. The programme presented to the panel is an updated version of that Master programme. The accreditation documentation confirms that it retains the core of the original structure and content but updates and expands key areas, particularly in digital strategy, communication, and the use of AI.

The *Bachelor in Osteopathy* that has been assessed by this accreditation panel is a new programme for which LUNEX requested an initial accreditation.

The Ministry of Health recognised and regulated osteopathy among the health professions in 2018. The classification as a Regulated (health) Profession is important for contextualizing the content of this programme. It is designed to enable the graduates to meet part of the entry level professional standards to practice in Luxembourg.

The requirements for training and access to the profession of osteopathy is subject to obtaining a Master's degree in higher education and certifying training in the field of osteopathy of at least 300 ECTS credits. This should include theoretical and practical teaching of 10 semesters, and training in orthopaedic, traumatology and in rheumatology departments under the supervision of an osteopath approved by the higher education establishment. LUNEX has expressed its intention to also develop the Master programme that will undergo accreditation in the future.

## 4 Institutional assessment areas

Assessment area 1 'Organisation, strategy and sustainability of the SHEI', assessment area 5 'Research', and assessment area 6 'Quality assurance measures' are related to the institutional level and thereby transcend the scope of the individual programmes. These institutional assessment areas are discussed in the section below.

### 4.1 Discussion assessment areas

#### 4.1.1 Assessment area 1: Organisation, strategy and sustainability of the SHEI

Assessment area 1 is detailed in the following assessment criteria:

- a. *The SHEI bases its activities on strategic guidelines and objectives, which it shall make public. It publishes, in a clear, accurate and up-to-date manner, information about its governance structure and activities, including its Bachelor's and Master's programmes accredited by the Minister. For each accredited study programme, full information is published on admission requirements, tuition fees and the total cost to be expected for each accredited study programme, the study plans for the programmes offered, the learning outcomes targeted, and the degree and qualification to which the programme leads. In its publications, the SHEI provides information on the respective status of its programmes of study with regard to ministerial accreditation and clearly distinguishes programmes of study accredited by the Minister from programmes of study not accredited by the Minister.*
- b. *The origin of the SHEI's financial resources is transparent and organised in accordance with the principles of scientific neutrality.*
- c. *Staff recruitment follows clearly defined procedures.*
- d. *The establishment regularly collaborates with other education institutions at national and international level, as well as with economic and social players in the Grand Duchy of Luxembourg.*
- e. *The higher education institution actively participates in international student and academic staff exchange programmes.*

LUNEX was established in 2014 as a Société Anonyme (S.A., public stock company) under Luxembourg law, functioning as a specialised higher education institution. It is a 100 % subsidiary of COGNOS International SE. From its inception, LUNEX has been recognised by the Luxembourg Ministry of Research and Higher Education as a specialised higher education institution dedicated to sports and health-related education. LUNEX was formally accredited by Ministerial Decree on June 2<sup>nd</sup>, 2015.

LUNEX sees its own strength in niche offerings providing specialist focus on the related disciplines of health, sport and management. It expects growing sport and health sectors in Luxembourg and the Grand Region with increasing requirements for formal higher education qualifications within the job market.

It currently offers academic programmes in physiotherapy, sport and exercise science, sport management, nutrition, and corporate health management. It occupies a unique position in Luxembourg's higher education landscape as the sole provider of academic degree programmes in physiotherapy, sport and exercise science, and international sport management, all delivered in English.

In defining its programmes, the need for practical careers and professions within the local area (Luxembourg) and Europe is prioritised, and programmes are developed in alignment with international education systems and professional requirements.

LUNEX attracts secondary school graduates from Luxembourg and neighbouring countries, mainly France. It also invests in welcoming international exchange students from the Goals programme (*Erasmus Mundus Joint Master in Governance and Administration of Leisure and Sports*), a two-year joint degree focusing on governance, management, and leisure in the sports sector. This is offered by a consortium of universities in cooperation with LUNEX. LUNEX hosts one of the key programme mobility tracks and contributes expertise in digital strategy, governance, and professionalisation in sport.

As shown in the accreditation file and its annexes, LUNEX has taken up most of the recommendations of former accreditation procedures and developed comprehensive policies and improved procedures for the different aspects that determine the functioning of the SHEI. It has made efforts in further developing its institutional strategy, and has well documented its formal HR instruments that define recruitment procedures, professorship appointments, visiting lecturers, etc. It also provided extensive documentation on policies and procedures for student recruitment, selection and admissions policy, for the accreditation of prior learning and experience; for recruiting, managing, and integrating international students at LUNEX; for study periods abroad, the internships, etc.

The institution declares to make constant efforts to improve its external communication to ensure that its current and potential students are provided with clear, accurate, and updated information about its activities, including its academic programmes, admission requirements, learning outcomes, and qualifications achieved at the end of all the study programmes offered at LUNEX. It thereto redesigned its website in 2023.

Upon reviewing the institution's website ([www.lunex.lu](http://www.lunex.lu)), the panel found basic information on the institution and its programmes available in English, French, and German. The website notes the programmes' accreditation by the Ministry of Research and Higher Education. However, the panel deems that the information provisions and external communication of LUNEX to stakeholders and students can be further improved. The visibility of information about the departments and the respective programmes, in particular regarding the appointment and qualifications of the teaching and research staff needs to be strengthened.

Based on the exchanges during the site-visit, the panel also urges LUNEX to improve the information provision to candidate students for the Master in *Sport Management and Digital Strategy*, clarifying the background knowledge (prerequisites) required to enrol in the programme, and increasing transparency on the objectives and expected learning outcomes with regard to the digital strategy components of the Master programme.

The panel discussed the governance structure and activities of the Institution with LUNEX' management and core staff. LUNEX's governance is defined in the LUNEX constitution. The main bodies of the Institution are the Board of Directors, the Senate, and the councils and committees. The LUNEX Student Union (LSU) and the Staff Delegation also support the governance authorities of the Institution. The LUNEX constitution and internal regulations (Council Constitutions) lay out the way in which these governing bodies are to be run.

The panel has observed that some leading positions at different levels in the organisation are taken up simultaneously by key staff members, which may result in potentially conflicting interests. The panel expects that LUNEX reviews its policies on leadership at the different levels in the Institution and takes adequate measures to prevent such conflicts.

To keep a complete overview of the structures governing LUNEX, the panel also advises to revise the Organigram of the institution and to include the Committee on gender equality in the structure of the Institution.

With regard to the financial aspects of the Institute, LUNEX has adequate financial resources to support existing and new programmes. The institution has grown steadily since 2017; it has reached a positive EBIT since 2019 and generated enough cash flow to allow further investments. LUNEX has explained its ongoing building plans to accommodate needs for extra space, with investments in infrastructure and additional facilities to the benefit of its staff and students (e.g. extra office space, a cafeteria for students...). It also collaborates with the municipality and other institutions in Differdange to accommodate needs for students housing and additional space for teaching and sports practice for its classes.

During the site visit, the panel learned that the budgeting process is bottom-up, with heads of departments proposing budgets to the Board of Directors. The Board of Directors reviews the final budget and asks for clarification only if there is a significant deviation from the previous year. So far, institutional management has been able to meet all the requirements of the heads of departments, and the staff appeared confident that justified needs for additional resources and material will be met.

Regarding staff recruitment, the panel learned from the information that academic and administrative staff are hired following standardised appointment procedures detailed in the 'LUNEX Personnel Recruitment Policy' (Annex 01) and 'Rules for the Appointment of Professorships' (Annex 02). The selection process of external lecturers is described in the 'LUNEX Visiting Lecturers Selection and Compensation Policy' (Annex 3).

During the site visit the panel was informed that hiring procedures are initiated from departmental needs. Ideally LUNEX seeks candidates with strong teaching profiles and research expertise aligned with one of the institution's research areas. In specific cases, professional experience is also desirable. Teaching and research responsibilities vary depending on seniority and position. Staff members with a higher level of seniority usually take up more research or more administrative and managerial duties. Staff members have yearly discussions with their respective Head of Department to discuss their needs and career path.

During the site-visit the panel received more information regarding the procedures for staff promotion. Both teaching-oriented and research-oriented staff members can apply for promotion every two years. To the panel, the academic positions of permanent staff members and the correlation to their tasks and expertise are somewhat confusing. It therefore advises to clarify the policy regarding the attribution of academic titles. More transparency on positions or titles in which staff members can be promoted should be integrated in the policy for promotion. The panel also suggests adding a weighting to the criteria used for promotion, depending on the type of position the Institution aims to fill (e.g. staff active in the research council should provide proof of strong(er) research expertise).

LUNEX positions itself as a specialised higher education institution with an outspoken international dimension. Its programmes are offered in English, and its staff and students are international. Looking at the collaborations with other Institutions and the involvement in student and staff exchange programmes, the LUNEX Strategic Plan 2030 emphasises the importance of internationalisation, recognising it as a strategic goal essential for expanding the institution's global reach and diversity. The SWOT analysis presented is a good reflection of the SHEI circumstances and ambitions.

In the accreditation file and in Annex 04 'LUNEX Partnerships & Collaborations Table' LUNEX indicates that it works closely with a national and global network of domain-specific professional organisations, including sports organisations, clubs and associations, training centres, clinics, therapists, and commercial companies. The panel values that LUNEX has built a strong external partner network with both national and international mobility partnership, including within ERASMUS+. This opens the door to internships and study periods abroad for its students, but also to research collaborations.

This is crucial for realising LUNEX' ambition and being compliant with legal requirements. Following the implementation of the Luxembourgish Higher Education Law of July 21st, 2023, from the beginning of 2025 onwards, all Bachelor students in Luxembourg are expected to study 30 ECTS credits at a foreign institution of higher education. To this end, LUNEX has developed a 'Policy for student period of study abroad' (Annex 12) that sets out the expectations and clarifies how this study period can be implemented. The panel is positive about LUNEX' efforts on internationalisation and values the possibilities it creates for the mobility of its staff for training and teaching abroad (e.g. partnership with Miami University).

Based on the information received and the positive exchanges during the site-visit, the panel has nevertheless some suggestions and recommendations to further improve the organisation and governance structure of the Institution:

1. To avoid conflicts of interests and likely confusion of roles, the panel recommends putting in place a clear policy that acknowledges distinction of roles and inhibits the simultaneous appointment of a staff member for leading positions at the different levels of the organisation. This good practice will help LUNEX to further evolve to a fully mature governance.
2. The panel recommends improving transparency of the information provided on the website. More information on the programmes and modules would help prospective students to get a good view on what they will be taught and make more informed decision on applications. The website should be permanently updated and contain correct and complete information on the programmes and the respective courses, and also on the dedicated teaching and research staff, their academic titles, study and work experiences, expertise, and research output.
3. For the Master in *Sport Management and Digital Strategy*, the panel also urges to improve the information provision to candidate students, clarifying the prerequisites required to enrol in the programme, and increasing transparency on the digital strategy components of the Master programme (see also further, assessment area 2 of the Master programme).

#### 4.1.1.1 Conclusion assessment area 1

LUNEX **meets** the assessment criteria of Assessment area 1.

#### 4.1.2 Assessment area 5: Research

Assessment area 5 is detailed in the following assessment criteria:

- a. *The SHEI has a research strategy in the fields that are the subject of its Bachelor's and Master's programmes. In the fields that are of relevance to the institution, it conducts fundamental research or applied research activities, as defined in Article 1 of the amended Law of 3 December 2014<sup>14</sup> on the organisation of public research centres. These research activities give rise to publications on behalf of the SHEI in international peer-reviewed scientific journals.*
- b. *The SHEI incorporates the results of its research into its education.*

LUNEX profiles itself as a specialised higher education institution, that is paying considerable attention to research. Academic staff performs research activities leading to publications and used to inform its education.

LUNEX states that its academic staff engages in cross-departmental fundamental and applied research across four specific research areas: neurophysiology and motor control, applied biomechanics & technology, sport management & innovation, and prevention & rehabilitation throughout the lifespan. This research results in publications in peer-reviewed international scientific journals and scientific contributions to congresses, symposia, and conferences.

As part of its Research Development Strategy, LUNEX has established a Research Council to encourage and support original research, creative work, and reflective inquiries by the LUNEX staff members. LUNEX declares that it wants to foster interactions between groups to build innovative approaches that bridge knowledge gaps in physiotherapy, sport and exercise science, and sport management, extending the research strengths to more complex social and health questions.

From the information available, it appears to the panel that LUNEX has a solid research strategy, leading to investments in advanced infrastructure and technology, and targeting high-impact research. The panel considered the output of LUNEX' research in international peer-reviewed publications, scientific congress presentations, and research projects' funds (Annex 24 – LUNEX Research Outcomes). For a teaching-oriented specialised higher education institution, the research output is adequate, though the portfolio and outcomes are more solid in the Departments of Sport and Health, as compared to the research expertise in the field of Management.

During the visit, the panel discussed the current research activities of the team and its ambitions for the future. LUNEX is setting targets for each department, research area, and individual staff member who has dedicated research time as included in their contract. Staff members confirmed to spend ca. 30 % of their time on research and related activities.

The panel has found it difficult to get a good view on the research expertise and relevant research output in the SHEI: the current description of qualifications of the staff makes it a challenge to evaluate the quality of research output for each staff member. It therefore recommends updating the website and providing information on the most recent publications of staff members (see above, assessment area 1).

The panel further enquired on how research findings have been incorporated in the modules of its programmes. Some research does not seem to directly support the curricula and a degree of discrepancy between the programmes and the research expertise appears. Research areas are shaped around the research interests and competencies of the available and current academic staff.

Though LUNEX' primary objective is teaching, overall, the panel recommends investing in strengthening the research component. It advises to define clear research lines, better align these with the focus of the distinct programmes to produce research output that can reinforce the evidence-base of the programmes. Concretely, and in relation to the update and focus of the Master programme in *Sport Management and Digital Strategy*, the panel sees opportunities for reinforcing the research expertise and developing a clear research line that can nurture the teaching for both main components, sport management and digital strategy. The panel advises to reflect on how to shape and implement the 'digital strategy' objective of the programme, and to align the research and programme strategies to this objective.

The panel also wanted to understand how LUNEX will provide for and develop research foundations for the new Bachelor in Osteopathy. It discussed how research findings and teaching can inform each other, and how ongoing projects relate to research questions relevant to osteopathy. The panel remarks that much of the ongoing research concern the domain of neuroscience and rehabilitation and prevention, which is only a small part of (current) osteopathy. It therefore encourages the Institution and the programme leaders to clarify LUNEX' view on how osteopathy should develop and how its research focus can be shaped.

The panel finds it positive that LUNEX has a policy that actively encourages student participation in research from the start of their academic journey. Via structured opportunities, such as guided projects, coursework, and internships, the Institution enables students to explore real-world challenges and build essential research skills. Students reported to the panel that they are involved in research activities and invited to participate, for example, by assisting with patient-related activities and by visiting the research labs on campus. Students are also stimulated to follow and engage in research activities and research projects of staff. They are introduced to research findings and research methods through a mix of individual and group tasks in some of the modules at Bachelor and Master level. LUNEX also has several valuable research collaborations, in which students can participate.

The panel values the concrete examples of the guidance of students towards the lines of research that are considered relevant in LUNEX, such as participation of students in lab-activities, introduction to data-management, guidance to research-based experience for writing their Master thesis, or participation in science-based workshops to promote science to the public.

For further improving the implementation of its research strategy and the integration of research and teaching the panel has the following recommendations:

1. Considering the update of the Master programme in *Sport Management and Digital Strategy*, the panel sees opportunities for reinforcing the research expertise and developing a clear research line that can nurture the teaching for both main areas of the programme: sport management and digital strategy. The panel advises to further align the research and programme strategies and to cultivate an ongoing focus on these research

lines to ensure that research output consistently informs the programme (see further, assessment area 4 of the Master programme).

2. For the new programme *Bachelor in Osteopathy*, it is the intention to integrate the same approach. To the panel this entails recruiting additional staff with relevant academic and research competencies in the field, to enrich teaching material with relevant research approaches and findings, and to liaise with the community to introduce relevant research topics to the students. The panel has understood that this is in line with the development the programme wants to follow. It encourages the management and programme lead to follow that direction in the implementation of the new Bachelor programme.
3. The panel advises LUNEX to systematically measure and monitor the research activities in line with the Research Council's responsibilities. The panel has seen ambitious plans for increasing the research quality and quantity despite being a 'teaching dominant specialised higher education institution without doctoral degrees'; it encourages the Institution to ensure systematic follow-up of those ambitions.

#### 4.1.2.1 Conclusion assessment area 5

LUNEX **meets** the assessment criteria of Assessment area 5.

#### 4.1.3 Assessment area 6: Quality assurance measures

Assessment area 6 is detailed in the following assessment criteria:

- a. *The SHEI ensures the collection, analysis, and use of relevant information for the effective management and continuous improvement of its study programmes and research activities.*
- b. *The SHEI has an internal and external quality assurance system, which it makes publicly available, and which forms an integral part of its strategic management. The quality assurance procedures applied by the SHEI comply with the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).*
- c. *The programmes are regularly subjected to internal evaluation to ensure that they take into account the latest research and didactic developments in the relevant field, achieve the intended learning outcomes, and meet the constantly evolving needs of students and society.*
- d. *The SHEI maintains regular and formalised exchanges with professional circles in the Grand Duchy of Luxembourg related to its programmes of study.*
- e. *Responsibilities, competencies, and decision-making processes within the SHEI are defined clearly and transparently.*
- f. *The SHEI has its own set of internal rules defining disciplinary procedures and anti-fraud measures.*
- g. *Teachers and students have sufficient means to express their positions and participate in decision-making through representation in various bodies and committees.*
- h. *The SHEI has a contact person or committee responsible for issues relating to gender equality policy.*
- i. *In the case of an application for the reaccreditation of a programme, it is demonstrated to what extent, and through which means, actions, and decisions the SHEI has taken into account the recommendations outlined in the evaluation report and the accreditation decision of the previous period.*

LUNEX employs various methods aimed at continuous improvement to gather relevant information about its programmes and research activities. The Institution collects feedback from diverse stakeholders through regular surveys. Students' feedback is obtained at the end of each module and discussed with the responsible academic staff. Feedback from academic

staff is collected during departmental meetings or through various committees and councils (as described in Annex 33 Quality assurance framework).

LUNEX has also established Professional Advisory Boards consisting of employers and industry experts to gather stakeholder input into the ongoing development and quality control of the programmes. Regular and formal exchanges are maintained during the whole year with relevant organizations from the sport sector and the health sector.

Overall, the panel finds it positive that LUNEX has a structured interaction with its national and international partners and has formalised the way in which the professional field can shape strategic direction and quality and contribute to the programmes.

LUNEX conducts market research and gathers information from graduates. These data are used to inform strategic planning, to ensure that study programmes remain relevant, to introduce new programmes, to make sure that resources are allocated appropriately, and to ensure that a culture of continuous improvement is fostered.

The panel has seen that this approach leads to concrete actions, as it has been informed during the site-visit of the drivers behind the new Bachelor in Osteopathy. Market demands and legal opportunities within the Luxembourg higher education system have been examined by LUNEX in view of the new Bachelor programme that is the subject of this accreditation report. The Discipline Advisory Board – Osteopathy (DAB-OST) has been constituted to provide stakeholder input into the ongoing development and quality control of the new programme in osteopathy, in particular related to clinical placements and patient care.

Formal student and academic staff representation mechanisms are well documented, and support stakeholder participation in governance of the SHEI. The panel learned that the Teaching and Learning Council (TLC), which includes representatives from the academic and the administrative staff as well as from the student body, is the body responsible for internal quality assurance, safeguarding the academic standards of the programmes and the institution's academic activities. LUNEX has many different committees in place. Therefore, close monitoring of the feasibility of the current QA process remains important, as heavy procedures should not hinder LUNEX to act as a fast-responding organisation.

LUNEX has a thorough feedback system for the internal evaluation of academic teaching quality across its various programmes. Student surveys are conducted on all academic aspects of each module. Twice a year, programme leaders hold face-to-face meetings with cohort representatives, providing students with an opportunity to discuss their feedback directly. Students reported that their feedback is welcomed by staff and addressed when possible. During the discussions, they demonstrated awareness of the adjustments made based on their feedback. With regard to the internships, the panel however sees some room for further strengthening the monitoring and feedback mechanisms. The panel is of the opinion that a system to collect internship feedback will help to monitor the student experience and ensure the learning process. LUNEX will benefit from putting in place a mechanism that allows to monitor that learning outcomes are achieved in the internships, and to follow-up student's performance at the internship place in a more structured way. Similarly, it is important to clarify expectations and grading standards to internship supervisors that are involved in assessment and grading of students.

LUNEX complies with all formal requirements for the establishment, implementation, and follow-up of both its Quality Management System (QMS) and QA, as outlined in the QA Framework (Annex 28). Furthermore, the panel noted that governance responsibilities and decision-making processes are clearly described, though it had some recommendations (see criterion 1 above).

LUNEX also has clear policies supporting integrity and redress measures. It has defined disciplinary procedures and anti-fraud measures, detailed in the LUNEX Student Code of Conduct (Annex 31), in the Academic Misconduct Policy (Annex 32), in the Grievance Policy (Annex 33) and in the Whistleblower policy (Annex 34). The panel learned that these policies are communicated to both staff and students via the Learning Management System (LMS) and the staff document library.

The documentation clearly outlines LUNEX's responses to the conditions set by the MESR and the recommendations from the previous accreditation. The panel values the process and effort LUNEX has devoted to addressing these recommendations and appreciates the institution's open attitude and willingness to provide additional information at the request of the panel during the site visit.

The panel confirms that overall, LUNEX shows a steady growth in professionalisation of the organisation. It has set-up a robust quality assurance system, with a strong stakeholder involvement and ownership. The relative small-scale of the Institution and the limited student numbers facilitate close links between staff and students. It also offers many informal opportunities to raise matters of concern, that generally lead to efforts to modify and adapt to facilitate the learning process (e.g. timing of assignments, ensure quality of visiting lecturers). Regarding the internships, the panel sees some room for further strengthening the monitoring and feedback mechanisms. It advises LUNEX to put some more work on this aspect in its QA processes, notably setting a clear standard for what is expected in relation to internships, along with establishing a robust operational monitoring process for internships abroad.

#### 4.1.3.1 *Conclusion assessment area 6*

LUNEX **meets** the assessment criteria of Assessment area 6.

## 4.2 **Conclusion (institutional assessment areas)**

The panel is positive about the overall quality of the institutional assessment areas, which meets the underlying criteria of the assessment areas. LUNEX occupies a unique position in Luxembourg's higher education landscape and has clear ambitions regarding its education and research. The institution has strengthened its interaction with its national and international partners and has established Professional Advisory Boards consisting of employers and industry experts, that structure the input of the professional field to contribute to its programmes.

The panel holds a positive opinion of LUNEX's extensive efforts to gather information in support of continuous improvement and commends the structured representation system, voting rights, and high student engagement in various committees. LUNEX has a strong drive for continuous improvement and takes adequate quality assurance measures.

With regard to its research output, the Institution aims to consistently feed its educational

offerings. The panel values LUNEX' efforts but sees room for strengthening the integration of research and teaching, in particular for the Master programme in *Sport Management and Digital Strategy* that has been updated and reshaped regarding to the digital strategy focus (see also below, assessment area 4).

The panel has some suggestions and recommendations to further improve the organisation and governance structure of the Institution:

- To avoid conflicts of interests and likely confusion of roles, the panel recommends putting in place a clear policy that acknowledges distinction of roles and inhibit the simultaneous appointment of a staff member for leading positions at the different levels of the organisation.
- The panel further recommends improving transparency of the information on the website, to ensure updated, correct and complete information on the programmes and the respective courses, on the dedicated teaching and research staff, their academic titles, expertise and research output.
- For the Master in *Sport Management and Digital Strategy*, the panel also urges to improve the information provision to candidate students, clarifying the prerequisites required to enrol in the programme, and increasing transparency on the digital components of the Master programme (see also below, assessment criterion 3 of the Master programme).

To enhance LUNEX's quality, the panel encourages LUNEX to take further actions to define clear research lines that can nurture its teaching:

- In relation to the update and focus of the Master programme in *Sport Management and Digital Strategy*, the panel advises to align the research and programme strategies more, and to cultivate an ongoing focus on these research lines to ensure that research output consistently informs the programme.
- For the new programme *Bachelor in Osteopathy*, the panel advises recruiting additional staff with relevant academic and research competencies in the field, to enrich teaching material with relevant research approaches and findings, and to liaise with the community to introduce relevant research topics to the students.

Last, and regardless its robust quality assurance system and agile feedback loops, the panel sees room for further strengthening the monitoring and feedback mechanisms in LUNEX regarding to the internships.

Overview assessments:

Institutional assessment areas		Judgement
1	Organisation, strategy and sustainability of the SHEI	MET
5	Research	MET
6	Quality assurance measures	MET

## 5 Programme assessment – Master in Sport Management and Digital Strategy

### 5.1 Discussion assessment areas

#### 5.1.1 Assessment area 2: Aims and objectives of the study programme

Assessment area 2 is detailed in the following assessment criteria:

- a. *The programme complies with the provisions relating to programmes leading to the Bachelor's and Master's degrees as defined in Title IV.*
- b. *The programme has a coherent curriculum which reflects the programme's intended learning objectives and the learning outcomes to be achieved by the student. It is broken down into knowledge, specific skills, and transversal skills.*
- c. *The programme is defined in accordance with European standards and the Bologna Process. It is defined in terms of ECTS credits.*
- d. *The programme is divided into modules, each of which is awarded a certain number of ECTS credits. Each module is made up of one or more theoretical or practical units, known as "courses". Each course carries a minimum of one ECTS credit and a maximum of 20 ECTS credits. The objectives and learning outcomes of each module and course are clearly defined.*
- e. *The workload is appropriate and balanced between semesters.*
- f. *The ratio of theoretical to practical teaching is consistent with the programme's objectives. Depending on the objectives of the programme, internships are an integral part of the curriculum. These internships fall within the scope of the provisions of Book 1, Title V, Chapter II, Sections 1 and 3 of the Luxembourgish Labour Code ("Code du travail").*
- g. *For each module of the programme, the appropriateness of the workload, the types and methods of assessment and the intended learning outcomes are determined and documented in relation to the descriptors for the corresponding level of the Luxembourg Qualifications Framework, in accordance with the amended Law of 28 October 2016 on the recognition of professional qualifications, and in relation to the number of ECTS credits allocated to each module of the programme.*
- h. *As part of the study programmes leading to the Bachelor's degree, a compulsory period of study at a university or higher education institution abroad, recognised by the competent authority of the State concerned, leads to validation of the courses completed outside the home institution. The conditions under which individual exemptions may be granted to a student are clearly defined.*
- i. *Programmes preparing for regulated professions within the meaning of the amended Law of 28 October 2016 on the recognition of professional qualifications comply with the legislative and regulatory requirements governing the regulated profession concerned. This compliance is established by means of a detailed report drawn up by the competent minister responsible for the profession concerned. This report is a mandatory part of the accreditation file.*

The *Master in Sport Management and Digital Strategy* complies with the applicable national regulations for programmes leading to a Master's degree. The Master programme follows a structured curriculum (Annex 20 – Module Handbook), with learning objectives and outcomes that are divided into advanced knowledge, specialised skills, and professional attitudes. The programme is structured over four semesters and represents 120 ECTS credits, distributed across 14 modules.

LUNEX indicates that the programme is designed to equip students with the theoretical insight, practical expertise, and digital competencies required to lead and transform sport organisations in an increasingly complex and data-driven environment.

The students confirmed that the programme maintains a good balance between theory and practice and are satisfied with the total contact hours that are dedicated to applied learning formats such as seminars, case studies, project-based work, field visits. The accreditation file indicates that 20% of the total hours take place outside the traditional classroom setting, including project work with external partners, site visits, and a compulsory internship. The panel has taken note that project-based learning plays a central role in the curriculum, with several modules designed to embed students in authentic, complex problem-solving contexts drawn from the sport industry. The internship, accounting for 20 ECTS, is a key learning component, scheduled during the final year to coincide with the students' more mature level of expertise and readiness for professional engagement. Students complete a minimum of 440 hours in a sport organisation, working on projects aligned with their academic focus and career goals. Students confirmed that the internship enables them to apply their knowledge and research skills in practice, enhance their digital and strategic competencies, and cultivate a professional attitude and network.

The programme that was discussed with the accreditation panel is an updated version of the previously accredited *Master in Sport Management and Digitalisation*. The panel was informed that it retains the core of the original structure and content, but updates and expands key areas, particularly in digital strategy, communication, and the use of AI. Digital transformation of sport organisations, the strategic use of data and technology, and evolving stakeholder communication practices are now core parts of the programme. A particular emphasis has been placed on integrating artificial intelligence (AI) in an ethical and forward-looking manner.

The panel finds it positive that the curriculum has been updated to equip students with the knowledge and judgement needed to work effectively and ethically in increasingly AI-supported sport management environments. Students are introduced to a range of AI tools for content creation, planning, and communication, fostering both competence and critical awareness. In modules such as '*Research Methods in Digital Environments*' academic working principles are introduced, and guidance is provided to students on AI use in research contexts, including ethical considerations and transparency in citation and authorship.

The panel has also enquired on how the use of AI is dealt with in assessments across the programme. Teaching staff has clarified that some modules allow controlled AI use with clear rules on documentation and critical reflection, while other assessments were redesigned to minimise inappropriate reliance on AI, with formats such as in-class tasks, or practical assessment formats, presentations and group-based evaluations to ensure fairness and authenticity.

In the exchanges with the programme management and teaching staff, the panel had questions on the rationale behind the change of the title of the programme, following this reaccreditation. The objective of the Master remains focused on being, first and for all, a management programme for the professional field of sports. The digital component captured in the title of the programme as '*digital strategy*', is intended to clarify the leadership and digital competences expected from graduates. The programme is not aimed at delivering IT experts

and digital savvy professionals for the sports sector, but managers that understand types and sources of data relevant in the sport industry; can collect, handle, and translate these into a pertinent analysis and are able to guide digital transformation processes in the sector.

The panel noted that a shared vision on the renewed programme is not yet full reality. The exchanges with current staff members in this regard showed a discrepancy between the clear vision of the programme management on the new avenues for the programme, and the teaching staff that lacked a sharp view on the consequences of the reprofiling for their teaching practice. Work will need to be done internally in the department, to have all staff members fully on board.

Though the objective of the renewed programme seems clear to the students and other stakeholders representing the professional field, the panel also advise the programme management to be transparent in its communication to candidate students on the aim and learning outcomes of the renewed Master programme, and particularly its digital strategy component (see also above, assessment area 1).

The panel values that the programme, presented with a new focus on 'digital strategy' for the sports sector, responds to the increasing need in the sector for leaders who can manage complex environments, apply analytical and digital tools, and implement innovative strategies to address real-world challenges. From the exchanges with the representatives of the professional field, the panel understood that graduates are expected to have a critical mindset using their advanced knowledge about sport management issues to analyse and solve complex problems. They are expected to contribute individually and in teams to the digital transformation and maturity of a sports organisation. The programme thus aims for graduates with a good understanding and skills for the integrated use of digital tools, and of data driven decision taking.

Employers' representatives proved overall very positive about the competences of the interns from this Master program, and the panel obtained several examples of recruitment following a successful internship. The panel confirms that the updated programme is aligned with the needs of the sector, which increasingly demands professionals equipped with both management expertise and digital competence.

Regardless of the positive feedback of the work field and the successful employment rate of Lunex' students, the panel has some observations in view of the ambitions set for the programme. The panel remarks that a strategic approach to digitalisation requires more than a good understanding of tools for data mining and data use, web scraping, and being aware of AI, etc. To the panel, the programme should clarify further what its goals are to make the 'digital strategy' component of the programme concrete and relevant and keep it up to date.

It advises the programme to be forward looking in its objectives and ambition, and to prepare graduates for a rapidly changing technological environment in which they will need to take leadership. Programme management indicated that this is increasingly challenging as technological developments and tools change quickly. Therefore, the ambition of the programme is to develop profiles that are proficient in handling uncertainty in the sports industry and to equip students with skills, tools and understanding to be able to face continuous changes in their professional environment.

The panel endorses that ambition, but finds it a missed opportunity to not explicitly address other concerns of today's world in the objectives of the Master programme, such as questions on the societal impact of (elite) sports, 'sport-for-development' (S4D), inclusion and diversity in the sports sector, sustainability, health-related matters (fitness, sedentary lifestyles...), etc.

Regarding the appropriateness of the workload of the Master programme, the panel has not heard any issues of concern. Students confirmed that the programme is at times challenging but feasible; the block teaching allows for sufficient time for self-study and for working on the practical assignments. The panel encourages the institution to maintain ongoing attention to the proportion of self-study so that the workload remains commensurate with the number of allocated ECTS credits.

The panel concludes overall positively on the aims and objectives of the renewed Master programme. Yet, to further improve the updated programme, the panel advises the programme management to ensure that the renewed focus is fully understood by the teaching staff in place and adequately translated in the content of the different modules. To the panel, the programme should spell out what its goals are to make the 'digital strategy' component of the programme concrete and relevant and ensure to keep it up to date. The panel also recommends being transparent in its communication to staff and (candidate) students on what the programme's exact aims and objectives are, and to integrate a reflection on current concerns in the world of sports, such a societal impact of sports, 'sport-for-development' (S4D), inclusion and diversity in the sports sector, sustainability, health-related matters (fitness, sedentary lifestyles, ...), etc.

#### 5.1.1.1 *Conclusion assessment area 2 for the Master in Sport Management and Digital Strategy programme*

The Master in Sport Management and Digital Strategy programme **meets** the assessment criteria of Assessment area 2.

#### 5.1.2 *Assessment area 3: Admission, evaluation, certification*

Assessment area 3 is detailed in the following assessment criteria:

- a. *The admission requirements for the programme of study are clearly defined and published.*
- b. *Where the conditions for admission to the programme and the conditions for validation of courses provide for the possibility of validation of prior learning or experience, the arrangements for such validation are clearly defined, in accordance with the provisions of Article 48.*
- c. *Assessment methods are defined in relation to the learning objectives and are designed to verify the achievement of the programme's intended learning outcomes.*
- d. *The assessment methods applied in the various modules and courses are clearly communicated to the students.*
- e. *Where the programme of study includes distance learning components, specific distance teaching and learning quality assurance tools are in place, online assessment procedures are defined and communicated to students, and specific support is provided to students. Compliance with Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data is established and documented.*
- f. *If the SHEI aims to recruit students from third countries, it has an internationalisation strategy and an appropriate action plan in terms of pedagogical and cultural support and infrastructure capacity to achieve the objectives of the strategy. The action plan covers the*

*entire academic career of students who are third-country nationals, from the recruitment of students to the entry of graduates into the labour market.*

g. *The diploma shall comply with the provisions of Article 52(2) and be accompanied by a supplement complying with the provisions of Article 52(3).*

LUNEX has clear admission procedures and policies for the validation of prior learning or experience. It communicates admission requirements for its study programmes to future students on its website, including information on the application procedures and deadlines, language requirements to enrol, etc. In addition to the website, LUNEX also uses various other channels, like info-days. The Institution ensures that the diplomas delivered comply with the legal provisions.

LUNEX allows two intakes per year for most of its programmes, including the *Master in Sport Management and Digital Strategy*, and welcomes annually around 500 new students. Especially for its Master programmes, the Institution emphasizes the importance of internationalisation, recognising it as a strategic goal essential for expanding the institution's global reach and diversity. The importance of internationalisation has also been translated in procedures for LUNEX' students spending some study time abroad, as for incoming students like those involved in the Goals programme (Erasmus Mundus) (see above, assessment area 1). Support is offered to international students enrolling in the programmes of LUNEX, for obtaining the necessary permit, understanding the required administrative documents to apply for student visa, and finding appropriate student housing.

The panel has seen clear procedures and a performant system for student admission and student support. For the entry into the *Master in Sport Management and Digital Strategy* the SWOT analysis indicates that the starting level of students' digital skills can differ. Following the information collected during the site-visit, the panel has heard that candidate students regularly come with questions regarding the baseline level of digital skills for the programme. It therefore recommends increasing the transparency on the level of 'digital knowledge' that is required for enrolling in the *Master in Sport Management and Digital Strategy* in its information provision (see also assessment area 1).

Regarding the assessment methods in the *Master in Sport Management and Digital Strategy*, these are directly aligned with the learning outcomes defined at both the module and programme level. Teaching staff clarified that each module includes at least two distinct forms of assessment to ensure a comprehensive evaluation of students' knowledge, skills, and attitudes. The assessment formats - such as case studies, presentations, oral exams, digital projects, and written assignments - are chosen to reflect the applied, interdisciplinary, and practice-oriented nature of the programme. The panel has studied the matrix in Table 8: *Alignment of assessment types and relevant learning outcomes for the Master in Sport Management and Digital Strategy*. The types and methods of assessment are considered sufficiently diverse and in line with the intended learning outcomes. The programme has done a proper exercise to make the constructive alignment of LO, teaching and assessment explicit, but could ensure to document this in a more comprehensive way.

Students receive detailed information on the various assessment methods and on LUNEX' assessment regulations during the induction week at the start of their programme. The assessment methods are described within the respective module outlines, which are provided

in advance (i.e. min. 3 weeks) of the start of the module delivery. Module outlines will be directly communicated by the Module-coordinator and be made accessible on the integrated LUNEX student learning platform, that was presented to the panel. In addition, module coordinators are required to review the guidelines and evaluative methods with students at the start of each module.

The panel was keen to better understand the specificities and organisation of the blended variant of the *Master in Sport Management and Digital Strategy*. The blended programme is delivered as a combination of online modules for the first year of study and face-to-face delivery during the second year of study. The online learning modules are provided in close collaboration with the E-Learning Group, an experienced provider of e-learning content.

The panel was informed that the content of the online learning is similar to the on-campus modules. The main difference is in the tools to transfer the modules and in the assessments online: instead of face-to-face lectures, the online modules will be delivered through interactive online learning, webinars, webcast, podcasts, case studies, online-sessions, fora, interactive videos, and quizzes. Good online tutorials and wide availability of the teaching staff for support and explanations on course content appear to contribute to student satisfaction in the blended programme.

The panel understood that only few students are enrolled in the blended programme. This variant serves mainly the needs of students with an active career in elite sports. The panel values this offer and sees opportunities to expand the programme in terms of numbers of students enrolled. It also advises LUNEX to exploit more the efforts that are deployed to deliver the two variants of the Master. The online content produced can definitely feed (more) into the on-site programme, and facilitate the learning process of regular, on-site students to catch up where needed. Moreover, the panel sees opportunities to strengthen the links between students in both variants, so that they can benefit from each other's experience. The panel suggests examining the possibility of inviting students in the blended programme also in year 1 to spend a limited amount of time on campus; for example a compulsory 'on-site study week' could help to reinforce the links with the regular students in the programme.

#### 5.1.2.1 Conclusion assessment area 3 for the *Master in Sport Management and Digital Strategy* programmena

The *Master in Sport Management and Digital Strategy* programme **meets** the assessment criteria of Assessment area 3.

#### 5.1.3 Assessment area 4: Implementation of the programme

Assessment area 4 is detailed in the following assessment criteria:

- a. (In the case of the initial accreditation of a programme of study, the SHEI has a forecast plan for the recruitment of full-time equivalent permanent teaching staff covering the accreditation period in question.)
- b. Teaching is provided by a teaching staff that is competent from a didactic and pedagogical point of view and capable of relating teaching to professional practice in the field concerned and to current research. Teaching is student-centred and encourages active student participation. The suitability of each of the professional profiles of the available and planned teaching staff is clearly demonstrated in relation to the programme's objectives and its intended learning outcomes.

- c. *The proportion between permanent teachers and external contractors is appropriate to the objectives of the curriculum, it being understood that the proportion of lessons provided by external contractors may not exceed the threshold of 40% set in Article 54(2).*
- d. *Continuing training programmes are provided for teaching staff.*
- e. *Students benefit from appropriate supervision and full information. A tutoring programme is offered to students.*
- f. *The SHEI has a policy on inclusion and provides reasonable adjustments for a student with a particular impairment or disability, the effects of which hinder normal progress in studies or prevent the student from using acquired knowledge and competences in assessment tests, and which is such that these hindrances and impediments can be compensated for by reasonable adjustments.*

In LUNEX teaching is based on student-centred learning. Through interactive lectures, group projects, industry visits and field trips, individual and group project activities, case studies, and practical assignments, etc. students are stimulated to be active participants in their educational journey. This method is considered particularly important in the dynamic field of sport management. Students are encouraged to link theory and practice by utilising and applying theory, frameworks and concepts into complex and realistic situations during assignments, in the internship, and in preparing the Master thesis. The students confirmed to the panel that they find this stimulating and are satisfied about this active, hands-on approach.

All modules within the Master programme are coordinated by internal, LUNEX staff. The teaching staff for the *Master in Sport Management and Digital Strategy* brings practical experience and current research knowledge in the field of sport management, ensuring that the teaching is well connected to professional practice. Teaching staff has extended experience in higher education teaching. Staff also confirmed to receive a fair amount of time in their assignment to engage in research. In addition, the staff confirmed to receive opportunities for enhanced training and professional development.

LUNEX staff are stimulated to attend discipline specific training and conferences, which is sustained by funded scholarship and traineeships (i.e., ERASMUS+). For the *Master in Sport Management and Digital Strategy* the staff undertakes efforts to following online courses and ensure that knowledge and competences remain up to date with the deployment of technology and tools in the sports industry, and with the broader developments of AI in the sector. The panel values these efforts and finds it positive that LUNEX plans to establish a 'Teaching Enhancement Programme' to offer structured support and training for its academic staff, in cooperation with Advance HE, a leading organization for staff training and development globally.

In line with its overall policies, LUNEX invites externals with additional expertise in the sports sector to teach in the Master programme. Throughout the programme external specialists (both academic and professional) are engaged to enhance the delivery, learning and authenticity of the content. The proportion between permanent teachers and external contractors is not fully clear for the *Master in Sport Management and Digital Strategy*. The panel therefore advises to work on the transparency of information as to who is teaching in the programme (including external lecturers) and what their expertise is (see also above, assessment area 1).

In view of the new focus of the programme, the panel invited the teaching staff during the site-visit to explain how the 'digital strategy' part is filled in throughout the different modules and links with their experience. The panel wanted also to clarify which methods and tools for statistical analysis and qualitative analysis are used. Based on the information received, the panel remarks that working with NVivo and doing statistical analysis in the programming language R is basic and standard, and not at the expected level for the ambitions of the programme. It therefore advises to rethink the approach and better use the in-house statistical expertise to offer more advanced methods and up to date tools for the *Master in Sport Management and Digital Strategy*.

During the site-visit, the panel also discussed how the required technological skills, use of new tools, up-to-date knowledge will be considered in the implementation of the updated programme, including the impact of AI for the future of the sports sector. To do so, in all the modules a good understanding of the digital components of the programme is essential. As not all staff appeared to be fully on board, extra efforts in this regard are needed. Teaching staff should be fully aware and engaged in communicating and implementing the combined focus on leadership and digital strategic approaches for the sports sector.

To the panel the integrated use of different tools should be at the heart of the programme's digital components, and the panel strongly advises to integrate concepts and tools related to VR, fan experiences, e-sports, the metaverse, (exer)gaming...that make up the virtual world in the sports sector, but are not (yet) reflected in the course content.

In addition, and in view of the updated objectives and ambition of the programme, relevant research lines are to be strengthened. This will create opportunities for a stronger integration of research work into the programme. The panel has understood the intention of the management to consolidate the group that is teaching in the Master programme. The panel recommends increasing and reinforcing the staff, attracting a senior profile with a relevant research record, that is focussed on sports management and skilled in digital components for the sector.

Regarding information and student support, all academic information is provided to students on the Canvas Learning Management System and the Student Portal, that were presented to the panel. To ensure adequate supervision and communication of comprehensive information for students, LUNEX provides an open-door policy. Students confirmed the close links to the teaching staff, with multiple opportunities to enquire about and/or seek support and feedback on their progression, also outside allocated teaching hours. In addition, central support services are available for all students to help manage their academic and personal needs, such as the LUNEX Student Support, LUNEX Study Service, and LUNEX Examination Office. The LUNEX Student Union also provides formal and informal support for all students.

Besides the system of tutoring and the support services to students, the Institute is committed to providing a supportive and inclusive environment for all students, independent of culture, perspectives, beliefs, experiences and particular impairment or disability. LUNEX has an explicit policy in place to allow students with disabilities to participate in academic life on an equal basis with others (Annex 19 – Assessment and Learning Regulations for Students with Disabilities).

In conclusion, the panel confirms that the implementation of the programme is done by competent staff that is engaged, motivated, and well-supported to continue its own professional development. In view of the ambitions for the programme, with a focus on leadership and digital strategic components, staff still needs to explicitly integrate the updated objectives in its own communication and teaching practice.

The panel advises to incorporate concepts and tools related to VR, fan experiences, the metaverse, (exer)gaming...that make up the virtual world in the sports sector but are not (yet) reflected in the course content. More importantly, the integrated use of different tools should be at the heart of the programme's digital components, and relevant research lines are to be strengthened to allow for a stronger integration of relevant research work into the programme. The panel therefore recommends increasing and reinforcing the staff of the Master programme, attracting a senior profile with a relevant research record, that is focussed on sports management and skilled in digital components for the sector.

#### 5.1.3.1 *Conclusion assessment area 4 for the Master in Sport Management and Digital Strategy programme*

The *Master in Sport Management and Digital Strategy* programme **meets** the assessment criteria of Assessment area 4.

#### 5.2 *Conclusion Master in Sport Management and Digital Strategy*

The panel concludes overall positively on the aims and objectives of the renewed Master programme in *Sport Management and Digital Strategy*, as well as on the admission and evaluation criteria and the implementation of the programme. The latter is an updated version of the accredited *Master in Sport Management and Digitalisation*, and expands key areas, particularly in digital strategy, communication, and the use of AI.

The programme is well balanced and designed to equip students with the theoretical insight, practical expertise, and digital competencies required to lead and transform sport organisations in an increasingly complex and data-driven environment. A particular emphasis has been placed on integrating artificial intelligence (AI) in an ethical and forward-looking manner.

To further improve the updated programme, the panel advises to ensure that the renewed focus is fully understood by the teaching staff in place and adequately translated in the content of the different modules. To the panel the integrated use of different tools should be at the heart of the programme's digital components, and the panel advises to integrate concepts and tools related to VR, fan experiences, the metaverse, (exer)gaming...that make up the virtual world in the sports sector but are not (yet) reflected in the course content. Further the programme would benefit from integrating case studies to addresses societal issues in and through sport.

The panel also advises to rethink the approach to data-analysis and better use the in-house statistical expertise to offer more advanced methods and up to date tools for the *Master in Sport Management and Digital Strategy*.

In view of the updated objectives and ambition of the programme, relevant research lines are to be strengthened, and the team needs to be reinforced. The panel recommends increasing

the staff, attracting a senior profile with a relevant research record that is focussed on sports management and skilled in digital components for the sector.

Overview assessments:

<b>Assessment area</b>		<b>Judgement</b>
2	Aims and objectives of the study programme	MET
3	Admission, evaluation, certification	MET
4	Implementation of the programme	MET
<b>Overall judgement</b>		<b>MET</b>

## 6 Programme assessment – Bachelor in Osteopathy

### 6.1 Discussion assessment areas

#### 6.1.1 Assessment area 2: Aims and objectives of the study programme

Assessment area 2 is detailed in the following assessment criteria:

- a. *The programme complies with the provisions relating to programmes leading to the Bachelor's and Master's degrees as defined in Title IV.*
- b. *The programme has a coherent curriculum which reflects the programme's intended learning objectives and the learning outcomes to be achieved by the student. It is broken down into knowledge, specific skills, and transversal skills.*
- c. *The programme is defined in accordance with European standards and the Bologna Process. It is defined in terms of ECTS credits.*
- d. *The programme is divided into modules, each of which is awarded a certain number of ECTS credits. Each module is made up of one or more theoretical or practical units, known as "courses". Each course carries a minimum of one ECTS credit and a maximum of 20 ECTS credits. The objectives and learning outcomes of each module and course are clearly defined.*
- e. *The workload is appropriate and balanced between semesters.*
- f. *The ratio of theoretical to practical teaching is consistent with the programme's objectives. Depending on the objectives of the programme, internships are an integral part of the curriculum. These internships fall within the scope of the provisions of Book 1, Title V, Chapter II, Sections 1 and 3 of the Luxembourgish Labour Code ('Code du travail).*
- g. *For each module of the programme, the appropriateness of the workload, the types and methods of assessment and the intended learning outcomes are determined and documented in relation to the descriptors for the corresponding level of the Luxembourg Qualifications Framework, in accordance with the amended Law of 28 October 2016 on the recognition of professional qualifications, and in relation to the number of ECTS credits allocated to each module of the programme.*
- h. *As part of the study programmes leading to the Bachelor's degree, a compulsory period of study at a university or higher education institution abroad, recognised by the competent authority of the State concerned, leads to validation of the courses completed outside the home institution. The conditions under which individual exemptions may be granted to a student are clearly defined.*
- i. *Programmes preparing for regulated professions within the meaning of the amended Law of 28 October 2016 on the recognition of professional qualifications comply with the legislative and regulatory requirements governing the regulated profession concerned. This compliance is established by means of a detailed report drawn up by the competent minister responsible for the profession concerned. This report is a mandatory part of the accreditation file.*

The *Bachelor in Osteopathy* has been designed to be a comprehensive programme providing the necessary knowledge, skills, and attitudes to prepare future graduates for their next educational endeavour, the *Master in Osteopathy*.

The panel notes that the *Bachelor in Osteopathy* is developed within the framework of the Luxembourg legislation governing the regulated profession of osteopathy, as confirmed by the attestation issued by the Ministry of Health, which certifies the conformity of the applicable law. These documents constitute the legal basis for the professional practice of osteopathy in Luxembourg.

The classification of osteopathy as a regulated health profession in Luxembourg is important for contextualizing the content of the Bachelor programme. The requirements for training and access to the profession of osteopathy are subject to obtaining a Master's degree in higher education and certifying training in the field of osteopathy of at least 300 ECTS credits, including theoretical and practical teaching of 10 semesters, in orthopaedic, traumatology and in rheumatology departments under the supervision of an osteopath approved by the higher education establishment. Students from the Bachelor will need to complete a total of 500 hours of clinical placements in different settings varying from hospital settings to private practice. This, combined with the allocation of placement hours in the (future) Master programme (500 hours), ensures complying with the required 1000 hours in Luxembourgish law and following CEN standards and WHO benchmarks.

The ambition of the Bachelor programme is to deliver a vision for the future of the osteopathic profession and its quality standards. It has been designed following the CEN European Osteopathic Standards of high-quality of education, safety and ethics in osteopathic clinical practice, and the WHO Benchmarks for Training in Osteopathy (WHO Benchmarks) that describe five main models of structure-function relationships to guide the osteopathic practitioner's approach in the diagnostic and treatment process. The accreditation document also confirms that the legal framework and other European and international guidelines have been taken into account in developing the curriculum, and aligning objectives, course content and learning outcomes.

The programme of 180 ECTS is structured into 22 modules across six semesters. It aims to bring to students a solid foundation in anatomy, biomechanics, physiology, semiology, and hands-on treatment approaches, integrating clinical reasoning for elementary differential diagnosis. The programme places a strong emphasis on internationalisation, encouraging students to gain experience through international mobility programmes and collaborations. The inclusion of a compulsory study abroad period in LUNEX study programmes aligns with the Higher Education Law of 21st July 2023 and the institution's strategic goal of internationalisation, as outlined in the LUNEX Strategic Plan 2030. The panel sees this as challenging but is positive about the contacts and networks that LUNEX is building with schools abroad that operate osteopathy programmes in the context of a regulated profession.

The CEN Standards and WHO Benchmarks have informed the specific programme's learning outcomes. These align with the definitions of knowledge, specific skills, and attitudes, responsibility, and autonomy as described in the European Qualifications Framework (EQF) at level 6 (Bachelor degree). When finishing the bachelor programme, graduates should possess the ability to assess, diagnose, and treat a range of case presentations, utilising evidence-informed practices.

The panel has learned from the documentation and explanations on-site that the modules of the *Bachelor in Osteopathy* are partly aligned with the *Bachelor in Physiotherapy*. The programme of the *Bachelor in Osteopathy* overlaps for about 30% of ECTS with the *Bachelor in Physiotherapy*. The panel finds this overlap fair and reasonable.

It further examined the specific profile of the new programme. It has seen an overview of the modules and had access to the full module handbook, with the learning outcomes, practical and theoretical content, and assessments of the programme.

The panel discussed the three fields that are integrated in the curriculum of the proposed Bachelor: structural, visceral, and craniosacral osteopathy with the programme management. The management confirmed that these fields, covered in the different modules, are to reflect a strong emphasis on evidence-based practice and research, together with hands-on learning and practical applications, and a holistic approach to the patient.

All the clinically orientated modules of the *Bachelor in Osteopathy* include a practical component. The volume of practical content increases throughout the programme after the fundamental theoretical content is presented, to prepare students for the future profession of osteopaths. Practical sessions include hands-on experience between peers and, whenever applicable, sessions with real and/or simulated patients. The panel has taken note of the detailed breakdown per module of theory and practical components and finds the strong progression from theory to practice positive.

The panel discussed the composition and alignment of the programme with the evidence-based principles with the management, teaching staff and with representatives of the professional field (notably the Luxembourg Association of Osteopaths (ALDO)). It was not only interested to hear how the programme recognises the lack of evidence for the visceral and craniosacral parts of osteopathy. It also wanted to understand LUNEX' vision on how to adapt to new evidence, particularly if negative.

LUNEX has now opted for modules in the Bachelor programme that delve mainly into those parts of the profession that are based on scientific evidence; other fields (i.e. visceral and craniosacral osteopathy) that are less or not evidence-based are considered a 'need to know' and to be understood by the students; yet LUNEX indicates to strictly limit these parts in terms of ECTS and to ensure a critical approach.

The panel encourages LUNEX to make sure that such a critical approach is made explicit and is well documented. As an example, the panel studied module BOST15 'Osteopathic diagnosis and treatment of the spine I'. Discussions about reliable and valid musculoskeletal diagnosis as well as on (limited) effectiveness of treatment interventions are lacking in the descriptions of the learning outcomes and in the module content. Similar conclusions can be drawn for the descriptions of other clinical modules that were discussed.

Therefore, the panel recommends to critically review the learning outcomes and module handbook descriptions and be explicit about the approach to be followed in each module. To the panel, it is key to state 'evidence-based practice' (EBP) explicitly as a learning outcome at the level of every module. To provide full confidence on the approach, the five step process of EBP (included in module 3: Research and Evidence in Osteopathy I) could be incorporated in the learning outcomes of all modules and in the assessments.

The programme should also ensure that in the documentation, explicit information is provided about the need to critically look at scientific evidence available, at the scattered nature of some evidence or the lack thereof for clinical practice, for diagnoses and different types of treatment that will be discussed in the modules.

Last, the panel advises to reinforce the Anatomy teaching, which is now limited to theory and palpation and body painting.

The professional field underlined the importance of a holistic point of view. They argued that for a good and complete understanding of the field of osteopathy, the programme rightly includes modules that inform on non-evidence-based practices and explain experiences in treatment of patients. The panel understands a certain attention for non-evidence-based practices as part of the development and history of the field of osteopathy. However, it strongly argues that students should not be introduced into concrete practices that have no scientific basis.

This matter is also a concern for the internship that students will need to do. The panel enquired on how it will be guaranteed that students will not be confronted with non-evidence-based practices and techniques in osteopathy. The programme management has put in place a risk assessment for the selection of adequate internship places. These must be aligned with the objectives of the Bachelor programme and must be essentially orientated towards EBP. Therefore, the panel was informed that mainly musculoskeletal practitioners will be approached to offer placements. Moreover, LUNEX has the intention to ensure that placements of students in osteopathy can to a large extent be provided for in hospitals or medical centres (e.g. departments for traumatology), that offer good opportunities for clinical observations and research-based assessments. It is expected that (student) osteopaths can find a place as part of interdisciplinary teams and reflect on the scope of their practice. To make this policy stronger, and to clearly limit the use of the non-evidence-based techniques for internships, the panel advises to set a maximum percentage of non-EBP techniques or skills that students can be confronted with during a specific internship placement.

The panel has also taken note of the procedures guiding internships. It has confidence that the governance for clinical placements is well defined, but it finds it less clear how internships will be selected and evaluated. The panel advises to develop clear guidelines and a standard on who could qualify to supervise internships. It encourages LUNEX to clarify this in cooperation with professional associations, such as the Luxembourg Association of Osteopaths (ALDO), and learning from good examples in programmes abroad that prepare for osteopaths in the context of a regulated profession.

Regarding the expected workload, the panel has found an explicit workload model that is balanced over the semesters. The study hours are comprised of ca. eight hours of teaching per ECTS (including lectures, practical classes, tutorials, workshops), with the remaining 17 hours being allocated to tasks to be completed by the students in either semi-structured study time (guided study with for example, flipped classroom preparation, readings, homework to prepare for the following classes), and self-paced studying and revision in preparation for the assessment. Students are expected to use their self-paced study time also to practice the practical techniques and tasks they have learned in class.

In sum, the panel is positive about the proposed Bachelor programme. It is in line with the legal requirements and has a clear identity as compared to the programme in physiotherapy. Its objectives and curriculum are clear, and workload appears to be well-balanced. However, the panel recommends to critically review the learning outcomes and module handbook descriptions and be explicit about the approach to be followed in each module. To the panel, it is key to state 'evidence-based practice' (EBP) as a learning outcome in each clinical module making full and explicit use of the 5-step model introduced in Module 3.

The programme should also ensure that in the documentation explicit information is provided about the need to critically look at scientific evidence available or the lack thereof for clinical practice, for diagnoses and different types of treatment that will be discussed in the modules. In addition, the panel advises to reinforce the anatomy teaching, for example by including anatomic models, cooperating with an anatomy lab for hands-on teaching using anatomical specimens, using virtual anatomy simulation, ...

Last, the programme management has put in place a risk assessment for the selection of adequate internship places. These must be aligned with the objectives of the Bachelor programme and must be essentially orientated towards EBP. To clearly limit the use of the non-evidence-based techniques for internships, the panel advises to set a maximum percentage of non-EBP that students can be confronted with during each placement. The panel also advises to develop clear guidelines and a standard on who could qualify to supervise internships.

#### 6.1.1.1 Conclusion assessment area 2 for the Bachelor in Osteopathy programme

The Bachelor in Osteopathy programme **meets** the assessment criteria of Assessment area 2.

#### 6.1.2 Assessment area 3: Admission, evaluation, certification

Assessment area 3 is detailed in the following assessment criteria:

- a. *The admission requirements for the programme of study are clearly defined and published.*
- b. *Where the conditions for admission to the programme and the conditions for validation of courses provide for the possibility of validation of prior learning or experience, the arrangements for such validation are clearly defined, in accordance with the provisions of Article 48.*
- c. *Assessment methods are defined in relation to the learning objectives and are designed to verify the achievement of the programme's intended learning outcomes.*
- d. *The assessment methods applied in the various modules and courses are clearly communicated to the students.*
- e. *Where the programme of study includes distance learning components, specific distance teaching and learning quality assurance tools are in place, online assessment procedures are defined and communicated to students, and specific support is provided to students. Compliance with Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data is established and documented.*
- f. *If the SHEI aims to recruit students from third countries, it has an internationalisation strategy and an appropriate action plan in terms of pedagogical and cultural support and infrastructure capacity to achieve the objectives of the strategy. The action plan covers the entire academic career of students who are third-country nationals, from the recruitment of students to the entry of graduates into the labour market.*
- g. *The diploma shall comply with the provisions of Article 52(2) and be accompanied by a supplement complying with the provisions of Article 52(3).*

LUNEX has clear admission procedures and a policy for the validation of prior learning or experience. It communicates admission requirements for its study programmes to future students on its website, including information on the application procedures and deadlines, language requirements to enrol, etc. In addition to the website, LUNEX also uses various other channels, like info-days. The Institution ensures that the diplomas delivered comply with the legal provisions.

For the new Bachelor programme LUNEX will have one intake per year. The Institution expects to welcome 15 to 20 students in the first year. LUNEX also expects international students for the new Bachelor programme and will apply all policies in place to support these. The panel understood that the reference to “international students” primarily concerns students from neighbouring countries (in particular Germany and France). However, the programme is mainly oriented towards students from Luxembourg, in view of professional recognition requirements and the national policy objective to educate professionals for the Luxembourg labour market. For students from other countries, additional (language) preparation procedures are in place to ensure access to internships.

LUNEX is confident that students in the new Bachelor will not be drawn from a potential public for the *Bachelor in Physiotherapy*, though bridges between both programmes could be envisaged in the future.

During an earlier initial assessment of *the Bachelor in Osteopathy*, the former panel advised that the programme should be sufficiently distinguished from the *Bachelor in Physiotherapy*. The institution therefore initially focused on the solid development of an independent *Bachelor in Osteopathy* that clearly differentiates itself from the *Bachelor in Physiotherapy*. The bridging programme is planned, but did not receive priority attention. The panel understands this position.

An introduction session will be provided to all bachelor students in osteopathy on their first day at the institution, with general information on types of assessments, and assessment regulations and procedures. Students will be provided with an individual module outline prior to each module, with the assessments, marking rubrics, and assessment dates clearly stated. At the end of each module an exam information session will be provided to remind students of the information provided at the first session.

The information provision to students on assessments is sufficient and well organised. Yet, in the opinion of the panel the implementation of the new Bachelor programme would benefit from more transparency and better documentation on the constructive alignment of the programme, making the connections explicit between objectives, learning outcomes, and assessment criteria. It therefore advises the programme management and teaching staff to work on this further. The programme management should make it explicit in all the documentation related to the bachelor programme that the principles of EBP determine the content of the modules and the assessment of learning outcomes.

To the panel a critical reflection on the scientific base of the domain and the professional practice (and the limitations of existing scientific evidence) in the documentation of the modules and in the practical parts of the programme is essential to stimulate the incorporation of EBP in the attitudes, responsibility of students, and their autonomy in clinical practice. The programme could benefit from the experiences in-house, notably in the approach adopted in this regard for the physiotherapy programme.

#### 6.1.2.1 Conclusion assessment area 3 for the Bachelor in Osteopathy programme

The *Bachelor in Osteopathy* programme **meets** the assessment criteria of Assessment area 3.

### 6.1.3 Assessment area 4: Implementation of the programme

Assessment area 4 is detailed in the following assessment criteria:

- a. *In the case of the initial accreditation of a programme of study, the SHEI has a forecast plan for the recruitment of full-time equivalent permanent teaching staff covering the accreditation period in question.*
- b. *Teaching is provided by a teaching staff that is competent from a didactic and pedagogical point of view and capable of relating teaching to professional practice in the field concerned and to current research. Teaching is student-centred and encourages active student participation. The suitability of each of the professional profiles of the available and planned teaching staff is clearly demonstrated in relation to the programme's objectives and its intended learning outcomes.*
- c. *The proportion between permanent teachers and external contractors is appropriate to the objectives of the curriculum, it being understood that the proportion of lessons provided by external contractors may not exceed the threshold of 40% set in Article 54(2).*
- d. *Continuing training programmes are provided for teaching staff.*
- e. *Students benefit from appropriate supervision and full information. A tutoring programme is offered to students.*
- f. *The SHEI has a policy on inclusion and provides reasonable adjustments for a student with a particular impairment or disability, the effects of which hinder normal progress in studies or prevent the student from using acquired knowledge and competences in assessment tests, and which is such that these hindrances and impediments can be compensated for by reasonable adjustments.*

The panel learned that the Institution is starting the new Bachelor programme with two dedicated academic staff with experience in the field of osteopathy. In addition, existing faculty members from physiotherapy and health science will contribute to the teaching and supervision of the programme.

The institution has devised a structured recruitment strategy for the future of the new programme. Staff appointments will be strategically positioned to reinforce both theoretical instruction and practical training components and ensure that modules will be taught by competent staff on the teaching and pedagogical level, capable of linking subject matters to professional practice in the relevant field and current research. LUNEX has a plan for recruiting additional staff to reach 5 FTE. The Bachelor programme will also rely on the engagement of ca. 25% externals, active in the field. The recruitment of visiting lecturers will be important for the start of the programme.

The panel had questions about how LUNEX intends to guarantee the quality and research background of staff, including externals. Given the importance of ensuring EBP in the content and assessment of all modules of the Bachelor, and the particularities of the domain (scattered or non-existing scientific base for certain approaches in osteopathy), it is important to build in safeguards. The panel expects that the programme management puts in place a mechanism that ensures guest lecturers are well informed on the expectations and guiding principles of EBP. It might be beneficial to accompany external experts in their lectures, to guarantee that EB principles are at the basis of the course and that a critical approach to certain practices in osteopathy is guiding the students.

For the new programme *Bachelor in Osteopathy*, the panel encourages the plans for recruiting additional staff with relevant academic and research competencies in the field; it also advises

to enrich teaching material with relevant research approaches and findings, and to liaise with the community to introduce relevant research topics to the students.

LUNEX' staff confirmed that the Institution established a structured approach to professional development of academic staff, commencing with in-house training now delivered on several occasions throughout the year. Staff in the Department of Health had opportunities to attend curriculum development workshops, which included didactic content on learning objectives, related teaching activities, and assessments (constructive alignment). This information was applied by the staff to the content of their modules and for the development of the new curriculum. Moreover, LUNEX' staff are encouraged to attend discipline specific training and conferences, which is sustained by funded scholarship and traineeships (i.e., ERASMUS+). Staff of the *Bachelor in Osteopathy* confirmed to be supported to go to conferences and relevant events, to build up the network abroad with other programmes in osteopathy. These networks will be important to support LUNEX' students for internships and study periods abroad in well placed programmes in osteopathy.

Regarding information and student support, all academic information is provided to students on the Canvas Learning Management System and the Student Portal, that were presented to the panel. To ensure adequate supervision and communication of comprehensive information for students, LUNEX provides an open-door policy. Given the experience with other programmes and the small group of students expected to enrol in the first year of the Bachelor, students will have close links to the teaching staff, with multiple opportunities to enquire about and/or seek support and feedback on their progression. In addition, central support services are available for all students to help manage their academic and personal needs, such as the LUNEX Student Support, LUNEX Study Service, and LUNEX Examination Office. The LUNEX Student Union also provides formal and informal support for all students.

Besides the system of tutoring and the support services to students, the Institution is committed to providing a supportive and inclusive environment for all students, independent of culture, perspectives, beliefs, experiences and particular impairment or disability. LUNEX has in place an explicit policy to allow students with disabilities to participate in academic life on an equal basis with others (Annex 19 – Assessment and Learning Regulations for Students with Disabilities).

#### 6.1.3.1 *Conclusion assessment area 4 for the Bachelor in Osteopathy programme*

The *Bachelor in Osteopathy* programme **meets** the assessment criteria of Assessment area 4.

### 6.2 *Conclusion Bachelor in Osteopathy*

Overall, the panel concludes positive on the aims and objectives of the new *Bachelor programme in Osteopathy*, as well as on the admission and evaluation criteria and the plans for the implementation of the programme.

The Bachelor programme has been designed following the CEN European Osteopathic Standards of high-quality of education, safety and ethics in osteopathic clinical practice, and the WHO Benchmarks for Training in Osteopathy (WHO Benchmarks). The programme aims to bring to students a solid foundation in anatomy, biomechanics, physiology, semiology, and hands-on treatment approaches, integrating clinical reasoning for elementary differential

diagnosis. It also places a strong emphasis on internationalisation, encouraging students to gain experience through international mobility programs and collaborations.

LUNEX has opted for modules in the Bachelor programme that delve mainly into those parts of the profession that are based on scientific evidence; other fields (visceral and craniosacral osteopathy) that are less evidence-based are considered as a 'need to know' and to be understood by the students. To the panel, it is key to state 'evidence-based practice' (EBP) as a learning outcome on a module level. The panel encourages the programme to make sure that EB principles are clearly documented as the foundation of the full curriculum, and to be explicit on the need for a critical approach towards those fields and practices in osteopathy that are not backed up by solid scientific evidence.

To clearly limit the use of the non-evidence-based techniques for internships, the panel advises to set a maximum percentage of non-EBP that students can be confronted with. The panel suggests developing clear guidelines and a standard on who could qualify to supervise internships.

Further, the panel expects that the programme management puts in place a mechanism that ensures guest lecturers are well informed on the expectations and guiding principles of EBP.

In view of the start of the new programme *Bachelor in Osteopathy*, the panel encourages LUNEX to implement its plans for recruiting additional staff with relevant academic and research competencies in the field; it recommends enriching teaching material with relevant research approaches and findings, and to liaise with the community to introduce relevant research topics to the students.

The panel notes that the *Bachelor and Master in Osteopathy* were not submitted as a single accreditation package. Given that access to the osteopathy profession in Luxembourg requires a Master degree, the panel considers that the potential implications for students in the event that the Master programme does not obtain accreditation are not sufficiently addressed. This remains a point of concern and warrants explicit clarification and risk mitigation measures.

#### Overview assessments:

Assessment area		Judgement
2	Aims and objectives of the study programme	MET
3	Admission, evaluation, certification	MET
4	Implementation of the programme	MET
<b>Overall judgement</b>		<b>MET</b>

## 7 Annexes

### 7.1 Annex 1: Composition of the panel

- Prof. Dr. Nicole Pouliart, Professor of Anatomy and Clinical Reasoning at Vrije Universiteit Brussel, Head of unit for shoulder and elbow surgery at UZ Brussel, Belgium
- Dr. Emiel van Trijffel, Manager ZGT Academy, Hospital Group Twente and Board member, Civo Zorgopleiders, the Netherlands
- Prof. Dr. Pamela Wicker, Professor for Sport Management and Sport Sociology in the Faculty of Psychology and Sports Science, Bielefeld University, Germany
- Dr. Jens De Rycke, Policy Officer Innovation in Sports Policy and Participation Measurement – Sport Flanders, Belgium.
- Mr. Ömer Faruk Sönmez (student), MSc in Governance and Leadership in European Public Health (2024-2025), Maastricht University, the Netherlands; Master of Public Health (2023-2024), University of Sheffield, UK.

The panel was supported by:

- Anja Detant, secretary trained and certified by NVAO
- Dagmar Provijn, senior NVAO process coordinator

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

## 7.2 Annex 2 – Schedule of the site visit

### Monday, 27 October 2025

13.30 - 14.30	Arrival and closed meeting panel
14.30 - 15.30	Meeting with institutional management/Board of Directors
15.30 - 15.45	Break
15.45 - 16.30	Meeting with the LUNEX Student Council
16.30 - 16.45	Break
16.45 - 17.45	Meeting with representatives of the Research Council, the Teaching & Learning Council and Ethics Committee
17.45 - 18.30	Panel meeting (closed)

### Tuesday, 28 October 2025

08.30 - 09.00	Arrival of the panel and preparatory panel meeting (closed)
09.00 - 10.00	Tour of facilities, meeting with facilities managers/staff and demo of online systems
10.00 - 10.15	Break
10.15 - 11.00	Meeting with staff members of Master in Sport Management and Digital Strategy
11.00 - 11.15	Break
11.15 - 12.00	Meeting with (support) staff members for HR/staff recruitment, internationalisation, student admission and quality assurance
12.00 - 13.00	Lunch and panel meeting (closed)
13.00 - 14.00	Meeting with employers and other external stakeholders (online)
14.00 - 14.30	Break
14.30 - 15.30	Meeting with management of Master in Sport Management and Digital Strategy
15.30 - 15.45	Break
15.45 - 16.30	Meeting with students and alumni of Master in Sport Management and Digital Strategy
16.30 - 16.45	Break
16.45 - 17.30	Meeting with representatives of the Senate and Staff Delegation
17.30 - 18.30	Panel meeting (closed)

### Wednesday, 29 October 2024

08.30 - 09.00	Arrival of the panel and preparatory panel meeting (closed)
09.00 - 10:30	Meeting with management and staff members of Bachelor in Osteopathy
10:30 - 10.45	Break
10.45 - 11.15	Optional clarification meeting with institutional or programme management
11.15 - 13.45	Panel meeting and lunch (closed)
13.45 - 14.05	Short feedback by the panel to LUNEX (preliminary findings)

### 7.3 Annex 3 – Documents reviewed

- Accreditation file
- Annexes to the request for accreditation:
  - 1 Cover Letter
  - 2 Accreditation Request
  - 3 Administrative data regarding the SHEI and the programmes
  - 4 SWOT Analysis
  - 5 Response to the recommendations formulated in the Rapport d'évaluation de la demande de recevabilité
  - 6 ANNEX 1 – LUNEX Personnel Recruitment Policy
  - 7 ANNEX 2 – LUNEX Rules for the Appointment of Professorships
  - 8 ANNEX 3 – LUNEX Visiting Lecturers Selection and Compensation Policy
  - 9 ANNEX 4 – LUNEX Partnerships & Collaborations Table
  - 10 ANNEX 5 – Alignment of the Study Programmes Content with Current Legal Provisions Bachelor in Osteopath
  - 11 ANNEX 6 – Module Handbook Bachelor in Osteopathy
  - 12 ANNEX 7 – General Programme Learning Outcomes Bachelor in Osteopathy
  - 13 ANNEX 8 – Programme Objectives, Competencies and Module Matrix Bachelor in Osteopathy
  - 14 ANNEX 9 – Schematic Overview of the Entire Curriculum Bachelor in Osteopath
  - 15 ANNEX 10 – Indicative Module Timetables Bachelor in Osteopathy
  - 16 ANNEX 11 – LUNEX Internship Policy
  - 17 ANNEX 12 – Policy for Student Period of Study Abroad
  - 18 ANNEX 13 – Ministry of Health Response
  - 19 ANNEX 14 – Student Recruitment, Selection and Admissions Policy
  - 20 ANNEX 15 – LUNEX Policy for the Accreditation of prior Learning and Experience
  - 21 ANNEX 16 – Action Plan for Recruiting, Managing and Integrating International Students at LUNEX
  - 22 ANNEX 17 – Bachelor & Master Diploma and Diploma Supplement
  - 23 ANNEX 18 – Staff Expertise Matching Learning Outcomes of Bachelor in Osteopathy
  - 24 ANNEX 19 – Assessment and Learning Regulations for Students with Disabilities
  - 25 ANNEX 20 – Module Handbook Master in Sport Management and Digital Strategy
  - 26 ANNEX 21 – Alignment of Modules to the Programme Learning Outcomes of the Master in Sport Management & Digital Strategy
  - 27 ANNEX 22 – Workload Overview Master in Sport Management and Digital Strategy
  - 28 ANNEX 23 – Internship Implementation Guideline Master in Sport Management and Digital Strategy
  - 29 ANNEX 24 – LUNEX Research Outcomes
  - 30 ANNEX 25 – LUNEX Research Fundraising Table
  - 31 ANNEX 26 – LUNEX Ongoing Research Project Table
  - 32 ANNEX 27 – Mapping Evidence Based Practice within the Bachelor in Osteopathy
  - 33 ANNEX 28 – Quality Assurance Framework
  - 34 ANNEX 29 – Student Representation at LUNEX
  - 35 ANNEX 30 – Overview of the Contacts with the Professional Field Bachelor in Osteopathy
  - 36 ANNEX 31 – LUNEX Student Code of Conduct
  - 37 ANNEX 32 – Academic Misconduct

- 38 ANNEX 33 – Grievance Policy
- 39 ANNEX 34 – Whistleblower Policy
- 40 ANNEX 35 – Academic Staff Representation at LUNEX
- 41 ANNEX 36 – Gender Equality Responsible at LUNEX
- 42 ANNEX 37 – Financial Plan Covering the Accreditation Period
- 43 ANNEX 38 – Job Market Research for Bachelor in Osteopathy
- 44 ANNEX 39 – Corresponding Programme Name in Neighbouring Countries Bachelor in Osteopathy
- 45 ANNEX 40 – Staff Professionalization Bachelor in Osteopathy
- 46 ANNEX 41 – Assessment Regulations Bachelor
- 47 ANNEX 42 – Staff Expertise Matching Learning Outcomes of the Master in Sport Management and Digital Strategy
- 48 ANNEX 43 – Support for Enrolled Students at LUNEX
- 49 ANNEX 44 – Information on Student Counselling and Guidance Bachelor in Osteopathy
- 50 ANNEX 45 – General Programme Learning Outcomes Master in Sport Management and Digital Strategy
- 51 ANNEX 46 – Corresponding Programme Name in Neighbouring Countries Master in Sport Management and Digital Strategy
- 52 ANNEX 47 – Schematic Overview of the Master in Sport Management and Digital Strategy
- 53 ANNEX 48 – Overview of the Contacts with the Professional Field
- 54 ANNEX 49 – Assessment Regulations Master
- 55 ANNEX 50 – Staff Professionalization Master in Sport Management and Digital Strategy
- 56 ANNEX 51 – Information on Student Counselling and Guidance Master in Sport Management and Digital Strategy
- 57 ANNEX 52 – Avis de Débit – Taxe Accréditation MESR LUNEX SA Feb25-Jul25
- 58 ANNEX 53 – Commitment Agreement between Cognos International SE and LUNEX SA
- Additional information presented by LUNEX during site-visit:
  - Overview table of modifications Bachelor osteopathy
  - Table LO and assessments Bachelor osteopathy
  - LUNEX Practice Placements Implementation - Guideline – Bachelor in Osteopathy

## 7.4 Annex 4 – Abbreviations used

AI	Artificial Intelligence
ALDO	Luxembourg Association of Osteopaths
EBIT	Earnings Before Interest and Taxes
EBP	Evidence-Based Practice
ECTS	European Credits Transfer System
NVAO	Accreditation Organisation of the Netherlands and Flanders
QA	Quality Assurance
QMS	Quality Management System
RC	Research Council
SHEI	Specialised Higher Education Institution
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TLC	Teaching and Learning Council
VR	Virtual Reality
WHO	World Health Organization

## Colophon

LUNEX S.A.  
Combined Assessment • Report  
15 December 2025  
LU12A-25 & LU13T-25

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